

15 Free English Banana.com Resource Books

This .pdf file is a compilation of all 15 English Banana.com resource books that have been written and published between 2003 and 2012.

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If you have any questions or comments, we'd love to hear from you: info@englishbanana.com

We hope that you enjoy using these books – and don't forget, there is still lots more free material available on our website which isn't in any of these books!

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9. The Best of English Banana.com (2003-2009)		compilation of favourite worksheets
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13. You Are The Course Book		teacher training manual
14. Clear Alphabet Dictionary		pronunciation dictionary
15. Stress, Reduce, Merge		pronunciation practice

englishbanana.com's

big grammar book

by Matt Purland

101 worksheets for English lessons

featuring *Essential English* worksheets

Entry Level

englishbanana.com's

big grammar book

English Banana.com

info@englishbanana.com

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English Banana.com's

big grammar book

Introduction

Hello there . . . !

. . . and welcome to English Banana.com's **big grammar book**. It's the third fantastic book from English Banana and the aim this time is to practise grammar, grammar and, er, *more grammar!*

It's jam-packed from cover to cover with a great selection of photocopiable worksheets taken from the popular English Banana.com website. We wanted to provide teachers with a really useful book of no-nonsense grammar worksheets that they can dip into and use in class with students at Entry Level (ESOL Core Curriculum Entry Levels 1 & 2). It is also ideal for students to work with at home since the answers are all printed at the back.

The book is divided into four parts and is graded in difficulty, so that it begins with some basic stuff and builds up to more challenging grammar activities. It features a selection of *Essential English* worksheets which provide practice for crucial basic areas of knowledge for learners at Entry Level, like using numbers, writing the alphabet, spelling days and months correctly, and so on.

We hope that you find this book a big help and full of material that you can use with your learners. A big thank-you must go to all the students who have already been trialling these worksheets in class. Their feedback has been invaluable to the development of this book. We'd also love to know what you think! Send your comments, feedback, and questions about this book or English Banana.com in general to: info@englishbanana.com.

All the materials on the English Banana.com website are absolutely free, so for access to over 400 original worksheets, as well as fun online games and quizzes for practising English language skills, get your students learning with English Banana today at: www.englishbanana.com.

Wishing you every success,

All the team at English Banana.com

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English Banana.com's

big grammar book

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part one

Essential English

The English Alphabet

There are **26 letters** in the English alphabet.

There are **5 vowels**: **A, E, I, O** and **U**. The rest of the letters are **consonants**.

Practise reading the letters out loud:

Capital letters (upper case letters):

A B C D E F G H I
J K L M N O P Q R
S T U V W X Y Z

Small letters (lower case letters):

a b c d e f g h i
j k l m n o p q r
s t u v w x y z

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Essential English

Writing the Alphabet 1

Copy each letter of the alphabet into the box below:

Lower case (or small) letters:

a	b	c	d	e	f	g	h	i	j	k	l	m

n	o	p	q	r	s	t	u	v	w	x	y	z

Upper case (or capital) letters:

A	B	C	D	E	F	G	H	I	J	K	L	M

N	O	P	Q	R	S	T	U	V	W	X	Y	Z

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Essential English

Writing the Alphabet 2

A a B b C c D d E e F f G g

H h I i J j K k L l M m N n

O o P p Q q R r S s T t

U u V v W w X x Y y Z z

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Essential English

Personal Details - Completing Forms

Practise writing your personal details with this form:

Please use capital letters

Mr/Mrs/Miss/Ms: _____

First Name: _____

Surname: _____

Address: _____

Post Code: _____

Telephone Number: _____

Mobile Number: _____

Email Address: _____

Age: _____

Date of Birth: ____ / ____ / ____

Nationality: _____

Occupation: _____

Marital Status: _____

Number of Children: _____

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Essential English

Basic English Written Test

Name: _____

Date: _____

Days of the week:

Months of the year:

Numbers 1-30:

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

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Essential English

Essential Spellings

a b c d e f g h i j k l m n o p q r s t u v w x y z

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday

January, February, March, April, May, June, July, August, September,

October, November, December

spring, summer, autumn, winter

0	zero	18	eighteen
$\frac{1}{4}$	quarter	19	nineteen
$\frac{1}{2}$	half	20	twenty
$\frac{3}{4}$	three quarters	21	twenty one
1	one	10	ten
2	two	20	twenty
3	three	30	thirty
4	four	40	forty
5	five	50	fifty
6	six	60	sixty
7	seven	70	seventy
8	eight	80	eighty
9	nine	90	ninety
10	ten	100	one hundred
11	eleven	101	one hundred and one
12	twelve	1,000	one thousand
13	thirteen	1,001	one thousand and one
14	fourteen	10,000	ten thousand
15	fifteen	100,000	one hundred thousand
16	sixteen	1,000,000	one million
17	seventeen	1,000,000,000	one billion

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Essential English

Vocabulary Test – _____

Write _____ starting with each letter of the alphabet.

For example: _____.

A

B

C

D

E

F

G

H

I

J

K

L

M

N

O

P

Q

R

S

T

U

V

W

X

Y

Z

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Essential English

Just Vowels - Days, Months and Seasons 1

Fill in the gaps to spell the names of days, months and seasons:

1. _ _ i _ a _
2. O _ _ o _ e _
3. _ _ u _ _ _ a _
4. A _ _ i _
5. _ e _ _ u a _ _
6. _ o _ _ a _
7. _ a _ u _ _ a _
8. a u _ u _ _
9. _ a _ u a _ _
10. _ o _ e _ _ e _
11. _ a _ _ _
12. _ u _ e

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Essential English

Just Vowels - Days, Months and Seasons 2

Fill in the gaps to spell the names of days, months and seasons:

1. _ u _ _ a _
2. _ _ _ i _ _
3. _ e _ _ e _ _ a _
4. _ e _ e _ _ e _
5. _ u _ _ e _
6. _ u _ _
7. _ i _ _ e _
8. _ a _
9. _ e _ _ e _ _ e _
10. A u _ u _ _
11. _ u e _ _ a _

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Essential English

Days of the Week

Tick below to show the correct spellings:

1.

- a) Sunday
- b) Sanday
- c) sunday
- d) snday

5.

- a) Thursday
- b) Tuesday
- c) Thorsday
- d) thurday

2.

- a) Manday
- b) monday
- c) Monday
- d) Munday

6.

- a) friday
- b) Friday
- c) Frieday
- d) feriday

3.

- a) Tusday
- b) tuesday
- c) Teusday
- d) Tuesday

7.

- a) Soturday
- b) Saturda
- c) saterday
- d) Saturday

4.

- a) Wensday
- b) Wednesday
- c) Wenesday
- d) wednesday

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Essential English

Months of the Year

Tick below to show the correct spellings:

1.

- a) Janary
- b) January
- c) january
- d) jaNuary

5.

- a) may
- b) Maye
- c) My
- d) May

9.

- a) septembre
- b) September
- c) Septemper
- d) Setember

2.

- a) February
- b) Febuary
- c) Feburary
- d) february

6.

- a) Jun
- b) June
- c) jun
- d) june

10.

- a) october
- b) Octobar
- c) August
- d) October

3.

- a) march
- b) Marsh
- c) March
- d) Marche

7.

- a) Julie
- b) Juli
- c) July
- d) july

11.

- a) Novemer
- b) November
- c) novembrer
- d) Novembre

4.

- a) April
- b) april
- c) Appril
- d) Aprl

8.

- a) August
- b) Augst
- c) Argust
- d) august

12.

- a) decembar
- b) Decembar
- c) Desember
- d) December

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Essential English

Understanding Dates 1

Write the full version of the following dates:

Example:

10/08/92

10th August 1992

1. 01/01/97

2. 5 Jun 78

3. 10.07.02

4. 14/08/73

5. 22 Nov 01

6. 31/12/86

7. 3 Feb 90

8. 17.01.00

9. 27/03/95

10. 20 Apr 79

11. 30 Oct '01

12. 9 Jun '97

13. 13/09/02

14. 2 Nov 83

15. 01.01.80

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Essential English

Understanding Dates 2

Write the full version of the following dates:

Example:

03/06/88

3rd June 1988

1. 2 Jan 99

2. Feb 1 '03

3. Sept 16 '97

4. 02.03.65

5. 1 Mar '94

6. Aug 04 '01

7. 10.02.96

8. 15.12.70

9. 29 Oct '02

10. 2. 2. 96

11. 14.5.02

12. May 1 '01

13. 12/11/98

14. Jan 15 '84

15. 4.8.02

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Test Your Grammar Skills

Common Irregular Verbs

Complete the verb tables using **present simple tense**:

to be:

I _____

You _____

He _____

She _____

It _____

We _____

They _____

to go:

I _____

You _____

He _____

She _____

It _____

We _____

They _____

to do:

I _____

You _____

He _____

She _____

It _____

We _____

They _____

to have:

I _____

You _____

He _____

She _____

It _____

We _____

They _____

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Test Your Grammar Skills

Common Irregular Verbs

Complete the verb tables using *past simple tense*:

to be:

I _____

You _____

He _____

She _____

It _____

We _____

They _____

to go:

I _____

You _____

He _____

She _____

It _____

We _____

They _____

to do:

I _____

You _____

He _____

She _____

It _____

We _____

They _____

to have:

I _____

You _____

He _____

She _____

It _____

We _____

They _____

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Test Your Grammar Skills

Common Irregular Verbs

Complete the verb tables using **present continuous** tense:

to be:

I _____

You _____

He _____

She _____

It _____

We _____

They _____

to go:

I _____

You _____

He _____

She _____

It _____

We _____

They _____

to do:

I _____

You _____

He _____

She _____

It _____

We _____

They _____

to have:

I _____

You _____

He _____

She _____

It _____

We _____

They _____

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Test Your Grammar Skills

Using Capital Letters 1

Tick the words that should start with a capital letter, then write them out correctly:

nice

trousers

john

quickly

school

january

get

come

england

sarah

pizza

student

pizza hut

king edward high school

single

atlantic ocean

coconut

fridge

chair

butter

monday

december

new york

french

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Test Your Grammar Skills

Using Capital Letters 2

Tick the words that should start with a capital letter, then write them out correctly:

dress

good

like

easily

hospital

august

claire

steven

spain

went

tomato ketchup

doctor

five

doctor i p jones

washing machine

orange

mount everest

burger king

cupboard

wait

indian

manchester general hospital

paris

wednesday

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Test Your Grammar Skills

Basic Sentence Punctuation 1

Write the sentences and add capital letters, full stops and question marks:

1. my sister's name is jackie

2. friday is my favourite day of the week

3. i like watching eastenders on bbc 1

4. charles dickens was a famous writer he was born in portsmouth

5. lisa and chantal are going on holiday to portugal in may

6. did you go to school today

7. my new address is 248 normanton road in nottingham

8. when are you going to the hospital

9. my doctor is getting a new receptionist she's called louise robson

10. ben and i are going to look round leicester grammar school on wednesday

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Test Your Grammar Skills

Basic Sentence Punctuation 2

Write the sentences and add capital letters, full stops and question marks:

1. how do I get to the library from here

2. the coach for london leaves in about half an hour

3. my birthday is in september i usually go out for a drink with my friends

4. what do you want for dinner tonight

5. birmingham is the second largest city in the uk

6. i'll have a coke please and two packets of walkers crisps

7. if you need to see a consultant go to the derbyshire royal infirmary

8. mary poppins is my mum's favourite film she likes julie andrews

9. i drive a red fiat punto and my uncle drives a green bmw

10. i joined morton park golf club last week it was very expensive

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Test Your Grammar Skills

Question Forms Using Verb 'to be' (Present Simple Tense) 1

Rearrange the words in each sentence to make a question using verb 'to be' in the present simple tense.

Don't forget to put a capital letter at the start of each sentence and a question mark at the end:

1. what brother's is name your

2. is what address your

3. favourite is your food what

4. is your what name

5. date the what today is

6. much how that shirt is

7. are how you

8. your what is surname

9. your postcode what is

10. your when birthday is

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Test Your Grammar Skills

Question Forms Using Verb 'to be' (Present Simple Tense) 2

Rearrange the words in each sentence to make a question using verb 'to be' in the present simple tense.

Don't forget to put a capital letter at the start of each sentence and a question mark at the end:

1. are toilets where the

2. you where from are

3. phone is what your number

4. the answer what is

5. your what nationality is

6. is it old how

7. your best who is friend

8. one which it is

9. my shirt where is

10. old how you are

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Test Your Grammar Skills

Question Forms Using Verb 'to be' (Present Simple Tense) 3

Rearrange the words in each sentence to make a question using verb 'to be' in the present simple tense.

Don't forget to put a capital letter at the start of each sentence and a question mark at the end:

1. is your what name first

2. capital Australia the what is of

3. is that car friend's your

4. outside it is cold

5. when the concert is

6. his parents are nice

7. how there your many are class people in

8. your what is favourite colour

9. was Battle of when the Hastings

10. you are OK

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Test Your Grammar Skills

Question Forms Using Verb 'to do' as an Auxiliary Verb (Present Simple Tense) 1

Rearrange the words in each sentence to make a question using verb 'to do' as an auxiliary verb in the present simple tense.

Don't forget to put a capital letter at the start of each sentence and a question mark at the end:

1. free do in time do you your what

2. where you do live

3. do you how do

4. how you there get do

5. do what you living for do a

6. you what think do

7. what want you do

8. want who to you do to speak

9. where do to go you want

10. do you him know

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Test Your Grammar Skills

Question Forms Using Verb 'to do' as an Auxiliary Verb (Present Simple Tense) 2

Rearrange the words in each sentence to make a question using verb 'to do' as an auxiliary verb in the present simple tense.

Don't forget to put a capital letter at the start of each sentence and a question mark at the end:

1. you do to have ask

2. want lunch when to do you have

3. do you stamps have any

4. do have you brothers any and sisters

5. do work you where

6. what want do you breakfast for

7. do who you are think you

8. newspapers which you do read

9. why you like do playing snooker

10. you do and want fish chips some

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Test Your Grammar Skills

Question Forms Using Verb 'to do' as an Auxiliary Verb (Present Simple Tense) 3

Rearrange the words in each sentence to make a question using verb 'to do' as an auxiliary verb in the present simple tense.

Don't forget to put a capital letter at the start of each sentence and a question mark at the end:

1. where come do you from

2. English do think boring you is

3. one best do which like you

4. what want do they know to

5. you do OK feel

6. watching does enjoy she films old

7. hard does Louis work

8. do want you start to course this

9. you do library the know to way the

10. do want come with you me to you

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Test Your Grammar Skills

Question Forms Using Verb 'to have' as an Auxiliary Verb (Present Perfect Tense) 1

Rearrange the words in each sentence to make a question using verb 'to have' as an auxiliary verb in the present perfect tense.

Don't forget to put a capital letter at the start of each sentence and a question mark at the end:

1. where you have been

2. what been have doing you

3. have you why come class this to

4. when to got have arrive I

5. money have you any got

6. the time got have you please

7. have my you friend seen

8. looked have every you in cupboard

9. closed curtains the have you

10. she why hasn't the washing done up

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Test Your Grammar Skills

Question Forms Using Verb 'to have' as an Auxiliary Verb (Present Perfect Tense) 2

Rearrange the words in each sentence to make a question using verb 'to have' as an auxiliary verb in the present perfect tense.

Don't forget to put a capital letter at the start of each sentence and a question mark at the end:

1. you here have before been

2. which you films seen have

3. any oranges got have you

4. have had you your tea

5. finished have you magazine that with

6. I'm leaving has he told you that

7. you have got yet your certificate

8. changed have you phone number your

9. have what you today learnt

10. have you bought birthday a for Jane card

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Test Your Grammar Skills

Question Forms Using Verb 'to have' as an Auxiliary Verb (Present Perfect Tense) 3

Rearrange the words in each sentence to make a question using verb 'to have' as an auxiliary verb in the present perfect tense.

Don't forget to put a capital letter at the start of each sentence and a question mark at the end:

1. when you got to have go

2. he why hasn't painting finished bathroom the

3. finished have your meal you

4. heard you the new CD Bon Jovi have by

5. what saying have to been they you

6. what hair you your have done to

7. photos has he done what my with

8. holiday where have been on they

9. she who has talking been to

10. haven't why tidied you up

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Essential English

Elementary Homophones 1

Homophones are words that sound the same as each other, but have different spellings and meanings.

Put together the words that sound the same:

**board dear bare be aren't mail heel knows
find mourning by its for high meet**

1. fined _____
2. nose _____
3. bee _____
4. it's _____
5. male _____
6. bored _____
7. morning _____
8. buy _____
9. hi _____
10. bear _____
11. meat _____
12. deer _____
13. four _____
14. heal _____
15. aunt _____

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Essential English

Elementary Homophones 2

Homophones are words that sound the same as each other, but have different spellings and meanings.

Put together the words that sound the same:

piece loan plane poor mind pear new
read no none one or pail raise night

1. pale _____
2. won _____
3. mined _____
4. know _____
5. lone _____
6. pair _____
7. plain _____
8. knew _____
9. red _____
10. pour _____
11. peace _____
12. knight _____
13. nun _____
14. rays _____
15. oar _____

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part two

Essential English

Using Numbers 1

Write the answers to the following sums in words:

+ plus - minus x multiplied by
÷ divided by = equals

1. four plus ten equals _____
2. twenty five plus three plus fourteen equals _____
3. nine minus seven equals _____
4. thirty two minus seventeen equals _____
5. seven plus one minus five equals _____
6. ten multiplied by eight equals _____
7. four multiplied by fifteen equals _____
8. thirty two divided by eight equals _____
9. sixty divided by ten equals _____
10. one hundred and twenty divided by four equals _____
11. seven multiplied by three plus sixteen equals _____
12. eighteen minus nine plus forty four equals _____

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Essential English

Using Numbers 2

Write the answers to the following sums in words:

+ plus - minus x multiplied by
÷ divided by = equals

1. five plus eleven equals _____
2. sixteen plus nineteen plus eight equals _____
3. forty five minus seven equals _____
4. twenty two minus thirty one equals _____
5. thirty seven plus four minus six equals _____
6. twenty nine multiplied by five equals _____
7. three multiplied by sixteen equals _____
8. fifty five divided by five equals _____
9. ninety divided by six equals _____
10. one thousand one hundred divided by four equals _____
11. forty multiplied by two plus four equals _____
12. fifteen minus eight plus sixty equals _____

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Essential English

Using Numbers 3

Complete the sums below, writing your answers in words:

a) **ten plus two equals**

add fifteen

add forty one

subtract five

multiply by three

b) **nineteen minus seven equals**

subtract four

multiply by five

add seventeen

subtract fifteen

c) **forty multiplied by two equals**

add eighteen

add fifty eight

subtract ten

multiply by four

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Essential English

Using Numbers 4

Complete the sums below, writing your answers in words:

a) **fifteen minus three equals** _____

add eight _____

subtract one _____

multiply by nine _____

add seven _____

b) **fifty one plus four equals** _____

subtract thirty _____

multiply by three _____

subtract eighteen _____

add twelve _____

c) **eighty two minus six equals** _____

add sixty three _____

subtract twenty nine _____

add ten _____

multiply by four _____

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Essential English

Using Numbers 5

Complete the sums below, writing your answers in words:

a) **one plus fifteen equals** _____

add twenty one _____

add thirty five _____

subtract eight _____

multiply by ten _____

b) **seventy two minus one equals** _____

subtract six _____

subtract twelve _____

multiply by four _____

add two thousand one hundred
and six _____

c) **one thousand and fifty plus
ninety nine equals** _____

add four _____

subtract eighty one _____

multiply by two _____

add four thousand five hundred
and seventy five _____

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Essential English

Working Out Prices 1

Write the answers to these sums in words.

Example: £2.99 + £4.60 = *seven pounds fifty nine pence*

1. £3.50 + £2.99 = _____
2. £10.20 + £4.99 = _____
3. £4.68 + £9.99 = _____
4. £20.50 + 17.35 = _____
5. £1.99 + £6.89 = _____
6. £103.01 + £243.50 = _____
7. £10 - £3.50 = _____
8. £25.50 - £12 = _____
9. £7.99 - £3.50 = _____
10. £13.80 - £4.04 = _____
11. £28 + £15.50 - 79p = _____
12. £10 + £12 + £14.40 -
29p = _____

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Essential English

Working Out Prices 2

Write the answers to these sums in words:

Example: £4.99 + £9.50 = *fourteen pounds forty nine pence*

1. £2.85 + £3.95 = _____
2. £17.69 + £4.80 = _____
3. £2.99 x 3 = _____
4. £4.50 x 4 = _____
5. £35 + £2.99 + £4.99 = _____
6. 80p - 55p = _____
7. £7.95 + £18.50 = _____
8. £1.50 - 23p = _____
9. 95p + £10.48 = _____
10. £110.99 + £12.99 +
£4.99 = _____
11. 89p - 22p = _____
12. 68p + £2.89 - £2.50 = _____

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Essential English

Ordinals 1 - Months of the Year

Complete the sentences using one of these ordinals:

**first second third fourth fifth sixth seventh eighth ninth tenth
eleventh twelfth**

1. October is the _____ month of the year.
2. January is the _____ month of the year.
3. April is the _____ month of the year.
4. March is the _____ month of the year.
5. September is the _____ month of the year.
6. June is the _____ month of the year.
7. May is the _____ month of the year.
8. February is the _____ month of the year.
9. December is the _____ month of the year.
10. July is the _____ month of the year.
11. November is the _____ month of the year.
12. August is the _____ month of the year.

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Essential English

Ordinals 2 - The Alphabet

Complete the sentences using an ordinal, for example, 'first', 'second', etc.

1. **A** is the _____ letter of the alphabet.
2. **P** is the _____ letter of the alphabet.
3. **E** is the _____ letter of the alphabet.
4. **X** is the _____ letter of the alphabet.
5. **L** is the _____ letter of the alphabet.
6. **T** is the _____ letter of the alphabet.
7. **O** is the _____ letter of the alphabet.
8. **M** is the _____ letter of the alphabet.
9. **F** is the _____ letter of the alphabet.
10. **G** is the _____ letter of the alphabet.
11. **K** is the _____ letter of the alphabet.
12. **R** is the _____ letter of the alphabet.
13. **U** is the _____ letter of the alphabet.
14. **D** is the _____ letter of the alphabet.
15. **J** is the _____ letter of the alphabet.

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Test Your Grammar Skills

Opposite Adjectives 1

Match the adjective on the left with its opposite adjective on the right:

clever

high

poor

soft

sunny

stupid

wet

rich

long

rainy

fat

dry

big

short

good

small

hard

thin

low

bad

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Test Your Grammar Skills

Opposite Adjectives 2

Match the adjective on the left with its opposite adjective on the right:

light

narrow

warm

short

old

cool

odd

young

fast

flat

expensive

normal

hungry

cheap

uneven

full

wide

slow

tall

dark

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Test Your Grammar Skills

Comparatives and Superlatives 1

Write the appropriate comparative and superlative form of these adjectives:

adjective	comparative	superlative
<i>example:</i> big	bigger	biggest
1. light	_____	_____
2. clever	_____	_____
3. sunny	_____	_____
4. hard	_____	_____
5. thin	_____	_____
6. good	_____	_____
7. poor	_____	_____
8. short	_____	_____
9. late	_____	_____
10. happy	_____	_____

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Test Your Grammar Skills

Comparatives and Superlatives 2

Write the appropriate comparative and superlative form of these adjectives:

adjective	comparative	superlative
<i>example:</i> big	bigger	biggest
1. shady	_____	_____
2. stupid	_____	_____
3. rainy	_____	_____
4. soft	_____	_____
5. fat	_____	_____
6. bad	_____	_____
7. rich	_____	_____
8. long	_____	_____
9. early	_____	_____
10. sad	_____	_____

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Test Your Grammar Skills

Comparatives and Superlatives 3

Write the appropriate comparative and superlative form of these adjectives:

adjective	comparative	superlative
<i>example:</i> big	bigger	biggest
1. nice	_____	_____
2. cold	_____	_____
3. clean	_____	_____
4. young	_____	_____
5. fast	_____	_____
6. large	_____	_____
7. hungry	_____	_____
8. narrow	_____	_____
9. red	_____	_____
10. near	_____	_____

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Test Your Grammar Skills

Comparatives and Superlatives 4

Write the appropriate comparative and superlative form of these adjectives:

adjective	comparative	superlative
<i>example:</i> big	bigger	biggest
1. nasty	_____	_____
2. hot	_____	_____
3. dirty	_____	_____
4. old	_____	_____
5. slow	_____	_____
6. small	_____	_____
7. full	_____	_____
8. wide	_____	_____
9. green	_____	_____
10. far	_____	_____

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Test Your Grammar Skills

Using Indefinite Articles 1

Which indefinite article should we write in front of the following words - 'a' or 'an'?

1. _____ chair
2. _____ girl
3. _____ school
4. _____ egg
5. _____ hour
6. _____ apple
7. _____ exam
8. _____ hospital
9. _____ year
10. _____ university
11. _____ address
12. _____ ear
13. _____ sheep
14. _____ tie
15. _____ union

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Test Your Grammar Skills

Using Indefinite Articles 2

Which indefinite article should we write in front of the following words - 'a' or 'an'?

1. _____ orange
2. _____ ice cream
3. _____ pencil
4. _____ umbrella
5. _____ shoe
6. _____ number
7. _____ heater
8. _____ interview
9. _____ application form
10. _____ heir
11. _____ computer
12. _____ bag
13. _____ octopus
14. _____ ewe
15. _____ fridge

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Test Your Grammar Skills

Countable and Uncountable Nouns 1

Complete the sentences using either 'a' or 'some':

- There is _____ sand in my shoe.
- There is _____ five pound note in my wallet.
- There is _____ wine in the cupboard.
- There is _____ butter in the fridge.
- There is _____ peanut butter on the worktop.
- There is _____ radio in the kitchen.
- There is _____ toothbrush in the bathroom.
- There is _____ jam in the cupboard.
- There is _____ magazine in the living room.
- There is _____ queue at the post office.
- There is _____ luggage in the car.
- There is _____ suitcase in the bedroom.
- There is _____ flour in the cupboard.
- There is _____ sugar in your tea.
- There is _____ bicycle outside.

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Test Your Grammar Skills

Countable and Uncountable Nouns 2

Complete the sentences using either 'a' or 'some':

There is _____ rice in the cupboard.

There is _____ dog in the garden.

There is _____ postman coming to the door.

There is _____ alcohol in the fridge.

There is _____ bathroom upstairs.

There is _____ computer in the office.

There is _____ oil on the floor.

There is _____ ice on the windscreen.

There is _____ shirt in the tumble dryer.

There is _____ homework to do later on.

There is _____ food on the table.

There is _____ cheese in the fridge.

There is _____ light switch on the wall.

There is _____ vinegar on your chips.

There is _____ pen in my pocket.

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Essential English

List of Common Uncountable Nouns

advice	money
air	music
alcohol	news
art	noise
beef	oil
blood	oxygen
butter	paper
cheese	patience
chewing gum	pay
chocolate	peace
coffee	peanut butter
confusion	pepper
cotton	petrol
education	plastic
electricity	pork
entertainment	power
experience	pressure
fiction	rain
flour	rice
food	sadness
forgiveness	salt
fresh air	sand
furniture	shopping
gold	silver
grass	snow
ground	space
happiness	speed
history	steam
homework	sugar
honey	sunshine
hope	tea
ice	tennis
information	time
jam	toothpaste
juice	traffic
knowledge	trousers
lamb	vinegar
lightning	washing up
literature	washing up liquid
love	water
luck	weather
luggage	wine
meat	wood
milk	wool
mist	work

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Test Your Grammar Skills

Using “There are . . .” & “There is . . .”

Write ten sentences using the words in the table.

		people		hall
		cupboards		lounge
	a	magazines		dining room
there is		bath		office
		bed	in the	spare room
	an	sink		garden
		armchair		loft
there are		umbrella		conservatory
	some	dining table		kitchen
		knives and forks		bedroom
		plant		bathroom
				airing cupboard

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part three

Test Your Grammar Skills

Using Personal Pronouns 1

Fill in the gaps using either 'I' or 'me':

1. Give that book to _____ .
2. _____ don't like working in shops.
3. Does your friend know _____ ?
4. _____ and Ted are going out for lunch.
5. _____ need to ask you something.
6. _____ 'm a vegetarian.
7. _____ was the first one to finish my exam.
8. This is a picture of _____ and mum on holiday.
9. This is the house they showed _____ .
10. Did you know that _____ live in Manchester?
11. Jenny told _____ that you went to London last week.
12. _____ will see you soon.
13. Deepak is older than _____ .
14. Call _____ when you get there.
15. This is the house where _____ was born.

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Test Your Grammar Skills

Using Personal Pronouns 2

Fill in the gaps using either 'he' or 'him':

1. _____ always goes home early on Tuesdays.
2. I asked _____ for some help.
3. _____ asked, "What's her problem?"
4. _____ was always a bit quiet.
5. That's easy for _____ to say.
6. Do you want to see _____ now?
7. _____ needs a new pair of shoes.
8. I think that _____ is really selfish.
9. Can you ask _____ ?
10. _____ wasn't very well last week.
11. _____ put on his coat and went out.
12. Gillian gave the largest piece of cake to _____ .
13. I love spending time with _____ .
14. Everyone told _____ to be quiet.
15. There's something strange about _____ .

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Test Your Grammar Skills

Using Personal Pronouns 3

Fill in the gaps using either '**she**' or '**her**':

1. _____ thought he was joking.
2. _____ has got long hair.
3. I see _____ on the bus every day.
4. John called _____ at half past nine.
5. Sally's sister gave _____ a new jacket.
6. I know _____ studies English.
7. _____ 's quite serious, isn't she?
8. _____ 's not interested in geography.
9. That guitar belongs to _____ .
10. Is _____ going on holiday with you?
11. _____ waited in the rain for half an hour.
12. I told _____ that you can't meet _____ .
13. _____ picked up the bag.
14. My neighbour said that _____ wasn't coming.
15. Ask my sister if _____ saw him.

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Test Your Grammar Skills

Using Personal Pronouns 4

Fill in the gaps using either 'we' or 'us':

1. _____ aren't interested.
2. Nobody told _____ .
3. They don't believe _____ .
4. Will _____ be able to meet up?
5. This is what _____ wanted.
6. They saw _____ walking down the road.
7. _____ agree with you.
8. Tell _____ what you mean.
9. _____ hope that you enjoy yourselves.
10. Can _____ tell you tomorrow?
11. _____ don't want to go out.
12. This puts _____ in a difficult position.
13. That's impossible for _____ .
14. _____ 'll do what _____ can.
15. Thank you for inviting _____ .

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Test Your Grammar Skills

Using Personal Pronouns 5

Fill in the gaps using either **'they'** or **'them'**:

1. I don't know _____ at all.
2. _____ can't hear you.
3. Ask _____ yourself.
4. Who is that man with _____ ?
5. _____ went to the cinema with Linda and Rachael last night.
6. Please tell _____ that _____ are early.
7. Somebody wants to see _____ .
8. I will put _____ on the waiting list.
9. _____ are at the football match.
10. Did _____ see you there?
11. I've never heard of _____ .
12. I want to invite _____ , but I think _____ are busy.
13. _____ cut the grass, just like I asked _____ to.
14. It was kind of _____ to say _____ would help.
15. What colour curtains do _____ want?

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Test Your Grammar Skills

Using Personal Pronouns 6

Subject pronouns	I	you	he	she	it	we	they
Object pronouns	me	you	him	her	it	us	them

Fill in each gap with either a subject pronoun or object pronoun:

1. Have you seen my dad? _____ 's wearing a red shirt.
2. Are _____ going to finish your dinner?
3. I don't like Christopher. _____ really annoys _____ .
4. Your bag is over there. Take _____ with _____ when you go.
5. We always go to bed early. Ten o'clock is late for _____ .
6. Her shoes were dirty, so _____ cleaned _____ .
7. I'm going to the cinema. Do _____ want to come with _____ ?
8. My brother rang last night. _____ was great to talk to _____ .
9. Emily saw _____ at the restaurant. They were having lunch.
10. The boy came up to _____ and took my hand.
11. I don't think the shop is open. _____ usually closes at five thirty.
12. I showed _____ my photos. He thought _____ were boring.
13. "How much is that CD?" " _____ think _____ 's £11.99."
14. Ben isn't coming to see the film. _____ 's seen _____ already.
15. It's sunny today, isn't _____ ?
16. I went to see my aunt. _____ was pleased to see _____ .
17. It's good to see _____ all. Thanks for coming.
18. Lara's boyfriend has broken up with _____ . _____ told _____ that _____ doesn't love her any more.
19. _____ were annoyed when their meal was late.
20. Adele said goodbye to her brother. She was sad to watch _____ go.

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Test Your Grammar Skills

Adverbs of Frequency 1

Complete the graph by adding these words, along with a percentage to show frequency:

seldom often occasionally don't usually
usually hardly ever sometimes frequently

100% always



0% never

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Test Your Grammar Skills

Adverbs of Frequency 2

Write ten sentences that are true for you, using adverbs of frequency. Then write ten sentences about your friend (use **he** or **she** and change the verb form):

always

have lunch with Tony Blair.

usually

use public transport.

frequently

go to the theatre.

often

smoke twenty cigarettes a day.

sometimes

phone directory enquiries.

don't usually

wash my hands before meals.

seldom

have a pint after work.

occasionally

put vinegar on my chips.

hardly ever

look for a job at the Jobcentre.

never

play football at the weekend.

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Test Your Grammar Skills

Adverbs of Frequency 3

Write ten sentences that are true for you, using adverbs of frequency. Then write ten sentences about your friend (use he or she and change the verb form):

always

go shopping on a Monday afternoon.

usually

watch TV in the evenings.

frequently

go out to see a concert.

often

wake up at six o'clock in the morning.

sometimes

arrive at work on time.

don't usually

have lunch in a posh restaurant.

seldom

brush my teeth before going to bed.

occasionally

have a bath or shower every day.

hardly ever

have a cup of tea when I first wake up.

never

listen to BBC Radio 4.

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Test Your Grammar Skills

First Conditional 1

If I feel tired,	I'll go to bed.
If I can't afford a new watch,	I won't buy one.
If I see Carla,	I'll tell you.
If you are going out,	let me know.
If you're hungry,	you can have an apple.
If I'm going to be late,	I'll give you a call.
If I need a new suit,	I'll have to buy one.
If I get a pay rise,	we can go on holiday.
If you bring your car over,	I might clean it for you.
If the bus is early,	I will miss it.
If it starts raining,	I'm going to get wet.
If my brother is there,	he'll look after you.
If that sale is on,	I might get some bargains.
If the CD stops,	press 'play' to start it again.
If the doctor thinks it's necessary,	I'll have to have an operation.

Test Your Grammar Skills

First Conditional 2

If the tiger starts growling,	move away as quietly as you can.
If you damage my car,	I'll be really annoyed.
If I give you ten pounds,	can you do some shopping for me?
If you think I'm joking,	I'll show you that I'm serious.
If anyone knows,	Sarah will.
If you don't like dogs,	you won't like Lee's new puppies.
If Leanne is going,	I might go as well.
If you study hard,	you'll get a certificate.
If tomorrow is fine,	we could go to the beach.
If I wear a coat,	I won't get cold.
If my sister phones,	you should speak to her.
If you want to go swimming later,	pack your swimming things.
If you've finished with the newspaper,	give it to me.
If you don't know the right spelling,	look it up in a dictionary.
If the tap continues to leak,	you should call a plumber.

Test Your Grammar Skills

'Wh - ' Questions 1

Complete each sentence, using **what**, **where**, **when**, **who** or **why**:

what (information)

where (location)

when (time)

who (people)

why (reasons)

1. _____ 's the time please?
2. _____ did I just say?
3. _____ do you think you are?
4. _____ is my coat?
5. _____ do you want to leave? This evening?
6. _____ didn't you go to college this morning?
7. _____ was the Battle of Hastings?
8. _____ are you looking for?
9. _____ 's your name?
10. _____ is the front door open?
11. _____ is the star of 'Spiderman'?
12. _____ didn't you call me last night?
13. _____ do you live?
14. _____ did you go to last night?
15. " _____ did you leave school?" "In 1994."

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Test Your Grammar Skills

'Wh - ' Questions 2

Complete each sentence, using **what**, **where**, **when**, **who** or **why**:

what (information)

where (location)

when (time)

who (people)

why (reasons)

1. _____ do you work?
2. _____ were you talking to yesterday?
3. _____ 's going on?
4. _____ are you still in bed at four in the afternoon?
5. _____ is your birthday?
6. _____ did the builders get here?
7. _____ did you put my magazine?
8. _____ is the oldest person in this room?
9. _____ are you going to tidy up your room?
10. _____ is there a scratch on my new car?
11. _____ is your sister's occupation?
12. _____ should I talk to about my wages?
13. _____ 's your favourite food?
14. _____ has your friend been?
15. _____ did the chicken cross the road?

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Test Your Grammar Skills

Compound Nouns 1

Compound nouns are formed from two or more other nouns, for example:

break + fast = breakfast

*Can you match the words on the **left** with the words on the **right** to make fourteen compound nouns?*

after

birth

book

table

air

tea

pan

paper

cave

horse

parent

home

car

cup

day

work

time

port

hood

noon

top

shelf

back

cake

board

man

pet

fly

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Test Your Grammar Skills

Compound Nouns 2

Compound nouns are formed from two or more other nouns, for example:

break + fast = breakfast

*Can you match the words on the **left** with the words on the **right** to make fourteen compound nouns?*

time

bath

in

out

no

cliff

police

some

bread

ant

water

wheel

fall

day

side

house

out

hanger

table

eater

body

fall

room

bin

break

woman

barrow

times

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Test Your Grammar Skills

Compound Nouns 3

Compound nouns are formed from two or more other nouns, for example:

break + fast = breakfast

*Can you match the words on the **left** with the words on the **right** to make fourteen compound nouns?*

lamp

wheel

foot

in

human

shop

fire

foot

motor

butter

rail

mini

name

track

valid

shade

chair

ball

man

age

lifter

bike

suit

sake

fly

way

skirt

kind

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Test Your Grammar Skills

Daily Routines

A) Complete the sentences below using a present simple verb:

- I _____ the newspaper at 8.00am.
- I _____ a coffee break at 10.30am.
- I _____ a shower at 7.30am.
- I _____ a bus to work at 8.30am.
- I _____ up at 7.15am.
- I _____ work at 9.00am.
- I _____ lunch at 1.00pm.
- I _____ to my friend on the phone at 2.30pm.
- I _____ an email at 2.40pm.
- I _____ up at 7.05am.
- I _____ breakfast at 7.45am.
- I _____ home at 5.00pm.
- I _____ my guitar at 9.00pm.
- I _____ dinner at 6.00pm.
- I _____ to bed at 11.10pm.
- I _____ football at 7.00pm.
- I _____ a book at 10.00pm.
- I _____ to the radio at 10.40pm.
- I _____ TV at 8.30pm.
- I _____ the dishes at 6.30pm.
- I _____ to sleep at about 11.20pm.

B) Write the sentences in the order that they happen.

C) Next: write about **your** daily routine.

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Test Your Grammar Skills

Complete the Sentences 1

Write the sentences and complete them by choosing the best option below:

1. I live in a... a) car. b) office. c) house. d) factory.

2. I like watching TV every... a) year. b) minute. c) night. d) fortnight.

3. I like wearing... a) curtains. b) jeans. c) newspapers. d) a box.

4. In the summer it is... a) interesting. b) dark. c) expensive. d) hot.

5. In my living room I have a... a) bed. b) bath. c) garden chair. d) sofa.

6. I like my job because it is... a) enjoyable. b) terrible. c) boring. d) dull.

7. My favourite meal is... a) coffee. b) milk c) water. d) sausage and chips.

8. Last night I saw a film at the... a) Indian restaurant. b) cinema. c) school. d) gym.

9. I have a girlfriend called... a) Terry. b) Bob. c) Laura. d) Jeff.

10. I work in a... a) shop. b) phone booth. c) lift. d) optician's.

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Test Your Grammar Skills

Complete the Sentences 2

Write the sentences and complete them by choosing the best option below:

1. My dad is a . . . a) fireman. b) fireplace. c) fire brigade. d) fire engine.
2. I don't like taking . . . a) exam. b) exam paper. c) exams. d) exam preparation.
3. When do you want to go . . . a) homework? b) home? c) house? d) walk?
4. How much is a . . . a) price? b) tickets? c) ticket? d) pay?
5. My sister is twelve years . . . a) older. b) old. c) young. d) aged.
6. These questions are . . . a) easier. b) hardest. c) easy. d) easiest.
7. That clock on the wall is . . . a) young. b) fast. c) heavy. d) slowed.
8. Are you coming home . . . a) yesterday? b) tomorrow? c) last week? d) a week ago?
9. I go shopping twice a . . . a) hour. b) week. c) sometimes. d) never.
10. On Friday night I go to the . . . a) pubs. b) visit. c) cafes. d) pub.
11. How do I get to the post office from . . . a) everywhere? b) left? c) here? d) there?
12. I wish I could go on . . . a) break. b) weekend away. c) holiday. d) travelling.
13. There's something wrong with the . . . a) cleaned. b) dust. c) hoovered. d) dishwasher.
14. Friday is my favourite day of the . . . a) month. b) week. c) afternoon. d) year.
15. I start my new job next . . . a) monthly. b) month's time. c) months. d) month.
16. The film was really . . . a) badly. b) good. c) lonely. d) especially.
17. My exam results are . . . a) glad. b) surprised. c) disappointing. d) pleased.
18. The coach is waiting for . . . a) some. b) us. c) student. d) driver.
19. Nobody knows where the book . . . a) gone. b) said. c) were. d) is.
20. I like listening to the . . . a) cupboard. b) heater. c) radio. d) pictures.

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Test Your Grammar Skills

Complete the Sentences 3

Write the sentences and complete them by choosing the best option below:

1. I'm taking my wife to see a . . . a) theatre. b) play. c) poster. d) screen.
2. In the winter we leave the heating . . . a) under. b) in. c) on. d) near.
3. A giraffe has got a long . . . a) head. b) neck. c) arms. d) shoulder.
4. Can you pass me my folder . . . a) thanks? b) please? c) excuse me? d) hi?
5. I washed my hair this . . . a) later. b) never. c) morning. d) time.
6. Hussain can't play the . . . a) lamp. b) football. c) guitarist. d) piano.
7. My boss was really . . . a) pink. b) busy. c) entertain. d) into.
8. It's her birthday on the . . . a) fiftieth. b) day. c) eleventh. d) fourteen.
9. The concert started on . . . a) hour. b) arrived. c) time. d) month.
10. Her sink is blocked. She needs a . . . a) baker. b) dentist. c) plumber. d) doctor.
11. I need to go to the bank before it . . . a) opens. b) pays. c) arrives. d) closes.
12. Spring is my favourite . . . a) month. b) week. c) season. d) fortnight.
13. I'm going to get my hair . . . a) made. b) cut. c) covered. d) on.
14. The Romans came to Britain in . . . a) 45 RPM. b) 7.45 AM. c) 8th May. d) 55 BC.
15. Have we got any more . . . a) sausage? b) baked bean? c) bacon? d) biscuit?
16. What is the capital of . . . a) UK? b) London? c) South America? d) the UK?
17. We've booked our . . . a) travel agent. b) holiday. c) library. d) pizzas.
18. Have you got a student . . . a) with? b) loan? c) line? d) discounts?
19. When will my car be . . . a) ready? b) real? c) relied? d) related?
20. Have you ever met my . . . a) soldier? b) dad's? c) sister? d) famous?

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Test Your Grammar Skills

Complete the Sentences 4

Write the sentences and complete them by choosing the best option below:

1. Do you mind if I have a . . . a) washing? b) watch TV? c) show? d) shower?
2. My mother lives in . . . a) a field. b) Newcastle. c) wherever. d) road.
3. Do you like crossword . . . a) please? b) puzzles? c) game? d) written?
4. What's your sister's . . . a) neighbour? b) friends? c) name? d) aged?
5. We live in a semi-detached . . . a) bank. b) garden. c) estate. d) house.
6. The only one who knows is . . . a) Harry Miller. b) cat. c) the computer. d) everybody.
7. We aren't going to make . . . a) us. b) it. c) in. d) if.
8. They are just good . . . a) of you. b) sense. c) friends. d) advice.
9. My car won't . . . a) drive. b) start. c) gone. d) broken.
10. We are saving up to get . . . a) buying. b) shopping. c) married. d) expensive.
11. This film is really . . . a) good. b) greater. c) open. d) enjoyed.
12. Can I borrow your . . . a) elbow? b) ruler? c) waiter? d) time?
13. That's the last . . . a) one. b) isn't it? c) times. d) gone.
14. School is the best time of . . . a) his life. b) their lives. c) your life. d) Owen's life.
15. My leg . . . a) ends. b) goes. c) hurts. d) changes.
16. This problem is . . . a) often. b) grey. c) early. d) serious.
17. When shall I come . . . a) with? b) round? c) under? d) go on?
18. The policeman told me to . . . a) calm down. b) accident. c) cried. d) replied.
19. Jemma stole my . . . a) achieves. b) age. c) make up. d) disliked.
20. The concert starts at . . . a) one. b) thirteen. c) time. d) in the evening.

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Test Your Grammar Skills

Complete the Sentences 5

Write the sentences and complete them by choosing the best option below:

1. How many children have you . . . a) came? b) own? c) got? d) took?
2. My uncle and aunt are . . . a) people. b) divorced. c) mixed. d) into.
3. I love reading a good . . . a) phone call. b) receipt. c) gas bill. d) novel.
4. The future will be . . . a) afraid. b) bright. c) interested. d) waited.
5. Once upon a . . . a) time. b) who. c) story. d) Time.
6. The man left his . . . a) future. b) in it. c) keys. d) addressed.
7. I bought some flowers at the . . . a) optician's. b) market. c) carrier bag. d) bakery.
8. Noel watched his brother . . . a) come home. b) came home. c) lived. d) hear.
9. Your dog is so well- . . . a) travelled. b) meant. c) done. d) behaved.
10. I feel tired after that . . . a) go swimming. b) walk. c) go out. d) exercised.
11. The only way is . . . a) about. b) in. c) out. d) up.
12. I'm sorry about . . . a) getting. b) that. c) when. d) who.
13. Aren't those fireworks . . . a) smelly? b) excited. c) lovely? d) gone?
14. I didn't like your . . . a) name. b) address. c) attitude. d) farmer.
15. Petrol is far too . . . a) near. b) going. c) great. d) expensive.
16. The shock will kill . . . a) him. b) everything. c) flowers. d) hers.
17. It doesn't rain every . . . a) afternoons. b) day. c) day? d) all the time.
18. The show must go . . . a) if. b) since. c) on. d) up.
19. Blackpool is on the west . . . a) coast. b) sea. c) lake. d) resort.
20. How many stars are there in the . . . a) air? b) evening? c) sky? d) sky.

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Test Your Grammar Skills

Complete the Sentences 6

Write the sentences and complete them by choosing the best option below:

1. We never even said . . . a) hello. b) good afternoon. c) see ya. d) goodbye.
2. My hands were . . . a) taken. b) clean. c) serious. d) looked.
3. My husband's name is . . . a) Derek. b) Emma. c) Charlotte. d) father.
4. The piano is too heavy to . . . a) be. b) got. c) advise. d) move.
5. That girl looks . . . a) hurrah. b) ridiculously. c) silly. d) really.
6. Let's try to save the . . . a) travel. b) impossible. c) planet. d) recycle it.
7. That was 20p cheaper in . . . a) this shop. b) that way. c) this piece. d) her own.
8. Can you speak a bit . . . a) up a bit? b) please? c) more time? d) louder?
9. The coffee is over . . . a) then. b) there. c) taken. d) where.
10. Then he told us a . . . a) long. b) time. c) place. d) story.
11. I don't believe . . . a) in. b) if. c) it. d) is.
12. Who wants to go . . . a) first. b) second time? c) that? d) first?
13. It was only a . . . a) agree. b) fun. c) joke. d) good.
14. Give me a . . . a) egg. b) ring. c) apple. d) ring me.
15. We don't know what to . . . a) think. b) thought. c) wished. d) did.
16. It was chucking it . . . a) in. b) down. c) with. d) up.
17. Can I help at . . . a) the morning? b) with you? c) all. d) all?
18. My mum sent me a . . . a) shopping. b) present. c) Letter. d) blue.
19. We didn't enjoy . . . a) camping. b) camped. c) the curtains. d) us.
20. I live in . . . a) bristol. b) Bristol? c) Bristol. d) BristolL.

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Test Your Grammar Skills

Sentence Building 1

Write these words in the correct order to make a sentence:

1. dog My to go on diet. needs a

2. went house I night. friend's my to last

3. to seashore. live the I would near like

4. had some I buy would a car. money If I

5. last my Saturday. was birthday It

6. three-bedroomed I live a in house.

7. new to I buy curtains. some need

8. on Spain. I On going to holiday am Monday

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Test Your Grammar Skills

Sentence Building 2

Write these words in the correct order to make a sentence:

1. need I for a stamp letter. my

2. me tell the please? time you Can

3. spaghetti like like but pizza. I don't I

4. My is Oliver book favourite by Dickens. Twist

5. Sunday came my to sister us. On see

6. felt I early. I so to bed went tired

7. party. else Everybody at the was

8. holiday Would like you them? to with on go

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Test Your Grammar Skills

The Plays of William Shakespeare

1. Write these words in the right order to make some famous quotations:

a) be, is be, or not the "To question." to that

b) music food be the of "If love, on." play

c) bold." made made drunk hath which hath them "That me

d) here?" hempen we "What swaggering homespuns have

e) thou yet daughter." art blood, "But flesh, my my my

f) lord, thy husband keeper." thy "Thy life, thy is

g) dear more." the "Once unto once more friends, breach,

h) "A kingdom My horse!" horse! A a horse! for

2. Write the name of the play, and the character's name

3. Write the numbers of the Act and Scene where you can find these lines

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part four

Test Your Grammar Skills

Full Stops 1

Add full stops to this text:

My name is Tim I live in Nottingham, which is a city in the UK I live in a small detached house with my wife Jenny, and our two children, Lisa and James I work at Debenhams in Nottingham, and I really enjoy my job I am a sales manager for the sports clothing department Debenhams is the largest department store in Nottingham and there are branches all over the UK

When I'm not at work I like to play tennis with my friend Joe He is much better than me, but I still enjoy it At the weekends I sometimes take my family to Manchester to visit Jenny's mum She lives at Pine View Nursing Home in a nice suburb of the city and has been there for about five years She loves to see her grandchildren James always tells her about what he is doing at school James and Lisa both go to the same school, Mount Street Junior School

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Test Your Grammar Skills

Full Stops 2

Add full stops to this text:

Hello, I'm Jenny, Tim's wife We have been married for almost eleven years I met Tim when we were both at university I studied Physics while Tim studied Business Management We graduated from Cardiff University in 1989, and went to live in Birmingham We got married in 1993 at Lincoln Cathedral I took a one-year post-graduate teaching course, then got a job teaching Science at Lincoln High School

We moved to Nottingham in 1996 where Lisa was born I remember that she was a very fat baby, but a happy one! My mum helped us with looking after the baby in the first year, before she had to go into the nursing home in Manchester She wanted to move to a home in Manchester because that is where my two older sisters and their families live We go to visit often - when I can get Tim to drive us up there! I don't drive I took some lessons when I was a student in Cardiff but I found driving on the roads quite frightening and gave up! Perhaps one day I will try again

About two years after we had Lisa, James was born He was born at St.Patrick's hospital in Nottingham It seems like it was only last week I can't believe he's already at school

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Test Your Grammar Skills

Using Capital Letters 3

Put capital letters in the right places in this text:

my name is tim. i live in nottingham, which is a city in the uk. i live in a small detached house with my wife jenny, and our two children, lisa and james. i work at debenhams in nottingham, and i really enjoy my job. i am a sales manager for the sports clothing department. debenhams is the largest department store in nottingham and there are branches all over the uk.

when i'm not at work i like to play tennis with my friend joe. he is much better than me, but i still enjoy it. at the weekends i sometimes take my family to manchester to visit jenny's mum. she lives at pine view nursing home in a nice suburb of the city and has been there for about five years. she loves to see her grandchildren. james always tells her about what he is doing at school. james and lisa both go to the same school, mount street junior school.

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Test Your Grammar Skills

Using Capital Letters 4

Put capital letters in the right places in this text:

hello, i'm jenny, tim's wife. we have been married for almost eleven years. i met tim when we were both at university. i studied physics while tim studied business management. we graduated from cardiff university in 1989, and went to live in birmingham. we got married in 1993 at lincoln cathedral. i took a one-year post-graduate teaching course, then got a job teaching science at lincoln high school.

we moved to nottingham in 1996 where lisa was born. i remember that she was a very fat baby, but a happy one! my mum helped us with looking after the baby in the first year, before she had to go into the nursing home in manchester. she wanted to move to a home in manchester because that is where my two older sisters and their families live. we go to visit often - when i can get tim to drive us up there! i don't drive. i took some lessons when i was a student in cardiff but i found driving on the roads quite frightening and gave up! perhaps one day i will try again.

about two years after we had lisa, james was born. he was born at st.patrick's hospital in nottingham. it seems like it was only last week. i can't believe he's already at school.

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Test Your Grammar Skills

Talking about the Past 1

Complete the sentences below using one of these verbs:

went ate watched was came did had drank heard walked

1. I missed the bus so I _____ home.
2. I _____ some cereal and toast for my breakfast.
3. Last week I _____ to London for the weekend.
4. I _____ you talking about my friend yesterday.
5. Last night I _____ a film about space travel.
6. I didn't go alone. My friend _____ with me.
7. _____ you enjoy the concert?
8. It _____ raining this morning so I didn't go out.
9. I _____ two glasses of water before going to bed.
10. I went to the shop to see if they _____ any postcards.

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Test Your Grammar Skills

Talking about the Past 2

Complete the sentences below using one of these verbs:

went laughed made was left did had tried wanted cooked

1. I _____ a really nice meal for my mum's birthday.
2. My brother _____ to come too, but he wasn't allowed.
3. We all _____ when Tina fell off her chair!
4. I think that we were _____ for each other.
5. Kim and Charlotte _____ the party at 1.40am.
6. He _____ to call you but couldn't get through.
7. I _____ thinking of going to the coast next weekend.
8. _____ you know that Tessa is getting married?
9. I went home after the concert _____ finished.
10. My friends all _____ to see the new exhibition in town.

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Test Your Grammar Skills

Past Events - The Life of Captain James Cook

Complete the sentences below using one of these verbs:

**saw landed arrived joined married crossed stayed born met left
buried worked became returned promoted murdered departed hit**

1. James Cook was _____ on 27th October 1728.
2. He first _____ as an apprentice to a shopkeeper in Staithes, N. Yorkshire.
3. He _____ the Royal Navy in 1755, aged 26 years old.
4. He _____ Elizabeth Batts on 21st December 1762.
5. He _____ from his first voyage to Newfoundland as a surveyor in November 1763.
6. He was _____ to the rank of lieutenant in the Royal Navy in 1768.
7. He _____ from Plymouth in the *Endeavour* on 26th August 1768.
8. The *Endeavour* _____ at Tahiti on 11th April 1769.
9. Cook and his men _____ at Botany Bay (in Australia) on 28th April 1770.
10. The *Endeavour* _____ a coral reef, causing great problems, in June 1770.
11. Cook and his wife _____ with his father in Yorkshire in December 1771.
12. Cook _____ Plymouth in the *Resolution* for his second round-the-world voyage on 13th July 1772.
13. The *Resolution* _____ the Antarctic Circle for the first time in January 1773.
14. Cook _____ ill as the expedition neared Easter Island in February 1774.
15. When he arrived back in England in the summer of 1775 he _____ King George III.
16. Cook _____ the west coast of North America on 6th March 1778.
17. He was _____ in Hawaii on Valentine's Day 1779.
18. The remains of Cook's body were _____ in Kealakekua Bay on 22nd February 1779.

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Test Your Grammar Skills

Second Conditional 1

If I were you,	I'd get my hair cut.
If I had the time,	I'd take up golf.
If I saw you more often,	we could get to know each other better.
If I lost my wallet,	I'd report it at the police station.
If I met Michael Jordan,	I'd ask him for his autograph.
If I won the lottery,	I'd buy a house for my brother.
If I wasn't so lazy,	I'd start my own business.
If my friend were here,	you could meet him.
If I drank too much,	I'd be sure to make a fool of myself.
If I studied more often,	I might get better grades.
If I woke up at nine am,	I'd be late for work.
If I entered the competition,	I wouldn't do very well.
If I played football for England,	they wouldn't keep losing!
If I saw my children smoking,	I'd be really angry with them.
If I came to class early,	I could finish my homework.

Test Your Grammar Skills

Second Conditional 2

If I bought a video recorder,	I wouldn't miss my favourite soap.
If I wore that red dress,	they would all notice me.
If I left it up to you,	we wouldn't get anything done.
If I had a word-processing package,	I could type up my reports.
If I were twenty years' younger,	I'd marry her!
If I needed help,	I would ask you.
If I moved to Canada,	I could get a good job out there.
If we took part in the quiz,	we might win it.
If we saw that film,	you wouldn't enjoy it.
If the computer crashed,	you'd lose all your unsaved work.
If our boat got lost,	we'd have to call for help.
If I told her that I'm a vegetarian,	she'd be surprised.
If my washing machine broke,	I'd get it mended.
If I had a heart attack,	I might die.
If I were Prime Minister,	I'd privatise the NHS.

Test Your Grammar Skills

Third Conditional 1

If you'd eaten your dinner,	you wouldn't have been hungry.
If I'd married Harry,	we would have been happy.
If I'd sold my car to you,	you'd have got a bargain.
If you'd attended every lesson,	you'd have passed that exam easily.
If it'd been sunny yesterday,	we would've gone to the beach.
If I'd told you about Chantal,	you wouldn't have believed me.
If we'd read the map properly,	we wouldn't have got lost.
If you'd asked her,	she could've come as well.
If I'd won the lottery,	I wouldn't be shopping in charity shops!
If you'd eaten all of your main course,	you could've had some dessert.
If I'd had the chance,	I would have gone to university.
If I'd had your phone number,	I could've called you.
If I'd asked the doctor,	she would've advised me on what to do.
If I'd lent you my lawnmower,	you would have broken it.
If I'd watched that programme,	I would've been bored stiff.

Test Your Grammar Skills

Third Conditional 2

If I'd had the salmon,	I might have got food poisoning.
If I'd gone to the interview,	I might have got the job.
If they'd scored another goal,	they would've won.
If I'd found some money,	I would've handed it in.
If I'd taken a taxi,	I would have been there by now.
If I'd thrown away your magazine,	you would've been annoyed.
If I'd gone on the trip to London,	I would've visited Hyde Park.
If I'd eaten your chocolates,	I would've felt a bit guilty.
If I'd known it was your birthday,	I would've got you a present.
If we didn't remember which room it was,	we could've asked Stephen.
If the train had been late,	we would've missed our appointment.
If I'd had the courage,	I would've confronted her.
If I'd opened the shop on Sundays,	I would've compromised my beliefs.
If you'd been here earlier,	you could have had a free drink.
If my shirt had been dry,	I could have put it on.

Test Your Grammar Skills

Zero Conditional 1

If you heat water,	it boils.
If you put salt and vinegar on chips,	they taste nicer.
If you need assistance,	press here.
If you don't come on time,	you miss such a lot.
If you feel tired,	it's a good idea to go to bed.
If it rains,	it's good for the garden.
If I eat too many sweets,	I put on weight.
If I get up too early,	I feel tired all day.
If I have toothache,	I go to the dentist's.
If I feel ill,	I make an appointment with my GP.
If I read without my glasses on,	I strain my eyes.
If the number 54 is late,	the next bus is the 56.
If school finishes early,	I usually go to my friend's house.
If the post comes on time,	I look at it before I go to work.
If you spill coffee on my laptop,	it doesn't agree with it!

Test Your Grammar Skills

Zero Conditional 2

Soap dissolves	if you leave it in water.
Plants die	if you don't water them.
Milk goes off	if you don't keep it in a cool place.
Ask the teacher	if you don't understand.
I don't mind	if you want to use the car.
Children get upset	if they're being bullied.
Stamps can be good fun	if you enjoy collecting things.
It can be hard to access the web	if you don't have a PC at home.
The heater comes on	if you press this switch.
Pasta tastes awful	if you let it boil for too long.
I can go early on Fridays	if I ask my manager's permission.
I usually like listening to the radio	if Julie has it on.
My mind goes blank	if you put me on the spot.
The car runs like a dream	if you service it regularly.
Dogs really like it	if you walk them regularly.

Test Your Grammar Skills

Writing Comparisons 1

Write a sentence comparing one thing with another.

For example:

Compare two rooms in your house: *My bathroom is smaller than my living room.*

1. Compare two people in your class:

2. Compare two films that you have seen:

3. Compare two Asian countries:

4. Compare two types of transport:

5. Compare two novels that you have read:

6. Compare two places near to where you live:

7. Compare two famous people from history:

8. Compare two capital cities:

9. Compare two occupations:

10. Compare two days of the week:

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Test Your Grammar Skills

Writing Comparisons 2

Write a sentence comparing one thing with another.

For example:

Compare two animals: *An elephant is larger than a cat.*

1. Compare two teachers that you have had:

2. Compare two television programmes:

3. Compare two members of your family:

4. Compare two European cities:

5. Compare two types of music:

6. Compare two places that you have visited on holiday:

7. Compare two makes of car:

8. Compare two planets in the Solar System:

9. Compare two restaurants that you know:

10. Compare two languages:

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Essential English

Homophones 1

Homophones are words that sound the same as each other, but have different spellings and meanings.

Write an English word that sounds the same as each of these words:

1. allowed _____
2. jeans _____
3. father _____
4. tide _____
5. peace _____
6. see _____
7. weather _____
8. you _____
9. pour _____
10. none _____
11. hear _____
12. floor _____
13. by _____
14. cereal _____
15. vein _____

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Essential English

Homophones 2

Homophones are words that sound the same as each other, but have different spellings and meanings.

Write an English word that sounds the same as each of these words:

1. stair _____
2. need _____
3. pear _____
4. wear _____
5. road _____
6. made _____
7. dual _____
8. beech _____
9. aunt _____
10. feet _____
11. for _____
12. lane _____
13. idle _____
14. great _____
15. bass _____

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Essential English

List of Common Homophones

Homophones are words that sound the same as each other, but have different spellings and meanings. Here are some common examples:

allowed	aloud	lead	led
aunt	aren't	least	leased
ball	bawl	loan	lone
base	bass	male	mail
be	bee	meet	meat
bear	bare	mind	mined
berry	bury	morning	mourning
blue	blew	naval	navel
boar	bore	new	knew
board	bored	no	know
bread	bred	one	won
buy	by	pear	pair
by	bye	pie	pi
cereal	serial	piece	peace
check	cheque	pier	peer
council	counsel	poor	pour
course	coarse	rain	reign
dam	damn	raw	roar
deer	dear	read	reed
die	dye	red	read
doe	dough	road	rode
earn	urn	sale	sail
eight	ate	saw	sore
faint	feint	see	sea
farther	father	sun	son
feet	feat	tail	tale
find	fined	tea	tee
flair	flare	their	they're
floor	flaw	they're	there
flower	flour	tide	tied
for	four	too	to
fur	fir	two	too
great	grate	wail	whale
hart	heart	warn	worn
heal	heel	weal	wheel
hear	here	wear	where
heard	herd	weather	whether
hi	high	week	weak
hole	whole	weight	wait
idle	idol	while	wile
in	inn	wood	would
it's	its	write	right
jeans	genes	yew	you
lane	lain	your	you're

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Test Your Grammar Skills

Being Polite

We are usually more **polite** to people who we respect or who we don't know well.
We tend to use more **direct** language with our friends and close relatives.

Match the **polite** sentence with the **direct** sentence that has the same meaning:

Polite:

1. Can I have a cake?
2. Would you be able to keep the noise down please?
3. Can you pass me the lemonade please?
4. Would you like to sit down?
5. Can you tell me how long you are going to be please?
6. I wondered if I would possibly be able to borrow the newspaper after you have finished with it.
7. Excuse me. I'm afraid I don't know your name.
8. I'm sorry but I've got to go home now.
9. Would you mind if I came with you and Diane to the cinema?
10. Excuse me. I'm ever so sorry to bother you. I hope you don't mind but would it be possible at all for you to tell me the time please?

Direct:

- a) Sit down.
- b) Get a move on.
- c) Who are you?
- d) What's the time?
- e) Give me a cake.
- f) I'm coming with you.
- g) Give me a drink.
- h) I want the paper now!
- i) Shut up!
- j) I'm off.

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Test Your Grammar Skills

Good Advice 1

Match the question on the left to the good advice given on the right:

- | | |
|--------------------------------------|---|
| 1. Are you hungry? | a) Go to the doctor's! |
| 2. Are you unhappy? | b) Have something to eat! |
| 3. Are you bored? | c) Go and work in a hospital! |
| 4. Are you tired? | d) Go for a ten mile run! |
| 5. Are you in a hurry? | e) Have something to drink! |
| 6. Are you feeling ill? | f) Go and buy some! |
| 7. Are you lonely? | g) Go to bed! |
| 8. Are you thirsty? | h) Cheer up - it might never happen! |
| 9. Do you need some new shoes? | i) Go and sit in a field! |
| 10. Do you need a new suit? | j) Go and get one! |
| 11. Do you feel stressed out? | k) Make some friends! |
| 12. Do you like boats? | l) Go and do something! |
| 13. Do you like trees and grass? | m) Go and buy a lottery ticket! |
| 14. Do you like ill people? | n) Go on a sailing holiday! |
| 15. Do you want to be a millionaire? | o) Stop eating chocolate and cakes! |
| 16. Do you want to be famous? | p) Start by making others happy. |
| 17. Do you want to be happy? | q) Slow down a bit! |
| 18. Do you like mountains? | r) Get a part in a Hollywood blockbuster! |
| 19. Are you unfit? | s) Go to the Himalayas! |
| 20. Do you want to lose weight? | t) Calm down! |

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Test Your Grammar Skills

Good Advice 2

Match the question on the left to the good advice given on the right:

- | | |
|---|--|
| 1. Do you like meeting people? | a) Good for you! |
| 2. Do you like cars? | b) Get a job as a receptionist! |
| 3. Are you very shy? | c) Become a racing driver. |
| 4. Are you looking for romance? | d) Go and visit St Paul's Cathedral. |
| 5. Are you lucky in love? | e) Go to the hairdressers! |
| 6. Do you want to be poor? | f) Put some gloves on! |
| 7. Do you like pop music? | g) Go and buy some new plants! |
| 8. Do you like watching films? | h) Go and work in a garage! |
| 9. Do you need help with maths? | i) Go to a nice restaurant! |
| 10. Have you got long hair? | j) Buy a calculator! |
| 11. Have you got cold hands? | k) Give all your money away! |
| 12. Do you like good food? | l) Go on holiday to Spain! |
| 13. Do you like gardening? | m) Phone somebody! |
| 14. Do you live in London? | n) Switch on the TV! |
| 15. Do you like flying? | o) Join a dating agency! |
| 16. Do you like talking? | p) Go on a confidence-building course. |
| 17. Do you know how to read a map? | q) Get a job as a film reviewer. |
| 18. Do you like lying in the sun all day? | r) Buy a couple of CDs. |
| 19. Do you like watching TV? | s) Become an air hostess! |
| 20. Do you like driving really fast? | t) Go on a walking holiday! |

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Test Your Grammar Skills

Good Advice 3

Match the question on the left to the good advice given on the right:

- | | |
|-------------------------------------|-----------------------------------|
| 1. Do you like looking good? | a) Take off your jumper! |
| 2. Do you like jam? | b) Go to Panama! |
| 3. Are you dirty? | c) Move to a smaller one! |
| 4. Have you got long hair? | d) Buy a cow! |
| 5. Do you always wake up late? | e) Buy a better one! |
| 6. Do you hate your job? | f) Make yourself a jam sandwich! |
| 7. Is your house too big? | g) Go to the Sahara Desert! |
| 8. Do you like drinking fresh milk? | h) Why not get it cut? |
| 9. Do you enjoy swimming? | i) Go to a birthday party! |
| 10. Do you like penguins? | j) Go to a carpet shop! |
| 11. Are you too hot? | k) Join a tennis club! |
| 12. Are you too cold? | l) Buy some big shoes! |
| 13. Do you like long canals? | m) Buy an alarm clock! |
| 14. Do you like sand dunes? | n) Become a model. |
| 15. Do you like birthday cake? | o) Go to the South Pole! |
| 16. Do you like getting wet? | p) Put a warm coat on! |
| 17. Do you need a new carpet? | q) Go on a boat trip and jump in! |
| 18. Do you like playing tennis? | r) Have a bath! |
| 19. Do you have big feet? | s) Apply for a different one! |
| 20. Is your mobile phone rubbish? | t) Throw away your umbrella! |

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the answers

Answers to Worksheets and Notes for Use

Part One

- 5** Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday; January, February, March, April, May, June, July, August, September, October, November, December; one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty, twenty one, twenty two, twenty three, twenty four, twenty five, twenty six, twenty seven, twenty eight, twenty nine, thirty.
- 7** This blank form can be used to test spelling skills and vocabulary within a wide variety of vocabulary sets. Students have to write a word that belongs to a given set, beginning with each letter of the alphabet. For example, you could ask them to write an adjective, or an occupation, for every letter of the alphabet.
- 8** 1. Friday. 2. October. 3. Thursday. 4. April. 5. February. 6. Monday. 7. Saturday. 8. autumn. 9. January. 10. November. 11. March. 12. June.
- 9** 1. Sunday. 2. spring. 3. Wednesday. 4. December. 5. summer. 6. July. 7. winter. 8. May. 9. September. 10. August. 11. Tuesday.
- 10** 1. a) 2. c) 3. d) 4. b) 5. a) 6. b) 7. d)
- 11** 1. b) 2. a) 3. c) 4. a) 5. d) 6. b) 7. c) 8. a) 9. b) 10. d) 11. b) 12. d)
- 12** 1. 1st January 1997; 2. 5th June 1978; 3. 10th July 2002; 4. 14th August 1973; 5. 22nd November 2001; 6. 31st December 1986; 7. 3rd February 1990; 8. 17th January 2000; 9. 27th March 1995; 10. 20th April 1979; 11. 30th October 2001; 12. 9th June 1997; 13. 13th September 2002; 14. 2nd November 1983; 15. 1st January 1980.
- 13** 1. 2nd January 1999; 2. 1st February 2003; 3. 16th September 1997; 4. 2nd March 1965; 5. 1st March 1994; 6. 4th August 2001; 7. 10th February 1996; 8. 15th December 1970; 9. 29th October 2002; 10. 2nd February 1996; 11. 14th May 2002; 12. 1st May 2001; 13. 12th November 1998; 14. 15th January 1984; 15. 4th August 2002.
- 14** *to be:* I am, You are, He is, She is, It is, We are, They are.
to go: I go, You go, He goes, She goes, It goes, We go, They go.
to do: I do, You do, He does, She does, It does, We do, They do.
to have: I have, You have, He has, She has, It has, We have, They have.
- 15** *to be:* I was, You were, He was, She was, It was, We were, They were.
to go: I went, You went, He went, She went, It went, We went, They went.
to do: I did, You did, He did, She did, It did, We did, They did.
to have: I had, You had, He had, She had, It had, We had, They had.
- 16** *to be:* I am being, You are being, He is being, She is being, It is being, We are being, They are being. *to go:* I am going, You are going, He is going, She is going, It is going, We are going, They are going. *to do:* I am doing, You are doing, He is doing, She is doing, It is doing, We are doing, They are doing. *to have:* I am having, You are having, He is having, She is having, It is having, We are having, They are having.

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Answers to Worksheets and Notes for Use

- 17** The following should start with a capital letter: John, England, Pizza Hut, Monday, New York, January, Sarah, King Edward High School, Atlantic Ocean, December, French.
- 18** The following should start with a capital letter: Claire, Spain, Mount Everest, Indian, Paris, August, Steven, Doctor I P Jones, Burger King, Manchester General Hospital, Wednesday.
- 19** 1. My sister's name is Jackie. 2. Friday is my favourite day of the week. 3. I like watching Eastenders on BBC 1. 4. Charles Dickens was a famous writer. He was born in Portsmouth. 5. Lisa and Chantal are going on holiday to Portugal in May. 6. Did you go to school today? 7. My new address is 248 Normanton Road in Nottingham. 8. When are you going to the hospital? 9. My doctor is getting a new receptionist. She's called Louise Robson. 10. Ben and I are going to look around Leicester Grammar School on Wednesday.
- 20** 1. How do I get to the library from here? 2. The coach for London leaves in about half an hour. 3. My birthday is in September. I usually go out for a drink with my friends. 4. What do you want for dinner tonight? 5. Birmingham is the second largest city in the UK. 6. I'll have a Coke please and two packets of Walkers crisps. 7. If you need to see a consultant go to the Derbyshire Royal Infirmary. 8. Mary Poppins is my mum's favourite film. She likes Julie Andrews. 9. I drive a red Fiat Punto and my uncle drives a green BMW. 10. I joined Morton Park Golf Club last week. It was very expensive.
- 21** 1. What is your brother's name? 2. What is your address? 3. What is your favourite food? 4. What is your name? 5. What is the date today? 6. How much is that shirt? 7. How are you? 8. What is your surname? 9. What is your postcode? 10. When is your birthday?
- 22** 1. Where are the toilets? 2. Where are you from? 3. What is your phone number? 4. What is the answer? 5. What is your nationality? 6. How old is it? 7. Who is your best friend? 8. Which one is it? 9. Where is my shirt? 10. How old are you?
- 23** 1. What is your first name? 2. What is the capital of Australia? 3. Is that your friend's car? 4. Is it cold outside? 5. When is the concert? 6. Are his parents nice? 7. How many people are there in your class? 8. What is your favourite colour? 9. When was the Battle of Hastings? 10. Are you OK?
- 24** 1. What do you do in your free time? 2. Where do you live? 3. How do you do? 4. How do you get there? 5. What do you do for a living? 6. What do you think? 7. What do you want? 8. Who do you want to speak to? 9. Where do you want to go? 10. Do you know him?
- 25** 1. Do you have to ask? 2. When do you want to have lunch? 3. Do you have any stamps? 4. Do you have any brothers and sisters? 5. Where do you work? 6. What do you want for breakfast? 7. Who do you think you are? 8. Which newspapers do you read? 9. Why do you like playing snooker? 10. Do you want some fish and chips?

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Answers to Worksheets and Notes for Use

- 26** 1. Where do you come from? 2. Do you think English is boring? 3. Which one do you like best? 4. What do they want to know? 5. Do you feel OK? 6. Does she enjoy watching old films? 7. Does Louis work hard? 8. Do you want to start this course? 9. Do you know the way to the library? 10. Do you want me to come with you?
- 27** 1. Where have you been? 2. What have you been doing? 3. Why have you come to this class? 4. When have I got to arrive? 5. Have you got any money? 6. Have you got the time please? 7. Have you seen my friend? 8. Have you looked in every cupboard? 9. Have you closed the curtains? 10. Why hasn't she done the washing up?
- 28** 1. Have you been here before? 2. Which films have you seen? 3. Have you got any oranges? 4. Have you had your tea? 5. Have you finished with that magazine? 6. Has he told you that I'm leaving? 7. Have you got your certificate yet? 8. Have you changed your phone number? 9. What have you learnt today? 10. Have you bought a birthday card for Jane?
- 29** 1. When have you got to go? 2. Why hasn't he finished painting the bathroom? 3. Have you finished your meal? 4. Have you heard the new CD by Bon Jovi? 5. What have they been saying to you? 6. What have you done to your hair? 7. What has he done with my photos? 8. Where have they been on holiday? 9. Who has she been talking to? 10. Why haven't you tidied up?
- 30** 1. find. 2. knows. 3. be. 4. its. 5. mail. 6. board. 7. mourning. 8. by. 9. high. 10. bare. 11. meet. 12. dear. 13. for. 14. heel. 15. aren't.
- 31** 1. pail. 2. one. 3. mind. 4. no. 5. loan. 6. pear. 7. plane. 8. new. 9. read. 10. poor. 11. piece. 12. night. 13. none. 14. raise. 15. or.

Part Two

- 32** 1. fourteen. 2. forty two. 3. two. 4. fifteen. 5. three. 6. eighty. 7. sixty. 8. four. 9. six. 10. thirty. 11. thirty seven. 12. fifty three.
- 33** 1. sixteen. 2. forty three. 3. thirty eight. 4. minus nine (-9). 5. thirty five. 6. one hundred and forty five. 7. forty eight. 8. eleven. 9. fifteen. 10. two hundred and seventy five. 11. eighty four. 12. sixty seven.
- 34** a) twelve; twenty seven; sixty eight; sixty three; one hundred and eighty nine.
b) twelve; eight; forty; fifty seven; forty two.
c) eighty; ninety eight; one hundred and fifty six; one hundred and forty six; five hundred and eighty four.
- 35** a) twelve; twenty; nineteen; one hundred and seventy one; one hundred and seventy eight.
b) fifty five; twenty five; seventy five; fifty seven; sixty nine.
c) seventy six; one hundred and thirty nine; one hundred and ten; one hundred and

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Answers to Worksheets and Notes for Use

twenty; four hundred and eighty.

- 36** a) sixteen; thirty seven; seventy two; sixty four; six hundred and forty.
b) seventy one; sixty five; fifty three; two hundred and twelve; two thousand three hundred and eighteen.
c) one thousand one hundred and forty nine; one thousand one hundred and fifty three; one thousand and seventy two; two thousand one hundred and forty four; six thousand seven hundred and nineteen.
- 37** 1. six pounds forty nine pence. 2. fifteen pounds nineteen pence. 3. fourteen pounds sixty seven pence. 4. thirty seven pounds eighty five pence. 5. eight pounds eighty eight pence. 6. three hundred and forty six pounds fifty one pence. 7. six pounds fifty pence. 8. thirteen pounds fifty pence. 9. four pounds forty nine pence. 10. nine pounds seventy six pence. 11. forty two pounds seventy one pence. 12. thirty six pounds eleven pence.
- 38** 1. six pounds eighty pence. 2. twenty two pounds forty nine pence. 3. eight pounds ninety seven pence. 4. eighteen pounds. 5. forty two pounds ninety eight pence. 6. twenty five pence. 7. twenty six pounds forty five pence. 8. one pound twenty seven pence. 9. eleven pounds forty three pence. 10. one hundred and twenty eight pounds ninety seven pence. 11. sixty seven pence. 12. one pound seven pence.
- 39** 1. tenth. 2. first. 3. fourth. 4. third. 5. ninth. 6. sixth. 7. fifth. 8. second. 9. twelfth. 10. seventh. 11. eleventh. 12. eighth.
- 40** 1. first. 2. sixteenth. 3. fifth. 4. twenty fourth. 5. twelfth. 6. twentieth. 7. fifteenth. 8. thirteenth. 9. sixth. 10. seventh. 11. eleventh. 12. eighteenth. 13. twenty first. 14. fourth. 15. tenth.
- 41** clever/stupid; poor/rich; sunny/rainy; wet/dry; long/short; fat/thin; big/small; good/bad; hard/soft; low/high.
- 42** light/dark; warm/cool; old/young; odd/normal; fast/slow; expensive/cheap; hungry/full; uneven/flat; wide/narrow; tall/short.
- 43** 1. lighter, lightest. 2. cleverer, cleverest. 3. sunnier, sunniest. 4. harder, hardest. 5. thinner, thinnest. 6. better, best. 7. poorer, poorest. 8. shorter, shortest. 9. later, latest. 10. happier, happiest.
- 44** 1. shadier, shadiest. 2. stupider, stupidest. 3. rainier, rainiest. 4. softer, softest. 5. fatter, fattest. 6. worse, worst. 7. richer, richest. 8. longer, longest. 9. earlier, earliest. 10. sadder, saddest.
- Note: worksheets number 43 and 44 can be used together to teach opposite adjectives, e.g. light is the opposite of shady.
- 45** 1. nicer, nicest. 2. colder, coldest. 3. cleaner, cleanest. 4. younger, youngest. 5. faster, fastest. 6. larger, largest. 7. hungrier, hungriest. 8. narrower, narrowest. 9. redder, reddest. 10. nearer, nearest.

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Answers to Worksheets and Notes for Use

- 46** 1. nastier, nastiest. 2. hotter, hottest. 3. dirtier, dirtiest. 4. older, oldest. 5. slower, slowest. 6. smaller, smallest. 7. fuller, fullest. 8. wider, widest. 9. greener, greenest. 10. further, furthest or farther, farthest.

Note: worksheets number 45 and 46 can be used together to teach opposite adjectives, e.g. nice is the opposite of nasty.

- 47** 1. a; 2. a; 3. a; 4. an; 5. an; 6. an; 7. an; 8. a; 9. a; 10. a; 11. an; 12. an; 13. a; 14. a; 15. a.

- 48** 1. an; 2. an; 3. a; 4. an; 5. a; 6. a; 7. a; 8. an; 9. an; 10. an; 11. a; 12. a; 13. an; 14. a; 15. a.

- 49** some sand; a five pound note; some wine; some butter; some peanut butter; a radio; a toothbrush; some jam; a magazine; a queue; some luggage; a suitcase; some flour; some sugar; a bicycle.

- 50** some rice; a dog; a postman; some alcohol; a bathroom; a computer; some oil; some ice; a shirt; some homework; some food; some cheese; a light switch; some vinegar; a pen.

Part Three

- 53** 1. me. 2. I. 3. me. 4. Me. 5. I. 6. I. 7. I. 8. me. 9. me. 10. I. 11. me. 12. I. 13. me. 14. me. 15. I.

- 54** 1. He. 2. him. 3. He. 4. He. 5. him. 6. him. 7. He. 8. he. 9. him. 10. He. 11. He. 12. him. 13. him. 14. him. 15. him.

- 55** 1. She. 2. She. 3. her. 4. her. 5. her. 6. she. 7. She. 8. She. 9. her. 10. she. 11. She. 12. her, her. 13. She. 14. she. 15. she.

- 56** 1. We. 2. us. 3. us. 4. we. 5. we. 6. us. 7. We. 8. us. 9. We. 10. we. 11. We. 12. us. 13. us. 14. We, we. 15. us.

- 57** 1. them. 2. They. 3. them. 4. them. 5. They. 6. them, they. 7. them. 8. them. 9. They. 10. they. 11. them. 12. them, they. 13. They, them. 14. them, they. 15. they.

- 58** 1. He. 2. you. 3. He, me. 4. it, you. 5. us. 6. she, them. 7. you, me. 8. It, him. 9. them. 10. me. 11. It. 12. him, they. 13. I, it. 14. He, it. 15. it. 16. She, me. 17. you. 18. her, He, her, he. 19. They. 20. him.

- 59** There may be some discussion about what is right or wrong! The percentages should look something like this: 100% always, 90% usually, 80% frequently, 70% often, 50% sometimes, 30% don't usually, 15% seldom, 10% occasionally, 5% hardly ever, 0% never.

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Answers to Worksheets and Notes for Use

- 62** Copy this page onto card. It shows fifteen sentences that use a conditional clause. Cut up the cards and get your students to match up both parts of each sentence correctly. You could also show only one half of each sentence and elicit ideas on how to complete the sentences.
- 63** See notes on number 62.
- 64** 1. What. 2. What. 3. Who. 4. Where. 5. When. 6. Why. 7. When. 8. What. 9. What. 10. Why. 11. Who. 12. Why. 13. Where. 14. Where. 15. When.
- 65** 1. Where. 2. Who. 3. What. 4. Why. 5. When. 6. When. 7. Where. 8. Who. 9. When. 10. Why. 11. What. 12. Who. 13. What. 14. Where. 15. Why.
- 66** afternoon, birthday, bookshelf, tabletop, airport, teatime, pancake, paperback, caveman, horsefly, parenthood, homework, carpet, cupboard.
- 67** timetable, bathroom, inside, outhouse, nobody, cliffhanger, policewoman, sometimes, breadbin, anteater, waterfall, wheelbarrow, fallout, daybreak.
- 68** lampshade, wheelchair, football, invalid, humankind, shoplifter, fireman, footage, motorbike, butterfly, railway, miniskirt, namesake, tracksuit.
- 69** I wake up at 7.05am. I get up at 7.15am. I have/take a shower at 7.30am. I have/eat breakfast at 7.45am. I read the newspaper at 8.00am. I catch a bus to work at 8.30am. I start/begin work at 9.00am. I have/take a coffee break at 10.30am. I have/eat lunch at 1.00pm. I talk to my friend on the phone at 2.30pm. I send/write/read an email at 2.40pm. I go home at 5.00pm. I have/eat dinner at 6.00pm. I wash the dishes at 6.30pm. I play football at 7.00pm. I watch TV at 8.30pm. I play my guitar at 9.00pm. I read a book at 10.00pm. I listen to the radio at 10.40pm. I go to bed at 11.10pm. I go to sleep at about 11.20pm.
- 70** 1. c) 2. c) 3. b) 4. d) 5. d) 6. a) 7. d) 8. b) 9. c) 10. a)
- 71** 1. a) 2. c) 3. b) 4. c) 5. b) 6. c) 7. b) 8. b) 9. b) 10. d) 11. c) 12. c) 13. d) 14. b) 15. d) 16. b) 17. c) 18. b) 19. d) 20. c)
- 72** 1. b) 2. c) 3. b) 4. b) 5. c) 6. d) 7. b) 8. c) 9. c) 10. c) 11. d) 12. c) 13. b) 14. d) 15. c) 16. d) 17. b) 18. b) 19. a) 20. c)
- 73** 1. d) 2. b) 3. b) 4. c) 5. d) 6. a) 7. b) 8. c) 9. b) 10. c) 11. a) 12. b) 13. a) 14. c) 15. c) 16. d) 17. b) 18. a) 19. c) 20. a)
- 74** 1. c) 2. b) 3. d) 4. b) 5. a) 6. c) 7. b) 8. a) 9. d) 10. b) 11. d) 12. b) 13. c) 14. c) 15. d) 16. a) 17. b) 18. c) 19. a) 20. c)
- 75** 1. d) 2. b) 3. a) 4. d) 5. c) 6. c) 7. a) 8. d) 9. b) 10. d) 11. c) 12. d) 13. c) 14. b) 15. a) 16. b) 17. d) 18. b) 19. a) 20. c)
- 76** 1. My dog needs to go on a diet. 2. I went to my friend's house last night. 3. I would

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like to live near the seashore. 4. If I had some money I would buy a car. 5. It was my birthday last Saturday. 6. I live in a three-bedroomed house. 7. I need to buy some new curtains. 8. On Monday I am going on holiday to Spain.

- 77 1. I need a stamp for my letter. 2. Can you tell me the time please? 3. I don't like spaghetti but I like pizza. Or: I like spaghetti but I don't like pizza. 4. My favourite book is Oliver Twist by Dickens. 5. On Sunday my sister came to see us. 6. I felt tired so I went to bed early. 7. Everybody else was at the party. 8. Would you like to go on holiday with them?
- 78 a) "To be, or not to be, that is the question." Hamlet, Act 3 Scene 1, spoken by Hamlet. b) "If music be the food of love, play on." Twelfth Night, Act 1 Scene 1, spoken by Duke Orsino. c) "That which hath made them drunk hath made me bold." Macbeth, Act 2 Scene 2, spoken by Lady Macbeth. d) "What hempen homespuns have we swaggering here?" A Midsummer Night's Dream, Act 3 Scene 1, spoken by Puck. e) "But yet thou art my flesh, my blood, my daughter." King Lear, Act 2 Scene 4, spoken by King Lear. f) "Thy husband is thy lord, thy life, thy keeper." Taming of the Shrew, Act 5 Scene 2, spoken by Katherine. g) "Once more unto the breach, dear friends, once more." Henry V, Act 3 Scene 1, spoken by King Henry. h) "A horse! A horse! My kingdom for a horse!" Richard III, Act 5 Scene 4, spoken by King Richard.

Part Four

- 79 & 81 My name is Tim. I live in Nottingham, which is a city in the UK. I live in a small detached house with my wife Jenny, and our two children, Lisa and James. I work at Debenhams in Nottingham, and I really enjoy my job. I am a sales manager for the sports clothing department. Debenhams is the largest department store in Nottingham and there are branches all over the UK.

When I'm not at work I like to play tennis with my friend Joe. He is much better than me, but I still enjoy it. At the weekends I sometimes take my family to Manchester to visit Jenny's mum. She lives at Pine View Nursing Home in a nice suburb of the city and has been there for about five years. She loves to see her grandchildren. James always tells her about what he is doing at school. James and Lisa both go to the same school, Mount Street Junior School.

- 80 & 82 Hello, I'm Jenny, Tim's wife. We have been married for almost eleven years. I met Tim when we were both at university. I studied Physics while Tim studied Business Management. We graduated from Cardiff University in 1989, and went to live in Birmingham. We got married in 1993 at Lincoln Cathedral. I took a one-year post-graduate teaching course, then got a job teaching Science at Lincoln High School.

We moved to Nottingham in 1996 where Lisa was born. I remember that she was a very fat baby, but a happy one! My mum helped us with looking after the baby in the first year, before she had to go into the nursing home in Manchester. She wanted to move to a home in Manchester because that is where my two older sisters and their

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families live. We go to visit often - when I can get Tim to drive us up there! I don't drive. I took some lessons when I was a student in Cardiff but I found driving on the roads quite frightening and gave up! Perhaps one day I will try again.

About two years after we had Lisa, James was born. He was born at St. Patrick's hospital in Nottingham. It seems like it was only last week. I can't believe he's already at school.

- 83** 1. walked. 2. ate. 3. went. 4. heard. 5. watched. 6. came. 7. Did. 8. was. 9. drank. 10. had.
- 84** 1. cooked. 2. wanted. 3. laughed. 4. made. 5. left. 6. tried. 7. was. 8. Did. 9. had. 10. went.
- 85** 1. born. 2. worked. 3. joined. 4. married. 5. returned. 6. promoted. 7. departed. 8. arrived. 9. landed. 10. hit. 11. stayed. 12. left. 13. crossed. 14. became. 15. met. 16. saw. 17. murdered. 18. buried.
- 86 - 91** See notes on number 62.
- 92** Answers will vary. Here are some sample sentences: 1. Tina is taller than Abid. 2. I like Rocky II better than Rocky III. 3. India has a bigger population than South Korea. 4. Cars are more expensive to run than bicycles. 5. Great Expectations is much better than Pride and Prejudice. 6. The park is further away from my house than the school. 7. Napoleon is more interesting than Lord Nelson. 8. It is colder in Helsinki than it is in Cairo. 9. Doctors get paid a lot more than mechanics. 10. Friday is nearer to the weekend than Monday!
- 93** Answers will vary. Here are some sample sentences: 1. My French teacher is taller than my Maths teacher. 2. I prefer Coronation Street to Eastenders. 3. My sister spends much longer in the bathroom than my dad. 4. I have been to Madrid, but I've never been to Barcelona. 5. Rock music is usually louder than folk music. 6. Wales is a far wetter place than Cornwall. 7. A Ferrari can go faster than my Corsa. 8. Venus is closer to the sun than Pluto. 9. Ricardo's Ristorante is more expensive than Clifford's Café. 10. English is a more difficult language to learn than Spanish.
- 94** 1. aloud. 2. genes. 3. farther. 4. tied. 5. piece. 6. sea. 7. whether. 8. ewe. 9. poor, pore. 10. nun. 11. here. 12. flaw. 13. buy. 14. serial. 15. vain.
- 95** 1. stare. 2. knead. 3. pair, pare. 4. where. 5. rode. 6. maid. 7. duel. 8. beach. 9. aren't. 10. feat. 11. four, fore. 12. lain. 13. idol. 14. grate. 15. base.
- 97** 1. e) 2. i) 3. g) 4. a) 5. b) 6. h) 7. c) 8. j) 9. f) 10. d)
- 98** 1. b) 2. h) 3. l) 4. g) 5. q) 6. a) 7. k) 8. e) 9. f) 10. j) 11. t) 12. n) 13. i) 14. c) 15. m) 16. r) 17. p) 18. s) 19. d) 20. o)
- 99** 1. b) 2. h) 3. p) 4. o) 5. a) 6. k) 7. r) 8. q) 9. j) 10. e) 11. f) 12. i) 13. g) 14. d) 15. s) 16. m) 17. t) 18. l) 19. n) 20. c)

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- 100** 1. n) 2. f) 3. r) 4. h) 5. m) 6. s) 7. c) 8. d) 9. q) 10. o) 11. a) 12. p) 13. b) 14. g)
15. i) 16. t) 17. j) 18. k) 19. l) 20. e)

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big activity book

Introduction

Calling all Active English Learners . . . !

Welcome to English Banana.com's **big activity book**. This is the fourth compilation of worksheets and activities from the popular English Banana.com website. The aim this time is to engage learners from about Level 1 (Intermediate) upwards in active English lessons. This extensive new collection provides a varied and interesting set of resources for practising a range of English language skills, from grammar to reading, and vocabulary building to developing research skills.

It's divided into subject areas and there is a comprehensive answer section, which also gives notes for how to use the material. We have included two special sections towards the back of the book. The first is a collection of classroom games that have been tried and tested and really work. Some may be familiar while others are totally original. In publishing descriptions of these games and activities we are not in any way laying claim to having invented them. Our only aim is to disseminate ideas that work well at a range of levels and always seem to get a great response from learners.

The second special section is for reference and lists rhyming words, using the vowels and diphthongs from the International Phonetic Alphabet (IPA). These pages provide support for learners as they come to identify spelling patterns and match together words with the sounds of English. However you use the book, we hope that you'll enjoy learning English and come to a deeper understanding and appreciation of this fabulous language – which can be so entirely frustrating at times and so difficult to learn!

If you enjoy this book why not get online and log onto our website for more original and fun activities for learning English. Best of all, everything on the website is absolutely free! So for access to free printable worksheets, as well as fun online games and quizzes, get your mouse moving in our direction today – click on **www.englishbanana.com**.

Finally, I must say a big thank you to all my learners who have been testing and trialling the material that appears in this book. It's been great working with all of you. Thanks for showing me what you liked and didn't like.

Hope you really enjoy this book.

All the team at English Banana.com

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big activity book

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grammar skills

Test Your Grammar Skills

What's the Infinitive...?

The infinitive is the **basic form of a verb**.

1. Underline the verb(s) in each sentence below.
2. Write the infinitive form of the verb(s) next to the sentence:

For example: I went shopping yesterday. GO

1. What's her name? _____
2. I don't know him. _____
3. He went out. _____
4. Are you watching TV? _____
5. I saw him yesterday. _____
6. I have brought my friend _____
7. They lost some money. _____
8. I don't like him. _____
9. I have read your letter. _____
10. We aren't learning much. _____
11. I played on the computer. _____
12. I couldn't hear you. _____
13. Is it true? _____
14. Did she tell you my name? _____
15. That's her sister. _____
16. The time was about 8pm. _____
17. My arm really hurts. _____
18. The children were laughing. _____
19. I washed my hands. _____
20. We're seeing them later. _____

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Test Your Grammar Skills

Troubling Tenses – Past Simple vs. Present Continuous 1

A. Complete each sentence using either *yesterday* or *tomorrow*:

1. I went to the cinema _____.
2. I'm playing golf _____.
3. We had an early lunch _____.
4. Her sister is going into hospital _____.
5. What time are you getting up _____?
6. I'm taking the car to the garage first thing _____.
7. My brother moved house _____.
8. Did you see that new music shop in town _____?
9. I met Lisa and Isabella for a coffee _____.
10. He's visiting his friend _____ afternoon.
11. There was a lot of noise outside _____.
12. We're going swimming _____ morning.
13. Are you coming round _____ evening?
14. He wasn't at work _____ afternoon because he went to hospital for an appointment.
15. John was in Birmingham all day _____ for a meeting.

B. Underline the main verb/s in each sentence (including compound verbs).

C. If the sentence contains an auxiliary verb (helping verb), circle it.

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Test Your Grammar Skills

Troubling Tenses – Past Simple vs. Present Continuous 2

A. Complete each sentence using either *yesterday* or *tomorrow*:

1. I gave them some homework _____.
2. I'm not going on holiday until _____.
3. I missed the last bus _____, so I had to walk home.
4. It was cold _____, wasn't it?
5. Sally is getting her exam results _____.
6. We packed our suitcases _____ evening.
7. Is he still cooking lunch for his girlfriend and her family _____?
8. Bob and Janet are coming round for a game of cards _____ night.
9. We're flying to Spain _____ afternoon.
10. He's playing football for a couple of hours _____ morning.
11. I saw your friend Ian in Sainsbury's _____.
12. I'm doing all my ironing _____.
13. We both bought the same pair of shoes _____.
14. Is he going to tell you about the course _____, or later on today?
15. Jen swam forty lengths of the pool _____.

B. Underline the main verb/s in each sentence (including compound verbs).

C. If the sentence contains an auxiliary verb (helping verb), circle it.

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Test Your Grammar Skills

Troubling Tenses – Past Simple vs. 'going to' 1

Complete each sentence using either *yesterday* or *tomorrow*:

1. I'm going to visit my sister _____ afternoon.
2. I went to my friend's house after work _____ evening.
3. The cricket match started at 2pm _____ afternoon.
4. I'm not going to play golf _____. I had a good game _____.
5. We're going to buy a present for our friend _____.
6. Rita told me _____ that she's going to quit her job.
7. I watched that film you told me about _____. It was brilliant.
8. Are you going to get some more potatoes _____?
9. She got up at quarter to ten _____ morning!
10. She's going to get up earlier _____ morning.
11. I'm going to book a restaurant first thing _____.
12. He was really tired _____, so he stayed at home all day.
13. I saw Ben _____. He's going to call you _____ night.
14. I finished reading that book you lent me _____.
15. Are you going to leave _____ or on Monday?

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Test Your Grammar Skills

Troubling Tenses – Past Simple vs. 'going to' 2

Complete each sentence using either *yesterday* or *tomorrow*:

1. Phil's going to meet Abdul in town _____ afternoon.
2. Sereta didn't look very happy when I saw her _____.
3. We didn't get our exam results _____ as promised.
4. Is James going to go on the trip _____?
5. The builders finished early _____; at about 5 o'clock.
6. Sarah and Natalie are going to travel to London _____.
7. Are you going to see that new Mel Gibson film when it comes out _____?
8. Did you watch the news _____?
9. You're going to feel tired _____ after all that exercise!
10. Did you send me an email _____?
11. I'm going to wash the car _____.
12. Because my sister fell out with her best friend _____, they're not going to the gig _____ night.
13. Pete said he's going to walk to work _____.
14. _____, Olivier said that he isn't going to come to class next week because it's his granddad's birthday on Monday.
15. Were you at home _____ evening?

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Test Your Grammar Skills

Troubling Tenses – Mixed Tenses 1

Complete each sentence using either *yesterday* or *tomorrow*:

1. Did you know I saw Steven _____?
2. What time will the lesson finish _____?
3. I was going to ring you _____, but I didn't have time.
4. Jean caught the bus to work _____ morning.
5. He would've liked to have seen you before you left _____, but never mind.
6. Both of us will be starting the new course _____ afternoon.
7. It will be almost impossible to finish this essay by _____!
8. I was in Bristol _____, visiting my old friends Raphael and Henry.
9. Are you sure you had an appointment booked for _____?
10. Jamie said that he should have finished mending the fence by _____ afternoon.
11. I couldn't ask you about the report _____ because you weren't in.
12. Samantha found out _____ that her parents are splitting up.
13. The concert starts at seven _____.
14. If I swim fifty lengths _____, my teacher said she will enter me into the competition.
15. I couldn't ring you _____ because I didn't have any credit on my phone.

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Test Your Grammar Skills

Troubling Tenses – Mixed Tenses 2

Complete each sentence using either **yesterday** or **tomorrow**:

1. The Prime Minister gave a long speech about the economy _____ . It was pretty boring!
2. When I saw you _____ I forgot to tell you that the conference won't be finishing until _____ night.
3. Sal should've told me _____ that she won't be able to pay us _____.
4. I could've had a lie in _____, if you weren't leaving so early.
5. Was it busy in town _____?
6. I'll be sorry to see you go when you leave _____.
7. If I can get a day off work _____, I'll be able to spend a bit of time with you.
8. If I could've bought you a birthday present _____ I would've done.
9. We're going on holiday to Venice _____.
10. I've never really liked Mexican food, but I really enjoyed the meal _____.
11. You must have rung the wrong number _____, because I was at home all morning.
12. Can you do the washing up that's been sitting here since _____, please?
13. We were gardening for about two hours _____ morning.
14. Could I have a go on your new computer game when I come round _____?
15. I think it should be quite sunny _____.

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Test Your Grammar Skills

The Funny Noise – Irregular Verbs in the Past Simple Tense

a) Read the letter below from Alan to his friend Ethel. All the **irregular** verbs have the wrong ending – a **regular** '-ed' ending! Underline each one.

b) Write the letter again, using the correct past simple form of each irregular verb.

Dear Ethel

I'm writing to tell you about something that happened yesterday. I getted up at the usual time - about 10am - haved a shower and maked breakfast. I eated a big bowl of cereal and some toast and watched TV for a while. Then I goed into the kitchen where I heard a funny noise. I thinked it comed from behind the cooker. I getted my tool box and moved the cooker out of the way.

The noise getted louder but I couldn't see anything. I ringed my uncle to ask his advice. He sayed that he thinked it could be a gas leak. When I hearded this I just panicked! I putted the phone down, runned outside, getted in my car and drived to the local police station. I telled them about my gas leak but the constable losed his patience with me. He sayed that I should have phoned the gas company. He writed his report, then ringed the gas company for me.

Then I remembered that my house doesn't have gas - only electricity! I feeled really stupid and knowed that the constable would be angry with me for wasting his time, so I runned out of the police station while he ised still on the phone. I goed home to try to find out what the noise ised. On the way I buyed a newspaper and I readed about an escaped llama that breaked out of the city safari park last Wednesday.

When I getted home I putted my key in the door, turned it, goed inside and straight away hearded that funny noise again. I holded my breath and opened the door slowly. Guess what? I finded the llama hiding in my cupboard! I letted him stay and he sleeped in my garden last night. The snoring ised so loud! This morning I taked him back to the safari park. They areed really pleased to see him again and gived me a reward of £50!

Hope you are well. Write soon and let me know how you are. Your friend,

Alan

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Test Your Grammar Skills

Using Conjunctions – Mix & Match Cards 1

I don't like gardening,	because dirt gets in my nails.
Keesha wants a good job,	because she wants to earn a lot of money.
The bus was late,	so I was late for work.
I was worried about burglars,	so I fitted a burglar alarm.
The children are happy,	because it is Christmas Day tomorrow.
I used to go to London often,	but I don't any more.
I went outside,	because I needed some fresh air.
They gave me ten pounds	and a bottle of wine for my birthday.
The UK is a great place to live,	because the weather is so mild.
My cousin is getting divorced,	but she still loves her husband.
I don't watch TV very often,	or use the internet.
The dress was just right,	so I bought it.
You will have to work harder,	or you could lose your job.
I'm going to get a new car	and a CD player to put in it.
Her favourite song is 'Angels',	because it reminds her of her boyfriend.

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Test Your Grammar Skills

Using Conjunctions – Mix & Match Cards 2

The car wouldn't start,	so I phoned the RAC.
I needed some advice,	so I asked my friend.
The CD was expensive,	because it was a new release.
It's really windy today,	but tomorrow should be a better day.
I went to bed at 10.30pm,	because I had to get up early the next day.
I don't like getting sunburnt,	so I always take my suntan lotion with me.
He didn't feel very well,	so he asked if he could leave the lesson.
They hardly ever come on time,	but I don't really mind.
Her project was interesting	and fun to look at.
The shop closes at 7.30pm,	but stays open late on Friday nights.
We don't know her,	or her family.
The concert finished early,	so we went for a meal.
I've got a hangover	and I don't feel well at all.
It's usually cold in here,	because he always leaves his windows open.
You might get in for free,	or you might have to pay.

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Test Your Grammar Skills

Singular and Plural Nouns 1

- a) Complete each sentence using either 'is' or 'are'.
- b) Add 's' after the word 'pen' if it is a **plural noun**, but leave the space blank if it is a **singular noun**:

1. This _____ my pen _____.
2. There _____ two pen _____ on the table.
3. These pen _____ on the table.
4. There _____ a few pen _____ on the table.
5. There _____ one pen _____ on the table.
6. There _____ lots of pen _____ on the table.
7. There _____ some big pen _____ on the table.
8. There _____ a pen _____ on the table.
9. There _____ a big pen _____ on the table.
10. This _____ his pen _____.
11. There _____ a box of pen _____ on the table.
12. That pen _____ on the table.
13. Why _____ those pen _____ on the table?
14. These _____ the only pen _____ on the table.
15. There _____ a large quantity of pen _____ on the table.

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Test Your Grammar Skills

Singular and Plural Nouns 2

- a) Complete each sentence using either 'is' or 'are'.
- b) Add 's' after the word 'pen' if it is a **plural noun**, but leave the space blank if it is a **singular noun**:

1. There _____ some pen _____ on the table.
2. There _____ not many pen _____ on the table.
3. This pen _____ on the table.
4. There _____ not a single pen _____ on the table.
5. There _____ hardly any pen _____ on the table.
6. Those pen _____ on the table.
7. This _____ their pen _____.
8. There _____ several pen _____ on the table.
9. There _____ twenty three pen _____ on the table.
10. This _____ the last pen _____.
11. This _____ the only pen _____.
12. There _____ a new pen _____ on the table.
13. There _____ a packet of pen _____ on the table.
14. There _____ another pen _____ on the table.
15. There _____ n't any pen _____ on the table.

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Test Your Grammar Skills

Using Determiners 1

Read each of the following noun phrases. If they are not correct, write them again. Make sure that the noun agrees with the determiner:

1. a green bag _____
2. some big table _____
3. a beautiful pictures _____
4. ten long dress _____
5. the new black trousers _____
6. an uncooked egg _____
7. a annoying person _____
8. some nice people _____
9. some fresh sandwich _____
10. a good programmes _____
11. an interesting journeys _____
12. a few young mans _____
13. lot of big problems _____
14. the left-hand side _____
15. a old suitcases _____

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Test Your Grammar Skills

Using Determiners 2

Read each of the following noun phrases. If they are not correct, write them again. Make sure that the noun agrees with the determiner:

1. a lot of noise _____
2. our two childs _____
3. some great offers _____
4. this tall buildings _____
5. the new magazines _____
6. a stupid mistakes _____
7. each pieces of paper _____
8. some fast car _____
9. all the right people _____
10. a new team leader _____
11. an complete mess _____
12. an early mornings _____
13. fewer problem _____
14. a hot cup of coffees _____
15. some terrible review _____

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Test Your Grammar Skills

Using Determiners 3

Put a tick (✓) next to the phrase if it is correct and a cross (x) if it is not:

a	book	his	book
	books		books
	umbrella		umbrella
	umbrellas		umbrellas
	London		London
an	book	this	book
	books		books
	umbrella		umbrella
	umbrellas		umbrellas
	London		London
the	book	which	book?
	books		books?
	umbrella		umbrella?
	umbrellas		umbrellas?
	London		London?
some	book	those	book
	books		books
	umbrella		umbrella
	umbrellas		umbrellas
	London		London

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vocabulary skills

Test Your Vocabulary Skills

The Joy of Abstract Nouns 1

Abstract nouns are nouns which don't have a physical form, for example, feelings (**happiness**), concepts (**democracy**) and qualities (**loyalty**).

Look at each adjective below and write a matching abstract noun:

adjective:	abstract noun:
1. adventurous	_____
2. amazing	_____
3. able	_____
4. angry	_____
5. anxious	_____
6. beautiful	_____
7. brave	_____
8. chaotic	_____
9. compassionate	_____
10. content	_____
11. confident	_____
12. courageous	_____
13. curious	_____
14. deceitful	_____
15. democratic	_____
16. determined	_____
17. disappointed	_____
18. educated	_____
19. egotistical	_____
20. energetic	_____

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Test Your Vocabulary Skills

The Joy of Abstract Nouns 2

Abstract nouns are nouns which don't have a physical form, for example, feelings (**happiness**), concepts (**democracy**) and qualities (**loyalty**).

Look at each adjective below and write a matching abstract noun:

adjective:	abstract noun:
1. enthusiastic	_____
2. evil	_____
3. excited	_____
4. faithful	_____
5. fearful	_____
6. friendly	_____
7. generous	_____
8. good	_____
9. gracious	_____
10. happy	_____
11. homeless	_____
12. humorous	_____
13. imaginative	_____
14. inflated	_____
15. intelligent	_____
16. jealous	_____
17. joyful	_____
18. kind	_____
19. loyal	_____
20. lucky	_____

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Test Your Vocabulary Skills

Emotions and Feelings 1

Match a sentence from section A with a sentence from section B:

Section A:

1. I'm happy because...
2. I'm sad because...
3. I'm afraid because...
4. I feel lonely because...
5. I'm disappointed because...
6. I'm worried because...
7. I'm confused because...
8. I feel hurt because...
9. I'm excited because...
10. I'm bored because...

Section B:

- a) I have just lost £40.
- b) I don't have anyone to talk to.
- c) there's a spider in the bath.
- d) I didn't get the job that I wanted.
- e) the sun is shining.
- f) I thought today was Wednesday.
- g) my friends have been talking about me behind my back.
- h) I haven't got any work to do.
- i) we're all going on holiday tomorrow!
- j) I don't know how I can pay my electricity bill.

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Test Your Vocabulary Skills

Emotions and Feelings 2

Match a sentence from section A with a sentence from section B:

Section A:

1. I feel tired because...
2. I feel guilty because...
3. I'm surprised because...
4. I'm over the moon because...
5. I'm angry because...
6. I'm happy because...
7. I'm feeling down because...
8. I feel great because...
9. I'm shocked because...
10. I'm bored because...

Section B:

- a) someone has stolen my new mobile phone.
- b) I've been at work for twelve hours without a proper break.
- c) I cheated during a test and got away with it.
- d) I've just been to the gym and had a relaxing massage.
- e) I have just won £2.5 million on the lottery!
- f) my girlfriend has just dumped me.
- g) I didn't realise I had two pounds in my pocket.
- h) I'm home alone with nothing to do.
- i) my dog has just had puppies.
- j) I didn't know that we were related until last week!

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Test Your Vocabulary Skills

Common Idioms 1

Idioms are spoken or written sentences where the meaning is not obvious from the individual words used.

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've 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.

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Test Your Vocabulary Skills

Common Idioms 2

Idioms are spoken or written sentences where the meaning is not obvious from the individual words used.

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 for everyone.
- f) Mean.
- g) Modern.
- h) Good luck for actors.
- i) Heavy weather.
- j) Overdrawn.

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Test Your Vocabulary Skills

Understanding Quantities 1

Complete the sentences below using one of these words:

bottle piece cup tub ball packet pat jar

book plate tube can half bowl dozen

1. A _____ of margarine.
2. A _____ of Coke.
3. A _____ of sweets.
4. A _____ of string.
5. A _____ of toothpaste.
6. A _____ of stamps.
7. A _____ of raspberry jam.
8. A _____ of lager.
9. A _____ of tea.
10. A _____ of bread and butter.
11. A _____ of soup.
12. A _____ eggs.
13. A _____ of material.
14. A _____ of butter.
15. A _____ of wine.

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Test Your Vocabulary Skills

Understanding Quantities 2

Add an appropriate noun to each phrase:

- 1) A bar of _____.
- 2) A cup of _____.
- 3) A glass of _____.
- 4) A loaf of _____.
- 5) A piece of _____.
- 6) A bottle of _____.
- 7) A pint of _____.
- 8) A litre of _____.
- 9) A bag of _____.
- 10) A packet of _____.
- 11) A ball of _____.
- 12) A jar of _____.
- 13) A lot of _____.
- 14) A plate of _____.
- 15) A slice of _____.
- 16) A dish of _____.
- 17) A pair of _____.
- 18) A group of _____.
- 19) A collection of _____.
- 20) A chunk of _____.
- 21) A bowl of _____.
- 22) A bouquet of _____.
- 23) A handful of _____.
- 24) A carton of _____.
- 25) A box of _____.
- 26) A can of _____.
- 27) A gallon of _____.
- 28) A pool of _____.
- 29) A barrel of _____.
- 30) A jug of _____.
- 31) A tank of _____.
- 32) A bundle of _____.
- 33) A pack of _____.
- 34) A drop of _____.
- 35) A pot of _____.
- 36) A tin of _____.

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Test Your Vocabulary Skills

Shopping List – Mixed-up Quantities

Look at the shopping list. Write each phrase again using a more appropriate quantity word.

For example: 'a tin of washing-up liquid' should be 'a **bottle** of washing-up liquid'.

Shopping List:

1. a jar of crisps _____
2. a bottle of bread _____
3. a bag of chocolate _____
4. a packet of orange juice _____
5. a tin of ice cream _____
6. a can of chewing gum _____
7. a loaf of sandwiches _____
8. a packet of milk _____
9. a carton of jam _____
10. a bar of cake _____
11. a piece of lemonade _____
12. a bottle of cheese _____
13. a can of lettuce _____
14. a tub of fish _____
15. a box of baked beans _____

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Test Your Vocabulary Skills

Family Matters (gap-fill) 1

Complete the sentences below using one of these words:

divorced godson boyfriend godmother single ex-wife
cousin sister-in-law nephew partner

Tim:

"My sister's son is my _____."

"My brother's wife is my _____."

"The woman I'm divorced from is my _____."

"The woman I live with now is my _____. We're not married or engaged though."

"My sister isn't in a relationship at the moment. She's _____."

Sally:

"The man I'm going out with is my _____."

"My aunt's daughter is my _____."

"The little boy whose christening I went to is my _____."

"My mum's old friend Paula is my _____."

"My mum and dad aren't married any more. They are _____."

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Test Your Vocabulary Skills

Family Matters (gap-fill) 2

Complete the sentences below using one of these words:

engaged widow dysfunctional ex-husband fiancée gay
great-grandfather widower girlfriend children

Peter:

"My last partner was called Dave. He has two _____."

"I live with my current partner Brian. I'm _____."

"Brian's mum is dead. His dad Keith is a _____."

"My little sister and her boyfriend have just got _____."

"My grandma often talks about her dad. He was my
_____."

Ellie:

"My mum has lived on her own for ten years since my dad died. She's a
_____."

"I was married for six years. I don't really see Jon. He's my
_____."

"My brother is always going on about Lena, his new _____."

"If I get engaged to my current partner Nick, I'd be his _____."

"Nick's family isn't really normal. You could say it's _____."

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Test Your Vocabulary Skills

My Relatives

Fill in the gaps below with the correct family word:

1. My grandma's granddaughter is my _____.
2. My son's grandmother is my _____.
3. My son's wife is my _____.
4. My mother's son is my _____.
5. My nephew's sister is my _____.
6. The man I'm married to is my _____.
7. My brother's wife is my _____.
8. The person I live with as if I'm married to them is my _____.
9. The man I used to be married to is my _____.
10. My grandfather's wife is my _____.
11. My mother's sister is my _____.
12. My father's father is my _____.
13. My cousin's father is my _____.
14. The boy I gave birth to is my _____.
15. My daughter's son is my _____.
16. The woman I married is my _____.
17. My son's sister is my _____.
18. My aunt's daughter is my _____.
19. My sister's husband is my _____.
20. My brother's father is my _____.

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Test Your Vocabulary Skills

Word Pyramid – Parts of a Sentence

Complete the gaps to make a word pyramid:

1. A 2-letter preposition beginning with...

i _____

2. A 3-letter common noun beginning with...

j _____

3. A 4-letter adjective beginning with...

r _____

4. A 5-letter proper noun beginning with...

C _____

5. A 6-letter adverb beginning with...

n _____

6. A 7-letter common noun beginning with...

e _____

7. An 8-letter adverb beginning with...

t _____

8. A 9-letter adjective beginning with...

b _____

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Test Your Vocabulary Skills

Adjectives and Synonyms 1

A **synonym** is a word or phrase that has either the same or a very similar meaning to another word or phrase. For example, 'nice' and 'pleasant'.

Look at the **adjectives** below and find a synonym for each one from this box:

baffling	diverse	indefatigable	happy
outgoing	green	genuine	prized
unsatisfactory	loose	concealed	good-looking
undercover	pleased	immature	

1. disguised _____
2. sociable _____
3. authentic _____
4. varied _____
5. delighted _____
6. hidden _____
7. leafy _____
8. childish _____
9. cheerful _____
10. valuable _____
11. puzzling _____
12. unacceptable _____
13. baggy _____
14. attractive _____
15. tireless _____

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Test Your Vocabulary Skills

Adjectives and Synonyms 2

A **synonym** is a word or phrase that has either the same or a very similar meaning to another word or phrase. For example, 'nice' and 'pleasant'.

Look at the **adjectives** below and find a synonym for each one from this box:

well-built	old	trustworthy	gifted
uninteresting	terrible	authentic	modern
scary	chilly	articulate	specialised
pleasant	unworkable	unintentional	

1. accidental _____
2. accomplished _____
3. technical _____
4. boring _____
5. fluent _____
6. lifelike _____
7. ancient _____
8. honest _____
9. nice _____
10. bad _____
11. frightening _____
12. contemporary _____
13. icy _____
14. strong _____
15. unrealistic _____

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Test Your Vocabulary Skills

Advanced Homophones 1

Homophones are words that sound the same as each other, but have different spellings and meanings.

Write an English word that sounds the same as each of these words:

1. bow _____
2. birth _____
3. lays _____
4. faint _____
5. in _____
6. yolk _____
7. team _____
8. pie _____
9. chord _____
10. metre _____
11. I'll _____
12. fur _____
13. berry _____
14. draft _____
15. wet _____

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Test Your Vocabulary Skills

Advanced Homophones 2

Homophones are words that sound the same as each other, but have different spellings and meanings.

Write an English word that sounds the same as each of these words:

1. gate _____
2. heart _____
3. desert _____
4. loo _____
5. board _____
6. flair _____
7. whale _____
8. sweet _____
9. beat _____
10. sore _____
11. you'll _____
12. while _____
13. hire _____
14. bite _____
15. ale _____

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Test Your Vocabulary Skills

Onomatopoeia – List of Noisy Words

Onomatopoeic words are words that sound like the noises they describe:

baa	hiss	splat
bang	honk	splatter
bark	hoot	splash
beep	howl	splutter
belch	hum	squawk
boing	ker-ching	squeak
boom	knock knock	squelch
brring	miaow	thud
bubble	mmm	thwack
burp	moan	tick tock
buzz	mumble	trickle
cackle	munch	twang
chirp	murmer	tweet
chomp	mutter	waffle
chortle	neigh	whimper
chuckle	oink	whirr
clang	parp	whizz
clap	ping	whoosh
clash	pitter patter	woof
clatter	plink plonk	yawn
click	plop	yelp
clip clop	pop	zip
clunk	purr	
cock a doodle doo	quack	
cough	ribbit	
crackle	rip	
creak	roar	
croak	rumble	
crunch	rustle	
ding dong	screech	
drip	shush	
fizz	slap	
fizzle	slither	
flutter	smack	
gasp	smash	
glug	snap	
groan	snarl	
growl	snore	
grunt	snort	
guffaw	snuffle	
gurgle	splash	

My suggestions:

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Test Your Vocabulary Skills

Onomatopoeia – Noisy Words

Match the noisy word on the left with a sentence on the right:

- | | |
|----------------------|---|
| 1. beep | a) I'm asking you politely to be quiet. |
| 2. chuckle | b) It's not that boring, is it? |
| 3. clatter | c) A cat having a nap with its owner. |
| 4. ding dong | d) The sound of money being made. |
| 5. drip | e) The march of time sounds like this. |
| 6. ker-ching | f) Is that thunder in the distance? |
| 7. munch | g) A guitar being played, but badly. |
| 8. purr | h) An angry motorist or a wake-up call. |
| 9. rumble | i) Can you answer the door, please? |
| 10. shush | j) Dropping a dozen plates on the floor. |
| 11. snore | k) Do up your coat – it's cold outside. |
| 12. tick tock | l) When something is <i>quite</i> funny. |
| 13. twang | m) The sound of a healthy appetite. |
| 14. yawn | n) Sleeping like a baby. |
| 15. zip | o) Turn off the tap properly after use to avoid this. |

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Test Your Vocabulary Skills

Talking about the Weather 1

Look at the following statements. What is the weather like in each situation?

For example: "It's chucking it down." *It's raining.*

1. "It's a real pea-souper." _____
2. "What a lovely day." _____
3. "It's blowing a gale outside." _____
4. "I can only see a few metres in front of me." _____
5. "Wind's getting up." _____
6. "It's only spitting." _____
7. "It's all turned to slush." _____
8. "Whatever you do, don't stand under a tree." _____
9. "You might need an umbrella." _____
10. "Make sure you wrap up warm." _____
11. "Stay in the shade." _____
12. "It's really freezing outside." _____
13. "It's a scorcher." _____
14. "Looks like it might be a white Christmas after all." _____
15. "I'm boiling." _____

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Test Your Vocabulary Skills

Talking about the Weather 2

Look at the following statements. What is the weather like in each situation?

For example: "It's chucking it down." *It's raining.*

1. "It's a bit overcast." _____
2. "It's quite chilly, isn't it?" _____
3. "Let's go sledging." _____
4. "It's really coming down now." _____
5. "Look. It's hit that tree." _____
6. "Nice weather for ducks." _____
7. "Did you hear that? There must be a storm on its way." _____
8. "You don't need a coat." _____
9. "I'd better take a jumper, just in case." _____
10. "It's definitely shorts weather." _____
11. "Can you pass me the de-icer please?" _____
12. "Turn up the air-conditioning, mum." _____
13. "The sun's gone in now." _____
14. "There are some people skating on the lake." _____
15. "I think I'm going to melt." _____

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spelling skills

Test Your Spelling Skills

100 Commonly Misspelled Words

absence	drunkenness	noticeable
accept	earring	occasion
accidentally	eighth	occurrence
acquit	embarrass	omission
address	enough	opposite
already	government	parallel
amateur	grammar	parliament
analyse	guarantee	pastime
apologise	guerrilla	perceive
apparent	handkerchief	pigeon
apparently	harass	pleasant
appearance	height	possessive
appetite	heroes	precede
appreciate	humorous	principal (main)
assassination	hundred	rescind
attached	hypocrisy	restaurant
attachment	imagine	rhythm
believable	imitate	sandal
Caribbean	immediately	satellite
category	incidentally	similar
cemetery	independent	stationary (motionless)
changeable	innocuous	stationery (pens, etc.)
chocolate	inoculate	stereo
colonel	intelligence	succeeded
column	lovely	summary
coming	millionaire	supersede
deceive	miniature	surprise
decorate	mischievous	temperature
definitely	missile	whether
development	moccasin	wholly
disappear	necessarily	whose
discipline	niece	wield
discussion	ninety	
dissatisfied	no one	

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Test Your Spelling Skills

Be the Spell-checker 1 – Going on Holiday

Ever wanted to be a human spell-checker? Now's your chance!

Read the text below. There are twenty words spelt incorrectly. Underline each one and write the correct spelling above it:

I'm going on holday to France in Argust with my famly.

We are stayin on a new campsight for ten days.

My bruther and sister will be comming, but my cousin can't cos he is working.

We'll have to leeve erly to get the ferry - at about seven o'clock.

There will be over one hunded and forty carvans there.

I'm looking forard to goin in the swiming pool because I love diving.

It shud be a reelly good holeday.

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Test Your Spelling Skills

Be the Spell-checker 2 – Shopping List

Ever wanted to be a human spell-checker? Now's your chance!

Read the text below. There are twenty words spelt incorrectly. Underline each one and write the correct spelling above it:

Shopping List:

Pasta sorce - tomatoe and mushrom

Ice creem - vanilla and stawberry

Fruit - oranges, appuls, bananas, tangerines

Meat - steaks, sosages and burgers for the barbecue on Saterdag

Brekfast cereals - corn flakes and musli

Crisps and choclote cake (for Jack's birthday on Firday)

Cofee, tea, suger, orange and pinapple squash, lemonade, and cola

Fresh vegetables - 2 bags of potatos, sweetcorn, carrots, peas and salad

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Test Your Spelling Skills

Be the Spell-checker 3 – Giving Directions

Ever wanted to be a human spell-checker? Now's your chance!

Read the text below. There are twenty words spelt incorrectly. Underline each one and write the correct spelling above it:

"How do you get to the bank from here...?"

"To get to the bank you need to tirn left here then work for about 200 metes. Turn right onto Stockley Stret and you'll see the park on your left. Walk parst the main entrence to the park and turn rite into Bromley Avene. The bank is about 100 metre down Bromley Avenue. Its oppostite the post offise. It's not far from here - probaly about 15 minites if you walk quickley. Youd better hurry as I think it closes at five o'clock."

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Test Your Spelling Skills

Be the Spell-checker 4 – School Days

Ever wanted to be a human spell-checker? Now's your chance!

Read the text below. There are twenty words spelt incorrectly. Underline each one and write the correct spelling above it:

"When did you leave school?"

"I left scool nearly fiteen years ago. My favuorite subjects was English, Franch and History. I enjoyed French becasse it was intresting learning to speak a diferent langage and I had a good teecher. I didn't like Science or Maths because they were a bit harder and I didn like the teachers much. I'll newer forget when our clas went on a trip to Franse. We stayed in Paris for for nihgts. It was the fast time I'd been abroud. My fiends and I had so mach fun!"

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Test Your Spelling Skills

A Letter to Aunt Monica

See if you can find all the spelling and punctuation mistakes in Sandy's letter:

25th september 2004

cardiff, uK

Dear aunt Monica

Thank you very much fo your letter. It was greet to get a letter from you. I am really enjoying University life. i have made some good fiends allready – expecially helen and marcus. Helen is form Manchester and Marcus comes from liverpool. His accent is reelly wierd.

yesterday we went to Cardiff to do som shopping. Everything is much more expensive than back at home. – i miss Jamaica and of corse I miss You and my naughty little bruthers. Cardiff is a Big city – the capitul city of Wales. Wales is nex to Englund and a seperate country, but they are both part of the UK. It's confusing, isn,t it?

My course Is verry interesting.. i am leaning so much about the enviroment of this country. my Teachers are Good, accept I wish they would speak more slowly som of th time.,, I can't always here everythng that they are saying. That's Why I'm using a small tape recorder to record every lecture8. Then I can listen to it in my Room as I stuidy. It's really helps.

Thank s for asking abot all my boyfriends !! No, – I haven,t met anone yet. I'm here to learn about the enviroment and practise my english, rathur than go out drinking in pubs and clubs with boys every night! I hope that i will fiind someone who shars my interests. Untill that time ; you will have to make do with me being a singl girl!

With Lots of Love to you and my Darling bruthers Roger an Paul, and all my family and frends there. I will see You very soon. Hope I will hear from you soon Too.'

Your loving Niece,

Sandy x x x x

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Test Your Spelling Skills

Advanced Spelling Challenge 1

Look at the words below. There are five words spelt incorrectly in each box. Underline each one and write the correct spelling above it.

Note: this exercise does not include American English spellings.

fourth chocolate embarass library missile
comming beleive analise deceive curriculum

necesarily leisure genius calender imitate
ache cooly eightth Febuary colonel

manoevre jewellery disapear fiveteen guarantee
cinema discipline wierd referal vacuum

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Test Your Spelling Skills

Advanced Spelling Challenge 2

Look at the words below. There are five words spelt incorrectly in each box. Underline each one and write the correct spelling above it.

Note: this exercise does not include American English spellings.

receit satellite seperate women pidgeon

stereo ninety fulfill mischeif favourite

magazine exceed beleif hunderd decorate

grammar Caribbean wholly year attatched

neice earring fiery rythm wiry

twelth quizzes ocurrence similar sargeant

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Test Your Spelling Skills

Advanced Spelling Challenge 3

Look at the words below. There are five words spelt incorrectly in each box. Underline each one and write the correct spelling above it.

Note: this exercise does not include American English spellings.

broccoli generally moccasin appearance enough
height acheivement exersise comission fourty

truly rescind seperation quiet purile
paralel million collectable exagerate liason

apetite absence disatisfied necesary wield
sandal weather quandry though succeeded

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Test Your Spelling Skills

Advanced Spelling Challenge 4

Look at the words below. There are five words spelt incorrectly in each box. Underline each one and write the correct spelling above it.

Note: this exercise does not include American English spellings.

begining millenium liar imediately defintly
vegeteble thought publicity lightning liquefy

autumn existence inocuous until rasberry
preceed conscience acquit beseige adress

written supercede schedule drunkenness milionaire
incidental category cemetary unique profession

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Test Your Spelling Skills

Seeing the Sights in London

Rearrange the anagrams below to find the names of twenty famous London sights:

1. HET DONLON YEE _____
2. HAKINGMBCU LACEPA _____
3. SHOESU FO LIMEANTPAR _____
4. GBI ENB _____
5. TS LAUP'S CHEDLATRA _____
6. NODOLN BGIDER _____
7. ROOLWATE BIRDEG _____
8. RODHASR _____
9. FOXDOR RETEST _____
10. ILDYLPACC CUSCIR _____
11. AGAFLRTRA EUQARS _____
12. YEHD APRK _____
13. TS ESJAM'S KARP _____
14. ALNINOAT ARTEETH _____
15. NILATNAO TORRAPIT LEGALRY _____
16. VENTCO DARGEN _____
17. YALRO FALTESIV LALH _____
18. BOGLE REHETAT _____
19. LNOSEN'S MUNCOL _____
20. LEESITERC QEUSAR _____

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englishbanana.com

reading skills

Test Your Reading Skills

Any Answers 1

Put a circle around the letter of the **best answer** to each question or comment below:

1. Did you have a good flight?

- a) It was cheap.
- b) Terrible!
- c) A good way to travel.
- d) Yes, please.

2. Is this the way to the church?

- a) It's near here.
- b) He knows the way.
- c) I often go here.
- d) I don't think so.

3. I'm tired.

- a) It's OK.
- b) So was I.
- c) It's boring.
- d) Have a break.

4. Do you want to go out tonight?

- a) Yes, really.
- b) I'm not going.
- c) No, really.
- d) Not really.

5. How much sugar do you want in your coffee?

- a) So much.
- b) Not much.
- c) Too much.
- d) Little bit.

6. Where's the TV guide?

- a) It doesn't know.
- b) In the table.
- c) On the table.
- d) It's not usually there.

7. What time did your friends come round?

- a) Later.
- b) About eight o'clock.
- c) Yesterday evening.
- d) Two of my friends came.

8. Did you know that this restaurant is closing down?

- a) Yes, I always knew.
- b) No, I don't know.
- c) What time?
- d) No, I didn't know.

9. Do you want fries with that?

- a) Thank you, my good man.
- b) Yes, sir.
- c) Thanks.
- d) If you don't mind awfully.

10. There's someone outside.

- a) Where are they?
- b) Is there?
- c) Is it?
- d) He's outside.

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Test Your Reading Skills

Any Answers 2

Put a circle around the letter of the **best answer** to each question or comment below:

1. When are you getting married?

- a) Not often enough.
- b) Sometimes.
- c) Sometime next summer.
- d) Later on.

2. How's it going?

- a) It went about an hour ago.
- b) It's going with us.
- c) The sun is shining.
- d) Fine.

3. What's the weather doing?

- a) It's chucking it down.
- b) I'm boiling.
- c) It's chucking it up.
- d) It was raining yesterday.

4. Did you watch that DVD I lent you?

- a) We didn't get started.
- b) About half of it.
- c) There was nothing to watch.
- d) Yes, any time.

5. Can Anna stay for dinner?

- a) Whatever she wants.
- b) She's coming downstairs.
- c) If she wants.
- d) No, we're having dinner.

6. My brother has just bought a new house.

- a) Really good.
- b) Really?
- c) What's his name?
- d) That was great.

7. Everyone's gone out.

- a) Oh. Do you know where?
- b) Oh. They've taken their time.
- c) It's early.
- d) Why didn't they tell her?

8. Can you lend me a pound for the bus home?

- a) In a few days.
- b) Sorry, I can't come with you.
- c) Here it is.
- d) Here you are.

9. There's something wrong with my car.

- a) I didn't know.
- b) You should have known.
- c) How do you know?
- d) Did you know?

10. Did you leave the kitchen light on?

- a) Yes, it was Paul.
- b) Only by mistake.
- c) The light was left on.
- d) What a waste of money.

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Test Your Reading Skills

Any Answers 3

Put a circle around the letter of the **best answer** to each question or comment below:

1. The film starts in half an hour.

- a) What time is it?
- b) It's on time.
- c) We'd better hurry then.
- d) It's on soon.

2. Which bus goes to Liverpool?

- a) The number 28 has gone.
- b) I'm not sure.
- c) We can't go by train.
- d) The three o'clock is coming.

3. Have you ever been to Portugal?

- a) Yes, an hour ago.
- b) Two years ago.
- c) Not really, no.
- d) Only by road or rail.

4. I can't pay my gas bill this month.

- a) Oh dear.
- b) How nice for you.
- c) That's odd.
- d) Please pay it.

5. This is my brother, Simon.

- a) How old are you?
- b) Have you got any children?
- c) Do you want to go out tonight?
- d) Hi.

6. Do you want a lift to the concert?

- a) Give me a lift.
- b) I don't care.
- c) No, I can't.
- d) I'm alright, thanks.

7. Excuse me, where are the toilets?

- a) Turn left and go through the double doors.
- b) Turn left and go through a double doors.
- c) Turn left and go through the double door.
- d) Turn left and go through a double door.

8. Are you Natalie Brown?

- a) No, he's upstairs in a meeting.
- b) No, she's upstairs in a meeting.
- c) No, they're upstairs in a meeting.
- d) No, he's not here today.

9. See you tomorrow.

- a) No way.
- b) Really soon.
- c) Why wait?
- d) See you.

10. When does the next course start?

- a) Two weeks ago.
- b) Quite often.
- c) As soon as possible, please.
- d) The week after next.

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Test Your Reading Skills

Any Answers 4

Put a circle around the letter of the **best answer** to each question or comment below:

1. What do you want for dinner?

- a) A potato and a cabbage.
- b) Egg and chips.
- c) A bowl of cereal.
- d) A cup of tea.

2. When does this lesson finish?

- a) It hasn't finished.
- b) Tomorrow.
- c) Quarter past.
- d) It's two hours long.

3. Your brother has been caught speeding.

- a) It's his own fault.
- b) What time?
- c) He should drive to work every day.
- d) Why were you speeding?

4. I'd like two first class stamps, please.

- a) What's your destination?
- b) Two pounds, please.
- c) That's fifty six pence, please.
- d) I can't find any.

5. Can I take your order?

- a) No, thank you.
- b) Non-smoking, please.
- c) No, we're next.
- d) No, we haven't decided yet.

6. It's my birthday on Wednesday.

- a) How old are you?
- b) Well done.
- c) How old were you?
- d) You must be very old.

7. What time do you usually go to bed?

- a) I'm not tired.
- b) I get up at about half past six.
- c) It varies.
- d) I need at least eight hours sleep.

8. I need a new car.

- a) Why not?
- b) It's a good car.
- c) Have you tried Sainsbury's?
- d) I'll help him to find one.

9. Have you seen my keys?

- a) It's in the kitchen next to the radio.
- b) It's on the kitchen table.
- c) They're in the kitchen with the radio.
- d) They're on the kitchen table.

10. You're too late – the train's just gone!

- a) Oh no!
- b) Oh yes!
- c) Where?
- d) What time is it?

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Test Your Reading Skills

Any Answers 5

Put a circle around the letter of the **best answer** to each question or comment below:

1. How old are you?

- a) One hundred and eighty.
- b) I'm young.
- c) Nearly eighteen.
- d) I have eighteen years old.

2. My GP is retiring soon.

- a) You'll have to find a new one.
- b) He is very tired.
- c) Do you know how often?
- d) My doctor told me.

3. Chocolate cake is bad for you.

- a) I can't eat it.
- b) I'm too unhealthy.
- c) I shouldn't eat chocolate.
- d) No, it's not!

4. Did you book the holiday?

- a) Yes, I have.
- b) Yes, I did.
- c) Yes, I'd like to.
- d) Yes, I do.

5. Good morning, you're through to the council house. Which department, please?

- a) I want the council house.
- b) What's your name?
- c) Good morning.
- d) Housing, please.

6. I came to class early but there was nobody there.

- a) Who was there?
- b) Why were you early?
- c) Why weren't they there?
- d) Who was early?

7. What's your e-mail address?

- a) www.englishbanana.com.
- b) 29 Spring Lane, Newcastle.
- c) rach990@englishbanana.com.
- d) Yahoo and Hotmail.

8. Can I see your passport, Madam?

- a) Why?
- b) Here she is.
- c) Why not?
- d) Yes, of course.

9. I've broken my leg playing football.

- a) You poor thing!
- b) How's it going?
- c) Why have you broken it?
- d) Did you win?

10. Do you like rap music?

- a) Yes, it's in the morning.
- b) No, I haven't got it.
- c) Quite often.
- d) Some of it.

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Test Your Reading Skills

Reading Comprehension 1 – Bob Hunter's Family

Bob Hunter is forty years old. He lives in Derby with his wife and three children. His wife's name is Linda and she is an artist. Their eldest child, Richard, is studying Engineering at Derby University. Their middle child is called Claire. She's fourteen and a student at Derby Grammar School. Their youngest child is Sally, who is twelve. She enjoys horse-riding and cycling. Bob is an accountant and works for Toyota at Burnaston. He enjoys his job but always looks forward to the weekend, when he can spend some quality time on the golf course. He is a member of Mickleover Golf Club and has been playing since he was eleven years old.

Questions:

1. Who is the paragraph about? _____
2. How old is he? _____
3. Where does he live? _____
4. Is he married? _____
5. How many children does he have? _____
6. What is his wife's name? _____
7. What does his wife do for a living? _____
8. What is the name of their eldest child? _____
9. What subject is he studying? _____
10. How old is Claire? _____
11. Which school does she go to? _____
12. What is the name of their other child? _____
13. How old is she? _____
14. What hobbies does she enjoy? _____
15. What does Bob do for a living? _____
16. Which company does he work for? _____
17. Does he like working there? _____
18. What does he do at the weekend? _____
19. What is the name of his golf club? _____
20. At what age did he start playing? _____

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Test Your Reading Skills

Reading Comprehension 2 – The Car Thief

Samantha was walking home from work one day last month, when she saw a man who was trying to break into a car. She asked him what he was doing and he told her to, "Get lost!" She ran to a nearby shop and asked the owner to call the police, which he did immediately. When she went outside again she saw that both the thief and the car had gone. About ten minutes later, a police car stopped outside the shop. A policewoman got out and asked Samantha some questions about the incident. She asked her to give a description of the car and the thief. Samantha said that the car was a dark blue Ford Focus with the registration number TR03 RMN8. She said that it had a large scratch on the right hand side. She described the man as tall with short dark hair. She said that he was slim, looked about twenty-five years old and was wearing a blue denim jacket and black jeans. The policewoman wrote down everything in a notebook. Samantha felt a little shaken but was glad to be able to help. A few days later she found out that the thief had been caught in Newcastle and that the car had been returned to its owner, undamaged.

Questions:

1. Who is the paragraph about? _____
2. When did the incident happen? _____
3. Where was she going? _____
4. What was the man doing? _____
5. What did he tell her to do? _____
6. Who called the police? _____
7. When did the police arrive? _____
8. Did a policeman question Samantha? _____
9. What colour was the car? _____
10. What make of car was it? _____
11. On which side was the scratch? _____
12. What was the registration number? _____
13. Was the thief tall or short? _____
14. What was he wearing? _____
15. How did Samantha feel? _____
16. When was the thief caught? _____
17. Where was the thief caught? _____
18. What happened to the car? _____
19. Was the car damaged? _____
20. What was the thief's name? _____

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Test Your Reading Skills

Reading Comprehension 3 – A Lazy Holiday or an Exciting Holiday?

Anna:

"I'm planning my holiday for next summer and I don't know whether I should have a lazy holiday or an exciting one. Last year I went on holiday to southern Spain with my best friends, Joanna and Ling. We stayed in a brilliant four-star hotel, which had three swimming pools. It was quite expensive but we really enjoyed ourselves and we all got great suntans! This year, Joanna is going away with her parents to Greece so it'll be just Ling and me. Ling wants us to go on an adventure holiday in Africa, the type where you have to go walking in the desert and sleep out in the open. She said it would be interesting and better than having a lazy holiday because we would learn about the world around us and see some wild animals. I'm not sure whether I want to go to Africa. For me, a holiday means relaxing on a beach, not trekking across the middle of nowhere. Ling said that we'd see elephants and zebras and have some amazing experiences. I think she's bored of lying in the sun all day and fancies a change. I've got to make up my mind by next Monday at the latest so that she can book the tickets. It would cost £1,400 each to go to Africa, but less than half that amount for two weeks in Portugal."

Questions:

1. When is Anna going on holiday?
2. Name her two closest friends.
3. True or false – last year she went to northern Spain?
4. How many swimming pools did their hotel have?
5. Was the hotel expensive?
6. True or false – only Anna got a good suntan?
7. Where is Joanna going on holiday this year?
8. Who is she going with?
9. What type of holiday does Ling want this year?
10. Where does she want to go?
11. Does Anna want to go with her?
12. Why does Ling want to go on this type of holiday?
13. What does Anna enjoy doing on holiday?
14. What animals does Ling hope to see?
15. What sort of experiences does she expect to have?
16. When does Anna have to let Ling know about the holiday?
17. How much would it cost each of them to go to Africa?
18. Would it be cheaper to go to Africa or Portugal?
19. Do you think Anna should go to Africa with Ling? Why?/Why not?
20. Do you think Anna *will* go to Africa with Ling? Why?/Why not?

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Test Your Reading Skills

Reading Comprehension 4 – What Shall We Do Tomorrow?

Serena and George are on holiday in Devon, UK. Serena says to George:

Serena:

“I think tomorrow we can have a lie in until about 8.30, then have a shower, then have breakfast. If you don’t mind, I’ll have cereal and you can have a fry-up, but you’ll have to cook it, as I can’t stand cooking meat. After that, you can wash up, while I have a walk down to the village to get the papers. I’ll get a Telegraph for me and a Mirror for you, as I know you like doing the crossword. When I get back I thought we could play tennis for a couple of hours. Then you can drive me to the coast, where we can find a nice restaurant to have lunch. I’ll probably order a large salad and you can have a fresh seafood dish, if you like. After lunch I’ll want to relax for a while and be alone, so you’ll have to go out on your own somewhere. You should either explore the town, or go to the beach for a couple of hours. We’ll meet up again at about 5 o’clock for dinner. Then I’ll want you to take me out for a drink, or we could always go to the theatre. I think they’ve got a comedy on at the moment. After our evening out I’ll be pretty tired so I’ll probably just go straight to bed. I’m looking forward to a lovely day tomorrow, George, dear. Does everything sound alright to you?”

Questions:

1. Who is speaking?
2. Where are they having their holiday?
3. What time will they get up?
4. What does Serena want for breakfast?
5. What can George have for breakfast?
6. Who will make George’s breakfast?
7. What will George do while Serena is getting the papers?
8. What paper will Serena get for herself?
9. Why will she get the Mirror for George?
10. How long will they play tennis for?
11. Where is Serena planning to have lunch?
12. What can George have for lunch?
13. What does Serena want to do after lunch?
14. What does she suggest that George can do?
15. What time will they meet up for dinner?
16. What does Serena want to do after dinner?
17. What type of play is on at the theatre?
18. What is Serena planning to do after that?
19. Do you think George will agree to all of Serena’s plans? Why?/Why not?
20. Do you think they will both enjoy the day? Why?/Why not?

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Test Your Reading Skills

Reading Comprehension 5 – Looking for a Job

It's 7.30pm. Emma phones a recruitment agency and leaves the following message on their answerphone:

Emma:

"Hello. I wonder if you can help me. My name is Emma Heath. I'm looking for a job as an administrator. At the moment I'm working at a solicitor's as a clerk. Do you know Blame, Payne and Co.? I've been working there for about two years but there doesn't seem to be any chance of promotion, so I'm trying to find something else. The other thing is, I'm moving soon, so I'm looking for a job in Leicester. I would prefer it if it was in the city centre really. My current address is 23 Terraced Walk, Derby, DE23 3GP, but I'm going to be moving out on the 30th, and then I'll be living with my mum until I've found a house to rent in Leicester. After the 30th you'll be able to contact me at my mum's. Her address is 8 Cedars Lane, Swinscote, Derby, DE40 9UR. By the way, my mobile number is 079421 645784. If you do ring me on my mobile, please can you ring after six because I'll be at work all day and my boss doesn't know that I'm planning on leaving. My current salary is 11K per annum and I would like to find something for at least thirteen or more. I'll bring my CV in to your office once I've finished updating it. Oh yes, last month I went on a four-day intensive first aid course, which makes me fully qualified to give first aid."

Questions:

1. Who is the paragraph about?
2. Why does she leave the message?
3. What job does she do at the moment?
4. What job would she like to do?
5. Name the company that she works for.
6. How long has she been working there?
7. Why does she want to leave?
8. Which city is she moving to?
9. What is her address at the moment?
10. Is she planning to buy a house in Leicester?
11. What is her mum's address?
12. When can she be contacted there?
13. Add together the first four digits of her phone number.
14. When can she be contacted on her mobile number?
15. How much would she like her salary to increase by?
16. What is a CV?
17. What do the letters CV stand for?
18. Is Emma's boss upset that she will be leaving?
19. In your opinion, is Emma right to look for another job? Why?/Why not?
20. Do you think she will be happier living in Leicester? Why?/Why not?

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Test Your Reading Skills

Reading Comprehension 6 – How Much Money Do They Have?

Use only the following information to find the answers:

Tim has £3.47.

He gives £2 to **John**, who already had £10.75.

Tim's sister, **Clare**, takes £20 out of the bank and gives half to **Lisa**.

Lisa spends £4.99 on a t-shirt and gives the rest back to Clare, who then lends £2.50 to **Jalal**.

Jalal owes a pound to **his brother**, so he gives him three quarters of that.

John gives £5.58 to **Keith**, who needs it because he owes a fiver to **Kathy**.

She puts it with the 68p that she already has in her pocket, then withdraws £60 from a cashpoint and gives a quarter of that to **Laurie**, who spends a third and shares the rest equally between her cousins, Jalal and **Ruby**.

How much money does each person have now?

1. Tim has _____
2. John has _____
3. Clare has _____
4. Lisa has _____
5. Jalal has _____
6. Jalal's brother has _____
7. Keith has _____
8. Kathy has _____
9. Laurie has _____
10. Ruby has _____

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Test Your Reading Skills

Reading Comprehension 7 – When's Your Birthday?

Use the information below to find the date of each person's birthday:

Joe was born on the twenty-third day of the fifth month.

His wife **Colette**'s birthday is two days after that, which is five days before their wedding anniversary.

Conor's birthday is six days before Joe's.

Laura's birthday is three days before Christmas Day.

May's birthday is on the nineteenth day of the eighth month.

Sarah's birthday is exactly four weeks and one day later.

Leanne's birthday is on the day before Valentine's Day, while **her husband**'s birthday is four days after May's.

Tom's birthday is exactly a fortnight after Colette and Joe's anniversary, while **Mohammed** celebrates his birthday on the forty-second day of the year.

1. Joe's birthday is on _____.
2. Colette's birthday is on _____.
3. Conor's birthday is on _____.
4. Laura's birthday is on _____.
5. May's birthday is on _____.
6. Sarah's birthday is on _____.
7. Leanne's birthday is on _____.
8. Leanne's husband's birthday is on _____.
9. Tom's birthday is on _____.
10. Mohammed's birthday is on _____.

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Test Your Reading Skills

Reading Comprehension 8 – Checking Train Times

Sian phones her friend Khalid and leaves a message on his answerphone:

“Hi, Khalid. I’ve just checked the train times for Tuesday next week and I’ve found a train from Derby to Edinburgh that takes about four and a half hours. Well, four hours and twenty-three minutes to be precise. It leaves Derby at 9.16 in the morning and gets into Edinburgh at 13.39. You have to change once, at Newcastle. It gets into Newcastle at 11.52 and leaves at 12.01. The train to Newcastle is run by Virgin Trains and the train you get from Newcastle to Edinburgh is run by GNER. There is a faster service but it leaves Derby later in the morning – at 10.14 – and you have to change at Darlington. It gets into Darlington Station at 12.14 and then you’ve got a seven-minute wait before your next train leaves. It gets into Edinburgh at 14.21. If you get the first train I can meet you at two o’clock. My sister and her friend never finish work until half past two so they can only come with me to meet you if you get a later train. Let me know which train you’re coming on. If you want to come later just let me know. I’ll be in tonight until half eight-ish, then I’m going out with Michelle. Or you could give me a ring tomorrow night. I’ll be at my mum’s, on 0131 600 46220. I’m going there after work, so ring me any time after about quarter past six and you should catch me there. Oh yes, the number to find out train times is, er, 08457 484950. You could always give them a ring yourself and find out about a different time.”

Questions:

1. Who is speaking?
2. Who does she leave a message for?
3. Where is her friend travelling from and going to?
4. How long exactly does the first journey from Derby to Edinburgh take?
5. How long exactly does the second journey from Derby to Edinburgh take?
6. How many changes are there during the first journey?
7. How long does it take the first train to get from Derby to Newcastle?
8. Where do you have to change during the second journey?
9. How long does it take the second train to get from Darlington to Edinburgh?
10. Which of the two trains taken during the first journey is run by Virgin Trains?
11. Write in words the time that the second train gets into Edinburgh.
12. What is the name of the other train company mentioned?
13. Do you know of a faster way to get from Derby to Edinburgh?
14. What time does the caller’s sister finish work on Tuesdays?
15. If her friend gets the second train, how many people will meet him at the station?
16. What time is the caller going out tonight?
17. Who is she going out with?
18. When is the caller’s friend hoping to travel?
19. When will the caller next be at her mum’s?
20. What is the phone number you can call to find out train times?

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Test Your Reading Skills

Reading Comprehension 9 – First Day in Class

Carolina is telling Lizzie about the first lesson of her new English class:

“Well, I was nervous before it started. There were eight of us altogether, including the teacher. My teacher’s name is Charlotte. She’s only been working there for two months. She used to teach in Spain. The first thing we did was stand in a circle and we had to try to learn everybody’s name, age and where they come from. I don’t know if I can remember all of them, but I’ll try. There was someone called Alexandre. He’s from Portugal too and he’s 23. No, he was 24. There was Mohammad, from Kirkuk in Iraq. He’s 30 – two years older than me. There were two other women – H  l  ne and Yui-Gui. H  l  ne’s 38 and comes from France. She was a bit loud and I didn’t talk to her much. Yui-Gui was really nice. We worked together – she was my partner for some of the lesson. She’s from China and used to live in Beijing before she moved to England. She’s 41 years old and married with two children. Patrick came half an hour late. He’s 57 and comes from Eritrea in Africa. Charlotte said that he’s got to come on time if he wants to stay in the class. The other student was Kamal. He was very quiet and didn’t want to tell anyone his age, but I asked him at break-time; he told me that he’s 29. He’s from Afghanistan.”

Questions:

1. Where did Charlotte used to teach?
2. Which student was quiet and which was loud?
3. Which city and country does Mohammad come from?
4. Who is French?
5. Who is 28 years old?
6. What is the name of the teacher?
7. How old is Alexandre?
8. Who comes from China?
9. How many students were female and how many were male?
10. Where does Patrick come from?
11. In which city did Yui-Gui used to live?
12. Who is the oldest student in the class and who is the youngest?
13. How old is H  l  ne?
14. Who is Eritrean?
15. Who used to live in Spain?
16. Who is Portuguese?
17. How many children does Yui-Gui have?
18. Who is 29 years old?
19. Who came late to the class?
20. What is the average age of the students?

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Test Your Reading Skills

Reading Comprehension 10 – What's the Right Time?

Graham is telling his friend Marco about what happened yesterday:

"I woke up yesterday morning and looked at my alarm clock. It said 2.15pm! I couldn't believe it. I thought I was late for work, so I jumped out of bed and ran into the bathroom. The clock on the wall in there was two and a half hours ahead of the one in the bedroom. It was very confusing! I had a shower then went downstairs. The clock in the hall was an hour behind the one in the bathroom. When I went into the kitchen I looked at the clock on the microwave, which was three and a quarter hours ahead of the one in my bedroom. I found out later that day that my flatmate, Gordon, had changed all the clocks in my house for a joke. He thought it was very funny. In the living room the clock on the video said it was 3.30am, while in the guest bedroom the clock on the wall next to the window was two hours and twenty-five minutes slower than that. I went into the study and picked up my watch. It was eight hours ahead of the one in the kitchen. I was due at work at 8.30am and didn't want to be late. I went outside into the garden and looked in at the window of my shed. The clock on the wall in there was three hours behind my alarm clock. There was a postman walking past, but he didn't know the time. He said that when he left the sorting office an hour or two ago he thought it was about six o'clock. In the end I phoned my brother Alan in Toronto, Canada, and he was really annoyed because I'd woken him up, along with his whole family. He said it was 2.44 in the morning their time. I had forgotten that in Toronto they're five hours behind us. That's how I finally found out what time it was!"

What time was it... (use either 'am' or 'pm')

1. ...in the study? _____
2. ...in the living room? _____
3. ...in the guest bedroom? _____
4. ...in the hall? _____
5. ...in Toronto, Canada? _____
6. ...in the shed? _____
7. ...in the bedroom? _____
8. ...in the kitchen? _____
9. ...in the bathroom? _____
10. ...at the end of the story? (the right time!) _____

More questions...

11. What is Graham's friend called? _____
12. What time did Graham have to be at work? _____
13. Who changed the clocks in Graham's house? _____
14. Where does Graham's brother live? _____
15. Why was he angry with Graham? _____

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speaking & listening skills

Test Your Speaking & Listening Skills

A Fair Price?

A. Look at the shopping items below. In your opinion, what is a **fair price** for each one, and how much is the **maximum** that you would be willing to pay for each? Give feedback to the whole class.

Fair Price (£/p or \$/c): Max. Price (£/p or \$/c):

A litre of milk –

A loaf of bread –

A kilo of beef –

A dozen (12) eggs –

A large bunch of flowers –

A newspaper –

6 apples –

A medium-sized box of chocolates –

12 bags of crisps –

A 2 litre bottle of diet cola –

A litre of petrol –

B. In groups of 4 or 5 learners, imagine that you are setting up a shop that will sell all of the above items (you could add some of your own to the list too). As a group, agree on a **fair price** for each one. Give feedback to the whole class.

C. Decide on some **special offers** that will persuade customers to come into your shop rather than going to a competitor's. For example, **BOGOF**, **3 for 2**, **Half Price**, and so on. How many special offers should you have and how long should they last for? How will they affect overall sales? Give feedback to the whole class.

D. In your group, visit a real shop or supermarket and compare their prices and offers with the ones you have agreed on. Do you need to rethink your plans in the light of this? Give feedback to the whole class.

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Test Your Speaking & Listening Skills

Talking about a Picture or Object

Practise talking about a picture or object so that you can give a short two-minute talk all about it. Here are some questions to help you prepare:

What is it?

Whose is it?

What does it do?

How big is it?

What shape is it?

What colour is it?

How heavy is it?

How old is it?

Where did you get it from?

When did you get it?

Why did you get it?

How did you get it?

How much did it cost?

How much is it worth now?

Why did you choose to talk about it?

What does it mean to you?

Tell a short story about it – give an example of when it was useful to you.

Summary:

What is it? (PURPOSE)

Describe it (DESCRIPTION)

Why is it important? (USES)

Tell a story about it (DEMONSTRATION)

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research skills

Test Your Research Skills

Quick Quiz 1

Have fun with this quick quiz. It's ideal for team or individual use:

1. What is the capital city of the UK?
2. What colour is grass?
3. Write five different prepositions.
4. Write five different things that you can find at the dentist's.
5. What can you do at a train station?
6. Write five different things beginning with the letter 'a'.
7. Write the names of three different rivers in England.
8. What is the first day of the week?
9. John was born in May 1926 and died in October 2001. How old was he when he died?
10. Name an animal that goes 'neigh'.
11. In which room of your house can you watch TV?
12. Add together £2.40 and £4.60.
13. Is '23' an odd or an even number?
14. Write this time in words: 8.45 pm.
15. Write this number in words: 1,234.
16. What is John Major famous for?
17. How many vowels are there? Name them all.
18. Spell the word 'accommodation'.
19. What is the opposite of 'big'?
20. Who is the tallest person in your team?

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Test Your Research Skills

Quick Quiz 2

Have fun with this quick quiz. It's ideal for team or individual use:

1. What is the capital city of France?
2. What colour is the sky at the moment?
3. Write five different sports.
4. Write five different things that you can find in a kitchen.
5. What can you do at a petrol station?
6. Write five different things beginning with the letter 'o'.
7. Which river flows through London?
8. What is the tenth month of the year?
9. Bob was born in March 1943 and died in January 1987. How old was he when he died?
10. Name an animal with stripes.
11. In which room of your house do you go to sleep?
12. Add together £5.67 and £14.48.
13. Is '98' an odd or an even number?
14. Write this time in words: 3.18 am.
15. Write this number in words: 192.
16. Who is the Chancellor of the Exchequer in the UK?
17. How many hours are there in one week?
18. Spell the word 'proposition'.
19. What is the opposite of 'far'?
20. Who is the oldest person in your team?

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Test Your Research Skills

Quick Quiz Template

Try making your own quick quiz (for team or individual use) with this handy template:

1. What is the capital city of...? (e.g. France)
2. What colour is...? (e.g. milk)
3. Write five different... (e.g. nouns, adjectives, adverbs, prepositions)
4. Write five different things that you can find... (e.g. at a cinema)
5. What can you do at...? (e.g. a museum)
6. Write five different things beginning with the letter... (e.g. 'r')
7. A geography question (e.g. 'Name a river in Africa')
8. A question using ordinal numbers (e.g. 'What is the fourth letter of the alphabet/day of the week/month of the year?' etc.)
9. How many years has 'x' been married...? Or how old is 'x'...?
(Make up a person and their date of birth or the date when they got married and ask how long ago it was from today's date)
10. A question about the animal kingdom, or about transport (e.g. 'Name an animal that lives underground' or 'How many wheels does a car have?')
11. In which room of your house can you...? (e.g. have a bath)
12. Numbers – add together 'x', 'y' and 'z'... (or subtract, multiply, divide, etc.)
13. Numbers – is 'x' an odd or an even number? (e.g. '5' is an odd number and '6' is an even number)
14. Write this time in words... (e.g. '4.15pm' in words is 'four fifteen pm' or 'quarter past four pm')
15. Write this number in words... (e.g. '2,310' in words is 'two thousand, three hundred and ten')
16. A general knowledge, history or arts question (e.g. 'What did Van Gogh do for a living?')
17. How many...? (e.g. 'How many people are there in this room?')
18. Spell the word... (e.g. 'entertainment')
19. What is the opposite of...? (e.g. the opposite of 'hot' is 'cold')
20. Who is the... person in your team? (e.g. oldest, richest, nicest, etc.)

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Test Your Research Skills

Alphabet Quiz 1

All the answers begin with successive letters of the alphabet in this fun team quiz:

- A** A place where a plane comes in to land.
- B** This appears if you cut yourself.
- C** A vegetable that is orange in colour.
- D** A white bird that is a symbol of peace.
- E** London is the capital city of this country.
- F** A person that you can talk to, spend time with, and share things with.
- G** The opposite of 'stop'.
- H** You wear this on your head!
- I** A country near to the UK. Its capital city is Dublin.
- J** The first month of the year.
- K** Something that children go and fly in the park.
- L** A large vehicle used for transporting goods.
- M** You spend this at the shops.
- N** The opposite of 'always'.
- O** A fruit and a colour.
- P** Something that you can hang on your wall at home.
- Q** What I'm asking you now!
- R** A flower that has sharp thorns.
- S** A place in the garden where you can keep tools and a lawnmower.
- T** A type of shoe that is worn for running or playing sports.
- U** This is how you feel when you are sad or start crying.
- V** You sprinkle this on fish and chips along with salt.
- W** A drink that is made from grapes. Can be red or white.
- X** A musical instrument made up of metal or wooden bars.
- Y** Bananas are this colour.
- Z** Something you find on a pair of trousers.

For more fun worksheets, games and quizzes log onto www.englishbanana.com now!

Test Your Research Skills

Alphabet Quiz 2

All the answers begin with successive letters of the alphabet in this fun team quiz:

- A** A foreigner, or someone who comes from another planet.
- B** A place where you can deposit money.
- C** A family pet who might chase birds and mice.
- D** A large port in the south-east of the UK.
- E** A popular soap opera broadcast on BBC1.
- F** The last day of the working week.
- G** The opposite of 'rough'.
- H** You need this to pump blood around your body.
- I** A European country. Its capital city is Rome.
- J** Trousers; usually made of denim.
- K** You use this to boil water in the kitchen to make a cup of tea.
- L** This is what you get when you borrow money from the bank.
- M** Pork, beef, chicken and ham are all types of this.
- N** Preposition. The opposite of 'far'.
- O** The first number.
- P** Something that you open at Christmas or on your birthday.
- Q** You stand in this when you wait in line at a supermarket.
- R** A colour that symbolises the Communist party.
- S** The name of woolly animals who love to eat grass.
- T** Mr, Mrs, Ms, Dr, and Rev are all examples of this.
- U** How to describe someone who is not attractive.
- V** A city in Italy that is famous for its canals.
- W** A season. In England it is cold and frosty.
- X** You have this if you have a special quality that is indescribable.
- Y** Something you say to agree with people.
- Z** A black and white animal.

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Test Your Research Skills

Alphabet Quiz 3

All the answers begin with successive letters of the alphabet in this fun team quiz:

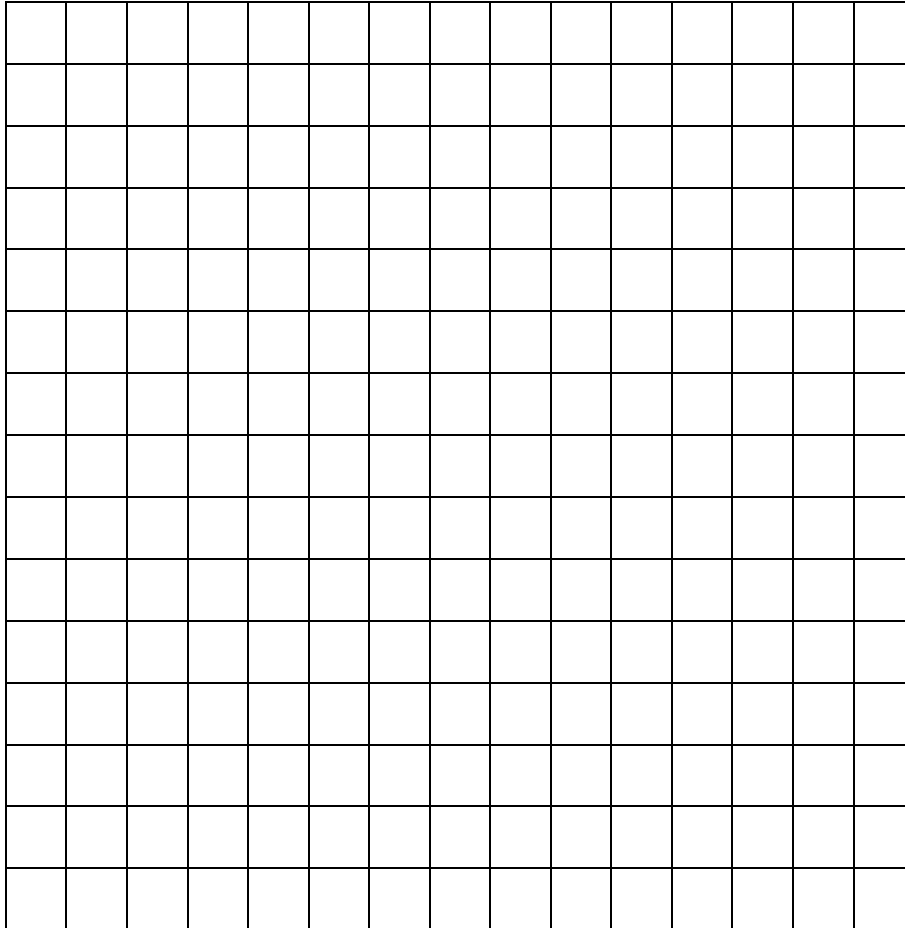
- A** A continent where you might see some penguins.
- B** You can hear these being rung before a church service.
- C** A fortress which kept out invaders in times gone by.
- D** The animal commonly known as 'man's best friend'.
- E** You need these to hear anything!
- F** Something that you don't have to pay for can be described as this.
- G** A relaxing game played over eighteen holes.
- H** Where you end up if you break your leg and need an operation.
- I** The name for someone who is really foolish.
- J** You tell this to make somebody laugh.
- K** A place where a dog may sleep.
- L** There are many different ones spoken throughout the world.
- M** A famous board game in which you have to buy properties and build hotels.
- N** A bird will build this out of twigs for its family to live in.
- O** A meal made from eggs and milk. You can add cheese, tomatoes, ham, etc.
- P** You usually have two of these at the top of your trousers and one at the back.
- Q** A major city in Canada.
- R** Used to draw straight lines, or a King or Queen.
- S** The opposite of 'weak'.
- T** You produce these when you cry.
- U** A very useful thing to have if it starts raining!
- V** A type of material that feels very soft to the touch.
- W** Rain, sunshine, thunder, cloud cover, and drizzle are all types of this.
- X** This is a kind of photograph showing the inside of your body.
- Y** There are twelve months in every one.
- Z** The number before 'one'.

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Test Your Research Skills

Wordsearch Fun

Title: _____

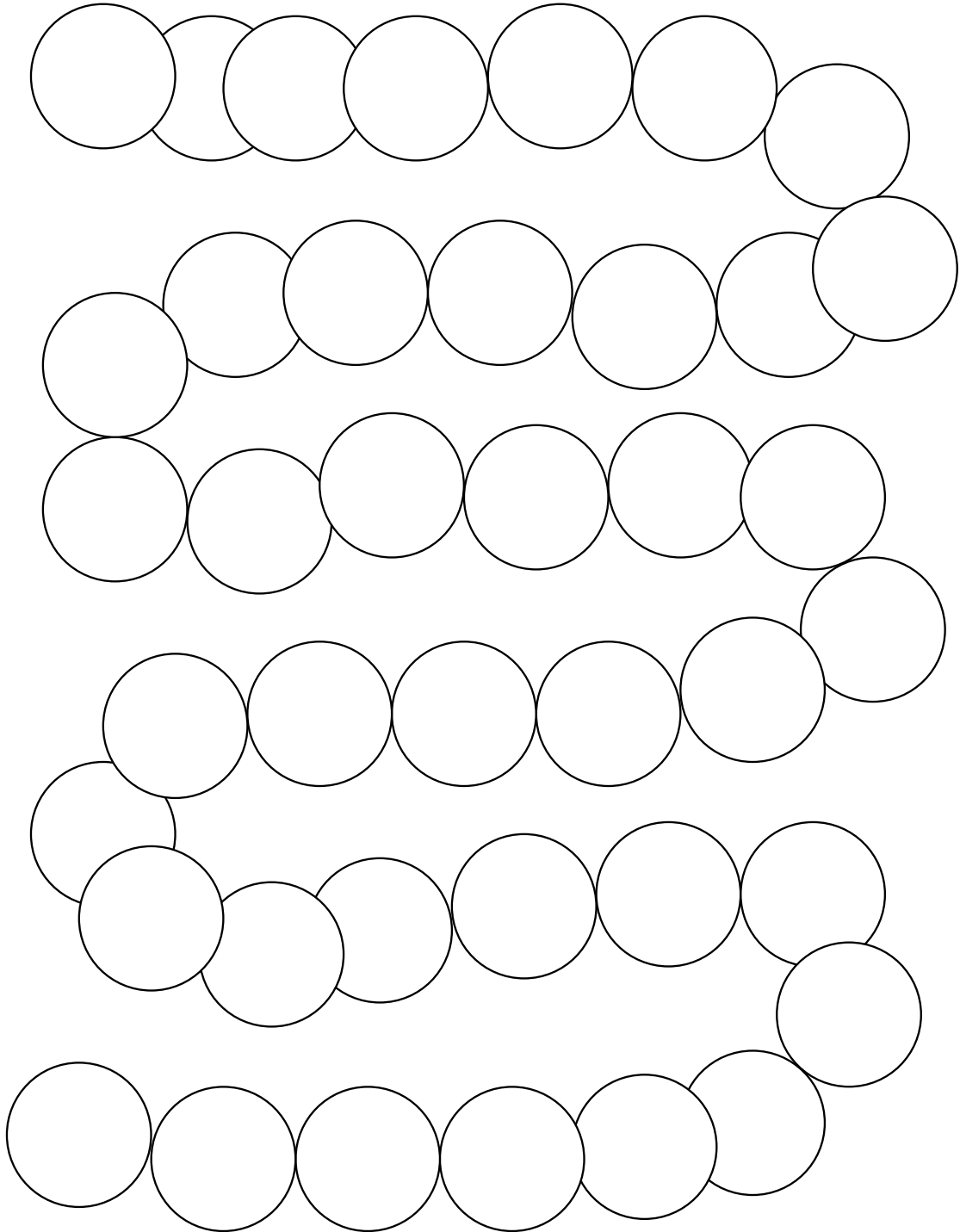


1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

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Test Your Research Skills

Design a Board Game



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Test Your Research Skills

Interesting Place Names 1

Below is a list of towns and villages in England, Scotland and Wales.

However, among the real place names there are up to ten fake names. Using an atlas of Great Britain, find any fake names and put a tick next to them:

Ache

Yelling

Bride

Very i' th' Marsh

Bottoms

Bluebells

Yellow Ochre

Upper Friendship

Evenjobb

Never Haddon

Macduff

Bell o' th' Hill

Idle

Throp

St Bees

Wobbling Abbingdon

Providence-under-Lyme

Red Ball

Widow's Elbow

Anna Valley

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Test Your Research Skills

Interesting Place Names 2

Below is a list of towns and villages in England, Scotland and Wales.

However, among the real place names there are up to ten fake names. Using an atlas of Great Britain, find any fake names and put a tick next to them:

Kelly

Watermillock

London Apprentice

Little Wilbraham

Beer

Weston-under-Lizard

Stanley Crook

Trumpet

Belchford

Inkpen

Much Hoole

River

Norton-Juxta-Twycross

Pratt's Bottom

Bishop's Itchington

Homer

Clopton Corner

Rose

Read

Shilbottle

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Test Your Research Skills

Classic Books 1

Match the classic book with its author:

- | | |
|-------------------------------------|---------------------------|
| 1. Daniel Deronda | a) Mary Shelley |
| 2. Alice's Adventures In Wonderland | b) Charles Dickens |
| 3. The Brothers Karamazov | c) George Eliot |
| 4. Frankenstein | d) Jane Austen |
| 5. War and Peace | e) Kenneth Grahame |
| 6. Our Mutual Friend | f) Fyodor Dostoyevsky |
| 7. The Portrait of a Lady | g) Emily Brontë |
| 8. Ivanhoe | h) Leo Tolstoy |
| 9. The Wind in the Willows | i) Lewis Carroll |
| 10. Wuthering Heights | j) Thomas Hardy |
| 11. Sense and Sensibility | k) Henry James |
| 12. Winnie-the-Pooh | l) James Joyce |
| 13. Treasure Island | m) Walter Scott |
| 14. Tess of the D'Urbervilles | n) A A Milne |
| 15. Ulysses | o) Robert Louis Stevenson |

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Test Your Research Skills

Classic Books 2

Match the classic book with its author:

- | | |
|---------------------------|----------------------------|
| 1. The Secret Garden | a) Charles Dickens |
| 2. Rebecca | b) George Orwell |
| 3. 1984 | c) George Eliot |
| 4. Of Mice and Men | d) William Golding |
| 5. The Pilgrim's Progress | e) Daphne Du Maurier |
| 6. Lord of the Flies | f) John Steinbeck |
| 7. As You Like It | g) Frances Hodgson Burnett |
| 8. The Lord of the Rings | h) John Bunyan |
| 9. Brave New World | i) Fyodor Dostoyevsky |
| 10. Little Women | j) Aldous Huxley |
| 11. Kidnapped | k) William Shakespeare |
| 12. David Copperfield | l) Leo Tolstoy |
| 13. Crime and Punishment | m) J R R Tolkien |
| 14. The Mill on the Floss | n) Louisa May Alcott |
| 15. Anna Karenina | o) Robert Louis Stevenson |

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Test Your Research Skills

The Life of Charles Dickens

Use a library facility or the internet to find the answers to these questions:

1. Where was Charles Dickens born?
2. When was he born?
3. What were his parents called?
4. Name two schools that he attended.
5. Where did the twelve-year-old Dickens work?
6. Name two other jobs that he had.
7. As a young writer, what was Dickens's pseudonym?
8. What was the name of Dickens's first love?
9. Which character did she inspire and in which novel?
10. What was his wife's name?
11. In what year were they married?
12. Name three of Dickens's ten children.
13. Name three novels by Charles Dickens.
14. In which novel do we meet the unscrupulous Sir Mulberry Hawk?
15. Which miserable Dickens character snarls: "Every idiot who goes about with 'Merry Christmas' on his lips, should be boiled with his own pudding, and buried with a stake of holly through his heart."? In which novel does he appear?
16. In what year did Dickens's father die?
17. Name the house on Gravesend Road in Kent that Dickens coveted as a child and bought in 1856.
18. In what year did Dickens separate from his wife Catherine?
19. Name the actress with whom Dickens spent the rest of his life.
20. When and where did Dickens die?

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Test Your Research Skills

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 and (a.) means it is an adjective:

- A argy bargy (n.) _____
- B belly button (n.) _____
- C clanger (n.) _____
- D dog's breakfast (n.) _____
- E easy peasy (a.) _____
- F five finger discount (n.) _____
- G gee gee (n.) _____
- H humungous (a.) _____
- I icky (a.) _____
- J joanna (n.) _____
- K knuckle sandwich (n.) _____
- L lounge lizard (n.) _____
- M monkey suit (n.) _____

Extra time: write three sentences using each slang term.

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Test Your Research Skills

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:

- | | | |
|----------|---------------------------|-------|
| N | nifty (a.) | _____ |
| O | oomph (n.) | _____ |
| P | pug ugly (a.) | _____ |
| Q | quack (n.) | _____ |
| R | rust-bucket (n.) | _____ |
| S | spare tyre (n.) | _____ |
| T | toodle-oo! (interjection) | _____ |
| U | upchuck (v.) | _____ |
| V | vamoose (v.) | _____ |
| W | whatchamacallit (n.) | _____ |
| X | Xmas (n.) | _____ |
| Y | yuppie (n.) | _____ |
| Z | zillionaire (n.) | _____ |

Extra time: write three sentences using each slang term.

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Test Your Research Skills

Australian English Slang Terms – Part 1

Match the Australian slang term on the left with the correct meaning on the right:

- | | |
|------------------|---|
| 1. footy | a) a barbecue |
| 2. a barbie | b) an idiot |
| 3. fair dinkum | c) to rest and relax, especially watching TV |
| 4. an earbashing | d) a lot |
| 5. Aussie | e) a friend |
| 6. a cobber | f) money |
| 7. heaps | g) Australian |
| 8. moolah | h) an English person |
| 9. a dipstick | i) Australian Rules Football |
| 10. a dunny | j) true; genuine |
| 11. the Outback | k) a sustained period of nagging |
| 12. a Pom | l) a horrible person |
| 13. a mongrel | m) an outside toilet |
| 14. to veg out | n) Australia and New Zealand |
| 15. Down Under | o) the interior of the continent of Australia |

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Test Your Research Skills

Australian English Slang Terms – Part 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 boozzer | 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" |

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Test Your Research Skills

Famous Quotations

Match these famous quotations with the person who said them:

1. 'England and America are two countries separated by a common language.'
2. 'Consistency is the last refuge of the unimaginative.'
3. 'Courage is the art of being the only one who knows you're scared to death.'
4. 'The great thing about a computer notebook is that no matter how much you stuff into it, it doesn't get bigger or heavier.'
5. 'Men are not prisoners of fate, but only prisoners of their own minds.'
6. 'Eighty percent of success is showing up.'
7. 'Imagination is more important than knowledge.'
8. 'Freedom is not worth having if it does not include the freedom to make mistakes.'
9. 'If I were two-faced would I be wearing this one?'
10. 'History will be kind to me for I intend to write it.'
11. 'When you are right you cannot be too radical; when you are wrong, you cannot be too conservative.'
12. 'If we observe, we shall find that all human virtues increase and strengthen themselves by the practice of them.'

A - Winston Churchill

B - Socrates

C - Harold Wilson

D - Franklin D Roosevelt

E - Bill Gates

F - Mahatma Gandhi

G - George Bernard Shaw

H - Oscar Wilde

I - Albert Einstein

J - Martin Luther King Jr.

K - Woody Allen

L - Abraham Lincoln

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Test Your Research Skills

Holidays and Special Days in the UK

Below is a list of holidays and special days that are celebrated in the UK each year. Work with a partner to find the correct dates and find out what is special about each day:

Holiday or Special Day:	Date:
New Year's Day	_____
St Valentine's Day	_____
St David's Day	_____
Pancake Day (Shrove Tuesday)	_____
St Patrick's Day	_____
Mother's Day	_____
British Summer Time Starts	_____
Good Friday	_____
Easter Sunday	_____
Easter Monday Bank Holiday	_____
St George's Day	_____
May Day Bank Holiday	_____
Spring Bank Holiday	_____
Father's Day	_____
Longest Day (Summer Solstice)	_____
August Bank Holiday	_____
British Summer Time Ends	_____
Hallowe'en	_____
Bonfire Night	_____
Remembrance Sunday	_____
Shortest Day (Winter Solstice)	_____
Christmas Eve	_____
Christmas Day	_____
Boxing Day	_____
New Year's Eve	_____
My birthday	_____
My friend's birthday	_____
My teacher's birthday	_____

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English Banana.com - bingo!

Choose 15 numbers between 1-90 and write them in the boxes below:

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Choose 15 numbers between 1-90 and write them in the boxes below:

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games for the classroom

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Games for the Classroom

Speaking & Listening Skills

I-Spy

Students can lead this very simple game where they think of something that they can see in the classroom (or wherever you are) and the others have to guess what it is. Students give a clue by saying the first letter, for example, if they are thinking about the clock on the wall, they would say, 'I spy with my little eye, something beginning with C.' A quick game that gets the students thinking about the vocab relating to their immediate environment.

Class Secrets

Get the group together and ask for a volunteer to leave the room. Once they've gone, think of a 'secret' about that person, for example, it's their birthday, or they're having an affair with the college principal. That kind of thing. When they come back in, they have to guess the secret truth about themselves by asking questions. The rest of the group give clues. A great ice-breaker, this one always raises a laugh.

Simon Says

A party game that works well with English students as a way of practising listening to and understanding commands. The teacher says a number of simple commands, such as, 'Put your hands on your head', 'Stand on one leg' or 'Start humming', and the students have to do what you say – but only if you have prefaced the command with 'Simon says...'. If you don't say 'Simon says...' and the student follows the command, they are out, and the game resumes until there is a winner.

Party Invitations

The whole class sits in a circle. Tell them that it's your birthday next week and that you're planning a birthday party. They are all invited... but on one condition. They must bring you a present, and it must be something that you really want. Each student in turn tells you what they will bring to give you on your birthday. You will either tell them that they can come, or that they are not invited. This depends on what they offer to bring you. The item they're going to bring must begin with the same letter as your first name. If it does, they can come; if it doesn't, they can't. For example, if your name is Lucy and they offer to bring 'a lemon' as a present, they will be welcome. If they offer to bring 'a bottle of wine' they will be given short shrift! This game is hilarious, as some students will twig onto your 'unspoken rule' fairly early on, while some won't get it at all, however obvious you make it!

Something's Different

Get the whole class together. Ask one of them to leave the room, then get the remaining students to change five things about the classroom. For example, you could put a chair on a table, or get two students to swap jumpers, or anything – so long as it's not too subtle. Then bring the student back in and get them to guess what changes you have made.

Whispering Trees

Get the students standing in a line. Stand at one end and whisper a short phrase or sentence

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Games for the Classroom

in the ear of the student next to you. For example, you could say, 'My dad once met Bernard Cribbins in a bus queue in Dover.' Each student repeats the phrase to their neighbour until you get to the end of the line, when the last student tells the class the sentence they heard, and you can reveal what the original sentence was. A good game for practising listening and speaking skills.

What's Going On...?

Probably better for an intermediate or advanced class, this one. Prepare twenty questions, based on what is happening in the news (be it local, national or world news). You could include spelling questions too, and questions about different members of the class, for example, 'Which country does Louisa come from?' Split the class into two teams and you're ready to play. Give five points for a correct answer, and bonus points at your discretion for any extra information that the students give in their answers. If the first team doesn't know the answer, hand it over to the other team for a bonus point.

My Butler Went To Meadowhall

The title refers to Meadowhall shopping centre near Sheffield. The game is really just a version of My Grandmother Went To Market. Students sit in a circle, away from desks and paper, and so on. Tell the students that you teach because you love it and don't need the money as you are actually rather well off. In fact, you have a butler who goes up to Meadowhall every Friday to go shopping for you, and he buys you lots of different things. This week, however, you can't decide what to buy, so you are asking the students to help you. You are going to make a list. Start with saying, 'My butler is going to Meadowhall on Friday and will buy me... (think of any item that you can buy in a shop).' The next person has to say, 'Your butler is going to Meadowhall on Friday and will buy you...' whatever you said, plus an item of their own. The list goes around the circle until the last person has to remember the whole list of items. Students usually give prompts if their fellow students are struggling. A good vocabulary game, as well as being fun and a test of the memory. Plus they get a laugh thinking about your (imaginary – unless you really have one...?) butler.

What's In The Bag...?

Have a 'lucky dip' style bag, or box, which you can use from time to time for this quick activity that draws the class together in mutual curiosity. Put something different in the bag (or box) each time, for example, a paper clip, or an orange. Students take it in turns to feel inside the bag (or box) – without looking – and then describe what the object feels like and what they think it is. This activity can easily be handed over to the students for them to facilitate among themselves, even using items that they have brought in from home.

The Yes/No Game

An old favourite from TV, this is great for practising question and answer forms. Get students up to the front of the class one at a time and ask them questions, about themselves, the weather, the school or college – anything. The student must reply verbally but cannot say the words 'Yes' or 'No'. If they do, they are out. Ask someone to act as the timer (and as the 'gong' or 'buzzer' when each player slips up and is out), and write the times for how long each student managed to go without saying 'Yes' or 'No' on the board. If the students get the hang of this game they could play it in pairs, with one asking the questions and the other answering, before swapping over roles.

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Games for the Classroom

Audio Pictures

Get the students into pairs, then give one half of the pair a picture from a magazine, for example, a man wearing a hat and coat and playing the piano. They have to describe what they can see, in detail, without showing the picture to their partner, who draws a sketch based on the description. At the end of the description they compare their pictures, before swapping roles. At the end of the session the whole class can see how close all the drawings were to their originals. A good activity for practising communication and listening skills, and giving descriptions.

Our Living Photo Album

Ask each student to bring in one or more photographs of something that is important to them, that you can keep to put into a class photo album. Give them time to prepare a two-minute talk about their photograph, which could be, for example, of a place, or a family member or an event that has touched their life. Then sit in a circle with all the students and your 'living photo album' will come to life, as each student in turn explains why their photo is important or memorable to them. You could make a display with the pictures, or literally fill an album with them that everyone can enjoy looking at. Explain that you will give the photos back at the end of the course (or even at the end of the week). This is a good activity to help a relatively new group get to know each other.

Reading and Writing Skills

Ace Anagrams

Students at all levels enjoy puzzling over this game. It's also a good way to get them looking in their dictionaries. Your students suggest nine letters at random, either vowel or consonant, which you write on the board. (Or you could have cards with them on if you're really organised!) In small groups the students have five minutes to come up with as many (real) words as they can from the original nine letters. The team with the most words spelt correctly gets a point, and the next round begins.

Hangman

Another good letters-based game. It's good because students can get up and lead this one just as well as the teacher. It's also good because it's quick and can pull students together for a quick bit of group work just before going home. Think of a word or phrase and draw a number of dashes on the board that corresponds to the number of letters. The other students suggest one letter at a time. If they are correct you have to fill in the letter on the board in its correct place. If they are incorrect you draw part of the hangman shape. Students can take a guess if they know the word. The person who guesses correctly steps up to the board to think of a word for the next session.

What Time Is It On...?

A good one for testing telling the time, and as a general reading comprehension using realia. Select a page from the Radio Times, or any English language TV guide and photocopy it so that each student can have a copy. Split the group into two teams and ask them questions based on the programme information given in the TV guide. For example, you could ask,

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“What time is ‘The A-Team’ on?”, and “What time does ‘The A-Team’ finish?”, before moving on to more complex reading comprehension questions such as, “What is the name of the actor who plays ‘Mr.T’ in ‘The A-Team’?” Get the students to nominate a ‘runner’ from their team who runs and writes the answers on the board. You can even get them drawing clock faces as an answer, or writing the answer using the twenty four hour clock. Note: questions need not be ‘A-Team’-based!

Board Game Boffins

As a project, get the students working in pairs or small groups to design a new board game. They have to form a games ‘company’, and then plan the concept and design of their game. After that they have to actually make a working prototype, which they test out, and which is then tested along with all the other ideas in a games tournament. Each company has to explain the reasons behind the design choices that they made in constructing their game. The students then all vote for their favourite games in categories such as: ‘Most playable game’, ‘Game most likely to make a \$million’, ‘Best design and construction’, and so on. You could use the board game template on page 73 as a starting point.

Ten Things

Get your students to leave the building and go out in small groups or pairs with the task of writing down ‘Ten things you can see at...’ various places near to your school or college. For example, they could write down ten things you can see at... the leisure centre, the shopping centre, the sports stadium, the post office, the doctor’s, the bus station, the railway station, the market, the funfair, and so on. Ask them to make sure that their spellings are correct before coming back to you with their list(s). Of course you could always make it ‘Fifty things you can see at...’ if your group are particularly gifted – or if you just want to get rid of them for the whole morning...! When they come back, discuss together what each group has found.

What Shops Sell What...?

This is a similar exercise to ‘Ten Things’, in that the students leave the classroom in pairs or small groups and go around town for a couple of hours. They have to write down the proper names of as many shops as they can, along with a brief description of what you can buy at that shop. For example, ‘Marks and Spencer – clothes and food’, ‘Debenhams – clothes, gifts, and perfume’, until they have a list of around twenty shops. When the students get back they could write sentences about the shops, for example, ‘At Marks and Spencer you can buy clothes and food.’ It motivates students to go into and look around shops that they may walk past every day but have never visited. You could always set the list of shops for your students to visit, ensuring a variety of types. Of course, it gives an opportunity to practise shopping vocab wherever you happen to be teaching.

Vocabulary Building

Name And Explain

This is a good game for practising spelling classroom words and getting students to talk about their immediate environment. Split the class into two groups and give each group a pack of sticky labels. Their task is to write labels and stick them on twenty different things in the classroom. Spellings must be correct, and at the end of the game students must give you a

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Games for the Classroom

tour of their labelled items, explaining what each object is.

What Is It...?

Get the class into two teams. Take one student from each class out of the room, give them both a whiteboard pen (or chalk stick, or marker, etc.) and give them the name of a book, TV show (for example 'The A-Team'), film, or famous person. They have to run back into the room and draw clues on the board, while the other students try to guess the name that they have been given. They are not allowed to write any words. Students love this game, and it gets rather loud as the students get more involved. Make sure your students are aware of the cultural references that you want to give them. The game can be played just as well using vocab sets such as, furniture, food, animals, and so on.

What Am I...?

For this game you will need to put a sticker on the back of each student, with a noun written on it, for example, apple, chair, Wednesday, bathroom, or bottle of tomato ketchup. The students have to mingle with one another and ask questions to find out 'What am I...?' Students can only reply with either 'Yes' or 'No'. Once they have found out what they are, they report to you and tell you what they are and what questions they had to ask in order to work it out. They could then go and write down the different questions. This also works when you use celebrity names instead of nouns – as long as all the students are aware of exactly who all the celebrities are. You could also use specific vocab sets such as countries ('Am I north of the equator, or south?'), or clothes ('Am I worn on the head?') The sky's the limit! Good for question forms and to get students talking.

Grammar Skills

A Capital Game

Write a load of nouns on the board, both common nouns and proper nouns, but don't use capital letters. Vary the list of words to suit the level of your group, so for an elementary class you could write something like: 'table, usa, book, house, garden, england, philip, the times, shirt, ice cream...' and so on. The students split into two groups and compete to be the first to write the list of words again, but this time putting capital letters on the proper nouns (in this example, 'USA, England, Philip, The Times').

Interesting Articles

Similar to 'A Capital Game', this involves writing plenty of different nouns on the board and getting the class – in two teams – to discuss and write down whether there should be 'a' or 'an' before each word. This is a quick and easy game – intended for elementary students really – that allows the students to identify and practise the grammar rule for indefinite articles. Make sure you throw a few proper nouns into the mix too, just to confuse them!

The Instant Story Generator

The whole group sits in a circle and decides on a few story keywords, for example, a place, a man's name, a woman's name, an object, and so on. Tell the students they are going to tell a story as a group. Each student can only contribute one word at a time, before the story

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moves on to the next person. If the story reaches a natural break the student whose turn it is next can say 'full stop' instead of carrying on. The story must include all the keywords that were agreed at the beginning. This is a great game for identifying sentence structure and bringing out grammar points, as well as letting the imagination run riot. A variation is to let each student contribute one sentence instead of just one word.

Action Games

Balloon Rodins

Split the class into small groups and give each one a large quantity of balloons and a roll of sticky tape. Their task is to create a fantastic balloon sculpture, which outshines those made by the other teams. After forty-five minutes or so the groups come together and look at all the sculptures. Each team has to describe what their sculpture represents – and is invited to elaborate on the principles of art that they have been influenced by... or not, as the case may be! Prepare yourselves for some 'explosive' balloon fun in this hilarious team-building and communicative activity! Note: this activity works just as well with modelling clay, or lots of old newspapers, instead of balloons.

Dead Heat

The class needs to be in groups of around eight people. Lay out a finish line at one end of the classroom with no desks or chairs in the way. The students stand in a line, as if about to start a race. On your signal they either run or walk towards the finishing line. However, all the students must cross the line at exactly the same time. A fun and energetic warmer which encourages students to talk to each other – particularly when they keep getting it wrong. Give your teams several attempts at this and they should get it in the end.

Get A Move On

Split the class into two teams. Set a starting line and a finishing line. This is basically a slow-walking race, where both teams are competing to be the last to cross the finishing line. The only proviso is that everyone in the race must keep moving forward – just very slowly. It's also good fun played with individuals in heats, building up to quarter-finals, semi-finals and a grand final. A fun team-building activity that will bring out the team spirit in your group.

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rhyming words

International Phonetic Alphabet (IPA) – vowels and diphthongs

Rhyming Words

International Phonetic Alphabet (IPA) - Vowels 1

ɪ / ɪ / iː

ɪ	ɪ	iː
<i>vowel sound in 'fish'</i>	<i>vowel sound in 'empty'</i>	<i>vowel sound in 'feet'</i>
fish dish wish	empty guilty honesty	feet meet sheet
bid hid lid did	rugby lovely lily	feat heat neat treat
fill hill Jill still pill bill Bill chill will kill	juicy Lucy smelly jolly chilly frilly Billy really	Pete mete deed need feed speed lead knead
pit it hit nit lit bit spit wit	pretty Betty hockey jockey movie	heal steal deal peel heel wheel
spin chin win tin gin		speak leak peek cheek
limb		dream team steam
list mist		seen been
missed		clean

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Rhyming Words

International Phonetic Alphabet (IPA) - Vowels 2

æ / ɑː

æ

vowel sound in 'h a t'

hat	trap
cat	flap
fat	clap
mat	tap
spat	lap
chat	cap
gnat	nap
splat	sap
bat	rap
brat	gap
	yap
Matt	
	channel
can	
span	banner
man	spanner
woman	manner
ban	
nan	tank
tan	prank
ran	spank
fan	sank
van	thank
	bank
land	shank
hand	yank
stand	
band	thanks
and	
bandstand	back
handstand	slack
understand	hack
brand	sack
sand	shack
	tack
pal	knack
gal	
map	
chap	

ɑː

vowel sound in 'c a r'

car	park
far	hark
bar	mark
tar	Mark
char	dark
par	
mar	barber
star	
guitar	harbour
Qatar	
	tart
are	cart
	smart
hurrah	art
shah	part
	dart
spa	mart
bra	
cha-cha	heart
ta	
pa	chance
	dance
ask	prance
task	lance
bask	advance
cask	stance
mask	
	father
branch	lather
	rather
hard	
card	
lard	
bard	
	charred
	barred
	jarred
	bark
	lark

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Rhyming Words

International Phonetic Alphabet (IPA) - Vowels 3

ɒ / ɔː

ɒ

ɔː

vowel sound in 'g o t'

vowel sound in 'o r'

got	sop	or	force
hot		for	
knot	box	nor	talk
not	fox		walk
shot	cox	pour	chalk
lot		four	
rot	off	your	hawk
plot	scoff		squawk
slot		poor	
trot	on	door	pork
clot	con		York
hotpot	Ron	pore	
cot		sore	board
jot	John	more	hoard
pot		bore	
sot	gone	yore	fought
tot		wore	nought
	from	core	ought
salt		fore	
halt	sock	gore	wart
Walt	knock	whore	
malt	rock	lore	form
	clock	tore	dorm
bolt	shock		
colt	dock	law	warm
dolt		jaw	
	wok	paw	warn
vault		straw	
fault	rob	draw	lawn
	Bob	raw	prawn
moult	sob	saw	sawn
	cob		pawn
stop	job	war	
top	lob		torn
chop	fob	oar	forlorn
hop	hob	hoar	
prop			
mop	odd	horse	
cop		Norse	
fop	wad		
pop		coarse	

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Rhyming Words

International Phonetic Alphabet (IPA) - Vowels 4

ʊ / u / uː

ʊ	u	uː
<i>vowel sound in 'p u t'</i>	<i>vowel sound in 'sit u ate'</i>	<i>vowel sound in 't oo'</i>
put	situate	too
soot	situation	hue
foot	educate	cue
book	education	you
hook	population	stew
look	stimulation	crew
cook	calculation	route
crook	simulation	boot
shook	populate	loot
brook	stimulate	
took	calculate	newt
rook	simulate	cute
wool		use
full		fuse
pull		lose
good		bruise
hood		June
could		dune
should		moon
would		soon
you'd		doom
		room
		cool
		pool
		school
		group
		soup

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Rhyming Words

International Phonetic Alphabet (IPA) - Vowels 5

ə / ɜː

ə

vowel sound in 'a go'

ago
adore
about
around
annoy
annul

envelope

famous

royal
loyal

boil
coil
foil

banana

computer
heater
under
user
teacher
power
tower
brother
mother
father
sister
daughter

umbrella

the

hour

until

unless

president
resident
confident

somebody
anybody
nobody

London

woman

family

motorway

endless
faithless
harmless

ɜː

vowel sound in 'h e r'

her
per

stir
fir

whirr

purr

cur
fur

heard

herd
nerd

bird

stirred

purred

word

curd
turd

perch

lurch
church

birch

search

murder

girder

learn
earn

turn
burn

stern
fern

worm

term
perm

firm

shirt
skirt

hurt

pert

first
thirst

worst

worse

curse

verse

world

girl

furl
hurl
curl

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Rhyming Words

International Phonetic Alphabet (IPA) - Vowels 6

e / ʌ

e

vowel sound in 't e n'

ten
hen
wren
den
men
pen
when

gem
hem

fell
tell
bell
smell
swell
shell
dwell
spell
well

gel

spend
mend
tend
lend
wend
bend
end
trend

wreck
speck
deck
neck
peck

get
met
let

bet
net
jet
pet
set
vet

debt

help

melt
dwelt
Celt

tense

whence

led
bed
wed
red
Ted

head
lead

edge
hedge
wedge
ledge

egg

beg
Meg
peg
keg
leg

ʌ

vowel sound in 'u p'

up
cup
sup
pup

mud
thud
bud
stud
cud

blood
flood

rub
hub
club
pub
snub
scrub
cub
tub

but
hut
shut
cut
nut
rut

butt
putt
mutt

luck
duck
muck
chuck
buck
puck
suck

tuck

sun
fun
bun
shun
stun
gun
nun
pun
run

ton
won
son

one
done

gull
mull
dull
lull
cull

honey
money

sunny
funny
bunny
runny

sum
hum
gum
chum
rum

numb
dumb

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Rhyming Words

International Phonetic Alphabet (IPA) - Diphthongs 1

eɪ / əʊ

eɪ

əʊ

vowel sound in 'r ai n'

vowel sound in 'o wn'

rain	vague	own	foam
train		grown	
Spain	nail	thrown	home
lain	sail	shown	dome
gain	hail	known	tome
main	pail		
chain	wail	bone	comb
fain	bail	cone	
pain	fail	lone	roamed
	jail	hone	
plane		scone	won't
Jane	whale	throne	don't
cane		clone	
sane	hale	phone	grow
Dane		stone	blow
	bait		know
reign		loan	row
feign	date	groan	show
	skate	moan	stow
mainly	gate		
plainly	late	cologne	woe
	fate		
waste	mate	sewn	hole
paste			whole
haste	weight	phoned	pole
taste	eight	cloned	mole
chaste		stoned	sole
baste	shame		
	lame	moaned	soul
base	came	loaned	
case	tame		soak
chase		owned	
	maim		poke
lace		hope	woke
face	take	mope	
pace	cake	cope	explode
race	sake		
mace	make	drove	load
place	wake	wove	
	lake		loaf
plague	shake	roam	oaf

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Rhyming Words

International Phonetic Alphabet (IPA) - Diphthongs 2

ai / au

ai

vowel sound in 'b y'

by
spy
sty
shy
my
cry
try

buy
guy

hi
pi

lie
tie
pie

bye

bike
hike
pike
like

style

stile
while
mile
tile
pile

tied
lied

ride
hide

child

wild

tiled
piled

styled

bite
kite
spite
white

quite

height

flight
might
night
sight
tight
right
bright

byte

wine
shine
mine
line

sign

time
lime
chime

rhyme

blind
find

au

vowel sound in 'c ow'

cow
how
now
wow
bow
row
brow
allow

bough
plough

bowel
towel
vowel
trowel

foul

owl
howl
cowl
yowl
scowl
jowl
fowl

loud
proud
cloud

crowd

bowed
cowed

house
mouse
douse

out

shout
lout
gout
about
pout
tout
trout

doubt

clown
town
brown
crown

power
shower
tower
bower
cower

sour

pound
found
sound
wound
hound
mound
round
around

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Rhyming Words

International Phonetic Alphabet (IPA) - Diphthongs 3

ɔɪ / ɪə

ɔɪ

vowel sound in 't oy'

toy
coy
boy
soy
Roy
annoy
ploy
joy
Troy
cloy
destroy
employ
decoy
deploy

Illinois

toyed
annoyed
employed
deployed
overjoyed
enjoyed

void
avoid

Freud

boil
soil
toil
coil
foil
spoil
oil

royal
loyal

soiled

toiled
coiled
foiled
spoiled
oiled
boiled

ɪə

vowel sound in 'ea r'

ear
year
hear
appear
dear
clear
near
tear
gear
fear
disappear
rear
sear

cheer
beer
leer
sheer
peer
deer
steer
engineer
pioneer
volunteer
jeer
veer

pier
tier
chandelier
cavalier

here
sphere
mere

we're

Zaire

pierce

peered
steered
cheered
pioneered

cleared
neared
feared
reared
seared

tiered

cheering
peering
steering
leering
pioneering
jeering
veering

searing
fearing
nearing
clearing

shield
wield
field

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Rhyming Words

International Phonetic Alphabet (IPA) - Diphthongs 4

eə / ʊə

eə

vowel sound in 'ai r'

air
chair
hair
fair
lair
stair
pair
affair
despair
flair
éclair
unfair

there
where

their

they're

wear
tear
bear

mare
pare
stare
rare
fare
Clare
share
prepare
declare
dare
flare
care
bare
compare
beware
aware

Claire
millionaire
commissionaire

square

aired
chaired
paired
despaired

pared
stared
fared
bared
shared
prepared
declared
dared
flared
cared

laird

ʊə

vowel sound in 't ou r'

tour

tourist

tourism

plural
rural
mural

neural

usual
unusual

neurotic

pure
sure
cure
assure
lure
allure

purely
surely

furious
curious
luxurious

cured
lured
assured

touring

alluring
assuring

luring
curing

luxuriant

curio

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answers to worksheets and notes for use

Answers to Worksheets and Notes for Use

Grammar Skills

- 1 1. What's her name? – BE. 2. I don't know him. – DO, KNOW. 3. He went out. – GO. 4. Are you watching TV? – BE, WATCH. 5. I saw him yesterday. – SEE. 6. I have brought my friend. – HAVE, BRING. 7. They lost some money. – LOSE. 8. I don't like him. – DO, LIKE. 9. I have read your letter. – HAVE, READ. 10. We aren't learning much. – BE, LEARN. 11. I played on the computer. – PLAY. 12. I couldn't hear you. – CAN, HEAR. 13. Is it true? – BE. 14. Did she tell you my name? – DO, TELL. 15. That's her sister. – BE. 16. The time was about 8pm. – BE. 17. My arm really hurts. – HURT. 18. The children were laughing. – BE, LAUGH. 19. I washed my hands. – WASH. 20. We're seeing them later. – BE, SEE.
- 2 Note: the auxiliary verb is shown in **bold letters** and the main verb is underlined.
1. I went to the cinema yesterday. 2. I'm playing golf tomorrow. 3. We had an early lunch yesterday. 4. Her sister **is** going into hospital tomorrow. 5. What time **are** you getting up tomorrow? 6. I'm taking the car to the garage first thing tomorrow. 7. My brother moved house yesterday. 8. **Did** you see that new music shop in town yesterday? 9. I met Lisa and Isabella for a coffee yesterday. 10. He's visiting his friend tomorrow afternoon. 11. There was a lot of noise outside yesterday. 12. We're going swimming tomorrow morning. 13. **Are** you coming round tomorrow evening? 14. He wasn't at work yesterday afternoon because he went to hospital for an appointment. 15. John was in Birmingham all day yesterday for a meeting.
- 3 Note: the auxiliary verb is shown in **bold letters** and the main verb is underlined.
1. I gave them some homework yesterday. 2. I'm not going on holiday until tomorrow. 3. I missed the last bus yesterday, so I **had** to walk home. 4. It was cold yesterday, **wasn't** it? 5. Sally **is** getting her exam results tomorrow. 6. We packed our suitcases yesterday evening. 7. **Is** he still cooking lunch for his girlfriend and her family tomorrow? 8. Bob and Janet **are** coming round for a game of cards tomorrow night. 9. We're flying to Spain tomorrow afternoon. 10. He's playing football for a couple of hours tomorrow morning. 11. I saw your friend Ian in Sainsbury's yesterday. 12. I'm doing all my ironing tomorrow. 13. We both bought the same pair of shoes yesterday. 14. **Is** he going to tell you about the course tomorrow, or later on today? 15. Jen swam forty lengths of the pool yesterday.
- 4 1. I'm going to visit my sister **tomorrow** afternoon. 2. I went to my friend's house after work **yesterday** evening. 3. The cricket match started at 2pm **yesterday** afternoon. 4. I'm not going to play golf **tomorrow**. I had a good game **yesterday**. 5. We're going to buy a present for our friend **tomorrow**. 6. Rita told me **yesterday** that she's going to quit her job. 7. I watched that film you told me about **yesterday**. It was brilliant. 8. Are you going to get some more potatoes **tomorrow**? 9. She got up at quarter to ten **yesterday** morning! 10. She's going to get up earlier **tomorrow** morning. 11. I'm going to book a restaurant first thing **tomorrow**. 12. He was really tired **yesterday**, so he stayed at home all day. 13. I saw Ben **yesterday**. He's going to call you **tomorrow** night. 14. I finished reading that book you lent me **yesterday**. 15. Are you going to leave **tomorrow** or on Monday?
- 5 1. Phil's going to meet Abdul in town **tomorrow** afternoon. 2. Sereta didn't look very happy when I saw her **yesterday**. 3. We didn't get our exam results **yesterday** as promised. 4. Is James going to go on the trip **tomorrow**? 5. The builders finished early **yesterday**; at about 5 o'clock. 6. Sarah and Natalie are going to travel to London **tomorrow**. 7. Are you going to see that new Mel Gibson film when it comes out **tomorrow**?

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Answers to Worksheets and Notes for Use

8. Did you watch the news **yesterday**? 9. You're going to feel tired **tomorrow** after all that exercise! 10. Did you send me an email **yesterday**? 11. I'm going to wash the car **tomorrow**. 12. Because my sister fell out with her best friend **yesterday**, they're not going to the gig **tomorrow** night. 13. Pete said he's going to walk to work **tomorrow**. 14. **Yesterday**, Olivier said that he isn't going to come to class next week because it's his granddad's birthday on Monday. 15. Were you at home **yesterday** evening?

6 1. Did you know I saw Steven **yesterday**? 2. What time will the lesson finish **tomorrow**? 3. I was going to ring you **yesterday**, but I didn't have time. 4. Jean caught the bus to work **yesterday** morning. 5. He would've liked to have seen you before you left **yesterday**, but never mind. 6. Both of us will be starting the new course **tomorrow** afternoon. 7. It will be almost impossible to finish this essay by **tomorrow**! 8. I was in Bristol **yesterday**, visiting my old friends Raphael and Henry. 9. Are you sure you had an appointment booked for **yesterday**? 10. Jamie said that he should have finished mending the fence by **tomorrow** afternoon. 11. I couldn't ask you about the report **yesterday** because you weren't in. 12. Samantha found out **yesterday** that her parents are splitting up. 13. The concert starts at seven **tomorrow**. 14. If I swim fifty lengths **tomorrow**, my teacher said she will enter me into the competition. 15. I couldn't ring you **yesterday** because I didn't have any credit on my phone.

7 1. The Prime Minister gave a long speech about the economy **yesterday**. It was pretty boring! 2. When I saw you **yesterday** I forgot to tell you that the conference won't be finishing until **tomorrow** night. 3. Sal should've told me **yesterday** that she won't be able to pay us **tomorrow**. 4. I could've had a lie in **yesterday**, if you weren't leaving so early. 5. Was it busy in town **yesterday**? 6. I'll be sorry to see you go when you leave **tomorrow**. 7. If I can get a day off work **tomorrow**, I'll be able to spend a bit of time with you. 8. If I could've bought you a birthday present **yesterday** I would've done. 9. We're going on holiday to Venice **tomorrow**. 10. I've never really liked Mexican food, but I really enjoyed the meal **yesterday**. 11. You must have rung the wrong number **yesterday**, because I was at home all morning. 12. Can you do the washing up that's been sitting here since **yesterday**, please? 13. We were gardening for about two hours **yesterday** morning. 14. Could I have a go on your new computer game when I come round **tomorrow**? 15. I think it should be quite sunny **tomorrow**.

8 Dear Ethel

I'm writing to tell you about something that happened yesterday. I **got** up at the usual time – about 10am – **had** a shower and **made** breakfast. I **ate** a big bowl of cereal and some toast and watched TV for a while. Then I **went** into the kitchen where I **heard** a funny noise. I **thought** it **came** from behind the cooker. I **got** my tool box and moved the cooker out of the way.

The noise **got** louder but I couldn't see anything. I **rang** my uncle to ask his advice. He **said** that he **thought** it could be a gas leak. When I **heard** this I just panicked! I **put** the phone down, **ran** outside, **got** in my car and **drove** to the local police station. I **told** them about my gas leak but the constable **lost** his patience with me. He **said** that I should have phoned the gas company. He **wrote** his report, then **rang** the gas company for me.

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Answers to Worksheets and Notes for Use

Then I remembered that my house doesn't have gas – only electricity! I **felt** really stupid and **knew** that the constable would be angry with me for wasting his time, so I **ran** out of the police station while he **was** still on the phone. I **went** home to try to find out what the noise **was**. On the way I **bought** a newspaper and I **read** about an escaped llama that **broke** out of the city safari park last Wednesday.

When I **got** home I **put** my key in the door, turned it, **went** inside and straight away **heard** that funny noise again. I **held** my breath and opened the door slowly. Guess what? I **found** the llama hiding in my cupboard! I **let** him stay and he **slept** in my garden last night. The snoring **was** so loud! This morning I **took** him back to the safari park. They **were** really pleased to see him again and **gave** me a reward of £50!

Hope you are well. Write soon and let me know how you are. Your friend, Alan

9 & 10 Print each page onto card. Cut up the pieces and then ask your students to match the first part of the sentence with the second part.

11 1. This is my pen _____. 2. There are two pens on the table. 3. These pens are on the table. 4. There are a few pens on the table. 5. There is one pen _____ on the table. 6. There are lots of pens on the table. 7. There are some big pens on the table. 8. There is a pen _____ on the table. 9. There is a big pen _____ on the table. 10. This is his pen _____. 11. There is a box of pens on the table. 12. That pen _____ is on the table. 13. Why are those pens on the table? 14. These are the only pens on the table. 15. There is a large quantity of pens on the table.

12 1. There are some pens on the table. 2. There are not many pens on the table. 3. This pen _____ is on the table. 4. There is not a single pen _____ on the table. 5. There are hardly any pens on the table. 6. Those pens are on the table. 7. This is their pen _____. 8. There are several pens on the table. 9. There are twenty three pens on the table. 10. This is the last pen _____. 11. This is the only pen _____. 12. There is a new pen _____ on the table. 13. There is a packet of pens on the table. 14. There is another pen _____ on the table. 15. There aren't any pens on the table.

13-14 Note: answers will vary. The key point is that the determiner and noun must agree in each answer. Here are some suggestions:

13 1. a green bag. 2. some big tables. 3. a beautiful picture. 4. ten long dresses. 5. the new black trousers. 6. an uncooked egg. 7. an annoying person. 8. some nice people. 9. some fresh sandwiches. 10. a good programme. 11. an interesting journey. 12. a few young men. 13. a lot of big problems. 14. the left-hand side. 15. an old suitcase.

14 1. a lot of noise. 2. our two children. 3. some great offers. 4. this tall building. 5. the new magazines. 6. a stupid mistake. 7. each piece of paper. 8. some fast cars. 9. all the right people. 10. a new team leader. 11. a complete mess. 12. an early morning. 13. fewer problems. 14. a hot cup of coffee. 15. some terrible reviews.

15	book	✓	his	book	✓
	books	x		books	✓
	umbrella	x		umbrella	✓
	umbrellas	x		umbrellas	✓
	London	x		London	x

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Answers to Worksheets and Notes for Use

an	book	x	this	book	✓
	books	x		books	x
	umbrella	✓		umbrella	✓
	umbrellas	x		umbrellas	x
	London	x		London	x
the	book	✓	which	book?	✓
	books	✓		books?	✓
	umbrella	✓		umbrella?	✓
	umbrellas	✓		umbrellas?	✓
	London	x		London?	x
some	book	x	those	book	x
	books	✓		books	✓
	umbrella	x		umbrella	x
	umbrellas	✓		umbrellas	✓
	London	x		London	x

Vocabulary Skills

- 16** 1. adventure. 2. amazement. 3. ability. 4. anger. 5. anxiety. 6. beauty. 7. bravery. 8. chaos. 9. compassion. 10. contentment. 11. confidence. 12. courage. 13. curiosity. 14. deceit. 15. democracy. 16. determination. 17. disappointment. 18. education. 19. egotism. 20. energy.
- 17** 1. enthusiasm. 2. evil. 3. excitement. 4. faithfulness. 5. fear. 6. friendliness. 7. generosity. 8. goodness. 9. graciousness. 10. happiness. 11. homelessness. 12. humour. 13. imagination. 14. inflation. 15. intelligence. 16. jealousy. 17. joy. 18. kindness. 19. loyalty. 20. luck.
- 18** 1. e) 2. a) 3. c) 4. b) 5. d) 6. j) 7. f) 8. g) 9. i) 10. h)
- 19** 1. b) 2. c) 3. g) 4. e) 5. a) 6. i) 7. f) 8. d) 9. j) 10. h)
- 20** 1. e) 2. d) 3. g) 4. f) 5. b) 6. i) 7. a) 8. h) 9. c) 10. j)
- 21** 1. j) 2. e) 3. b) 4. d) 5. a) 6. g) 7. h) 8. c) 9. i) 10. f)
- 22** 1. tub. 2. can. 3. packet. 4. ball. 5. tube. 6. book. 7. jar. 8. half. 9. cup. 10. plate. 11. bowl. 12. dozen. 13. piece. 14. pat. 15. bottle.
- 23** Students' answers will vary. Here are some suggestions: 1. soap. 2. tea. 3. water. 4. bread. 5. toast. 6. beer. 7. milk. 8. lemonade. 9. crisps. 10. biscuits. 11. string. 12. jam. 13. people. 14. cakes. 15. ham. 16. cream. 17. gloves. 18. children. 19. coins. 20. chocolate. 21. cereal. 22. flowers. 23. sand. 24. washing powder. 25. matches. 26. cola. 27. petrol. 28. water. 29. ale. 30. milk. 31. petrol. 32. clothes. 33. cards. 34. rain. 35. ink. 36. beans.
- 24** Here are some examples of quantity words that go well with these shopping words.

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Answers to Worksheets and Notes for Use

Can you think of any more? 1. a packet of crisps. 2. a loaf of bread. 3. a bar of chocolate. 4. a carton of orange juice. 5. a tub of ice cream. 6. a packet of chewing gum. 7. a packet of sandwiches. 8. a bottle of milk. 9. a jar of jam. 10. a slice of cake. 11. a bottle of lemonade. 12. a piece of cheese. 13. a bag of lettuce. 14. a plate of fish. 15. a tin of baked beans.

- 25** **Tim:** nephew, sister-in-law, ex-wife, partner, single. **Sally:** boyfriend, cousin, godson, godmother, divorced.
- 26** **Peter:** children, gay, widower, engaged, great-grandfather. **Ellie:** widow, ex-husband, girlfriend, fiancée, dysfunctional.
- 27** 1. sister. 2. mother/mum. 3. daughter-in-law. 4. brother. 5. niece. 6. husband. 7. sister-in-law. 8. partner. 9. ex-husband. 10. grandmother/grandma. 11. aunt. 12. grandfather/granddad. 13. uncle. 14. son. 15. grandson. 16. wife. 17. daughter. 18. cousin. 19. brother-in-law. 20. father/dad.
- 28** Answers will vary. Some suggested answers are: 1. in. 2. jam. 3. real. 4. Cairo. 5. nearly. 6. equator. 7. tomorrow. 8. beautiful.
- 29** 1. undercover. 2. outgoing. 3. genuine. 4. diverse. 5. pleased. 6. concealed. 7. green. 8. immature. 9. happy. 10. prized. 11. baffling. 12. unsatisfactory. 13. loose. 14. good-looking. 15. indefatigable.
- 30** 1. unintentional. 2. gifted. 3. specialised. 4. uninteresting. 5. articulate. 6. authentic. 7. old. 8. trustworthy. 9. pleasant. 10. terrible. 11. scary. 12. modern. 13. chilly. 14. well-built. 15. unworkable.
- 31** 1. beau. 2. berth. 3. laze. 4. feint. 5. inn. 6. yoke. 7. teem. 8. pi. 9. cord. 10. meter. 11. isle/aisle. 12. fir. 13. bury. 14. draught. 15. whet.
- 32** 1. gait. 2. hart. 3. dessert. 4. lieu. 5. bored. 6. flare. 7. wail. 8. suite. 9. beet. 10. saw. 11. Yule. 12. wile. 13. higher. 14. byte. 15. ail.
- 34** 1. h) 2. l) 3. j) 4. i) 5. o) 6. d) 7. m) 8. c) 9. f) 10. a) 11. n) 12. e) 13. g) 14. b) 15. k)
- 35** Answers will vary. Here are some suggestions: 1. It's very foggy. 2. It's sunny and warm. 3. It's very windy. 4. It's foggy or misty. 5. It's becoming windy. 6. It's raining lightly. 7. The snow has almost melted. 8. It's a lightning storm. 9. It might start raining. 10. It's cold. 11. It's very sunny. 12. It's very cold. 13. It's hot. 14. It has started snowing (at Christmas time). 15. It's very hot.
- 36** Answers will vary. Here are some suggestions: 1. It's cloudy. 2. It's cold. 3. It is, or has been, snowing heavily. 4. It's raining hard. 5. It's a lightning storm. 6. It's raining. 7. It's thundering. 8. It's fine. 9. It looks like it might be cold. 10. It's warm. 11. It's icy and cold. 12. It's hot. 13. It's cloudy. 14. It's cold and frosty. 15. It's very hot.

Spelling Skills

- 38** holiday, August, family; staying, campsite; brother, coming, because; leave, early, o'clock; hundred, caravans; forward, going, swimming, diving; should, really, holiday.

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Answers to Worksheets and Notes for Use

- 39 sauce, tomato, mushroom; ice cream, vanilla, strawberry; oranges, apples; sausages, Saturday; Breakfast, muesli; chocolate cake, Friday; Coffee, sugar, pineapple squash; vegetables, potatoes, carrots.
- 40 "To get to the bank you need to turn left here then walk for about 200 metres. Turn right onto Stockley Street and you'll see the park on your left. Walk past the main entrance to the park and turn right into Bromley Avenue. The bank is about 100 metres down Bromley Avenue. It's opposite the post office. It's not far from here – probably about 15 minutes if you walk quickly. You'd better hurry as I think it closes at five o'clock."
- 41 "I left school nearly fifteen years ago. My favourite subjects were English, French and History. I enjoyed French because it was interesting learning to speak a different language and I had a good teacher. I didn't like Science or Maths because they were a bit harder and I didn't like the teachers much. I'll never forget when our class went on a trip to France. We stayed in Paris for four nights. It was the first time I'd been abroad. My friends and I had so much fun!"

42

25th September 2004
Cardiff, UK

Dear Aunt Monica

Thank you very much for your letter. It was great to get a letter from you. I am really enjoying university life. I have made some good friends already – especially Helen and Marcus. Helen is from Manchester and Marcus comes from Liverpool. His accent is really weird.

Yesterday we went to Cardiff to do some shopping. Everything is much more expensive than back at home. I miss Jamaica and of course I miss you and my naughty little brothers. Cardiff is a big city – the capital city of Wales. Wales is next to England and a separate country, but they are both part of the UK. It's confusing, isn't it?

My course is very interesting. I am learning so much about the environment of this country. My teachers are good, except I wish they would speak more slowly some of the time. I can't always hear everything that they are saying. That's why I'm using a small tape recorder to record every lecture. Then I can listen to it in my room as I study. It really helps.

Thanks for asking about all my boyfriends! No, I haven't met anyone yet. I'm here to learn about the environment and practise my English, rather than go out drinking in pubs and clubs with boys every night! I hope that I will find someone who shares my interests. Until that time you will have to make do with me being a single girl!

With lots of love to you and my darling brothers Roger and Paul, and all my family and friends there. I will see you very soon. Hope I will hear from you soon too.

Your loving niece

Sandy x x x x

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Answers to Worksheets and Notes for Use

- 43 embarrass, coming, believe, analyse, curriculum; necessarily, calendar, coolly, eighth, February; manoeuvre, disappear, fifteen, weird, referral.
- 44 receipt, separate, pigeon, fulfil, mischief; belief, hundred, Caribbean, wholly, attached; niece, rhythm, twelfth, occurrence, sergeant.
- 45 generally, achievement, exercise, commission, forty; separation, puerile, parallel, exaggerate, liaison; appetite, dissatisfied, necessary, quandary, succeeded.
- 46 beginning, millennium, immediately, definitely, vegetable; innocuous, raspberry, precede, besiege, address; supersede, drunkenness, millionaire, incidentally, cemetery.
- 47 1. THE LONDON EYE. 2. BUCKINGHAM PALACE. 3. HOUSES OF PARLIAMENT. 4. BIG BEN. 5. ST PAUL'S CATHEDRAL. 6. LONDON BRIDGE. 7. WATERLOO BRIDGE. 8. HARRODS. 9. OXFORD STREET. 10. PICCADILLY CIRCUS. 11. TRAFALGAR SQUARE. 12. HYDE PARK. 13. ST JAMES'S PARK. 14. NATIONAL THEATRE. 15. NATIONAL PORTRAIT GALLERY. 16. COVENT GARDEN. 17. ROYAL FESTIVAL HALL. 18. GLOBE THEATRE. 19. NELSON'S COLUMN. 20. LEICESTER SQUARE.

Reading Skills

- 48 1. b) Terrible! 2. d) I don't think so. 3. d) Have a break. 4. d) Not really. 5. b) Not much. 6. c) On the table. 7. b) About eight o'clock. 8. d) No, I didn't know. 9. c) Thanks. 10. b) Is there?
- 49 1. c) Sometime next summer. 2. d) Fine. 3. a) It's chucking it down. 4. b) About half of it. 5. c) If she wants. 6. b) Really? 7. a) Oh. Do you know where? 8. d) Here you are. 9. c) How do you know? 10. b) Only by mistake.
- 50 1. c) We'd better hurry then. 2. b) I'm not sure. 3. b) Two years ago. 4. a) Oh dear. 5. d) Hi. 6. d) I'm alright, thanks. 7. a) Turn left and go through the double doors. 8. b) No, she's upstairs in a meeting. 9. d) See you. 10. d) The week after next.
- 51 1. b) Egg and chips. 2. c) Quarter past. 3. a) It's his own fault. 4. c) That's fifty six pence, please. 5. d) No, we haven't decided yet. 6. a) How old are you? 7. c) It varies. 8. a) Why not? 9. d) They're on the kitchen table. 10. a) Oh no!
- 52 1. c) Nearly eighteen. 2. a) You'll have to find a new one. 3. d) No, it's not! 4. b) Yes, I did. 5. d) Housing, please. 6. b) Why were you early? 7. c) rach990@englishbanana.com. 8. d) Yes, of course. 9. a) You poor thing! 10. d) Some of it.
- 53-62 Note: as well as being used as reading comprehension tests, these worksheets could also be used with learners as oral tests. **Method:** read the text aloud and ask learners to make notes from what they hear. They should then compare their notes with a partner or the whole group. Read the text again and learners should check their notes and refine them, before comparing them again with their partner or group when you finish reading. You could then either ask the questions verbally or

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Answers to Worksheets and Notes for Use

give learners a photocopy of the questions only. Check feedback with the whole group at the end of the activity. You could give learners a copy of the initial text for reference. With lower level groups you could do the reading and note-taking step a third time.

- 53** 1. Bob Hunter. 2. Forty years old. 3. Derby. 4. Yes. 5. Three. 6. Linda. 7. She's an artist. 8. Richard. 9. Engineering. 10. Fourteen years old. 11. Derby Grammar School. 12. Sally. 13. Twelve years old. 14. Horse-riding and cycling. 15. He is an accountant. 16. Toyota. 17. Yes. 18. He plays golf. 19. Mickleover Golf Club. 20. When he was eleven years old.
- 54** 1. Samantha. 2. One day last month. 3. Home. 4. Trying to break into a car. 5. "Get lost!" 6. The shop's owner. 7. About ten minutes later. 8. No, a policewoman did. 9. Dark blue. 10. Ford Focus. 11. The right hand side. 12. TR03 RMN8. 13. Tall. 14. A blue denim jacket and black jeans. 15. A little shaken. 16. A few days later. 17. Newcastle. 18. It was returned to its owner. 19. No. 20. The text doesn't tell us this.
- 55** 1. Next summer. 2. Joanna and Ling. 3. False – she went to southern Spain. 4. Three. 5. It was quite expensive. 6. False – they all got great suntans. 7. Greece. 8. Her parents. 9. An adventure holiday. 10. Africa. 11. She isn't sure whether she wants to go. 12. Because they would learn about the world around them and see some wild animals. 13. Relaxing on a beach. 14. Elephants and zebras. 15. Amazing experiences. 16. By next Monday at the latest. 17. £1,400. 18. Portugal. 19. & 20. Learners can discuss their answers to these questions.
- 56** 1. Serena. 2. Devon, UK. 3. At about 8.30am. 4. Cereal. 5. A fry-up (cooked breakfast). 6. George. 7. The washing up. 8. A Telegraph. 9. Because he likes doing the crossword. 10. A couple of hours. 11. A nice restaurant on the coast. 12. A fresh seafood dish. 13. Relax for a while and be alone. 14. Either explore the town, or go to the beach for a couple of hours. 15. At about 5 o'clock. 16. Go out for a drink or go to the theatre. 17. A comedy. 18. Go straight to bed. 19. & 20. Learners can discuss their answers to these questions.
- 57** 1. Emma Heath. 2. She is looking for a new job. 3. She is a clerk at a solicitor's. 4. Administrator. 5. Blame, Payne and Co. 6. About two years. 7. There doesn't seem to be any chance of promotion, and she is moving to Leicester. 8. Leicester. 9. 23 Terraced Walk, Derby, DE23 3GP. 10. No. She will be renting. 11. 8 Cedars Lane, Swinscote, Derby, DE40 9UR. 12. After the 30th of the month. 13. $0 + 7 + 9 + 4 = 20$. 14. After six o'clock pm. 15. By at least £2000, or more. 16. A document used to give potential employers information about a job applicant. 17. Curriculum Vitae. 18. She doesn't know. 19. & 20. Learners can discuss their answers to these questions.
- 58** 1. Tim has £1.47. 2. John has £7.17. 3. Clare has £12.51. 4. Lisa doesn't have any money. 5. Jalal has £6.75. 6. Jalal's brother has 75p. 7. Keith has 58p. 8. Kathy has £50.68. 9. Laurie doesn't have any money. 10. Ruby has £5.
- 59** 1. Joe's birthday is on 23rd May. 2. Colette's birthday is on 25th May. 3. Conor's birthday is on 17th May. 4. Laura's birthday is on 22nd December. 5. May's birthday is on 19th August. 6. Sarah's birthday is on 17th September. 7. Leanne's birthday is on 13th February. 8. Leanne's husband's birthday is on 23rd August. 9. Tom's birthday is

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Answers to Worksheets and Notes for Use

on 13th June. 10. Mohammed's birthday is on 11th February.

- 60** 1. Sian. 2. Khalid. 3. From Derby to Edinburgh. 4. Four hours and twenty-three minutes. 5. Four hours and seven minutes. 6. One. 7. Two hours and thirty-six minutes. 8. Darlington. 9. Two hours. 10. The train to Newcastle is run by Virgin Trains. 11. Two twenty one pm, or, twenty one minutes past two in the afternoon. 12. GNER. 13. You could fly from Nottingham East Midlands Airport. It takes about an hour. 14. Two thirty pm, or half past two in the afternoon. 15. Three: Sian, her sister and her sister's friend. 16. About half past eight. 17. Michelle. 18. Next Tuesday. 19. Tomorrow night after work – any time after about quarter past six. 20. 08457 484950.
- 61** 1. Spain. 2. Kamal was quiet and H el ene was loud. 3. From Kirkuk in Iraq. 4. H el ene. 5. Carolina. She's two years younger than Mohammad, who is 30. 6. Charlotte. 7. 24. 8. Yui-Gui. 9. There were 3 female students and 4 male students. 10. Eritrea. 11. Beijing. 12. Patrick is the oldest and Alexandre is the youngest. 13. 38. 14. Patrick. 15. Charlotte. 16. Carolina and Alexandre. 17. Two. 18. Kamal. 19. Patrick. 20. 35 (35.3).
- 62** 1. 1.30am. 2. 3.30am. 3. 1.05am. 4. 3.45pm. 5. 2.44am. 6. 11.15am. 7. 2.15pm. 8. 5.30pm. 9. 4.45pm. 10. 7.44am. 11. Marco. 12. 8.30am. 13. His flatmate, Gordon. 14. Toronto, Canada. 15. Because Graham's phone call woke up the whole family at 2.44am.

Speaking & Listening Skills

- 63** This template can be used in various ways to create many different class surveys. One method is for students to write down a question such as, 'Which foods do you like?' They then write up to eight different options in separate boxes along the top row, for example: 'pasta, fish and chips, curry, lamb, chocolate biscuits, fruit, jacket potatoes, ice cream'. They interview different members of the class, writing the name of each person they ask in a separate box in the left-hand column. Students put a tick or a cross in the box to indicate whether their interviewee likes (tick) or dislikes (cross) each option.

Research Skills

- 66** 1. London. 2. Green. 3. For example: in, on, above, below, under. 4. For example: a dentist, a receptionist, a drill, a waiting room, a dentist's chair. 5. Buy a ticket and catch a train. 6. For example: apple, arm, ankle, animal, arch. 7. For example: Trent, Tyne, Mersey. 8. Sunday (or you could accept Monday). 9. 75 years old. 10. A horse. 11. For example: the living room. 12. £7.00. 13. It's an odd number. 14. Eight forty five pm. 15. One thousand, two hundred and thirty four. 16. He was Prime Minister of the UK from 1990-1997. 17. There are five – A, E, I, O and U. 18. Accommodation. 19. Small. 20. Answers will vary.
- 67** 1. Paris. 2. Answers will vary. 3. For example: football, cricket, rugby, swimming, baseball. 4. For example: an oven, a fridge, a sideboard, some washing-up liquid, a saucepan. 5. Buy petrol. 6. For example: orange, olive, octopus, ocean, owner.

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7. River Thames. 8. October. 9. 43 years old. 10. For example: a zebra. 11. For example: bedroom. 12. £20.15. 13. It's an even number. 14. Three eighteen am. 15. One hundred and ninety two. 16. Gordon Brown MP (as at October 2004). 17. 168. 18. Proposition. 19. Near. 20. Answers will vary.
- 69** airport, blood, carrot, dove, England, friend, go, hat, Ireland, January, kite, lorry, money, never, orange, picture, question, rose, shed, trainer, unhappy/upset, vinegar, wine, xylophone, yellow, zip.
- 70** alien, bank, cat, Dover, EastEnders, Friday, gentle, heart, Italy, jeans, kettle, loan, meat, near, one, present, queue, red, sheep, title, ugly, Venice, winter, x-factor, yes, zebra.
- 71** Antarctica, bells, castle, dog, ears, free, golf, hospital, idiot, joke, kennel, languages, Monopoly, nest, omelette, pockets, Quebec, ruler, strong, tears, umbrella, velvet, weather, x-ray, year, zero.
- 72** This is a blank template which learners can use to make their own wordsearches. **Method:** write twenty words that are related in some way, for example, languages, colours or film stars. Make sure that all of the spellings are correct. Then, write the words in the grid, with one letter in each space. Words can go horizontally, vertically, diagonally, right way up, or wrong way up – it doesn't matter. When all the words are in the grid, fill in the remaining squares with random letters of the alphabet, to 'hide' the words that you have added. Tip: make your wordsearch more difficult by adding 'red herrings'. For example, if one of your words is 'YELLOW', you could add 'YELL' or 'YELLO' as you fill up the remaining spaces.
- 73** This worksheet works best when photocopied and enlarged to at least A3 size. Split your students into small groups and ask them to design a board game (see 'Board Game Boffins' – page 89).
- 74** The real place names are: Bride – Isle of Man, Bottoms – West Yorkshire, Evenjobb – Powys, Macduff – Aberdeenshire, Idle – West Yorkshire, St Bees – Cumbria, Yelling – Cambridgeshire, Bell o' th' Hill – Cheshire, Red Ball – Somerset, Anna Valley – Hampshire.
- 75** All of the place names are real! Kelly – Devon, London Apprentice – Cornwall, Beer – Devon, Stanley Crook – Durham, Belchford – Lincolnshire, Much Hoole – Lancashire, Norton-Juxta-Twycross – Leicestershire, Bishop's Itchington – Warwickshire, Clopton Corner – Suffolk, Read – Lancashire, Watermillock – Cumbria, Little Wilbraham – Cambridgeshire, Weston-under-Lizard – Staffordshire, Trumpet – Herefordshire, Inkpen – Berkshire, River – West Sussex, Pratt's Bottom – Greater London, Homer – Shropshire, Rose – Pembrokeshire, Shilbottle – Northumberland.
- 76** 1. c) 2. i) 3. f) 4. a) 5. h) 6. b) 7. k) 8. m) 9. e) 10. g) 11. d) 12. n) 13. o) 14. j) 15. l)
- 77** 1. g) 2. e) 3. b) 4. f) 5. h) 6. d) 7. k) 8. m) 9. j) 10. n) 11. o) 12. a) 13. i) 14. c) 15. l)
- 78** 1. Portsmouth, England. 2. 7th February 1812. 3. John and Elizabeth Dickens. 4. Chatham school, Kent, and Wellington House Academy, London. 5. At Warren's Blacking Factory – a shoe-blacking warehouse. 6. A solicitor's clerk and a reporter on

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Answers to Worksheets and Notes for Use

Commons (Parliamentary) debates. 7. Boz. 8. Maria Beadnell. 9. Dora Spenlow in David Copperfield. 10. Catherine Hogarth. 11. 1836. 12. Choose from: Charles, Mary, Kate, Walter, Francis, Alfred, Sydney, Henry, Dora, and Edward. 13. Among the most well known are: Great Expectations, Bleak House, David Copperfield, Oliver Twist, The Pickwick Papers, Our Mutual Friend, and Nicholas Nickleby. 14. Nicholas Nickleby. 15. Ebenezer Scrooge in A Christmas Carol. 16. 1851. 17. Gad's Hill Place. 18. 1858. 19. Ellen Ternan. 20. 9th June 1870 at Gad's Hill Place.

- 79 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.
- 80 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 work. **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** – something you can't remember. **X** – Christmas. **Y** – a young, wealthy professional person. **Z** – someone whose wealth seems to have no limits.
- 81 1. i) 2. a) 3. j) 4. k) 5. g) 6. e) 7. d) 8. f) 9. b) 10. m) 11. o) 12. h) 13. l) 14. c) 15. n)
- 82 1. j) 2. l) 3. e) 4. g) 5. n) 6. k) 7. c) 8. o) 9. b) 10. a) 11. f) 12. d) 13. i) 14. h) 15. m)
- 83 1. G. 2. H. 3. C. 4. E. 5. D. 6. K. 7. I. 8. F. 9. L. 10. A. 11. J. 12. B.
- 84 Note: some dates are the same every year while others vary from year to year:

New Year's Day is on 1st January. It's the first day of the year and a public holiday. **St Valentine's Day** is on 14th February. We send cards and gifts to our loved ones. **St David's Day** is on 1st March. St David is the Patron Saint of Wales. **Pancake Day (Shrove Tuesday)** is usually in early March, on a Tuesday. It's the day before the Christian period of Lent begins. **St Patrick's Day** is on 17th March. St Patrick is the Patron Saint of Ireland. **Mother's Day** is usually in March, on a Sunday. We give cards and gifts to our mums. **British Summer Time** usually starts in March, on a Sunday. Our clocks go forward one hour, so we lose an hour's sleep. How annoying! **Good Friday** is in either March or April. Christians remember the death of Jesus Christ. It is a public holiday in the UK. **Easter Sunday** comes two days after Good Friday. Christians remember the resurrection of Jesus Christ. **Easter Monday Bank Holiday** occurs the day after Easter Sunday. A 'bank holiday' means it is a public holiday. **St George's Day** is on 23rd April. St George is the Patron Saint of England. **May Day Bank Holiday** is on the first Monday in May. **Spring Bank Holiday** is on the last Monday in May. **Father's Day** is usually in mid-June, on a Sunday. We give cards and gifts to our dads. The **Longest Day (Summer Solstice)** is usually in the third week of June. On the Longest Day we have the maximum number of hours of daylight. After today the hours of daylight per day go down each day, until we reach the Shortest Day in the third week of December. **August Bank Holiday** is on the last Monday in August. **British Summer Time** usually ends in October, on a Sunday. Our clocks go back one hour so we get an extra hour in bed (on this day only!).

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Hallowe'en is on 31st October. Children celebrate all things scary and spooky. **Bonfire Night** is on 5th November. We remember Guy Fawkes and his failed gun-powder plot to blow up the British Parliament and kill King James I in 1605. **Remembrance Sunday** is on the second Sunday in November. We remember all the servicemen and women who have died in wars and conflicts around the globe. The **Shortest Day (Winter Solstice)** is usually in the third week of December. On the Shortest Day we have the least number of hours of daylight. After today the hours of daylight per day increase each day, until we reach the Longest Day in the third week of June. **Christmas Eve** is on 24th December. The day before the Christian festival of Christmas. **Christmas Day** is on 25th December. Christians celebrate the birth of Jesus Christ. It is a public holiday in the UK. **Boxing Day** is on 26th December. It is a public holiday in the UK. **New Year's Eve** is on 31st December. We celebrate the year that has passed and look forward to the coming new year.

- 85** Bingo is a popular game in the UK, played by thousands of people every week, often for large cash prizes. I'm not suggesting you start giving away millions in class, but students always have a lot of fun competing for more modest prizes, such as chocolate bars and so on! **Method:** copy the worksheets and cut up the bingo cards. Give one to each student and ask them to write down a random selection of fifteen numbers between 1-90 – one in each of the blank spaces. You could play bingo by either using a machine or computer software program that can generate numbers randomly, or you could think of a random set of numbers yourself. If you do the latter, make sure you write down the numbers that you have read out, so that you can check the winning student's bingo card for accuracy. Give prizes for the first student to complete any line, then the first student to complete their game board. If the same person wins both times, keep playing and award the remaining prize to whoever finishes next.

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big resource book

Introduction

Hello again from English Banana.com!

Welcome to our latest book of worksheets for English lessons. This is the fifth book we've produced and we hope it's the best one yet! It's packed from cover to cover with worksheets that will really inspire learners, covering a huge variety of language areas. It's aimed at learners who are studying at about Level 1 and can be used with all types of English classes, as well as for home study, since the answers to all of the activities, plus notes for using the worksheets, are included at the back of the book.

The book is similar to our last book – the **big activity book** – in that it's divided into sections according to type of language skills being practised, namely grammar, vocabulary, spelling, reading, speaking & listening, and research skills. There are some activities that continue on from worksheets in the last book, for example more worksheets on abstract nouns and common idioms, more material on adjectives and synonyms, and more advanced spelling challenges, as well as two brand new reading comprehension tests.

We've included lots of exclusive material that has been written especially for this book and hasn't been available anywhere else before, including worksheets on 'its or it's', adverbs, syllables, understanding maps, and Calculator Code Words. We hope that there's loads of stuff here for learners of English to get their teeth into – wherever you may be studying! Judging from the many emails we receive, you're finding our materials helpful in lots of different learning environments, including schools, colleges, prisons, and home schooling groups. The worksheets are designed to be flexible, so feel free to adapt them to suit your needs, whether you're teaching Basic Skills Literacy, ESOL, EFL, ESL, EAL, TESL, TEFL, TESOL, or even just simply English! It's all about helping learners to improve their English skills – reading, writing, speaking and listening – and that's what the aim of English Banana.com has always been. Why not let us know what you think of our stuff?

We hope you will really enjoy using this book with your learners or as a self-study tool. Thanks once again to all my present and past learners who have helped in trialling these worksheets. Particular favourites that they liked were the 'Using Numbers – At the Chinese Restaurant' activity on pages 71-72, the Calculator Code Words on pages 65-67, and the Amazing Maze Game on page 81. Why not let us know what *you* liked, and what kind of worksheets you'd like us to publish next?

P.S. Get online at **www.englishbanana.com** for an ever-growing array of absolutely free resources – quizzes, games, worksheets, tests, clip-art photos, e-cards, drama scripts, links, polls, etc, etc. The list goes on and on!

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grammar skills

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15 Common Grammar Mistakes in Written and Oral Work

1. The verb doesn't agree with the subject:

- a) There are many person in this class.
- b) The film finish at four o'clock.

Advice: The verb should agree with the subject:

- a) There are many people in this class.
- b) The film finishes at four o'clock.

2. There are mixed tenses or the wrong tense has been used:

- a) I went to the supermarket and meet my friend James.
- b) I have saw my sister yesterday.

Advice: Use the correct tense, and don't mix tenses:

- a) I went to the supermarket and met my friend James.
- b) I saw my sister yesterday.

3. There are articles or determiners in the wrong place or missing altogether:

- a) I bought new computer last weekend.
- b) I had some interesting journey to work this morning.

Advice: Use articles and determiners correctly:

- a) I bought a new computer last weekend.
- b) I had an interesting journey to work this morning.

4. Capital letters are used incorrectly:

- a) I'll see you on sunday.
- b) my friend rob lives at 44 sunnybank drive, ollerton, southampton, sh2 5pb.

Advice: Put a capital letter at the start of a proper noun and where necessary:

- a) I'll see you on Sunday.
- b) My friend Rob lives at 44 Sunnybank Drive, Ollerton, Southampton, SH2 5PB.

5. There are spelling mistakes:

- a) I came to Britain last autum.
- b) The children finished their diner and went outside.

Advice: Check your spelling with a dictionary if you are unsure and learn lists of common words:

- a) I came to Britain last autumn.
- b) The children finished their dinner and went outside.

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15 Common Grammar Mistakes in Written and Oral Work

6. Sentences are long, rambling and repetitive:

- a) I wake up at 7 o'clock and have a shower and brush my hair and get dressed.
- b) We learnt about grammar and some of the students said they didn't like it, but I think it is a good subject for me because ...

Advice: Use short sentences with one or two phrases in each:

- a) I wake up at 7 o'clock and have a shower. Then I brush my hair and get dressed.
- b) We learnt about grammar and some of the students said they didn't like it. I think it is a good subject because ...

7. The words in the sentence are in the wrong order:

- a) Which programmes you don't like?
- b) I can go home now, please?

Advice: Check that words in each sentence are in the right order:

- a) Which programmes don't you like?
- b) Can I go home now, please?

8. There is incorrect punctuation:

- a) My sisters name is Zafreen, she lives with our parents in Leicester.
- b) What. is. your. favourite. colour.

Advice: Use punctuation correctly:

- a) My sister's name is Zafreen. She lives with our parents in Leicester.
- b) What is your favourite colour?

9. The answer is not relevant to the question, e.g. 'Describe a good friend':

- a) My name is Sandeep Singh. My address is 54 Park Lane, Wisbech, Cambridgeshire, WB12 4RW. I have two brothers and two sisters ...

Advice: Make sure that your answer is relevant to the question:

- a) I want to write about my friend Ahmed. I have known him for a long time. He is tall with brown hair, and he wears glasses ...

10. There is incorrect use of plural forms:

- a) We can do it ourself.
- b) Do you want a toast?

Advice: Learn and use plural forms and their determiners:

- a) We can do it ourselves.
- b) Do you want some toast?

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15 Common Grammar Mistakes in Written and Oral Work

11. A verb is missing from the sentence:

- a) I just spoken to Emma and she really busy.
- b) My boss leaving next week to start a new job.

Advice: Don't miss out verbs – even little ones!

- a) I have just spoken to Emma and she's really busy.
- b) My boss is leaving next week to start a new job.

12. A preposition is missing from a sentence:

- a) Bill Clinton was the 42nd President the USA.
- b) I put my bag the table.

Advice: Don't miss out prepositions, no matter how unimportant they look:

- a) Bill Clinton was the 42nd President of the USA.
- b) I put my bag on the table.

13. The meaning isn't clear or the sentence doesn't make sense:

- a) I got the train at six thirty and arrived when I got to work early.
- b) My favourite food is Chinese because I can't go out and get it very often.

Advice: Does your sentence make sense? Make sure the reader can understand what you are trying to say:

- a) I got the train at six thirty and arrived at work early.
- b) My favourite food is Chinese, but I don't go out and get it very often.

14. The infinitive is used incorrectly:

- a) I'm going talk about my country.
- b) Kevin wanted to going to the museum with his class.

Advice: Use the infinitive correctly – 'to' + infinitive, rather than mixed tenses:

- a) I'm going to talk about my country.
- b) Kevin wanted to go to the museum with his class.

15. There are incomplete sentences, e.g. a sentence that doesn't contain a subject-verb-object:

- a) Not good.
- b) We're going to.

Advice: Try not to use very short, incomplete sentences, e.g. a sentence that doesn't contain a subject-verb-object:

- a) That was not good.
- b) We're going to eat out later.

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Tips for Better Written and Oral English Work

- Always check your work. When you think you've finished, check it again. Use a dictionary to help you find spellings that you are not sure of.
- Go to class regularly. Do your homework and hand it in on time. If your teacher doesn't give you any homework, ask for some. Ask for extra work to do at the weekend. If your teacher doesn't mark it, ask them to give you feedback. If you don't understand something in class, ask your teacher. Discuss English work with your friends at break-time and after class. Practise talking in English. Talk about it with your family. See if you can help your family to improve their English. Encourage them to go to a class.
- In written work – *answer the question!* To answer the question you must *read* the question! What does the question ask you to do? Make sure you do what it asks. If it says 'use a key' then use a key! If it says 'circle the correct letter – a, b, c or d' then circle the correct letter. If it says, 'write about your family', write about your family.
- Spend time deliberately learning vocabulary sets. You are always going to need to know the meanings and correct spellings of days, months, numbers, clothes, food, family members, your name and address, and so on. Practise at home. Make things much easier for yourself in class by learning these words in your free time.
- Plan written compositions before you start. Use a flow chart to help you think of about four or five ideas to write about or sketch out your ideas by writing notes on a rough piece of paper. Think: what do you want to say in this piece of writing? Start with a short introduction, then write a paragraph for each idea. Your final paragraph should draw the ideas together into a conclusion. Each paragraph should contain about four or five short sentences.
- Spend time deliberately learning basic verb tables – both regular and irregular – especially the four key irregular verbs: 'to be', 'to go', 'to have' and 'to do'. Learn different tenses: present/past simple, present/past continuous and present/past perfect. Learn the past participles of key irregular verbs, for example have/had, do/done. Make sure you can use many common verbs like 'eat', 'read', 'sleep' and 'go' to talk about your daily activities in both the present and past tenses.
- Read English language books and magazines. Read signs and notices. Write down any words or phrases that you don't understand and look them up. Keep a vocabulary notebook where you write down new words and phrases. Check it regularly.
- Watch English-language TV. Use subtitles so that you can match the words to the voices. Record programmes and play them back, pausing the action if it's going too quickly for you. Use the internet to find information in English. Use free online translation services to translate text into your language. Visit websites that have games and resources for learning English. Print out materials and test yourself at home. Recommend good websites that you find to your teachers and classmates.
- Use it or lose it! If you want to remember what you have learnt, make sure you use it every day. Practise speaking and listening, reading and writing every day. If possible, join a club or society or do a sporting or voluntary activity where you will meet native English speakers. Use your initiative!
- Don't give up! If it feels like you're not learning anything, persevere. You are doing fine.

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Test Your Grammar Skills

Learning Verbs 1

Complete the table:

<i>infinitive:</i>	<i>pronoun:</i>	<i>present simple:</i>	<i>past simple:</i>	<i>present continuous:</i>	<i>past continuous:</i>	<i>present perfect:</i>	<i>past participle:</i>
be	I						
	he/she						
go	I						
	he/she						
do	I						
	he/she						
have	I						
	he/she						
see	I						
	he/she						
eat	I						
	he/she						

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Test Your Grammar Skills

Learning Verbs 2

Write six infinitive verbs, then complete the table:

<i>infinitive:</i>	<i>pronoun:</i>	<i>present simple:</i>	<i>past simple:</i>	<i>present continuous:</i>	<i>past continuous:</i>	<i>present perfect:</i>	<i>past participle:</i>
	I						
	he/she						
	I						
	he/she						
	I						
	he/she						
	I						
	he/she						
	I						
	he/she						
	I						
	he/she						

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Test Your Grammar Skills

Question Tags Using Verbs 'be', 'do' and 'have' (present tense) 1

Add an appropriate question tag to the end of each question.

For example: *It's getting hot in here, isn't it?*

1. I'm going to be late, _____
2. You eat meat, _____
3. I need to tell you my new address if I move, _____
4. Rob's sister is cooking tonight, _____
5. Mr and Mrs Rogers have paid for their tickets, _____
6. I don't have to finish my homework, _____
7. You're not feeling well, _____
8. The computer's broken, _____
9. Janet Cook has got two brothers, _____
10. Alev has just got back from Russia, _____
11. You live in Swan Street, _____
12. My car really needs a wash, _____
13. Tanya's party is on Saturday night, _____
14. Alan Cole doesn't like going to the cinema, _____
15. I think the play has already started, _____
16. Your dad works in a bank, _____
17. We're meeting them at 9.15 in the hotel lobby, _____
18. Salma visits her mother in Aberdeen every other weekend, _____
19. You haven't got change for a fiver, _____
20. You *have* read the report, _____

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Test Your Grammar Skills

Question Tags Using Verbs 'be', 'do' and 'have' (present tense) 2

Add an appropriate question tag to the end of each question.

For example: *It's getting hot in here, isn't it?*

1. You're not having an early lunch today, _____
2. Elisabeth usually gets the bus to college, _____
3. Jennifer Gold hasn't got a job at the moment, _____
4. I think Raul is right – we work well together, _____
5. Jo and Lori know that the time of the lesson has changed, _____
6. We haven't finished cleaning yet, _____
7. I'm trying to tell you what happened, _____
8. Some of the employees are not very happy about the pay deal, _____
9. Ben isn't coming to this meeting, _____
10. The introduction tells you what the book's about, _____
11. The hours have gone so quickly, _____
12. Most of the people said they enjoyed the film, _____
13. He's working as an engineer in the army, _____
14. Most shops are closed on Bank Holidays, _____
15. It hasn't stopped raining since Sunday, _____
16. I've never been late for work since I started here, _____
17. We don't see each other very often nowadays, _____
18. Sarah's on holiday until next Monday, _____
19. Louisa and her brother have always been close, _____
20. I've got an appointment with the doctor at 4.30 pm, _____

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Test Your Grammar Skills

Question Tags Using Verbs 'be', 'do' and 'have' (past tense) 1

Add an appropriate question tag to the end of each question.

For example: It was a great film, **wasn't it?**

1. I wasn't needed at the meeting, _____
2. No one was sitting here, _____
3. Michael Owen used to play for Liverpool, _____
4. I had better follow the doctor's advice, _____
5. The desserts were really terrible, _____
6. That company went bankrupt in 1998, _____
7. I don't think you'd followed the instructions carefully, _____
8. It got cold last night, _____
9. I didn't leave my umbrella here, _____
10. Eliza hadn't wanted to get married, _____
11. I was telling you about my sister, _____
12. Charlotte wasn't in a very good mood earlier on, _____
13. The journey had been very difficult up to that point, _____
14. We didn't know that you were coming, _____
15. My cousin Joanne was meant to be arriving on Friday, _____
16. Laura went home half an hour ago, _____
17. By last Tuesday I hadn't even received your order, _____
18. I didn't have to book in advance, _____
19. Jack had always wanted to visit the Grand Canyon, _____
20. I think Steven Spielberg directed Close Encounters, _____

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Test Your Grammar Skills

Question Tags Using Verbs 'be', 'do' and 'have' (past tense) 2

Add an appropriate question tag to the end of each question.

For example: It was a great film, *wasn't it?*

1. You weren't using this cup, _____
2. Alberto had never met his real mother before, _____
3. Fran and Alex had been hoping for better weather, _____
4. My niece sent you two invitations, _____
5. The last manager's name was Sheila, _____
6. You did close the curtains in the living room, _____
7. We'd better hurry if we don't want to be late, _____
8. They said I should take two tablets after every meal, _____
9. You weren't going to park there, _____
10. The house was quite small, _____
11. Your friends had already seen that film, _____
12. Rachael had never known that I loved her, _____
13. Aaron wasn't well yesterday, _____
14. We really told the manager what we thought of her, _____
15. You'd arranged to stay for four nights, _____
16. We were always getting into trouble at school, _____
17. You parked at the back of the building, _____
18. We were lucky we didn't run out of petrol, _____
19. Our house had only been on the market for a week, _____
20. Those plants needed to be watered once a week, _____

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Test Your Grammar Skills

Question Tags Using Verbs 'can', 'will' and 'must'

Add an appropriate question tag to the end of each question.

For example: He can't cook, **can he?**

1. I can park here, _____
2. My bags can go in the boot, _____
3. The jar won't open, _____
4. It must stop raining soon, _____
5. I must bring the money for the present on Monday, _____
6. I'll be there on Friday to help you, _____
7. Kate can't stand spiders, _____
8. I won't get a certificate unless I pass the exam, _____
9. The electricians must tell us if they're going to finish early, _____
10. Greta's dad won't let her have a computer, _____
11. I can't apologise to my sister, _____ She's too annoyed.
12. Rob will regret having that tattoo done, _____
13. You must always phone the college if you're going to be late, _____
14. Michel can do the cooking tonight, _____
15. You won't forget it's your dad's birthday next week, _____
16. Ginny must be really rich, _____ Look at her car!
17. Athletes mustn't take banned drugs, _____
18. Your DVD player can play CDs as well, _____
19. You'll need to take a coat with you tonight, _____
20. My photos will be ready in an hour, _____

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Test Your Grammar Skills

Question Tags Using Verbs 'could', 'would' and 'should'

Add an appropriate question tag to the end of each question.

For example: They wouldn't listen, **would they?**

1. I could get a new job tomorrow if I wanted to, _____
2. I shouldn't have to put up with this stress, _____
3. Mohammad could come with us, _____
4. We wouldn't be able to park here before 6pm, _____
5. We should give more to charity, _____
6. Zoë would normally call us if she was going to be late, _____
7. I wouldn't take this job unless I had to, _____
8. If you don't understand the question, you could always ask for help, _____
9. Emmerich could start the accounts on Wednesday, _____
10. The pizza would cook better on the middle shelf, _____
11. I shouldn't worry so much, _____
12. If I got another official warning, I'd be fired, _____
13. Rita should be here in about half an hour, _____
14. Lisa couldn't play the piano very well, _____
15. Jamila wouldn't have known about the concert unless we'd told her, _____
16. Bob should eat more fruit and vegetables, _____
17. The Rolling Stones would be nothing without Charlie Watts, _____
18. You wouldn't like living in Bradford, _____
19. Michelle and Joe would be upset if we missed their wedding, _____
20. The castle could be open to the public for at least nine months of the year, _____

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Test Your Grammar Skills

Using Modal Verbs – A School Trip to Paris

Imagine you are going on a school trip to Paris, France with your class for two weeks.

*Make a note in the boxes below of all the things that you **might** do, **could** do, **should** do, **must** do, **can** do and **will** do:*

I might ...	I could ...	I should ...
I must ...	I can ...	I will ...

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Test Your Grammar Skills

Auxiliary Verbs in Question Forms – Complete the Sentences 1

Verb 'to be'

Practise using auxiliary verbs in present continuous tense question forms by completing the following sentences. The first one has been done for you:

1. Who are you taking to Kam's party on Wednesday?
2. What are you _____
3. Why are you _____
4. Why aren't you _____
5. When are you _____
6. Where are you _____
7. How are you _____
8. Which _____
are you _____
9. Whose _____
are you _____
10. How much _____
are you _____
11. How many _____
are you _____
12. What kind of _____
are you _____

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Test Your Grammar Skills

Auxiliary Verbs in Question Forms – Complete the Sentences 2

Verb 'to do'

Practise using auxiliary verbs in present simple tense question forms by completing the following sentences. The first one has been done for you:

1. Who do you want to win the cricket match?
2. What do you _____
3. Why do you _____
4. Why don't you _____
5. When do you _____
6. Where do you _____
7. How do you _____
8. Which _____
do you _____
9. Whose _____
do you _____
10. How much _____
do you _____
11. How many _____
do you _____
12. What kind of _____
do you _____

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Test Your Grammar Skills

Using Present Perfect Tense 1

Complete the sentences by adding the past participle for each infinitive verb in brackets:

1. I've (be) _____ to France twice.
2. I have (complete) _____ three computer courses.
3. He hasn't (speak) _____ to his bank manager since June.
4. They have just (leave) _____ the building.
5. I haven't (eat) _____ Chinese food before.
6. I think Jim has (have) _____ enough of Lauren.
7. Ben has (drive) _____ 300 miles in the past two days.
8. We haven't (sell) _____ many ice creams this week.
9. They have never (ask) _____ their parents for any help.
10. I've just (see) _____ that bag at a lower price in a different shop.
11. I think the manager has (offer) _____ him a job.
12. We have (make) _____ a dozen cakes for the party.
13. Has he (clean) _____ the car yet?
14. How long have you (live) _____ in the UK?
15. I have never (hear) _____ of that play. Is it any good?

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Test Your Grammar Skills

Using Present Perfect Tense 2

Complete the sentences by adding the past participle for each infinitive verb in brackets:

1. I haven't (finish) _____ my homework yet.
2. Have you (read) _____ the paper today?
3. I have often (visit) _____ the British Museum in London.
4. Oh no! Sophie's (use) _____ all the milk!
5. I have (enter) _____ a competition to win a new car.
6. Bob has (spend) _____ all of his hard-earned savings.
7. I have (pass) _____ four exams this year.
8. Have you (check) _____ the time of your flight?
9. I've only (take) _____ two photos so far.
10. I'm really sorry; I have (break) _____ your camcorder.
11. She has (paint) _____ a picture for her grandma.
12. We have (give) _____ the room key to your wife.
13. Have you (hang up) _____ your jacket?
14. I have (write) _____ to your solicitor.
15. Bert has (get) _____ every episode of *Friends* on DVD.

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Test Your Grammar Skills

Using Past Continuous Tense – What Were You Doing Yesterday at ... ?

Write about what you were doing yesterday at the following times. Use the past continuous form and try to use a different verb for each sentence.

For example: **At 4 pm I was reading a book.**

1. At 6.30 am _____
2. At 7.45 am _____
3. At 8.25 am _____
4. At 9.05 am _____
5. At 10.40 am _____
6. At 11.15 am _____
7. At 12.50 pm _____
8. At 2 pm _____
9. At 3.23 pm _____
10. At 4 pm _____
11. At 5.35 pm _____
12. At 6.48 pm _____
13. At 7.55 pm _____
14. At 9.05 pm _____
15. At 11 pm _____

Extra time:

Ask your partner about what they were doing yesterday and complete the sentences again. Or think of a famous person and imagine what they were doing!

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Test Your Grammar Skills

'its' or 'it's' 1

Write each sentence again correctly:

1. Its about two o'clock.
2. Did you know its' started raining?
3. Have you seen 'Phantom of the Opera' yet? Its brilliant!
4. Its been a difficult couple of weeks, hasn't it?
5. Hard work will bring it's own rewards.
6. Its' the second exam that worries me more than the first.
7. The company had a lavish party to celebrate it's recent achievements.
8. Look at your plant: it's flowers are so beautiful.
9. My boss didn't even look at the work I spent hours doing. Its been a complete waste of time.
10. 'Has the film started yet?' 'No, its still the adverts.'
11. The computer has switched its self off.
12. Can you put the guitar back in it's case for me? Thanks.
13. Its great that we can go home early, isn't it?
14. Look! The smallest puppy is sitting on it's own.
15. Can you turn off the lights when you leave, please? It,s so important not to waste energy.
16. This tree always produces it's fruit in early May.
17. 'Is it still snowing, Andrew?' 'No, I think its' stopped now.'
18. My brother's so stubborn. Its almost impossible to get him to listen to me.
19. The annual flower festival is now in it's eleventh year.
20. I don't think the Government will change its' policies on health. Do you?

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Test Your Grammar Skills

'its' or 'it's' 2

Write each sentence again correctly:

1. Do you know if its going to be sunny tomorrow?
2. The committee showed it's anger by suspending Roger, the treasurer.
3. Rome is a great city. The Colosseum is one of its' most popular tourist attractions.
4. 'What's the time, James?' 'It,s about half past five.'
5. The new sofa came with a special shampoo for cleaning it's covers.
6. The cat was sitting in the corner looking very pleased with it self.
7. The club invited all of it's members to vote for the next chairperson.
8. 'My dearest Megan. Its been two weeks since I wrote to you regarding my desire for your precious hand in marriage ... '
9. The bus made its' way slowly through the busy city centre streets.
10. It,s never too late to learn a new language.
11. I put the exhibit back on it's stand and left the room silently.
12. A leopard never changes it s spots.
13. Sorry about your jumper, Barry. Its shrunk in the wash.
14. Did you see the match? Its' a shame there weren't any goals.
15. There was a problem at the zoo last night. A lion chewed it's way through the bars of its' cage and attacked Its owner!
16. How do you make this computer behave its' elf?
17. Its been tough working two jobs and bringing up my children on my own.
18. I had a twenty pound note in my wallet this morning, and now its' gone.
19. Su loves the doll you bought her. Its become her favourite! Thanks again.
20. Look at that kangaroo. Its' just put it's joey in its' pouch and now its going!

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Test Your Grammar Skills

Word Order with Made-Up Words

- Find and underline the twenty made-up words.
- Show what type of word each one is by writing them in the table.
- Write the sentences again; use a real word in place of each made-up word.

- The bolabod is very gongly. I put it briosh the fridge.
- I ate posky hot dog earlier and now I don't jinglop very goomfie.
- Can you hud the flomp, please?
- I need to plirk a jambry carpet.
- Joe asked Brongbrong if she wanted to go to the belinop.
- I put my bag blop the table but someone has querpel it.
- We came back from Roytapo this morning. We had a jockling holiday.
- I don't like bacon fleb chicken, but I do like lamb cheeble beef.
- Where did you put jremp remote control? I can't find it anywhere.
- The party jepjev really good, wasn't it?

<i>common nouns:</i>					
<i>proper nouns:</i>					
<i>verbs:</i>					
<i>adjectives:</i>					
<i>adverb:</i>					
<i>prepositions:</i>					
<i>conjunctions:</i>					
<i>articles:</i>					

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Test Your Grammar Skills

Order of Adjectives – Page 1

This table (pages 1 & 2) gives a general guide to the order of adjectives in sentence building. Each column gives examples of the kind of words that could be used:

article/determiner/number/pronoun etc.:	physical description:				
	sequence word:	quantifier:	opinion: observation/opinion:	fact: size and length:	shape and width:
a	first	many	perfect	large	square
an	next	two	interesting	big	triangular
the	last	much	nice	small	wide
this	hundredth	few	good	long	round
that	fifteenth	little	beautiful	short	flat
four	former	very	delicious	huge	rectangular
ten	primary	quite	ugly	tiny	oblong
our	secondary	really	stupid	gigantic	fat
his	latest	rather	difficult	tall	thin
her			foolish		overweight
their			weird		narrow
some			amazing		
several			soft		

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Test Your Grammar Skills

Order of Adjectives – Page 2

For example: *Their latest, quite amazing, tall young Australian basketball players.*
The next, very soft, large oblong second-hand yellow English cotton sleeping bag.

age:	colour:	origin:	material:	qualifier/purpose adjective:	noun:
old	red	French	leather	passenger	seat
ancient	blue	African	cotton	touring	car
antique	green	English	silver	hat	boxes
young	yellow	Australian	gold	hunting	lodge
new	black	Greek	silk	basketball	players
middle-aged	brown	American	wooden	sleeping	bag
aged	white	eastern	plastic	school	dinner
second-hand	pink	western	metal	roasting	tin
	purple	lunar	paper	washing-up	liquid
	grey-ish	foreign	cardboard		
	blue and green	local	denim		
	black and white		cotton		

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Test Your Grammar Skills

Adverbs Explain How We Do Things! 1

- a) Complete each sentence by choosing the best adverb from the list below.
b) Underline the main verb or compound verb that the adverb affects.

passionately yesterday slowly lately quickly completely
suddenly quietly badly fluently dangerously early soundly
beautifully perfectly late angrily well often honestly

1. I woke up _____ this morning, so I read for a while.
2. I enjoyed the concert. The choir sang _____.
3. My dad shouted at me _____.
4. We walked home _____ because we were tired.
5. The builders finished ahead of schedule. They worked really _____.
6. Janet went to the cinema with Phil _____.
7. I can play the piano a bit, but I play it _____.
8. We arrived at the station _____, due to the traffic jam.
9. The baby was sleeping _____.
10. The anti-war protestors spoke out _____ against the illegal war.
11. Derby County played really _____ on Saturday. They won 4-0!
12. I'm afraid that I disagree with you _____.
13. What do you think of my new dress? Tell me _____.
14. 'Can you hear me, Mike?' 'Yes, I can hear you _____.'
15. I'm afraid to go in a car with your brother. He drives so _____.
16. Have you seen anything good at the cinema _____?
17. I don't go clubbing very _____.
18. If you come home late, can you close the front door _____, please?
19. Joel and Marc speak Portuguese _____.
20. _____, the fire bell rang.

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Test Your Grammar Skills

Adverbs Explain How We Do Things! 2

- a) Complete each sentence by choosing the best adverb from the list below.
b) Underline the main verb or compound verb that the adverb affects.

hurriedly never usually noisily easily fortunately
home very again soon safely briefly fast sadly
stupidly patiently tomorrow nicely totally surprisingly

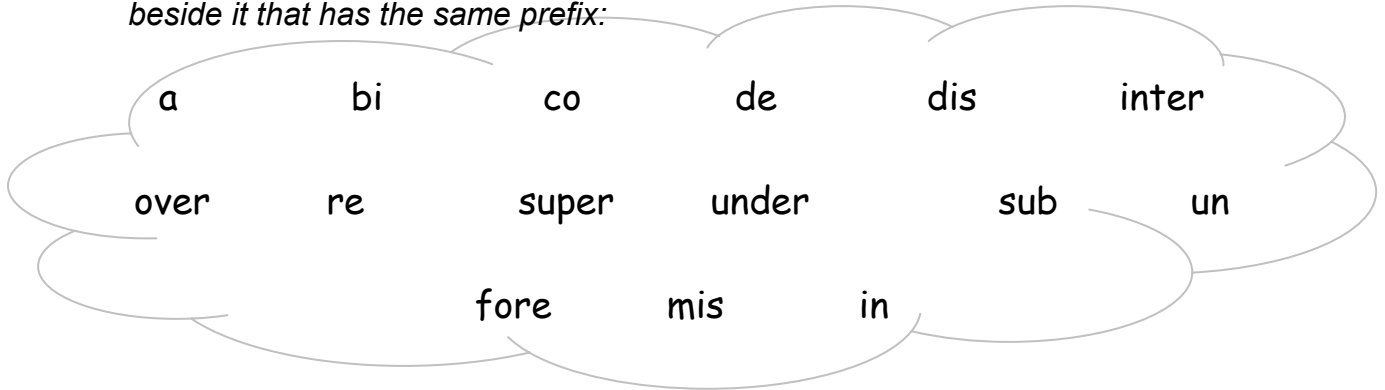
1. I'll see you again very _____.
2. We had to leave _____, because the taxi was waiting.
3. I lost my wallet this morning. _____, my friend Sarah found it.
4. 'Did you see Caron last night?' 'Only _____, because she went out at eight.'
5. Would you like Lucy to take you _____?
6. Is it time to go already? The evening has gone _____ quickly!
7. Jan and Ian are _____ the quietest children in the class.
8. _____, I locked my keys in the car.
9. Krzysztof _____ explained the rules of snooker to his sons.
10. We went on holiday to Scarborough _____ this year.
11. Ishtiaq told Lucia that their relationship was going nowhere _____.
12. What time do you _____ get up?
13. The paintings in that gallery were _____ expensive.
14. _____, George cannot be with us tonight. He sends his apologies.
15. Our children never play _____ with Jay and Fiona's kids.
16. The Highway Code teaches motorists and pedestrians how to use the road _____.
17. I _____ know how many potatoes to buy from week to week.
18. Ben was _____ amazed when he saw his wife's brand new Mercedes.
19. The pigs were eating their food _____.
20. We're leaving for Morocco _____ morning.

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Test Your Grammar Skills

Focus on Prefixes

Add the correct prefix to each of the words below, then write another word beside it that has the same prefix:



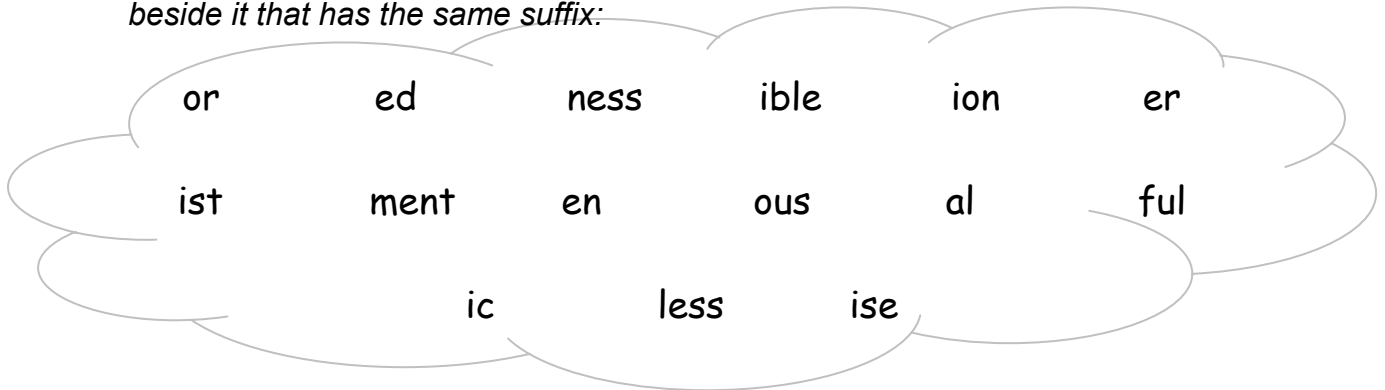
1. _____ stand _____
2. _____ float _____
3. _____ cycle _____
4. _____ market _____
5. _____ ground _____
6. _____ operate _____
7. _____ national _____
8. _____ crease _____
9. _____ own _____
10. _____ complete _____
11. _____ work _____
12. _____ do _____
13. _____ lead _____
14. _____ turn _____
15. _____ conscious _____

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Test Your Grammar Skills

Focus on Suffixes

Add the correct suffix to each of the words below, then write another word beside it that has the same suffix:



1. end _____
2. explain _____
3. novel _____
4. poet _____
5. improve _____
6. learn _____
7. humor _____
8. great _____
9. real _____
10. act _____
11. help _____
12. soft _____
13. electric _____
14. intent _____
15. access _____

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Test Your Grammar Skills

Prepositions of Time – ‘on’, ‘at’ and ‘in’ 1

Write out the sentences below, using the correct prepositions of time:

1. See you on five minutes.
2. It's my birthday at Monday.
3. We're going on holiday in the weekend.
4. I started my English class in last autumn.
5. I'm meeting her on five o'clock.
6. My brother was born in the first of May 1984.
7. Are you leaving at the morning?
8. Do you want to go to Birmingham with me at next weekend?
9. I'm going to college on September.
10. The concert starts in 8 pm at Sunday evening.
11. "Can you help me tidy up, please?" "Sorry, I'm a bit busy in the moment."
12. I didn't go out in Saturday night. Did you?
13. Can you call me on lunchtime tomorrow?
14. We're going to Spain on a fortnight's time.
15. The driver said the bus leaves in 10.15.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

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Test Your Grammar Skills

Prepositions of Time – ‘on’, ‘at’ and ‘in’ 2

Write out the sentences below, using the correct prepositions of time:

1. Valentine’s Day is on February.
2. I’m going to meet Claire two o’clock on the afternoon.
3. Sarah and Kezia are moving house in next week.
4. We bought this house at 1998.
5. He often misses classes in Friday afternoons.
6. In Monday there will be a special programme about the environment on BBC 2.
7. I’ve been really tired on this week.
8. I went shopping at Thursday morning.
9. Betty’s going to the doctor’s on the morning.
10. The party started 5 pm.
11. I was born at September. My birthday is in September 20th.
12. The last visitors left on a quarter to twelve.
13. Kasia and Billy got engaged in Christmas.
14. We went out for a meal on last Saturday.
15. I’ll talk to you the end of the lesson, Nigel.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

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vocabulary skills

Test Your Vocabulary Skills

More Joy of Abstract Nouns 1

Abstract nouns are nouns which don't have a physical form, for example, feelings (**happiness**), concepts (**democracy**) and qualities (**loyalty**).

Look at each adjective below and write a matching abstract noun:

adjective:	abstract noun:
1. luxurious	_____
2. mature	_____
3. motivated	_____
4. musical	_____
5. opinionated	_____
6. painful	_____
7. patient	_____
8. peaceful	_____
9. peculiar	_____
10. pleasant	_____
11. principled	_____
12. real	_____
13. redeemed	_____
14. refreshed	_____
15. relaxed	_____
16. relieved	_____
17. rich	_____
18. romantic	_____
19. sad	_____
20. sane	_____

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Test Your Vocabulary Skills

More Joy of Abstract Nouns 2

Abstract nouns are nouns which don't have a physical form, for example, feelings (**happiness**), concepts (**democracy**) and qualities (**loyalty**).

Look at each adjective below and write a matching abstract noun:

adjective:	abstract noun:
1. satisfying	_____
2. sensitive	_____
3. sleepy	_____
4. sorrowful	_____
5. strict	_____
6. strong	_____
7. stupid	_____
8. submissive	_____
9. successful	_____
10. surprising	_____
11. sympathetic	_____
12. talented	_____
13. tired	_____
14. tolerant	_____
15. unemployed	_____
16. warm	_____
17. weak	_____
18. wise	_____
19. witty	_____
20. worried	_____

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Test Your Vocabulary Skills

The Joy of Abstract Nouns –

Adjectives and Abstract Nouns

1. able	ability	41. luxurious	luxury
2. adventurous	adventure	42. mature	maturity
3. amazing	amazement	43. motivated	motivation
4. angry	anger	44. musical	music
5. anxious	anxiety	45. opinionated	opinion
6. beautiful	beauty	46. painful	pain
7. brave	bravery	47. patient	patience
8. chaotic	chaos	48. peaceful	peace
9. compassionate	compassion	49. peculiar	peculiarity
10. confident	confidence	50. pleasant	pleasantness
11. content	contentment	51. principled	principle
12. courageous	courage	52. real	reality
13. curious	curiosity	53. redeemed	redemption
14. deceitful	deceit	54. refreshed	refreshment
15. democratic	democracy	55. relaxed	relaxation
16. determined	determination	56. relieved	relief
17. disappointed	disappointment	57. rich	riches/richness
18. educated	education	58. romantic	romance
19. egotistical	egotism	59. sad	sadness
20. energetic	energy	60. sane	sanity
21. enthusiastic	enthusiasm	61. satisfying	satisfaction
22. evil	evil	62. sensitive	sensitivity
23. excited	excitement	63. sleepy	sleep/sleepiness
24. faithful	faithfulness	64. sorrowful	sorrow
25. fearful	fear	65. strict	strictness
26. friendly	friendliness	66. strong	strength
27. generous	generosity	67. stupid	stupidity
28. good	goodness	68. submissive	submissiveness
29. gracious	graciousness	69. successful	success
30. happy	happiness	70. surprising	surprise
31. homeless	homelessness	71. sympathetic	sympathy
32. humorous	humour	72. talented	talent
33. imaginative	imagination	73. tired	tiredness
34. inflated	inflation	74. tolerant	tolerance
35. intelligent	intelligence	75. unemployed	unemployment
36. jealous	jealousy	76. warm	warmth
37. joyful	joy	77. weak	weakness
38. kind	kindness	78. wise	wisdom
39. loyal	loyalty	79. witty	wit
40. lucky	luck	80. worried	worry

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Test Your Vocabulary Skills

More Common Idioms 1

Idioms are spoken or written sentences where the meaning is not obvious from the individual words used.

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) Dear departed.
- h) Greedy.
- i) Options.
- j) Secret.

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Test Your Vocabulary Skills

More Common Idioms 2

Idioms are spoken or written sentences where the meaning is not obvious from the individual words used.

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 about 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 ceiling.
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.
- e) Very annoying.
- f) Nervous.
- g) Done something wrong.
- h) In trouble.
- i) Dissatisfied.
- j) Not speaking.

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Test Your Vocabulary Skills

Common Idioms – Body Parts 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?

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Test Your Vocabulary Skills

Common Idioms – Body Parts 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 ribs 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. We had spare _____ for dinner last night. Delicious!
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.

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Test Your Vocabulary Skills

Body Parts – Art Competition!

Draw a picture of a person, and label it with the following parts of the body:

*ankle, arm, back, chest, ear, elbow, eye,
finger, foot, hand, head, knee, leg, mouth,
neck, nose, shoulder, stomach, throat, toe*

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Test Your Vocabulary Skills

Everyday Signs and Notices

Unscramble the words and write the signs and notices correctly:

1. on skomnig _____
2. etner _____
3. on dgos awellod _____
4. dnaegr _____
5. frie eixt _____
6. cosled _____
7. tuo fo odrer _____
8. plul _____
9. pvirtae _____
10. qeueue hree _____
11. wya uto _____
12. kpee otu _____
13. vicnaceas _____
14. tlietos _____
15. yap adn dplsaiy _____
16. psuh _____
17. oepn _____
18. wlcemoe _____
19. on mbolie pnoehs _____
20. pealse ayp hree _____

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Test Your Vocabulary Skills

Right Place, Wrong Time!

Write each sentence correctly.

(Note: for this exercise, please write words rather than numbers.)

1. It's fifty to one. _____
2. It's thirty-five past three. _____
3. It's ten before nine. _____
4. It's eighteen to twelve. _____
5. It's quarter after nine. _____
6. It's forty to five. _____
7. It's fifteen past seven. _____
8. It's ten. _____
9. It's two past two. _____
10. It's six one five. _____
11. It's twenty-two o'clock. _____
12. It's nineteen hours. _____
13. It's thirty-five to eight. _____
14. It's eighteen past four. _____
15. It's thirteen o'clock. _____

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Test Your Vocabulary Skills

Where Do You Work? (gap-fill)

community home dental surgery college garage salon bus
studio church farm hospital aeroplane school shop office
building site restaurant bank other people's homes theatre

1. I'm a student. I go to _____ three times a week.
2. I'm a dentist. I work in a _____.
3. I'm a sales manager. I work in an _____.
4. I'm a housewife and mother. I work at _____.
5. I'm a farmer. I work on a _____.
6. I'm a nurse. I work at the _____.
7. I'm a pilot. I fly an _____ for a living.
8. I'm a sales assistant. I work in a _____.
9. I'm a teacher. I work in a _____.
10. I'm a vicar. I work in a _____.
11. I'm a mechanic. I work in a _____.
12. I'm a bus driver. I drive a _____ for a living.
13. I'm an actor. I work in a _____.
14. I'm a police officer. I work in the local _____.
15. I'm a chef. I work in an expensive _____.
16. I'm a builder. I work on a _____.
17. I'm a hairdresser. I work in a _____.
18. I'm an artist. I work in a _____.
19. I'm a financial adviser. I work at a _____.
20. I'm a plumber. I work in _____.

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Test Your Vocabulary Skills

More Adjectives and Synonyms 1

A **synonym** is a word or phrase that has either the same or a very similar meaning to another word or phrase. For example, 'nice' and 'pleasant'.

Look at the **adjectives** below and find a synonym for each from this box:

little-known	glowing	ordinary	desolate
fortunate	coarse	envious	unchanging
strange	implausible	aspiring	unforgettable
foolish	irritable	easy	

1. stupid _____
2. normal _____
3. mysterious _____
4. grumpy _____
5. ambitious _____
6. barren _____
7. jealous _____
8. lucky _____
9. obscure _____
10. constant _____
11. memorable _____
12. radiant _____
13. simple _____
14. unbelievable _____
15. vulgar _____

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Test Your Vocabulary Skills

More Adjectives and Synonyms 2

A **synonym** is a word or phrase that has either the same or a very similar meaning to another word or phrase. For example, 'nice' and 'pleasant'.

Look at the **adjectives** below and find a synonym for each from this box:

cheap	accessible	misty	mouth-watering
sad	reliable	overdue	determined
distinguished	cautious	angry	defective
excellent	sore	destitute	

1. fuming _____
2. eminent _____
3. delicious _____
4. convenient _____
5. persistent _____
6. depressing _____
7. late _____
8. faulty _____
9. affordable _____
10. painful _____
11. superb _____
12. homeless _____
13. careful _____
14. authoritative _____
15. foggy _____

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Test Your Vocabulary Skills

First Names

These first names are all common in the UK. Can you sort them out?

There are 10 boys' names and 10 girls' names:

George Tania Tom Tony John Rachael
Simone Paula Nigel Claire Simon
Charlotte Tim Anne Tracey Andrew
Stephanie Paul Jeff Jenny

boys' names:

girls' names:

1.

1.

2.

2.

3.

3.

4.

4.

5.

5.

6.

6.

7.

7.

8.

8.

9.

9.

10.

10.

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spelling skills

Test Your Spelling Skills

Another 100 Commonly Misspelled Words

accommodation	foreign	receipt
accompanied	fourth	receive
accumulate	fulfil	recommend
accuracy	generally	reference
achievement	genius	referral
acquire	irrelevant	refrigerator
beginning	irresistible	schedule
belief	jewellery	separation
believe	knowledge	sergeant
besiege	leisure	siege
bicycle	liaison	though
broccoli	liar	thought
calendar	library	tomorrow
commission	lightning	truly
committed	liquefy	twelfth
compelled	magazine	ukulele
conceited	maintenance	unique
conceive	manageable	united
conscience	manoeuvre	unnecessary
controversial	marriage	until
controversy	millennium	vacuum
coolly	million	vegetable
courteous	privilege	wear
curriculum	proceed	weather
exaggerate	profession	Wednesday
exceed	pronunciation	weird
except	publicity	wiry
exercise	puerile	withhold
existence	punctuation	women
experience	quandary	written
favourite	questionnaire	yacht
February	quiet	year
fiery	quizzes	
fifteen	raspberry	

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Test Your Spelling Skills

Advanced Spelling Challenge 5

Look at the words below. There are five words spelt incorrectly in each box. Put a circle around each one and write the correct spelling underneath.

Note: this exercise does not include American English spellings.

mariage	imagine	diarrhoea	maintenance	changable
allready	courteous	concieted	intelligence	knowlege

immediate	guerrilla	united	restaurant	privilige
reference	definate	conceive	asassination	amater

surprise	controversial	committed	tommorow	wear
recieve	success	pastime	noone	accummulate

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Test Your Spelling Skills

Advanced Spelling Challenge 6

Look at the words below. There are five words spelt incorrectly in each box. Put a circle around each one and write the correct spelling underneath.

Note: this exercise does not include American English spellings.

withold	rhyme	questionaire	pleasant	oposite
temperature	similar	ocasion	discusion	acquire

accept	goverment	experiance	miniature	punctuation
inoculate	apologise	compeled	acuracy	irrelevant

refrigerator	yacht	recomend	pronounciation	whose
harass	heroes	attachment	Wensday	unecessary

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Test Your Spelling Skills

Advanced Spelling Challenge 7

Look at the words below. There are five words spelt incorrectly in each box. Put a circle around each one and write the correct spelling underneath.

Note: this exercise does not include American English spellings.

accidentally development appreciate column

acommodation controversy hankerchief

apparant irrelevant accompanied

wether annually posession sumary siege

percieve parliament omission Thursday noticable

principal familier possessive irresistible hypocricy

independant apparently furniture inumerable dictionary

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Test Your Spelling Skills

Advanced Spelling Challenge 8

Write the correct spelling of each word below, then translate the word into your own language.

Note: this exercise does not include American English spellings.

<i>incorrect spelling:</i>	<i>correct spelling:</i>	<i>your translation:</i>
1. acommodation	_____	_____
2. concieve	_____	_____
3. beleive	_____	_____
4. irrelevant	_____	_____
5. mariage	_____	_____
6. necesary	_____	_____
7. tomorow	_____	_____
8. wether	_____	_____
9. recomend	_____	_____
10. imediate	_____	_____
11. humourous	_____	_____
12. acheivement	_____	_____
13. begining	_____	_____
14. apparant	_____	_____
15. fiveteen	_____	_____

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Test Your Spelling Skills

Just Vowels – Numbers 1-30 Part 1

Fill in the gaps to spell a selection of numbers between 1 and 30:

- a) e i _ _ _ e e _
- b) _ _ e _ _ _ - e i _ _ _
- c) _ i _ e
- d) _ _ e _ _ _ - _ _ o
- e) _ i _ e _ e e _
- f) e _ e _ e _
- g) _ i _
- h) _ e _ e _
- i) _ _ e _ _ _ - _ _ _ e e
- j) _ _ i _ _ _
- k) _ i _ e
- l) _ _ e _ _ _ - _ o u _

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Test Your Spelling Skills

Just Vowels – Numbers 1-30 Part 2

Fill in the gaps to spell a selection of numbers between 1 and 30:

- a) _ _ i _ _ e e _
- b) _ e _ e _ _ e e _
- c) o _ e
- d) _ _ o
- e) _ _ e _ _ _
- f) _ _ _ e e
- g) _ _ e _ _ _ - o _ e
- h) _ o u _
- i) _ e _
- j) _ _ e _ _ e
- k) e i _ _ _
- l) _ o u _ _ e e _

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Test Your Spelling Skills

Find the Missing Syllables 1 – Adjectives

Look at the adjectives below. Each one has a syllable missing. Choose an appropriate syllable to complete each word.

Note: you might find that there is more than one correct answer!

1. cheer - _____
2. _____ - gry
3. beau - _____ - ful
4. fan - tas - _____
5. dis - _____ - poin - ted
6. _____ - vy
7. pleas - _____
8. po - _____ - lar
9. con - ven - _____ - ent
10. cir - cu - _____
11. _____ - er - ge - tic
12. ex - pen - _____
13. fi - _____
14. an - _____
15. _____ - pleas - ant
16. sen - _____ - ble
17. at - _____ - tive
18. sur - _____
19. heal - _____
20. _____ - quent

Extra time:

Put the words into groups according to how many syllables they have – two, three or four.

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Test Your Spelling Skills

Find the Missing Syllables 2 – Adverbs

Look at the adverbs below. Each one has a syllable missing. Choose an appropriate syllable to complete each word:

1. slow - _____
2. hap - _____ - ly
3. cle - _____ - ly
4. _____ - vi - ly
5. oc - ca - _____ - al - ly
6. nice - _____
7. some - _____
8. tho - _____ - ly
9. un - be - _____ - ab - ly
10. ne - _____
11. _____ - gus - ted - ly
12. light - _____
13. fi - _____ - ly
14. _____ - est - ly
15. un - pleas - _____ - ly
16. heal - _____ - ly
17. con - fi - _____ - ly
18. ab - so - _____ - ly
19. to - _____ - row
20. _____ - et - ly

Extra time:

Put the words into groups according to how many syllables they have – two, three, four or five.

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Test Your Spelling Skills

Find the Missing Syllables 3 – Hit the Shops!

Look at the words and phrases below. They are all to do with going shopping and each one has a syllable missing. Choose an appropriate syllable to complete each word or phrase.

1. shop - _____ cen - tre
2. buil - ding _____ - ci - et - y
3. car _____
4. _____ - out
5. chang - _____ rooms
6. home _____ - liv - er - y
7. gift vou - _____
8. in - ter - _____ shop - ping
9. mar - _____
10. _____ - ley
11. su - _____ - mar - ket
12. fif - ty per - cent _____
13. de - part - _____ store
14. fast food _____ - au - rant
15. es - ca - _____ - tor
16. sales as - sis - _____
17. cre - dit _____
18. re - _____
19. cat - _____ - logue
20. cus - _____ - mer

Extra time:

Put the words into groups according to how many syllables they have – two, three, four, five or six.

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Test Your Spelling Skills

The _____ of William Shakespeare

Fill in the blanks to reveal fifteen of Shakespeare's biggest hits:

1. _HE _E_ _Y _ _VE_ O_ _ _N_ _OR
2. A_ YO_ LI_E _T
3. _ _ME_ AN_ _ULI_T
4. T_T_S AN_RO_ _ _US
5. T_E W_N_ _R'_ _AL_
6. _ _E _ER_H_NT _ _ V_N_C_
7. T_ _ CO_ _D_ O_ E_ _O_ _
8. A _I_ _UM_ _R _I_H_'S _RE_M
9. _EAS_R_ F_ _ _ _A_U_E
10. H_ _R_ V
11. _U_ _ A_O A_ _ _T _O_H_N_
12. RI_ _ _R_ I_ _
13. _ _NG _EA_
14. _ _ELF_ _ _I_ _T
15. _ _L'S W_ _ _ T_A_ EN_ _ _ _L_

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Test Your Spelling Skills

'-able' or '-ible'?

Complete the spelling of each word below by adding either '-able' or '-ible':

- | | | | |
|-------------|-------|---------------|-------|
| 1. abomin | _____ | 21. insens | _____ |
| 2. admiss | _____ | 22. insuffer | _____ |
| 3. aud | _____ | 23. invis | _____ |
| 4. achiev | _____ | 24. knowledge | _____ |
| 5. believ | _____ | 25. laugh | _____ |
| 6. comfort | _____ | 26. leg | _____ |
| 7. compat | _____ | 27. memor | _____ |
| 8. consider | _____ | 28. notice | _____ |
| 9. debat | _____ | 29. poss | _____ |
| 10. excit | _____ | 30. prefer | _____ |
| 11. fashion | _____ | 31. question | _____ |
| 12. feas | _____ | 32. reli | _____ |
| 13. flex | _____ | 33. respons | _____ |
| 14. forgett | _____ | 34. sens | _____ |
| 15. gull | _____ | 35. suit | _____ |
| 16. illeg | _____ | 36. terr | _____ |
| 17. incred | _____ | 37. unaccept | _____ |
| 18. ined | _____ | 38. unsuit | _____ |
| 19. inevit | _____ | 39. vis | _____ |
| 20. infall | _____ | 40. wash | _____ |

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reading skills

Test Your Reading Skills

Reading Comprehension 11 – Car Park Query

John works at a printer's. He is showing Mike, his new boss, which employee holds each of the ten spaces in the car park (see picture). Read or listen to what John says and complete the table below:

	1	2	3	4	5	
	6	7	8	9	10	

space: employee name: make of car: colour:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Car makes: Seat Toyota Renault Ford Hyundai Peugeot

John:

"Well, your Renault Clio is over there on the end, next to number two, where there's another blue Clio, which, I think, belongs to Narinder, our HR Manager. Rob has parked his Ford – the red one – opposite yours. Three spaces along from Rob's there's a green Peugeot 206. That's Lisa's. She normally parks next to Tanya's silver Hyundai, which is on the end. The black Ford Focus opposite the Peugeot is Barbara's. She's a trainee. The white Toyota next to Rob's car belongs to Carrie, and Graham usually parks in between Narinder and Barbara. He's out today, but you'll normally see a red Seat there. On the right of the Ford Focus there's another car like Graham's, but newer – a brown one. I don't know who it belongs to. It was there yesterday as well. Your guess is as good as mine! My car's an Espace. I park in the other space. It's at the garage today because of the fan belt, so I had to come on the bus. I always have Renaults. They're so reliable, aren't they? It's the same colour as yours, by the way, but a bit darker."

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Test Your Reading Skills

Reading Comprehension 12 – Working out the Bill

Six friends – Amélie, Julia, Jan, Adam, Wai Ching, and Kevin – have just finished a fabulous meal at 'Jake's Pizzeria'. A waiter brings them their shared bill. After seeing the total, they decide to leave a gratuity of £9.00. Work out how much they all need to pay, including an equal share of the gratuity:

Kevin says:

"So, Amélie and Julia shared a medium margherita pizza, which was eleven pounds. Jan had the Classic Vegetable Tagliatelle, which was three pounds and a penny cheaper, and Wai Ching had an individual pizza – er, the Scrumptious Seafood – which was £6.99. Me and Adam both had the individual chicken thin crust pizza, which was the same price as Wai Ching's. I had extra cheese on mine, and Wai Ching had extra olives and extra tomatoes. The extra toppings were £1.49 each. No one had any side dishes, did they? Oh, I forgot; Julia and Adam had garlic bread, which costs £2.49. Amélie had a bottle of mineral water and Jan had lemonade. Wai Ching and Julia both had two bottles of beer. I had a vodka and orange, while Adam had a glass of wine. The soft drinks were £1.99 and the alcoholic drinks were a pound more, apart from the vodka, which was an extra 65p on top of that. We didn't have teas or coffees. They would have been £1.49 each, wouldn't they? Only four of us had desserts. Adam and Jan had the Fantastic Fudge Cake and Wai Ching had the strawberry cheesecake. Oh yes, I had the Death by Chocolate. How could I forget that? All the desserts were £3.99 each, apart from the cheesecake, which cost 50p less. Oh, hang on a minute! I haven't included Amélie and Julia's coffees."

Adam should pay: _____

Amélie should pay: _____

Julia should pay: _____

Jan should pay: _____

Wai Ching should pay: _____

Kevin should pay: _____

Total bill (including gratuity): _____

**Average cost of meal
(round up to the nearest penny):** _____

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Test Your Reading Skills

Text Message Tales

Read the text messages sent by Jenny and Jamie. Complete the story yourself, showing what happens in between each set of text messages:

Part 1

☒ Sender: Jenny 079XX XXX342
Sent: 03-Oct-05 07:30:56

morning darlin how r u?

☒ Sender: Jamie 078XX XXX194
Sent: 03-Oct-05 07:34:02

**FINE. R YOU ON YOUR WAY
HERE**

☒ Sender: Jenny 079XX XXX342
Sent: 03-Oct-05 07:40:32

i don't thnk i can make it

Write Part 1 of your story to fit in here.

Part 2

☒ Sender: Jenny 079XX XXX342
Sent: 03-Oct-05 12:10:20

how's it goin ?

☒ Sender: Jamie 078XX XXX194
Sent: 03-Oct-05 12:12:45

**WE'VE GOT A FEW PROBLEMS
LEE HASN'T TURNED UP**

Write Part 2 of your story to fit in here.

Part 3

☒ Sender: Jamie 078XX XXX194
Sent: 03-Oct-05 16:31:23

**ARE YOU BRINGING YR CAR
JEN?**

☒ Sender: Jenny 079XX XXX342
Sent: 03-Oct-05 16:42:06

i can't get there 4 5

Write Part 3 of your story to fit in here.

Part 4

☒ Sender: Jenny 079XX XXX342
Sent: 03-Oct-05 20:49:01

**sorry about this morning, has
nick gone yet?**

☒ Sender: Jamie 078XX XXX194
Sent: 03-Oct-05 21:09:04

NO, WHICH IS ANNOYING!!!!

☒ Sender: Jenny 079XX XXX342
Sent: 03-Oct-05 21:11:46

C u 2moro, J?

Write Part 4 of your story to fit in here.

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Test Your Reading Skills

He Never Stopped Moaning! (adjectives gap-fill)

Complete the gaps using an appropriate adjective from below:

bright argumentative expensive interested hard busy
late noisy loud long small hot slow far dry

KATRINA:

"Brad was 'kind of' my new boyfriend. I met him last week at a friend's party. He took me out for a meal last night, but it didn't go very well. First of all, when he picked me up at my house, he said that it had been too (1.) _____ to find. Then, he didn't want to park in the free car park in Cathedral Street because the queue was too (2.) _____. We tried Market Street, but it was too (3.) _____. In the end we parked in Jury Lane, which was cheaper, but Brad was still moaning because he said it was too (4.) _____ from the restaurant.

"When we got to the restaurant I thought it was OK, but Brad said that it was too (5.) _____ and that he didn't feel comfortable around so many people, so we had to try somewhere else. We went to a little Italian place around the corner, but I thought it was too (6.) _____. There were only eight tables! It took us ages to get served, and when we eventually did Brad told the waitress that she was too (7.) _____. I think she went even slower after that – on purpose.

"When we got our food, Brad's pizza was too (8.) _____ so he burnt his mouth. My pasta was too (9.) _____, but I didn't want to complain because Brad was already doing enough of that for both of us! Then Brad told the waitress that the music was too (10.) _____ and the lights were too (11.) _____. Nothing was right for him. He even accused the very quiet and nice couple next to us of being too (12.) _____.

"When we left the restaurant, Brad wanted to go to a club, but I said I thought it was too (13.) _____, because I was tired and it was nearly quarter to midnight. He asked me if I wanted to go out with him again and I said I'd think about it, because I wasn't too (14.) _____ in seeing him again. I think he's fantastic-looking and he's got a nice car, but he's a bit too (15.) _____ for my taste. Give me someone more laid-back any day ... !"

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Test Your Reading Skills

Is it New Road, New Street or New Avenue?

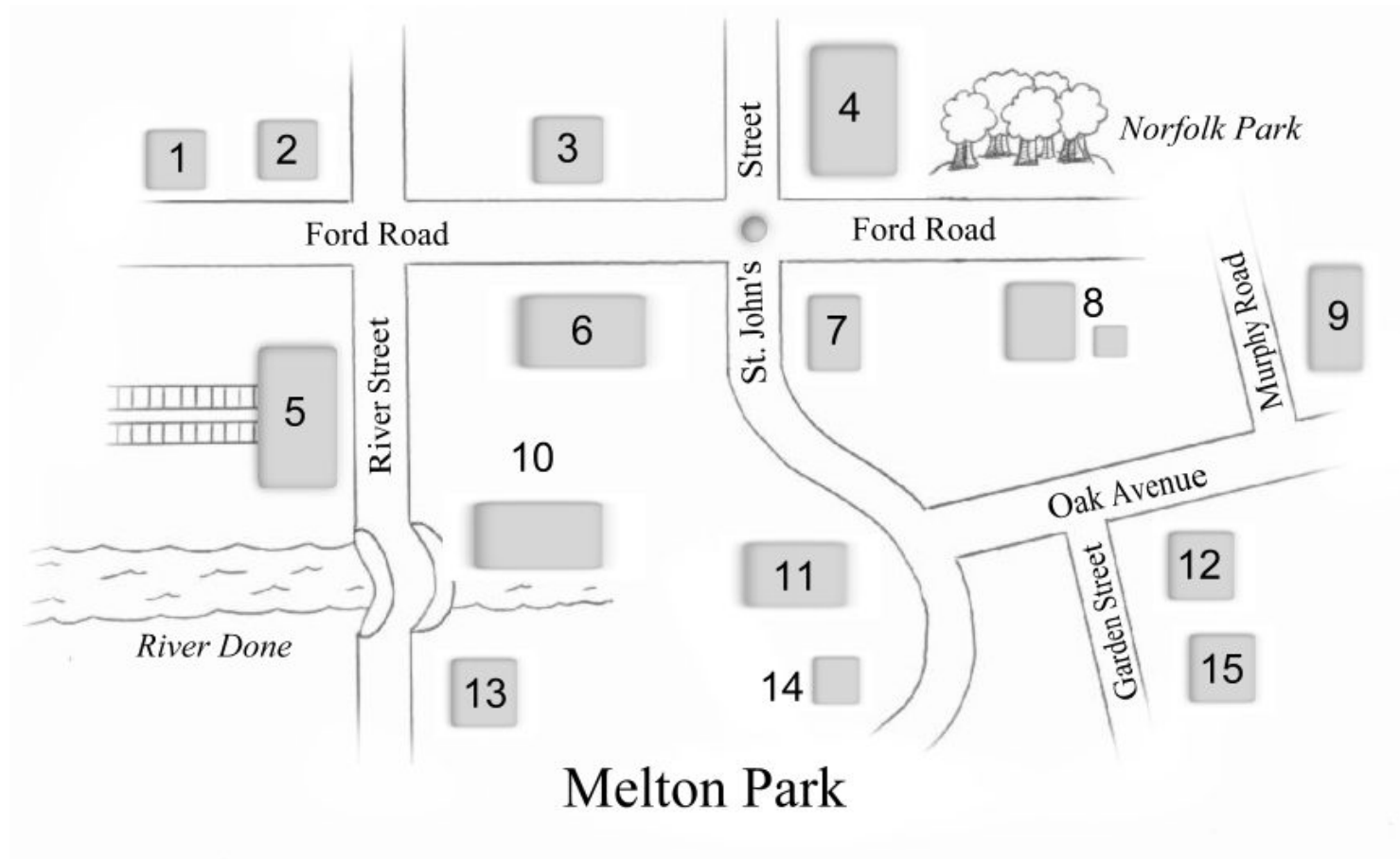
Below are some abbreviations that you may see when looking at addresses and maps. Write each word in full:

- | | | | |
|-----------|-------|----------|-------|
| 1. Av. | _____ | 16. Hl. | _____ |
| 2. Cft. | _____ | 17. Hts. | _____ |
| 3. Cha. | _____ | 18. La. | _____ |
| 4. Chyd. | _____ | 19. Ms. | _____ |
| 5. Cir. | _____ | 20. Pde. | _____ |
| 6. Circ. | _____ | 21. Pl. | _____ |
| 7. Cl. | _____ | 22. Rd. | _____ |
| 8. Cps. | _____ | 23. Ri. | _____ |
| 9. Crs. | _____ | 24. Rw. | _____ |
| 10. Ct. | _____ | 25. Sq. | _____ |
| 11. Dr. | _____ | 26. St. | _____ |
| 12. Gdns. | _____ | 27. Ter. | _____ |
| 13. Gn. | _____ | 28. Wk. | _____ |
| 14. Gra. | _____ | 29. Wy. | _____ |
| 15. Gv. | _____ | 30. Yd. | _____ |

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Test Your Reading Skills

Map of Melton Park



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Test Your Reading Skills

Giving Directions

Read the sentences below and look at the map of Melton Park. Write a number next to each of these places:

bank	_____	newsagent	_____
bookshop	_____	playing field	_____
clothes shop	_____	post office	_____
hospital	_____	school	_____
leisure centre	_____	supermarket	_____
Margaret Hart's house	_____	surgeries	_____
Mrs. Simon's house	_____	train station	_____
museum	_____		

The **museum** is next to the park.

The **playing field** is opposite the **station**.

To get to **Mrs. Simon's house** go past the station and over the bridge. It's on the left.

The **clothes shop** is on the corner of Ford Road and River Street.

The **surgeries** is next door to the clothes shop.

The **leisure centre** is on Murphy Road.

The **hospital** is opposite the park.

To get to the **bank** from the station, turn left and walk up River Street. Turn right onto Ford Road. The bank is halfway down the road on your left.

The **supermarket** is opposite the bank.

To get to the **post office** from the leisure centre, turn left and then right onto Oak Avenue. Go to the end of the road until you see the **school**. Turn left again onto St. John's Street. Cross over the road. The post office is near the school, on the same side of the road.

To get to **Margaret Hart's house** from the surgeries, walk up Ford Road to the roundabout. Turn right onto St. John's Street. Walk past the **bookshop**, then turn left onto Oak Avenue. Turn first right onto Garden Street and walk past the **newsagent**. Margaret's house is next to the newsagent.

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Test Your Reading Skills

Understanding Maps 1

Using your answers to the questions on page 62, look at the map of Melton Park (page 61) and find the missing places below:

1. "I came out of the _____ A _____, turned left and walked up St. John's Street. I passed the _____ B _____ on my left. I turned left at the roundabout and walked down Ford Road. I crossed over the road and went into the _____ C _____. It's opposite the _____ D _____."

2. "We came out of the _____ E _____, turned left and then right. We walked up Oak Avenue for a bit and crossed the road. Then I popped into the _____ F _____, which is on the corner of Garden Street."

3. "I was paying in a cheque at the _____ G _____, which is on Ford Road. I turned left and walked towards Norfolk _____ H _____. I turned left at the roundabout, then walked across the road, because I was going to have a quick look in the _____ I _____."

4. "There is a _____ J _____ next to the _____ K _____, which is on the corner of River Street and Ford Road."

5. "If you are coming from the _____ L _____, you need to turn left, walk up River Street for a couple of minutes, then turn right. Keep going, past the _____ M _____ on your right, and you'll come to the roundabout. Go straight on and the _____ N _____ is on your right. It's opposite _____ O _____."

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Test Your Reading Skills

Understanding Maps 2

Using your answers to the questions on page 62, look at the map of Melton Park (page 61) and find the missing places below:

1.

"I bought a new jacket at the _____ A _____, then turned left, crossed over River Street and walked down Ford Road. I turned right at the roundabout, walked across the road and went into the _____ B _____."

2.

"When you come out of the _____ C _____, you will need to turn right and go over the bridge. _____ D _____ is near the bridge, on the other side of the road."

3.

"I was visiting the _____ E _____ because I needed to see a consultant. After that I turned left and walked all the way down Ford Road, past the turnings for _____ F _____ Street and _____ G _____ Street until I got to the _____ H _____, which is just past the _____ I _____."

4.

"The _____ J _____ is on your left, opposite the _____ K _____, as you go down River Street towards the River _____ L _____. You can't miss it!"

5.

"The _____ M _____ is next to _____ N _____ Park. It's on the corner of _____ O _____ Road and _____ P _____ Street."

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Test Your Reading Skills

Calculator Code Words 1

☒ . 7734

Solve each equation using a calculator, then turn the calculator upside down and match the word you see with one of the clues below:

Equations:

- a) Ninety-seven plus five hundred and forty-one equals ...
- b) Two hundred and ninety-seven ... multiplied by two ... plus forty-three equals ...
- c) Ten plus eighteen ... plus five ... plus one equals ...
- d) Eighteen thousand nine hundred and seventy-one plus thirty-two thousand one hundred and fifty-nine ... plus six thousand five hundred and fourteen ... plus seventy equals ...
- e) Two thousand five hundred and eighty-nine plus two thousand seven hundred and twenty-eight equals ...
- f) Four hundred multiplied by ten ... plus six hundred and fourteen equals ...
- g) Fifty-three multiplied by a thousand ... plus half of ninety equals ...
- h) Half of four hundred ... plus three thousand five hundred and sixty-nine ... plus one thousand eight hundred and ninety-four equals ...
- i) Ten thousand four hundred and nine ... minus four thousand nine hundred and one equals ...
- j) Five hundred multiplied by sixty ... plus eight thousand one hundred ... minus twenty-five ... plus one equals ...

Clue:	Word:	Equation e.g. a)
1) You can't make an omelette without breaking a few ...	_____	_____
2) It isn't low!	_____	_____
3) Shakespeare's famous theatre was called the ...	_____	_____
4) "I need your help, but please don't make me ..."	_____	_____
5) You wear them on your feet.	_____	_____
6) If you worked for yourself, you could be your own ...	_____	_____
7) These were 'alive' in the famous film and musical.	_____	_____
8) "I'm fed up with you telling me all these ..."	_____	_____
9) Male personal subject pronoun.	_____	_____
10) "I'm not being serious. I'm only pulling your ..."	_____	_____

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Test Your Reading Skills

Calculator Code Words 2

☒ . 7734

Solve each equation using a calculator, then turn the calculator upside down and match the word you see with one of the clues below:

Equations:

- a) Twelve multiplied by one thousand two hundred and fifty-three ... multiplied by two ... plus four thousand nine hundred and thirty-five equals ...
- b) One thousand three hundred and thirty-four and a half multiplied by four equals ...
- c) Four thousand five hundred and eighty-nine plus sixty-two ... plus three thousand two hundred ... minus seven hundred and forty-six equals ...
- d) Two thousand and one multiplied by quarter of a century ... plus half of sixteen thousand ... minus three hundred and seven equals ...
- e) Fifty and a half multiplied by sixteen equals ...
- f) One thousand seven hundred and seventy-one minus eight hundred and five ... divided by sixty-nine equals ...
- g) Two twenty-fives plus half of a thousand and four ... plus two hundred and nineteen equals ...
- h) One tenth of a million minus two twenty-two thousand four hundred and sixty-twos equals ...
- i) Three million seven hundred and forty-eight thousand five hundred and forty-nine divided by seven equals ...
- j) Six hundred multiplied by four ... multiplied by two ... minus two hundred and four ... plus sixteen ... plus six ... plus one and a half ... minus four and a half equals ...

Clue:	Word:	Equation e.g. a)
1) I didn't want matt paint, I wanted ...	_____	_____
2) There's a lot of this in your garden.	_____	_____
3) You might do this when you are fed up.	_____	_____
4) "It was only a ... arrangement."	_____	_____
5) "I'm afraid that the company has made heavy ... "	_____	_____
6) Can go before Dylan, Hope and the Builder.	_____	_____
7) "I wasn't well yesterday. I was ... "	_____	_____
8) They collect pollen by buzzing around flowers.	_____	_____
9) Unfortunately, they just keep on coming!	_____	_____
10) "My brother told me to say ... to you for him!"	_____	_____

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Test Your Reading Skills

Calculator Code Words – Mega List

Here is our mega list of Calculator Code Words. Can you think of any more? Using the words below, think up some clues and create your own exercises.

Letters available to make Calculator Code Words – B, E, G, H, I, L, O, S:

1	I	4	H	7	L	0	O
2	-	5	S	8	B		
3	E	6	G	9	-		

Add -s (5) or -es (53) to make third person and plural endings.

be	38	hello	0.7734
bee	338	hi	14
beg	638	high	4614
bib	818	hill	7714
big	618	hiss	5514
bile	3718	hob	804
bilge	36718	hoe	304
bill	7718	hog	604
bless	55378	hole	3704
Bligh	46178	hose	3504
bliss	55178	ill	771
blob	8078	I'll	77.1
blog	6078	is	51
Bob	808	isle	3751
bogie	31608	Lee	337
boo	0.08	leg	637
boogie	316008	less	5537
boss	5508	liege	36317
eel	733	lies	5317
egg	663	lob	807
else	3573	lobe	3807
gee gee	336336	log	607
geese	35336	loose	35007
gel	736	lose	3507
gib	816	loss	5507
gibe	3816	oblige	361780
gigs	5616	see	335
Giles	53716	she	345
gills	57716	shoe	3045
glee	3376	sigh	4615
glib	8176	sill	7715
globe	38076	silo	0.715
gloss	55076	sleigh	461375
go	0.6	slob	8075
gob	806	slosh	45075
goes	5306	so	0.5
goose	35006	sob	805
he	34	soil	7105
heel	7334	sole	3705

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Test Your Reading Skills

Katie's Diary

Monday 12th September
AM

PM

Evening - Tom's party (124 Brick Lane)

Tuesday 13th September
AM

PM

10.30 am Dentist's (2 fillings!)

5 pm Swimming club

Wednesday 14th September
AM

PM

Shopping with Jan and Liz

tea at Jan's (?)

Thursday 15th September
AM

PM

9 am College - registration

1 - 3 pm Maths - Room B34

Friday 16th September
AM

PM

1 - 3 Maths - Room C14

10 - 12 Science (take project)

4 pm - see Mr. Dawson (re. homework)

Saturday 17th September
AM

PM

7718844

See grandma

8 pm Cinema (ring Lucy to check time)

Sunday 18th September
AM

PM

lie-in!

SCIENCE HOMEWORK! ALL DAY :O((

7 pm to Jan's - take over her CDs

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Test Your Reading Skills

Reading Katie's Diary

- A.** *Read Katie's diary (page 68). Write about 150 words describing what you imagine her life to be like. Use your imagination and plenty of adjectives and adverbs to describe her life and activities.*

Here are some points that you could think about:

- What is her full name?
- How old is she?
- Where does she live?
- Does she live in a house or a flat, or something else?
- Who does she live with?
- How much money does she have?
- What does she do for a living?
- How much does she earn?
- What skills does she have?
- What are her strengths and weaknesses?
- Describe her appearance, or draw a picture of her.
- What type of clothes does she wear?
- Describe her family.
- Does she have a partner?
- Does she have any children?
- Describe her friends.
- What do her friends and family think of her?
- What are her hobbies and interests?
- What type of music does she like?
- What are her least favourite things?
- How often does she go out?
- Where does she go on holiday?
- How does she speak? Does she have an accent?
- What is she worried about at the moment?
- Is she happy?

- B.** *Draw a blank diary page, with spaces for a full week. Write an entry for each day, giving information about either your life or a friend's. Or, invent a character and write about them. You could even imagine a week in the life of a famous person – either living or dead! Then, use the above questions to help you write about 300 words about that person.*

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Test Your Reading Skills

Katie's Diary – Reading Comprehension

Look at Katie's diary (page 68). It shows what she is planning to do in the week ahead.

Answer the questions below. Some of the answers are **FACTS** (given in the text), some you will have to **GUESS** (from information given in the text) and others you can **IMAGINE** (there are no clues given in the text) ...

FACTS:

1. Which day is Katie planning to visit her grandmother?
2. What time does she have to be at swimming club?
3. How many fillings does she expect to have on Tuesday?
4. Where is Tom having his party?
5. What is she planning to do on Sunday morning?

GUESS:

6. What is Lucy's phone number?
7. What subject does Mr. Dawson teach?
8. Is Tom one of Katie's friends?
9. What is Katie's favourite sport?
10. How old is Katie?

IMAGINE:

11. Which CDs has Katie borrowed from Jan?
12. Who does Katie live with?
13. What does Katie look like?
14. What film will they go and see on Saturday night?
15. What is Katie hoping to buy on Wednesday afternoon?

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Test Your Reading Skills

Using Numbers – At the Chinese Restaurant (Information Page)

Read the following information and answer the questions on the next page:

“Hong Kong Gardens” Chinese Restaurant

Welcome to “Hong Kong Gardens” – quality Chinese meals to take away

148 Field Lane, Northover, NO22 1JP Telephone orders: 013342 2409102

Open Daily:

Mon – Thurs	6 pm – Midnight
Fri – Sat	6 pm – 1 am
Sun	11 am – 3 pm 5 pm – 11 pm

Here is a selection of the many dishes that we are pleased to offer –

RICE NOODLE DISHES

38.	Special Rice Noodles	£4.50
40.	Shrimp Rice Noodles	£4.10
45.	Beef Rice Noodles	£4.30

FRIED RICE DISHES

57.	Special Fried Rice	£4.20
62.	Chicken Fried Rice	£3.95
64.	Mushroom Fried Rice	£3.60
65.	Mixed Vegetable Fried Rice	£4.00

EXTRA PORTIONS

189.	Beansprouts	£1.95
190.	Prawn Crackers	£1.30
191.	Sweet & Sour Sauce	£1.15

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Test Your Reading Skills

Using Numbers – At the Chinese Restaurant (Question Page)

Note: write all numbers using words rather than figures.

*For example: six pounds fifty pence **not** £6.50*

1. How much does it cost to order number sixty-two and number one hundred and eighty-nine?
2. What time does the restaurant close on Thursdays?
3. What is the most expensive dish?
4. What number is it and how much is it?
5. What is the phone number of the restaurant?
6. How much does it cost to order number forty-five with numbers one hundred and eighty-nine, and one hundred and ninety-one?
7. How long is the restaurant open for on a Monday?
8. What is the cheapest rice noodle dish and how much does it cost?
9. How much is number one hundred and ninety?
10. Which fried rice dish costs four pounds?
11. How much does it cost to order two number thirty-eights, with one number sixty-two, and three one hundred and nineties?
12. How much does it cost to order three number fifty-sevens, five of number forty, with six portions of bean sprouts and one portion of prawn crackers?
13. What is the address of the restaurant?
14. What is the *cheapest* way to have something from each category?
15. How many hours per week would you work if you worked every day except Sundays?

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Test Your Reading Skills

How to Make a Chocolate Cake

Gradually _____ in the margarine and eggs.

_____ the mixture with a wooden spoon until it is smooth.

Let the cakes _____ on a wire tray for a few minutes until they are cool.

Using a sieve, _____ the flour, cocoa powder and baking powder together into a large mixing bowl.

_____ the oven to 180°C or Gas Mark 4.

_____ the cakes from the tins using a spatula.

When the cakes are cool, _____ plenty of jam onto one of them, then put the other cake on top.

Use a little margarine to _____ the bottom of two 23cm cake tins.

_____ the tins into the oven, placing them on the middle shelf.

Allow the cakes to _____ for approximately 30 minutes.

Put your feet up and _____ the fruits of your labours with a nice cup of tea.

Wash your hands thoroughly.

_____ the outside of the cake with icing, sweets or lots of melted chocolate.

_____ both tins with greaseproof paper.

_____ equal amounts of the mixture into each cake tin.

_____ the cakes out of the oven.

Ingredients:

110g self-raising _____
110g soft _____
2 large eggs
1 tablespoon _____ powder
1 teaspoon _____ powder
½ jar raspberry jam
Sweets and _____ for decoration (optional)

For more fun worksheets, games and quizzes log onto www.englishbanana.com now!

Test Your Reading Skills

How to Make a Chocolate Cake (Answer Page)

Gradually **stir** in the margarine and eggs. (6)

Beat the mixture with a wooden spoon until it is smooth. (7)

Let the cakes **stand** on a wire tray for a few minutes until they are cool. (13)

Using a sieve, **sift** the flour, cocoa powder and baking powder together into a large mixing bowl. (5)

Preheat the oven to 180°C or Gas Mark 4. (2)

Remove the cakes from the tins using a spatula. (12)

When the cakes are cool, **spread** plenty of jam onto one of them, then put the other cake on top. (14)

Use a little margarine to **grease** the bottom of two 23cm cake tins. (3)

Put the tins into the oven, placing them on the middle shelf. (9)

Allow the cakes to **bake** for approximately 30 minutes. (10)

Put your feet up and **enjoy** the fruits of your labours with a nice cup of tea. (16)

Wash your hands thoroughly. (1)

Decorate the outside of the cake with icing, sweets or lots of melted chocolate. (15)

Line both tins with greaseproof paper. (4)

Pour equal amounts of the mixture into each cake tin. (8)

Take the cakes out of the oven. (11)

Ingredients:

110g self-raising **flour**
110g soft **margarine**
2 large eggs
1 tablespoon **cocoa** powder
1 teaspoon **baking** powder
½ jar raspberry jam
Sweets and **chocolate** for decoration (optional)

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Test Your Reading Skills

Everyday Abbreviations

Write the definition of each abbreviation and one example of somewhere you might see it:

1. B&B _____
2. BC _____
3. CD _____
4. AD _____
5. p.m. _____

6. CV _____
7. HIV _____
8. PS _____
9. Dr _____
10. km _____

11. DVD _____
12. TV _____
13. UK _____
14. PC _____
15. a.m. _____

16. asap _____
17. Mrs _____
18. etc. _____
19. BBC _____
20. UFO _____

21. c/o _____
22. Mr _____
23. WLTM _____
24. o.n.o. _____
25. MP _____

Extra time:

a) Can you think of ten more common abbreviations that we use every day?

b) Can you think of any new abbreviations that we could start using?

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Test Your Reading Skills

Describing People 1

Draw a picture of each of the people below:

1. Andy is tall. He's got dark hair and a moustache.
2. Stephanie is young and pretty. She's got auburn hair.
3. Mitch has got a beard and curly hair. He's overweight.
4. Jean is slim and about forty-five years old. She's got blue eyes and wears glasses.
5. Steven is of medium build. He's got short straight hair and a long nose.

Extra time:

When you have finished, draw five more people and write your own description of each one.

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Test Your Reading Skills

Describing People 2

Draw a picture of each of the people below:

1. Jeff is short. He's got long curly brown hair. He's usually quite cheerful.
2. Paula is about medium height. She's got blue eyes and freckles on her face.
3. Tom is wearing a smart grey suit. He's tall and he's going bald. He's thirty-eight.
4. Maria is wearing a blue skirt and a short-sleeved blouse. She's got glasses on. She's unhappy.
5. Gracie is about sixty years old. She's tall and plump. She's got grey hair.

Extra time:

When you have finished, draw five more people and write your own description of each one.

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speaking & listening skills

Test Your Speaking & Listening Skills

Discuss Ethical Issues 1

Choose one of the issues below to discuss with a partner or in a group.

Or you could use the questions as a basis for writing assignments.

1. Do you think that the death penalty is justified for some crimes?
2. Do you believe that abortion is right?
3. Do you believe in life after death?
4. Do you believe in a person's 'right to die' (euthanasia)?
5. Do you think that parents should be allowed to smack their children?
6. Do you think that being a democracy is the most effective way to organise society?
7. Which is preferable for a country: monarchy or republic?
8. Should gay and lesbian couples be allowed to get married?
9. Should gay and lesbian couples be allowed to adopt children?
10. Do you think that journalists should be free to say whatever they want?
11. Should students pay for their education?
12. Is it possible to buy happiness?

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Test Your Speaking & Listening Skills

Discuss Ethical Issues 2

Choose one of the issues below to discuss with a partner or in a group.

Or you could use the questions as a basis for writing assignments.

1. Should 'soft' drugs be legalised?
2. Should all countries in the European Community adopt the Euro?
3. Should all SPAM (junk email) be banned?
4. Should everyone be able to choose who they marry?
5. Should smokers have to pay more than non-smokers for health care?
6. Is it wrong for a couple to have sex if they are not married?
7. Which is more important – money or friendship?
8. Should children be allowed to have a TV, DVD player and personal computer in their bedrooms?
9. Should millionaires pay more tax than people earning average wages?
10. Should church-going be made compulsory for all people living in a Christian country?
11. Should smoking be banned in all public places?
12. Should we be able to hunt and fish any animal in the world?

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Test Your Speaking & Listening Skills

Who's the Gooseberry?

A 'gooseberry' is an insensitive person who spends time with a couple when they would rather be on their own!

Working with a partner, look at the information below about nine different people. There are five guys and four girls. You have to put together four couples and decide who should be the 'gooseberry', i.e. on their own.

Note: there are no right or wrong answers, but be ready to present your ideas to the class and give reasons for your choices.

Helen is 24 and works in a newsagent's. She likes reading and sewing. She doesn't like rude people or going to pubs and clubs. She is short, with black shoulder-length hair. She likes older men.

Meeta is 17. She's tall and has long dark hair. She likes going to the cinema and spending time with her friends. She's studying Art at college and works part-time. She doesn't like smoking.

Gordon is 40. He is looking for a partner who will be faithful, unlike his previous four wives. He is wealthy and enjoys spending money. He hasn't got any children. He's short and tanned.

Gerry is a teacher at a local primary school. He loves expensive holidays. He is of average height but overweight. He has got brown hair and usually wears a suit. He enjoys socialising with friends.

Louise works part-time as a dental nurse. She is a single mum. She's got two children aged 7 and 10. She is pretty and has got long brown hair. She's 32. She likes meals out and travelling to new places.

Lee is 59. He's a widower. He was married for 38 years and is now looking for another partner. He enjoys fishing and plays tennis regularly. He has three grown-up children. He is bald.

Jack is a former racing driver. He works abroad for six months of the year. He is looking for a partner with whom he can start a family. He's 36 and not particularly good looking, although he is slim. He smokes.

Glen is unemployed. He has been looking for a job for two years but has now given up. He's 26 and makes some money selling CDs by his folk band, The Assistants. He prefers quiet, petite women.

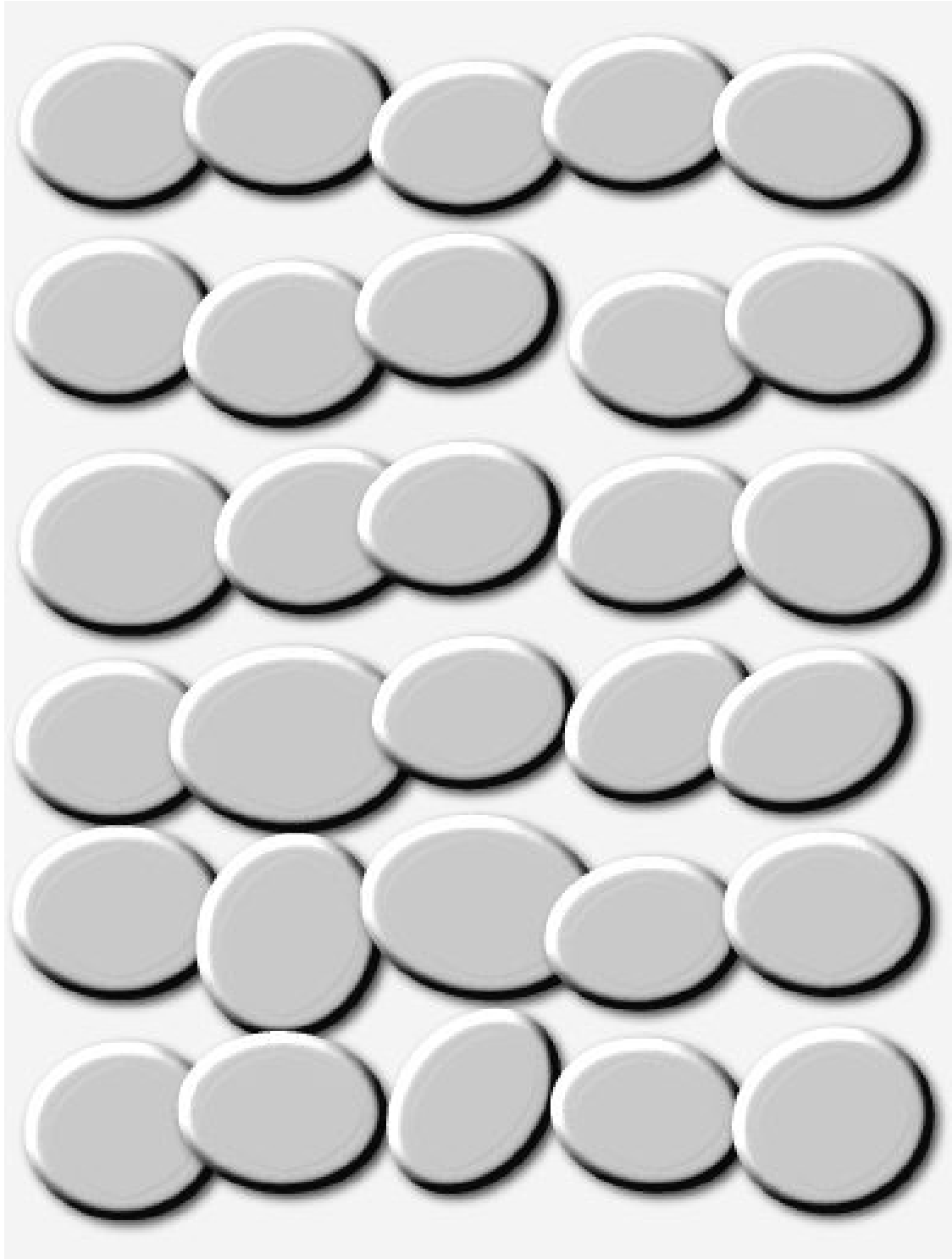
Shahla is 52 and recently divorced. She hopes to meet a man who will sweep her off her feet. She is slim and quite attractive. She likes tall, handsome men. She works in a bank and loves to cook.

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Test Your Speaking & Listening Skills

The Amazing Maze Game



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Test Your Speaking & Listening Skills

Can You Follow Instructions?

Take a blank piece of paper and follow the instructions as your teacher reads them out. Tip: always listen to the complete instruction before doing anything!

1. Turn your paper on its side to landscape view.
2. Draw a large square in the centre of the page.
3. Draw a large circle in the middle of the square.
4. Draw a picture of a cat in the middle of the circle.
5. Write your first name in the bottom left-hand corner of the square.
6. Draw a small circle in the top right-hand corner of the square.
7. Draw a small triangle underneath the small circle.
8. Halfway between the top of the square and the top of the paper, draw a long horizontal line. The large square should be in the centre of the line.
9. Above the line in the centre draw a small cube.
10. Draw another small cube on either side of it. All the cubes should be the same size as each other.
11. To the right of the cubes, above the line, write today's date in capital letters in this format: day, ordinal number, month and full year. For example, MONDAY 5th DECEMBER 2005.
12. Write a capital 'B' on the front of the middle cube.

Now compare your page with your partner's and your teacher's. How similar are they?

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Test Your Speaking & Listening Skills

The Very Quiet World of Silent Letters 1

Some words in the English language contain letters that are spelt but not pronounced. These letters sometimes affect the pronunciation of the words (e.g. 'bit' + 'e' changes to 'bite'), but sometimes they do not and appear to be completely unnecessary (e.g. 'rite' and 'write' are pronounced in the same way). These extra letters are often known as 'silent letters'.

Add one or more silent letters to each of the words below:

- | | |
|------------------|--------------------|
| 1. ai ___ le | 16. du ve ___ |
| 2. mus ___ le | 17. veg ___ table |
| 3. c ___ ord | 18. autum ___ |
| 4. si ___ n | 19. q ___ estion |
| 5. ha ___ f | 20. s ___ issors |
| 6. wou ___ d | 21. coco ___ |
| 7. recei ___ t | 22. ta ___ k |
| 8. ba ___ k | 23. gover ___ ment |
| 9. hi ___ h | 24. w ___ at |
| 10. ___ nee | 25. i ___ land |
| 11. ya ___ ___ t | 26. de ___ f |
| 12. bre ___ d | 27. pres ___ |
| 13. pe ___ ple | 28. ni ___ ht |
| 14. ans ___ er | 29. as ___ ___ ma |
| 15. sc ___ ool | 30. plum ___ er |

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Test Your Speaking & Listening Skills

The Very Quiet World of Silent Letters 2

Some words in the English language contain letters that are spelt but not pronounced. These letters sometimes affect the pronunciation of the words (e.g. 'bit' + 'e' changes to 'bite'), but sometimes they do not and appear to be completely unnecessary (e.g. 'rite' and 'write' are pronounced in the same way). These extra letters are often known as 'silent letters'.

Add one or more silent letters to each of the words below:

- | | |
|-------------------|-----------------------|
| 1. he ___ d | 16. ___ rite |
| 2. w ___ istle | 17. ju ___ ce |
| 3. de ___ t | 18. rece ___ ve |
| 4. balle ___ | 19. fore ___ n |
| 5. san ___ w ich | 20. g ___ itar |
| 6. ___ onest | 21. clim ___ |
| 7. ___ nowledge | 22. r ___ yme |
| 8. cu ___ board | 23. bri ___ ge |
| 9. lis ___ en | 24. a ___ mond |
| 10. h ___ ight | 25. s ___ ene |
| 11. ras ___ berry | 26. ___ nickers |
| 12. han ___ bag | 27. sache ___ |
| 13. sof ___ en | 28. ___ neumonia |
| 14. bu ___ cher | 29. g ___ ess |
| 15. s ___ ience | 30. We ___ n ___ sday |

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Test Your Speaking & Listening Skills

Sound-Alike Words 1

Words which sound the same as each other but have different spellings and meanings are called **homophones**. Read the sentences below. Underline the incorrect word in each sentence and write a sound-alike word (a word that sounds the same but which fits the sentence) in the space provided:

1. Laura's son's feat are unusually wide. _____
2. Labour won fifty seats at the local counsel election. _____
3. They've used a pale blew colour scheme for their bathroom. _____
4. 'I'm really board.' 'So am I. Do you fancy a walk?' _____
5. The children were only aloud to watch TV for two hours a day. _____
6. Jenny felt feint, so she went upstairs to have a lie down. _____
7. We travelled to Birmingham buy train. _____
8. Paul and Ravinder aunt going bowling because they're too busy. _____
9. There were ate people in the queue at the post office. _____
10. Don't bee afraid to ask if you don't understand the question. _____
11. I'd like some toast and a bowl of serial for breakfast, please. _____
12. I don't like sad films or books where people dye at the end. _____
13. How much father is it until we get there? _____
14. I've been trying to learn the base guitar, but it's quite difficult. _____
15. My brother has just started a new computer coarse. _____
16. Jack was find a hundred and fifty pounds for driving offences. _____
17. Would you like any bred and butter with your chips? _____
18. How much does your father urn? _____
19. Our dogs like to berry all kinds of things in the back garden. _____
20. 'I don't feel very well.' 'Oh deer. Have you seen a doctor?' _____

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Test Your Speaking & Listening Skills

Sound-Alike Words 2

Words which sound the same as each other but have different spellings and meanings are called **homophones**. Read the sentences below. Underline the incorrect word in each sentence and write a sound-alike word (a word that sounds the same but which fits the sentence) in the space provided:

1. 'Darling, you will always have a special place in my hart.' _____
2. You missed a grate party at Audrey's at the weekend. _____
3. You have got a real flare for designing furniture. _____
4. On the golf course for players shouted 'Fore!' at the same time. _____
5. Have you seen my new genes anywhere? _____
6. The snow was falling heavily upon the fur trees. _____
7. Please say 'high' to Rasul for me. _____
8. The defendant was lead into the courtroom by a policewoman. _____
9. I'm late because I had to get a new heal for my shoe. _____
10. Martin Luther King is one of Becky's idles. _____
11. The hotel will be open inn two months' time. _____
12. Can you talk a bit louder? I can't here you very well. _____
13. Its been three years since we went to Venice. _____
14. The kids charged down the stairs like a heard of rhinos. _____
15. I applied for a lone at my bank, but was turned down. _____
16. I enjoy living life in the fast lain. _____
17. There's a whole in your argument a mile wide. _____
18. 'Going bald is the leased of my worries!' joked Geoff, feebly. _____
19. I bought Magda a bunch of flours to apologise for what I said. _____
20. Your new office is on the fourth flaw. _____

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Test Your Speaking & Listening Skills

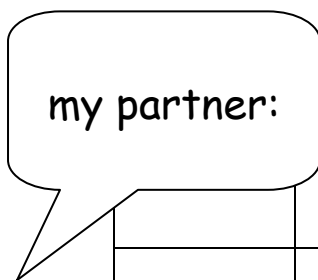
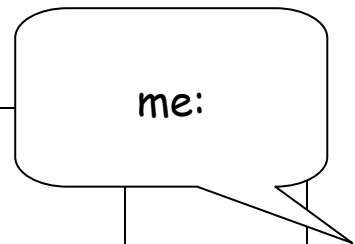
Information Exchange – General Purpose Template

Find a partner to work with. Write a different number from between 1 and 100 in each small square in both 'Me' grids. Your partner will do the same on their sheet. Ask your partner which numbers they have written in their grids and write them in the correct places on the 'My Partner' grids. Use prepositional phrases like: 'in the bottom left square on Grid 1' or 'in the top right corner square on Grid 2' to describe the position of each number.

Note: you could use the grid to repeat the exercise with different vocabulary groups instead of numbers. For example, letters of the alphabet, types of food, clothes, adjectives, and so on ...

grid 1

grid 2



grid 1

grid 2

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research skills

Test Your Research Skills

Spotlight on the United Kingdom 1

Use a library or the internet to find the answers to this quiz, which is all about the UK:

1. How many countries make up Great Britain and what are they?
2. What is the capital city of Northern Ireland?
3. What type of government does the UK have?
4. In which year were Great Britain and Ireland joined in a legislative union?
5. What is the highest point in the UK?
6. In which continent is the UK situated?
7. Who is the patron saint of Scotland and on which day is he remembered?
8. True or false – the UK is a member of the European Single Currency?
9. What do the initials NUT stand for?
10. Name the two Houses of Parliament.
11. Who is heir to the throne in the UK?
12. At what age can people vote in the UK?
13. How many vehicles does the M1 carry per week?
14. What is the national flower of Wales?
15. Draw the symbol for Pounds Sterling.
16. What is the London Underground also known as?
17. At what address does the Prime Minister of the UK usually live?
18. What colour are double-decker buses in London?
19. Which UK city has the nickname 'Brum'?
20. What is the maximum speed limit when driving on motorways in the UK?

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Test Your Research Skills

Spotlight on the United Kingdom 2

Use a library or the internet to find the answers to this quiz, which is all about the UK:

1. How many countries make up the United Kingdom and what are they?
2. In which year was Northern Ireland formed under the Anglo-Irish Treaty?
3. What is the capital city of Scotland?
4. What is the population of the UK?
5. True or false – at the height of its power the British Empire covered more than a quarter of the earth's surface?
6. In which year were regional assemblies first opened in Scotland, Wales and Northern Ireland?
7. What are the official languages of the UK?
8. What do the initials BT stand for?
9. What is the name of the Welsh National Party in Welsh?
10. What type of economy does the UK have?
11. Which currency is used in the UK?
12. What colour are post boxes in the UK?
13. What is the national flower of Scotland?
14. How many passengers use Heathrow Airport each year?
15. How old must you be before you can hold a provisional driving licence?
16. What is the highest mountain in the UK?
17. Which king succeeded Queen Victoria when she died in 1901?
18. What relation was he to her?
19. True or false – Oxford University is the oldest university in the English-speaking world?
20. How many pence are there in six pounds fifty-three?

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Test Your Research Skills

Spotlight on the United Kingdom 3

Use a library or the internet to find the answers to this quiz, which is all about the UK:

1. What is the long name for the UK?
2. What is the capital city of the UK?
3. What is the most popular religion in the UK?
4. In which year was Wales merged with England?
5. Name three countries that are dependants of the UK.
6. Who is Prime Minister of the UK at the moment?
7. Which political party do they represent?
8. When is Burns' Night and in which country of the UK is it celebrated?
9. What do the initials TUC stand for?
10. What is the flag of the UK called?
11. How old was Edward VII when he came to the throne?
12. Where does the Chancellor of the Exchequer usually live?
13. When and for how many years did Oliver Cromwell rule as Lord Protector of England, Scotland and Wales?
14. True or false – citizens of Commonwealth countries make up 30% of the world's population?
15. What is the national flower of England and what colour is it?
16. At what time of night do most pubs in the UK usually close?
17. What is the maximum speed limit when driving in a residential area in the UK?
18. What is the longest river in the UK and how long is it?
19. What is the name of the motorway that encircles Greater London?
20. Complete the name of this favourite English meal: 'Fish and _____'.

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Test Your Research Skills

Spotlight on the United Kingdom 4

Use a library or the internet to find the answers to this quiz, which is all about the UK:

1. What is the capital city of Wales?
2. In which year did England and Scotland agree to a permanent union?
3. Who is the Leader of the Opposition?
4. Which political party do they represent?
5. Who is the monarch of the UK at the moment?
6. When did they come to the throne?
7. What colours are on the Union flag of the UK?
8. Who is the patron saint of Wales and on which day is he remembered?
9. What is the national flower of Northern Ireland?
10. How many terrestrial TV channels are there in the UK?
11. Name them all.
12. True or false – London was the first city in the world to have an underground train system?
13. On which side of the road do people drive in the UK?
14. Who is the patron saint of England and on which day is he remembered?
15. What is the climate like in the UK?
16. Name the branches of the military in the UK.
17. What is the capital city of England?
18. What is the name of the third most popular political party in the UK and who leads it?
19. What is the name of the major river that runs through London?
20. Who is the patron saint of Ireland and on which day is he remembered?

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Test Your Research Skills

Find the Odd One Out 1

1. Which of the following was not a **wife of Henry VIII**?
a) Anne Boleyn b) Catherine Howe c) Anne of Cleves d) Catherine Parr
2. Which of the following does not have a **Chinese year** named after it?
a) tiger b) rat c) cat d) pig
3. Which of the following is not a **collective noun**?
a) A company of actors b) A pack of wolves
c) A clerk of owls d) A nye of pheasants
4. Which of the following is not a **Best Picture winner** at the Oscars®?
a) Star Wars b) Chicago c) Forrest Gump d) Rain Man
5. Which of the following was **not invented in the 20th Century**?
a) The aspirin b) The airship (rigid) c) The bicycle d) The escalator
6. Which of the following was not a **Pope** of the Roman Catholic Church?
a) John Paul I b) Leo X c) Gregory XXI d) Pius XII
7. Which of the following was not one of the **Twelve Apostles**?
a) Paul b) Peter c) Andrew d) James
8. Which of the following is not a **shipping area** around Great Britain and Ireland?
a) Viking b) West Utsire c) Dogger d) Fastnet
9. Which of the following was not a **major battle** in world history?
a) Somme b) Boston Fields c) Pearl Harbour d) Bunker Hill
10. Which of the following is not a **continent** of the world?
a) Europe b) Asia c) Australia d) Africa

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Test Your Research Skills

Find the Odd One Out 2

1. Which of the following was not a **Prime Minister of Great Britain**?

- a) David Lloyd George b) Alfred Disraeli c) Harold Wilson d) John Major

2. Which of the following is not a **member of NATO**?

- a) France b) Poland c) Russia d) Germany

3. Which of the following is not a **day of the week**?

- a) Monday b) Thursdays c) Tuesday d) Friday

4. Which of the following is not a **mountain** in the Himalayas?

- a) Everest b) K2 c) Kalahari d) Lhotse

5. Which of the following is not an **ocean**?

- a) Mediterranean b) Arctic c) Pacific d) Atlantic

6. Which of the following is not a **country**?

- a) Brazil b) Lithuania c) Africa d) Norway

7. Which of the following is not a **world religion**?

- a) Islam b) Bhuddist c) Christianity d) Judaism

8. Which of the following was not a **sovereign of the British Isles**?

- a) Henry IV b) Stephen c) Henry VIII d) George VII

9. Which of the following is not a **colour**?

- a) red b) lilac c) dark d) mauve

10. Which of the following is not a **verb infinitive**?

- a) undertake b) understand c) underneath d) undergo

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Test Your Research Skills

Find the Odd One Out 3

1. Which of the following is not an **English county**?

- a) Merseyside b) Kent c) Bedford d) Cheshire

2. Which of the following is not a **member of the Commonwealth**?

- a) Zambia b) Mexico c) The Seychelles d) New Zealand

3. Which of the following is not an **adjective**?

- a) usual b) nearly c) near d) good

4. Which of the following is not a **chemical element**?

- a) Silver b) Platinum c) Emerald d) Titanium

5. Which of the following was not **Poet Laureate**?

- a) W B Yeats b) Cecil Day Lewis c) William Wordsworth d) Ted Hughes

6. Which of the following is not a **traditional wedding anniversary gift**?

- a) stone b) lace c) paper d) ruby

7. Which of the following is not a **month of the year**?

- a) May b) June c) October d) winter

8. Which of the following is not a **public holiday in the UK**?

- a) Boxing Day b) St. George's Day c) Christmas Day d) Easter Monday

9. Which of the following is not a **fruit**?

- a) banana b) orange c) tangerine d) lemonade

10. Which of the following is not a **planet** of the solar system?

- a) Mars b) Uranus c) Sahara d) Earth

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Test Your Research Skills

Find the Odd One Out 4

1. Which of the following is not an **English city**?

- a) Southampton b) Stirling c) Bristol d) Birmingham

2. Which of the following is not a **Formula 1 World Drivers' Championship-winning team**?

- a) Ferrari b) McLaren c) Honda d) Mercedes

3. Which of the following is not a **Knight of the Round Table**?

- a) Sir Gawain b) Sir Galahad c) Sir Gareth d) Sir Will

4. Which of the following is not one of the **seven deadly sins**?

- a) sloth b) pride c) cowardice d) gluttony

5. Which of the following is not one of the **twelve days of Christmas**?

- a) nine ladies dancing b) seven swans a-swimming
c) ten lads a-leaping d) two turtle doves

6. Which of the following is not one of the **seven dwarfs** in Disney's "Snow White and the Seven Dwarfs"?

- a) Happy b) Grumpy c) Dozey d) Bashful

7. Which of the following is not a **musical expression**?

- a) mezzo b) fortissimo c) lardo d) troppo

8. Which of the following is not a **famous scientist**?

- a) Michael Faraday b) Aristophanes c) Pythagoras d) Albert Einstein

9. Which of the following is not a **bone in the human body**?

- a) femur b) luna c) patella d) clavicle

10. Which of the following is not a **Roman god**?

- a) Venus b) Aphrodite c) Mercury d) Bacchus

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Test Your Research Skills

Amazing Inventions

Write the name of the inventor/s and when each item was invented:

1. aeroplane _____
2. aspirin _____
3. bicycle _____
4. Coca Cola _____
5. concrete _____

6. credit card _____
7. hairdryer _____
8. ink _____
9. instant coffee _____
10. Mars bar _____

11. Penicillin _____
12. ballpoint pen _____
13. refrigerator _____
14. zip fastener _____
15. cornflakes _____

16. Christmas card _____
17. Walkman _____
18. helicopter _____
19. Monopoly _____
20. radio _____

21. crossword _____
22. telephone _____
23. television _____
24. toothbrush _____
25. vacuum cleaner _____

Extra time:

- a) Which of these inventions could we **live without** today and which are **essential**?
- b) Write a short story or newspaper article about how one of these items was invented.

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Test Your Research Skills

Units of Time

Use a library or the internet to find the answers to the following questions:

1. Which is faster, a nanosecond or a millisecond?
2. Which is faster, a millisecond or a microsecond?
3. How many milliseconds are there in a second?
4. How many seconds are there in five minutes?
5. How many minutes are there in a quarter of an hour?
6. How many seconds are there in two hours?
7. How many minutes are there in a day?
8. How many hours are there in a day?
9. How many hours are there in a weekend?
10. How many hours are there in one week?
11. How many minutes are there in a fortnight?
12. How many days are there in a calendar month?
13. How many days are there in a lunar month?
14. How many days are there in a standard year?
15. How many days are there in a leap year?
16. How many hours are there in a leap year?
17. How many years are there in a generation?
18. How many years are there in four decades?
19. How many years are there in a couple of centuries?
20. How many years are there in a millennium?

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Test Your Research Skills

Things to Do in London

Complete each sentence below using one of these words:

Bankside / Buckingham / Chelsea / Cleopatra's / Covent / Cromwell / Downing

Eye / Globe / Harrods / Hyde / James's / Pancras / Parliament / Regent's

South / Thames / Threadneedle / Trafalgar / West

1. Visit the Serpentine in _____ Park.
2. Spend some time at the National Gallery in _____ Square.
3. See a hit _____ End play or musical.
4. Take in some contemporary art at Tate Modern in _____.
5. Go to the Royal Opera House in _____ Garden.
6. Visit the dinosaurs at the National History Museum on _____ Road.
7. Call in at _____ and do a spot of shopping at Knightsbridge's most famous store.
8. Become a 'groundling' and catch a play at the reconstruction of Shakespeare's _____.
9. Visit the British Library, which is next to St. _____ Station. It has a copy of every book ever published in the UK.
10. Get a unique aerial view of London by taking a flight on the London _____.
11. Have tea with the Prime Minister (if they're in) at number ten _____ Street.
12. Try to arrange an overdraft at the Bank of England, which you'll find on _____ Street.
13. Take part in a debate in the Commons at the Houses of _____.
14. Spend some time at the Cabinet War Rooms, near St. _____ Park.
15. Have your picture taken with the guards outside _____ Palace.
16. Take a stroll down the King's Road in the borough of _____.
17. Say 'hello' to the elephants at London Zoo, which is in _____ Park.
18. Book tickets for a play at the National Theatre on the _____ Bank.
19. Walk along the Embankment with a friend until you reach _____ Needle.
20. Enjoy a relaxing cruise on the River _____.

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Test Your Research Skills

More Interesting Place Names 1

Below is a list of towns and villages in England, Scotland and Wales.

However, among the real place names there are up to ten fake names. Using an atlas of Great Britain, find any fake names and put a tick next to them:

Angle

Paul

Six Mile Bottom

Old Deer

Pieces O' Eight

Jeff

Red Roses

Wormelow Tump

Hospital Farrowes

Tempest Waters

Over Hampton

Shop

Bare

Little Wallace

Field Lane End

Home

Jeffreyston

Great Heck

Air

Henley Overcoat

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Test Your Research Skills

More Interesting Place Names 2

Below is a list of towns and villages in England, Scotland and Wales.

However, among the real place names there are up to ten fake names. Using an atlas of Great Britain, find any fake names and put a tick next to them:

Hope

Souldrop

Little Wisbech

Summersby

Earning Over Street

Bovary

Affpuddle

Abbey i' th' Field

Egg

Fobbing

Burton Coggles

Bird's Hove

Hartshill

Good Easter

Trunch

Bugle

Little London

Upper Chute

St. George's Mount

Waterbourne

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Test Your Research Skills

Student Self-Assessment Form

To be completed by students at the start of a new course:

1. Why do you want to learn English?

2. What languages can you speak and write?

3. What is your **first language**?

4. Have you studied English before? *(If yes, when and where did you study?)*

5. What was the highest level you achieved?

6. Do you read English language magazines and/or books at home?
(If yes, which ones?)

7. Do you watch English language TV programmes and/or listen to English language radio programmes? *(If yes, which ones?)*

8. Do you prefer writing practice or speaking practice?

9. Write GOOD, OK, or BAD under these subjects to show what you think of your ability at the moment:

speaking:

listening:

reading:

writing:

10. What do you want to gain from doing this course?

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answers to worksheets and notes for use

Answers to Worksheets and Notes for Use

Grammar Skills

- 5** **be:** I am, I was, I am being, I was being, I have been, been
 he/she is, he/she was, he/she is being, he/she was being, he/she has been,
 been
- go:** I go, I went, I am going, I was going, I have been/gone, been/gone
 he/she goes, he/she went, he/she is going, he/she was going, he/she has
 been/gone, been/gone
- do:** I do, I did, I am doing, I was doing, I have done, done
 he/she does, he/she did, he/she is doing, he/she was doing, he/she has
 done, done
- have:** I have, I had, I am having, I was having, I have had, had
 he/she has, he/she had, he/she is having, he/she was having, he/she has
 had, had
- see:** I see, I saw, I am seeing, I was seeing, I have seen, seen
 he/she sees, he/she saw, he/she is seeing, he/she was seeing, he/she has
 seen, seen
- eat:** I eat, I ate, I am eating, I was eating, I have eaten, eaten
 he/she eats, he/she ate, he/she is eating, he/she was eating, he/she has
 eaten, eaten
- 6** Answers will vary.
- 7** 1. aren't I? 2. don't you? 3. don't I? 4. isn't she? 5. haven't they? 6. do I? 7. are you?
8. isn't it? 9. hasn't she? 10. hasn't he? 11. don't you? 12. doesn't it? 13. isn't it?
14. does he? 15. hasn't it? 16. doesn't he? 17. aren't we? 18. doesn't she?
19. have you? 20. haven't you?
- 8** 1. are you? 2. doesn't she? 3. has she? 4. don't we? 5. don't they? 6. have we?
7. aren't I? 8. are they? 9. is he? 10. doesn't it? 11. haven't they? 12. didn't they?
13. isn't he? 14. aren't they? 15. has it? 16. have I? 17. do we? 18. isn't she?
19. haven't they? 20. haven't I?
- 9** 1. was I? 2. were they? 3. didn't he? 4. hadn't I? 5. weren't they? 6. didn't it?
7. had you? 8. didn't it? 9. did I? 10. had she? 11. wasn't I? 12. was she?
13. hadn't it? 14. did we? 15. wasn't she? 16. didn't she? 17. had I? 18. did I?
19. hadn't he? 20. didn't he?
- 10** 1. were you? 2. had he? 3. hadn't they? 4. didn't she? 5. wasn't it? 6. didn't you?
7. hadn't we? 8. didn't they? 9. were you? 10. wasn't it? 11. hadn't they? 12. had
she? 13. was he? 14. didn't we? 15. hadn't you? 16. weren't we? 17. didn't you?
18. weren't we? 19. hadn't it? 20. didn't they?
- 11** 1. can't I? 2. can't they? 3. will it? 4. mustn't it? 5. mustn't I? 6. won't I? 7. can she?
8. will I? 9. mustn't they? 10. will he? 11. can I? 12. won't he? 13. mustn't you?
14. can't he? 15. will you? 16. mustn't she? 17. must they? 18. can't it? 19. won't
you? 20. won't they?
- 12** 1. couldn't I? 2. should I? 3. couldn't he? 4. would we? 5. shouldn't we? 6. wouldn't
she? 7. would I? 8. couldn't you? 9. couldn't he? 10. wouldn't it? 11. should I?
12. wouldn't I? 13. shouldn't she? 14. could she? 15. would she? 16. shouldn't he?
17. would they? 18. would you? 19. wouldn't they? 20. couldn't it?

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Answers to Worksheets and Notes for Use

- 13 Answers will vary.
- 14 Answers will vary.
- 15 Answers will vary.
- 16 1. been. 2. completed. 3. spoken. 4. left. 5. eaten. 6. had. 7. driven. 8. sold. 9. asked. 10. seen. 11. offered. 12. made. 13. cleaned. 14. lived. 15. heard.
- 17 1. finished. 2. read. 3. visited. 4. used. 5. entered. 6. spent. 7. passed. 8. checked. 9. taken. 10. broken. 11. painted. 12. given. 13. hung up. 14. written. 15. got.
- 18 Answers will vary.
- 19 1. It's. 2. it's. 3. It's. 4. It's. 5. its. 6. It's. 7. its. 8. its. 9. It's. 10. it's. 11. itself. 12. its. 13. It's. 14. its. 15. It's. 16. its. 17. it's. 18. It's. 19. its. 20. its.
- 20 1. it's. 2. its. 3. its. 4. It's. 5. its. 6. itself. 7. its. 8. It's. 9. its. 10. It's. 11. its. 12. its. 13. It's. 14. It's. 15. its, its, its. 16. itself. 17. It's. 18. it's. 19. It's. 20. It's, its, its, it's.
- 21 **common nouns:** bolabod, flomp, belinop; **proper nouns:** Brongbrong, Roytapo; **verbs:** jinglop, hud, plirk, querpel, jepjev; **adjectives:** gongly, jambry, jocking; **adverb:** goomfie; **prepositions:** briosh, blop; **conjunctions:** fleb, cheeble; **articles:** posky, jrempe. For example, no.1 could read: "The *milk* (common noun) is very *cold* (adjective). I put it *in* (preposition) the fridge."
- 24 (Main verb/compound verb shown in brackets) 1. early (woke up). 2. beautifully (sang). 3. angrily (shouted). 4. slowly (walked). 5. quickly (worked). 6. yesterday (went). 7. badly (play). 8. late (arrived). 9. soundly (was sleeping). 10. passionately (spoke out). 11. well (played). 12. completely (disagree). 13. honestly (tell). 14. perfectly (can hear). 15. dangerously (drives). 16. lately (seen). 17. often (go clubbing). 18. quietly (close). 19. fluently (speak). 20. Suddenly (rang).
- 25 (Main verb/compound verb shown in brackets) 1. soon ('ll see). 2. hurriedly (leave). 3. Fortunately (found). 4. briefly (see). 5. home (take). 6. surprisingly (has gone). 7. easily (are). 8. Stupidly (locked). 9. patiently (explained). 10. again (went). 11. fast (was going). 12. usually (get up). 13. very (were). 14. Sadly (be with us). 15. nicely (play). 16. safely (use the road). 17. never (know). 18. totally (was). 19. noisily (were eating). 20. tomorrow ('re leaving).
- 26 Answers to the second part of this question will vary. Examples are shown in brackets. 1. **understand** (underneath). 2. **afloat** (awake). 3. **bicycle** (bilateral). 4. **supermarket** (superstar). 5. **foreground** (forehead). 6. **cooperate** (coexist). 7. **international** (interview). 8. **decrease** (destabilise). 9. **disown** (discover). 10. **incomplete** (incompetent). 11. **overwork** (overuse). 12. **undo** (unexpected). 13. **mislead** (mistake). 14. **return** (reuse). 15. **subconscious** (subdivision).
- 27 Answers to the second part of this question will vary. Examples are shown in brackets. 1. **endless** (meaningless). 2. **explained** (advised). 3. **novelist** (typist). 4. **poetic** (tragic). 5. **improvement** (achievement). 6. **learner** (waiter). 7. **humorous** (jealous). 8. **greatness** (happiness). 9. **realise** (specialise). 10. **actor** (sailor).

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Answers to Worksheets and Notes for Use

11. **helpful** (hopeful). 12. **soften** (enliven). 13. **electrical** (comical). 14. **intention** (exception). 15. **accessible** (invisible).

28 1. See you **in** five minutes. 2. It's my birthday **on** Monday. 3. We're going on holiday **at** the weekend. 4. I started my English class last autumn. 5. I'm meeting her **at** five o'clock. 6. My brother was born **on** the first of May 1984. 7. Are you leaving **in** the morning? 8. Do you want to go to Birmingham with me next weekend? 9. I'm going to college **in** September. 10. The concert starts **at** 8 pm **on** Sunday evening. 11. "Can you help me tidy up, please?" "Sorry, I'm a bit busy **at** the moment." 12. I didn't go out **on** Saturday night. Did you? 13. Can you call me **at** lunchtime tomorrow? 14. We're going to Spain **in** a fortnight's time. 15. The driver said the bus leaves **at** 10.15.

29 1. Valentine's Day is **in** February. 2. I'm going to meet Claire **at** two o'clock **in** the afternoon. 3. Sarah and Kezia are moving house next week. 4. We bought this house **in** 1998. 5. He often misses classes **on** Friday afternoons. 6. **On** Monday there will be a special programme about the environment on BBC 2. 7. I've been really tired this week. 8. I went shopping **on** Thursday morning. 9. Betty's going to the doctor's **in** the morning. 10. The party started **at** 5 pm. 11. I was born **in** September. My birthday is **on** September 20th. 12. The last visitors left **at** a quarter to twelve. 13. Kasia and Billy got engaged **at** Christmas. 14. We went out for a meal last Saturday. 15. I'll talk to you **at** the end of the lesson, Nigel.

Vocabulary Skills

30 1. luxury. 2. maturity. 3. motivation. 4. music. 5. opinion. 6. pain. 7. patience. 8. peace. 9. peculiarity. 10. pleasantness. 11. principle. 12. reality. 13. redemption. 14. refreshment. 15. relaxation. 16. relief. 17. riches/richness. 18. romance. 19. sadness. 20. sanity.

31 1. satisfaction. 2. sensitivity. 3. sleep/sleepiness. 4. sorrow. 5. strictness. 6. strength. 7. stupidity. 8. submissiveness. 9. success. 10. surprise. 11. sympathy. 12. talent. 13. tiredness. 14. tolerance. 15. unemployment. 16. warmth. 17. weakness. 18. wisdom. 19. wit. 20. worry.

33 1. c) 2. j) 3. b) 4. d) 5. g) 6. a) 7. h) 8. i) 9. e) 10. f)

34 1. f) 2. h) 3. b) 4. e) 5. c) 6. g) 7. a) 8. j) 9. d) 10. i)

35 1. head, heels. 2. mind. 3. eye, eye. 4. nose. 5. cheek. 6. mouth. 7. lip. 8. neck. 9. back. 10. heart. 11. chest. 12. stomach. 13. arm, leg. 14. hand. 15. palm. 16. finger. 17. hip. 18. bottom. 19. knees. 20. foot.

36 1. body. 2. vein. 3. blood. 4. skin. 5. hair. 6. brow. 7. pupils. 8. tooth. 9. face. 10. chin. 11. throat. 12. shoulder. 13. ribs. 14. lungs. 15. belly. 16. appendix. 17. arms. 18. thumb. 19. leg. 20. toes.

38 1. no smoking. 2. enter. 3. no dogs allowed. 4. danger. 5. fire exit. 6. closed. 7. out of order. 8. pull. 9. private. 10. queue here. 11. way out. 12. keep out. 13. vacancies. 14. toilets. 15. pay and display. 16. push. 17. open. 18. welcome. 19. no mobile phones. 20. please pay here.

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Answers to Worksheets and Notes for Use

- 39** Note: both options are correct: 1. It's ten past twelve. / It's twelve ten. 2. It's twenty-five to four. / It's three thirty-five. 3. It's ten to nine. / It's eight fifty. 4. It's eighteen minutes to twelve. / It's eleven forty-two. 5. It's quarter past nine. / It's nine fifteen. 6. It's twenty past four. / It's four twenty. 7. It's quarter past seven. / It's seven fifteen. 8. It's ten o'clock. 9. It's two minutes past two. / It's two oh two. 10. It's quarter past six. / It's six fifteen. 11. It's ten o'clock at night. / It's ten pm. 12. It's seven o'clock in the evening. / It's seven pm. 13. It's twenty-five past seven. / It's seven twenty-five. 14. It's eighteen minutes past four. / It's four eighteen. 15. It's one o'clock in the afternoon. / It's one pm.
- 40** 1. college. 2. dental surgery. 3. office. 4. home. 5. farm. 6. hospital. 7. aeroplane. 8. shop. 9. school. 10. church. 11. garage. 12. bus. 13. theatre. 14. community. 15. restaurant. 16. building site. 17. salon. 18. studio. 19. bank. 20. other people's homes.
- 41** 1. foolish. 2. ordinary. 3. strange. 4. irritable. 5. aspiring. 6. desolate. 7. envious. 8. fortunate. 9. little-known. 10. unchanging. 11. unforgettable. 12. glowing. 13. easy. 14. implausible. 15. coarse.
- 42** 1. angry. 2. distinguished. 3. mouth-watering. 4. accessible. 5. determined. 6. sad. 7. overdue. 8. defective. 9. cheap. 10. sore. 11. excellent. 12. destitute. 13. cautious. 14. reliable. 15. misty.
- 43** Boys' names: George, Tom, Tony, John, Nigel, Simon, Tim, Andrew, Paul, Jeff.
Girls' names: Tania, Rachael, Simone, Paula, Claire, Charlotte, Anne, Tracey, Stephanie, Jenny.

Spelling Skills

- 45** marriage, changeable, already, conceited, knowledge; immediate, privilege, definite, assassination, amateur; committed, tomorrow, receive, no one, accumulate.
- 46** withhold, questionnaire, opposite, occasion, discussion; government, experience, inoculate, compelled, accuracy; recommend, pronunciation, attachment, Wednesday, unnecessary.
- 47** accidentally, appreciate, accommodation, handkerchief, apparent; weather *or* whether, possession, summary, perceive, noticeable; familiar, irresistible, hypocrisy, independent, innumerable.
- 48** 1. accommodation. 2. conceive. 3. believe. 4. irrelevant. 5. marriage. 6. necessary. 7. tomorrow. 8. whether. 9. recommend. 10. immediate. 11. humorous. 12. achievement. 13. beginning. 14. apparent. 15. fifteen.
- 49** a) eighteen. b) twenty-eight. c) five *or* nine. d) twenty-two. e) nineteen. f) eleven. g) six. h) seven. i) twenty-three. j) thirty. k) five *or* nine. l) twenty-four.
- 50** a) thirteen. b) seventeen. c) one. d) two. e) twenty. f) three. g) twenty-one. h) four. i) ten. j) twelve. k) eight. l) fourteen.

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Answers to Worksheets and Notes for Use

- 51** Suggested answers: 1. ful. 2. an. 3. ti. 4. tic. 5. ap. 6. hea. 7. ant. 8. pu. 9. i. 10. lar. 11. en. 12. sive. 13. nal. 14. tique. 15. un. 16. si. 17. trac. 18. real. 19. thy. 20. fre. Words with two syllables: 1, 2, 6, 7, 13, 14, 18, 19 and 20. Words with three syllables: 3, 4, 8, 10, 12, 15, 16 and 17. Words with four syllables: 5, 9 and 11.
- 52** 1. ly. 2. pi. 3. ver. 4. hea. 5. sion. 6. ly. 7. times. 8. rough. 9. liev. 10. ver. 11. dis. 12. ly. 13. nal. 14. hon. 15. ant. 16. thi. 17. dent. 18. lute. 19. mor. 20. qui. Words with two syllables: 1, 6, 7, 10 and 12. Words with three syllables: 2, 3, 4, 8, 13, 14, 16, 19 and 20. Words with four syllables: 11, 15, 17 and 18. Words with five syllables: 5 and 9.
- 53** 1. ping. 2. so. 3. park. 4. check. 5. ing. 6. de. 7. cher. 8. net. 9. ket. 10. trol. 11. per. 12. off. 13. ment. 14. rest. 15. la. 16. tant. 17. card. 18. duced / ceipt. 19. a. 20. to. Words with two syllables: 3, 4, 9, 10 and 18. Words with three syllables: 5, 7, 17, 19 and 20. Words with four syllables: 1, 11, 13, 15 and 16. Words with five syllables: 6, 8, 12 and 14. Word with six syllables: 2.
- 54** 1. THE MERRY WIVES OF WINDSOR. 2. AS YOU LIKE IT. 3. ROMEO AND JULIET. 4. TITUS ANDRONICUS. 5. THE WINTER'S TALE. 6. THE MERCHANT OF VENICE. 7. THE COMEDY OF ERRORS. 8. A MIDSUMMER NIGHT'S DREAM. 9. MEASURE FOR MEASURE. 10. HENRY V. 11. MUCH ADO ABOUT NOTHING. 12. RICHARD III. 13. KING LEAR. 14. TWELFTH NIGHT. 15. ALL'S WELL THAT ENDS WELL.
- 55** 1. abominable. 2. admissible. 3. audible. 4. achievable. 5. believable. 6. comfortable. 7. compatible. 8. considerable. 9. debatable. 10. excitable. 11. fashionable. 12. feasible. 13. flexible. 14. forgettable. 15. gullible. 16. illegible. 17. incredible. 18. inedible. 19. inevitable. 20. infallible. 21. insensible. 22. insufferable. 23. invisible. 24. knowledgeable. 25. laughable. 26. legible. 27. memorable. 28. noticeable. 29. possible. 30. preferable. 31. questionable. 32. reliable. 33. responsible. 34. sensible. 35. suitable. 36. terrible. 37. unacceptable. 38. unsuitable. 39. visible. 40. washable.

Reading Skills

- 56-57** Note: as well as being used as reading comprehension tests, these worksheets could also be used with learners as oral tests. **Method:** read the text aloud and ask learners to make notes from what they hear. They should then compare their notes with a partner or the whole group. Read the text again and learners should check their notes and refine them, before comparing them again with their partner or group when you finish reading. You could then either ask the questions verbally or give learners a photocopy of the questions only. Check feedback with the whole group at the end of the activity. You could give learners a copy of the initial text for reference. With lower level groups you could do the reading and note-taking step a third time.
- 56** 1. Mike, Renault Clio, blue. 2. Narinder, Renault Clio, blue. 3. Graham, Seat, red. 4. Barbara, Ford Focus, black. 5. Not known, Seat, brown. 6. Rob, Ford, red. 7. Carrie, Toyota, white. 8. John, Renault Espace, dark blue. 9. Lisa, Peugeot 206, green. 10. Tanya, Hyundai, silver.

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Answers to Worksheets and Notes for Use

- 57 Adam: £17.96. Amélie: £10.48. Julia: £16.96. Jan: £15.47. Wai Ching: £20.94. Kevin: £17.61. Total bill (including gratuity): £99.42. Average cost of meal: £16.57.
- 58 Answers will vary.
- 59 1. hard. 2. long. 3. expensive. 4. far. 5. busy. 6. small. 7. slow. 8. hot. 9. dry. 10. loud. 11. bright. 12. noisy. 13. late. 14. interested. 15. argumentative.
- 60 1. Avenue. 2. Croft. 3. Chase. 4. Churchyard. 5. Circle. 6. Circus. 7. Close. 8. Copse. 9. Crescent. 10. Court. 11. Drive. 12. Gardens. 13. Green. 14. Grange. 15. Grove. 16. Hill. 17. Heights. 18. Lane. 19. Mews. 20. Parade. 21. Place. 22. Road. 23. Rise. 24. Row. 25. Square. 26. Street. 27. Terrace. 28. Walk. 29. Way. 30. Yard.
- 62 1. surgery. 2. clothes shop. 3. bank. 4. museum. 5. train station. 6. supermarket. 7. bookshop. 8. hospital. 9. leisure centre. 10. playing field. 11. school. 12. newsagent. 13. Mrs. Simon's house. 14. post office. 15. Margaret Hart's house.
- 63 1. A) post office, B) school, C) bank, D) supermarket. 2. E) leisure centre, F) newsagent. 3. G) bank, H) Park, I) museum. 4. J) surgery, K) clothes shop. 5. L) train station, M) supermarket, N) hospital, O) Norfolk Park.
- 64 1. A) clothes shop, B) bookshop. 2. C) train station, D) Mrs. Simon's house. 3. E) hospital, F) St. John's, G) River, H) surgery, I) clothes shop. 4. J) playing field, K) train station, L) Done. 5. M) museum, N) Norfolk, O) Ford, P) St. John's.
- 65-66 Note: you could use the following two worksheets as listening exercises.
- 65 1. 5,663, eggs, h). 2. 4,614, high, f). 3. 38,076, Globe, j). 4. 638, beg, a). 5. 53,045, shoes, g). 6. 5,508, boss, i). 7. 57,714, hills, d). 8. 5,317, lies, e). 9. 34, he, c). 10. 637, leg, b).
- 66 1. 55,076, gloss, h). 2. 7,105, soil, c). 3. 4,615, sigh, j). 4. 35,007, loose, a). 5. 53,5507, losses, i). 6. 808, Bob, e). 7. 771, ill, g). 8. 5,338, bees, b). 9. 57,718, bills, d). 10. 14, hi, f).
- 70 **FACTS:** 1. Saturday. 2. 5 pm. 3. Two. 4. 124 Brick Lane. 5. Have a lie-in (stay in bed late). **GUESS:** 6. We can assume that it is the number next to her name: 7718844. 7. We can assume that it is Maths, because Katie is meeting him after the Maths lesson. 8. We can assume that he is, although we don't know for sure! 9. We can assume that it is swimming, because she goes to swimming club. 10. We don't know. Although she attends college, she could be any age over sixteen. **IMAGINE:** Answers will vary.
- 72 1. Five pounds ninety pence. 2. Midnight. 3. Special Rice Noodles. 4. Number thirty-eight. It costs four pounds fifty pence. 5. Zero one three three four two, two four zero nine one zero two. 6. Seven pounds forty pence. 7. For six hours. 8. Number forty – Shrimp Rice Noodles. It costs four pounds ten pence. 9. One pound thirty pence. 10. Mixed Vegetable Fried Rice. 11. Sixteen pounds eighty-five pence. 12. Forty-six pounds ten pence. 13. One hundred and forty-eight Field Lane, Northover, NO twenty two, one JP. 14. Choose number forty – Shrimp Rice Noodles,

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Answers to Worksheets and Notes for Use

number sixty-four – Mushroom Fried Rice, and number one hundred and ninety-one – Sweet & Sour Sauce, at a total cost of eight pounds eighty-five pence. 15. Thirty-eight hours per week.

73 Method: 1. Photocopy or print page 73 onto thin card. 2. Pre-teach some of the more difficult vocabulary words, if necessary (e.g. some of the cooking verbs). 3. Ask your learners to work in pairs and give one copy of the page to each pair. 4. Learners have to complete the gaps using the twenty missing words (below). 5. Then they can cut out the cards and arrange them in the correct sequence. Encourage learners to write the order number of each card in the egg-shaped space. 6. Use the recipe to make a delicious chocolate cake (optional!). Note: learners may decide that cards 3 and 4 could go after card 7. This would be possible, but the specified way is preferable because it's more usual when cooking to prepare your equipment before handling the ingredients. The missing words are: **bake, put, margarine, pour, beat, baking, preheat, grease, sift, stand, flour, take, remove, cocoa, spread, stir, enjoy, line, decorate, and chocolate.** (Full answers are on page 74.)

75 1. bed and breakfast (on a sign). 2. before Christ (after a date, e.g. 100,000 BC). 3. compact disc (on a CD). 4. anno Domini (before a date, e.g. AD 1066). 5. post meridiem (after a time, e.g. 4 p.m.). 6. curriculum vitae (in a book about job hunting). 7. human immunodeficiency virus (in a leaflet about AIDS). 8. postscript (at the end of a letter). 9. doctor (before a doctor's name). 10. kilometre(s) (on a map or a road sign). 11. digital versatile disc (on a DVD). 12. television (on the cover of a listings guide). 13. United Kingdom (on a world map). 14. personal computer (on a brochure about computer courses). 15. ante meridiem (after a time, e.g. 4 a.m.). 16. as soon as possible (on a note or email). 17. Mistress (before a woman's surname, e.g. Mrs Partridge). 18. et cetera – from Latin: 'and the rest' (at the end of a list of words, e.g. fruit, vegetables, cereal, beans, etc.). 19. British Broadcasting Corporation (on the BBC website). 20. unidentified flying object (in a sci-fi story). 21. care of (in an address). 22. Mister (before a man's surname, e.g. Mr Partridge). 23. would like to meet (in a 'lonely hearts' advert). 24. or nearest offer (in an advert for second-hand goods). 25. Member of Parliament (after the name of an MP, e.g. Gordon Brown MP).

Extra Time: a) ten more common abbreviations: AA (Automobile Association), ad (advertisement), cf. (compare), DIY (Do It Yourself), ESOL (English for Speakers of Other Languages), ETA (estimated time of arrival), EU (European Union), ft (foot / feet), limo (limousine), YHA (Youth Hostels Association). b) Answers will vary.

Speaking & Listening Skills

81 Method: The Amazing Maze Game is a fun activity for large or small groups, which could be used as an ice-breaker to practise memory skills and team-building, as well as prepositions vocabulary. First of all, decide on your route through the maze. Your class will have to find this route. They will find it by a process of trial and error, which will require them to watch each other's moves carefully and remember the route as it is uncovered. The aim of the activity is to find the correct route through the maze – your route. In the process, a shared memory of the route will be created by the group.

Each player chooses a counter and places it at the start. The first player moves their

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counter onto any space on the bottom line. If it's correct they can guess again. Players take turns in the game and can move left, right, forwards or backwards onto any space which is next to their current space. Players may move diagonally if they wish. It is better for players to 'pause' on each space and check with you that it's correct before continuing, rather than rushing ahead. The pace of the game should be slow and steady! Try not to give any clues as to whether or not players are 'hot' or 'cold' while they are choosing, until they have made their move. It's much more fun to keep a deadpan expression and let them keep guessing! If the player chooses a space that is not correct they must move their counter back to the start and the next player begins their turn. Play continues until the players find the route through the maze.

You can play the game as a team game where players are allowed to help each other, or as an individual contest, where players are responsible for remembering the route-in-progress themselves, without any help from the group. Make the activity harder by saying that students must speak only English throughout and if they use their own language they will have to return to the start and lose their turn. You could use this game to elicit and practise prepositions vocabulary and giving directions, for example: 'Go straight on', 'Turn left', 'Go back one space', and so on. You can always alter the dimensions and shape of the maze to suit your group and the time available. The bigger the maze and longer the route, the longer the activity will take. You could attach forfeits to particular spaces (for example: 'miss a turn', 'talk about your capital city for one minute' or 'sing your country's national anthem'). There are lots of possibilities for adapting this game. If you have time make a really big version of the maze out of a piece of fabric – big enough for students to be able to use themselves instead of counters and walk through the maze. It's great fun!

- 83** 1. aisle. 2. muscle. 3. chord. 4. sign. 5. half. 6. would. 7. receipt. 8. back. 9. high. 10. knee. 11. yacht. 12. bread. 13. people. 14. answer. 15. school. 16. duvet. 17. vegetable. 18. autumn. 19. question. 20. scissors. 21. cocoa. 22. talk. 23. government. 24. what. 25. island. 26. deaf. 27. press. 28. night. 29. asthma. 30. plumber.
- 84** 1. head. 2. whistle. 3. debt. 4. ballet. 5. sandwich. 6. honest. 7. knowledge. 8. cupboard. 9. listen. 10. height. 11. raspberry. 12. handbag. 13. soften. 14. butcher. 15. science. 16. write. 17. juice. 18. receive. 19. foreign. 20. guitar. 21. climb. 22. rhyme. 23. bridge. 24. almond. 25. scene. 26. knickers. 27. sachet. 28. pneumonia. 29. guess. 30. Wednesday.
- 85** 1. feat, feet. 2. counsel, council. 3. blew, blue. 4. board, bored. 5. aloud, allowed. 6. feint, faint. 7. buy, by. 8. aunt, aren't. 9. ate, eight. 10. bee, be. 11. serial, cereal. 12. dye, die. 13. father, farther. 14. base, bass. 15. coarse, course. 16. find, fined. 17. bred, bread. 18. urn, earn. 19. berry, bury. 20. deer, dear.
- 86** 1. hart, heart. 2. grate, great. 3. flare, flair. 4. for, four. 5. genes, jeans. 6. fur, fir. 7. high, hi. 8. lead, led. 9. heal, heel. 10. idles, idols. 11. inn, in. 12. here, hear. 13. Its, It's. 14. heard, herd. 15. lone, loan. 16. lain, lane. 17. whole, hole. 18. leased, least. 19. flours, flowers. 20. flaw, floor.

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Answers to Worksheets and Notes for Use

Research Skills

88-91 All answers are correct at time of publication (October 2005).

88 1. Three. England, Scotland and Wales. 2. Belfast. 3. Constitutional monarchy. 4. The 1801 Act of Union merged Great Britain with Ireland. 5. Ben Nevis (1,344 metres). 6. Western Europe. 7. Saint Andrew. 30th November is known as St. Andrew's Day. 8. False. 9. National Union of Teachers. 10. The House of Commons and the House of Lords. 11. Prince Charles. 12. At age 18. 13. Up to 980,000 (source: <http://www.cbrd.co.uk/>). 14. The daffodil. 15. £. 16. The Tube. 17. 10 Downing Street, London, SW1A 2AA. 18. Red. 19. Birmingham. 20. 70 miles per hour.

89 1. Four. England, Scotland, Wales and Northern Ireland. 2. 1921. 3. Edinburgh. 4. 58.8 million, according to the 2001 Census (source: <http://www.number-10.gov.uk/>). 5. True. 6. 1999. 7. English, Welsh and Scots Gaelic. 8. British Telecommunications Plc. 9. Plaid Cymru. 10. Capitalist. 11. British Pounds Sterling. 12. Red. 13. The thistle. 14. 67.7 million (source: <http://www.baa.com>). 15. 17 years old. 16. Ben Nevis (1,344 metres). 17. King Edward VII. 18. He was her son. 19. True. Although the date of foundation is unknown, it is thought that teaching was taking place there as early as 1096. 20. Six hundred and fifty-three pence.

90 1. United Kingdom of Great Britain and Northern Ireland. 2. London. 3. Protestantism (27 million). 4. The 1536 Act of Union merged England and Wales into a single state. 5. Choose from: Anguila, Bermuda, British Indian Ocean Territory, British Virgin Islands, Cayman Islands, Falkland Islands, Gibraltar, Guernsey, Isle of Man, Jersey, Montserrat, Pitcairn Islands, Saint Helena, South Georgia and the South Sandwich Islands, Turks and Caicos Islands. 6. Tony Blair MP. 7. The Labour Party. 8. It is celebrated on 25th January in Scotland. 9. Trades Union Congress. 10. The Union flag (it should only be called the Union Jack when used aboard ship). 11. He was 59 years old. He was born on 9th November 1841 and became king when his mother Queen Victoria died on 22nd January 1901. 12. 11 Downing Street, London. 13. For five years, from 1653-1658. 14. True. 15. A red rose. 16. 11 pm. 17. 30 miles per hour. 18. The River Severn. 210 miles long (354 km). 19. The M25. 20. Chips.

91 1. Cardiff. 2. Great Britain was formed by the 1707 Act of Union when England (with Wales) and Scotland agreed to join together permanently. 3. Michael Howard MP. 4. The Conservative Party. 5. Queen Elizabeth II. 6. 6th February 1952. 7. Red, white and blue. 8. Saint David. 1st March is known as St. David's Day. 9. The shamrock. 10. Five. 11. BBC1, BBC2, ITV 1, Channel 4 and Five. 12. True. The first line opened in 1863. 13. On the left. 14. Saint George. 23rd April is known as St. George's Day. 15. Cool and temperate. Often cloudy and generally mild. 16. Army, Royal Navy (including Royal Marines) and Royal Air Force. 17. London. 18. The Liberal Democrats. Charles Kennedy MP. 19. River Thames. 20. Saint Patrick. 17th March is known as St. Patrick's Day.

92 1. b) 2. c) 3. c) 4. a) 5. b) 6. c) 7. a) 8. b) 9. b) 10. c)

93 1. b) 2. c) 3. b) 4. c) 5. a) 6. c) 7. b) 8. d) 9. c) 10. c)

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Answers to Worksheets and Notes for Use

- 94** 1. c) 2. b) 3. b) 4. c) 5. a) 6. a) 7. d) 8. b) 9. d) 10. c)
- 95** 1. b) 2. c) 3. d) 4. c) 5. c) 6. c) 7. c) 8. b) 9. b) 10. b)
- 96** 1. aeroplane – Orville and Wilbur Wright, 1903. 2. aspirin – Felix Hoffmann, 1899. 3. bicycle – Kirkpatrick Macmillan, 1839. 4. Coca Cola – John Pemberton, 1886. 5. concrete – The Romans, c.133 BC. 6. credit card – Ralph Schneider, 1950. 7. hairdryer – Alexandre Godefoy, 1890. 8. ink – The Chinese, c.2500 BC. 9. instant coffee – Nestlé, 1937. 10. Mars bar – Frank Mars, 1920. 11. Penicillin – Alexander Fleming, 1928. 12. ballpoint pen – Laszlo and George Biro, 1938. 13. refrigerator – James Harrison, 1862. 14. zip fastener – Whitcolme L Judson, 1893. 15. cornflakes – J & W Kellogg, 1894. 16. Christmas card – John Calcott Horsley, 1843. 17. Walkman – Sony, 1979. 18. helicopter – Louis and Jacques Breguet, 1907. 19. Monopoly – Charles Darrow, 1933. 20. radio – Guglielmo Marconi, 1901. 21. crossword – Arthur Wynne, 1913. 22. telephone – Alexander Graham Bell, 1876. 23. television – Baird, Jenkins and Mihaly, 1926. 24. toothbrush – The Chinese, c.1498. 25. vacuum cleaner – Ives W McGaffey, 1869. Extra Time: a) and b) – answers will vary.
- 97** 1. A nanosecond. There are a million nanoseconds in a millisecond. 2. A millisecond. There are a thousand microseconds in a millisecond. 3. 1,000 milliseconds. 4. 5 minutes x 60 seconds = 300 seconds. 5. 15 minutes. 6. 60 seconds x 60 minutes = 3,600 seconds in 1 hour; 3,600 x 2 = 7,200 seconds. 7. 60 minutes x 24 hours = 1,440 minutes. 8. 24 hours. 9. 2 days x 24 hours = 48 hours. 10. 24 hours x 7 days = 168 hours. 11. 1,440 minutes per day x 14 days = 20,160 minutes. 12. It varies between 28 and 31 days. 13. 29.53059 days. 14. 365 days. 15. 366 days. 16. 24 hours x 366 days = 8,784 hours. 17. 25 years. 18. 10 years (1 decade) x 4 = 40 years. 19. 100 years (1 century) x 2 (a couple) = 200 years. 20. 1,000 years.
- 98** 1. Hyde. 2. Trafalgar. 3. West. 4. Bankside. 5. Covent. 6. Cromwell. 7. Harrods. 8. Globe. 9. Pancras. 10. Eye. 11. Downing. 12. Threadneedle. 13. Parliament. 14. James's. 15. Buckingham. 16. Chelsea. 17. Regent's. 18. South. 19. Cleopatra's. 20. Thames.
- 99** The real place names are: Angle – Pembrokeshire; Six Mile Bottom – Cambridgeshire; Red Roses – Carmarthenshire; Bare – Lancashire; Jeffreyston – Pembrokeshire; Paul – Cornwall; Old Deer – Aberdeenshire; Wormelow Tump – Herefordshire; Shop – Cornwall; Great Heck – North Yorkshire.
- 100** The real place names are: Hope – Derbyshire; Affpuddle – Dorset; Burton Coggles – Lincolnshire; Trunch – Norfolk; Little London – Hampshire; Souldrop – Bedfordshire; Fobbing – Essex; Good Easter – Essex; Bugle – Cornwall; Upper Chute – Wiltshire.

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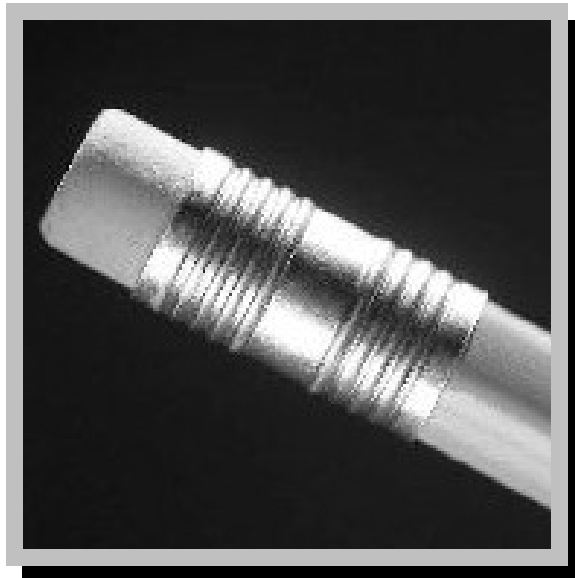
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by Matt Purland

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written English – and avoid making them!



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CHECK IT AGAIN!

(BOOK ONE)

by Matt Purland

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Matt Purland is a full-time lecturer in English Language. He holds 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 over 600 photocopiable worksheets for learning English, which have been collected together in three books – *Big Grammar Book*, *Big Activity Book* and *Big Resource Book* – and on a CD-ROM – *The First 500 Worksheets*. In 2002 he launched English Banana.com, which has become a hugely popular English language learning resource website.

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~~Content's~~

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~~Introuction~~

Introduction

About twelve months ago I placed a classified ad in a national magazine for my website, English Banana.com. A member of the classified team took the wording I wanted over the phone and agreed to design the ad, using my site's logo, copied from the website. The wording I asked for was:

Quality photocopiabe worksheets for English lessons

www.englishbanana.com

Now available from bookshops

The ad cost almost £100, but I was happy to pay because of the exposure I believed it would bring to my website. When I bought a copy of the finished magazine I was initially pleased with the layout of the ad but then horrified by the spelling mistake. The wording read:

Quality photocopyable worksheets for English lessons

www.englishbanana.com

Now Available from bookshops

Apart from the unnecessary capital letter on "Available", the misspelled "photocopyable" jumped out at me from the page. Since I had already paid for the ad there was nothing I could do. What would you have felt like doing, if you had paid £100 for the ad? When I phoned up to find out what had happened the classified ads manager was blasé about the error. He said, "Does it really make that much of a difference?" I asked for a discount on the next ad and he started to haggle, saying, "What's the price of an 'i' or a 'y'?" What he meant, I suppose, was how could you quantify what a mistake like that was worth? I explained that my website is aimed at people learning English and that its reputation and authority as a teaching tool could be damaged by an ad that showed that we ourselves have problems with spelling. It is human nature that a reader would probably attribute the mistake of "photocopyable" to the company which the ad represents, despite the fault lying with the ad designer. In the end he gave me a discount of £25 on the

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next ad, which didn't run, because a few weeks later I had the chance to cancel it. I have not advertised in that esteemed organ since, which means that they have lost a trade customer due to a "y" instead of an "i". The classified ads manager raised a good question, though. Does it really make that much of a difference?

It seems that almost everyone has read *The Da Vinci Code* by Dan Brown. But would you have picked up the book – let alone bought it – if the title on the cover had been spelled *The Da Vinci Cod*? Even though the entire contents of the book may have been mistake-free in terms of spelling and grammar, the misspelled title on the cover would have put off the majority of people from buying it. Why? Because it's wrong. Everyone knows that the correct title is *The Da Vinci Code*. There is general agreement about the spelling of the word "Code".

If the title wasn't spelled right, how could you be sure that the rest of the book wasn't also full of mistakes? We need to have confidence that what we are reading is *right*. We all make mistakes when writing English. Some of them can be spotted if we take time to check our work. Other mistakes are made because our spelling skills need improving or there is a lack of understanding about certain areas of use in grammar; for example when and how to use a comma.

All of the examples in this book are *adapted* from actual examples of English that I have spotted during the past twelve months. This is English as written by people who speak and write English as their first language (and, no doubt in many cases, their *only* language). Educated people. People who have, in most cases, enjoyed as many as sixteen years of full-time education. People who have been to university and graduated with first- and second-class degrees. People who have achieved high-paying jobs in advertising and marketing without ever really fully understanding the possessive role of the apostrophe.

So as not to infringe the copyright of the original authors, I have re-written each text in my own words, but kept the original mistake as well as the context in which it was found. So as not to confuse things, there is only one mistake in each text – so that means one mistake per page. Your challenge is to find the mistake, state which kind of mistake it is (out of the six categories – *apostrophes*, *articles*, *doesn't make sense*, *punctuation*, *singular/plural* and *spelling*), then write a corrected version. If you can't find a mistake, check the answers at the back of the book, starting on page 61. If you need help with any of the terms used in the book, for example 'common noun' or 'adverb', there is an A-Z of English Grammar Words, which starts on page 77.

I should perhaps say at this point that I'm not a hopelessly pedantic busybody who goes around looking for errors and taking pleasure in other people's mistakes. I'm an English teacher who is interested in helping others to learn

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about words and how to use them more successfully. I have found all the texts from which my examples are adapted during normal reading of newspapers, magazines, books, leaflets, posters and websites, rather than scanning material endlessly in search of mistakes. Since we all make mistakes and don't always use good grammar and spelling in private correspondence, e.g. emails, letters and text messages, I have excluded this kind of writing from the book and focused instead on *English which has been written for a wider audience* – i.e. for the general public to read.

This is English that is looking for an audience, be it an advert, travel book or leaflet, newspaper article or website. These examples all come from texts that have been designed to communicate with more than one person. Perhaps this makes the mistakes more surprising. Many of these mistakes – perhaps even the majority – could have been avoided if their authors had checked and re-checked their work before publishing it or sending it off to be printed. By doing so they would have improved the level of communication (the primary aim of any piece of writing – *to tell the reader something*) and avoided making the organisation they represent look less professional.

The sources for these texts are wide-ranging: they are not simply misprints culled from humble parish magazines. They reflect what I have been reading over the past twelve months. I ended up finding so many mistakes that I thought they would form the basis of a useful workbook for anyone who wants to improve their written English. Not just students of English, but anyone who writes with the hope of someone reading their work – i.e. anyone who writes with the purpose of communication. The examples in this book include professional texts written by employees of major organisations, such as a national broadcaster, an international bank and a popular film monthly. There are also examples adapted from texts produced by smaller organisations, such as a large further education college, a regional tourism marketing group and a specialist publishing company. Amateur texts, written by people who don't write for a living, are represented by material adapted from the likes of a local folk club's "What's On?" flyer, a local carnival brochure and a large cathedral's weekly newsletter.

I hope that this new book will help you as you aim to make your written English:

- a) clearer (and therefore more valuable to both you and your reader)
- b) more impressive (making you or your company look more professional)

When you go to a supermarket you will usually see enormous signs outside the store, made from huge Perspex letters several feet high. Often they light up at night and you can see them from far and wide. You can be certain that these words will be spelled correctly – for a reason. What about *your* English?

Check it again! Then, if in doubt, check it again.

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~~Find the mistake~~

Find the Mistakes



Enjoy your job?

Client Liaison Executives £19K

Living for the weekend? Life's too short for clock-watching. If you've got a lot offer, we want to hear from you today.

Benson Medical Group Ltd.

(Extract adapted from a job advert from an international financial organisation)

What kind of mistake do you see? (Tick one)

- | | |
|---|--------------------------------------|
| <input type="checkbox"/> apostrophes | <input type="checkbox"/> articles |
| <input type="checkbox"/> doesn't make sense | <input type="checkbox"/> punctuation |
| <input type="checkbox"/> singular / plural | <input type="checkbox"/> spelling |

Write your corrected version below:

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Above all, the fish tasted excellent, although it was too small! The the chips were also cooked to a high standard. Taking everything into consideration, this reviewer feels that Paul's Fish Bar is well worth a look.

(Extract adapted from a local newspaper's "Eating Out" guide)

What kind of mistake do you see? (Tick one)

- | | |
|---|--------------------------------------|
| <input type="checkbox"/> apostrophes | <input type="checkbox"/> articles |
| <input type="checkbox"/> doesn't make sense | <input type="checkbox"/> punctuation |
| <input type="checkbox"/> singular / plural | <input type="checkbox"/> spelling |

Write your corrected version below:

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Please contact us ...

if you have an Event that you would like us to feature in the next issue of Nature Journal Monthly. The deadline for submitting information for the May/June issue is April 3rd.

Thank you.

(Extract adapted from an article in a local hand-delivered magazine)

What kind of mistake do you see? (Tick one)

apostrophes

articles

doesn't make sense

punctuation

singular / plural

spelling

Write your corrected version below:

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QUICK KIDS' QUIZ

1. S _ E _ P
2. C _ W
3. H _ R _ E
4. C _ I _ K _ N
5. P _ G

O E I S H O H C E

These unfortunate letters have 'fallen out of the words above them and got mixed up together. Can you identify the five farmyard friends?

(Extract adapted from a local carnival brochure)

What kind of mistake do you see? (Tick one)

- | | |
|---|--------------------------------------|
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Write your corrected version below:

For more fun worksheets, games and quizzes log onto www.englishbanana.com now!

Sir –

I would like to extend my heartfelt thanks to the staff and passengers at Heathrow Airport who came to my assistance when I was unfortunate enough to suffer a fall prior to departing on holiday on Thursday 12th May. I was assisted by a small group of cabin crew who happened to be passing when I fell. I should thank Irina in particular, for staying with me for well over an hour and ensuring that I caught my flight on time. It is heartening in this day and age to know that such kindness exists even in a place such as an crowded airport. I was able to continue my journey as planned and arrive the other end with “no harm done”. My son would also like to extend his grateful thanks.

Sincerely, Laura Friedman, London

(Extract adapted from a letter published in a national newspaper)

What kind of mistake do you see? (Tick one)

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| <input type="checkbox"/> doesn't make sense | <input type="checkbox"/> punctuation |
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Write your corrected version below:

For more fun worksheets, games and quizzes log onto www.englishbanana.com now!

**This creatures
name starts with
the letter b...**



(Extract adapted from a picture book aimed at pre-school children)

What kind of mistake do you see? (Tick one)

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| <input type="checkbox"/> apostrophes | <input type="checkbox"/> articles |
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| <input type="checkbox"/> singular / plural | <input type="checkbox"/> spelling |

Write your corrected version below:

For more fun worksheets, games and quizzes log onto www.englishbanana.com now!

You're clearly spend a lot of time researching and preparing for roles ...

Yes, I think it's important if you want to look authentic in the role. Sometimes it would be easier to just turn up on the first day of shooting and do ... whatever the director asks you to do. But you should push yourself in life. You have to try harder. That's how you get better results.

(Extract adapted from a popular British film monthly)

What kind of mistake do you see? (Tick one)

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Write your corrected version below:

For more fun worksheets, games and quizzes log onto www.englishbanana.com now!



(Extract adapted from a painted sign outside a sandwich shop in York)

What kind of mistake do you see? (Tick one)

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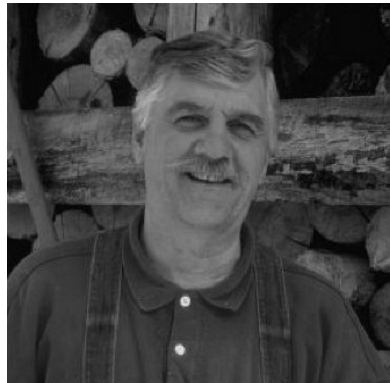
Write your corrected version below:

For more fun worksheets, games and quizzes log onto www.englishbanana.com now!

*FOR THE FIRST TIME
ON ONE TERRIFIC CD!*

OWEN WILLIAM'S GREATEST HITS

Owen Williams returns with a superb disc that packages together all his smooth hits for the first time on the same CD!



(Extract adapted from an advert in a catalogue picked up at a national high-street store)

What kind of mistake do you see? (Tick one)

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Write your corrected version below:

For more fun worksheets, games and quizzes log onto www.englishbanana.com now!

NEVER GO BACK

HARRIET CLARKE

21/08/06

'This album is an absolute joy.'

Music Times

An astonishing new collection.'

New Jazz Monthly

iQ
records

(Extract adapted from an advert in a national newspaper)

What kind of mistake do you see? (Tick one)

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Write your corrected version below:

For more fun worksheets, games and quizzes log onto www.englishbanana.com now!

Of course, nobody expects politicians to make nice, spend time in their constituency listening to the likes of you and me, *and* save the planet all in the same week. But it would be wonderful if we could rely on them to actually appear in the House of Commons every once in a while. If only to remind themselves where it is.

(Extract adapted from a column in a national newspaper's weekend magazine)

What kind of mistake do you see? (Tick one)

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Write your corrected version below:

For more fun worksheets, games and quizzes log onto www.englishbanana.com now!

Shaw's House Museum



ADMISSION FREE

Opening Hours:

Wednesday to Sunday
11am – 4.30pm

Shaws House Museum,
41 The Strand, Bakersfield,
Derbyshire, DE48 2SB

01332 406 9865

(Extract adapted from a city council leaflet advertising a public museum)

What kind of mistake do you see? (Tick one)

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Write your corrected version below:

For more fun worksheets, games and quizzes log onto www.englishbanana.com now!

The Shepherdsfield Carnival Committee would like to thank Sarah Blythe and Robin Everett of "Hair and Beauty World" on the High Street for generously providing:

Carnival Queens hair
Carnival Queens outfit
Carnival Queens make-up
Carnival Queens shoes

(Extract adapted from a seaside town's annual carnival brochure)

What kind of mistake do you see? (Tick one)

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Write your corrected version below:

For more fun worksheets, games and quizzes log onto www.englishbanana.com now!

**Upgrade
today!**
**Get your first 2 months
HALF PRICE***

Click to find our more

***conditions apply**

(Extract adapted from a pop-up ad on the website of an internationally-famous internet service provider)

What kind of mistake do you see? (Tick one)

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Write your corrected version below:

For more fun worksheets, games and quizzes log onto www.englishbanana.com now!

The restaurant was packed and we were initially unsure whether we would get in, but eventually a harassed-looking waitress appeared and showed us to our table, which was pleasantly situated near a large bay window, with an enchanting view of the Japanese gardens and a an adventure playground, where a group of small children were evidently making full use of all the facilities!

(Extract adapted from an article in a local newspaper's "Eating Out" guide)

What kind of mistake do you see? (Tick one)

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Write your corrected version below:

For more fun worksheets, games and quizzes log onto www.englishbanana.com now!

Around Birmingham

When it comes to Birmingham city centre there are an unbelievable variety of things to do. If you enjoy bargain-hunting at all the latest stores, why not try the New Bull Ring Centre – a shrine to good shopping! There are also many opportunities to get cultural. Whether you enjoy museums, galleries, cinemas, or just chilling out in chic little bars and eateries, Birmingham city centre has – rather astonishingly – got the lot!

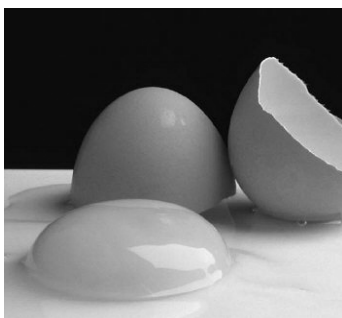
(Extract adapted from an article in a local newspaper's "What's On?" guide)

What kind of mistake do you see? (Tick one)

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Write your corrected version below:

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Go to work on an egg ...

EGGS – BRITAIN'S BREAKFAST FAVOURITES

THE HUMBLE egg has come top of a survey that lists the top ten breakfast foods among British families. In a new survey, by NewPoll, more than 45 per cent said they “often” ate a hard-boiled egg and soldiers before setting off for work, while a whopping 55 per cent of those said they had didn’t want to contemplate a day at the grindstone without tucking into a home-cooked breakfast first.

(Extract adapted from an article in a national tabloid newspaper)

What kind of mistake do you see? (Tick one)

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Write your corrected version below:

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Tapescript 4.1:

L = Leanne C = Carolyn

L: Hello, Madam. Are you looking for anything in particular?

C: I need a new skirt for a job interview. But it must match this jacket.

L: What about his one? It's the same colour.

C: No, I think it's a bit too dark.

L: Well what about this one?

C: Yes, that looks like a good match. Can I try it on?

(Extract adapted from a course book for students of English as a Foreign Language, published by a major UK publisher of English language teaching materials)

What kind of mistake do you see? (Tick one)

apostrophes

articles

doesn't make sense

punctuation

singular / plural

spelling

Write your corrected version below:

For more fun worksheets, games and quizzes log onto www.englishbanana.com now!

Classic

Since the dresses are meant to be classic and elegant, its designers have spent a lot of time trying out different colours and fabrics.

(Extract adapted from an article in a national newspaper)

What kind of mistake do you see? (Tick one)

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Write your corrected version below:

For more fun worksheets, games and quizzes log onto www.englishbanana.com now!

Mr. Newell said on Friday, “Unfortunately, due to a continuous slowdown in demand for our products, we have had no choice but to offer voluntary redundancy packages. These will come into force from the September 20th. It is hoped that less than a quarter of our current workforce will be affected.”

(Extract adapted from an article in a local newspaper’s business pages)

What kind of mistake do you see? (Tick one)

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Write your corrected version below:

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**Special Offer - Hurry While Stocks Last!
12 months half price line rental***



**Terms and conditions apply*

(Extract adapted from a catalogue produced by a major high-street store)

What kind of mistake do you see? (Tick one)

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Write your corrected version below:

For more fun worksheets, games and quizzes log onto www.englishbanana.com now!

Gill's gang of misfits has confounded its critics by returning with a totally barnstorming collection of classic funk sounds. The problem is that they just don't seem to know when to stop! They seem unable to know when it's time to end a track. Some of the tunes rumble on for upwards of quarter of an hour, before ending completely without warning, as if someone has simply pulled the plug out of their "Funk Machine".

(Extract adapted from a national newspaper's "What's On?" guide)

What kind of mistake do you see? (Tick one)

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Write your corrected version below:

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EAGLE

by Thomas Hannigan

*“Lord of the skies, warrior,
predator, thief, cold-blooded killer
... the eagle is all of these things.”*

(Extract adapted from the cover of a book by a well-known author)

What kind of mistake do you see? (Tick one)

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Write your corrected version below:

For more fun worksheets, games and quizzes log onto www.englishbanana.com now!

WHAT WOULD YOU SAY TO 6 WEEKS FREE DVD RENTAL?

(Extract adapted from promotional material for a well-known online DVD rental company)

What kind of mistake do you see? (Tick one)

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Write your corrected version below:

For more fun worksheets, games and quizzes log onto www.englishbanana.com now!

Get ready for the last word in home entertainment!

It's coming! The CHANNEL HOPPA is the ultimate digital gadget and this year's must-have Christmas gift. It's fully portable, so no matter where you are or what you're doing you'll have easy access to all your music, games films and photos – instantly!

(Extract adapted from a promotional campaign by a national high-street chain)

What kind of mistake do you see? (Tick one)

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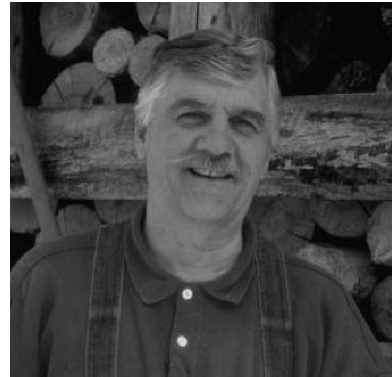
For more fun worksheets, games and quizzes log onto www.englishbanana.com now!

Owen bounces back to number one

Veteran Welsh rocker Owen Williams has stormed straight to the top of the UK singles chart, with his latest release *Never Be Lonely (When You've Got A Friend)*.

It is the first track to be taken from his new greatest hits album, which is released on Monday. The album has been hotly anticipated by fans, but seen by music critic as marking the end of Williams's long and distinguished pop career.

Williams commented last night: "There's life in the old dog yet. I hope I've still got one or two more hits in me." His greatest hits album includes eleven UK number one singles.



(Extract adapted from an entertainment news website published by a national broadcaster)

What kind of mistake do you see? (Tick one)

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Write your corrected version below:

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(Extract adapted from an onscreen logo on a popular music TV channel)

What kind of mistake do you see? (Tick one)

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Write your corrected version below:

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Parkinson describes writing new history as “labour of love”

Historian Daniel Parkinson has said that he took fifteen years to write a new book about the Battle of Trafalgar as simply being one of artistic integrity. In “Love, Death and Glory at Trafalgar” Parkinson claims to bring new insights into the strategies employed by Admiral Lord Nelson. He explained: “The new book has taken so long because there are so many sources available and I like to immerse myself in all of them. What is the great hurry, after all? Writing should be a leisurely process. It takes time for thoughts and hypotheses to ferment and come together.”

(Extract adapted from a news article on a website published by a national broadcaster)

What kind of mistake do you see? (Tick one)

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Write your corrected version below:

For more fun worksheets, games and quizzes log onto www.englishbanana.com now!

WOMENS CLOTHES SALE

All items are end-of-line stock from a major high-street store and will be discounted by at least 60%. Grab a bargain!

TUESDAY 18th OCTOBER

AT

St. Faith's Parish Hall, Bakersfield

(Extract adapted from a leaflet distributed at a Further Education college in the Midlands)

What kind of mistake do you see? (Tick one)

apostrophes

articles

doesn't make sense

punctuation

singular / plural

spelling

Write your corrected version below:

For more fun worksheets, games and quizzes log onto www.englishbanana.com now!

I spent a relaxing afternoon wandering the impressive malls and tiny boutiques on George Street and around Macquarie Place, before sampling some culture at the Museum of Contemporary Art. A few minutes and a short cab ride later, I was strolling along Bondi Beach, trouser legs rolled up to the ankle; suddenly part of the Aussie beach scene. Sydney, it seemed was a city of striking contrasts.

(Extract adapted from a best-selling travel book)

What kind of mistake do you see? (Tick one)

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Write your corrected version below:

For more fun worksheets, games and quizzes log onto www.englishbanana.com now!

Sunday 16th April!!!!

Yes, we know it's still some way off, but we are announcing the date of our AGM early in an attempt to allow the busier members of our congregation to get it booked into their diaries well in advance. This year, for the first time, we will be holding the AGM as part of our 10.45 am morning service.

(Extract adapted from a service sheet distributed at a Midlands cathedral)

What kind of mistake do you see? (Tick one)

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Write your corrected version below:

For more fun worksheets, games and quizzes log onto www.englishbanana.com now!

10.30 News Report (T) 223478

11.20 Make Me Rich (T) (R)

The team of fiery business gurus is back to help members of the public launch their business plans. Tonight, a student from Wales has a idea for turning derelict properties into suburban palaces.

(Extract adapted from a national newspaper's TV guide)

What kind of mistake do you see? (Tick one)

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Write your corrected version below:

For more fun worksheets, games and quizzes log onto www.englishbanana.com now!

What's the chances of a manned mission to Mars?

(Extract adapted from a headline in a well-known national magazine for teachers)

What kind of mistake do you see? (Tick one)

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Write your corrected version below:

For more fun worksheets, games and quizzes log onto www.englishbanana.com now!

CLARK'S STATIONERY

We're moving!

*Our existing store on Canal Street,
Nottingham will closedown at 6.00pm
on Saturday 17th June*

*Please accept our sincere apologies for
any inconvenience caused*

(Extract adapted from an advert in a local paper for a major high-street store)

What kind of mistake do you see? (Tick one)

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Write your corrected version below:

For more fun worksheets, games and quizzes log onto www.englishbanana.com now!

Improve a Child's Life



***Derbyshire Foundation for Children
Annual Appeal***

(Extract adapted from a leaflet advertising a fundraising appeal by a regional charity)

What kind of mistake do you see? (Tick one)

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Write your corrected version below:

For more fun worksheets, games and quizzes log onto www.englishbanana.com now!

Sir Robert Walpole	1721-42	Whig
Earl of Wilmington	1742-43	Whig
Henry Pelham	1743-54	Whig
Duke of Newcastle	1754-56	Whig
Duke of Devonshire	1756-57	Whig
Duke of Newcastle	1757-62	Whig
Earl of Bute	1763-65	Tory
George Grenville	1762-63	Whig
Marquess of Rockingham	1765-66	Whig
Earl of Chatham	1766-68	Tory

(Extract adapted from an article in a national magazine for teachers)

What kind of mistake do you see? (Tick one)

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| <input type="checkbox"/> singular / plural | <input type="checkbox"/> spelling |

Write your corrected version below:

For more fun worksheets, games and quizzes log onto www.englishbanana.com now!

Baby of the Year '05

The Bakersfield Gazette's ever-popular "Baby of the Year" competition is back!

We're beginning our annual search for the bubbliest, bonniest baby in Bakersfield – and we want you to send us your cutest baby pictures!

(Extract adapted from a competition feature in a local newspaper)

What kind of mistake do you see? (Tick one)

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Write your corrected version below:

For more fun worksheets, games and quizzes log onto www.englishbanana.com now!



CALLING ALL STUDENTS!

Apply today and get a free 4-year
Young Persons Travel Card worth up to
£250!

(Extract adapted from a promotional leaflet produced by a national bank)

What kind of mistake do you see? (Tick one)

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| <input type="checkbox"/> singular / plural | <input type="checkbox"/> spelling |

Write your corrected version below:

For more fun worksheets, games and quizzes log onto www.englishbanana.com now!

Once you have completed the course, you will be more fluent in French and be able to participate with confidence in all sorts of every day situations.

(Extract adapted from a course brochure by a national provider of online courses for adults)

What kind of mistake do you see? (Tick one)

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| <input type="checkbox"/> doesn't make sense | <input type="checkbox"/> punctuation |
| <input type="checkbox"/> singular / plural | <input type="checkbox"/> spelling |

Write your corrected version below:

For more fun worksheets, games and quizzes log onto www.englishbanana.com now!

Bakersfield Museum & Art Gallery

Saturday 5th November
& Saturday 12th November

Come along to our arts and crafts open days. Children will have the chance make their own models and sculptures based on exhibits in the museum. Or come and paint a masterpiece - it might even be displayed in the main gallery!

Activities start at 10.30am and last for about 2 hours.

Admission free. All welcome!

(Extract adapted from a leaflet advertising a museum's activity days for children)

What kind of mistake do you see? (Tick one)

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Write your corrected version below:

For more fun worksheets, games and quizzes log onto www.englishbanana.com now!

**SIX FREE DVD RENTALS
DELIVERED TO YOUR DOOR!**

HERE'S HOW IT WORKS:

<p>1. Choose your DVDs online from 1000s of titles</p>	<p>2. Get your DVDs through the post – sent by first class mail</p>
<p>3. Watch your DVDs and keep them as long as you like – no late fees!</p>	<p>4. Post back your DVDs using pre-paid envelopes and we'll send you more!</p>

(Extract adapted from a promotional leaflet by a well-known DVD rental company)

What kind of mistake do you see? (Tick one)

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Write your corrected version below:

For more fun worksheets, games and quizzes log onto www.englishbanana.com now!



(Extract adapted from a brochure produced by a national photo-processing store)

What kind of mistake do you see? (Tick one)

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| <input type="checkbox"/> apostrophes | <input type="checkbox"/> articles |
| <input type="checkbox"/> doesn't make sense | <input type="checkbox"/> punctuation |
| <input type="checkbox"/> singular / plural | <input type="checkbox"/> spelling |

Write your corrected version below:

For more fun worksheets, games and quizzes log onto www.englishbanana.com now!

What the Heritage Committee is doing about it?

People Against Pollution is the latest Heritage Committee campaign, which aims to reduce levels of pollution in the areas around buildings or sites of special historical or cultural significance.

(Extract adapted from a lavish promotional booklet produced by a national campaign group)

What kind of mistake do you see? (Tick one)

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| <input type="checkbox"/> apostrophes | <input type="checkbox"/> articles |
| <input type="checkbox"/> doesn't make sense | <input type="checkbox"/> punctuation |
| <input type="checkbox"/> singular / plural | <input type="checkbox"/> spelling |

Write your corrected version below:

For more fun worksheets, games and quizzes log onto www.englishbanana.com now!

By Christmas, owners of the new Channel Hoppa console will have a much high quality selection of games and movies from which to choose. At present they are limited to the initial launch range of just thirty games and twenty movie titles. More of both types of entertainment are slated to be rush-released at the beginning of next month, just in time for the lucrative Christmas market. So if you bought a Hoppa on day one and were disappointed by the lack of titles available, watch this space!

(Extract adapted from an article in a national newspaper)

What kind of mistake do you see? (Tick one)

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| <input type="checkbox"/> apostrophes | <input type="checkbox"/> articles |
| <input type="checkbox"/> doesn't make sense | <input type="checkbox"/> punctuation |
| <input type="checkbox"/> singular / plural | <input type="checkbox"/> spelling |

Write your corrected version below:

For more fun worksheets, games and quizzes log onto www.englishbanana.com now!

Discover South West Derbyshire!



Tired of the stresses and strains of city life? In South West Derbyshire you can leave it all behind and get lost in the beautiful hills and wide-open spaces. Enjoy the cultural delights of Ashbourne, a quiet market town known as the “Gateway to the Peak”, which is only 50 minutes drive away from Junction 28 of the M1.

(Extract adapted from a promotional brochure produced by a major British city’s tourist board)

What kind of mistake do you see? (Tick one)

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| <input type="checkbox"/> apostrophes | <input type="checkbox"/> articles |
| <input type="checkbox"/> doesn’t make sense | <input type="checkbox"/> punctuation |
| <input type="checkbox"/> singular / plural | <input type="checkbox"/> spelling |

Write your corrected version below:

For more fun worksheets, games and quizzes log onto www.englishbanana.com now!

Peking View Hotel

This year we are offering a special 3-day New Year's break for only £180 per person half board. Price includes full English breakfast each morning, a lavish New Year's Eve party and a special celebratory lunch on New Year's Day.

Lunch will be served on New Year's Day at 1 O'clock



(Extract adapted from a promotional leaflet available at a large country hotel)

What kind of mistake do you see? (Tick one)

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| <input type="checkbox"/> apostrophes | <input type="checkbox"/> articles |
| <input type="checkbox"/> doesn't make sense | <input type="checkbox"/> punctuation |
| <input type="checkbox"/> singular / plural | <input type="checkbox"/> spelling |

Write your corrected version below:

For more fun worksheets, games and quizzes log onto www.englishbanana.com now!

Bloomin' Marvellous Work!

The Shepherdsfield Young Liberal Democrats have been labouring away in the garden all summer long, organising a successful clean-up campaign that has transformed the gardens of more than a hundred elderly or infirm people in the local area.

A small team of enthusiastic volunteers has spent the last four Saturdays pulling weeds, trimming lawns and planting shrubs. On the final day a competition was held to decide which gardens had undergone the greatest transformation. Local Liberal Democrat councillor Margaret Smeghurst handed over first prize of a bottle of bubbly to Mr & Mrs Halliwell, who live on Matlock Crescent, Morley Way.

(Extract adapted from an article in a local party political mailshot)

What kind of mistake do you see? (Tick one)

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| <input type="checkbox"/> apostrophes | <input type="checkbox"/> articles |
| <input type="checkbox"/> doesn't make sense | <input type="checkbox"/> punctuation |
| <input type="checkbox"/> singular / plural | <input type="checkbox"/> spelling |

Write your corrected version below:

For more fun worksheets, games and quizzes log onto www.englishbanana.com now!

More than 50 fantastic live tracks
from all your favourite bands!

DVD BONUS FEATURES:

- Interviews with Barry Shilton and Gordon Peel
- Programme your 10 favourite tracks
- Exclusive performances and never-before-seen footage of Caterpillar's famous "lost" gig

(Extract adapted from an advert for a DVD promoted by a national broadcaster)

What kind of mistake do you see? (Tick one)

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| <input type="checkbox"/> apostrophes | <input type="checkbox"/> articles |
| <input type="checkbox"/> doesn't make sense | <input type="checkbox"/> punctuation |
| <input type="checkbox"/> singular / plural | <input type="checkbox"/> spelling |

Write your corrected version below:

For more fun worksheets, games and quizzes log onto www.englishbanana.com now!

South West Derbyshire College Students' Union

The students' union is here to make your time at South West Derbyshire College that much more ... *fun and funky!* We're also here to listen to your ideas and suggestions for improving facilities, and to fight your corner if you have any problems. The students' union has it's own facilities on both campuses, so why not come and say "Hi" sometime? We're a friendly bunch and we don't bite – well, Boz does, but we try to keep him busy working on the college's student radio station – SWDC FM!



(Extract adapted from an article in a prospectus produced by a large FE college)

What kind of mistake do you see? (Tick one)

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| <input type="checkbox"/> apostrophes | <input type="checkbox"/> articles |
| <input type="checkbox"/> doesn't make sense | <input type="checkbox"/> punctuation |
| <input type="checkbox"/> singular / plural | <input type="checkbox"/> spelling |

Write your corrected version below:

For more fun worksheets, games and quizzes log onto www.englishbanana.com now!

The use of technology in the classroom has revolutionised the way some teachers work. Interactive whiteboards, digital television and the use of email to submit homework have transformed the way that students can engage with their classroom environment. Clear and effective communication is still the foremost priority in any teaching situation, but the way that students and teachers are now interacting – both with each other and the resources they have access to – has fundamentally changed. Above all this, means that many teachers have had to go “back to school” themselves and learn how to plug into the digital age. (A lesson that has been hard to learn for those who had only just begun to get to grips with the transition from blackboard and chalk to whiteboard and marker pen.)

(Extract adapted from an article in a national magazine for teachers)

What kind of mistake do you see? (Tick one)

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| <input type="checkbox"/> apostrophes | <input type="checkbox"/> articles |
| <input type="checkbox"/> doesn't make sense | <input type="checkbox"/> punctuation |
| <input type="checkbox"/> singular / plural | <input type="checkbox"/> spelling |

Write your corrected version below:

For more fun worksheets, games and quizzes log onto www.englishbanana.com now!

For those of you who would rather set off sightseeing than sleep off a heavy night on a hot beach, there are a staggering amount of things to see on the island. Tours of the old town and market area leave the hotel reception every morning at 10.30am, returning in time for lunch at 1 o'clock.

(Extract adapted from a local newspaper's "What's On?" guide)

What kind of mistake do you see? (Tick one)

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| <input type="checkbox"/> apostrophes | <input type="checkbox"/> articles |
| <input type="checkbox"/> doesn't make sense | <input type="checkbox"/> punctuation |
| <input type="checkbox"/> singular / plural | <input type="checkbox"/> spelling |

Write your corrected version below:

For more fun worksheets, games and quizzes log onto www.englishbanana.com now!



SUPER VALUE!

NEW! ONLY £6.99

Get the kid's little fingers active this Christmas with our fabulous, funky farm activity sets. They make fantastic stocking fillers and are great value at only £6.99 each (or 2 for £10.99).

(Extract adapted from a catalogue of toys for children published by a large retailer)

What kind of mistake do you see? (Tick one)

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| <input type="checkbox"/> apostrophes | <input type="checkbox"/> articles |
| <input type="checkbox"/> doesn't make sense | <input type="checkbox"/> punctuation |
| <input type="checkbox"/> singular / plural | <input type="checkbox"/> spelling |

Write your corrected version below:

For more fun worksheets, games and quizzes log onto www.englishbanana.com now!

Last Night's TV
With Carl Douglas

BBC 1, 8pm Joe's Choice

I watched this sit-com for the first time last night and found it affable enough, although short on big belly laughs. The premise involves a brace of painter and decorators – former union leader Joe (played by Jack Dumas) and his mate Terry (Simon Sims). The bungling duo are to the decorating trade what a slap in the face is to a well-intentioned octogenarian. The laughs are supposed to spring from the eco-friendly duo attempting to put right their botched jobs in a way that's “ethical and doesn't leave much in the way of a global footprint” – Joe and Terry's motto. I got the feeling that Dumas is simply slumming it in this show, which is more of a vehicle for Sims and is trademark slapstick routines. Not one to avoid, but fairly forgettable. Carl's Choice – I'll probably give it a miss next time, I'm afraid.

(Extract adapted from an article in a national newspaper)

What kind of mistake do you see? (Tick one)

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|---|--------------------------------------|
| <input type="checkbox"/> apostrophes | <input type="checkbox"/> articles |
| <input type="checkbox"/> doesn't make sense | <input type="checkbox"/> punctuation |
| <input type="checkbox"/> singular / plural | <input type="checkbox"/> spelling |

Write your corrected version below:

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(Extract adapted from a regular strip cartoon in a national newspaper)

What kind of mistake do you see? (Tick one)

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| <input type="checkbox"/> apostrophes | <input type="checkbox"/> articles |
| <input type="checkbox"/> doesn't make sense | <input type="checkbox"/> punctuation |
| <input type="checkbox"/> singular / plural | <input type="checkbox"/> spelling |

Write your corrected version below:

For more fun worksheets, games and quizzes log onto www.englishbanana.com now!

Prayers – led by Marion & Graham Winter

Reading from the New Testament

A Easter Message

Song – “He has Risen”

(Extract adapted from a parish church’s service sheet)

What kind of mistake do you see? (Tick one)

apostrophes

articles

doesn’t make sense

punctuation

singular / plural

spelling

Write your corrected version below:

For more fun worksheets, games and quizzes log onto www.englishbanana.com now!

‘Ello Jeff.

Want to buy a new
laptop for £449.99?

Blue Danube Technology

(Extract adapted from a national newspaper advert produced by an international company)

What kind of mistake do you see? (Tick one)

- | | |
|---|--------------------------------------|
| <input type="checkbox"/> apostrophes | <input type="checkbox"/> articles |
| <input type="checkbox"/> doesn't make sense | <input type="checkbox"/> punctuation |
| <input type="checkbox"/> singular / plural | <input type="checkbox"/> spelling |

Write your corrected version below:

For more fun worksheets, games and quizzes log onto www.englishbanana.com now!

Assistant Box Office Manager

(Maternity Cover) £15,295

An exciting opportunity to contribute to the continuing success of one of the UK's leading theatres.

We are looking for candidates with two or more years of ticket or event sales experience. You will be an ambitious and well-motivated individual, who enjoys working with the general public and is keen to take on an assistant management role.

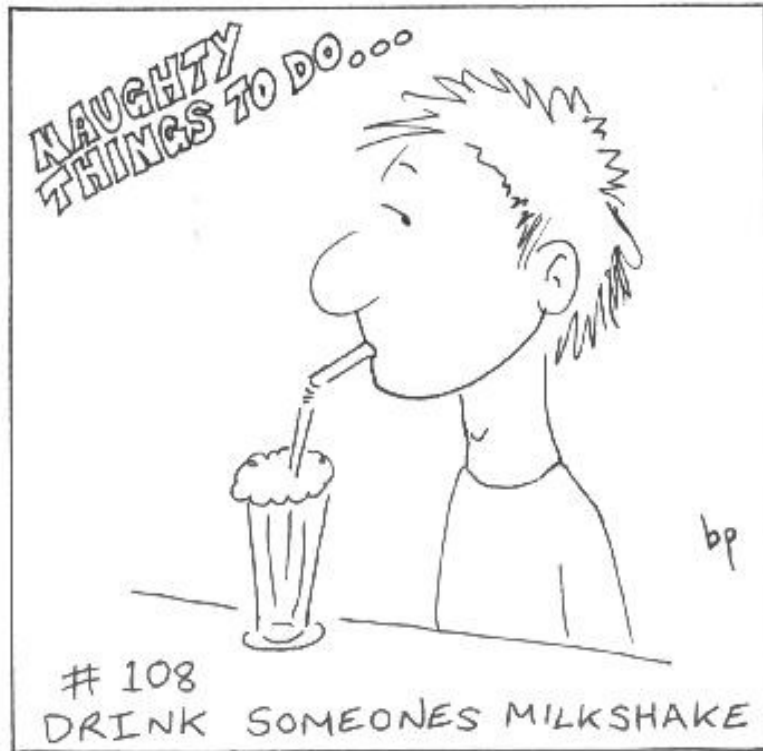
(Extract adapted from a leaflet advertising job vacancies at a large provincial theatre)

What kind of mistake do you see? (Tick one)

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| <input type="checkbox"/> apostrophes | <input type="checkbox"/> articles |
| <input type="checkbox"/> doesn't make sense | <input type="checkbox"/> punctuation |
| <input type="checkbox"/> singular / plural | <input type="checkbox"/> spelling |

Write your corrected version below:

For more fun worksheets, games and quizzes log onto www.englishbanana.com now!



(Extract adapted from a book of cartoons published by a major international publisher)

What kind of mistake do you see? (Tick one)

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| <input type="checkbox"/> apostrophes | <input type="checkbox"/> articles |
| <input type="checkbox"/> doesn't make sense | <input type="checkbox"/> punctuation |
| <input type="checkbox"/> singular / plural | <input type="checkbox"/> spelling |

Write your corrected version below:

For more fun worksheets, games and quizzes log onto www.englishbanana.com now!

People Power - Getting Results

I'm pleased to report that in the last couple of months we have been able to help more than 400 people find work. For many of those it was the first time they had been in employment for several years. Everyone at People Power everyone plays an enormously important role in helping ordinary people back into sustainable employment. A big thank you to all our staff in all our centres around the country. What you do really does change people's lives for the better.

With warm wishes to you all,

Marilyn

Marilyn Wormsley, Managing Director of People Power

(Extract adapted from a national training company's quarterly newsletter)

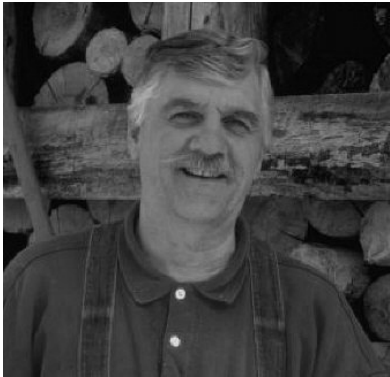
What kind of mistake do you see? (Tick one)

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| <input type="checkbox"/> apostrophes | <input type="checkbox"/> articles |
| <input type="checkbox"/> doesn't make sense | <input type="checkbox"/> punctuation |
| <input type="checkbox"/> singular / plural | <input type="checkbox"/> spelling |

Write your corrected version below:

For more fun worksheets, games and quizzes log onto www.englishbanana.com now!

Owen keeps us grooving in the aisles!



Owen Williams – showman

REVIEW ***Birmingham NEC***

Fans at his sellout show in Birmingham gave Owen Williams an ecstatic response last night as he rolled back the years and treated us to a rock 'n' roll spectacular *par excellence*. It was like 1982 all over again as Williams sprinted energetically through all his memorable hits, as well as some superb new tunes. Sales of his latest release, *Never Be Lonely (When You've Got A Friend)*, have now past the 2 million mark in the UK alone.

(Extract adapted from a promotional brochure by a national company)

What kind of mistake do you see? (Tick one)

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| <input type="checkbox"/> apostrophes | <input type="checkbox"/> articles |
| <input type="checkbox"/> doesn't make sense | <input type="checkbox"/> punctuation |
| <input type="checkbox"/> singular / plural | <input type="checkbox"/> spelling |

Write your corrected version below:

For more fun worksheets, games and quizzes log onto www.englishbanana.com now!

~~Answer's~~

Answers

Answers

1. doesn't make sense

There is a "to" missing from the last sentence. It should read: "If you've got a lot *to* offer, we want to hear from you today."

2. doesn't make sense

In this example there is an unnecessary "the" in the second sentence, before "chips". The sentence should read: "The chips were also cooked to a high standard."

3. punctuation

The word "event" does not need a capital letter. It is a common noun, not a proper noun, and therefore should start with a small "e". In contrast, "Nature Journal Monthly" is the name of the magazine and as such is a proper noun and needs a capital letter at the start of each part of its name. "May", "June" and "April" are also proper nouns and should start with capital letters because they are names of months. "Please", "The" and "Thank" all start with a capital letter because they are the first words in their sentences.

4. punctuation

There is a stray single speech mark at the beginning of the word "fallen". Perhaps the author meant to write 'fallen out' in single speech marks, as a way of highlighting this phrase, but forgot to close the speech marks.

5. articles

The mistake is in the sentence which begins: "It is heartening in this day and age ...". The author has written "*an* crowded airport" where it should read: "*a* crowded airport". The article "an" is only used when the word which follows it begins with a vowel sound, such as "an orange", "an accident" or "an unexpected incident". The words which come after "an" in these examples – "orange", "accident" and "unexpected" – all start with a vowel sound: sounds made when using the vowels in English – a, e, i, o and u. The word "crowded" starts with a hard "c" sound, rather than a vowel sound, so it can't be preceded by the article "an". Article "a" is the right one to use.

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6. apostrophes

In this example there is an apostrophe missing. There must be an apostrophe between “creature” and “s” to show possession – the “name” belongs to the “creature”. It is the “creature’s name”. Without a possessive apostrophe the word “creatures” could be taken to be plural (more than one “creature”), which then wouldn’t make sense in the sentence, because the first word “This ...” is only used before singular words (“These” would be used before plural words, e.g. “This creature” and “These creatures”). Without the possessive apostrophe “s” after “creature”, the meaning of the sentence is lost.

7. doesn’t make sense

This is a case of an unnecessary verb. Instead of “You’re” in the first sentence, the author should have simply used the personal subject pronoun “You”.

8. spelling

The correct word the author of this sign was looking for here was “nobody”, rather than two words “no body”. If you have any doubts about how to spell a word, always check your dictionary.

9. apostrophes

It must be hard being called “Williams”, because people often seem to get this name wrong when it comes to making it possessive. This superstar singing sensation’s name is “Owen Williams”. It says so in the advert. But in the title the author has altered his name to “Owen William”, then added apostrophe “s” to make it possessive – the “Greatest Hits” belong to “Owen William”. However, the “Greatest Hits” should belong to “Owen Williams”, so the correct title should read: “Owen Williams’s Greatest Hits” – the apostrophe “s” coming after the *full name* of this mega-selling balladeer. There are differing opinions about this. Some editors would favour “Owen Williams” over “Owen Williams’s”, but “Owen William’s” is completely wrong, because it alters the spelling of the singer’s last name by missing off the final “s”.

10. punctuation

Although the fictional magazine “New Jazz Monthly” really enjoyed this new album from the fictional sensitive singer-songwriter Harriet Clarke, their review in this print advertisement lacks a certain amount of credibility because there is a single speech mark missing from the beginning. It should read: ‘An astonishing new collection’.

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11. doesn't make sense

“Of course, nobody expects politicians to make nice ...” – to make nice what? Unfortunately, we will never know what the author intended to say, although perhaps the missing word was “speeches”, or “policies”. In this example there is a common noun missing after the adjective “nice”. “Nice” is describing something, but what it describes is absent and instead we move breathlessly on to the next clause (or part) of the sentence.

12. apostrophes

In this example, the owners of the museum need to sit down and have a long think about what the name of their museum should be. In the title – “Shaw’s House Museum” – they have used the apostrophe correctly: the “House”, or even the “House Museum”, belong to “Shaw” (whoever he or she is). But in the address section the name of the museum is unceremoniously stripped of its apostrophe to become plain old: “Shaws House Museum”. Since consistency is one of the hallmarks of good writing, the author would be better off choosing one or the other of the two titles and sticking to it. I would favour the first – “Shaw’s House Museum” – because it uses the possessive apostrophe “s” in a grammatically correct way. We know that “Shaw” is an English surname, so we can guess that the name of the museum indicates that the house (or the house museum) belongs to (or used to belong to) a person named Shaw. In which case, the author needs to use the possessive apostrophe “s”.

13. apostrophes

This example is alarming because not only does it make an error with a possessive apostrophe “s” – it makes it worse by repeating the error three more times. We learn that “Hair and Beauty World” (on the High Street) have provided lots of goods and services for the Carnival Queen. These things now belong to the Carnival Queen, so we must show this possession – that the hair, outfit, make-up and shoes belong to her – by using an apostrophe “s” after “Carnival Queen” on each of the four occasions it is needed, e.g. “Carnival Queen’s hair”, and so on.

14. spelling

This example came from an online pop-up advertisement on a website which was designed and created by someone working for one of the biggest multinational corporations on earth – which should give hope to the rest of us, who also sometimes make unnecessary spelling errors like this one. “Click to find *our* more” should, of course, read: “Click to find *out* more”.

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15. articles

The author of this report is hedging their bets by using both articles before the word “adventure”, when choosing the right one for the job would be preferable! It should read: “... and *an* adventure playground”. We need to use article “an” before “adventure” because “adventure” starts with a vowel sound – “a” for angry, aggravated and anteater.

16. singular / plural

There is a mix-up in the first sentence to do with using “there are” instead of “there is”. It should read: “... there *is* an unbelievable variety of things to do”. This mistake is understandable, because the second part of the sentence – “variety of things to do” – appears to indicate more than one thing – and makes the sentence look plural. Therefore the writer uses the plural verb “are” (from verb “to be”) with “there” to form the structure “there are...”. However, before the plural bit we can see a singular article “an” which overrides the end of the sentence and tells us that the subject of the sentence – “unbelievable variety of things to do” – is in actual fact singular. The main noun in this sentence – “variety” – is singular, despite the fact that it means many things. We would say “a variety of chocolates” (with singular article “a”) not “some variety of chocolates” (with plural determiner “some”). Confusing, eh?

17. doesn't make sense

There is an unnecessary verb (“had”) in the second sentence. It should read: “... a whopping 55 per cent of those said they didn't want to contemplate a day at the grindstone without tucking into a home-cooked breakfast first.”

18. doesn't make sense

This example, from a tapescript written and produced by a leading UK publisher of English language teaching materials, doesn't make sense because there is one letter missing from the third speech. Leanne should say: “What about *this* one?” rather than “What about *his* one?”

19. singular / plural

The incorrect word here is “its”. This word is used with a singular subject (just one person or one thing) to tell us that someone or something belongs to *it*. For example, “The cat finished its dinner” (the “dinner” belongs to “The cat”). However, because the subject of the sentence is “dresses” (plural) the possessive word needs to reflect this, so we would use “their” instead of “its”. It should read: “Since the dresses are meant to be classic and elegant, *their* designers have spent ...” If the writer had written: “Since the dress ...” (singular) we would then need to talk about “its designers ...”, using singular

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possessive determiner “its”: “Since the dress is meant to be classic and elegant, *its* designers have spent ...”

20. articles

The article “the” is not really necessary in the second sentence. Mr. Newell could have said: “... from September 20th ...” or “... from the 20th September ...”, but not “... from the September 20th ...”

21. apostrophes

There should be an apostrophe after “12 months” because “half price line rental” belongs to, or is related to, “12 months”. This sentence literally means: “12 months *of* half price line rental”. If the offer was less generous and only gave 1 month of half price line rental, you would be able to see the need for an apostrophe more clearly: “1 month’s half price line rental”. It wouldn’t look right if we put “1 months half price line rental” because “months” (a plural form) cannot follow “1” (a singular form).

22. spelling

The mistake in this example is in the third sentence. We can talk about an “inability” to do something, but the word “inable” doesn’t exist. The correct word in this sentence is “unable”. The sentence should read: “They seem *unable* to know when it’s time to end a track”.

23. spelling

This example was adapted from a quotation printed on the front cover of an autobiography by a famous public figure. The word “their” should be spelled “thief”.

24. apostrophes

The answer to this example is very similar to that of example no. 21. The meaning of the sentence is: “What would you say to 6 weeks *of* free DVD rental?” If we use “of” then we don’t need an apostrophe. If we remove “of” to shorten the sentence (perhaps to make it flow better) then we need to add an apostrophe to show that the two phrases (“6 weeks” and “free DVD rental”) are related to each other. We wouldn’t write: “1 weeks free DVD rental”. It would look wrong, and we would know to add an apostrophe between “week” and “s”. But when it is more than one week (plural “weeks”) it is less clear what to do – whether to add an apostrophe or not – and so some of us simply leave it out. This is a very common mistake which can be seen on posters or leaflets in virtually any mobile phone shop, or car dealership in the country; indeed anywhere where you can get: “12 months interest free credit” or “2

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years servicing free of charge”. Both of these sentences need an apostrophe (after “months” and “years”). If you can put the word “of” after the number of weeks, months or years, then you need to use an apostrophe. For example: “12 months of interest free credit” can be shortened to: “12 months’ interest free credit”. The apostrophe comes after the “s” in these examples because there is more than one month and year. We couldn’t write “12 month’s ...” because the word month must have an “s” to make it plural, because there is more than one month.

25. punctuation

In this example there is a comma missing from after “games” in the last line. If you want to make a list of items, you need to use a comma to separate each one. The last line should read: “... you’ll have easy access to all your music, games, films and photos – instantly!” This makes the sentence easier to read, because all the items in the list are now neatly prevented from running into each other by the commas. Apart from the last two items in the list, which are separated by “and”. Some people would put a comma before “and” as well, but this isn’t necessary. A good list needs a comma after each item, apart from the second to last item, which is followed by “and”, then the final item. Like this:

“My favourite sports are: football, rugby, sailing and wrestling.”

26. singular / plural

The mistake comes in the second paragraph, where the word “critic” should be the plural “critics”. If we wanted to write “music critic” – singular – we would have to use an article to show that we meant just one, i.e. “a music critic”. It’s unlikely that a short entertainment news item like this would refer to just one music critic; rather the article wants to get across the feeling that a consensus has been reached about Mr Williams’s illustrious career in music by a whole gaggle of music critics.

27. spelling

A misspelled logo, similar to the one in this example, could be seen for several hours in the top right-hand corner of the screen during programmes broadcast by a well-known music channel. That is, until someone at the channel spotted the mistake – or perhaps a viewer called in and told them about it – and the misspelled word “Carribean” was replaced with the correctly spelled: “Caribbean”.

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28. doesn't make sense

The first sentence of this article simply doesn't make sense. Perhaps a sub-editor working on this top-ranking news website had hastily edited the article and put it back online with a few vital phrases missing – without checking it properly. Perhaps the intention of the author for the first sentence was something like this (although other answers would fit as well): “Historian Daniel Parkinson has *described his decision to take* fifteen years to write a new book about the Battle of Trafalgar as simply being one of artistic integrity”. This fits because there is now an object to the sentence – “his decision” – which relates to “one” later on in the sentence. Using “one” is a shorter way to write, because there is no need to repeat the abstract noun “decision”. We wouldn't write: “Historian Daniel Parkinson has described his decision to take fifteen years to write a new book about the Battle of Trafalgar as simply being *a decision* of artistic integrity”. We know that the author is talking about the “decision” when they write “one”. But in the original example there isn't a noun (any *thing*) earlier on in the sentence for the “one” to relate to.

29. apostrophes

In this example, there should be an apostrophe after “women” to indicate possession, because the “clothes sale” belongs to, or is related to the “women”. The sentence should read: “WOMEN'S CLOTHES SALE”. “Women” is a plural word, meaning more than one woman, so we can assume that the sale features clothes that are suitable for more than one woman. The word “women” is already plural (despite not having an “s” at the end), so there is no such word as “womens”. “Womens” is not plural of the word “woman”. It is a made up word. It is clear that the author meant “womens” as “women” plus possessive apostrophe “s”. They just forgot to use the apostrophe.

30. punctuation

As well as helping us to separate items in a list, the comma is used to separate clauses in sentences. This is so that the sentences are easier to read and the author's intended meaning is clearer. In general, punctuation helps us to organise our words and make what we want to express easier to understand. The mistake in this example comes in the last sentence. The words “it seemed” are a separate clause within this sentence, and as such should be separated from the rest of the sentence by two commas. The author has added one comma, but forgot to add the second, after “seemed”. The sentence should read: “Sydney, it seemed, was a city of striking contrasts”. Here is a similar use of commas to separate clauses within a sentence: “The bus, which was late, came bouncing down the road at breakneck speed”. The clause “which was late” gives us useful information about the context of the arrival of the bus. We need to separate this clause

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from the rest of the sentence to make it easier to read – the action becomes clearer. If we didn't use commas at all it would read like this: "The bus which was late came bouncing down the road at breakneck speed", which isn't very clear, and is certainly harder to read.

31. punctuation

This example shows a style error: a use of punctuation which is unnecessary, or doesn't look very nice and which doesn't add anything to the information that the author is trying to put across, namely the four exclamation marks after "Sunday 16th April". It isn't necessary to put even one exclamation mark after this date, but clearly the author wanted to draw our attention to the date, and felt that four exclamation marks was the best way to achieve this. The result, though, looks silly because three of the exclamation marks are redundant. Only teenage girls writing top secret diaries should be allowed to sprinkle punctuation marks around so freely. Not adults who are writing for adult readers, and certainly not authors of cathedral newsletters!!!! See, it does look a bit silly and breathless, doesn't it? Of course, this is not a mistake; it's rather a style error, and these are sometimes in the eye of the beholder. For example, some readers may feel strangely exhilarated by seeing such a liberal and uncensored use of the exclamation mark. Similar style errors include: "Excessive use of the exclamation mark and question mark together!???!!??!" to indicate disbelief, and: "Using 'smileys' after everything you write ;o))" These things are fine when writing for family or friends, when writing informal emails and text messages or even just for your own pleasure, but they start to look patronising and out of place when they appear in something that has been written for a wider audience; particularly an adult audience.

32. articles

The mistake in this example comes in the second sentence, where the wrong article is used before "idea". Because this word starts with a vowel sound, the indefinite article should be "an" rather than "a". The sentence should read: "Tonight, a student from Wales has *an* idea for ..."

33. singular /plural

The word "What's ..." is a short form (or contraction) of the verb "to be". The full form is "What is ...". "Is" is a singular form of this verb ("he is, she is, it is"), while "are" is a plural form ("we are", "they are"). For this reason, you can't follow "What's ..." with a plural noun such as "chances". It is necessary to change the verb to the plural form "What're ..." (which is a contraction of "What are ...") so that the corrected sentence reads: "What're the chances of a manned mission to Mars?"

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34. spelling

There is a spelling mistake on the fourth line of this example. The word “closedown” should read “close down”. “To close down” is a verb form (a phrasal verb, which means a verb (“close”) with a preposition (“down”) working together as one verb or one action). The sentence is describing the action that the store will take (i.e. it will close down). The author has incorrectly used “closedown”, which is a noun that describes the process of closing down. For example, this would be fine: “There will be a closedown in our store at 6 pm”. There is a clue that “closedown” is a noun here because it requires an article. “Close down”, on the other hand, is correct for our example because it’s a verb and fits together with “will” to complete the future tense verb form, which begins with the subject: “Our existing store ...”, continues with the verb phrase: “... will close down ...” and ends with an adverbial clause (showing the time): “... at 6.00pm on Saturday 17th June”.

35. apostrophes

This is a straightforward case of a missing apostrophe. The “Life” belongs to the “Child” – the two words are related – so there must be a possessive apostrophe “s” after “Child”. We know that the plural form of the noun “Child” would be “Children”, which tells us there is no such word as “Childs” – it isn’t in the dictionary; it isn’t the plural of “Child”. The sentence should read: “Improve a Child’s Life”.

36. doesn’t make sense

On the face of things, this table of British Prime Ministers looks totally bona fide and makes for fascinating reading. However, if you study the dates closely you will find that one of these illustrious political leaders is out of synch with his cohorts. The dates don’t match up. According to these dates George Grenville was Prime Minister before the Earl of Bute, but the dates are round the wrong way, because the Earl was actually Prime Minister between 1762-63, while Grenville (whose nickname in Parliament was “Gentle Shepherd”, incidentally) was Prime Minister between 1763-65. It always pays to double-check all the data before you publish complicated tables of factual information.

37. punctuation

Here’s an example where the author has tried to use an apostrophe correctly, but instead ended up using a single speech mark incorrectly. “Baby of the Year ‘05” should read: “Baby of the Year ’05”. In the example the author has put a single speech mark before “05” when they clearly meant to use an apostrophe. The difference is that the tail of the apostrophe points the opposite way to the tail of the single speech mark. Some word-processing

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programs help to make this a common error because when you type apostrophe followed by "05" you will normally get: '05. This is because the program assumes that you are writing something enclosed in single speech marks and automatically provides you with the first part of the single speech marks – which is not the apostrophe that you wanted. Sometimes it is necessary to show the word-processing program who's boss!

38. apostrophes

This special promotion for students, sponsored by a major UK bank, has been running for years and is promoted by hundreds of thousands of glossy leaflets and posters – all of them missing an apostrophe after "person". It's enough to make a "person" really frustrated! The correct phrase should be: "a free 4-year Young Person's Travel Card". We know this because the "Travel Card" belongs to the "Young Person" – or at least it will if they apply for this special offer. In this example, "Person" is a singular noun. Nobody uses the word "persons" to describe more than one person (plural); we would say "people" instead. If the author of this promotion wanted to use the plural word "people", they would still have to employ the services of an apostrophe – "Young People's Travel Card" – because the "Travel Card" still belongs to the "Young People". It's not good enough to go on printing "Young Persons Travel Card" on hundreds of thousands of leaflets and posters year after year and just hope for the best that no one will spot this easily-corrected mistake.

39. spelling

In this example the mistake comes in the last line, where "every day" should be "everyday". The difference is important: "every day" is an adverbial describing a period of time when something happens. For example, "I go for a walk *every day*". On the other hand, "everyday" is an adjective which is used before a noun to describe something that is ordinary or run-of-the-mill or normal, for example: "Shop at Debbie's – for *everyday* value and service". The sentence should read: "... be able to participate with confidence in all sorts of everyday situations".

40. doesn't make sense

There is a short word missing from the second sentence; before "make" it is necessary to add the word "to". We always talk about having the chance *to* ... something. For example, "The chance to make ... / to go ... / to do ... / to own ...", and so on. The sentence should read: "Children will have the chance to make their own models ..."

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41. spelling

There is a spelling mistake in paragraph 4. – “we’ll *l*send you more!” should read “we’ll *send* you more!” Clearly this is a typing or editing error rather than a straightforward misspelling. Perhaps the extra “l” had belonged to the previous word – “we’ll” – in an earlier draft of the text. This mistake should have been picked up when the leaflet was proof-read, but wasn’t, and as a consequence appeared on hundreds of thousands of leaflets which were distributed inside a variety of top-selling glossy magazines.

42. apostrophes

There shouldn’t be an apostrophe in the word “one’s” because this word is the plural form of “one”. It doesn’t have a possessive relationship with the word that follows and it isn’t part of a verb form (verb “to be” – “one is ...”). In this sentence “ones” refers to the word “pictures” from the previous sentence and is in the plural form because “pictures” is plural – more than one picture. We can talk about choosing “the one you want” – which indicates one thing (singular) or “the ones you want”, depending on whether what you are talking about (in this case “your pictures”) is singular or plural. The sentence should read: “... review your pictures on screen and choose the ones you want”.

43. punctuation

The problem with punctuation in this example comes in the title: “What the Heritage Committee is doing about it?” If you take away the question mark at the end, this sentence is fine. After reading this title you would expect to be able to read all about what the heritage committee is doing about “it” – whatever “it” is. But if the author intended to ask a question, this sentence is incorrect because it doesn’t use a question form. To make a question form you would need to invert the verb (“to be”), which means putting it before the subject of the sentence (“the Heritage Committee”) rather than after. So the title could read either: “What the Heritage Committee is doing about it” (*without* the question mark) or “What *is* the Heritage Committee doing about it?” (*with* the question mark) – depending on what the author wanted to write in the article that follows.

44. spelling

The spelling mistake in this example comes in the first sentence. “... a much high quality selection of games ...” should read: “... a much *higher* quality selection of games ...” The reason for this is that we can’t use a simple adjective like “high” with “much”. We need to use the comparative form of the adjective – “higher” – because the sentence is making a comparison. It’s comparing the number of games and movies available now with the many more titles that will be available by Christmas. We could see the full

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comparative sentence if the author had completed the comparison by using: “than they have now” at the end of the sentence. For example: “By Christmas, owners of the new Channel Hoppa console will have a much higher quality selection of games and movies from which to choose *than they have now*”. However, this is excessively wordy and the meaning of the sentence is clear without using “than...”

45. apostrophes

There is an apostrophe missing from the end of “minutes” in the last line of this example. If the author had written “50 minutes away” an apostrophe after “minutes” wouldn’t be necessary because “50 minutes” is a straightforward adverbial phrase, describing the distance between two places by reference to a period of time. Because the author puts in a noun – “drive” – after the adverbial phrase (“50 minutes”) they create a possessive relationship between the “50 minutes” and the “drive”. The meaning becomes: “50 minutes of driving ...” We can test out the need for an apostrophe here by looking at what would happen if the minutes were reduced to just one minute: “1 minute’s drive”. We still need an apostrophe; we couldn’t write “1 minutes drive” because since “1” is singular it cannot be followed by the plural noun form “minutes”. The author could have used the more straightforward phrase: “a 50 minute drive away from ...” but “50 minutes’ drive away” must include an apostrophe after “minutes” (the plural form, because there are fifty of them) to be grammatically correct.

46. spelling

This spelling mistake, spotted on a leaflet at a large country hotel, was probably a typing mistake which wasn’t corrected when the leaflet was proofread – if it was proofread at all. When spelling the time we wouldn’t write “1 O’clock” with a capital “O”, but rather with all lower case letters, like this: “1 o’clock”. This mistake may have been caused by an over-eager word-processing program, which automatically altered the “o” in “o’clock” – perhaps it thought it was starting a new sentence. New sentences always start with a capital letter. It shows the value of sitting down with whatever you have just typed and printed off the computer and spending a few minutes reading it through slowly, looking for straightforward mistakes like this one. Those extra few minutes spent proof-reading – and then perhaps editing and reprinting your work – will really pay dividends, because the image that your work projects afterwards will be far more professional.

47. punctuation

The punctuation mistake in this example can be found in the last sentence, where there is a single space missing between the words “Mr” and “&”. It should read: “... Margaret Smeghurst handed over first prize of a bottle of

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bubbly to *Mr & Mrs Halliwell ...*” It is important to remember to put a single space between each word in a sentence. In this example, “&” should be treated as a separate word (“and”), even though it represents “and” as a symbol.

48. spelling

The misspelled word in this example is “programme”. In the UK we use the word “programme” as a noun (a thing) to talk primarily about something on television or radio, e.g. “a television programme”. The author of this advert tries to use the common noun “programme” as a verb, when the verb form should be spelled with the American English spelling: “program”. In American English the noun form (“TV program”) and verb form (“to program your VCR”) are spelled the same, while in British English there is still this distinction, perhaps because the verb “to program” is still relatively new to us. The sentence should read: “*Program* your 10 favourite tracks”. It is worth noting that in British English we do use “program” as a common noun when talking about computer software, e.g. “a new computer program for word-processing”.

49. apostrophes

The problem with apostrophes comes in the third sentence, which should read: “The students’ union has *its* own facilities on both campuses ...” We use the word “its” because “its” is a possessive form which describes the relationship between “The students’ union” and “facilities on both campuses”. The facilities belong to the students’ union. The word “it’s” is completely different. It is a verb form, which can indicate not one but two verbs – either verb “to be”, as in “it is”, or verb “to have”, as in “it has”. “Its” is a possessive adjective, like “my”, “your”, “his”, “her”, “our” and “their”, which relates to the pronoun “it”, meaning a thing, an object or a place. In fact, anything which doesn’t have a gender (male or female). “The students’ union” is a place, an inanimate object which doesn’t have a gender, so the right possessive form to use is “its”.

50. punctuation

The punctuation mistake comes in the second to last sentence, which starts “Above all ...” The problem is with the comma, which has been put in the wrong place. It should be used to separate the two clauses: “Above all ...” and the rest of the sentence, so that the sentence should read: “Above all, this means that many teachers have had to ...” Commas are helpful in sentences because they separate clauses, making what is written easier to read. Imagine a comma as half a pause and a full stop as a full pause. Now read this sentence aloud, leaving half a pause where the comma is: “Above all this, means that many teachers have had to go “back to school” themselves...” It

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doesn't sound right, does it? Now read it aloud again, with the comma after "Above all" instead of "this". It should sound much better this time.

51. singular / plural

The problem here is the phrase: "there are a staggering amount of things to see ..." Although the author is talking about many *things*, the noun phrase ("staggering amount of things") starts with a singular article – "a". This is because the word "amount", which is the main noun here, is in singular form. It is "amount" rather than the plural "amounts". As a consequence, "there are ...", which uses a plural verb ("are" – from verb "to be") must be changed to "there is ...", using the singular verb "is". The phrase should read: "there *is* a staggering amount of things to see ..."

52. apostrophes

According to this advertisement there is going to be just one child with really active fingers this Christmas! The advert begins: "Get the *kid's* little fingers active this Christmas ...", using "kid" (which is singular) then the possessive apostrophe "s". The author implores us to get *one* kid's little fingers active, rather than *many* kids' little fingers. It's hard to believe that this is what they meant because it stands to reason that they would want to sell more than one funky farm activity set. If we change the noun "kid" to "kids" (plural form) and put the apostrophe after the plural form the sentence would be correct, and would read: "Get the *kids'* little fingers active this Christmas ..." With plural nouns like this it isn't necessary to use an "s" after the possessive apostrophe. Look at this example: "The *car's* wheels". If we changed the singular noun "car" to the plural "cars", we wouldn't need to write: "The *cars's* wheels" – simply "The *cars'* wheels" is enough.

53. spelling

The spelling mistake in this example comes near the end, in the sentence that begins: "I got the feeling that ..." The phrase "Lloyd and is trademark slapstick routines" should read "Lloyd and *his* trademark slapstick routines". The word "is" is a verb (from verb "to be") and is incorrect in this sentence because the possessive adjective "his" is required, to indicate the fact that the "trademark slapstick routines" belong to "Lloyd".

54. spelling

In this example the word "beleive" should be spelled "believe". I couldn't "believe" it myself when I saw that this cartoon had been published in a national newspaper and no one had spotted this mistake prior to publication. Or perhaps they had noticed it but deemed it unimportant and not worth correcting. We will never know.

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55. articles

On the third line down it is necessary to change the article “A” to “An”, because the word that follows (“Easter”) begins with a vowel sound rather than a consonant sound. The sentence should read: “An Easter Message”.

56. apostrophes

This example is adapted from a large, colour advertisement which was printed in several different national newspapers for several weeks. Clearly no one involved with the advert minded that it used an incorrect punctuation mark before the word “Ello”. The word “Ello” was printed in very large type, in italics, which amplified the mistake by making it more noticeable. This word needs an apostrophe before it to indicate that it has been shortened – from the full greeting *Hello* to the more informal, or colloquial *'Ello*. The author of this ad has used a single speech mark: ‘ (which has a tail that points to the right), instead of an apostrophe: ’ (which has a tail that points to the left). The sentence should read: *'Ello Jeff*, rather than *'Ello Jeff*. This mistake is similar to the one in example number 37 in that it was probably caused by a word-processing package working away on auto-pilot and not understanding that the author wanted to put an apostrophe before “Ello”, rather than a single speech mark. Alternatively, perhaps the well-paid advertising executives working away busily on this campaign don't know the difference between a single speech mark and an apostrophe. Or maybe they just wanted the company they were representing to look really unprofessional. We may never know!

57. spelling

The spelling mistake in this example can be found on the last line: “managment” should be spelled “management”. Since any spellchecker would have highlighted this error, it's hard to understand how it slipped through the net and ended up published in the final version of the advertisement.

58. apostrophes

In this example there is an apostrophe missing after “someone”. The sentence should read: “Drink someone's milkshake”. The “milkshake” belongs to “someone” – it is “someone's”. There is a possessive relationship between “milkshake” and “someone” which it is necessary to show by using the possessive apostrophe “s” after the person to whom it belongs – in this case, that person is “someone”.

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59. doesn't make sense

There is a stray “everyone” in the third sentence of this piece of text. The third sentence should begin: “Everyone at People Power plays an enormously important role in helping ordinary people ...” This mistake may have been made when the author was editing the piece, although if they had spent just a few minutes checking their work carefully after creating it, rather than hastily publishing it, they would probably have spotted the unnecessary word. This newsletter would have been distributed to many different offices of the same national training company. Potentially several thousand employees would have received a copy. Whether they read it or not is another matter, but wouldn't it have been better to spend those extra few minutes checking for that stray “everyone”? We all make mistakes when producing written work. We make some because we are not sure how to use certain punctuation marks and others because we are unclear about a particular grammar rule. But we can all eliminate the majority of our mistakes – the “little mistakes”, like the one in this example – if we spend time learning about the kind of mistakes that we make and take just ten minutes to check what we've written – to proof-read our work – before we publish it and make it accessible for a wider audience.

60. spelling

The spelling mistake in this example comes in the last sentence, where the word “past” should be spelled “passed”. The words “past” and “passed” are homophones, which means that they sound the same but have different spellings and different meanings. “Past” can be used as an adjective, adverb, preposition or noun; for example, “the past” (i.e. yesterday, last week, etc.) is a noun (a thing). “Passed” should be used here as a past participle verb – it belongs to the present perfect verb phrase “Sales have passed ...” The sentence should read: “Sales of his latest release, *Never Be Lonely (When You've Got A Friend)*, have now *passed* the 2 million mark in the UK alone.”

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~~A-Z of English Grandma Words~~

A-Z of English
Grammar Words

A-Z of English Grammar Words

Adjectives are describing words. We use them to describe nouns (things). For example: *the **tall** building / an **interesting** novel / a **short** conversation / a **new** year, etc.*

An **Adverbial Clause** is part of a sentence which tells us how or when something happened. For example, “I woke up **at seven o’clock**”.

Adverbs describe the verb in a sentence – the action, how something is being done. For example, “Maria spoke **loudly**”. In this sentence, “spoke” is the verb/action and “loudly” describes how the verb/action was done.

The English **alphabet** has 26 letters. There are 5 vowels – **a, e, i, o** and **u**. The remaining 21 letters are called consonants – **b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y** and **z**.

There are three **articles** in the English language: “a” and “an” (indefinite articles) and “the” (definite article). We normally use an article before a common noun (an everyday object or thing). We use “a” and “an” when the noun is non-specific – e.g. “A school in Cambridge” – and we use “the” if we are talking about a particular thing, something that we are already aware we’re talking about – e.g. “*The* school in Cambridge”. We use “an” before words that start with a *vowel sound* and “a” before words that start with a *consonant sound*.

We use **clauses** to make sentences. There may be several clauses in one sentence. For example:

“The weather was nice, so we went for a picnic.”

In this sentence there are two clauses: the *main clause* (“The weather was nice”) and a *subordinate clause* (“so we went for a picnic”). The clauses are separated by a comma. A subordinate clause gives extra information about the main clause. A subordinate clause can’t be a separate sentence on its own, while a main clause can. A subordinate clause needs a main clause for it to make sense.

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Conjunctions are words that link together clauses and phrases in a sentence. Words like: “and”, “because”, “but”, “or”, and “so”. For example: “I didn’t enjoy watching all the rubbish on television, **so** I gave away my set to a local school **and** cancelled my TV licence”.

Consonants are the 21 letters of the alphabet which are not vowels, namely: **b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, and z.**

A **consonant sound** is the sound made by a word which begins with a consonant, for example: “**cat**”, “**dog**”, and “**mouse**”. This includes the “yuh” sound at the beginning of some words which start with the vowel “u”, like “university”, “union”, “uniform” and “unicycle”. This is why we say, “**a** university” and “**a** union” rather than “*an* university” and “*an* union”. Although these words begin with a vowel, they don’t begin with a vowel *sound*, so we have to use article “a” rather than “an”.

A **contraction** is the short form (or *contracted form*) of a verb. For example: “I’ll” is a contraction of “I will”, “She’d” is a contraction of “She had” and “Jeff’s” is a contraction of either “Jeff is” or “Jeff has”.

A **determiner** is a word that goes before a noun to give further information about that noun. For example, in the phrase “some eggs”, “some” is a determiner which matches the plural noun “eggs”. We know from the plural determiner “some” and the plural “s” at the end of “egg” that there is more than one “egg”. Other common determiners include: articles (“**the** egg”, “**an** egg”), possessive determiners (“**my** egg”, “**her** egg”), question words (“**which** eggs?”, “**whose** eggs?”) and quantity words (“**many** eggs”, “**more** eggs”).

An **infinitive verb** is the basic form of a verb. For example, “To go” is an infinitive verb, while “I go” (present simple tense), “I went” (past simple tense) and “I was going” (past continuous tense) are all ways of using the same basic form of the verb to show action happening at different times or in different tenses.

Inversion – which literally means reversal – is the word we use in English grammar to describe what happens to the word order of a sentence if we change it from a statement to a question. For example, this sentence is a statement: “Melinda is a qualified pilot”. To make this statement into a

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question we need to swap around the verb (“is”) and subject (“Melinda”), like this: “Is Melinda a qualified pilot?” We must also change the full stop of the statement into a question mark. It is helpful to remember inversion when writing statements and question forms. “He has ...” is inverted to become “Has he ...?” (question form), “You could...” is inverted to become “Could you ...?” (question form) and “They didn’t ...” is inverted to become “Didn’t they ...?” (question form), and so on.

its and it’s are often confused, perhaps because they sound the same. However, they have completely different meanings and functions within a sentence. “Its” is the possessive adjective which indicates that something belongs to “it”, for example: “The dog finished **its** dinner and went outside”. “It’s” is a contracted form of either verb to be (“it is”) or verb to have (“it has”). For example: “**It’s** a nice day, isn’t it?” (“*It is* a nice day, isn’t it?”) or “**It’s** been a nice day, hasn’t it?” (“*It has* been a nice day, hasn’t it?”).

A **letter** is one part of a word. There are 26 letters in the English alphabet, ranging from “a” to “z”. We normally need to use more than one letter to make a word, although the letter “I” on its own is a word (“I like you”) and so is the letter “a” (“I like you **a** lot”).

We use the term **lower case** to describe small letters. There are two cases in the English alphabet: *lower case* (small letters) and *upper case* (capital letters or big letters). We normally start a sentence with a capital letter, but then continue using only small letters, apart from for abbreviations (e.g. “ITV”) and for words which always start with a capital letter, like names of people, places and companies. These words are called *proper nouns*.

Nouns are things. There are lots of different kinds of nouns:

Common nouns are everyday things which we can see and touch (like “table”, “chair”, “coat” and “swimming pool”).

Proper nouns are words which always start with a capital letter, like the names of people, places, companies, days and months (for example: “Eric Morrison”, “Birmingham”, “The Forth Bridge”, “The Royal Shakespeare Company”, “Monday” and “February”).

Abstract nouns are things that we can’t see or touch but are there all the same. They describe things like feelings (“happiness” and “love”), qualities (“loyalty” and “weakness”) or concepts (“democracy” and “peace”).

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Countable nouns (also known as “count nouns”) are things which have plural forms – i.e. they can be counted using numbers. For example: “one bag, two bags”, or “one mobile phone, two mobile phones”.

Uncountable nouns (also known as “noncount nouns”) are things which are not separate items and cannot be counted. We don’t know how many of them there are. For example: “bread”, “A slice of bread” or “Some bread” not “a bread” or “two breads”.

A **paragraph** is a chunk of text which is made up of several different sentences. If you are reading a novel there could be three paragraphs on one page with about four or five different sentences in each paragraph.

Phrases are parts of a sentence and are used to make clauses. They are made up of one or more words and there are different types, for example:

noun phrases – e.g. “fish and chips”

verb phrases – e.g. “eats”, “is eating”, “has eaten”, “has been eating”

prepositional phrases – e.g. “in the kitchen”

We use the **plural form** of a noun when there is more than one of it. For example, if there is more than one “table” we use the plural form, which is “tables”. We can make the *regular plural* form of most nouns by adding “s” to the end of the word (e.g. one “bed” becomes two “beds”, and one “pen” becomes two “pens”). Some nouns have an *irregular plural* form, so we have to add different endings, like “es” (e.g. one “box” becomes two “boxes” and one “church” becomes two “churches”). For nouns that end in “y” we usually replace the “y” with “ies” (e.g. one “party” becomes two “parties” and one “strawberry” becomes two “strawberries”). There are a few other irregular plural endings, e.g. nouns ending in “f” have the plural ending “ves” (“loaf” becomes “loaves”), and there are some nouns that have their own unique plural form, e.g. one “child” becomes two “children” and one “mouse” becomes two “mice”.

We use **possessive apostrophe “s”** after a name and before a noun (a thing) to show that this thing belongs to the name. For example: “Julie’s schoolbook” (the “schoolbook belongs to “Julie”) and “Scunthorpe United’s loyal supporters” (the “loyal supporters” belong to “Scunthorpe United”).

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A **preposition** is a word that describes where something is. For example, “**in** the kitchen”, “**under** the stairs”, “**on** the table” and “**opposite** the bank”.

Personal subject pronouns are words which go before a verb to replace nouns (the name of somebody or something). For example, instead of saying “Robbie said ...” you could use the personal subject pronoun “he” to make: “He said ...”, or instead of saying “The university library was closed” you could use the personal subject pronoun “it” to make: “It was closed”. We use these words in place of nouns when it is clear what or who you are talking about. The personal subject pronouns in English are: **I, you, he, she, it, we,** and **they**.

Possessive determiners – **my, your, his, her, its, our** and **their** – are words that give us information about who owns what, for example: “This is **my** banana and that’s your **coconut**”.

We use the different symbols called **punctuation marks** to make our writing easier to read. For example, without punctuation marks we wouldn’t know where one sentence finished and another began. Some of the most commonly used punctuation marks are:

- . *full stop*. We put a full stop at the end of each sentence, unless it is a question or needs an exclamation mark (e.g. “My uncle lives in Newfoundland.”). It is also used with abbreviations (e.g. “e.g.”).
- ,
- ’ *apostrophe*. We use an apostrophe before an “s” to show that something belongs to someone or something else (e.g. “Letitia’s stapler”) or to show that part of a word is missing, e.g. with contracted verb forms, like “It’s raining” (the apostrophe replaces the “i” of “is raining”) and “Paul’s gone home early” (the apostrophe replaces the “ha” of “has gone”).
- ? *question mark*. A question mark is used at the end of a question, instead of a full stop (e.g. “What time does the film start?”).
- ! *exclamation mark*. We put the exclamation mark at the end of a sentence which has a stronger emphasis than other sentences. It may

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be that the sentence is amusing (e.g. “My dog has no nose. How does he smell? Terrible!”) or insulting (e.g. “I’m sorry but your dog really *does* stink!”) or any sentence that conveys a strong emotion (e.g. “Oh no! Someone’s stolen my MP3 player!”).

“ ” *speech marks*. Speech marks go around part of a text which is spoken by someone. This is to make it stand out from the rest of the text. E.g.

The mechanic had a good look inside the bonnet and said, “There’s no hope, I’m afraid. You don’t need a mechanic, you need a miracle worker!” I tried to hide my disappointment. “OK”, I replied.

; *semi-colon*. A semi-colon is a short pause in a sentence. It is not as long a pause as a full stop, but it’s longer than a comma. For example, if you read the following piece of text out loud, you could count two beats for a full stop, one beat for a semi-colon and half a beat for a comma: “The boys started running, but they were soon out of breath; it wasn’t long before the gang caught up with them”.

: *colon*. A colon is similar to a semi-colon in that it helps to divide a sentence and provides a longer pause than a comma, but about half the pause of a full stop. It is used differently because it shows that the clause which comes after it follows on from the clause before it. For example, in the sentence: “The children opened their present: they couldn’t believe what they found!” the idea in the second clause (“they couldn’t believe ...”) follows on from the action in the first clause (“The children opened their present ...”). Using a colon is like saying, “There’s more to come in the next part of the sentence”. It provides a short pause in a sentence and points the way to a continuing thought or action.

() *brackets*. We can use brackets to slip extra information into a sentence, without disturbing the flow of the sentence too much. For example: “It had been John’s idea to invite Becky (who was secretly in love with him) to Heather’s birthday party”. Brackets are known as *parentheses* in American English.

- *hyphen*. We use a hyphen to join together two related words (for example: “post-Impressionism” and “south-west”) and to write numbers as words (for example “35” becomes “thirty-five”). It is also used at the end of a line to show that a word continues on the next line, e.g. “frequently”, and to indicate distances between times (“1914-1918”) and places (“London-Brighton”).

– *dash*. A dash is longer than a hyphen and has a different job. We use it to separate a particular clause from the rest of a sentence, for

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example: “We had been to Frankfurt four times – five if you count changing flights once on the way to Sydney – but had never spent New Year’s Eve there”. It is also used to indicate a pause or a change in the sentence’s train of thought, for example: “Roger took off his socks thoughtfully – it had been an extremely trying day”.

/ forward slash. We use the forward slash when writing the address of a page on the internet, for example:
“www.englishbanana.com/index.html”.

A **question form** is used to make a sentence that asks a question, for example: “What time is it?” These sentences end with a question mark instead of a full stop. Question forms often begin with “wh-” question words, like “**who**”, “**what**”, “**where**”, “**when**”, “**why**”, “**which**” and “**how**”. “How” can be considered an honorary “wh-” question word because it contains both the letters “w” and “h”!

A **sentence** is a self-contained group of words which begins with a capital letter (“A”, “B”, “C”, etc.) and ends with a full stop (“.”), question mark (“?”) or exclamation mark (“!”). For example:

Derby County’s astonishing unbeaten run at home continued unabated.

We use the **singular form** of a noun when there is just one of it. For example, one “table” (“tables” would be the regular plural form) and one “tooth” (“teeth” is the irregular plural form).

Subject-Verb-Object is the phrase used to describe a common sentence structure in English. In the sentence: “The children are eating ice-creams”, “The children” is the subject, “are eating” is the verb form (the action – what the subject is doing) and “ice-creams” is the object (the thing that is having the action done to it).

We use the term **upper case** to describe capital letters (or *big letters*). We normally start a sentence with a capital letter, but then use small letters for the rest of the words, apart from abbreviations and words which always start with a capital letter, like names of people, places and companies.

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Verbs are action words, or *doing words*. They tell us what somebody or something is doing in a sentence. For example, in the sentence “John washed his car”, “washed” is the verb, or action, John is the person doing the action (the *subject*), and “his car” is the thing that is having the action done to it (the *object*). Verbs can be regular and irregular. Most verbs are *regular*, which means that they all follow the same rules, for example when forming the past tense all regular verbs end with “ed” (“walk” becomes “walked” and “play” becomes “played”, and so on). However, some very common verbs are *irregular*, which means they don’t follow the same rules as regular verbs and you just have to learn their forms separately. Common irregular verbs are: “to be”, “to do”, “to have” and “to go”. These four verbs are also the most common auxiliary verbs. Auxiliary verbs are helping verbs: they help a main verb to form a verb phrase. In this sentence: “Ricky and Jessica are teaching their daughter to swim”, “are” is an auxiliary verb (from verb “to be”) which helps the main verb “teaching” (from verb “to teach”).

There are several different **verb tenses** in the English language. It is worth being aware of (or, better still, *learning*) some common *verb tables* in each of the following tenses: **present simple, present continuous, present perfect, past simple, past continuous, past perfect** and **future forms** (e.g. “going to”). For example, let’s look at the verb “to eat”, which is an irregular verb:

(Note: these verb tables do not cover negative and question forms for each tense, which can also be studied, e.g. “I eat / I don’t eat / Do I eat?” and so on.)

present simple tense verb table:

I eat, You eat, He eats, She eats, It eats, We eat, They eat

present continuous tense verb table (with verb “to be” in the present tense as an auxiliary verb):

*I am eating, You are eating, He is eating, She is eating, It is eating,
We are eating, They are eating*

present perfect tense verb table (with verb “to have” in the present tense as an auxiliary verb):

*I have eaten, You have eaten, He has eaten, She has eaten, It has eaten,
We have eaten, They have eaten*

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past simple tense verb table:

I ate, You ate, He ate, She ate, It ate, We ate, They ate

past continuous tense verb table (with verb “to be” in the past tense as an auxiliary verb):

I was eating, You were eating, He was eating, She was eating, It was eating, We were eating, They were eating

past perfect tense verb table (with verb “to have” in the past tense as an auxiliary verb):

I had eaten, You had eaten, He had eaten, She had eaten, It had eaten, We had eaten, They had eaten

future form with “going to” and verb “to be” in the present tense as an auxiliary verb:

I'm going to eat, You're going to eat, He's going to eat, She's going to eat, It's going to eat, We're going to eat, They're going to eat

future form with “will” in the present tense as an auxiliary verb:

I will eat, You will eat, He will eat, She will eat, It will eat, We will eat, They will eat

There are 5 **vowels** in the English alphabet: **a, e, i, o** and **u**. The other 21 letters of the alphabet are called *consonants*.

A **vowel sound** is the sound made by a word which begins with a vowel, for example: “**a**nimal”, “**e**ducation”, “**I**ndia”, “**o**range” and “**u**mbrella”.

A **word** is a part of a sentence made up of one or more letters. Words in a sentence are separated by a single space on either side. Several words with a capital letter at the beginning of the first one and a full stop after the last one together form a sentence.

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~~further rEadinG~~

Further Reading

Further Reading

This book is not intended to be a fully comprehensive guide to English grammar. There are plenty of those around already, at prices which anyone can afford. This is a practice book which aims to develop and nurture an interest in using written English correctly by explaining where and why professional editors and copywriters working today have made mistakes in public. For useful and readable guides to English grammar you could try any of the following:

Title: An A-Z of English Grammar and Usage
Author: Geoffrey Leech
Publisher: Nelson, 1990
ISBN No.: 0175560218

Title: The Oxford Style Manual
Author: R. M. Ritter (Editor)
Publisher: Oxford University Press, 2002
ISBN No.: 0198605641

Title: Elementary Grammar in Use (With Answers)
Author: Raymond Murphy
Publisher: Cambridge University Press, 2002
ISBN No.: 0521529328

Of course, it is essential that anyone writing for an audience has a clear and modern dictionary. It doesn't have to be one that's so comprehensive that you need to cart it around in a wheelbarrow, but it shouldn't be a small pocket dictionary either. The Concise Oxford Dictionary is one that we recommend:

Title: The Concise Oxford English Dictionary – Eleventh Edition
Author: Fowler, Fowler & Pearsall (Editors)
Publisher: Oxford University Press, 2004
ISBN No.: 0198608640

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Can you spot the mistake in the text below?

**What's the
chances of a
manned mission
to Mars?**

It could be a problem with apostrophes or a missing article, or maybe it just doesn't make sense. It could be there's a punctuation mark missing or a spelling mistake, or perhaps the words used don't agree – the verb is singular but the noun is plural ...

What do you think? Not sure? You need this book!

Inside you will find 60 examples of incorrect English, including the one above, adapted from genuine mistakes published in newspaper and magazine articles, advertisements, websites, and leaflets. Each example has one mistake. Your task is to find it and say what kind of mistake it is – then write the corrected version. In the process you will improve your written English by learning to identify the common mistakes that professional writers make and that professional editors and proof-readers miss.

We all need to write to communicate with others. This book shows you how to improve your written English by avoiding the mistakes that the professionals make.

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Talk a Lot

Spoken English Course

by Matt Purland

A Great New Way to Learn Spoken English

Elementary Book 1

- *Complete 12-week spoken English course*
- *All materials, instructions and answers are included*
- *Brand new and unique learning method*
- *Learn and recall questions, answers and negatives using 8 common verb forms*
- *Learn 400+ essential vocabulary words*
- *100% photocopiable*

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Talk a Lot

Spoken English Course

Elementary Book 1

This book is dedicated to Anna and Julia, with love and thanks xx

and also:

.....

(Insert the name of the teacher who has most inspired you to learn.)

English Banana.com

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Talk a Lot

Introduction

Welcome to a new kind of English course!

Talk a Lot is a great new way to learn spoken English, and quite a departure from the standard ELT course book. Instead of spending hours reading and writing, students have the opportunity to engage in challenging and fun speaking and listening activities with their friends.

On this course students learn how to think in English as well as Talk a Lot!

The Talk a Lot course objectives are very simple:

- Every student talking in English
- Every student listening to and understanding English
- Every student thinking in English, and
- Every student taking part in class

Talk a Lot is structured so that every student can practise and improve English grammar, vocabulary, pronunciation, intonation, word and sentence stress, and interpersonal skills, by working in pairs, groups and one to one with the teacher.

The main benefits of Talk a Lot are:

- Students have to think in English during lessons in a controlled and focused way
- Students learn how to memorise correct English structures naturally, without abstract and unrelated grammar lessons
- Students learn how to construct eight different common verb forms, using positive, negative and question forms, as well as embedded grammar appropriate to their level. The verb forms studied are: Present Simple, Present Continuous, Past Simple, Past Continuous, Present Perfect, Modal Verbs, Future Forms, and First Conditional
- Students learn 400+ essential vocabulary words by heart
- Students enjoy following a simple and effective method that produces results quickly

The ten lesson topics studied in Talk a Lot Elementary Book 1 are: *Town, Food, Shopping, Health, Transport, Clothes, Work, Family, Home, and Free Time.*

Thanks to all of our students who have been trialling this course in recent months. Remember, teachers can download and print all the blank forms that are necessary for running an English course, such as blank registers and enrolment forms, individual learning plans, and initial assessments, all for free, from our website at www.englishbanana.com.

We'd love to hear from you about how you have used this book and how your course went, so please feel free to contact us via our website feedback form or by emailing info@englishbanana.com. We'd also be really excited to hear about your ideas and proposals for new Talk a Lot topics and activities that we can use in future Talk a Lot books.

With best wishes for a successful course,

Matt Purland, Ostróda, Poland (6th April 2008)

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Talk a Lot

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How to Use this Course

Talk a Lot

How to Use this Course

Course Outline:

- Before the course begins perform an initial assessment with each student to check that they are at a suitable level for the course, and then enrol them onto the course. This course is aimed at students who are at a good elementary level or pre-intermediate level. For this course we recommend that there are no more than ten students per class.
- The course is divided into twelve three-hour lessons. The first ten lessons each have a different topic; while lesson 11 is intended for the revision of material studied over the ten weeks, and lesson 12 is reserved for the students' examinations and an end of course review. We recommend that you hold one lesson per week, making this a twelve week course comprising 30 guided learning hours, plus 6 hours of guided revision and examination. It's up to you what order you do the lessons in; you don't have to follow our order of topics!
- If your students need more than three hours of study per week, why not offer them two 3-hour lessons per week: one Talk a Lot lesson, as described below, and one lesson using traditional teaching methods, which include conventional reading, writing and grammar-based activities that could complement the intensive speaking and listening work of the Talk a Lot lessons. You could follow a standard EFL or ESL course book such as New English File or New Headway, using material that complements the Talk a Lot lesson, so that in Week 2, for example, both 3-hour lessons are on the subject of Food and Drink. This would then give you a course with 60 guided learning hours.
- The lesson topics are:

Lesson 1	Town
Lesson 2	Food
Lesson 3	Shopping
Lesson 4	Health
Lesson 5	Transport
Lesson 6	Clothes
Lesson 7	Work
Lesson 8	Family
Lesson 9	Home
Lesson 10	Free Time
Lesson 11	Revision
Lesson 12	Exam & End of Course Review

Lesson Outline

- In our lesson outline, each lesson lasts for three hours (180 teaching minutes). This can vary according to your needs, for example, in some English language classrooms one teaching hour is equal to 45 minutes, and so 3 teaching hours would be 2¼ hours. Or it may be that you have only 2 hours per week with your group of students. You can still use Talk a Lot activities to serve up a satisfying and stimulating lesson – just in a shorter timeframe.

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Talk a Lot

How to Use this Course

- Each lesson focuses on a specific vocabulary topic, for example “Town”. For each lesson the teacher can draw from seven different activities:

Sentence Blocks
Discussion Questions
Role Plays
Discussion Words
Vocabulary Test
Lesson Test
Show & Tell

It is not necessary to use every activity in every lesson. We believe that there is more material in this book for each lesson than is needed to fill 3 hours, so the teacher can mix and match, using different activities in different lessons. Similarly, it is not necessary to do the activities in the same order (as given below) in every lesson, but mix things up each time so that students don't become used to a set lesson order.

- Bearing that in mind, here is an example of how you could structure a 3-hour long Talk a Lot lesson:

- 15 mins Welcome and **vocabulary test** (see page 5) based on the previous lesson's topic. The teacher reads out the twenty words to the students in their native language and they write them in English. The teacher gives back lesson tests, discusses the answers with the students, and can also ask random questions from the previous lesson's sentence blocks to check how much the students have remembered.
- 15 mins The teacher introduces the topic of this lesson, for example, “Home”. Each student has to **show and tell** an item to do with this topic, e.g. for “Home” a student could bring a utility bill, or a cushion from their favourite chair, and then tell the class about it. The teacher also brings something to “show and tell”, and then introduces the eight new **sentence block** starting sentences and **wh-** questions on the board or on the handout (see page 8). It is essential that the teacher checks that the students understand the sentences, so that they are meaningful to students when they practise them later on.
- The teacher asks different students to model one or two of the sentence blocks, which will act as a reminder to students of how to make the sentence blocks.
- 20 mins Students make the sentence blocks in pairs, for example, sitting back to back without eye contact. They don't write anything down and must not copy the sentence block starting sentences from the board. For this activity all the talk flows from the students making the sentence blocks from the starting sentences and **wh-** questions on the board or on the handout.
- 10 mins Next, the teacher introduces the eight **discussion questions** for this lesson to the whole class (see page 13). Again, it is important that the teacher checks that their students understand the vocabulary that is used. Students should be encouraged to use their dictionaries to check new words.

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Talk a Lot

How to Use this Course

30 mins Working in pairs or small groups, students practise the discussion questions. This is free speaking practise – the antithesis of having to make pre-set sentences using the sentence blocks. The students can change partners several times in order to get a good variety of practice, then the whole class comes together and feeds back to the group, with the teacher asking additional follow-up questions. During this time the teacher removes the sentence block sentences from the board, or asks the students to return their sentence block handouts.

We're halfway through! Have a cup of tea and some fresh air – or just hang out!

25 mins After a relaxing break it's time for some brain work – the **lesson test** (see page 5)! The aim of this test is for the teacher to find out what vocabulary the students can remember from the previous lesson and to get an idea of how well they are coping with making the sentence blocks.

25 mins The teacher could decide to use this slot for activities with the **discussion words** (see page 15) or for making **role plays** (see page 14) – or for both, if your students are up to the challenge!

30 mins The students practise the sentence block sentences again, but this time without any written record – nothing on the board and no handout. The teacher monitors each pair and helps them where necessary, making sure that they are making the sentence blocks successfully. Towards the end of this time the whole class comes back together to give each other feedback. The teacher asks questions from the eight sentence blocks to different students, who should give a correct, or nearly correct, sentence – all from memory. In the early weeks this will be more difficult for the students, but after a few lessons with this method students should be able to answer confidently, having memorised some or all of that lesson's sentence blocks.

10 mins Open question time – students can ask any English-related question. The teacher looks at the students' workbooks (this can be any suitable course book that students work through at home and which complements the lesson) and checks students' progress. The teacher sets the topic for the next lesson and gives out the handouts for the next lesson's vocabulary test. The teacher could either give or spend a few minutes eliciting the twenty new words in the students' first language. The teacher should encourage students to keep all of their handouts in their own file, for revision and further study at home.

Assessment Methods, Tests and Examination

The overall course mark for each student is reached by continuous assessment and an end of course oral examination. Individual students are monitored throughout the course and their progress recorded in a number of different ways. The aim of using continuous assessment is to encourage students to work hard in every lesson – because every lesson counts and effort is rewarded along with accuracy – and to work hard at home, e.g. learning the vocabulary words each week.

Each student gets a combined mark out of 80 for each lesson which is based on the following:

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- vocabulary test: maximum of 20 marks
- lesson test: maximum of 40 marks
- student's lesson mark – accuracy: maximum of 10 marks
- student's lesson mark – effort: maximum of 10 marks

- total lesson mark: maximum of 80 marks

The lesson marks are added together on the individual Student Course Reports as the course progresses. Students don't have access to their lesson marks as they are added together, but they do see their marks for the vocabulary and lesson tests, as well as getting feedback on these tests and on their general performance each week.

Teachers should award marks out of 10 to each student for every lesson based on the level of their achievement during the lesson (accuracy) and their commitment during the lesson (effort). It goes without saying that teachers should strive to be wholly objective and not give in to favouritism when awarding these marks.

Over the ten lessons all of the lesson marks are added together to give an individual total for each student, to which is added the score from their final exam. This gives each student a grade for the whole course, ranging from A to U (ungraded fail):

- maximum lesson mark of $80 \times 10 = 800$ marks +
- maximum final exam mark of 100 =
- maximum course mark of 900 marks

Grade system:

Grade A = 800-900 marks	First Class
Grade B = 650-800 marks	Very Good
Grade C = 550-650 marks	Good
Grade D = 400-550 marks	Fair Pass
Grade E = 250-400 marks	Pass
Grade U = less than 250 marks	Fail

Grades A-E are passes. Grade U is ungraded and means that the student has failed the course. The student's grade is recorded on their course certificate, for example:

"Grade: A"

"Achievement: First Class"

You could use one of the course certificate templates at the back of this book (see pages 110-111), or create your own.

Lesson Assessment

During pair and group work the teacher monitors the students, checking and correcting grammar and vocabulary where necessary, e.g. during discussion question and role play

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practice. In all such “free practice” work the teacher should keep referring students back to the grammar that is being learned by making the sentence blocks, for example if a student says: “What you want?”, remind them that: “You must have a verb after a wh- question.” In this way the free practice work will help to consolidate what is being learned from the more structured practice of forming the sentence blocks.

Written homework based on the topics and activities from each lesson could be given, checked and marked by the teacher. However, written work must be kept to a minimum during the lesson and students should not to write out full sentence blocks. This is Talk a Lot, after all! The students may instinctively begin to write down the starting sentences from the board, or make notes about the sentence blocks, but discourage this because it is a waste of lesson time in which they have a valuable opportunity to talk in English. The Talk a Lot method encourages students to use their memories as a learning tool and to activate the grammar that they already know before they join the course. **When a student writes down the sentence blocks, they give full permission to their memory to forget this information, since they know it is safely recorded somewhere.** Without the safety net of pen and paper students have to challenge themselves to work harder to make the sentence blocks (which are, after all, simply question forms and answers, based around individual verb forms). The time for writing out sentence blocks is at home, where students can write to their hearts’ content! They also get a chance to see full sentence blocks in written form when they do the lesson test – once per lesson. As we have seen, the Talk a Lot certificate is based on marks gained during continuous assessment along with a final oral exam at the end of the course. Lesson assessment also includes more formal testing with regular vocabulary tests and lesson tests, the marks from which are added to each student’s running total of marks. The teacher keeps track of each student’s progress by adding the results of their tests and other marks to their individual Student Course Report (see page 17).

Vocabulary Tests

All Talk a Lot tests should be run in exam conditions, with folders and dictionaries closed, no talking, and no copying. The vocabulary test could be held near the beginning of the lesson, as a way of quietening students down and getting them into study mode. We recommend that the teacher runs the vocabulary and lesson tests in the same positions during the lessons each time so as to give a sense of structure and routine to the tests which can be reassuring for students. Teachers should try to mark the vocabulary test during the lesson break and give students their results in the same lesson. The teacher keeps a record of the students’ scores on their Student Course Reports and measures progress made, as well as spending time during and between lessons addressing issues with individual students.

Lesson Tests

The primary aim of the regular lesson test is to consolidate the work done in the previous lesson. If you run this test immediately after the break it will help to settle students down and get their minds focused again on learning English. Set a time limit of no more than 25 minutes and stick to it. As with the vocabulary tests, the aim of the lesson test is to check students’ progress and both identify weaker students who may need extra support, e.g. help with making the sentence blocks, and identify stronger students who may need a greater challenge during lessons. For example, to maximise the effect of pair work the teacher could pair a stronger student with a weaker student.

Lesson tests are marked by the teacher after the lesson and the results given to students at

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the beginning of the next lesson, when there is time for a brief discussion of incorrect answers and other points raised by the test. The results from both tests enable the teacher to see not only who is paying attention during lessons, e.g. when making the sentence blocks, but also who is working at home: learning the vocabulary words, both meanings and spellings, and writing out sentence blocks.

At their discretion, a teacher may allow students who have missed a lesson to catch up on course marks by taking both tests at another time, e.g. after the present lesson. Or the teacher may decide that the student has missed the lesson and so cannot catch up on the marks, a scenario that will affect their final course score. However, if the latter applies the teacher should give the student in question the material to study at home in their own time.

Verb Forms Practice

These pages can be introduced by the teacher as extra worksheets at any time during the course if students are having problems with sentence blocks based on a particular verb form, or if they need more focused verb forms practice. A follow up activity would be for students to imagine their own sentence blocks based on particular verb forms, e.g. the teacher asks students to work in pairs and make four new sentence blocks using present perfect form – orally, without writing anything down.

In general, it's better for students to use a variety of different verb forms in a normal lesson, rather than studying a different verb form each lesson, because if a student misses one lesson they won't have missed out on studying a complete verb form.

End of Course Oral Examination

General Notes on the Examination:

The Talk a Lot end of course exam is a one to one oral examination with the teacher reading the questions and the student answering. The exam should last for a maximum of 20 minutes. The exam is recorded onto tape and marked by the teacher. The results are added to the student's individual Student Course Report and their overall course score and final grade can be calculated, which are then added to the student's certificate.

At no time should the student see the examination paper, whether before, during or after the examination. Nor should the student write down anything during the exam. The teacher writes the starting sentence and question word (printed in bold) on the board for each sentence block question.

The examination questions are taken randomly from the course work studied and include material from every topic covered during the course. During the examination the teacher should not prompt the student for answers or help them in any way, apart from to explain the instructions so that the student understands what they have to do. Students **may not** use a dictionary during this examination.

At the end of the course the teacher could give a prize to the student (or students) with:

- the best course score overall
- the best vocabulary test grades overall

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- the best lesson test grades overall
- the best attendance record
- the most improved student (comparing the beginning with the end of the course)

Marking Guide:

There are four kinds of question that form the examination:

1. Make sentence blocks (questions 1, 5, 9, and 13)

The maximum score is 8 marks. Students score one mark for each fully correct line, with correct intonation and sentence stress, and one mark for naming the correct verb form. Students get only half a mark if the intonation and/or sentence stress of a line is incorrect. In the last two lines of each sentence block the answers will vary as students have to change part of the original information to produce a negative answer. Accept any answer that is grammatically correct and makes sense within the given context.

Don't penalise students for making contractions, or not making them. For example, if the answer on the examination paper says "No, he doesn't", but the student says "No, he does not", don't mark them down. It is still an accurate answer.

2. Answer discussion questions (questions 3, 6, 11 and 14)

Students can score up to a maximum of 4 points for each question based on the following criteria:

The student should answer the question and speak for approximately 1 minute:

- | | |
|----------|--|
| 4 marks: | the student produces sentences which are completely or almost completely correct in terms of grammar, pronunciation, intonation, and sentence stress. There are between 0-2 errors. Excellent use of vocabulary and interesting subject matter |
| 3 marks: | the student produces sentences which are good in terms of grammar, pronunciation, intonation, and sentence stress, but there are between 3-4 errors. Good use of vocabulary |
| 2 marks: | the student produces sentences which can be understood in terms of grammar, pronunciation, intonation, and sentence stress, but there are many errors |
| 1 mark: | the student attempts to answer the question, but not using full sentences nor correct grammar, pronunciation, intonation, and sentence stress. Part of their answer can be clearly understood, but there are many errors |
| 0 marks: | the student has not attempted the question or the answer is incoherent |

The teacher should make a note in the box provided of several examples of the student's performance, including errors as well as correct structures.

3. State ten vocabulary words on a given topic (questions 2, 7, 12 and 15)

When students have to list ten vocabulary words, the teacher could keep a tally in the box provided, e.g. -III IIII ... Give a half mark in the event of wrong word stress or incorrect

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intonation and/or pronunciation. When stating ten different vocabulary words the student cannot include the example word which is given in the question.

4. Answer discussion word questions (questions 4, 8, 10 and 16)

The answers and marks for these questions are provided on the examination paper. Give a half mark in the event of wrong word stress or incorrect intonation and/or pronunciation.

Sentence Blocks

Designed specifically for the Talk a Lot course, the sentence block method is a brand new way to teach English grammar with speaking practice. The main benefit of this method is that the students have to do all of the work. They must listen, think hard, and remember. They must produce eight sentences, both positive and negative, using a given verb form, and two different question forms, using wh- questions and questions with auxiliary verbs. They must produce the eight sentences based on a given starting sentence and a given wh- question word, using a pre-agreed set of rules. When they are working on the sentence blocks students are speaking and memorising correct English. They are learning to use key verb forms in English, forming questions and responses organically as they focus all their attention on making the sentence blocks successfully. They are also learning new vocabulary and have to produce their own ideas to make the last two negative sentences work.

So what is a sentence block and how do you make one? A sentence block is a group of eight consecutive sentences, made up of seven lines, that forms a two-way conversation. There are strict rules governing how a sentence block must be made, which students should learn.

At the beginning of the course:

The students receive two handouts explaining the basic terminology used when talking about sentence blocks and some helpful rules for making them (see pages 18 and 19). The teacher should spend time discussing these pages with the students, in particular explaining:

- When we use each of the eight verb forms that are explored during the course
- What we mean by subject-verb “inversion”
- How auxiliary verbs are used, and the rule for using “do” as an auxiliary verb

In the first lesson or two the teacher will need to train the students to make the seven lines that form a sentence block. In the ensuing lessons students should be able to form the sentence blocks themselves, based on the given sentences on the board or handout. It is very important that in each lesson the teacher ensures that students understand the vocabulary used in the sentence blocks before they are let loose on the task of making them.

This is an example of how an individual student could be coached to form a sentence block for the first time. When coaching groups, ask a different student for each of the lines.

The teacher has written the first starting sentence on the board; for example, this one from the “Shopping” lesson:

I used my debit card to buy a pair of shoes for work.

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The teacher:

OK, we're going to make a sentence block. There are seven lines in a sentence block and eight different sentences. [Pointing to the board at the starting sentence.] This is the first line. Can you read it for me, please? [The student reads it out loud.] Do you understand this sentence?

The student:

Yes.

The teacher:

OK. [Writes "What" underneath the starting sentence.] To make the second line can you ask a "what" question based on the starting sentence?

The student:

What did you use to buy a pair of shoes for work?

The teacher:

Good. Very good. Excellent.

Note: if a student has a problem producing any part of the sentence block, the teacher should prompt them with the first word, then the next, and in this way "coax" the sentence out of them by, if necessary, saying the whole sentence and getting the student to say it with them, then to repeat it without the teacher's help.

The teacher:

And what is the short answer?

The student:

My debit card.

The teacher:

OK. Great.

Note: it is very important that the teacher praises the student as they get sentences right and gently encourages them when they have taken a wrong turn. It is also important for the teacher to keep the momentum going so that the sentence block is made with a sense of rhythm and an almost urgent pace. This will keep the student focused and thinking about the task in hand.

The teacher:

So now we've got three lines. Can you repeat them for me? [The student does so correctly.] Now, let's get to five lines. Ask a question with inversion.

The student:

Did you use your debit card to buy a pair of shoes for work?

The teacher:

Good. And the short answer?

The student:

Yes.

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The teacher:
Yes, what?

The student:
Yes, I did.

The teacher:
Good. Very good. So now we've got five lines. We're almost there. Can you repeat the five lines, please? [The student does so correctly.] OK, so, to complete the sentence block, let's ask the same kind of question with inversion but this time to get a negative answer. Look at the question word. Focus on the "what". Change the "what" to get a negative answer.

The student:
Did you use cash to buy a pair of shoes for work?

The teacher:
And give a short answer in the negative.

The student:
No, I didn't.

The teacher:
Then a full negative answer. The last line is made up of two negative sentences.

The student:
I didn't use cash to buy a pair of shoes for work.

*Note: students have to invent something here ("Did you use **cash**...?") that makes sense in the same context. They should try to think of a sensible option to get a negative answer. For example, the teacher must not accept: "Did you use a car to buy a pair of shoes for work?" because it doesn't make sense. Students often struggle to remember to make two negative sentences for the last line. Encourage them and stress the two negative sentences.*

The teacher:
Excellent! Now tell me all seven lines...

Throughout, the teacher should help the student to achieve the correct pronunciation, word and sentence stress (see page 134), rhythm and intonation. If a student makes a mistake during a line, ask them to repeat the whole line again. Of course, in the example above the student has given almost all of the correct answers straight away. This is purely to serve a purpose in this guide – to give a clear example of what the students should aim for. The teacher should also encourage the students to think about word and sentence stress and to emphasise the correct words in each sentence, for example:

Did you use your **debit card** to buy a pair of shoes for work?

Yes, I **did**.

Did you use **cash** to buy a pair of shoes for work?

No, I **didn't**. I didn't use **cash** to buy a pair of shoes for work.

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Students may have a tendency to try to say all seven lines with a questioning intonation at the end of each line. For example, they might say:

The student:

Did you use cash to buy a pair of shoes for work? No I didn't?

Ask them to think about the meaning of what they are saying and to make definite statements without the questioning intonation. Some students may try to gabble and deliver their lines very quickly without apparent thought of what they mean – wholly focused on their goal of remembering each line and forming the sentence blocks as quickly as possible. Ask them to slow down and to focus on what each sentence means.

So, in the example above the seven lines and eight sentences of the sentence block are:

1. I used my debit card to buy a pair of shoes for work. (*starting sentence*)
2. What did you use to buy a pair of shoes for work? (*wh- question*)
3. My debit card. (*short answer*)
4. Did you use your debit card to buy a pair of shoes for work? (*question with inversion*)
5. Yes, I did. (*short answer*)
6. Did you use cash to buy a pair of shoes for work? (*question with inversion to get a negative answer*)
7. No, I didn't. I didn't use cash to buy a pair of shoes for work. (*two sentences – a short negative answer and a long negative answer*)

The teacher should ensure that the students follow the sentence block structure and that they recap each group of sentences after the 3rd and 5th lines. If a student has a tendency to “Um...” and “Er...” their way through each line, challenge them to say the lines without doing this. As they monitor the pairs engaged in making the sentence blocks – saying one line each – the teacher will sometimes need to be firm with the students, and ask them to keep focused when it looks as though their minds are beginning to wander, and of course the teacher also needs to keep focused! For example, when leading sentence block practice at the front of the class, the teacher will need to be one step ahead of the students and know the next sentence in their mind – what they want the student to produce – before the student produces it.

Embedded Grammar:

In each lesson students will practise making positive sentences, negative sentences and question forms using the following verb forms:

- present simple
- present continuous
- past simple
- past continuous
- present perfect
- modal verbs (e.g. can, should, must, have to, etc.)
- future forms (with “will” and “going to”)

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- first conditional

While doing sentence block practice the students may be unaware that they are using eight different verb forms. It is better not to focus on this and blow their minds with grammar, but instead make sure that the students are making the sentence blocks correctly. For example, it is essential that students understand the eight starting sentences on the board or handout at the beginning of the lesson, and also know how to make a sentence block, before they begin pair work with a partner.

The starting sentences all contain embedded grammar, which means grammar that occurs as a natural part of the sentence block as it is being spoken and automatically memorised, rather than grammar that is explicitly presented to students as an isolated grammar topic, such as: “In today’s lesson we are going to study wh- questions...” etc. The embedded grammar in the sentence blocks at Elementary level includes:

- positive and negative forms
- use of articles
- use of auxiliary verbs
- a variety of main verbs in each unit
- subject and object pronouns
- yes/no questions
- wh- questions
- active and passive sentences
- punctuation marks
- prepositions of place and time
- some/any
- singular/plural
- nouns: common, proper, abstract, countable, uncountable, etc.
- intensifiers – too, really, very, completely, etc.
- use of infinitives
- adjectives
- adverbs of frequency and manner
- possessive pronouns
- determiners – this, that, those, these, etc.
- there is/there are
- formal and informal situations
- use of gerunds
- comparatives and superlatives
- relative clauses – that, which, who, where, etc.

The teacher could pick up on any or all of these grammar topics in more detail if they run the course as a 60-hour course (see page 1).

Miscellaneous Notes:

- As well as with students in groups and pairs, this method can also be used successfully with students on a one to one basis, with the teacher prompting the student to produce the sentence blocks, first with the sentences on the board or handout, and later from memory.

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- Teachers (or students) can also imagine their own starting sentences based on the verb form or vocabulary that they wish to practise.

Different Ways to Practice Forming Sentence Blocks:

- In a circle – the teacher or a student leads and chooses each student in turn to form the complete sentence block.
- The students sit back to back in pairs and say one line each, then reverse who starts.
- The students chant a complete sentence block altogether as a group.
- The students say one line or one word each, going around the group in a circle.
- The teacher says a random line from a sentence block and asks a student to produce the next line.

Note: every sentence block can be said or chanted in a continuous way by adding an **eighth line** at the end that begins with “So...” and continues with the question on line 2. For example:

Line 1: Peter walks two kilometres to his office every day.

Line 2: Who walks... [etc.]

Line 7: No, he doesn't. Jeff doesn't walk two kilometres to his office every day.

Line 8: So, *who* walks... [then, continuing with line 3, “Peter does.” and so on]

Discussion Questions

Students work in pairs with student A asking student B the first question, then student B asking student A the same question, before moving on to the next question. After between 5-10 minutes the students change partners and repeat the process with a different student. Where there are empty boxes on the handout – for example questions 1, 3, 4, and 6 on the Town Discussion Questions handout – the students should write down their partners' answers. This is partly to encourage the students to focus on the task in hand, and partly so that the teacher, who should be monitoring all the pairs, can see written evidence that the questions are being asked and answered. Before the students move off to work in pairs the teacher should look at the handout with the whole group and ensure that everybody understands the task and vocabulary used in the questions before they begin. For example the teacher could pre-teach some of the more difficult words and there could be a dictionary race to see which student finds each word the fastest.

Extension activity: pairs that have finished the activity early could think up their own new discussion questions based on the same topic, or the teacher could prepare additional questions for the students.

At the end of the activity the whole group comes back together for group feedback, where the teacher chooses a student to read a question and tell the class both their own answer and their partner's answer. The teacher should highlight errors that have occurred and elicit the answers from the group. Interesting structures could be explored in more detail on the board.

Assessment:

This activity is assessed by the teacher checking and correcting students as they monitor each pair, listening in and making comments where necessary, e.g. challenging incorrect question forms, and writing down notes for later exposition on the board during the group feedback period. The students' achievement in this activity is recorded as part of their overall lesson score (for accuracy and effort) by the teacher at the end of the lesson.

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Role Plays

Students work in pairs or groups of three to develop and rehearse a short role play with three scenes, based on the information given to them on the handout, which is then performed to the rest of the class. They have to include the title of the outline somewhere in their role play, e.g. Family role play 1: "You did that on purpose!" The role play can be fully acted out, with props and costumes, or be simply a dialogue, but students shouldn't be writing during this activity. Writing can be done at home. In the Talk a Lot classroom the focus should be mainly on spoken English. As with the discussion questions activity the teacher should ensure that students understand what they have to do and are confident with the vocabulary used on the role play handout before they begin. The teacher should insist that each group produces three different, distinct scenes, teaching them to think of the role play as three parts of a whole, with a through-line and a logical progression through the scenes, for example:

- Scene 1: Setting up the situation
- Scene 2: Action
- Scene 3: Result

To make this task more challenging, you could agree as a group that all role plays have to include certain things, as well as what is in the outline, for example:

- a) a person's name
- b) a place name
- c) an object (e.g. an aubergine or a giraffe's toothbrush)
- d) a certain phrase
- e) a prop
- f) a costume

The teacher could provide a costume box and a prop box in the classroom with plenty of dressing up clothes or objects for students to use in their role plays.

If your students particularly enjoy doing role plays, they could try the role play extensions (see pages 54-56) in addition to the role play outlines on the handouts, but role play must be only one element of a Talk a Lot lesson. Make sure that in each lesson there is a balance of activities, for example: tests, sentence block building, discussion questions, role plays, etc.

It's fine when students want to veer away from the outlines given on the handouts. The aim of the activity is for the students to put the flesh on the bare bones of the outlines. For example, they should suggest character names, place names, names of businesses, and so on. The suggested outlines are only there to get ideas flowing. The teacher could suggest new situations for role plays or more imaginative groups of students could think up new role plays of their own, but based on the same lesson topic.

The Mood Chart:

Use the mood chart on page 57 to add an extra dimension to the role plays. Print the page onto card, cut up the cards and put them into a bag. Each student picks one card – one mood – and they have to act out their role play using this mood exclusively. When watching each role play the audience have to guess which moods the actors have picked. In another variation, the audience pick the moods that they want to see used in a role play, or all the groups have to rehearse the same role play using different moods, and the audience have to

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guess the moods.

Assessment:

As with the discussion questions activity this activity is mainly assessed by the teacher checking and correcting students as they monitor the groups, listening for errors that could be dissected later on in a group feedback session, and correcting grammar in line with the work being done on forming sentence blocks. Again, the students' achievement in this activity is recorded as part of their overall lesson score (for accuracy and effort) by the teacher when they sit down and write each student's course report.

Because this activity is drama-based, the audience could make their opinion heard too, giving marks out of ten for each role play based on:

- a) language accuracy
- b) effort
- c) imagination
- d) best costumes, use of props, lighting, sound, etc.

Or they could give thumbs up (1 or 2) or thumbs down (1 or 2). The audience feedback is just for fun and not recorded on each student's course report.

Discussion Words and Question Sheets

It's amazing how much you can do with forty cut-out vocabulary words! We have outlined many activities for using these words with students on the discussion words question sheets. First of all, print a discussion words page onto thin card and cut up the cards with scissors. If possible you could laminate them to make them extra sturdy.

The main activity goes as follows: sit down with the whole class around a large table and lay out all of the cards face down. Students take a number of cards each. The number they take depends on the number of students in the class and for how long the teacher wants the activity to last, e.g. for a ten minute activity ten students could each take two cards.

Go around the group one student at a time. Each student picks up a card and has to describe the word in English without saying it. The other students have to guess the word. The students could use dictionaries to find new words that they don't know. It's possible for students to make this activity deliberately harder for their peers by giving a more cryptic description!

Using the Question Sheets:

The teacher reads the questions out loud in a random order. Or one or more of the students could read the questions out. The teacher should use as many of the questions as is necessary to fill the time that they have allotted to this activity. For example, if you have 25 minutes for this activity it's unlikely that you will need to use the main activity as described above as well as all of the questions on the handout. As with the Talk a Lot course in general, there is more material here than will probably be needed; but as all teachers know, it's better to have too much material planned for a lesson than not enough!

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Extension Activities:

- The students work on the main activity with the words in pairs or small groups.
- The students have to think of ten, twenty, thirty or forty additional words on the same topic, e.g. Home, and make their own discussion words cards.
- The teacher or the students invent new questions based on the original/new words.
- Have a game of vocabulary bingo. Each student writes down fifteen words from the forty words in three lines: five on the top, five on the middle and five on the bottom. The teacher reads out words from the group at random. The students cross out the words they have written down when they hear the teacher say them. The students race to see who can cross off the first line, then two lines, then all the words.
- “Yes/No” questions: one student takes a card with a word on it, keeping it secret from the others, who have to ask “Yes/No” questions in order to find out what the word is. The first student can only answer “Yes” or “No”. For example, for food and drink words the other students could ask: “Is it a vegetable?”, “Is it green?”, “Does it grow in a field?”, etc. until they are able to guess the identity of the word. This is a great activity to get students making questions with inversion.
- The students match the phonetic and English spellings of different words (see page 142), translate words into/from the IPA, or group words by the sounds they contain.
- A student mimes different words without talking, while the others have to guess them.
- Word association activities:
 - a) the teacher (or a student) chooses a word and each student has to say six words that they associate with this word, or each student in the group has to say one word. For example, if the word is “car” the students could say “wheel”, “engine”, “driver”, “gears”, “Ford”, “garage”, and so on.
 - b) the teacher (or a student) chooses a word and the first student says the first word that comes into their head, followed by the next student and the next in a kind of word association chain. See how long your group can go for without running out of steam. You may be surprised where you end up! For example: “supermarket” > “shopping” > “centre” > “middle” > “school” > “work” > “job”, and so on.
- Make any of these activities into a competition – individual or team – with points given for correct answers, and prizes. The teacher could even deduct points for incorrect answers. Prizes could be awarded for the first student to answer a question correctly, or the student who wins the vocabulary bingo, or who can think of the most new words on the same topic without a dictionary. For a fun group competition there could be a league, with the same teams competing in each lesson for points that accumulate towards a running total. It depends on how competitive your students are!

Assessment:

As with the other free practice activities in Talk a Lot (show and tell, discussion questions and role plays) assessment is performed by the teacher checking and correcting during the task, giving individual and group feedback, and referring students back to the grammar learnt from forming the sentence blocks. The students’ achievement in this activity is also recorded as part of their overall lesson score (for accuracy and effort) by the teacher on each student’s course report.

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Talk a Lot

Student Course Report

Name: _____

Start Date: _____

Class: _____

Lesson	Vocabulary Test /20	Lesson Test /40	Lesson Mark – Accuracy /10	Lesson Mark – Effort /10	Total Marks /80	Teacher's Comments
Town						
Food & Drink						
Shopping						
Health						
Transport						
Family						
Clothes						
Work						
Home						
Free Time						
Final Exam /100						
Course Total Mark						
Course Final Grade						
Attendance /30 GLH		Attendance as a %				

Talk a Lot

Sentence Blocks – Q & A

Q: What is a sentence block?

A: A sentence block is a group of eight consecutive sentences, made up of seven lines, that forms a two-way conversation. It consists of positive and negative sentences, and two question forms – a wh- question and two questions with inversion (“yes-no” questions).

Q: What is a starting sentence?

A: The first sentence in a sentence block.

Q: What is a wh- question word?

A: A question word that begins with “wh-”. For example, “what”, “where”, “when”, “who”, “why”, “whose”, and “which”. “How” is also a wh- question word because it contains the letters “h” and “w”. Wh- questions are asked to obtain information, rather than a “yes” or “no” answer. They have a **falling intonation**, which means that the tone of your voice does not go up at the end of the question, as it does with “yes-no” questions.

Q: What is a question with inversion?

A: Also known as a “yes-no” question, because the answer is usually “yes” or “no”, a question with inversion is a question where the subject and verb have been swapped around (or “inverted”). They always start with an auxiliary verb (be, have, or do), a modal auxiliary verb (e.g. can, will, must, should, etc.), or verb “to be”. For example, this sentence is a statement: “John is a DJ”. To make this statement into a question with inversion we need to swap around the verb (“is”) and the subject (“John”) to make: “Is John a DJ?” Questions with inversion always have a **rising intonation**, which means that the tone of your voice has to go up at the end of the question.

Q: What is an auxiliary verb?

A: Auxiliary verbs are helping verbs. They don’t have any meaning of their own in the sentence, but they help the main verb to form a verb phrase. For example, in this sentence: “Ellen was talking about her sister who loves fish and chips”, “was” is an auxiliary verb (from verb “to be”) which works together with the main verb “talking” to make the past continuous verb form. There are three primary auxiliary verbs in English: “be”, “have” and “do”, as well as modal auxiliary verbs such as “can”, “will” and “must”.

Q: What is each of the eight verb forms used for?

A: The uses of the verb forms studied during this course can be summarised as follows:

Present Simple:	to talk about regular actions and things that are always true
Past Simple:	to talk about completed actions in the past
Present Continuous:	to talk about what is happening at the moment
Past Continuous:	to talk about continuous actions in the past: what was happening when...
Present Perfect:	to talk about past actions which are quite recent or relevant to now
Modal Verbs:	to talk about permission, possibilities, ability, and probability
Future Forms:	to talk about future plans, predictions and intentions
First Conditional:	to talk about what will happen if a certain condition is met

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Talk a Lot

Sentence Blocks – Six Great Tips for Students

1. During each lesson we work with the same verb forms in the same order. Look for patterns. Each lesson try to apply what you have learnt in previous lessons.

2. After a "wh" question or phrase (such as "What time...?" or "How long...?") there must follow an auxiliary verb or main verb "to be".

3. Questions with inversion always start with an auxiliary verb or main verb "to be".

4. In questions with inversion the subject of the sentence must follow the auxiliary verb.

5. If there is either auxiliary verb **be** or **have** in the starting sentence, use it to make the questions and answers that follow. If there isn't, you must use **do** as an auxiliary verb to make the questions and answers.

6. Use as much of the starting sentence in the resulting questions and answers as you can.

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Sentence Blocks

For full instructions see page 8

Talk a Lot

Town

Sentence Blocks:

1. (*Present Simple*) Peter walks two kilometres to his office every day.

Who

2. (*Present Continuous*) We're waiting patiently for the bus at the bus stop opposite the church.

Where

3. (*Past Simple*) Jennifer bought a couple of cakes at the bakery, then ran to the post office.

What

4. (*Past Continuous*) The department store was opening until 10 o'clock because they were having a massive sale.

Why

5. (*Present Perfect*) I've agreed to meet Dan in the old market place outside the library.

Who

6. (*Modal Verbs*) We could drive to the lake and go fishing.

Where

7. (*Future Forms*) The new optician's next to the bank will open next Friday.

When

8. (*First Conditional*) If the tennis court is busy we can go to the gym instead.

What

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Talk a Lot

Food and Drink

Sentence Blocks:

1. (*Present Simple*) The best kind of bread is white sliced bread.

What

2. (*Present Continuous*) Michelle is having salad and pasta because she doesn't eat meat.

Why

3. (*Past Simple*) Daniel gave himself the largest portion of ice cream.

Who

4. (*Past Continuous*) Ellen was talking about her sister who loves fish and chips.

Who

5. (*Present Perfect*) Jenny has just put the cheese in the fridge.

Where

6. (*Modal Verbs*) Potatoes can be boiled, mashed, fried, chipped, roasted or oven-baked.

How

7. (*Future Forms*) We're going to buy some fruit at the supermarket this afternoon.

When

8. (*First Conditional*) If you eat too much chocolate you will put on weight.

What

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Talk a Lot

Shopping

Sentence Blocks:

1. (*Present Simple*) Emma is the manager of a small Italian restaurant.

Who

2. (*Present Continuous*) Simon is visiting the new shopping centre near St. Mark's Road.

What

3. (*Past Simple*) I used my debit card to buy a pair of shoes for work.

What

4. (*Past Continuous*) Jan was leaving the car park because she had finished her shopping.

Why

5. (*Present Perfect*) I've looked everywhere in this shop for a tin of vegetable soup, but I can't find one anywhere.

Where

6. (*Modal Verbs*) We should take the lift to the fifth floor.

What

7. (*Future Forms*) After we finish buying groceries, we'll go to Nero's for a quick coffee.

When

8. (*First Conditional*) If the checkout assistant offers to pack my bags I'll let her.

What

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Talk a Lot

Health

Sentence Blocks:

1. (*Present Simple*) Being healthy is very important to me.

What

2. (*Present Continuous*) Sammi is sitting in the waiting room with her mum and brother.

Where

3. (*Past Simple*) I phoned my doctor this morning to make an appointment.

Why

4. (*Past Continuous*) Ella was telling the receptionist about her husband's painful arthritis.

Who

5. (*Present Perfect*) I've taken two tablets three times a day for a week, but I still don't feel any better.

How many

6. (*Modal Verbs*) Kenny has to take his prescription to the pharmacy tomorrow.

When

7. (*Future Forms*) Simon is going to visit the optician's for an eye examination.

Why

8. (*First Conditional*) If you ask the doctor she will give you some good advice about your problem.

What

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Talk a Lot

Transport

Sentence Blocks:

1. (*Present Simple*) I usually get the train at 7.28.

When

2. (*Present Continuous*) Gemma is driving to the airport to pick up her grandmother.

Where

3. (*Past Simple*) I flew from Heathrow to Copenhagen last night.

What

4. (*Past Continuous*) Oliver was crossing the road when he was hit by a bus.

Who

5. (*Present Perfect*) We've cancelled our flight because our daughter is ill.

Why

6. (*Modal Verbs*) All passengers must show their passports and boarding passes at the gate.

What

7. (*Future Forms*) The next train to arrive at platform 8 will be the 9.49 service to Cardiff.

Which

8. (*First Conditional*) If we cycle to work we'll get there in about an hour.

When

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Talk a Lot

Family

Sentence Blocks:

1. (*Present Simple*) My mum lives with her new partner in Brighton.
Where

2. (*Present Continuous*) Roberto's daughter is playing with her cousins.
What

3. (*Past Simple*) Jenna's aunt and uncle visited us in May because they wanted to see our new baby.
Why

4. (*Past Continuous*) My sister was walking to the city museum with her children when she saw a fox.
Where

5. (*Present Perfect*) The whole family has decided to go on holiday to Florida next year.
Who

6. (*Modal Verbs*) Your grandma and granddad should think about moving into a retirement bungalow.
Whose

7. (*Future Forms*) Sam's brother is going to start university in Edinburgh next September.
When

8. (*First Conditional*) If our parents get divorced the family will be very disappointed.
What

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Talk a Lot

Clothes

Sentence Blocks:

1. (*Present Simple*) I wear glasses because I'm short-sighted.

Why

2. (*Present Continuous*) Harry is trying on a new pair of smart black trousers.

Who

3. (*Past Simple*) Frankie bought herself a new dress and some underwear in the trendiest boutique on Oxford Street.

Where

4. (*Past Continuous*) Michael was wearing the yellow and brown striped pyjamas that his grandma had knitted him for Christmas.

Who

5. (*Present Perfect*) I have always liked jackets and tops from Marks and Spencer.

What

6. (*Modal Verbs*) Stephen has to wear a blue and grey uniform every day for his job as a security guard.

When

7. (*Future Forms*) We'll have a clearout of our wardrobe to see what we can give away to charity.

Why

8. (*First Conditional*) If you wear a suit and tie to the interview you'll make an excellent impression.

What kind

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Talk a Lot

Work

Sentence Blocks:

1. (*Present Simple*) Gerry hates working part-time for his dad's furniture business.

Who

2. (*Present Continuous*) Helena is hoping to get promoted at the end of the year.

When

3. (*Past Simple*) When Greg worked for Dell he had to do plenty of overtime.

What

4. (*Past Continuous*) Edward was updating his CV because he wanted to apply for a new job.

Why

5. (*Present Perfect*) My friend Jo has been unemployed since last August.

How long

6. (*Modal Verbs*) You need to ask your manager for a pay rise as soon as possible!

What

7. (*Future Forms*) I'm going to visit that new employment agency about temporary work.

Where

8. (*First Conditional*) Dave will have to work very hard if he wants to have a successful career in sales.

What

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Talk a Lot

Home

Sentence Blocks:

1. (*Present Simple*) I live in a small semi-detached house in Manchester.
Where

2. (*Present Continuous*) Mark is buying a new washing machine because his old one is broken.
Why

3. (*Past Simple*) When I went to their home Jack and Lisa showed me their new bathroom.
What

4. (*Past Continuous*) Sarah and Noel were watching funny DVDs in their living room for three hours last night.
Who

5. (*Present Perfect*) Jason has finished cutting the grass in the back garden.
What

6. (*Modal Verbs*) Barry has to do the washing up every night after tea.
How often

7. (*Future Forms*) I'll do the hoovering quickly before I have a bath.
When

8. (*First Conditional*) If you sell your horrible flat you'll be able to put down a deposit on a nice house.
What

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Talk a Lot

Free Time

Sentence Blocks:

1. (*Present Simple*) I love going to the cinema with my friends, because we always have a good time.

Why

2. (*Present Continuous*) Barney and Wanda are enjoying a day out at an amusement park.

Who

3. (*Past Simple*) We went on a camping holiday last summer for two weeks.

How long

4. (*Past Continuous*) Chester's son was playing golf badly yesterday afternoon with a few friends from his cousin's bowling club.

How

5. (*Present Perfect*) I have seen Macbeth at this theatre five times.

How many

6. (*Modal Verbs*) You should do some exercise instead of playing computer games all day.

What

7. (*Future Forms*) Me, Jess and Casey are going to watch the tennis in the park.

Where

8. (*First Conditional*) If the leisure centre is still open we can all go swimming.

What

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Talk a Lot

Sentence Block Extensions

----- ✂ -----

Town:

Make new sentence blocks from the starting sentences in this lesson using different “wh-” question words:

	WHAT	WHERE	WHEN	WHO	WHY	WHICH	HOW
1.	what	where	when				how far
2.				who	why	which	how
3.	what (2 nd)	where (x2)		who			how
4.	what, what time		when			which	
5.	what	where					
6.	what (x2)						how
7.	what	where				which	
8.	what (2 nd)	where	when				

----- ✂ -----

Food & Drink:

Make new sentence blocks from the starting sentences in this lesson using different “wh-” question words:

	WHAT	WHERE	WHEN	WHO	WHY	WHICH	HOW
1.						which	
2.	what			who			
3.	what					which	
4.	what					which	
5.	what			who			
6.	what						
7.	what	where		who			
8.							how

----- ✂ -----

Shopping:

Make new sentence blocks from the starting sentences in this lesson using different “wh-” question words:

	WHAT	WHERE	WHEN	WHO	WHY	WHICH	HOW
1.	what, what kind						
2.		where		who		which	
3.	what (2 nd)				why		
4.	what (x2)	where		who			
5.	what						
6.		where		who		which	
7.	what (x2)	where		who			
8.				who			

----- ✂ -----

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Talk a Lot

Sentence Block Extensions

----- ✂ -----

Health:

Make new sentence blocks from the starting sentences in this lesson using different “wh-” question words:

	WHAT	WHERE	WHEN	WHO	WHY	WHICH	HOW
1.							how
2.	what			who (x2)			
3.	what		when	who, whose			
4.	what			who (2 nd), whose			
5.	what						how, how long
6.	what (x2)	where		who			
7.	what	where		who			
8.	what (2 nd)			who			

----- ✂ -----

Transport:

Make new sentence blocks from the starting sentences in this lesson using different “wh-” question words:

	WHAT	WHERE	WHEN	WHO	WHY	WHICH	HOW
1.	what (x2), what time						
2.	what	where		who (x2)	why		how
3.		where (x2)	when			which (x2)	how
4.	what		when				
5.	what			who			
6.		where	when	who			
7.	what (x4: train, time, platform, destination)					which (2 nd)	
8.	what						

----- ✂ -----

Family:

Make new sentence blocks from the starting sentences in this lesson using different “wh-” question words:

	WHAT	WHERE	WHEN	WHO	WHY	WHICH	HOW
1.				who (x2), whose			
2.				who (x2), whose (x2)			
3.			when	who (x2), whose			
4.	what (x2)		when	who (x2), whose (x2)		which	
5.	what	where	when				how many
6.	what	where		who			
7.	what	where		who, whose		which	
8.			when	who	why		how

----- ✂ -----

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Talk a Lot

Sentence Block Extensions

----- ✂ -----
Clothes:

Make new sentence blocks from the starting sentences in this lesson using different “wh-” question words:

	WHAT	WHERE	WHEN	WHO	WHY	WHICH	HOW
1.	what						
2.	what (x2), what kind						
3.	what			who			
4.	what					which	
5.	what						how long
6.	what, what colour			who	why	which	
7.	what (x2)			who			
8.	what						

----- ✂ -----
Work:

Make new sentence blocks from the starting sentences in this lesson using different “wh-” question words:

	WHAT	WHERE	WHEN	WHO	WHY	WHICH	HOW
1.	what (x2)					which	
2.	what			who			
3.			when	who			
4.	what (x2)			who			
5.	who						
6.	what (2 nd)		when	who			
7.	what (x2)			who	why	which	
8.				who			

----- ✂ -----
Home:

Make new sentence blocks from the starting sentences in this lesson using different “wh-” question words:

	WHAT	WHERE	WHEN	WHO	WHY	WHICH	HOW
1.	what kind						
2.	what			who			
3.			when	who			
4.	what (x2)		when				how long
5.	what (2 nd)	where		who		which	
6.	what		when	who			
7.	what						how
8.	what (2 nd)		when				how

----- ✂ -----
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Talk a Lot

Sentence Block Extensions

----- ✂ -----
Free Time:

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

	WHAT	WHERE	WHEN	WHO	WHY	WHICH	HOW
1.	what	where		who			
2.	what (x2)	where					
3.	what (x2)	where	when				
4.	what		when	who (x2)			how many
5.	what	where					
6.				who			
7.	what (x2)			who			
8.			when	who			

----- ✂ -----

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Discussion Questions

For full instructions see page 13

Talk a Lot

Town

Discussion Questions:

1 . Do you live in a town or a city?

Tell me more about where you live.

2 . What do you like about where you live? What don't you like? How could it be improved?

3 . Who is in charge of your town or city?

Do you think they do a good job? Do you vote in local elections?

4 . What are the best things to see and do in your town or city?

5 . Describe your journey from home to work or school.

6 . If you could live anywhere in the world, where would you live and why?

7 . What are the main problems in your town or city (e.g. crime, vandalism, homelessness, drugs, graffiti, etc.)? What is being done about them? How can you help?

8 . Have you ever lived abroad? Talk about your favourite towns or cities abroad (or in this country).

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Talk a Lot

Food and Drink

Discussion Questions:

1. What is your favourite food?

Why do you like it? How often do you eat it? What is your favourite drink? Why?

2. What is your least favourite food?

Why don't you like it? What is your least favourite drink? Why?

3. Where do you shop for food and drink?

Do you enjoy food shopping? How long does it take you normally?

4. What do you think about vegetarians? Are you a vegetarian, or do you know anyone who is? What do you / they eat?

5. What do you eat for... a) breakfast, b) lunch, c) dinner, d) a snack?

6. Are you hungry?

Are you thirsty?

When did you last eat and drink?

7. Do you watch cookery programmes on TV? What do you think of them? Have you ever followed a recipe from one of them? Tell me more.

8. Who is your favourite film star?

If they asked you to make them a sandwich, what would you put in it? Why?

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Talk a Lot

Shopping

Discussion Questions:

1. Do you enjoy shopping? Why? / Why not?

2. How often do you buy clothes?

How much do you usually spend on... a) clothes, b) shoes, c) jewellery?

3. Who do you usually go shopping with?

4. What are your favourite shops?

Why? Which shops do you never go in? Why not?

5. Have you ever worked in a shop? Tell me about it.

6. Have you ever asked for a refund? What happened? How did you feel?
Have you ever bought something that you really regretted?

7. When did you last buy something nice for yourself? What was it and how expensive was it?

8. Do you shop online? If yes, how often do you shop online?

What do you buy? Which websites would you recommend?

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Talk a Lot

Health

Discussion Questions:

1. Have you ever been to hospital? Tell me about it.

2. What would you do if a member of your family, or your best friend, had an accident?

3. How healthy are you? How often do you get ill? Do you go to the gym or exercise regularly?

4. What is the name, address and phone number of your dentist?

5. Do you know anyone who is a hypochondriac? Are you one? Tell me more.

6. How would you make an appointment with your doctor – in English?

7. Do you take vitamin supplements or natural remedies?

Do they have any effect?

8. Who is the unhealthiest person you know?

Have you tried to encourage them to be healthier? Tell me more.

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Talk a Lot

Transport

Discussion Questions:

1. What is your favourite mode of transport?
Why?

What is your least favourite mode of transport? Why?

2. Can you drive? Tell me about learning to drive (or why you can't drive).

3. If you had the choice, where in the world would you visit that you haven't visited before?

Why? Who would you take with you? How long would you go for?

4. Can you ride a bike? Tell me about learning to ride a bike (or why you can't ride a bike).

5. Tell me about a terrible journey that you've taken, e.g. you had one of these problems: cancellation / accident / lost luggage, etc.

6. What is the biggest problem with public transport in your town or city?

7. How do you think transport will be different from now in fifty years' time?

8. Would you like to fly in a space shuttle? Why? / Why not? How would you feel if you had this opportunity?

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Talk a Lot

Family

Discussion Questions:

1. Tell me about your family...

2. Is there anyone in your family that you don't like or don't get on with?

Why not?

3. Who is the funniest member of your family?

Why?

4. Have you ever lived far away from your family? Would you like to in the future? How did / would you feel?

5. Do you have children? Tell me about them. If not, would you like to have children in the future? Why? / Why not?

6. Which member of your family are you closest to?

Why?

7. Have you ever tried to make your family tree?

Tell me about it. If not, would you like to start making one? Why? / Why not?

8. How important is your family to you? Are families important to society? Why? / Why not? What would society be like without families?

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Talk a Lot

Clothes

Discussion Questions:

1. What is your favourite item of clothing?

Why do you like it? Where did you get it from? How long have you had it?

2. Which item of clothing do you hate the most?

Why? When are you going to get rid of it?

3. What do you wear to feel: a) smart, b) comfortable, c) fun?

a)

b)

c)

4. Have you ever bought something, worn it once, then taken it back to the shop for a refund? What happened?

5. Who is the best dressed / worst dressed person...

a) in the public eye

b) that you know

6. If you were given £3,000 to spend only on clothes and shoes, what would you buy and where would you go shopping?

7. Do you follow fashion? Who and what is in / out of fashion at the moment? Have you ever been to a fashion show? Describe what happened.

8. Where do you usually shop for clothes and shoes? What are the best shops in your town or city? Have you ever shopped online for clothes or shoes? Do you ever buy second-hand clothes or shoes?

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Talk a Lot

Work

Discussion Questions:

1. What is your job at the moment?

Tell me about it. What do you like about it? What don't you like?

2. Tell me about the best and worst jobs that you have ever had.

<i>The best...</i>	<i>The worst...</i>
--------------------	---------------------

3. If you could do any job in the world what would it be?

Why?

4. Who do you think has got the easiest / hardest job in the world? Why?

5. If you won £10 million on the lottery, would you still go to work? Why? / Why not? If you didn't have to work, what would you do every day?

6. Who is the laziest person at your workplace?

Do you think that they should get the sack? Why? / Why not?

7. Have you or somebody you know ever been unemployed?

How did you / they feel? How did you / they find a job? What other ways are there to find a job?

8. Is it harder to be a manager than an employee? Why? / Why not?

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Talk a Lot

Home

Discussion Questions:

1. Do you live in a house, flat or bungalow? Describe where you live. Now describe it in three words:

2. Describe your dream home. Where would you like to live if you could live anywhere? Talk about location, type of home, number of rooms, furniture, swimming pool, garden, staff, etc.

3. Do you have a garden? Do you enjoy gardening?

Why? / Why not?

4. What would you do if you lost your home and became homeless? What are some of the reasons that people become homeless?

5. If there was a fire at your home, what would you rescue first? Why?

6. Is your home tidy or messy? How tidy is it on a scale of 1=very messy to 10=very tidy? How often do you clean your home? Describe what you do. Do you have any friends with either very messy or very tidy homes?

7. What is your favourite room in your home?

Why? How much time do you spend there? What do you do there?

8. What are your neighbours like? Describe them. Do you get on well with them? Why? / Why not?

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Talk a Lot

Free Time

Discussion Questions:

1 . How much free time do you have? When do you usually have free time?

2 . What sports do you enjoy watching or playing?

What sports would you like to try that you haven't tried yet? What sports would you *never* try?

3 . Tell me about a memorable holiday. Where was it? Who did you go with? Why did you decide to go there? What happened?

4 . Do you enjoy going on scary rides at amusement parks? Why? / Why not?

5 . How often do you go to the cinema / theatre? What is your favourite film / play...?

6 . Do you like reading? What do you read? Tell me about your favourite newspaper / magazine / book / website...

7 . Describe a typical weekend. What do you do?

8 . Do you regularly surf the 'net or play computer or video games? Tell me more. If you don't, why not?

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Role Plays

For full instructions see page 14

Talk a Lot

Town

Role Plays:

1. "Water and books do not mix!"

- Place: Your local library
Time: 5pm
Characters: You and a librarian
Situation: You are returning a book about water-skiing that you borrowed for a recent holiday. Unfortunately the book has been damaged because you were reading it *whilst* water-skiing
- Scenes: i) You try to return the book when the librarian is not looking
ii) You have to explain to the librarian why the book is damaged and *who* damaged it (you can be an imaginative liar!)
iii) The librarian goes to ask a senior librarian for advice about how much you should be charged for the damage, then returns

If there are three people in the group the third character could be:

- a) *The senior librarian*
- b) *Somebody reading at the library who says "Sshh! I'm trying to read!" quite a lot*
- c) *The author of the book*

2. "Excuse me, where is the train station...?"

- Place: The market place in your town
Time: 2 o'clock in the afternoon
Characters: You and a foreign tourist
Situation: A foreign tourist stops you to ask for directions to the train station. They don't speak English very well
- Scenes: i) The tourist asks you for directions to the train station. You don't understand them well, but give them directions to the Tourist Information Centre, where they can get a map of the town
ii) Later in the afternoon: you meet the tourist again. They can't find the Tourist Information Centre. You agree to go there with them
iii) At the Tourist Information Centre you ask for train times for the tourist, but unfortunately they have now missed their train

If there are three people in the group the third character could be:

- a) *Someone who works at the Tourist Information Centre*
- b) *The tourist's friend or partner*
- c) *The mayor of your town*

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Talk a Lot

Food and Drink

Role Plays:

1. “Waiter, there’s a mouse in my potato!”

- Place: Le Maison Souris – an exclusive French restaurant
Time: 8pm
Characters: You and a waiter
Situation: You are having dinner at Le Maison Souris
- Scenes: i) During the starter you find a human hair in your soup
ii) During the main course you discover a dead mouse in your mashed potatoes
iii) During the dessert you find a gold necklace in your ice cream

If there are three people in the group the third character could be:

- a) *Your friend or partner who is also at the meal*
- b) *The manager of the restaurant*
- c) *Another customer dining at a different table*
- d) *The waiter’s friend or aged parent*

2. “Have you ever driven a camel before?”

- Place: A very hot desert in the middle of nowhere
Time: 12 noon – the hottest part of the day
Characters: You and a camel driver
Situation: You are a famous explorer who is lost in the desert. You desperately need to find water or you will die. The camel driver is trying to get fifty camels to the market of the nearest town, which is 10 miles away
- Scenes: i) You agree to help the camel driver in return for water
ii) During the journey some of the camels refuse to move
iii) At the end of the journey you try to buy two of the camels from the camel driver to help you continue your travels

If there are three people in the group the third character could be:

- a) *The camel driver’s lazy assistant*
- b) *Your long-lost adopted brother or sister*
- c) *A reluctant camel*
- d) *An unscrupulous market trader*

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Talk a Lot

Shopping

Role Plays:

1. "That's not my DVD player!"

Place: A shop that sells electrical goods
Time: 4pm
Characters: You and a sales assistant
Situation: Last Saturday you bought a new DVD player from the shop. When you opened the box you discovered that the player was a completely different model from the one on the box – a much cheaper one. You would like a full refund and an apology

Scenes: i) You ask for a refund. The sales assistant tries to deal with the problem but only the manager can authorise a refund. The sales assistant says that they have gone out but will be back at 5 o'clock
ii) It's 5 o'clock. You return to the shop but there is no sign of the manager. You are getting angry and decide to take a DVD player from the stock room – the model that you should have had
iii) The manager returns

If there are three people in the group the third character could be:

- a) Another difficult customer in the shop
- b) A police officer
- c) Your elderly grandmother

2. "Extra! Extra! Read all about it!"

Place: A street in your town
Time: 11.30am
Characters: You and a newspaper seller
Situation: You buy a newspaper from a small kiosk on the street. The seller gives you the wrong change for a five pound note

Scenes: i) You buy the newspaper and discover the mistake
ii) You challenge the seller but they refuse to accept that they have made a mistake
iii) You decide to set up your own newspaper kiosk next to the seller's and start a price war by selling your newspapers at a discount

If there are three people in the group the third character could be:

- a) Somebody buying a newspaper from you
- b) Your annoying sister-in-law or uncle
- c) A teenager trying to buy cigarettes for his under-age friends

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Talk a Lot

Health

Role Plays:

1. "But I must see my doctor now!"

- Place: Your local family doctor's surgery
Time: 10am
Characters: You and the doctor's receptionist
Situation: You need to make an appointment for today to see your doctor because you've got a very bad cold. You want to see the doctor now because at 10.30am you are going bowling, then having a haircut, then having a sauna, and then having a romantic meal – all with different people
- Scenes:
- You ask to see the doctor now, but there are no appointments until this afternoon
 - You phone your various friends to try to rearrange your day, but it's not possible
 - You fake a coughing fit and the receptionist has to decide whether to let you see the doctor now as an emergency, or stick to surgery policy...

If there are three people in the group the third character could be:

- One or more of your different friends on the phone*
- Your doctor*
- Another patient in the waiting room – someone with a more serious problem – who has been waiting to see the doctor much longer than you*

2. "It shouldn't cost the earth to keep fit!"

- Place: Your local gym
Time: 3pm
Characters: You and the gym manager
Situation: You want to keep fit and lose weight, but you don't want to pay the high prices charged by the gym
- Scenes:
- You speak to the manager about a discount. You say that you are a DJ on a local radio station and can give the gym good publicity for free if they give you some money off the monthly fee
 - The manager agrees to give you a free session at the gym today, and then talk about the discount later. You enjoy using the equipment at the gym
 - Unfortunately you break one of the running machines because you are too heavy for it. The manager has to decide whether to make a deal with you or not – and what about the cost of the broken machine?

If there are three people in the group the third character could be:

- Somebody else using the gym who also would like a discount on the monthly fee*
- The manager's area manager, who overhears the first conversation and is not happy*

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Talk a Lot

Transport

Role Plays:

1. "That's not music – it's just noise!"

- Place: You are on a bus going to work
Time: 8.15am
Characters: You and a teenager
Situation: You are on a crowded bus on the way to work. You have to stand because the bus is full. A teenager starts playing loud rap music from the speaker on their mobile phone, to impress their cool friends. Some people on the bus find this annoying
- Scenes:
- You ask the teenager to turn the music down or off. They refuse
 - You ask the bus driver to talk to the teenager about the music and how it is disturbing you and the other paying passengers. The driver is afraid of the teenagers and says that he can't hear the music
 - You take matters into your own hands and confront the teenager again. You take the phone and the teenager gets very angry

If there are three people in the group the third character could be:

- The bus driver*
- One of the teenager's cool friends*
- An off-duty bouncer from a local nightclub who gets involved*

2. "I wanted a return ticket to Birmingham!"

- Place: The coach station in your town
Time: 2.45pm
Characters: You and a customer service assistant
Situation: You would like to find out the times of coaches to Birmingham this evening and buy a return ticket. You want to come home tomorrow afternoon
- Scenes:
- You go to the ticket counter and tell the customer service assistant what you want. They find the times for you, print your tickets and you pay them with your debit card
 - After you have left the counter, you realise that the tickets are wrong. They have given you a return ticket to Manchester, coming back next Friday morning at 4 o'clock
 - You go back to the counter, but find a long queue. You go straight to the front and try to talk to the assistant, but they won't serve you unless you go to the back of the queue – even though it was their mistake

If there are three people in the group the third character could be:

- The customer service assistant's supervisor*
- Somebody else waiting in the queue*

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Talk a Lot

Family

Role Plays:

1. "You did that on purpose!"

- Place: Your cousin's wedding
Time: 2.35pm
Characters: You and the bride-to-be
Situation: With the wedding due to start at 3pm you are talking to your cousin's bride-to-be, trying to calm her down because she is very nervous. She was your girlfriend ten years ago in high school but you are over her now
- Scenes:
- The bride makes you laugh and you accidentally spill your glass of red wine all over her dress
 - You try to clean up the dress. The bride-to-be is in tears and very angry. She accuses you of being jealous that she is getting married to your cousin and says that you ruined her dress on purpose
 - After a moment, you and the bride-to-be realise that you are still madly in love with each other. Will the wedding be cancelled?

If there are three people in the group the third character could be:

- Your cousin
- The mother of the bride-to-be

2. "A mean man whose wallet rarely opened!"

- Place: The funeral of your late Uncle Charles
Time: 2.30pm
Characters: You and Charles Jnr. – Uncle Charles's son
Situation: You have been chosen to read a speech at your uncle's funeral. All of your family are there. They are all upset because Uncle Charles was much loved and will be greatly missed. You have just flown in from Fiji for the funeral and have been very busy with work lately, so you let your cousin, Charles Jnr., write the speech for you
- Scenes:
- Before the funeral Charles Jnr. gives you the speech moments before the funeral begins. You don't have time to read it before going up to the front
 - You read out the speech but as you do so it becomes clear, from the offensive language used in it, that Charles Jnr. hated his father because he had excluded him from his will. You see that the family are very offended by the speech and that your life may now be in danger
 - Later on you confront Charles Jnr., who explains why he wrote the speech

If there are three people in the group the third character could be:

- A family member at the funeral, who is horrified by the speech
- Auntie Gladys – Uncle Charles's wife

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Talk a Lot

Clothes

Role Plays:

1. "Can I just try this on again?"

Place: A clothes shop in your town
Time: 9.30am
Characters: You and a sales assistant
Situation: You need to find an outfit for a friend's engagement party

Scenes: i) You are not sure what colour, style, or size outfit you want, so you ask the sales assistant to bring several different options
ii) You try on outfit after outfit. There is something wrong with all of them. The sales assistant has to go back and forth between the shop and the changing room several times until they are absolutely fed up
iii) You decide to buy the first outfit that you tried on. The sales assistant tells you what they think of your decision

If there are three people in the group the third character could be:

- a) *Another customer who is waiting to be served*
- b) *Your friend who keeps giving you advice about the clothes, which makes you even more confused*
- c) *The manager of the shop who is annoyed that the sales assistant isn't serving the other customers*

2. "No – *you* go home and change!"

Place: Your partner's birthday party
Time: 8.15pm
Characters: You and a former friend that you don't get on with
Situation: You have splashed out on a whole new outfit for this very special occasion

Scenes: i) Your former friend arrives at the party wearing exactly the same outfit as you. They think that you should go home and change, whilst you think that they should do the same. In the end you both decide to change
ii) Later on. You both arrive at the party wearing a different outfit, but still exactly the same outfit as each other. You both go home to change
iii) Much later on. You arrive at the party wearing the first outfit again. Moments later your former friend arrives, also wearing the first outfit

If there are three people in the group the third character could be:

- a) *Your partner, whose birthday party it is*
- b) *Somebody else at the party who is wearing exactly the same outfit as well*
- c) *An over-enthusiastic party DJ*

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Talk a Lot

Work

Role Plays:

1. "This company's not made of money!"

Place: Your boss's office
Time: 10.44am
Characters: You and your boss
Situation: You haven't had a pay rise for two years. You work hard and do plenty of overtime, so after a lot of thought you decide to pluck up courage to ask your boss for a pay rise

Scenes: i) You ask your boss for a pay rise. They don't make a decision but ask you to come back at 4pm with a list of ten good reasons why they should give you a pay rise
ii) It's 4pm and you return to see your boss. You read out your list but they still don't want to give you a pay rise. In fact, they ask you to do more overtime
iii) One hour later you are in the lift going to the ground floor. Your boss gets in as well, eating a salmon baguette. You are alone together. Suddenly they begin choking on a piece of salmon. Do you help?

If there are three people in the group the third character could be:

- a) Your boss's secretary
- b) A colleague at work who doesn't like you and also wants a pay rise

2. "How could you do a thing like that?"

Place: The staff canteen at your workplace
Time: 5.40pm
Characters: You and a work colleague
Situation: At the end of a very long day you go into the staff canteen to get your sandwich box from the fridge

Scenes: i) You witness a colleague stealing money from the employees' holiday fund tin. You know that they have got financial problems at home. They don't know that you saw them
ii) The next day everybody is talking about who could have stolen £45 from the holiday fund. You ask your colleague about it, but they say that they don't know anything about it. You tell them that you're there if they ever need to talk
iii) Your colleague comes to you and confesses. You both go to explain to your boss what happened

If there are three people in the group the third character could be:

- a) Your boss
- b) Another colleague, who is sure that you stole the money

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Talk a Lot

Home

Role Plays:

1. "This could be 'Your Best Move' yet!"

Place: "Your Best Move" – an estate agent's office in London
Time: 2.30pm
Characters: You and an estate agent
Situation: You are looking for a small semi-detached house in a quiet suburb, but the estate agent wants to sell you a smart expensive apartment in the centre of London

Scenes: i) In the estate agent's you arrange to view both the house and the apartment
ii) The viewing of the house
iii) The viewing of the apartment and your decision about both properties

If there are three people in the group the third character could be:

- a) Your friend or partner
- b) The manager of the estate agent's
- c) The present owner of the house or apartment
- d) A homeless person

2. "Just tidy up – or else!"

Place: Your home
Time: 1.30pm
Characters: Two people who live together, e.g. friends, flatmates or partners
Situation: One of you is a very tidy person and one of you is very messy. The tidy person wants the messy one to help out more at home and try to keep their home nice and clean

Scenes: i) A big row: the tidy person tells the messy person to clean the house – or else! Then they go out leaving the messy person alone at home
ii) The messy person decides to either tidy up and start cleaning, or do something more interesting, like watch TV or chat to friends on the phone
iii) The tidy person comes home and finds out whether their home is clean or not. They either reward or punish the messy person depending on their work

If there are three people in the group the third character could be:

- a) Another tidy or messy friend / flatmate who lives there too
- b) A nosy window cleaner
- c) A timid door to door salesman who is trying to sell life insurance

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Talk a Lot

Free Time

Role Plays:

1. "Sssshhhh!"

Place: Your local cinema
Time: 9.40pm
Characters: You and the person sitting in front of you
Situation: You are with friends at the cinema, waiting for the film to start

Scenes: i) The film begins. The person sitting in front of you is eating popcorn so loudly that it is difficult for you to hear the film. You complain and they agree to eat more quietly
ii) A few minutes later their friend arrives late. They are very tall and sit in the seat directly in front of you, so that you can't see the screen very well. You complain again and the friend agrees to sit further down in their seat
iii) Half an hour later the person sitting in front of you is chatting on their mobile. You complain for the third time and they ask you if you want to "take it outside"...

If there are three people in the group the third character could be:

- a) *The tall friend*
- b) *One of your friends*
- c) *A cinema employee, or the cinema manager*

2. "I'll get you for this!"

Place: On a ski slope in the Alps
Time: 11.20am
Characters: You and another skier
Situation: You are a novice skier having lessons

Scenes: i) Whilst practising your skiing you accidentally run into somebody and break their leg
ii) At the hospital you apologise for the accident, but they want to take you to court to sue you for loss of income because they are a world famous dancer and were about to star in a West End musical in London. You try to talk your way out of it and leave a false name and address
iii) One year later you are at the same skiing resort. By chance you meet the dancer again and both laugh about what happened. You slap them on the back in a friendly way, but they lose their balance and fall down the slope backwards. They end up back in hospital, this time with *both* legs broken

If there are three people in the group the third character could be:

- a) *The other skier's partner or agent*
- b) *The other skier's lawyer*

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Talk a Lot

Role Play Extensions

Here are some additional situations for students to use as starting points for new role plays:

-----✂-----

Town:

1. At the bank: you want to take out a loan, but you have a low credit, rating so you have to try a few different banks / loan companies / loan sharks...
2. At school / college / university: you organise a field trip. On the coach you have to take charge when several students are sick. Then you are accused of stealing money from the trip fund. Did you steal it...?

-----✂-----

Food & Drink:

1. At a sandwich shop: it's your job to make the sandwiches, but you are very tired from a late night out and customers keep coming in to ask for more and more exotic sandwich fillings. You have to find the ingredients, or improvise with what you have...
2. In a pub: it's your 18th birthday and you are trying to get your first pint of beer from a landlord who becomes suspicious because of your youthful appearance...

-----✂-----

Shopping:

1. At a supermarket checkout: you want to pay for your shopping (two tins of beans) but all you have is a £20 note. There is a long queue behind you and the checkout assistant won't accept your cash because they haven't got enough change...
2. In the butcher's / bakery / greengrocer's / any shop: first, you can't find any sausages / rolls / pears / etc. Next, the sales assistant scans your shopping but you notice that they scan a few items twice by accident...

-----✂-----

Health:

1. At your dentist's: you make an appointment to have a tooth out. Your dentist is very chatty but it's hard to reply with your mouth full of instruments. Afterwards you discover that they have taken out the wrong tooth...
2. At a pharmacy: you need some sachets of cold relief powder. You want blackcurrant flavour, but all they have on display are lemon flavoured ones. The sales assistant is reluctant to go and check whether they have any blackcurrant flavoured sachets...

-----✂-----

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Talk a Lot

Role Play Extensions

Transport:

1. On the street: you are cycling to work when a car runs into you. You are OK, but your new bike is broken beyond repair. The driver refuses to accept responsibility for the accident, even though it was their fault...
2. In a taxi: you are on a long journey with a very boring taxi driver who tells you endless stories about the celebrities that he has had in the back of his cab. To stop him from boring you to death, you tell him that you are also a celebrity – in Belgium – and make up stories about why you are famous...

Family:

1. At a family reunion: first, you find that you don't recognise many of the people there because you haven't seen them for so long; you end up getting lots of their names wrong. Then, you are surprised when you meet your uncle's new wife, who is the same age as you, i.e. less than half his age...
2. It's Christmas Day: first, you don't get the presents that you wanted; then, you have to break up a fight between your niece and nephew over who gets to play on the new games console...

Clothes:

1. At home: you agree to give away some of your old clothes to charity. Your partner or roommate gets to work sorting them out and, without your knowledge, gives away some of your very best clothes...
2. At work: you have to wear a new uniform, but you hate it – both the design and the colour. It makes you look awful. You try different ways of improving it, much to the annoyance of your manager...

Work:

1. At work: it's your first day in a new job. You accidentally break a valuable vase in your boss's office. You try to cover up what happened but the office gossip hears about it...
2. At the careers adviser's office: you discuss your CV and skills with the careers adviser. They decide that you should apply for a boring office job and tell you to apply for four jobs that they find online. However, you have always had a burning ambition to become a professional wrestler...

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Talk a Lot

Role Play Extensions

----- ✂ -----

Home:

1. On your driveway at home: you are washing your car, when you find a scratch and a small dent on the side. You confront your son or daughter, who borrowed the car last night to go to a party, but they are hiding somewhere in the house. You have to look in every room...
2. At home: you have just moved into a new flat and you throw a fantastic flat-warming party to celebrate. It's interrupted halfway-through when the person who lives downstairs bangs on the door and asks you to turn down the music...

----- ✂ -----

Free Time:

1. At a football match: you are in a large crowd at a match between City and United. You are supporting your beloved City but it seems that you are in the wrong part of the stadium and everybody around you is passionately supporting United...
2. At a travel agent's: you are trying to decide on a holiday destination but your friend or partner just can't make up their mind...

----- ✂ -----

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Talk a Lot

Role Plays – Mood Chart

I'm feeling...

nosey	bored	sad	cheerful
angry	happy	shocked	up
frightened	smug	apologetic	secretive
down	worried	so so	aggressive
guilty	ecstatic	paranoid	naughty
surprised	energetic	friendly	unwell
depressed	moody	determined	tired
giggly	upset	mischievous	disgusted
too hot	excited	cold	nervous
stupid	horrified	relieved	confused

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Discussion Words and Question Sheets

For full instructions see page 15

Talk a Lot

Town

Discussion Words:

pavement	bed and breakfast	office	bakery
apartment block	bank	church	bookshop
bus stop	optician's	building site	mosque
clothes shop	football stadium	post office	casino
library	river	tennis court	school
community centre	building	cathedral	traffic lights
department store	market place	chemist	university
college	town	car showroom	village
town hall	lake	bridge	police station
holiday resort	public toilets	city	tax office

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Talk a Lot

Town

General Questions:

1. Are there any words that you don't know? Use a dictionary to find the meanings.
2. Take some cards. Describe the word on a card without saying it.
3. How many words have... a) 1 syllable, b) 2 syllables, c) 3 syllables, d) 4 syllables, e) 5 syllables, f) 6 syllables?
4. Put words with more than one syllable into groups according to where the strong stress falls.
5. Put the words into alphabetical order.
6. Put together words that have the same number of letters.
7. Put together words that start with the same letter.
8. How many words can you remember when they are all turned over?

Lesson Questions:

1. Where could I go to have my eyes tested and buy some new glasses?
2. a) Put together all the places where I could buy something and think of 5 more kinds of shop. b) What could I buy at each place?
3. Where could I buy some cakes?
4. Put together the places where I could study.
5. Where could I go to pray?
6. Which place is especially for tourists?
7. Which place is still being built?
8. Where could I swim or hire a boat?
9. Where could I go to watch a match?
10. Where could I go to place a bet and either win or lose money?
11. Where could I take my prescription from the doctor's?
12. Where could I borrow books and use a computer?
13. If I wanted to take out some money or pay in a cheque, where would I go?
14. Put these words into order of size: town, city, and village.

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Talk a Lot

Food and Drink

Discussion Words:

milk	carrot	rice	soup
orange	bread	tomato	banana
pizza	mineral water	fruit	cereal
meal	sausage	potato	wine
crisps	cheese	lemonade	lamb
onion	nut	butter	fruit juice
meat	chocolate	fish	flour
vegetable	chicken	apple	egg
pie	chips	food	pasta
strawberry	water	beef	mushroom

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Talk a Lot

Food and Drink

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5. Put the words into alphabetical order.
6. Put together words that have the same number of letters.
7. Put together words that start with the same letter.
8. How many words can you remember when they are all turned over?

Lesson Questions:

1. Which foods do you like? Which foods don't you like? Which foods haven't you tried?
2. Put all the vegetables together in one group and think of 5 more vegetables.
3. Which foods are often served in Italian restaurants?
4. Put all the drinks together in one group and think of 5 more drinks.
5. Which food can be boiled, fried, scrambled, poached, or made into an omelette?
6. Put all the fruits together in one group and think of 5 more fruits.
7. Which food would you eat with fish in a paper parcel?
8. Which foods and drinks are... a) bad for you, b) good for you?
9. Which food can be brown, white, wholemeal, sliced, toasted, and made into rolls?
10. Which drink is white and very good for your teeth and bones?
11. Which word comes after chest-, hazel-, brazil, cashew, wal-, coco-, and pea-?
12. Which drink contains alcohol?
13. a) Put all the different kinds of meat together in one group. b) Put them into your order of preference.
14. Which food can be hard, soft, cream-, cottage-, cheddar, edam, gouda, parmesan, or many more different kinds?

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Talk a Lot

Shopping

Discussion Words:

aisle	local shop	customer	groceries
cash	car park	debit card	price
market	till	sale	way in
promotion	checkout assistant	scales	trolley
change	restaurant	checkout	express lane
queue	manager	supermarket	pence
shelf	bag	cash point	receipt
lift	shopping centre	pounds	way out
bench	refund	delicatessen	money
shop	escalator	opening times	frozen food

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Talk a Lot

Shopping

General Questions:

1. Are there any words that you don't know? Use a dictionary to find the meanings.
2. Take some cards. Describe the word on a card without saying it.
3. How many words have... a) 1 syllable, b) 2 syllables, c) 3 syllables, d) 4 syllables, e) 5 syllables?
4. Put words with more than one syllable into groups according to where the strong stress falls.
5. Put the words into alphabetical order.
6. Put together words that have the same number of letters.
7. Put together words that start with the same letter.
8. How many words can you remember when they are all turned over?

Lesson Questions:

1. Find the word for food and general household shopping.
2. What can I use to buy something? What else could I use?
3. Where can I put my shopping while I'm walking around the supermarket?
4. Who scans my products after I've chosen them?
5. What could I get if I'm not happy with what I've bought?
6. This word means the same as "entrance".
7. Where can I sit down and have a meal?
8. What am I given after I've paid for my shopping?
9. Where can I buy cooked meats, pastries, and cheese?
10. This word means the same as "elevator".
11. This means that some products are being sold at a lower price than usual, or that something has been bought.
12. In the shopping centre or street where can I sit down and have a rest if I feel tired?
13. I can use these to weigh fruit or vegetables before paying for them at the till.
14. I become this if I buy something...

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Talk a Lot

Health

Discussion Words:

infection	bruise	toothbrush	cut
stomach ache	health	emergency	illness
pharmacy	surgery	stethoscope	stretcher
toothpaste	broken bone	hospital	cancer
dentist	injection	stitches	receptionist
headache	waiting room	crutch	ambulance
nurse	fever	tablets	examination
x-ray	doctor	plaster	appointment
prescription	wheelchair	allergy	patient
rash	accident	problem	needle

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Talk a Lot

Health

General Questions:

1. Are there any words that you don't know? Use a dictionary to find the meanings.
2. Take some cards. Describe the word on a card without saying it.
3. How many words have... a) 1 syllable, b) 2 syllables, c) 3 syllables, d) 4 syllables, e) 5 syllables?
4. Put words with more than one syllable into groups according to where the strong stress falls.
5. Put the words into alphabetical order.
6. Put together words that have the same number of letters.
7. Put together words that start with the same letter.
8. How many words can you remember when they are all turned over?

Lesson Questions:

1. Put all the health problems together and put them into order of how serious they are.
2. What could I use to move around if I can't walk?
3. Which word means something urgent?
4. What do I have if someone sticks a needle into me?
5. If I have this I feel hot and sweaty and may see hallucinations.
6. This is done in a hospital so that consultants can see inside of you.
7. How many words end with -ion and what are they?
8. This vehicle is used to take people to and from hospital.
9. Which word sounds like... a) purse, b) wealth, c) news, d) cash, e) lever, f) such?
10. Put together the three words that help keep my teeth healthy.
11. What could I take twice a day if I'm sick?
12. Put all the places together. What can I do in each one?
13. What do I have to make if I want to see my doctor or dentist?
14. A doctor or nurse could use this to listen to my heartbeat.

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Talk a Lot

Transport

Discussion Words:

fare	petrol pump	tyre	boat
ticket	bus	take-off	motorway
fine	cruise	passenger	canoe
station	driver	train	commuter
engine	aeroplane	ferry	tractor
car	taxi	cancellation	bike
emergency exit	driving licence	car park	road
ship	road sign	reservation	motorbike
flight	service station	airport	roundabout
garage	runway	van	journey

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Talk a Lot

Transport

General Questions:

1. Are there any words that you don't know? Use a dictionary to find the meanings.
2. Take some cards. Describe the word on a card without saying it.
3. How many words have... a) 1 syllable, b) 2 syllables, c) 3 syllables, d) 4 syllables, e) 6 syllables?
4. Put words with more than one syllable into groups according to where the strong stress falls.
5. Put the words into alphabetical order.
6. Put together words that have the same number of letters.
7. Put together words that start with the same letter.
8. How many words can you remember when they are all turned over?

Lesson Questions:

1. I need this if I want to drive a car or motorbike legally.
2. Which words are modes of transport?
3. What do I use to put fuel into my car?
4. This is very annoying when it happens because it means that you will either have to wait, or change your plans altogether.
5. Where can I go to put fuel into my car and buy a snack or some oil?
6. Which modes of transport have you used and which haven't you used?
7. Which word sounds like... a) wrote, b) fuss, c) very, d) fire, e) pair, f) hike?
8. This is what you are if somebody drives you somewhere.
9. Put the modes of transport in order from slowest to fastest.
10. You might have to pay to leave your car here, or it might be free, if you're lucky!
11. Which vehicle is used by farmers in fields?
12. What do I have to pay if I want to travel on a bus, train, or plane?
13. Which modes of transport travel on... a) roads, b) water, c) rails, d) in the sky? Put the words into groups. Can you think of any more modes of transport in each group?
14. This happens when the plane leaves the ground.

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Talk a Lot

Family

Discussion Words:

boyfriend	mother	son	grandchild
adopted family	father-in-law	girl	niece
granddad	child	grandma	brother-in-law
mother-in-law	foster parent	dad	nephew
mum	uncle	woman	girlfriend
grandson	daughter	parent	brother
baby	ex-	aunt	family
fiancée	sister-in-law	cousin	father
husband	sister	man	partner
boy	fiancé	wife	granddaughter

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Talk a Lot

Family

General Questions:

1. Are there any words that you don't know? Use a dictionary to find the meanings.
2. Take some cards. Describe the word on a card without saying it.
3. How many words have... a) 1 syllable, b) 2 syllables, c) 3 syllables, d) 4 syllables, e) 6 syllables?
4. Put words with more than one syllable into groups according to where the strong stress falls.
5. Put the words into alphabetical order.
6. Put together words that have the same number of letters.
7. Put together words that start with the same letter.
8. How many words can you remember when they are all turned over?

Lesson Questions:

1. Which people are you closest to in your family?
2. Put the words into groups to show which people are... a) female, b) male, c) either.
3. This person is married to my granddad.
4. This person is married to my wife's mother.
5. Which people could be... a) young, b) teenagers/early twenties, c) middle-aged, d) old?
6. This person is my aunt and uncle's child.
7. My dad's sister's husband is his...
8. Which words are not blood relatives?
9. If my son's wife gives birth to a baby girl, I will have a new...
10. Which person is someone that you used to have a relationship with?
11. I'm not engaged to or married to this person, but we're going out with each other.
12. Which words sounds like... a) had, b) aren't, c) maybe, d) mild, e) sun, f) peace?
13. This person looks after me instead of my parents.
14. This is my family, but it's not my original family.

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Talk a Lot

Clothes

Discussion Words:

slipper	zip	vest	tracksuit
tie	buttons	earring	blouse
nightdress	bra	dress	suit
trousers	high heels	t-shirt	jumper
pants	underwear	ring	necklace
tights	jeans	skirt	glasses
shorts	knickers	coat	pyjamas
scarf	sock	belt	shoe
jacket	top	trainer	shirt
handbag	uniform	hat	glove

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Talk a Lot

Clothes

General Questions:

1. Are there any words that you don't know? Use a dictionary to find the meanings.
2. Take some cards. Describe the word on a card without saying it.
3. How many words have... a) 1 syllable, b) 2 syllables, c) 3 syllables?
4. Put words with more than one syllable into groups according to where the strong stress falls.
5. Put the words into alphabetical order.
6. Put together words that have the same number of letters.
7. Put together words that start with the same letter.
8. How many words can you remember when they are all turned over?

Lesson Questions:

1. I need to do these up to keep my jacket or shirt from being open.
2. You may need to wear these to improve your vision.
3. Put together things that only women can wear or use.
4. Which word sounds like... a) sing, b) press, c) you, d) flipper, e) laugh, f) classes?
5. You could wear these if you were going jogging, or exercising at the gym.
6. This is a kind of shirt that women can wear.
7. Which words are kinds of jewellery?
8. Put together all the words to do with underwear.
9. What can be worn under a shirt?
10. You need to wear two of these indoors if you want to keep your feet nice and warm.
11. Put the words into groups according to which clothes are usually cheap and which are usually expensive.
12. What can be worn in bed?
13. Put together things that you would put on to go outside on a cold day.
14. What would you exchange with your new wife or husband when you get married?

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Talk a Lot

Work

Discussion Words:

pharmacist	sales assistant	gardener	plumber
manager	farmer	jeweller	nurse
doctor	mechanic	electrician	florist
artist	admin assistant	painter and decorator	estate agent
accountant	hairdresser	chauffeur	baker
actor	optician	singer	nursery nurse
teacher	newspaper reporter	travel agent	factory worker
receptionist	soldier	builder	lecturer
head teacher	greengrocer	security guard	police officer
train driver	DJ	model	butcher

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Talk a Lot

Work

General Questions:

1. Are there any words that you don't know? Use a dictionary to find the meanings.
2. Take some cards. Describe the word on a card without saying it.
3. How many words have... a) 1 syllable, b) 2 syllables, c) 3 syllables, d) 4 syllables, e) 5 syllables, f) 6 syllables, g) 7 syllables?
4. Put words with more than one syllable into groups according to where the strong stress falls.
5. Put the words into alphabetical order.
6. Put together words that have the same number of letters.
7. Put together words that start with the same letter.
8. How many words can you remember when they are all turned over?

Lesson Questions:

1. Which person could fix some leaky pipes in your bathroom?
2. Which person sells flowers?
3. Put the jobs in order of importance, starting with the most important job.
4. This person plays music at parties or on the radio.
5. This person will help you to either buy or sell a house.
6. Which people can get you from A to B?
7. Put into groups jobs that are... a) well paid, b) have a normal salary, c) low paid?
8. Which person sells watches, rings and necklaces?
9. Put the jobs into order of difficulty, starting with the easiest job.
10. Which person wears clothes (or doesn't wear clothes) for a living?
11. Which person could cut your grass and plant some flowers or shrubs?
12. Which person makes bread and cakes?
13. Which jobs have you done? Which jobs would you... a) like to try, b) never try? Why? / Why not?
14. Which jobs use practical skills and which jobs use intellectual skills?

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Talk a Lot

Home

Discussion Words:

house	carpet	bathroom	light
DVD player	bedroom	apartment	detached house
semi-detached house	bungalow	cooker	flat
cupboard	garden	dining room	washing machine
fireplace	kitchen	door	garage
freezer	ceiling	stairs	wall
fridge	radiator	television	sideboard
hall	floor	toilet	sink
living room	dining chair	bed	bath
shower	sofa	dining table	wardrobe

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Talk a Lot

Home

General Questions:

1. Are there any words that you don't know? Use a dictionary to find the meanings.
2. Take some cards. Describe the word on a card without saying it.
3. How many words have... a) 1 syllable, b) 2 syllables, c) 3 syllables, d) 4 syllables, e) 5 syllables?
4. Put words with more than one syllable into groups according to where the strong stress falls.
5. Put the words into alphabetical order.
6. Put together words that have the same number of letters.
7. Put together words that start with the same letter.
8. How many words can you remember when they are all turned over?

Lesson Questions:

1. What do you use to get to the next floor in a house?
2. This is the first room that you come into when you enter a house.
3. Which word sounds like... a) poor, b) think, c) fall, d) mouse, e) right, f) bridge?
4. Which words are kinds of accommodation? Put them in order of price.
5. This is where I store dry foods such as pasta, rice, tins of beans, and biscuits.
6. We normally eat our main meals together in this room.
7. Which room is home to the cooker, fridge and sideboard?
8. We have these in most rooms and switch them on when we want to keep warm.
9. This covers the floor in some of the rooms in my house.
10. This is where you could go outside to relax and read a book – or do some planting.
11. If I stand in any room in my house and look up what will I see?
12. It's great to lie in a hot one of these to unwind after a long and busy day.
13. Which things would you find in the... a) living room, b) bathroom, c) kitchen, d) dining room, e) bedroom?
14. Without these the ceiling would be on the floor!

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Talk a Lot

Free Time

Discussion Words:

tent	swimming pool	internet	tennis
fishing	cooking	camping	relaxation
hobby	cinema	hiking	picnic
volleyball	hotel	computer game	cycling
leisure centre	sleeping bag	rugby	park
skiing	holiday	theatre	climbing
swimming	reading	watching TV	weekend
sport	football	café	safari park
bowling club	playground	jogging	sunbathing
golf	basketball	beach	amusement park

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Talk a Lot

Free Time

General Questions:

1. Are there any words that you don't know? Use a dictionary to find the meanings.
2. Take some cards. Describe the word on a card without saying it.
3. How many words have... a) 1 syllable, b) 2 syllables, c) 3 syllables, d) 4 syllables?
4. Put words with more than one syllable into groups according to where the strong stress falls.
5. Put the words into alphabetical order.
6. Put together words that have the same number of letters.
7. Put together words that start with the same letter.
8. How many words can you remember when they are all turned over?

Lesson Questions:

1. This is a place where you go to see wild animals up close, such as bears and tigers.
2. Which word sounds like... a) dark, b) bought, c) looking, d) motel, e) reach, f) went?
3. Which words are connected with physical exercise?
4. Which words are places that you could go to?
5. For this activity you could use a magazine, newspaper, book, or laptop.
6. Which activity involves living in the open air close to nature?
7. This is the great feeling you get when you take a break from work and start to unwind.
8. Which words are to do with... a) indoor activities, and b) outdoor activities?
9. Which word means Saturday and Sunday together?
10. Which word could be played on a PC, Mac, Xbox 360, Nintendo Wii, or Playstation?
11. These are places where you could watch... a) a film, b) a play.
12. This is where you can join a gym, do aerobics, have a sauna or massage, and swim.
13. This is a generally passive activity and doesn't encourage a lot of movement or require much thought. You simply have to sit and stare at the box...
14. a) Put all the sports together. b) Put them into order, from your favourite to your least favourite sports.

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Vocabulary Tests

For full details about assessment methods see page 3

Talk a Lot

_____ / **Town**

Vocabulary Test:

First Language:

English:

bank

post office

church

clothes shop

library

river

optician's

bridge

public toilets

department store

market place

bus stop

apartment block

lake

city

traffic lights

tennis court

office

bakery

village

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Talk a Lot

_____ / **Food and Drink**

Vocabulary Test:

First Language:

English:

meal

fruit

lemonade

fish

fruit juice

cereal

cheese

chips

meat

pasta

food

potato

bread

soup

rice

chocolate

vegetable

water

egg

wine

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Talk a Lot

_____ / **Shopping**

Vocabulary Test:

First Language:

English:

car park

sale

restaurant

supermarket

trolley

way in

groceries

cash

checkout assistant

debit card

receipt

refund

lift

price

queue

shopping centre

frozen food

shop

way out

delicatessen

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Talk a Lot

_____ / **Health**

Vocabulary Test:

First Language:

English:

health

waiting room

appointment

receptionist

tablets

prescription

problem

examination

doctor

nurse

dentist

hospital

surgery

pharmacy

emergency

ambulance

illness

allergy

accident

injection

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Talk a Lot

_____ / **Transport**

Vocabulary Test:

First Language:

English:

bus

train

taxi

station

bike

motorway

ticket

reservation

aeroplane

flight

journey

cancellation

commuter

passenger

driver

car

motorbike

airport

garage

driving licence

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Talk a Lot

_____ / **Family**

Vocabulary Test:

First Language:

English:

dad

aunt

nephew

husband

cousin

uncle

grandma

mum

sister

daughter

granddad

ex-

niece

son

granddaughter

partner

brother

grandson

parent

wife

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Talk a Lot

_____ / **Clothes**

Vocabulary Test:

First Language:

English:

trousers

skirt

blouse

sock

shoe

jumper

jacket

hat

coat

underwear

dress

tie

scarf

glasses

suit

shirt

top

pyjamas

uniform

jeans

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Talk a Lot

_____ / **Work**

Vocabulary Test:

First Language:

English:

plumber

manager

nurse

electrician

doctor

mechanic

admin assistant

accountant

hairdresser

singer

nursery nurse

teacher

factory worker

builder

police officer

train driver

optician

actor

farmer

model

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Talk a Lot

_____ / Home

Vocabulary Test:

First Language:

English:

house

bedroom

garden

stairs

fridge

washing machine

apartment

bed

television

bath

living room

sofa

toilet

wardrobe

sink

cooker

kitchen

cupboard

bathroom

dining room

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Talk a Lot

_____ / **Free Time**

Vocabulary Test:

First Language:

English:

cinema

theatre

bowling club

café

park

leisure centre

swimming pool

tennis

football

amusement park

golf

swimming

rugby

volleyball

camping

cycling

holiday

weekend

reading

computer game

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Lesson Tests

For full details about assessment methods see page 3

Talk a Lot

Lesson Test – Town

A) Put a mark above the stressed syllable in each word or phrase and write how many syllables there are:

a) post office () b) library () c) bakery () d) office () e) public toilets ()

B) Complete the gap in each starting sentence with one of these words:

a) ran b) cycling c) drive d) walks

1. Peter _____ two kilometres to his office every day.
2. Jennifer bought a couple of cakes at the bakery, then _____ to the post office.
3. We could _____ to the lake and go fishing.

C) Underline the word that is different in each group and state why:

1. a) department store b) town hall c) bakery d) butcher's _____
2. a) casino b) tennis court c) park d) football stadium _____
3. a) bus stop b) traffic lights c) school d) pavement _____
4. a) church b) office c) cathedral d) mosque _____

Complete the sentence blocks:

D) Verb Form: _____

- I've agreed to meet Dan in the old market place outside the library.
- Who 1. _____ you agreed to meet in the old market place outside the library?
- 2. _____.
- Have you agreed 3. _____ Dan in the old market place outside the library?
- Yes, I 4. _____.
- Have you agreed to meet 5. _____ in the old market place outside the library?
- No, 6. _____. I haven't agreed to meet Alex in the old market place outside the library.

E) Verb Form: _____

- The new optician's next to the bank will open next Friday.
- 7. _____ will the new optician's next to the bank open?
- Next 8. _____.
- 9. _____ the new optician's next to the bank open next Friday?
- Yes, 10. _____ will.
- Will the new optician's next to the bank open next 11. _____?
- No, it 12. _____. The new optician's next to the bank won't open next Saturday.

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Talk a Lot

Lesson Test – Food and Drink

A) Translate these words into English from the International Phonetic Alphabet (IPA):

- | | | | |
|------------|-------|---------------|-------|
| a) /mɪlk/ | _____ | d) /fru:t/ | _____ |
| b) /bred/ | _____ | e) /'tʃɒklət/ | _____ |
| c) /tʃi:z/ | _____ | f) /waɪn/ | _____ |

B) Fill in the missing words in these sentence block starting sentences:

1. Michelle is having salad and pasta because she doesn't _____ meat.
2. Potatoes _____ be boiled, mashed, fried, chipped, roasted or oven-baked.
3. Daniel gave _____ the largest portion of ice cream.
4. We're _____ to buy some fruit at the supermarket this afternoon.
5. Jenny has _____ put the cheese in the fridge.

C) Write a food or drink word that sounds like:

1. please 2. red 3. feet 4. hips 5. leg 6. nice 7. but
-

Complete the sentence blocks:

D) Verb Form: _____

- The best kind of bread is white sliced bread.
- What 1. _____ the best kind of bread?
- White sliced 2. _____.
- 3. _____ white sliced bread the best kind of bread?
- Yes, 4. _____ is.
- Is dry wholemeal bread the 5. _____ kind of bread?
- No, it 6. _____. Dry wholemeal bread isn't the best kind of bread.

E) Verb Form: _____

- If you eat too much chocolate you will put on weight.
- 7. _____ will happen if I eat too much chocolate?
- You will 8. _____.
- 9. _____ I put on weight if I eat too much chocolate?
- Yes, you 10. _____.
- Will I 11. _____ if I eat too much chocolate?
- 12. _____, you won't. You won't lose weight if you eat too much chocolate.

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Talk a Lot

Lesson Test – Shopping

A) Match together the two halves of each word; then write the words:

- | | | |
|-----------|------------|-------|
| 1. ceries | a) mana | _____ |
| 2. lator | b) superma | _____ |
| 3. ger | c) promot | _____ |
| 4. ckout | d) esca | _____ |
| 5. rket | e) gro | _____ |
| 6. ion | f) che | _____ |

B) Sentence stress: underline the content words in each starting sentence:

1. I've looked everywhere in this shop for a tin of vegetable soup, but I can't find one anywhere.
2. Jan was leaving the car park because she had finished her shopping.
3. We should take the lift to the fifth floor.
4. Simon is visiting the new shopping centre near St. Mark's Road.

C) Unscramble the shopping words:

1. ericp 2. cenep 3. ceirtep 4. gab 5. sundop 6. itll 7. elas
-

Complete the sentence blocks:

D) Verb Form: _____

- Emma is the manager of a small Italian restaurant.
- 1. _____ is the manager of a small Italian restaurant?
- Emma 2. _____.
- Is Emma the manager of 3. _____?
- Yes, 4. _____ is.
- 5. _____ Bill the manager of a small Italian restaurant?
- 6. _____, he isn't. Bill isn't the manager of a small Italian restaurant.

E) Verb Form: _____

- I used my debit card to buy a pair of shoes for work.
- What did you 7. _____ to buy a pair of shoes for work?
- 8. _____ debit card.
- 9. _____ your debit card to buy a pair of shoes for work?
- Yes, I 10. _____.
- Did you use cash 11. _____ buy a pair of shoes for work?
- No, I 12. _____. I didn't use cash to buy a pair of shoes for work.

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Talk a Lot

Lesson Test – Health

A) *Fill in the missing vowels in these health words:*

1. h ___ d ___ ch ___
2. ___ cc ___ d ___ nt
3. ___ lln ___ ss

4. ___ nf ___ ct ___ n
5. ___ m ___ rg ___ ncy
6. ___ mb ___ l ___ nc ___

B) *Complete the verbs in each starting sentence:*

1. Sammi i_____ s_____ in the waiting room with her mum and brother.
2. Being healthy i_____ very important to me.
3. Simon i_____ g_____ to v_____ the optician's for an eye examination.
4. I p_____ my doctor this morning to m_____ an appointment.

C) *Underline the odd one out in each group of health words and give a reason:*

1. receptionist, dentist, nurse, appointment
2. surgery, hospital, allergy, waiting room
3. plaster, broken bone, fever, stomach ache
4. patient, health, pharmacy, prescription

Complete the sentence blocks:

D) Verb Form: _____

- Kenny has to take his prescription to the pharmacy tomorrow.
- When 1. _____ Kenny have to take his prescription to the pharmacy?
- 2. _____.
- 3. _____ Kenny have to take his prescription to the pharmacy tomorrow?
- Yes, he 4. _____.
- Does Kenny 5. _____ his prescription to the pharmacy next Monday?
- No, he 6. _____. Kenny doesn't have to take his prescription to the pharmacy next Monday.

E) Verb Form: _____

- Ella was telling the receptionist about her husband's painful arthritis.
- Who 7. _____ telling the receptionist about her husband's painful arthritis?
- 8. _____ was.
- Was Ella 9. _____ the receptionist about her husband's painful arthritis?
- Yes, 10. _____ was.
- 11. _____ Joanne telling the receptionist about her husband's painful arthritis?
- 12. _____, she wasn't. Joanne wasn't telling the receptionist about her husband's painful arthritis.

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Talk a Lot

Lesson Test – Transport

A) Write these starting sentences in the correct order:

1. our because we've flight daughter our ill cancelled is

2. he when was bus Oliver by hit road a crossing the was

B) Complete the verbs in each starting sentence:

1. Gemma i _____ d _____ to the airport to pick up her grandmother.
2. The next train to a _____ at platform 8 w _____ be the 9.49 service to Cardiff.
3. If we c _____ to work we'll g _____ there in about an hour.
4. All passengers must s _____ their passports and boarding passes at the gate.

C) Sentence stress: mark the correct stress pattern for this starting sentence: "I flew from Heathrow to Copenhagen last night".

a) ● ● ● ● ● ● ● ●

b) ● ● ● ● ● ● ● ●

Complete the sentence blocks:

D) Verb Form: _____

- I flew from Heathrow to Copenhagen last night.
- What did you 1. _____ last night?
- I 2. _____ from Heathrow to Copenhagen.
- 3. _____ you fly from Heathrow to Copenhagen last night?
- Yes, I 4. _____.
- Did you 5. _____ the cinema last night?
- 6. _____, I didn't. I didn't go to the cinema last night.

E) Verb Form: _____

- I usually get the train at 7.28.
- 7. _____ do you usually get the train?
- 8. _____ 7.28.
- Do 9. _____ usually get the train at 7.28?
- Yes, 10. _____ do.
- 11. _____ you usually get the train at 7.48?
- No, I 12. _____. I don't usually get the train at 7.48.

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Talk a Lot

Lesson Test – Family

A) Complete the sentences:

1. My mother's brother is my _____.
2. My grandmother's granddaughter is my _____, or my _____.
3. My sister's son is my _____.
4. My uncle's sister is my _____, or my _____.

B) Which starting sentences from this unit are wrong? Make corrections below:

1. My grandparents have decided to go on holiday to Florida next year.
2. If our parents get divorced the family will be very disappointed.
3. My sister was walking to the library with her children when she saw a wasp.
4. Jenna's aunt and uncle visited us in June because they wanted to see our new baby.

C) Write 8 family words in alphabetical order; do not include words from question A):

Complete the sentence blocks:

D) Verb Form: _____

- Your grandma and granddad should think about moving into a retirement bungalow.
- 1. _____ grandma and granddad should think about moving into a retirement bungalow?
- 2. _____ grandma and granddad should.
- Should 3. _____ grandma and granddad think about moving into a retirement bungalow?
- Yes, 4. _____ should.
- 5. _____ my friend's grandma and granddad think about moving into a retirement bungalow?
- No, they 6. _____. Your friend's grandma and granddad shouldn't think about moving into a retirement bungalow.

E) Verb Form: _____

- Roberto's daughter is playing with her cousins.
- What 7. _____ Roberto's daughter doing?
- 8. _____ with her cousins.
- 9. _____ Roberto's daughter playing with her cousins?
- Yes, she 10. _____.
- Is 11. _____ watching TV with her cousins?
- 12. _____, she isn't. Roberto's daughter isn't watching TV with her cousins.

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Talk a Lot

Lesson Test – Clothes

A) Find the clothes in these mixed-up words:

- 1) resds 2) usroesrt 3) finmuor 4) kajtec 5) sgesals 6) ite 7) uleobs
-

B) Match the halves of these starting sentences:

- | | |
|--|---|
| 1. I wear glasses | a) a blue and grey uniform every day for his job as a security guard. |
| 2. We'll have a clearout of our wardrobe | b) because I'm short-sighted. |
| 3. Stephen has to wear | c) you'll make an excellent impression. |
| 4. If you wear a suit and tie to the interview | d) to see what we can give away to charity. |

C) Read the starting sentences and cross out the unnecessary word in each one:

1. Harry is been trying on a new pair of smart black trousers.
2. Frankie bought herself a new dress but and some underwear in the trendiest boutique on Oxford Street.

Complete the sentence blocks:

D) Verb Form: _____

- Michael was wearing the yellow and brown striped pyjamas that his grandma had knitted him for Christmas.
- Who 1. _____ the yellow and brown striped pyjamas that his grandma had knitted him for Christmas?
- Michael 2. _____.
- Was Michael 3. _____ the yellow and brown striped pyjamas that his grandma had knitted him for Christmas?
- Yes, 4. _____.
- 5. _____ Paul wearing the yellow and brown striped pyjamas that his grandma had knitted him for Christmas?
- No, he wasn't. Paul 6. _____ the yellow and brown striped pyjamas that his grandma had knitted him for Christmas.

E) Verb Form: _____

- I have always liked jackets and tops from Marks and Spencer.
- What 7. _____?
- Jackets and 8. _____.
- 9. _____ you always liked jackets and tops from Marks and Spencer?
- Yes, I 10. _____.
- Have you 11. _____ liked jackets and tops from ASDA?
- No, I haven't. 12. _____ liked jackets and tops from ASDA.

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Talk a Lot

Lesson Test – Work

A) *Sentence stress: write the content words from two starting sentences in the correct order (1, 2, 3, etc.):*

i) working business Gerry dad's furniture hates part-time

ii) been Jo August friend unemployed last

B) *Write the correct spelling for each of these jobs:*

1. jeweler 2. chuffeur 3. estate agant 4. bilder 5. nerse 6. teecher

7. factry worker 8. acter 9. hairdreser 10. train driwer 11. accountant 12. JD

C) *Read the starting sentences and cross out the unnecessary word in each one:*

1. Edward was updating his CV because Edward he wanted to apply for a new job.
2. When Greg was worked for Dell he had to do plenty of overtime.
3. Dave will have to work very hard if he is wants to have a successful career in sales.
4. I'm going to visit that new employment agency about the temporary work.

Complete the sentence blocks:

D) *Verb Form:* _____

- Helena is hoping to get promoted at the end of the year.
- When is Helena 1. _____?
- 2. _____ of the year.
- 3. _____ Helena hoping to get promoted at the end of the year?
- 4. _____, she is.
- Is Helena 5. _____ promoted next March?
- No, 6. _____. Helena isn't hoping to get promoted next March.

E) *Verb Form:* _____

- You need to ask your manager for a pay rise as soon as possible!
- 7. _____ do I need to ask my manager for as soon as possible?
- For a 8. _____.
- 9. _____ I need to ask my manager for a pay rise as soon as possible?
- Yes, you 10. _____.
- Do 11. _____ need to ask my manager for more work as soon as possible?
- No, you 12. _____. You don't need to ask your manager for more work as soon as possible.

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Talk a Lot

Lesson Test – Home

A) Write these words in alphabetical order:

fridge cooker door carpet bathroom ceiling bungalow freezer cupboard fireplace bath

B) Write a home word that sounds like:

1. more 2. pears 3. night 4. mouse 5. power 6. ball

C) Underline the wrongly spelled word in each starting sentence and write each word correctly:

1. When I went to their home Jack and Lisa showd me their new bathroom.
2. Mark is buying a new washing machin because his old one is broken.
3. If you sell your horrible flat youl be able to put down a deposit on a nice house.
4. I'll do the hoovering quickly befor I have a bath.
5. Sarah and Noel were wtching funny DVDs in their living room for three hours last night.
6. Barry has to do the washing up every nite after tea.

Complete the sentence blocks:

D) Verb Form: _____

- Jason has finished cutting the grass in the back garden.
- 1. _____ has Jason finished doing in the back garden?
- 2. _____.
- 3. _____ Jason finished cutting the grass in the back garden?
- Yes, he 4. _____.
- Has 5. _____ watering the plants in the back garden?
- No, he 6. _____. Jason hasn't finished watering the plants in the back garden.

E) Verb Form: _____

- I live in a small semi-detached house in Manchester.
- Where 7. _____ live?
- 8. _____ a small semi-detached house in Manchester.
- Do 9. _____ live in a small semi-detached house in Manchester?
- Yes, 10. _____.
- 11. _____ you live in a large detached house in Wimbledon?
- No, I don't. I 12. _____ in a large detached house in Wimbledon.

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Talk a Lot

Lesson Test – Free Time

A) Write the correct spelling for these words to do with free time:

1. campin 2. teatre 3. piknic 4. climing 5. parc 6. swiming pool

7. beatch 8. hottel 9. reeding 10. caffé 11. couking 12. sleping bag

B) Match the halves of these starting sentences:

- | | |
|---|---|
| 1. Chester's son was playing golf badly yesterday afternoon | a) at this theatre five times. |
| 2. I have seen Macbeth | b) because we always have a good time. |
| 3. Me, Jess and Casey | c) with a few friends from his cousin's bowling club. |
| 4. I love going to the cinema with my friends, | d) are going to watch the tennis in the park. |

C) Write the names of 10 different sports or leisure activities in alphabetical order:

Complete the Sentence Blocks:

D) Verb Form: _____

- We went on a camping holiday last summer for two weeks, but I was bored because it rained every day.
- How long 1. _____ you go on a camping holiday for last summer?
- For 2. _____.
- Did you go 3. _____ a camping holiday last summer for two weeks?
- Yes, 4. _____ did.
- 5. _____ you go on a camping holiday last summer for a week?
- 6. _____, we didn't. We didn't go on a camping holiday last summer for a week.

E) Verb Form: _____

- Barney and Wanda are enjoying a day out at an amusement park.
- Who 7. _____ enjoying a day out at an amusement park?
- 8. _____.
- 9. _____ Barney and Wanda enjoying a day out at an amusement park?
- Yes, they 10. _____.
- Are 11. _____ enjoying a day out at an amusement park?
- No, 12. _____. Alex and Sue aren't enjoying a day out at an amusement park.

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Verb Forms Practice

For full instructions see page 6

Talk a Lot

Present Simple

Sentence Blocks:

1. Peter walks two kilometres to his office every day.

Who

2. The best kind of bread is white sliced bread.

What

3. Emma is the manager of a small Italian restaurant.

Who

4. Being healthy is very important to me.

What

5. I usually get the train at 7.28.

When

6. My mum lives with her new partner in Brighton.

Where

7. I wear glasses because I'm short-sighted.

Why

8. Gerry hates working part-time for his dad's furniture business.

Who

9. I live in a small semi-detached house in Manchester.

Where

10. I love going to the cinema with my friends, because we always have a good time.

Why

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Talk a Lot

Present Continuous

Sentence Blocks:

1. We're waiting patiently for the bus at the bus stop opposite the church.

Where

2. Michelle is having salad and pasta because she doesn't eat meat.

Why

3. Simon is visiting the new shopping centre near St. Mark's Road.

What

4. Sammy is sitting in the waiting room with her mum and brother.

Where

5. Gemma is driving to the airport to pick up her grandmother.

Where

6. Roberto's daughter is playing with her cousins.

What

7. Harry is trying on a new pair of smart black trousers.

Who

8. Helena is hoping to get promoted at the end of the year.

When

9. Mark is buying a new washing machine because his old one is broken.

Why

10. Barney and Wanda are enjoying a day out at an amusement park.

Who

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Talk a Lot

Past Simple

Sentence Blocks:

1. Jennifer bought a couple of cakes at the bakery, then ran to the post office.

What

2. Daniel gave himself the largest portion of ice cream.

Who

3. I used my debit card to buy a pair of shoes for work.

What

4. I phoned my doctor this morning to make an appointment.

Why

5. I flew from Heathrow to Copenhagen last night.

What

6. Jenna's aunt and uncle visited us in May because they wanted to see our new baby.

Why

7. Frankie bought herself a new dress and some underwear in the trendiest boutique on Oxford Street.

Where

8. When Greg worked for Dell he had to do plenty of overtime.

What

9. When I went to their home Jack and Lisa showed me their new bathroom.

What

10. We went on a camping holiday last summer for two weeks.

How long

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Talk a Lot

Past Continuous

Sentence Blocks:

1. The department store was opening until 10 o'clock because they were having a massive sale.

Why

2. Ellen was talking about her sister who loves fish and chips.

Who

3. Jan was leaving the car park because she had finished her shopping.

Why

4. Ella was telling the receptionist about her husband's painful arthritis.

Who

5. Oliver was crossing the road when he was hit by a bus.

Who

6. My sister was walking to the city museum with her children when she saw a fox.

Where

7. Michael was wearing the yellow and brown striped pyjamas that his grandma had knitted him for Christmas.

Who

8. Edward was updating his CV because he wanted to apply for a new job.

Why

9. Sarah and Noel were watching funny DVDs in their living room for three hours last night. *Who*

10. Chester's son was playing golf badly yesterday afternoon with a few friends from his cousin's bowling club. *How*

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Talk a Lot

Present Perfect

Sentence Blocks:

1. I've agreed to meet Dan in the old market place outside the library.

Who

2. Jenny has just put the cheese in the fridge.

Where

3. I've looked everywhere in this shop for a tin of vegetable soup, but I can't find one anywhere.

Where

4. I've taken two tablets three times a day for a week, but I don't feel any better.

How many

5. We've cancelled our flight because our daughter is ill.

Why

6. The whole family has decided to go on holiday to Florida next year.

Who

7. I have always liked jackets and tops from Marks and Spencer.

What

8. My friend Jo has been unemployed since last August.

How long

9. Jason has finished cutting the grass in the back garden.

What

10. I have seen Macbeth at this theatre five times.

How many

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Talk a Lot

Modal Verbs

Sentence Blocks:

1. We could drive to the lake and go fishing.

Where

2. Potatoes can be boiled, mashed, fried, chipped, roasted or oven-baked.

How

3. We should take the lift to the fifth floor.

What

4. Kenny has to take his prescription to the pharmacy tomorrow.

When

5. All passengers must show their passports and boarding passes at the gate.

What

6. Your grandma and granddad should think about moving into a retirement bungalow.

Whose

7. Stephen has to wear a blue and grey uniform every day for his job as a security guard.

When

8. You need to ask your manager for a pay rise as soon as possible!

What

9. Barry has to do the washing up every night after tea.

How often

10. You should do some exercise instead of playing computer games all day. *What*

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Talk a Lot

Future Forms

Sentence Blocks:

1. The new optician's next to the bank will open next Friday.

When

2. We're going to buy some fruit at the supermarket this afternoon.

What

3. After we finish buying groceries, we'll go to Nero's for a quick coffee.

When

4. Simon is going to visit the optician's for an eye examination.

Why

5. The next train to arrive at platform 8 will be the 9.49 service to Cardiff.

Which

6. Sam's brother is going to start university in Edinburgh next September.

When

7. We'll have a clearout of our wardrobe to see what we can give away to charity.

Why

8. I'm going to visit that new employment agency about temporary work.

Where

9. I'll do the hoovering quickly before I have a bath.

When

10. Me, Jess and Casey are going to watch the tennis in the park.

Where

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Talk a Lot

First Conditional

Sentence Blocks:

1. If the tennis court is busy we can go to the gym instead.

What

2. If you eat too much chocolate you will put on weight.

What

3. If the checkout assistant offers to pack my bags I'll let her.

What

4. If you ask the doctor she will give you some good advice about your problem.

What

5. If we cycle to work we'll get there in about an hour.

When

6. If our parents get divorced the family will be very disappointed.

What

7. If you wear a suit and tie to the interview you'll make an excellent impression.

What kind

8. Dave will have to work very hard if he wants to have a successful career in sales.

What

9. If you sell your horrible flat you'll be able to put down a deposit on a nice house.

What

10. If the leisure centre is still open we can all go swimming. *What*

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End of Course Oral Examination

For full instructions see page 6

Talk a Lot

End of Course Oral Examination (Page 1)

Name: _____ Date: _____ Total # Marks: _____ /100

Question 1

Form the sentence block:

Peter walks two kilometres to his office every day.

Who walks two kilometres to his office every day?

Peter does.

Does Peter walk two kilometres to his office every day?

Yes, he does.

Does Jeff walk two kilometres to his office every day?

(Answers will vary)

No, he doesn't. Jeff doesn't walk two kilometres to his office every day.

(Answers will vary)

Which verb form is used in the starting sentence? (Answer: present simple) (8 marks)

Question 2

Tell me ten different members of a family, e.g. mother.

See page 68 for a list of family words. (10 marks)

Question 3

Describe your dream home. Where would you like to live if you could live anywhere? Talk about location, type of home, number of rooms, furniture, swimming pool, garden, staff, etc.

(4 marks)

Question 4

Put these clothes words into alphabetical order: trainers, coat, scarf, dress, belt, sock.

Answer: belt, coat, dress, scarf, sock, trainers.

(1 mark)

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Talk a Lot

End of Course Oral Examination (Page 2)

Question 5

Form the sentence block:

If you ask the doctor she will give you some good advice about your problem.

Who will give me some good advice about my problem if I ask her?

The doctor will.

Will the doctor give me some good advice about my problem if I ask her?

Yes, she will.

Will the receptionist give me some good advice about my problem if I ask her?
(Answers will vary)

No, they won't. The receptionist won't give you some good advice about your
problem if you ask them.
(Answers will vary)

Which verb form is used in the starting sentence? (Answer: first conditional) (8 marks)

Question 6

What is your favourite food? Why do you like it? How often do you eat it? What is your
favourite drink? Why?

(4 marks)

Question 7

Tell me ten different jobs, e.g. doctor.

See page 64 for a list of health words. (10 marks)

Question 8

Tell me two forms of transport that have:

a) 1 syllable

c) 3 syllables

b) 2 syllables

Answers will vary. See page 66 for a list of transport words. Suggested answers: a) bus, train;
b) canoe, ferry; c) motorbike, aeroplane. (6 marks)

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Talk a Lot

End of Course Oral Examination (Page 3)

Question 9

Form the sentence block:

After we finish buying groceries, we'll go to Nero's for a quick coffee.

Where will we go for a quick coffee after we finish buying groceries?

To Nero's.

Will we go to Nero's for a quick coffee after we finish buying groceries?

Yes, we will.

Will we go to Bob's Coffee Shop for a quick coffee after we finish buying groceries?
(Answers will vary)

No, we won't. We won't go to Bob's Coffee Shop for a quick coffee after we finish
buying groceries
(Answers will vary)

Which verb form is used in the starting sentence? (Answer: future forms)

(8 marks)

Question 10

Which family word has a different word stress from the others? Why?

family, fiancé, granddaughter

Answer: The word *fiancé* has a different word stress because the strong stress falls on the second syllable, while in *family* and *granddaughter* the strong stress falls on the first syllable.

(1 mark)

Question 11

Tell me about a memorable holiday. Where was it? Who did you go with? Why did you decide to go there? What happened?

(4 marks)

Question 12

Tell me ten different modes of transport, e.g. bicycle.

See page 66 for a list of transport words. (10 marks)

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Talk a Lot

End of Course Oral Examination (Page 4)

Question 13

Form the sentence block:

I have seen Macbeth at this theatre five times.

How many times have you seen Macbeth at this theatre?

Five times.

Have you seen Macbeth at this theatre five times?

Yes, I have.

Have you seen Macbeth at this theatre six times?

(Answers will vary)

No, I haven't. I haven't seen Macbeth at this theatre six times.

(Answers will vary)

Which verb form is used in the starting sentence? (Answer: present perfect) (8 marks)

Question 14

If you were given £3,000 to spend only on clothes and shoes, what would you buy and where would you go shopping?

(4 marks)

Question 15

Tell me ten different kinds of food, e.g. pasta.

See page 60 for a list of food words. (10 marks)

Question 16

Which person...

a) can fix a leaky pipe?

c) sells flowers?

b) can help you sell your house?

d) wears clothes for a living?

Answers: a) plumber, b) estate agent, c) florist, d) model

(4 marks)

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Talk a Lot

Elementary 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

Elementary 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

Date: _____

Candidate Number: _____

Signed: _____ (Course Teacher) Date: _____

Signed: _____ (Centre Manager) Date: _____

School Name and Address:

School Phone Number / Email Address / Website Address:

Answers

Talk a Lot

Answers

Notes:

Discussion Questions:

Students have to supply their own answers to these questions. For more information see page 13.

Role Plays:

The answers produced by each pair or group of students will be different each time. For more information see page 14.

Vocabulary Tests:

The English words are provided on the vocabulary test sheets (pages 78-87). The teacher or the students have to provide the words in their first language. For more information see page 5.

Verb Forms Practice:

The answers for these pages are the same as for the sentence blocks (see below).

End of Course Examination:

The answers to the End of Course Examination are provided on the examination paper (pages 106-109). For more information see page 6.

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.

Town:

1. (Present Simple) Peter walks two kilometres to his office every day. / Who walks two kilometres to his office every day? / Peter does. / Does Peter walk two kilometres to his office every day? / Yes, he does. / Does Jeff walk two kilometres to his office every day? / No, he doesn't. Jeff doesn't walk two kilometres to his office every day.
2. (Present Continuous) We're waiting patiently for the bus at the bus stop opposite the church. / Where are you waiting patiently for the bus? / At the bus stop opposite the church. / Are you waiting patiently for the bus at the bus stop opposite the church? / Yes, we are. / Are you waiting patiently for the bus at the bus station? / No, we're not. We're not waiting patiently for the bus at the bus station.
3. (Past Simple) Jennifer bought a couple of cakes at the bakery, then ran to the post office. / What did Jennifer buy at the bakery, then run to the post office? / A couple of cakes. / Did Jennifer buy a couple of cakes at the bakery, then run to the post office? / Yes, she did. / Did Jennifer buy a loaf of bread at the bakery, then run to the post office? / No, she didn't. Jennifer didn't buy a loaf of bread at the bakery, then run to the post office.
4. (Past Continuous) The department store was opening until 10 o'clock because they were having a massive sale. / Why was the department store opening until 10 o'clock? / Because they were having a massive sale. / Was the department store opening until 10 o'clock because they were having a massive sale? / Yes, it was. / Was the department store opening until 10 o'clock because they were having staff training? / No, it wasn't. The department store wasn't opening until 10 o'clock because they were having staff training.
5. (Present Perfect) I've agreed to meet Dan in the old market place outside the library. / Who have you agreed to meet in the old market place outside the library? / Dan. / Have you agreed to meet Dan in the old market place outside the library? / Yes, I have. / Have you agreed to meet Alex in the old market place outside the library? / No, I haven't. I haven't agreed to meet Alex in the old market place outside the library.
6. (Modal Verbs) We could drive to the lake and go fishing. / Where could we drive to and go fishing? / To the lake. / Could we drive to the lake and go fishing? / Yes, we could. / Could we drive to the bowling club and go fishing? / No, we couldn't. We couldn't drive to the bowling club and go fishing.

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Answers

7. (Future Forms) The new optician's next to the bank will open next Friday. / When will the new optician's next to the bank open? / Next Friday. / Will the new optician's next to the bank open next Friday? / Yes, it will. / Will the new optician's next to the bank open next Saturday? / No, it won't. The new optician's next to the bank won't open next Saturday.

8. (First Conditional) If the tennis court is busy we can go to the gym instead. / What can we do instead if the tennis court is busy? / Go to the gym. / Can we go to the gym instead if the tennis court is busy? / Yes, we can. / Can we go to the library instead if the tennis court is busy? / No, we can't. We can't go to the library instead if the tennis court is busy.

Food and Drink:

1. (Present Simple) The best kind of bread is white sliced bread. / What is the best kind of bread? / White sliced bread. / Is white sliced bread the best kind of bread? / Yes, it is. / Is dry wholemeal bread the best kind of bread? / No, it isn't. Dry wholemeal bread isn't the best kind of bread.

2. (Present Continuous) Michelle is having salad and pasta because she doesn't eat meat. / Why is Michelle having salad and pasta? / Because she doesn't eat meat. / Is Michelle having salad and pasta because she doesn't eat meat? / Yes, she is. / Is Michelle having salad and pasta because she wants to be different? / No, she isn't. Michelle isn't having salad and pasta because she wants to be different.

3. (Past Simple) Daniel gave himself the largest portion of ice cream. / Who gave himself the largest portion of ice cream? / Daniel did. / Did Daniel give himself the largest portion of ice cream? / Yes, he did. / Did Jake give himself the largest portion of ice cream? / No, he didn't. Jake didn't give himself the largest portion of ice cream.

4. (Past Continuous) Ellen was talking about her sister who loves fish and chips. / Who was Ellen talking about? / About her sister who loves fish and chips. / Was Ellen talking about her sister who loves fish and chips? / Yes, she was. / Was Ellen talking about her mum and dad? / No, she wasn't. Ellen wasn't talking about her mum and dad.

5. (Present Perfect) Jenny has just put the cheese in the fridge. / Where has Jenny just put the cheese? / In the fridge. / Has Jenny just put the cheese in the fridge? / Yes, she has. / Has Jenny just put the cheese in the cupboard? / No, she hasn't. Jenny hasn't just put the cheese in the cupboard.

6. (Modal Verbs) Potatoes can be boiled, mashed, fried, chipped, roasted, or oven-baked. / How can potatoes be prepared? / They can be boiled, mashed, fried, chipped, roasted, or oven-baked. / Can potatoes be boiled, mashed, fried, chipped, roasted, or oven-baked? / Yes, they can. / Can potatoes be eaten raw? / No, they can't. Potatoes can't be eaten raw.

7. (Future Forms) We're going to buy some fruit at the supermarket this afternoon. / When are you going to buy some fruit at the supermarket? / This afternoon. / Are you going to buy some fruit at the supermarket this afternoon? / Yes, we are. / Are you going to buy some fruit at the supermarket this evening? / No, we're not. We're not going to buy some fruit at the supermarket this evening.

8. (First Conditional) If you eat too much chocolate you will put on weight. / What will happen if I eat too much chocolate? / You will put on weight. / Will I put on weight if I eat too much chocolate? / Yes, you will. / Will I lose weight if I eat too much chocolate? / No, you won't. You won't lose weight if you eat too much chocolate.

Shopping:

1. (Present Simple) Emma is the manager of a small Italian restaurant. / Who is the manager of a small Italian restaurant? / Emma is. / Is Emma the manager of a small Italian restaurant? / Yes, she is. / Is Bill the manager of a small Italian restaurant? / No, he isn't. Bill isn't the manager of a small Italian restaurant.

2. (Present Continuous) Simon is visiting the new shopping centre near St. Mark's Road. / What is Simon doing? / Visiting the new shopping centre near St. Mark's Road. / Is Simon visiting the new shopping centre near St. Mark's Road? / Yes, he is. / Is Simon visiting the leisure centre near St. John's Road? / No, he isn't. Simon isn't visiting the leisure centre near St. John's Road.

3. (Past Simple) I used my debit card to buy a pair of shoes for work. / What did you use to buy a pair of shoes for work? / My debit card. / Did you use your debit card to buy a pair of shoes for work? / Yes, I did. / Did you use cash to buy a pair of shoes for work? / No, I didn't. I didn't use cash to buy a pair of shoes for work.

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4. (Past Continuous) Jan was leaving the car park because she had finished her shopping. / Why was Jan leaving the car park? / Because she had finished her shopping. / Was Jan leaving the car park because she had finished her shopping? / Yes, she was. / Was Jan leaving the car park because she wanted to go to the bank? / No, she wasn't. Jan wasn't leaving the car park because she wanted to go to the bank.

5. (Present Perfect) I've looked everywhere in this shop for a tin of vegetable soup, but I can't find one anywhere. / Where have you looked for a tin of vegetable soup? / Everywhere in this shop. / Have you looked everywhere in this shop for a tin of vegetable soup? / Yes, I have. / Have you looked everywhere in the supermarket next door for a tin of vegetable soup? / No, I haven't. I haven't looked everywhere in the supermarket next door for a tin of vegetable soup.

6. (Modal Verbs) We should take the lift to the fifth floor. / What should we take to the fifth floor? / The lift. / Should we take the lift to the fifth floor? / Yes, we should. / Should we take the stairs to the fifth floor? / No, we shouldn't. We shouldn't take the stairs to the fifth floor.

7. (Future Forms) After we finish buying groceries we'll go to Nero's for a quick coffee. / When will we go to Nero's for a quick coffee? / After we finish buying groceries. / Will we go to Nero's for a quick coffee after we finish buying groceries? / Yes, we will. / Will we go to Nero's for a quick coffee in a minute? / No, we won't. We won't go to Nero's for a quick coffee in a minute.

8. (First Conditional) If the checkout assistant offers to pack my bags I'll let her. / What will you do if the checkout assistant offers to pack your bags? / Let her. / Will you let her if the checkout assistant offers to pack your bags? / Yes, I will. / Will you stop her if the checkout assistant offers to pack your bags? / No, I won't. I won't stop her if the checkout assistant offers to pack my bags.

Health:

1. (Present Simple) Being healthy is very important to me. / What is very important to you? / Being healthy. / Is being healthy very important to you? / Yes, it is. / Is being successful very important to you? / No, it isn't. Being successful isn't very important to me.

2. (Present Continuous) Sammi is sitting in the waiting room with her mum and brother. / Where is Sammi sitting with her mum and brother? / In the waiting room. / Is Sammi sitting in the waiting room with her mum and brother? / Yes, she is. / Is Sammi sitting in the doctor's office with her mum and brother? / No, she isn't. Sammi isn't sitting in the doctor's office with her mum and brother.

3. (Past Simple) I phoned my doctor this morning to make an appointment. / Why did you phone your doctor this morning? / To make an appointment. / Did you phone your doctor this morning to make an appointment? / Yes, I did. / Did you phone your doctor this morning to find out the results of your blood test? / No, I didn't. I didn't phone my doctor this morning to find out the results of my blood test.

4. (Past Continuous) Ella was telling the receptionist about her husband's painful arthritis. / Who was telling the receptionist about her husband's painful arthritis? / Ella was. / Was Ella telling the receptionist about her husband's painful arthritis? / Yes, she was. / Was Joanne telling the receptionist about her husband's painful arthritis? / No, she wasn't. Joanne wasn't telling the receptionist about her husband's painful arthritis.

5. (Present Perfect) I've taken two tablets three times a day for a week, but I still don't feel any better. / How many tablets have you taken three times a day for a week? / Two. / Have you taken two tablets three times a day for a week? / Yes, I have. / Have you taken three tablets three times a day for a week? / No, I haven't. I haven't taken three tablets three times a day for a week.

6. (Modal Verbs) Kenny has to take his prescription to the pharmacy tomorrow. / When does Kenny have to take his prescription to the pharmacy? / Tomorrow. / Does Kenny have to take his prescription to the pharmacy tomorrow? / Yes, he does. / Does Kenny have to take his prescription to the pharmacy next Monday? / No, he doesn't. Kenny doesn't have to take his prescription to the pharmacy next Monday.

7. (Future Forms) Simon is going to visit the optician's for an eye examination. / Why is Simon going to visit the optician's? / For an eye examination. / Is Simon going to visit the optician's for an eye examination? / Yes, he is. / Is Simon going to visit the optician's for an operation? / No, he isn't. Simon isn't going to visit the optician's for an operation.

8. (First Conditional) If you ask the doctor she will give you some good advice about your problem. / What will happen if I ask the doctor about my problem? / She will give you some good advice. / Will the doctor give me some

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good advice about my problem if I ask her? / Yes, she will. / Will the doctor give me some unhelpful advice about my problem if I ask her? / No, she won't. The doctor won't give you some unhelpful advice about your problem if you ask her.

Transport:

1. (Present Simple) I usually get the train at 7.28. / When do you usually get the train? / At 7.28. / Do you usually get the train at 7.28? / Yes, I do. / Do you usually get the train at 7.48? / No, I don't. I don't usually get the train at 7.48.

2. (Present Continuous) Gemma is driving to the airport to pick up her grandmother. / Where is Gemma driving to? / To the airport to pick up her grandmother. / Is Gemma driving to the airport to pick up her grandmother? / Yes, she is. / Is Gemma driving to Manchester to go shopping? / No, she isn't. Gemma isn't driving to Manchester to go shopping.

3. (Past Simple) I flew from Heathrow to Copenhagen last night. / What did you do last night? / I flew from Heathrow to Copenhagen. / Did you fly from Heathrow to Copenhagen last night? / Yes, I did. / Did you go to the cinema last night? / No, I didn't. I didn't go to the cinema last night.

4. (Past Continuous) Oliver was crossing the road when he was hit by a bus. / Who was crossing the road when he was hit by a bus? / Oliver was. / Was Oliver crossing the road when he was hit by a bus? / Yes, he was. / Was Anne crossing the road when she was hit by a bus? / No, she wasn't. Anne wasn't crossing the road when she was hit by a bus.

5. (Present Perfect) We've cancelled our flight because our daughter is ill. / Why have you cancelled your flight? / Because our daughter is ill. / Have you cancelled your flight because your daughter is ill? / Yes, we have. / Have you cancelled your flight because you can't get time off work? / No, we haven't. We haven't cancelled our flight because we can't get time off work.

6. (Modal Verbs) All passengers must show their passports and boarding passes at the gate. / What must all passengers show at the gate? / Their passports and boarding passes. / Must all passengers show their passports and boarding passes at the gate? / Yes, they must. / Must all passengers show their holiday photos and souvenirs at the gate? / No, they mustn't. All passengers mustn't show their holiday photos and souvenirs at the gate.

7. (Future Forms) The next train to arrive at platform 8 will be the 9.49 service to Cardiff. / Which train will be the next to arrive at platform 8? / The 9.49 service to Cardiff. / Will the next train to arrive at platform 8 be the 9.49 service to Cardiff? / Yes, it will. / Will the next train to arrive at platform 8 be the 10.21 service to Lincoln? / No, it won't. The next train to arrive at platform 8 won't be the 10.21 service to Lincoln.

8. (First Conditional) If we cycle to work we'll get there in about an hour. / When will we get there if we cycle to work? / In about an hour. / Will we get there in about an hour if we cycle to work? / Yes, we will. / Will we get there in under an hour if we cycle to work? / No, we won't. We won't get there in under an hour if we cycle to work.

Family:

1. (Present Simple) My mum lives with her new partner in Brighton. / Where does your mum live? / With her new partner in Brighton. / Does your mum live with her new partner in Brighton? / Yes, she does. / Does your mum live with her new partner in Aberdeen? / No, she doesn't. My mum doesn't live with her new partner in Aberdeen.

2. (Present Continuous) Roberto's daughter is playing with her cousins. / What is Roberto's daughter doing? / Playing with her cousins. / Is Roberto's daughter playing with her cousins? / Yes, she is. / Is Roberto's daughter watching TV with her cousins? / No, she isn't. Roberto's daughter isn't watching TV with her cousins.

3. (Past Simple) Jenna's aunt and uncle visited us in May because they wanted to see our new baby. / Why did Jenna's aunt and uncle visit you in May? / Because they wanted to see our new baby. Did Jenna's aunt and uncle visit you in May because they wanted to see your new baby? / Yes, they did. / Did Jenna's aunt and uncle visit you in May because they wanted to see your new house? / No, they didn't. Jenna's aunt and uncle didn't visit us in May because they wanted to see our new house.

4. (Past Continuous) My sister was walking to the city museum with her children when she saw a fox. / Where was your sister walking to with her children when she saw a fox? / To the city museum. / Was your sister walking to the city museum with her children when she saw a fox? / Yes, she was. / Was your sister walking to the bank with her

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children when she saw a fox? / No, she wasn't. My sister wasn't walking to the bank with her children when she saw a fox.

5. (Present Perfect) The whole family has decided to go on holiday to Florida next year. / Who has decided to go on holiday to Florida next year? / The whole family has. / Has the whole family decided to go on holiday to Florida next year? / Yes, it has. / Has your best friend decided to go on holiday to Florida next year? / No, she hasn't. My best friend hasn't decided to go on holiday to Florida next year.

6. (Modal Verbs) Your grandma and granddad should think about moving into a retirement bungalow. / Whose grandma and granddad should think about moving into a retirement bungalow? / Your grandma and granddad. / Should my grandma and granddad think about moving into a retirement bungalow? / Yes, they should. / Should my friend's grandma and granddad think about moving into a retirement bungalow? / No, they shouldn't. My friend's grandma and granddad shouldn't think about moving into a retirement bungalow.

7. (Future Forms) Sam's brother is going to start university in Edinburgh next September. / When is Sam's brother going to start university in Edinburgh? / Next September. / Is Sam's brother going to start university in Edinburgh next September? / Yes, he is. / Is Sam's brother going to start university in Edinburgh next January? / No, he isn't. Sam's brother isn't going to start university in Edinburgh next January.

8. (First Conditional) If our parents get divorced the family will be very disappointed. / What will happen if your parents get divorced? / The family will be very disappointed. / Will the family be very disappointed if your parents get divorced? / Yes, it will. / Will the family be very pleased if your parents get divorced? / No, it won't. The family won't be very pleased if our parents get divorced.

Clothes:

1. (Present Simple) I wear glasses because I'm short-sighted. / Why do you wear glasses? / Because I'm short-sighted. / Do you wear glasses because you're short-sighted? / Yes, I do. / Do you wear glasses because you like wearing them? / No, I don't. I don't wear glasses because I like wearing them.

2. (Present Continuous) Harry is trying on a new pair of smart black trousers. / Who is trying on a new pair of smart black trousers? / Harry is. / Is Harry trying on a new pair of smart black trousers? / Yes, he is. / Is Darren trying on a new pair of smart black trousers? / No, he isn't. Darren isn't trying on a new pair of smart black trousers.

3. (Past Simple) Frankie bought herself a new dress and some underwear in the trendiest boutique on Oxford Street. / Where did Frankie buy herself a new dress and some underwear? / In the trendiest boutique on Oxford Street. / Did Frankie buy herself a new dress and some underwear in the trendiest boutique on Oxford Street? / Yes, she did. / Did Frankie buy herself a new dress and some underwear in a supermarket in Crawley? / No, she didn't. Frankie didn't buy herself a new dress and some underwear in a supermarket in Crawley.

4. (Past Continuous) Michael was wearing the yellow and brown striped pyjamas that his grandma had knitted him for Christmas. / Who was wearing the yellow and brown striped pyjamas that his grandma had knitted him for Christmas? / Michael was. / Was Michael wearing the yellow and brown striped pyjamas that his grandma had knitted him for Christmas? / Yes, he was. / Was Paul wearing the yellow and brown striped pyjamas that his grandma had knitted him for Christmas? / No, he wasn't. Paul wasn't wearing the yellow and brown striped pyjamas that his grandma had knitted him for Christmas.

5. (Present Perfect) I have always liked jackets and tops from Marks and Spencer. / What have you always liked? / Jackets and tops from Marks and Spencer. / Have you always liked jackets and tops from Marks and Spencer? / Yes, I have. / Have you always liked jackets and tops from ASDA? / No, I haven't. I haven't always liked jackets and tops from ASDA.

6. (Modal Verbs) Stephen has to wear a blue and grey uniform every day for his job as a security guard. / When does Stephen have to wear a blue and grey uniform for his job as a security guard? / Every day. / Does Stephen have to wear a blue and grey uniform every day for his job as a security guard? / Yes, he does. / Does Stephen have to wear a blue and grey uniform once a week for his job as a security guard? / No, he doesn't. Stephen doesn't have to wear a blue and grey uniform once a week for his job as a security guard.

7. (Future Forms) We'll have a clearout of our wardrobe to see what we can give away to charity. / Why will we have a clearout of our wardrobe? / To see what we can give away to charity. / Will we have a clearout of our wardrobe to see what we can give away to charity? / Yes, we will. / Will we have a clearout of our wardrobe because we want to tidy up? / No, we won't. We won't have a clearout of our wardrobe because we want to tidy up.

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8. (First Conditional) If you wear a suit and tie to the interview you'll make an excellent impression. / What kind of impression will I make if I wear a suit and tie to the interview? / An excellent one. / Will I make an excellent impression if I wear a suit and tie to the interview? / Yes, you will. / Will I make a bad impression if I wear a suit and tie to the interview? / No, you won't. You won't make a bad impression if you wear a suit and tie to the interview.

Work:

1. (Present Simple) Gerry hates working part-time for his dad's furniture business. / Who hates working part-time for his dad's furniture business? / Gerry does. / Does Gerry hate working part-time for his dad's furniture business? / Yes, he does. / Does Joanna hate working part-time for her dad's furniture business? / No, she doesn't. Joanna doesn't hate working part-time for her dad's furniture business.

2. (Present Continuous) Helena is hoping to get promoted at the end of the year. / When is Helena hoping to get promoted? / At the end of the year. / Is Helena hoping to get promoted at the end of the year? / Yes, she is. / Is Helena hoping to get promoted next March? / No, she isn't. Helena isn't hoping to get promoted next March.

3. (Past Simple) When Greg worked for Dell he had to do plenty of overtime. / What did Greg have to do when he worked for Dell? / Plenty of overtime. / Did Greg have to do plenty of overtime when he worked for Dell? / Yes, he did. / Did Greg have to take a pay cut when he worked for Dell? / No, he didn't. Greg didn't have to take a pay cut when he worked for Dell.

4. (Past Continuous) Edward was updating his CV because he wanted to apply for a new job. / Why was Edward updating his CV? / Because he wanted to apply for a new job. / Was Edward updating his CV because he wanted to apply for a new job? / Yes, he was. / Was Edward updating his CV because he was happy in his job? / No, he wasn't. Edward wasn't updating his CV because he was happy in his job.

5. (Present Perfect) My friend Jo has been unemployed since last August. / How long has your friend Jo been unemployed for? / Since last August. / Has your friend Jo been unemployed since last August? / Yes, she has. / Has your friend Jo been unemployed for eight months? / No, she hasn't. My friend Jo hasn't been unemployed for eight months.

6. (Modal Verbs) You need to ask your manager for a pay rise as soon as possible! / What do I need to ask my manager for as soon as possible? / For a pay rise. / Do I need to ask my manager for a pay rise as soon as possible? / Yes, you do. / Do I need to ask my manager for more work as soon as possible? / No, you don't. You don't need to ask your manager for more work as soon as possible.

7. (Future Forms) I'm going to visit that new employment agency about temporary work. / Where are you going to visit about temporary work? / That new employment agency. / Are you going to visit that new employment agency about temporary work? / Yes, I am. / Are you going to visit the betting shop about temporary work? / No, I'm not. I'm not going to visit the betting shop about temporary work.

8. (First Conditional) Dave will have to work very hard if he wants to have a successful career in sales. / What will Dave have to do if he wants to have a successful career in sales? / Work very hard. / Will Dave have to work very hard if he wants to have a successful career in sales? / Yes, he will. / Will Dave have to work part-time if he wants to have a successful career in sales? / No, he won't. Dave won't have to work part-time if he wants to have a successful career in sales.

Home:

1. (Present Simple) I live in a small semi-detached house in Manchester. / Where do you live? / In a small semi-detached house in Manchester. / Do you live in a small semi-detached house in Manchester? / Yes, I do. / Do you live in a large detached house in Wimbledon? / No, I don't. I don't live in a large detached house in Wimbledon.

2. (Present Continuous) Mark is buying a new washing machine because his old one is broken. / Why is Mark buying a new washing machine? / Because his old one is broken. / Is Mark buying a new washing machine because his old one is broken? / Yes, he is. / Is Mark buying a new washing machine because he would like to own two washing machines? / No, he isn't. Mark isn't buying a new washing machine because he would like to own two washing machines.

3. (Past Simple) When I went to their home Jack and Lisa showed me their new bathroom. / What did Jack and Lisa show you when you went to their home? / Their new bathroom. / Did Jack and Lisa show you their new bathroom when you went to their home? / Yes, they did. / Did Jack and Lisa show you their new widescreen plasma

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TV when you went to their home? / No, they didn't. Jack and Lisa didn't show me their new widescreen plasma TV when I went to their home.

4. (Past Continuous) Sarah and Noel were watching funny DVDs in their living room for three hours last night. / Who was watching funny DVDs in their living room for three hours last night? / Sarah and Noel were. / Were Sarah and Noel watching funny DVDs in their living room for three hours last night? / Yes, they were. / Were Stu and Kylie watching funny DVDs in their living room for three hours last night? / No, they weren't. Stu and Kylie weren't watching funny DVDs in their living room for three hours last night.

5. (Present Perfect) Jason has finished cutting the grass in the back garden. / What has Jason finished doing in the back garden? / Cutting the grass. / Has Jason finished cutting the grass in the back garden? / Yes, he has. / Has Jason finished watering the plants in the back garden? / No, he hasn't. Jason hasn't finished watering the plants in the back garden.

6. (Modal Verbs) Barry has to do the washing up every night after tea. / How often does Barry have to do the washing up? / Every night after tea. / Does Barry have to do the washing up every night after tea? / Yes, he does. / Does Barry have to do the washing up every morning after breakfast? / No, he doesn't. Barry doesn't have to do the washing up every morning after breakfast.

7. (Future Forms) I'll do the hoovering quickly before I have a bath. / When will you do the hoovering? / Before I have a bath. / Will you do the hoovering quickly before you have a bath? / Yes, I will. / Will you do the hoovering quickly after you have a bath? / No, I won't. I won't do the hoovering quickly after I have a bath.

8. (First Conditional) If you sell your horrible flat you'll be able to put down a deposit on a nice house. / What will I be able to do if I sell my horrible flat? / Put down a deposit on a nice house. / Will I be able to put down a deposit on a nice house if I sell my horrible flat? / Yes, you will. / Will I be able to buy a nice house without a mortgage if I sell my horrible flat? / No, you won't. You won't be able to buy a nice house without a mortgage if you sell your horrible flat.

Free Time:

1. (Present Simple) I love going to the cinema with my friends, because we always have a good time. / Why do you love going to the cinema with your friends? / Because we always have a good time. / Do you love going to the cinema with your friends because you always have a good time? / Yes, I do. / Do you love going to the cinema with your friends because you like walking to the cinema? / No, I don't. I don't love going to the cinema with my friends because I like walking to the cinema.

2. (Present Continuous) Barney and Wanda are enjoying a day out at an amusement park. / Who is enjoying a day out at an amusement park? / Barney and Wanda are. / Are Barney and Wanda enjoying a day out at an amusement park? / Yes, they are. / Are Alex and Sue enjoying a day out at an amusement park? / No, they aren't. Alex and Sue aren't enjoying a day out at an amusement park.

3. (Past Simple) We went on a camping holiday last summer for two weeks. / How long did you go on a camping holiday for last summer? / For two weeks. / Did you go on a camping holiday last summer for two weeks? / Yes, we did. / Did you go on a camping holiday last summer for a week? / No, we didn't. We didn't go on a camping holiday last summer for a week.

4. (Past Continuous) Chester's son was playing golf badly yesterday afternoon with a few friends from his cousin's bowling club. / How was Chester's son playing golf yesterday afternoon with a few friends from his cousin's bowling club? / Badly. / Was Chester's son playing golf badly yesterday afternoon with a few friends from his cousin's bowling club? / Yes, he was. / Was Chester's son playing golf well yesterday afternoon with a few friends from his cousin's bowling club? / No, he wasn't. Chester's son wasn't playing golf well yesterday afternoon with a few friends from his cousin's bowling club.

5. (Present Perfect) I have seen Macbeth at this theatre five times. / How many times have you seen Macbeth at this theatre? / Five times. / Have you seen Macbeth at this theatre five times? / Yes, I have. / Have you seen Macbeth at this theatre six times? / No, I haven't. I haven't seen Macbeth at this theatre six times.

6. (Modal Verbs) You should do some exercise instead of playing computer games all day. / What should I do instead of playing computer games all day? / Some exercise. / Should I do some exercise instead of playing computer games all day? / Yes, you should. / Should I watch TV instead of playing computer games all day? / No, you shouldn't. You shouldn't watch TV instead of playing computer games all day.

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7. (Future Forms) Me, Jess and Casey are going to watch the tennis in the park. / Where are you, Jess and Casey going to watch the tennis? / In the park. / Are you, Jess and Casey going to watch the tennis in the park? / Yes, we are. / Are you, Jess and Casey going to watch the tennis at the playing field? / No, we're not. Me, Jess and Casey are not going to watch the tennis at the playing field.

8. (First Conditional) If the leisure centre is still open we can all go swimming. / What can we all do if the leisure centre is still open? / Go swimming. / Can we all go swimming if the leisure centre is still open? / Yes, we can. / Can we all have a fight there if the leisure centre is still open? / No, we can't. We can't all have a fight there if the leisure centre is still open.

Sentence Block Extensions:

There isn't room in this book to print in full all of the 231 sentence blocks from the extensions pages (on pages 30-33). We hope that the answers given above will give you the teacher (or you the student) enough guidance to be able to make the sentence block extensions in this book confidently. 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 some cases as many as 6 or 7 different sentence blocks can be made from the same starting sentence when using different wh- question words. For example, let's look at the first starting sentence from the "Town" unit:

Peter walks two kilometres to his office every day.

On the handout the wh- question word that is given is "Who", but this starting sentence also works equally well with four other wh- questions: "What", "Where", "When", and "How far":

What does Peter do every day? / Peter walks two kilometres to his office.

Where does Peter walk two kilometres to every day? / To his office.

When does Peter walk two kilometres to his office? / Every day.

How far does Peter walk to his office every day? / Two kilometres.

The idea is easy. Change the wh- question word each time and the students can make five completely different sentence blocks from the original starting sentence, simply by finding the relevant information for the answer in the starting sentence. Sometimes the same wh- question word can be used more than once to make different sentence blocks, as with this example from the "Transport" unit: I usually get the train at 7.28.

What do you usually get at 7.28?

What do you usually do at 7.28?

What time do you usually get the train?

If your students are getting to grips with making sentence blocks and are keen to do more than the eight given on the handout each week, ask them to study some of the starting sentences and work out whether or not other wh- question words could be used to form new sentence blocks; or simply give them the sentence block extension pages and let them try to form all the possible sentence blocks that exist for each starting sentence.

Discussion Words and Question Sheets:

Town:

General Questions:

1. Answers will vary.

2. Answers will vary.

3. a) 7 words have 1 syllable: bank, church, mosque, school, town, lake, bridge. b) 13 words have 2 syllables: pavement, office, bookshop, bus stop, clothes shop, library, river, building, chemist, college, village, town hall, city.

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Talk a Lot

Answers

c) 11 words have 3 syllables: bakery, optician's, building site, post office, casino, cathedral, tennis court, traffic lights, market place, car showroom, tax office. d) 5 words have 4 syllables: bed and breakfast, apartment block, department store, police station, public toilets. e) 3 words have 5 syllables: football stadium, university, holiday resort. f) 1 word has 6 syllables: community centre.

4. 2 syllable words: all of the words have the strong stress on the first syllable: **pavement**, **office**, **bookshop**, **bus stop**, **clothes shop**, **library**, **river**, **building**, **chemist**, **college**, **village**, **town hall**, **city**. 3 syllable words: these words have the strong stress on the first syllable: **bakery**, **building site**, **post office**, **tennis court**, **traffic lights**, **market place**, **tax office**; these words have the strong stress on the middle syllable: **optician's**, **casino**, **cathedral**, **car showroom**. 4 syllable words: these words have the strong stress on the second syllable: **apartment block**, **department store**, **police station**; these words have the strong stress on the third syllable: **bed and breakfast**, **public toilets**. 5 syllable words: these words have the strong stress on the first syllable: **football stadium**, **holiday resort**; this word has the strong stress on the third syllable: **university**. 6 syllable word: this word has the strong stress on the second syllable: **community centre**.

5. Apartment block, bakery, bank, bed and breakfast, bookshop, bridge, building, building site, bus stop, car showroom, casino, cathedral, chemist, church, city, clothes shop, college, community centre, department store, football stadium, holiday resort, lake, library, market place, mosque, office, optician's, pavement, police station, post office, public toilets, river, school, tax office, tennis court, town, town hall, traffic lights, university, village.

6. 4 letters: bank, city, lake, town. 5 letters: river. 6 letters: bakery, bridge, casino, church, mosque, office, school. 7 letters: bus stop, chemist, college, library, village. 8 letters: bookshop, building, pavement, town hall. 9 letters: cathedral, optician's, tax office. 10 letters: post office, university. 11 letters: car showroom, clothes shop, market place, tennis court. 12 letters: building site. 13 letters: holiday resort, police station, public toilets, traffic lights. 14 letters: apartment block, football stadium. 15 letters: bed and breakfast, community centre, department store.

7. See answer to number 5 above.

8. Answers will vary.

Lesson Questions:

1. Optician's.

2. a) and b) The places where I could buy something, and what I could buy at each place (answers for the latter will vary) are: bakery (bread rolls, bread, cakes), bank (loan, mortgage), bookshop (book, notebook, calendar), optician's (glasses, contact lenses), clothes shop (jumper, jacket, shoes), football stadium (season ticket, hot dog), post office (stamps, envelopes, birthday card), casino (chips), library (second hand books, time on the internet), tennis court (tennis lessons), department store (furniture, clothes, electrical goods), market place (clothes, cleaning products, second hand books, CDs and DVDs), chemist (medicine, tablets, cough sweets), university (course, course books), car showroom (car, car polish), holiday resort (drinks, meals, hotel room). Five more kinds of shop are: delicatessen (pastries, mayonnaise), butcher's (meat, fish), jeweller's (ring, watch), supermarket (groceries, DVDs), DIY store (bath tiles, paint).

3. Bakery.

4. School, community centre, university, college.

5. Church, mosque, cathedral.

6. Holiday resort.

7. Building site.

8. River, lake.

9. Football stadium, tennis court, university.

10. Casino.

11. Chemist.

12. Library.

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Talk a Lot

Answers

13. Bank.

14. From smallest to largest: village, town, city.

Food and Drink:

General Questions:

1. Answers will vary.

2. Answers will vary.

3. a) 19 words have 1 syllable: milk, rice, soup, bread, fruit, meal, wine, crisps, cheese, lamb, nut, meat, fish, flour, egg, pie, chips, food, beef. b) 13 words have 2 syllables: carrot, orange, pizza, sausage, onion, butter, fruit juice, chocolate, chicken, apple, pasta, water, mushroom. c) 7 words have 3 syllables: tomato, banana, cereal, potato, lemonade, vegetable, strawberry. d) 1 word has 4 syllables: mineral water.

4. 2 syllable words: all of the words have the strong stress on the first syllable: **carrot, orange, pizza, sausage, onion, butter, fruit** juice, **chocolate, chicken, apple, pasta, water, mushroom**. 3 syllable words: these words have the strong stress on the first syllable: **cereal, vegetable, strawberry**; these words have the strong stress on the middle syllable: tomato, banana, potato; this word has the strong stress on the last syllable: **lemonade**. 4 syllable words: this word has the strong stress on the first syllable: **mineral** water.

5. Apple, banana, beef, bread, butter, carrot, cereal, cheese, chicken, chips, chocolate, crisps, egg, fish, flour, food, fruit, fruit juice, lamb, lemonade, meal, meat, milk, mineral water, mushroom, nut, onion, orange, pasta, pie, pizza, potato, rice, sausage, soup, strawberry, tomato, vegetable, water, wine.

6. 3 letters: egg, nut, pie. 4 letters: beef, fish, food, lamb, meal, meat, milk, rice, soup, wine. 5 letters: apple, bread, chips, flour, fruit, onion, pasta, pizza, water. 6 letters: banana, butter, carrot, cereal, cheese, crisps, orange, potato, tomato. 7 letters: chicken, sausage. 8 letters: lemonade, mushroom. 9 letters: chocolate, vegetable. 10 letters: fruit juice, strawberry. 12 letters: mineral water.

7. See answer to number 5 above.

8. Answers will vary.

Lesson Questions:

1. Answers will vary.

2. Carrot, tomato, onion, mushroom. Answers will vary – five more vegetables could be: leek, cabbage, cucumber, lettuce, beetroot.

3. Pizza and pasta.

4. Milk, mineral water, wine, lemonade, fruit juice, water. Answers will vary – five more drinks could be: cola, coffee, tea, beer, orange squash.

5. Egg.

6. Orange, banana, apple, strawberry. Answers will vary – five more fruits could be: apricot, peach, raspberry, pear, grapes.

7. Chips.

8. Answers will vary. Suggested answers: a) butter, cheese, chips, chocolate, crisps, lemonade, nut, pie, pizza, wine. b) apple, banana, cereal, carrot, fish, fruit, fruit juice, milk, mineral water, mushroom, onion, orange, strawberry, tomato, vegetable, water.

9. Bread.

10. Milk.

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Talk a Lot

Answers

11. Nut.

12. Wine.

13. Lamb, fish, chicken, beef. b) Answers will vary.

14. Cheese.

Shopping:

General Questions:

1. Answers will vary.

2. Answers will vary.

3. a) 15 words have 1 syllable: aisle, cash, price, till, sale, scales, change, queue, pence, shelf, bag, lift, pounds, bench, shop. b) 10 words have 2 syllables: car park, market, way in, trolley, checkout, cash point, receipt, way out, refund, money. c) 9 words have 3 syllables: local shop, customer, groceries, debit card, promotion, restaurant, express lane, manager, frozen food. d) 4 words have 4 syllables: supermarket, shopping centre, escalator, opening times. e) 2 words have 5 syllables: checkout assistant, delicatessen.

4. 2 syllable words: these words have the strong stress on the first syllable: **car** park, **market**, **trolley**, **checkout**, **cash** point, **refund**, **money**; these words have the strong stress on the second syllable: way **in**, **receipt**, way **out**. 3 syllable words: these words have the strong stress on the first syllable: **customer**, **groceries**, **debit** card, **restaurant**, **manager**; these words have the strong stress on the middle syllable: **promotion**, **express** lane; these words have the strong stress on the last syllable: local **shop**, frozen **food**. 4 syllable words: all of the words have the strong stress on the first syllable: **supermarket**, **shopping** centre, **escalator**, **opening** times. 5 syllable words: this word has the strong stress on the first syllable: **checkout** assistant; this word has the strong stress on the fourth syllable: delicat**essen**.

5. Aisle, bag, bench, car park, cash, cash point, change, checkout, checkout assistant, customer, debit card, delicatessen, escalator, express lane, frozen food, groceries, lift, local shop, manager, market, money, opening times, pence, pounds, price, promotion, receipt, queue, refund, restaurant, sale, scales, shelf, shop, shopping centre, supermarket, till, trolley, way in, way out.

6. 3 letters: bag. 4 letters: cash, lift, sale, shop, till. 5 letters: aisle, bench, money, pence, price, queue, shelf, way in. 6 letters: change, market, pounds, refund, scales, way out. 7 letters: car park, manager, receipt, trolley. 8 letters: checkout, customer. 9 letters: cash point, debit card, escalator, groceries, local shop, promotion. 10 letters: restaurant, frozen food. 11 letters: supermarket, express lane. 12 letters: delicatessen, opening times. 14 letters: shopping centre. 17 letters: checkout assistant.

7. See answer to number 5 above.

8. Answers will vary.

Lesson Questions:

1. Groceries.

2. Cash, debit card, change, pence, pounds, money. Answers will vary – you could also pay with a credit card.

3. Trolley.

4. Checkout assistant.

5. Refund.

6. Way in.

7. Restaurant.

8. Change, receipt.

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Talk a Lot

Answers

9. Delicatessen.

10. Lift.

11. Sale.

12. Bench.

13. Scales.

14. Customer.

Health:

General Questions:

1. Answers will vary.

2. Answers will vary.

3. a) 6 words have 1 syllable: bruise, cut, health, crutch, nurse, rash. b) 17 words have 2 syllables: toothbrush, illness, stretcher, toothpaste, cancer, dentist, stitches, headache, fever, tablets, x-ray, doctor, plaster, wheelchair, patient, problem, needle. c) 14 words have 3 syllables: infection, stomach ache, pharmacy, surgery, stethoscope, broken bone, hospital, injection, waiting room, ambulance, appointment, prescription, allergy, accident. d) 2 words have 4 syllables: emergency, receptionist. e) 1 word has 5 syllables: examination.

4. 2 syllable words: all of the words have the strong stress on the first syllable: **toothbrush**, **illness**, **stretcher**, **toothpaste**, **cancer**, **dentist**, **stitches**, **headache**, **fever**, **tablets**, **x-ray**, **doctor**, **plaster**, **wheelchair**, **patient**, **problem**, **needle**. 3 syllable words: these words have the strong stress on the first syllable: **stomach ache**, **pharmacy**, **surgery**, **stethoscope**, **hospital**, **waiting room**, **ambulance**, **allergy**, **accident**; these words have the strong stress on the middle syllable: **infection**, **injection**, **appointment**, **prescription**; this word has the strong stress on the last syllable: broken **bone**. 4 syllable words: both words have the strong stress on the second syllable: **emergency**, **receptionist**. 5 syllable word: this word has the strong stress on the fourth syllable: **examination**.

5. accident, allergy, ambulance, appointment, broken bone, bruise, cancer, crutch, cut, dentist, doctor, emergency, examination, fever, headache, health, hospital, illness, infection, injection, needle, nurse, patient, pharmacy, plaster, prescription, problem, rash, receptionist, stethoscope, stitches, stomach ache, stretcher, surgery, tablets, toothbrush, toothpaste, waiting room, wheelchair, x-ray.

6. 3 letters: cut. 4 letters: rash, x-ray. 5 letters: fever, nurse. 6 letters: bruise, cancer, crutch, doctor, health, needle.

7 letters: allergy, dentist, illness, patient, plaster, problem, surgery, tablets. 8 letters: accident, headache, hospital, pharmacy, stitches. 9 letters: ambulance, emergency, infection, injection, stretcher. 10 letters: broken bone, toothbrush, toothpaste, wheelchair. 11 letters: appointment, examination, stethoscope, stomach ache, waiting room. 12 letters: prescription, receptionist.

7. See answer to number 5 above.

8. Answers will vary.

Lesson Questions:

1. Answers will vary. Suggested answer: rash, bruise, cut, headache, stomach ache, infection, allergy, fever, broken bone, cancer.

2. Wheelchair.

3. Emergency.

4. Injection.

5. Fever.

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Talk a Lot

Answers

6. X-ray.

7. 4 words: examination, infection, injection, prescription.

8. Ambulance.

9. a) Nurse, b) health, c) bruise, d) rash, e) fever, f) crutch.

10. Dentist, toothbrush, toothpaste.

11. Tablets.

12. Answers will vary. Suggested answer: ambulance (lie down), hospital (visit a friend), pharmacy (buy some medicine), waiting room (wait to see your doctor).

13. Appointment.

14. Stethoscope.

Transport:

General Questions:

1. Answers will vary.

2. Answers will vary.

3. a) 13 words have 1 syllable: fare, tyre, boat, bus, fine, cruise, train, car, bike, road, ship, flight, van. b) 15 words have 2 syllables: ticket, take-off, canoe, station, driver, engine, ferry, tractor, taxi, car park, road sign, airport, garage, runway, journey. c) 7 words have 3 syllables: petrol pump, motorway, passenger, commuter, aeroplane, motorbike, roundabout. d) 4 words have 4 syllables: cancellation, driving licence, reservation, service station. e) 1 word has 6 syllables: emergency exit.

4. 2 syllable words: all of the words have the strong stress on the first syllable, apart from canoe: **t**icket, **t**ake-off, **s**tation, **d**river, **e**ngine, **f**erry, **t**ractor, **t**axi, **c**ar park, **r**oad sign, **a**irport, **g**arage, **r**unway, **j**ourney. 3 syllable words: these words have the strong stress on the first syllable: **p**etrol pump, **m**otorway, **p**assenger, **a**eroplane, **m**otorbike, **r**oundabout; this word has the strong stress on the middle syllable: **c**ommuter. 4 syllable words: these words have the strong stress on the first syllable: **d**riving licence, **s**ervice station; these words have the strong stress on the third syllable: **c**ancellation, **r**eservation. 6 syllable word: this word has the strong stress on the fifth syllable: **e**mergency **e**xit.

5. Aeroplane, airport, bike, boat, bus, cancellation, canoe, car, car park, commuter, cruise, driver, driving licence, emergency exit, engine, fare, ferry, fine, flight, garage, journey, motorbike, motorway, passenger, petrol pump, reservation, road, roundabout, runway, sign, service station, ship, station, taxi, ticket, take-off, tractor, train, tyre, van.

6. 3 letters: bus, car, van. 4 letters: bike, boat, fare, fine, road, ship, sign, taxi, tyre. 5 letters: canoe, ferry, train. 6 letters: cruise, driver, engine, flight, garage, runway, ticket. 7 letters: airport, car park, journey, station, take-off, tractor. 8 letters: commuter, motorway. 9 letters: aeroplane, motorbike, passenger. 10 letters: petrol pump, roundabout. 11 letters: reservation. 12 letters: cancellation. 13 letters: emergency exit. 14 letters: driving licence, service station.

7. See answer to number 5 above.

8. Answers will vary.

Lesson Questions:

1. Driving licence.

2. Boat, bus, canoe, train, aeroplane, ferry, tractor, car, taxi, bike, ship, motorbike, van.

3. Petrol pump.

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Answers

4. Cancellation.
5. Service station.
6. Answers will vary.
7. a) Boat, b) bus, c) ferry, d) tyre, e) fare, f) bike.
8. Passenger.
9. Answers will vary. Suggested answer: tractor, canoe, bike, bus, van, car, taxi, motorbike, boat, ferry, ship, train, aeroplane.
10. Car park.
11. Tractor.
12. Fare.
13. a) Van, tractor, car, taxi, bike, motorbike, bus, b) boat, canoe, ship, ferry, c) train, d) aeroplane. Answers to the second part of the question will vary. Suggested answers: a) tandem, b) dinghy, c) tram, d) helicopter.
14. Take-off.

Family:

General Questions:

1. Answers will vary.
2. Answers will vary.
3. a) 11 words have 1 syllable: son, girl, niece, child, dad, mum, ex-, aunt, man, boy, wife. b) 19 words have 2 syllables: boyfriend, mother, grandchild, granddad, grandma, nephew, uncle, woman, girlfriend, grandson, daughter, parent, brother, baby, cousin, father, husband, sister, partner. c) 4 words have 3 syllables: family, fiancée, fiancé, granddaughter. d) 5 words have 4 syllables: father-in-law, brother-in-law, mother-in-law, foster parent, sister-in-law. e) 1 word has 6 syllables: adopted family.
4. 2 syllable words: all of the words have the strong stress on the first syllable: **boy**friend, **mo**ther, **grand**child, **grand**dad, **grand**ma, **neph**ew, **unc**le, **wom**an, **girl**friend, **grand**son, **daugh**ter, **par**ent, **bro**ther, **bab**y, **cous**in, **fath**er, **husb**and, **sist**er, **part**ner. 3 syllable words: these words have the strong stress on the first syllable: **fami**ly, **grand**daughter; these words have the strong stress on the middle syllable: **fian**cée, **fian**cé. 4 syllable words: all of the words have the strong stress on the first syllable: **fath**er-in-law, **bro**ther-in-law, **mo**ther-in-law, **fost**er parent, **sist**er-in-law. 6 syllable word: this word has the strong stress on the fourth syllable: adopted **fami**ly.
5. Adopted family, aunt, baby, boy, boyfriend, brother, brother-in-law, child, cousin, dad, daughter, ex-, family, father, father-in-law, fiancé, fiancée, foster parent, girl, girlfriend, grandchild, granddad, granddaughter, grandma, grandson, husband, man, mother, mother-in-law, mum, nephew, niece, parent, partner, sister, sister-in-law, son, uncle, wife, woman.
6. 2 letters: ex-. 3 letters: boy, dad, man, son, mum. 4 letters: aunt, baby, girl, wife. 5 letters: child, niece, uncle, woman. 6 letters: cousin, family, father, fiancé, mother, nephew, parent, sister. 7 letters: brother, fiancée, grandma, husband, partner. 8 letters: daughter, granddad, grandson. 9 letters: boyfriend. 10 letters: girlfriend, grandchild. 11 letters: father-in-law, mother-in-law, sister-in-law. 12 letters: brother-in-law, foster parent. 13 letters: adopted family, granddaughter.
7. See answer to number 5 above.
8. Answers will vary.

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Talk a Lot

Answers

Lesson Questions:

- Answers will vary.
- a) Aunt, daughter, fiancée, girl, girlfriend, granddaughter, grandma, mother, mother-in-law, mum, niece, sister, sister-in-law, wife, woman. b) boy, boyfriend, brother, brother-in-law, dad, father, father-in-law, fiancé, granddad, grandson, husband, man, nephew, son, uncle. c) baby, child, cousin, ex-, foster parent, grandchild, parent, partner.
- Grandma.
- Father-in-law.
- Answers will vary. Suggested answers: a) baby, boy, brother, child, cousin, daughter, girl, grandchild, granddaughter, grandson, nephew, niece, sister, son. b) boyfriend, fiancé, fiancée, girlfriend. c) aunt, brother-in-law, dad, ex-, father, father-in-law, foster parent, husband, man, mother, mother-in-law, mum, parent, partner, sister-in-law, uncle, wife, woman. d) granddad, grandma.
- Cousin.
- Brother-in-law.
- Adopted family, baby, boy, boyfriend, brother-in-law, child, ex-, father-in-law, fiancé, fiancée, foster parent, girl, girlfriend, husband, man, mother-in-law, partner, sister-in-law, wife, woman.
- Granddaughter.
- Ex-.
- Partner.
- a) Dad, b) aunt, c) baby, d) child, grandchild, e) son, f) niece.
- Foster parent.
- Adopted family.

Clothes:

General Questions:

- Answers will vary.
- Answers will vary.
- a) 22 words have 1 syllable: ring, vest, tie, blouse, bra, dress, suit, pants, zip, tights, jeans, skirt, shorts, coat, scarf, sock, belt, shoe, top, shirt, hat, glove. b) 15 words have 2 syllables: slipper, tracksuit, buttons, earring, nightdress, trousers, high heels, t-shirt, jumper, necklace, glasses, knickers, jacket, trainer, handbag. c) 3 words have 3 syllables: underwear, pyjamas, uniform.
- 2 syllable words: all of the words have the strong stress on the first syllable: **slipper, tracksuit, buttons, earring, nightdress, trousers, high heels, t-shirt, jumper, necklace, glasses, knickers, jacket, trainer, handbag**. 3 syllable words: these words have the strong stress on the first syllable: **uniform, underwear**; this word has the strong stress on the middle syllable: **pyjamas**.
- Belt, blouse, bra, buttons, coat, dress, earring, glasses, glove, handbag, hat, high heels, jacket, jeans, jumper, knickers, necklace, nightdress, pants, pyjamas, ring, scarf, shirt, shoe, shorts, skirt, slipper, sock, suit, tie, tights, top, tracksuit, trainer, trousers, t-shirt, underwear, uniform, vest, zip.
- 3 letters: bra, hat, tie, top, zip. 4 letters: belt, coat, ring, shoe, sock, suit, vest. 5 letters: dress, glove, jeans, pants, scarf, shirt, skirt. 6 letters: blouse, jacket, jumper, shorts, tights, t-shirt. 7 letters: buttons, earring, glasses, handbag, pyjamas, slipper, trainer, uniform. 8 letters: knickers, necklace, trousers. 9 letters: high heels, tracksuit, underwear. 10 letters: nightdress.

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Talk a Lot

Answers

7. See answer to number 5 above.

8. Answers will vary.

Lesson Questions:

1. Buttons.

2. Glasses.

3. Answers may vary. Suggested answer: blouse, bra, dress, handbag, high heels, knickers, tights, skirt, nightdress.

4. a) Ring, b) dress, c) shoe, d) slipper, e) scarf, f) glasses.

5. Shorts, top, tracksuit, trainer, t-shirt, vest.

6. Blouse.

7. Necklace, earring, ring.

8. Bra, vest, pants, sock, tights, underwear, knickers.

9. Bra, t-shirt, underwear, vest.

10. Slippers, socks.

11. Answers will vary. Suggested answers: clothes which are usually cheap: belt, blouse, bra, button, glove, hat, knickers, nightdress, pants, pyjamas, scarf, shirt, shorts, skirt, slipper, sock, suit, tie, tights, top, t-shirt, underwear, vest, zip. Clothes which are usually expensive: coat, dress, earring, glasses, handbag, high heels, jacket, necklace, ring, shoe, trainer, tracksuit, uniform, trousers, jeans, jumper.

12. Answers will vary. Suggested answer: knickers, nightdress, pants, vest, shorts, top, t-shirt, underwear, pyjamas.

13. Coat, glove, jacket, jumper, scarf, shoe, hat, trainer.

14. Ring.

Work:

General Questions:

1. Answers will vary.

2. Answers will vary.

3. a) 1 word has 1 syllable: nurse. b) 17 words have 2 syllables: plumber, farmer, jeweller, doctor, florist, artist, chauffeur, baker, actor, gardener, singer, teacher, soldier, builder, DJ, model, butcher. c) 11 words have 3 syllables: nursery nurse, pharmacist, manager, mechanic, accountant, hairdresser, optician, lecturer, head teacher, greengrocer, train driver. d) 6 words have 4 syllables: factory worker, sales assistant, electrician, estate agent, travel agent, receptionist. e) 3 words have 5 syllables: admin assistant, security guard, police officer. f) 1 word has 6 syllables: newspaper reporter. g) 1 word has 7 syllables: painter and decorator.

4. 2 syllable words: all of the words have the strong stress on the first syllable: **plumber, farmer, jeweller, doctor, florist, artist, chauffeur, baker, actor, gardener, singer, teacher, soldier, builder, DJ, model, butcher**. 3 syllable words: these words have the strong stress on the first syllable: **nursery nurse, pharmacist, manager, hairdresser, lecturer, greengrocer, train driver**; these words have the strong stress on the middle syllable: head **teacher**, **accountant, optician, mechanic**. 4 syllable words: these words have the strong stress on the first syllable: **factory worker, sales assistant, travel agent**; these words have the strong stress on the second syllable: **estate agent, receptionist**; this word has the strong stress on the third syllable: **electrician**. 5 syllable words: this word has the strong stress on the first syllable: **admin assistant**; these words have the strong stress on the second syllable: **security guard, police officer**. 6 syllable word: this word has the strong stress on the first syllable: **newspaper reporter**. 7 syllable word: this word has the strong stress on the fourth syllable: painter and **decorator**.

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Talk a Lot

Answers

5. Accountant, actor, admin assistant, artist, baker, builder, butcher, chauffeur, DJ, doctor, electrician, estate agent, factory worker, farmer, florist, gardener, greengrocer, hairdresser, head teacher, jeweller, lecturer, manager, mechanic, model, newspaper reporter, nurse, nursery nurse, optician, painter and decorator, pharmacist, plumber, police officer, receptionist, sales assistant, security guard, singer, soldier, teacher, train driver, travel agent.

6. 2 letters: DJ. 5 letters: actor, baker, model, nurse. 6 letters: artist, doctor, farmer, singer. 7 letters: builder, butcher, florist, manager, plumber, soldier, teacher. 8 letters: gardener, jeweller, lecturer, mechanic, optician. 9 letters: chauffeur. 10 letters: accountant, pharmacist. 11 letters: electrician, estate agent, greengrocer, hairdresser, head teacher, train driver, travel agent. 12 letters: nursery nurse, receptionist. 13 letters: factory worker, police officer, security guard. 14 letters: admin assistant, sales assistant. 17 letters: newspaper reporter. 19 letters: painter and decorator.

7. See answer to number 5 above.

8. Answers will vary.

Lesson Questions:

1. Plumber.

2. Florist.

3. Answers will vary. For example, most important jobs: doctor, nurse, police officer, teacher, farmer, etc.; least important jobs: DJ, model, etc.

4. DJ.

5. Estate agent.

6. Chauffeur, train driver.

7. Answers will vary. For example: a) manager, actor, DJ, doctor, optician, accountant, etc. b) admin assistant, nurse, pharmacist, travel agent, etc. c) artist, factory worker, nursery nurse, sales assistant, etc.

8. Jeweller.

9. Answers will vary.

10. Model.

11. Gardener.

12. Baker.

13. Answers will vary.

14. Answers will vary. For example, practical skills: builder, factory worker, farmer, plumber, gardener, police officer, etc.; intellectual skills: doctor, head teacher, lecturer, manager, newspaper reporter, optician, teacher, etc.

Home:

General Questions:

1. Answers will vary.

2. Answers will vary.

3. a) 12 words have 1 syllable: house, light, flat, door, stairs, wall, fridge, hall, floor, sink, bed, bath. b) 16 words have 2 syllables: carpet, bathroom, bedroom, cooker, cupboard, garden, fireplace, kitchen, garage, freezer, ceiling, sideboard, toilet, shower, sofa, wardrobe. c) 6 words have 3 syllables: apartment, detached house, bungalow, dining room, living room, dining chair. d) 4 words have 4 syllables: washing machine, radiator, television, dining table. e) 2 words have 5 syllables: DVD player, semi-detached house.

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Talk a Lot

Answers

4. 2 syllable words: all of the words have the strong stress on the first syllable: **carpet, bathroom, bedroom, cooker, cupboard, garden, fireplace, kitchen, garage, freezer, ceiling, sideboard, toilet, shower, sofa, wardrobe**. 3 syllable words: these words have the strong stress on the first syllable: **dining room, bungalow, living room, dining chair**; this word has the strong stress on the middle syllable: **apartment**; this word has the strong stress on the last syllable: detached **house**. 4 syllable words: all of the words have the strong stress on the first syllable: **washing machine, radiator, television, dining table**. 5 syllable words: this word has the strong stress on the third syllable: DVD player; this word has the strong stress on the last syllable: semi-detached **house**.

5. Apartment, bath, bathroom, bed, bedroom, bungalow, carpet, ceiling, cooker, cupboard, detached house, dining chair, dining room, dining table, door, DVD player, fireplace, flat, floor, freezer, fridge, garage, garden, hall, house, kitchen, light, living room, radiator, semi-detached house, shower, sideboard, sink, sofa, stairs, television, toilet, wall, wardrobe, washing machine.

6. 3 letters: bed. 4 letters: bath, door, flat, hall, sink, sofa, wall. 5 letters: floor, house, light, stairs. 6 letters: carpet, cooker, fridge, garage, garden, shower, toilet. 7 letters: bedroom, ceiling, freezer, kitchen. 8 letters: bathroom, bungalow, cupboard, radiator, wardrobe. 9 letters: apartment, DVD player, fireplace, sideboard. 10 letters: dining room, living room, television. 11 letters: dining chair, dining table. 13 letters: detached house. 14 letters: washing machine. 17 letters: semi-detached house.

7. See answer to number 5 above.

8. Answers will vary.

Lesson Questions:

1. Stairs.

2. Hall.

3. a) Door, floor, b) sink, c) hall, wall, d) house, e) light, f) fridge.

4. Answers will vary. Suggested answer: flat, apartment, bungalow, house, semi-detached house, detached house.

5. Cupboard.

6. Dining room.

7. Kitchen.

8. Radiators.

9. Carpet.

10. Garden.

11. Ceiling.

12. Bath.

13. Answers will vary. Suggested answers: a) carpet, ceiling, cupboard, door, DVD player, fireplace, floor, wall, radiator, sofa, television, light. b) bath, ceiling, door, floor, light, wall, shower, sink, radiator. c) ceiling, cooker, cupboard, door, floor, freezer, fridge, light, radiator, sideboard, sink, wall, washing machine. d) carpet, ceiling, dining chair, dining table, door, fireplace, floor, light, wall, radiator. e) bed, carpet, ceiling, door, DVD player, floor, light, radiator, television, wall, wardrobe.

14. Walls.

Free Time:

General Questions:

1. Answers will vary.

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Answers

2. Answers will vary.

3. a) 5 words have 1 syllable: tent, park, sport, golf, beach. b) 19 words have 2 syllables: tennis, fishing, cooking, camping, hobby, hiking, picnic, hotel, cycling, rugby, skiing, climbing, swimming, reading, weekend, football, café, playground, jogging. c) 10 words have 3 syllables: swimming pool, internet, cinema, volleyball, sleeping bag, holiday, theatre, bowling club, sunbathing, basketball. d) 6 words have 4 syllables: relaxation, computer game, leisure centre, watching TV, safari park, amusement park.

4. 2 syllable words: all of the words have the strong stress on the first syllable, apart from **hotel**: **tennis, fishing, cooking, camping, hobby, hiking, picnic, cycling, rugby, skiing, climbing, swimming, reading, weekend, football, café, playground, jogging**. 3 syllable words: all of the words have the strong stress on the first syllable: **swimming pool, internet, cinema, volleyball, sleeping bag, holiday, theatre, bowling club, sunbathing, basketball**. 4 syllable words: these words have the strong stress on the first syllable: **watching TV, leisure centre**; these words have the strong stress on the second syllable: **computer game, safari park, amusement park**; this word has the strong stress on the third syllable: **relaxation**.

5. Amusement park, basketball, beach, bowling club, café, camping, cinema, climbing, computer game, cooking, cycling, fishing, football, golf, hiking, hobby, holiday, hotel, internet, jogging, leisure centre, playground, park, picnic, reading, relaxation, rugby, safari park, skiing, sleeping bag, sport, sunbathing, swimming, swimming pool, tennis, tent, theatre, volleyball, watching TV, weekend.

6. 4 letters: café, golf, park, sport, tent. 5 letters: beach, hobby, hotel, rugby. 6 letters: cinema, hiking, picnic, skiing, tennis. 7 letters: camping, cooking, cycling, fishing, holiday, jogging, reading, theatre, weekend. 8 letters: climbing, football, internet, swimming. 10 letters: basketball, playground, relaxation, safari park, sunbathing, volleyball, watching TV. 11 letters: bowling club, sleeping bag. 12 letters: computer game, swimming pool. 13 letters: amusement park, leisure centre.

7. See answers to number 5 above.

8. Answers will vary.

Lesson Questions:

1. Safari park.

2. a) Park, b) sport, c) cooking, d) hotel, e) beach, f) tent.

3. Answers will vary. Suggested answer: basketball, climbing, volleyball, hiking, football, golf, jogging, leisure centre, playground, park, rugby, skiing, sport, swimming, swimming pool, tennis, cycling.

4. Amusement park, beach, bowling club, café, cinema, hotel, leisure centre, playground, park, theatre, swimming pool, tent, safari park.

5. Reading.

6. Camping.

7. Relaxation.

8. Answers will vary. Suggested answers: a) basketball, bowling club, café, cinema, computer game, cooking, hobby, hotel, internet, leisure centre, reading, relaxation, swimming, swimming pool, theatre, watching TV. b) volleyball, beach, camping, climbing, cooking, cycling, fishing, football, golf, hiking, hobby, jogging, playground, park, picnic, reading, relaxation, rugby, safari park, skiing, sleeping bag, sport, sunbathing, swimming, tennis, tent, amusement park.

9. Weekend.

10. Computer game.

11. a) Cinema, b) theatre.

12. Leisure centre.

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Answers

13. Watching TV.

14. a) Basketball, climbing, cycling, fishing, football, golf, rugby, skiing, tennis, volleyball. b) Answers will vary.

Lesson Tests:

Town:

A) The syllable with the strong stress is marked in **bold**: a) **post** office (3 syllables). b) **library** (2 syllables). c) **bakery** (3 syllables). d) **office** (2 syllables). e) public **toilets** (4 syllables).

B) 1. d), 2. a), 3. c).

C) 1. b) is different because the other words are shops or stores. 2. a) is different because the other words are connected with sport or exercise. 3. c) is different because the other words are things you could find in the street. 4. b) is different because the other words are places of worship.

D) Verb form: present perfect. 1. have. 2. Alex. 3. to meet. 4. have. 5. Jon. 6. haven't.

E) Verb form: future forms. 7. When. 8. Friday. 9. Will. 10. it. 11. Saturday. 12. won't.

Food and Drink:

A) a) milk. b) bread. c) cheese. d) fruit. e) chocolate. f) wine.

B) 1. eat. 2. can. 3. himself. 4. going. 5. just.

C) 1. cheese. 2. bread. 3. meat. 4. chips. 5. egg. 6. rice. 7. nut.

D) Verb form: present simple. 1. is. 2. bread. 3. Is. 4. it. 5. best. 6. isn't.

E) Verb form: first conditional. 7. What. 8. put on weight. 9. Will. 10. will. 11. lose weight. 12. No.

Shopping:

A) 1. e) groceries. 2. d) escalator. 3. a) manager. 4. f) checkout. 5. b) supermarket. 6. c) promotion.

B) 1. looked, everywhere, shop, tin, vegetable, soup, can't, find, anywhere. 2. Jan, leaving, car park, finished, shopping. 3. take, lift, fifth, floor. 4. Simon, visiting, new, shopping, centre, St. Mark's Road.

C) 1. price. 2. pence. 3. receipt. 4. bag. 5. pounds. 6. till. 7. sale.

D) Verb form: present simple. 1. Who. 2. is. 3. a small Italian restaurant. 4. she. 5. Is. 6. No.

E) Verb form: past simple. 7. use. 8. My. 9. Did you use. 10. did. 11. to. 12. didn't.

Health:

A) 1. **headache**. 2. **accident**. 3. **illness**. 4. **infection**. 5. **emergency**. 6. **ambulance**.

B) 1. is sitting. 2. is. 3. is going, visit. 4. phoned, make.

C) 1. The odd one out is **appointment**, because the other words are people. 2. The odd one out is **allergy**, because the other words are places. 3. The odd one out is **plaster**, because the other words are health problems. 4. The odd one out is **health**, because the other words all begin with the letter "p".

D) Verb form: modal verbs. 1. does. 2. Tomorrow. 3. Does. 4. does. 5. have to take. 6. doesn't.

E) Verb form: past continuous. 7. was. 8. Ella. 9. telling. 10. she. 11. Was. 12. No.

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Answers

Transport:

- A) 1. We've cancelled our flight because our daughter is ill. 2. Oliver was crossing the road when he was hit by a bus.
B) 1. is driving. 2. arrive, will. 3. cycle, get. 4. show.
C) The correct stress pattern is a).
D) Verb form: past simple. 1. do. 2. flew. 3. Did. 4. did. 5. go to. 6. No.
E) Verb form: present simple. 7. When or What time. 8. At. 9. you. 10. I. 11. Do. 12. don't.

Family:

- A) 1. uncle. 2. sister, cousin. 3. nephew. 4. aunt, mum/mother.
B) 1. Incorrect. It should be: "**The whole family has** decided to go on holiday to Florida next year." 2. Correct.
3. Incorrect. It should be: "My sister was walking to the **city museum** with her children when she saw a **fox**."
4. Incorrect. It should be: "Jenna's aunt and uncle visited us in **May** because they wanted to see our new baby."
C) Answers will vary. Suggested answer: father, fiancée, girl, grandchild, husband, niece, partner, wife.
D) Verb form: modal verbs. 1. Whose. 2. Your. 3. my. 4. they. 5. Should. 6. shouldn't.
E) Verb form: present continuous. 7. is. 8. Playing. 9. Is. 10. is. 11. Roberto's daughter. 12. No.

Clothes:

- A) 1. dress. 2. trousers. 3. uniform. 4. jacket. 5. glasses. 6. tie. 7. blouse.
B) 1. b) I wear glasses because I'm short-sighted. 2. d) We'll have a clearout of our wardrobe to see what we can give away to charity. 3. a) Stephen has to wear a blue and grey uniform every day for his job as a security guard.
4. c) If you wear a suit and tie to the interview you'll make an excellent impression.
C) 1. been. 2. but.
D) Verb form: past continuous. 1. was wearing. 2. was. 3. wearing. 4. he was. 5. Was. 6. wasn't wearing.
E) Verb form: present perfect. 7. have you always liked. 8. tops from Marks and Spencer. 9. Have. 10. have. 11. always. 12. I haven't always.

Work:

- A) i) 1. Gerry, 2. hates, 3. working, 4. part-time, 5. dad's, 6. furniture, 7. business. ii) 1. friend, 2. Jo, 3. been, 4. unemployed, 5. last, 6. August.
B) 1. jeweller. 2. chauffeur. 3. estate agent. 4. builder. 5. nurse. 6. teacher. 7. factory worker. 8. actor. 9. hairdresser. 10. train driver. 11. accountant. 12. DJ.
C) 1. Edward (second time). 2. was. 3. is. 4. the.
D) Verb form: present continuous. 1. hoping to get promoted. 2. At the end. 3. Is. 4. Yes. 5. hoping to get. 6. she isn't.
E) Verb form: modal verbs. 7. What. 8. pay rise. 9. Do. 10. do. 11. I. 12. don't.

Home:

- A) bath, bathroom, bungalow, carpet, ceiling, cooker, cupboard, door, fireplace, freezer, fridge.
B) 1. door, floor. 2. stairs. 3. light. 4. house. 5. shower. 6. hall, wall.

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Answers

C) 1. showed. 2. machine. 3. you'll. 4. before. 5. watching. 6. night.

D) Verb form: present perfect. 1. What. 2. Cutting the grass. 3. Has. 4. has. 5. Jason finished. 6. hasn't.

E) Verb form: present simple. 7. do you. 8. In. 9. you. 10. I do. 11. Do. 12. don't live.

Free Time:

A) 1. camping. 2. theatre. 3. picnic. 4. climbing. 5. park. 6. swimming pool. 7. beach. 8. hotel. 9. reading. 10. café. 11. cooking. 12. sleeping bag.

B) 1. c) Chester's son was playing golf badly yesterday afternoon with a few friends from his cousin's bowling club. 2. a) I have seen Macbeth at this theatre five times. 3. d) Me, Jess and Casey are going to watch the tennis in the park. 4. b) I love going to the cinema with my friends, because we always have a good time.

C) Answers will vary. Suggested answer: camping, climbing, fishing, hiking, jogging, reading, sunbathing, swimming, tennis, volleyball.

D) Verb form: past simple. 1. did. 2. two weeks. 3. on. 4. we. 5. Did. 6. No.

E) Verb form: present continuous. 7. is. 8. Barney and Wanda are. 9. Are. 10. are. 11. Alex and Sue. 12. they aren't.

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Talk a Lot

Sentence Stress

What is Sentence Stress?

Sentence stress is a natural part of spoken English and students should be encouraged to use it during the course. English is a stress-timed language which is spoken with rhythm. This results from strong and weak stresses that are built into both individual words and sentences. How can students recognise stresses in a sentence? The main rules for sentence stress in a *neutral* sentence (one without special emphasis) are as follows:

- i) There are two kinds of word in most sentences: **content words** and **function words**. Content words are words that give the meaning in a sentence, such as **nouns** (e.g. bread), **main verbs** (e.g. eat, but not “be”), **adjectives** (e.g. sliced), **adverbs** (e.g. quickly), **numbers**, **wh- question words** (e.g. what), and **negative auxiliary verbs** (e.g. isn’t). Function words are words that are essential to make the sentence grammatically correct, but don’t have any intrinsic meaning on their own, i.e. without content words. They are words such as **pronouns** (e.g. she, them), **auxiliary verbs** (e.g. “are” in “They are going...”), **prepositions** (e.g. in, on), **articles** and **determiners** (e.g. a, the, some), **conjunctions** (e.g. and), **quantifiers** (e.g. many), and the **verb “be” when used as a main verb**. English native speakers may automatically *listen to* the content words in a sentence while *absorbing* the function words almost subconsciously.
- ii) The strong stresses fall on the content words in a sentence while the weak stresses fall on the function words. If a word has a strong stress in a sentence it is spoken with more emphasis and volume, and more slowly than a word with a weak stress.
- iii) The time between the stressed content words is the same, regardless of how many function words there are between them.

But does sentence stress matter? It’s a difficult area – why not just leave it out? It can be a difficult concept for students to understand – particularly if their first language is not stress-timed, i.e. in their first language all the words in a sentence are spoken with equal stress. Native speakers of English speak quite naturally with sentence stress but if you asked one why they did this they would perhaps be unaware that they were even doing it, and at a loss to explain the rules (unless they had specifically studied the subject). Nevertheless, it is an important aspect of spoken English because when a student doesn’t speak with sentence stress they can be hard to understand, even when what they’re saying is grammatically correct and really interesting – a situation that can be quite frustrating for students. Understanding sentence stress can also help students to get more out of listening to spoken English.

On pages 137 to 139 we show the sentence stress in all eighty sentence block starting sentences from this course. The words in black are content words and have strong stress, while the words in grey are function words and have weak stress. There are many different ways that teachers can highlight sentence stress during the course of each lesson; below there are a handful of suggested activities to get the ball rolling. Let’s use starting sentences from the “Food and Drink” topic in our examples.

Example with a Starting Sentence:

Michelle is having salad and pasta because she doesn’t eat meat.

This sentence can be “translated” into weak and strong stresses like this:

Michelle is having salad and pasta because she doesn’t eat meat.

The beats and the rhythm caused by the weak and strong stresses can be indicated like this:

Michelle is having salad and pasta because she doesn’t eat meat.



So this starting sentence can be summarised in terms of sentence stress as simply:



In this starting sentence the content words are: Michelle (noun), having (main verb), salad (noun), pasta (noun), doesn’t (negative auxiliary verb), eat (main verb), meat (noun). The function words are: is (auxiliary verb), and (conjunction), because (conjunction), she (personal pronoun). If you were to say the content words in order without

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Sentence Stress

the function words, your listener could probably work out what you meant:

Michelle having salad pasta doesn't eat meat.

Example with a Complete Sentence Block:

The best kind of bread is white sliced bread.
What

The sentences can be "translated" into weak and strong stresses like this:

The best kind of bread is white sliced bread.

What is the best kind of bread?

White sliced bread.

Is white sliced bread the best kind of bread?

Yes, it is.

Is dry wholemeal bread the best kind of bread?

No, it isn't. Dry wholemeal bread isn't the best kind of bread.

The beats and the rhythm caused by the weak and strong stresses can be indicated like this:

The best kind of bread is white sliced bread.



What is the best kind of bread?



...and so on.

If you said only the content words, with rising intonation at the end of the yes/no questions, your listener would still get a good idea of your meaning:

best bread white sliced bread.

What best bread?

White sliced bread.

white sliced bread best bread? →

Yes

dry wholemeal bread best bread? →

No, isn't. Dry wholemeal bread isn't best bread.

Activities for Highlighting Sentence Stress:

- The teacher models the sentences and students repeat afterwards individually, in pairs, or as a group.
- The students mark on their handout the words in a sentence or sentence block that are content (stressed) and function (unstressed).
- The students record themselves saying starting sentences or sentence blocks with correct sentence stress, then listen back and check their work.
- The teacher (or a partner for pair work) says a starting sentence or sentence block and the listeners have to write only the content words or only the function words from it.
- The whole group (or pairs) have to recite sentence blocks (or individual sentences) as somebody claps, with the strong stresses falling on each clap and the weak stresses in between.
- The students have to form starting sentences or sentence blocks when they are given only the content words, or only the function words, and a given verb form.
- The students listen to songs, poems, or limericks and identify the content and function words; then practise repeating the lines with a partner or within the group.
- The students have to recite all the stressed words in a sentence block from memory.
- The students compile a list of content words and function words from a number of different sentence blocks, and put the words into groups, e.g. "noun", "main verb", "pronoun", "conjunction", "adjective", etc.

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Sentence Stress

- Mumbling game: the students have to say a starting sentence or sentence block, not omitting the function words completely, but mumbling them so that they are barely heard. This can demonstrate quite well how native speakers of English stress the content words – the words which have meaning – but glide over the function words as if they were of little or no importance. (Yet the function words are critically important, particularly in an English language examination situation, because they are the glue sticking the content words together.)
- The teacher writes the content words from one sentence on separate cards (you could use the template on page 140 of this book) and the students have to put them in order, then fill in the missing function words.

A Note about Emphasis:

The arrangement of weak and strong stresses in a sentence can vary according to what the speaker wishes to emphasise. Look at this example:

Ellen was talking about her sister who loves fish and chips. *Neutral – no special emphasis*

Ellen was talking about her sister who loves fish and chips. *It is important whose sister Ellen was talking about*

Ellen was talking about her sister who loves fish and chips. *It is important when Ellen was talking about her sister*

...and so on.

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Sentence Blocks – Sentence Stress

Town:

1. Peter walks two kilometres to his office every day.
2. We're waiting patiently for the bus at the bus stop opposite the church.
3. Jennifer bought a couple of cakes at the bakery, then ran to the post office.
4. The department store was opening until 10 o'clock because they were having a massive sale.
5. I've agreed to meet Dan in the old market place outside the library.
6. We could drive to the lake and go fishing.
7. The new optician's next to the bank will open next Friday.
8. If the tennis court is busy we can go to the gym instead.

Food and Drink:

1. The best kind of bread is white sliced bread.
2. Michelle is having salad and pasta because she doesn't eat meat.
3. Daniel gave himself the largest portion of ice cream.
4. Ellen was talking about her sister who loves fish and chips.
5. Jenny has just put the cheese in the fridge.
6. Potatoes can be boiled, mashed, fried, chipped, roasted, or oven-baked.
7. We're going to buy some fruit at the supermarket this afternoon.
8. If you eat too much chocolate you will put on weight.

Shopping:

1. Emma is the manager of a small Italian restaurant.
2. Simon is visiting the new shopping centre near St. Mark's Road.
3. I used my debit card to buy a pair of shoes for work.
4. Jan was leaving the car park because she had finished her shopping.
5. I've looked everywhere in this shop for a tin of vegetable soup, but I can't find one anywhere.
6. We should take the lift to the fifth floor.
7. After we finish buying groceries we'll go to Nero's for a quick coffee.
8. If the checkout assistant offers to pack my bags I'll let her.

Health:

1. Being healthy is very important to me.
2. Sammi is sitting in the waiting room with her mum and brother.
3. I phoned my doctor this morning to make an appointment.
4. Ella was telling the receptionist about her husband's painful arthritis.
5. I've taken two tablets three times a day for a week, but I still don't feel any better.
6. Kenny has to take his prescription to the pharmacy tomorrow.
7. Simon is going to visit the optician's for an eye examination.
8. If you ask the doctor she will give you some good advice about your problem.

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Sentence Blocks – Sentence Stress

Transport:

1. I usually get the train at 7.28.
2. Gemma is driving to the airport to pick up her grandmother.
3. I flew from Heathrow to Copenhagen last night.
4. Oliver was crossing the road when he was hit by a bus.
5. We've cancelled our flight because our daughter is ill.
6. All passengers must show their passports and boarding passes at the gate.
7. The next train to arrive at platform 8 will be the 9.49 service to Cardiff.
8. If we cycle to work we'll get there in about an hour.

Family:

1. My mum lives with her new partner in Brighton.
2. Roberto's daughter is playing with her cousins.
3. Jenna's aunt and uncle visited us in May because they wanted to see our new baby.
4. My sister was walking to the city museum with her children when she saw a fox.
5. The whole family has decided to go on holiday to Florida next year.
6. Your grandma and granddad should think about moving into a retirement bungalow.
7. Sam's brother is going to start university in Edinburgh next September.
8. If our parents get divorced the family will be very disappointed.

Clothes:

1. I wear glasses because I'm short-sighted.
2. Harry is trying on a new pair of smart black trousers.
3. Frankie bought herself a new dress and some underwear in the trendiest boutique on Oxford Street.
4. Michael was wearing the yellow and brown striped pyjamas that his grandma had knitted him for Christmas.
5. I have always liked jackets and tops from Marks and Spencer.
6. Stephen has to wear a blue and grey uniform every day for his job as a security guard.
7. We'll have a clearout of our wardrobe to see what we can give away to charity.
8. If you wear a suit and tie to the interview you'll make an excellent impression.

Work:

1. Gerry hates working part-time for his dad's furniture business.
2. Helena is hoping to get promoted at the end of the year.
3. When Greg worked for Dell he had to do plenty of overtime.
4. Edward was updating his CV because he wanted to apply for a new job.
5. My friend Jo has been unemployed since last August.
6. You need to ask your manager for a pay rise as soon as possible!
7. I'm going to visit that new employment agency about temporary work.
8. Dave will have to work very hard if he wants to have a successful career in sales.

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Sentence Blocks – Sentence Stress

Home:

1. I live in a small semi-detached house in Manchester.
2. Mark is buying a new washing machine because his old one is broken.
3. When I went to their home Jack and Lisa showed me their new bathroom.
4. Sarah and Noel were watching funny DVDs in their living room for three hours last night.
5. Jason has finished cutting the grass in the back garden.
6. Barry has to do the washing up every night after tea.
7. I'll do the hoovering quickly before I have a bath.
8. If you sell your horrible flat you'll be able to put down a deposit on a nice house.

Free Time:

1. I love going to the cinema with my friends, because we always have a good time.
2. Barney and Wanda are enjoying a day out at an amusement park.
3. We went on a camping holiday last summer for two weeks.
4. Chester's son was playing golf badly yesterday afternoon with a few friends from his cousin's bowling club.
5. I have seen Macbeth at this theatre five times.
6. You should do some exercise instead of playing computer games all day.
7. Me, Jess and Casey are going to watch the tennis in the park.
8. If the leisure centre is still open we can all go swimming.

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Sentence Blocks – Sentence Stress

Sentence Stress Activity Cards (see page 136)

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Sentence Block Verbs from Elementary Book 1

All of these infinitive verbs are used to form the sentence blocks in this book. How many do you know? Write down a translation into your first language for each verb:

AGREE	_____	LOVE	_____
APPLY	_____	MAKE	_____
ARRIVE	_____	NEED	_____
ASK	_____	OFFER	_____
BE	_____	OPEN	_____
BUY	_____	PACK	_____
CANCEL	_____	PHONE	_____
CROSS	_____	PICK UP	_____
CUT	_____	PLAY	_____
CYCLE	_____	PUT	_____
DECIDE	_____	PUT DOWN	_____
DO	_____	PUT ON	_____
DRIVE	_____	RUN	_____
EAT	_____	SEE	_____
ENJOY	_____	SELL	_____
FEEL	_____	SHOW	_____
FIND	_____	SIT	_____
FINISH	_____	START	_____
FLY	_____	TAKE	_____
GET	_____	TALK	_____
GET DIVORCED	_____	TELL	_____
GET PROMOTED	_____	THINK	_____
GIVE	_____	TRY ON	_____
GIVE AWAY	_____	UPDATE	_____
GO	_____	USE	_____
HATE	_____	VISIT	_____
HAVE	_____	WAIT	_____
HIT	_____	WALK	_____
HOPE	_____	WANT	_____
KNIT	_____	WATCH	_____
LEAVE	_____	WEAR	_____
LET	_____	WORK	_____
LIKE	_____		
LIVE	_____		
LOOK	_____		

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Talk a Lot

Discussion Words from Elementary Book 1

accident	/'æk.sɪ.dənt/	building	/'bɪl.dɪŋ/
accountant	/ə'kaʊn.tənt/	building site	/'bɪl.dɪŋ saɪt/
actor	/'ækt.ə/	bungalow	/'bʌŋ.gəl.əʊ/
admin assistant	/'æd.mɪn ə'sɪs.tənt/	bus	/bʌs/
adopted family	/ə'dɒp.tɪd 'fæm.ə.li/	bus stop	/bʌs stɒp/
aeroplane	/'eər.ə.pleɪn/	butcher	/'bʊtʃ.ə/
airport	/'eə.pɔːrt/	butter	/'bʌt.ə/
aisle	/aɪl/	buttons	/'bʌt.ənz/
allergy	/'æl.ə.dʒi/	café	/'kæf.eɪ/
ambulance	/'æm.bjuː.lənts/	camping	/'kæm.pɪŋ/
amusement park	/ə'mjuːz.mənt pa:k/	cancellation	/kænt.səl'eɪ.ʃən/
apartment	/ə'paːt.mənt/	cancer	/'kænt.sə/
apartment block	/ə'paːt.mənt blɒk/	canoe	/kə'nuː/
apple	/'æp.l/	car	/kɑː/
appointment	/ə'pɔɪnt.mənt/	car park	/'kɑː pa:k/
artist	/'ɑː.tɪst/	carpet	/'kɑː.pɪt/
aunt	/ɑːnt/	carrot	/'kær.ət/
baby	/'beɪ.bi/	car showroom	/kɑː 'ʃəʊ.rʊm/
bag	/bæg/	cash	/kæʃ/
baker	/'beɪ.kə/	cash point	/'kæʃ pɔɪnt/
bakery	/'beɪ.kəri/	casino	/kə'siː.nəʊ/
banana	/bə'nɑː.nə/	cathedral	/kə'thiː.drəl/
bank	/bæŋk/	ceiling	/'siː.lɪŋ/
basketball	/'bɑː.skɪt.bɔːl/	cereal	/'siə.ri.jəl/
bath	/bɑːθ/	change	/tʃeɪndʒ/
bathroom	/'bɑːθ.rʊm/	chauffeur	/ʃəʊ'fɔː/
beach	/biːtʃ/	checkout	/'tʃek.aʊt/
bed	/bed/	checkout assistant	/'tʃek.aʊt ə'sɪs.tənt/
bed and breakfast	/bed ənd 'brek.fəst/	cheese	/'tʃiːz/
bedroom	/'bed.rʊm/	chemist	/'kem.ɪst/
beef	/biːf/	chicken	/'tʃɪk.ɪn/
belt	/belt/	child	/tʃaɪld/
bench	/bentʃ/	chips	/tʃɪps/
bike	/baɪk/	chocolate	/'tʃɒk.lət/
blouse	/blauz/	church	/tʃɜːtʃ/
boat	/bəʊt/	cinema	/'sɪn.ə.nə/
bookshop	/'bʊk.ʃɒp/	city	/'sɪt.i/
bowling club	/'bəʊ.lɪŋ klʌb/	climbing	/'klaɪ.mɪŋ/
boy	/bɔɪ/	clothes	/kləʊðz/
boyfriend	/'bɔɪ.frend/	clothes shop	/'kləʊðz ʃɒp/
bra	/braː/	coat	/kəʊt/
bread	/bred/	college	/'kɒl.ɪdʒ/
bridge	/brɪdʒ/	community centre	/kə'mjuː.nə.tɪ 'sen.tə/
broken bone	/brəʊ.kn 'bəʊn/	commuter	/kə'mjuː.tə/
brother	/'brʌð.ə/	computer game	/kəm'pjʊː.tə geɪm/
brother-in-law	/'brʌð.ə ɪn lɔː/	cooker	/'kʊk.ə/
bruise	/bruːz/	cooking	/'kʊk.ɪŋ/
builder	/'bɪl.də/	cousin	/'kʌz.ən/

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Discussion Words from Elementary Book 1

crisps	/krisps/	fish	/fɪʃ/
cruise	/kruːz/	fishing	/'fɪʃ.ɪŋ/
crutch	/krʌtʃ/	flat	/flæt/
cupboard	/'kʌb.əd/	flight	/flaɪt/
customer	/'kʌs.tə.mə/	floor	/flɔː/
cut	/kʌt/	florist	/'flɒr.ɪst/
cycling	/'saɪ.klɪŋ/	flour	/flaʊə/
dad	/dæd/	food	/fuːd/
daughter	/'dɔː.tə/	football	/'fʊt.bɔːl/
debit card	/'deb.ɪt kɑːd/	football stadium	/'fʊt.bɔːl 'steɪ.di.əm/
delicatessen	/del.ɪ.kə'tes.en/	foster parent	/'fɒs.tə 'peə.rənt/
dentist	/'den.tɪst/	free time	/'friː taɪm/
department store	/dɪ'pɑːt.mənt stɔː/	freezer	/'friː.zə/
detached house	/dɪ'tætʃt haʊs/	fridge	/frɪdʒ/
dining chair	/'daɪ.nɪŋ tʃeə/	frozen food	/'frəʊ.zen fuːd/
dining room	/'daɪ.nɪŋ ru:m/	fruit	/'fru:t/
dining table	/'daɪ.nɪŋ 'teɪ.bl/	fruit juice	/'fru:t dʒuːs/
DJ	/'diː.dʒeɪ/	garage	/'gær.ɑːʒ/
doctor	/'dɒk.tə/	garden	/'gɑː.dən/
door	/dɔː/	gardener	/'gɑːd.nə/
dress	/dres/	girl	/gɜːl/
drink	/'drɪŋk/	girlfriend	/'gɜːl.frend/
driver	/'draɪ.və/	glasses	/'glɑː.sɪz/
driving licence	/'draɪ.vɪŋ 'laɪ.sənts/	glove	/'glʌv/
DVD player	/diː.vɪ:'diː 'pleɪ.ə/	golf	/'gɒlf/
earring	/'iə.rɪŋ/	grandchild	/'grænd.tʃaɪld/
egg	/eg/	granddad	/'græn.dæd/
electrician	/'ɪl.ek'trɪʃ.en/	granddaughter	/'grænd.dɔː.tə/
emergency	/'ɪmɜː.dʒənt.sɪ/	grandma	/'grænd.mɑː/
emergency exit	/'ɪmɜː.dʒənt.sɪ 'ek.sɪt/	grandson	/'grænd.sʌn/
engine	/'en.dʒɪn/	greengrocer	/'griːŋ.grəʊ.sə/
escalator	/'es.kə.leɪ.tə/	groceries	/'grəʊ.sə.ɪz/
estate agent	/'steɪt 'eɪ.dʒənt/	hairdresser	/'heə.dres.ə/
ex-	/eks/	hall	/hɔːl/
examination	/'ɪg.zæm.ɪ'neɪ.ʃən/	handbag	/'hænd.bæg/
express lane	/'ɪk'spres leɪn/	hat	/hæt/
factory worker	/'fæk.trɪ 'wɜː.kə/	headache	/'hed.eɪk/
family	/'fæm.əl.i/	head teacher	/'hed 'tiː.tʃə/
fare	/feə/	health	/helθ/
farmer	/'fɑː.mə/	high heels	/haɪ hɪəlz/
father	/'fɑː.ðə/	hiking	/'haɪ.kɪŋ/
father-in-law	/'fɑː.ðə ɪn lɔː/	hobby	/'hɒb.i/
ferry	/'fer.i/	holiday	/'hɒl.ɪ.deɪ/
fever	/'fiː.və/	holiday resort	/'hɒl.ɪ.deɪ rɪ'zɔːt/
fiancé	/'fiː.ɑːn.seɪ/	home	/həʊm/
fiancée	/'fiː.ɑːn.seɪ/	hospital	/'hɒs.pɪ.təl/
fine	/faɪn/	hotel	/həʊ'tel/
fireplace	/'faɪə.pleɪs/	house	/haʊs/

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Discussion Words from Elementary Book 1

husband	/'hʌz.bənd/	nursery nurse	/'nɜːs.ri nɜːs/
illness	/'ɪl.nəs/	nut	/nʌt/
infection	/ɪn'fek.ʃən/	office	/'ɒf.ɪs/
injection	/ɪn'dʒek.ʃən/	onion	/'ʌn.jən/
internet	/'ɪn.tə.net/	opening times	/'əʊ.pən.ɪŋ taɪmz/
jacket	/'dʒæk.ɪt/	optician	/ɒp'tɪʃ.ən/
jeans	/dʒiːnz/	optician's	/ɒp'tɪʃ.ənz/
jeweller	/'dʒuːl.ə/	orange	/'ɒr.ɪndʒ/
jogging	/'dʒɒg.ɪŋ/	painter and decorator	/'peɪn.tə ən 'dek.ə.r.eɪ.tə/
journey	/'dʒɜːni/	pants	/pænts/
jumper	/'dʒʌm.pə/	parent	/'peə.rənt/
kitchen	/'kɪtʃ.ən/	park	/pɑːk/
knickers	/'nɪk.əz/	partner	/'pɑːt.nə/
lake	/leɪk/	passenger	/'pæs.ən.dʒə/
lamb	/læm/	pasta	/'pæs.tə/
lecturer	/'lektʃ.ər.ə/	patient	/'peɪ.ʃənt/
leisure centre	/'leɪ.ə 'sen.tə/	pavement	/'peɪv.mənt/
lemonade	/lem.ə'neɪd/	pence	/pens/
library	/'laɪ.bri/	petrol pump	/'pet.rəl pʌmp/
lift	/lɪft/	pharmacist	/'fɑː.mə.sɪst/
light	/laɪt/	pharmacy	/'fɑː.mə.si/
living room	/'lɪv.ɪŋ ru:m/	picnic	/'pɪk.nɪk/
local shop	/'ləʊ.kəl ʃɒp/	pie	/paɪ/
man	/mæn/	pizza	/'piː.t.sə/
manager	/'mæn.ɪ.dʒə/	plaster	/'plɑː.stə/
market	/'mɑː.kɪt/	playground	/'pleɪ.graʊnd/
market place	/'mɑː.kɪt pleɪs/	plumber	/'plʌm.ə/
meal	/mi:l/	police officer	/pə'liːs 'ɒf.ɪ.sə/
meat	/mi:t/	police station	/pə'liːs 'steɪ.ʃən/
mechanic	/mə'kæn.ɪk/	post office	/pəʊst 'ɒf.ɪs/
milk	/mɪlk/	potato	/pə'teɪ.təʊ/
mineral water	/'mɪn.rəl 'wɔː.tə/	pounds	/paʊnds/
model	/'mɒd.əl/	prescription	/prɪ'skrɪp.ʃən/
money	/'mʌn.i/	price	/praɪs/
mosque	/mɒsk/	problem	/'prɒb.ləm/
mother	/'mʌð.ə/	promotion	/prə'məʊ.ʃən/
mother-in-law	/'mʌð.ə ɪn lɔː/	public toilets	/'pʌb.lɪk 'tɔɪ.ləts/
motorbike	/'məʊ.tə.baɪk/	pyjamas	/pɪ'dʒɑː.məz/
motorway	/'məʊ.tə.weɪ/	queue	/kjuː/
mum	/mʌm/	radiator	/'reɪ.di.eɪ.tə/
mushroom	/'mʌʃ.ru:m/	rash	/ræʃ/
necklace	/'nek.ləs/	reading	/'riː.dɪŋ/
needle	/'niː.dl/	receipt	/rɪ'siːt/
nephew	/'nef.juː/	receptionist	/rɪ'sep.ʃən.ɪst/
newspaper reporter	/'njuːz.peɪ.pə rɪ.pɔː.tə/	refund	/'riː.fʌnd/
niece	/niːs/	relaxation	/riː.læk'seɪ.ʃən/
nightdress	/'naɪt.dres/	reservation	/rez.ə'veɪ.ʃən/
nurse	/nɜːs/	restaurant	/'res.tə.rɒnt/

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Discussion Words from Elementary Book 1

rice	/raɪs/	stretcher	/'stretʃ.ə/
ring	/rɪŋ/	suit	/sju:t/
river	/'rɪv.ə/	sunbathing	/'sʌn.beɪ.ðɪŋ/
road	/rəʊd/	supermarket	/'su:.pə.mɑ:kit/
road sign	/rəʊd saɪn/	surgery	/'sɜ:.dʒər.i/
roundabout	/'raʊnd.ə.baʊt/	swimming	/'swɪm.ɪŋ/
rugby	/'rʌg.bi/	swimming pool	/'swɪm.ɪŋ pu:l/
runway	/'rʌn.weɪ/	tablets	/'tæb.ləts/
safari park	/sə'fɑ:ri pɑ:k/	take-off	/'teɪk.ɒf/
sale	/seɪl/	taxi	/'tæks.i/
sales assistant	/seɪlz ə'sɪs.tənt/	tax office	/'tæks 'ɒf.ɪs/
sausage	/'sɒs.ɪdʒ/	teacher	/'ti:tʃə/
scales	/skeɪlz/	television	/'tel.ɪ.vɪʒ.ən/
scarf	/skɑ:f/	tennis	/'ten.ɪs/
school	/sku:l/	tennis court	/'ten.ɪs kɔ:t/
security guard	/sɪ'kjʊə.rɪ.ti ɡɑ:d/	tent	/'tent/
semi-detached house	/sem.i.dɪ'tætʃt haʊs/	theatre	/'θi:ə.tə/
service station	/'sɜ:.vɪs 'steɪ.ʃən/	ticket	/'tɪk.ɪt/
shelf	/'ʃelf/	tie	/'taɪ/
ship	/'ʃɪp/	tights	/'taɪts/
shirt	/'ʃɜ:t/	till	/'tɪl/
shoe	/'ʃu:/	toilet	/'tɔɪ.lət/
shop	/'ʃɒp/	tomato	/'tə'mɑ:təʊ/
shopping	/'ʃɒp.ɪŋ/	toothbrush	/'tu:θ.brʌʃ/
shopping centre	/'ʃɒp.ɪŋ 'sen.tə/	toothpaste	/'tu:θ.peɪst/
shorts	/'ʃɔ:ts/	top	/'tɒp/
shower	/'ʃaʊ.ə/	town	/'taʊn/
sideboard	/'saɪd.bɔ:d/	town hall	/'taʊn hɔ:l/
singer	/'sɪŋ.ə/	tracksuit	/'træk.sju:t/
sink	/sɪŋk/	tractor	/'træk.tə/
sister	/'sɪs.tə/	traffic lights	/'træf.ɪk laɪts/
sister-in-law	/'sɪs.tə ɪn lɔ:/	train	/'treɪn/
skiing	/'ski:ɪŋ/	train driver	/'treɪn 'draɪ.və/
skirt	/skɜ:t/	trainer	/'treɪ.nə/
sleeping bag	/'sli:pɪŋ bæɡ/	transport	/'træn.spɔ:t/
slipper	/'slɪp.ə/	travel agent	/'træv.əl 'eɪ.dʒənt/
sock	/sɒk/	trolley	/'trɒl.i/
sofa	/'səʊ.fə/	trousers	/'traʊ.zəz/
soldier	/'səʊl.dʒə/	t-shirt	/'ti:ʃɜ:t/
son	/sʌn/	tyre	/'taɪə/
soup	/su:p/	uncle	/'ʌŋ.kl/
sport	/spɔ:t/	underwear	/'ʌn.də.weə/
stairs	/'steəz/	uniform	/'ju:.nɪ.fɔ:m/
station	/'steɪ.ʃən/	university	/'ju:.nɪ'vɜ:si.ti/
stethoscope	/'steθ.ə.skəʊp/	van	/'væn/
stitches	/'stɪtʃ.əz/	vegetable	/'vedʒ.tə.bl/
stomach ache	/'stʌm.ək.eɪk/	vest	/'vest/
strawberry	/'strɔ:ber.i/	village	/'vɪl.ɪdʒ/

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Talk a Lot

Discussion Words from Elementary Book 1

volleyball	/'vɒl.i.bɔ:l/
waiting room	/'weɪ.tɪŋ ru:m/
wall	/wɔ:l/
wardrobe	/'wɔ:.drəʊb/
washing machine	/'wɒʃ.ɪŋ mə'ʃi:n/
watching TV	/'wɒtʃ.ɪŋ ti:'vi:/
water	/'wɔ:.tə/
way in	/weɪ'jɪn/
way out	/weɪ'jaʊt/
weekend	/'wi:k'end/
wheelchair	/'wi:l.tʃeə/
wife	/'waɪf/
wine	/'waɪn/
woman	/'wʊm.ən/
work	/'wɜ:k/
x-ray	/'eks.reɪ/
zip	/'zɪp/

My vocabulary words:

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The 48 Sounds of English with the International Phonetic Alphabet (IPA)

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

1. ɪ	dish	/dɪʃ/	8. iː	three	/θriː/
2. æ	bat	/bæt/	9. ɑː	star	/stɑː/
3. ɒ	sock	/sɒk/	10. ɔː	ball	/bɔːl/
4. ʊ	pull	/pʊl/	11. uː	shoot	/ʃuːt/
5. ə	shoulder	/'ʃəʊl.də/	12. ɜː	shirt	/ʃɜːt/
6. e	leg	/leg/	13. ʌ	cup	/kʌp/
7. i	happy	/'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	bag	/bæg/	37. r	road	/rəʊd/
25. g	glass	/glɑːs/	38. w	week	/wiːk/
26. v	van	/væn/	39. j	yoghurt	/'jɒg.ət/
27. t	taxi	/'tæks.i/	40. m	music	/'mjuz.ɪk/
28. d	dice	/daɪs/	41. n	nurse	/nɜːs/
29. θ	thousand	/'θaʊ.zənd/	42. ŋ	ring	/rɪŋ/
30. ð	brother	/'brʌð.ə/	43. l	lake	/leɪk/
31. p	pig	/pɪg/	44. f	frog	/frɒg/
32. k	kit	/kɪt/	45. z	zip	/zɪp/
33. s	snow	/snəʊ/	46. ʒ	revision	/rɪ'vɪʒ.ən/
34. ʃ	shop	/ʃɒp/	47. dʒ	jam	/dʒæm/
35. tʃ	cheese	/tʃiːz/	48. x	loch	/lɒx/
36. h	head	/hed/			

Notes:

- the syllable that follows this mark has strong stress: ' .
- this mark denotes a division between syllables: . .

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- ✓ Every student talking in English
- ✓ Every student listening to English
- ✓ Every student thinking in English, and
- ✓ Every student taking part in class

Talk a Lot Elementary Book 1 is suitable for students at these levels:

Student's Level: Common European Framework (CEF): Cambridge Assessment:

Elementary	to A2	KET
Pre-Intermediate	to B1	PET

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 1,000 photocopiable worksheets for learning English. This is his seventh book. In 2002 he launched English Banana.com, which has become a hugely popular English language learning resource website.



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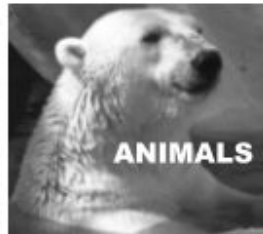
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without whose support and enthusiasm it wouldn't exist

and also:

.....
(Insert the name of the teacher who has most inspired you to learn)

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M. Purland .

Matt Purland

Founder and Writer, English Banana.com

Date: 7th December 2008

Talk a Lot

Introduction

Hello, and welcome to the second Talk a Lot course book for Elementary level!

This book is a companion volume to Book 1 and features ten exciting new lesson topics: *Crime, Sport, Music, Weather, Animals, Cars, The Human Body, Colours and Numbers, Life Events, and Nature*. The lesson topics in this book can be used alongside those in Book 1, according to your needs. For example, it is now possible for you to plan a longer Talk a Lot course, using lesson material from both books!

A great new feature in Book 2 is the inclusion of information exchange activities. For more details see page 14.

Once again, the aim of this book is to teach students to think in English and Talk a Lot!

The Talk a Lot course objectives are very simple:

- Every student talking in English
- Every student listening to and understanding English
- Every student thinking in English, and
- Every student taking part in class

Talk a Lot is structured so that every student can practise and improve English grammar, vocabulary, pronunciation, intonation, word and sentence stress, and interpersonal skills, by working in pairs, groups and one to one with the teacher.

The main benefits of Talk a Lot are:

- Students have to think in English during lessons in a controlled and focused way
- Students learn how to memorise correct English structures naturally, without abstract and unrelated grammar lessons
- Students learn how to construct eight different common verb forms, using positive, negative and question forms, as well as embedded grammar appropriate to their level. The verb forms studied are: Present Simple, Present Continuous, Past Simple, Past Continuous, Present Perfect, Modal Verbs, Future Forms, and First Conditional
- Students learn 400+ essential vocabulary words by heart
- Students enjoy following a simple and effective method that produces results quickly

As ever, we owe a big debt of gratitude to all of our students who have been trialling this course in recent months. We've had lots of fun doing these lessons, and we hope that you will too! We'd love to hear from you about how you have used this book and how your course went, so please feel free to contact us via our website feedback form, or by emailing info@englishbanana.com. We'd also be really excited to hear about your ideas and proposals for new Talk a Lot topics and activities that we can use in future Talk a Lot books.

With best wishes for a successful course,

Matt Purland, Ostróda, Poland (5th July 2008)

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How to Use this Course

Talk a Lot

How to Use this Course

Course Outline:

- Before the course begins perform an initial assessment with each student to check that they are at a suitable level for the course, and then enrol them onto the course. This course is aimed at students who are at a good elementary level or pre-intermediate level. For this course we recommend that there are no more than ten students per class.
- The course is divided into twelve three-hour lessons. The first ten lessons each have a different topic; while lesson 11 is intended for the revision of material studied over the ten weeks, and lesson 12 is reserved for the students' examinations and an end of course review. We recommend that you hold one lesson per week, making this a twelve week course comprising 30 guided learning hours, plus 6 hours of guided revision and examination. It's up to you what order you do the lessons in; you don't have to follow our order of topics!
- If your students need more than three hours of study per week, why not offer them two 3-hour lessons per week: one Talk a Lot lesson, as described below, and one lesson using traditional teaching methods, which include conventional reading, writing and grammar-based activities that could complement the intensive speaking and listening work of the Talk a Lot lessons. You could follow a standard EFL or ESL course book such as New English File or New Headway, using material that complements the Talk a Lot lesson, so that in Week 2, for example, both 3-hour lessons are on the subject of Sport. This would then give you a course with 60 guided learning hours.
- The lesson topics are:

Lesson 1	Crime
Lesson 2	Sport
Lesson 3	Music
Lesson 4	Weather
Lesson 5	Animals
Lesson 6	Cars
Lesson 7	The Human Body
Lesson 8	Colours and Numbers
Lesson 9	Life Events
Lesson 10	Nature
Lesson 11	Revision
Lesson 12	Exam & End of Course Review

Lesson Outline

- In our lesson outline, each lesson lasts for three hours (180 teaching minutes). This can vary according to your needs, for example, in some English language classrooms one teaching hour is equal to 45 minutes, and so 3 teaching hours would be 2¼ hours. Or it may be that you have only 2 hours per week with your group of students. You can still use Talk a Lot activities to serve up a satisfying and stimulating lesson – just in a shorter timeframe.

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- Each lesson focuses on a specific vocabulary topic, for example “Music”. For each lesson the teacher can draw from seven different activities:

Sentence Blocks
Discussion Questions
Information Exchanges
Discussion Words
Vocabulary Test
Lesson Test
Show & Tell

It is not necessary to use every activity in every lesson. We believe that there is more material in this book for each lesson than is needed to fill 3 hours, so the teacher can mix and match, using different activities in different lessons. Similarly, it is not necessary to do the activities in the same order (as given below) in every lesson, but mix things up each time so that students don't become used to a set lesson order.

- Bearing that in mind, here is an example of how you could structure a 3-hour long Talk a Lot lesson:

- 15 mins Welcome and **vocabulary test** (see page 5) based on the previous lesson's topic. The teacher reads out the twenty words to the students in their native language and they write them in English. The teacher gives back lesson tests, discusses the answers with the students, and can also ask random questions from the previous lesson's sentence blocks to check how much the students have remembered.
- 15 mins The teacher introduces the topic of this lesson, for example, “Music”. Each student has to **show and tell** an item to do with this topic, e.g. for “Music” a student could bring a musical instrument, or a CD or poster, and then tell the class about it. The teacher also brings something to “show and tell”, and then introduces the eight new **sentence block** starting sentences and wh-questions on the board or on the handout (see page 8). It is essential that the teacher checks that the students understand the sentences, so that they are meaningful to students when they practise them later on.
- The teacher asks different students to model one or two of the sentence blocks, which will act as a reminder to students of how to make the sentence blocks.
- 20 mins Students make the sentence blocks in pairs, for example, sitting back to back without eye contact. They don't write anything down and must not copy the sentence block starting sentences from the board. For this activity all the talk flows from the students making the sentence blocks from the starting sentences and wh- questions on the board or on the handout.
- 10 mins Next, the teacher introduces the eight **discussion questions** for this lesson to the whole class (see page 13). Again, it is important that the teacher checks that their students understand the vocabulary that is used. Students should be encouraged to use their dictionaries to check new words.

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30 mins Working in pairs or small groups, students practise the discussion questions. This is free speaking practise – the antithesis of having to make pre-set sentences using the sentence blocks. The students can change partners several times in order to get a good variety of practice, then the whole class comes together and feeds back to the group, with the teacher asking additional follow-up questions. During this time the teacher removes the sentence block sentences from the board, or asks the students to return their sentence block handouts.

We're halfway through! Have a cup of tea and some fresh air – or just hang out!

25 mins After a relaxing break it's time for some brain work – the **lesson test** (see page 5)! The aim of this test is for the teacher to find out what vocabulary the students can remember from the previous lesson and to get an idea of how well they are coping with making the sentence blocks.

25 mins The teacher could decide to use this slot for activities with the **discussion words** (see page 15) or for doing the **information exchanges** (see page 14) – or for both, if your students are up to the challenge!

30 mins The students practise the sentence block sentences again, but this time without any written record – nothing on the board and no handout. The teacher monitors each pair and helps them where necessary, making sure that they are making the sentence blocks successfully. Towards the end of this time the whole class comes back together to give each other feedback. The teacher asks questions from the eight sentence blocks to different students, who should give a correct, or nearly correct, sentence – all from memory. In the early weeks this will be more difficult for the students, but after a few lessons with this method students should be able to answer confidently, having memorised some or all of that lesson's sentence blocks.

10 mins Open question time – students can ask any English-related question. The teacher looks at the students' workbooks (this can be any suitable course book that students work through at home and which complements the lesson) and checks students' progress. The teacher sets the topic for the next lesson and gives out the handouts for the next lesson's vocabulary test. The teacher could either give or spend a few minutes eliciting the twenty new words in the students' first language. The teacher should encourage students to keep all of their handouts in their own file, for revision and further study at home.

Assessment Methods, Tests and Examination

The overall course mark for each student is reached by continuous assessment and an end of course oral examination. Individual students are monitored throughout the course and their progress recorded in a number of different ways. The aim of using continuous assessment is to encourage students to work hard in every lesson – because every lesson counts and effort is rewarded along with accuracy – and to work hard at home, e.g. learning the vocabulary words each week.

Each student gets a combined mark out of 80 for each lesson which is based on the following:

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- vocabulary test: maximum of 20 marks
- lesson test: maximum of 40 marks
- student's lesson mark – accuracy: maximum of 10 marks
- student's lesson mark – effort: maximum of 10 marks

- total lesson mark: maximum of 80 marks

The lesson marks are added together on the individual Student Course Reports as the course progresses. Students don't have access to their lesson marks as they are added together, but they do see their marks for the vocabulary and lesson tests, as well as getting feedback on these tests and on their general performance each week.

Teachers should award marks out of 10 to each student for every lesson based on the level of their achievement during the lesson (accuracy) and their commitment during the lesson (effort). It goes without saying that teachers should strive to be wholly objective and not give in to favouritism when awarding these marks.

Over the ten lessons all of the lesson marks are added together to give an individual total for each student, to which is added the score from their final exam. This gives each student a grade for the whole course, ranging from A to U (ungraded fail):

- maximum lesson mark of $80 \times 10 = 800$ marks +
- maximum final exam mark of 100 =
- maximum course mark of 900 marks

Grade system:

Grade A = 800-900 marks	First Class
Grade B = 650-800 marks	Very Good
Grade C = 550-650 marks	Good
Grade D = 400-550 marks	Fair Pass
Grade E = 250-400 marks	Pass
Grade U = less than 250 marks	Fail

Grades A-E are passes. Grade U is ungraded and means that the student has failed the course. The student's grade is recorded on their course certificate, for example:

"Grade: A"

"Achievement: First Class"

You could use one of the course certificate templates at the back of this book (see pages 106-107), or create your own.

Lesson Assessment

During pair and group work the teacher monitors the students, checking and correcting grammar and vocabulary where necessary, e.g. during discussion question and information

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exchange practice. In all such “free practice” work the teacher should keep referring students back to the grammar that is being learned by making the sentence blocks, for example if a student says: “What you want?”, remind them that: “You must have a verb after a wh-question.” In this way the free practice work will help to consolidate what is being learned from the more structured practice of forming the sentence blocks.

Written homework based on the topics and activities from each lesson could be given, checked and marked by the teacher. However, written work must be kept to a minimum during the lesson and students should not write out full sentence blocks. This is Talk a Lot, after all! The students may instinctively begin to write down the starting sentences from the board, or make notes about the sentence blocks, but discourage this because it is a waste of lesson time in which they have a valuable opportunity to talk in English. The Talk a Lot method encourages students to use their memories as a learning tool and to activate the grammar that they already know before they join the course. **When a student writes down the sentence blocks, they give full permission to their memory to forget this information, since they know it is safely recorded somewhere.** Without the safety net of pen and paper students have to challenge themselves to work harder to make the sentence blocks (which are, after all, simply question forms and answers, based around individual verb forms). The time for writing out sentence blocks is at home, where students can write to their hearts’ content! They also get a chance to see full sentence blocks in written form when they do the lesson test – once per lesson. As we have seen, the Talk a Lot certificate is based on marks gained during continuous assessment along with a final oral exam at the end of the course. Lesson assessment also includes more formal testing with regular vocabulary tests and lesson tests, the marks from which are added to each student’s running total of marks. The teacher keeps track of each student’s progress by adding the results of their tests and other marks to their individual Student Course Report (see page 17).

Vocabulary Tests

All Talk a Lot tests should be run in exam conditions, with folders and dictionaries closed, no talking, and no copying. The vocabulary test could be held near the beginning of the lesson, as a way of quietening students down and getting them into study mode. We recommend that the teacher runs the vocabulary and lesson tests in the same positions during the lessons each time so as to give a sense of structure and routine to the tests which can be reassuring for students. Teachers should try to mark the vocabulary test during the lesson break and give students their results in the same lesson. The teacher keeps a record of the students’ scores on their Student Course Reports and measures progress made, as well as spending time during and between lessons addressing issues with individual students.

Lesson Tests

The primary aim of the regular lesson test is to consolidate the work done in the previous lesson. If you run this test immediately after the break it will help to settle students down and get their minds focused again on learning English. Set a time limit of no more than 25 minutes and stick to it. As with the vocabulary tests, the aim of the lesson test is to check students’ progress and both identify weaker students who may need extra support, e.g. help with making the sentence blocks, and identify stronger students who may need a greater challenge during lessons. For example, to maximise the effect of pair work the teacher could pair a stronger student with a weaker student.

Lesson tests are marked by the teacher after the lesson and the results given to students at

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the beginning of the next lesson, when there is time for a brief discussion of incorrect answers and other points raised by the test. The results from both tests enable the teacher to see not only who is paying attention during lessons, e.g. when making the sentence blocks, but also who is working at home: learning the vocabulary words, both meanings and spellings, and writing out sentence blocks.

At their discretion, a teacher may allow students who have missed a lesson to catch up on course marks by taking both tests at another time, e.g. after the present lesson. Or the teacher may decide that the student has missed the lesson and so cannot catch up on the marks, a scenario that will affect their final course score. However, if the latter applies the teacher should give the student in question the material to study at home in their own time.

Verb Forms Practice

These pages can be introduced by the teacher as extra worksheets at any time during the course if students are having problems with sentence blocks based on a particular verb form, or if they need more focused verb forms practice. A follow up activity would be for students to imagine their own sentence blocks based on particular verb forms, e.g. the teacher asks students to work in pairs and make four new sentence blocks using present perfect form – orally, without writing anything down.

In general, it's better for students to use a variety of different verb forms in a normal lesson, rather than studying a different verb form each lesson, because if a student misses one lesson they won't have missed out on studying a complete verb form.

End of Course Oral Examination

General Notes on the Examination:

The Talk a Lot end of course exam is a one to one oral examination with the teacher reading the questions and the student answering. The exam should last for a maximum of 20 minutes. The exam is recorded onto tape and marked by the teacher. The results are added to the student's individual Student Course Report and their overall course score and final grade can be calculated, which are then added to the student's certificate.

At no time should the student see the examination paper, whether before, during or after the examination. Nor should the student write down anything during the exam. The teacher writes the starting sentence and question word (printed in bold) on the board for each sentence block question.

The examination questions are taken randomly from the course work studied and include material from every topic covered during the course. During the examination the teacher should not prompt the student for answers or help them in any way, apart from to explain the instructions so that the student understands what they have to do. Students **may not** use a dictionary during this examination.

At the end of the course the teacher could give a prize to the student (or students) with:

- the best course score overall
- the best vocabulary test grades overall

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- the best lesson test grades overall
- the best attendance record
- the most improved student (comparing the beginning with the end of the course)

Marking Guide:

There are four kinds of question that form the examination:

1. Make sentence blocks (questions 1, 5, 9, and 13)

The maximum score is 8 marks. Students score one mark for each fully correct line, with correct intonation and sentence stress, and one mark for naming the correct verb form. Students get only half a mark if the intonation and/or sentence stress of a line is incorrect. In the last two lines of each sentence block the answers will vary as students have to change part of the original information to produce a negative answer. Accept any answer that is grammatically correct and makes sense within the given context.

Don't penalise students for making contractions, or not making them. For example, if the answer on the examination paper says "No, he doesn't", but the student says "No, he does not", don't mark them down. It is still an accurate answer.

2. Answer discussion questions (questions 3, 7, 10 and 14)

Students can score up to a maximum of 4 points for each question based on the following criteria:

The student should answer the question and speak for approximately 1 minute:

- | | |
|----------|--|
| 4 marks: | the student produces sentences which are completely or almost completely correct in terms of grammar, pronunciation, intonation, and sentence stress. There are between 0-2 errors. Excellent use of vocabulary and interesting subject matter |
| 3 marks: | the student produces sentences which are good in terms of grammar, pronunciation, intonation, and sentence stress, but there are between 3-4 errors. Good use of vocabulary |
| 2 marks: | the student produces sentences which can be understood in terms of grammar, pronunciation, intonation, and sentence stress, but there are many errors |
| 1 mark: | the student attempts to answer the question, but not using full sentences nor correct grammar, pronunciation, intonation, and sentence stress. Part of their answer can be clearly understood, but there are many errors |
| 0 marks: | the student has not attempted the question or the answer is incoherent |

The teacher should make a note in the box provided of several examples of the student's performance, including errors as well as correct structures.

3. State ten vocabulary words on a given topic (questions 4, 6, 11 and 15)

When students have to list ten vocabulary words, the teacher could keep a tally in the box provided, e.g. -III IIII ... Give a half mark in the event of wrong word stress or incorrect

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intonation and/or pronunciation. When stating ten different vocabulary words the student cannot include the example word which is given in the question.

4. Answer discussion word questions (questions 2, 8, 12 and 16)

The answers and marks for these questions are provided on the examination paper. Give a half mark in the event of wrong word stress or incorrect intonation and/or pronunciation.

Sentence Blocks

Designed specifically for the Talk a Lot course, the sentence block method is a brand new way to teach English grammar with speaking practice. The main benefit of this method is that the students have to do all of the work. They must listen, think hard, and remember. They must produce eight sentences, both positive and negative, using a given verb form, and two different question forms, using wh- questions and questions with auxiliary verbs. They must produce the eight sentences based on a given starting sentence and a given wh- question word, using a pre-agreed set of rules. When they are working on the sentence blocks students are speaking and memorising correct English. They are learning to use key verb forms in English, forming questions and responses organically as they focus all their attention on making the sentence blocks successfully. They are also learning new vocabulary and have to produce their own ideas to make the last two negative sentences work.

So what is a sentence block and how do you make one? A sentence block is a group of eight consecutive sentences, made up of seven lines, that forms a two-way conversation. There are strict rules governing how a sentence block must be made, which students should learn.

At the beginning of the course:

The students receive two handouts explaining the basic terminology used when talking about sentence blocks and some helpful rules for making them (see pages 18 and 19). The teacher should spend time discussing these pages with the students, in particular explaining:

- When we use each of the eight verb forms that are explored during the course
- What we mean by subject-verb “inversion”
- How auxiliary verbs are used, and the rule for using “do” as an auxiliary verb

In the first lesson or two the teacher will need to train the students to make the seven lines that form a sentence block. In the ensuing lessons students should be able to form the sentence blocks themselves, based on the given sentences on the board or handout. It is very important that in each lesson the teacher ensures that students understand the vocabulary used in the sentence blocks before they are let loose on the task of making them.

This is an example of how an individual student could be coached to form a sentence block for the first time. When coaching groups, ask a different student for each of the lines.

The teacher has written the first starting sentence on the board; for example, this one from the “Music” lesson:

We saw a great jazz concert at the Palace Theatre last night.

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The teacher:

OK, we're going to make a sentence block. There are seven lines in a sentence block and eight different sentences. [Pointing to the board at the starting sentence.] This is the first line. Can you read it for me, please? [The student reads it out loud.] Do you understand this sentence?

The student:

Yes.

The teacher:

OK. [Writes "Where" underneath the starting sentence.] To make the second line can you ask a "where" question based on the starting sentence?

The student:

Where did you see a great jazz concert last night?

The teacher:

Good. Very good. Excellent.

Note: if a student has a problem producing any part of the sentence block, the teacher should prompt them with the first word, then the next, and in this way "coax" the sentence out of them by, if necessary, saying the whole sentence and getting the student to say it with them, then to repeat it without the teacher's help.

The teacher:

And what is the short answer?

The student:

At the Palace Theatre.

The teacher:

OK. Great.

Note: it is very important that the teacher praises the student as they get sentences right and gently encourages them when they have taken a wrong turn. It is also important for the teacher to keep the momentum going so that the sentence block is made with a sense of rhythm and an almost urgent pace. This will keep the student focused and thinking about the task in hand.

The teacher:

So now we've got three lines. Can you repeat them for me? [The student does so correctly.] Now, let's get to five lines. Ask a question with inversion.

The student:

Did you see a great jazz concert at the Palace Theatre last night?

The teacher:

Good. And the short answer?

The student:

Yes.

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Talk a Lot

How to Use this Course

The teacher:
Yes, what?

The student:
Yes, we did.

The teacher:
Good. Very good. So now we've got five lines. We're almost there. Can you repeat the five lines, please? [The student does so correctly.] OK, so, to complete the sentence block, let's ask the same kind of question with inversion but this time to get a negative answer. Look at the question word. Focus on the "where". Change the "where" to get a negative answer.

The student:
Did you see a great jazz concert at the Roxy last night?

The teacher:
And give a short answer in the negative.

The student:
No, we didn't.

The teacher:
Then a full negative answer. The last line is made up of two negative sentences.

The student:
We didn't see a great jazz concert at the Roxy last night.

*Note: students have to invent something here ("...at **the Roxy** last night?") that makes sense in the same context. They should try to think of a sensible option to get a negative answer. For example, the teacher must not accept: "Did you see a great jazz concert at the newsagent's last night?" because it doesn't make sense. Students often struggle to remember to make two negative sentences for the last line. Encourage them and stress the two negative sentences.*

The teacher:
Excellent! Now tell me all seven lines...

Throughout, the teacher should help the student to achieve the correct pronunciation, word and sentence stress (see page 139), rhythm and intonation. If a student makes a mistake during a line, ask them to repeat the whole line again. Of course, in the example above the student has given almost all of the correct answers straight away. This is purely to serve a purpose in this guide – to give a clear example of what the students should aim for. The teacher should also encourage the students to think about word and sentence stress and to emphasise the correct words in each sentence, for example:

Did you see a great jazz concert at **the Palace Theatre** last night?

Yes, we **did**.

Did you see a great jazz concert at **the Roxy** last night?

No, we **didn't**. We didn't see a great jazz concert at **the Roxy** last night.

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How to Use this Course

Students may have a tendency to try to say all seven lines with a questioning intonation at the end of each line. For example, they might say:

The student:

Did you see a great jazz concert at the Roxy last night? No we didn't?

Ask them to think about the meaning of what they are saying and to make definite statements without the questioning intonation. Some students may try to gabble and deliver their lines very quickly without apparent thought of what they mean – wholly focused on their goal of remembering each line and forming the sentence blocks as quickly as possible. Ask them to slow down and to focus on what each sentence means.

So, in the example above the seven lines and eight sentences of the sentence block are:

1. We saw a great jazz concert at the Palace Theatre last night. (*starting sentence*)
2. Where did you see a great jazz concert last night? (*wh- question*)
3. At the Palace Theatre. (*short answer*)
4. Did you see a great jazz concert at the Palace Theatre last night? (*question with inversion*)
5. Yes, we did. (*short answer*)
6. Did you see a great jazz concert at the Roxy last night? (*question with inversion to get a negative answer*)
7. No, we didn't. We didn't see a great jazz concert at the Roxy last night. (*two sentences – a short negative answer and a long negative answer*)

The teacher should ensure that the students follow the sentence block structure and that they recap each group of sentences after the 3rd and 5th lines. If a student has a tendency to “Um...” and “Er...” their way through each line, challenge them to say the lines without doing this. As they monitor the pairs engaged in making the sentence blocks – saying one line each – the teacher will sometimes need to be firm with the students, and ask them to keep focused when it looks as though their minds are beginning to wander, and of course the teacher also needs to keep focused! For example, when leading sentence block practice at the front of the class, the teacher will need to be one step ahead of the students and know the next sentence in their mind – what they want the student to produce – before the student produces it.

Embedded Grammar:

In each lesson students will practise making positive sentences, negative sentences and question forms using the following verb forms:

- present simple
- present continuous
- past simple
- past continuous
- present perfect
- modal verbs (e.g. can, should, must, have to, etc.)
- future forms (with “will” and “going to”)

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How to Use this Course

- first conditional

While doing sentence block practice the students may be unaware that they are using eight different verb forms. It is better not to focus on this and blow their minds with grammar, but instead make sure that the students are making the sentence blocks correctly. For example, it is essential that students understand the eight starting sentences on the board or handout at the beginning of the lesson, and also know how to make a sentence block, before they begin pair work with a partner.

The starting sentences all contain embedded grammar, which means grammar that occurs as a natural part of the sentence block as it is being spoken and automatically memorised, rather than grammar that is explicitly presented to students as an isolated grammar topic, such as: "In today's lesson we are going to study wh- questions..." etc. The embedded grammar in the sentence blocks at Elementary level includes:

- positive and negative forms
- use of articles
- use of auxiliary verbs
- a variety of main verbs in each unit
- subject and object pronouns
- yes/no questions
- wh- questions
- active and passive sentences
- punctuation marks
- prepositions of place and time
- some/any
- singular/plural
- nouns: common, proper, abstract, countable, uncountable, etc.
- intensifiers – too, really, very, completely, etc.
- use of infinitives
- adjectives
- adverbs of frequency and manner
- possessive pronouns
- determiners – this, that, those, these, etc.
- there is/there are
- formal and informal situations
- use of gerunds
- comparatives and superlatives
- relative clauses – that, which, who, where, etc.

The teacher could pick up on any or all of these grammar topics in more detail if they run the course as a 60-hour course (see page 1).

Miscellaneous Notes:

- As well as with students in groups and pairs, this method can also be used successfully with students on a one to one basis, with the teacher prompting the student to produce the sentence blocks, first with the sentences on the board or handout, and later from memory.

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- Teachers (or students) can also imagine their own starting sentences based on the verb form or vocabulary that they wish to practise.

Different Ways to Practice Forming Sentence Blocks:

- In a circle – the teacher or a student leads and chooses each student in turn to form the complete sentence block.
- The students sit back to back in pairs and say one line each, then reverse who starts.
- The students chant a complete sentence block altogether as a group.
- The students say one line or one word each, going around the group in a circle.
- The teacher says a random line from a sentence block and asks a student to produce the next line.

Note: every sentence block can be said or chanted in a continuous way by adding an **eighth line** at the end that begins with “So...” and continues with the question on line 2. For example:

Line 1: Joanne can play the saxophone really well.

Line 2: Who can play... [etc.]

Line 7: No, he can't. George can't play the saxophone really well.

Line 8: So, who *can* play... [then, continuing with line 3, “Joanne can.” and so on]

Discussion Questions

Students work in pairs with student A asking student B the first question, then student B asking student A the same question, before moving on to the next question. After between 5-10 minutes the students change partners and repeat the process with a different student. Where there are empty boxes on the handout – for example questions 2, 4 and 7 on the Cars Discussion Questions handout – the students should write down their partners' answers. This is partly to encourage the students to focus on the task in hand, and partly so that the teacher, who should be monitoring all the pairs, can see written evidence that the questions are being asked and answered. Before the students move off to work in pairs the teacher should look at the handout with the whole group and ensure that everybody understands the task and vocabulary used in the questions before they begin. For example the teacher could pre-teach some of the more difficult words and there could be a dictionary race to see which student finds each word the fastest.

Extension activity: pairs that have finished the activity early could think up their own new discussion questions based on the same topic, or the teacher could prepare additional questions for the students.

At the end of the activity the whole group comes back together for group feedback, where the teacher chooses a student to read a question and tell the class both their own answer and their partner's answer. The teacher should highlight errors that have occurred and elicit the answers from the group. Interesting structures could be explored in more detail on the board.

Assessment:

This activity is assessed by the teacher checking and correcting students as they monitor each pair, listening in and making comments where necessary, e.g. challenging incorrect question forms, and writing down notes for later exposition on the board during the group feedback period. The students' achievement in this activity is recorded as part of their overall lesson score (for accuracy and effort) by the teacher at the end of the lesson.

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How to Use this Course

Information Exchanges

Information exchanges are a terrific way to get students talking because they can only be completed by students asking each other questions. The objective of each information exchange is for students to find out and write down the information that is missing from their handout, but which their partner has. This objective is complemented by a super-objective – or additional purpose – which is topic-specific. For example, in the “Crime” information exchange students have to find out information about possible suspects by exchanging information with their partners – so that they can make a deduction as to who is the murderer. In “The Human Body” information exchange students have to find out details about the physical appearance of four different people, so that they can decide who they would most like to swap bodies with for a day... and so on!

Students should work with a partner and not look at their partner’s handout. If they need to know a spelling or look up a word in their dictionary their partner could write the spelling on a separate piece of paper, or better still say it out loud. Do discourage students from simply reading and copying from their partner’s handout – this is Talk a Lot, not Write a Lot!

This activity is also great for practising and consolidating question forms and answers. The teacher should monitor the students as they work and encourage correct question forms, or spend time looking at the question forms for each information exchange on the board, for example:

Topic: “Cars – Buying a Used Car” – sample questions and answers:

Student A: “What make is Used Car 1?”	Student B: “It’s a Citroën.”
Student B: “What model is Used Car 1?”	Student A: “It’s a C4 Picasso.”
Student A: “What colour is Used Car 2?”	Student B: “It’s brown and grey.”
Student B: “How many miles has Used Car 2 done?”	Student A: “It’s done 126,001 miles.”
Student A: “What kind of fuel does Used Car 2 use?”	Student B: “Petrol.”
Student B: “How many doors has Used Car 3 got?”	Student B: “It’s got five doors.”
Student A: “Has Used Car 4 got a CD player?”	Student B: “Yes, it has.”

There is a complete list of sample questions and answers for each topic’s information exchange activity in the answer section at the back of this book (see page 116), along with a completed grid for each activity.

Assessment:

As with the discussion questions activity this activity is mainly assessed by the teacher checking and correcting students as they monitor the groups, listening for errors that could be dissected later on in a group feedback session, and correcting question forms and grammar in line with the work being done on forming sentence blocks. Again, the students’ achievement in this activity is recorded as part of their overall lesson score (for accuracy and effort) by the teacher when they sit down and write each student’s course report.

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Talk a Lot

How to Use this Course

Discussion Words and Question Sheets

It's amazing how much you can do with forty cut-out vocabulary words! We have outlined many activities for using these words with students on the discussion words question sheets. First of all, print a discussion words page onto thin card and cut up the cards with scissors. If possible you could laminate them to make them extra sturdy.

The main activity goes as follows: sit down with the whole class around a large table and lay out all of the cards face down. Students take a number of cards each. The number they take depends on the number of students in the class and for how long the teacher wants the activity to last, e.g. for a ten minute activity ten students could each take two cards.

Go around the group one student at a time. Each student picks up a card and has to describe the word in English without saying it. The other students have to guess the word. The students could use dictionaries to find new words that they don't know. It's possible for students to make this activity deliberately harder for their peers by giving a more cryptic description!

Using the Question Sheets:

The teacher reads the questions out loud in a random order. Or one or more of the students could read the questions out. The teacher should use as many of the questions as is necessary to fill the time that they have allotted to this activity. For example, if you have 25 minutes for this activity it's unlikely that you will need to use the main activity as described above as well as all of the questions on the handout. As with the Talk a Lot course in general, there is more material here than will probably be needed; but as all teachers know, it's better to have too much material planned for a lesson than not enough!

Extension Activities:

- The students work on the main activity with the words in pairs or small groups.
- The students have to think of ten, twenty, thirty or forty additional words on the same topic, e.g. Music, and make their own discussion words cards.
- The teacher or the students invent new questions based on the original/new words.
- Have a game of vocabulary bingo. Each student writes down fifteen words from the forty words in three lines: five on the top, five on the middle and five on the bottom. The teacher reads out words from the group at random. The students cross out the words they have written down when they hear the teacher say them. The students race to see who can cross off the first line, then two lines, then all of the words.
- "Yes/No" questions: one student takes a card with a word on it, keeping it secret from the others, who have to ask "Yes/No" questions in order to find out what the word is. The first student can only answer "Yes" or "No". For example, for car words the other students could ask: "Is it inside a car?", "Can I put my foot on it?", "Does it play music?", etc. until they are able to guess the identity of the word. This is a great activity to get students making questions with inversion.
- The students match the phonetic and English spellings of different words (see pages

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147-151), translate words into/from the IPA, or group words by the sounds they contain.

- A student mimes different words without talking, while the others have to guess them.
- Word association activities:
 - a) the teacher (or a student) chooses a word and each student has to say six words that they associate with this word, or each student in the group has to say one word. For example, if the word is “head” the students could say “nose”, “face”, “eye”, “ear”, “chin”, “mouth”, and so on.
 - b) the teacher (or a student) chooses a word and the first student says the first word that comes into their head, followed by the next student and the next in a kind of word association chain. See how long your group can go for without running out of steam. You may be surprised where you end up! For example: “dog” > “bark” > “tree” > “field” > “farm” > “cow” > “milk”, and so on.
- Play vocabulary battleships! Students have to work in pairs and they both have a copy of the discussion words page from that lesson’s topic, e.g. “Sport”. They should label the columns at the top A, B, C, and D, and the rows on the left-hand side from top to bottom 1-10, so that the word “volleyball” is in cell B5, for example. Each student marks ten cells in their grid – these are their “battleships”. Without showing their partner their page, each student asks for a cell on their partner’s grid, for example, “Can I have D5, please?” If this cell (“cue”) has not been marked as a battleship, the partner says, “Miss!” and play passes to them. They request a cell on their partner’s grid, e.g. “I would like A6, please”, which is “swimming”. If “swimming” has been marked as a battleship, the player who marked it must describe the word without saying it. If their partner can guess it, they “sink” the battleship and can choose another cell on the grid. The object of the game is to sink all of your partner’s battleships by a) guessing the correct grid reference, and b) guessing the vocabulary word. Obviously it is in each player’s interests to make the definitions of their words as oblique as possible, so this is a good game for encouraging creative and lateral thinking!
- Make any of these activities into a competition – individual or team – with points given for correct answers, and prizes. The teacher could even deduct points for incorrect answers. Prizes could be awarded for the first student to answer a question correctly, or the student who wins the vocabulary bingo, or who can think of the most new words on the same topic without a dictionary. For a fun group competition there could be a league, with the same teams competing in each lesson for points that accumulate towards a running total. It depends on how competitive your students are!

Assessment:

As with the other free practice activities in Talk a Lot (show and tell, discussion questions and information exchanges) assessment is performed by the teacher checking and correcting during the task, giving individual and group feedback, and referring students back to the grammar learnt from forming the sentence blocks. The students’ achievement in this activity is also recorded as part of their overall lesson score (for accuracy and effort) by the teacher on each student’s course report.

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Talk a Lot

Student Course Report

Name: _____

Start Date: _____

Class: _____

Lesson	Vocabulary Test /20	Lesson Test /40	Lesson Mark – Accuracy /10	Lesson Mark – Effort /10	Total Marks /80	Teacher's Comments
Crime						
Sport						
Music						
Weather						
Animals						
Cars						
The Human Body						
Colours and Numbers						
Life Events						
Nature						
Final Exam /100						
Course Total Mark						
Course Final Grade						
Attendance /30 GLH		Attendance as a %				

Talk a Lot

Sentence Blocks – Q & A

Q: What is a sentence block?

A: A sentence block is a group of eight consecutive sentences, made up of seven lines, that forms a two-way conversation. It consists of positive and negative sentences, and two question forms – a wh- question and two questions with inversion (“yes-no” questions).

Q: What is a starting sentence?

A: The first sentence in a sentence block.

Q: What is a wh- question word?

A: A question word that begins with “wh-”. For example, “what”, “where”, “when”, “who”, “why”, “whose”, and “which”. “How” is also a wh- question word because it contains the letters “h” and “w”. Wh- questions are asked to obtain information, rather than a “yes” or “no” answer. They have a **falling intonation**, which means that the tone of your voice does not go up at the end of the question, as it does with “yes-no” questions.

Q: What is a question with inversion?

A: Also known as a “yes-no” question, because the answer is usually “yes” or “no”, a question with inversion is a question where the subject and verb have been swapped around (or “inverted”). They always start with an auxiliary verb (be, have, or do), a modal auxiliary verb (e.g. can, will, must, should, etc.), or verb “to be”. For example, this sentence is a statement: “John is a DJ”. To make this statement into a question with inversion we need to swap around the verb (“is”) and the subject (“John”) to make: “Is John a DJ?” Questions with inversion always have a **rising intonation**, which means that the tone of your voice has to go up at the end of the question.

Q: What is an auxiliary verb?

A: Auxiliary verbs are helping verbs. They don’t have any meaning of their own in the sentence, but they help the main verb to form a verb phrase. For example, in this sentence: “Jean was riding her horse in the field for half an hour this morning”, “was” is an auxiliary verb (from verb “to be”) which works together with the main verb “riding” to make the past continuous verb form. There are three primary auxiliary verbs in English: “be”, “have” and “do”, as well as modal auxiliary verbs such as “can”, “will” and “must”.

Q: What is each of the eight verb forms used for?

A: The uses of the verb forms studied during this course can be summarised as follows:

Present Simple:	to talk about regular actions and things that are always true
Past Simple:	to talk about completed actions in the past
Present Continuous:	to talk about what is happening at the moment
Past Continuous:	to talk about continuous actions in the past: what was happening when...
Present Perfect:	to talk about past actions which are quite recent or relevant to now
Modal Verbs:	to talk about permission, possibilities, ability, and probability
Future Forms:	to talk about future plans, predictions and intentions
First Conditional:	to talk about what will happen if a certain condition is met

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Talk a Lot

Sentence Blocks – Six Great Tips for Students

1. During each lesson we work with the same verb forms in the same order. Look for patterns. Each lesson try to apply what you have learnt in previous lessons.

2. After a "wh" question or phrase (such as "What time...?" or "How long...?") there must follow an auxiliary verb or main verb "to be".

3. Questions with inversion always start with an auxiliary verb or main verb "to be".

4. In questions with inversion the subject of the sentence must follow the auxiliary verb.

5. If there is either auxiliary verb **be** or **have** in the starting sentence, use it to make the questions and answers that follow. If there isn't, you must use **do** as an auxiliary verb to make the questions and answers.

6. Use as much of the starting sentence in the resulting questions and answers as you can.

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Sentence Blocks

For full instructions see page 8

Talk a Lot

Crime

Sentence Blocks:

1. (*Present Simple*) My sister's boyfriend is in prison for arson.

Who

2. (*Present Continuous*) Lola and Susan are picking up litter outside the hospital, as part of their community service.

What

3. (*Past Simple*) Jack was a witness at the trial of his brother Billy last month.

When

4. (*Past Continuous*) Molly's friends were shoplifting at the newsagent's after school.

Whose

5. (*Present Perfect*) PC Lincoln has arrested Jane five times for various petty crimes.

How many

6. (*Modal Verbs*) We have to do something soon about the problem of anti-social behaviour.

What

7. (*Future Forms*) I'm going to get a burglar alarm next week, because I'm really scared of criminals breaking into my home.

Why

8. (*First Conditional*) If we find the defendant guilty, he will go to prison for at least ten years.

Where

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Talk a Lot

Sport

Sentence Blocks:

1. (*Present Simple*) Mick plays rugby for the Doncaster Falcons every Saturday.

When

2. (*Present Continuous*) Charlotte is playing basketball with her friends Jules and Mandy.

Who

3. (*Past Simple*) We queued at the stadium for about two and a half hours this morning to get our new season tickets.

Where

4. (*Past Continuous*) Jason was running faster than usual because he wanted to beat his personal best.

Why

5. (*Present Perfect*) Our team has reached the semi-finals of the women's amateur volleyball championship six times.

How many

6. (*Modal Verbs*) You should put chalk on your cue fairly often during a game of snooker or pool.

What

7. (*Future Forms*) I'm going to cancel your subscription to Sky Sports, because you hardly ever watch it!

Why

8. (*First Conditional*) If it rains heavily they will cancel the motor racing.

What

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Talk a Lot

Music

Sentence Blocks:

1. (*Present Simple*) Alex's brother loves listening to rock music on the way to work.

When

2. (*Present Continuous*) Marion is singing a song that was written by George Gershwin.

What

3. (*Past Simple*) We saw a great jazz concert at the Palace Theatre last night.

Where

4. (*Past Continuous*) The audience were getting angry because the band were over an hour late.

Why

5. (*Present Perfect*) Two of the strings on my acoustic guitar have just broken.

How many

6. (*Modal Verbs*) Joanne can play the saxophone really well.

Who

7. (*Future Forms*) This track will take four minutes to download because you have a slow broadband connection.

Why

8. (*First Conditional*) If you're a fan of R & B you will probably also love soul music.

What

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Talk a Lot

Weather

Sentence Blocks:

1. (*Present Simple*) I feel great when the sun shines.

When

2. (*Present Continuous*) David is clearing the ice from his car windscreen.

What

3. (*Past Simple*) Cathy forgot to take her umbrella with her to work this morning.

Who

4. (*Past Continuous*) On the TV weather forecast last night they were predicting sleet and snow for next weekend.

What

5. (*Present Perfect*) The kids have got a bit of a tan by lying on the beach all morning.

How

6. (*Modal Verbs*) You need to go to the garage because your fog lamps are broken.

Why

7. (*Future Forms*) They're going to build a massive wind farm on the fields behind my uncle's farm.

Where

8. (*First Conditional*) If it stops raining in a minute we can go out for a walk.

What

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Talk a Lot

Animals

Sentence Blocks:

1. (*Present Simple*) Peter thinks that gorillas are the most dangerous animals in the world.

Who

2. (*Present Continuous*) The spider is spinning a web so that it can catch and eat flies.

Why

3. (*Past Simple*) When I went to Australia I saw some wild kangaroos.

When

4. (*Past Continuous*) Jean was riding her horse in the field for half an hour this morning.

What

5. (*Present Perfect*) We've got three cats, two dogs, and a goldfish called Oscar.

How many

6. (*Modal Verbs*) The bears at the zoo must be fed at least five times a day.

Which

7. (*Future Forms*) Carol is taking her puppy Goldie for a walk to the fountain after tea.

Where

8. (*First Conditional*) If you don't move out of the way, you'll get stung by that wasp.

What

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Talk a Lot

Cars

Sentence Blocks:

1. (*Present Simple*) Your car is illegally parked in a no parking zone.
Where

2. (*Present Continuous*) Sam is sticking to the speed limit because he's already got six points on his licence.
Why

3. (*Past Simple*) My best friend Laura bought a new Mazda CX-7 last weekend.
Who

4. (*Past Continuous*) I was wondering whether I could borrow the car for a few hours tomorrow night.
What

5. (*Present Perfect*) Penny has had her blue VW Golf since before her husband died.
How long

6. (*Modal Verbs*) You should look in your mirrors before indicating.
What

7. (*Future Forms*) After a few more lessons you will be able to take your driving test.
When

8. (*First Conditional*) If you break down, wait with your vehicle by the side of the road.
What

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Talk a Lot

The Human Body

Sentence Blocks:

1. (*Present Simple*) I brush my teeth twice a day.

How often

2. (*Present Continuous*) Terry is showing his friends the stitches in his shoulder.

What

3. (*Past Simple*) Last year Robert was the tallest child in Mr. Brown's class.

Who

4. (*Past Continuous*) Our legs were aching because we'd just run over ten miles.

Why

5. (*Present Perfect*) Veronica's had her nose pierced at that new salon on the corner of Maitland Street.

Where

6. (*Modal Verbs*) Carrie has to inject herself with insulin three times a day because she's got diabetes.

Why

7. (*Future Forms*) Tracey is planning to have a facelift in August.

When

8. (*First Conditional*) If you don't wear sun cream your skin will get burned.

What

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Talk a Lot

Colours and Numbers

Sentence Blocks:

1. (*Present Simple*) There are five green apples left in the fruit bowl.
How many

2. (*Present Continuous*) Kim is wearing her new orange jacket because she thinks that it goes with her light green skirt.
Why

3. (*Past Simple*) I saw eight kids wearing blue baseball caps on my way to work this morning.
When

4. (*Past Continuous*) Alan was taking a box of five hundred brown envelopes to the stockroom when he slipped on a wet floor.
Who

5. (*Present Perfect*) Eddie has bought his wife a dozen red roses once a month since Valentine's Day.
How often

6. (*Modal Verbs*) Becky and Jeffrey have to decide between a black Mercedes and a silver Prius.
What

7. (*Future Forms*) We'll order a couple of white limos from Ellis's to take us to the party.
Where

8. (*First Conditional*) If fewer than forty people come to the opening night, the whole thing will be a disaster.
What

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Talk a Lot

Life Events

Sentence Blocks:

1. (*Present Simple*) Ken's wife is terminally ill with cancer.

Whose

2. (*Present Continuous*) Lee is having a party to celebrate his fortieth birthday.

Why

3. (*Past Simple*) Lorna graduated from Hull University last July.

When

4. (*Past Continuous*) I was telling your mother at the funeral how much I miss your Uncle Jim.

What

5. (*Present Perfect*) Ron and Julie have been married for eight years.

Who

6. (*Modal Verbs*) I can see my kids once a month.

How often

7. (*Future Forms*) Alice is going to be a bridesmaid at Nicky and Ray's wedding in May.

Where

8. (*First Conditional*) If you help me wash the car, I'll give you some extra pocket money.

What

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Talk a Lot

Nature

Sentence Blocks:

1. (*Present Simple*) Theresa walks on the beach every day with her dog Domino.

Who

2. (*Present Continuous*) I'm standing in the garden watching the most spectacular sunset.

What

3. (*Past Simple*) After the storm we saw a rainbow over the field opposite Jessie's farm.

When

4. (*Past Continuous*) We were cycling through the forest last Saturday when we discovered a trail that led to a beautiful lake.

Where

5. (*Present Perfect*) I've always wanted to try rock climbing.

What

6. (*Modal Verbs*) You must send me some photos from your trip to the ocean, because I'd love to go there myself.

Why

7. (*Future Forms*) Michael and his brothers are going to plant some oak trees on the land next to that patch of yellow flowers.

Where

8. (*First Conditional*) I'll be really happy on Tuesday if our Geography exam is cancelled.

How

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Talk a Lot

Sentence Block Extensions

----- ✂ -----

Crime:

Make new sentence blocks from the starting sentences in this lesson using different “wh-” question words:

	WHAT	WHERE	WHEN	WHO	WHY	WHICH	HOW
1.	what	where			why		
2.	what (2 nd)	where		who	why		
3.	what	where		who		which	
4.	what	where	when	who			
5.	what			who (x2)	why		
6.			when	who		which	
7.	what		when				
8.			when				how long

----- ✂ -----

Sport:

Make new sentence blocks from the starting sentences in this lesson using different “wh-” question words:

	WHAT	WHERE	WHEN	WHO	WHY	WHICH	HOW
1.	what (x2)			who (x2)			how often
2.	what (x2)			who (2 nd)			
3.	what		when		why		how long
4.	what			who			how fast
5.	what (x2)					which	
6.	what (2 nd)	where	when				how often
7.	what (x2)					which	
8.	what (2 nd)		when				

----- ✂ -----

Music:

Make new sentence blocks from the starting sentences in this lesson using different “wh-” question words:

	WHAT	WHERE	WHEN	WHO	WHY	WHICH	HOW
1.	what (x2), what kind			who, whose			
2.	what (2 nd)			who		which	
3.	what (x2), what kind		when			which	
4.				who			
5.	what (x2)					which	
6.	what (x2)					which	how well
7.	what					which	how long
8.	what kind					which	

----- ✂ -----

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Talk a Lot

Sentence Block Extensions

----- ✂ -----

Weather:

Make new sentence blocks from the starting sentences in this lesson using different “wh-” question words:

	WHAT	WHERE	WHEN	WHO	WHY	WHICH	HOW
1.	what						how
2.	what (2 nd)	where		who		which	
3.	what (x2)	where	when				
4.		where	when				
5.	what			who			
6.	what	where					
7.	what, what kind						
8.		where	when				

----- ✂ -----

Animals:

Make new sentence blocks from the starting sentences in this lesson using different “wh-” question words:

	WHAT	WHERE	WHEN	WHO	WHY	WHICH	HOW
1.	what, what kind					which	
2.	what (x2)						
3.	what, what kind (x2)	where					
4.	what (2 nd)	where	when	whose		which	how long
5.	what (x2)						how many (x3)
6.	what	where	when				how often
7.	what (2 nd)		when	who (x2)		which	
8.	what (2 nd)						how

----- ✂ -----

Cars:

Make new sentence blocks from the starting sentences in this lesson using different “wh-” question words:

	WHAT	WHERE	WHEN	WHO	WHY	WHICH	HOW
1.	what			whose		which	
2.	what (x2)			who			
3.	what, what kind		when			which (x2)	
4.	what (2 nd)						
5.	what, what kind, what colour			who		which	
6.	what (2 nd)	where	when				
7.	what (x2)					which	
8.	what (2 nd)	where	when			which	

----- ✂ -----

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Talk a Lot

Sentence Block Extensions

----- ✂ -----

The Human Body:

Make new sentence blocks from the starting sentences in this lesson using different “wh-” question words:

	WHAT	WHERE	WHEN	WHO	WHY	WHICH	HOW
1.	what		when				
2.	what (2 nd)			who		which	
3.			when			which (x2)	
4.	what						
5.	what			who		which	
6.	what (x2)		when	who		which	how often
7.	what (x2), what kind			who			
8.	what (2 nd)						

----- ✂ -----

Colours and Numbers:

Make new sentence blocks from the starting sentences in this lesson using different “wh-” question words:

	WHAT	WHERE	WHEN	WHO	WHY	WHICH	HOW
1.	what, what kind	where					
2.	what (x2), what colour			who		which	
3.	what, what kind, what colour			who			how many
4.	what (x2), what kind, what colour	where				which	how many (x2)
5.	what, what kind, what colour		when	who (x2)			how many
6.	what (2 nd)			who		which	
7.	what, what kind, what colour				why	which	how many
8.	what (2 nd)						

----- ✂ -----

Life Events:

Make new sentence blocks from the starting sentences in this lesson using different “wh-” question words:

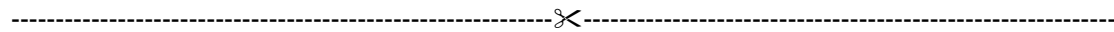
	WHAT	WHERE	WHEN	WHO	WHY	WHICH	HOW
1.	what			who			
2.	what (x2)			who		which	
3.	what	where		who		which	
4.	what (2 nd)	where	when	who (x2)		which	
5.							how long
6.	what		when	who		which	
7.	what (x2)		when	who, whose		which	
8.	what (2 nd)		when				

----- ✂ -----

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Talk a Lot

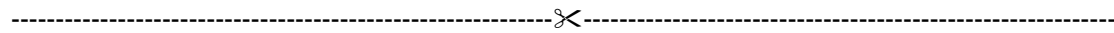
Sentence Block Extensions



Nature:

Make new sentence blocks from the starting sentences in this lesson using different “wh-” question words:

	WHAT	WHERE	WHEN	WHO	WHY	WHICH	HOW
1.	what	where	when	who (2 nd)		which	how often
2.	what (2 nd)	where					
3.	what	where				which	
4.	what (x2)		when				
5.	what (2 nd)					which	how long
6.	what (x2)					which	how many
7.	what (x2), what kind			who		which	how many
8.	what		when				



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Discussion Questions

For full instructions see page 13

Talk a Lot

Crime

Discussion Questions:

1. Think of ten different crimes and make a table like the one below:

Serious Crimes:	Petty Crimes:

2. Which crime(s) are you most afraid of? Why? What can society do to fight crime?

3. Would capital punishment solve the problem of prison overcrowding? Why? / Why not?

4. Have you or a friend / family member ever been a victim of crime? What happened? How did you / they feel? Was justice done in the end?

5. Which activities are illegal in your country but legal in other countries?

6. How should society help victims of crime?

7. Do you enjoy watching TV programmes and films about crime, or reading books about crime? Which ones? Why is crime such a popular subject for entertainment? Should it be?

8. What would you do if you were accused, tried, found guilty, and sent to prison for a crime that you didn't commit?

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Talk a Lot

Sport

Discussion Questions:

1. What is your favourite sport... a) to play b) to watch? Why?
What is the most boring sport... a) to play b) to watch? Why?

2. Which sport would you most like to try? Why?
Which sport would you never try? Why not?

3. What is... a) the most dangerous sport b) the safest sport?

4. Do you go out to watch live sport regularly? Why? Where do you go?
How often? Describe the last live sporting event that you watched.

5. Do you think that professional sportsmen and women should have a cap
(limit) on their wages? Why? / Why not?

6. Describe the rules of your favourite sport and how to play it.

7. Why don't more young people play sport? Should it be compulsory in
schools? Why? / Why not?

8. Invent your own sport! Think about:

a) name b) how to play (aim) c) location d) rules e) no. of players

f) equipment used g) kit h) competitions and trophies i) why people play it

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Talk a Lot

Music

Discussion Questions:

1 . What is your favourite...? Why?

a) kind of music b) group c) singer d) radio station e) song f) instrument

2 . Tell me about the best concert that you have ever been to. Who performed? Where was it? When was it? Why was it memorable?

3 . What kind of music makes you turn off the radio or TV, or change

channel? Why don't you like it?

4 . Can you play a musical instrument? Tell me about it. What level are you? Was it easy to learn? Do you play in a group or an orchestra? Tell me about it. If no, why not? Would you like to start learning to play a musical instrument?

5 . What would life be like without music? Can you imagine it? How would you feel if you could never hear music again? What would you miss? Why?

6 . Tell me about the different times when you listen to music during the day, from when you wake up until you go to bed.

7 . Do you think that pop stars and rock groups get paid too much? Would you like to be a famous singer or musician? Why? / Why not?

8 . What was the last piece of music that you bought?

Have you ever downloaded music from the internet? What do you think about people who download music illegally? Are they criminals? If yes, how should they be punished? If no, why not? How would you feel if your work was being shared by millions of people, but you didn't make a penny from it?

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Talk a Lot

Weather

Discussion Questions:

1. What is your favourite kind of weather? Why?

What is your least favourite kind of weather? Why?

2. Tell me about a time when the weather made you change your plans.

3. What is the weather usually like where you live in...?

a) spring b) summer c) autumn d) winter

4. Which countries do you associate with...?

a) flooding b) drought c) forest fires d) tsunami

5. What do you wear outdoors / take with you when it is...?

a) hot b) snowing c) sleeting d) wet and windy

6. Do you listen to / read the weather forecast? Do you think it's accurate? Why? / Why not? What different ways are there to find out what the weather will be like?

7. What's the weather like at the moment? What will it be like tomorrow? Why do people like talking about the weather?

8. What is the worst weather you have ever seen? Have you ever experienced extreme weather, such as hurricanes, cyclones, tsunami, flooding, etc.? What happened?

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Talk a Lot

Animals

Discussion Questions:

1. What is your favourite... a) animal, b) bird, c) fish, d) insect, e) reptile? Why? What is the most delicious animal? What is the most boring animal?

2. What animals, birds and insects can you see where you live – in your garden and in your area?

3. Have you got any pets?

Tell me about them. Are you planning to get any more? Why? / Why not?

4. What would you do if you found an injured animal or bird by the side of the road?

5. What should we do about endangered species such as the blue whale, the cheetah, and the snow leopard?

6. Have you ever seen wild animals up close, such as lions, tigers, elephants, giraffes, bears, etc.? Where? Describe them.

7. Is it cruel to lock up animals and birds behind bars in zoos and safari parks? Why? Are there any benefits for them and for us? Tell me more.

8. If you could be any animal, bird, fish, insect, or reptile in the world for a day, what would you be? Why? What would you do?

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Talk a Lot

Cars

Discussion Questions:

1. Do you drive? What kind of car do you drive? How often do you drive?

2. How did you learn to drive? How many lessons did you have?

What was the name of your teacher? Describe them. Did anything funny, or dangerous, happen to you while you were learning to drive?

3. Have you ever suffered from road rage? Do any of your friends or family suffer from it? What do you / they do? How do you feel about it? How can we avoid road rage? What kind of road users do you dislike? Why?

4. How well do you know the Highway Code, or the rules of the road in your country? Tell me... a) three things that you *must* do whilst driving, b) three things that you *mustn't* do whilst driving, c) describe three different road signs, and tell me what they mean:

5. Describe your car (or a friend's car) inside and out. Tell me your history with it. Where did you get it from? Why did you buy it? How many miles/km have you done in it? What is the furthest you have travelled in it? Imagine that you wanted to sell it. How would you advertise it?

6. What other vehicles can you drive? What would you like to learn to drive?

7. Do you wear a seatbelt? Why? / Why not? Is it compulsory in your country?

8. What is the future for drivers? Will we all still be driving cars in 30 years' time? Will we still be using petrol and gas? If not, how will we get around?

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Talk a Lot

The Human Body

Discussion Questions:

1. What do you like the most / the least about your body? What would you like to change about your body if you could?

2. Would you ever consider having plastic surgery? If yes, what would you have done, and how would you pay for it? If no, why not?

3. How often do you get your hair cut?

Where do you get it cut? How much does it cost? Would you recommend your hairdresser? When did you last have a new hairstyle? When are you planning to have a new one? Have you got any tattoos or body piercings? If yes, where are they? Why do people have them?

4. In your opinion, who are the most attractive people in the world? Why are they attractive? What makes a person attractive? Is beauty only skin deep?

5. How would you feel, and how would you handle it, if you lost your...
a) hair b) sense of taste c) sight d) hearing e) arms f) legs g) speech?

6. Would you like your body to be cryogenically frozen when you die so that you can perhaps be brought back to life in the future? Why? / Why not?

7. Do you carry a donor card? Would you like to give another person part of your body when you die? Why? / Why not? Should it be compulsory to carry a donor card?

8. If you could swap bodies with somebody else for one day, who would it be? Why? What would you do?

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Talk a Lot

Colours and Numbers

Discussion Questions:

1. Which number is the most difficult to spell in English?
Which numbers are the most difficult to pronounce in English? Why? How can you practise them?

2. What is your mobile number? Do you know it by heart? If not, why not?
What are the three most important numbers in your phone book? Why?

3. What is your favourite colour?

Why? What colour clothes and shoes do you prefer? Does wearing clothes and shoes with different colours affect how you feel? Tell me more.

4. Do you have a lucky number? What is it? Why is it lucky for you? What other numbers or dates are important to you?

5. How many people do you know? How many are close friends? How many are best friends? Tell me about them. How many people are there in your... a) immediate family, b) extended family?

6. Which colours make up a rainbow?

When do rainbows appear? How do you feel when you see one? What does a rainbow symbolise to you?

7. How far can you count in English? How did you first learn to read and say numbers in English? Do you know ordinal numbers, e.g. first, second, third, etc.? When do we need to use ordinal numbers?

8. Do you prefer colour or black and white films and photographs? Why?
What are the good points of both kinds?

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Talk a Lot

Life Events

Discussion Questions:

1. When were you born? What did you do to celebrate your last birthday? Tell me about your childhood. Are you still in touch with your friends from school/college/university?

2. Did you enjoy school? What were your favourite / least favourite lessons? Why? Describe some memorable teachers. Who was your best friend at school? Who was the most popular / least popular student at your school? Why? Do you know what they're doing now?

3. Tell me about your first boyfriend / girlfriend. How long did you go out with them for? Why did you break up? Are you still in touch?

4. Talk about your first job. Where did you work and what did you do? How much did you earn? Where do you work now? Have you ever been promoted or made redundant? Why? How did you feel? What did you do?

5. Have you got a partner? Are you engaged or married? When did you get married? Describe your engagement party / wedding day. Did you have a hen night / stag night? What traditions are there in your culture to do with getting married? How does being married differ from being single? How is divorce considered in your society?

6. Do you have any children? Tell me about them. How are they like you?

7. Have you ever been to a funeral? Whose was it? Describe the whole day. What would you like to happen to you after you die? Do you believe in life after death? Why? / Why not?

8. What was the happiest time in your life? Why? What are you looking forward to the most? Why? What do you fear the most? Why?

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Talk a Lot

Nature

Discussion Questions:

1 . Tell me about the seasons in your country. How do the countryside, weather, and climate change throughout the year? How do you have to change the way you live?

2 . What are the advantages and disadvantages of living in the countryside, compared to living in the city? Which way of life do you prefer?

3 . Do you like to visit the countryside? What do you do? Have you ever...

- a) camped in the open air?
- b) been fishing in a river?
- c) swum in the sea?
- d) skated on a frozen lake?

- e) climbed a rock face or mountain?
- f) ridden a horse?
- g) cycled a forest trail?
- h) gone for a ten mile hike?

4 . What dangers can be found in the countryside?

Have you ever experienced any of them? How did you cope?

5 . Do you have a garden or an allotment? If yes, how much time do you spend there? What plants and / or vegetables do you grow? Would you like to become self-sufficient and live off only what you grow? Why? / Why not?

6 . What things *should* we do when we visit the countryside, and what things *shouldn't* we do? Why? / Why not?

7 . Do you have national parks in your country? Tell me about them. Why do some countries have national parks?

8 . How can we protect our natural environment? Is it important to do so? Why? Why not?

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Information Exchanges

For full instructions see page 14

Talk a Lot

Crime – Murder Mystery

Student A:

Ask and answer questions to complete the gaps. In 1884, banker Sir Harold Crompton was poisoned at his London town house. Study the evidence below and expose the murderer:

	HILARY WILLOUGHBY	PETER WITHERS
Age:		49
Occupation:	none	
Hobbies:		gambling, drinking, angling
Relationship to Sir Harold:	neighbour	
Location at Time of Death:		cellar
Possible Motive:	angry about Sir Harold's plans to build near her home	
Other Evidence:		fingerprints, footprints

	DANIEL CROMPTON	LADY JOSEPHINE CROMPTON
Age:	19	
Occupation:	trainee chemist	
Hobbies:		baking, buying fine jewellery
Relationship to Sir Harold:		wife (42 years)
Location at Time of Death:	dining room	
Possible Motive:	believed that he would only inherit £500	
Other Evidence:		love letter, handkerchief

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Student B:

Ask and answer questions to complete the gaps. In 1884, banker Sir Harold Crompton was poisoned at his London town house. Study the evidence below and expose the murderer:

	HILARY WILLOUGHBY	PETER WITHERS
Age:	78	
Occupation:		unemployed
Hobbies:	hunting, collecting butterflies	
Relationship to Sir Harold:		former butler
Location at Time of Death:	garden	
Possible Motive:		sacked by Sir Harold two weeks ago for being late
Other Evidence:	photo in Sir Harold's pocket	

	DANIEL CROMPTON	LADY JOSEPHINE CROMPTON
Age:		63
Occupation:		charity work
Hobbies:	reading, long walks alone	
Relationship to Sir Harold:	stepson	
Location at Time of Death:		kitchen
Possible Motive:		felt trapped in a loveless marriage; was having an affair
Other Evidence:	unpaid debts, leather coat	

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Talk a Lot

Sport – Which Sport is the Easiest to Learn?

Student A:

Ask and answer questions to complete the gaps, then decide which sport is the easiest to learn:

	FOOTBALL	BASEBALL
Aim:		hit ball, touch markers, score runs
Equipment:	football, feet, goals	
Actions:		run, throw, hit, touch markers
Team / Individual:	11 players (team)	
Duration of Match:	2 halves of 45 minutes each	
Locations:		diamond, field, stadium
An Important Rule:	only the goalkeeper should handle the ball during play	

	ICE HOCKEY	TENNIS
Aim:	score goals	
Equipment:		tennis ball, tennis racquet, net
Actions:	skate, shoot, hit, pass, score	
Team / Individual:		2 players (singles), 4 players (doubles)
Duration of Match:		best of 3 or 5 sets
Locations:	ice rink, stadium	
An Important Rule:		players may serve either underhand or overhand

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Student B:

Ask and answer questions to complete the gaps, then decide which sport is the easiest to learn:

	FOOTBALL	BASEBALL
Aim:	score goals	
Equipment:		baseball, baseball bat, markers
Actions:	run, kick, pass, throw, score	
Team / Individual:		9 players (team)
Duration of Match:		9 innings
Locations:	park, pitch, ground, stadium	
An Important Rule:		pitchers can only take one step backward and one step forward

	ICE HOCKEY	TENNIS
Aim:		score points, win games and sets
Equipment:	puck, stick, protective clothing	
Actions:		serve, hit, rally, smash, score, win
Team / Individual:	6 players (team)	
Duration of Match:	3 x 20 minute periods	
Locations:		court, club, park
An Important Rule:	players must not kick or throw the puck into the goal	

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Talk a Lot

Music – Which Instrument is the Funkiest?

Student A:

Ask and answer questions to complete the gaps, then decide which instrument you would most like to learn:

	PIANO	DRUM KIT
Type of Instrument:		percussion
Appearance:	large (grand piano), upright	
Parts:		drums, cymbals, sticks, brushes
Musician:	pianist	
Famous Musicians:	Ray Charles, George Gershwin	
Famous Piece of Music:		drum solos in many different rock songs
First Played:	1720s	

	VIOLIN	TRUMPET
Type of Instrument	string	
Appearance:		a brass tube bent into shape
Parts:	chin rest, fingerboard, neck, bow	
Musician:		trumpeter, trumpet player
Famous Musicians:		Dizzie Gillespie, Louis Armstrong
Famous Piece of Music:	Violin Concerto in D major by Beethoven	
First Played:		1500 BC

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Student B:

Ask and answer questions to complete the gaps, then decide which instrument you would most like to learn:

	PIANO	DRUM KIT
Type of Instrument:	keyboard	
Appearance:		collection of drums and cymbals
Parts:	keys, pedals, strings, hammers	
Musician:		drummer, percussionist
Famous Musicians:		Ringo Starr, Phil Collins
Famous Piece of Music:	Clair de Lune by Claude Debussy	
First Played:		1890s

	VIOLIN	TRUMPET
Type of Instrument		brass
Appearance:	hourglass shape, quite small	
Parts:		mouthpiece, valves, bell
Musician:	violinist	
Famous Musicians:	Yehudi Menuhin, Nigel Kennedy	
Famous Piece of Music:		Trumpet Voluntary by Jeremiah Clarke
First Played:	1500s	

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Talk a Lot

Weather – What is the Month?

Student A:

Ask and answer questions to complete the gaps in the weather report. What is the month?

	WEATHER	MAX. TEMP. – DAYTIME (°C)
Tokyo, Japan		12°C
Buenos Aires, Argentina	sunny	
Montreal, Canada		-2°C
St. Petersburg, Russia	light rain	
Nairobi, Kenya	heavy showers	
Sydney, Australia		26°C
Austin, Texas, USA	sunny	
Cape Town, South Africa	sunny	

	SEASON	TAKE / WEAR
Tokyo, Japan	spring	
Buenos Aires, Argentina		sunglasses
Montreal, Canada	winter	
St. Petersburg, Russia		warm jacket
Nairobi, Kenya		raincoat
Sydney, Australia	autumn	
Austin, Texas, USA		sunblock
Cape Town, South Africa	autumn	

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Student B:

Ask and answer questions to complete the gaps in the weather report. What is the month?

	WEATHER	MAX. TEMP. – DAYTIME (°C)
Tokyo, Japan	light showers	
Buenos Aires, Argentina		24°C
Montreal, Canada	light snow	
St. Petersburg, Russia		4°C
Nairobi, Kenya		23°C
Sydney, Australia	cloudy	
Austin, Texas, USA		31°C
Cape Town, South Africa		24°C

	SEASON	TAKE / WEAR
Tokyo, Japan		umbrella
Buenos Aires, Argentina	autumn	
Montreal, Canada		hat, scarf, gloves
St. Petersburg, Russia	winter	
Nairobi, Kenya	rainy	
Sydney, Australia		shorts and t-shirt
Austin, Texas, USA	spring	
Cape Town, South Africa		water bottle

Source: <http://www.bbc.co.uk/weather>

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Talk a Lot

Animals – Pets for Sale

Student A:

Ask and answer questions to complete the gaps. Which animal do you want to buy? Why?

	CAT	DOG
Name / Age:	Princess / 1 year old	Rollo / 4 years old
Breed:		mongrel
Colour:	white and chocolate brown	
Weight (KG):		5 KG
Food:	cat food, liver, birds	dog food, chicken, takeaways
Strengths:		
Weaknesses:	anti-social, unfriendly	stupid, ugly, greedy, dog mess
Home:		your bed, house, garden, street
Price:	£120	

	RABBIT	BABY CROCODILE
Name / Age:	Snowy / 6 months old	You can name him / 1 month old
Breed:		saltwater crocodile
Colour:	white, pink ears and nose	
Weight (KG):		200g
Food:	grass, carrots, seeds, nuts	fish, birds, mammals
Strengths:	cute, cuddly	
Weaknesses:		grows to 5 metres long
Home:	rabbit hutch in your garden	
Price:		free to a good home

-----X-----
Student B:

Ask and answer questions to complete the gaps. Which animal do you want to buy? Why?

	CAT	DOG
Name / Age:		
Breed:	Siamese	
Colour:		brown, black, grey, white, yellow
Weight (KG):	800g	
Food:		
Strengths:	independent, clean, beautiful	loving, loyal, faithful, protective
Weaknesses:		
Home:	house, garden, street	
Price:		£20

	RABBIT	BABY CROCODILE
Name / Age:		
Breed:	domestic rabbit	
Colour:		dark green, yellow eyes
Weight (KG):	400g	
Food:		
Strengths:		killing for food, talking point
Weaknesses:	looks nervous, boring	
Home:		tank, bath, toilet bowl, swamp
Price:	free, you must buy the hutch	

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Talk a Lot

Cars – Buying a Used Car

Student A:

Ask and answer questions to complete the gaps. How much would you pay for each car? Why?

	USED CAR 1	USED CAR 2
Make:		Ford
Model / Year:	C4 Picasso / 2007	
No. Previous Owners:		about 8
Colour:	blue	
Mileage:		126,001
Transmission / Fuel:	manual / turbo diesel	
No. Doors / CD Player:		5 / no
Work Needed:	none	

	USED CAR 3	USED CAR 4
Make:	Honda	
Model / Year:		Golf / 1991
No. Previous Owners:	3	
Colour:		red
Mileage:	38,420	
Transmission / Fuel:		manual / petrol
No. Doors / CD Player:	5 / yes	
Work Needed:		new gearbox and wheels

-----✂-----
Student B:

Ask and answer questions to complete the gaps. How much would you pay for each car? Why?

	USED CAR 1	USED CAR 2
Make:	Citroën	
Model / Year:		Escort / 1996
No. Previous Owners:	1 careful owner (was 2 nd car)	
Colour:		brown and grey
Mileage:	10,594	
Transmission / Fuel:		manual / petrol
No. Doors / CD Player:	5 / yes	
Work Needed:		you could consider a re-spray

	USED CAR 3	USED CAR 4
Make:		Volkswagen
Model / Year:	Accord / 2006	
No. Previous Owners:		2
Colour:	silver	
Mileage:		187,190
Transmission / Fuel:	automatic / diesel	
No. Doors / CD Player:		3 / yes
Work Needed:	some damage to the front	

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Talk a Lot

The Human Body – Body Swap

Student A:

If you could swap bodies with one of these people for one day, who would you choose? Why?

	EMMA	JACK
Height:	155cm (5'1") – short	
Weight / Build:		98kg (15 stone 6 lb) / overweight
Age:	25	
Hair Colour / Length / Style:		blonde / long / pony tail
Face / Eyes:	oval, tanned / brown	
Best Feature:		eyes
Worst Feature:	long fingers	
Health:		has asthma and hay fever
Personality:	argumentative, ambitious	

	LEONARD	CATHY
Height:	189cm (6'2") – tall	
Weight / Build:	88kg (13 st. 12 lb) / athletic	
Age:		18
Hair Colour / Length / Style:		black / shoulder length / permed
Face / Eyes:	long / grey (wears glasses)	
Best Feature:	handsome face	
Worst Feature:		big feet
Health:	not bad	
Personality:		outgoing, energetic, tolerant

-----✕-----
 Student B:

If you could swap bodies with one of these people for one day, who would you choose? Why?

	EMMA	JACK
Height:		178cm (5'10") – average height
Weight / Build:	55kg (8 stone 9 lb) / slim	
Age:		34
Hair Colour / Length / Style:	brown / short / wavy	
Face / Eyes:		round / green
Best Feature:	white teeth, legs	
Worst Feature:		scruffy clothes and shoes
Health:	good	
Personality:		anxious, hard-working

	LEONARD	CATHY
Height:		181cm (5'11") – quite tall
Weight / Build:		83kg (13 stone 1 lb) / plump
Age:	40	
Hair Colour / Length / Style:	black, greying / short / straight	
Face / Eyes:		round / brown
Best Feature:		smile, hair
Worst Feature:	bad teeth and gums	
Health:		excellent
Personality:	cheerful, easy-going	

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Talk a Lot

Colours and Numbers – Best Sofa Deals

Student A:

Ask and answer questions to complete the gaps. The same items are for sale in different stores. Put them in order of price from the lowest to the highest. Which store(s) will you go to? Why?

	JUST RELAX	WORLD OF SOFAS
dark blue leather sofa	£495.99	
red and white striped fabric sofa		£10.38/month x 24 payments
brown and grey double sofabed	£679 (free delivery)	
small green and orange footstool		£159
black leather recliner	£1,499 £899	
yellow wicker armchair		£185.95
luxury purple fabric chair		£855 £570 (OVER 1/3 OFF!)
medium-sized pink cushions (x4)	£99	

	REST EASY	EXOTIC SOFAS
dark blue leather sofa		£655.95 £385.95
red and white striped fabric sofa	£499 (+ £14.95 delivery)	
brown and grey double sofabed		£479.95 (free delivery)
small green and orange footstool		£169.95 £129.95
black leather recliner	£1,229	
yellow wicker armchair		£8.75/month x 24 payments
luxury purple fabric chair	£895 (SUPER PRICE!)	
medium-sized pink cushions (x4)		£99 (BOGOF = x8 cushions)

----- ✂ -----
Student B:

Ask and answer questions to complete the gaps. The same items are for sale in different stores. Put them in order of price from the lowest to the highest. Which store(s) will you go to? Why?

	JUST RELAX	WORLD OF SOFAS
dark blue leather sofa		£549 £419.95
red and white striped fabric sofa	£499 £299	
brown and grey double sofabed		£479 (+ £9.95 delivery)
small green and orange footstool	£169	
black leather recliner		£18.72/month x 48 payments
yellow wicker armchair	£195.99 (free delivery)	
luxury purple fabric chair	£689	
medium-sized pink cushions (x4)		£99 £49 (HALF PRICE!)

	REST EASY	EXOTIC SOFAS
dark blue leather sofa	£695.99 (free delivery)	
red and white striped fabric sofa		£229.95 (free delivery)
brown and grey double sofabed	£799 (+ £14.95 delivery)	
small green and orange footstool	£5.28/month x 36 payments	
black leather recliner		£1,229.95 £1,109.95
yellow wicker armchair	£195.99	
luxury purple fabric chair		£16.35/month x 48 payments
medium-sized pink cushions (x4)	£119.99	

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Talk a Lot

Life Events – Famous Lives

Student A:

Ask and answer questions to complete the gaps. Who had the most interesting life? Why?

	MARIE CURIE	YOUSSOU N'DOUR
Nationality:	Polish, then French	
D.O.B. / Birthplace:		01/10/1959 / Dakar, Senegal
Parents:	Bronisława and Władysław	
Childhood:		started to perform aged 12
Education:	keen student	
Work:		singer and percussionist
Married / Date:		Mamie Camara / 1990
Children:	2 daughters – Irène and Ève	
Died / Cause:	04/07/1934 / leukaemia	

	LEO TOLSTOY	FRIDA KAHLO
Nationality:		Mexican
D.O.B. / Birthplace:	28/08/1828 / Central Russia	
Parents:		Matilde and Guillermo
Childhood:	brought up with 3 brothers and 1 sister	
Education:		joined a gang at school
Work:		artist
Married / Date:	Sofia / 23/09/1862	
Children:		none
Died / Cause:	20/11/1910 / pneumonia	

-----X-----
Student B:

Ask and answer questions to complete the gaps. Who had the most interesting life? Why?

	MARIE CURIE	YOUSSOU N'DOUR
Nationality:		Senegalese
D.O.B. / Birthplace:	07/11/1867 / Warsaw, Poland	
Parents:		Ndèye and Elimane
Childhood:	mother and sister died	
Education:		preferred music to school
Work:	chemist and physicist, radioactivity pioneer	
Married / Date:	Pierre Curie / 1895	
Children:		4
Died / Cause:		still alive

	LEO TOLSTOY	FRIDA KAHLO
Nationality:	Russian	
D.O.B. / Birthplace:		06/07/1907 / Mexico
Parents:	lost his mother aged 2 and father aged 9	
Childhood:		tried boxing and other sports
Education:	started but didn't finish university	
Work:	wrote "War & Peace" and "Anna Karenina"	
Married / Date:		Diego Rivera / 1929
Children:	12	
Died / Cause:		13/07/1954 / blood clot

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Talk a Lot

Nature – Island Life

Student A:

Ask and answer questions to complete the gaps. Which island would you live on? Why?

	SOGGY ISLAND	ARID ISLAND
trees:		none
flowers:	orchids, sunflowers	
climate:	warm and humid	
animals/fish:		hyenas, camels / none
plants:	long grass, rice, sugarcane	
water:		an oasis
birds:	flamingos, seagulls, ducks	
landscape:	wet and soggy	
insects:		flies, cockroaches

	REDWOOD ISLAND	SNOWY ISLAND
trees:	redwood, birch, oak	
flowers:		Arctic Poppy, lichens
climate:		very cold all year round, blizzards
animals/fish:	bears, deer, horses / trout	
plants:		tundra: grasses, mosses, etc.
water:	waterfalls, rivers, lakes	
birds:		gulls, snow goose, guillemots
landscape:		mountains, rocks, snow, ice
insects:	lots of mosquitoes, caterpillars	

-----✂-----
Student B:

Ask and answer questions to complete the gaps. Which island would you live on? Why?

	SOGGY ISLAND	ARID ISLAND
trees:	willow, poplar	
flowers:		desert rose
climate:		hot and dry
animals/fish:	crocodiles, turtles / flounders	
plants:		cacti
water:	swamps, rivers, marshes	
birds:		crows, vultures
landscape:		desert; flat, rocky, dusty, empty
insects:	butterflies, crickets, spiders	

	REDWOOD ISLAND	SNOWY ISLAND
trees:		pine, fir
flowers:	roses, daisies, violets	
climate:	summer: warm; winter: cold	
animals/fish:		polar bears, wolves, moose, whales / cod
plants:	vines, bushes, nettles	
water:		lakes, icebergs, rivers
birds:	owls, woodpeckers	
landscape:	grassy plains, forests	
insects:		bees, wasps, beetles, flies

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Discussion Words and Question Sheets

For full instructions see page 15

Talk a Lot

Crime

Discussion Words:

suspended sentence	detective	fine	appeal
GBH	police station	innocence	neighbourhood watch scheme
prison sentence	victim	criminal	gun
terrorism	guilt	burglar alarm	prison
electronic tag	life sentence	community service	solicitor
trial	antisocial behaviour	punishment	suspect
blackmail	witness	theft	arson
handcuffs	judge	violence	fingerprints
police officer	drug trafficking	shoplifting	court
jury	arrest	murder	defendant

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Talk a Lot

Crime

General Questions:

1. Are there any words that you don't know? Use a dictionary to find the meanings.
2. Take some cards. Describe the word on a card without saying it.
3. How many words have... a) 1 syllable, b) 2 syllables, c) 3 syllables, d) 4 syllables, e) 5 syllables, f) 6 syllables, g) 7 syllables?
4. Put words with more than one syllable into groups according to where the strong stress falls.
5. Put the words into alphabetical order.
6. Put together words that have the same number of letters.
7. Put together words that start with the same letter.
8. How many words can you remember when they are all turned over?
9. Put words that contain the same sounds into groups (see phonetic chart on p.152).

Lesson Questions:

1. Which word sounds like... a) bought, b) left, c) while, d) line, e) sun, f) built, g) fudge?
2. Find the different kinds of crime and put them in order of how serious they are.
3. Find the different kinds of punishment and put them in order of seriousness.
4. Find words which are to do with "court".
5. Criminals have to wear this instead of going to prison, so that the authorities know where they are.
6. Criminals have to do this instead of going to prison. It is a less serious punishment than imprisonment.
7. This person gives evidence in court because they have information about the crime or the defendant.
8. Find all of the people associated with crime and say what each one does.
9. This can happen after the court case has finished, if there is new evidence.
10. This is a program that can be run locally and aims to make communities safer places in which to live.
11. This crime is when somebody demands money from you and tells you that if they don't get it they will reveal something that could damage you.

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Talk a Lot

Sport

Discussion Words:

football	badminton	commentator	ball
referee	tennis	cup	rule
racquet	score	game	motor racing
final	American football	squash	ice hockey
skiing	volleyball	boxing	cue
swimming	table tennis	Olympics	puck
snooker	hockey	team	baseball
athletics	stadium	championship	goal
winner	player	bat	supporter
sailing	match	rugby	cricket

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Talk a Lot

Sport

General Questions:

1. Are there any words that you don't know? Use a dictionary to find the meanings.
2. Take some cards. Describe the word on a card without saying it.
3. How many words have... a) 1 syllable, b) 2 syllables, c) 3 syllables, d) 4 syllables, e) 6 syllables?
4. Put words with more than one syllable into groups according to where the strong stress falls.
5. Put the words into alphabetical order.
6. Put together words that have the same number of letters.
7. Put together words that start with the same letter.
8. How many words can you remember when they are all turned over?
9. Put words that contain the same sounds into groups (see phonetic chart on p.152).

Lesson Questions:

1. Which word sounds like... a) tall, b) school, c) fame, d) catch, e) few, f) stole, g) hat?
2. Which word is an international athletics meeting that happens every four years?
3. Put all of the sports into order, from your favourite to your least favourite. Say why.
4. Which sports take place on a pitch?
5. Put all of the sports into order, from the least dangerous to the most dangerous.
6. Which word means the person or team who comes first? What is the opposite word?
7. Find all of the things that are used by players. Which sports are they used in?
8. Which sport takes place... a) on snow, b) on a track, c) on water, d) on ice, e) in a ring?
9. Put all of the sports into order, from the easiest to learn to the hardest.
10. Find all of the people and say what they do.
11. In football the winning team scores more of these than the opposing team.
12. This word means something that you must or must not do during the game.
13. Which word means a kind of competition?

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Talk a Lot

Music

Discussion Words:

drum	R & B	rock	orchestra
group	musical	saxophone	violin
brass	pop	conductor	oboe
blues	trumpet	audience	guitar
string	instrument	folk	nightclub
pop star	stereo	classical	keyboard
piano	electric guitar	wind	radio
singer	jazz	verse	double bass
musician	organ	ballet	choir
chorus	DJ	performer	hip-hop

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Talk a Lot

Music

General Questions:

1. Are there any words that you don't know? Use a dictionary to find the meanings.
2. Take some cards. Describe the word on a card without saying it.
3. How many words have... a) 1 syllable, b) 2 syllables, c) 3 syllables, d) 5 syllables?
4. Put words with more than one syllable into groups according to where the strong stress falls.
5. Put the words into alphabetical order.
6. Put together words that have the same number of letters.
7. Put together words that start with the same letter.
8. How many words can you remember when they are all turned over?
9. Put words that contain the same sounds into groups (see phonetic chart on p.152).

Lesson Questions:

1. Which word sounds like... a) wok, b) top, c) yolk, d) tyre, e) choose, f) tinned?
2. Find all of the musical instruments and describe... a) how they sound, b) how they look.
3. Find all of the different kinds (genres) of music and put them into order, from your favourite to your least favourite.
4. Name some famous groups and artists in each genre and the titles of one (or more) of their albums.
5. Where could I go to dance and listen to music?
6. This word means a group of people who sing together – often church or classical music.
7. Which word is a theatrical performance where the actors sing as well as act?
8. Which person stands in front of the orchestra and waves a baton?
9. Which word means a group of people who watch and listen to performers?
10. a) Put all of the musical instruments into order, from the easiest to learn to the most difficult to learn. b) Can you name any more musical instruments? c) Can you play any?
11. Find all of the people and say what they do.

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Talk a Lot

Weather

Discussion Words:

dry spell	umbrella	mist	cold
cyclone	sun	thermometer	drizzle
suntan	weather forecast	hurricane	snowman
snow	tsunami	rain	wind farm
flooding	wind	sunblock	heat
heat wave	fog	forest fire	sunglasses
prediction	natural disaster	winter tyres	ice
storm	hailstones	sleet	Wellington boots
windscreen wipers	raincoat	sledge	cloud
temperature	thunder and lightning	fog lamps	drought

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Talk a Lot

Weather

General Questions:

1. Are there any words that you don't know? Use a dictionary to find the meanings.
2. Take some cards. Describe the word on a card without saying it.
3. How many words have... a) 1 syllable, b) 2 syllables, c) 3 syllables, d) 4 syllables, e) 5 syllables, f) 6 syllables?
4. Put words with more than one syllable into groups according to where the strong stress falls.
5. Put the words into alphabetical order.
6. Put together words that have the same number of letters.
7. Put together words that start with the same letter.
8. How many words can you remember when they are all turned over?
9. Put words that contain the same sounds into groups (see phonetic chart on p.152).

Lesson Questions:

1. Which word sounds like... a) list, b) nice, c) dog, d) warm, e) fun, f) meet, g) proud?
2. Put the different kinds of weather into two groups: good weather and bad weather.
3. What could I wear when the weather is good?
4. Which word is something that you could make when it's cold and white outside?
5. Which word is a hot fiery planet that we are usually very happy to see in the sky?
6. Which phrase is something that you could hear on the radio or television, or read in the newspaper, which can be accurate or inaccurate?
7. What could I wear in bad weather?
8. You could find these on a car. They move backwards and forwards and help you to see where you're going.
9. Which word is something that you look at to find out how warm or cool it is outside?
10. This is a place where alternative energy is generated by many tall white turbines.
11. a) Put all of the natural disasters together in one group. b) Say where in the world each one is most likely to happen.
12. What could I put on my car when the weather becomes cold?

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Talk a Lot

Animals

Discussion Words:

zebra	crocodile	spider	kangaroo
panda	insect	tiger	lizard
bear	hippopotamus	giraffe	cat
elephant	sheep	gorilla	tortoise
ant	snail	whale	octopus
goldfish	lion	caterpillar	monkey
dog	bee	shark	cow
horse	worm	starfish	fish
mouse	butterfly	rabbit	bird
pig	dolphin	frog	mammal

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Talk a Lot

Animals

General Questions:

1. Are there any words that you don't know? Use a dictionary to find the meanings.
2. Take some cards. Describe the word on a card without saying it.
3. How many words have... a) 1 syllable, b) 2 syllables, c) 3 syllables, d) 4 syllables, e) 5 syllables?
4. Put words with more than one syllable into groups according to where the strong stress falls.
5. Put the words into alphabetical order.
6. Put together words that have the same number of letters.
7. Put together words that start with the same letter.
8. How many words can you remember when they are all turned over?
9. Put words that contain the same sounds into groups (see phonetic chart on p.152).

Lesson Questions:

1. Which word sounds like... a) third, b) iron, c) sat, d) wizard, e) park, f) sale, g) me?
2. Find all of the... a) insects, b) mammals, c) reptiles, d) sea creatures, e) pets.
3. a) Put together all of the animals that live in your country. b) In which parts of the world do the other animals live?
4. Put the animals into order, from the smallest to the largest.
5. Which animal(s) can... a) swim underwater, b) spin a web, c) fly, d) jump very high?
6. a) Which animals can we eat? b) Put them into order, from the tastiest to the yuckiest.
7. Put the animals into order, from the most beautiful to the ugliest.
8. Which animals have got... a) four legs, b) eight legs, c) the most legs, d) no legs?
9. Put the animals into order, from the most useful to the least useful.
10. Which two animals work in a team with many others to serve their queens?
11. Which animal has the longest neck?
12. Which animals carry their homes on their backs?
13. Which animal makes each sound... a) moo, b) bark, c) roar, d) growl, e) baa, f) tweet, g) oink, h) croak, i) buzz, j) neigh, k) meow?

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Talk a Lot

Cars

Discussion Words:

engine	automatic	boot	windscreen
parking ticket	road	fuel	accelerator
zebra crossing	wheel	hazard	pedal
brake	brake light	road rage	seatbelt
accident	side mirror	tyre	learner driver
licence plate	passenger	Highway Code	driver
L-plate	clutch	ban	gear stick
Sunday driver	indicator	breakdown recovery service	battery
seat	sports car	handbrake	rear view mirror
road sign	steering wheel	dashboard	headlights

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Talk a Lot

Cars

General Questions:

1. Are there any words that you don't know? Use a dictionary to find the meanings.
2. Take some cards. Describe the word on a card without saying it.
3. How many words have... a) 1 syllable, b) 2 syllables, c) 3 syllables, d) 4 syllables, e) 5 syllables, f) 8 syllables?
4. Put words with more than one syllable into groups according to where the strong stress falls.
5. Put the words into alphabetical order.
6. Put together words that have the same number of letters.
7. Put together words that start with the same letter.
8. How many words can you remember when they are all turned over?
9. Put words that contain the same sounds into groups (see phonetic chart on p.152).

Lesson Questions:

1. Which word sounds like... a) cake, b) such, c) tan, d) fiver, e) real, f) feet, g) you'll?
2. Put all of the parts of a car into a group, and say what they're used for.
3. This is important if you want to stop the car!
4. What do I have to put on the front and back of my car if I drive before I have passed my driving test?
5. Put all of the people into a group, and say what each one does.
6. This is used by pedestrians who want to cross the road.
7. Put your foot on this pedal if you want to go faster.
8. This was invented in the stone age and has been helping us to get around ever since!
9. a) Find negative words to do with driving. b) Have you experienced any of them?
10. All drivers and passengers have to wear one of these when the car is moving.
11. This is something that gives information to drivers on the road.
12. Where could I put my shopping or luggage?
13. A driver should use these to show other drivers what they are planning to do.

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Talk a Lot

The Human Body

Discussion Words:

head	skin	bone	finger
chest	neck	elbow	blood
throat	vein	face	hair
skeleton	knee	back	hand
leg	eye	toe	liver
heart	stomach	nail	nose
tongue	ear	foot	cheek
tooth	wrist	lung	arm
chin	kidney	mouth	brain
lip	shoulder	muscle	ankle

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Talk a Lot

The Human Body

General Questions:

1. Are there any words that you don't know? Use a dictionary to find the meanings.
2. Take some cards. Describe the word on a card without saying it.
3. How many words have... a) 1 syllable, b) 2 syllables, c) 3 syllables?
4. Put words with more than one syllable into groups according to where the strong stress falls.
5. Put the words into alphabetical order.
6. Put together words that have the same number of letters.
7. Put together words that start with the same letter.
8. How many words can you remember when they are all turned over?
9. Put words that contain the same sounds into groups (see phonetic chart on p.152).

Lesson Questions:

1. Which word sounds like... a) bread, b) missed, c) why, d) lane, e) egg, f) chase?
2. Lay all of the cards on the table and arrange them to make the shape of a human body, e.g. put "hair" at the top and "foot" at the bottom.
3. Which body part(s) do I use to... a) hear, b) see, c) touch, d) breathe, e) talk, f) bite, g) run, h) smell, i) kiss, j) think, k) taste, l) scratch?
4. Which body part pumps blood to the rest of the body?
5. Which body parts come in pairs?
6. Put together in a group all of the body parts that don't have bones in them.
7. I have got four of these and a thumb on each hand.
8. Put all of the body organs in a group, and say what each one is used for.
9. This is the name for all of the bones in my body.
10. Find the joints in my... a) arms, b) legs.
11. What I eat and drink goes here first.
12. Which word means the fluid that flows through our veins?
13. I've got these on the tips of my fingers and toes.

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Talk a Lot

Colours and Numbers

Discussion Words:

nine	thirty	blue	thirteen
fourteen	red	twenty	three
hundred	seventy	purple	ninety
yellow	one	eight	twelve
five	forty	nineteen	black
ten	zero	grey	two
brown	four	eleven	fifty
seven	fifteen	orange	seventeen
eighteen	sixty	eighty	six
white	green	sixteen	pink

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Talk a Lot

Colours and Numbers

General Questions:

1. Are there any words that you don't know? Use a dictionary to find the meanings.
2. Take some cards. Describe the word on a card without saying it.
3. How many words have... a) 1 syllable, b) 2 syllables, c) 3 syllables?
4. Put words with more than one syllable into groups according to where the strong stress falls.
5. Put the words into alphabetical order.
6. Put together words that have the same number of letters.
7. Put together words that start with the same letter.
8. How many words can you remember when they are all turned over?
9. Put words that contain the same sounds into groups (see phonetic chart on p.152).

Lesson Questions:

1. Which word sounds like... a) head, b) son, c) tree, d) hello, e) sink, f) bean, g) quite?
2. Put together numbers that add up to... a) 19, b) 65, c) 193, d) 7, e) 48, f) 107, g) 31. (You could set your own sums based on the numbers in this unit, using + - x and ÷.)
3. Find a vibrant colour and a boring colour.
4. Find the number that is half of... a) ten, b) twenty, c) thirty, d) forty, e) sixty, f) eighty, g) one hundred, h) one hundred and twenty, i) one hundred and forty.
5. Find the colour that you get when you mix together blue and yellow.
6. Which number is on its own?
7. Put all of the colours into order, from your favourite to your least favourite and give reasons for your choices.
8. Which number means nothing?
9. Which colour is also a kind of fruit?
10. Put into a group all of the numbers which contain the number... a) 1, b) 2, c) 3, d) 4, e) 5, f) 6, g) 7, h) 8, i) 9, j) 0.
11. Which colour is associated with nature and the environment?
12. Which number is... a) a couple, b) a dozen, c) a trio, d) a century?

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Talk a Lot

Life Events

Discussion Words:

bridesmaid	stag night	midwife	menopause
widow	birth	biography	wedding
funeral	education	terminal illness	affair
mistress	marriage	redundancy	groom
best man	qualification	childhood	further education
graduation	labour	coffin	pregnancy
death	adolescence	engagement	employment
friendship	custody battle	birthday	separation
divorce	teenager	bride	best friend
anniversary	first kiss	growing pains	old age

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Talk a Lot

Life Events

General Questions:

1. Are there any words that you don't know? Use a dictionary to find the meanings.
2. Take some cards. Describe the word on a card without saying it.
3. How many words have... a) 1 syllable, b) 2 syllables, c) 3 syllables, d) 4 syllables, e) 5 syllables, f) 6 syllables?
4. Put words with more than one syllable into groups according to where the strong stress falls.
5. Put the words into alphabetical order.
6. Put together words that have the same number of letters.
7. Put together words that start with the same letter.
8. How many words can you remember when they are all turned over?
9. Put words that contain the same sounds into groups (see phonetic chart on p.152).

Lesson Questions:

1. Which word sounds like... a) earth, b) room, c) neighbour, d) tried, e) carriage?
2. Put the words into the following groups: childhood, adolescence, adulthood, old age.
3. Put together all of the words to do with marriage.
4. Put the words into two groups: positive words and negative words.
5. Which word means continuing to study at college after leaving school aged sixteen?
6. a) Put all of the life events into a group. b) Put them into order of when they could happen during a person's life.
7. Put all of the people into a group, and describe each one.
8. Put all of the abstract nouns (e.g. employment) into a group and, if possible, say a verb infinitive (e.g. to employ), past participle (e.g. employed), person noun (e.g. employee), and adjective form (e.g. employed) for each one.
9. Find all of the words to do with being born.
10. These are special days when we remember events that happened on the same date.
11. Find all of the words to do with the end of somebody's life.
12. Which word means somebody who is no longer a child but not yet an adult?

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Talk a Lot

Nature

Discussion Words:

forest	river	sea	hill
countryside	land	winter	fire
cliff	stream	sky	plant
environment	season	field	ocean
reservoir	sand	flower	valley
national park	lake	sunset	spring
beach	coast	crop	mountain
air	summer	water	grass
waterfall	desert	tree	geography
bush	rainbow	autumn	wave

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Talk a Lot

Nature

General Questions:

1. Are there any words that you don't know? Use a dictionary to find the meanings.
2. Take some cards. Describe the word on a card without saying it.
3. How many words have... a) 1 syllable, b) 2 syllables, c) 3 syllables, d) 4 syllables?
4. Put words with more than one syllable into groups according to where the strong stress falls.
5. Put the words into alphabetical order.
6. Put together words that have the same number of letters.
7. Put together words that start with the same letter.
8. How many words can you remember when they are all turned over?
9. Put words that contain the same sounds into groups (see phonetic chart on p. 152).

Lesson Questions:

1. Which word sounds like... a) cream, b) pie, c) tyre, d) she, e) power, f) bear, g) hand?
2. Put together all of the items that you could find in a park.
3. a) Find all of the seasons. b) Describe the weather in your country during each one.
4. Find the word that is usually blue but is sometimes covered by clouds.
5. a) Put all of the different kinds of water together in a group. b) Put them into size order, from the smallest to the largest.
6. Find the word that can be an oak, beech, elm, lime, and many other different kinds.
7. a) Find all of the places. b) Say whether, where, and when you have visited them.
8. Which word describes the entire natural world?
9. Which place is covered with sand and has a very hot climate?
10. We need to breathe this constantly in order to live.
11. Find two words: the thing that farmers sow, and the place where they sow it.
12. This is a place that is protected so that everyone can enjoy its natural beauty.
13. a) Find the word that is very colourful. b) When can you usually see one? c) Name all of the colours that it has.

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Vocabulary Tests

For full details about assessment methods see page 3

Talk a Lot

_____ / **Crime**

Vocabulary Test:

First Language:

English:

judge

terrorism

life sentence

suspect

punishment

violence

neighbourhood watch scheme

antisocial behaviour

victim

witness

murder

detective

prison sentence

solicitor

defendant

blackmail

innocence

appeal

trial

burglar alarm

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Talk a Lot

_____ / Sport

Vocabulary Test:

First Language:

English:

football

tennis

game

volleyball

team

hockey

ball

swimming

stadium

rugby

supporter

snooker

match

squash

motor racing

score

skiing

athletics

championship

sailing

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Talk a Lot

_____ / **Music**

Vocabulary Test:

First Language:

English:

jazz

violin

radio

guitar

ballet

pop

nightclub

audience

rock

piano

musician

group

classical

instrument

choir

drum

conductor

hip-hop

orchestra

trumpet

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Talk a Lot

_____ / **Weather**

Vocabulary Test:

First Language:

English:

sun

wind

ice

temperature

rain

sunglasses

heat

storm

fog

thermometer

heat wave

umbrella

snow

suntan

wind farm

cold

natural disaster

weather forecast

thunder and lightning

sledge

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Talk a Lot

_____ / **Animals**

Vocabulary Test:

First Language:

English:

insect

cow

giraffe

cat

bear

pig

monkey

dog

goldfish

bird

sheep

bee

horse

spider

lion

mammal

elephant

fish

kangaroo

tiger

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Talk a Lot

_____ / **Cars**

Vocabulary Test:

First Language:

English:

engine

windscreen

brake

accident

clutch

wheel

road sign

battery

tyre

gear stick

licence plate

accelerator

passenger

indicator

parking ticket

handbrake

driver

headlights

seat

steering wheel

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Talk a Lot

_____ / **The Human Body**

Vocabulary Test:

First Language:

English:

neck

face

shoulder

heart

head

foot

hand

eye

hair

brain

arm

blood

ear

leg

finger

nose

lung

mouth

toe

chin

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Talk a Lot

_____ / **Colours and Numbers**

Vocabulary Test:

First Language:

English:

blue

nineteen

forty

black

twelve

brown

orange

eighteen

thirty

green

thirteen

pink

yellow

twenty

purple

red

fifteen

white

hundred

grey

For more fun worksheets, games and quizzes log onto www.englishbanana.com now!

Talk a Lot

_____ / **Life Events**

Vocabulary Test:

First Language:

English:

pregnancy

bride

funeral

divorce

friendship

employment

marriage

teenager

redundancy

groom

birthday

childhood

wedding

anniversary

birth

adolescence

terminal illness

engagement

death

graduation

For more fun worksheets, games and quizzes log onto www.englishbanana.com now!

Talk a Lot

_____ / **Nature**

Vocabulary Test:

First Language:

English:

summer

sea

flower

lake

season

forest

bush

land

plant

beach

spring

hill

river

winter

grass

autumn

mountain

tree

sky

environment

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Lesson Tests

For full details about assessment methods see page 3

Talk a Lot

Lesson Test – Crime

A) Translate these words into English from the International Phonetic Alphabet (IPA):

- | | | | |
|---------------|-------|---------------|-------|
| a) /fam/ | _____ | d) /'dʒʊə.ri/ | _____ |
| b) /θeft/ | _____ | e) /kɔ:t/ | _____ |
| c) /'wɪt.nəs/ | _____ | f) /ə'rest/ | _____ |

B) Fill in the missing words in these sentence block starting sentences:

1. Jack was a witness at the _____ of his brother Billy last month.
2. We have to _____ something soon about the problem of anti-social behaviour.
3. If we find the defendant _____, he will go to prison for at least ten years.
4. PC Lincoln has arrested Jane five times for various _____ crimes.

C) Write a crime word that sounds like:

1. quilt 2. sign 3. bought 4. file 5. run 6. fudge 7. left
-

Complete the sentence blocks:

D) Verb Form: _____

- I'm going to get a burglar alarm next week, because I'm really scared of criminals breaking into my home.
- 1. _____ are you going to get a burglar alarm next week?
- Because I'm 2. _____ of criminals breaking into my home.
- 3. _____ you going to get a burglar alarm next week, because you're really scared of criminals breaking into your home?
- Yes, I 4. _____.
- Are you going to 5. _____ a burglar alarm next week, because you like the noise that they make?
- No, I'm 6. _____. I'm not going to get a burglar alarm next week, because I like the noise that they make.

E) Verb Form: _____

- Lola and Susan are picking up litter outside the hospital, as part of their community service.
- What are Lola and Susan 7. _____ up outside the hospital, as part of their community service?
- 8. _____.
- Are 9. _____ picking up litter outside the hospital, as part of their community service?
- 10. _____, they are.
- 11. _____ Lola and Susan picking up leaves outside the hospital, as part of their community service?
- No, they're not. Lola and Susan are 12. _____ picking up leaves outside the hospital, as part of their community service.

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Talk a Lot

Lesson Test – Music

A) Write the correct spelling for each of these words to do with music:

1. performer 2. balet 3. clasical 4. musisian 5. korus 6. rok

7. ordience 8. candactor 9. singr 10. grooup 11. muzical 12. foke

B) Match the halves of these starting sentences:

- | | |
|--|--|
| 1. Marion is singing a song | a) because you have a slow broadband connection. |
| 2. Joanne can play the saxophone | b) that was written by George Gershwin. |
| 3. This track will take four minutes to download | c) rock music on the way to work. |
| 4. Alex's brother loves listening to | d) really well. |

C) Write the names of 8 different musical instruments in alphabetical order:

Complete the sentence blocks:

D) Verb Form: _____

- We saw a great jazz concert at the Palace Theatre last night.
- 1. _____ did you see a great jazz concert last night?
- At 2. _____ Palace Theatre.
- 3. _____ you see a great jazz concert at the Palace Theatre last night?
- Yes, 4. _____ did.
- Did you see a great jazz concert at 5. _____ last night?
- 6. _____, we didn't. We didn't see a great jazz concert at the Roxy last night.

E) Verb Form: _____

- If you're a fan of R & B you will probably also love soul music.
- What 7. _____ I probably also love if I'm a fan of R & B?
- 8. _____.
- Will 9. _____ probably also love soul music if I'm a fan of R & B?
- 10. _____, you will.
- 11. _____ I probably also love classical music if I'm a fan of R & B?
- No, you 12. _____. You won't probably also love classical music if you're a fan of R & B.

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Talk a Lot

Lesson Test – Weather

A) *Sentence stress: write the content words from two starting sentences in the correct order (1, 2, 3, etc.):*

- i) forecast next weather TV weekend night sleet last snow predicting
- ii) raining stops walk go out minute

B) *Write the correct spelling for each of these weather words:*

1. umbrella 2. hurricain 3. drizlle 4. heait 5. hailstons 6. clowd
-
7. fludding 8. sunglases 9. sunami 10. syclone 11. reincoat 12. drowght
-

C) *Read the starting sentences and cross out the unnecessary word in each one:*

1. The kids have got a bit of a tan by near lying on the beach all morning.
2. David is been clearing the ice from his car windscreen.
3. They're going to build a massive wind farm on the fields behind of my uncle's farm.
4. Cathy has forgot to take her umbrella with her to work this morning.

Complete the sentence blocks:

D) *Verb Form:* _____

- You need to go to the garage because your fog lamps are broken.
- 1. _____ do I need to go to the garage?
- Because your 2. _____ are broken.
- Do 3. _____ need to go to the garage because my fog lamps are broken?
- 4. _____, you do.
- 5. _____ I need to go to the garage because my accelerator is broken?
- No, you 6. _____. You don't need to go to the garage because your accelerator is broken.

E) *Verb Form:* _____

- I feel great when the sun shines.
- When 7. _____ you feel great?
- 8. _____ the sun shines.
- 9. _____ you feel great when the sun shines?
- Yes, 10. _____ do.
- Do you feel great when it's 11. _____?
- 12. _____, I don't. I don't feel great when it's raining.

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Talk a Lot

Lesson Test – Animals

A) *Underline the stressed syllable in each word or phrase and write how many syllables there are:*

a) giraffe () b) monkey () c) octopus () d) hippopotamus () e) kangaroo ()

B) *Complete the gap in each starting sentence with one of these words:*

a) stung b) spinning c) move d) must

1. The bears at the zoo _____ be fed at least five times a day.

2. If you don't _____ out of the way, you'll get _____ by that wasp.

3. The spider is _____ a web so that it can catch and eat flies.

C) *Underline the word that is different in each group and state why:*

1. a) cat	b) kangaroo	c) rabbit	d) dog	_____
2. a) bee	b) spider	c) ant	d) starfish	_____
3. a) monkey	b) cow	c) pig	d) sheep	_____
4. a) dolphin	b) zebra	c) octopus	d) whale	_____

Complete the sentence blocks:

D) Verb Form: _____

- Peter thinks that gorillas are the most dangerous animals in the world.
- Who 1. _____ that gorillas are the most dangerous animals in the world?
- Peter 2. _____.
- 3. _____ Peter think that gorillas are the most dangerous animals in the world?
- Yes, he 4. _____.
- 5. _____ Claire and Barbara think that gorillas are the most dangerous animals in the world?
- No, 6. _____ don't. Claire and Barbara don't think that gorillas are the most dangerous animals in the world.

E) Verb Form: _____

- We've got three cats, two dogs, and a goldfish called Oscar.
- 7. _____ pets have you got?
- Three cats, 8. _____ dogs, and a goldfish called Oscar.
- 9. _____ you got three cats, two dogs, and a goldfish called Oscar?
- Yes, we 10. _____.
- Have you 11. _____ five cats, four dogs, and two goldfish called Bonnie and Clyde?
- No, we haven't. We 12. _____ got five cats, four dogs, and two goldfish called Bonnie and Clyde.

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Talk a Lot

Lesson Test – Cars

A) Write the number of syllables in each word or phrase in the boxes below:

automatic	wheel	driver	passenger	breakdown recovery service	
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
indicator	headlights	battery	windscreen	learner driver	side mirror
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

B) Which starting sentences from this unit are incorrect? Make corrections below:

1. Penny has had her blue VW Golf since 1998.
2. Your motorbike is illegally parked in a no parking zone.
3. Sam is sticking to the speed limit because he's already got six points on his licence.
4. You should look in your mirrors before indicating.

C) Write 8 parts of a car in alphabetical order; do not include words from question A):

Complete the sentence blocks:

D) Verb Form: _____

- I was wondering whether I could borrow the car for a few hours tomorrow night.
- What 1. _____ you wondering?
- 2. _____ I could borrow the car for a few hours tomorrow night.
- 3. _____ you wondering whether you could borrow the car for a few hours tomorrow night?
- Yes, I 4. _____.
- Were 5. _____ wondering whether you could have a party tomorrow night?
- No, I 6. _____. I wasn't wondering whether I could have a party tomorrow night.

E) Verb Form: _____

- If you break down, wait with your vehicle by the side of the road.
- 7. _____ should I do if I break down?
- 8. _____ with your vehicle by the side of the road.
- Should 9. _____ wait with my vehicle by the side of the road, if I break down?
- 10. _____, you should.
- 11. _____ I start walking to my mum's house, if I break down?
- No, you shouldn't. You 12. _____ start walking to your mum's house, if you break down.

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Talk a Lot

Lesson Test – The Human Body

A) Match together the two halves of each word; then write the words:

- | | | |
|---------|---------|-------|
| 1. mach | a) skel | _____ |
| 2. ney | b) che | _____ |
| 3. lder | c) sto | _____ |
| 4. le | d) kid | _____ |
| 5. eton | e) shou | _____ |
| 6. ek | f) musc | _____ |

B) Sentence stress: underline the **content words** in each starting sentence:

1. Our legs were aching because we'd just run over ten miles.
2. I brush my teeth twice a day.
3. Veronica's had her nose pierced at that new salon on the corner of Maitland Street.
4. Terry is showing his friends the stitches in his shoulder.

C) Unscramble the parts of the human body:

1. klean 2. reliv 3. eey 4. hotrat 5. ahdn 6. guln 7. toof 8. are
-

Complete the sentence blocks:

D) Verb Form: _____

- Last year Robert was the tallest child in Mr. Brown's class.
- 1. _____ was the tallest child in Mr. Brown's class last year?
- Robert 2. _____.
- 3. _____ Robert the tallest child in Mr. Brown's class last year?
- Yes, he 4. _____.
- Was 5. _____ the tallest child in Mr. Brown's class last year?
- 6. _____, he wasn't. Mike wasn't the tallest child in Mr. Brown's class last year.

E) Verb Form: _____

- Tracey is planning to have a facelift in August.
- When 7. _____ Tracey planning to have a facelift?
- 8. _____ August.
- Is Tracey 9. _____ to have a facelift in August?
- Yes, 10. _____ is.
- 11. _____ Tracey planning to have a facelift in October?
- No, she 12. _____. Tracey isn't planning to have a facelift in October.

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Talk a Lot

Lesson Test – Colours and Numbers

A) Write these words in alphabetical order:

seventy nine blue eight thirty red seven black twelve green zero hundred purple ten

B) Write a colour or number that sounds like:

1. hello 2. bread 3. town 4. free 5. night 6. plenty

C) Underline the incorrectly spelled word in each starting sentence and write each word correctly:

1. I saw eight kids wearing bleu baseball caps on my way to work this morning.
2. If fewer than fourty people come to the opening night, the whole thing will be a disaster.
3. We'll order a couple of wite limos from Ellis's to take us to the party.
4. Eddie has bought his wife a douzen red roses once a month since Valentine's Day.

Complete the sentence blocks:

D) Verb Form: _____

- Becky and Jeffrey have to decide between a black Mercedes and a silver Prius.
- What 1. _____ Becky and Jeffrey have to decide between?
- 2. _____ black Mercedes and a silver Prius.
- 3. _____ Becky and Jeffrey have to decide between a black Mercedes and a silver Prius?
- 4. _____, they do.
- Do Becky and Jeffrey have to 5. _____ between a red Mini and a green camper van?
- No, they 6. _____. Becky and Jeffrey don't have to decide between a red Mini and a green camper van.

E) Verb Form: _____

- Kim is wearing her new orange jacket because she thinks that it goes with her light green skirt.
- 7. _____ is Kim wearing her new orange jacket?
- 8. _____ she thinks that it goes with her light green skirt.
- Is Kim wearing 9. _____ new orange jacket because she thinks that it goes with her light green skirt?
- Yes, she 10. _____.
- 11. _____ Kim wearing her new orange jacket because she wants to show off to her friends?
- No, she isn't. Kim 12. _____ wearing her new orange jacket because she wants to show off to her friends.

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Talk a Lot

Lesson Test – Life Events

A) Find the life events in these mixed-up words:

- 1) miagrare 2) coohdhild 3) thrib 4) acoldscene 5) hated 6) dorvice 7) lod gea
-

B) Match the halves of these starting sentences:

- | | |
|---|---|
| 1. Ron and Julie have been married | a) last July. |
| 2. Lorna graduated from Hull University | b) I'll give you some extra pocket money. |
| 3. Ken's wife is | c) for eight years. |
| 4. If you help me wash the car, | d) terminally ill with cancer. |

C) Read the starting sentences and cross out the unnecessary word in each one:

1. Alice is going to be a bridesmaid at the Nicky and Ray's wedding in May.
2. I was telling your mother at the funeral how much I have miss your Uncle Jim.

Complete the sentence blocks:

D) Verb Form: _____

- I can see my kids once a month.
- How often 1. _____ you see your kids?
- 2. _____ a month.
- 3. _____ you see your kids once a month?
- Yes, I 4. _____.
- Can you see 5. _____ kids every week?
- No, I 6. _____. I can't see my kids every week.

E) Verb Form: _____

- Lee is having a party to celebrate his fortieth birthday.
- 7. _____ is Lee having a party?
- 8. _____ celebrate his fortieth birthday.
- Is 9. _____ having a party to celebrate his fortieth birthday?
- 10. _____, he is.
- Is Lee 11. _____ a party to celebrate passing his driving test?
- No, he isn't. Lee 12. _____ having a party to celebrate passing his driving test.

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Talk a Lot

Lesson Test – Nature

A) *Fill in the missing vowels in these nature words:*

1. ___ c ___ n
2. s ___ ns ___ t
3. fl ___ w ___ r
4. b ___ ch
5. m ___ nt ___ n
6. f ___ r ___ st

B) *Complete the verbs in each starting sentence:*

1. I' _____ s _____ in the garden w _____ the most spectacular sunset.
2. I' _____ b _____ really happy on Tuesday if our Geography exam i _____ c _____.
3. Michael and his brothers a _____ g _____ to p _____ some oak trees on the land next to that patch of yellow flowers.
4. Theresa w _____ on the beach every day with her dog Domino.

C) *Underline the odd one out in each group of nature words and give a reason:*

1. sea, river, field, ocean
2. winter, environment, summer, autumn
3. grass, flower, plant, beach
4. cliff, geography, beach, sea

Complete the sentence blocks:

D) Verb Form: _____

- I've always wanted to try rock climbing.
- 1. _____ have you always wanted to try?
- 2. _____.
- 3. _____ you always wanted to try rock climbing?
- 4. _____, I have.
- Have you always 5. _____ to try skydiving?
- No, I 6. _____. I haven't always wanted to try skydiving.

E) Verb Form: _____

- After the storm we saw a rainbow over the field opposite Jessie's farm.
- When 7. _____ you see a rainbow over the field opposite Jessie's farm.
- After 8. _____ storm.
- Did 9. _____ see a rainbow over the field opposite Jessie's farm after the storm?
- Yes, we 10. _____.
- 11. _____ you see a rainbow over the field opposite Jessie's farm yesterday evening?
- No, we didn't. We 12. _____ see a rainbow over the field opposite Jessie's farm yesterday evening.

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Verb Forms Practice

For full instructions see page 6

Talk a Lot

Present Simple

Sentence Blocks:

1. My sister's boyfriend is in prison for arson.

Who

2. Mick plays rugby for the Doncaster Falcons every Saturday.

When

3. Alex's brother loves listening to rock music on the way to work.

When

4. I feel great when the sun shines.

When

5. Peter thinks that gorillas are the most dangerous animals in the world.

Who

6. Your car is illegally parked in a no parking zone.

Where

7. I brush my teeth twice a day.

How often

8. There are five green apples left in the fruit bowl.

How many

9. Ken's wife is terminally ill with cancer.

Whose

10. Theresa walks on the beach every day with her dog Domino.

Who

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Talk a Lot

Present Continuous

Sentence Blocks:

1. Lola and Susan are picking up litter outside the hospital, as part of their community service.

What

2. Charlotte is playing basketball with her friends Jules and Mandy.

Who

3. Marion is singing a song that was written by George Gershwin.

What

4. David is clearing the ice from his car windscreen.

What

5. The spider is spinning a web so that it can catch and eat flies.

Why

6. Sam is sticking to the speed limit because he's already got six points on his licence.

Why

7. Terry is showing his friends the stitches in his shoulder.

What

8. Kim is wearing her new orange jacket because she thinks that it goes with her light green skirt.

Why

9. Lee is having a party to celebrate his fortieth birthday.

Why

10. I'm standing in the garden watching the most spectacular sunset. *What*

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Talk a Lot

Past Simple

Sentence Blocks:

1. Jack was a witness at the trial of his brother Billy last month.

When

2. We queued at the stadium for about two and a half hours this morning to get our new season tickets.

Where

3. We saw a great jazz concert at the Palace Theatre last night.

Where

4. Cathy forgot to take her umbrella with her to work this morning.

Who

5. When I went to Australia I saw some wild kangaroos.

When

6. My best friend Laura bought a new Mazda CX-7 last weekend.

Who

7. Last year Robert was the tallest child in Mr. Brown's class.

Who

8. I saw eight kids wearing blue baseball caps on my way to work this morning.

When

9. Lorna graduated from Hull University last July.

When

10. After the storm we saw a rainbow over the field opposite Jessie's farm.

When

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Talk a Lot

Past Continuous

Sentence Blocks:

1. Molly's friends were shoplifting at the newsagent's after school.

Whose

2. Jason was running faster than usual because he wanted to beat his personal best.

Why

3. The audience were getting angry because the band were over an hour late.

Why

4. On the TV weather forecast last night they were predicting sleet and snow for next weekend.

What

5. Jean was riding her horse in the field for half an hour this morning.

What

6. I was wondering whether I could borrow the car for a few hours tomorrow night.

What

7. Our legs were aching because we'd just run over ten miles. *Why*

8. Alan was taking a box of five hundred brown envelopes to the stockroom, when he slipped on a wet floor. *Who*

9. I was telling your mother at the funeral how much I miss your Uncle Jim.

What

10. We were cycling through the forest last Saturday when we discovered a trail that led to a beautiful lake. *Where*

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Talk a Lot

Present Perfect

Sentence Blocks:

1. PC Lincoln has arrested Jane five times for various petty crimes.

How many

2. Our team has reached the semi-finals of the women's amateur volleyball championship six times.

How many

3. Two of the strings on my acoustic guitar have just broken.

How many.

4. The kids have got a bit of a tan by lying on the beach all morning.

How

5. We've got three cats, two dogs, and a goldfish called Oscar.

How many

6. Penny has had her blue VW Golf since before her husband died.

How long

7. Veronica's had her nose pierced at that new salon on the corner of Maitland Street.

Where

8. Eddie has bought his wife a dozen red roses once a month since Valentine's Day.

How often

9. Ron and Julie have been married for eight years.

Who

10. I've always wanted to try rock climbing.

What

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Talk a Lot

Modal Verbs

Sentence Blocks:

1. We have to do something soon about the problem of anti-social behaviour.

What

2. You should put chalk on your cue fairly often during a game of snooker or pool.

What

3. Joanne can play the saxophone really well.

Who

4. You need to go to the garage because your fog lamps are broken.

Why

5. The bears at the zoo must be fed at least five times a day.

Which

6. You should look in your mirrors before indicating.

What

7. Carrie has to inject herself with insulin three times a day because she's got diabetes.

Why

8. Becky and Jeffrey have to decide between a black Mercedes and a silver Prius.

What

9. I can see my kids once a month.

How often

10. You must send me some photos from your trip to the ocean, because I'd love to go there myself. *Why*

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Talk a Lot

Future Forms

Sentence Blocks:

1. I'm going to get a burglar alarm next week, because I'm really scared of criminals breaking into my home.

Why

2. I'm going to cancel your subscription to Sky Sports, because you hardly ever watch it!

Why

3. This track will take four minutes to download because you have a slow broadband connection.

Why

4. They're going to build a massive wind farm on the fields behind my uncle's farm.

Where

5. Carol is taking her puppy Goldie for a walk to the fountain after tea.

Where

6. After a few more lessons you will be able to take your driving test.

When

7. Tracey is planning to have a facelift in August. *When*

8. We'll order a couple of white limos from Ellis's to take us to the party.

Where

9. Alice is going to be a bridesmaid at Nicky and Ray's wedding in May.

Where

10. Michael and his brothers are going to plant some oak trees on the land next to that patch of yellow flowers. *Where*

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Talk a Lot

First Conditional

Sentence Blocks:

1. If we find the defendant guilty, he will go to prison for at least ten years.

Where

2. If it rains heavily they will cancel the motor racing.

What

3. If you're a fan of R & B you will probably also love soul music.

What

4. If it stops raining in a minute we can go out for a walk.

What

5. If you don't move out of the way, you'll get stung by that wasp.

What

6. If you break down, wait with your vehicle by the side of the road.

What

7. If you don't wear sun cream your skin will get burned.

What

8. If fewer than forty people come to the opening night, the whole thing will be a disaster.

What

9. If you help me wash the car, I'll give you some extra pocket money.

What

10. I'll be really happy on Tuesday if our Geography exam is cancelled.

How

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End of Course Oral Examination

For full instructions see page 6

Talk a Lot

End of Course Oral Examination (Page 1)

Name: _____ Date: _____ Total # Marks: _____ /100

Question 1

Form the sentence block:

When I went to Australia I saw some wild kangaroos.

What did you see when you went to Australia?

Some wild kangaroos.

Did you see some wild kangaroos when you went to Australia?

Yes, I did.

Did you see *some wild elephants* when you went to Australia?
(Answers will vary)

No, I didn't. I didn't see *any wild elephants* when I went to Australia.
(Answers will vary)

Which verb form is used in the starting sentence? (Answer: past simple)

(8 marks)

Question 2

Which weather word has a different word stress from the others? Why?

umbrella, prediction, hurricane

Answer: the word *hurricane* has a different word stress because the strong stress falls on the first syllable, while in *umbrella* and *prediction* the strong stress falls on the second syllable.

(1 mark)

Question 3

Tell me about the different times when you listen to music during the day, from when you wake up until you go to bed.

(4 marks)

Question 4

Tell me ten different things that you could find in the countryside, e.g. river.

See page 72 for a list of nature words. (10 marks)

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Talk a Lot

End of Course Oral Examination (Page 2)

Question 5

Form the sentence block:

You should look in your mirrors before indicating.

Where should I look before indicating?

In your mirrors.

Should I look in my mirrors before indicating?

Yes, you should.

Should I look *in the glovebox* before indicating?

(Answers will vary)

No, you shouldn't. You shouldn't look *in the glovebox* before indicating.

(Answers will vary)

Which verb form is used in the starting sentence? (Answer: modal verbs)

(8 marks)

Question 6

Tell me five different musical instruments, and five different kinds of music.

See page 58 for a list of music words. (10 marks)

Question 7

Tell me about the seasons in your country. How do the countryside, weather, and climate change throughout the year? How do you have to change the way you live?

(4 marks)

Question 8

Put these life events into alphabetical order: marriage, birth, redundancy, engagement, graduation, employment.

Answer: birth, employment, engagement, graduation, marriage, redundancy.

(1 mark)

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Talk a Lot

End of Course Oral Examination (Page 3)

Question 9

Form the sentence block:

Jason was running faster than usual because he wanted to beat his personal best.

Who was running faster than usual because they wanted to beat their personal best?

Jason was.

Was Jason running faster than usual because he wanted to beat his personal best?

Yes, he was.

Was *Mark* running faster than usual because he wanted to beat his personal best?
(Answers will vary)

No, he wasn't. *Mark* wasn't running faster than usual because he wanted to beat his personal best.
(Answers will vary)

Which verb form is used in the starting sentence? (Answer: past continuous) (8 marks)

Question 10

What was the happiest time in your life? Why? What are you looking forward to the most? Why? What do you fear the most? Why?

(4 marks)

Question 11

Tell me ten different colours, e.g. blue.

See page 68 for a list of colours. (10 marks)

Question 12

Name an animal that...

a) can spin a web.

c) can swim underwater.

b) swings from tree to tree.

d) carries its home on its back.

Answers will vary. Suggested answers: a) spider, b) monkey, c) whale, d) snail / tortoise.
(4 marks)

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End of Course Oral Examination (Page 4)

Question 13

Form the sentence block:

Veronica's had her nose pierced at that new salon on the corner of Maitland Street.

What has Veronica had pierced at that new salon on the corner of Maitland Street?

Her nose.

Has Veronica had her nose pierced at that new salon on the corner of Maitland Street?

Yes, she has.

Has Veronica had her *ears* pierced at that new salon on the corner of Maitland Street? (*Answers will vary*)

No, she hasn't. Veronica hasn't had her *ears* pierced at that new salon on the corner of Maitland Street. (*Answers will vary*)

Which verb form is used in the starting sentence? (Answer: present perfect) (8 marks)

Question 14

Would capital punishment solve the problem of prison overcrowding? Why? / Why not?

(4 marks)

Question 15

Tell me ten different sports, e.g. rugby.

See page 56 for a list of sports. (10 marks)

Question 16

Tell me two different numbers that have:

a) 1 syllable

c) 3 syllables

b) 2 syllables

Answers will vary. See page 68 for a list of numbers. Suggested answers: a) one, two; b) fourteen, twenty; c) eleven, seventeen. (6 marks)

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Talk a Lot

Elementary 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

Elementary 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

Date: _____

Candidate Number: _____

Signed: _____ (Course Teacher) Date: _____

Signed: _____ (Centre Manager) Date: _____

School Name and Address:

School Phone Number / Email Address / Website Address:

Answers

Talk a Lot

Answers

Notes:

Discussion Questions:

Students have to supply their own answers to these questions. For more information see page 13.

Information Exchanges:

For more information see pages 14 and 116.

Vocabulary Tests:

The English words are provided on the vocabulary test sheets (pages 74-83). The teacher or the students have to provide the words in their first language. For more information see page 5.

Verb Forms Practice:

The answers for these pages are the same as for the sentence blocks (see below).

End of Course Examination:

The answers to the End of Course Examination are provided on the examination paper (pages 102-105). For more information see page 6.

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.

Crime:

1. (Present Simple) My sister's boyfriend is in prison for arson. / Who is in prison for arson? / My sister's boyfriend is. / Is your sister's boyfriend in prison for arson? / Yes, he is. / Is your sister's teacher in prison for arson? / No, he isn't. My sister's teacher isn't in prison for arson.
2. (Present Continuous) Lola and Susan are picking up litter outside the hospital, as part of their community service. / What are Lola and Susan picking up outside the hospital, as part of their community service? / Litter. / Are Lola and Susan picking up litter outside the hospital, as part of their community service? / Yes, they are. / Are Lola and Susan picking up leaves outside the hospital, as part of their community service? / No, they're not. Lola and Susan are not picking up leaves outside the hospital, as part of their community service.
3. (Past Simple) Jack was a witness at the trial of his brother Billy last month. / When was Jack a witness at the trial of his brother Billy? / Last month. / Was Jack a witness at the trial of his brother Billy last month? / Yes, he was. / Was Jack a witness at the trial of his brother Billy last Tuesday? / No, he wasn't. Jack wasn't a witness at the trial of his brother Billy last Tuesday.
4. (Past Continuous) Molly's friends were shoplifting at the newsagent's after school. / Whose friends were shoplifting at the newsagent's after school? / Molly's friends were. / Were Molly's friends shoplifting at the newsagent's after school? / Yes, they were. / Were Alison's friends shoplifting at the newsagent's after school? / No, they weren't. Alison's friends weren't shoplifting at the newsagent's after school.
5. (Present Perfect) PC Lincoln has arrested Jane five times for various petty crimes. / How many times has PC Lincoln arrested Jane for various petty crimes? / Five times. / Has PC Lincoln arrested Jane five times for various petty crimes? / Yes, he has. / Has PC Lincoln arrested Jane twice for various petty crimes? / No, he hasn't. PC Lincoln hasn't arrested Jane twice for various petty crimes.
6. (Modal Verbs) We have to do something soon about the problem of anti-social behaviour. / What do we have to do soon about the problem of anti-social behaviour? / Something. / Do we have to do something soon about the problem of anti-social behaviour? / Yes, we do. / Do we have to have a more relaxed attitude towards the problem of

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Talk a Lot

Answers

anti-social behaviour? / No, we don't. We don't have to have a more relaxed attitude towards the problem of anti-social behaviour.

7. (Future Forms) I'm going to get a burglar alarm next week, because I'm really scared of criminals breaking into my home. / Why are you going to get a burglar alarm next week? / Because I'm really scared of criminals breaking into my home. / Are you going to get a burglar alarm next week, because you're really scared of criminals breaking into your home? / Yes, I am. / Are you going to get a burglar alarm next week, because you like the noise that they make? / No, I'm not. I'm not going to get a burglar alarm next week, because I like the noise that they make.

8. (First Conditional) If we find the defendant guilty, he will go to prison for at least ten years. / Where will the defendant go for at least ten years, if we find him guilty? / To prison. / Will the defendant go to prison for at least ten years, if we find him guilty? / Yes, he will. / Will the defendant go to a holiday resort for at least ten years, if we find him guilty? / No, he won't. The defendant won't go to a holiday resort for at least ten years, if we find him guilty.

Sport:

1. (Present Simple) Mick plays rugby for the Doncaster Falcons every Saturday. / When does Mick play rugby for the Doncaster Falcons? / Every Saturday. / Does Mick play rugby for the Doncaster Falcons every Saturday? / Yes, he does. / Does Mick play rugby for the Doncaster Falcons every Sunday? / No, he doesn't. Mick doesn't play rugby for the Doncaster Falcons every Sunday.

2. (Present Continuous) Charlotte is playing basketball with her friends Jules and Mandy. / Who is Charlotte playing basketball with? / With her friends Jules and Mandy. / Is Charlotte playing basketball with her friends Jules and Mandy? / Yes, she is. / Is Charlotte playing basketball with her cousins Leona and Lenny? / No, she isn't. Charlotte isn't playing basketball with her cousins Leona and Lenny.

3. (Past Simple) We queued at the stadium for about two and a half hours this morning to get our new season tickets. / Where did you queue for about two and a half hours this morning to get your new season tickets? / At the stadium. / Did you queue at the stadium for about two and a half hours this morning to get your new season tickets? / Yes, we did. / Did you queue at the town hall for about two and a half hours this morning to get your new season tickets? / No, we didn't. We didn't queue at the town hall for about two and a half hours this morning to get our new season tickets.

4. (Past Continuous) Jason was running faster than usual because he wanted to beat his personal best. / Why was Jason running faster than usual? / Because he wanted to beat his personal best. / Was Jason running faster than usual because he wanted to beat his personal best? / Yes, he was. / Was Jason running faster than usual because he wanted to get home to watch *Neighbours*? / No, he wasn't. Jason wasn't running faster than usual because he wanted to get home to watch *Neighbours*.

5. (Present Perfect) Our team has reached the semi-finals of the women's amateur volleyball championship six times. / How many times has your team reached the semi-finals of the women's amateur volleyball championship? / Six times. / Has your team reached the semi-finals of the women's amateur volleyball championship six times? / Yes, it has. / Has your team reached the semi-finals of the women's amateur volleyball championship eight times? / No, it hasn't. Our team hasn't reached the semi-finals of the women's amateur volleyball championship eight times.

6. (Modal Verbs) You should put chalk on your cue fairly often during a game of snooker or pool. / What should I put on my cue fairly often during a game of snooker or pool? / Chalk. / Should I put chalk on my cue fairly often during a game of snooker or pool? / Yes, you should. / Should I put jam on my cue fairly often during a game of snooker or pool? / No, you shouldn't. You shouldn't put jam on your cue fairly often during a game of snooker or pool.

7. (Future Forms) I'm going to cancel your subscription to Sky Sports, because you hardly ever watch it! / Why are you going to cancel my subscription to Sky Sports? / Because you hardly ever watch it! / Are you going to cancel my subscription to Sky Sports, because I hardly ever watch it? / Yes, I am. / Are you going to cancel my subscription to Sky Sports, because it costs too much? / No, I'm not. I'm not going to cancel your subscription to Sky Sports, because it costs too much.

8. (First Conditional) If it rains heavily they will cancel the motor racing. / What will they cancel if it rains heavily? / The motor racing. / Will they cancel the motor racing if it rains heavily? / Yes, they will. / Will they cancel the indoor bowls if it rains heavily? / No, they won't. They won't cancel the indoor bowls if it rains heavily.

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Talk a Lot

Answers

Music:

1. (Present Simple) Alex's brother loves listening to rock music on the way to work. / When does Alex's brother love listening to rock music? / On the way to work. / Does Alex's brother love listening to rock music on the way to work? / Yes, he does. / Does Alex's brother love listening to rock music at work? / No, he doesn't. Alex's brother doesn't love listening to rock music at work.
2. (Present Continuous) Marion is singing a song that was written by George Gershwin. / What is Marion singing? / A song that was written by George Gershwin. / Is Marion singing a song that was written by George Gershwin? / Yes, she is. / Is Marion singing a song that was written by Cole Porter? / No, she isn't. Marion isn't singing a song that was written by Cole Porter.
3. (Past Simple) We saw a great jazz concert at the Palace Theatre last night. / Where did you see a great jazz concert last night? / At the Palace Theatre. / Did you see a great jazz concert at the Palace Theatre last night? / Yes, we did. / Did you see a great jazz concert at the Roxy last night? / No, we didn't. We didn't see a great jazz concert at the Roxy last night.
4. (Past Continuous) The audience were getting angry because the band were over an hour late. / Why were the audience getting angry? / Because the band were over an hour late. / Were the audience getting angry because the band were over an hour late? / Yes, they were. / Were the audience getting angry because the drinks were too expensive? / No, they weren't. The audience weren't getting angry because the drinks were too expensive.
5. (Present Perfect) Two of the strings on my acoustic guitar have just broken. / How many strings on your acoustic guitar have just broken? / Two of them. / Have two of the strings on your acoustic guitar just broken? / Yes, they have. / Have three of the strings on your acoustic guitar just broken? / No, they haven't. Three of the strings on my acoustic guitar haven't just broken.
6. (Modal Verbs) Joanne can play the saxophone really well. / Who can play the saxophone really well? / Joanne can. / Can Joanne play the saxophone really well? / Yes, she can. / Can Ruth play the saxophone really well? / No, she can't. Ruth can't play the saxophone really well.
7. (Future Forms) This track will take four minutes to download because you have a slow broadband connection. / Why will this track take four minutes to download? / Because you have a slow broadband connection. / Will this track take four minutes to download because I have a slow broadband connection? / Yes, it will. / Will this track take four minutes to download because it's a large file? / No, it won't. This track won't take four minutes to download because it's a large file.
8. (First Conditional) If you're a fan of R & B you will probably also love soul music. / What will I probably also love if I'm a fan of R & B? / Soul music. / Will I probably also love soul music if I'm a fan of R & B? / Yes, you will. / Will I probably also love classical music if I'm a fan of R & B? / No, you won't. You won't probably also love classical music if you're a fan of R & B.

Weather:

1. (Present Simple) I feel great when the sun shines. / When do you feel great? / When the sun shines. / Do you feel great when the sun shines? / Yes, I do. / Do you feel great when it's raining? / No, I don't. I don't feel great when it's raining.
2. (Present Continuous) David is clearing the ice from his car windscreen. / What is David clearing from his car windscreen? / Ice. / Is David clearing the ice from his car windscreen? / Yes, he is. / Is David clearing some leaves from his car windscreen? / No, he isn't. David isn't clearing some leaves from his car windscreen.
3. (Past Simple) Cathy forgot to take her umbrella with her to work this morning. / Who forgot to take their umbrella with them to work this morning? / Cathy did. / Did Cathy forget to take her umbrella with her to work this morning? / Yes, she did. / Did Dorothy forget to take her umbrella with her to work this morning? / No, she didn't. Dorothy didn't forget to take her umbrella with her to work this morning.
4. (Past Continuous) On the TV weather forecast last night they were predicting sleet and snow for next weekend. / What were they predicting for next weekend on the TV weather forecast last night? / Sleet and snow. / Were they predicting sleet and snow for next weekend on the TV weather forecast last night? / Yes, they were. / Were they predicting warm, sunny weather for next weekend on the TV weather forecast last night? / No, they weren't. They weren't predicting warm, sunny weather for next weekend on the TV weather forecast last night.

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Talk a Lot

Answers

5. (Present Perfect) The kids have got a bit of a tan by lying on the beach all morning. / How have the kids got a bit of a tan? / By lying on the beach all morning. / Have the kids got a bit of a tan by lying on the beach all morning? / Yes, they have. / Have the kids got a bit of a tan by going to a tanning salon? / No, they haven't. The kids haven't got a bit of a tan by going to a tanning salon.

6. (Modal Verbs) You need to go to the garage because your fog lamps are broken. / Why do I need to go to the garage? / Because your fog lamps are broken. / Do I need to go to the garage because my fog lamps are broken? / Yes, you do. / Do I need to go to the garage because my accelerator is broken? / No, you don't. You don't need to go to the garage because your accelerator is broken.

7. (Future Forms) They're going to build a massive wind farm on the fields behind my uncle's farm. / Where are they going to build a massive wind farm? / On the fields behind my uncle's farm. / Are they going to build a massive wind farm on the fields behind your uncle's farm? / Yes, they are. / Are they going to build a massive wind farm on the fields in front of your uncle's farm? / No, they aren't. They aren't going to build a massive wind farm on the fields in front of my uncle's farm.

8. (First Conditional) If it stops raining in a minute we can go out for a walk. / What can we do if it stops raining in a minute? / Go out for a walk. / Can we go out for a walk if it stops raining in a minute? / Yes, we can. / Can we use our umbrellas if it stops raining in a minute? / No, we can't. We can't use our umbrellas if it stops raining in a minute.

Animals:

1. (Present Simple) Peter thinks that gorillas are the most dangerous animals in the world. / Who thinks that gorillas are the most dangerous animals in the world? / Peter does. / Does Peter think that gorillas are the most dangerous animals in the world? / Yes, he does. / Do Claire and Barbara think that gorillas are the most dangerous animals in the world? / No, they don't. Claire and Barbara don't think that gorillas are the most dangerous animals in the world.

2. (Present Continuous) The spider is spinning a web so that it can catch and eat flies. / Why is the spider spinning a web? / So that it can catch and eat flies. / Is the spider spinning a web so that it can catch and eat flies? / Yes, it is. / Is the spider spinning a web because it's bored? / No, it isn't. The spider isn't spinning a web because it's bored.

3. (Past Simple) When I went to Australia I saw some wild kangaroos. / When did you see some wild kangaroos? / When I went to Australia. / Did you see some wild kangaroos when you went to Australia? / Yes, I did. / Did you see some wild kangaroos when you went to Norway? / No, I didn't. I didn't see any wild kangaroos when I went to Norway.

4. (Past Continuous) Jean was riding her horse in the field for half an hour this morning. / What was Jean doing in the field for half an hour this morning? / Riding her horse. / Was Jean riding her horse in the field for half an hour this morning? / Yes, she was. / Was Jean painting a picture in the field for half an hour this morning? / No, she wasn't. Jean wasn't painting a picture in the field for half an hour this morning.

5. (Present Perfect) We've got three cats, two dogs, and a goldfish called Oscar. / How many pets have you got? / Three cats, two dogs, and a goldfish called Oscar. / Have you got three cats, two dogs, and a goldfish called Oscar? / Yes, we have. / Have you got five cats, four dogs, and two goldfish called Bonnie and Clyde? / No, we haven't. We haven't got five cats, four dogs, and two goldfish called Bonnie and Clyde.

6. (Modal Verbs) The bears at the zoo must be fed at least five times a day. / Which animals at the zoo must be fed at least five times a day? / The bears must. / Must the bears at the zoo be fed at least five times a day? / Yes, they must. / Must the camels at the zoo be fed at least five times a day? / No, they mustn't. The camels at the zoo mustn't be fed at least five times a day.

7. (Future Forms) Carol is taking her puppy Goldie for a walk to the fountain after tea. / Where is Carol taking her puppy Goldie for a walk after tea? / To the fountain. / Is Carol taking her puppy Goldie for a walk to the fountain after tea? / Yes, she is. / Is Carol taking her puppy Goldie for a walk to the pub after tea? / No, she isn't. Carol isn't taking her puppy Goldie for a walk to the pub after tea.

8. (First Conditional) If you don't move out of the way, you'll get stung by that wasp. / What will happen if I don't move out of the way? / You'll get stung by that wasp. / Will I get stung by that wasp, if I don't move out of the way? / Yes, you will. / Will I be safe from that wasp, if I don't move out of the way? / No, you won't. You won't be safe from that wasp, if you don't move out of the way.

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Talk a Lot

Answers

Cars:

1. (Present Simple) Your car is illegally parked in a no parking zone. / Where is my car illegally parked? / In a no parking zone. / Is my car illegally parked in a no parking zone? / Yes, it is. / Is my car illegally parked in a private garage? / No, it isn't. Your car isn't illegally parked in a private garage.
2. (Present Continuous) Sam is sticking to the speed limit because he's already got six points on his licence. / Why is Sam sticking to the speed limit? / Because he's already got six points on his licence. / Is Sam sticking to the speed limit because he's already got six points on his licence? / Yes, he is. / Is Sam sticking to the speed limit because he's a very careful driver? / No, he isn't. Sam isn't sticking to the speed limit because he's a very careful driver.
3. (Past Simple) My best friend Laura bought a new Mazda CX-7 last weekend. / Who bought a new Mazda CX-7 last weekend? / My best friend Laura did. / Did your best friend Laura buy a new Mazda CX-7 last weekend? / Yes, she did. / Did your mum and dad buy a new Mazda CX-7 last weekend? / No, they didn't. My mum and dad didn't buy a new Mazda CX-7 last weekend.
4. (Past Continuous) I was wondering whether I could borrow the car for a few hours tomorrow night. / What were you wondering? / Whether I could borrow the car for a few hours tomorrow night. / Were you wondering whether you could borrow the car for a few hours tomorrow night? / Yes, I was. / Were you wondering whether you could have a party tomorrow night? / No, I wasn't. I wasn't wondering whether I could have a party tomorrow night.
5. (Present Perfect) Penny has had her blue VW Golf since before her husband died. / How long has Penny had her blue VW Golf? / Since before her husband died. / Has Penny had her blue VW Golf since before her husband died? / Yes, she has. / Has Penny had her blue VW Golf for 20 years? / No, she hasn't. Penny hasn't had her blue VW Golf for 20 years.
6. (Modal Verbs) You should look in your mirrors before indicating. / What should I do before indicating? / Look in your mirrors. / Should I look in my mirrors before indicating? / Yes, you should. / Should I speed up before indicating? / No, you shouldn't. You shouldn't speed up before indicating.
7. (Future Forms) After a few more lessons you will be able to take your driving test. / When will I be able to take my driving test? / After a few more lessons. / Will I be able to take my driving test after a few more lessons? / Yes, you will. / Will I be able to take my driving test on Friday? / No, you won't. You won't be able to take your driving test on Friday.
8. (First Conditional) If you break down, wait with your vehicle by the side of the road. / What should I do if I break down? / Wait with your vehicle by the side of the road. / Should I wait with my vehicle by the side of the road, if I break down? / Yes, you should. / Should I start walking to my mum's house, if I break down? / No, you shouldn't. You shouldn't start walking to your mum's house, if you break down.

The Human Body:

1. (Present Simple) I brush my teeth twice a day. / How often do you brush your teeth? / Twice a day. / Do you brush your teeth twice a day? / Yes, I do. / Do you brush your teeth once a day? / No, I don't. I don't brush my teeth once a day.
2. (Present Continuous) Terry is showing his friends the stitches in his shoulder. / What is Terry showing his friends? / The stitches in his shoulder. / Is Terry showing his friends the stitches in his shoulder? / Yes, he is. / Is Terry showing his friends his holiday photos? / No, he isn't. Terry isn't showing his friends his holiday photos.
3. (Past Simple) Last year Robert was the tallest child in Mr. Brown's class. / Who was the tallest child in Mr. Brown's class last year? / Robert was. / Was Robert the tallest child in Mr. Brown's class last year? / Yes, he was. / Was Mike the tallest child in Mr. Brown's class last year? / No, he wasn't. Mike wasn't the tallest child in Mr. Brown's class last year.
4. (Past Continuous) Our legs were aching because we'd just run over ten miles. / Why were your legs aching? / Because we'd just run over ten miles. / Were your legs aching because you'd just run over ten miles? / Yes, they were. / Were your legs aching because you'd just been running on a treadmill? / No, they weren't. Our legs weren't aching because we'd just been running on a treadmill.
5. (Present Perfect) Veronica's had her nose pierced at that new salon on the corner of Maitland Street. / Where has Veronica had her nose pierced? / At that new salon on the corner of Maitland Street. / Has Veronica had her nose pierced at that new salon on the corner of Maitland Street? / Yes, she has. / Has Veronica had her nose pierced

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Answers

at the hairdresser's on Reginald Street? / No, she hasn't. Veronica hasn't had her nose pierced at the hairdresser's on Reginald Street.

6. (Modal Verbs) Carrie has to inject herself with insulin three times a day because she's got diabetes. / Why does Carrie have to inject herself with insulin three times a day? / Because she's got diabetes. / Does Carrie have to inject herself with insulin three times a day because she's got diabetes? / Yes, she does. / Does Carrie have to inject herself with insulin three times a day because she suffers from asthma? / No, she doesn't. Carrie doesn't have to inject herself with insulin three times a day because she suffers from asthma.

7. (Future Forms) Tracey is planning to have a facelift in August. / When is Tracey planning to have a facelift? / In August. / Is Tracey planning to have a facelift in August? / Yes, she is. / Is Tracey planning to have a facelift in October? / No, she isn't. Tracey isn't planning to have a facelift in October.

8. (First Conditional) If you don't wear sun cream your skin will get burned. / What will happen if I don't wear sun cream? / Your skin will get burned. / Will my skin get burned if I don't wear sun cream? / Yes, it will. / Will my skin be protected if I don't wear sun cream? / No, it won't. Your skin won't be protected if you don't wear sun cream.

Colours and Numbers:

1. (Present Simple) There are five green apples left in the fruit bowl. / How many green apples are there left in the fruit bowl? / Five. / Are there five green apples left in the fruit bowl? / Yes, there are. / Are there six green apples left in the fruit bowl? / No, there aren't. There aren't six green apples left in the fruit bowl.

2. (Present Continuous) Kim is wearing her new orange jacket because she thinks that it goes with her light green skirt. / Why is Kim wearing her new orange jacket? / Because she thinks that it goes with her light green skirt. / Is Kim wearing her new orange jacket because she thinks that it goes with her light green skirt? / Yes, she is. / Is Kim wearing her new orange jacket because she wants to show off to her friends? / No, she isn't. Kim isn't wearing her new orange jacket because she wants to show off to her friends.

3. (Past Simple) I saw eight kids wearing blue baseball caps on my way to work this morning. / When did you see eight kids wearing blue baseball caps? / On my way to work this morning. / Did you see eight kids wearing blue baseball caps on your way to work this morning? / Yes, I did. / Did you see eight kids wearing blue baseball caps at around 8.30pm last night? / No, I didn't. I didn't see eight kids wearing blue baseball caps at around 8.30pm last night.

4. (Past Continuous) Alan was taking a box of five hundred brown envelopes to the stockroom, when he slipped on a wet floor. / Who was taking a box of five hundred brown envelopes to the stockroom, when they slipped on a wet floor? / Alan was. / Was Alan taking a box of five hundred brown envelopes to the stockroom, when he slipped on a wet floor? / Yes, he was. / Was Jocelyn Whispers taking a box of five hundred brown envelopes to the stockroom, when he slipped on a wet floor? / No, he wasn't. Jocelyn Whispers wasn't taking a box of five hundred brown envelopes to the stockroom, when he slipped on a wet floor.

5. (Present Perfect) Eddie has bought his wife a dozen red roses once a month since Valentine's Day. / How often has Eddie bought his wife a dozen red roses since Valentine's Day? / Once a month. / Has Eddie bought his wife a dozen red roses once a month since Valentine's Day? / Yes, he has. / Has Eddie bought his wife a dozen red roses once a week since Valentine's Day? / No, he hasn't. Eddie hasn't bought his wife a dozen red roses once a week since Valentine's Day.

6. (Modal Verbs) Becky and Jeffrey have to decide between a black Mercedes and a silver Prius. / What do Becky and Jeffrey have to decide between? / A black Mercedes and a silver Prius. / Do Becky and Jeffrey have to decide between a black Mercedes and a silver Prius? / Yes, they do. / Do Becky and Jeffrey have to decide between a red Mini and a green camper van? / No, they don't. Becky and Jeffrey don't have to decide between a red Mini and a green camper van.

7. (Future Forms) We'll order a couple of white limos from Ellis's to take us to the party. / Where will we order a couple of white limos from to take us to the party? / From Ellis's. / Will we order a couple of white limos from Ellis's to take us to the party? / Yes, we will. / Will we order a couple of white limos from Ernie's Cars to take us to the party? / No, we won't. We won't order a couple of white limos from Ernie's Cars to take us to the party.

8. (First Conditional) If fewer than forty people come to the opening night, the whole thing will be a disaster. / What will happen if fewer than forty people come to the opening night? / The whole thing will be a disaster. / Will the whole thing be a disaster if fewer than forty people come to the opening night? / Yes, it will. / Will the whole thing be a great success if fewer than forty people come to the opening night? / No, it won't. The whole thing won't be a great success

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Answers

if fewer than forty people come to the opening night.

Life Events:

1. (Present Simple) Ken's wife is terminally ill with cancer. / Whose wife is terminally ill with cancer? / Ken's wife is. / Is Ken's wife terminally ill with cancer? / Yes, she is. / Is John's wife terminally ill with cancer? / No, she isn't. John's wife isn't terminally ill with cancer.
2. (Present Continuous) Lee is having a party to celebrate his fortieth birthday. / Why is Lee having a party? / To celebrate his fortieth birthday. / Is Lee having a party to celebrate his fortieth birthday? / Yes, he is. / Is Lee having a party to celebrate passing his driving test? / No, he isn't. Lee isn't having a party to celebrate passing his driving test.
3. (Past Simple) Lorna graduated from Hull University last July. / When did Lorna graduate from Hull University? / Last July. / Did Lorna graduate from Hull University last July? / Yes, she did. / Did Lorna graduate from Hull University last August? / No, she didn't. Lorna didn't graduate from Hull University last August.
4. (Past Continuous) I was telling your mother at the funeral how much I miss your Uncle Jim. / What were you telling my mother at the funeral? / How much I miss your Uncle Jim. / Were you telling my mother at the funeral how much you miss my Uncle Jim? / Yes, I was. / Were you telling my mother at the funeral about your holiday to Majorca? / No, I wasn't. I wasn't telling your mother at the funeral about my holiday to Majorca.
5. (Present Perfect) Ron and Julie have been married for eight years. / Who has been married for eight years? / Ron and Julie have. / Have Ron and Julie been married for eight years? / Yes, they have. / Have Joe and Cath been married for eight years? / No, they haven't. Joe and Cath haven't been married for eight years.
6. (Modal Verbs) I can see my kids once a month. / How often can you see your kids? / Once a month. / Can you see your kids once a month? / Yes, I can. / Can you see your kids every week? / No, I can't. I can't see my kids every week.
7. (Future Forms) Alice is going to be a bridesmaid at Nicky and Ray's wedding in May. / Where is Alice going to be a bridesmaid in May? / At Nicky and Ray's wedding. / Is Alice going to be a bridesmaid at Nicky and Ray's wedding in May? / Yes, she is. / Is Alice going to be a bridesmaid at Agnes and Ronald's wedding in May? / No, she isn't. Alice isn't going to be a bridesmaid at Agnes and Ronald's wedding in May.
8. (First Conditional) If you help me wash the car, I'll give you some extra pocket money. / What will you give me, if I help you wash the car? / Some extra pocket money. / Will you give me some extra pocket money, if I help you wash the car? / Yes, I will. / Will you give me fifty pounds, if I help you wash the car? / No, I won't. I won't give you fifty pounds, if you help me wash the car.

Nature:

1. (Present Simple) Theresa walks on the beach every day with her dog Domino. / Who walks on the beach every day with their dog Domino? / Theresa does. / Does Theresa walk on the beach every day with her dog Domino? / Yes, she does. / Does Kevin walk on the beach every day with his dog Domino? / No, he doesn't. Kevin doesn't walk on the beach every day with his dog Domino.
2. (Present Continuous) I'm standing in the garden watching the most spectacular sunset. / What are you standing in the garden watching? / The most spectacular sunset. / Are you standing in the garden watching the most spectacular sunset? / Yes, I am. / Are you standing in the garden watching the most spectacular fireworks display? / No, I'm not. I'm not standing in the garden watching the most spectacular fireworks display.
3. (Past Simple) After the storm we saw a rainbow over the field opposite Jessie's farm. / When did you see a rainbow over the field opposite Jessie's farm? / After the storm. / Did you see a rainbow over the field opposite Jessie's farm after the storm? / Yes, we did. / Did you see a rainbow over the field opposite Jessie's farm yesterday evening? / No, we didn't. We didn't see a rainbow over the field opposite Jessie's farm yesterday evening.
4. (Past Continuous) We were cycling through the forest last Saturday when we discovered a trail that led to a beautiful lake. / Where were you cycling last Saturday when you discovered a trail that led to a beautiful lake? / Through the forest. / Were you cycling through the forest last Saturday when you discovered a trail that led to a beautiful lake? / Yes, we were. / Were you cycling across a field last Saturday when you discovered a trail that led to

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Answers

a beautiful lake? / No, we weren't. We weren't cycling across a field last Saturday when we discovered a trail that led to a beautiful lake.

5. (Present Perfect) I've always wanted to try rock climbing. / What have you always wanted to try? / Rock climbing. / Have you always wanted to try rock climbing? / Yes, I have. / Have you always wanted to try skydiving? / No, I haven't. I haven't always wanted to try skydiving.

6. (Modal Verbs) You must send me some photos from your trip to the ocean, because I'd love to go there myself. / Why must I send you some photos from my trip to the ocean? / Because I'd love to go there myself. / Must I send you some photos from my trip to the ocean, because you'd love to go there yourself? / Yes, you must. / Must I send you some photos from my trip to the ocean, because you collect photos of the ocean? / No, you mustn't. You mustn't send me some photos from your trip to the ocean, because I collect photos of the ocean.

7. (Future Forms) Michael and his brothers are going to plant some oak trees on the land next to that patch of yellow flowers. / Where are Michael and his brothers going to plant some oak trees? / On the land next to that patch of yellow flowers. / Are Michael and his brothers going to plant some oak trees on the land next to that patch of yellow flowers? / Yes, they are. / Are Michael and his brothers going to plant some oak trees in my back garden? / No, they aren't. Michael and his brothers aren't going to plant some oak trees in your back garden.

8. (First Conditional) I'll be really happy on Tuesday if our Geography exam is cancelled. / How will you be on Tuesday if your Geography exam is cancelled? / Really happy. / Will you be really happy on Tuesday if your Geography exam is cancelled? / Yes, I will. / Will you be really disappointed on Tuesday if your Geography exam is cancelled? / No, I won't. I won't be really disappointed on Tuesday if our Geography exam is cancelled.

Sentence Block Extensions:

There isn't room in this book to print in full all of the 276 sentence blocks from the extensions pages (see pages 30-33). We hope that the answers given above will give you the teacher (or you the student) enough guidance to be able to make the sentence block extensions in this book confidently. 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 some cases seven or even nine different sentence blocks can be made from the same starting sentence when using different wh- question words. For example, let's look at the third starting sentence from the "Life Events" unit:

Lorna graduated from Hull University last July.

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

What happened to Lorna last July? / She graduated from Hull University.

Where did Lorna graduate from last July? / From Hull University.

Who graduated from Hull University last July? / Lorna did.

Which university did Lorna graduate from last July? / Hull University.

The idea is easy. Change the wh- question word each time and you can make five completely different sentence blocks from the original starting sentence, simply by finding the relevant information for the answer in the starting sentence. Sometimes the same wh- question word can be used more than once to make different sentence blocks, as with this example from the "Colours and Numbers" unit: Eddie has bought his wife a dozen red roses once a month since Valentine's Day.

Who has bought his wife a dozen red roses once a month since Valentine's Day? / Eddie has.

Who has Eddie bought a dozen red roses for once a month since Valentine's Day? / His wife.

If your students are getting to grips with making sentence blocks and are keen to do more than the eight given on the handout each week, ask them to study some of the starting sentences and work out whether or not other wh- question words could be used to form new sentence blocks; or simply give them the sentence block extension pages and let them work on forming all of the possible sentence blocks that exist for each starting sentence.

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Answers

Information Exchanges:

Crime – Murder Mystery:

Task: "Ask and answer questions to complete the gaps. In 1884, banker Sir Harold Crompton was poisoned at his London town house. Study the evidence below and expose the murderer."

	HILARY WILLOUGHBY	PETER WITHERS
Age:	78	49
Occupation:	none	unemployed
Hobbies:	hunting, collecting butterflies	gambling, drinking, angling
Relationship to Sir Harold:	neighbour	former butler
Location at Time of Death:	garden	cellar
Possible Motive:	angry about Sir Harold's plans to build near her home	sacked by Sir Harold two weeks ago for being late
Other Evidence:	photo in Sir Harold's pocket	fingerprints, footprints

	DANIEL CROMPTON	LADY JOSEPHINE CROMPTON
Age:	19	63
Occupation:	trainee chemist	charity work
Hobbies:	reading, long walks alone	baking, buying fine jewellery
Relationship to Sir Harold:	stepson	wife (42 years)
Location at Time of Death:	dining room	kitchen
Possible Motive:	believed that he would only inherit £500	felt trapped in a loveless marriage; was having an affair
Other Evidence:	unpaid debts, leather coat	love letter, handkerchief

Sample Questions and Answers:

How old is _____?	He/she is _____ years old.
What's _____'s occupation?	He/she _____.
What are _____'s hobbies?	He/she likes _____.
What was _____'s relationship to Sir Harold?	He/she was his _____.
Where was _____ at the time of Sir Harold's death?	He/she was in the _____.
What was _____'s possible motive for killing Sir Harold?	He/she _____.
What other evidence is there to link _____ to the murder?	There is/are _____.
Who do you think murdered Sir Harold? Why?	I think it was _____, because...

Sport – Which Sport is the Easiest to Learn?

Task: "Ask and answer questions to complete the gaps, then decide which sport is the easiest to learn."

	FOOTBALL	BASEBALL
Aim:	score goals	hit ball, touch markers, score runs
Equipment:	football, feet, goals	baseball, baseball bat, markers
Actions:	run, kick, pass, throw, score	run, throw, hit, touch markers
Team / Individual:	11 players (team)	9 players (team)
Duration of Match:	2 halves of 45 minutes each	9 innings
Locations:	park, pitch, ground, stadium	diamond, field, stadium
An Important Rule:	only the goalkeeper should handle the ball during play	pitchers can only take one step backward and one step forward

	ICE HOCKEY	TENNIS
Aim:	score goals	score points, win games and sets
Equipment:	puck, stick, protective clothing	tennis ball, tennis racquet, net
Actions:	skate, shoot, hit, pass, score	serve, hit, rally, smash, score, win
Team / Individual:	6 players (team)	2 players (singles), 4 players (doubles)
Duration of Match:	3 x 20 minute periods	best of 3 or 5 sets
Locations:	ice rink, stadium	court, club, park
An Important Rule:	players must not kick or throw the puck into the goal	players may serve either underhand or overhand

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Answers

Sample Questions and Answers:

What is the aim of _____? To _____.
 What equipment is used in _____? _____.
 What do players have to do in _____? Players have to _____.
 Is _____ a team or an individual sport? It's a/an _____ sport.
 How long do _____ matches last for? They last for _____.
 Where can _____ be played? It can be played _____.
 Tell me an important rule from _____.
 Which sport is the easiest to learn? Why? _____ is the easiest to learn, because...

Music – Which Instrument is the Funkiest?

Task: "Ask and answer questions to complete the gaps, then decide which instrument you would most like to learn."

	PIANO	DRUM KIT
Type of Instrument:	keyboard	percussion
Appearance:	large (grand piano), upright	collection of drums and cymbals
Parts:	keys, pedals, strings, hammers	drums, cymbals, sticks, brushes
Musician:	pianist	drummer, percussionist
Famous Musicians:	Ray Charles, George Gershwin	Ringo Starr, Phil Collins
Famous Piece of Music:	Clair de Lune by Claude Debussy	drum solos in many different rock songs
First Played:	1720s	1890s

	VIOLIN	TRUMPET
Type of Instrument	string	brass
Appearance:	hourglass shape, quite small	a brass tube bent into shape
Parts:	chin rest, fingerboard, neck, bow	mouthpiece, valves, bell
Musician:	violinist	trumpeter, trumpet player
Famous Musicians:	Yehudi Menuhin, Nigel Kennedy	Dizzie Gillespie, Louis Armstrong
Famous Piece of Music:	Violin Concerto in D major by Beethoven	Trumpet Voluntary by Jeremiah Clarke
First Played:	1500s	1500 BC

Sample Questions and Answers:

What type of instrument is the _____? It's a _____ instrument.
 What does the _____ look like? _____.
 What parts does the _____ have? It has _____.
 What is the name of a musician who plays the _____? They're called a _____.
 Name a famous musician who plays or played the _____.
 What is a famous piece of music for the _____?
 When was the _____ first played? It was first played in _____.
 Which instrument would you most like to learn? Why? The _____, because...

Weather – What is the Month?

Task: "Ask and answer questions to complete the gaps in the weather report. What is the month?"

Answer: this table shows typical weather information for different world cities on the same day in **March**.

	WEATHER	MAX. TEMP. – DAYTIME (°C)
Tokyo, Japan	light showers	12°C
Buenos Aires, Argentina	sunny	24°C
Montreal, Canada	light snow	-2°C
St. Petersburg, Russia	light rain	4°C
Nairobi, Kenya	heavy showers	23°C
Sydney, Australia	cloudy	26°C
Austin, Texas, USA	sunny	31°C
Cape Town, South Africa	sunny	24°C

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Answers

	SEASON	TAKE / WEAR
Tokyo, Japan	spring	umbrella
Buenos Aires, Argentina	autumn	sunglasses
Montreal, Canada	winter	hat, scarf, gloves
St. Petersburg, Russia	winter	warm jacket
Nairobi, Kenya	rainy season	raincoat
Sydney, Australia	autumn	shorts and t-shirt
Austin, Texas, USA	spring	sunblock
Cape Town, South Africa	autumn	water bottle

Source: <http://www.bbc.co.uk/weather>

Sample Questions and Answers:

What's the weather like in _____? It's _____ in _____.
 What's the maximum daytime temperature in _____? It's _____ degrees Celsius in _____.
 What season is it in _____? It's _____ in _____.
 What should I take to/wear in _____? You should take/wear _____ in _____.
 What is the month? It's _____.

Animals – Pets for Sale:

Task: "Ask and answer questions to complete the gaps. Which animal do you want to buy? Why?"

	CAT	DOG
Name / Age:	Princess / 1 year old	Rollo / 4 years old
Breed:	Siamese	mongrel
Colour:	white and chocolate brown	brown, black, grey, white, yellow
Weight (KG):	800g	5 KG
Food:	cat food, liver, birds	dog food, chicken, takeaways
Strengths:	independent, clean, beautiful	loving, loyal, faithful, protective
Weaknesses:	anti-social, unfriendly	stupid, ugly, greedy, dog mess
Home:	house, garden, street	your bed, house, garden, street
Price:	£120	£20

	RABBIT	BABY CROCODILE
Name / Age:	Snowy / 6 months old	You can name him / 1 month old
Breed:	domestic rabbit	saltwater crocodile
Colour:	white, pink ears and nose	dark green, yellow eyes
Weight (KG):	400g	200g
Food:	grass, carrots, seeds, nuts	fish, birds, mammals
Strengths:	cute, cuddly	killing for food, talking point
Weaknesses:	looks nervous, boring	grows to 5 metres long
Home:	rabbit hutch in your garden	tank, bath, toilet bowl, swamp
Price:	free, you must buy the hutch	free to a good home

Sample Questions and Answers:

What is the _____ called? It's called _____.
 How old is the _____? It's _____.
 What breed is the _____? It's a _____.
 What colour is the _____? It's _____.
 How heavy is the _____? It's _____.
 What does the _____ eat? It eats _____.
 What are the _____'s strengths? _____.
 What are the _____'s weaknesses? _____.
 Where does the _____ live? It lives in _____.
 How much does the _____ cost? _____.
 Which animal do you want to buy? Why? I want to buy the _____, because...

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Talk a Lot

Answers

Cars – Buying a Used Car:

Task: "Ask and answer questions to complete the gaps. How much would you pay for each car? Why?"

	USED CAR 1	USED CAR 2
Make:	Citroën	Ford
Model / Year:	C4 Picasso / 2007	Escort / 1996
No. Previous Owners:	1 careful owner (was 2 nd car)	about 8
Colour:	blue	brown and grey
Mileage:	10,594	126,001
Transmission / Fuel:	manual / turbo diesel	manual / petrol
No. Doors / CD Player:	5 / yes	5 / no
Work Needed:	none	you could consider a re-spray

	USED CAR 3	USED CAR 4
Make:	Honda	Volkswagen
Model / Year:	Accord / 2006	Golf / 1991
No. Previous Owners:	3	2
Colour:	silver	red
Mileage:	38,420	187,190
Transmission / Fuel:	automatic / diesel	manual / petrol
No. Doors / CD Player:	5 / yes	3 / yes
Work Needed:	some damage to the front	new gearbox and wheels

Sample Questions and Answers:

What make is Used Car _____?	It's a _____.
What model is Used Car _____?	It's a _____.
What year is Used Car _____?	_____.
How many previous owners has Used Car _____ had?	It's had _____ previous owners.
What colour is Used Car _____?	It's _____.
How many miles has Used Car _____ done?	It's done _____ miles.
What kind of transmission does Used Car _____ have?	_____.
What kind of fuel does Used Car _____ use?	_____.
How many doors has Used Car _____ got?	It's got _____ doors.
Has Used Car _____ got a CD player?	Yes, it has. / No, it hasn't.
Does Used Car _____ need any work doing?	Yes, _____ / No, it doesn't.
How much would you pay for Used Car _____? Why?	I'd pay _____ for Used Car _____, because...

Note: the data in this information exchange is based on adverts for real used cars that were published online in 2008. The actual prices were approximately: Used Car 1: £14,250; Used Car 2: £2,195; Used Car 3: £8,995; Used Car 4: £3,100.

The Human Body – Body Swap:

Task: "If you could swap bodies with one of these people for one day, who would you choose? Why?"

	EMMA	JACK
Height:	155cm (5'1") – short	178cm (5'10") – average height
Weight / Build:	55kg (8 stone 9 lb) / slim	98kg (15 stone 6 lb) / overweight
Age:	25	34
Hair Colour / Length / Style:	brown / short / wavy	blonde / long / pony tail
Face / Eyes:	oval, tanned / brown	round / green
Best Feature:	white teeth, legs	eyes
Worst Feature:	long fingers	scruffy clothes and shoes
Health:	good	has asthma and hay fever
Personality:	argumentative, ambitious	anxious, hard-working

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Answers

	LEONARD	CATHY
Height:	189cm (6'2") – tall	181cm (5'11") – quite tall
Weight / Build:	88kg (13 st. 12 lb) / athletic	83kg (13 stone 1 lb) / plump
Age:	40	18
Hair Colour / Length / Style:	black, greying / short / straight	black / shoulder length / permed
Face / Eyes:	long / grey (wears glasses)	round / brown
Best Feature:	handsome face	smile, hair
Worst Feature:	bad teeth and gums	big feet
Health:	not bad	excellent
Personality:	cheerful, easy-going	outgoing, energetic, tolerant

Sample Questions and Answers:

How tall is _____?	He/she is _____.
How much does _____ weigh?	He/she weighs _____.
What kind of build is _____?	He/she's _____.
How old is _____?	He/she's _____ years old.
What colour hair has _____ got?	He/she's got _____ hair.
How long is _____'s hair?	It's _____.
What style is _____'s hair?	It's _____.
What kind of face has _____ got?	He/she's got a _____ face.
What colour eyes has _____ got?	He/she's got _____ eyes.
Does _____ wear glasses?	Yes, he/she does. / No, he/she doesn't.
What is _____'s best feature?	It's his/her _____.
What is _____'s worst feature?	It's his/her _____.
How is _____'s health?	His/her health is _____.
What is _____'s personality like?	He/she is _____.
Who would you swap bodies with for one day? Why?	I'd swap bodies with _____ for one day, because...

Colours and Numbers – Best Sofa Deals:

Task: "Ask and answer questions to complete the gaps. The same sofas are for sale in different stores. Put the items in order of price, from the lowest to the highest. Which store(s) will you go to? Why?"

	JUST RELAX	WORLD OF SOFAS
dark blue leather sofa	£495.99	£549 £419.95
red and white striped fabric sofa	£499 £299	£10.38/month x 24 payments
brown and grey double sofabed	£679 (free delivery)	£479 (+ £9.95 delivery)
small green and orange footstool	£169	£159
black leather recliner	£1,199 £899	£18.72/month x 48 payments
yellow wicker armchair	£195.99 (free delivery)	£185.95
luxury purple fabric chair	£689	£855 £570 (OVER 1/3 OFF!)
medium-sized pink cushions (x4)	£99	£99 £49 (HALF PRICE!)

	REST EASY	EXOTIC SOFAS
dark blue leather sofa	£695.99 (free delivery)	£655.95 £385.95
red and white striped fabric sofa	£499 (+ £14.95 delivery)	£229.95 (free delivery)
brown and grey double sofabed	£799 (+ £14.95 delivery)	£479.95 (free delivery)
small green and orange footstool	£5.28/month x 36 payments	£169.95 £129.95
black leather recliner	£1,229	£1,220.95 £1,109.95
yellow wicker armchair	£195.99	£8.75/month x 24 payments
luxury purple fabric chair	£895 (SUPER PRICE!)	£16.35/month x 48 payments
medium-sized pink cushions (x4)	£119.99	£99 (BOGOF* = x8 cushions)

*BOGOF is an acronym used in stores to show that an item is on promotion. It stands for "Buy One Get One Free".

Sample Questions and Answers:

How much is the _____ at _____?	It's _____.
How much does the _____ cost at _____?	It costs _____.
Is there free delivery?	Yes, there is. / No, there isn't.

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Answers

How much does delivery cost? It costs _____.

How much are the monthly payments? _____.

How many monthly payments are there? _____.

In which store does the _____ cost the most/least? In _____.

In which store is the _____ the most expensive/the cheapest? In _____.

Which store has the best promotions/bargains/offers/prices? _____.

Which store(s) will you go to? Why? I will go to _____, because...

Which item(s) would you like to buy? Why? I would like to buy _____, because...

Prices of each item in order (lowest to highest):

	dark blue leather sofa:			red and white striped fabric sofa:	
Exotic Sofas	£385.95	best deal!	Exotic Sofas	£229.95	best deal!
World of Sofas	£419.95		World of Sofas	£249.12	
Just Relax	£495.99		Just Relax	£299	
Rest Easy	£695.99		Rest Easy	£513.95	

	brown and grey double sofabed:			small green and orange footstool:	
Exotic Sofas	£479.95	best deal!	Exotic Sofas	£129.95	best deal!
World of Sofas	£488.95		World of Sofas	£159	
Just Relax	£679		Just Relax	£169	
Rest Easy	£813.95		Rest Easy	£190.08	

	black leather recliner:			yellow wicker armchair:	
World of Sofas	£898.56	best deal!	World of Sofas	£185.95	best deal!
Just Relax	£899		Just Relax	£195.99 (with free delivery)	
Exotic Sofas	£1,109.95		Rest Easy	£195.99	
Rest Easy	£1,229		Exotic Sofas	£210	

	luxury purple fabric chair:			medium-sized pink cushions (x4):	
World of Sofas	£570	best deal!	World of Sofas	£49	best deal!
Just Relax	£689		Exotic Sofas	£49.50 (for four cushions)	
Exotic Sofas	£784.80		Just Relax	£99	
Rest Easy	£895		Rest Easy	£119.99	

Blank grid for working out the prices:

	dark blue leather sofa:			red and white striped fabric sofa:	
	£	best deal!		£	best deal!
	£			£	
	£			£	
	£			£	

	brown and grey double sofabed:			small green and orange footstool:	
	£	best deal!		£	best deal!
	£			£	
	£			£	
	£			£	

	black leather recliner:			yellow wicker armchair:	
	£	best deal!		£	best deal!
	£			£	
	£			£	
	£			£	

	luxury purple fabric chair:			medium-sized pink cushions (x4):	
	£	best deal!		£	best deal!
	£			£	
	£			£	
	£			£	

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Answers

Notes: (i) where prices are shown as monthly payments on the student's handout, the total price above assumes that 0% interest free credit applies for the full term of the payment plan. (ii) Clearly, Exotic Sofas and World of Sofas have the best sofa deals, while the other two stores have more upmarket prices; which proves that it's always well worth "shopping around" for expensive items such as sofas!

Life Events – Famous Lives:

Task: "Ask and answer questions to complete the gaps. Who had the most interesting life? Why?"

	MARIE CURIE	YOUSSOU N'DOUR
Nationality:	Polish, then French	Senegalese
D.O.B. / Birthplace:	07/11/1867 / Warsaw, Poland	01/10/1959 / Dakar, Senegal
Parents:	Bronisława and Władysław	Ndèye and Eimane
Childhood:	mother and sister died	started to perform aged 12
Education:	keen student	preferred music to school
Work:	chemist and physicist, radioactivity pioneer	singer and percussionist
Married / Date:	Pierre Curie / 1895	Mamie Camara / 1990
Children:	2 daughters – Irène and Ève	4
Died / Cause:	04/07/1934 / leukaemia	still alive

	LEO TOLSTOY	FRIDA KAHLO
Nationality:	Russian	Mexican
D.O.B. / Birthplace:	28/08/1828 / Central Russia	06/07/1907 / Mexico
Parents:	lost his mother aged 2 and father aged 9	Matilde and Guillermo
Childhood:	brought up with 3 brothers and 1 sister	tried boxing and other sports
Education:	started but didn't finish university	joined a gang at school
Work:	wrote "War & Peace" and "Anna Karenina"	artist
Married / Date:	Sofia / 23/09/1862	Diego Rivera / 1929
Children:	12	none
Died / Cause:	20/11/1910 / pneumonia	13/07/1954 / blood clot

Sample Questions and Answers:

What nationality was/is _____?	He/she was/is _____.
When was _____ born?	He/she was born on _____.
Where was _____ born?	He/she was born in _____.
Tell me about _____'s parents.	His/her parents were called _____.
Tell me about _____'s childhood.	He/she _____.
Tell me about _____'s education.	He/she _____.
What was/is _____'s job?	He/she was/is a/an _____.
Who did _____ marry?	He/she married _____.
When did _____ get married?	He/she got married on _____.
How many children did _____ have?/does _____ have?	He/she had/has _____ children.
Is _____ still alive?	Yes, he/she is. / No, he/she isn't.
When did _____ die?	He/she died on _____.
How did _____ die?	He/she died of _____.
Who had/has the most interesting life? Why?	_____ had/has the most interesting life, because...

Nature – Island Life:

Task: "Ask and answer questions to complete the gaps. Which island would you live on? Why?"

	SOGGY ISLAND	ARID ISLAND
trees:	willow, poplar	none
flowers:	orchids, sunflowers	desert rose
climate:	warm and humid	hot and dry
animals/fish:	crocodiles, turtles / flounders	hyenas, camels / none
plants:	long grass, rice, sugarcane	cacti
water:	swamps, rivers, marshes	an oasis
birds:	flamingos, seagulls, ducks	crows, vultures
landscape:	wet and soggy	desert; flat, rocky, dusty, empty
insects:	butterflies, crickets, spiders	flies, cockroaches

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Answers

	REDWOOD ISLAND	SNOWY ISLAND
trees:	redwood, birch, oak	pine, fir
flowers:	roses, daisies, violets	Arctic Poppy, lichens
climate:	summer: warm; winter: cold	very cold all year round, blizzards
animals/fish:	bears, deer, horses / trout	polar bears, wolves, moose, whales / cod
plants:	vines, bushes, nettles	tundra: grasses, mosses, etc.
water:	waterfalls, rivers, lakes	lakes, icebergs, rivers
birds:	owls, woodpeckers	gulls, snow goose, guillemots
landscape:	grassy plains, forests	mountains, rocks, snow, ice
insects:	lots of mosquitoes, caterpillars	bees, wasps, beetles, flies

Sample Questions and Answers:

What kinds of trees are there on _____ ?	There are _____.
What varieties of flowers are there on _____ ?	There are _____.
What is the climate like on _____ ?	It's _____.
What species of animals are there on _____ ?	There are _____.
What species of fish are there on _____ ?	There are _____.
What kinds of plants are there on _____ ?	There are _____.
Is there water on _____ ?	Yes, there is/are _____.
What species of birds are there on _____ ?	There are _____.
What sort of landscape does _____ have?	The landscape is _____. / There are _____.
What kinds of insects are there on _____ ?	There are _____.
Which island would you live on? Why?	I would live on _____, because...

Discussion Words and Question Sheets:

Crime:

General Questions:

- Answers will vary.
- Answers will vary.
- a) 7 words have 1 syllable: fine, gun, guilt, trial, theft, judge, court. b) 12 words have 2 syllables: appeal, victim, prison, suspect, blackmail, witness, arson, handcuffs, violence, jury, arrest, murder. c) 9 words have 3 syllables: detective, GBH, innocence, criminal, life sentence, punishment, fingerprints, shoplifting, defendant. d) 6 words have 4 syllables: police station, prison sentence, terrorism, burglar alarm, solicitor, drug trafficking. e) 4 words have 5 syllables: suspended sentence, neighbourhood watch scheme, electronic tag, police officer. f) 1 word has 6 syllables: community service. g) 1 word has 7 syllables: antisocial behaviour.
- 2 syllable words: these words have the strong stress on the first syllable: **victim, prison, suspect, blackmail, witness, arson, handcuffs, violence, jury, murder**; these words have the strong stress on the second syllable: **appeal, arrest**. 3 syllable words: these words have the strong stress on the first syllable: **innocence, criminal, life sentence, punishment, fingerprints, shoplifting**; this word has the strong stress on the middle syllable: **defendant**; this word has the strong stress on the third syllable: **GBH**. 4 syllable words: these words have the strong stress on the first syllable: **prison sentence, terrorism, burglar alarm, drug trafficking**; these words have the strong stress on the second syllable: **police station, solicitor**. 5 syllable words: this word has the strong stress on the second syllable: **police officer**; these words have the strong stress on the fourth syllable: **suspended sentence, neighbourhood watch scheme**; this word has the strong stress on the fifth syllable: **electronic tag**. 6 syllable word: this word has the strong stress on the fifth syllable: **community service**. 7 syllable word: this word has the strong stress on the sixth syllable: **antisocial behaviour**.
- Antisocial behaviour, appeal, arrest, arson, blackmail, burglar alarm, community service, court, criminal, defendant, detective, drug trafficking, electronic tag, fine, fingerprints, GBH, guilt, gun, handcuffs, innocence, judge, jury, life sentence, murder, neighbourhood watch scheme, police officer, police station, prison, prison sentence, punishment, shoplifting, solicitor, suspect, suspended sentence, terrorism, theft, trial, victim, violence, witness.
- 3 letters: GBH, gun. 4 letters: fine, jury. 5 letters: arson, court, guilt, judge, theft, trial. 6 letters: appeal, arrest, murder, prison, victim. 7 letters: suspect, witness. 8 letters: criminal, violence. 9 letters: blackmail, defendant,

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Answers

detective, handcuffs, innocence, solicitor, terrorism. 10 letters: punishment. 11 letters: shoplifting. 12 letters: burglar alarm, fingerprints, life sentence. 13 letters: electronic tag, police officer, police station. 14 letters: prison sentence. 15 letters: drug trafficking. 16 letters: community service. 17 letters: suspended sentence. 19 letters: antisocial behaviour. 24 letters: neighbourhood watch scheme.

7. See answer to number 5 above.

8. Answers will vary.

9. There are many possible answers to this question; for example, "gun", "suspect", and "judge" all contain the vowel sound /ʌ/. Use the phonetic chart on page 152 and the phonetic spellings of the vocabulary words on pages 147-151 to help your students put the words into sound groups.

Lesson Questions:

1. a) court. b) theft. c) trial. d) fine. e) gun. f) guilt. g) judge.

2. Answers will vary. Suggested answer (from most serious to least): terrorism, murder, GBH, drug trafficking, arson, blackmail, theft, shoplifting, antisocial behaviour.

3. Answers will vary. Suggested answer (from most serious to least): life sentence, prison sentence, electronic tag, community service, suspended sentence, fine.

4. Detective, appeal, victim, criminal, solicitor, trial, suspect, witness, handcuffs, judge, court, jury, defendant.

5. Electronic tag.

6. Community service.

7. Witness.

8. **Detective** – investigates crimes; **victim** – the crime is committed against this person; **criminal** – commits a crime; **solicitor** – represents the defendant or the state in court; **suspect** – the police think that this person may have committed the crime; **witness** – knows something about the crime and gives evidence in court; **judge** – hears the case in court and sentences or acquits the defendant; **police officer** – collects evidence, and deals with all parties in the case; **jury** – a group of ordinary people who hear the case in court and decide on the verdict; **defendant** – the person who is tried in court.

9. Appeal.

10. Neighbourhood watch scheme.

11. Blackmail.

Sport:

General Questions:

1. Answers will vary.

2. Answers will vary.

3. a) 12 words have 1 syllable: ball, cup, rule, score, game, squash, cue, puck, team, goal, bat, match. b) 15 words have 2 syllables: football, tennis, racquet, final, skiing, boxing, swimming, snooker, hockey, baseball, winner, player, sailing, rugby, cricket. c) 8 words have 3 syllables: badminton, referee, ice hockey, volleyball, Olympics, athletics, stadium, supporter. d) 4 words have 4 syllables: commentator, motor racing, table tennis, championship. e) 1 word has 6 syllables: American football.

4. 2 syllable words: all of the words have the strong stress on the first syllable: **football**, **tennis**, **racquet**, **final**, **skiing**, **boxing**, **swimming**, **snooker**, **hockey**, **baseball**, **winner**, **player**, **sailing**, **rugby**, **cricket**. 3 syllable words: these words have the strong stress on the first syllable: **stadium**, **ice** hockey, **volleyball**, **badminton**; these words have the strong stress on the middle syllable: **Olympics**, **athletics**, **supporter**; this word has the strong stress on the last

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Answers

syllable: **referee**. 4 syllable words: all of the words have the strong stress on the first syllable: **commentator**, **motor racing**, **table tennis**, **championship**. 6 syllable word: this word has the strong stress on the fifth syllable: American **football**.

5. American football, athletics, badminton, ball, baseball, bat, boxing, championship, commentator, cricket, cue, cup, final, football, game, goal, hockey, ice hockey, match, motor racing, Olympics, player, puck, racquet, referee, rugby, rule, sailing, score, skiing, snooker, squash, stadium, supporter, swimming, table tennis, team, tennis, volleyball, winner.

6. 3 letters: bat, cue, cup. 4 letters: ball, game, goal, puck, rule, team. 5 letters: final, match, rugby, score. 6 letters: boxing, hockey, player, skiing, squash, tennis, winner. 7 letters: cricket, racquet, referee, sailing, snooker, stadium. 8 letters: baseball, football, Olympics, swimming. 9 letters: athletics, badminton, ice hockey, supporter. 10 letters: volleyball. 11 letters: commentator, motor racing, table tennis. 12 letters: championship. 16 letters: American football.

7. See answer to number 5 above.

8. Answers will vary.

9. There are many possible answers to this question; for example, “athletics”, “bat”, and “match” all contain the vowel sound /æ/. Use the phonetic chart on page 152 and the phonetic spellings of the vocabulary words on pages 147-151 to help your students put the words into sound groups.

Lesson Questions:

1. a) ball. b) rule. c) game. d) match. e) cue. f) goal. g) bat.

2. Olympics.

3. Answers will vary.

4. Football, American football, hockey, baseball, rugby, cricket.

5. Answers will vary. Suggested answer (from least dangerous to most dangerous): snooker, table tennis, badminton, swimming, volleyball, sailing, tennis, squash, athletics, football, cricket, baseball, hockey, ice hockey, American football, rugby, skiing, boxing, motor racing.

6. Winner. Opposite word: loser.

7. Racquet (e.g. badminton, squash), bat (e.g. cricket, baseball), cue (snooker, pool, billiards), puck (hockey, ice hockey), ball (e.g. football, tennis, cricket).

8. a) skiing, b) athletics, motor racing, c) swimming, sailing, d) ice hockey, e) boxing.

9. Answers will vary. Suggested answer (from easiest to learn to hardest): football, volleyball, squash, table tennis, badminton, tennis, baseball, athletics, snooker, swimming, cricket, hockey, rugby, American football, ice hockey, sailing, boxing, skiing, motor racing.

10. **Commentator** – describes what is happening in the match, on TV or radio; **referee** – ensures that the players in a match behave according to the rules; **winner** – the person who has won a game, match or championship; **player** – a person who takes part in a sport; **supporter** – a person who watches sport, and in particular somebody who follows a particular individual or team enthusiastically.

11. Goal.

12. Rule.

13. Championship.

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Answers

Music:

General Questions:

1. Answers will vary.
2. Answers will vary.
3. a) 12 words have 1 syllable: drum, rock, group, brass, pop, blues, string, folk, wind, jazz, verse, choir. b) 12 words have 2 syllables: oboe, trumpet, guitar, nightclub, pop star, keyboard, singer, organ, ballet, chorus, DJ, hip-hop. c) 15 words have 3 syllables: R & B, orchestra, musical, saxophone, violin, conductor, audience, instrument, stereo, classical, piano, radio, double bass, musician, performer. d) 1 word has 5 syllables: electric guitar.
4. 2 syllable words: these words have the strong stress on the first syllable: **o**boe, **t**rump**e**t, **n**ightclub, **p**op star, **k**eyboard, **s**inger, **o**rgan, **b**allet, **c**horus, **D**J, **h**ip-hop; this word has the strong stress on the second syllable: guitar. 3 syllable words: these words have the strong stress on the first syllable: **o**rchestra, **m**usical, **s**axophone, **a**udience, **i**nstrument, **s**tereo, **c**lassical, **r**adio; these words have the strong stress on the middle syllable: conductor, piano, musician, performer; these words have the strong stress on the last syllable: R & B, violin, double bass. 5 syllable word: this word has the strong stress on the fifth syllable: electric guitar.
5. Audience, ballet, blues, brass, choir, chorus, classical, conductor, DJ, double bass, drum, electric guitar, folk, group, guitar, hip-hop, instrument, jazz, keyboard, musical, musician, nightclub, oboe, orchestra, organ, performer, piano, pop, pop star, radio, R & B, rock, saxophone, singer, stereo, string, trumpet, verse, violin, wind.
6. 2 letters: DJ. 3 letters/characters: pop, R & B. 4 letters: drum, folk, jazz, oboe, rock, wind. 5 letters: blues, brass, choir, group, organ, piano, radio, verse. 6 letters: ballet, chorus, guitar, hip-hop, singer, stereo, string, violin. 7 letters: musical, pop star, trumpet. 8 letters: audience, keyboard, musician. 9 letters: classical, conductor, nightclub, orchestra, performer, saxophone. 10 letters: double bass, instrument. 14 letters: electric guitar.
7. See answer to number 5 above.
8. Answers will vary.
9. There are many possible answers to this question; for example, "wind", "hip-hop", and "violin" all contain the vowel sound /i/. Use the phonetic chart on page 152 and the phonetic spellings of the vocabulary words on pages 147-151 to help your students put the words into sound groups.

Lesson Questions:

1. a) rock. b) pop. c) folk. d) choir. e) blues. f) wind.
2. Answers will vary. The musical instruments are: double bass, drum, electric guitar, guitar, keyboard, oboe, organ, piano, saxophone, trumpet, violin.
3. Answers will vary. The different genres of music are: blues, rock, folk, hip-hop, jazz, pop, R & B, classical.
4. Answers will vary. Suggested answers: **blues**: B.B. King (album: "Lucille"); **rock**: Guns N' Roses (album: "Appetite for Destruction"); **folk**: Bob Dylan (album: "The Times They Are A-Changin'"); **hip-hop**: Kanye West (album: "Graduation"); **jazz**: Billie Holiday (album: "Lady Sings the Blues"); **pop**: Sugababes (album "Taller in More Ways"); **R & B**: Amy Winehouse (album: "Back to Black"); **classical**: Vivaldi (album: "The Four Seasons").
5. Nightclub.
6. Choir.
7. Musical.
8. Conductor.
9. Audience.
10. a) Answers will vary. Suggested answer (from easiest to learn to the most difficult): drum, electric guitar, guitar, double bass, oboe, keyboard, organ, piano, violin, trumpet, saxophone. b) & c) Answers will vary.

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Talk a Lot

Answers

11. **Orchestra** – a large group of musicians who play mainly classical music together; **group** – a number of people who play musical instruments together, e.g. a *pop group* plays *pop music*; **conductor** – the person who stands in front of an orchestra and directs their performance; **audience** – the person or people who watch a performance; **pop star** – a singer or musician who is famous in the genre of pop music; **singer** – a person who sings, e.g. in front of an audience; **musician** – a person who plays a musical instrument; **choir** – a group of people who sing together, usually church or classical music; **DJ (disc jockey)** – a person who plays music on the radio, or at clubs, or at weddings and functions; **performer** – a person who performs, e.g. in front of an audience.

Weather:

General Questions:

1. Answers will vary.

2. Answers will vary.

3. a) 14 words have 1 syllable: mist, cold, sun, snow, rain, wind, heat, fog, ice, storm, sleet, sledge, cloud, drought. b) 12 words have 2 syllables: dry spell, cyclone, drizzle, suntan, snowman, wind farm, flooding, sunblock, heat wave, hailstones, raincoat, fog lamps. c) 8 words have 3 syllables: umbrella, hurricane, tsunami, forest fire, sunglasses, prediction, winter tyres, temperature. d) 4 words have 4 syllables: thermometer, weather forecast, Wellington boots, windscreen wipers. e) 1 word has 5 syllables: thunder and lightning. f) 1 word has 6 syllables: natural disaster.

4. 2 syllable words: all of the words have the strong stress on the first syllable: **dry** spell, **cyclone**, **drizzle**, **suntan**, **snowman**, **wind** farm, **flooding**, **sunblock**, **heat** wave, **hailstones**, **raincoat**, **fog** lamps. 3 syllable words: these words have the strong stress on the first syllable: **hurricane**, **forest** fire, **sunglasses**, **winter** tyres, **temperature**; these words have the strong stress on the middle syllable: **umbrella**, **tsunami**, **prediction**. 4 syllable words: these words have the strong stress on the first syllable: **weather** forecast, **windscreen** wipers; this word has the strong stress on the second syllable: **thermometer**; this word has the strong stress on the fourth syllable: Wellington **boots**. 5 syllable word: this word has the strong stress on the fourth syllable: thunder and **lightning**. 6 syllable word: this word has the strong stress on the fifth syllable: natural **disaster**.

5. Cloud, cold, cyclone, drizzle, drought, dry-spell, flooding, fog, fog lamps, forest fire, hailstones, heat, heat wave, hurricane, ice, mist, natural disaster, prediction, rain, raincoat, sledge, sleet, snow, snowman, storm, sun, sunblock, sunglasses, suntan, temperature, thermometer, thunder and lightning, tsunami, umbrella, weather forecast, Wellington boots, wind, wind farm, windscreen wipers, winter tyres.

6. 3 letters: fog, ice, sun. 4 letters: cold, heat, mist, rain, snow, wind. 5 letters: cloud, sleet, storm. 6 letters: sledge, suntan. 7 letters: cyclone, drizzle, drought, snowman, tsunami. 8 letters: dry-spell, flooding, fog lamps, heat wave, raincoat, sunblock, umbrella, wind farm. 9 letters: hurricane. 10 letters: forest fire, hailstones, prediction, sunglasses. 11 letters: temperature, thermometer, winter tyres. 15 letters: natural disaster, weather forecast, Wellington boots. 16 letters: windscreen wipers. 19 letters: thunder and lightning.

7. See answer to number 5 above.

8. Answers will vary.

9. There are many possible answers to this question; for example, “snowman”, “cold”, and “cyclone” all contain the vowel sound /əʊ/. Use the phonetic chart on page 152 and the phonetic spellings of the vocabulary words on pages 147-151 to help your students put the words into sound groups.

Lesson Questions:

1. a) mist. b) ice. c) fog. d) storm. e) sun. f) sleet. g) cloud.

2. Answers will vary. Suggested answer: good weather – dry spell, sun, heat, heat wave. Bad weather – mist, cold, cyclone, drizzle, hurricane, snow, rain, flooding, wind, fog, ice, storm, hailstones, sleet, cloud, thunder and lightning, drought.

3. Sunblock, sunglasses. Can you think of anything else that I could wear when the weather is good?

4. Snowman.

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Talk a Lot

Answers

5. Sun.
6. Weather forecast.
7. Wellington boots, raincoat. Can you think of anything else that I could wear in bad weather?
8. Windscreen wipers.
9. Thermometer.
10. Wind farm.
11. a) cyclone, hurricane, tsunami, flooding, forest fire, drought. b) Answers will vary.
12. Winter tyres.

Animals:

General Questions:

1. Answers will vary.
2. Answers will vary.
3. a) 18 words have 1 syllable: bear, cat, sheep, ant, snail, whale, lion, dog, bee, shark, cow, horse, worm, fish, mouse, bird, pig, frog. b) 14 words have 2 syllables: zebra, spider, panda, insect, tiger, lizard, giraffe, tortoise, goldfish, monkey, starfish, rabbit, dolphin, mammal. c) 6 words have 3 syllables: crocodile, kangaroo, elephant, gorilla, octopus, butterfly. d) 1 word has 4 syllables: caterpillar. e) 1 word has 5 syllables: hippopotamus.
4. 2 syllable words: these words have the strong stress on the first syllable: **zebra**, **spider**, **panda**, **insect**, **tiger**, **lizard**, **tortoise**, **goldfish**, **monkey**, **starfish**, **rabbit**, **dolphin**, **mammal**; this word has the strong stress on the second syllable: **giraffe**. 3 syllable words: these words have the strong stress on the first syllable: **crocodile**, **elephant**, **octopus**, **butterfly**; this word has the strong stress on the middle syllable: **gorilla**; this word has the strong stress on the last syllable: **kangaroo**. 4 syllable word: this word has the strong stress on the first syllable: **caterpillar**. 5 syllable word: this word has the strong stress on the third syllable: **hippopotamus**.
5. Ant, bear, bee, bird, butterfly, cat, caterpillar, cow, crocodile, dog, dolphin, elephant, fish, frog, giraffe, goldfish, gorilla, hippopotamus, horse, insect, kangaroo, lion, lizard, mammal, monkey, mouse, octopus, panda, pig, rabbit, shark, sheep, snail, spider, starfish, tiger, tortoise, whale, worm, zebra.
6. 3 letters: ant, bee, cat, cow, dog, pig. 4 letters: bear, bird, fish, frog, lion, worm. 5 letters: horse, mouse, panda, shark, sheep, snail, tiger, whale, zebra. 6 letters: insect, lizard, mammal, monkey, rabbit, spider. 7 letters: dolphin, giraffe, gorilla, octopus. 8 letters: elephant, goldfish, kangaroo, starfish, tortoise. 9 letters: butterfly, crocodile. 11 letters: caterpillar. 12 letters: hippopotamus.
7. See answer to number 5 above.
8. Answers will vary.
9. There are many possible answers to this question; for example, "insect", "elephant", and "zebra" all contain the vowel sound /e/. Use the phonetic chart on page 152 and the phonetic spellings of the vocabulary words on pages 147-151 to help your students put the words into sound groups.

Lesson Questions:

1. a) bird. b) lion. c) cat. d) lizard. e) shark. f) whale. g) bee.
2. Note: some animals belong in more than one category! a) insects: spider, ant, snail, caterpillar, bee, worm, butterfly. b) mammals: zebra, kangaroo, panda, tiger, bear, hippopotamus, giraffe, cat, elephant, sheep, gorilla, whale, lion, monkey, dog, cow, horse, mouse, rabbit, pig. c) reptiles: crocodile, lizard, tortoise. d) sea creatures: whale, octopus, shark, starfish, fish, dolphin. e) pets: spider, cat, tortoise, goldfish, dog, horse, fish, mouse, rabbit, bird, frog.

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Talk a Lot

Answers

3. a) Answers will vary. b) Answers will vary. Suggested answers: Africa: zebra, hippopotamus, giraffe, elephant, gorilla, lion, monkey. Americas: crocodile. Atlantic Ocean: dolphin. Australia: kangaroo. Canada: bear. China: panda. UK/New Zealand: sheep. India: tiger. Pacific Ocean: whale, octopus, shark. Most places: spider, insect, lizard, cat, tortoise, ant, snail, goldfish, caterpillar, dog, bee, cow, horse, worm, fish, starfish, mouse, butterfly, rabbit, bird, pig, frog, mammal.

4. Answers will vary. Suggested answer (from the smallest to the largest): ant, bee, caterpillar, snail, worm, spider, butterfly, goldfish, fish, starfish, frog, mouse, bird, lizard, rabbit, cat, tortoise, dog, monkey, pig, sheep, crocodile, dolphin, tiger, cow, kangaroo, bear, gorilla, panda, zebra, giraffe, lion, horse, shark, hippopotamus, octopus, elephant, whale.

5. a) crocodile, dolphin, fish, frog, goldfish, octopus, shark, starfish, whale. b) spider. c) bee, bird, butterfly. d) kangaroo, frog.

6. Answers will vary. Suggested answer: a) cow, dog, fish, pig, rabbit, sheep, snail. b) Answers will vary.

7. Answers will vary. Suggested answer (from the most beautiful to the ugliest): bird, horse, butterfly, fish, cat, rabbit, dog, dolphin, lion, whale, panda, sheep, tiger, starfish, bear, kangaroo, elephant, goldfish, caterpillar, bee, giraffe, monkey, zebra, gorilla, cow, mouse, tortoise, octopus, pig, ant, snail, frog, worm, hippopotamus, lizard, shark, spider, crocodile.

8. a) bear, cat, cow, crocodile, dog, elephant, giraffe, gorilla, hippopotamus, horse, kangaroo, lion, lizard, monkey, mouse, panda, pig, rabbit, sheep, tiger, tortoise, zebra. b) octopus, spider. c) caterpillar. d) dolphin, fish, goldfish, shark, snail, starfish, whale, worm.

9. Answers will vary. Suggested answers: useful: cat, dog, goldfish (pets), fish (food), cow, pig, sheep (food, milk, leather, wool, work), horse (work, transport), bee (honey), rabbit (food, pet), tortoise (pet), worm (aerates soil). Not as useful: ant, bear, bird, butterfly, caterpillar, crocodile, dolphin, elephant, frog, giraffe, gorilla, hippopotamus, kangaroo, lion, lizard, monkey, mouse, octopus, panda, shark, snail, spider, starfish, tiger, whale, zebra.

10. Ant, bee.

11. Giraffe.

12. Snail, tortoise.

13. a) cow. b) dog. c) lion, tiger. d) bear, dog. e) sheep. f) bird. g) pig. h) frog. i) bee. j) horse. k) cat.

Cars:

General Questions:

1. Answers will vary.

2. Answers will vary.

3. a) 9 words have 1 syllable: boot, road, fuel, wheel, brake, tyre, clutch, ban, seat. b) 15 words have 2 syllables: engine, windscreen, hazard, pedal, brake light, road rage, seatbelt, driver, L-plate, gear stick, sports car, handbrake, road sign, dashboard, headlights. c) 7 words have 3 syllables: accident, side mirror, licence plate, passenger, Highway Code, battery, steering wheel. d) 7 words have 4 syllables: automatic, parking ticket, zebra crossing, learner driver, Sunday driver, indicator, rear view mirror. e) 1 word has 5 syllables: accelerator. f) 1 word has 8 syllables: breakdown recovery service.

4. 2 syllable words: all of the words have the strong stress on the first syllable: **engine**, **windscreen**, **hazard**, **pedal**, **brake light**, **road rage**, **seatbelt**, **driver**, **L-plate**, **gear stick**, **sports car**, **handbrake**, **road sign**, **dashboard**, **headlights**. 3 syllable words: all of the words have the strong stress on the first syllable: **accident**, **side mirror**, **licence plate**, **passenger**, **Highway Code**, **battery**, **steering wheel**. 4 syllable words: these words have the strong stress on the first syllable: **parking ticket**, **indicator**; these words have the strong stress on the third syllable: **automatic**, **zebra crossing**, **learner driver**, **Sunday driver**, **rear view mirror**. 5 syllable word: this word has the strong stress on the second syllable: **accelerator**. 8 syllable word: this word has the strong stress on the fourth syllable: **breakdown recovery service**.

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Talk a Lot

Answers

5. Accelerator, accident, automatic, ban, battery, boot, brake, brake light, breakdown recovery service, clutch, dashboard, driver, engine, fuel, gear stick, handbrake, hazard, headlights, Highway Code, indicator, learner driver, licence plate, L-plate, parking ticket, passenger, pedal, rear view mirror, road, road rage, road sign, seat, seatbelt, side mirror, sports car, steering wheel, Sunday driver, tyre, wheel, windscreen, zebra crossing.

6. 3 letters: ban. 4 letters: boot, fuel, road, seat, tyre. 5 letters: brake, pedal, wheel. 6 letters: clutch, driver, engine, hazard, L-plate. 7 letters: battery. 8 letters: accident, road rage, road sign, seatbelt. 9 letters: automatic, dashboard, gear stick, handbrake, indicator, passenger, sports car. 10 letters: brake light, headlights, side mirror, windscreen. 11 letters: accelerator, Highway Code. 12 letters: licence plate, Sunday driver. 13 letters: learner driver, parking ticket, steering wheel, zebra crossing. 14 letters: rear view mirror. 24 letters: breakdown recovery service.

7. See answer to number 5 above.

8. Answers will vary.

9. There are many possible answers to this question; for example, “seat”, “sports car”, and “Sunday driver” all begin with the consonant sound /s/. Use the phonetic chart on page 152 and the phonetic spellings of the vocabulary words on pages 147-151 to help your students put the words into sound groups.

Lesson Questions:

1. a) brake. b) clutch. c) ban. d) driver. e) wheel. f) seat. g) fuel.

2. The parts of a car are: **engine** (powers the car); **boot** (a place to put luggage and shopping); **windscreen** (the driver looks out of this); **accelerator** (press this pedal to go faster); **wheel** (wheels enable the car to move); **pedal** (press these with your foot: brake, clutch, accelerator); **brake** (press this pedal to slow down); **brake light** (light on the back of the car which shows drivers behind you that the car is braking); **seatbelt** (wear this to keep you safe in the event of an accident); **side mirror** (there are two on either side of the car at the front; they enable the driver to see what's happening on the road behind them); **tyre** (rubber cover on a wheel); **licence plate** (small panel on the front and back of the car displaying the licence number of the car); **clutch** (press this pedal when you are changing gear in a car with a manual transmission); **gear stick** (use this lever to change gear); **indicator** (small lights on the front and back of the car, on both sides; they show other drivers when you intend to turn left or right); **battery** (stores power for different functions in the car, e.g. lights, radio, etc.); **seat** (people in the car sit on them); **handbrake** (parking brake); **rear view mirror** (the driver can see what is happening on the road behind them); **steering wheel** (the driver turns this with one or both hands to make the car turn); **dashboard** (the control panel in front of the driver which gives information about the car, e.g. the speedometer on the dashboard shows how fast the car is going); **headlights** (the bright lights on the front of the car).

3. Brake.

4. L-plates (learner plates).

5. **Learner driver** (has driving lessons; has not yet passed their driving test); **passenger** (sits in the car while somebody else drives); **driver** (drives the car); **Sunday driver** (a driver who doesn't drive very often – perhaps only at weekends – which makes them overly cautious on the road).

6. Zebra crossing.

7. Accelerator.

8. Wheel.

9. a) The negative words to do with driving are: hazard, road rage, accident, ban, Sunday driver, breakdown recovery service. b) Answers will vary.

10. Seatbelt.

11. Road sign.

12. Boot.

13. Indicator.

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Talk a Lot

Answers

The Human Body:

General Questions:

1. Answers will vary.
2. Answers will vary.
3. a) 31 words have 1 syllable: head, skin, bone, chest, neck, blood, throat, vein, face, hair, knee, back, hand, leg, eye, toe, heart, nail, nose, tongue, ear, foot, cheek, tooth, wrist, lung, arm, chin, mouth, brain, lip. b) 8 words have 2 syllables: finger, elbow, liver, stomach, kidney, shoulder, muscle, ankle. c) 1 word has 3 syllables: skeleton.
4. 2 syllable words: all of the words have the strong stress on the first syllable: **finger**, **elbow**, **liver**, **stomach**, **kidney**, **shoulder**, **muscle**, **ankle**. 3 syllable word: this word has the strong stress on the first syllable: **skeleton**.
5. Ankle, arm, back, blood, bone, brain, cheek, chest, chin, ear, elbow, eye, face, finger, foot, hair, hand, head, heart, kidney, knee, leg, lip, liver, lung, mouth, muscle, nail, neck, nose, shoulder, skeleton, skin, stomach, throat, toe, tongue, tooth, vein, wrist.
6. 3 letters: arm, ear, eye, leg, lip, toe. 4 letters: back, bone, chin, face, foot, hair, hand, head, knee, lung, nail, neck, nose, skin, vein. 5 letters: ankle, blood, brain, cheek, chest, elbow, heart, liver, mouth, tooth, wrist. 6 letters: finger, kidney, muscle, throat, tongue. 7 letters: stomach. 8 letters: shoulder, skeleton.
7. See answer to number 5 above.
8. Answers will vary.
9. There are many possible answers to this question; for example, “**toe**”, “**throat**”, “**nose**”, and “**bone**” all contain the vowel sound /əʊ/. Use the phonetic chart on page 152 and the phonetic spellings of the vocabulary words on pages 147-151 to help your students put the words into sound groups.

Lesson Questions:

1. a) head. b) wrist. c) eye. d) brain, vein. e) leg. f) face.
2. Answers will vary. Tip: if you print two sets of the discussion word cards you can build a human body that is more symmetrical, i.e. with two eyes, two ears, two arms, two legs, etc.
3. a) ear. b) eye. c) finger, toe, lip, skin. d) lung, mouth, nose, chest. e) mouth, lung, lip, tongue, tooth, chest. f) tooth, mouth. g) leg, knee, ankle, muscle, foot, toe. h) nose. i) lip, mouth, tongue. j) brain. k) tongue. l) finger, nail. m) mouth, tooth, tongue, cheek, muscle.
4. Heart.
5. These body parts come in pairs: elbow, knee, hand, leg, eye, ear, foot, cheek, wrist, lung, arm, kidney, lip, shoulder, ankle.
6. These body parts don't have bones in them: blood, brain, eye, hair, heart, kidney, lip, liver, lung, muscle, nail, skin, stomach, throat, tongue, tooth, vein.
7. Finger.
8. The body organs are: **brain** (for thinking), **heart** (for pumping blood around the body), **kidney** (for taking out the waste products from our blood), **liver** (for cleaning our blood), **lung** (for breathing), **skin** (for ventilation and feeling), **stomach** (for processing food and drink).
9. Skeleton.
10. a) Arm joints: shoulder, elbow, wrist. b) Leg joints: knee, ankle.
11. Stomach.
12. Blood.

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Talk a Lot

Answers

13. Nail.

Colours and Numbers:

General Questions:

1. Answers will vary.

2. Answers will vary.

3. a) 18 words have 1 syllable: nine, blue, red, three, one, eight, twelve, five, pink, ten, grey, two, brown, four, six, white, green, black. b) 19 words have 2 syllables: thirty, thirteen, fourteen, twenty, hundred, purple, ninety, yellow, forty, nineteen, zero, fifty, seven, fifteen, orange, eighteen, sixty, eighty, sixteen. c) 3 words have 3 syllables: seventy, eleven, seventeen.

4. 2 syllable words: these words have the strong stress on the first syllable: **thirty, twenty, hundred, purple, ninety, yellow, forty, zero, fifty, seven, orange, sixty, eighty**; these words have the strong stress on the second syllable: **thirteen, fourteen, nineteen, fifteen, eighteen, sixteen**. 3 syllable words: this word has the strong stress on the first syllable: **seventy**; this word has the strong stress on the second syllable: **eleven**; this word has the strong stress on the last syllable: **seventeen**.

5. Black, blue, brown, eight, eighteen, eighty, eleven, fifteen, fifty, five, forty, four, fourteen, green, grey, hundred, nine, nineteen, ninety, one, orange, pink, purple, red, seven, seventeen, seventy, six, sixteen, sixty, ten, thirteen, thirty, three, twelve, twenty, two, white, yellow, zero.

6. 3 letters: one, red, six, ten, two. 4 letters: blue, five, four, grey, nine, pink, zero. 5 letters: black, brown, eight, fifty, forty, green, seven, sixty, three, white. 6 letters: eighty, eleven, ninety, orange, purple, thirty, twelve, twenty, yellow. 7 letters: fifteen, hundred, seventy, sixteen. 8 letters: eighteen, fourteen, nineteen, thirteen. 9 letters: seventeen.

7. See answer to number 5 above.

8. Answers will vary.

9. There are many possible answers to this question; for example, "ten", "eleven", and "twelve" all contain the vowel sound /e/. Use the phonetic chart on page 152 and the phonetic spellings of the vocabulary words on pages 147-151 to help your students put the words into sound groups.

Lesson Questions:

1. a) red. b) one. c) three. d) yellow. e) pink. f) green. g) white.

2. Answers will vary, for example: a) 19 = nine + ten. b) 65 = forty + twenty + five. c) 193 = hundred + ninety + three. d) 7 = three + four. e) 48 = thirty + eighteen. f) 107 = eighty + twenty + seven. g) 31 = seven + eight + sixteen.

3. Answers will vary. Suggested answers: vibrant colours: yellow, pink, orange, red; boring colours: grey, brown.

4. a) five. b) ten. c) fifteen. d) twenty. e) thirty. f) forty. g) fifty. h) sixty. i) seventy.

5. Green.

6. One.

7. Answers will vary. The colours are: blue, red, purple, yellow, pink, grey, brown, orange, white, green, black.

8. Zero.

9. Orange.

10. a) thirteen (13), fourteen (14), hundred (100), one (1), twelve (12), nineteen (19), ten (10), eleven (11), fifteen (15), seventeen (17), eighteen (18), sixteen (16). b) twenty (20), twelve (12), two (2). c) thirty (30), thirteen (13), three (3). d) fourteen (14), forty (40), four (4). e) five (5), fifty (50), fifteen (15). f) sixty (60), six (6), sixteen (16). g) seventy (70), seven (7), seventeen (17). h) eight (8), eighteen (18), eighty (80). i) nine (9), ninety (90), nineteen (19). j) thirty

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Talk a Lot

Answers

(30), twenty (20), hundred (100), seventy (70), ninety (90), forty (40), ten (10), zero (0), fifty (50), sixty (60), eighty (80).

11. Green.

12. a) two. b) twelve. c) three. d) hundred.

Life Events:

General Questions:

1. Answers will vary.

2. Answers will vary.

3. a) 4 words have 1 syllable: birth, groom, death, bride. b) 18 words have 2 syllables: bridesmaid, stag night, midwife, widow, wedding, affair, mistress, marriage, best man, childhood, labour, coffin, friendship, birthday, divorce, best friend, first kiss, old age. c) 7 words have 3 syllables: menopause, funeral, pregnancy, engagement, employment, teenager, growing pains. d) 6 words have 4 syllables: biography, education, redundancy, graduation, adolescence, separation. e) 4 words have 5 syllables: terminal illness, qualification, custody battle, anniversary. f) 1 word has 6 syllables: further education.

4. 2 syllable words: these words have the strong stress on the first syllable: **bridesmaid**, **stag** night, **midwife**, **widow**, **wedding**, **mistress**, **marriage**, **childhood**, **labour**, **coffin**, **friendship**, **birthday**; these words have the strong stress on the second syllable: **affair**, best **man**, **divorce**, best **friend**, first **kiss**, old **age**. 3 syllable words: these words have the strong stress on the first syllable: **menopause**, **funeral**, **pregnancy**, **teenager**, **growing** pains; these words have the strong stress on the second syllable: **engagement**, **employment**. 4 syllable words: these words have the strong stress on the second syllable: **biography**, **redundancy**; these words have the strong stress on the third syllable: **education**, **graduation**, **adolescence**, **separation**. 5 syllable words: this word has the strong stress on the first syllable: **custody** battle; this word has the strong stress on the third syllable: **anniversary**; these words have the strong stress on the fourth syllable: terminal **illness**, **qualification**. 6 syllable word: this word has the strong stress on the fifth syllable: further **education**.

5. Adolescence, affair, anniversary, best friend, best man, biography, birth, birthday, bride, bridesmaid, childhood, coffin, custody battle, death, divorce, education, employment, engagement, first kiss, friendship, funeral, further education, graduation, groom, growing pains, labour, marriage, menopause, midwife, mistress, old age, pregnancy, qualification, redundancy, separation, stag night, teenager, terminal illness, wedding, widow.

6. 5 letters: birth, bride, death, groom, widow. 6 letters: affair, coffin, labour, old age. 7 letters: best man, divorce, funeral, midwife, wedding. 8 letters: birthday, marriage, mistress, teenager. 9 letters: biography, childhood, education, first kiss, menopause, pregnancy, stag night. 10 letters: best friend, bridesmaid, employment, engagement, friendship, graduation, redundancy, separation. 11 letters: adolescence, anniversary. 12 letters: growing pains. 13 letters: custody battle, qualification. 15 letters: terminal illness. 16 letters: further education.

7. See answer to number 5 above.

8. Answers will vary.

9. There are many possible answers to this question; for example, "bridesmaid", "education", and "separation" all contain the vowel sound /eɪ/. Use the phonetic chart on page 152 and the phonetic spellings of the vocabulary words on pages 147-151 to help your students put the words into sound groups.

Lesson Questions:

1. a) birth. b) groom. c) labour. d) bride. e) marriage.

2. Answers will vary. Suggested answer: **childhood**: best friend, birth, birthday, education, friendship. **Adolescence**: first kiss, further education, growing pains, qualification, teenager. **Adulthood**: affair, anniversary, best man, bride, bridesmaid, custody battle, divorce, employment, engagement, graduation, groom, labour, marriage, menopause, midwife, mistress, pregnancy, redundancy, separation, stag night, wedding. **Old age**: biography, coffin, death, funeral, terminal illness, widow.

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Talk a Lot

Answers

3. The words to do with marriage are: affair, anniversary, best man, bride, bridesmaid, divorce, engagement, groom, marriage, mistress, separation, stag night, wedding, widow.

4. Answers will vary. Suggested answer: **positive words:** anniversary, best friend, best man, biography, birth, birthday, bride, bridesmaid, childhood, education, employment, engagement, first kiss, friendship, further education, graduation, groom, marriage, midwife, pregnancy, qualification, stag night, teenager, wedding. **Negative words:** adolescence, affair, coffin, custody battle, death, divorce, funeral, growing pains, labour, menopause, mistress, old age, redundancy, separation, terminal illness, widow.

5. Further education.

6. Answers will vary. Suggested answer for a) & b): birth, birthday, childhood, friendship, education, adolescence, growing pains, first kiss, further education, graduation, employment, engagement, stag night, wedding, marriage, pregnancy, labour, birth, anniversary, affair, separation, custody battle, divorce, menopause, redundancy, old age, terminal illness, death, funeral.

7. The people are: **best friend** (supports and encourages you); **best man** (supports a man before and during his wedding); **bride** (a woman who gets married); **bridesmaid** (supports a woman before and during her wedding); **groom** (a man who gets married); **midwife** (delivers babies); **mistress** (the woman that a married man has a relationship with); **teenager** (a person aged between 13-19 years old); **widow** (a woman whose husband has died).

8.

abstract noun:	verb:	past participle:	person noun:	adjective:
adolescence	to be an adolescent		adolescent	adolescent
affair	to have an affair/cheat		mistress/lover	
birth	to be born	born	newborn	birth
childhood	to be a child		child	childish
custody battle	to have/be involved in a...			
death	to die	died	dead body/corpse	dead
divorce	to divorce/get divorced	divorced/got div...	divorcee	divorced
education	to educate/be educated	educated/been ed..	educator	educated
employment	to employ	employed	employer/employee	employed
engagement	to get/be engaged	engaged	engaged couple	engaged
friendship	to befriend/make friends with	befriended	friend/best friend	friendly
further education	to go on to further education		student	student
graduation	to graduate	graduated	graduate	graduate
labour	to experience labour			
marriage	to marry/get married	married	wife/husband	married
menopause	to go through the menopause			menopausal
old age	to become/grow/be old aged	old aged	old aged pensioner	old aged
pregnancy	to get/be pregnant			pregnant
qualification	to qualify in...	qualified		qualified
redundancy	to be made redundant			redundant
separation	to separate	separated		separated
terminal illness	to have a terminal illness			terminally ill

9. The words to do with being born are: birth, birthday, labour, midwife, pregnancy.

10. Anniversary, birthday.

11. The words to do with the end of somebody's life are: coffin, death, funeral, old age, terminal illness, widow.

12. Teenager.

Nature:

General Questions:

1. Answers will vary.

2. Answers will vary.

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Answers

3. a) 20 words have 1 syllable: sea, hill, land, fire, cliff, stream, sky, plant, field, sand, lake, spring, beach, coast, crop, air, grass, tree, bush, wave. b) 14 words have 2 syllables: forest, river, winter, season, ocean, flower, valley, sunset, mountain, summer, water, desert, rainbow, autumn. c) 3 words have 3 syllables: countryside, reservoir, waterfall. d) 3 words have 4 syllables: environment, national park, geography.

4. 2 syllable words: all of the words have the strong stress on the first syllable: **forest, river, winter, season, ocean, flower, valley, sunset, mountain, summer, water, desert, rainbow, autumn**. 3 syllable words: all of the words have the strong stress on the first syllable: **countryside, reservoir, waterfall**. 4 syllable words: these words have the strong stress on the second syllable: **environment, geography**; this word has the strong stress on the fourth syllable: **national park**.

5. Air, autumn, beach, bush, cliff, coast, countryside, crop, desert, environment, field, fire, flower, forest, geography, grass, hill, lake, land, mountain, national park, ocean, plant, rainbow, reservoir, river, sand, sea, season, sky, spring, stream, summer, sunset, tree, valley, water, waterfall, wave, winter.

6. 3 letters: air, sea, sky. 4 letters: bush, crop, fire, hill, lake, land, sand, tree, wave. 5 letters: beach, cliff, coast, field, grass, ocean, plant, river, water. 6 letters: autumn, desert, flower, forest, season, spring, stream, summer, sunset, valley, winter. 7 letters: rainbow. 8 letters: mountain. 9 letters: geography, reservoir, waterfall. 11 letters: countryside, environment. 12 letters: national park.

7. See answer to number 5 above.

8. Answers will vary.

9. There are many possible answers to this question; for example, "river", "cliff", and "spring" all contain the vowel sound /ɪ/. Use the phonetic chart on page 152 and the phonetic spellings of the vocabulary words on pages 147-151 to help your students put the words into sound groups.

Lesson Questions:

1. a) stream. b) sky. c) fire. d) sea, tree. e) flower, f) air, g) land, sand.

2. Answers may vary. Suggested answer: items that you could find in a park: air, bush, flower, grass, hill, lake, land, plant, rainbow, river, sand, sea, sky, spring (water), stream, sunset, tree, water, waterfall.

3. The seasons are: spring, summer, autumn, winter. b) Answers will vary.

4. Sky.

5. a) and b) The different kinds of water are (from the smallest to the largest): water, spring, wave, waterfall, stream, river, reservoir, lake, coast, sea, ocean.

6. Tree.

7. a) The places are: beach, cliff, coast, countryside, desert, environment, field, forest, hill, lake, land, mountain, national park, ocean, reservoir, river, sea, sky, spring, stream, valley, waterfall. b) Answers will vary.

8. Environment.

9. Desert.

10. Air.

11. Crop; field, land.

12. National park.

13. a) Rainbow. b) When the sun shines on rain. c) The colours in a rainbow are: red, orange, yellow, green, blue, indigo, and violet.

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Answers

Lesson Tests:

Crime:

A) a) fine. b) theft. c) witness. d) jury. e) court. f) arrest.

B) 1. trial. 2. do. 3. guilty. 4. petty.

C) 1. guilt. 2. fine. 3. court. 4. trial. 5. gun. 6. judge. 7. theft.

D) Verb form: future forms. 1. Why. 2. really scared. 3. Are. 4. am. 5. get. 6. not.

E) Verb form: present continuous. 7. picking. 8. Litter. 9. Lola and Susan. 10. Yes. 11. Are. 12. not.

Sport:

A) 1. If it rains heavily the motor racing will be cancelled. 2. Mick plays rugby for the Doncaster Falcons every Saturday.

B) 1. Charlotte **is playing** basketball with her friends Jules and Mandy. 2. You **should put** chalk on your cue fairly often during a game of snooker or pool.

C) The correct stress pattern is a).

D) Verb form: present perfect. 1. How many. 2. times. 3. your team. 4. has. 5. reached. 6. it.

E) Verb form: past continuous. 7. running. 8. Because. 9. Was. 10. Yes. 11. Was. 12. wasn't.

Music:

A) 1. performer. 2. ballet. 3. classical. 4. musician. 5. chorus. 6. rock. 7. audience. 8. conductor. 9. singer. 10. group. 11. musical. 12. folk.

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

C) Answers will vary. Suggested answer: double bass, drum, guitar, keyboard, oboe, piano, trumpet, violin.

D) Verb form: past simple. 1. Where. 2. the. 3. Did. 4. we. 5. the Roxy. 6. No.

E) Verb form: first conditional. 7. will. 8. Soul music. 9. I. 10. Yes. 11. Will. 12. won't.

Weather:

A) i) The content words are shown in black: **On the TV weather forecast last night they were predicting sleet and snow for next weekend.** ii) **If it stops raining in a minute we can go out for a walk.**

B) 1. umbrella. 2. hurricane. 3. drizzle. 4. heat. 5. hailstones. 6. cloud. 7. flooding. 8. sunglasses. 9. tsunami. 10. cyclone. 11. raincoat. 12. drought.

C) The unnecessary words are: 1. near. 2. been. 3. of. 4. has.

D) Verb form: modal verbs. 1. Why. 2. fog lamps. 3. I. 4. Yes. 5. Do. 6. don't.

E) Verb form: present simple. 7. do. 8. When. 9. Do. 10. I. 11. raining. 12. No.

Animals:

A) The stressed syllables are shown in black: a) giraffe (2 syllables). b) monkey (2 syllables). c) octopus (3 syllables). d) hippopotamus (5 syllables). e) kangaroo (3 syllables).

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Answers

B) 1. d) must. 2. c) move, a) stung. 3. b) spinning.

C) 1. b) kangaroo – because all of the other animals are domestic pets. 2. d) starfish – because all of the other animals are insects. 3. a) monkey – because all of the other animals are farm animals. 4. b) zebra – because all of the other animals live in the ocean.

D) Verb form: present simple. 1. thinks. 2. does. 3. Does. 4. does. 5. Do. 6. they.

E) Verb form: present perfect. 7. How many. 8. two. 9. Have. 10. have. 11. got. 12. haven't.

Cars:

A) automatic (4 syllables), wheel (1 syllable), driver (2 syllables), passenger (3 syllables), breakdown recovery service (8 syllables), indicator (4 syllables), headlights (2 syllables), battery (3 syllables), windscreen (2 syllables), learner driver (4 syllables), side mirror (3 syllables).

B) Starting sentences 1 and 2 are incorrect. They should read: 1. Penny has had her blue VW Golf since **before her husband died**. 2. Your **car** is illegally parked in a no parking zone.

C) Answers will vary. Suggested answer: accelerator, brake, clutch, dashboard, engine, gear stick, pedal, seat.

D) Verb form: past continuous. 1. were. 2. Whether. 3. Were. 4. was. 5. you. 6. wasn't.

E) Verb form: first conditional. 7. What. 8. Wait. 9. I. 10. Yes. 11. Should. 12. shouldn't.

The Human Body:

A) 1. c) stomach. 2. d) kidney. 3. e) shoulder. 4. f) muscle. 5. a) skeleton. 6. b) cheek.

B) 1. Our legs were aching because we'd just run over ten miles. 2. I brush my teeth twice a day. 3. Veronica's had her nose pierced at that new salon on the corner of Maitland Street. 4. Terry is showing his friends the stitches in his shoulder.

C) 1. ankle. 2. liver. 3. eye. 4. throat. 5. hand. 6. lung. 7. foot. 8. ear.

D) Verb form: past simple. 1. Who. 2. was. 3. Was. 4. was. 5. Mike. 6. No.

E) Verb form: future forms. 7. is. 8. In. 9. planning. 10. she. 11. Is. 12. isn't.

Colours and Numbers:

A) Black, blue, eight, green, hundred, nine, purple, red, seven, seventy, ten, thirty, twelve, zero.

B) 1. yellow. 2. red. 3. brown. 4. three. 5. white. 6. twenty.

C) 1. Incorrect: bleu; correct: **blue**. 2. Incorrect: fourty; correct: **forty**. 3. Incorrect: wite; correct: **white**. 4. Incorrect: douzen; correct: **dozen**.

D) Verb form: modal verbs. 1. do. 2. A. 3. Do. 4. Yes. 5. decide. 6. don't.

E) Verb form: present continuous. 7. Why. 8. Because. 9. her. 10. is. 11. Is. 12. isn't.

Life Events:

A) 1. marriage. 2. childhood. 3. birth. 4. adolescence. 5. death. 6. divorce. 7. old age.

B) 1. c) Ron and Julie have been married for eight years. 2. a) Lorna graduated from Hull University last July. 3. d) Ken's wife is terminally ill with cancer. 4. b) If you help me wash the car, I'll give you some extra pocket money.

C) The unnecessary words are: 1. the. 2. have.

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Answers

D) Verb form: modal verbs. 1. can. 2. Once. 3. Can. 4. can. 5. your. 6. can't.

E) Verb form: present continuous. 7. Why. 8. To. 9. Lee. 10. Yes. 11. having. 12. isn't.

Nature:

A) 1. **ocean**. 2. **sunset**. 3. **flower**. 4. **beach**. 5. **mountain**. 6. **forest**.

B) 1. I'm **standing** in the garden **watching** the most spectacular sunset. 2. I'll **be** really happy on Tuesday if our Geography exam **is cancelled**. 3. Michael and his brothers **are going to plant** some oak trees on the land next to that patch of yellow flowers. 4. Theresa **walks** on the beach every day with her dog Domino.

C) 1. field – because all of the other words are kinds of water. 2. environment – because all of the other words are seasons of the year. 3. beach – because all of the other items grow in the ground. 4. geography – because all of the other words are to do with the seaside.

D) Verb form: present perfect. 1. What. 2. Rock climbing. 3. Have. 4. Yes. 5. wanted. 6. haven't.

E) Verb form: past simple. 7. did. 8. the. 9. you. 10. did. 11. Did. 12. didn't.

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Talk a Lot

Sentence Stress

What is Sentence Stress?

Sentence stress is a natural part of spoken English and students should be encouraged to use it during the course. English is a stress-timed language which is spoken with rhythm. This results from strong and weak stresses that are built into both individual words and sentences. How can students recognise stresses in a sentence? The main rules for sentence stress in a *neutral* sentence (one without special emphasis) are as follows:

- i) There are two kinds of word in most sentences: **content words** and **function words**. Content words are words that give the meaning in a sentence, such as **nouns** (e.g. bread), **main verbs** (e.g. eat, but not “be”), **adjectives** (e.g. sliced), **adverbs** (e.g. quickly), **numbers**, **wh- question words** (e.g. what), and **negative auxiliary verbs** (e.g. isn’t). Function words are words that are essential to make the sentence grammatically correct, but don’t have any intrinsic meaning on their own, i.e. without content words. They are words such as **pronouns** (e.g. she, them), **auxiliary verbs** (e.g. “are” in “They are going...”), **prepositions** (e.g. in, on), **articles** and **determiners** (e.g. a, the, some), **conjunctions** (e.g. and), **quantifiers** (e.g. many), and the **verb “be” when used as a main verb**. English native speakers may automatically *listen to* the content words in a sentence while *absorbing* the function words almost subconsciously.
- ii) The strong stresses fall on the content words in a sentence while the weak stresses fall on the function words. If a word has a strong stress in a sentence it is spoken with more emphasis and volume, and more slowly than a word with a weak stress.
- iii) The time between the stressed content words is the same, regardless of how many function words there are between them.

But does sentence stress matter? It’s a difficult area – why not just leave it out? It can be a difficult concept for students to understand – particularly if their first language is not stress-timed, i.e. in their first language all the words in a sentence are spoken with equal stress. Native speakers of English speak quite naturally with sentence stress but if you asked one why they did this they would perhaps be unaware that they were even doing it, and at a loss to explain the rules (unless they had specifically studied the subject). Nevertheless, it is an important aspect of spoken English because **when a student doesn’t speak with sentence stress – or uses incorrect sentence stress – they can be hard to understand, even when what they’re saying is grammatically correct and really interesting** – a situation that can be quite frustrating for students. Understanding sentence stress can also help students to get more out of listening to spoken English.

On pages 142 to 144 we show the sentence stress in all eighty sentence block starting sentences from this course. The words in black are content words and have strong stress, while the words in grey are function words and have weak stress. There are many different ways that teachers can highlight sentence stress during the course of each lesson; below there are a handful of suggested activities to get the ball rolling. Let’s use a starting sentence from the “Music” topic as our first example.

Example with a Starting Sentence:

Marion is singing a song that was written by George Gershwin.

This sentence can be “translated” into weak and strong stresses like this:

Marion is singing a song that was written by George Gershwin.

The beats and the rhythm caused by the weak and strong stresses can be indicated like this:

Marion is singing a song that was written by George Gershwin.



So this starting sentence can be summarised in terms of sentence stress as simply:



In this starting sentence the content words are: Marion (noun), singing (main verb), song (noun), written (main verb), George Gershwin (noun). The function words are: is (auxiliary verb), a (article), that (relative pronoun), by (passive “by”). If you were to say the content words in order without the function words, your listener could probably work out what you meant:

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Sentence Stress

Marion singing song written George Gershwin.

Example with a Complete Sentence Block (from "The Human Body"):

Terry is showing his friends the stitches in his shoulder.
What

The sentences can be "translated" into weak and strong stresses like this:

Terry is showing his friends the stitches in his shoulder.
What is Terry showing his friends?
The stitches in his shoulder.
Is Terry showing his friends the stitches in his shoulder?
Yes, he is.
Is Terry showing his friends his holiday photos?
No, he isn't. Terry isn't showing his friends his holiday photos.

The beats and the rhythm caused by the weak and strong stresses can be indicated like this:

Terry is showing his friends the stitches in his shoulder.



What is Terry showing his friends?



...and so on.

If you said only the content words, with rising intonation at the end of the yes/no questions, your listener would still get a good idea of your meaning:

Terry showing friends stitches shoulder.
What Terry showing friends?
stitches shoulder.
Terry showing friends stitches shoulder?
Yes.
Terry showing friends holiday photos?
No, isn't. Terry isn't showing friends holiday photos.

Activities for Highlighting Sentence Stress:

- The teacher models the sentences and students repeat afterwards individually, in pairs, or as a group.
- The students mark on their handout the words in a sentence or sentence block that are content (stressed) and function (unstressed).
- The students record themselves saying starting sentences or sentence blocks with correct sentence stress, then listen back and check their work.
- The teacher (or a partner for pair work) says a starting sentence or sentence block and the listeners have to write only the content words or only the function words from it.
- The whole group (or pairs) have to recite sentence blocks (or individual sentences) as somebody claps, with the strong stresses falling on each clap and the weak stresses in between.
- The students have to form starting sentences or sentence blocks when they are given only the content words, or only the function words, and a given verb form.
- The students listen to songs, poems, or limericks and identify the content and function words; then practise repeating the lines with a partner or within the group.
- The students have to recite all the stressed words in a sentence block from memory.
- The students compile a list of content words and function words from a number of different sentence blocks, and put the words into groups, e.g. "noun", "main verb", "pronoun", "conjunction", "adjective", etc.

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Sentence Stress

- Mumbling game: the students have to say a starting sentence or sentence block, not omitting the function words completely, but mumbling them so that they are barely heard. This can demonstrate quite well how native speakers of English stress the content words – the words which have meaning – but glide over the function words as if they were of little or no importance. (Yet the function words are critically important, particularly in an English language examination situation, because they are the glue sticking the content words together.)
- The teacher writes the content words from one sentence on separate cards (you could use the template on page 145 of this book) and the students have to put them in order, then fill in the missing function words.

A Note about Emphasis:

The arrangement of weak and strong stresses in a sentence can vary according to what the speaker wishes to emphasise. Look at this example:

Alan was taking a box of five hundred brown envelopes to the stockroom when he slipped on a wet floor.
[Neutral – no special emphasis.]

Alan was taking a box of five hundred brown envelopes to the stockroom when he slipped on a wet floor.
[It is important how many brown envelopes Alan was taking.]

Alan was taking a box of five hundred brown envelopes to the stockroom when he slipped on a wet floor.
[It is important where Alan was taking the box of brown envelopes.]

...and so on.

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Sentence Blocks – Sentence Stress

Crime:

1. My sister's boyfriend is in prison for arson.
2. Lola and Susan are picking up litter outside the hospital, as part of their community service.
3. Jack was a witness at the trial of his brother Billy last month.
4. Molly's friends were shoplifting at the newsagent's after school.
5. PC Lincoln has arrested Jane five times for various petty crimes.
6. We have to do something soon about the problem of anti-social behaviour.
7. I'm going to get a burglar alarm next week, because I'm really scared of criminals breaking into my home.
8. If we find the defendant guilty, he will go to prison for at least ten years.

Sport:

1. Mick plays rugby for the Doncaster Falcons every Saturday.
2. Charlotte is playing basketball with her friends Jules and Mandy.
3. We queued at the stadium for about two and a half hours this morning to get our new season tickets.
4. Jason was running faster than usual because he wanted to beat his personal best.
5. Our team has reached the semi-finals of the women's amateur volleyball championship six times.
6. You should put chalk on your cue fairly often during a game of snooker or pool.
7. I'm going to cancel your subscription to Sky Sports, because you hardly ever watch it!
8. If it rains heavily they will cancel the motor racing.

Music:

1. Alex's brother loves listening to rock music on the way to work.
2. Marion is singing a song that was written by George Gershwin.
3. We saw a great jazz concert at the Palace Theatre last night.
4. The audience were getting angry because the band were over an hour late.
5. Two of the strings on my acoustic guitar have just broken.
6. Joanne can play the saxophone really well.
7. This track will take four minutes to download because you have a slow broadband connection.
8. If you're a fan of R & B you will probably also love soul music.

Weather:

1. I feel great when the sun shines.
2. David is clearing the ice from his car windscreen.
3. Cathy forgot to take her umbrella with her to work this morning.
4. On the TV weather forecast last night they were predicting sleet and snow for next weekend.
5. The kids have got a bit of a tan by lying on the beach all morning.
6. You need to go to the garage because your fog lamps are broken.
7. They're going to build a massive wind farm on the fields behind my uncle's farm.
8. If it stops raining in a minute we can go out for a walk.

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Sentence Blocks – Sentence Stress

Animals:

1. Peter thinks that gorillas are the most dangerous animals in the world.
2. The spider is spinning a web so that it can catch and eat flies.
3. When I went to Australia I saw some wild kangaroos.
4. Jean was riding her horse in the field for half an hour this morning.
5. We've got three cats, two dogs, and a goldfish called Oscar.
6. The bears at the zoo must be fed at least five times a day.
7. Carol is taking her puppy Goldie for a walk to the fountain after tea.
8. If you don't move out of the way, you'll get stung by that wasp.

Cars:

1. Your car is illegally parked in a no parking zone.
2. Sam is sticking to the speed limit because he's already got six points on his licence.
3. My best friend Laura bought a new Mazda CX-7 last weekend.
4. I was wondering whether I could borrow the car for a few hours tomorrow night.
5. Penny has had her blue VW Golf since before her husband died.
6. You should look in your mirrors before indicating.
7. After a few more lessons you will be able to take your driving test.
8. If you break down, wait with your vehicle by the side of the road.

The Human Body:

1. I brush my teeth twice a day.
2. Terry is showing his friends the stitches in his shoulder.
3. Last year Robert was the tallest child in Mr. Brown's class.
4. Our legs were aching because we'd just run over ten miles.
5. Veronica's had her nose pierced at that new salon on the corner of Maitland Street.
6. Carrie has to inject herself with insulin three times a day because she's got diabetes.
7. Tracey is planning to have a facelift in August.
8. If you don't wear sun cream your skin will get burned.

Colours and Numbers:

1. There are five green apples left in the fruit bowl.
2. Kim is wearing her new orange jacket because she thinks that it goes with her light green skirt.
3. I saw eight kids wearing blue baseball caps on my way to work this morning.
4. Alan was taking a box of five hundred brown envelopes to the stockroom, when he slipped on a wet floor.
5. Eddie has bought his wife a dozen red roses once a month since Valentine's Day.
6. Becky and Jeffrey have to decide between a black Mercedes and a silver Prius.
7. We'll order a couple of white limos from Ellis's to take us to the party.
8. If fewer than forty people come to the opening night, the whole thing will be a disaster.

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Sentence Blocks – Sentence Stress

Life Events:

1. Ken's wife is terminally ill with cancer.
2. Lee is having a party to celebrate his fortieth birthday.
3. Lorna graduated from Hull University last July.
4. I was telling your mother at the funeral how much I miss your Uncle Jim.
5. Ron and Julie have been married for eight years.
6. I can see my kids once a month.
7. Alice is going to be a bridesmaid at Nicky and Ray's wedding in May.
8. If you help me wash the car, I'll give you some extra pocket money.

Nature:

1. Theresa walks on the beach every day with her dog Domino.
2. I'm standing in the garden watching the most spectacular sunset.
3. After the storm we saw a rainbow over the field opposite Jessie's farm.
4. We were cycling through the forest last Saturday when we discovered a trail that led to a beautiful lake.
5. I've always wanted to try rock climbing.
6. You must send me some photos from your trip to the ocean, because I'd love to go there myself.
7. Michael and his brothers are going to plant some oak trees on the land next to that patch of yellow flowers.
8. I'll be really happy on Tuesday if our Geography exam is cancelled.

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Sentence Blocks – Sentence Stress

Sentence Stress Activity Cards (see page 141)

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Sentence Block Verbs from Elementary Book 2

All of these infinitive verbs are used to form the sentence blocks in this book. How many do you know? Write down a translation into your first language for each verb:

ACHE	_____	LEAD TO	_____
ARREST	_____	LIE	_____
BE	_____	LISTEN	_____
BEAT	_____	LOOK	_____
BE FED	_____	LOVE	_____
BE ILLEGALLY PARKED	_____	MISS	_____
BE MARRIED	_____	MOVE	_____
BE WRITTEN BY	_____	ORDER	_____
BORROW	_____	PICK UP	_____
BREAK	_____	PLAN	_____
BREAK DOWN	_____	PLANT	_____
BREAK IN	_____	PLAY	_____
BRUSH	_____	PREDICT	_____
BUILD	_____	PUT	_____
BUY	_____	QUEUE	_____
CANCEL	_____	RAIN	_____
CATCH	_____	REACH	_____
CELEBRATE	_____	RIDE	_____
CLEAR	_____	RUN	_____
COME	_____	SEE	_____
CYCLE	_____	SEND	_____
DECIDE	_____	SHINE	_____
DIE	_____	SHOPLIFT	_____
DISCOVER	_____	SHOW	_____
DO	_____	SING	_____
DOWNLOAD	_____	SLIP	_____
EAT	_____	SPIN	_____
FEEL	_____	STAND	_____
FIND	_____	STICK TO	_____
FORGET	_____	STOP	_____
GET	_____	TAKE	_____
GET ANGRY	_____	TELL	_____
GET BURNED	_____	THINK	_____
GET STUNG	_____	TRY	_____
GIVE	_____	WAIT	_____
GO	_____	WALK	_____
GO OUT	_____	WANT	_____
GRADUATE	_____	WASH	_____
HAVE	_____	WATCH	_____
HAVE PIERCED	_____	WEAR	_____
HELP	_____	WONDER	_____
INDICATE	_____		
INJECT	_____		

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Discussion Words from Elementary Book 2

accelerator	/ək'sel.ə.rei.tə/	brass	/brɑ:s/
accident	/'æk.si.dnt/	breakdown recovery service	/'breik.daʊn ri'kʌv.ər.i 'sɜ:.vɪs/
adolescence	/æd.ə'les.nts/	bride	/braɪd/
affair	/ə'feə/	bridesmaid	/'braɪdz.meɪd/
air	/eə/	brown	/braʊn/
American football	/ə'mer.i.kn 'fʊt.bɔ:l/	burglar alarm	/'bɜ:glər ə'lɑ:m/
animal	/'æn.i.məl/	bush	/bʊʃ/
ankle	/'æŋ.kl/	butterfly	/'bʌt.ə.flai/
anniversary	/æn.i.'vɜ: sər.i/	car	/kɑ:/
ant	/ænt/	cat	/kæt/
antisocial behaviour	/æn.ti'səʊ.ʃl bi.'heɪ.vjə/	caterpillar	/'kæt.ə.pɪl.ə/
appeal	/ə'pi:l/	championship	/'tʃæm.pi.ən.ʃɪp/
arm	/ɑ:m/	cheek	/tʃi:k/
arrest	/ə'rest/	chest	/tʃest/
arson	/'ɑ:.sn/	childhood	/'tʃaɪld.hʊd/
athletics	/æθ'let.ɪks/	chin	/tʃɪn/
audience	/'ɔ:.di.ənts/	choir	/kwaɪə/
automatic	/ɔ:.tə'mæt.ɪk/	chorus	/'kɔ:.rəs/
autumn	/'ɔ:.təm/	classical	/'klæs.ɪ.kl/
back	/bæk/	cliff	/klɪf/
badminton	/'bæd.mɪn.tn/	cloud	/klaʊd/
ball	/bɔ:l/	clutch	/klʌtʃ/
ballet	/'bæl.eɪ/	coast	/kəʊst/
ban	/bæn/	coffin	/'kɒf.ɪn/
baseball	/'beɪs.bɔ:l/	cold	/kəʊld/
bat	/bæt/	colour	/'kʌl.ə/
battery	/'bæt.ər.i/	commentator	/'kɒm.ən.teɪ.tə/
beach	/bi:tʃ/	community service	/kə'mju:nə.ti 'sɜ: vɪs/
bear	/beə/	conductor	/kən'dʌk.tə/
bee	/bi:/	countryside	/'kʌn.trɪ.saɪd/
best friend	/best frend/	court	/kɔ:t/
best man	/best mæn/	cow	/kaʊ/
biography	/baɪ'ɒɡ.rə.fi/	cricket	/'krɪk.ɪt/
bird	/bɜ:d/	crime	/kraɪm/
birth	/bɜ:θ/	criminal	/'krɪm.i.nəl/
birthday	/'bɜ:θ.deɪ/	crocodile	/'krɒk.ə.daɪl/
black	/blæk/	crop	/krɒp/
blackmail	/'blæk.meɪl/	cue	/kyu:/
blood	/blʌd/	cup	/kʌp/
blue	/blu:/	custody battle	/'kʌs.tə.di 'bæt.l/
blues	/blu:z/	cyclone	/'saɪ.kləʊn/
bone	/bəʊn/	dashboard	/'dæʃ.bɔ:d/
boot	/bu:t/	death	/deθ/
boxing	/'bɒk.sɪŋ/	defendant	/dɪ'fen.dnt/
brain	/breɪn/	desert	/'dez.ət/
brake	/breɪk/	detective	/dɪ'tek.tɪv/
brake light	/breɪk laɪt/	divorce	/dɪ'vɔ:s/

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Discussion Words from Elementary Book 2

DJ	/di:'dʒeɪ/	fourteen	/fɔ:'ti:n/
dog	/dɒg/	friendship	/'frend.ʃɪp/
dolphin	/'dɒl.fɪn/	frog	/frɒg/
double bass	/'dʌb.l beɪs/	fuel	/fjuəl/
driver	/'draɪ.və/	funeral	/'fju:.nr.əl/
drizzle	/'drɪz.l/	further education	/'fɜ:.ðə ed.jə'keɪ.ʃn/
drought	/draʊt/	game	/geɪm/
drug trafficking	/drʌg 'træf.ɪ.kɪŋ/	GBH	/dʒi:.bi:'eɪtʃ/
drum	/drʌm/	gear stick	/gɪə stɪk/
dry spell	/draɪ spel/	geography	/dʒɪ'ɒg.rə.ʃi/
ear	/ɪə/	giraffe	/dʒɪ'rɑ:f/
education	/ed.jə'keɪ.ʃn/	goal	/gəʊl/
eight	/eɪt/	goldfish	/'gəʊld.fɪʃ/
eighteen	/eɪ'ti:n/	gorilla	/gə'rɪl.ə/
eighty	/'eɪ.ti/	graduation	/grædʒ.u:'eɪ.ʃn/
elbow	/'el.bəʊ/	grass	/grɑ:s/
electric guitar	/ɪ'lek.trɪk ɡɪ'tɑ:/	green	/ɡri:n/
electronic tag	/ɪ.lek'trɒn.ɪk tæg/	grey	/ɡreɪ/
elephant	/'el.ɪ.fənt/	groom	/ɡru:m/
eleven	/ɪ'lev.n/	group	/ɡru:p/
employment	/ɪm'plɔɪ.mənt/	growing pains	/'grəʊ.ɪŋ peɪnz/
engagement	/ɪn'ɡeɪdʒ.mənt/	guilt	/ɡɪlt/
engine	/'en.dʒɪn/	guitar	/ɡɪ'tɑ:/
environment	/ɪn'vaɪə.rən.mənt/	gun	/ɡʌn/
eye	/aɪ/	hailstones	/'heɪl.stəʊnz/
face	/feɪs/	hair	/heə/
field	/fi:ld/	hand	/hænd/
fifteen	/'fɪf'ti:n/	handbrake	/'hænd.breɪk/
fifty	/'fɪf.ti/	handcuffs	/'hænd.kʌfs/
final	/'faɪ.nl/	hazard	/'hæz.əd/
fine	/faɪn/	head	/hed/
finger	/'fɪŋ.gə/	headlights	/'hed.laɪts/
fingerprints	/'fɪŋ.gə.prɪnts/	heart	/hɑ:t/
fire	/faɪə/	heat	/hi:t/
first kiss	/fɜ:st kɪs/	heat wave	/hi:t weɪv/
fish	/fɪʃ/	Highway Code	/'haɪ.weɪ kəʊd/
five	/faɪv/	hill	/hɪl/
flooding	/'flʌd.ɪŋ/	hip-hop	/'hɪp.hɒp/
flower	/'flaʊ.ə/	hippopotamus	/hɪp.ə'pɒt.ə.məs/
fog	/fɒg/	hockey	/'hɒk.i/
fog lamps	/fɒg læmpz/	horse	/hɔ:s/
folk	/fəʊk/	human body	/'hju:.mən 'bɒd.i/
foot	/fʊt/	hundred	/'hʌn.drəd/
football	/'fʊt.bɔ:l/	hurricane	/'hʌr.ɪ.kən/
forest	/'fɒr.ɪst/	ice	/aɪs/
forest fire	/'fɒr.ɪst faɪə/	ice hockey	/aɪs 'hɒk.i/
forty	/'fɔ:.ti/	indicator	/'ɪn.dɪ.keɪ.tə/
four	/fɔ:/	insect	/'ɪn.sekt/

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Discussion Words from Elementary Book 2

instrument	/ˈɪn.strə.mənt/	nineteen	/naɪnˈtiːn/
jazz	/dʒæz/	ninety	/ˈnaɪn.ti/
judge	/dʒʌdʒ/	nose	/nəʊz/
jury	/ˈdʒʊə.ri/	number	/ˈnʌm.bə/
kangaroo	/kæŋ.gəˈruː/	oboe	/ˈəʊ.bəʊ/
keyboard	/ˈkiː.bɔːd/	ocean	/ˈəʊ.ʃn/
kidney	/ˈkɪd.ni/	octopus	/ˈɒk.tə.pəs/
knee	/niː/	old age	/əʊld eɪdʒ/
labour	/ˈleɪ.bə/	Olympics	/əʊˈlɪm.pɪks/
lake	/leɪk/	one	/wʌn/
land	/lənd/	orange	/ˈɒr.ɪndʒ/
learner driver	/ˈlɜː.nə ˈdraɪ.və/	orchestra	/ˈɔː.kɪ.strə/
leg	/leg/	organ	/ˈɔː.gən/
licence plate	/ˈlaɪ.snts pleɪt/	panda	/ˈpændə/
life event	/laɪf ɪˈvent/	parking ticket	/ˈpɑː.kɪŋ ˈtɪk.ɪt/
life sentence	/laɪf ˈsen.tənts/	passenger	/ˈpæs.n.dʒə/
lion	/ˈlaɪ.ən/	pedal	/ˈped.l/
lip	/lɪp/	performer	/pəˈfɔː.mə/
liver	/ˈlɪv.ə/	piano	/piˈæn.əʊ/
lizard	/ˈlɪz.əd/	pig	/pɪg/
L-plate	/ˈel.pleɪt/	pink	/pɪŋk/
lung	/lʌŋ/	plant	/plɑːnt/
mammal	/ˈmæm.l/	player	/ˈpleɪ.ə/
marriage	/ˈmæɪ.rɪdʒ/	police officer	/pəˈliːs ˈɒf.ɪ.sə/
match	/mætʃ/	police station	/pəˈliːs ˈsteɪ.ʃn/
menopause	/ˈmen.ə.pəʊz/	pop	/pɒp/
midwife	/ˈmɪd.waɪf/	pop star	/pɒp stɑː/
mist	/mɪst/	prediction	/prɪˈdɪk.ʃn/
mistress	/ˈmɪs.trəs/	pregnancy	/ˈpreg.nənt.si/
monkey	/ˈmʌŋ.ki/	prison	/ˈprɪz.n/
motor racing	/ˈməʊ.tə ˈreɪ.sɪŋ/	prison sentence	/ˈprɪz.n ˈsen.tənts/
mountain	/ˈmaʊn.tɪn/	puck	/pʌk/
mouse	/maʊs/	punishment	/ˈpʌn.ɪʃ.mənt/
mouth	/maʊθ/	purple	/ˈpɜː.pl/
murder	/ˈmɜː.də/	qualification	/kwɒl.ɪ.fɪˈkeɪ.ʃn/
muscle	/ˈmʌs.l/	R & B	/ɑː.ndˈbiː/
music	/ˈmjuː.zɪk/	rabbit	/ˈræb.ɪt/
musical	/ˈmjuː.zɪ.kl/	racquet	/ˈræk.ɪt/
musician	/mjuːˈzɪʃ.n/	radio	/ˈreɪ.di.əʊ/
nail	/neɪl/	rain	/reɪn/
national park	/ˈnæʃ.n.l pɑːk/	rainbow	/ˈreɪn.bəʊ/
natural disaster	/ˈnætʃ.r.l dɪˈzɑː.stə/	raincoat	/ˈreɪŋ.kəʊt/
nature	/ˈneɪ.tʃə/	rear view mirror	/rɪə vjuː ˈmɪr.ə/
neck	/nek/	red	/red/
neighbourhood watch scheme	/ˈneɪ.bə.hʊd wɒtʃ skiːm/	redundancy	/rɪˈdʌn.dnt.si/
nightclub	/ˈnaɪt.klʌb/	referee	/ref.əˈriː/
nine	/naɪn/	reservoir	/ˈrez.ə.vwɑː/

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Discussion Words from Elementary Book 2

river	/ˈrɪv.ə/	stereo	/'ster.i.əʊ/
road	/rəʊd/	stomach	/'stʌm.ək/
road rage	/rəʊd reɪdʒ/	storm	/stɔ:m/
road sign	/rəʊd saɪn/	stream	/stri:m/
rock	/rɒk/	string	/striŋ/
rugby	/'rʌg.bi/	summer	/'sʌm.ə/
rule	/ru:l/	sun	/sʌn/
sailing	/'seɪ.lɪŋ/	sunblock	/'sʌn.blɒk/
sand	/sænd/	Sunday driver	/'sʌn.deɪ 'draɪ.və/
saxophone	/'sæks.sə.fəʊn/	sunglasses	/'sʌŋ.gla:z.ɪz/
score	/skɔ:/	sunset	/'sʌn.set/
sea	/si:/	suntan	/'sʌn.tæn/
season	/'si:zn/	supporter	/sə'pɔ:t.ə/
seat	/si:t/	suspect	/'sʌs.pekt/
seatbelt	/'si:tbel/	suspended sentence	/sə'spend.əd 'sen.tənts/
separation	/sep.r'eɪ.ʃn/	swimming	/'swɪm.ɪŋ/
seven	/'sev.n/	table tennis	/'teɪ.bl 'ten.ɪs/
seventeen	/sev.n'ti:n/	team	/ti:m/
seventy	/'sev.n.ti/	teenager	/'ti:n.eɪ.dʒə/
shark	/ʃɑ:k/	temperature	/'tem.prə.tʃə/
sheep	/'ʃi:p/	ten	/ten/
shoplifting	/'ʃɒp.lɪf.tɪŋ/	tennis	/'ten.ɪs/
shoulder	/'ʃəʊl.də/	terminal illness	/'tɜ:mi.nəl 'ɪl.nəs/
side mirror	/saɪd 'mɪr.ə/	terrorism	/'ter.ə.rɪ.zm/
singer	/'sɪŋ.ə/	theft	/θeft/
six	/sɪks/	thermometer	/θə'mɒm.ɪ.tə/
sixteen	/sɪk'sti:n/	thirteen	/θɜ:'ti:n/
sixty	/'sɪk.sti/	thirty	/'θɜ:ti/
skeleton	/'skel.ɪ.tn/	three	/θri:/
skiing	/'ski:ŋ/	throat	/θrəʊt/
skin	/skɪn/	thunder and lightning	/θʌn.də.nd'laɪt.nɪŋ/
sky	/skaɪ/	tiger	/'taɪ.gə/
sledge	/sledʒ/	toe	/təʊ/
sleet	/sli:t/	tongue	/tʌŋ/
snail	/sneɪl/	tooth	/tu:θ/
snooker	/'snu:kə/	tortoise	/'tɔ:təs/
snow	/snəʊ/	tree	/tri:/
snowman	/'snəʊ.mæn/	trial	/traɪəl/
solicitor	/sə'ɪs.ɪ.tə/	trumpet	/'trʌm.pɪt/
spider	/'spaɪ.də/	tsunami	/tsu:'nɑ:mi/
sport	/spɔ:t/	twelve	/twelv/
sports car	/spɔ:ts kɑ:/	twenty	/'twen.ti/
spring	/sprɪŋ/	two	/tu:/
squash	/skwɒʃ/	tyre	/taɪə/
stadium	/'steɪ.di.əm/	umbrella	/ʌm'brel.ə/
stag night	/stæg naɪt/	valley	/'væli/
starfish	/'stɑ:fɪʃ/	vein	/veɪn/
steering wheel	/'stiəriŋ wi:l/	verse	/vɜ:s/

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Discussion Words from Elementary Book 2

victim	/'vɪk.tɪm/
violence	/'vaɪə.lɪnts/
violin	/'vaɪə.lɪn/
volleyball	/'vɒl.i.bɔ:l/
wave	/weɪv/
weather	/'weð.ə/
weather forecast	/'weð.ə 'fɔ:.kɑ:st/
wedding	/'wed.ɪŋ/
Wellington boots	/wel.ɪŋ.tn'bu:ts/
whale	/weɪl/
wheel	/wi:l/
white	/waɪt/
widow	/'wɪd.əʊ/
wind	/wɪnd/
wind farm	/wɪnd fɑ:m/
windscreen	/'wɪnd.skri:n/
windscreen wipers	/'wɪnd.skri:n 'waɪp.əz/
winner	/'wɪn.ə/
winter	/'wɪn.tə/
winter tyres	/'wɪn.tə taɪəz/
witness	/'wɪt.nəs/
worm	/wɜ:m/
wrist	/rɪst/
yellow	/'jel.əʊ/
zebra	/'zeb.rə/
zebra crossing	/'zeb.rə 'krɒs.ɪŋ/
zero	/'zɪə.rəʊ/

The 26 Letters of the English Alphabet –
and How to Pronounce Them:

upper case:	lower case:	IPA:	upper case:	lower case:	IPA:
A	a	/eɪ/	N	n	/en/
B	b	/bi:/	O	o	/əʊ/
C	c	/si:/	P	p	/pi:/
D	d	/di:/	Q	q	/kju:/
E	e	/i:/	R	r	/ɑ:/
F	f	/ef/	S	s	/es/
G	g	/dʒi:/	T	t	/ti:/
H	h	/eɪtʃ/	U	u	/ju:/
I	i	/aɪ/	V	v	/vi:/
J	j	/dʒeɪ/	W	w	/'dʌ.bəl.ju:/
K	k	/keɪ/	X	x	/eks/
L	l	/el/	Y	y	/waɪ/
M	m	/em/	Z	z	/zed/

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The 48 Sounds of English with the International Phonetic Alphabet (IPA)

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

1. ɪ	dish	/dɪʃ/	8. iː	three	/θriː/
2. æ	bat	/bæt/	9. ɑː	star	/stɑː/
3. ɒ	sock	/sɒk/	10. ɔː	ball	/bɔːl/
4. ʊ	pull	/pʊl/	11. uː	shoot	/ʃuːt/
5. ə	shoulder	/'ʃəʊl.də/	12. ɜː	shirt	/ʃɜːt/
6. e	leg	/leg/	13. ʌ	cup	/kʌp/
7. i	happy	/'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	bag	/bæg/	37. r	road	/rəʊd/
25. g	glass	/glɑːs/	38. w	week	/wiːk/
26. v	van	/væn/	39. j	yoghurt	/'jɒg.ət/
27. t	taxi	/'tæk.si/	40. m	music	/'mjuz.ɪk/
28. d	dice	/daɪs/	41. n	nurse	/nɜːs/
29. θ	thousand	/'θaʊ.zənd/	42. ŋ	ring	/rɪŋ/
30. ð	brother	/'brʌð.ə/	43. l	lake	/leɪk/
31. p	pig	/pɪg/	44. f	frog	/frɒg/
32. k	kit	/kɪt/	45. z	zip	/zɪp/
33. s	snow	/snəʊ/	46. ʒ	revision	/rɪ'vɪʒ.ən/
34. ʃ	shop	/ʃɒp/	47. dʒ	jam	/dʒæm/
35. tʃ	cheese	/tʃiːz/	48. x	loch	/lɒx/
36. h	head	/hed/			

Notes:

- the syllable that follows this mark has strong stress: ' .
- this mark denotes a division between syllables: .

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The course objectives are very simple:

- ✓ Every student talking in English
- ✓ Every student listening to English
- ✓ Every student thinking in English, and
- ✓ Every student taking part in class

Talk a Lot Elementary Book 2 is suitable for students at these levels:

Student's Level: Common European Framework (CEF): Cambridge Assessment:

Elementary	to A2	KET
Pre-Intermediate	to B1	PET

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 1,000 photocopiable worksheets for learning English. This is his eighth book. In 2002 he launched English Banana.com, which has become a hugely popular English language learning resource website.



What readers are saying about "Talk a Lot - Elementary Book 1":

"I think it will be useful for developing my English skills. I will try to study it carefully, then I will try to help others who may need it."
Yehea, teacher

"It is great! I print up the materials, then use in the class. I'm happy I can use it for improving my students' English!" Rachel, teacher

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Talk a Lot Elementary Book 2

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Spoken English Course

by Matt Purland

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- *How to Use Talk a Lot Resources*
- *Focus on **Connected Speech***
- *Focus on the **International Phonetic Alphabet (IPA)***
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Talk a Lot

Spoken English Course

Elementary Handbook

This book is dedicated with love and thanks as always to **Anna** and **Julia**, as well as to **Pat**, who gave me my first full-time job teaching English, and to **Helen**, who encouraged me to develop and explore

and also:

.....

*(Insert the name of the teacher who has most inspired **you** to learn)*

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- 1.4 – 10/09 (+ Transcription of a Lesson on Sentence Stress, and “Pronounce ‘th’ Sounds”)
- 1.3 – 09/09 (+ Consonant Clusters, Vowel Clusters, and The Magic “e” Rule)
- 1.2 – 08/09 (+ Big Word Game, and Talk a Lot Bingo!)
- 1.1 – 06/09 (+ Sound Connections Demo, Going Further, and Working Out Word Stress – Two-Syllable Words where the First Syllable is a Schwa: /ə/)
- 1.0 – 04/09 (Original edition)

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Talk a Lot

Elementary Handbook

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3.3	Sample Lesson Plan
3.6	Sound Connections Demo
3.15	Going Further

4. Connected Speech Templates

4.1	Instructions
4.6	Activity Template (Blank)

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- 5.4 Discussion Words Activity Template (Blank)
- 5.5 Question Sheets Activity Template (Blank)
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**Word Focus
Activities**

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7. Multi-Purpose Texts

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- 11.1 What is Connected Speech? (Student's Handout)
- 11.3 The Techniques of Connected Speech
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- 12.1 What is Sentence Stress?
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- 12.20 Stressed Syllables in Starting Sentences from Elementary Book 2
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- 12.30 Transcription of an Online Talk a Lot Lesson on Sentence Stress

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15. Suffixes

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- 15.2 Common Suffixes and What they Indicate – Matching Game
- 15.4 Suffixes and Word Stress

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- 16.2 Compound Nouns – Activity Sheet (First Words)
- 16.3 Compound Nouns – Activity Sheet (First Words) – *Answers*
- 16.4 300 Common Compound Nouns – Ordered by Same Second Word
- 16.5 Compound Nouns – Activity Sheet (Second Words)
- 16.6 Compound Nouns – Activity Sheet (Second Words) – *Answers*

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Introduction

Hello, and welcome to the **Talk a Lot** Elementary Handbook!

This handbook shows you how to use **Talk a Lot** materials to learn or teach spoken English, as well as providing background information and practice worksheets on related topics, such as connected speech, sentence and word stress, and the International Phonetic Alphabet (IPA).

The **Talk a Lot** course objectives are very simple:

- Every student talking in English
- Every student listening to and understanding English
- Every student thinking in English, and
- Every student taking part in class

Talk a Lot is structured so that every student can practise and improve English grammar, vocabulary, pronunciation, fluency, word and sentence stress, and interpersonal skills, by working in pairs, groups and one to one with the teacher.

The main benefits of **Talk a Lot** are:

- Students have to think in English during lessons in a controlled and focused way
- Students learn how to memorise correct English structures naturally, without abstract and unrelated grammar lessons
- Students learn how to construct eight different common verb forms, using positive, negative and question forms, as well as embedded grammar appropriate to their level. The verb forms studied are: Present Simple, Present Continuous, Past Simple, Past Continuous, Present Perfect, Modal Verbs, Future Forms, and First Conditional
- Students learn many essential vocabulary words by heart, including word stress and the sounds of English
- Students learn how to become more fluent when speaking in English, by joining together words in a sentence using the techniques of connected speech
- Students enjoy following a simple and effective method that produces results quickly

So far we've published two **Talk a Lot** Elementary books. The ten lesson topics studied in **Talk a Lot** Elementary Book 1 are:

Town, Food, Shopping, Health, Transport, Clothes, Work, Family, Home, and Free Time

whilst the ten lesson topics studied in **Talk a Lot** Elementary Book 2 are:

Crime, Sport, Music, Weather, Animals, Cars, The Human Body, Colours and Numbers, Life Events, and Nature

A third **Talk a Lot** Elementary book is currently in preparation, with the following brand new lesson topics:

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Learning English, Films, Hospital, Books, Airport, Television, Education, Money, The Environment, and Holidays

Important Note

This book is the **Talk a Lot** Elementary Handbook, and doesn't contain the materials for **Talk a Lot** courses. This book gives instructions and guidance for using the materials, which can be found in the existing two **Talk a Lot** course books. You can download the course books for free from <http://www.englishbanana.com>, or buy hard copy versions from any good bookseller. Downloadable course materials for Book 3 will be added to our website in stages, so please check back regularly to see what is available to download!

You can see how all of the different units and activities from the three **Talk a Lot** Elementary course books fit together on P.1.1.

As well as containing instructions about how to use **Talk a Lot** materials, this handbook also provides information sheets and practice worksheets to help students learn skills that will accelerate their improvement in spoken English:

- how to identify and use the techniques of connected speech (from p.11.1)
- how to identify and use sentence stress (from p.12.1)
- how to identify word stress (from p.13.1)
- how to identify prefixes (from p.14.1)
- how to identify suffixes (from p.15.1)
- how to identify compound nouns (from p.16.1)
- how to identify weak forms (from p.17.1)
- learn the sounds of English with the International Phonetic Alphabet (from p.18.1)
- how to identify vowel sounds (from p.18.19)

This handbook is not intended to be an exhaustive academic work. The aim was to write a brief, helpful guide and pack of resources that would provide a way into practise and language work in the classroom, rather than a dry, analytical manual. For example, I have deliberately avoided confusing jargon when writing about connected speech. Phrases like "bilabial plosive" and "palato-alveolar approximate" – though fun to say – can be studied later, or at the student's leisure. (See the bibliography on p.x for ideas about further reading.)

The sentence stress activities in this course are focused on neutral speech. Intonation is largely ignored – except where it concerns yes/no question forms – in favour of grounding students in the basics of word stress, sentence stress, and connected speech techniques. The subtleties of intonation, and how meaning can be altered, can of course be practised in conjunction with **Talk a Lot** materials, but should perhaps come later on for new students of spoken English, after they have mastered the techniques demonstrated in this handbook.

My aim in writing **Talk a Lot** materials is always to be as non-prescriptive as possible, so that users may take what they want from the work and use it in the way that best fits their

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situation. In my experience these materials are tried and tested and have been proven to work in the classroom.

If you have any questions after studying this handbook and the **Talk a Lot** course materials, please do feel free to get in touch with us, either by email at info@englishbanana.com, or via our feedback form at:

<http://www.englishbanana.com/contact.html>

As ever, we owe a big debt of gratitude to everybody who has been using **Talk a Lot** materials over the past year or so. Thanks for your feedback. It really helps! We've had lots of fun in the classroom with these lessons, and we hope that you will too! We'd love to hear from you about how you have used this book and how your course went, so please feel free to contact us. We'd also be really excited to hear about your ideas and proposals for new **Talk a Lot** topics and activities that we could include in future **Talk a Lot** materials.

With best wishes for a successful course,

Matt Purland, Ostróda, Poland (28th March 2009)

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Matt Purland, *Founder and Writer, English Banana.com, Date: 7th December 2008*

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English Phonetics and Phonology: A Practical Course

Peter Roach
Cambridge University Press, 1983

How to Teach Pronunciation

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Heinemann, 1994

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Cambridge University Press, 1996

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Plan of all Talk a Lot Units and Activities

This page shows all of the units and activities from the first three Talk a Lot Elementary books. A ✓ indicates that the material for this activity has been published and can be found online at: <http://www.englishbanana.com/talkalot/> Note: we hope to update this page regularly, as more material is added to each Talk a Lot unit! (Page last updated 11/2009)

Unit / Activity	Sentence Focus			Word Focus				Free Practice			Tests	
	SBs	CCs	CTs	DWs	DWQs	IEs	MPTs	DQs	AGs	RPs	VTs	LTs
How to Use	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Elementary Book 1:												
1 Town	✓			✓	✓			✓		✓	✓	✓
2 Food and Drink	✓			✓	✓			✓		✓	✓	✓
3 Shopping	✓			✓	✓			✓		✓	✓	✓
4 Health	✓			✓	✓			✓		✓	✓	✓
5 Transport	✓			✓	✓			✓		✓	✓	✓
6 Family	✓			✓	✓			✓		✓	✓	✓
7 Clothes	✓			✓	✓			✓		✓	✓	✓
8 Work	✓			✓	✓			✓		✓	✓	✓
9 Home	✓			✓	✓			✓		✓	✓	✓
10 Free Time	✓			✓	✓			✓		✓	✓	✓
Elementary Book 2:												
1 Crime	✓			✓	✓	✓		✓			✓	✓
2 Sport	✓			✓	✓	✓		✓			✓	✓
3 Music	✓			✓	✓	✓		✓			✓	✓
4 Weather	✓			✓	✓	✓		✓			✓	✓
5 Animals	✓			✓	✓	✓		✓			✓	✓
6 Cars	✓			✓	✓	✓		✓			✓	✓
7 The Human Body	✓			✓	✓	✓		✓			✓	✓
8 Colours and Numbers	✓			✓	✓	✓		✓			✓	✓
9 Life Events	✓			✓	✓	✓		✓			✓	✓
10 Nature	✓			✓	✓	✓		✓			✓	✓
Elementary Book 3:												
1 Learning English	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2 Films	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
3 Hospital	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
4 Books	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
5 Airport	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
6 Money	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
7 Places in the UK	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
8 TBC												
9 TBC												
10 TBC												

KEY

Sentence Focus Activities: SBs (Sentence Blocks); CCs (Connected Sentence Cards); CTs (Connected Speech Templates)

Word Focus Activities: DWs (Discussion Words); DWQs (Discussion Word Questions); IEs (Information Exchanges); MPTs (Multi-Purpose Texts)

Free Practice Activities: DQs (Discussion Questions); AGs (Agree or Disagree?); RPs (Role Plays)

Tests: VTs (Vocabulary Tests); LTs (Lesson Tests)

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Talk a Lot

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Course Outline

- Before the course begins perform an initial assessment with each student to check that they are at a suitable level for the course, and then enrol them onto the course. This course is aimed at students who are at a good elementary level or pre-intermediate level. For this course we recommend that there are no more than ten students per class.
- Before we start, the Talk a Lot course materials are designed to be flexible, and can be used in any way that you find suitable for your group or your needs. The course outline below is just an example, so please don't feel that you have to follow it to the letter!
- The course is divided into twelve three-hour lessons. The first ten lessons each have a different topic; while lesson 11 is intended for the revision of material studied over the ten weeks, and lesson 12 is reserved for the students' examinations and an end of course review. We recommend that you hold one lesson per week, making this a twelve week course comprising 30 guided learning hours, plus 6 hours of guided revision and examination. It's up to you what order you do the lessons in; you don't have to follow our order of topics!
- If your students need more than three hours of study per week, why not offer them two 3-hour lessons per week: one Talk a Lot lesson, as described below, and one lesson using traditional teaching methods, which include conventional reading, writing and grammar-based activities that could complement the intensive speaking and listening work of the Talk a Lot lessons. You could follow a standard EFL or ESL course book such as New English File or New Headway, using material that complements the Talk a Lot lesson, so, for example, if your Talk a Lot lesson was on the topic of Sport, you could use material from a traditional course book on the same topic for the second lesson. This would then give you a course with 60 guided learning hours.

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Lesson Outline

- In our example lesson outline, each lesson lasts for three hours (180 teaching minutes). This can vary according to your needs, for example, in some English language classrooms one teaching hour is equal to 45 minutes, and so 3 teaching hours would be 2¼ hours. Or it may be that you have only 2 hours per week with your group of students. You can still use Talk a Lot activities to serve up a satisfying and stimulating lesson – just in a shorter timeframe.
- Each lesson focuses on a specific vocabulary topic. Books 1 and 2 each contain ten different topics, and Book 3 will also have 10 new topics. Book 3 also introduces several brand new activities – e.g. Multi-Purpose Texts – so that teachers now have an even greater variety of possible things to do in each lesson. For each lesson the teacher can now draw from twelve different activities in four practice categories:

Sentence Focus Activities:

- Sentence Blocks (C)
- Connected Sentence Cards
- Connected Speech Templates

Word Focus Activities:

- Discussion Words and Question Sheets
- Information Exchange
- Multi-Purpose Texts

Free Practice Activities:

- Discussion Questions
- Agree or Disagree?
- Role Plays
- Show and Tell (C)

Continuous Assessment Tests:

- Vocabulary Test (C)
- Lesson Test (C)

The activities marked with (C) are, we believe, core activities that should be included in every Talk a Lot lesson. Of course, it's up to you whether you want to do this! However, it is not necessary to use every activity in every lesson. There is far more material in each Talk a Lot unit than is needed to fill three hours of lesson time, so the teacher can mix and match, using different activities from different practice categories in different lessons, according to the needs of their learners. Similarly, it is not necessary to do the activities in the same order (as stated below) in every lesson, but better to mix things up each time so that students don't become used to a set lesson order.

The core activities provide a reassuring routine for each lesson. For example, at the beginning of each lesson students come together for the Vocabulary Test and

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Lesson Outline

Show and Tell, and at the end of the lesson for Q & A time, and a preview of the next lesson's topic.

- Bearing that in mind, here is an example of how you could structure a 3-hour long Talk a Lot lesson:

15 mins

C. A. Tests
CORE

Welcome and **Vocabulary Test** (see p.1.7) based on the previous lesson's topic. The teacher reads out the twenty words to the students in their native language and they write them in English. The teacher gives back lesson tests, discusses the answers with the students, and can also ask random questions from the previous lesson's sentence blocks to check how much the students have remembered.

15 mins

Free Practice
CORE

The teacher introduces the topic of this lesson, for example, "Music". Each student has to **Show and Tell** an item to do with this topic, e.g. for "Music" a student could bring a musical instrument, or a CD or poster, and then tell the class about it. This free practice activity is an easy warm-up for students, and a way into the lesson topic. The teacher also brings something to "show and tell", and then introduces the eight new **Sentence Block** starting sentences and wh- questions on the board or on the handout (see p.2.1). It is essential that the teacher checks that the students understand the sentences, so that they are meaningful to students when they practise them later on.

The teacher asks different students to model one or two of the sentence blocks, which will act as a reminder to students of how to make the sentence blocks.

20 mins

Students make the sentence blocks in pairs, for example, sitting back to back without eye contact. They don't write anything down and must not copy the sentence block starting sentences from the board. For this activity all the talk flows from the students making the sentence blocks from the starting sentences and wh- questions on the board or on the handout.

10 mins

Free Practice

Next, the teacher introduces the eight **Discussion Questions** for this lesson to the whole class (see p.8.1). Again, it is important that the teacher checks that their students understand the vocabulary that is used. Students should be encouraged to use their dictionaries to check new words.

30 mins

Working in pairs or small groups, students practise the discussion questions. This is free speaking practice – the antithesis of having to make pre-set sentences using the sentence blocks. The students can change partners several times in order to get a good variety of practice, then the whole class comes together and feeds back to the group, with the teacher asking additional follow-up questions. During this time the teacher removes the sentence block sentences from the board, or asks the students to return their sentence block handouts. This free practice session could be equally effective with the **Agree or Disagree?** activity (see p.9.1), or **Role Plays**

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Lesson Outline

(see p.10.1), instead of the Discussion Questions. You could vary what your students do lesson by lesson.

We're halfway through! Have a cup of tea and some fresh air – or just hang out!

25 mins

C. A. Tests
CORE

After a relaxing break it's time for some brain work – the **Lesson Test** (see page 1.8)! The aim of this test is for the teacher to find out what vocabulary the students can remember from the previous lesson and to get an idea of how well they are coping with making the sentence blocks.

25 mins

Word Focus

The next section is for word focus activities. The teacher could decide to use this slot for activities with the **Discussion Words and Question Sheets** (see p.5.1), for doing the **Information Exchange** (see p.6.1), or for working with the **Multi-Purpose Texts** (see p.7.1) – or you could base an activity on our handouts about word stress, suffixes, or compound nouns, etc. (see from p.11.1). Students could do a couple of different activities within the time allowed, depending on their level.

30 mins

Sentence Focus

The students practise the sentence block sentences again, but this time without any written record – nothing on the board and no handout. The teacher monitors each pair and helps them where necessary, making sure that they are making the sentence blocks successfully. Towards the end of this time the whole class comes back together to give each other feedback. The teacher asks questions from the eight sentence blocks to different students, who should give a correct, or nearly correct, sentence – all from memory. In the early weeks this will be more difficult for the students, but after a few lessons with this method students should be able to answer confidently, having memorised some or all of that lesson's sentence blocks. This section could be used for practising connected speech techniques, using either the **Connected Sentence Cards** (see p.3.1) or **Connected Speech Templates** (see p.4.1) – or both, if your students are really "getting it"! Another alternative would be to do an activity about sentence stress, using some of the material that starts on p.12.1.

10 mins

Free Practice
CORE

Open question time – students can ask any English-related question. The teacher looks at the students' workbooks (this can be any suitable course book that students work through at home and which complements the lesson) and checks students' progress. The teacher previews the topic for the next lesson and gives out the handouts for the next lesson's vocabulary test. The teacher could either give or spend a few minutes eliciting the twenty new words in the students' first language. The teacher should encourage students to keep all of their handouts in their own file, for revision and further study at home.

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Talk a Lot

General Information

Assessment Methods, Tests, and Examination

The overall course mark for each student is reached by continuous assessment and an end of course oral examination. Individual students are monitored throughout the course and their progress recorded in a number of different ways. The aim of using continuous assessment is to encourage students to work hard in every lesson – because every lesson counts and effort is rewarded along with accuracy – and to work hard at home, e.g. learning the vocabulary words each week.

Each student gets a combined mark out of 80 for each lesson which is based on the following:

- vocabulary test: maximum of 20 marks
- lesson test: maximum of 40 marks
- student's lesson mark – accuracy: maximum of 10 marks
- student's lesson mark – effort: maximum of 10 marks

- total lesson mark: maximum of 80 marks

The lesson marks are added together on the individual Student Course Reports as the course progresses (see p.1.12 for a sample completed report, and p.1.11 for a blank template). Students don't have access to their lesson marks as they are added together, but they do see their marks for the vocabulary and lesson tests, as well as getting feedback on these tests and on their general performance each week.

Teachers should award marks out of 10 to each student for every lesson based on the level of their achievement during the lesson (accuracy) and their commitment during the lesson (effort). It goes without saying that teachers should strive to be wholly objective and not give in to favouritism when awarding these marks.

Over the ten lessons all of the lesson marks are added together to give an individual total for each student, to which is added the score from their final exam. This gives each student a grade for the whole course, ranging from A to U (ungraded fail):

- maximum lesson mark of 80 x 10 = 800 marks +
- maximum final exam mark of 100 =
- maximum course mark of 900 marks

Grade system:

Achievement:

Grade A = 800-900 marks

First Class

Grade B = 650-800 marks

Very Good

Grade C = 550-650 marks

Good

Grade D = 400-550 marks

Fair Pass

Grade E = 250-400 marks

Pass

Grade U = less than 250 marks

Fail

Grades A-E are passes. Grade U is ungraded and means that the student has failed the course. The student's grade is recorded on their course certificate, for example:

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Talk a Lot

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Assessment Methods, Tests, and Examination

“Grade: A”

“Achievement: First Class”

On p.1.12 you will find a sample completed course report for an above-average student, to give you an idea of how the marking on the course report works.

You could use one of the course certificate templates from this book (see pages 1.26-1.27), or create your own.

Lesson Assessment

During pair and group work the teacher monitors the students, checking and correcting grammar and vocabulary where necessary, e.g. during discussion question and role play rehearsals. In all free practice or word focus work the teacher should keep referring students back to the grammar that is being learned in the sentence focus activities, for example if a student says: “What you want?”, remind them that: “You must have a verb after a wh-question.” In this way the free practice and word focus work will help to consolidate what is being learned during the more structured practice of forming the sentence blocks, and studying sentence stress and the techniques of connected speech.

Written homework based on the topics and activities from each lesson could be given, checked and marked by the teacher. However, written work must be kept to a minimum during the lesson and students should not to write out full sentence blocks. This is Talk a Lot, after all! The students may instinctively begin to write down the starting sentences from the board, or make notes about the sentence blocks, but discourage this because it is a waste of lesson time in which they have a valuable opportunity to talk in English. The Talk a Lot method encourages students to use their memories as a learning tool and to activate the grammar that they already know when they join the course. **When a student writes down the sentence blocks, they give full permission to their memory to forget this information, since they know it is safely recorded somewhere.** Without the safety net of pen and paper students have to challenge themselves to work harder to make the sentence blocks (which are, after all, simply question forms and answers, based around individual verb forms). The time for writing out sentence blocks is at home, where students can write to their hearts' content! They also get a chance to see full sentence blocks in written form when they do the lesson test – once per lesson. As we have seen, the Talk a Lot certificate is based on marks gained during continuous assessment along with a final oral exam at the end of the course. Lesson assessment also includes more formal testing with regular vocabulary tests and lesson tests, the marks from which are added to each student's running total of marks. The teacher keeps track of each student's progress by adding the results of their tests and other marks to their individual Student Course Report.

Vocabulary Tests

All Talk a Lot tests should be run in exam conditions, with folders and dictionaries closed, no talking, and no copying. The vocabulary test could be held near the beginning of the lesson, as a way of quietening students down and getting them into study mode. We recommend that the teacher runs the vocabulary and lesson tests in the same positions during the lessons each time so as to give a sense of structure and routine to the tests which can be helpful for

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Talk a Lot

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students. Teachers should try to mark the vocabulary tests during the lesson break and give students their results in the same lesson. The teacher keeps a record of each student's scores on their Student Course Report and measures progress made, as well as spending time during and between lessons addressing issues with individual students. There is a blank Vocabulary Test pro-forma on p.1.13, so that you (and your students) can build your own vocabulary tests.

Lesson Tests

The primary aim of the regular lesson test is to consolidate the work done during the previous lesson. If you run this test immediately after the break it will help to settle students down and get their minds focused again on learning English. Set a time limit of no more than 25 minutes and stick to it. As with the vocabulary tests, the aim of the lesson test is to check students' progress and both identify weaker students who may need extra support, e.g. help with making the sentence blocks, and identify stronger students who may need a greater challenge during lessons. For example, to maximise the effect of pair work the teacher could pair a stronger student with a weaker student.

Lesson tests are marked by the teacher after the lesson and the results given to students at the beginning of the next lesson, when there is time for a brief discussion of incorrect answers and other points raised by the test. The results from both tests enable the teacher to see not only who is paying attention during lessons, e.g. when making the sentence blocks, but also who is working at home: learning the vocabulary words, both meanings and spellings, and writing out sentence blocks.

At their discretion, a teacher may allow students who have missed a lesson to catch up on course marks by taking both tests at another time, e.g. after the present lesson. Or the teacher may decide that the student has missed the lesson and so cannot catch up on the marks, a scenario that will affect their final course score. However, if the latter applies the teacher should give the student in question the lesson materials to study at home in their own time, so that they don't miss out on course content.

Note: students can't do a Vocabulary Test or Lesson Test during their first Talk a Lot lesson, because there is no preceding unit, and they haven't had anything to prepare. The Vocabulary Test and Lesson Test for the first lesson's topic can be taken in week 11 (revision week), and the scores added to the students' lesson 1 scores on the course reports (in the boxes marked in bold).

Verb Forms Practice

These pages can be introduced by the teacher as extra worksheets at any time during the course if students are having problems with sentence blocks based on a particular verb form, or if they need more focused verb forms practice. A follow up activity would be for students to imagine their own sentence blocks based on particular verb forms, e.g. the teacher asks students to work in pairs and make four new sentence blocks using present perfect form – orally, without writing anything down.

In general, it's better for students to use a variety of different verb forms in a normal lesson, rather than studying a different verb form each lesson, because if a student misses one

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Talk a Lot

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lesson they won't have missed out on studying a complete verb form.

End of Course Oral Examination

General Notes on the Examination

The Talk a Lot end of course exam is a one to one oral examination with the teacher reading the questions and the student answering. The exam should last for a maximum of 20 minutes. The exam is recorded onto tape and marked by the teacher afterwards. The results are added to the student's individual Student Course Report and then their overall course score and final grade can be calculated, which are then added to the student's certificate.

At no time should the student see the examination paper, whether before, during or after the examination. Nor should the student write down anything during the exam. The teacher writes the starting sentence and question word (printed in bold) on the board for each sentence block question.

If you are following the course in either Book 1 or Book 2, you could use the examination provided for the book you are using. (See p.1.14 for Examination #1 from Book 1 and p.1.18 for Examination #2 from Book 2.) If you have built your own course by using a variety of units from Books 1-3, you could build your own examination as well, by taking questions from each topic that you have used. Use the ready-made examinations from Books 1 and 2 to guide you when devising the questions.

During the examination the teacher should not prompt the student for answers or help them in any way, apart from to explain the instructions so that the student understands what they have to do. Students **may not** use a dictionary during this examination.

At the end of the course the teacher could give a prize to the student (or students) with:

- the best course score overall
- the best vocabulary test grades overall
- the best lesson test grades overall
- the best attendance record
- the most improved student (comparing the beginning with the end of the course)

Marking Guide

There are four kinds of question that form the examination:

1. Make sentence blocks (e.g. questions 1, 5, 9, and 13 in Examination #2)

The maximum score is 8 marks. Students score one mark for each fully correct line, with correct intonation and sentence stress, and one mark for naming the correct verb form. Students get only half a mark if the intonation and/or sentence stress of a line is incorrect. In the last two lines of each sentence block the answers will vary as students have to change part of the original information to produce a negative answer. Accept any answer that is grammatically correct and makes sense within the given context.

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Talk a Lot

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Don't penalise students for making contractions, or not making them. For example, if the answer on the examination paper says "No, he doesn't", but the student says "No, he does not", don't mark them down. It is still an accurate answer.

2. Answer discussion questions (e.g. questions 3, 7, 10 and 14 in Examination #2)

Students can score up to a maximum of 4 points for each question based on the following criteria:

The student should answer the question and speak for approximately 1 minute:

- | | |
|----------|--|
| 4 marks: | the student produces sentences which are completely or almost completely correct in terms of grammar, pronunciation, intonation, and sentence stress. There are between 0-2 errors. Excellent use of vocabulary and interesting subject matter |
| 3 marks: | the student produces sentences which are good in terms of grammar, pronunciation, intonation, and sentence stress, but there are between 3-4 errors. Good use of vocabulary |
| 2 marks: | the student produces sentences which can be understood in terms of grammar, pronunciation, intonation, and sentence stress, but there are many errors |
| 1 mark: | the student attempts to answer the question, but not using full sentences nor correct grammar, pronunciation, intonation, and sentence stress. Part of their answer can be clearly understood, but there are many errors |
| 0 marks: | the student has not attempted the question or the answer is incoherent |

The teacher should make a note in the box provided of several examples of the student's performance, including errors as well as correct structures.

3. State ten vocabulary words on a given topic (e.g. questions 4, 6, 11 and 15 in Examination #2)

When students have to list ten vocabulary words, the teacher could keep a tally in the box provided, e.g. IIII IIII ... Give a half mark in the event of wrong word stress or incorrect intonation and/or pronunciation. When stating ten different vocabulary words the student cannot include the example word which is given in the question.

4. Answer discussion word questions (e.g. questions 2, 8, 12 and 16 in Examination #2)

The answers and marks for these questions are provided on the examination paper. Give a half mark in the event of wrong word stress or incorrect intonation and/or pronunciation.

(Note: see p.1.22 for a sample examination paper that has been completed by the teacher during a Talk a Lot oral examination with a pre-intermediate level student.)

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Talk a Lot

Name: _____

Start Date: _____

Class: _____

Lesson	Vocabulary Test /20	Lesson Test /40	Lesson Mark – Accuracy /10	Lesson Mark – Effort /10	Total Marks /80	Teacher's Comments
1.	*	*				
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
Total Lesson Mark /800	* score from Lesson 10 test					
Final Exam /100						
Course Total Mark /900						
Course Final Grade						ACHIEVEMENT:
Attendance /30 GLH		Attendance as a %		%		

Talk a Lot

Name: MARIA GOMEZ

Start Date: 1ST MAY '09

Class: 40-A

Lesson	Vocabulary Test /20	Lesson Test /40	Lesson Mark – Accuracy /10	Lesson Mark – Effort /10	Total Marks /80	Teacher's Comments
1. Crime	20*	32*	6	8	66	<i>[Write short general comments regarding the student's test scores, achievement, and commitment during each lesson, as well as their progress on the course, and notes about any relevant incidents. For example:]</i>
2. Sport	16	34	7	8	65	
3. Music	17	31	8	9	65	<i>Maria made a good contribution to sentence block building and worked hard throughout this lesson...</i>
4. Weather	18	25	6	6	55	<i>Maria's energy level was lower than usual. She scored lower than expected on the "Music" L/Test...</i>
5. Animals	16	30	0**	0**	46	<i>Maria was absent today due to family illness. She will take the "Weather" tests before next lesson...</i>
6. Cars	18	32	7	8	65	<i>[etc. ...]</i>
7. The Human Body	17	35	7	9	68	
8. Colours and Numbers	18	36	8	8	70	
9. Life Events	16	36	8	9	69	
10. Nature	19	35	8	9	71	
Total Lesson Mark /800	* score from "Nature" test ** Maria missed this lesson				640	
Final Exam /100					79	
Course Total Mark /900					719	
Course Final Grade					B	ACHIEVEMENT: VERY GOOD
Attendance /30 GLH	27	Attendance as a %	90%			

Talk a Lot

Topic: _____

Vocabulary Test

First Language

English

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

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Talk a Lot

End of Course Oral Examination #1 (Page 1)

Name: _____ Date: _____ Total # Marks: _____ /100

Question 1

Form the sentence block:

Peter walks two kilometres to his office every day.

Who walks two kilometres to his office every day?

Peter does.

Does Peter walk two kilometres to his office every day?

Yes, he does.

Does Jeff walk two kilometres to his office every day?

(Answers will vary)

No, he doesn't. Jeff doesn't walk two kilometres to his office every day.

(Answers will vary)

Which verb form is used in the starting sentence? (Answer: present simple) (8 marks)

Question 2

Tell me ten different members of a family, e.g. mother.

See p.68 (Book 1) for a list of family words. (10 marks)

Question 3

Describe your dream home. Where would you like to live if you could live anywhere? Talk about location, type of home, number of rooms, furniture, swimming pool, garden, staff, etc.

(4 marks)

Question 4

Put these clothes words into alphabetical order: trainers, coat, scarf, dress, belt, sock.

Answer: belt, coat, dress, scarf, sock, trainers.

(1 mark)

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Talk a Lot

End of Course Oral Examination #1 (Page 2)

Question 5

Form the sentence block:

If you ask the doctor she will give you some good advice about your problem.

Who will give me some good advice about my problem if I ask her?

The doctor will.

Will the doctor give me some good advice about my problem if I ask her?

Yes, she will.

Will the receptionist give me some good advice about my problem if I ask her?

(Answers will vary)

No, they won't. The receptionist won't give you some good advice about your problem if you ask them.

(Answers will vary)

Which verb form is used in the starting sentence? (Answer: first conditional) (8 marks)

Question 6

What is your favourite food? Why do you like it? How often do you eat it? What is your favourite drink? Why?

(4 marks)

Question 7

Tell me ten different jobs, e.g. doctor.

See p.64 (Book 1) for a list of health words. (10 marks)

Question 8

Tell me two forms of transport that have:

a) 1 syllable

c) 3 syllables

b) 2 syllables

Answers will vary. See p.66 (Book 1) for a list of transport words. Suggested answers: a) bus, train; b) canoe, ferry; c) motorbike, aeroplane. (6 marks)

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Talk a Lot

End of Course Oral Examination #1 (Page 3)

Question 9

Form the sentence block:

After we finish buying groceries, we'll go to Nero's for a quick coffee.

Where will we go for a quick coffee after we finish buying groceries?

To Nero's.

Will we go to Nero's for a quick coffee after we finish buying groceries?

Yes, we will.

Will we go to Bob's Coffee Shop for a quick coffee after we finish buying groceries?
(Answers will vary)

No, we won't. We won't go to Bob's Coffee Shop for a quick coffee after we finish
buying groceries
(Answers will vary)

Which verb form is used in the starting sentence? (Answer: future forms)

(8 marks)

Question 10

Which family word has a different word stress from the others? Why?

family, fiancé, granddaughter

Answer: The word *fiancé* has a different word stress because the strong stress falls on the second syllable, while in *family* and *granddaughter* the strong stress falls on the first syllable.

(1 mark)

Question 11

Tell me about a memorable holiday. Where was it? Who did you go with? Why did you decide to go there? What happened?

(4 marks)

Question 12

Tell me ten different modes of transport, e.g. bicycle.

See p.66 (Book 1) for a list of transport words. (10 marks)

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Talk a Lot

End of Course Oral Examination #1 (Page 4)

Question 13

Form the sentence block:

I have seen Macbeth at this theatre five times.

How many times have you seen Macbeth at this theatre?

Five times.

Have you seen Macbeth at this theatre five times?

Yes, I have.

Have you seen Macbeth at this theatre six times?

(Answers will vary)

No, I haven't. I haven't seen Macbeth at this theatre six times.

(Answers will vary)

Which verb form is used in the starting sentence? (Answer: present perfect) (8 marks)

Question 14

If you were given £3,000 to spend only on clothes and shoes, what would you buy and where would you go shopping?

(4 marks)

Question 15

Tell me ten different kinds of food, e.g. pasta.

See p.60 (Book 1) for a list of food words. (10 marks)

Question 16

Which person...

a) can fix a leaky pipe?

c) sells flowers?

b) can help you sell your house?

d) wears clothes for a living?

Answers: a) plumber, b) estate agent, c) florist, d) model

(4 marks)

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Talk a Lot

End of Course Oral Examination #2 (Page 1)

Name: _____ Date: _____ Total # Marks: _____ /100

Question 1

Form the sentence block:

When I went to Australia I saw some wild kangaroos.

What did you see when you went to Australia?

Some wild kangaroos.

Did you see some wild kangaroos when you went to Australia?

Yes, I did.

Did you see *some wild elephants* when you went to Australia?
(Answers will vary)

No, I didn't. I didn't see *any wild elephants* when I went to Australia.
(Answers will vary)

Which verb form is used in the starting sentence? (Answer: past simple)

(8 marks)

Question 2

Which weather word has a different word stress from the others? Why?

umbrella, prediction, hurricane

Answer: the word *hurricane* has a different word stress because the strong stress falls on the first syllable, while in *umbrella* and *prediction* the strong stress falls on the second syllable.

(1 mark)

Question 3

Tell me about the different times when you listen to music during the day, from when you wake up until you go to bed.

(4 marks)

Question 4

Tell me ten different things that you could find in the countryside, e.g. river.

See p.72 (Book 2) for a list of nature words. (10 marks)

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Talk a Lot

End of Course Oral Examination #2 (Page 2)

Question 5

Form the sentence block:

You should look in your mirrors before indicating.

Where should I look before indicating?

In your mirrors.

Should I look in my mirrors before indicating?

Yes, you should.

Should I look *in the glovebox* before indicating?

(Answers will vary)

No, you shouldn't. You shouldn't look *in the glovebox* before indicating.

(Answers will vary)

Which verb form is used in the starting sentence? (Answer: modal verbs)

(8 marks)

Question 6

Tell me five different musical instruments, and five different kinds of music.

See p.58 (Book 2) for a list of music words. (10 marks)

Question 7

Tell me about the seasons in your country. How do the countryside, weather, and climate change throughout the year? How do you have to change the way you live?

(4 marks)

Question 8

Put these life events into alphabetical order: marriage, birth, redundancy, engagement, graduation, employment.

Answer: birth, employment, engagement, graduation, marriage, redundancy.

(1 mark)

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Talk a Lot

End of Course Oral Examination #2 (Page 3)

Question 9

Form the sentence block:

Jason was running faster than usual because he wanted to beat his personal best.

Who was running faster than usual because they wanted to beat their personal best?

Jason was.

Was Jason running faster than usual because he wanted to beat his personal best?

Yes, he was.

Was Mark running faster than usual because he wanted to beat his personal best?
(Answers will vary)

No, he wasn't. Mark wasn't running faster than usual because he wanted to beat his personal best.
(Answers will vary)

Which verb form is used in the starting sentence? (Answer: past continuous) (8 marks)

Question 10

What was the happiest time in your life? Why? What are you looking forward to the most? Why? What do you fear the most? Why?

(4 marks)

Question 11

Tell me ten different colours, e.g. blue.

See p.68 (Book 2) for a list of colours. (10 marks)

Question 12

Name an animal that...

a) can spin a web.

c) can swim underwater.

b) swings from tree to tree.

d) carries its home on its back.

Answers will vary. Suggested answers: a) spider, b) monkey, c) whale, d) snail / tortoise.
(4 marks)

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Talk a Lot

End of Course Oral Examination #2 (Page 4)

Question 13

Form the sentence block:

Veronica's had her nose pierced at that new salon on the corner of Maitland Street.

What has Veronica had pierced at that new salon on the corner of Maitland Street?

Her nose.

Has Veronica had her nose pierced at that new salon on the corner of Maitland Street?

Yes, she has.

Has Veronica had her ears pierced at that new salon on the corner of Maitland Street? (Answers will vary)

No, she hasn't. Veronica hasn't had her ears pierced at that new salon on the corner of Maitland Street. (Answers will vary)

Which verb form is used in the starting sentence? (Answer: present perfect) (8 marks)

Question 14

Would capital punishment solve the problem of prison overcrowding? Why? / Why not?

(4 marks)

Question 15

Tell me ten different sports, e.g. rugby.

See p.56 (Book 2) for a list of sports. (10 marks)

Question 16

Tell me two different numbers that have:

a) 1 syllable c) 3 syllables

b) 2 syllables

Answers will vary. See p.68 (Book 2) for a list of numbers. Suggested answers: a) one, two; b) fourteen, twenty; c) eleven, seventeen. (6 marks)

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Talk a Lot

End of Course Oral Examination (Example) (Page 1)

Name: MARIA GOMEZ Date: 17/07/09 Total # Marks: 79 /100

Question 1

Form the sentence block:

When I went to Australia I saw some wild kangaroos.

What did you see when you went to Australia?

Some wild kangaroos.

Did you see some wild kangaroos when you went to Australia?

Yes, I did.

Did you see *some wild elephants* when you went to Australia?
(Answers will vary)

No, I didn't. I didn't see *any wild elephants* when I went to Australia.
(Answers will vary)

Which verb form is used in the starting sentence? (Answer: past simple)

(8 marks)

6

Question 2

Which weather word has a different word stress from the others? Why?

umbrella, prediction, hurricane

Answer: the word *hurricane* has a different word stress because the strong stress falls on the first syllable, while in *umbrella* and *prediction* the strong stress falls on the second syllable.

(1 mark)

1

Question 3

Tell me about the different times when you listen to music during the day, from when you wake up until you go to bed.

I listen music in morning. /a:/
I love listening music with my friends. /Iə/ (d)

(4 marks)

3

3

Question 4

Tell me ten different things that you could find in the countryside, e.g. river.

See page 72 for a list of nature words. (10 marks)

~~ttt~~ |||

8

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Talk a Lot

End of Course Oral Examination (Example) (Page 2)

Question 5

Form the sentence block:

You should look in your mirrors before indicating.

Where should I look before indicating?

In your mirrors.

Should I look in my mirrors before indicating?

Yes, you should.

Should I look *in the glovebox* before indicating?

(Answers will vary)

No, you shouldn't. You shouldn't look *in the glovebox* before indicating.

(Answers will vary)

Which verb form is used in the starting sentence? (Answer: modal verbs)

(8 marks)

1
1
1
1
1
1
1

7

Question 6

Tell me five different musical instruments, and five different kinds of music.

See page 58 for a list of music words. (10 marks)

+++

9

Question 7

Tell me about the seasons in your country. How do the countryside, weather, and climate change throughout the year? How do you have to change the way you live?

My ^{1st} country it's hot all the ^{1st} year. In winter is very very cold. We go on the <u>holiday</u> in <u>summer</u> ...

(4 marks)

2

2

Question 8

Put these life events into alphabetical order: marriage, birth, redundancy, engagement, graduation, employment.

Answer: birth, employment, engagement, graduation, marriage, redundancy.

(1 mark)

1

0

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Talk a Lot

End of Course Oral Examination (Example) (Page 3)

Question 9

Form the sentence block:

Jason was running faster than usual because he wanted to beat his personal best. 1/2

Who was running faster than usual because they wanted to beat their personal best? 1

Jason was. 1

Was Jason running faster than usual because he wanted to beat his personal best? 1

Yes, he was. 1

Was Mark running faster than usual because he wanted to beat his personal best? (Answers will vary) 1

No, he wasn't. Mark wasn't running faster than usual because he wanted to beat his personal best. (Answers will vary) 1

Which verb form is used in the starting sentence? (Answer: past continuous) 1 (8 marks)

7 1/2

Question 10

What was the happiest time in your life? Why? What are you looking forward to the most? Why? What do you fear the most? Why?

I was happy when my school was started.
I would like go to college continue

(4 marks)

my education

o o o o o (4 sylls.)
/æ/

2

2

Question 11

Tell me ten different colours, e.g. blue.

See page 68 for a list of colours. (10 marks)

++++ 11

7

Question 12

Name an animal that...

a) can spin a web. 1

c) can swim underwater. 1

b) swings from tree to tree. 1

d) carries its home on its back. 1

2

Answers will vary. Suggested answers: a) spider, b) monkey, c) whale, d) snail / tortoise. (4 marks)

18 1/2

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Talk a Lot

End of Course Oral Examination (Example) (Page 4)

Question 13

Form the sentence block:

Veronica's had her nose pierced at that new salon on the corner of Maitland Street.

$\frac{1}{2}$

What has Veronica had pierced at that new salon on the corner of Maitland Street?

1

Her nose.

1

Has Veronica had her nose pierced at that new salon on the corner of Maitland Street?

1

Yes, she has.

1

Has Veronica had her ears pierced at that new salon on the corner of Maitland Street? (Answers will vary)

$\frac{1}{2}$

No, she hasn't. Veronica hasn't had her ears pierced at that new salon on the corner of Maitland Street. (Answers will vary)

1

Which verb form is used in the starting sentence? (Answer: present perfect) (8 marks)

1

7

Question 14

Would capital punishment solve the problem of prison overcrowding? Why? / Why not?

I think that ^{10/}no we ^{12/}wouldn't... (t)
No man has right take life, just
God... 1e/ (t)

^{12/}
(4 marks)

2

2

Question 15

Tell me ten different sports, e.g. rugby.

See page 56 for a list of sports. (10 marks)

++++ +---

10

Question 16

Tell me two different numbers that have:

a) 1 syllable

2

c) 3 syllables

$\frac{11}{2}$

b) 2 syllables

2

5 1/2

Answers will vary. See page 68 for a list of numbers. Suggested answers: a) one, two; b) fourteen, twenty; c) eleven, seventeen. (6 marks)

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24 1/2

Talk a Lot

Elementary 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

Elementary 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:

B How to Use the Resources

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**Sentence Focus
Activity**

Sentence Blocks

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Talk a Lot

How to Use

Sentence Blocks – Instructions

Designed specifically for the Talk a Lot course, the sentence block method is a brand new way to teach English grammar with speaking practice. The main benefit of this method is that the students have to do all of the work. They must listen, think hard, and remember. They must produce eight sentences, both positive and negative, using a given verb form, and two different question forms, using wh- questions and questions with auxiliary verbs. They must produce the eight sentences based on a given starting sentence and a given wh- question word, using a pre-agreed set of rules. When they are working on the sentence blocks students are speaking and memorising correct English. They are learning to use key verb forms in English, forming questions and responses organically as they focus all their attention on making the sentence blocks successfully. They are also learning new vocabulary and have to produce their own ideas to make the last two negative sentences work.

So what is a sentence block and how do you make one? A sentence block is a group of eight consecutive sentences, made up of seven lines, that forms a two-way conversation. There are strict rules governing how a sentence block must be made, which students should learn.

At the beginning of the course:

The students receive two handouts explaining the basic terminology used when talking about sentence blocks and some helpful rules for making them (see pp.2.8-2.9). The teacher should spend time discussing these pages with the students, in particular explaining:

- When we use each of the eight verb forms that are explored during the course
- What we mean by subject-verb “inversion”
- How auxiliary verbs are used, and the rule for using “do” as an auxiliary verb

In the first lesson or two the teacher will need to train the students to make the seven lines that form a sentence block. In the ensuing lessons students should be able to form the sentence blocks themselves, based on the given sentences on the board or handout. It is very important that in each lesson the teacher ensures that students understand the vocabulary used in the sentence blocks before they are let loose on the task of making them.

This is an example of how an individual student could be coached to form a sentence block for the first time. When coaching groups, ask a different student for each of the lines.

The teacher has written the first starting sentence on the board; for example, this one from the “Music” lesson in Book 2:

We saw a great jazz concert at the Palace Theatre last night.

The teacher:

OK, we’re going to make a sentence block. There are seven lines in a sentence block and eight different sentences. [Pointing to the board at the starting sentence.] This is the first line. Can you read it for me, please? [The student reads it out loud.] Do you understand this sentence?

The student:

Yes.

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Talk a Lot

How to Use

Sentence Blocks – Instructions

The teacher:

OK. [Writes “Where” underneath the starting sentence.] To make the second line can you ask a “where” question based on the starting sentence?

The student:

Where did you see a great jazz concert last night?

The teacher:

Good. Very good. Excellent.

Note: if a student has a problem producing any part of the sentence block, the teacher should prompt them with the first word, then the next, and in this way “coax” the sentence out of them by, if necessary, saying the whole sentence and getting the student to say it with them, then to repeat it without the teacher’s help.

The teacher:

And what is the short answer?

The student:

At the Palace Theatre.

The teacher:

OK. Great.

Note: it is very important that the teacher praises the student as they get sentences right and gently encourages them when they have taken a wrong turn. It is also important for the teacher to keep the momentum going so that the sentence block is made with a sense of rhythm and an almost urgent pace. This will keep the student focused and thinking about the task in hand.

The teacher:

So now we’ve got three lines. Can you repeat them for me? [The student does so correctly.] Now, let’s get to five lines. Ask a question with inversion.

The student:

Did you see a great jazz concert at the Palace Theatre last night?

The teacher:

Good. And the short answer?

The student:

Yes.

The teacher:

Yes, what?

The student:

Yes, we did.

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Talk a Lot

How to Use

Sentence Blocks – Instructions

The teacher:

Good. Very good. So now we've got five lines. We're almost there. Can you repeat the five lines, please? [The student does so correctly.] OK, so, to complete the sentence block, let's ask the same kind of question with inversion but this time to get a negative answer. Look at the question word. Focus on the "where". Change the "where" to get a negative answer.

The student:

Did you see a great jazz concert at *the Roxy* last night?

The teacher:

And give a short answer in the negative.

The student:

No, we didn't.

The teacher:

Then a full negative answer. The last line is made up of two negative sentences.

The student:

We didn't see a great jazz concert at the Roxy last night.

*Note: students have to invent something here ("...at **the Roxy** last night?") that makes sense in the same context. They should try to think of a sensible option to get a negative answer. For example, the teacher must not accept: "Did you see a great jazz concert at the newsagent's last night?" because it doesn't make sense. Students often struggle to remember to make two negative sentences for the last line. Encourage them and stress the two negative sentences.*

The teacher:

Excellent! Now tell me all seven lines...

Throughout, the teacher should help the student to achieve the correct pronunciation, sentence and word stress (see sections 12 and 13 of this handbook), rhythm and intonation. If a student makes a mistake during a line, ask them to repeat the whole line again. Of course, in the example above the student has given almost all of the correct answers straight away. This is purely to serve a purpose in this handbook – to give a clear example of what the students should aim for. The teacher should also encourage the students to think about word and sentence stress and to emphasise the correct words in each sentence, for example:

Did you see a great jazz concert at **the Palace Theatre** last night?

Yes, we **did**.

Did you see a great jazz concert at **the Roxy** last night?

No, we **didn't**. We **didn't** see a great jazz concert at **the Roxy** last night.

Students may have a tendency to try to say all seven lines with a questioning intonation at the end of each line. For example, they might say:

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Talk a Lot

How to Use

Sentence Blocks – Instructions

The student:

Did you see a great jazz concert at the Roxy last night? No, we didn't?

Ask them to think about the meaning of what they are saying and to make definite statements without the questioning intonation. Some students may try to gabble and deliver their lines very quickly without apparent thought of what they mean – wholly focused on their goal of remembering each line and forming the sentence blocks as quickly as possible. Ask them to slow down and to focus on what each sentence means.

So, in the example above the seven lines and eight sentences of the sentence block are:

1. We saw a great jazz concert at the Palace Theatre last night. (*starting sentence*)
2. Where did you see a great jazz concert last night? (*wh- question*)
3. At the Palace Theatre. (*short answer*)
4. Did you see a great jazz concert at the Palace Theatre last night? (*question with inversion*)
5. Yes, we did. (*short answer*)
6. Did you see a great jazz concert at the Roxy last night? (*question with inversion to get a negative answer*)
7. No, we didn't. We didn't see a great jazz concert at the Roxy last night. (*two sentences – a short negative answer and a long negative answer*)

The teacher should ensure that the students follow the sentence block structure and that they recap each group of sentences after the 3rd and 5th lines. If a student has a tendency to “Um...” and “Er...” their way through each line, challenge them to say the lines without doing this. As they monitor the pairs engaged in making the sentence blocks – saying one line each – the teacher will sometimes need to be firm with the students, and ask them to keep focused when it looks as though their minds are beginning to wander, and of course the teacher also needs to keep focused! For example, when leading sentence block practice at the front of the class, the teacher will need to be one step ahead of the students and know the next sentence in their mind – what they want the student to produce – before the student produces it.

Embedded Grammar

In each lesson students will practise making positive sentences, negative sentences, and two different kinds of question forms using the following verb forms:

- present simple
- present continuous
- past simple
- past continuous
- present perfect
- modal verbs (e.g. can, should, must, have to, etc.)
- future forms (with “will” and “going to”)
- first conditional

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Talk a Lot

How to Use

Sentence Blocks – Instructions

While doing sentence block practice the students may be unaware that they are using eight different verb forms. It is better not to focus on this and blow their minds with grammar, but instead make sure that the students are making the sentence blocks correctly. For example, it is essential that students understand the eight starting sentences on the board or handout at the beginning of the lesson, and also know how to make a sentence block, before they begin pair work with a partner.

The starting sentences all contain embedded grammar, which means grammar that occurs as a natural part of the sentence block as it is being spoken and automatically memorised, rather than grammar that is explicitly presented to students as an isolated grammar topic, such as: “In today’s lesson we are going to study wh- questions...” etc. The embedded grammar in the sentence blocks at Elementary level includes:

- positive and negative forms
- use of articles
- use of auxiliary verbs
- a variety of main verbs in each unit
- subject and object pronouns
- yes/no questions
- wh- questions
- active and passive sentences
- punctuation marks
- prepositions of place and time
- some/any
- singular/plural
- nouns: common, proper, abstract, countable, uncountable, etc.
- intensifiers – too, really, very, completely, etc.
- use of infinitives
- adjectives
- adverbs of frequency and manner
- possessive pronouns
- determiners – this, that, those, these, etc.
- there is/there are
- formal and informal situations
- use of gerunds
- comparatives and superlatives
- relative clauses – that, which, who, where, etc.

The teacher could pick up on any or all of these grammar topics in more detail if they run the course as a 60-hour course (see Course Outline on p.1.2).

Miscellaneous Notes

- As well as with students in groups and pairs, this method can also be used successfully with students on a one to one basis, with the teacher prompting the student to produce the sentence blocks, first with the sentences on the board or handout, and later from memory.

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Talk a Lot

How to Use

Sentence Blocks – Instructions

- Teachers (or students) can also imagine their own starting sentences based on the verb form or vocabulary that they wish to practise (see blank template on p.2.7).

Different Ways to Practice Forming Sentence Blocks

- In a circle – the teacher or a student leads and chooses each student in turn to form the complete sentence block.
- The students sit back to back in pairs and say one line each, then reverse who starts.
- The students chant a complete sentence block altogether as a group.
- The students say one line or one word each, going around the group in a circle.
- The teacher says a random line from a sentence block and asks a student to produce the next line.

Note: every sentence block can be said or chanted in a continuous way by adding an **eighth line** at the end that begins with “So...” and continues with the question on line 2. For example:

Line 1: Joanne can play the saxophone really well.

Line 2: Who can play... [etc.]

Line 7: No, he can't. George can't play the saxophone really well.

Line 8: So, who *can* play... [then, continuing with line 3, “Joanne can.” and so on...]

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Talk a Lot

Topic: _____

Sentence Blocks

- 1.** *Verb Form:* _____
Starting Sentence: _____

Question Word: _____

- 2.** *Verb Form:* _____
Starting Sentence: _____

Question Word: _____

- 3.** *Verb Form:* _____
Starting Sentence: _____

Question Word: _____

- 4.** *Verb Form:* _____
Starting Sentence: _____

Question Word: _____

- 5.** *Verb Form:* _____
Starting Sentence: _____

Question Word: _____

- 6.** *Verb Form:* _____
Starting Sentence: _____

Question Word: _____

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Talk a Lot

Sentence Blocks – Q & A

Q: What is a sentence block?

A: A sentence block is a group of eight consecutive sentences, made up of seven lines, that forms a two-way conversation. It consists of positive and negative sentences, and two question forms – a wh- question and two questions with inversion (“yes-no” questions).

Q: What is a starting sentence?

A: The first sentence in a sentence block.

Q: What is a wh- question word?

A: A question word that begins with “wh-”. For example, “what”, “where”, “when”, “who”, “why”, “whose”, and “which”. “How” is also a wh- question word because it contains the letters “w” and “h”. Wh- questions are asked to obtain information, rather than a “yes” or “no” answer. They have a **falling intonation**, which means that the tone of your voice does not go up at the end of the question, as it does with “yes-no” questions.

Q: What is a question with inversion?

A: Also known as a “yes-no” question, because the answer is usually “yes” or “no”, a question with inversion is a question where the subject and verb have been swapped around (or “inverted”). They always start with an auxiliary verb (be, have, or do), a modal auxiliary verb (e.g. can, will, must, should, etc.), or verb “to be”. For example, this sentence is a statement: “John is a DJ”. To make this statement into a question with inversion we need to swap around the verb (“is”) and the subject (“John”) to make: “Is John a DJ?” Questions with inversion always have a **rising intonation**, which means that the tone of your voice has to go up at the end of the question.

Q: What is an auxiliary verb?

A: Auxiliary verbs are helping verbs. They don’t have any meaning of their own in the sentence, but they help the main verb to form a verb phrase. For example, in this sentence: “Jean was riding her horse in the field for half an hour this morning”, “was” is an auxiliary verb (from verb “to be”) which works together with the main verb “riding” to make the past continuous verb form. There are three primary auxiliary verbs in English: “be”, “have” and “do”, as well as modal auxiliary verbs such as “can”, “will” and “must”.

Q: What is each of the eight verb forms used for?

A: The uses of the verb forms studied during this course can be summarised as follows:

Present Simple:	to talk about regular actions and things that are always true
Past Simple:	to talk about completed actions in the past
Present Continuous:	to talk about what is happening at the moment
Past Continuous:	to talk about continuous actions in the past: what was happening when...
Present Perfect:	to talk about past actions which are quite recent or relevant to now
Modal Verbs:	to talk about permission, possibilities, ability, and probability
Future Forms:	to talk about future plans, predictions and intentions
First Conditional:	to talk about what will happen if a certain condition is met

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Sentence Blocks – Six Great Tips for Students

1. During each lesson we work with the same verb forms in the same order. Look for patterns. Each lesson try to apply what you have learnt in previous lessons.

2. After a "wh" question or phrase (such as "What time...?" or "How long...?") there must follow an auxiliary verb or main verb "to be".

3. Questions with inversion always start with an auxiliary verb or main verb "to be".

4. In questions with inversion the subject of the sentence must follow the auxiliary verb.

5. If there is either auxiliary verb **be** or **have** in the starting sentence, use it to make the questions and answers that follow. If there isn't, you must use **do** as an auxiliary verb to make the questions and answers.

6. Use as much of the starting sentence in the resulting questions and answers as you can.

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**Sentence Focus
Activity**

Connected Sentence Cards

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Talk a Lot

How to Use

Connected Sentence Cards – Instructions

Packs of connected sentence cards have eight sentence block sentences on them – with one word on each card. The aim of the cards is for students to learn about:

- a) sentence building: how to make a sentence; the order in which we put the words
- b) sentence stress: which words are content words and which are function words
- c) connected speech: how we join together the words in a sentence; how we connect the sound at the end of one word with the sound at the beginning of the next word

There are lots of ways in which you could use these cards, some of which are suggested here. There is also a detailed lesson plan on p.3.3 which outlines how to use the cards to teach the techniques of connected speech. From p.3.6 there is a detailed demonstration of how you could use the cards to teach connected speech by focusing on the vowel and consonant sounds that occur between words in a sentence.

First of all, print the cards (on thin card, if possible). If you are able to laminate them, that would be ideal, because you will be able to use the same set of cards again and again!

Ideas for using the connected sentence cards:

- Ask students to work in pairs or groups to put together the cards to make the sentence. You could give one sentence (of the eight sentence block starting sentences) to each pair or group in the class; when they have finished their task, tell them to go and help put together the other sentences
- Mix up all of the cards from a set of eight sentences and ask students to put words into groups according to the kind of word, e.g. nouns, adjectives, main verbs, auxiliary verbs, and so on. Elicit from them which kinds of words are content words and which are function words (see p.12.1)
- Get students to write their own starting sentences. Check them for accuracy, then ask students to make their own connected sentence cards using the blank template on p.3.2. Then, they swap their sentence (or sentences) with another group and try to solve the sentence(s) that they get in return
- Follow the detailed lesson plan on p.3.3
- Use the demo (from p.3.6) as a guide for building lessons that explore connected speech

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Talk a Lot

Topic: _____

Connected Sentence Cards – Template

□	□	□	✂	□	□	□	□
□	□	□	□	□	□	□	□
□	□	□	□	□	□	□	□
□	□	□	□	□	□	□	□
□	□	□	□	□	□	□	□
□	□	□	□	□	□	□	□
□	□	□	□	□	□	□	□
□	□	□	□	□	□	□	□
□	□	□	□	□	□	□	□
□	□	□	□	□	□	□	□
□	□	□	□	□	□	□	□

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How to Use

Connected Sentence Cards – Sample Lesson Plan

<u>Activity Type:</u>	Discovery; learn the techniques of connected speech
<u>Level:</u>	Elementary - Pre-Intermediate
<u>Skills:</u>	Vocabulary; Speaking & Listening; Pronunciation; Stress
<u>Class Size:</u>	Students work in pairs or small groups with a maximum of six in a group. This lesson also works well with individual students in a one to one situation
<u>Time:</u>	1 hour
<u>Aim:</u>	To learn the techniques of connected speech
<u>Materials:</u>	1 set of eight cut-up sentences per six students (or one cut-up sentence per pair/small group, depending on the level of your students and what they can handle!), whiteboard and pens; students have their notebooks and pens

(Note: you could teach exactly the same content and concepts using the connected speech templates (see p.4.1). However, the cards give a more tactile experience (which is great for students who learn through physically doing something) and allow students to put together the sentences and identify the content and function words, i.e. to start the whole process at the beginning, whereas the connected speech templates do not.)

Procedure

1. Students should be in small groups – six per set of connected sentence cards. Give out the sets of cards, with each sentence in a separate group. Students put all the cards face up on the table. Ask them to put the words into order to make the sentences and tell you what verb form is used, e.g. “Present Simple” or “Future Forms”.
2. One student from each group writes one (or more) of the sentences on the board. Elicit any spelling corrections from the group. Let’s say, for example, that one of the sentences that students have unjumbled is this one from the “Money” topic in Book 3:

Roger is paying his gas bill and electricity bill at the post office.

Different students read all the sentences aloud. Check the students’ understanding of meaning, sentence and word stress, and pronunciation (what they naturally produce).

3. Students identify content words and move the cards up so that they stand out. The words on the table in front of the students will look something like this:

<u>content words:</u>	Roger	paying	gas	bill	electricity	bill	post	office.
<u>function words:</u>		is	his	and		at	the	

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How to Use

Connected Sentence Cards – Sample Lesson Plan

4. Students identify how many syllables there are in each content word, e.g.

no. of syllables:

2 2 1 1 5 1 1 2

Roger paying gas bill electricity bill post office.

is his and at the

5. Students identify the strong stressed syllable in each content word of more than one syllable. Every word in English has one strong stress, which is always on a vowel sound. See example sentence below. Students could use a dictionary to look at the IPA stress marks, if required. They should consider features such as suffixes, compound nouns, weak stresses, contractions, and stress patterns. Highlight this information on the board, so that students become aware of rules that can help them to identify word stress. Highlight patterns, e.g. compound nouns almost always have the stress on the first syllable. (See “Focus on Connected Speech”, sections 11-17 for more information and activities.)

(strong stressed syllable)

1st 1st 3rd 1st

(Rog)er **(pay)ing** gas bill elec**(tric)ity** bill post **(off)ice**.

is his and at the

suffixes in bold;
no compound
nouns

all function
words here can
be weak forms;
“Roger is” could
be contracted
to “Roger’s”

6. Students identify the vowel sound of each strong stressed syllable, using symbols from the IPA chart (see p.18.6). For example:

The sound spine of the sentence: vowel sounds on the stressed syllables of content words:

/ɒ/ /eɪ/ /æ/ /ɪ/ /ɪ/ /ɪ/ /əʊ/ /ɒ/

(Rog)er **(pay)ing** gas bill elec**(tric)ity** bill post **(off)ice**.

is his and at the

Practise saying the vowel sound patterns out loud with your students:

/ɒ/ /eɪ/ /æ/ /ɪ/ /ɪ/ /ɪ/ /əʊ/ /ɒ/

Highlight that this is the “sound spine” of the sentence. This sequence of vowel sounds is the “distilled essence” of the spoken sentence. It’s what we need to hear if we are to understand the sentence. For example, it’s much easier to understand the speaker if the vowel sounds are correct but the consonant sounds are wrong, than the other way round (see example on p.4.3).

7. Students identify how to link from one stressed syllable to the next, using the techniques of connected speech (see p.11.3). Notice how function words are squashed and mashed up between the strong stressed syllables. Students practise saying the sentences using connected speech.

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Talk a Lot

How to Use

Connected Sentence Cards – Sample Lesson Plan

8. Elicit from students the following conclusions:

If a listener can't understand your spoken English, it could be because:

- a) *you're saying the wrong vowel sound on a stressed syllable*
- b) *you're stressing the wrong syllable in a word*
- c) *you're stressing too many syllables in a word*
- d) *you're not stressing any syllables in a word*
- e) *you're not connecting together words in a sentence*
- f) *you're not giving stronger stress in a sentence to content words over function words*
- g) *all of the above (I really hope not!)*

Consolidation

Use the connected speech templates (see p.4.1) for more practice on these techniques. They're great for either classroom use or homework activities.

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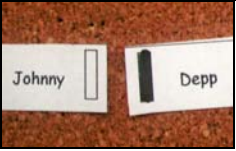


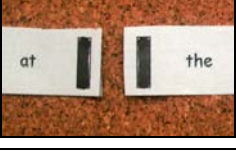
Talk a Lot

How to Use

Connected Sentence Cards – Sound Connections Demo

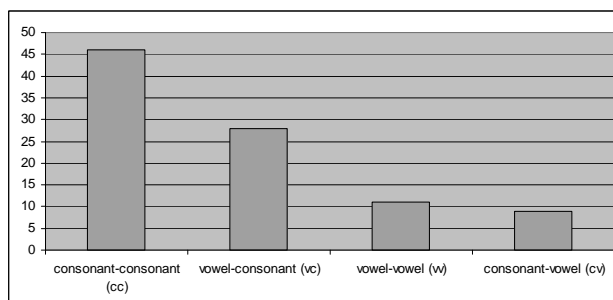
Here's a demo of an interesting classroom activity in which you could use the connected sentence cards to teach connected speech techniques, by focusing on the sound – vowel or consonant – at the beginning and end of each word, and visualising the connection that occurs between them. Simply print the cards onto paper or card and give one set of sentences (all or just a few, or just one) to each small group of students. Students have to decide whether the sound at the beginning and at the end of each word is either a vowel or a consonant sound. If it's a vowel sound, they leave the box white. If it's a consonant sound, they colour in the box. (If students are not sure whether the sound is a vowel or a consonant sound, they could use a dictionary to look at the phonetic spelling of the word, which will provide the answer.)

There are only four possible kinds of connection (see also p. 4.4 of this handbook):

a) vowel sound to consonant sound (vc): <i>/'dʒɒn.i'deɪp/</i>	
b) consonant sound to vowel sound (cv): <i>/'wɒtʃ.ə/</i>	
c) vowel sound to vowel sound (vv): <i>/'sɪ.nə.mə.rɒn/</i>	
d) consonant sound to consonant sound (cc): <i>/æ?ðə/</i>	

In a quick survey of eight sentence block starting sentences, we counted 94 different connections between words. The most common connections were:

1. consonant sound to consonant sound (cc) – 46 connections = 48% (the most by far)
2. vowel sound to consonant sound (vc) – 28 connections = 30%
3. vowel sound to vowel sound (vv) – 11 connections = 12%
4. consonant sound to vowel sound (cv) – 9 connections = 10%

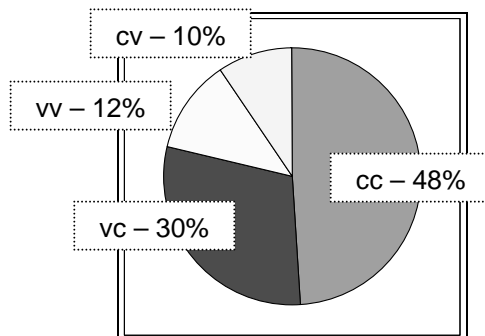


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How to Use

Connected Sentence Cards – Sound Connections Demo

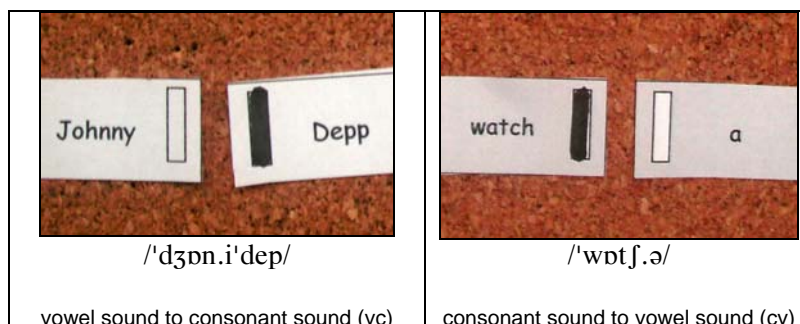
This pie chart shows the percentages of each kind of connection:



As they do the activity, students will find the following outcomes:

- vowel sound to consonant sound (vc) and
- consonant sound to vowel sound (cv)

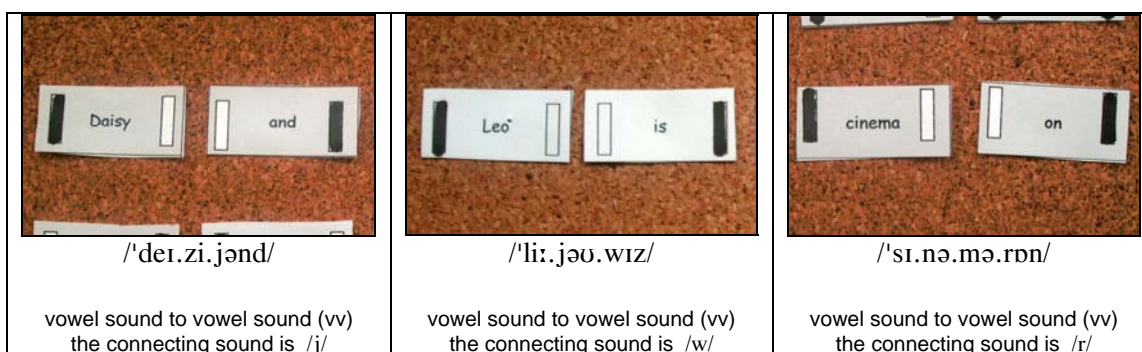
If either of these connections occurs, the sounds will flow well together. For example:



This is because in rapid speech the English tongue is able to easily produce a smooth transition between consonant and vowel sounds, and vice versa. This technique of connected speech is called **linking**.

- vowel sound to vowel sound (vv)

If you see this kind of connection, there will be a new sound added – /j/, /w/, or /r/. For example:



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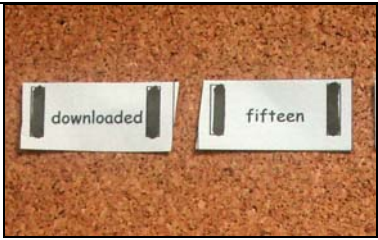
How to Use

Connected Sentence Cards – Sound Connections Demo


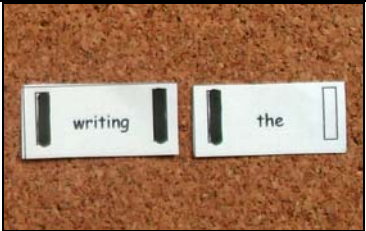

This is because in rapid speech the English tongue can't cope with two vowels flowing together, so we have to introduce a consonant sound between them, making the connection just like either (vc) or (cv) (see above). This technique of connected speech, where we add a new sound, is called **intrusion**.

a) consonant sound to consonant sound (cc)

If you see this kind of connection, you should stop and think about how the sounds go together. It's very common in rapid speech for consonant sounds not to flow well together. Say the words on the cards together and listen to the connecting sounds. It's likely that a sound will be missing at the end of the first word, especially if that sound is /t/, or /d/. This technique of connected speech, where a sound disappears, is called **elision**. For example:

	
<p>/ˈmʌsˈrent/</p> <p>/t/ at the end of the first word disappears to make the transition between the two words easier to say (elision)</p>	<p>/daʊnˈləʊ.dəˈfɪf.ti:n/</p> <p>/d/ at the end of the first word disappears to make the transition between the two words easier to say (elision)</p>

In addition to this, the sound that disappears may be replaced by a **glottal stop**, which is a very short pause. Or the sound at the end of the first word may change to make the next sound – at the beginning of the next word – easier to say, for example /ŋ/ at the end of “-ing” words often changes to /n/. In other words, we “drop” the “g”. This technique of connected speech, where a sound changes, is called **assimilation**.



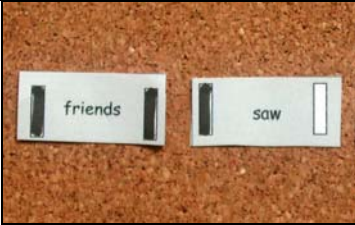
		
<p>/ˈləʊˈbʌʔ.dʒɪˈhɒ.rə/</p> <p>/t/ at the end of the first word is replaced by a glottal stop /ʔ/ to make the transition between the two words easier to say (glottal stops)</p>	<p>/ˈraɪ.tɪn.ðə/</p> <p>/ŋ/ at the end of the first word changes to /n/ to make the transition between the two words easier to say (assimilation)</p>	<p>/ɒnˈvæ.lən.taɪnz/</p> <p>/n/ at the end of the first word changes to /m/ to make the transition between the two words easier to say (assimilation)</p>

If two of the same consonant sounds meet, the first sound will become redundant and disappear, for example:

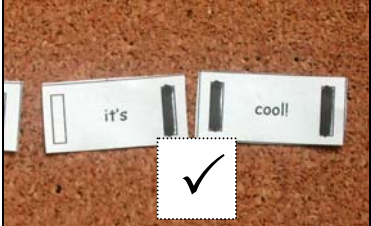

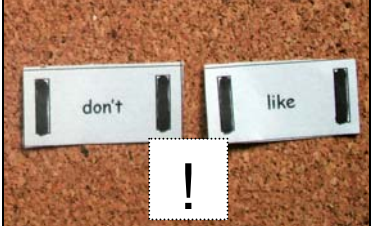
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How to Use

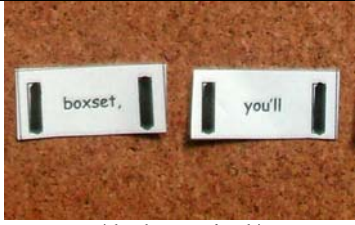
Connected Sentence Cards – Sound Connections Demo

		
<p>/rəʊ'mæn.tɪ'kɒ.mə.di/</p>	<p>/'klæs.sɪ'kɒ.mə.di:z/</p>	<p>/'fren'sɔ:/</p>
<p>/k/ meets /k/ so the first sound disappears (elision)</p>	<p>/k/ meets /k/ so the first sound disappears (elision)</p>	<p>/s/ meets /s/ so the first sound (along with /d/) disappears (elision)</p>

Sometimes, however, the consonant-consonant (cc) sounds will flow together well. Students will see this very clearly if the consonant sound at the end of the first word is /s/ or /z/ (see examples below). Why does this happen? Because after making these sounds, your mouth and tongue are in a fairly neutral position and ready to make any sound. Try saying /s/ and /z/ separately now. Where is your tongue? Where are your lips? In what position does your mouth end up after saying each sound? Now try saying the words below together. Compare this to saying /t/, or any word with /t/ at the end. After saying /t/ your tongue is right behind your teeth, fully committed to the sound, and in a bad starting position to make the next sound.

		
<p>/ɪts'ku:l/</p>	<p>/'vælən.taɪnz'deɪ/</p>	<p>/'dɒn'laɪk/</p>
<p>/s/ meets /k/ and they flow together smoothly (linking)</p>	<p>/z/ meets /d/ and they flow together smoothly (linking)</p>	<p>/t/ meets /l/ and they don't flow together smoothly, so /t/ is automatically omitted by the speaker (elision)</p>

Having said all of this, sometimes there will be **no connection** between the two sounds because of the natural break, or pause, provided by a punctuation mark, such as a **dash –**, **semi-colon ;**, or **comma ,**, for example:


<p>/'bɒk.set.ju:l/</p>
<p>here two consonant sounds meet – /t/ and /j/ – but there is a natural break in the speech provided by the comma, so /t/ remains and elision doesn't happen</p>

Talk a Lot

How to Use

Connected Sentence Cards – Sound Connections Demo

Students should try using the connected sentence cards to explore the different sound connections between pairs of words, and how connected speech techniques come into play each time. They could also try this method with *any* sentence – one that they have written themselves, or one from a newspaper, book, or magazine, using the template below to help them. The outcomes will be generally the same as those shown above.

Connecting Sounds (Activity Template)

1. Choose (or write) a sentence: _____
2. Count the no. of words in the sentence: _____
3. Count the no. of connections between words in the sentence: _____
4. Count each kind of connection between words, and write down the connecting sounds for (vv) and (cc) connections, using the IPA:

# vowel-consonant (vc)		OK ✓	<i>(No elision, intrusion, assimilation, etc. needs to take place, because the words flow together well)</i>
# consonant-vowel (cv)		OK ✓	
# vowel-vowel (vv)			
Possible techniques of connected speech:			
<ul style="list-style-type: none"> • intrusion 			
# consonant-consonant (cc)			
<ul style="list-style-type: none"> • elision • glottal stops • assimilation 			
Total:			

Let's look at a complete sentence from Unit 2 of Talk a Lot Elementary Book 3, on the topic of "Films" (from which all of the examples in this demo also come):

/'deɪ.zi.jən.ə'bɔɪ.frend.ə.gəʊ.wɪn.tə'wɒtʃ.ə
rəʊ'mæn.tɪ'kɒ.mə.di.jəʔ.ðə'sɪ.nə.mə.rɒm'væ.lən.taɪnz'deɪ/

Talk a Lot

How to Use

Connected Sentence Cards – Sound Connections Demo

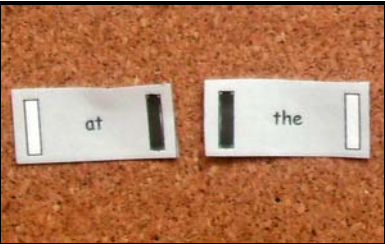
Here is a completed activity template as an example:

Connecting Sounds (Activity Template)


1. Choose (or write) a sentence: _____ (see above) _____
2. Count the no. of words in the sentence: 17
3. Count the no. of connections between words in the sentence: 16
4. Count each kind of connection between words, and write down the connecting sounds for (vv) and (cc) connections, using the IPA:

# vowel-consonant (vc)	5	OK ✓	<i>(No elision, intrusion, assimilation, etc. needs to take place, because the words flow together well)</i>
# consonant-vowel (cv)	2	OK ✓	
# vowel-vowel (vv) Possible techniques of connected speech: • intrusion	3	“Daisy and” – /i/ to /ə/ – connecting sound: /j/ “comedy at” – /i/ to /ə/ – connecting sound: /j/ “cinema on” – /ə/ to /ɒ/ – connecting sound: /r/	
# consonant-consonant (cc) • elision • glottal stops • assimilation	6	“and her” – /d/ to /h/ – /d/ and /h/ both disappear (elision) “going to” – /ŋ/ to /t/ – /ŋ/ changes to /n/ (assimilation) “romantic comedy” – /k/ to /k/ – same sounds: the first /k/ disappears (elision) “at the” – /t/ to /ð/ – /t/ disappears (elision) “on Valentine’s” – /n/ to /v/ – /n/ changes to /m/ (assimilation) “Valentine’s Day” – /z/ to /d/ – /z/ enables a smooth transition (no elision, etc. takes place)	
Total:	16		

Another helpful technique is to study and learn connections that occur often, in phrases that are common in spoken English – and particularly in phrases that comprise unstressed function words. For example:



/əʔ.ðə/



/gəʊ.wɪn.tə/

/t/ at the end of the first word disappears to make the transition between the two words easier to say (**elision**), and is replaced by a **glottal stop**.

when used as a future form, these three syllables are said quickly because they are unstressed function words. /ŋ/ at the end of the first word changes to /n/ to make the transition between the two words easier to say (**assimilation**). Often this very common phrase is shortened even further to “gunna”: /gʌn.ə/. This enables the speaker to get even more quickly to the point of what they’re trying to say, i.e. the active verb: “I’m gunna **buy**...” etc.

Talk a Lot

How to Use

Connected Sentence Cards – Sound Connections Demo

Once students have understood sound connections between words, and how the techniques of connected speech are employed, they should combine this knowledge with work that they have done on sentence stress (see from page 12.1) to form natural-sounding English speech, for example:

/'deɪ.zi.jən.ə'bɔɪ.frend.ə.gəʊ.wɪn.tə'wɒtʃ.ə
rəʊ'mæn.tɪ'kɒ.mə.di.jəʔ.ðə'sɪ.nə.mə.rɒm'væ.lən.taɪnz'deɪ/

In this picture we have visualised the complete sentence, with all of the sound connections between the words highlighted by the black and white bars. You can also see the sentence stress, with the **content words** (Daisy, boyfriend, watch, romantic, comedy, cinema, Valentine's, and Day) raised above the **function words** (and, her, are, going, to, a, at, the, on). Students could also identify the stressed syllable with its accompanying vowel sound in each of the content words, and write them on the cards (as we have indicated above). Students should practise saying the sentence out loud again and again, whilst focusing on three things:

1. The **stressed syllables**
2. The **vowel sounds on the stressed syllables**
3. The **different connections between the words**

Students could also spend time working with the connected speech templates (see page 4.1), which pull together all of this work into one activity.

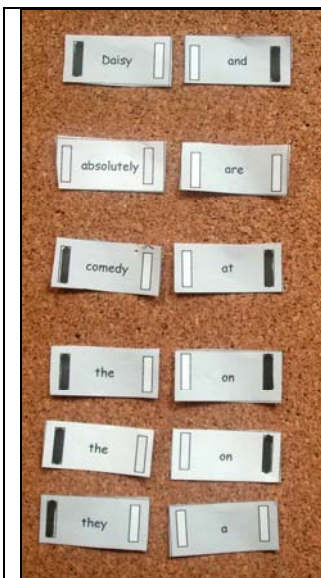
Towards the end of this activity, students could try putting together cards that make different sound combinations, to test the outcomes demonstrated above. They shouldn't worry about the resultant phrases making sense, but instead focus entirely on how the sounds go together (see examples below). A good extension would be for students to write and practise saying two-word phrases that *do* make sense, and which highlight each of the following categories:

- (vv) – connected with /j/ e.g. "high ice"
- (vv) – connected with /w/ e.g. "through everything"
- (vv) – connected with /r/ e.g. "here anyway"
- (cc) – where /t/ at the end disappears (elision) e.g. "hit back"
- (cc) – where /d/ at the end disappears (elision) e.g. "red car"
- (cc) – where /s/ or /z/ at the end enables a smooth transition e.g. "wise guy"
- (cc) – where the same sounds meet and the first is cancelled out e.g. "in need" [etc.]

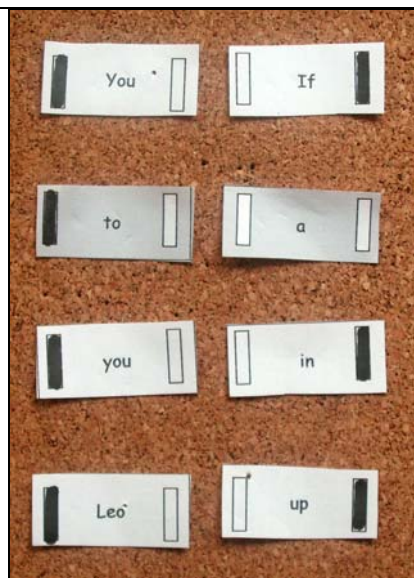
Talk a Lot

How to Use

Connected Sentence Cards – Sound Connections Demo



vowel sound to vowel sound #1
(vv) /j/ sound introduced
(intrusion)



vowel sound to vowel sound #2
(vv) /w/ sound introduced
(intrusion)



vowel sound to vowel sound #3
(vv) /r/ sound introduced
(intrusion)



consonant sound to consonant
sound #1 (cc)
/t/ or /d/ sound disappears
(elision)



consonant sound to consonant
sound #2 (cc)
/s/ or /z/ sound at the end of the first
word enables a smooth transition to the
next word



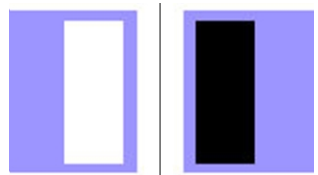
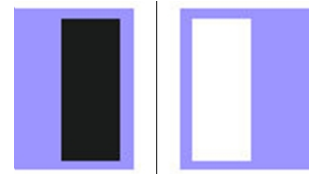
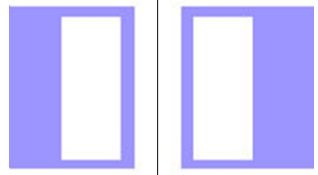
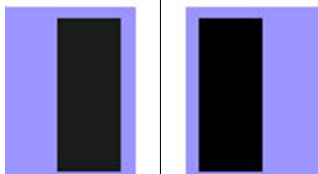
consonant sound to consonant
sound #3 (cc)
the sound at the end of the first word
disappears because the next sound is
exactly the same **(elision)**

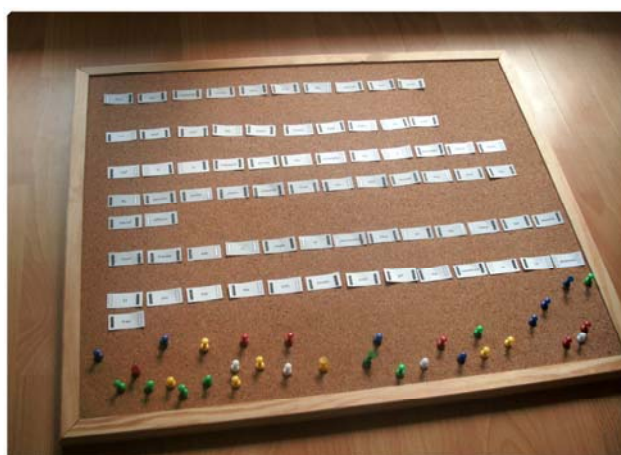
Talk a Lot

How to Use

Connected Sentence Cards – Sound Connections Demo

Summary

<u>Connecting Sounds:</u>		<u>Think:</u>	<u>Most Likely Outcome(s):</u>	<u>Technique(s) of Connected Speech:</u>
	vowel-consonant (vc)	✓	the sounds flow together smoothly	linking, r-linking
	consonant-vowel (cv)	✓	the sounds flow together smoothly	linking, r-linking
	vowel-vowel (vv)	!	a sound is added: /j/, /w/, or /r/	intrusion
	consonant-consonant (cc)	!	a sound disappears: often /t/, or /d/ a sound changes: e.g. /ŋ/ to /n/	elision, glottal stops assimilation



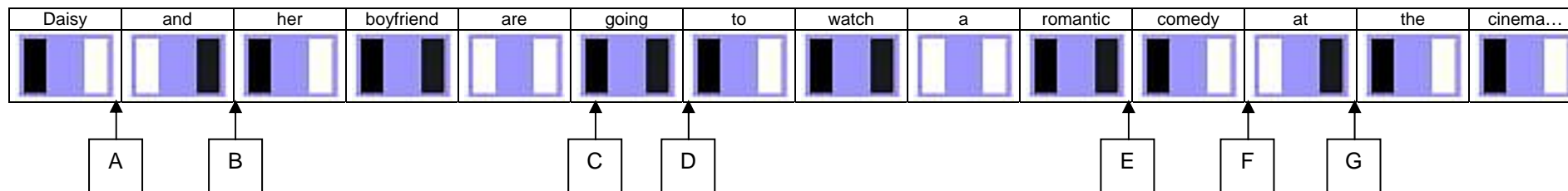
Using the connected sentence cards: some of the sentences from the "Films" unit of Talk a Lot Book 3. "Only connect...!"

Talk a Lot

How to Use

Connected Sentence Cards – Going Further

If the aim of spoken English is to communicate clearly and efficiently, the techniques of connected speech are there to help us do that. But what effect do they have? Put simply, they ensure that all the lumps and bumps in a sentence – the (vv) and (cc) sound connections – are removed. For example, if we visualise the beginning and end sounds of each word in part of this sentence we get the following image:



Doing this allows us to see exactly where all the “lumps and bumps” are – all of the (vv) and (cc) connections. At Point A, we have to make a consonant “bridge” between the two vowel sounds /i/ and /ə/. We do this by inserting a consonant sound between them – /j/ – so that we go from the awkward (vv) connection to (vc), which is much easier to say (**intrusion**).

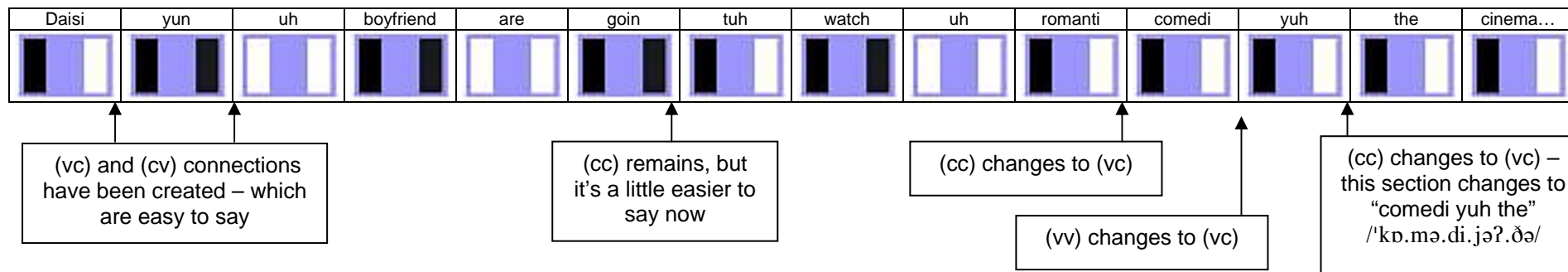
At Point B, two consonant sounds meet – /l/ and /h/ – with the result that we lose the /d/ sound from the first word, and also the /h/ from the beginning of the next word (**elision**). From Point B to Point C, all of the sound connections between the words are either (vc) or (cv), so the sentence flows well. At Point D the two consonant sounds – /ŋ/ and /t/ – crunch together, so the /ŋ/ of “going” is changed to /n/ to make the transition easier to say (**assimilation**). Then, up to Point E the sentence again flows smoothly, with (vc) and (cv) connections, until a clash occurs between two of the same hard consonant sounds: /k/ and /k/. We remove the first /k/ (**elision**), so that a (vc) connection is created, then continue to Point F, where there is a problem between two vowel sounds: /i/ and /ə/. We smooth things out by automatically inserting a consonant sound – /j/, creating a (vc) connection instead of (cc), just like we did at the beginning of the sentence (**intrusion**).

Another conflict between sounds occurs almost immediately, when /t/ and /ð/ crash up against each other. It’s a simple problem to solve, and we do it by removing /t/ at the end of the first word and inserting a glottal stop (**elision** and **glottal stops**), which creates a (vc) connection. Let’s see the effect that using the techniques of connected speech has had on smoothing out the sentence. Compare the image above to the following one:

Talk a Lot

How to Use

Connected Sentence Cards – Going Further



Apart from one connection (“going to”), all of the thirteen connections have been transformed into either (vc) or (cv) connections, whereas in the original version there were six sound connections which didn't flow together easily – because they were either (vv) or (cc). As a result, the sentence is much easier to say quickly (rapid speech), whilst nothing has been lost in terms of clarity or meaning.

Is the aim of connected speech, then, to smooth out everything we say into a series of (vcvcvcvc) sound connections between words? What about taking this to its logical conclusion and insisting on (vc) and (cv) connections between *all* syllables in a sentence? Is that possible? If it were we would all be speaking like babies:















ma	ma	ma	ma	ma	ma	ma	ma	ma	ma	ma	ma	ma	maaaaa!
/mæ/	/mæ/	/mæ/	/mæ/	/mæ/	/mæ/	/mæ/	/mæ/	/mæ/	/mæ/	/mæ/	/mæ/	/mæ/	/'mæ/

or girl-group singers:

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How to Use

Connected Sentence Cards – Going Further

doo	waa	doo	doo	waa	duh	doo	waa	doo	doo	waa	duh	doo	waaaaah!
													
/du:/	/wa:/	/du:/	/du:/	/wa:/	/də/	/du:/	/wa:/	/du:/	/du:/	/wa:/	/də/	/du:/	/'wa:!

Unfortunately, it's not possible to speak English using only (vc) or (cv) connections (*see p.3.19 below), because we need words rather than just sounds to communicate our thoughts, actions, and ideas, and most words in English either end or start with a consonant sound. That is why there are far more (cc) connections than any other kind (see p.3.6). We begin to "speak" as babies by making (vc) and (cv) connections between syllables ("ma-ma", "ga-ga", "la-la", etc.) – after all, the first "word" for most babies is said to be "da-da"¹ – but we soon move on to more difficult sound connections. Similarly, when we first begin to "write" as babies, we do whatever we find easiest – i.e. draw a squiggly line on a piece of paper (or the wall!) – then gradually progress on to printing individual letters, that express sounds, then to printing words, that express sounds which have meaning. When we've mastered printing words together in a line – a sentence – we're encouraged by our teachers to begin joining together the words (as well as the letters within words) – as joined-up handwriting. This enables us to write – to express ourselves and communicate – far more quickly.

But it's still important that the joined-up writing is legible (doctors, please take note) – just as it's important in connected speech that, although we can lose sounds from words, we shouldn't lose whole words when we're speaking quickly. As you can see, there is a parallel here with zero beginner learners who are just starting to speak English. First, they tentatively make the sounds of English – the vowels, diphthongs, and consonants – and the sounds of individual letters of the alphabet. Then they put together sounds to make words – sounds with meaning. Then words together in a line – a sentence, which carries more complicated layers of meaning. Finally, they begin to connect together the words in a sentence – focusing on the vowel and consonant sounds at the beginning and ends of words – connected speech. They have also learned to use sentence stress and weak forms (see from p.12.1 onwards), and have therefore learned to speak English – to communicate – quickly and efficiently.

Additionally, different combinations of words and sounds throw up different kinds of connections. The aim of connected speech is to try to mimic the (vc) and (cv) kinds of connection as far as possible, by either adding new sounds, taking away unnecessary sounds, or changing sounds.

Let's demonstrate this by reading some one-syllable words together out loud quickly, that have starting and ending sounds that fit into the four different kinds of sound connections. You're not allowed to use any of the techniques of connected speech to make the words easier to say together, except for linking; so

¹ Siann, Gerda, and Denis C. E. Ugwuegbu. Educational Psychology in a Changing World, p.51. Routledge, 1988


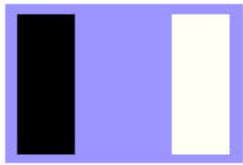


Talk a Lot

How to Use

Connected Sentence Cards – Going Further

no elision, glottal stops, intrusion, or assimilation, please! Notice what your mouth and tongue have to do to pronounce the words together. Which sounds are easiest to say together...?

Sound Connections between Syllables

	<p>Some one-syllable words that start with a vowel sound and end with a consonant sound, and so have a (cv) connection when read together out loud:</p> <p>in, on, up, out, aim, art, is, us, eat, it, I'm, end, egg, arm [etc.]</p> <p><i>Can you add any more?</i> _____</p>
	<p>Some one-syllable words that start with a consonant sound and end with a vowel sound, and so have a (vc) connection when read together out loud:</p> <p>now, go, free, tie, you, few, see, ray, play, blue, how, now, chair, my [etc.]</p> <p><i>Can you add any more?</i> _____</p>
	<p>Some one-syllable words that start with a vowel sound and end with a vowel sound, and so have a (vv) connection when read together out loud:</p> <p>l, a, ear, oh, hour, owe, air [etc.]</p> <p><i>There aren't many, but can you add any more?</i> _____</p>
	<p>Some one-syllable words that start with a consonant sound and end with a consonant sound, and so have a (cc) connection when read together out loud:</p> <p>feel, fit, green, pat, gain, book, park, great, back, flight, fog, take [etc.]</p> <p><i>Can you add any more?</i> _____</p>

Talk a Lot

How to Use

Connected Sentence Cards – Going Further

*If you don't believe me, try it yourself. Try to write a sentence (that makes sense!) where the connection between every single syllable is either (vc) or (cv). It's much harder than it looks! It's more feasible – and fun – to write short groups of syllables (i.e. words) that show this, for example:

Countries of the World

Mo	ro	cco
/mə/	/rɒ/	/kəʊ/

U	ru	guay
/'juə/	/rə/	/gwaɪ/

Pa	na	ma
/'pæ/	/nə/	/mɑ:/

Mo	na	co
/'mɒ/	/nə/	/kəʊ/

A	me	ri	ca
/ə/	/'me/	/rɪ/	/kə/

Animals

Go	ri	lla
/gə/	/'rɪ/	/lə/

A	lli	ga	tor
/'æ/	/lɪ/	/geɪ/	/tə/

[etc.]

Talk a Lot

How to Use

Connected Sentence Cards – Going Further

Conclusion

In this third and final version of our original text, we can see a more extreme use of linking, intrusion, elision, glottal stops, and assimilation – as well as correct use of sentence stress and weak forms* – that reduces the sentence to only (cv) connections between syllables:

•	Day	zee	yuh	nuh	•	boy	fre	duh	guh	nuh	•	wo	chuh	roe	•	ma	ti
	/'deɪ/	/zi/	/jə/	/nə/		/'bɔɪ/	/fre/	/də/	/gə/	/nə/		/'wɒ/	/tʃə/	/rəʊ/		/'mæ/	/tɪ/
•	ko	muh	di	yuh	•	the	si	nuh	muh	ruh	•	va	luh	tie	•	zday	
	/'kɒ/	/mə/	/di/	/jə/		/ðə/	/'sɪ/	/nə/	/mə/	/rə/		/'væ/	/lə/	/taɪ/		/'zdeɪ/	

*Just look at the number of schwas! Of the sixteen unstressed syllables, eleven of them (69%) use the weak stress vowel sound schwa: /ə/. Amazing!

Before you throw this book across the room in disgust – *what is he teaching us!* – try saying the sentence a few times quickly, with stress on the stressed syllables (marked by ●). It's not too far from natural rapid speech in English. I'm not saying that this way of speaking is ideal, or that every native speaker of English speaks like this – or, indeed, that you or your students *should* speak like this. Granted, in rapid speech we use more consonant sounds between syllables than this, especially within individual words, but this image highlights – in a dramatic way – how connected speech techniques can be used to achieve the goal of easy, rapid speech – and how the most natural way to speak English is with as many (vc) and (cv) connections as possible.

Sentence Focus
Activity

Connected Speech Templates

Contents

Instructions	4.1
Activity Template (Blank)	4.6

Talk a Lot

How to Use

Connected Speech Templates – Instructions

(Note: see also the Connected Sentence Cards on p.3.1, and Focus on Connected Speech starting on p.11.1.)

Connected Speech Templates enable you to teach students:

- a) how to identify and use the stressed vowel sounds in a sentence
- b) how to speak with connections between the words in a sentence

The Connected Speech Templates consist of ten separate stages. Depending on where your students are at with understanding connected speech, you could do some or all of the stages with them, over the course of several lessons, or all in one lesson; or they could complete the templates at home. In the Talk a Lot lesson materials there is one complete example template for one starting sentence from each unit. When students are familiar with the concepts used in the templates, they could begin applying them to other sentence block sentences, or to other sentences that they either find or write themselves, using the template on p.4.6.

Whilst working on this activity, students should speak the words and phrases – as well as the whole sentences – out loud with their partners. Although this work is partly theoretical, students must spend time practising what they are learning by speaking out loud, in order to improve their spoken English.

1. See that the content words have already been separated from the function words

Words in a sentence are either content words or function words. Content words are “dictionary words” that have a meaning on their own outside of the sentence, whilst function words are there to make the grammar work and provide the weak stresses.

2. Identify how many syllables there are in each content word

This should be straightforward to do. If students are unsure, they could use a good dictionary which shows the words broken up into syllables.

3. Do any of the content words have suffixes? Are there any compound nouns?

In stage 4, students will have to find the stressed syllable on each content word. This preceding activity can give clues as to which syllables are stressed. Suffixes are almost never stressed, e.g. shopp -ing, doct -or, etc (word stress is underlined). So, if there is a two-syllable word with a suffix, like “teach -er”, you can be almost 100% sure that the word stress is on the first syllable. (For more on suffixes, see p.15.1.) Compound nouns are nouns with more than one syllable that consist of: a) different nouns together, e.g. “football” = “foot” + “ball”; b) an adjective with a noun, e.g. “whiteboard” = “white” + “board”, or c) a noun with a verb, e.g. “shoplifting” = “shop” + “lifting”. Compound nouns almost always have the strong stress on the first syllable. (For more on compound nouns, see p.16.1.)

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How to Use

Connected Speech Templates – Instructions

4. Mark the stressed syllable on each content word

“How do I know which syllable in a word is stressed?”

Each content word has one strong stress, which is always on a vowel sound. There is usually one vowel sound in every syllable. Content words with only one syllable carry the stress on the whole word. The majority of words in a sentence or text will fall into one of three groups:

- i) one-syllable words – the stress falls on this syllable
- ii) words with suffixes – for two syllable words the stress falls on the first syllable; for longer words, we know that the suffix is almost always unstressed
- iii) compound nouns – the stress almost always falls on the first syllable

This gives us lots of help in finding the stressed syllables in a sentence. See p.13.1 for a more detailed guide to identifying word stress.

More tips:

- a) Look in your dictionary for the phonetic spelling of the word and you will see the strong stress mark like this /' / before the stressed syllable. If your dictionary doesn't have each word spelled in the International Phonetic Alphabet (IPA), try to get one that does.
- b) When you learn new words, don't just learn the spelling, but also learn which syllable has the strong stress and how the word sounds. If you don't already know the phonetic alphabet, start learning it today, using the materials in this handbook (see p.18.1). It should be an essential part of learning spoken English, rather than an optional extra.

5. Identify the vowel sound of each stressed syllable

Students should use the phonetic alphabet chart on p.18.6 to help them with this stage. When they have done this they will have the “sound spine” of the whole sentence. These vowel sounds are the most important sounds in the sentence. If students can get these vowel sounds right, with the right rhythm, they will have an excellent chance of being understood, even if they mispronounce a few consonant sounds, or miss out some function words. Let's illustrate this with an example. Take the following dialogue (stressed syllables are underlined):

Mel: What are you doing at the weekend?

Jim: I'm helping a friend move house.

On the printed page it's easy to understand, but let's imagine that the conversation was taking place during breakfast and that Jim answered with a mouthful of toast (stressed syllables are underlined):

Jim: A melpina fre moo vow. /ə'mew.pɪn ə'fre? 'mu: 'vau/ (IPA – stressed vowel sounds are bold)

There are some consonant sounds missing, in particular the beginnings of words (“helping” and “house”) and the ends of words (e.g. “friend” and “house”), all examples of elision. There

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Talk a Lot

How to Use

Connected Speech Templates – Instructions

is a /w/ sound instead of the /l/ in helping, an example of assimilation. There is a glottal stop /ʔ/ to replace the “nd” of “friend”. Words have been linked together (“I’m helping”, “helping a”, and “move house”). It’s not a good example of Standard Pronunciation, but is it enough to communicate? I think yes. Try saying it yourself as if you have a mouthful of toast. (Or even make some toast and then try it for real!) If students can make the correct vowel sounds on the correct stressed syllables in the sentence – and can use the context for guidance about meaning, in this case, the question “What are you doing at the weekend?” – it should be possible for them to be understood. It’s one of the reasons why people in the UK with wildly different accents are able to understand each other. There may be some dropped or muffled consonant sounds, **but as long as the right vowel sounds are on the right stressed syllables it’s OK**. We can further underline the great importance of vowel sounds when we compare them with consonant sounds. Let’s use the same sentence as our example, but invert the roles, with all the consonant sounds correct, and even the stressed syllables correct, but the wrong vowel sounds:

Mel: What are you doing at the weekend?

Jim: I’m hallping a frond mive horse. /aɪm 'hɔ:l.pɪŋ ə 'frɒnd 'maɪv 'hɔ:s/

(stressed syllables are underlined)

(IPA – stressed vowel sounds are bold)

You’re what? You’re *hallping* a *frond*? What? Without the correct vowel sounds communication is severely damaged. So, for good communication, say the correct vowel sound on each correct stressed syllable.

6. Identify weak forms among the function words

Now let’s turn our attention to the function words. Are there any weak forms among them? See p.17.1 for more information and a useful list of weak forms in English. Here is a summary of word types that have weak forms:

Word Type: Examples:

conjunctions: *and, but, than, that*

prepositions: *at, to, for, of, from*

verb “be”: *are, am, is*

auxiliary verbs: *has, have, can, do, were, would*

pronouns: *he, you, his, her, him, them, your*

articles: *the, an, a*

Because function words are not stressed, we can use their weak forms, e.g. /fə/ instead of /fɔ:/, with the aim of reducing the words that fall between the content words. We can’t omit these words altogether – that would make our sentences grammatically incorrect – but we can reduce them, squash them, and make them shorter, thus further emphasising the content words, and, in particular, the stressed vowel sound in each content word. You might want to look at function words as being the enemy of rapid speech. All too often students of English

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Talk a Lot

How to Use

Connected Speech Templates – Instructions

give words like “and”, “to”, “from”, and “can” a full sound and full stress, which messes up the sentence stress and rhythm of the sentence, by making it much harder to hear the correct stressed vowel sounds on the content words. Truly, these pesky function words – **to, of, for, a**, etc. – try to get above their station far too often and must be SQUASHED!

So, coming back to the connected speech templates... students should look at each function word and decide whether or not it has a weak form that can be used in the sentence. If it does, students should write “**W**” over the greyed out “W” on the template.

7. What kind of sounds connect the words in the sentence?

Next, we come to look at the sounds that connect the words together. For this stage students will need to know about vowel sounds and consonant sounds. See p.18.6 for a list of all the sounds in the English language – both vowel and consonant. The connecting sound between two words will be one of these kinds:

- a) consonant sound to consonant sound (cc)
- b) consonant sound to vowel sound (cv)
- c) vowel sound to consonant sound (vc)
- d) vowel sound to vowel sound (vv)

Try saying the words out loud and listen for the sound at the end of the first word and the sound at the beginning of the second word. Let’s take the words “fifty five” for example. The sound at the end of the first word (“fifty”) is a vowel sound: /i/, and the sound at the beginning of the second word (“five”) is a consonant sound: /f/, so students would write “vc” in the box between these two words to denote “vowel sound to consonant sound”. Students should look for the connecting sounds between the words and write one of the four labels (above) in each box.

8. Identify techniques of connected speech for each transition between two words

If we know what kind of sounds connect two words, we can have a go at saying which technique of connected speech will be used. See p.11.3 for more on the techniques of connected speech. In general, we can say that:

- a) if the transition sounds are consonant to consonant (cc), the techniques of connected speech are likely to be assimilation (A), elision (E), or glottal stops (G). This is because the English tongue can’t cope with two consonant sounds rubbing together, so we either get rid of, or change the sound of, one of them.
- b) if the transition sounds are consonant to vowel (cv) or vowel to consonant (vc), the techniques of connected speech are likely to be linking (L), or R-linking (R). This is because the English tongue is able to easily produce a smooth transition between consonant and vowel sounds, and vice versa.
- c) if the transition sounds are vowel to vowel (vv), the technique of connected speech is likely to be intrusion (I). This is because the English tongue can’t cope with two vowels flowing together, so we have to produce a consonant sound – /j/, /w/, or

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Talk a Lot

How to Use

Connected Speech Templates – Instructions

/r/ – to make the two sounds run together. The aim of connected speech is effective communication through words that flow together fluently, with a minimum of jarring sounds.

9. Identify the missing or new sounds between two words

If students find any examples of assimilation, elision, or intrusion – i.e. a sound has changed (A), is missing (E), or has been added (I) – they should write down the missing or changed sound(s). This helps to draw their attention to these particular techniques of connected speech.

10. Write examples using the IPA to show transitions between words

Students should have been saying the sentence out loud, as well as the sound transitions between the words, throughout the whole of this activity. Finally, they should try to write a few examples of some of these sound transitions using the IPA. They could use the example(s) on the answer page for guidance, then use the IPA to write their own examples. Higher level students could write the whole sentence using the IPA, and annotate instances of connected speech techniques.

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Talk a Lot

Topic: _____

Starting Sentence: _____

5 vowel sound:

4 stressed syllable:

1 content word:

2 no. of syllables:

1 function word:

7 connecting sounds:

6 weak forms: w w w w 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:

cc	consonant sound to consonant sound
cv	consonant sound to vowel sound
vc	vowel sound to consonant sound
vv	vowel sound to vowel sound

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

Discussion Words and Question Sheets

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Talk a Lot

How to Use

Discussion Words and Question Sheets – Instructions

It's amazing how much you can do with forty cut-out vocabulary words! We have outlined many activities for using these words with students on the discussion words question sheets. First of all, print a discussion words page onto thin card and cut up the cards with scissors. If possible you could laminate them to make them extra sturdy.

The main activity goes as follows: sit down with the whole class around a large table and lay out all of the cards face down. Students take a number of cards each. The number they take depends on the number of students in the class and for how long the teacher wants the activity to last, e.g. for a ten minute activity ten students could each take two cards.

Go around the group one student at a time. Each student chooses one of their cards and has to describe the word in English without saying it. The other students have to guess the word. The students could use dictionaries to find new words that they don't know. It's possible for students to make this activity deliberately harder for their peers by giving more cryptic descriptions!

Using the Question Sheets

The teacher reads the questions out loud in a random order, or one or more of the students could read out the questions. The teacher should use as many of the questions as is necessary to fill the time that they have allotted to this activity. For example, if you have 25 minutes for this activity it's unlikely that you will need to use the main activity as described above as well as all of the questions on the handout. As with the Talk a Lot course in general, there is more material here than will probably be needed; but as all teachers know, it's better to have too much material planned for a lesson than not enough!

Extension Activities

- The students work on the main activity with the words in pairs or small groups.
- The students have to think of ten, twenty, thirty or forty additional words on the same topic, e.g. Music, and make their own discussion words cards, using the template on p.5.4.
- The teacher or the students invent new questions based on the original/new words, using the template on p.5.5 for guidance.
- Have a game of vocabulary bingo. Each student writes down fifteen words from the forty words in three lines: five on the top, five on the middle and five on the bottom. The teacher reads out words from the group at random. The students cross out the words they have written down when they hear the teacher say them. The students race to see who can cross off the first line, then two lines, then all of the words.
- "Yes/No" questions: one student takes a card with a word on it, keeping it secret from the others, who have to ask "Yes/No" questions in order to find out what the word is. The first student can only answer "Yes" or "No". For example, for words on the topic of "Cars", the other students could ask: "Is it inside a car?", "Can I put my foot on it?", "Does it play music?", etc. until they are able to guess the identity of the word. This is a great activity to get students making questions with inversion.

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Talk a Lot

How to Use

Discussion Words and Question Sheets – Instructions

- The students match the phonetic and English spellings of different words, translate words into/from the IPA, or group words by the sounds they contain. (See p.18.29 for discussion words from Book 1 and p.18.34 for discussion words from Book 2.)
- A student mimes different words without talking, while the others have to guess them.
- Word association activities:
 - a) the teacher (or a student) chooses a word and each student has to say six words that they associate with this word, or each student in the group has to say one word. For example, if the word is “head” the students could say “nose”, “face”, “eye”, “ear”, “chin”, “mouth”, and so on.
 - b) the teacher (or a student) chooses a word and the first student says the first word that comes into their head, followed by the next student and the next in a kind of word association chain. See how long your group can go for without running out of steam. You may be surprised where you end up! For example: “dog” > “bark” > “tree” > “field” > “farm” > “cow” > “milk”, and so on.
- Improvisation: a student is given a word (or chooses one) and has to talk about it for a set period of time, e.g. twenty seconds. If the student pauses for longer than, say, five seconds, the word passes to the next student, or a new word is given. For higher level groups you could lengthen the period of time, e.g. to one minute. You could give points to each student for the length of time that they manage to talk without a long pause, and add them together to get a winner at the end of the game. For example, if the student talks for fifteen seconds, you would give them fifteen points, and so on.
- Play vocabulary battleships! Students have to work in pairs and they both have a copy of the discussion words page from that lesson’s topic, e.g. “Sport”. They should label the columns at the top A, B, C, and D, and the rows on the left-hand side from top to bottom 1-10, so that the word “volleyball” is in cell B5, for example. Each student marks ten random cells in their grid – these are their “battleships”. Without showing their page, Student A asks for a cell on Student B’s grid, for example, “Can I have D5, please?” If this cell (“cue”) has not been marked as a battleship, Student B says, “Miss!” and play passes to them. Student B now requests a cell on Student A’s grid, e.g. “I would like A6, please”, which is “swimming”. If “swimming” *has* been marked as a battleship, Student A must speak in English for at least twenty seconds about that word – *without pausing!* If they can do it, play passes back to them. If they *can’t* do it, Student A’s battleship is “sunk” (and crossed out on both grids) and Student B can choose another cell on the grid. The object of the game is to sink all of your partner’s battleships by: a) guessing the correct grid reference, and b) speaking for twenty seconds (or longer) about the vocabulary word, without pausing. This is a great game to get students speaking in English, as well as to encourage creativity and lateral thinking.

You could make any of these activities into a competition – individual or team – with points given for correct answers, and prizes. The teacher could even deduct points for incorrect answers. Prizes could be awarded for the first student to answer a question correctly, or the student who wins the vocabulary bingo, or who can think of the most new words on the same topic without a dictionary. For a fun group competition there could be a league, with the same

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Talk a Lot

How to Use

Discussion Words and Question Sheets – Instructions

teams competing in each lesson for points that accumulate towards a running total. It depends on how competitive your students are!

Assessment

Assessment is performed by the teacher checking and correcting during the task, listening for errors that can be dissected later on in a group feedback session, giving individual as well as group feedback, and referring students back to:

- a) the grammar they are learning from forming the sentence blocks, and building sentences
- b) the pronunciation work they are doing using the techniques of connected speech and the IPA

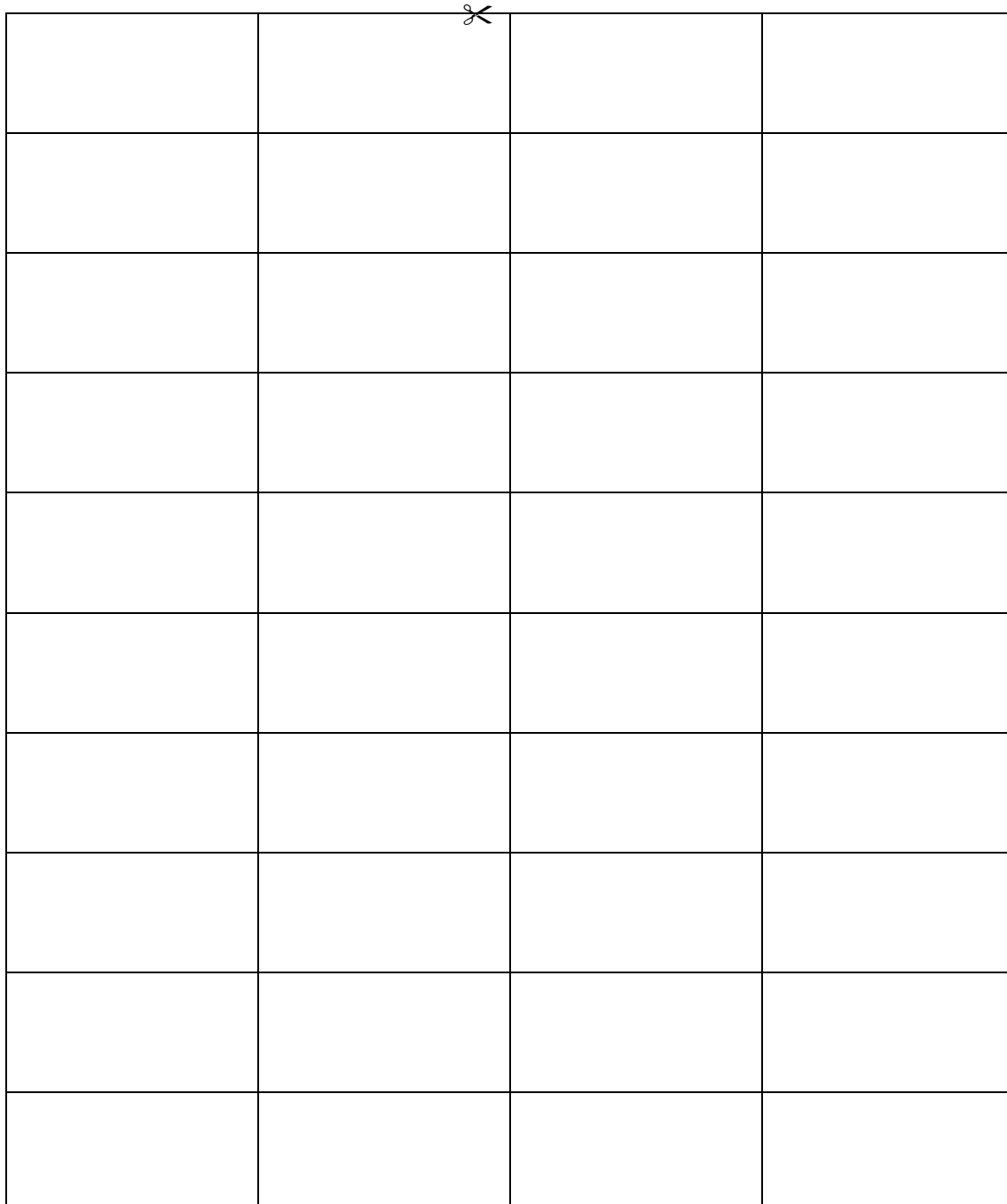
Each student's achievement in this activity is also recorded as part of their overall lesson score (for both accuracy and effort) by the teacher on their course report.

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Talk a Lot

Topic: _____

Discussion Words – Template



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Talk a Lot

Topic: _____

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? [etc.]
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 alphabetical order.
6. Find and put into groups... a) compound nouns, b) words with suffixes.
7. Put together words and phrases that have the same number of letters.
8. Put together words and phrases that start with the same letter.
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. (See phonetic chart on p.18.6.)

Sample Lesson Questions

1. Which word or phrase sounds like... a) b) c) d) [etc.]
2. Put all of the _____ together into a group. Put them into order of...
3. This is a...
4. Find...
5. Which word or phrase means...?
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

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Talk a Lot

How to Use

Discussion Words – Sample Lesson Plan

<u>Activity Type:</u>	Discovery; embedding new vocabulary
<u>Level:</u>	Elementary - Pre-Intermediate
<u>Skills:</u>	Vocabulary; Speaking & Listening; Pronunciation; Stress
<u>Class Size:</u>	Students work in pairs or small groups with a maximum of six in a group. This lesson also works well with individual students in a one to one situation
<u>Time:</u>	1 hour
<u>Aim:</u>	To learn and embed/memorise new vocabulary words and phrases – spellings, meanings, stress, and sounds – on a given topic, through exploration and discovery
<u>Materials:</u>	1 set of cut-up vocabulary words and phrases per six students; whiteboard and pens; students have their notebooks and pens

Procedure:

1. Students should be in small groups – six per set of discussion words. Give out the sets. Students put all of the cards face up on the table. Ask them to read the words out loud and put any words and phrases that they don't know – new words – into a separate group.
2. Students write down the new words and phrases in their notebooks. Students either look up the new words and phrases, or ask other groups; or the teacher explains their meanings. Students quickly write down translations and/or draw pictures to help them remember the meanings.
3. Students put the cards into **alphabetical order**. This could be a team activity with a prize or mark for the fastest and most accurate team. Note: some higher level students balk at doing what they consider to be an Elementary task – putting words into alphabetical order. But the aim (as with the whole of this lesson) is to keep the students looking at and focusing on the words. As they do this they will notice the words that are new for them and “lock in” the meanings. That said, I've never had a pre-intermediate level group get this task completely right first time – there is always a last minute revision of the order! The teacher checks and corrects each group's list. At this point, ask the students to read out the list and correct pronunciation as they go. If one group finishes before the other(s) they could go straight on to the next activity. In this way, different groups can move at their own pace through the lesson. If you have only one group, the pace will be set by the level of the students.
4. Put the words and phrases into groups according to **how many syllables** they have. Students love trying this and often haven't considered syllables before. You will hear them sounding out the words on their own initiative, without prompting. The teacher checks and corrects.
5. Students decide **where the strong stress falls** in each word or phrase and put a mark on the card above the correct syllable. Students can refer to dictionaries as a last resort to check

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Talk a Lot

How to Use

Discussion Words – Sample Lesson Plan

the phonetic spelling and word stress. They should treat a phrase, e.g. “petrol station” as one entity and mark the stress for the phrase, rather than each individual word. Then students group the cards according to stress within their original groups. For example, in a group of words with three syllables, there could be two words with the strong stress on the first syllable, two words with the strong stress on the second syllable, and one word with the strong stress on the third syllable.

6. Even if your groups are moving at roughly the same pace, you should stop and have **whole class feedback** here. Students choose five or six words each and have to say the words with the stress in the right place. The teacher highlights errors on the board.

*If you wanted to look at word stress with your students in more depth, you could insert the **optional stress discovery stage** here (see below).*

7. Depending on how you're doing for time, you could try one of the more in-depth questions from the **Lesson Questions** section of the discussion words question sheet for the topic that you're studying, e.g. question 6. in the Life Events topic from Book 2: “Put [the life events] into order of when they could happen during a person's life.”

8. Students **put words into groups according to phonetic sounds**. You could write on the board five different vowel sounds or diphthongs and five different consonant sounds and ask them to categorise the words according to their sounds, or assign different sounds to each group. The teacher checks and corrects, then leads class feedback (or separate group feedback if the groups are progressing at wildly different speeds). Encourage students to use the phonetic spellings in their dictionaries to help them, and the phonetic alphabet chart on p.18.6.

9. Students take five cards each. Each person has to **describe one of their words** or phrases for the others (or other teams) to guess, without saying the word(s) on the card. After a few rounds of describing, you could ask the students to mime the word or phrase instead. All the time the students are focused on the forty key vocabulary words and phrases. The teacher checks and corrects.

10. The teacher uses the Lesson Questions for the topic as the basis of a **quiz**.

11. Depending on time and level, students could **write their own quiz questions** based on the vocabulary words, and fire them at the other team(s).

12. Finally, at the end of the lesson, the students close their books and turn over all the cards (or collect them in). Challenge them to **remember all forty words**. You could also do this the following day or lesson as a memory test.

Note: You could drop one or more of these activities depending on time and what you want to practise with your students

Homework Activities: a) Students prepare for a spelling test with the forty words and phrases in the next lesson

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Talk a Lot

How to Use

Discussion Words – Sample Lesson Plan

- b) Students write a story or article that includes all of the forty words and phrases
- c) Students write twenty (or more!) new words and phrases on the same topic.

Optional Stress Discovery Stage

(To be inserted after stage 6 above.)

1. Students have finished checking word stress and have the correct stressed syllable marked on each word or phrase on their cards.
2. Put all of the cards on the table in the following groups:

Phrases:	1 Syllable. Words:	Stress on 1 st Syllable:	Stress on 2 nd Syllable:	Stress on 3 rd Syllable:	etc.

3. Take away **phrases** – we are looking for individual word stress only.
4. Take away **one syllable words** – we know where the stress is (on the only vowel sound in the word)
5. Identify **suffixes** in the rest of the words. Notice how none of them are stressed*.
6. Identify **compound nouns**. Notice how they are all stressed on the first syllable*.
7. Notice how most of the words are **stressed on the first syllable**. This is very common in English.
8. **Look at the other words**. Where is the strong stress? Why is it like that? (See p.13.4 for more analysis of why some nouns are not stressed on the first syllable, e.g. words that come from a verb, foreign words, and words that have a suffix with its own particular stress pattern.)

(*It's wrong to make general rules about topics in English, because students have a habit of finding exceptions to rules that can make a teacher blush! However, we can say with confidence that suffixes are **almost always** unstressed (you can see some that **are** usually stressed on p.15.4), and that compound nouns are **almost always** stressed on the first syllable. You can see some exceptions to this rule on p.13.2.)

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Talk a Lot

Big Word Game

Instructions

The Big Word Game is based on either the list of 50 questions (see page 5.15), or the set of 50 cards with the same questions printed on them (see pp.5.23-5.28), to be used in conjunction with a set of discussion word cards from any Talk a Lot topic – or any word list that you want to study. The question cards could be laminated for durability, if possible.

There are a few different ways for you to use the questions. Here we outline some of the methods that we like, for both competitive and non-competitive activities. No doubt you and your students will be able to think of further variations and more ways to utilise the questions!

The first time you use this activity with your class, you may need to concept check some of the more difficult questions to make sure that your class understands them, e.g. “How many consonant clusters does this word contain?” This is an impossible question for a student to answer, unless they have learned what a “consonant cluster” is! See the notes for teachers on pp.5.17-5.19 to check what students need to know to be able to answer each question.

The following activities are ideal for use during the word focus sessions on a Talk a Lot lesson plan; as warmers at the beginning of a lesson, or as the basis of some competitive fun at the end of a busy lesson. It’s up to you what you want to do with them!

With grateful thanks to M. for her invaluable help and encouragement in trialling this activity, and for providing some of the questions. Dziękuję! ;o)

Competitive Game #1: Question Cards – Pairs

SET UP:

Students work in pairs. A set of 40 discussion words (or your chosen vocabulary words) is spread out on the table in front of them, so that they can both see all of the words. There is also a pack of shuffled question cards face down on the table. You should use only the first 40 question cards (in black type) for competitive games, and all 50 cards (including the last ten in blue type) for non-competitive activities. Each player has 20 tokens – or coins – which they will use to “buy” questions during the game. (For a shorter game, they could have fewer tokens each, and for a longer game, more.)

HOW TO PLAY:

Player A chooses a discussion word, but does not touch it or say what it is. Player B then “buys” a question card by giving one token to their opponent.¹ To buy a question card costs one token. Player B picks up the top card from the pack and reads out the question. Player A has to answer truthfully about the word that they have chosen. Player B then tries to guess the word. To have a guess costs one token. If Player B can’t guess the word, they can buy another question for one token. This continues until they guess the word, or “give up” and Player A reveals the word. To “give up” costs two tokens. After this, the roles are reversed and Player B chooses a word, whilst Player A has to buy questions and guesses.

¹ Or, if you are using the question list, Player A chooses a number between 1-40, which Player B reads out (i.e. Player B cannot choose their own – perhaps easier! – question), and then tries to guess Player A’s word. Player B still has to “buy” the question from their partner.

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Talk a Lot

Big Word Game

Instructions

WINNING:

The game ends when one player has used up all of their tokens. The winner is the player who still has tokens. Therefore the winner is the person who buys the least questions and guesses. Variation: you could agree a set time for the game – e.g. 15 minutes – and when the time has finished, the winner is the player with the most tokens left.

BENEFITS:

Both students are working with the vocabulary words and thinking about a wide range of topics and techniques connected with word focus.

EXAMPLE:

Here is an example of how a game might start, using the discussion words from the “Transport” unit in Elementary Book 1:

Player A: OK. I've chosen a word.
Player B: Don't tell me!
Player A: I won't. Don't worry!

Player B buys a question card by giving one token to Player A.

Player B: (Reading) “Is it a phrase or a word?”
Player A: It's a phrase.

*This information eliminates all but six of the discussion words from the “Transport” unit.
Player B buys a guess by giving one token to Player A.*

Player B: Is it “service station”?
Player A: No.

Player B buys a question card by giving one token to Player A.

Player B: (Reading) “Describe this word using exactly four words.”
Player A: OK. Leave your vehicle here.
Player B: Car park!
Player A: Yes. That's right.
Player B: OK. Now I'll choose a word.

*Player B has chosen a word.
Player A buys a question card by giving one token to Player B.*

[etc.]

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Talk a Lot

Big Word Game

Instructions

Competitive Game #2: Question List – Whole Class

SET UP:

This game is played by the whole class, or a large group of people, and uses the question list (see page 5.15) rather than the question cards.

HOW TO PLAY:

A volunteer is chosen from the group, who chooses one of the 40 discussion words (without revealing it) as well as a number from 1-40. The teacher reads out the question from the question list. The volunteer answers the question and the whole group have to look at the 40 words and find the answer. This continues, with each volunteer choosing three or four words, before the next student is picked. This could be used as a fun warmer at the beginning of a lesson, or as a short “time-filler”, or a wind-down, at the end of a lesson. It could be made more competitive by dividing the class into teams and giving points to each team when they correctly identify the word – not to mention offering prizes for the winning team, and forfeits for the losers, e.g. wipe the board!

WINNING:

The first team to 10 / 20 / 30 etc. wins. Or, within a time limit, the team with the most points at the end wins.

BENEFITS:

It's a fun and noisy group activity which everybody can play. Students will explore a variety of word focus themes from the Talk a Lot course, as well as continue to focus on the discussion words from the lesson or topic that they happen to be studying at that time.

Competitive Game #3: Question Cards – Quick Game

SET UP:

This is a simpler competitive game for two players, using the 40 question cards in black type (not the blue ones). All of the discussion word cards are lying face down spread across the table, in no particular order; and all of the question cards have been shuffled and are face down in a pack on the table. This game is random! Each player has 20 tokens – or coins. (For a shorter game, they could have fewer tokens each, and for a longer game, more.)

HOW TO PLAY:

Student A picks up any discussion word card and reads out the word or phrase, so that both students know the vocabulary word. Next they pick up a question card and have to perform the task given. If they can't, they have to give one token to Student B, who can also try to answer the question. If Student B can do it, Student A has to give them another token. Then they swap over, so that Student B picks up a discussion word card, reads it out loud, then picks up a question card and has to perform the task given – and so on.

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Talk a Lot

Big Word Game

Instructions

WINNING:

The game ends when one player has used up all of their tokens; the player who still has tokens left wins. Therefore the winner is the person who answers the most questions correctly. Variation: you could agree a time-limit for the game and, when the time is up, the player with the most tokens left is the winner. Note: the teacher may need to adjudicate / help when neither student is sure that the correct answer has been given!

BENEFITS:

A quick and fun activity for students working in pairs, focusing on the language of the topic and some of the general spoken English themes of the Talk a Lot course.

Competitive Game #4 – Board Game

SET UP:

This is a sit-down board game for 2-6 players, which uses the game board on page 5.29. You could print it (or photocopy it) so that it's bigger – e.g. A3 size instead of A4 – and therefore easier to use. You could also laminate it for durability, or even design your own game board along similar lines! You can use any group of vocabulary words, such as a set of discussion words from any of the Talk a Lot topics, e.g. "Animals" from Elementary Book 2. All players should be able to see all of the words at all times. You will need one counter for each player (e.g. a coin), and a dice or spinner with 1-6 on it. You will also need one set of question cards (questions 1-40 only), which should be shuffled and placed face downwards on the table.

HOW TO PLAY:

All players place their counters on the START square (#1). Each player throws the dice once. The player with the highest score goes first. This player throws the dice and moves their counter forward the same number of spaces as shown on the dice. If the space they land on is blank, the next player throws the dice, and so on. However, there are several "action" spaces, where the player has to do something. These are both positive and negative:

POSITIVE ACTION SPACES:

e.g. **+2** = move forward x spaces, in this example two spaces

e.g. **→12** = move forward to this number space on the board, in this example #12

Also, look out for two arrows which will take you forward several spaces!

NEGATIVE ACTION SPACES:

e.g. **-2** = move back x spaces, in this example two spaces

e.g. **←17** = move back to this number space on the board, in this example #17

X = miss a turn – i.e. when it's their next turn to roll the dice, they don't play!

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Instructions

Also, look out for two arrows which will take you back several spaces!

QUESTION SPACES:

- ? If a player lands on a question space they have to choose a word from the vocabulary words, and write it down, but keeping it secret from the other players. Another player takes a question card and asks the first player the question. The first player has to answer the question and the other players have to guess the word. If they can guess the word, the first player can move forward four spaces. Therefore, it's very much in the first player's interests to give as good an answer as possible. If they can't answer the question, or the other players can't guess the word, the first player must move back two spaces. It's in the interests of all the players to guess the words, because they all have to rely on each other to do this throughout the game. Therefore if one player doesn't guess your word, or deliberately jokes around and says the wrong word, you will be less disposed to guess their word correctly when *they* land on a question space!

WINNING:

The winner is the player who reaches the finish space – #100 – first.

BENEFITS:

The aim is to learn about and talk about the chosen vocabulary words and to practise different ways of thinking about them within a fun, competitive, and structured team activity.

Competitive Game #5 – Talk a Lot Bingo!

SET UP:

See p.5.30 for full instructions.

Non-Competitive Activity #1: Analyse a Set of Words

SET UP:

Students could work in pairs, in small groups, one to one with the teacher, or as a whole class with the teacher. This activity uses all 50 questions, and could be done using either the question list or the question cards.

METHOD:

Students simply analyse a specific group of words. The words could be part of a vocabulary set, a complete set of 40 discussion words, or words that the students (or the teacher) have chosen to look at, e.g. a set of eight specific discussion words. Perhaps they could be words that the group has had the most problems with in terms of pronunciation or spelling during the unit. Students select a word from the word set and a question from the question cards (or

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Big Word Game

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question list) – either at random or from a group of questions that they (or the teacher) have specifically chosen to study. For example, if you wanted to focus on spelling you could use only the question cards from the question category of “spelling”. (See the question list “categories” version on page 5.16.) The teacher may set a time limit for this activity, and the focus should be on speaking out loud, via discussion of the words and the questions, although students may wish to write a few notes.

Non-Competitive Activity #2: Analyse a Single Word

SET UP:

This is a great way to introduce the tasks on the question cards, and to fix any problems that students may have in understanding how to approach them. Students could work in pairs, in small groups, one to one with the teacher, or as a whole class with the teacher. This activity uses all 50 questions, and could be carried out using either the question list or the question cards.

METHOD:

This time, students analyse any word from the set of 40 discussion words (or any noun that they or the teacher has chosen). For example, from the “Films” unit in Talk a Lot Elementary Book 3, they might choose (or randomly select) the word “blockbuster”. Students go through as many questions as they want – or as time allows – and answer each one using the same word: “blockbuster”. There is an example of this activity on pp.5.20-5.22. Again, the teacher may set a time limit for this activity, or even set it for homework. The focus should be on speaking out loud during this activity, via discussion of the words and the questions, although, of course, students may want to write down some of their findings.

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Talk a Lot

Big Word Game

Question List (Mixed)

#:	Question Category:	Question:
1.	WORD	Say any word that comes before this word and after it in the dictionary.
2.	ASSOCIATION	Tell me a person that you associate with this word.
3.	COLLOCATION	Tell me an adjective that can go before this word.
4.	SOUNDS	Say only the consonant sounds in this word.
5.	PRONUNCIATION	Does this word have any silent letters? If yes, what are they?
6.	SOUNDS	Tell me a word that rhymes with this word, or that sounds similar.
7.	COLLOCATION	Tell me a verb that can go before this word.
8.	MEANING	Describe this word using exactly four words.
9.	DRAWING	Draw the shape of this word.
10.	SPELLING	Are there more than four letters in this word?
11.	WORD	Does this word have an adjective form?
12.	SYLLABLES	How many syllables does this word have?
13.	MEANING	Tell me a word or a phrase that means the same as this word.
14.	ASSOCIATION	Tell me a place that you associate with this word.
15.	SOUNDS	How many individual sounds does this word have?
16.	WORD	Does it have a colour? If yes, what colour is it usually?
17.	MEANING	Could I buy this thing? If yes, where could I buy it? How much would it cost?
18.	SOUNDS	Say only the vowel sounds in this word.
19.	SPELLING	How many vowels are there in the spelling of this word?
20.	DRAWING	Draw this word with your eyes closed.
21.	SOUNDS	Tell me the third sound in this word.
22.	ASSOCIATION	Tell me an object that you associate with this word.
23.	SOUNDS	What is the vowel sound on the stressed syllable in this word?
24.	WORD	Does this word contain a suffix? If yes, what is it?
25.	SOUNDS	What kind of sound does this word begin with and end with – vowel or consonant?
26.	SPELLING	What is the second letter of this word?
27.	MEANING	Is this word a person, place, or thing?
28.	SYLLABLES	Which syllable is stressed in this word?
29.	SPELLING	How many vowel clusters does this word contain?
30.	SOUNDS	Does this word contain a weak stress schwa sound? /ə/
31.	DRAWING	Your partner has to draw this word from your instructions.
32.	SPELLING	How many consonant clusters does this word contain?
33.	WORD	Is it a phrase or a word?
34.	ASSOCIATION	What's the first thing you think of when you hear or see this word?
35.	DRAWING	Draw a picture of this word without lifting your pen from the paper.
36.	SPELLING	Does the spelling of this word contain any double letters?
37.	WORD	Is this word a countable or uncountable noun?
38.	SPELLING	Are there any smaller words hidden within this word?
39.	SPELLING	How many consonants are there in the spelling of this word?
40.	WORD	Is this noun concrete or abstract?
41.	PRONUNCIATION	Say the letters of this word out loud.
42.	QUESTION FORMS	Write a wh- question that includes this word.
43.	WORD	Translate this word into your language. Is there any similarity or link?
44.	PRONUNCIATION	Say this word broken up into its different syllables.
45.	QUESTION FORMS	Write a yes/no question that includes this word.
46.	SPELLING	Write this word using the IPA.
47.	PRONUNCIATION	Say this word very quickly.
48.	SPELLING	Tell me the plural form of this word.
49.	SPELLING	Say the letters of this word out loud backwards.
50.	PRONUNCIATION	Say this word very slowly.

Note: questions 1-40 are for the competitive games, whilst questions 41-50 (in blue type) are only for the non-competitive activities. These questions cannot be used during the competitive games because the answers would reveal the identity of the word!

Talk a Lot

Big Word Game

Question List (Categories)

Question Category:	Question:
WORD	Say any word that comes before this word and after it in the dictionary.
WORD	Does this word have an adjective form?
WORD	Does it have a colour? If yes, what colour is it usually?
WORD	Does this word contain a suffix? If yes, what is it?
WORD	Is it a phrase or a word?
WORD	Is this word a countable or uncountable noun?
WORD	Is this noun concrete or abstract?
WORD	Translate this word into your language. Is there any similarity or link?
ASSOCIATION	Tell me a person that you associate with this word.
ASSOCIATION	Tell me a place that you associate with this word.
ASSOCIATION	Tell me an object that you associate with this word.
ASSOCIATION	What's the first thing you think of when you hear or see this word?
COLLOCATION	Tell me an adjective that can go before this word.
COLLOCATION	Tell me a verb that can go before this word.
SOUNDS	Say only the consonant sounds in this word.
SOUNDS	Tell me a word that rhymes with this word, or that sounds similar.
SOUNDS	How many individual sounds does this word have?
SOUNDS	Say only the vowel sounds in this word.
SOUNDS	Tell me the third sound in this word.
SOUNDS	What is the vowel sound on the stressed syllable in this word?
SOUNDS	What kind of sound does this word begin with and end with – vowel or consonant?
SOUNDS	Does this word contain a weak stress schwa sound? /ə/
PRONUNCIATION	Does this word have any silent letters? If yes, what are they?
PRONUNCIATION	Say the letters of this word out loud.
PRONUNCIATION	Say this word broken up into its different syllables.
PRONUNCIATION	Say this word very quickly.
PRONUNCIATION	Say this word very slowly.
MEANING	Describe this word using exactly four words.
MEANING	Tell me a word or a phrase that means the same as this word.
MEANING	Could I buy this thing? If yes, where could I buy it? How much would it cost?
MEANING	Is this word a person, place, or thing?
DRAWING	Draw the shape of this word.
DRAWING	Draw this word with your eyes closed.
DRAWING	Your partner has to draw this word from your instructions.
DRAWING	Draw a picture of this word without lifting your pen from the paper.
SPELLING	Are there more than four letters in this word?
SPELLING	How many vowels are there in the spelling of this word?
SPELLING	What is the second letter of this word?
SPELLING	How many vowel clusters does this word contain?
SPELLING	How many consonant clusters does this word contain?
SPELLING	Does the spelling of this word contain any double letters?
SPELLING	Are there any smaller words hidden within this word?
SPELLING	How many consonants are there in the spelling of this word?
SPELLING	Write this word using the IPA.
SPELLING	Tell me the plural form of this word.
SPELLING	Say the letters of this word out loud backwards.
SYLLABLES	How many syllables does this word have?
SYLLABLES	Which syllable is stressed in this word?
QUESTION FORMS	Write a wh- question that includes this word.
QUESTION FORMS	Write a yes/no question that includes this word.

Note: the questions in blue type are only for the non-competitive activities. These questions cannot be used during the competitive games because the answers would reveal the identity of the word!

Talk a Lot

Big Word Game

Question List – Notes for Teachers

#:	Question Category:	Question:
1.	WORD <i>Students need to know:</i>	Say any word that comes before this word and after it in the dictionary. ...about alphabetical order
2.	ASSOCIATION <i>Students need to know:</i>	Tell me a person that you associate with this word. ...the context of the word.
3.	COLLOCATION <i>Students need to know:</i>	Tell me an adjective that can go before this word. ...how to put together adjectives and nouns to make a phrase (adjective-noun collocation).
4.	SOUNDS <i>Students need to know:</i>	Say only the consonant sounds in this word. ...how to identify consonant sounds in a word using the IPA, and how to pronounce them.
5.	PRONUNCIATION <i>Students need to know:</i>	Does this word have any silent letters? If yes, what are they? ...that silent letters are letters which are in the spelling, but are not pronounced when the word is spoken.
6.	SOUNDS <i>Students need to know:</i>	Tell me a word that rhymes with this word, or that sounds similar. ...the sound of the word; the phonetic spelling of the word; that words with the same or similar sounds rhyme.
7.	COLLOCATION <i>Students need to know:</i>	Tell me a verb that can go before this word. ...how to put together verbs and nouns to make a phrase (verb-noun collocation).
8.	MEANING <i>Students need to know:</i>	Describe this word using exactly four words. ...the meaning of the word.
9.	DRAWING <i>Students need to know:</i>	Draw the shape of this word. ...how to draw around a word to show the shape of the word.
10.	SPELLING <i>Students need to know:</i>	Are there more than four letters in this word? ...how to count the letters in a word.
11.	WORD <i>Students need to know:</i>	Does this word have an adjective form? ...that some nouns have an adjective form.
12.	SYLLABLES <i>Students need to know:</i>	How many syllables does this word have? ...how to identify syllables in a word.
13.	MEANING <i>Students need to know:</i>	Tell me a word or a phrase that means the same as this word. ...the meaning of the word, and how to look for synonyms in a dictionary or thesaurus.
14.	ASSOCIATION <i>Students need to know:</i>	Tell me a place that you associate with this word. ...the context of the word.
15.	SOUNDS <i>Students need to know:</i>	How many individual sounds does this word have? ...how to identify individual sounds (phonemes) in a word, using the IPA spelling of the word.
16.	WORD <i>Students need to know:</i>	Does it have a colour? If yes, what colour is it usually? ...what the word looks like.
17.	MEANING <i>Students need to know:</i>	Could I buy this thing? If yes, where could I buy it? How much would it cost? ...the context of the word.
18.	SOUNDS <i>Students need to know:</i>	Say only the vowel sounds in this word. ...how to identify vowel sounds in a word using the IPA, and how to pronounce them.
19.	SPELLING <i>Students need to know:</i>	How many vowels are there in the spelling of this word? ...how to identify vowels in a word.
20.	DRAWING <i>Students need to know:</i>	Draw this word with your eyes closed. ...what the word looks like.
21.	SOUNDS <i>Students need to know:</i>	Tell me the third sound in this word. ...how to identify individual sounds (phonemes) in a word, using the IPA spelling of the word.
22.	ASSOCIATION <i>Students need to know:</i>	Tell me an object that you associate with this word. ...the context of the word.

Talk a Lot

Big Word Game

Question List – Notes for Teachers

23.	SOUNDS <i>Students need to know:</i>	What is the vowel sound on the stressed syllable in this word? <i>...how to find the stressed syllable in a word and then identify its vowel sound.</i>
24.	WORD <i>Students need to know:</i>	Does this word contain a suffix? If yes, what is it? <i>...how to identify suffixes (the part at the end of a word that is common to lots of other words).</i>
25.	SOUNDS <i>Students need to know:</i>	What kind of sound does this word begin with and end with – vowel or consonant? <i>...how to identify individual sounds in a word, and know whether they are vowel or consonant sounds.</i>
26.	SPELLING <i>Students need to know:</i>	What is the second letter of this word? <i>...how to count letters in a word.</i>
27.	MEANING <i>Students need to know:</i>	Is this word a person, place, or thing? <i>...the meaning of the word.</i>
28.	SYLLABLES <i>Students need to know:</i>	Which syllable is stressed in this word? <i>...how to identify the stressed syllable in a word.</i>
29.	SPELLING <i>Students need to know:</i>	How many vowel clusters does this word contain? <i>...how to recognise vowel clusters (groups of two or more vowels that occur together in the spelling of the word).</i>
30.	SOUNDS <i>Students need to know:</i>	Does this word contain a weak stress schwa sound? /ə/ <i>...that in English there is a weak stress sound called a "schwa", which looks like this in the IPA: /ə/</i>
31.	DRAWING <i>Students need to know:</i>	Your partner has to draw this word from your instructions. <i>...what the word looks like, and how to describe it so that their partner can draw it, and guess the word from their own drawing.</i>
32.	SPELLING <i>Students need to know:</i>	How many consonant clusters does this word contain? <i>...how to recognise consonant clusters (groups of two or more consonants that occur together in the spelling of the word).</i>
33.	WORD <i>Students need to know:</i>	Is it a phrase or a word? <i>...the difference between a phrase (two or more words together, e.g. "post office") and an individual word (e.g. "park").</i>
34.	ASSOCIATION <i>Students need to know:</i>	What's the first thing you think of when you hear or see this word? <i>...the meaning of the word.</i>
35.	DRAWING <i>Students need to know:</i>	Draw a picture of this word without lifting your pen from the paper. <i>...what the word looks like.</i>
36.	SPELLING <i>Students need to know:</i>	Does the spelling of this word contain any double letters? <i>...how to identify double letters in the spelling of a word, i.e. two of the same letters that occur together in the spelling of a word, (e.g. "school").</i>
37.	WORD <i>Students need to know:</i>	Is this word a countable or uncountable noun? <i>...that nouns can be countable (e.g. one table, two tables) or uncountable (e.g. some bread, but not two breads).</i>
38.	SPELLING <i>Students need to know:</i>	Are there any smaller words hidden within this word? <i>...that sometimes a word can contain another, shorter word. For example, in the word "qualification" we can find the shorter word "cat".</i>
39.	SPELLING <i>Students need to know:</i>	How many consonants are there in the spelling of this word? <i>...how to identify consonants in a word.</i>
40.	WORD <i>Students need to know:</i>	Is this noun concrete or abstract? <i>...that nouns can be concrete, e.g. something that we can see and touch, like "bag", or abstract, e.g. we cannot see them or touch them because they're concepts, like "music" or "happiness".</i>
41.	PRONUNCIATION <i>Students need to know:</i>	Say the letters of this word out loud. <i>...how to say the letters of the alphabet.</i>
42.	QUESTION FORMS <i>Students need to know:</i>	Write a wh- question that includes this word. <i>...how to make wh- question forms.</i>

Talk a Lot

Big Word Game

Question List – Notes for Teachers


43.	WORD <i>Students need to know:</i>	Translate this word into your language. Is there any similarity or link? <i>...how to translate the word into their own language, and how to look for links in spelling and/or origin. For example, the English word "hospital" has a similar form in Polish: "szpital".</i>
44.	PRONUNCIATION <i>Students need to know:</i>	Say this word broken up into its different syllables. <i>...how to identify syllables in a word.</i>
45.	QUESTION FORMS <i>Students need to know:</i>	Write a yes/no question that includes this word. <i>...how to make yes/no questions, e.g. "Is...?" or "Has...?" etc.</i>
46.	SPELLING <i>Students need to know:</i>	Write this word using the IPA. <i>...how to write a word using the IPA (International Phonetic Alphabet) spelling rather than the regular dictionary spelling.</i>
47.	PRONUNCIATION <i>Students need to know:</i>	Say this word very quickly. <i>...how to pronounce each syllable of the word quickly, whilst maintaining the stress of the word.</i>
48.	SPELLING <i>Students need to know:</i>	Tell me the plural form of this word. <i>...that with many nouns in English we put an "s" at the end of the word to make the plural form, whereas other groups of nouns have different irregular plural forms, e.g. one glass, two glasses; one child, two children, etc.</i>
49.	SPELLING <i>Students need to know:</i>	Say the letters of this word out loud backwards. <i>...how to say the letters of the alphabet.</i>
50.	PRONUNCIATION <i>Students need to know:</i>	Say this word very slowly. <i>...how to pronounce each syllable of the word slowly, whilst maintaining the stress of the word.</i>

Talk a Lot

Big Word Game

Question List – Sample Answers

Below are some sample answers based on the word “employment” from the “Life Events” unit in Elementary Book 2:


#:	Question Category:	Question:
1.	WORD	Say any word that comes before this word and after it in the dictionary. “Dog” comes before this word, and “grape” comes after it. [Therefore the word in question must be somewhere between “dog” and “grape” in the dictionary.]
2.	ASSOCIATION	Tell me a person that you associate with this word. A worker.
3.	COLLOCATION	Tell me an adjective that can go before this word. “Permanent.”
4.	SOUNDS	Say only the consonant sounds in this word. The consonant sounds are: /m/ /p/ /l/ /m/ /n/ /t/
5.	PRONUNCIATION	Does this word have any silent letters? If yes, what are they? No.
6.	SOUNDS	Tell me a word that rhymes with this word, or that sounds similar. “Enjoyment” rhymes with this word.
7.	COLLOCATION	Tell me a verb that can go before this word. “To accept” could go before this word.
8.	MEANING	Describe this word using exactly four words. “Do this every day.”
9.	DRAWING	Draw the shape of this word. [The student has to draw the outline shape of the word. In a competitive game, don’t write the word – let your partner guess it!] 
10.	SPELLING	Are there more than four letters in this word? Yes.
11.	WORD	Does this word have an adjective form? Yes. [The adjective form is “employed”; but in a competitive game, don’t say the adjective form!]
12.	SYLLABLES	How many syllables does this word have? Three. [“em - ploy - ment”; but in a competitive game, don’t say them!]
13.	MEANING	Tell me a word or a phrase that means the same as this word. “Work.”
14.	ASSOCIATION	Tell me a place that you associate with this word. An office.
15.	SOUNDS	How many individual sounds does this word have? Nine: /l m p l o j m ə n t/
16.	WORD	Does it have a colour? If yes, what colour is it usually? No. [Because it’s an abstract noun.]
17.	MEANING	Could I buy this thing? If yes, where could I buy it? How much would it cost? No. [Because it’s an abstract noun.]
18.	SOUNDS	Say only the vowel sounds in this word. The vowel sounds are: /ɪ/ /ɔɪ/ /ə/
19.	SPELLING	How many vowels are there in the spelling of this word? Three. [The vowels (letters) are: “e”, “o”, and “e”, but in a competitive game, don’t say them!]

Talk a Lot

Big Word Game

Question List – Sample Answers

Below are some sample answers based on the word “employment” from the “Life Events” unit in Elementary Book 2:

20.	DRAWING	<p>Draw this word with your eyes closed. <i>[This word is hard to draw because it’s an abstract noun, rather than something that you can see and touch. You could draw a contract, for example (as we have done below), or a CV, or a queue outside a job centre, etc. Try to think laterally!]</i></p> 
21.	SOUNDS	<p>Tell me the third sound in this word. /p/</p>
22.	ASSOCIATION	<p>Tell me an object that you associate with this word. A wage packet, or a CV.</p>
23.	SOUNDS	<p>What is the vowel sound on the stressed syllable in this word? /ɔɪ/ Here is the full phonetic spelling: /ɪm'plɔɪ.mənt/</p>
24.	WORD	<p>Does this word contain a suffix? If yes, what is it? Yes. The suffix is “ment”.</p>
25.	SOUNDS	<p>What kind of sound does this word begin with and end with – vowel or consonant? It begins with a vowel sound – /e/ – and ends with a consonant sound – /t/</p>
26.	SPELLING	<p>What is the second letter of this word? The second letter is “m”.</p>
27.	MEANING	<p>Is this word a person, place, or thing? It’s a thing.</p>
28.	SYLLABLES	<p>Which syllable is stressed in this word? The second syllable is stressed.</p>
29.	SPELLING	<p>How many vowel clusters does this word contain? None. [I.e. there aren’t two vowels together in the spelling of this word.]</p>
30.	SOUNDS	<p>Does this word contain a weak stress schwa sound? /ə/ Yes: /ɪm'plɔɪ.m ə nt/</p>
31.	DRAWING	<p>Your partner has to draw this word from your instructions. <i>[Your instructions could be:] “Draw a long line of people waiting outside an office [i.e. a job centre]. They look bored. Draw some pound notes or dollar bills coming from the office... etc.</i></p>
32.	SPELLING	<p>How many consonant clusters does this word contain? Three. [The consonant clusters are: <u>em</u><u>pl</u><u>me</u>, but in a competitive game, don’t say what they are!]</p>
33.	WORD	<p>Is it a phrase or a word? It’s a word.</p>
34.	ASSOCIATION	<p>What’s the first thing you think of when you hear or see this word? Jobs.</p>
35.	DRAWING	<p>Draw a picture of this word without lifting your pen from the paper. [See the answer to #20 above.]</p>
36.	SPELLING	<p>Does the spelling of this word contain any double letters? No. [I.e. there aren’t two of the same letters together in the spelling of this word.]</p>
37.	WORD	<p>Is this word a countable or uncountable noun? Uncountable. [E.g. “I’m looking for employment”, rather than “I’m looking for an employment, or two employments...” etc.]</p>

Talk a Lot

Big Word Game

Question List – Sample Answers

Below are some sample answers based on the word “employment” from the “Life Events” unit in Elementary Book 2:

38.	SPELLING	Are there any smaller words hidden within this word? Yes. [E.g. “ploy”, “me”, “men”, but in a competitive game, don’t say what they are!]
39.	SPELLING	How many consonants are there in the spelling of this word? Seven. [I.e. “m”, “p”, “l”, “y”, “m”, “n”, “t”, but in a competitive game, don’t say what they are!]
40.	WORD	Is this noun concrete or abstract? It’s an abstract noun.
41.	PRONUNCIATION	Say the letters of this word out loud. You should say: “E-M-P-L-O-Y-M-E-N-T”.
42.	QUESTION FORMS	Write a wh- question that includes this word. For example: “What kind of employment are you looking for?”
43.	WORD	Translate this word into your language. Is there any similarity or link? [Answers will vary. Look for a link – if there is one. For example, in French “employment” translates as “l’emploi”.]
44.	PRONUNCIATION	Say this word broken up into its different syllables. “EM-PLOY-MENT”
45.	QUESTION FORMS	Write a yes/no question that includes this word. For example, “Did you accept the offer of employment?” Answer: “Yes, I did”, or “No, I didn’t”.
46.	SPELLING	Write this word using the IPA. /ɪmˈplɔɪ.mənt/
47.	PRONUNCIATION	Say this word very quickly. [Answers will vary. The idea is to say the word as quickly as possible, but so that it can still be understood. Try to retain the correct stress and sounds.]
48.	SPELLING	Tell me the plural form of this word. There is no plural form. [Because this word is an uncountable noun.]
49.	SPELLING	Say the letters of this word out loud backwards. You should say: “T-N-E-M-Y-O-L-P-M-E”.
50.	PRONUNCIATION	Say this word very slowly. [Answers will vary. The idea is to say the word as slowly as possible, so that you can hear the individual sounds (phonemes) in the word. Try to retain the stress on the correct stressed syllable.]

Talk a Lot

Big Word Game

Question Cards (Page 1 of 5)

<p style="text-align: center;">WORD</p> <p>Say any word that comes before this word and after it in the dictionary.</p>	<p style="text-align: center;">ASSOCIATION</p> <p>Tell me a person that you associate with this word.</p>
<p style="text-align: center;">COLLOCATION</p> <p>Tell me an adjective that can go before this word.</p>	<p style="text-align: center;">SOUNDS</p> <p>Say only the consonant sounds in this word.</p>
<p style="text-align: center;">PRONUNCIATION</p> <p>Does this word have any silent letters? If yes, what are they?</p>	<p style="text-align: center;">SOUNDS</p> <p>Tell me a word that rhymes with this word, or that sounds similar.</p>
<p style="text-align: center;">COLLOCATION</p> <p>Tell me a verb that can go before this word.</p>	<p style="text-align: center;">MEANING</p> <p>Describe this word using exactly four words.</p>
<p style="text-align: center;">DRAWING</p> <p>Draw the shape of this word.</p>	<p style="text-align: center;">SPELLING</p> <p>Are there more than four letters in this word?</p>
<p style="text-align: center;">WORD</p> <p>Does this word have an adjective form?</p>	<p style="text-align: center;">SYLLABLES</p> <p>How many syllables does this word have?</p>

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Talk a Lot

Big Word Game

Question Cards (Page 2 of 5)

<p style="text-align: center;">MEANING</p> <p>Tell me a word or a phrase that means the same as this word.</p>	<p style="text-align: center;">ASSOCIATION</p> <p>Tell me a place that you associate with this word.</p>
<p style="text-align: center;">SOUNDS</p> <p>How many individual sounds does this word have?</p>	<p style="text-align: center;">WORD</p> <p>Does it have a colour? If yes, what colour is it usually?</p>
<p style="text-align: center;">MEANING</p> <p>Could I buy this thing? If yes, where could I buy it? How much would it cost?</p>	<p style="text-align: center;">SOUNDS</p> <p>Say only the vowel sounds in this word.</p>
<p style="text-align: center;">SPELLING</p> <p>How many vowels are there in the spelling of this word?</p>	<p style="text-align: center;">DRAWING</p> <p>Draw this word with your eyes closed.</p>
<p style="text-align: center;">SOUNDS</p> <p>Tell me the third sound in this word.</p>	<p style="text-align: center;">ASSOCIATION</p> <p>Tell me an object that you associate with this word.</p>
<p style="text-align: center;">SOUNDS</p> <p>What is the vowel sound on the stressed syllable in this word?</p>	<p style="text-align: center;">WORD</p> <p>Does this word contain a suffix? If yes, what is it?</p>

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Talk a Lot

Big Word Game

Question Cards (Page 3 of 5)

SOUNDS What kind of sound does this word begin with and end with - vowel or consonant?	SPELLING What is the second letter of this word?
MEANING Is this word a person, place, or thing?	SYLLABLES Which syllable is stressed in this word?
SPELLING How many vowel clusters does this word contain?	SOUNDS Does this word contain a weak stress schwa sound? /ə/
DRAWING Your partner has to draw this word from your instructions.	SPELLING How many consonant clusters does this word contain?
WORD Is it a phrase or a word?	ASSOCIATION What's the first thing you think of when you hear or see this word?
DRAWING Draw a picture of this word without lifting your pen from the paper.	SPELLING Does the spelling of this word contain any double letters?

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Talk a Lot

Big Word Game

Question Cards (Page 4 of 5)

<p style="text-align: center;">WORD</p> <p>Is this word a countable or uncountable noun?</p>	<p style="text-align: center;">SPELLING</p> <p>Are there any smaller words hidden within this word?</p>
<p style="text-align: center;">SPELLING</p> <p>How many consonants are there in the spelling of this word?</p>	<p style="text-align: center;">WORD</p> <p>Is this noun concrete or abstract?</p>
<p style="text-align: center;">PRONUNCIATION</p> <p>Say the letters of this word out loud.</p>	<p style="text-align: center;">QUESTION FORMS</p> <p>Write a wh- question that includes this word.</p>
<p style="text-align: center;">WORD</p> <p>Translate this word into your language. Is there any similarity or link?</p>	<p style="text-align: center;">PRONUNCIATION</p> <p>Say this word broken up into its different syllables.</p>
<p style="text-align: center;">QUESTION FORMS</p> <p>Write a yes/no question that includes this word.</p>	<p style="text-align: center;">SPELLING</p> <p>Write this word using the IPA.</p>
<p style="text-align: center;">PRONUNCIATION</p> <p>Say this word very quickly.</p>	<p style="text-align: center;">SPELLING</p> <p>Tell me the plural form of this word.</p>

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Talk a Lot

Big Word Game

Question Cards (Page 5 of 5)


<p style="text-align: center;">SPELLING</p> <p style="text-align: center;">Say the letters of this word out loud backwards.</p>	<p style="text-align: center;">PRONUNCIATION</p> <p style="text-align: center;">Say this word very slowly.</p>
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Talk a Lot

Big Word Game

Question Cards – Print on the Reverse Side



Talk a Lot	Talk a Lot
Talk a Lot	Talk a Lot
Talk a Lot	Talk a Lot
Talk a Lot	Talk a Lot
Talk a Lot	Talk a Lot
Talk a Lot	Talk a Lot
Talk a Lot	Talk a Lot

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Talk a Lot

Big Word Game

Board Game (for 2-6 players)

1 START	+2 2	? 3	? 4	-2 5	6	→12 7	? 8	x 9	? 10
? 11	? 12	+4 13	15	? 16	? 17	x 18	? 19	←17 20	
→26 21	? 22	? 23	x 24	-4 26	? 27	→46 28	? 30		
? 31	x 32	+1 33	? 34	? 36	-3 37	? 38	→42 39		
? 41	? 42	? 43	45	? 46	→54 47	←41 48	49		
51	x 53	? 54	+2 55	? 56	? 57	-5 58	? 60		
? 62	→65 63	←56 64	? 65	x 66	? 68	? 69	+1 70		
71	? 74	+1 75	? 76	? 78	-5 79	? 80			
? 81	? 83	→93 84	? 85	←76 86	? 88	x 89	? 90		
-8 91	? 92	→98 93	←1 94	? 95	? 96	? 98	←3 99	100 FINISH	

Talk a Lot

Big Word Game

Talk a Lot Bingo! – Instructions

Competitive Game #5 – Talk a Lot Bingo!

SET UP:

Talk a Lot Bingo! is a fun bingo-style game, that uses similar topics to the ones used in the Big Word Game. This game is best played with a group of students, with the teacher, or one of the students, reading out the questions. Each student has their own bingo card (copied from pp.5.32-5.33) on which they have to write fifteen words from any vocabulary set, for example fifteen words (and phrases) from a group of forty discussion words (from any Talk a Lot unit). Each student should write their fifteen words in private, so that none of the students have got the same fifteen words on their cards.

METHOD:

The teacher, or a volunteer from the group of students, reads out each statement (on p.5.31) – either in order or randomly – and students have to look at the words on their card and cross out each one that the statement applies to. For example, if the statement was: “This word begins with a vowel sound”, students would cross out all of the words on their cards that begin with a vowel sound. If the statement was: “This word is an abstract noun”, students would cross out all of the words on their cards that were not abstract nouns – and so on. Note: it may be necessary to give students a bit of time in between reading the statements, so that they have time to check all the remaining words on their cards. Variation: to make a longer game you could increase the number of words, and to make a shorter game you could simply reduce the number of words.

WINNING:

The first player to cross out all of the words on their card is the winner. The winning card could be checked by the teacher, or an independent adjudicator – depending on how competitive things tend to get in your classroom! If desired, the teacher could keep note of which questions they asked in that round, so that they could spend time discussing the language points raised by the vocabulary words on the winning card with the whole group, and perhaps do some board work.

BENEFITS:

A great warmer or wind-down for the whole class to join in with, generating plenty of practice that is really worthwhile in terms of improving spoken English. Plus the competitive edge makes it fun – something that students will really enjoy playing.

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Talk a Lot

Big Word Game

Talk a Lot Bingo! – Statements

TALK A LOT BINGO! – STATEMENTS:

1. This word is a place.
2. This word has seven or more letters.
3. This word has an adjective form.
4. This word is a concrete noun.
5. This word has four or more vowels in its spelling.
6. This word ends with a vowel sound.
7. This word has a verb form.
8. This word has three or more syllables.
9. This word has four or fewer letters.
10. This word has three or fewer consonants in its spelling.
11. This word has the strong stress on its first syllable.
12. This word does not contain any vowel clusters.
13. This word contains the letter “k”.
14. This word begins with a consonant sound.
15. This word has three or fewer sounds.
16. This word is an abstract noun.
17. This word begins with a consonant sound.
18. This word is an object.
19. This word has one or two syllables.
20. This word has five or more sounds.
21. This word begins with a vowel sound.
22. This word has the strong stress on its fourth syllable.
23. This word begins with a vowel sound.
24. This word does not contain any double letters.
25. This word has only one vowel in the spelling.
26. This word does not contain the letter “a”.
27. This word has six or more consonants in its spelling.
28. This word does not contain the schwa sound: /ə/
29. This word comes before “milk” in the dictionary.
30. This word has a regular plural form.
31. This word has an irregular plural form.
32. This word contains the letter “l”.
33. This word does not contain any consonant clusters.
34. This word contains double letters.
35. This word has the strong stress on its third syllable.
36. This word does not contain the letter “t”.
37. This word comes after “milk” in the dictionary.
38. This word is a person.
39. This word contains a suffix.
40. This word is a countable noun
41. This word has the strong stress on its second syllable.
42. This word contains the schwa sound: /ə/
43. This word is an uncountable noun.
44. There is a smaller word hidden within this word.
45. This word ends with a consonant sound.

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Talk a Lot

Big Word Game

Talk a Lot Bingo! – Bingo Cards



NAME: _____ DATE: _____		

NAME: _____ DATE: _____		

NAME: _____ DATE: _____		

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Talk a Lot

Big Word Game

Talk a Lot Bingo! – Bingo Cards (Print on the Reverse Side)



Talk a Lot

Talk a Lot

Talk a Lot

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**Word Focus
Activity**

Information Exchanges

Contents

Instructions	6.1
Activity Template (Blank)	6.3

Talk a Lot

How to Use

Information Exchanges – Instructions

Information exchanges are a terrific way to get students talking because they can only be completed by students asking each other questions. The objective of each information exchange is for students to find out and write down the information that is missing from their handout, but which their partner has. This objective is complemented by a super-objective – or additional purpose – which is topic-specific. For example, in the “Crime” information exchange in Book 2, students have to find out information about possible suspects in a murder investigation, by exchanging information with their partners – so that they can make a deduction as to who dunnit! In “The Human Body” information exchange – also in Book 2 – students have to find out details about the physical appearance of four different people, so that they can decide who they would most like to swap bodies with for a day... and so on!

Students should work with a partner and not look at their partner’s handout. If they need to know a spelling or look up a word in their dictionary their partner could write the spelling on a separate piece of paper, or better still say it out loud. Do discourage students from simply reading and copying from their partner’s handout – this is Talk a Lot, not Write a Lot!

This activity is also great for practising and consolidating question forms and answers. The teacher should monitor the students as they work and encourage correct question forms, or spend time looking at the question forms for each information exchange on the board, for example:

Topic (from Book 2): “Cars – Buying a Used Car” – sample questions and answers

Student A: “What make is Used Car 1?”	Student B: “It’s a Citroën.”
Student B: “What model is Used Car 1?”	Student A: “It’s a C4 Picasso.”
Student A: “What colour is Used Car 2?”	Student B: “It’s brown and grey.”
Student B: “How many miles has Used Car 2 done?”	Student A: “It’s done 126,001 miles.”
Student A: “What kind of fuel does Used Car 2 use?”	Student B: “Petrol.”
Student B: “How many doors has Used Car 3 got?”	Student A: “It’s got five doors.”
Student A: “Has Used Car 4 got a CD player?”	Student B: “Yes, it has.”

For Book 2 there is a complete list of sample questions and answers for each topic’s information exchange activity in the answer section at the back of the book, along with a completed grid for each activity. For the topics in Book 3 the answers and additional information is included with each handout.

Note: teachers and/or students can make their own information gap activities by using the blank template on p.6.3.

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Talk a Lot

How to Use

Information Exchanges – Instructions

Assessment

Assessment is performed by the teacher checking and correcting during the task, listening for errors that can be dissected later on in a group feedback session, giving individual as well as group feedback, and referring students back to:

- a) the grammar they are learning from forming the sentence blocks, and building sentences
- b) the pronunciation work they are doing using the techniques of connected speech and the IPA

Each student's achievement in this activity is also recorded as part of their overall lesson score (for both accuracy and effort) by the teacher on their course report.

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Talk a Lot

Topic: _____ Question: _____

Student A

Ask and answer questions to complete the gaps, then decide _____

-----✂-----

Student B

Ask and answer questions to complete the gaps, then decide _____

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**Word Focus
Activity**

Multi-Purpose Texts

Contents

Instructions	7.1
Reading Race – Lesson Plan	7.3

Talk a Lot

How to Use

Multi-Purpose Texts – Instructions

The Multi-Purpose Texts are the closest thing you will find to a traditional EFL coursebook-type of activity in the Talk a Lot materials. These handouts are deliberately designed to be multi-purpose (hence the name!) and can therefore be used in lots of different ways, according to the needs of your students and your teaching situation. For Talk a Lot lessons it would be great to use the handouts to improve students' speaking and listening skills, but the handouts can also have value as tools for consolidating material learned during lessons, and for practising students' reading and writing skills (e.g. as homework activities).

Some suggestions for using the handouts:

1. Practise Speaking and Listening Skills

- A reading race between pairs of SS, using the whole text, or part of it. See p.7.2 for a reading race lesson plan.
- Students listen as the teacher reads a version of the text with twenty differences. Students have to spot the differences.
- **Gap-fill Version** –the teacher reads the text, whilst the students listen and write the missing word (or suggest any word that makes sense).
- **Comprehension Questions** – students listen and make notes as the teacher reads the text. They shouldn't write every word, but only the important information, e.g. names, places, dates, etc. Students then compare their notes with a partner or the whole group. The teacher reads the text again and students check their notes and refine them, before comparing them again with their partner or group at the end. Next, the teacher either asks the questions verbally, or gives students the handout with the questions. The teacher checks feedback with the whole group at the end of the activity. With lower level groups it may be necessary to do the reading and note-taking stage a third time. Note: you don't have to use all thirty questions – it depends how much time you want to spend on the activity! Adaptations: i) students (or the teacher) could write their own comprehension questions based on the text and use them for this activity. ii) The teacher could use the comprehension questions to do a traditional quiz – like a TV game show – with two or more teams, each having a buzzer (or bell, or gong, etc.), and buzzing in if they know the answer – without referring to the original text.
- **True, False, or Unknown?** – for this activity the students should be already familiar with the text. All the students stand in the middle of the room (preferably an empty room, or with all the tables and chairs pushed to the sides, so that students can run about). Everybody agrees that one corner of the room means "True", one corner means "False", and a third corner means "Unknown". The teacher shouts out each statement from the handout. The students have to show their answers by running to the correct corner – either True, False, or Unknown. The teacher gives the answer, and any students who get it wrong have to sit out at the side of the room, while the rest continue until either one player is left – the winner! – or the questions have all

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Talk a Lot

How to Use

Multi-Purpose Texts – Instructions

been used up. Adaptation: students (or the teacher) could write their own True, False, or Unknown? statements based on the text before doing this activity.

- Students imagine the scene and act it out (role play) – including what happens before and after, and any scenes that are talked about in the text.
- Students take turns to read the text out loud; the teacher checks pronunciation.
- Students learn the text by heart, with the teacher reading the beginning of each sentence to prompt the students.
- The teacher dictates part or all of the text, whilst the students write it down. The students check what they have written in pairs, then with the text, or they listen again.
- Discussion: talk about the scene. Have the students ever experienced anything like this? What do they think of the characters' actions, feelings, responses, etc.?

2. Practise Reading and Writing Skills

- Students translate the text into their first language(s).
- **Gap-fill Version** – students read and write the missing word (from a few different options or any word that makes sense).
- **Multiple Choice – Use of English** – this is a classic homework activity, but could also be done orally in class.
- **Comprehension Questions** – students write the answers in full sentences for homework.
- **True, False, or Unknown?** – students write the answers (T, F, or U) and justify them with reasons from the original text.
- Students underline different parts of a sentence in the original text, e.g. verbs, nouns, adjectives, etc.
- Students identify verb forms, etc.
- Students write the story in their own words (in English).
- Creative writing: students write “What happens next...”
- One student reads the text to their partner, who writes it down word for word.

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Talk a Lot

How to Use

Reading Race – Lesson Plan

<u>Activity Type:</u>	Noisy, busy, active, yet focused
<u>Level:</u>	Elementary - Pre-Intermediate, depending on the level and length of the text that you use
<u>Skills:</u>	Reading, Writing, Speaking, and Listening
<u>Class Size:</u>	Whole group lesson, e.g. ten students in a group
<u>Time:</u>	50 minutes
<u>Aim:</u>	To practise all of the skills – reading, writing, speaking, and listening; to energise a lethargic class; to encourage pair work
<u>Materials:</u>	Board and pen; several copies of the text (including one for you)

Procedure:

1. Find a short text that's suitable for the level of your group. I used the printable version of a fun story from BBC News, which I found online.
2. Introduce the topic and pre-teach new vocab; try to elicit each new word. For example, in this story I had to pre-teach "London Marathon", "autographs" and "exertions", as well as a few more.
3. Put two (or more) copies of the text on the wall in different locations in the classroom. Explain the task to the class. Students have to work in pairs and their aim is to make an accurate copy of the text. One student goes to it, reads part of it, remembers it, then comes back to tell their partner what they have read, while their partner has to write it down. So, one partner is reading and speaking, and the other is listening and writing. Students should swap roles from time to time during the activity. You could set a time limit, or let the activity flow naturally. The important rules are:
 - a) students must not touch or move the text
 - b) students must not shout at each other across the class
 - c) the person who reads the text cannot write the story, and vice versa
4. When a pair has written the complete story they should read through their copy and check it for grammatical and spelling mistakes. If necessary, one person can go back and check the text on the wall and tell their partner how to make corrections.
5. Next, each pair has to write ten comprehension questions about the text for a different pair to answer. The question types should be:
 - a) x4 wh- questions (e.g. what, who, where, when, etc.)
 - b) x4 yes/no questions (e.g. "Is...?", or "Does...?" etc)

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Talk a Lot

How to Use

Reading Race – Lesson Plan

c) x2 true/false questions

6. Each pair swaps their questions with another pair and the students write answers to the questions. The teacher leads group feedback at the end.
7. The students swap their version of the story with another team and the teacher reads the story as it was printed on the handout. The students have to check the text in front of them for mistakes. They give one point for each deviation from the original text, e.g. a missing word or the wrong kind of article. The pair with the lowest number of points at the end is the winning team!
8. Let the students see the original text so that they can compare it with their work.
9. Optional extension activity: the students have to write down a summary of the lesson: what they did, what they learned, and how they felt about it.

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**Free Practice
Activity**

Discussion Questions

Contents

Instructions	8.1
Activity Template (Blank)	8.2

Talk a Lot

How to Use

Discussion Questions – Instructions

Students work in pairs, with student A asking student B the first question, then student B asking student A the same question, before moving on to the next question. After between 5-10 minutes the students change partners and repeat the process with a different student. Where there are empty boxes on the handout – for example questions 2, 4 and 7 on the “Cars” Discussion Questions handout from Book 2 – the student should write down their partner’s answers. This is partly to encourage the students to focus on the task in hand, and partly so that the teacher, who should be monitoring all the pairs, can see written evidence that the questions have been asked and answered. Depending on the level of the group, before the students move off to work in pairs the teacher should look at the handout with the whole group and ensure that everybody understands the task and vocabulary used in the questions before they begin. For example, the teacher could pre-teach some of the more difficult words and there could be a dictionary race to see which student finds each word the fastest.

Extension activity: pairs that have finished the activity early could think up their own new discussion questions based on the same topic, or the teacher could prepare additional questions for the students, using the blank template on p.8.2.

At the end of the activity the whole group comes back together for group feedback, where the teacher chooses different students to read a question and tell the class both their own answer and their partner’s answer. The teacher should highlight errors that have occurred and elicit the answers from the group. Interesting structures could be explored in more detail on the board, if there is time.

Assessment

Assessment is performed by the teacher checking and correcting during the task, listening for errors that can be dissected later on in a group feedback session, giving individual as well as group feedback, and referring students back to:

- a) the grammar they are learning from forming the sentence blocks, and building sentences
- b) the pronunciation work they are doing using the techniques of connected speech and the IPA

Each student’s achievement in this activity is also recorded as part of their overall lesson score (for both accuracy and effort) by the teacher on their course report.

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Talk a Lot

Topic: _____

Discussion Questions

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

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**Free Practice
Activity**

Agree or Disagree?

Contents

	Instructions	9.1
	Activity Template (Blank)	9.3
How to Give a Small Group or Individual Presentation (Example and Notes)		9.4
How to Give a Small Group or Individual Presentation (Blank Outline)		9.6

Talk a Lot

How to Use

Agree or Disagree? – Instructions

This is a free practice pair-work activity, which is similar to the Discussion Questions activity in that the aim is to give students time to practise their English speaking and listening skills without having to conform to rigid structures (e.g. making the sentence blocks). Students have to read each statement aloud and ask their partner whether they agree or disagree with it, and why. The “why” part is really important because it is here that students will have to produce spoken English to justify their opinions. At the same time, students have to give their own opinion – agree or disagree – and state the reasons why they believe this. Students have to put a tick on the handout for “agree” and a cross for “disagree”. The statements are designed to be deliberately provocative, broad sweeping statements, for example this from the “Money” topic in Book 3:

You're nothing unless you've got cash.

Most students will have an opinion on this kind of statement – either agree or disagree. The aim is, of course, the same as that of all Talk a Lot activities – to get students talking. Some students will need more coaxing than others to produce a coherent reason why they feel as they do, whilst others will gush forth their views. The teacher should help the weaker students to participate and the stronger students not to dominate.

It may be a good idea for the teacher to pre-teach some of the more difficult words on the handout at the beginning of the activity, for example the following words from the “Money” Agree or Disagree? handout:

<u>nouns:</u>	<u>verbs:</u>
cash	earn
success	share
charity	spend
waste	save
stress	lend
salary	steal

You could, of course, explore the sounds and word stress of the words, as well as the spellings. The vocabulary will be on the same topic as the rest of the activities in the lesson, which means that this activity will expand and reinforce what the students are learning about the topic.

Depending on the level of your group, there may be more statements on the handout than you need for the time that you have allotted for the activity, so you could choose a selection of statements for the activity, whether it be five, ten, twelve, whatever.

Extension Activities

- You could hold a class survey on each statement and compile a list of the whole group's answers.
- Students could survey other people – e.g. their family, friends, or other classes within the school.
- The teacher could devise their own Agree or Disagree? statements which are more relevant to their group and teaching situation, using the blank template on p.9.3.

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Talk a Lot

How to Use

Agree or Disagree? – Instructions

- The students could write their own Agree or Disagree? statements in pairs, using the same blank template, and then swap handouts with another pair.
- You could use an individual statement from the handout as the starting point for a class debate between two competing groups – those who agree and those who disagree. (See p.9.4 for more on how to hold a class debate.)
- Students could do some written work for homework, based on the activity, for example, writing why they agree or disagree with some (or all, if they are really keen!) of the statements.

Assessment

Assessment is performed by the teacher checking and correcting during the task, listening for errors that can be dissected later on in a group feedback session, giving individual as well as group feedback, and referring students back to:

- a) the grammar they are learning from forming the sentence blocks, and building sentences
- b) the pronunciation work they are doing using the techniques of connected speech and the IPA

Each student's achievement in this activity is also recorded as part of their overall lesson score (for both accuracy and effort) by the teacher on their course report.

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Talk a Lot

Topic: _____

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. _____	<input type="checkbox"/>	<input type="checkbox"/>
2. _____	<input type="checkbox"/>	<input type="checkbox"/>
3. _____	<input type="checkbox"/>	<input type="checkbox"/>
4. _____	<input type="checkbox"/>	<input type="checkbox"/>
5. _____	<input type="checkbox"/>	<input type="checkbox"/>
6. _____	<input type="checkbox"/>	<input type="checkbox"/>
7. _____	<input type="checkbox"/>	<input type="checkbox"/>
8. _____	<input type="checkbox"/>	<input type="checkbox"/>
9. _____	<input type="checkbox"/>	<input type="checkbox"/>
10. _____	<input type="checkbox"/>	<input type="checkbox"/>
11. _____	<input type="checkbox"/>	<input type="checkbox"/>
12. _____	<input type="checkbox"/>	<input type="checkbox"/>
13. _____	<input type="checkbox"/>	<input type="checkbox"/>
14. _____	<input type="checkbox"/>	<input type="checkbox"/>
15. _____	<input type="checkbox"/>	<input type="checkbox"/>
16. _____	<input type="checkbox"/>	<input type="checkbox"/>
17. _____	<input type="checkbox"/>	<input type="checkbox"/>

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Talk a Lot

How to Use

How to Give a Small Group or Individual Presentation (Example and Notes)

Disclaimer: we at English Banana.com neither endorse nor support the death penalty in any country for any crime. We have used this question as an example to show how it is possible to build an argument when preparing a short presentation. It's a lively subject for a classroom debate because you can almost guarantee that the whole class will have an opinion about it.

Question: Do you think that the death penalty is justified for some crimes?

Introduction: "We agree with the question..."

Short summary of your entire presentation, i.e. your main points with examples, your drawbacks (what critics of your argument would say) and how you would answer your critics.

"We agree with the question because..."

"We will argue that..."

"We will show that..."

"We will discuss..."

Main Point 1: "We want to discourage serious violent crime."

Examples:

1. Terrorism.
2. Serial killers.

Both are examples of serious violent crime for which the threat of the death penalty could be used as a deterrent.

Main Point 2: "It will lead to a reduction in crime, so our streets will be safer."

Examples:

1. Statistical evidence, e.g. from the internet, library, etc.
2. "People have the right to live their lives without the fear of crime." Give examples using "real" people and situations, e.g. a 76 year-old grandmother, a single mum who lives on a council estate, an asylum seeker, etc.

Main Point 3: "It makes economic sense. Fewer people in prisons = money saved."

Examples:

1. "Tax money can be used for other more constructive things, e.g. schools and hospitals."
2. Statistical evidence, e.g. "More and more money is being wasted on building prisons." Describe how the money could be spent more effectively on other public services.

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Talk a Lot

How to Use

How to Give a Small Group or Individual Presentation (Example and Notes)

Drawback 1: "Some would say that..." e.g. "The state has no moral right to kill."

Your answer to this:

1. e.g. "Judges have wisdom to decide which serious offenders should be killed."
2. e.g. "The state is responsible for protecting its citizens from serious violent crime."
3. e.g. "We have to do *something* about serious violent crime. The reintroduction of the death penalty would send a powerful message to criminals."

Drawback 2: "Others would argue..." e.g. "Prison must rehabilitate as well as punish."

Your answer to this:

1. e.g. "Some serious criminals do not want to change and cannot be rehabilitated..." Show evidence, e.g. statistics showing repeat offender rates, etc.
2. e.g. Briefly restate your main points again: discourage serious violent crime, make streets safer, redistribute tax money more effectively, and so on.

Note: the "drawbacks" section means drawbacks to your argument, i.e. the case against your argument. It should be included to show that you are one step ahead of your opponents in the debate, because you have thought about their side of the argument from the outset. However, although in this section you are stating the other side of the argument, you should use this time to expose the weaknesses in their argument and to restate your main points to show that, by comparison, your argument is by far the most sensible one. In fact, your argument is the only rational choice! If both sides do this you should have a really excellent debate!

Conclusion: "We agree with the question..."

Repeat the short summary of your entire presentation that you used for the introduction, i.e. your main points with examples, your drawbacks (what critics of your argument would say) and how you would answer your critics. The deliberate repetition of your main points with examples during the presentation, as well as at the end, should ensure that your carefully thought-out message will be recalled by both your opponents in the debate and your audience.

"We agree with the question because..."

"As you have heard..." "We have argued that..." "We have demonstrated that..."

Finish with a memorable quote or statistic that will reinforce your main points.

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Talk a Lot

How to Use

How to Give a Small Group or Individual Presentation (Blank Outline)

Question: _____

Introduction:

Main Point 1:

Examples:

- 1.
- 2.

Main Point 2:

Examples:

- 1.
- 2.

Main Point 3:

Examples:

- 1.
- 2.

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Talk a Lot

How to Use

How to Give a Small Group or Individual Presentation (Blank Outline)

Drawback 1:
Your answer to this: 1. 2. 3.
Drawback 2:
Your answer to this: 1. 2. 3.
Conclusion:

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**Free Practice
Activity**

Role Plays

Contents

Instructions	10.1
Role Plays – Mood Chart	10.3
Activity Template (Blank)	10.4

Talk a Lot

How to Use

Role Plays – Instructions

Students work in pairs or groups of three to develop and rehearse a short role play with three scenes, based on the information given to them on the handout, which is then performed to the rest of the class. They have to include the title of the outline somewhere in their role play, e.g. Family role play 1 (from Book 1): "You did that on purpose!" The role play can be fully acted out, with props and costumes, or be simply a dialogue that students perform whilst sitting at their desks, but students shouldn't be writing during this activity. Writing can be done at home. In Talk a Lot lessons the focus should be mainly on spoken English. The teacher should always ensure that students understand what they have to do and are confident with the vocabulary used on the role play handout before they begin. The teacher should insist that each group produces three different, distinct scenes, teaching them to think of the role play as three parts of a whole, with a through-line and a logical progression through the scenes, for example:

- Scene 1: Setting up the situation
- Scene 2: Action
- Scene 3: Result

To make this task more challenging, you could agree as a group that all role plays have to include particular things, as well as what is in the outline, for example:

- a) a person's name
- b) a place name
- c) an object (e.g. an aubergine or a giraffe's toothbrush)
- d) a certain phrase
- e) a prop
- f) a costume

The teacher could provide a costumes box and a prop box in the classroom with plenty of dressing up clothes or objects for students to use in their role plays.

If your students particularly enjoy doing role plays, they could try the role play extensions in Books 1 and 2, and those which are included with each handout (for Book 3 onwards), in addition to the role play outlines on the handouts. However, role play must be only one element of a Talk a Lot lesson, i.e. free practice. Make sure that in each lesson there is a balance of activities, for example: **tests**, **sentence block building**, **sentence focus activities**, **word focus activities**, and **free practice activities**.

It's fine too if students want to veer away from the outlines given on the handouts. The aim of the activity is for the students to put the flesh on the bare bones of the outlines. For example, they should suggest character names, place names, names of businesses, and so on. The suggested outlines are only there to get ideas flowing and to get students talking. The teacher could suggest new situations for role plays or more imaginative groups of students could think up new role plays of their own (based on the same lesson topic), using the blank template on p.10.4.

The Mood Chart

Use the mood chart on p.10.3 to add an extra dimension to the role plays. Print the page onto card, cut up the cards and put them into a bag. Each student picks one card – one mood –

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Talk a Lot

How to Use

Role Plays – Instructions

and they have to act out their role play using this mood exclusively. When watching each role play the audience have to guess which moods the actors have picked. In another variation, the audience pick the moods that they want to see used in a role play, or all the groups have to rehearse the same role play using different moods, and the audience have to guess what they are.

Note: the students could also add their own suggestions to the moods given on the Mood Chart.

Assessment

Assessment is performed by the teacher checking and correcting during the task, listening for errors that can be dissected later on in a group feedback session, giving individual as well as group feedback, and referring students back to:

- a) the grammar they are learning from forming the sentence blocks, and building sentences
- b) the pronunciation work they are doing using the techniques of connected speech and the IPA

Each student's achievement in this activity is also recorded as part of their overall lesson score (for both accuracy and effort) by the teacher on their course report.

Because this activity is drama-based, the audience could make their voice heard too, perhaps by giving marks out of ten for each role play based on:

- language accuracy
- effort
- imagination
- best costumes, use of props, lighting, sound, etc.

Or they could give thumbs up (1 or 2) or thumbs down (1 or 2). The audience feedback is just for fun and not to be recorded on each student's course report.

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Talk a Lot

How to Use

Role Plays – Mood Chart

I'm feeling...

nosy	bored	relieved	cheerful
angry	happy	shocked	up
frightened	smug	apologetic	secretive
confused	worried	so so	aggressive
guilty	ecstatic	paranoid	naughty
surprised	energetic	friendly	unwell
depressed	moody	determined	tired
giggly	upset	mischievous	disgusted
<i>My suggestions:</i> _____	_____	_____	_____
_____	_____	_____	_____

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Talk a Lot

Topic: _____

Role Plays

1. Title: _____

Place: _____ Time: _____

Characters: _____

Situation: _____

Scenes: i) _____

ii) _____

iii) _____

If there are three people in the group the third character could be:

a) _____

b) _____

c) _____

2. Title: _____

Place: _____ Time: _____

Characters: _____

Situation: _____

Scenes: i) _____

ii) _____

iii) _____

If there are three people in the group the third character could be:

a) _____

b) _____

c) _____

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C Focus on Connected Speech

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What is Connected Speech?

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Talk a Lot

Focus on Connected Speech

What is Connected Speech? (Student's Handout)

The aim of spoken English is to communicate clearly and efficiently.

We can achieve this by:

- a) stressing the **correct syllables** in the sentence (see sections 12 and 13)
- b) putting the **correct vowel sound** on each stressed syllable (see p.18.6)

Example of Procedure

1. Starting sentence (from Book 2, "Cars"): David is clearing the ice from his car windscreen.

2. Identify content words: David clearing ice car windscreen.

3. Identify stressed syllables: Da clea ice car wind

4. Vowel sounds on stressed syllables: /ei/ /ɪə/ /aɪ/ /ɑː/ /ɪ/
(the **sound spine**)

- c) Once we have the sound spine – the most important sounds in a sentence – we can use **connected speech techniques** (see p.11.3) to join them together as tightly as possible

Connected speech is the term we use to describe a series of techniques that enable us to speak English quickly by joining together words and sounds. If you speak fluently, using the right vowel sounds and stressed syllables, whilst all the time employing the techniques of connected speech, your listener will understand you well and want to keep listening. If you speak in a stop-start or plodding manner, using the wrong stressed syllables – or no stress at all – and incorrect vowel sounds, listening to you will be a chore. It will be too tiring for your listener's ears and brain to keep listening; their attention will start to wander, and they may want to switch off and stop listening to you altogether.

When we speak in English, we don't pronounce words individually – One. By. One – but we join them together and speak with rhythm by stressing the vowel sounds on the stressed syllables of content words in a sentence. This allows us to speak quickly and fluently and be understood, instead of over-pronouncing every word by stating each sound in full, and giving every syllable and word the same level of stress. That would be the equivalent of me writing like this:

DO. YOU. THINK. THAT. THIS. WOULD. BE. A. BRILL. I. ANT. I. DE. A?

No, I thought not!

It's really important to understand and accept that learning the techniques of connected speech is an essential part of learning spoken English. Unless you really wish to end up sounding like a posh BBC Radio announcer from the 1930s, you should begin to use connected speech techniques in your own spoken English. The Connected Sentence Cards (see p.3.1) and Connected Speech Templates (see p.4.1) in Talk a Lot Elementary will give you plenty of practice in understanding and using the techniques of connected speech.

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Talk a Lot

Focus on Connected Speech

What is Connected Speech? (Student's Handout)

Understanding connected speech will also really help you when you're listening to English being spoken – particularly by that bothersome bunch of people who are so difficult to understand: native speakers! So go on, have a go!

As E. M. Forster once wrote in the wonderful novel *Howards End*: "Only connect."

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Focus on Connected Speech

The Techniques of Connected Speech

The main techniques of connected speech are:

Glottal Stops	an empty space without sound, represented in the IPA as /ʔ/
Linking	syllables connect together
Assimilation	a sound changes
Contraction	a word is shortened
Intrusion	a new sound appears – /j/, /w/, or /r/
Elision	a sound disappears
R-linking	syllables connect with /r/ sound

They can easily be remembered using the mnemonic **GLACIER**.

Let's look at each one in turn:

Glottal Stops

The glottal stop, represented by /ʔ/ in the IPA, can replace the “t” sound /t/ before another consonant sound, or replace double “t”. Using a glottal stop instead of double “t” is particularly popular among young people, and can be heard in specific dialects and accents such as London-based accents. Lily Allen is a famous British singer who uses glottal stops a lot in her recordings instead of pronouncing the “t” sound /t/.

For example:

“butter” /'bʌt.ə/ becomes “buh-er” /'bʌʔ.ə/, with a very short pause replacing the “t” sound

“football” /'fʊt.bɔ:l/ becomes “fuh-ball” /'fʊʔ.bɔ:l/

Remember:

It's easier to use a glottal stop than to pronounce /t/ before a consonant sound. Not many English people actually say /'fʊt.bɔ:l/ where you can hear /t/.

Linking

Sometimes it's possible to link one word to the next by joining the sound at the end of the first word to the sound at the beginning of the second word.

For example:

“walked into” /wɔ:k d 'ɪn.tu:/ becomes “walk dinto” /wɔ:k 'dɪn.tu:/

Remember:

It's difficult for English native speakers to fully pronounce two consonant sounds together, e.g. the /k/ and /d/ in “walked” – especially within the space of one syllable, as here. By linking

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Focus on Connected Speech

The Techniques of Connected Speech

the words we can say them separately, whilst also stressing the correct syllables: walked into (stressed syllables are underlined). Linking occurs naturally when a vowel sound meets a consonant sound, and likewise when a consonant sound meets a vowel sound (see p.4.4).

Assimilation

Assimilation means adaptation or adjustment and occurs when two sounds meet that don't flow together easily, e.g. two consonant sounds. The speaker automatically changes one of the sounds to make the words easier to say, by moving their tongue and mouth into position so that they're ready to make the next sound. Let's look at the phrase "eleven minutes", for example. After I have said "eleven" my tongue is behind my front teeth if I pronounce the /n/ sound, which is the wrong position from which to form the next sound, which is /m/. I get around this by changing the /n/ sound to /m/, like this: /ɪ'lev.m 'mɪn.i?z/. (I also replace the last /t/ sound for a glottal stop, which makes the word even easier to say (see above).)

The consonant sounds that you need to watch are /t/, /d/, and /n/ (see table below for examples).

For example:

	before /m/, /b/ and /p/	<u>examples:</u>
/t/	/p/	"meet people" becomes "meep people"
/d/ changes to:	/b/	"good boy" becomes "gub boy"
/n/	/m/	"eleven minutes" becomes "elevem minutes"

	before /k/ and /g/	<u>examples:</u>
/t/	/k/	"got cancelled" becomes "gok cancelled"
/d/ changes to:	/g/	"made clearer" becomes "maig clearer"
/n/	/ŋ/	"own car" becomes "owng car"

	before /j/	<u>example:</u>
/t/ changes to:	/tʃ/	"great year" becomes "grey cheer"

	before /j/	<u>example:</u>
/d/ changes to:	/dʒ/	"walked yesterday" becomes "walk jesterday"

Remember:

The whole point of connected speech is to enable you to speak – and communicate – more quickly and efficiently. It is not necessary in spoken English to pronounce every single consonant! In written English it is, of course, important to spell words correctly with every

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Focus on Connected Speech

The Techniques of Connected Speech

letter in its correct place, but in spoken English fluency and natural speech is paramount, rather than trying to pronounce every single individual sound of every single word.

Contraction

Contractions are the short forms of verb structures, e.g. “she’s” instead of “she is”, or “it’d” instead of “it would”. In spoken English they enable us to say unstressed words (function words, which often have weak stress) quickly, so that the stressed syllables of the content words are emphasised. (See p.12.28 for a full list of contractions.)

For example:

it is > it’s; it has > it’s; you are > you’re; they had > they’d; we will > we’ll; he is not > he isn’t

Remember:

You. Don’t. Have. To. Give. Every. Word. And. Every. Syllable. In. The. Sentence. Equal. Importance. It. Will. Sound. Very. Strange. If. You. Don’t. Use. Sentence. Stress!

Intrusion

This is when a new sound is added between two words – /j/, /w/, or /r/. It happens when a vowel sound at the end of one word meets another vowel sound at the beginning of the next word (see also “R-linking” below).

For example:

see Andrew	becomes	see y andrew	/ˈsiːˈyændruː/
pay up	becomes	pay y up	/ˈpeɪˈyʌp/
snow and ice	becomes	sno w an dice	/ˈsnəʊ.wənˈdaɪs/
no idea	becomes	no w hy dear	/nəʊ.waɪˈdɪə/
blue elephant	becomes	blue w elephant	/ˈbluːˈwelɪfənt/
saw Ian	becomes	soar r ian	/ˈsɔːˈriən/

Remember:

It’s really hard for English native speakers to pronounce two vowel sounds together, so we sneakily slip in a /j/, /w/, or /r/ sound between the two sounds to make the phrase easier to say.

Elision

This happens when a /t/ or /d/ sound at the end of a word or syllable disappears, because it meets a mis-matching consonant sound at the beginning of the next word or syllable.

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The Techniques of Connected Speech

For example:

past life	becomes	pass life	/ˈpɑːsˈlaɪf/
rest stop	becomes	ress top	/ˈresˈtɒp/
bored boys	becomes	bore boys	/ˈbɔːˈbɔɪz/

Remember:

Try to pronounce the sounds /t/ and /l/ one after the other. What is your tongue doing? You're probably getting tongue-tied! How much easier it is, then, to say "pass life" instead of "past life". At the end of saying "pass" your tongue is in absolutely the right position to pronounce the /l/ of "life". How wonderful is that thing known as connected speech!

Note: elision also occurs in **individual words**, notably where consonant sounds /t/, /d/, or /n/ meet another consonant sound that doesn't link together smoothly. For example:

investment	/ɪnˈvest.mənt/	changes to	/ɪmˈves.mənt/
------------	----------------	------------	---------------

The first /t/ sound is lost so that the mouth can more quickly get to the next sound, /m/. (We also use assimilation to change the first /n/ sound to /m/, so that we can more easily pronounce the following consonant sound, /v/.) Elision often occurs in compound nouns, which are words that we've created by shoving together two shorter words, e.g. in "sweatshirt" /ˈswet.ʃɜːt/ we make the middle /t/ sound disappear so that we get "sweh-shirt" /ˈsweʃ.ʃɜːt/, with a glottal stop replacing the /t/ sound. Another example is "wildlife" /ˈwaɪld.laɪf/, which loses the /d/ sound to become "while-life" /ˈwaɪl.laɪf/. Here are some examples of compound nouns where elision removes the /t/ or /d/ sounds. (For more on compound nouns, see p.16.1.)

/t/ sound removed:

basketball	/ˈbɑː.skɪʔ.bɔːl/
flatmate	/ˈflæʔ.meɪt/
fortnight	/ˈfɔːʔ.naɪt/
network	/ˈneʔ.wɜːk/

/d/ sound removed:

breadknife	/ˈbreʔ.naɪf/
speedboat	/ˈspiːʔ.bəʊt/
birdbath	/ˈbɜːʔ.bɑːθ/
friendship	/ˈfren.ʃɪp/

R-linking

The /r/ sound at the end of a word isn't usually pronounced, unless the following word begins with a vowel sound, in which case the /r/ sound can be heard as a link between the two words.

For example:

"His mother isn't..." /hɪz ˈmʌ.ðə ˈɪz.nɪt/ becomes: "his mothe risn't" /hɪz ˈmʌ.ðə ˈrɪz.nɪt/

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Focus on Connected Speech

The Techniques of Connected Speech

Remember:

If we don't link "mother" with "isn't" using the /r/ sound, we have a problem: we have to say two vowel sounds together: /'mʌ.ðə'ɪz.nɪt/, which is unnatural for the English tongue. We don't like to say two vowel sounds together (see "Intrusion", above). It's why we have two indefinite articles and say "an egg" rather than "a egg", for example. R-linking also enables us to further stress the first syllable of the next word, "isn't", which has strong stress.

(Note: R-linking also occurs as **intrusion**, when an /r/ sound is added between two vowel sounds that have to be pronounced together (see above).


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Focus on Connected Speech

The Techniques of Connected Speech – Matching Game

Instructions: cut up some sets of cards – one for each pair or group of students. Students have to match each technique of connected speech (left) with its description (right).

glottal stops 	This sound /ʔ/ replaces /t/ before a consonant sound. <i>For example: "football" becomes "fuh-ball"</i>
linking	A sound at the end of a word joins together smoothly with the sound at the beginning of the next word. <i>For example: "walked into" becomes "walk dinto"</i>
assimilation	This means "adaptation" or "adjustment". When two sounds meet that don't flow together easily, e.g. two consonant sounds, one of them changes to make the words easier to say. <i>For example: "good boy" becomes "gub boy"</i>
contraction	The short forms of verb structures. <i>For example: you are -> you're; they had -> they'd; he will -> he'll, etc.</i>
intrusion	A new sound – /j/, /w/, or /r/ – is added between two vowel sounds to make the transition easier to say. <i>For example: "no idea" becomes "no why dear"</i>
elision	A /t/ or /d/ sound at the end of a word disappears, because the next word starts with a consonant sound. <i>For example: "past life" becomes "pass life"</i>
r-linking	An /r/ sound at the end of a word links with the vowel sound at the beginning of the next word. <i>For example: "pour into" becomes "paw rinto"</i>

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What is Sentence Stress?

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Talk a Lot

Focus on Connected Speech

What is Sentence Stress?

Sentence stress is a natural part of spoken English and students should be encouraged to use it during Talk a Lot courses. English is a **stress-timed language** which is spoken with **rhythm**. This results from strong and weak stresses that are built into both individual words and sentences. How can students recognise stresses in a sentence? The main rules for sentence stress in a *neutral* sentence (one without special emphasis) are as follows:

- i) There are two kinds of word in most sentences: **content words** and **function words**. Content words are words that give the meaning in a sentence, such as **nouns** (e.g. bread), **main verbs** (e.g. eat; note: “be” is an exception because it is a main verb, but is always unstressed), **phrasal verbs** (e.g. put on), **adjectives** (e.g. sliced), **adverbs** (e.g. quickly), **numbers**, **wh- question words** (e.g. what), and **negative auxiliary verbs** (e.g. isn’t). Function words are words that are essential to make the sentence grammatically correct, but that don’t have any intrinsic meaning on their own, i.e. without content words. They are words such as **pronouns** (e.g. she, them), **auxiliary verbs** (e.g. “are” in “They are going...”), **prepositions** (e.g. in, on), **articles** and **determiners** (e.g. a, the, some), **conjunctions** (e.g. and), **quantifiers** (e.g. many), and the **verb “be” when used as a main verb**. English native speakers may automatically *listen to* the content words in a sentence whilst *absorbing* the function words almost subconsciously.
- ii) The strong stresses fall on the content words in a sentence while the weak stresses fall on the function words. If a word has a strong stress in a sentence it is spoken with more emphasis and volume, and more slowly than a word with a weak stress.
- iii) The time between the stressed content words tends to be the same, regardless of how many function words there are between them.

But does sentence stress matter? It’s a difficult area – why not just leave it out? It can be a difficult concept for students to understand – particularly if their first language is not stress-timed, but **syllable-timed**, i.e. in their first language all of the syllables in a sentence are spoken with more or less equal stress (e.g. French or Japanese). Native speakers of English speak quite naturally with sentence stress but if you asked one why they did this they would perhaps be unaware that they were even doing it, and at a loss to explain the rules (unless they had specifically studied the subject). Nevertheless, it is an important aspect of spoken English because **when a student doesn’t speak with sentence stress – or uses incorrect sentence stress – they can be hard to understand, or difficult to listen to, even when what they’re saying is grammatically correct and really interesting** – a situation that can be quite frustrating for students. Understanding sentence stress can also help students to get more out of listening to spoken English.

From p.12.6 you can see the sentence stress in all of the sentence block starting sentences from Books 1 and 2. The words in black are content words, and one of their syllables has a strong stress, whilst the words in grey are function words, and they have weak stress. There are many different ways that teachers can highlight sentence stress during the course of each lesson; below there are a handful of suggested activities to get the ball rolling. Let’s use a starting sentence from the “Music” topic in Book 2 as our first example.

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Talk a Lot

Focus on Connected Speech

What is Sentence Stress?

Example with a Starting Sentence

Marion is singing a song that was written by *George Gershwin*.

This sentence can be “translated” into content words (black) and function words (grey) as follows:

Marion is singing a song that was written by *George Gershwin*.

In this starting sentence the content words are: **Marion** (noun), **singing** (main verb), **song** (noun), **written** (main verb), **George Gershwin** (noun). The function words are: **is** (auxiliary verb), **a** (article), **that** (relative pronoun), **was** (verb “be”), and **by** (passive “by”). If you were to say the content words in order without the function words, your listener could probably work out what you meant:

Marion singing song written *George Gershwin*.

But if you were to say only the function words in order – “is a that was by” – your listener would be totally confused because there’s no meaning! Next, we look for the stressed syllables in the content words. (For more on word stress see p.13.1.)

Marion singing song written George Gershwin.
(Stressed syllables are underlined.)

If we look at the whole sentence again, now we can see the stressed syllables clearly:

Marion is singing a song that was written by George Gershwin.

The rhythm of the strong stresses can also be indicated like this:

Marion is singing a song that was written by *George Gershwin*.
● ● ● ● ● ●

If we add in the other syllables (in grey) we can see the whole sentence in terms of sentence stress:

Marion is singing a song that was written by *George Gershwin*.
● ●

Example with a Complete Sentence Block (from “The Human Body”, in Book 2)

Terry is showing his friends the stitches in his shoulder.
What

The eight sentences of the sentence block can be “translated” into content words (black) and function words (grey) as follows:

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Focus on Connected Speech

What is Sentence Stress?

Terry is showing his friends the stitches in his shoulder.

What is Terry showing his friends?

The stitches in his shoulder.

Is Terry showing his friends the stitches in his shoulder?

Yes, he is.

Is Terry showing his friends his holiday photos?

No, he isn't. Terry isn't showing his friends his holiday photos.

If you were to say only the content words, with rising intonation at the end of the yes/no questions, your listener would probably still get a good idea of your meaning:

Terry showing friends stitches shoulder.

What Terry showing friends?

stitches shoulder.

Terry showing friends stitches shoulder?

Yes

Terry showing friends holiday photos?

No, isn't. Terry isn't showing friends holiday photos.

The rhythm of the strong and weak stresses can be indicated like this (stressed syllables are underlined):

Terry is showing his friends the stitches in his shoulder.

● ● ● ● ● ● ● ● ● ●

What is Terry showing his friends?

● ● ● ● ● ● ●

...and so on.

Activities for Highlighting Sentence Stress

- The teacher models the sentences and students repeat afterwards individually, in pairs, or as a group.
- The students mark on their handout the words in a sentence or sentence block that are content (stressed) and function (unstressed).
- The students record themselves saying starting sentences or sentence blocks with correct sentence stress, then listen back and check their work.
- The teacher (or a partner for pair work) says a starting sentence or sentence block and the listeners have to write only the content words or only the function words from it in the correct order.
- The whole group (or pairs) have to recite sentence blocks (or individual sentences) as somebody claps, with the strong stresses falling on each clap and the weak stresses falling in between.

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Talk a Lot

Focus on Connected Speech

What is Sentence Stress?

- The students have to form starting sentences or sentence blocks when they are given only the content words, or only the function words, and a given verb form.
- The students listen to songs, poems, or limericks and identify the content and function words; then practise repeating the lines with a partner or within the group.
- The students have to recite all the stressed words in a sentence block from memory.
- The students compile a list of content words and function words from a number of different sentence blocks, and put the words into groups according to their use, e.g. “noun”, “main verb”, “adjective”, “pronoun”, “conjunction”, “article”, etc.
- Mumbling game: the students have to say a starting sentence or sentence block, not omitting the function words completely, but mumbling them so that they are barely heard. This can demonstrate quite well how native speakers of English stress the content words – the words which have meaning – but glide over the function words as if they were of little or no importance. (Yet the function words are critically important, particularly in an English language examination situation, because they are the glue sticking the content words together.)
- The teacher writes the content words from one sentence on separate cards (you could use the template on p.12.29 of this book) and the students have to put them in order, then fill in the missing function words.
- Using some, or all, of the starting sentences (from p.12.6), students could look at the content words (in black) and record all of the:

- a) suffixes
- b) compound nouns

- Use the worksheets from pp.12.6-12.27 to create a staged lesson. For example:
 1. give students some sentence block starting sentences from Book 1 or Book 2
 2. ask them to **circle all of the content words** in each sentence
 3. give them pp.12.6-12.8 (or 12.17-12.19) so that they can check their answers
 4. ask them to **underline the stressed syllables** in each content word on these pages
 5. give them pp.12.9-12.11 (or 12.20-12.22) so that they can check their answers
 6. ask them to **write the vowel sound above each stressed syllable** on these pages
 7. give them pp.12.12-12.16 (or 12.23-12.27) so that they can check their answers

Note: The number of sentence block starting sentences that you use will depend on the level of your students and how confident they are with the concepts. This work could also be given for homework.

A Note about Emphasis

Sentence stress can vary according to what the speaker wishes to emphasise. If we wish to stress a particular word or phrase in a sentence, we should make several of the preceding syllables unstressed, so that the syllables that we do stress are emphasised. Let's look at a few examples:

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Focus on Connected Speech

What is Sentence Stress?

i) Alan was taking a box of five hundred brown envelopes to the stockroom when he slipped on a wet floor.

[Neutral – no special emphasis; content words (black) have stressed syllables (underlined), whilst function words are unstressed.]

ii) Alan was taking a box of five hundred brown envelopes to the stockroom when he slipped on a wet floor.

*[It is important **how many** brown envelopes Alan was taking; “box” is unstressed, so that “five hundred” is more prominent.]*

iii) Alan was taking a box of five hundred brown envelopes to the stockroom when he slipped on a wet floor.

*[It is important **where** Alan was taking the box of brown envelopes. “five hundred brown envelopes” is unstressed, so that “stockroom” is more prominent.]*

...and so on.

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Focus on Connected Speech

Sentence Stress in Starting Sentences from Elementary Book 1 (Page 1)

*(Each content word (shown in black) contains one strong stress on a vowel sound.
Each function word (shown in grey) is unstressed.)*

Town

1. Peter walks two kilometres to his office every day.
2. We're waiting patiently for the bus at the bus stop opposite the church.
3. Jennifer bought a couple of cakes at the bakery, then ran to the post office.
4. The department store was opening until 10 o'clock because they were having a massive sale.
5. I've agreed to meet Dan in the old market place outside the library.
6. We could drive to the lake and go fishing.
7. The new optician's next to the bank will open next Friday.
8. If the tennis court is busy we can go to the gym instead.

Food and Drink

1. The best kind of bread is white sliced bread.
2. Michelle is having salad and pasta because she doesn't eat meat.
3. Daniel gave himself the largest portion of ice cream.
4. Ellen was talking about her sister who loves fish and chips.
5. Jenny has just put the cheese in the fridge.
6. Potatoes can be boiled, mashed, fried, chipped, roasted, or oven-baked.
7. We're going to buy some fruit at the supermarket this afternoon.
8. If you eat too much chocolate you will put on weight.

Shopping

1. Emma is the manager of a small Italian restaurant.
2. Simon is visiting the new shopping centre near St. Mark's Road.
3. I used my debit card to buy a pair of shoes for work.
4. Jan was leaving the car park because she had finished her shopping.
5. I've looked everywhere in this shop for a tin of vegetable soup, but I can't find one anywhere.
6. We should take the lift to the fifth floor.
7. After we finish buying groceries we'll go to Nero's for a quick coffee.
8. If the checkout assistant offers to pack my bags I'll let her.

Health

1. Being healthy is very important to me.
2. Sammi is sitting in the waiting room with her mum and brother.
3. I phoned my doctor this morning to make an appointment.
4. Ella was telling the receptionist about her husband's painful arthritis.
5. I've taken two tablets three times a day for a week, but I still don't feel any better.
6. Kenny has to take his prescription to the pharmacy tomorrow.
7. Simon is going to visit the optician's for an eye examination.
8. If you ask the doctor she will give you some good advice about your problem.

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Focus on Connected Speech

Sentence Stress in Starting Sentences from Elementary Book 1 (Page 2)

*(Each content word (shown in black) contains one strong stress on a vowel sound.
Each function word (shown in grey) is unstressed.)*

Transport

1. I usually get the train at 7.28.
2. Gemma is driving to the airport to pick up her grandmother.
3. I flew from Heathrow to Copenhagen last night.
4. Oliver was crossing the road when he was hit by a bus.
5. We've cancelled our flight because our daughter is ill.
6. All passengers must show their passports and boarding passes at the gate.
7. The next train to arrive at platform 8 will be the 9.49 service to Cardiff.
8. If we cycle to work we'll get there in about an hour.

Family

1. My mum lives with her new partner in Brighton.
2. Roberto's daughter is playing with her cousins.
3. Jenna's aunt and uncle visited us in May because they wanted to see our new baby.
4. My sister was walking to the city museum with her children when she saw a fox.
5. The whole family has decided to go on holiday to Florida next year.
6. Your grandma and granddad should think about moving into a retirement bungalow.
7. Sam's brother is going to start university in Edinburgh next September.
8. If our parents get divorced the family will be very disappointed.

Clothes

1. I wear glasses because I'm short-sighted.
2. Harry is trying on a new pair of smart black trousers.
3. Frankie bought herself a new dress and some underwear in the trendiest boutique on Oxford Street.
4. Michael was wearing the yellow and brown striped pyjamas that his grandma had knitted him for Christmas.
5. I have always liked jackets and tops from Marks and Spencer.
6. Stephen has to wear a blue and grey uniform every day for his job as a security guard.
7. We'll have a clearout of our wardrobe to see what we can give away to charity.
8. If you wear a suit and tie to the interview you'll make an excellent impression.

Work

1. Gerry hates working part-time for his dad's furniture business.
2. Helena is hoping to get promoted at the end of the year.
3. When Greg worked for Dell he had to do plenty of overtime.
4. Edward was updating his CV because he wanted to apply for a new job.
5. My friend Jo has been unemployed since last August.
6. You need to ask your manager for a pay rise as soon as possible!
7. I'm going to visit that new employment agency about temporary work.
8. Dave will have to work very hard if he wants to have a successful career in sales.

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Talk a Lot

Focus on Connected Speech

Sentence Stress in Starting Sentences from Elementary Book 1 (Page 3)

*(Each content word (shown in black) contains one strong stress on a vowel sound.
Each function word (shown in grey) is unstressed.)*

Home

1. I live in a small semi-detached house in Manchester.
2. Mark is buying a new washing machine because his old one is broken.
3. When I went to their home Jack and Lisa showed me their new bathroom.
4. Sarah and Noel were watching funny DVDs in their living room for three hours last night.
5. Jason has finished cutting the grass in the back garden.
6. Barry has to do the washing up every night after tea.
7. I'll do the hoovering quickly before I have a bath.
8. If you sell your horrible flat you'll be able to put down a deposit on a nice house.

Free Time

1. I love going to the cinema with my friends, because we always have a good time.
2. Barney and Wanda are enjoying a day out at an amusement park.
3. We went on a camping holiday last summer for two weeks.
4. Chester's son was playing golf badly yesterday afternoon with a few friends from his cousin's bowling club.
5. I have seen Macbeth at this theatre five times.
6. You should do some exercise instead of playing computer games all day.
7. Me, Jess and Casey are going to watch the tennis in the park.
8. If the leisure centre is still open we can all go swimming.

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Stressed Syllables in Starting Sentences from Elementary Book 1 (Page 1)

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Town

1. Peter walks two kilometres to his office every day.
2. We're waiting patiently for the bus at the bus stop opposite the church.
3. Jennifer bought a couple of cakes at the bakery, then ran to the post office.
4. The department store was opening until 10 o'clock because they were having a massive sale.
5. I've agreed to meet Dan in the old market place outside the library.
6. We could drive to the lake and go fishing.
7. The new optician's next to the bank will open next Friday.
8. If the tennis court is busy we can go to the gym instead.

Food and Drink

1. The best kind of bread is white sliced bread.
2. Michelle is having salad and pasta because she doesn't eat meat.
3. Daniel gave himself the largest portion of ice cream.
4. Ellen was talking about her sister who loves fish and chips.
5. Jenny has just put the cheese in the fridge.
6. Potatoes can be boiled, mashed, fried, chipped, roasted, or oven-baked.
7. We're going to buy some fruit at the supermarket this afternoon.
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Shopping

1. Emma is the manager of a small Italian restaurant.
2. Simon is visiting the new shopping centre near St. Mark's Road.
3. I used my debit card to buy a pair of shoes for work.
4. Jan was leaving the car park because she had finished her shopping.
5. I've looked everywhere in this shop for a tin of vegetable soup, but I can't find one anywhere.
6. We should take the lift to the fifth floor.
7. After we finish buying groceries we'll go to Nero's for a quick coffee.
8. If the checkout assistant offers to pack my bags I'll let her.

Health

1. Being healthy is very important to me.
2. Sammi is sitting in the waiting room with her mum and brother.
3. I phoned my doctor this morning to make an appointment.
4. Ella was telling the receptionist about her husband's painful arthritis.
5. I've taken two tablets three times a day for a week, but I still don't feel any better.
6. Kenny has to take his prescription to the pharmacy tomorrow.
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Transport

1. I usually get the train at seven twenty eight.
2. Gemma is driving to the airport to pick up her grandmother.
3. I flew from Heathrow to Copenhagen last night.
4. Oliver was crossing the road when he was hit by a bus.
5. We've cancelled our flight because our daughter is ill.
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Stressed Syllables & Vowel Sounds in Starting Sentences from Elementary Book 1 (Page 1)

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7. The new optician's next to the bank will open next Friday.
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- /e/ /e/ /e/ /ʌ/ /eɪ/ /aɪ/
4. Ella was telling the receptionist about her husband's painful arthritis.
- /eɪ/ /u:/ /æ/ /i:/ /aɪ/ /eɪ/ /i:/ /ɪ/ /əʊ/ /i:/ /e/
5. I've taken two tablets three times a day for a week, but I still don't feel any better.
- /e/ /eɪ/ /ɪ/ /ɑ:/ /ɒ/
6. Kenny has to take his prescription to the pharmacy tomorrow.
- /aɪ/ /ɪ/ /ɪ/ /aɪ/ /eɪ/
7. Simon is going to visit the optician's for an eye examination.
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Stressed Syllables & Vowel Sounds in Starting Sentences from Elementary Book 1 (Page 3)

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4. Oliver was crossing the road when he was hit by a bus.
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5. We've cancelled our flight because our daughter is ill.
- /ɔ:/ /æ/ /əʊ/ /ɑ:/ /ɔ:/ /ɑ:/ /eɪ/
6. All passengers must show their passports and boarding passes at the gate.
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8. If we cycle to work we'll get there in about an hour.

Family

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1. My mum lives with her new partner in Brighton.
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2. Roberto's daughter is playing with her cousins.
- /e/ /ɑ:/ /ɪ/ /ɪ/ /eɪ/ /ɒ/ /i:/ /u:/ /eɪ/
3. Jenna's aunt and uncle visited us in May because they wanted to see our new baby.
- /ɪ/ /ɔ:/ /ɪ/ /i:/ /ɪ/ /ɔ:/ /ɒ/
4. My sister was walking to the city museum with her children when she saw a fox.
- /əʊ/ /æ/ /aɪ/ /əʊ/ /ɒ/ /ɒ/ /e/ /ɪə/
5. The whole family has decided to go on holiday to Florida next year.
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6. Your grandma and granddad should think about moving into a retirement bungalow.
- /æ/ /ɪ/ /ɑ:/ /ɜ:/ /e/ /e/ /e/
7. Sam's brother is going to start university in Edinburgh next September.
- /eə/ /e/ /ɔ:/ /æ/ /e/ /ɔ:/
8. If our parents get divorced the family will be very disappointed.

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Stressed Syllables & Vowel Sounds in Starting Sentences from Elementary Book 1 (Page 4)

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Clothes

- /eə/ /ɑ:/ /ɔ:/ /aɪ/
1. I wear glasses because I'm short-sighted.
- /æ/ /aɪ/ /ɒ/ /u:/ /eə/ /ɑ:/ /æ/ /aʊ/
2. Harry is trying on a new pair of smart black trousers.
- /æ/ /ɔ:/ /u:/ /e/ /ʌ/ /e/ /i:/ /ɒ/ /i:/
3. Frankie bought herself a new dress and some underwear in the trendiest boutique on Oxford Street.
- /aɪ/ /eə/ /e/ /aʊ/ /aɪ/ /ɑ:/ /æ/ /ɪ/ /i/
4. Michael was wearing the yellow and brown striped pyjamas that his grandma had knitted him for Christmas.
- /ɔ:/ /aɪ/ /æ/ /ɒ/ /ɑ:/ /e/
5. I have always liked jackets and tops from Marks and Spencer.
- /i:/ /eə/ /u:/ /eɪ/ /u:/ /e/ /eɪ/ /ɒ/ /ʊə/ /ɑ:/
6. Stephen has to wear a blue and grey uniform every day for his job as a security guard.
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7. We'll have a clearout of our wardrobe to see what we can give away to charity.
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Work

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1. Gerry hates working part-time for his dad's furniture business.
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2. Helena is hoping to get promoted at the end of the year.
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Sentence Stress in Starting Sentences from Elementary Book 2 (Page 1)

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Crime

1. My sister's boyfriend is in prison for arson.
2. Lola and Susan are picking up litter outside the hospital, as part of their community service.
3. Jack was a witness at the trial of his brother Billy last month.
4. Molly's friends were shoplifting at the newsagent's after school.
5. PC Lincoln has arrested Jane five times for various petty crimes.
6. We have to do something soon about the problem of anti-social behaviour.
7. I'm going to get a burglar alarm next week, because I'm really scared of criminals breaking into my home.
8. If we find the defendant guilty, he will go to prison for at least ten years.

Sport

1. Mick plays rugby for the Doncaster Falcons every Saturday.
2. Charlotte is playing basketball with her friends Jules and Mandy.
3. We queued at the stadium for about two and a half hours this morning to get our new season tickets.
4. Jason was running faster than usual because he wanted to beat his personal best.
5. Our team has reached the semi-finals of the women's amateur volleyball championship six times.
6. You should put chalk on your cue fairly often during a game of snooker or pool.
7. I'm going to cancel your subscription to Sky Sports, because you hardly ever watch it!
8. If it rains heavily they will cancel the motor racing.

Music

1. Alex's brother loves listening to rock music on the way to work.
2. Marion is singing a song that was written by George Gershwin.
3. We saw a great jazz concert at the Palace Theatre last night.
4. The audience were getting angry because the band were over an hour late.
5. Two of the strings on my acoustic guitar have just broken.
6. Joanne can play the saxophone really well.
7. This track will take four minutes to download because you have a slow broadband connection.
8. If you're a fan of R & B you will probably also love soul music.

Weather

1. I feel great when the sun shines.
2. David is clearing the ice from his car windscreen.
3. Cathy forgot to take her umbrella with her to work this morning.
4. On the TV weather forecast last night they were predicting sleet and snow for next weekend.
5. The kids have got a bit of a tan by lying on the beach all morning.
6. You need to go to the garage because your fog lamps are broken.
7. They're going to build a massive wind farm on the fields behind my uncle's farm.
8. If it stops raining in a minute we can go out for a walk.

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Sentence Stress in Starting Sentences from Elementary Book 2 (Page 2)

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Animals

1. Peter thinks that gorillas are the most dangerous animals in the world.
2. The spider is spinning a web so that it can catch and eat flies.
3. When I went to Australia I saw some wild kangaroos.
4. Jean was riding her horse in the field for half an hour this morning.
5. We've got three cats, two dogs, and a goldfish called Oscar.
6. The bears at the zoo must be fed at least five times a day.
7. Carol is taking her puppy Goldie for a walk to the fountain after tea.
8. If you don't move out of the way, you'll get stung by that wasp.

Cars

1. Your car is illegally parked in a no parking zone.
2. Sam is sticking to the speed limit because he's already got six points on his licence.
3. My best friend Laura bought a new Mazda CX-7 last weekend.
4. I was wondering whether I could borrow the car for a few hours tomorrow night.
5. Penny has had her blue VW Golf since before her husband died.
6. You should look in your mirrors before indicating.
7. After a few more lessons you will be able to take your driving test.
8. If you break down, wait with your vehicle by the side of the road.

The Human Body

1. I brush my teeth twice a day.
2. Terry is showing his friends the stitches in his shoulder.
3. Last year Robert was the tallest child in Mr. Brown's class.
4. Our legs were aching because we'd just run over ten miles.
5. Veronica's had her nose pierced at that new salon on the corner of Maitland Street.
6. Carrie has to inject herself with insulin three times a day because she's got diabetes.
7. Tracey is planning to have a facelift in August.
8. If you don't wear sun cream your skin will get burned.

Colours and Numbers

1. There are five green apples left in the fruit bowl.
2. Kim is wearing her new orange jacket because she thinks that it goes with her light green skirt.
3. I saw eight kids wearing blue baseball caps on my way to work this morning.
4. Alan was taking a box of five hundred brown envelopes to the stockroom, when he slipped on a wet floor.
5. Eddie has bought his wife a dozen red roses once a month since Valentine's Day.
6. Becky and Jeffrey have to decide between a black Mercedes and a silver Prius.
7. We'll order a couple of white limos from Ellis's to take us to the party.
8. If fewer than forty people come to the opening night, the whole thing will be a disaster.

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Talk a Lot

Focus on Connected Speech

Sentence Stress in Starting Sentences from Elementary Book 2 (Page 3)

*(Each content word (shown in black) contains one strong stress on a vowel sound.
Each function word (shown in grey) is unstressed.)*

Life Events

1. Ken's wife is terminally ill with cancer.
2. Lee is having a party to celebrate his fortieth birthday.
3. Lorna graduated from Hull University last July.
4. I was telling your mother at the funeral how much I miss your Uncle Jim.
5. Ron and Julie have been married for eight years.
6. I can see my kids once a month.
7. Alice is going to be a bridesmaid at Nicky and Ray's wedding in May.
8. If you help me wash the car, I'll give you some extra pocket money.

Nature

1. Theresa walks on the beach every day with her dog Domino.
2. I'm standing in the garden watching the most spectacular sunset.
3. After the storm we saw a rainbow over the field opposite Jessie's farm.
4. We were cycling through the forest last Saturday when we discovered a trail that led to a beautiful lake.
5. I've always wanted to try rock climbing.
6. You must send me some photos from your trip to the ocean, because I'd love to go there myself.
7. Michael and his brothers are going to plant some oak trees on the land next to that patch of yellow flowers.
8. I'll be really happy on Tuesday if our Geography exam is cancelled.

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Talk a Lot

Focus on Connected Speech

Stressed Syllables in Starting Sentences from Elementary Book 2 (Page 1)

(Each content word (shown in black) contains one syllable with a strong stress, which is underlined. Each stressed syllable has one vowel sound. Each function word (shown in grey) is unstressed.)

Crime

1. My sister's boyfriend is in prison for arson.
2. Lola and Susan are picking up litter outside the hospital, as part of their community service.
3. Jack was a witness at the trial of his brother Billy last month.
4. Molly's friends were shoplifting at the newsagent's after school.
5. P C Lincoln has arrested Jane five times for various petty crimes.
6. We have to do something soon about the problem of anti-social behaviour.
7. I'm going to get a burglar alarm next week, because I'm really scared of criminals breaking into my home.
8. If we find the defendant guilty, he will go to prison for at least ten years.

Sport

1. Mick plays rugby for the Doncaster Falcons every Saturday.
2. Charlotte is playing basketball with her friends Jules and Mandy.
3. We queued at the stadium for about two and a half hours this morning to get our new season tickets.
4. Jason was running faster than usual because he wanted to beat his personal best.
5. Our team has reached the semi-finals of the women's amateur volleyball championship six times.
6. You should put chalk on your cue fairly often during a game of snooker or pool.
7. I'm going to cancel your subscription to Sky Sports, because you hardly ever watch it!
8. If it rains heavily they will cancel the motor racing.

Music

1. Alex's brother loves listening to rock music on the way to work.
2. Marion is singing a song that was written by George Gershwin.
3. We saw a great jazz concert at the Palace Theatre last night.
4. The audience were getting angry because the band were over an hour late.
5. Two of the strings on my acoustic guitar have just broken.
6. Joanne can play the saxophone really well.
7. This track will take four minutes to download because you have a slow broadband connection.
8. If you're a fan of R & B you will probably also love soul music.

Weather

1. I feel great when the sun shines.
2. David is clearing the ice from his car windscreen.
3. Cathy forgot to take her umbrella with her to work this morning.
4. On the T V weather forecast last night they were predicting sleet and snow for next weekend.
5. The kids have got a bit of a tan by lying on the beach all morning.
6. You need to go to the garage because your fog lamps are broken.
7. They're going to build a massive wind farm on the fields behind my uncle's farm.
8. If it stops raining in a minute we can go out for a walk.

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Stressed Syllables in Starting Sentences from Elementary Book 2 (Page 2)

(Each content word (shown in black) contains one syllable with a strong stress, which is underlined. Each stressed syllable has one vowel sound. Each function word (shown in grey) is unstressed.)

Animals

1. Peter thinks that gorillas are the most dangerous animals in the world.
2. The spider is spinning a web so that it can catch and eat flies.
3. When I went to Australia I saw some wild kangaroos.
4. Jean was riding her horse in the field for half an hour this morning.
5. We've got three cats, two dogs, and a goldfish called Oscar.
6. The bears at the zoo must be fed at least five times a day.
7. Carol is taking her puppy Goldie for a walk to the fountain after tea.
8. If you don't move out of the way, you'll get stung by that wasp.

Cars

1. Your car is illegally parked in a no parking zone.
2. Sam is sticking to the speed limit because he's already got six points on his licence.
3. My best friend Laura bought a new Mazda C X-Seven last weekend.
4. I was wondering whether I could borrow the car for a few hours tomorrow night.
5. Penny has had her blue V W Golf since before her husband died.
6. You should look in your mirrors before indicating.
7. After a few more lessons you will be able to take your driving test.
8. If you break down, wait with your vehicle by the side of the road.

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2. Terry is showing his friends the stitches in his shoulder.
3. Last year Robert was the tallest child in Mister Brown's class.
4. Our legs were aching because we'd just run over ten miles.
5. Veronica's had her nose pierced at that new salon on the corner of Maitland Street.
6. Carrie has to inject herself with insulin three times a day because she's got diabetes.
7. Tracey is planning to have a facelift in August.
8. If you don't wear sun cream your skin will get burned.

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2. Kim is wearing her new orange jacket because she thinks that it goes with her light green skirt.
3. I saw eight kids wearing blue baseball caps on my way to work this morning.
4. Alan was taking a box of five hundred brown envelopes to the stockroom, when he slipped on a wet floor.
5. Eddie has bought his wife a dozen red roses once a month since Valentine's Day.
6. Becky and Jeffrey have to decide between a black Mercedes and a silver Prius.
7. We'll order a couple of white limos from Ellis's to take us to the party.
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Life Events

1. Ken's wife is terminally ill with cancer.
2. Lee is having a party to celebrate his fortieth birthday.
3. Lorna graduated from Hull University last July.
4. I was telling your mother at the funeral how much I miss your Uncle Jim.
5. Ron and Julie have been married for eight years.
6. I can see my kids once a month.
7. Alice is going to be a bridesmaid at Nicky and Ray's wedding in May.
8. If you help me wash the car, I'll give you some extra pocket money.

Nature

1. Theresa walks on the beach every day with her dog Domino.
2. I'm standing in the garden watching the most spectacular sunset.
3. After the storm we saw a rainbow over the field opposite Jessie's farm.
4. We were cycling through the forest last Saturday when we discovered a trail that led to a beautiful lake.
5. I've always wanted to try rock climbing.
6. You must send me some photos from your trip to the ocean, because I'd love to go there myself.
7. Michael and his brothers are going to plant some oak trees on the land next to that patch of yellow flowers.
8. I'll be really happy on Tuesday if our Geography exam is cancelled.

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Talk a Lot

Focus on Connected Speech

Stressed Syllables & Vowel Sounds in Starting Sentences from Elementary Book 2 (Page 1)

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Crime

- /ɪ/ /ɔɪ/ /ɪ/ /ɑː/
1. My sister's boyfriend is in prison for arson.
- /əʊ/ /uː/ /ɪ/ /ʌ/ /ɪ/ /ɒ/ /uː/ /zː/
2. Lola and Susan are picking up litter outside the hospital, as part of their community service.
- /æ/ /ɪ/ /aɪ/ /ʌ/ /ɪ/ /ɑː/ /ʌ/
3. Jack was a witness at the trial of his brother Billy last month.
- /ɒ/ /e/ /ɒ/ /uː/ /uː/
4. Molly's friends were shoplifting at the newsagent's after school.
- /ɪ/ /ɪ/ /ɪ/ /e/ /eɪ/ /aɪ//aɪ/ /eə/ /e/ /aɪ/
5. P C Lincoln has arrested Jane five times for various petty crimes.
- /uː/ /ʌ/ /uː/ /ɒ/ /æ/ /əʊ/ /eɪ/
6. We have to do something soon about the problem of anti-social behaviour.
- /e/ /zː/ /ɑː/ /e/ /iː/ /eə/ /ɪ/ /eə/ /ɪ/ /əʊ/
7. I'm going to get a burglar alarm next week, because I'm really scared of criminals breaking into my home.
- /aɪ/ /e/ /ɪ/ /əʊ/ /ɪ/ /e/ /ɪə/
8. If we find the defendant guilty, he will go to prison for at least ten years.

Sport

- /ɪ/ /eɪ/ /ʌ/ /ɒ/ /æ/ /e/ /æ/
1. Mick plays rugby for the Doncaster Falcons every Saturday.
- /ɑː/ /eɪ/ /ɑː/ /e/ /uː/ /æ/
2. Charlotte is playing basketball with her friends Jules and Mandy.
- /uː/ /eɪ/ /uː/ /ɑː/ /aʊə/ /ɔː/ /e/ /uː/ /iː/ /ɪ/
3. We queued at the stadium for about two and a half hours this morning to get our new season tickets.
- /eɪ/ /ʌ/ /ɑː/ /uː/ /ɒ/ /iː/ /zː/ /e/
4. Jason was running faster than usual because he wanted to beat his personal best.
- /iː/ /iː/ /e/ /aɪ/ /ɪ/ /æ/ /ɒ/ /æ/ /ɪ/ /aɪ/
5. Our team has reached the semi-finals of the women's amateur volleyball championship six times.
- /ʊ/ /ɔː/ /uː/ /eə/ /ɒ/ /eɪ/ /uː/ /uː/
6. You should put chalk on your cue fairly often during a game of snooker or pool.
- /æ/ /ɪ/ /aɪ/ /ɔː/ /ɑː/ /e/ /ɒ/
7. I'm going to cancel your subscription to Sky Sports, because you hardly ever watch it!
- /aɪ/ /e/ /æ/ /əʊ/ /eɪ/
8. If it rains heavily they will cancel the motor racing.

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Talk a Lot

Focus on Connected Speech

Stressed Syllables & Vowel Sounds in Starting Sentences from Elementary Book 2 (Page 2)

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Music

- /æ/ /ʌ/ /ʌ/ /ɪ/ /ɒ/ /u:/ /eɪ/ /ɜ:/
1. Alex's brother loves listening to rock music on the way to work.
- /æ/ /ɪ/ /ɒ/ /ɪ/ /ɔ:/ /ɜ:/
2. Marion is singing a song that was written by George Gershwin.
- /ɔ:/ /eɪ/ /æ/ /ɒ/ /æ/ /ɪə/ /ɑ:/ /aɪ/
3. We saw a great jazz concert at the Palace Theatre last night.
- /ɔ:/ /e/ /æ/ /æ/ /aʊə/ /eɪ/
4. The audience were getting angry because the band were over an hour late.
- /u:/ /ɪ/ /u:/ /ɑ:/ /ʌ/ /əʊ/
5. Two of the strings on my acoustic guitar have just broken.
- /æ/ /eɪ/ /æ/ /e/
6. Joanne can play the saxophone really well.
- /æ/ /eɪ/ /ɜ:/ /ɪ/ /aʊ/ /æ/ /əʊ/ /ɜ:/ /e/
7. This track will take four minutes to download because you have a slow broadband connection.
- /æ/ /ɑ:/ /i:/ /ɔ:/ /ʌ/ /əʊ/ /u:/
8. If you're a fan of R & B you will probably also love soul music.

Weather

- /i:/ /eɪ/ /ʌ/ /aɪ/
1. I feel great when the sun shines.
- /eɪ/ /ɪə/ /aɪ/ /ɑ:/ /ɪ/
2. David is clearing the ice from his car windscreen.
- /æ/ /ɒ/ /eɪ/ /e/ /ɜ:/ /ɔ:/
3. Cathy forgot to take her umbrella with her to work this morning.
- /i/ /i/ /e/ /ɔ:/ /ɑ:/ /aɪ/ /ɪ/ /i:/ /əʊ/ /e/ /e/
4. On the T V weather forecast last night they were predicting sleet and snow for next weekend.
- /ɪ/ /ɒ/ /æ/ /aɪ/ /i:/ /ɔ:/
5. The kids have got a bit of a tan by lying on the beach all morning.
- /əʊ/ /æ/ /ɒ/ /æ/ /əʊ/
6. You need to go to the garage because your fog lamps are broken.
- /ɪ/ /æ/ /ɪ/ /ɑ:/ /ɪə/ /ʌ/ /ɑ:/
7. They're going to build a massive wind farm on the fields behind my uncle's farm.
- /ɒ/ /eɪ/ /ɪ/ /əʊ/ /aʊ/ /ɔ:/
8. If it stops raining in a minute we can go out for a walk.

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Talk a Lot

Focus on Connected Speech

Stressed Syllables & Vowel Sounds in Starting Sentences from Elementary Book 2 (Page 3)

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Animals

/i:/ /ɪ/ /ɪ/ /eɪ/ /æ/ /ɜ:/
1. Peter thinks that gorillas are the most dangerous animals in the world.

/aɪ/ /ɪ/ /e/ /æ/ /i:/ /aɪ/
2. The spider is spinning a web so that it can catch and eat flies.

/e/ /eɪ/ /ɜ:/ /aɪ/ /u:/
3. When I went to Australia I saw some wild kangaroos.

/i:/ /aɪ/ /ɜ:/ /ɪə/ /ɑ:/ /aʊə/ /ɜ:/
4. Jean was riding her horse in the field for half an hour this morning.

/ɒ/ /i:/ /æ/ /u:/ /ɒ/ /əʊ/ /ɜ:/ /ɒ/
5. We've got three cats, two dogs, and a goldfish called Oscar.

/eə/ /u:/ /e/ /aɪ/ /aɪ/ /eɪ/
6. The bears at the zoo must be fed at least five times a day.

/æ/ /eɪ/ /ʌ/ /əʊ/ /ɑ:/ /aʊ/ /i:/
7. Carol is taking her puppy Goldie for a walk to the fountain after tea.

/əʊ/ /u:/ /eɪ/ /e/ /ʌ/ /ɒ/
8. If you don't move out of the way, you'll get stung by that wasp.

Cars

/ɑ:/ /ɪ/ /ɑ:/ /əʊ/ /ɑ:/ /əʊ/
1. Your car is illegally parked in a no parking zone.

/æ/ /ɪ/ /i:/ /ɪ/ /e/ /ɒ/ /ɪ/ /ɜ:/ /aɪ/
2. Sam is sticking to the speed limit because he's already got six points on his licence.

/e/ /e/ /ɜ:/ /ɜ:/ /u:/ /æ/ /ɪ/ /e/ /e/ /ɑ:/ /e/
3. My best friend Laura bought a new Mazda C X-Seven last weekend.

/ʌ/ /ɒ/ /ɑ:/ /u:/ /aʊə/ /ɒ/ /aɪ/
4. I was wondering whether I could borrow the car for a few hours tomorrow night.

/e/ /æ/ /u:/ /ɪ/ /ʌ/ /ɒ/ /ʌ/ /aɪ/
5. Penny has had her blue V W Golf since before her husband died.

/ʊ/ /ɪ/ /ɪ/
6. You should look in your mirrors before indicating.

/u:/ /ɜ:/ /e/ /eɪ/ /aɪ/ /e/
7. After a few more lessons you will be able to take your driving test.

/eɪ/ /aʊ/ /eɪ/ /ɪə/ /aɪ/ /əʊ/
8. If you break down, wait with your vehicle by the side of the road.

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Talk a Lot

Focus on Connected Speech

Stressed Syllables & Vowel Sounds in Starting Sentences from Elementary Book 2 (Page 4)

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The Human Body

/ʌ/ /i:/ /aɪ/ /eɪ/
1. I brush my teeth twice a day.

/e/ /əʊ/ /e/ /ɪ/ /əʊ/
2. Terry is showing his friends the stitches in his shoulder.

/ɑ:/ /ɪə/ /ɒ/ /ɔ:/ /aɪ/ /ɪ/ /aʊ/ /ɑ:/
3. Last year Robert was the tallest child in Mister Brown's class.

/e/ /eɪ/ /ʌ/ /ʌ/ /e/ /aɪ/
4. Our legs were aching because we'd just run over ten miles.

/ɒ/ /æ/ /əʊ/ /ɪə/ /u:/ /æ/ /ɔ:/ /eɪ/ /i:/
5. Veronica's had her nose pierced at that new salon on the corner of Maitland Street.

/æ/ /e/ /ɪ/ /i:/ /aɪ/ /eɪ/ /ɒ/ /i/
6. Carrie has to inject herself with insulin three times a day because she's got diabetes.

/eɪ/ /æ/ /æ/ /eɪ/ /ɔ:/
7. Tracey is planning to have a facelift in August.

/əʊ/ /eə/ /ʌ/ /i:/ /ɪ/ /e/ /ɜ:/
8. If you don't wear sun cream your skin will get burned.

Colours and Numbers

/aɪ/ /i:/ /æ/ /e/ /u:/ /əʊ/
1. There are five green apples left in the fruit bowl.

/ɪ/ /eə/ /u:/ /ɒ/ /æ/ /ɪ/ /əʊ/ /aɪ/ /i:/ /ɜ:/
2. Kim is wearing her new orange jacket because she thinks that it goes with her light green skirt.

/ɔ:/ /eɪ/ /ɪ/ /eə/ /u:/ /eɪ/ /æ/ /eɪ/ /ɜ:/ /ɔ:/
3. I saw eight kids wearing blue baseball caps on my way to work this morning.

/æ/ /eɪ/ /ɒ/ /aɪ/ /ʌ/ /aʊ/ /e/ /ɒ/ /ɪ/ /e/ /ɔ:/
4. Alan was taking a box of five hundred brown envelopes to the stockroom, when he slipped on a wet floor.

/e/ /ɔ:/ /aɪ/ /ʌ/ /e/ /əʊ/ /ʌ/ /ʌ/ /æ/ /eɪ/
5. Eddie has bought his wife a dozen red roses once a month since Valentine's Day.

/e/ /e/ /aɪ/ /æ/ /eɪ/ /ɪ/ /aɪ/
6. Becky and Jeffrey have to decide between a black Mercedes and a silver Prius.

/ɔ:/ /ʌ/ /aɪ/ /ɪ/ /e/ /eɪ/ /ɑ:/
7. We'll order a couple of white limos from Ellis's to take us to the party.

/ɔ:/ /i:/ /ʌ/ /əʊ/ /aɪ/ /əʊ/ /ɪ/ /ɑ:/
8. If fewer than forty people come to the opening night, the whole thing will be a disaster.

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Talk a Lot

Focus on Connected Speech

Stressed Syllables & Vowel Sounds in Starting Sentences from Elementary Book 2 (Page 5)

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Life Events

- /e/ /aɪ/ /ɜ:/ /ɪ/ /æ/
1. Ken's wife is terminally ill with cancer.
- /i:/ /æ/ /ɑ:/ /e/ /ɔ:/ /ɜ:/
2. Lee is having a party to celebrate his fortieth birthday.
- /ɔ:/ /æ/ /ʌ/ /ɜ:/ /ɑ:/ /aɪ/
3. Lorna graduated from Hull University last July.
- /e/ /ʌ/ /u:/ /ɪ/ /ʌ/ /ɪ/
4. I was telling your mother at the funeral how much I miss your Uncle Jim.
- /ɒ/ /u:/ /æ/ /eɪ/ /ɪə/
5. Ron and Julie have been married for eight years.
- /i:/ /ɪ/ /ʌ/ /ʌ/
6. I can see my kids once a month.
- /æ/ /aɪ/ /ɪ/ /eɪ/ /e/ /eɪ/
7. Alice is going to be a bridesmaid at Nicky and Ray's wedding in May.
- /e/ /ɒ/ /ɑ:/ /ɪ/ /e/ /ɒ/ /ʌ/
8. If you help me wash the car, I'll give you some extra pocket money.

Nature

- /i/ /ɔ:/ /i:/ /e/ /eɪ/ /ɒ/ /ɒ/
1. Theresa walks on the beach every day with her dog Domino.
- /æ/ /ɑ:/ /ɒ/ /æ/ /ʌ/
2. I'm standing in the garden watching the most spectacular sunset.
- /ɔ:/ /ɔ:/ /eɪ/ /ɪə/ /e/ /ɑ:/
3. After the storm we saw a rainbow over the field opposite Jessie's farm.
- /aɪ/ /ɒ/ /ɑ:/ /æ/ /ʌ/ /eɪ/ /e/ /u:/ /eɪ/
4. We were cycling through the forest last Saturday when we discovered a trail that led to a beautiful lake.
- /ɔ:/ /ɒ/ /aɪ/ /ɒ/ /aɪ/
5. I've always wanted to try rock climbing.
- /e/ /əʊ/ /ɪ/ /əʊ/ /ʌ/ /əʊ/
6. You must send me some photos from your trip to the ocean, because I'd love to go there myself.
- /aɪ/ /ʌ/ /ɑ:/ /əʊ/ /i:/ /æ/ /æ/ /e/ /aʊə/
7. Michael and his brothers are going to plant some oak trees on the land next to that patch of yellow flowers.
- /ɪə/ /æ/ /u:/ /ɒ/ /æ/ /æ/
8. I'll be really happy on Tuesday if our Geography exam is cancelled.

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Talk a Lot

Focus on Connected Speech

List of Common Contractions in English

Positive and Negative Contracted (Short) Verb Forms in English – With Pronunciations

Contractions are usually pronoun + auxiliary verb. They are shortened in spoken English because they are usually unstressed **function words**. Other common contractions include: “there is” → “there’s”, negative modal contractions, e.g. “cannot” → “can’t”, question contractions, e.g. “what is?” → “what’s?”, and names, e.g. “Rob is” → “Rob’s”, etc.

“I” – positive

Full Form	Contraction	Pronunciation
I am	I’m	/aɪm/
I have	I’ve	/aɪv/
I had	I’d	/aɪd/
I will	I’ll	/aɪl/
I would	I’d	/aɪd/

“I” – negative

Full Form	Contraction	Pronunciation
I am not	I’m not	/aɪm nɒt/
I have not	I haven’t	/aɪ ‘hæv.nt/
I had not	I hadn’t	/aɪ ‘hæd.nt/
I will not	I won’t	/aɪ wəʊnt/
I would not	I wouldn’t	/aɪ ‘wʊd.nt/

“you” – positive (both singular and plural)

Full Form	Contraction	Pronunciation
you are	you’re	/juə/
you have	you’ve	/ju:v/
you had	you’d	/ju:d/
you will	you’ll	/ju:l/
you would	you’d	/ju:d/

“you” – negative (both singular and plural)

Full Form	Contraction	Pronunciation
you are not	you aren’t	/ju:’wɑ:nt/
you have not	you haven’t	/ju: ‘hæv.nt /
you had not	you hadn’t	/ ju: ‘hæd.nt /
you will not	you won’t	/ju: wəʊnt/
you would not	you wouldn’t	/ju: ‘wʊd.nt/

“he” and “she” – positive (“it” follows the same pattern)

Full Form	Contraction	Pronunciation
he is / she is	he’s / she’s	/hi:z/ / /ʃi:z/
he has / she has	he’s / she’s	/hi:z/ / /ʃi:z/
he had / she had	he’d / she’d	/hi:d/ / /ʃi:d/
he will / she will	he’ll / she’ll	/hi:l/ / /ʃi:l/
he / she would	he’d / she’d	/hi:d/ / /ʃi:d/

“he” and “she” – neg. (“it” follows the same pattern)

Full Form	Contraction	Pronunciation
he / she is not	he / she isn’t	e.g. /hi:’jɪz.nt/
he / she has not	he / she hasn’t	/ʃi: ‘hæz.nt/
he / she had not	he / she hadn’t	/hi: ‘hæd.nt/
he / she will not	he / she won’t	/ʃi: wəʊnt/
he would not	he / she wouldn’t	/hi: ‘wʊd.nt/

“we” – positive

Full Form	Contraction	Pronunciation
we are	we’re	/wɪə/
we have	we’ve	/wi:v/
we had	we’d	/wi:d/
we will	we’ll	/wi:l/
we would	we’d	/wi:d/

“we” – negative

Full Form	Contraction	Pronunciation
we are not	we aren’t	/wi:’jɑ:nt/
we have not	we haven’t	/wi: ‘hæv.nt /
we had not	we hadn’t	/wi: ‘hæd.nt/
we will not	we won’t	/wi: wəʊnt/
we would not	we wouldn’t	/wi: ‘wʊd.nt/

“they” – positive

Full Form	Contraction	Pronunciation
they are	they’re	/ðeə/
they have	they’ve	/ðeɪv/
they had	they’d	/ðeɪd/
they will	they’ll	/ðeɪl/
they would	they’d	/ðeɪd/

“they” – negative

Full Form	Contraction	Pronunciation
they are not	they aren’t	/ðeɪ’jɑ:nt/
they have not	they haven’t	/ðeɪ ‘hæv.nt /
they had not	they hadn’t	/ðeɪ ‘hæd.nt/
they will not	they won’t	/ðeɪ wəʊnt/
they would not	they wouldn’t	/ðeɪ ‘wʊd.nt/

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Sentence Stress – Activity Cards

Instructions: after photocopying this page, write each content word from one starting sentence on separate cards, then cut them out and give them to your students. Working in pairs or small groups, students have to put the words in order, then fill in the missing function words.



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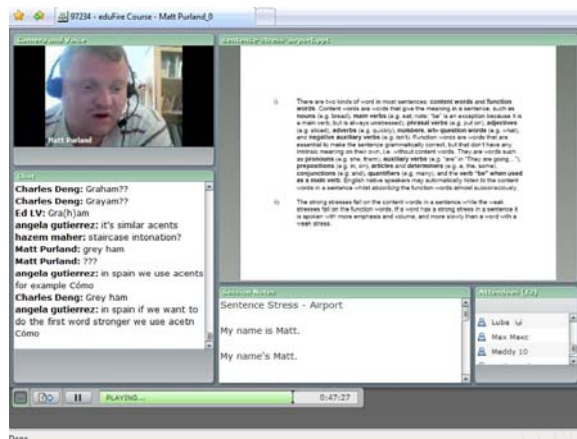
Transcription of an Online Talk a Lot Lesson on Sentence Stress

Talk a Lot Elementary Book 3 – Unit 5: Airport

Introduction

What follows is a complete transcription of a free online lesson that was delivered by Talk a Lot author Matt Purland on Thursday 24th September 2009 at 1pm CET. He used the online teaching platform provided by <http://www.edufire.com> to deliver the lesson, which lasted about fifty minutes and was attended by eleven students, including Angela, Luba, and others who are mentioned below.

The lesson was interactive because the students were able to type answers to Matt's questions in a chat box that everybody could see on the screen. They were able to see Matt talking live on the screen, and get answers to their questions. As well as the live video of the teacher on the screen, the students could follow a Powerpoint presentation, which included material used during the lesson. The still shot from the lesson in progress (right) gives an example of what the participants could see.



The lesson was recorded and later distributed as an episode of the English Banana.com Podcast. You can download the .mp3 file and listen to this lesson in full by clicking this link:

<http://www.englishbanana.com/podcasts/talk-a-lot-lesson-21-sentence-stress-airport.mp3>

You can download the full Powerpoint presentation of the lesson here:

<http://www.englishbanana.com/sentence-stress-airport.ppt>

Transcription

[Podcast introduction] Hello. My name is Matt Purland. I'm an English teacher living and working in Poland. This is a recording of a free lesson that I delivered recently on www.edufire.com. We're using material from the Talk a Lot free spoken English course, which is available to download free from <http://www.englishbanana.com/talkalot/> If you'd like to attend the next Talk a Lot lesson please visit <http://www.edufire.com/englishbanana/> to find out the date and time. And I hope you'll be able to join us then.

Let's start our lesson today. We're looking at sentence stress. And the topic we're looking at is Airport, which is one of the topics in Talk a Lot Book 3. It's the latest one that's being written at the moment. What does it mean sentence stress? Sentence stress. Anybody? Type in the box if you know. What is sentence stress? Do you know? Or what is a sentence? Let's start with that. So type in the box if you know. So a sentence is a group of words. For example, let's start with this example.

"My name is Matt."

"My name is Matt." This is a sentence. It's a short sentence. Sentence stress is about which words in a sentence have stress; are said more strongly or louder than other words. So, in this sentence which words do you think are more important than the others? Which words are more important? So, Luba's saying "name" and "Matt". So in this sentence I would stress

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“name” and “Matt”. These are words which we call content words. They have some meaning. Or a dictionary meaning. I wouldn’t say for example:

“My. Name. Is. Matt.”

That’s everything stressed the same. But I would say, “My *name* is *Matt*.” Or even with contraction: “My *name’s* *Matt*”. OK. Let’s start at the beginning with this then. We’re going to look at content words. Content words are words in the sentence that have meaning; that have their own meaning in the dictionary. For example, if I said to you “name”, then you’d know what it means. “Name.” So content words are things like nouns, verbs, adjectives, adverbs, numbers, words that have meaning on their own outside the sentence.

Type in the box please, for example, some nouns. What does it mean noun? Type in the box just for example, any nouns. “Tree”. OK. “Sound”. “Mic”, or “microphone”. “Car”. “Computer”. “Water”. So these are nouns. Things we can either see or can’t see, such as abstract nouns, like “peace” or “sound”, is something we can’t see. “Freedom”. Good example. So nouns are things that we can either see or touch, or maybe things that are just abstract. OK. Like for example “freedom”.

Next one. Verbs. Type in the box some examples of verbs. Any verbs. “Speak”, “go”, “love”, “study”, OK. Any more? So, we’re talking about main verbs. The main action in the sentence. These are content words. Nouns, main verbs, such as the ones we’ve just heard.

Adjectives. What about adjectives? What are they? Adjectives. “Beautiful”, says Luba, “green”, “nice”, “slow”, “new”, very good. “Lovely”. So, what do adjectives describe? What do they describe? Adjectives describe nouns. Very good, Ed. Thank you. Nouns, main verbs, adjectives. These are content words. Words which have a meaning in the dictionary, and a meaning apart from the sentence.

What about then adverbs? Adverbs. Can you think of any examples of adverbs? “Slowly”, “well”, “fastly”? No, we can’t say “fastly”. “Fast” is better. “Nicely”. Ed’s saying anything with “-ly” suffix. Yeah. “Quick” can be adverb; “quickly” as well, “slowly”. OK. So what does an adverb describe? An adverb describes the verb. So, how we’re doing something. How we’re doing it. An adjective describes the noun. The things. And adverbs describe the verbs. OK. Numbers as well, I think we know what they are. I don’t need to say that. One, two, three, for example. Words that have a meaning on their own outside of a sentence. OK. Content words.

The other words we’re looking at are function words. Function words. Any examples? Maybe you already know about this. Function words. So, for example, prepositions, articles, auxiliary verbs, and verb “to be” – these are function words. Type in the box for me some examples of prepositions, just for example. Just for example. Prepositions. So, “on”, “at”, “from”, “under”; they’re describing where something is – the place or the time, maybe something like that.

Articles. What are articles? Articles, for example, “the”, “a”, and “an”. So we’ve only got three articles in English, thank goodness. Articles. Determiners. For example, “some”, “many” – determiners. What does it mean auxiliary verbs? Auxiliary verbs? “Do”, “be”, “have”. OK, these are good auxiliary verbs. Good examples. “Should” – so modal verbs as well. “Can”, “might”, “could”, “must”, but what’s the difference between auxiliary verbs and main verbs? [Pause.] Auxiliary verbs don’t mean what they usually mean, Luba. They don’t mean. What do

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they mean then? So what do they mean? [Pause.] Modal verbs are auxiliary. Oh, auxiliary means helping, doesn't it, helping. It's sort of assisting. Helping verbs. They help other verbs to make the tenses. To make the tenses. So if you making a tense with a sentence with present continuous you need to use "be" as auxiliary verb, like: "I am talking to you now". "I'm talking". "Be" is an auxiliary verb. Doesn't have any meaning in the sentence. It doesn't have any meaning, but it's just there to make the grammar. Just to make the grammar. OK, and the main ones are: "be", "have", "do", and then the modal verbs as well. OK.

Also function words, things like... verb "to be" – it's never stressed either, so we can include verb "to be" – even when it's a main verb we can use it as a function word. So, really this is the main point. This is the main point of the lesson. And in fact it's the most important point of any lesson to do with spoken English that I've ever taught, because it's the most critical thing to know, the difference between content words and function words. If we're just using all words together with the same level of stress, then our English will stay very strange, very static, very foreign. We need to know in a sentence which words are content words and which are function words. You can do this with any sentence. Find a sentence in English, look at it, and underline the content words. Nouns, main verbs, adjectives, adverbs, numbers, and any word that has a meaning apart from the sentence. Away from the sentence. And function words are the little words, the short words: prepositions, articles, determiners, auxiliary verbs, and verb "to be". These are words that are contracted and squeezed together. OK. So this is the introduction to the lesson. Let's look at the Powerpoint together. This comes from the title of the Talk a Lot Handbook, which you can download from <http://www.englishbanana.com>

"Success in spoken English lies in stress and vowel sounds." Stress and vowel sounds. OK? "Specifically, getting the correct vowel sounds on the correct stressed syllables in a sentence, and then joining them together."

So this is what we learn to do on Talk a Lot courses. And also through the Handbook, it gives you a lot of practice for doing this. The first thing we need to do in a sentence is identify, is find, content words and function words. OK. After we've done that we can look for the stress – the stressed syllable – in each content word. And after that look for the vowel sound. If we know that, then our pronunciation will really improve. And will be much clearer. If we don't know that, then our pronunciation and stress can be very mixed, and quite difficult to understand. Let's look at another extract from the book, Talk a Lot Handbook:

*"There are two kinds of word in most sentences: **content words** and **function words**. Content words are words that give the meaning in a sentence, such as **nouns** (e.g. bread), **main verbs** (e.g. eat; note: "be" is an exception because it is a main verb, but is always unstressed), **phrasal verbs** (e.g. put on), **adjectives** (e.g. sliced), **adverbs** (e.g. quickly), **numbers**, **wh- question words** (e.g. what), and **negative auxiliary verbs** (e.g. isn't). Function words are words that are essential to make the sentence grammatically correct, but that don't have any intrinsic meaning on their own, i.e. without content words. They are words such as **pronouns** (e.g. she, them), **auxiliary verbs** (e.g. "are" in "They are going..."), **prepositions** (e.g. in, on), **articles** and **determiners** (e.g. a, the, some), **conjunctions** (e.g. and), **quantifiers** (e.g. many), and the verb **"be" when used as a main verb.**"*

So, these are the little words that fall in between the content words. These are the words that cause all the problems with grammar. With tenses. And really make things difficult for

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students of English. If we just had content words I think your life would be easier in the English class. OK, so let's continue then.

"The strong stresses fall on the content words in a sentence while the weak stresses fall on the function words."

OK. Sometimes we stress a function word if we want to stress something particular, so intonation means that I want to focus on something particular in the sentence. [But] I'm talking about everyday, normal stress without particular intonation.

I'll have a deep breath there! Let's continue then with the sentence from Airport. Airport. This is going to be the new topic from Talk a Lot, available next month I would imagine. These are sentence block sentences, so you can also use them to make sentence blocks, if you know how to do that.

"Graham flies about three or four times a year."

If you're using this as a sentence block, I think you could use maybe "How many?" "How many times does Graham fly...?" for example. Let's look at this sentence. This is a normal sentence isn't it? What tense is it, this sentence? What is the tense here? "Graham flies about three or four times a year". Present tense. OK, but which one? Present what? Present continuous? [Pause.] Present simple. Thanks, Gruba, for helping us. So, present simple. Graham flies... Listen to how I say it. And I will speak quickly, how I would normally speak to an English speaker: *(rapid speech)* "Graham flies..."

Can you hear how some of the words are stronger or louder than the others? Some of the words are stressed. Yeah, Hassan can. Looking at the sentence then we have to break down, try and imagine it in two groups: words which have stress – words which are content words – and words that are function words. OK. When you look at the sentence, try to imagine content words being bold, like black letters. Just try to imagine that now. Which words then are content words? "Graham". "Flies". "Three". "Four". "Times". "Year". OK. "Graham". "Flies". "Three". "Four". "Times". "Year". These are the content words. So which are the function words? Function words. "About." So, preposition. "Or", the conjunction. And also "a" – article. So, "About." "Or." "A." If I read you the sentence without these function words, can you still understand me?

"Graham flies three four times year."

Can you understand the meaning of the sentence? Yes, Luba can. Ed can. OK. So these are the most important words in the sentence. These have meaning. These carry the meaning of the sentence. "Graham flies three four times year". These are the words we want to hear in the sentence: nouns, main verbs, numbers, adjectives, adverbs, you know, this kind of thing.

Let's look at the words that we missed out. Function words. "About", "or", "a". If I said to you, "Hey, Angela, about or a!" Do you understand me, what I mean? [Pause.] Yes? So, some confusion here. [Pause.] No. Exactly. So, if I just said to you: "About or a", it's not a sentence, because there's no meaning. There are no words that have any meaning in this sentence. It's just function words. OK. Good, Angela. So, there's no verb. We always have to have a verb in an English sentence. There's no noun. There's nothing. There's no meaning. Good. So,

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“Graham flies three four times year”. These words have meaning, and so the content words are stressed in the sentence. The content words are stressed, and the function words are not stressed.

What does it mean... what does it mean then? [Pause.] I have to look for the stress in each content word. The stressed syllable. If the word has more than one syllable, I need to find which one is stressed. So, Graham. Graham. Graham. How many syllables are there? Graham. Two syllables, thank you Cristina. So, Graham. Which one is stressed. Which one is louder than the other? Graham. *Graham*. DUH-duh. So, I'm stressing the first. Very good everybody. I'm stressing the first syllable. It's something like this: big O, small o. [The stress pattern in the word *Graham* = Oo.] If I want to show it like that. *Graham*. DUH-duh. DUH-duh. “Graham flies three four times year”. OK. The rest of this is quite simple because all the other words – content words – have only one syllable. So the stress is on the whole syllable. “*Graham flies about three or four times a year*”.

It's not about saying it quickly, and speaking quickly, it's not really. Although you *can* speak quickly if you want to. It's about stressing the right syllables. Stressing the right syllables. That means not stressing function words, articles, prepositions, but stressing nouns, verbs, and so on. Content words. And if you've got a word that's longer than one syllable, looking for the stressed syllable. *Graham*. I don't say Gra-HAM, Gra-HAM, Gra-HAM. “Gra-HAM flies...” No. Not Gra-HAM flies, but GRA-ham. So, it's the name of somebody. It's somebody's name, Charles. *Graham*. It's a male person. It's a man. I can't say Gra-HAM. Gra-HAM! “Gra-HAM flies...” No. Because the accent is on the first syllable. OK. So if I get the wrong syllable for the accent, or stress, it makes it harder to understand me. If I'm telling you, “Gra-HAM. Gra-HAM flies...” What? What did you say? What did you say? “Gra-HAM?” What, “grey”, as in the colour? “Ham”, as in the meat? What do you mean? Accent is so important in English. It's so important. And it leads to a lot of confusion, if we're using the wrong stress, or the wrong accent.

You can find out where the strong stress is in every word by checking in your dictionary, and it will show you the phonetic spelling, and which syllable is stressed. So, GRA-ham. GRA-ham. OK. “Graham flies about three or four times a year”. The other words in the sentence – the other words, that's the function words – I have to say more quickly. I have to say more quickly, or more quietly, with less stress. I have to make a contrast between them. You know, three or four, three a four. “A”. I'm only saying “a”. I'm not pronouncing “orrrr”. “Three orrrr four times aaaa year”. No. “Three a four”; “three a four”; “three a four times a year”. “A year”. “A year”. Very quickly with the function words. “Graham flies about three a four... three a four... three a four...” “A”. I'm using the weak stress schwa sound for “or”. It's the weak form of the word. If you look in the Talk a Lot Handbook you will see a long list of weak forms. I can do this, not because I'm an English teacher (that I'm allowed), but I can do it because these words are not stressed. They're function words. I have to squeeze them together. I can't get rid of them. I can't delete them, and just say, “Graham flies three four times year”. I can't really delete them, because then it would be a mistake. It would be an error. But, I can reduce them... is the word. Reduce. Make them shorter. Make them quicker. So they don't stand out. “Three or four times a year”. “Three or four times a year”. “Three a four”. “Three a four”. “Three a four”.

Reduce, reduce, reduce. That's what you should do with function words in a sentence. Try with your own sentences. Say them more quickly; but it's fine to do it when you're speaking in

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English because they're not stressed, and they shouldn't have stress. "Three. Or. Four. Times..." No. "Three a four times a year". Can you hear the rhythm? "Three a four". Imagine like the mountain range. Up, down, up, down, up, down. English goes up and down. Du dUH, Du dUH, Du dUH. Let's think of a good example for that. For example, this sentence. Let's try saying this. Try saying it to yourself:

"I'd like to eat a plate of sweets."

Du dUH, Du dUH, Du dUH, Du dUH. OK. So there's some similarities in Spanish, Angela's saying here. "I'd like to eat a plate of sweets." Du dUH, Du dUH, Du dUH, Du dUH. What's the main verb here? What's the main verb? Eat. OK, and also...? So we've got two. Two verbs. Two main verbs. "Like" and "eat". Which are the nouns? Type in the box. "Plate". Good, Hassan, and "sweets". OK. So all the other words are not stressed. Look at the sentence and try... and in your mind make the words, the main content words, in bold, if you like. So, we've got "like, eat, plate, sweets". If I just said this to you, you could probably understand me, what I meant, right? "Like, eat, plate, sweets". Maybe you don't know who, because there's no pronoun, and there's no person. But this demonstrates the rhythm of English, and how the function words can fall into the holes, into the gaps between the content words. "I'd like to eat a plate of sweets." Du dUH, Du dUH, Du dUH, Du dUH. And of course, it doesn't always sound like that, exactly. Because we've got many combinations of words and syllables. But this is for example. OK. So, if you are just saying: "I'd. Like. To. Eat. A. Plate. Of. Sweets. Teacher! I'd. Like. To. Eat. A. Plate. Of. Sweets". "Would. You? O. K. Then. Here. You. Are. Then". It's not English. It's not English, because there's no rhythm and there's no sentence stress – that's why I said earlier, the most important lesson you can learn from this is how to separate content and function words, and notice then that content words have stress. Function words don't. OK. So, that's another example.

"Graham flies about three or four times a year."

Let's continue a little bit more with Graham, and then we'll take some questions towards the end. Now you can see in this sentence, the content words are bold. "Graham flies about three or four times a year". I'm not saying it particularly fast. I'm not speaking quickly, but I'm stressing the right words, the right syllables. I'm not saying "Gra-HAM". "Gra-HAM flies..." because it's the wrong stress. "Graham". "Graham flies..." "Graham flies about three or four times a year". So I've identified the stresses.

"Graham flies about three or four times a year."

It's maybe not the best example, because all the other words are one syllable. But you can see here some other examples. [On the Powerpoint presentation students could read the other sentence block starting sentences from the Airport unit.] Underline the stressed syllable. Let's look at the second example. Number two. So you've got the words which are content words in bold. The function words are grey. The stress in each content word is underlined:

"Keith is flying economy class today, because he can't afford an upgrade."

And this is standard in all Talk a Lot materials. You could download any unit from Book 3 and you will see this. So the stressed syllables here: "Keith", "fly", "con", "class", "day", "can't", "fford", "up". If you're getting this right, if you're getting the stressed syllables right, your

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pronunciation will be good, and the person listening will understand you. If you're getting some of these stresses wrong, like here, "e-con-O-my class..." What? I didn't hear the right stress. So you put up a barrier between me and you. "e-con-O-my"? No, "e-CON-o-my". "Economy class". Oh, right. *Economy* class. So you have to underline the stress and use the correct stress. "Flying". "Flying". It has to be the first syllable, because "-ing" is never stressed. It's a suffix, and these are never stressed. We go into detail in the handbook about this. "Flying". "Playing". "Looking". "Seeing". "Reading". "Going". It's always going to be stressed on the first syllable. I can't saying "fly-ING". "-ing" is a suffix and it's not stressed. "e-CON-o-my class". "Today". "Today". Not "TO-day". "TO-day, teacher!" No. "T". [*pronounced like the consonant sound /t/*] "T". Even without a vowel sound. The function words can be reduced. We can reduce them. "T-day". "Because he can't afford an upgrade". "An up-GRADE"? No. "UP-grade". "UP-grade" is correct, in the same way that "GRA-ham" is correct, or "e-CON-o-my class" is correct. "e-con-O-my"? No, it's not "e-con-O-my", for example. "e-CON-o-my". It's four syllables. You've got a one in four chance of getting it right, if you don't know the stress. But when you're learning the word, learn the stress as well. Don't just guess it. Look in your dictionary, see the phonetic spelling and which syllable is stressed. It'll be marked with the little mark that looks like an apostrophe. I can't show you here, because we haven't the phonetic symbols, but "e-CON..." "e-CON..." The "con" will have the little mark in front of it, like an apostrophe. "e-CON-o-my".

The ultimate goal here is to look at the sentence and identify the vowel sounds. That's why I'm talking about vowel sounds. Each stressed syllable has a vowel sound. The stress is on the vowel sound:

/eɪ/ /aɪ/ /i:/ /ɔ:/ /aɪ/ /ɪə/
Graham flies about three or four times a year.

/i:/ /aɪ/ /ɒ/ /ɑ:/ /aɪ/ /ɑ:/ /ɔ:/ /ʌ/
Keith is flying economy class today, because he can't afford an upgrade.

"GRA-ham". "Gray". "Ay". "Graham". If I get confused and say "GRA..." [*as in the short vowel sound /æ/*] "GRA-ham". Then what? I don't understand you. It's a barrier between us. "GRA-ham"? No, the correct vowel sound is "ay". So it must be "GRA-ham" [*the diphthong sound /eɪ/*]. "Keith is flying". "Flying". "I". "I" [*the diphthong /aɪ/*]. And you can see here the phonetic symbols. "I". If you said "Keith is fleeing", "fleeing", then it's a different verb. The verb "to flee", and it means running away. So, straight away we've got confusion if you don't know the vowel sound. You should learn for every content word the stressed syllable and the vowel sound. I can't stress it enough! "Keith is flying economy". "Economy". Probably you will guess the "o" sound [*the short vowel sound /ɒ/*] because of the spelling. "Economy class today". "Today". "To die"? "To die"? It's a different verb in English – "to die" – isn't it? It means to stop living. "To die"? No. "Today". "Today". It doesn't matter about the "t" because there isn't a vowel sound at all, because it's not stressed, it's weak form, it's functional. "T". [*The consonant sound /t/*] "Today". But "day" has to be the "ay" sound. "Day" has to be the "ay" sound. "Because he can't afford an upgrade". "UP-grade". "OOP-grade"? "OOP"? "OOP"? Like "book"? [*The short vowel sound /ʊ/*] No. "Up". "Up". Like "uh", the sound in the phonetic alphabet that is "uh". [*The short vowel sound /ʌ/*]

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Talk a Lot Elementary Book 3 – Unit 5: Airport

That's why we said at the beginning of the lesson, "success in spoken English lies in stress and vowel sounds. Specifically getting the correct vowel sounds on the correct stressed syllables in the sentence." Practise on your own, or with a friend, or with your teacher. Take any English sentence. Separate it into content words and function words, and then look for the stress on the content words – which syllable is stressed? Only one per word. Only one has the strong stress. Then think about what is the vowel sound. Try to learn the phonetic alphabet. It will take you maybe one week, if you're using flashcards, but after that it'll be useful every day for a lifetime. So you have to learn that. Think about what is the vowel sound, and then practise it. And then all the other syllables in between can be squeezed together. Just squeeze them; reduce them as far as possible, and then you'll be stressing the correct things, and your pronunciation will improve. This is really an introduction, and after this there's nothing more to do than simply practise it and try it.

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What is Word Stress?

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What is Word Stress?

Every word in English has one syllable with a stronger stress than that of the others. English is a stress-timed language, which means that we speak with rhythm, pronouncing the stress in each content word. For example, in the word “teacher”, the first syllable is stressed and the second syllable is unstressed. (See p.12.1 for more on content words.) The strong stress always falls on a vowel sound. But which syllable and sound is stressed in each word?

There are many complicated and obscure rules for finding word stress in English words, like:

“Two-syllable adjectives (without prefixes) are always stressed on the first syllable (or sometimes the second if the word begins with a vowel), unless there is an “R” in the month, or it’s later than 8pm in the evening on a market day (during a wet fortnight in Wales)...” etc.

OK, I’m only joking, but perhaps you can see what I’m trying to say here! Students can, of course, explore word stress in more detail at their leisure (the bibliography on p.x could help). However, in this handbook I would like to highlight a few dead-cert rules:

1. First Syllable Drift

In English most words tend to be stressed on the first syllable. Around 83% of the 1,000 most commonly-used words have Germanic origin, which is where this tendency comes from¹. For example, of the 201 single discussion words with two or more syllables in Talk a Lot Elementary Book 2, 154 were stressed on the first syllable – that’s 77%. For more analysis of discussion words from this book, see p.13.3.

2. Suffixes

Suffixes are the end parts of words, like -able (**believable**), -ful (**helpful**), -ing (**eating**), -ment (**arrangement**), etc. Suffixes are almost always unstressed, so if students find a two syllable word with a suffix, e.g. “playing”, they can be 99% sure that the first syllable is stressed: **playing** = /'pleɪj.ɪŋ/ As if this information wasn’t already a big enough help for working out word stress, there are many common suffixes where the strong stress is always on the preceding syllable, for example: -able, -ation, -asion, and -ment. For more examples, see p.15.4. As with most things in English grammar there are a few exceptions to the rule, e.g. words ending in certain suffixes are always stressed **on** the suffix (see p.15.4). For example, words ending in “-ee”, like referee /ref.ə'ri:z/, are always stressed on the suffix. For more on suffixes see p.15.1.

3. Compound Nouns

Compound nouns are nouns (things) that consist of two words together, for example: baseball (base + ball), guidebook (guide + book), popcorn (pop + corn), and wheelbarrow (wheel + barrow), etc. Compound nouns are almost always stressed on the first syllable, so if students find a new word which is a compound noun, like “strawberry”, they can be 99% sure that the first syllable is stressed: strawberry = /'strɔ: b.ri:z/ There are, of course, a few exceptions to

¹ M. Celce-Murcia, D. M. Brinton, J. M. Goodwin, *Teaching Pronunciation*, CUP, 1996, p.133

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What is Word Stress?

the rule, for example: loudspeaker /laʊd'spi:k.ə/ and policewoman /pə'li:s.wʊ.mən/, which are both stressed on the second syllable. For more on compound nouns see p.16.1.

4. Prefixes

Prefixes are the beginning parts of words, like **anti-** (which means *against*), **multi-** (which means *many*), **pre-** (which means *before*), and **tele-** (which means *remote*). There aren't really any word stress rules for prefixes: sometimes they are stressed, sometimes they are not. We can see some patterns, though, for example a group of two-syllable *homographs* which can be both verbs and nouns, and which are stressed on the first syllable if they're nouns, and on the second syllable if they're verbs (see p.14.3). Despite prefixes not helping us much with working out word stress, it's generally good for students to learn how to identify them, partly because they can give clues about the meanings of words (e.g. "mini" = small, so "minibus" = small bus). There are some activities about prefixes in section 14 (from p.14.1).

In summary then, most words in a normal English sentence will fall into one of three categories:

- i) one-syllable words – the stress falls on the only vowel sound in each word
- ii) words with suffixes – for two syllable words the stress falls on the first syllable; for longer words, we know that the suffix is almost always unstressed
- iii) compound nouns – the stress almost always falls on the first syllable

For examples of this, see the analysis of discussion words from Talk a Lot Elementary Book 2 on p.13.3, and the analysis of a newspaper article on p.13.7. Students can use this information to help them when working out word stress. When you factor in that most English words are stressed on the first syllable it's possible to correctly guess the word stress of many words that you don't already know. In short, if a student is unsure of where the word stress falls, and they don't have time to look up the word and check the stress mark in their dictionary, they should go for the first syllable to have a good chance of getting it right.

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Analysis of Discussion Words in Elementary Book 2

(Reference: *Talk a Lot Elementary Book 2*, pp.147-151)

Aim: to identify word stress in each of the discussion words in Book 2. *Note: all of the words are nouns.*

Summary

Of the 407 discussion words in Talk a Lot Elementary Book 2, there are:

- 146 words with 1 syllable

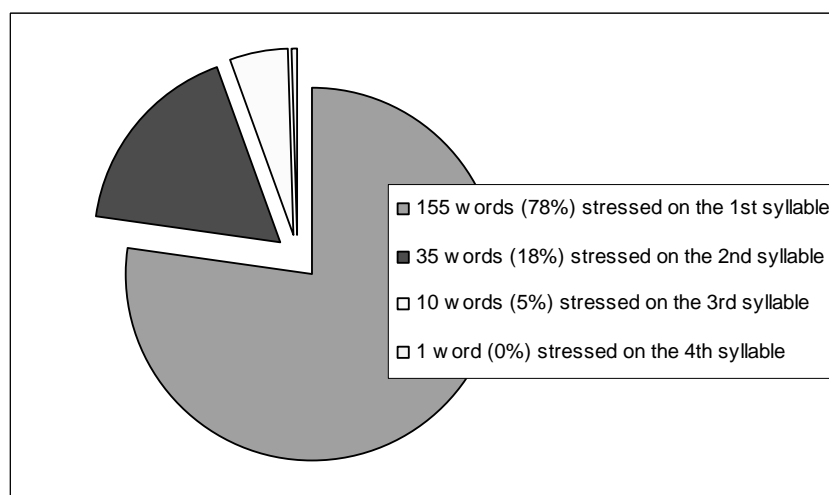
We can discount these because we know where the word stress falls – on the whole word.

- 60 phrases

We can discount these because we are looking at the word stress of individual words. If you wanted to, you could look at these phrases separately and analyse the word stress of the words, both separately and together.

There are 201 individual words with two or more syllables

- 155 words which are stressed on the 1st syllable (78%)
- 35 words which are stressed on the 2nd syllable (18%)
- 10 words which are stressed on the 3rd syllable (5%)
- 1 word which is stressed on the 4th syllable (0%)



Discussion Words

155 words (78%) stressed on the 1st syllable

including 32 compound nouns (in boxes), which we know are usually stressed on the 1st syllable

accident, **animal**, **ankle**, **arson**, **audience**, **autumn**, **badminton**, **ballet**, **baseball**, **battery**,
birthday, **blackmail**, **boxing**, **bridesmaid**, **butterfly**, **caterpillar**, **championship**, **childhood**

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Analysis of Discussion Words in Elementary Book 2

(Reference: *Talk a Lot Elementary Book 2*, pp.147-151)

chorus, classical, coffin, colour, commentator, countryside, cricket, criminal, crocodile, cyclone, dashboard, desert, DJ, dolphin, driver, drizzle, eighty, elbow, elephant, engine, fifty, final, finger, fingerprints, flooding, flower, football, forest, forty, friendship, funeral, goldfish, guitar, hailstones, handbrake, handcuffs, hazard, headlights, hockey, hundred, hurricane, indicator, insect, instrument, jury, keyboard, kidney, labour, lion, liver, lizard, mammal, marriage, menopause, midwife, mistress, monkey, mountain, murder, muscle, music, musical, nature, nightclub, ninety, number, oboe, ocean, octopus, orange, orchestra, organ, panda, passenger, pedal, player, pregnancy, prison, punishment, purple, rabbit, racquet, radio, rainbow, raincoat, reservoir, river, rugby, sailing, saxophone, season, seatbelt, seven, seventy, shoplifting, shoulder, singer, sixty, skeleton, skiing, snooker, snowman, spider, stadium, starfish, stereo, stomach, summer, sunblock, sunglasses, sunset, suntan, suspect, swimming, teenager, temperature, tennis, terrorism, thirty, tiger, tortoise, trumpet, twenty, valley, victim, violence, volleyball, weather, wedding, widow, windscreen, winner, winter, witness, yellow, zebra, zero

35 words (18%) stressed on the 2nd syllable

accelerator, affair, appeal, arrest, athletics, biography, conductor, defendant, detective, divorce, eighteen, eleven, employment, engagement, environment, fifteen, fourteen, geography, giraffe, gorilla, musician, nineteen, Olympics, performer, piano, prediction, redundancy, sixteen, solicitor, supporter, thermometer, thirteen, tsunami, umbrella, violin

10 words (5%) stressed on the 3rd syllable

adolescence, automatic, hippopotamus, kangaroo, referee, anniversary, seventeen, separation, education, graduation

1 word (0%) stressed on the 4th syllable

qualification

Suffixes

See p.13.6 for an analysis of suffixes in discussion words from Book 2.

Discussion words that are not stressed on the first syllable

The 46 words which are not stressed on the first syllable can be categorised into five groups. It would be wrong to state that these kinds of words will never be stressed on the first syllable, but it's possible to see some patterns that can be helpful to keep in mind when looking for word stress in a group of vocabulary words:

1. Nouns that come from a verb (10)

accelerator (verb: accelerate), appeal (verb: appeal), arrest (verb: arrest), conductor (verb: conduct), defendant (verb: defend), detective (verb: detect), divorce (verb: divorce), performer (verb: perform), solicitor (verb: solicit), supporter (verb: support)

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Analysis of Discussion Words in Elementary Book 2

(Reference: *Talk a Lot Elementary Book 2*, pp.147-151)

2. Foreign words that haven't yet conformed to the 1st syllable drift in English (10)

giraffe, gorilla, piano, tsunami, umbrella, violin, Olympics, hippopotamus, kangaroo, thermometer

3. "-teen" numbers which can be stressed on either syllable, depending on the context* (7)

thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen

**Note: if we were counting: "Thirteen, fourteen, fifteen, etc." we would stress the numbers on their first syllables, but if we were using a number in isolation, e.g. somebody asked us "How old are you?" we would naturally reply "Nineteen", with the stress on the second syllable, rather than "Nineteen".*

4. Words which conform to their own suffix rule* (16)

**See p.15.4 for more on this*

For example:

Rule 1: the stress is always on the syllable before the suffix:

- employ-ment, engage-ment
- educa-tion, gradua-tion, qualifica-tion, predic-tion, separa-tion
- adolesc-ence
- annivers-ary
- automat-ic, athlet-ics
- geog-raphy, biog-raphy
- music-ian
- redund-ancy

...or Rule 2: the stress is always on the suffix:

- refer -ee

5. Uncategorisable – i.e. the stress is just like that for no apparent reason (3)

affair, eleven, environment

Summary of Method for Finding Word Stress in Discussion Words

- Take away one syllable words
- Take away phrases (e.g. "post office")
- Identify words with suffixes
- Identify words that are compound nouns
- Notice that most words are stressed on the first syllable
- Look for patterns within words which are not stressed on the first syllable (see 1-5 above)

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Discussion Words with Suffixes in Elementary Book 2

Of the 201 individual words with two or more syllables, 156 (78%) have suffixes, which we know are almost always unstressed. This can help us as we try to work out the word stress for each discussion word. On this page you can see all of the words with suffixes, grouped by suffix. The main groups are shown in boxes, with suffixes shown in bold.

(Reference: *Talk a Lot Elementary Book 2*, pp.147-151)

gorilla panda umbrella	shoulder singer snooker spider summer supporter teenager thermometer tiger weather winner winter	terrorism rabbit detective	mistress arrest jury mountain
marriage affair	desert battery forest	ankle drizzle muscle purple	eighteen fifteen fourteen nineteen seventeen sixteen thirteen
animal classical criminal final funeral mammal musical pedal	ballet cricket racquet trumpet	employment engagement environment instrument punishment	victim
organ hurricane	hockey kidney monkey valley	witness	education graduation prediction qualification separation
defendant elephant	tsunami musician	piano radio stereo zero	tortoise
caterpillar guitar	automatic music	oboe	badminton skeleton
hazard lizard	athletics Olympics	arson prison season	eighty fifty forty ninety seventy sixty thirty twenty
anniversary rugby	coffin dolphin violin	kangaroo	stadium
pregnancy redundancy	engine	accelerator commentator conductor indicator solicitor	nature temperature
crocodile referee eleven	boxing flooding sailing shoplifting skiing swimming wedding	colour labour	chorus hippopotamus
adolescence violence	tennis	widow yellow	reservoir divorce
driver finger flower liver murder number passenger performer player river		menopause appeal saxophone octopus	
		orchestra zebra	
		giraffe	
		biography geography	

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Working Out Word Stress – Analysis of a Newspaper Article #1

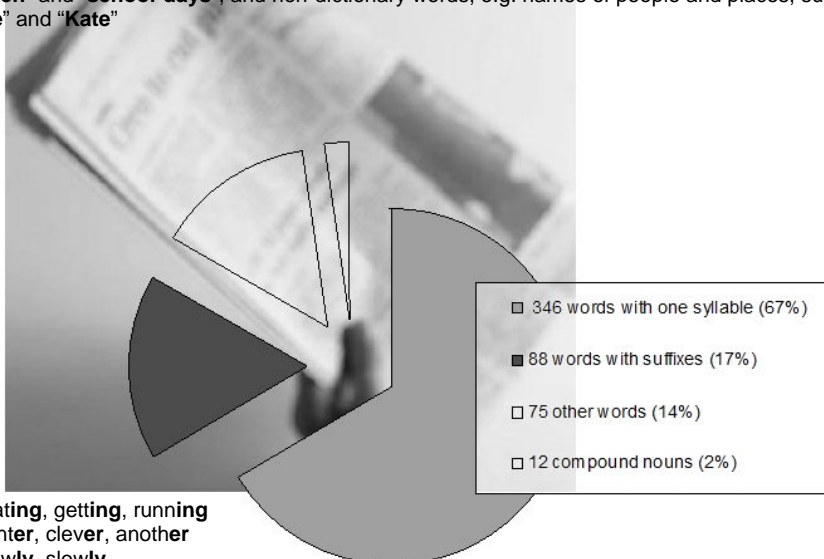
This analysis demonstrates the prevalence of one-syllable words, words with suffixes, and compound nouns in modern English. If we can identify these kinds of words, we can more easily identify word stress because:

- one-syllable words are stressed on the whole word
- suffixes are almost always unstressed
- compound nouns are almost always stressed on the first syllable

We analysed a recent article about holidays from a quality British broadsheet newspaper. 86% of the words used fell into one of the three categories above. We are unable to reprint the article here, but the results of our analysis are as follows. (Note: all examples are from the author of this book, not from the original article).

Total words in the newspaper article extract: **521**

- 67%** There are 346 one-syllable words. If it's a content word, e.g. "go" or "quick", the stress is on the whole word. If it's a function word, e.g. "the" or "at" it will (almost) always be unstressed, and if spoken aloud the weak stress form will be used, if applicable (see p.17.1 for more on weak forms)
- 17%** There are 88 words with suffixes, e.g. "wint **-er**" and "look **-ing**"
- 2%** There are 12 compound nouns, e.g. "**fortnight**" and "**grapefruit**"
- 14%** There are 75 other words, including words with prefixes, e.g. "**a-** bout" and "**com-** pete"; compound words, e.g. "**deep-frozen**" and "**school-days**"; and non-dictionary words, e.g. names of people and places, such as "**Derbyshire**" and "**Kate**"



88 words with suffixes

- | | |
|--------------|--|
| -ing | e.g. looking, eating, getting, running |
| -er | e.g. leather, winter, clever, another |
| -ly | e.g. quickly, newly, slowly |
| -y | e.g. happy, ready |
| -le | e.g. whistle, fizzle |
| -tion | e.g. examination, position |
| -ic | e.g. aromatic, automatic |

Other suffixes found in words from the article

-able, -age, -al, -ant, -bour, -by, -ed, -en, -es, -ey, -ies, -ion, -ment, -n't, -o, -or, -ous, -rict, -try, -ture, etc.

12 compound nouns

e.g. fortnight, grapefruit, sideshow, wardrobe, guidebook, etc.

Action

Why not get your students to do a similar analysis of a short text or newspaper article? Ask them to look for:

- one-syllable words
- words with suffixes
- compound nouns

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Working Out Word Stress – Two-Syllable Words where the First Syllable is a Schwa: /ə/

There are lots of common words in English – particularly verbs – where the first syllable is a schwa: /ə/, as you can see from the table below. **Because the schwa sound is always unstressed, we know for sure that all of the following words are stressed on the second syllable.**

Note that all of the words begin with an “a”, and notice the double consonants after many of the verbs, e.g. affect.

VERBS

abate	/ə'beɪt/
abet	/ə'bet/
abide	/ə'baɪd/
abort	/ə'bo:t/
abridge	/ə'brɪdʒ/
abuse	/ə'bjuz/
accord	/ə'kɔ:d/
accost	/ə'kɒst/
account	/ə'kaʊnt/
accuse	/ə'kjuz/
achieve	/ə'tʃi:v/
acquaint	/ə'kweɪnt/
acquire	/ə'kwaɪə/
acquit	/ə'kwɪt/
adapt	/ə'dæpt/
address	/ə'dres/
adjust	/ə'dʒʌst/
adopt	/ə'dɒpt/
adore	/ə'dɔ:/
affect	/ə'fekt/
affirm	/ə'fɜ:m/
affix	/ə'fɪks/
afflict	/ə'flɪkt/
afford	/ə'fɔ:d/
agree	/ə'gri:/
alarm	/ə'lɑ:m/
alert	/ə'lɜ:t/
alight	/ə'laɪt/
allege	/ə'ledʒ/
allow	/ə'laʊ/
allude	/ə'lu:d/
ally	/ə'laɪ/
amass	/ə'mæs/
amaze	/ə'meɪz/
amend	/ə'mend/
amuse	/ə'mju:z/
announce	/ə'naʊns/
annoy	/ə'nɔ:/
annul	/ə'nʌl/

ADVERBS

aback	/ə'bæk/
aboard	/ə'bo:d/
about	/ə'baʊt/
above	/ə'bʌv/
abreast	/ə'brest/
abroad	/ə'brɔ:d/
across	/ə'krɒs/
afar	/ə'fɑ:/
afield	/ə'fi:ld/
afresh	/ə'freʃ/
again	/ə'gen/
ago	/ə'gəʊ/
aground	/ə'graʊnd/
ahead	/ə'hed/
ajar	/ə'dʒɑ:/
alike	/ə'laɪk/
aloft	/ə'lɒft/
alone	/ə'ləʊn/
along	/ə'lɒŋ/
aloud	/ə'laʊd/
amid	/ə'mɪd/
amok	/ə'mɒk/
among	/ə'mʌŋ/
anew	/ə'nju:/
apart	/ə'pɑ:t/
apiece	/ə'pi:s/
around	/ə'raʊnd/
ashore	/ə'ʃɔ:/
aside	/ə'saɪd/
askew	/ə'skju:/
asleep	/ə'sli:p/
astray	/ə'streɪ/
astride	/ə'straɪd/
away	/ə'weɪ/
awry	/ə'raɪ/

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Working Out Word Stress – Two-Syllable Words where the First Syllable is a Schwa: /ə/

There are lots of common words in English – particularly verbs – where the first syllable is a schwa: /ə/, as you can see from the table below. **Because the schwa sound is always unstressed, we know for sure that all of the following words are stressed on the second syllable.**

Note that all of the words begin with an “a”, and notice the double consonants after many of the verbs, e.g. affect.

ADJECTIVES

abrupt	/ə'brʌpt/
acute	/ə'kju:t/
afloat	/ə'fləʊt/
afraid	/ə'freɪd/
against	/ə'geɪnst/
aghast	/ə'gɑ:st/
alert	/ə'lɜ:t/
alive	/ə'laɪv/
aloof	/ə'lu:f/
ashamed	/ə'ʃeɪmd/
asleep	/ə'sli:p/
astute	/ə'stju:t/
averse	/ə'vɜ:s/
awake	/ə'weɪk/
aware	/ə'weə/

NOUNS

abode	/ə'bəʊd/
account	/ə'kaʊnt/
address	/ə'dres/
ado	/ə'du:/
affair	/ə'feə/
affront	/ə'frʌnt/
alarm	/ə'lɑ:m/
amount	/ə'maʊnt/
applause	/ə'plɔ:z/

Prefixes

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Focus on Connected Speech

Common Prefixes and What they Indicate

- A prefix comes at the beginning of a word. It is sometimes **stressed** and sometimes **unstressed**.
- Prefixes give information about the meaning of the word.

<u>Prefix</u>	<u>Meaning</u>	<u>Example</u>	<u>Literally</u>
a-	common verbs/adverbs/prepositions/adjectives (e.g. annoy/again/above/awake)		
ante-	before	antenatal	before birth
anti-	against	anti-depressants	against depression
auto-	self	autobiography	a self-written biography
bi-	two	bicycle	two wheels
co-	with	cooperate	work with somebody
counter-	against	counter-culture	against the culture
de-	remove	declassify	remove classification
dis-	not	disapprove	not approve
equi-	equal	equidistant	at an equal distance
ex-	former	ex-wife	a former wife
fore-	before	forefather	relative before your existing family
homo-	same	homophones	words with same sounds/spellings
hyper-	extremely	hypersensitive	extremely sensitive
il-	not	illogical	not logical
ill-	badly	ill-prepared	badly prepared
im-	not	immature	not mature
in-	not	incomplete	not complete
inter-	between	international	between nations
kilo-	thousand	kilometre	one thousand metres
mal-	badly	malfunctioning	functioning badly
mega-	million	megawatt	one million watts
mini-	small	minibus	a small bus
mis-	wrongly	mispronounced	wrongly pronounced
mono-	one	monotone	one tone
multi-	many	multimedia	many different kinds of media
neo-	new	neoclassical	new classical style
non-	not	non-member	not a member
out-	separate / do better	outdoors/out-bid	not indoors/a higher bid
over-	too much	overachiever	one who achieves too much
post-	after	postgraduate	after graduation
pre-	before	prearrange	arrange something before now
pro-	supporting	pro-change	supporting change
pseudo-	false	pseudonym	false name (nym = name)
re-	again	review	look at again
self-	about the self	self-taught	taught by oneself
semi-	half	semi-circle	half a circle
sub-	below	submarine	below the sea
super-	above	supervisor/superstar	above others/above other stars
sur-	above	surcharge	an extra charge
tele-	remote	television	pictures sent from far away
trans-	across	trans-continental	across continents
tri-	three	triathlon	three athletics events in one
ultra-	beyond	ultrasound	high frequency sound waves
un-	not	uninteresting	not interesting
under-	below	underwear	under your clothes

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Common Prefixes and What they Indicate – Matching Game

Instructions: print this page onto thin card (and, if possible, laminate it), then cut out the cards and ask your students to match the prefixes with their meanings. (You or your students could make more cards, with different prefixes and meanings, using the Activity Cards blank template on p.12.29.)

anti-	against	mono-	one
auto-	self	multi-	many
bi-	two	neo-	new
co-	with	over-	too much
dis-	not	pre-	before
ex-	former	re-	again
inter-	between	sub-	below
mal-	badly	tele-	remote
mega-	million	ultra-	beyond
mis-	wrongly	under-	below

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Focus on Connected Speech

List of Noun/Verb Homographs

Homographs are words which are spelled the same, but have different meanings. They often have different sounds too.

The following two-syllable words can be used as either **nouns** (with the strong stress on the 1st syllable) or as **verbs** (with the strong stress on the 2nd syllable).

For example, the noun "transport" /'træn.spɔ:t/ – stressed on the 1st syllable – means **a method** of getting somewhere, whilst the verb "transport" /træn'spɔ:t/ – stressed on the 2nd syllable – means **to take** somebody or something somewhere.

Note: the words are grouped by order of prefix. The main groups are shown in boxes, with prefixes shown in bold.

ally	implant	suspect
accent	import	torment
combine	incense	transfer
commune	incline	transport
compost	increase	update
compound	insert	uplift
compress	insult	upset
concert	intrigue	
conduct	invite	
confine	object	<u>My suggestions</u>
conflict	permit	_____
conscript	pervert	_____
consort	present	_____
construct	process	_____
content	produce	_____
contest	progress	_____
contract	project	_____
contrast	protest	_____
convert	rebel	_____
convict	recall	_____
decrease	recap	_____
default	record	_____
defect	refill	_____
desert	refund	_____
digest	refuse	_____
discharge	reject	_____
discount	relapse	_____
dismount	remake	_____
entrance	reprint	_____
escort	research	_____
exploit	retake	_____
export	segment	_____
extract	subject	_____
impact	survey	_____

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Suffixes

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Focus on Connected Speech

Common Suffixes and What they Indicate

- A suffix comes at the end of a word.
- Suffixes are usually **unstressed**.
- Adding a suffix changes the word type, e.g. a noun changes into a verb.

Below are some examples of how a root word can change type when a suffix is added:

<u>Root Word</u>	<u>Word Type</u>	<u>+ Suffix</u>	<u>Changes to</u>	<u>Word Type</u>
believe	verb	-able	believable	adjective
participate	verb	-ant	participant	noun (person)
walk	verb (infin.)	-ed	walked	verb (past participle)
interfere	verb	-ence	interference	noun
teach	verb	-er	teacher	noun (person)
big	adjective	-er	bigger	adjective (comparative)
China	noun (country)	-ese	Chinese	adjective (nationality)
clever	adjective	-est	cleverest	adjective (superlative)
faith	noun	-ful	faithful	adjective
Russia	noun (country)	-ian	Russian	noun (person)
access	verb	-ible	accessible	adjective
beauty	noun	-ify	beautify	verb
watch	verb (infin.)	-ing	watching	verb (present participle)
memory	noun	-ise	memorise	verb
child	noun	-ish	childish	adjective
science	noun (abstract)	-ist	scientist	noun (common)
attract	verb	-ive	attractive	adjective
name	noun	-less	nameless	adjective
quiet	adjective	-ly	quietly	adverb
arrange	verb	-ment	arrangement	noun
happy	adjective	-ness	happiness	noun
cube	noun	-oid	cuboid	adjective
fame	noun	-ous	famous	adjective
cat	noun (singular)	-s	cats	noun (plural)
friend	noun (common)	-ship	friendship	noun (abstract)
revise	verb	-sion	revision	noun
maintenance	noun	-tain	maintain	verb
ten	number (cardinal)	-th	tenth	number (ordinal)
revolve	verb	-tion	revolution	noun

Other common suffixes

-an	-es	-in	-on	-um
-ane	-ess	-is	-or	-ure
-ar	-et	-ism	-our	-us
-ard	-ey	-it	-ow	-y
-cide	-ia	-ity	-phone	
-cy	-ic	-le	-ra	
-ect	-ical	-logy	-raphy	
-en	-ies	-o	-tain	
-ert	-im	-oir	-teen	

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Talk a Lot

Focus on Connected Speech

Common Suffixes and What they Indicate – Matching Game

Cut out the cards and ask your students to match each suffix with the type of word change that it makes. Students could also give one or more example of words changing with each suffix, e.g. -able = verb to adjective (examples: "believe" to "believable", or "love" to "lovable", and so on – see next page). You or your students could make more cards, with different suffixes and word changes, using the Activity Cards blank template on p.12.29.

-able	VERB TO ADJECTIVE	-tion	VERB TO NOUN
-ible	VERB TO ADJECTIVE	-ese	NOUN TO ADJECTIVE
-ive	VERB TO ADJECTIVE	-ful	NOUN TO ADJECTIVE
-ed	VERB (INFINITIVE) TO VERB (PAST PARTICIPLE)	-ish	NOUN TO ADJECTIVE
-ant	VERB TO NOUN	-less	NOUN TO ADJECTIVE
-ence	VERB TO NOUN	-oid	NOUN TO ADJECTIVE
-er	VERB TO NOUN	-ous	NOUN TO ADJECTIVE
-ment	VERB TO NOUN	-ify	NOUN TO VERB
-or	VERB TO NOUN	-ise	NOUN TO VERB
-sion	VERB TO NOUN	-ness	ADJECTIVE TO NOUN

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Focus on Connected Speech

Common Suffixes and What they Indicate – Matching Game

More examples

1. verb to adjective

-able	<i>predict</i> → <i>predictable</i>	<i>allow</i> → <i>allowable</i>
-ible	<i>permit</i> → <i>permissible</i>	<i>digest</i> → <i>digestible</i>
-ive	<i>create</i> → <i>creative</i>	<i>extend</i> → <i>extensive</i>

2. verb (infinitive) to verb (past participle)

-ed	<i>walk</i> → <i>walked</i>	<i>listen</i> → <i>listened</i>
-----	-----------------------------	---------------------------------

3. verb to noun

-ant	<i>consult</i> → <i>consultant</i>	<i>participate</i> → <i>participant</i>
-ence	<i>interfere</i> → <i>interference</i>	<i>exist</i> → <i>existence</i>
-er	<i>paint</i> → <i>painter</i>	<i>read</i> → <i>reader</i>
-ment	<i>enjoy</i> → <i>enjoyment</i>	<i>arrange</i> → <i>arrangement</i>
-or	<i>act</i> → <i>actor</i>	<i>conduct</i> → <i>conductor</i>
-sion	<i>admit</i> → <i>admission</i>	<i>decide</i> → <i>decision</i>
-tion	<i>alter</i> → <i>alteration</i>	<i>inform</i> → <i>information</i>

4. noun to adjective

-ese	<i>official</i> → <i>officialese</i>	<i>Portugal</i> → <i>Portuguese</i>
-ful	<i>grace</i> → <i>graceful</i>	<i>tear</i> → <i>tearful</i>
-ish	<i>child</i> → <i>childish</i>	<i>book</i> → <i>bookish</i>
-less	<i>hope</i> → <i>hopeless</i>	<i>end</i> → <i>endless</i>
-oid	<i>fact</i> → <i>factoid</i>	<i>rhombus</i> → <i>rhomboid</i>
-ous	<i>poison</i> → <i>poisonous</i>	<i>envy</i> → <i>envious</i>

5. noun to verb

-ify	<i>solid</i> → <i>solidify</i>	<i>identity</i> → <i>identify</i>
-ise	<i>liquid</i> → <i>liquidise</i>	<i>symbol</i> → <i>symbolise</i>

6. adjective to noun

-ness	<i>happy</i> → <i>happiness</i>	<i>tidy</i> → <i>tidiness</i>
-------	---------------------------------	-------------------------------

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Focus on Connected Speech

Suffixes and Word Stress

- Suffixes are **usually** unstressed.
- Words with the following suffixes are usually* stressed on **the syllable before the suffix** (shown in bold):

<u>Suffix</u>	<u>Example #1</u>	<u>Example #2</u>	<u>Example #3</u>	<u>Example #4</u>
-able	unbeliev-able	incon ceiv -able	unforgiv-able	accept-able
-age	advant-age	discour-age	percent-age	remarri-age
-ance	assist-ance	annoy-ance	reappear-ance	import-ance
-ancy	account-ancy	expect-ancy	redund-ancy	discrep-ancy
-ed	consult-ed	inflict-ed	present-ed	unexpect-ed
-ency	depend-ency	absorb-ency	complac-ency	inconsist-ency
-ent	independ-ent	insuffici-ent	correspond-ent	incandesc-ent
-eous	outrag-eous	courag-eous	simultan-eous	advantag-eous
-ial	colon-ial	bicentenn-ial	financ-ial	artific-ial
-ian	optic-ian	amphib-ian	mathematic-ian	vegetar-ian
-ible	incred-ible	collect-ible	incomprehens-ible	undigest-ible
-ic	encyclo ped -ic	microscop-ic	fantast-ic	problematic
-ical	illog-ical	econom-ical	philanthrop-ical	stereotyp-ical
-ify	overident-ify	demyst-ify	electr-ify	object-ify
-ious	rebell-ious	industr-ious	unostentat-ious	conscient-ious
-ity	commun-ity	believabil-ity	incomprehensibil-ity	respectabil-ity
-ment	content-ment	entertain-ment	engage-ment	underachieve-ment
-raphy	geog-raphy	biog-raphy	callig-raphy	photog-raphy
-sion	apprehen-sion	dimen-sion	incomprehen-sion	supervi-sion
-tion	infla-tion	interven-tion	informa-tion	contradic-tion
-ual	unus-ual	noncontract-ual	intellect-ual	multiling-ual

Exceptions to the rule

Words with the following suffixes are usually* stressed **on the suffix** (shown in bold):

<u>Suffix</u>	<u>Example #1</u>	<u>Example #2</u>	<u>Example #3</u>	<u>Example #4</u>
-ee	trust- ee	attend- ee	interview- ee	guarant- ee
-eer	ballad- eer	auction- eer	volunt- eer	engin- eer
-ese	journal- ese	Vietnam- ese	Portugu- ese	Canton- ese
-esque	Chaplin- esque	statu- esque	pictur- esque	Ruben- esque
-ess	steward- ess	lion- ess	poet- ess	manager- ess
-ette	laundry- ette	usher- ette	kitchen- ette	maison- ette
-phobia	claustro- phobia	arachno- phobia	techno- phobia	xeno- phobia
-phobic	claustro- phobic	arachno- phobic	techno- phobic	xeno- phobic

* Note: there will be some exceptions, as with any rule in English!

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Compound Nouns

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Talk a Lot

Focus on Connected Speech

300 Common Compound Nouns – Ordered by Same First Word

Word stress falls on the **first syllable** of each word. Notice common first words, e.g. "school-", "sun-", and "water-".

airforce airmail airport	footprints fortnight friendship gamekeeper gateway girlfriend granddaughter grandfather grapefruit graveyard greengrocer greenhouse guidebook guideline gunpowder hailstones	nightdress nightlife nothing oatmeal offspring	shortbread shorthand showroom shrinkage sideshow slapstick	toothpaste toothpick
anteater anybody backpack baseball basketball bathroom birthday blackmail bookshelf boyfriend breadbin breadknife bridesmaid broadcast butterfly campsite carpet carseat cavewoman checkout cheesecake chequebook childcare childhood chopsticks cliffhanger climbdown cocktail collarbone countryside cupboard darkroom dashboard daybreak daytime deadline doorbell doorway drainage drainpipe	hairbrush haircut hairdresser	outback outbreak outline paintbox paintbrush pancake paperback paperwork passport pawnbroker payday peanut penknife pickpocket pigeonhole pinball pineapple	snowball snowdrift snowfall snowman	tracksuit troublemaker troubleshooter turnout typewriter undertaker underwear uprising upturn videotape viewfinder viewpoint volleyball
cavewoman checkout cheesecake chequebook childcare childhood chopsticks cliffhanger climbdown cocktail collarbone countryside cupboard darkroom dashboard daybreak daytime deadline doorbell doorway drainage drainpipe	handbag handbrake handcuffs	playground playroom playtime ponytail popcorn postwoman printout pushchair quarterback quicksand racehorse racetrack railway	somebody someone something	waistband waistcoat waistline
dustbin dustman dustpan	headlights headline heartache hedgehog homecoming homework iceberg jackpot junkyard keyboard kighthood knockout lampshade	rainbow raincoat rainforest	softball	walkway wallpaper wardrobe warehouse warhog washroom wasteland watchdog
earrings eggcup eggshell	landmark landmine landowner landscape	roof roundabout runway	spaceship speedboat sportswoman spreadsheet springboard staircase stalemate starfish statesperson stepdaughter stepmother stopover stopwatch storeroom strawberry stronghold summerhouse summertime	waterfall waterfront watermelon waterworks
everybody everyone everything	lifeboat lifestyle locksmith lunchtime marketplace mealtimes milkman milkshake moonlight	salesman salesperson saleswoman	sunbathing sunblock sunglasses sunlight sunset sunshine suntan	wavelength
eyelash fingerprints fireman fireplace flatmate flatshare flowerbed	motorbike motorboat motorway	sandbox sandcastle sandpaper sandpit	supermarket supermodel superstore	webcam webmaster website
footage football	mountainside namedropper namesake necklace network	scarecrow	sweatshirt sweatshop sweetcorn sweetheart switchboard tabletop taxpayer teacup teammate teamwork teapot teardrop teatime textbook thunderstorm timetable tomcat	wheelbarrow wheelchair wheelclamp
	newsagent newspaper newsreader	schoolboy schooldays schoolgirl schoolteacher scrapbook screenplay screenwriter scriptwriter	toothache toothbrush	whiplash whirlwind whitewash wildlife willpower
	nickname nightclub	shopkeeper shoplifter shoplifting		windbreak windmill windowsill windscreen windshield windsurfing
				wonderland woodland woodpecker woodworm
				workbench workman workshop wristwatch yardstick

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Note: **anybody**, **everybody**, **everyone**, **everything**, **nothing**, **somebody**, **someone**, and **something** are, strictly speaking, pronouns rather than compound nouns, but we have included them in this list as examples because they occur so frequently in spoken English, and follow the same stress pattern as compound nouns – i.e. **stress on the first syllable**.

Talk a Lot

Focus on Connected Speech

Compound Nouns – Activity Sheet (First Words)

Add a different word to each word to make a compound noun:

1. a) sun _____

b) sun _____

c) sun _____

7. a) sales _____

b) sales _____

c) sales _____

2. a) wheel _____

b) wheel _____

c) wheel _____

8. a) water _____

b) water _____

c) water _____

3. a) night _____

b) night _____

c) night _____

9. a) tooth _____

b) tooth _____

c) tooth _____

4. a) air _____

b) air _____

c) air _____

10. a) snow _____

b) snow _____

c) snow _____

5. a) land _____

b) land _____

c) land _____

11. a) work _____

b) work _____

c) work _____

6. a) dust _____

b) dust _____

c) dust _____

12. a) play _____

b) play _____

c) play _____

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Focus on Connected Speech

Compound Nouns – Activity Sheet (First Words)

Add a different word to each word to make a compound noun:

Answers may vary. Suggested answers:

- | | |
|--|--|
| 1. a) sunglasses
b) sunlight
c) sunset | 7. a) salesman
b) salesperson
c) saleswoman |
| 2. a) wheelbarrow
b) wheelchair
c) wheelclamp | 8. a) waterfall
b) waterfront
c) watermelon |
| 3. a) nightclub
b) nightdress
c) nightlife | 9. a) toothache
b) toothbrush
c) toothpaste |
| 4. a) airforce
b) airmail
c) airport | 10. a) snowball
b) snowdrift
c) snowfall |
| 5. a) landmark
b) landowner
c) landscape | 11. a) workbench
b) workman
c) workshop |
| 6. a) dustbin
b) dustman
c) dustpan | 12. a) playground
b) playroom
c) playtime |

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Focus on Connected Speech

300 Common Compound Nouns – Ordered by Same Second Word

Word stress falls on the **first syllable** of each word. Notice common second words, e.g. “-ball” and “-way”.

roundabout
heartache
toothache

drainage
footage
shrinkage

newsagent
pineapple

outback
paperback
quarterback

handbag

baseball
basketball
football
pinball
snowball
softball
volleyball

waistband
wheelbarrow
sunbathing
flowerbed
doorbell
workbench
iceberg
strawberry
motorbike
breadbin
dustbin
sunblock

cupboard
dashboard
keyboard
springboard
switchboard

lifeboat
motorboat
speedboat

anybody
everybody
somebody

collarbone

chequebook
guidebook
scrapbook
textbook

rainbow
paintbox
sandbox
schoolboy
handbrake
shortbread

daybreak
outbreak
windbreak

pawnbroker

hairbrush
paintbrush
toothbrush

cheesecake
pancake
webcam
childcare
staircase
broadcast

sandcastle
tomcat
pushchair
wheelchair
wheelclamp
nightclub
raincoat

waistcoat
homecoming
popcorn
sweetcorn
scarecrow
handcuffs
eggcup

teacup
haircut
granddaughter
stepdaughter
birthday

payday
schooldays
watchdog
climbdown
nightdress
hairdresser
snowdrift

teardrop
namedropper
anteater
snowfall
waterfall
grandfather
viewfinder

starfish
butterfly
airforce
rainforest
boyfriend
girlfriend

waterfront
grapefruit
schoolgirl
sunglasses
greengrocer
playground

shorthand
cliffhanger
sweetheart
hedgehog
warthog

stronghold
pigeonhole
childhood
knighthood
racehorse

greenhouse
summerhouse

warehouse
gamekeeper
shopkeeper
breadknife
penknife
necklace

wasteland
wonderland
woodland

eyelash
whiplash
wavelength
nightlife
wildlife
shoplifter
shoplifting
moonlight
sunlight
headlights

deadline
guideline
headline
outline
waistline

bridesmaid
airmail
blackmail
troublemaker

dustman
fireman
milkman
salesman
snowman
workman

landmark
supermarket
webmaster

checkmate
flatmate
stalemate
teammate

oatmeal
watermelon
windmill
landmine
supermodel
stepmother
nickname
fortnight
peanut
everyone
someone

checkout
knockout
printout
turnout

stopover
landowner
backpack
dustpan

newspaper

sandpaper
wallpaper
toothpaste
taxpayer
woodpecker
salesperson

statesperson
carpet
toothpick
drainpipe
sandpit
fireplace

marketplace
screenplay
pickpocket
viewpoint
airport
passport
jackpot

teapot
gunpowder
willpower
fingerprints
footprints
newsreader
earrings
uprising
wardrobe

bathroom
darkroom
playroom
showroom
storeroom
washroom

namesake
quicksand
landscape
windscreen
sunset
lampshade
milkshake

flatshare
spreadsheet
bookshelf
eggshell
windshield
sunshine

friendship
spaceship
sweatshirt
troubleshooter
sweatshop
workshop

sideshow
countryside
mountainside
windowsill
campsite
website

locksmith
offspring
slapstick

chopsticks
hailstones
superstore
thunderstorm
lifestyle
tracksuit

windsurfing
timetable
cocktail
ponytail
undertaker
suntan

videotape
schoolteacher

everything
nothing
something

daytime
lunchtime
mealtime
playtime
summertime
teatime

rooftop
tabletop
racetrack
upturn
whitewash
stopwatch
wristwatch

doorway
gateway
motorway
railway
runway
walkway

underwear
whirlwind
eyewitness

cavewoman
postwoman
saleswoman
sportswoman

homework
network
paperwork
teamwork

waterworks
woodworm

screenwriter
scriptwriter
typewriter
graveyard
junkyard

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Talk a Lot

Focus on Connected Speech

Compound Nouns – Activity Sheet (Second Words)

Add the same second word in each question to make three different compound nouns:

1. a) door _____
b) motor _____
c) rail _____
2. a) fire _____
b) milk _____
c) snow _____
3. a) news _____
b) sand _____
c) wall _____
4. a) basket _____
b) foot _____
c) soft _____
5. a) any _____
b) every _____
c) some _____
6. a) home _____
b) net _____
c) team _____
7. a) day _____
b) meal _____
c) summer _____
8. a) waste _____
b) wonder _____
c) wood _____
9. a) out _____
b) paper _____
c) quarter _____
10. a) dash _____
b) key _____
c) switch _____
11. a) hair _____
b) paint _____
c) tooth _____
12. a) screen _____
b) script _____
c) type _____

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Focus on Connected Speech

Compound Nouns – Activity Sheet (Second Words)

Add the same second word in each question to make three different compound nouns:

Answers:

- | | |
|------------------|---------------------|
| 1. a) doorway | 7. a) daytime |
| b) motorway | b) mealtime |
| c) railway | c) summertime |
| 2. a) fireman | 8. a) wasteland |
| b) milkman | b) wonderland |
| c) snowman | c) woodland |
| 3. a) newspaper | 9. a) outback |
| b) sandpaper | b) paperback |
| c) wallpaper | c) quarterback |
| 4. a) basketball | 10. a) dashboard |
| b) football | b) keyboard |
| c) softball | c) switchboard |
| 5. a) anybody | 11. a) hairbrush |
| b) everybody | b) paintbrush |
| c) somebody | c) toothbrush |
| 6. a) homework | 12. a) screenwriter |
| b) network | b) scriptwriter |
| c) teamwork | c) typewriter |

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Weak Forms

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Weak Forms – Complete the Table	17.2

Talk a Lot

Focus on Connected Speech

Weak Forms – Information Sheet

Notes:

- The weak forms of many function words are commonly used in **spoken English** instead of strong forms (in Standard Pronunciation, dialects, and accents).
- All words that have weak forms usually act as function words.
- All words that have weak forms have only one syllable – they are monosyllabic (apart from “any”).
- Most of the weak forms use the vowel sound **schwa** /ə/.
- If we use strong forms when we should use weak, we sound overly **formal** and it's harder for people to understand us, because the sentence stress is incorrect (see p.12.1). Communication is reduced.
- If a function word comes at the end of a sentence we usually use its strong form, e.g. “What are you looking for?” /fɔ:/ or, “Who are you writing to?” /tu:/
- If we want to show emphasis or contrast, we can vary intonation by using strong forms where we would normally use weak forms, e.g. “Where’ve you been all day?” /bi:n/

	<u>weak</u>	<u>strong</u>
<u>articles & determiners</u>		
a	/ə/	/eɪ/
an	/ən/	/æn/
any	/'ə.ni/	/'en.i/
some	/səm/	/sʌm/
such	/sətʃ/	/sʌtʃ/
the	/ðə/ or /ði/	/ði:/

	<u>weak</u>	<u>strong</u>
<u>conjunctions</u>		
and	/ən/ or /ənd/	/ænd/
but	/bət/	/bʌt/
than	/ðən/	/ðæn/
that	/ðət/	/ðæt/

	<u>weak</u>	<u>strong</u>
<u>be & auxiliary verbs</u>		
am	/əm/	/æm/
are	/ə/	/ɑ:/
be	/bi/	/bi:/
been	/bɪ/ or /bɪn/	/bi:n/
is	/z/ or /s/	/ɪz/
was	/wəz/	/wɒz/
were	/wə/	/wɜ:/
do	/də/ or /du/	/du:/
does	/dəz/	/dʌz/
had	/əd/ or /həd/	/həd/
has	/əz/ or /həz/	/hæz/
have	/əv/ or /həv/	/hæv/
can	/kən/	/kæn/
could	/kəd/	/kʊd/
must	/mst/	/mʌst/
shall	/ʃəl/	/ʃæl/
should	/ʃd/	/ʃʊd/
would	/wd/	/wʊd/

	<u>weak</u>	<u>strong</u>
<u>prepositions</u>		
as	/əz/	/æz/
at	/ət/	/æt/
for	/f/ or /fə/	/fɔ:/
from	/frəm/	/frɒm/
of	/əv/	/ɒv/
to	/tə/ or /tu/	/tu:/

	<u>weak</u>	<u>strong</u>
<u>pronouns</u>		
he	/i/ or /hi/	/hi:/
her	/ə/ or /hə/	/hɜ:/
him	/ɪm/	/hɪm/
his	/ɪz/	/hɪz/
me	/mi/	/mi:/
she	/ʃɪ/	/ʃi:/
them	/ðəm/	/ðem/
their	/ðə/	/ðeə/
us	/əs/	/ʌs/
we	/wi/	/wi:/
you	/jə/ or /ju/	/ju:/
your	/jə/ or /jɜ/	/jɜ:/

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Focus on Connected Speech

Weak Forms – Complete the Table

Notes:

- The weak forms of many function words are commonly used in **spoken English** instead of strong forms (in Standard Pronunciation, dialects, and accents).
- All words that have weak forms usually act as function words.
- All words that have weak forms have only one syllable – they are monosyllabic (apart from “any”).
- Most of the weak forms use the vowel sound **schwa** /ə/.
- If we use strong forms when we should use weak, we sound overly **formal** and it’s harder for people to understand us, because the sentence stress is incorrect (see p.12.1). Communication is reduced.
- If a function word comes at the end of a sentence we usually use its strong form, e.g. “What are you looking for?” /fɔ:/ or, “Who are you writing to?” /tu:/
- If we want to show emphasis or contrast, we can vary intonation by using strong forms where we would normally use weak forms, e.g. “Where’ve you been all day?” /bi:n/

	<u>weak</u>	<u>strong</u>
<u>articles & determiners</u>		
a		
an		
any		
some		
such		
the		

	<u>weak</u>	<u>strong</u>
<u>conjunctions</u>		
and		
but		
than		
that		

	<u>weak</u>	<u>strong</u>
<u>be & auxiliary verbs</u>		
am		
are		
be		
been		
is		
was		
were		
do		
does		
had		
has		
have		
can		
could		
must		
shall		
should		
would		

	<u>weak</u>	<u>strong</u>
<u>prepositions</u>		
as		
at		
for		
from		
of		
to		

	<u>weak</u>	<u>strong</u>
<u>pronouns</u>		
he		
her		
him		
his		
me		
she		
them		
their		
us		
we		
you		
your		

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D Focus on the International Phonetic Alphabet (IPA)

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(Note: the worksheets on pp. 19.1-19.12 act as pairs, with each providing the answers for the other)

Learn the International Phonetic Alphabet (IPA)

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Talk a Lot

Learn the International Phonetic Alphabet (IPA)

Why Bother Learning the International Phonetic Alphabet?

It's simple...

...if you can read the sounds of English with the International Phonetic Alphabet, you will be able to correctly pronounce every single word in an English dictionary. You will become a more independent learner, because you won't need to rely on asking your friends or teacher – or native speakers – “How do you say this word?” It may seem like a daunting challenge when you first look at the chart on p.18.6, and learning the IPA will take a bit of effort – like just about every other worthwhile activity in life – but once you've learned to recognise the symbols, and which sounds they represent, you'll remember them and be able to use this valuable skill as you continue learning English throughout the rest of your life.

You don't have to learn the entire IPA anyway – that's not necessary. Just the sounds of English, and sounds that your language has but which English does not have. The IPA covers all of the languages of the world, but you need only focus on learning the 48 sounds of English.

As you learn, you will better understand the differences between pronunciation in your language and English. For example, I teach English in Poland, where all of my students speak Polish (as you would expect). In Polish there are only 8 vowel sounds, while in English there are 23. In Polish there are no long vowel sounds, like /u:/ or /ɑ:/ and no diphthongs, like /eɪ/ or /əʊ/. Before I began to teach the IPA in my classes, one of the most common causes of pronunciation mistakes used to be when students tried to speak English using only the 8 vowel sounds of Polish, instead of the 23 vowel sounds of English. Their words sounded clipped and unnatural, without any long vowel sounds or diphthongs. They spoke like that because that was how they understand language to be: *“If it's like that in my language, it must be like that in English too.”*

You will also be able to focus in on problem areas in your spoken English by identifying which specific sounds you are having problems with. For example, my Polish students find the two consonant sounds /θ/ and /ð/ really difficult, because they don't have these sounds in Polish. They didn't learn to make these sounds when they first learned to speak. Furthermore, they don't want to stick their tongues out between their teeth when they speak, as /θ/ and /ð/ demand! Other sounds that are difficult for them include the vowel sounds /ɜ:/ and /ʌ/, so we always spend more time practising words with these sounds.

A note about the schwa

This sound, /ə/, which is called a schwa, is worth spending extra time studying, because it is the most common sound in English. It's the weak stress sound of the articles “a” /ə/ and “the” /ðə/ and appears in the unstressed syllables of the majority of English words with more than one syllable. (If you don't believe me, have a look at the Discussion Words from Books 1 and 2, from pp.18.29-18.38, and see how many schwas you can count!)

So, how do I go about learning the IPA?

If you're learning on your own, you could use the flashcards (starting on p.18.9) to memorise the sounds, and test yourself, as well as using the worksheets (starting on p.19.1) and tests (starting on p.19.17) that are included in this handbook. Look online on the Talk a Lot pages

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Talk a Lot

Learn the International Phonetic Alphabet (IPA)

Why Bother Learning the International Phonetic Alphabet?

for our .mp3 file “The Sounds of English...”, on which you can hear each sound being spoken. Learning the sounds of English with the IPA is one of the best things you could do to improve your level of spoken English.

...or how do I teach it to my class?

You could follow the lesson plan on p.18.3 for guidance on how to introduce the sounds of English with the IPA to a group of Elementary-Pre-Intermediate learners, and then use the materials in this handbook to consolidate learning (see p.19.1 onwards). The IPA may not seem like an easy topic to teach, but your students will enjoy it, and later on they'll thank you for covering it with them. If you give them the chance to learn the sounds of English with the IPA, their spoken English will improve as their understanding of the language – including stress and vowel sounds – increases. You'll be giving them a gift that keeps on giving. A gift that's for life, not just for one lesson! Good luck!

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Learn the International Phonetic Alphabet (IPA)

Learn the Sounds of English with the IPA – Sample Lesson Plan

<u>Activity Type:</u>	Introduction to the sounds of English with the IPA
<u>Level:</u>	Elementary - Pre-Intermediate
<u>Skills:</u>	Speaking & Listening; Pronunciation
<u>Class Size:</u>	Whole group lesson, e.g. ten students in a group
<u>Time:</u>	1 hour
<u>Aim:</u>	To introduce the sounds of English with the IPA; to lay the foundations for further study with the IPA
<u>Materials:</u>	x1 IPA handout (p.18.6) per student, whiteboard and pens; students have their notebooks and pens

Note: this lesson focuses on teaching the vowel sounds of English, with only a little focus on the consonant sounds. This is because most of the consonant sounds can be guessed at, because they are encountered in English already (e.g. /g/, /t/, /d/, etc.). The vowel sounds are more difficult to learn from scratch, so we spend more time with them during this lesson, although we do also look at some of the scarier-looking consonant sounds (e.g. /ŋ/, /tʃ/, /ʒ/, etc.) towards the end of the lesson.

Procedure:

1. Give out the handouts as students come into the class. This gives them time to look at them, comment (e.g. "On no!"), and get ready for the lesson.
2. Tell students that you're going to learn the sounds of English with the IPA. Write on the board:

Vowel sounds

Your language: ____
English: ____

Elicit how many vowel sounds there are in your students' first language (or different students' first languages for mixed nationality groups), and write it on the board. Make sure you know that answer before the lesson, e.g. in Polish there are 8 vowel sounds. Elicit from students how many vowel sounds there are in English (23). No doubt they will be surprised at the disparity between the two numbers. In English there are a lot of vowel sounds! Explain that lack of knowledge of English vowel sounds causes many mistakes in pronunciation.

3. Explain why you are doing this activity today. When I did this, I read a short text in Polish (which my friend helped me to write, because I'm an elementary rather than fluent Polish speaker). The text helped the students to understand the aims of the lesson. It went something like this (in Polish):

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Talk a Lot

Learn the International Phonetic Alphabet (IPA)

Learn the Sounds of English with the IPA – Sample Lesson Plan

“If you know the phonetic alphabet, you know how to pronounce words. This alphabet gives you power. Power!”

(Here I emphasised the word “power” (“moc”) in Polish for comic effect, as well as to make my point – “**Da wam moc! Moc!**”)

“You will be able to speak better in English. Polish is a phonetic language. You write like you speak.”

(Here I stopped to emphasise this important concept. I pointed out that, for example “The letter ‘a’ in Polish is always pronounced /æ/, and the letter ‘o’ in Polish is always pronounced /ɔ/. Pronunciation in Polish is generally easier than in English.” They students agreed. I asked them in Polish: “Is English a phonetic language?” The students grimaced and shook their heads, laughing, because no, of course English is most definitely **not** a phonetic language!)

“English is not a phonetic language. We write differently to how we speak.”

(I illustrated this by writing the following words on the board: “my”, “high”, “pie” and eliciting the pronunciations. I wrote each word phonetically and explained that in the dictionary there are two spellings for each word. The normal spelling is usually no help at all for working out the sound of the word. By contrast, the phonetic spelling gives us the sound of the word. You could use more examples to show that although words can have exactly the same sounds, the spellings can be completely different. Students sometimes ask why this is, but the lesson’s too short to go into the answer in much detail, although you could explain that English has developed from many different languages over hundreds of years, which has helped to push spellings and sounds apart. See pp.18.19-18.28 for more on sounds and spellings.)

different spellings:	same vowel sound:
my	/maɪ/
high	/haɪ/
pie	/paɪ/

“If you don’t know how to say a word, you can check in the dictionary and use the phonetic alphabet to find out the sounds.”

4. Once everybody understands why they’re doing the lesson, write on the board:

8 short vowel sounds | 5 long vowel sounds | 10 diphthongs

Drill each group of sounds in turn. I asked my students to listen, repeat, and write notes. I read each sound loudly and clearly four times, with students repeating each time, and writing down notes about each sound to help them remember it. They were able to use letters from Polish to represent each sound. Give a good, clear model of each sound, or use the .mp3 file from the Talk a Lot website as your classroom model. Use examples of words that contain each sound, e.g. the ones on the handout, or different words that your students will know.

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Talk a Lot

Learn the International Phonetic Alphabet (IPA)

Learn the Sounds of English with the IPA – Sample Lesson Plan

Highlight sounds that are the same in your students' first language and in English. For example, the sound /ɒ/ is the same in Polish and in English. In English /sɒk/ means "sock", that we wear on a foot, whilst in Polish /sɒk/ means "juice" that we drink from a bottle. Let your students have fun and enjoy making the sounds, which may be new for many of them. My Polish students love saying the long vowel sounds, or the guttural grunt schwa /ə/ (that comes from the belly), and the classroom is filled with laughter, as well as the vowel sounds of English!

5. Explain that diphthongs are "double sounds" or two sounds together. For example:

/e/ + /ɪ/ = /eɪ/

Encourage students to try saying the two sounds together, getting quicker and quicker until they arrive at the diphthong /eɪ/. Show students how the mouth has to move when pronouncing a diphthong – changing from the first position (for the first sound) to the second position (for the second sound). Spoken English is a work-out for the mouth and tongue!

6. After modelling and drilling short vowel sounds, long vowel sounds, and diphthongs, go back to the beginning and ask your students to listen and repeat each sound (about four times). Here you may be able to spot some errors in speaking the sounds, that you can correct straightaway.

7. At this point I always stop and congratulate the group: "Well done! You can do it. You see, you **can** make all of the vowel sounds in English. You don't need to use all of these sounds in your language, but you **do** need to use them all in English."

8. Spend a few minutes looking at the consonant sounds. Explain that it is most important to be able to recognise the vowel sounds, because they are what cause the most confusion and the greatest number of errors in pronunciation. Elicit from students – by saying them out loud with them – that consonant sounds are either voiced (with voice) or unvoiced (without voice). Two-thirds of the consonant sounds are the same in English as students would expect them to be, whilst some are different and need closer study:

- 16 consonant sounds that students are likely to know and recognise already:

/b/, /g/, /v/, /t/, /d/, /p/, /k/, /s/, /h/, /r/, /w/, /m/, /n/, /l/, /f/, and /z/

- 9 consonant sounds that are different from how we expect, and that need extra study:

/θ/, /ð/, /ʃ/, /tʃ/, /j/, /ŋ/, /ʒ/, /dʒ/, and /x/

9. Take general feedback from students and answer any questions they might have. There's been a lot to take in! Explain that this lesson is only an **introduction**, that they're not expected to learn all forty eight sounds of English in one hour, and that you will continue to look at the sounds of English with the IPA throughout the course. Perhaps give out one set of flashcards (see p.18.7) to each student so that they can practise memorising the sounds of the IPA at home.

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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/	dish	/dɪʃ/	8. /iː/	three	/θriː/
2. /æ/	bat	/bæt/	9. /ɑː/	star	/stɑː/
3. /ɒ/	sock	/sɒk/	10. /ɔː/	ball	/bɔːl/
4. /ʊ/	pull	/pʊl/	11. /uː/	shoot	/ʃuːt/
5. /ə/	shoulder	/'ʃəʊl.də/	12. /ɜː/	shirt	/ʃɜːt/
6. /e/	leg	/leg/	13. /ʌ/	cup	/kʌp/
7. /i/	happy	/'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/	bag	/bæg/	37. /r/	road	/rəʊd/
25. /g/	glass	/glɑːs/	38. /w/	week	/wi:k/
26. /v/	van	/væn/	39. /j/	yoghurt	/'jɒg.ət/
27. /t/	taxi	/'tæks.i/	40. /m/	music	/'mjuzɪ.zɪk/
28. /d/	dice	/daɪs/	41. /n/	nurse	/nɜːs/
29. /θ/	thousand	/'θaʊ.zənd/	42. /ŋ/	ring	/rɪŋ/
30. /ð/	brother	/'brʌð.ə/	43. /l/	lake	/leɪk/
31. /p/	pig	/pɪg/	44. /f/	frog	/frɒg/
32. /k/	kit	/kɪt/	45. /z/	zip	/zɪp/
33. /s/	snow	/snəʊ/	46. /ʒ/	revision	/rɪ'vɪʒ.ən/
34. /ʃ/	shop	/ʃɒp/	47. /dʒ/	jam	/dʒæm/
35. /tʃ/	cheese	/tʃiːz/	48. /x/	loch	/lɒx/
36. /h/	head	/hed/			

Notes:

- 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.

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Talk a Lot

Learn the International Phonetic Alphabet (IPA)

Flashcards – Instructions

Students can use the flashcards on pp.18.9-18.18 for learning and memorising the forty eight sounds of English with the International Phonetic Alphabet (IPA). The aim is to know the sounds by heart, so that they can look at any of the IPA symbols on its own and say the sound straight away.

Instructions

1. Print the pages back to back onto thin card, in the following order:
 - print pages 18.9 and 18.10 back to back
 - print pages 18.11 and 18.12 back to back
 - print pages 18.13 and 18.14 back to back
 - print pages 18.15 and 18.16 back to back
 - print pages 18.17 and 18.18 back to back
2. Cut out the cards and laminate them, if possible, for extra durability.
3. For students: use the cards to learn the sounds by quickly testing yourself in spare minutes of the day, e.g. on the bus, at lunchtime, when you're watching TV, etc.
4. For teachers: use the cards to test your class for a short period of time every day, just to keep the symbols and sounds in your students' minds, or give a set of cards to each student and encourage them to practise in pairs or small groups. You could use some or all of the activities below.

Key to Abbreviations

SV	= short vowel sound
LV	= long vowel sound
D	= diphthong
VC	= voiced consonant (i.e. your vocal cords vibrate when you say it; feel your throat as you say a sound to find out whether it's voiced or not; if it vibrates, it is voiced!)
UC	= unvoiced consonant (your vocal cords don't vibrate when you say this kind of sound)

Note: it's well worth getting students to learn the IPA sounds with an extra layer of detail, so that they learn the concepts above. For example, that /e/ isn't only a vowel sound, but that it's a *short* vowel sound; or that /n/ isn't only a consonant sound, but it's a *voiced* consonant sound that makes your vocal cords vibrate.

Suggested Classroom Activities

I made my own flashcards like these to learn and memorise which sound each symbol represented, when I was training for my Trinity College Cert. TESOL ten years ago, but there are lots of other ways in which you could use them beyond simply learning quietly at home:

- a) Put all of the cards on the table – simple side up – in front of your students. Say a sound, and the first to find the right card is the winner. Or, say “voiced consonant” or “long vowel sound”, etc. (as above) and the first to find one is the winner.

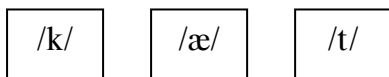
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Learn the International Phonetic Alphabet (IPA)

Flashcards – Instructions

- b) Show a card with a sound on it and students have to say a word each that includes this sound.
- c) Students have to put several of the cards in order to make a simple word, e.g. “cat” =



- d) Or you could ask students to spell out their first name, or the make of their car, or their first pet’s name, etc., or one (or more) of the current unit’s discussion words, using the cards. You may need a few sets of cards to be able to do this.
- e) Try this fun game for two students working in a pair (it could also be adapted for two small groups battling each other). Each student has half the cards from the set (25 cards each). They hold them in their hands in a (shuffled) pack so that the other student can’t see which cards they’ve got. The first student produces the first card and their partner has ten seconds (or five, if your group is at a good level!) to say an English word that contains that sound. If they are correct they get the card, and put it in a separate pile from the pack in their hands. If they are wrong, or can’t think of a word, the original student gets to keep the card, again putting it in a separate pile. Play alternates between the two students and continues until the students don’t have any cards left in their hands. The winner will be the student with the most cards at the end of the game (or at the end of an agreed period of time, e.g. fifteen minutes). A variation to make the game harder would be to insist on two words (or more) for each sound, or to get the students to write the words using the IPA, as well as saying them.
- f) Use the rhyming words listed on the worksheets from p.18.19 to demonstrate how the same sounds in English can be achieved with very different spelling patterns. You could make the important point that English is not a phonetic language, and rather the spelling of a word in English often bears little or no relation to the sounds that it contains.
- g) Or use the rhyming words to get students saying lots of words with the same vowel sound out loud. You could even get them to write sentences using as many words which have the same sound in them as possible, for example:

Sound: /i:/

Sentence: “Pete’s feet feel the need for speed each week.”

or:

Sound: /eɪ/

Sentence: “Jane’s Danish mate made it plain that her place in Spain was a waste of space.”

Why not collect together the funniest or longest sentences and make a classroom display, or book, or better still, email them to us at EnglishBanana.com so that we can put them on the Talk a Lot pages! Similarly, you will doubtless find lots more new ways for using these flashcards. If you would like to share them with other teachers and students, please do email them to us and tell us what worked for you.

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Talk a Lot

Learn the International Phonetic Alphabet (IPA)

Simple Flashcards (page 1 of 5)

<p>/ɪ/</p> <p>Talk a Lot</p>	<p>/æ/</p> <p>Talk a Lot</p>
<p>/ɒ/</p> <p>Talk a Lot</p>	<p>/ʊ/</p> <p>Talk a Lot</p>
<p>/ə/</p> <p>Talk a Lot</p>	<p>/e/</p> <p>Talk a Lot</p>
<p>/i/</p> <p>Talk a Lot</p>	<p>/iː/</p> <p>Talk a Lot</p>
<p>/ɑː/</p> <p>Talk a Lot</p>	<p>/ɔː/</p> <p>Talk a Lot</p>

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Talk a Lot

Learn the International Phonetic Alphabet (IPA)

Detailed Flashcards (page 1 of 5)

<p>/æ/ bat /bæt/ (SV)</p>	<p>/ɪ/ dish /dɪʃ/ (SV)</p>
<p>/ʊ/ pull /pʊl/ (SV)</p>	<p>/ɒ/ sock /sɒk/ (SV)</p>
<p>/e/ leg /leg/ (SV)</p>	<p>/ə/ shoulder /'ʃəʊl.də/ (SV)</p>
<p>/ɪː/ three /θriː/ (LV)</p>	<p>/i/ happy /'hæp.i/ (SV)</p>
<p>/ɔː/ ball /bɔːl/ (LV)</p>	<p>/ɑː/ star /stɑː/ (LV)</p>

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Talk a Lot

Learn the International Phonetic Alphabet (IPA)

Simple Flashcards (page 2 of 5)

<p>/uː/</p> <p>Talk a Lot</p>	<p>/ʒː/</p> <p>Talk a Lot</p>
<p>/ʌ/</p> <p>Talk a Lot</p>	<p>/eɪ/</p> <p>Talk a Lot</p>
<p>/aɪ/</p> <p>Talk a Lot</p>	<p>/ɔɪ/</p> <p>Talk a Lot</p>
<p>/eə/</p> <p>Talk a Lot</p>	<p>/aɪə/</p> <p>Talk a Lot</p>
<p>/əʊ/</p> <p>Talk a Lot</p>	<p>/aʊ/</p> <p>Talk a Lot</p>

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Talk a Lot

Learn the International Phonetic Alphabet (IPA)

Detailed Flashcards (page 2 of 5)

<p>/ʒɪ/ shirt /ʃɜ:t/ (LV)</p>	<p>/uː/ shoot /ʃu:t/ (LV)</p>
<p>/eɪ/ plane /pleɪn/ (D)</p>	<p>/ʌ/ cup /kʌp/ (SV)</p>
<p>/ɔɪ/ toy /tɔɪ/ (D)</p>	<p>/aɪ/ time /taɪm/ (D)</p>
<p>/aɪə/ hire /haɪə/ (D)</p>	<p>/eə/ pear /peə/ (D)</p>
<p>/aʊ/ cow /kaʊ/ (D)</p>	<p>/əʊ/ home /həʊm/ (D)</p>

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Talk a Lot

Learn the International Phonetic Alphabet (IPA)

Simple Flashcards (page 3 of 5)

<p>/ɪə/</p> <p>Talk a Lot</p>	<p>/ʊə/</p> <p>Talk a Lot</p>
<p>/aʊə/</p> <p>Talk a Lot</p>	<p>/b/</p> <p>Talk a Lot</p>
<p>/g/</p> <p>Talk a Lot</p>	<p>/v/</p> <p>Talk a Lot</p>
<p>/t/</p> <p>Talk a Lot</p>	<p>/d/</p> <p>Talk a Lot</p>
<p>/θ/</p> <p>Talk a Lot</p>	<p>/ð/</p> <p>Talk a Lot</p>

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Talk a Lot

Learn the International Phonetic Alphabet (IPA)

Detailed Flashcards (page 3 of 5)

<p>/ʊə/ pure /pʃʊə/ (D)</p>	<p>/ɪə/ here /hɪə/ (D)</p>
<p>/b/ bag /bæg/ (VC)</p>	<p>/aʊə/ power /paʊə/ (D)</p>
<p>/v/ van /væn/ (VC)</p>	<p>/g/ glass /glɑ:s/ (VC)</p>
<p>/d/ dice /daɪs/ (VC)</p>	<p>/t/ taxi /'tæk.si/ (UC)</p>
<p>/ð/ brother /'brʌð.ə/ (VC)</p>	<p>/θ/ thousand /'θaʊ.zənd/ (UC)</p>

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Talk a Lot

Learn the International Phonetic Alphabet (IPA)

Simple Flashcards (page 4 of 5)

<p>/p/</p> <p>Talk a Lot</p>	<p>/k/</p> <p>Talk a Lot</p>
<p>/s/</p> <p>Talk a Lot</p>	<p>/ʃ/</p> <p>Talk a Lot</p>
<p>/tʃ/</p> <p>Talk a Lot</p>	<p>/h/</p> <p>Talk a Lot</p>
<p>/r/</p> <p>Talk a Lot</p>	<p>/w/</p> <p>Talk a Lot</p>
<p>/j/</p> <p>Talk a Lot</p>	<p>/m/</p> <p>Talk a Lot</p>

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Learn the International Phonetic Alphabet (IPA)

Detailed Flashcards (page 4 of 5)

<p>/k/ kit /kɪt/ (UC)</p>	<p>/p/ pig /pɪg/ (UC)</p>
<p>/ʃ/ shop /ʃɒp/ (UC)</p>	<p>/s/ snow /snoʊ/ (UC)</p>
<p>/h/ head /hed/ (UC)</p>	<p>/tʃ/ cheese /tʃi:z/ (UC)</p>
<p>/w/ week /wi:k/ (VC)</p>	<p>/r/ road /rəʊd/ (VC)</p>
<p>/m/ music /'mju:zɪk/ (VC)</p>	<p>/j/ yoghurt /'jɒg.ət/ (VC)</p>

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Talk a Lot

Learn the International Phonetic Alphabet (IPA)

Simple Flashcards (page 5 of 5)

<p>/n/</p> <p>Talk a Lot</p>	<p>/ŋ/</p> <p>Talk a Lot</p>
<p>/l/</p> <p>Talk a Lot</p>	<p>/f/</p> <p>Talk a Lot</p>
<p>/z/</p> <p>Talk a Lot</p>	<p>/ʒ/</p> <p>Talk a Lot</p>
<p>/dʒ/</p> <p>Talk a Lot</p>	<p>/x/</p> <p>Talk a Lot</p>
<p>/ʰ/</p> <p>Talk a Lot</p>	<p>/ʔ/</p> <p>Talk a Lot</p>

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Talk a Lot

Learn the International Phonetic Alphabet (IPA)

Detailed Flashcards (page 5 of 5)

<p>/ŋ/ ring /rɪŋ/ (VC)</p>	<p>/n/ nurse /nɜːs/ (VC)</p>
<p>/f/ frog /frɒg/ (UC)</p>	<p>/l/ lake /leɪk/ (VC)</p>
<p>/ʒ/ revision /rɪ'vɪʒ.ən/ (VC)</p>	<p>/z/ zip /zɪp/ (VC)</p>
<p>/x/ loch /lɒx/ (UC)</p>	<p>/dʒ/ jam /dʒæm/ (VC)</p>
<p>/ʔ/ football /'fʊʔ.bɔːl/ (glottal stop)</p>	<p>/' strong stress mark</p>

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Talk a Lot

Learn the International Phonetic Alphabet (IPA)

Rhyming Words – Vowel Sounds 1

All of the words in each group are **rhyming words** – they all share the same vowel sound. Notice the different **spelling patterns** that we can use to make the same vowel sound. Can you think of any more words with the same vowel sounds and spelling patterns?

/ɪ/

vowel sound in 'f i sh'

fish
dish
wish

bid
hid
lid
did

fill
hill
Jill
still
pill
bill
Bill
chill
will
kill

pit
it
hit
nit
lit
bit
spit
wit

spin
chin
win
tin
gin

limb

list
mist

missed
kissed
hissed

/i/

vowel sound in 'empt y'

empty
guilty
honesty

rugby

lovely
lily

juicy
Lucy

smelly
jolly
chilly
frilly
Billy
really

pretty
Betty

hockey
jockey

movie
smoothie

/i:/

vowel sound in 'f ee t'

feet
meet
sheet

feat
heat
neat
seat
treat

Pete
mete

deed
need
feed
speed

lead
knead

heal
steal
deal

peel
heel
wheel

speak
leak

peek
cheek

dream
team
steam

seen
been

clean

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Talk a Lot

Learn the International Phonetic Alphabet (IPA)

Rhyming Words – Vowel Sounds 2

All of the words in each group are **rhyming words** – they all share the same vowel sound. Notice the different **spelling patterns** that we can use to make the same vowel sound. Can you think of any more words with the same vowel sounds and spelling patterns?

/æ/

vowel sound in 'h a t'

hat	tap
cat	lap
fat	cap
spat	nap
chat	sap
gnat	rap
splat	gap
bat	yap
brat	
mat	channel
Matt	banner
	spanner
	manner
can	
span	tank
man	prank
ban	spank
nan	sank
tan	thank
ran	bank
fan	shank
van	yank
land	
hand	thanks
stand	
band	back
and	slack
bandstand	hack
handstand	sack
understand	shack
brand	tack
sand	knack
pal	
gal	
map	
chap	
trap	
flap	
clap	

/ɑː/

vowel sound in 'c a r'

car	mark
far	Mark
bar	dark
tar	
char	shark
par	
mar	barber
star	
guitar	harbour
Qatar	
are	tart
	cart
	smart
hurrah	art
shah	part
	dart
spa	mart
bra	hart
cha-cha	
ta	heart
pa	
ask	chance
task	dance
bask	prance
cask	lance
mask	advance
	stance
branch	father
	lather
hard	rather
card	
lard	Arthur
bard	
	bath
charred	
barred	
jarred	
bark	
lark	
park	
hark	

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Learn the International Phonetic Alphabet (IPA)

Rhyming Words – Vowel Sounds 3

All of the words in each group are **rhyming words** – they all share the same vowel sound. Notice the different **spelling patterns** that we can use to make the same vowel sound. Can you think of any more words with the same vowel sounds and spelling patterns?

/ɒ/

vowel sound in 'g o t'

got
hot
knot
not
shot
lot
rot
plot
slot
trot
clot
hotpot
cot
jot
pot
sot
tot

salt
halt
Walt
malt

bolt
colt
dolt

vault
fault

moult

stop
top
chop
hop
prop
mop
cop
fop
pop
sop

box
fox
cox

off
scoff

on
con
Ron

Yvonne

John

gone

from

sock
knock
rock
clock
shock
dock

wok

rob
Bob
sob
cob
job
lob
fob
hob

odd

wad

/ɔ:/

vowel sound in 'o r'

or
for
nor

pour
four
your

poor
door

pore
sore
more
bore
yore
wore
core
fore
gore
whore
tore
lore

law
jaw
paw
straw
draw
raw
saw

war

oar
hoar

horse
Norse

coarse

force

talk
walk
chalk

hawk
squawk

fork
pork
York

board
hoard

sword

fought
nought
ought

wart

form
dorm

warm

warn

lawn
prawn
sawn
paw

torn
forlorn

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Talk a Lot

Learn the International Phonetic Alphabet (IPA)

Rhyming Words – Vowel Sounds 4

All of the words in each group are **rhyming words** – they all share the same vowel sound. Notice the different **spelling patterns** that we can use to make the same vowel sound. Can you think of any more words with the same vowel sounds and spelling patterns?

/ʊ/

vowel sound in 'p u t'

put
soot
foot
book
hook
look
cook
crook
shook
brook
took
rook

wool

bull
full
pull

push
bush

whoosh

good
hood

could
should
would

you'd

/u:/

vowel sound in 't o'

to
doom
room
too
cool
fool
two
pool
hue
school
cue
group
you
soup

stew
few
brew
new
crew

queue

route

boot
loot

newt

cute

use
fuse

shoes

lose

bruise

June
dune

moon
soon

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Talk a Lot

Learn the International Phonetic Alphabet (IPA)

Rhyming Words – Vowel Sounds 5

All of the words in each group are **rhyming words** – they all share the same vowel sound. Notice the different **spelling patterns** that we can use to make the same vowel sound. Can you think of any more words with the same vowel sounds and spelling patterns?

/ə/

vowel sound in 'a go'

ago	anybody
adore	nobody
about	
around	London
annoy	
annul	woman
apart	
aware	family
envelope	motorway
famous	endless
	faithless
royal	harmless
loyal	
banana	
computer	
heater	
under	
user	
teacher	
power	
tower	
brother	
mother	
father	
sister	
daughter	
umbrella	
the	
until	
unless	
president	
resident	
confident	
somebody	

/ɜː/

vowel sound in 'h e r'

her	turn
per	burn
stir	stern
fir	fern
fur	worm
purr	term
	perm
whirr	
	firm
heard	
	shirt
herd	skirt
nerd	
bird	hurt
stirred	pert
purred	first
	thirst
word	
	worst
curd	
turd	worse
perch	curse
lurch	verse
church	
	world
birch	girl
search	furl
	hurl
murder	curl
girder	earl
	pearl
learn	
earn	twirl

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Learn the International Phonetic Alphabet (IPA)

Rhyming Words – Vowel Sounds 6

All of the words in each group are **rhyming words** – they all share the same vowel sound. Notice the different **spelling patterns** that we can use to make the same vowel sound. Can you think of any more words with the same vowel sounds and spelling patterns?

/e/

vowel sound in 't e n'

ten
hen
wren
den
men
pen
when

gem
hem

fell
tell
bell
smell
swell
shell
dwell
spell
well

gel

spend
mend
tend
lend
wend
bend
end
trend

wreck
speck
deck
neck
peck

tech

cheque

get

met
let
bet
net
jet
pet
set
vet

debt

help
yelp

melt
dwelt
Celt

tense

pence
whence

led
bed
wed
red
Ted

head
lead

edge
hedge
wedge
ledge

egg

beg
peg
keg
leg

/ʌ/

vowel sound in 'u p'

up
cup
sup
pup

mud
thud
bud
stud
cud

blood
flood

rub
hub
club
pub
snub
scrub
cub
tub

but
hut
shut
cut
nut
rut

butt
putt
mutt

luck
duck
muck
chuck
buck
puck
suck
tuck

sun
fun
bun
shun
stun
gun
nun
pun
run

ton
won
son

one
done

gull
mull
dull
lull
cull

honey
money

sunny
funny
bunny
runny

sum
hum
gum
chum
rum

numb
dumb

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Learn the International Phonetic Alphabet (IPA)

Rhyming Words – Diphthongs 1

All of the words in each group are **rhyming words** – they all share the same diphthong. Notice the different **spelling patterns** that we can use to make the same diphthong. Can you think of any more words with the same diphthongs and spelling patterns?

/eɪ/

vowel sound in 'r ai n'

rain
train
Spain
lain
gain
main
chain
pain
plain

plane
Jane
cane
sane
Dane

plaice

plague
vague

nail
sail
hail
pail
bail
fail
jail
wail

whale

reign
feign

mainly
plainly

waste
paste
haste
taste
chaste
baste

laced
raced
faced

base
case
chase
lace
face
pace
race
mace
place

bait

date
skate
gate
late
fate
mate

weight
eight
freight

shame
lame
came
tame

take
bake
cake
Jake
sake
make
wake
lake
shake

/əʊ/

vowel sound in 'o wn'

own
grown
thrown
shown
known

bone
cone
lone
hone
throne
clone
phone
stone

loan
groan
moan

cologne

sewn

phoned
cloned
stoned

moaned
loaned

owned

hope
mope
cope

drove
wove

roam
foam
loam

home
dome
tome

comb

roamed

won't
don't

grow
blow
know
row
show
stow

oh

owe

woe

hole
whole
pole
mole
sole

soul

soak

poke
woke

explode

load

loaf
oaf

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Learn the International Phonetic Alphabet (IPA)

Rhyming Words – Diphthongs 2

All of the words in each group are **rhyming words** – they all share the same diphthong. Notice the different **spelling patterns** that we can use to make the same diphthong. Can you think of any more words with the same diphthongs and spelling patterns?

/aɪ/

vowel sound in 'b y'

by	hide
spy	
sty	child
shy	wild
my	
cry	tiled
try	piled
buy	styled
guy	
hi	kite
pi	spite
	white
	bite
pie	
die	byte
lie	
tie	quite
l	height
eye	flight
bye	might
Skye	night
	sight
bike	tight
hike	right
pike	bright
like	
style	wine
	shine
	mine
stile	line
while	
mile	sign
Nile	
tile	time
pile	lime
tied	rhyme
lied	
ride	blind
	find

/aʊ/

vowel sound in 'c ow'

cow	clown
how	town
now	brown
wow	crown
bow	
row	pound
brow	found
allow	sound
	wound
bough	hound
plough	mound
	round
owl	
howl	around
cowl	abound
yowl	astound
scowl	
jowl	gowned
fowl	
loud	
proud	
cloud	
crowd	
bowed	
cowed	
house	
mouse	
douse	
out	
shout	
lout	
gout	
about	
pout	
tout	
trout	
doubt	

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Learn the International Phonetic Alphabet (IPA)

Rhyming Words – Diphthongs 3

All of the words in each group are **rhyming words** – they all share the same diphthong. Notice the different **spelling patterns** that we can use to make the same diphthong. Can you think of any more words with the same diphthongs and spelling patterns?

/ɔɪ/

vowel sound in 't oy'

toy
coy
boy
soy
Roy
annoy
ploy
joy
Troy
cloy
destroy
employ
decoy
deploy

Illinois

toyed
annoyed
employed
deployed
overjoyed
enjoyed

void
avoid

Lloyd

Freud

boil
soil
toil
coil
foil
spoil
oil

soiled
toiled
coiled

foiled
spoiled
oiled
boiled

/ɪə/

vowel sound in 'ea r'

ear
year
hear
appear
dear
clear
near
tear
gear
fear
disappear
rear
sear

cheer
beer
leer
sheer
peer
deer
steer
engineer
pioneer
volunteer
jeer
veer

pier
tier
chandelier
cavalier

here
sphere
mere

we're

Zaire

pierce

peered

steered
cheered
pioneered

cleared
neared
feared
reared
seared

tiered

cheering
peering
steering
leering
pioneering
jeering
veering

searing
fearing
nearing
clearing

shield
wield
field

kneeled

kneel

Neil

heal
seal
meal
weal

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Rhyming Words – Diphthongs 4

All of the words in each group are **rhyming words** – they all share the same diphthong. Notice the different **spelling patterns** that we can use to make the same diphthong. Can you think of any more words with the same diphthongs and spelling patterns?

/eə/

vowel sound in 'ai r'

air	commissionaire
chair	
hair	aired
fair	chaired
lair	despaired
stair	paired
pair	
affair	pared
despair	stared
flair	fared
éclair	bared
unfair	shared
	prepared
where	declared
there	compared
	dared
their	flared
	cared
they're	
	laird
wear	
tear	square
bear	
mare	
pare	
stare	
rare	
fare	
share	
prepare	
declare	
dare	
flare	
care	
bare	
compare	
beware	
aware	
Clare	
Claire	
millionaire	

/ʊə/

vowel sound in 't ou r'

tour	curio
tourist	you're
tourism	
plural	
rural	
mural	
neural	
usual	
unusual	
neurotic	
pure	
sure	
cure	
assure	
lure	
allure	
purely	
surely	
furious	
curious	
luxurious	
cured	
lured	
assured	
touring	
alluring	
assuring	
luring	
curing	
luxuriant	

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Learn the International Phonetic Alphabet (IPA)

Discussion Words from Elementary Book 1 (page 1 of 5)

accident	/'æk.sɪ.dənt/	building	/'bɪl.dɪŋ/
accountant	/ə'kaʊn.tənt/	building site	/'bɪl.dɪŋ saɪt/
actor	/'ækt.ə/	bungalow	/'bʌŋ.gəl.əʊ/
admin assistant	/'æd.mɪn ə'sɪs.tnt/	bus	/bʌs/
adopted family	/ə'dɒp.tɪd 'fæm.ə.li/	bus stop	/bʌs stɒp/
aeroplane	/'eər.ə.pleɪn/	butcher	/'bʊtʃ.ə/
airport	/'eə.pɔ:rt/	butter	/'bʌt.ə/
aisle	/aɪl/	buttons	/'bʌt.ənz/
allergy	/'æl.ə.dʒi/	café	/'kæf.eɪ/
ambulance	/'æm.bjʊ.lənts/	camping	/'kæm.pɪŋ/
amusement park	/ə'mju:z.mənt pɑ:k/	cancellation	/kænt.səl'eɪ.fən/
apartment	/ə'pɑ:t.mənt/	cancer	/'kænt.sə/
apartment block	/ə'pɑ:t.mənt blɒk/	canoe	/kə'nu:z/
apple	/'æp.l/	car	/kɑ:/
appointment	/ə'pɔɪnt.mənt/	car park	/'kɑ: pɑ:k/
artist	/'ɑ:.tɪst/	carpet	/'kɑ: pɪt/
aunt	/ɑ:nt/	carrot	/'kær.ət/
baby	/'beɪ.bi/	car showroom	/kɑ: 'ʃəʊ.rʊm/
bag	/bæg/	cash	/kæʃ/
baker	/'beɪ.kə/	cash point	/'kæʃ pɔɪnt/
bakery	/'beɪ.kər.i/	casino	/kə'si:.nəʊ/
banana	/bə'nɑ:.nə/	cathedral	/kə'θi:.drəl/
bank	/bæŋk/	ceiling	/'si:.lɪŋ/
basketball	/'bɑ:.skɪt.bɔ:l/	cereal	/'siə.rɪ.jəl/
bath	/bɑ:θ/	change	/tʃeɪndʒ/
bathroom	/'bɑ:θ.rʊm/	chauffeur	/'ʃəʊ'fɔ:/
beach	/bi:tʃ/	checkout	/'tʃek.aʊt/
bed	/bed/	checkout assistant	/'tʃek.aʊt ə'sɪs.tənt/
bed and breakfast	/bed ənd 'brek.fəst/	cheese	/tʃi:z/
bedroom	/'bed.rʊm/	chemist	/'kem.ɪst/
beef	/bi:f/	chicken	/'tʃɪk.ɪn/
belt	/belt/	child	/tʃaɪld/
bench	/bentʃ/	chips	/tʃɪps/
bike	/baɪk/	chocolate	/'tʃɒk.lət/
blouse	/blaʊz/	church	/tʃɜ:tʃ/
boat	/bəʊt/	cinema	/'sɪn.ə.nə/
bookshop	/'bʊk.ʃɒp/	city	/'sɪt.i/
bowling club	/'bəʊ.lɪŋ klʌb/	climbing	/'klaɪ.mɪŋ/
boy	/bɔɪ/	clothes	/kləʊðz/
boyfriend	/'bɔɪ.frend/	clothes shop	/'kləʊðz ʃɒp/
bra	/brɑ:/	coat	/kəʊt/
bread	/bred/	college	/'kɒl.ɪdʒ/
bridge	/brɪdʒ/	community centre	/kə'mju:z.nə.tɪ 'sen.tə/
broken bone	/brəʊ.kn 'bəʊn/	commuter	/kə'mju:z.tə/
brother	/'brʌð.ə/	computer game	/kəm'pjʊ:tə geɪm/
brother-in-law	/'brʌð.ə ɪn lɔ:/	cooker	/'kʊk.ə/
bruise	/bru:z/	cooking	/'kʊk.ɪŋ/
builder	/'bɪl.də/	cousin	/'kʌz.ən/

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Talk a Lot

Learn the International Phonetic Alphabet (IPA)

Discussion Words from Elementary Book 1 (page 2 of 5)

crisps	/kɹɪspz/	fish	/fɪʃ/
cruise	/kruːz/	fishing	/'fɪʃ.ɪŋ/
crutch	/krʌtʃ/	flat	/flæt/
cupboard	/'kʌb.əd/	flight	/flaɪt/
customer	/'kʌs.tə.mə/	floor	/flɔː/
cut	/kʌt/	florist	/'flɒr.ɪst/
cycling	/'saɪ.klɪŋ/	flour	/flaʊə/
dad	/dæd/	food	/fuːd/
daughter	/'dɔː.tə/	football	/'fʊt.bɔːl/
debit card	/'deb.ɪt kɑːd/	football stadium	/'fʊt.bɔːl 'steɪ.di.əm/
delicatessen	/del.ɪ.kə'tes.en/	foster parent	/'fɒs.tə 'peə.rənt/
dentist	/'den.tɪst/	free time	/'friː taɪm/
department store	/dɪ'pɑːt.mənt stɔː/	freezer	/'friː.zə/
detached house	/dɪ'tætʃt haʊs/	fridge	/frɪdʒ/
dining chair	/'daɪ.nɪŋ tʃeə/	frozen food	/'frəʊ.zen fuːd/
dining room	/'daɪ.nɪŋ ru:m/	fruit	/fru:t/
dining table	/'daɪ.nɪŋ 'teɪ.bl/	fruit juice	/fru:t dʒuːs/
DJ	/'diː.dʒeɪ/	garage	/'gær.ɑːʒ/
doctor	/'dɒk.tə/	garden	/'gɑː.dən/
door	/dɔː/	gardener	/'gɑːd.nə/
dress	/dres/	girl	/gɜːl/
drink	/drɪŋk/	girlfriend	/'gɜːl.frend/
driver	/'draɪ.və/	glasses	/'glɑː.sɪz/
driving licence	/'draɪ.vɪŋ 'laɪ.sənts/	glove	/glʌv/
DVD player	/diː.vi:'diː 'pleɪ.ə/	golf	/gɒlf/
earring	/'iə.rɪŋ/	grandchild	/'grænd.tʃaɪld/
egg	/eg/	granddad	/'græn.dæd/
electrician	/ɪl.ek'trɪʃ.en/	granddaughter	/'grænd.dɔː.tə/
emergency	/'ɪmɜː.dʒənt.sɪ/	grandma	/'grænd.mɑː/
emergency exit	/'ɪmɜː.dʒənt.sɪ 'ek.sɪt/	grandson	/'grænd.sʌn/
engine	/'en.dʒɪn/	greengrocer	/'griːŋ.grəʊ.sə/
escalator	/'es.kə.leɪ.tə/	groceries	/'grəʊ.sə.ɪz/
estate agent	/'steɪt 'eɪ.dʒənt/	hairdresser	/'heə.dres.ə/
ex-	/eks/	hall	/hɔːl/
examination	/ɪg.zæm.ɪ'neɪ.ʃən/	handbag	/'hænd.bæg/
express lane	/ɪk'spres leɪn/	hat	/hæt/
factory worker	/'fæk.tɹɪ 'wɜː.kə/	headache	/'hed.eɪk/
family	/'fæm.əl.i/	head teacher	/'hed 'tiː.tʃə/
fare	/feə/	health	/helθ/
farmer	/'fɑː.mə/	high heels	/haɪ hɪəlz/
father	/'fɑː.ðə/	hiking	/'haɪ.kɪŋ/
father-in-law	/'fɑː.ðə ɪn lɔː/	hobby	/'hɒb.i/
ferry	/'fer.i/	holiday	/'hɒl.ɪ.deɪ/
fever	/'fiː.və/	holiday resort	/'hɒl.ɪ.deɪ rɪ'zɔːt/
fiancé	/'fiː.ɑːn.seɪ/	home	/həʊm/
fiancée	/'fiː.ɑːn.seɪ/	hospital	/'hɒs.pɪ.təl/
fine	/faɪn/	hotel	/həʊ'tel/
fireplace	/'faɪə.pleɪs/	house	/haʊs/

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Talk a Lot

Learn the International Phonetic Alphabet (IPA)

Discussion Words from Elementary Book 1 (page 3 of 5)

husband	/'hʌz.bənd/	nursery nurse	/'nɜːs.ri nɜːs/
illness	/'ɪl.nəs/	nut	/nʌt/
infection	/ɪn'fek.ʃən/	office	/'ɒf.ɪs/
injection	/ɪn'dʒek.ʃən/	onion	/'ʌn.jən/
internet	/'ɪn.tə.net/	opening times	/'əʊ.pən.ɪŋ taɪmz/
jacket	/'dʒæk.ɪt/	optician	/ɒp'tɪʃ.ən/
jeans	/dʒiːnz/	optician's	/ɒp'tɪʃ.ənz/
jeweller	/'dʒuːl.ə/	orange	/'ɒr.ɪndʒ/
jogging	/'dʒɒg.ɪŋ/	painter and decorator	/'peɪn.tə ən 'dek.ə.r.eɪ.tə/
journey	/'dʒɜːni/	pants	/pænts/
jumper	/'dʒʌm.pə/	parent	/'peə.rənt/
kitchen	/'kɪtʃ.ən/	park	/pɑːk/
knickers	/'nɪk.əz/	partner	/'pɑːt.nə/
lake	/leɪk/	passenger	/'pæs.ən.dʒə/
lamb	/læm/	pasta	/'pæs.tə/
lecturer	/'lekt.tʃər.ə/	patient	/'peɪ.ʃənt/
leisure centre	/'leɜː.ə 'sen.tə/	pavement	/'peɪv.mənt/
lemonade	/lem.ə'neɪd/	pence	/pens/
library	/'laɪ.bri/	petrol pump	/'pet.rəl pʌmp/
lift	/lɪft/	pharmacist	/'fɑː.mə.sɪst/
light	/laɪt/	pharmacy	/'fɑː.mə.si/
living room	/'lɪv.ɪŋ ru:m/	picnic	/'pɪk.nɪk/
local shop	/'ləʊ.kəl ʃɒp/	pie	/paɪ/
man	/mæn/	pizza	/'piː.sə/
manager	/'mæn.ɪ.dʒə/	plaster	/'plɑː.stə/
market	/'mɑː.kɪt/	playground	/'pleɪ.graʊnd/
market place	/'mɑː.kɪt pleɪs/	plumber	/'plʌm.ə/
meal	/mi:l/	police officer	/pə'liːs 'ɒf.ɪ.sə/
meat	/mi:t/	police station	/pə'liːs 'steɪ.ʃən/
mechanic	/mə'kæ.n.ɪk/	post office	/pəʊst 'ɒf.ɪs/
milk	/mɪlk/	potato	/pə'teɪ.təʊ/
mineral water	/'mɪn.rəl 'wɔː.tə/	pounds	/paʊnds/
model	/'mɒd.əl/	prescription	/prɪ'skrɪp.ʃən/
money	/'mʌn.i/	price	/praɪs/
mosque	/mɒsk/	problem	/'prɒb.ləm/
mother	/'mʌð.ə/	promotion	/prə'məʊ.ʃən/
mother-in-law	/'mʌð.ə ɪn lɔː/	public toilets	/'pʌb.lɪk 'tɔɪ.ləts/
motorbike	/'məʊ.tə.baɪk/	pyjamas	/pɪ'dʒɑː.məz/
motorway	/'məʊ.tə.weɪ/	queue	/kjuː/
mum	/mʌm/	radiator	/'reɪ.di.eɪ.tə/
mushroom	/'mʌʃ.ru:m/	rash	/ræʃ/
necklace	/'nek.ləs/	reading	/'riː.dɪŋ/
needle	/'niː.dl/	receipt	/rɪ'siːt/
nephew	/'nef.juː/	receptionist	/rɪ'sep.ʃən.ɪst/
newspaper reporter	/'njuːz.peɪ.pə ri.pɔː.tə/	refund	/'riː.fʌnd/
niece	/niːs/	relaxation	/riː.læk'seɪ.ʃən/
nightdress	/'naɪt.dres/	reservation	/rez.ə'veɪ.ʃən/
nurse	/nɜːs/	restaurant	/'res.tə.rənt/

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Learn the International Phonetic Alphabet (IPA)

Discussion Words from Elementary Book 1 (page 4 of 5)

rice	/raɪs/	stretcher	/'stretʃ.ə/
ring	/rɪŋ/	suit	/sju:t/
river	/'rɪv.ə/	sunbathing	/'sʌn.beɪ.ðɪŋ/
road	/rəʊd/	supermarket	/'su:.pə.mɑ:.kɪt/
road sign	/rəʊd saɪn/	surgery	/'sɜ:.dʒər.i/
roundabout	/'raʊnd.ə.baʊt/	swimming	/'swɪm.ɪŋ/
rugby	/'rʌg.bi/	swimming pool	/'swɪm.ɪŋ pu:l/
runway	/'rʌn.weɪ/	tablets	/'tæb.ləts/
safari park	/sə'fɑ:.rɪ pɑ:k/	take-off	/'teɪk.ɒf/
sale	/seɪl/	taxi	/'tæks.i/
sales assistant	/seɪlz ə'sɪs.tənt/	tax office	/tæks 'ɒf.ɪs/
sausage	/'sɔs.ɪdʒ/	teacher	/'ti:.tʃə/
scales	/skeɪlz/	television	/'tel.ɪ.vɪʒ.ən/
scarf	/skɑ:f/	tennis	/'ten.ɪs/
school	/sku:l/	tennis court	/'ten.ɪs kɔ:t/
security guard	/sɪ'kjʊə.rɪ.ti gɑ:d/	tent	/tent/
semi-detached house	/sem.i.dɪ'tætʃt haʊs/	theatre	/'θi:.ə.tə/
service station	/'sɜ:.vɪs 'steɪ.ʃən/	ticket	/'tɪk.ɪt/
shelf	/ʃelf/	tie	/taɪ/
ship	/ʃɪp/	tights	/'taɪts/
shirt	/ʃɜ:t/	till	/tɪl/
shoe	/ʃu:/	toilet	/'tɔɪ.lət/
shop	/ʃɒp/	tomato	/tə'mɑ:.təʊ/
shopping	/'ʃɒp.ɪŋ/	toothbrush	/'tu:θ.brʌʃ/
shopping centre	/'ʃɒp.ɪŋ 'sen.tə/	toothpaste	/'tu:θ.peɪst/
shorts	/ʃɔ:ts/	top	/tɒp/
shower	/'ʃaʊ.ə/	town	/taʊn/
sideboard	/'saɪd.bɔ:d/	town hall	/taʊn hɔ:l/
singer	/'sɪŋ.ə/	tracksuit	/'træk.sju:t/
sink	/sɪŋk/	tractor	/'træk.tə/
sister	/'sɪs.tə/	traffic lights	/'træf.ɪk laɪts/
sister-in-law	/'sɪs.tə ɪn lɔ:/	train	/treɪn/
skiing	/'ski:.ɪŋ/	train driver	/treɪn 'draɪ.və/
skirt	/skɜ:t/	trainer	/'treɪ.nə/
sleeping bag	/'sli:.pɪŋ bæɡ/	transport	/'træn.spɔ:t/
slipper	/'slɪp.ə/	travel agent	/'træv.əl 'eɪ.dʒənt/
sock	/sɒk/	trolley	/'trɒl.i/
sofa	/'səʊ.fə/	trousers	/'traʊ.zəz/
soldier	/'səʊl.dʒə/	t-shirt	/'ti:.ʃɜ:t/
son	/sʌn/	tyre	/taɪə/
soup	/su:p/	uncle	/'ʌŋ.kl/
sport	/spɔ:t/	underwear	/'ʌn.də.weə/
stairs	/steəz/	uniform	/'ju:.nɪ.fɔ:m/
station	/'steɪ.ʃən/	university	/ju:.nɪ'vɜ:.sɪ.ti/
stethoscope	/'steθ.ə.skəʊp/	van	/væn/
stitches	/'stɪtʃ.əz/	vegetable	/'vedʒ.tə.bl/
stomach ache	/'stʌm.ək.eɪk/	vest	/vest/
strawberry	/'strɔ:.ber.i/	village	/'vɪl.ɪdʒ/

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Talk a Lot

Learn the International Phonetic Alphabet (IPA)

Discussion Words from Elementary Book 1 (page 5 of 5)

volleyball	/ˈvɒl.i.bɔ:l/
waiting room	/ˈweɪ.tɪŋ ru:m/
wall	/wɔ:l/
wardrobe	/ˈwɔ:.drəʊb/
washing machine	/ˈwɒʃ.ɪŋ məˈʃi:n/
watching TV	/ˈwɒtʃ.ɪŋ tiːvi:/
water	/ˈwɔ:.tə/
way in	/weɪˈjɪn/
way out	/weɪˈjaʊt/
weekend	/wi:kˈend/
wheelchair	/ˈwi:l.tʃeə/
wife	/waɪf/
wine	/waɪn/
woman	/ˈwʊm.ən/
work	/wɜ:k/
x-ray	/ˈeks.reɪ/
zip	/zɪp/

My Vocabulary Words –

Sound Groups within the English Alphabet –

(See p. 18.38 for how to pronounce each letter.)

/i:/	/e/	/eɪ/	/u:/	/aɪ/	/əʊ/	/ɑ:/
b	f	a	q	i	o	r
c	l	h	u	y		
d	m	j	w			
e	n	k				
g	s					
p	x					
t	z					
v						

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Learn the International Phonetic Alphabet (IPA)

Discussion Words from Elementary Book 2 (page 1 of 5)

accelerator	/ək'sel.ə.reɪ.tə/	brass	/brɑ:s/
accident	/'æk.sɪ.dnt/	breakdown	/'breɪk.daʊn rɪ'kʌv.ər.i
adolescence	/əd.ə'les.nts/	recovery service	'sɜ:.vɪs/
affair	/ə'feə/	bride	/brɑɪd/
air	/eə/	bridesmaid	/'braɪdz.meɪd/
American football	/ə'mer.ɪ.kn 'fʊt.bɔ:l/	brown	/braʊn/
animal	/'æn.ɪ.məl/	burglar alarm	/'bɜ:.glər ə'lɑ:m/
ankle	/'æŋ.kl/	bush	/bʊʃ/
anniversary	/æn.ɪ.'vɜ:.sər.i/	butterfly	/'bʌt.ə.flɑɪ/
ant	/ænt/	car	/kɑ:/
antisocial behaviour	/æn.tɪ'səʊ.ʃl bɪ.'heɪ.vjə/	cat	/kæt/
appeal	/ə'pi:l/	caterpillar	/'kæt.ə.pɪl.ə/
arm	/ɑ:m/	championship	/'tʃæm.pi.ən.ʃɪp/
arrest	/ə'rest/	cheek	/tʃi:k/
arson	/'ɑ:.sn/	chest	/tʃest/
athletics	/æθ'let.ɪks/	childhood	/'tʃaɪld.hʊd/
audience	/'ɔ:.di.ənts/	chin	/tʃɪn/
automatic	/ɔ:.tə'mæt.ɪk/	choir	/kwaɪə/
autumn	/'ɔ:.təm/	chorus	/'kɔ:.rəs/
back	/bæk/	classical	/'klæs.ɪ.kl/
badminton	/'bæd.mɪn.tn/	cliff	/klɪf/
ball	/bɔ:l/	cloud	/klaʊd/
ballet	/'bæl.eɪ/	clutch	/klʌtʃ/
ban	/bæn/	coast	/kəʊst/
baseball	/'beɪs.bɔ:l/	coffin	/'kɒf.ɪn/
bat	/bæt/	cold	/kəʊld/
battery	/'bæt.ər.i/	colour	/'kʌl.ə/
beach	/bi:tʃ/	commentator	/'kɒm.ən.teɪ.tə/
bear	/beə/	community service	/kəmju:nə.ti 'sɜ:.vɪs/
bee	/bi:/	conductor	/kən'dʌk.tə/
best friend	/best frend/	countryside	/'kʌn.trɪ.saɪd/
best man	/best mæn/	court	/kɔ:t/
biography	/baɪ'ɒg.rə.fi/	cow	/kaʊ/
bird	/bɜ:d/	cricket	/'krɪk.ɪt/
birth	/bɜ:θ/	crime	/kraɪm/
birthday	/'bɜ:θ.deɪ/	criminal	/'krɪm.ɪ.nəl/
black	/blæk/	crocodile	/'krɒk.ə.daɪl/
blackmail	/'blæk.meɪl/	crop	/krɒp/
blood	/blʌd/	cue	/kyu:/
blue	/blu:/	cup	/kʌp/
blues	/blu:z/	custody battle	/'kʌs.tə.di 'bæt.l/
bone	/bəʊn/	cyclone	/'saɪ.klən/
boot	/bu:t/	dashboard	/'dæʃ.bɔ:d/
boxing	/'bɒk.sɪŋ/	death	/deθ/
brain	/breɪn/	defendant	/dɪ'fen.dnt/
brake	/breɪk/	desert	/'dez.ət/
brake light	/breɪk laɪt/	detective	/dɪ'tek.tɪv/
		divorce	/dɪ'vɔ:s/

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Learn the International Phonetic Alphabet (IPA)

Discussion Words from Elementary Book 2 (page 2 of 5)

DJ	/di:'dʒeɪ/	fourteen	/fɔ:'ti:n/
dog	/dɒg/	friendship	/'frend.ʃɪp/
dolphin	/'dɒl.fɪn/	frog	/frɒg/
double bass	/'dʌb.l beɪs/	fuel	/fjuəl/
driver	/'draɪ.və/	funeral	/'fju:.nr.əl/
drizzle	/'drɪz.l/	further education	/'fɜ:.ðə ed.jə'keɪ.fən/
drought	/draʊt/	game	/geɪm/
drug trafficking	/drʌg 'træf.i.kɪŋ/	GBH	/dʒi:.bi:'eɪtʃ/
drum	/drʌm/	gear stick	/gɪə stɪk/
dry spell	/draɪ spel/	geography	/dʒɪ'ɒg.rə.fi/
ear	/ɪə/	giraffe	/dʒɪ'rɑ:f/
education	/ed.jə'keɪ.fən/	goal	/gəʊl/
eight	/eɪt/	goldfish	/'gəʊld.fɪʃ/
eighteen	/eɪ'ti:n/	gorilla	/gə'rɪl.ə/
eighty	/'eɪ.ti/	graduation	/grædʒ.u:'eɪ.fən/
elbow	/'el.bəʊ/	grass	/grɑ:s/
electric guitar	/'ɪlek.trɪk ɡɪ'tɑ:/	green	/ɡri:n/
electronic tag	/'ɪ.lek'trɒn.ɪk tæg/	grey	/ɡreɪ/
elephant	/'el.ɪ.fənt/	groom	/ɡru:m/
eleven	/'ɪlev.n/	group	/ɡru:p/
employment	/'ɪm'plɔɪ.mənt/	growing pains	/'grəʊ.ɪŋ peɪnz/
engagement	/'ɪn'ɡeɪdʒ.mənt/	guilt	/ɡɪlt/
engine	/'en.dʒɪn/	guitar	/'ɡɪ'tɑ:/
environment	/'ɪn'vaɪə.rən.mənt/	gun	/ɡʌn/
eye	/aɪ/	hailstones	/'heɪl.stəʊnz/
face	/feɪs/	hair	/heə/
field	/fi:ld/	hand	/hænd/
fifteen	/'fɪf'ti:n/	handbrake	/'hænd.breɪk/
fifty	/'fɪf.ti/	handcuffs	/'hænd.kʌfs/
final	/'faɪ.nl/	hazard	/'hæz.əd/
fine	/faɪn/	head	/hed/
finger	/'fɪŋ.gə/	headlights	/'hed.laɪts/
fingerprints	/'fɪŋ.gə.prɪnts/	heart	/hɑ:t/
fire	/faɪə/	heat	/hi:t/
first kiss	/fɜ:st kɪs/	heat wave	/hi:t weɪv/
fish	/fɪʃ/	Highway Code	/'haɪ.weɪ kəʊd/
five	/faɪv/	hill	/hɪl/
flooding	/'flʌd.ɪŋ/	hip-hop	/'hɪp.hɒp/
flower	/'flaʊ.ə/	hippopotamus	/'hɪp.ə'pɒt.ə.məs/
fog	/fɒg/	hockey	/'hɒk.i/
fog lamps	/fɒg læmpz/	horse	/hɔ:s/
folk	/fəʊk/	human body	/'hju:.mən 'bɒd.i/
foot	/fʊt/	hundred	/'hʌn.drəd/
football	/'fʊt.bɔ:l/	hurricane	/'hʌr.ɪ.kən/
forest	/'fɒr.ɪst/	ice	/aɪs/
forest fire	/'fɒr.ɪst faɪə/	ice hockey	/aɪs 'hɒk.i/
forty	/'fɔ:.ti/	indicator	/'ɪn.dɪ.keɪ.tə/
four	/fɔ:/	insect	/'ɪn.sekt/

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Discussion Words from Elementary Book 2 (page 3 of 5)

instrument	/ˈɪn.strə.mənt/	nineteen	/naɪnˈtiːn/
jazz	/dʒæz/	ninety	/ˈnaɪn.ti/
judge	/dʒʌdʒ/	nose	/nəʊz/
jury	/ˈdʒʊə.ri/	number	/ˈnʌm.bə/
kangaroo	/kæŋ.gəˈruː/	oboe	/ˈəʊ.bəʊ/
keyboard	/ˈkiː.bɔːd/	ocean	/ˈəʊ.ʃn/
kidney	/ˈkɪd.ni/	octopus	/ˈɒk.tə.pəs/
knee	/niː/	old age	/əʊld eɪdʒ/
labour	/ˈleɪ.bə/	Olympics	/əʊˈlɪm.pɪks/
lake	/leɪk/	one	/wʌn/
land	/lənd/	orange	/ˈɒr.ɪndʒ/
learner driver	/ˈlɜː.nə ˈdraɪ.və/	orchestra	/ˈɔː.kɪ.strə/
leg	/leg/	organ	/ˈɔː.gən/
licence plate	/ˈlaɪ.snts pleɪt/	panda	/ˈpændə/
life event	/laɪf ɪˈvent/	parking ticket	/ˈpɑː.kɪŋ ˈtɪk.ɪt/
life sentence	/laɪf ˈsen.tənts/	passenger	/ˈpæs.n.dʒə/
lion	/ˈlaɪ.ən/	pedal	/ˈped.l/
lip	/lɪp/	performer	/pəˈfɔː.mə/
liver	/ˈlɪv.ə/	piano	/piˈæn.əʊ/
lizard	/ˈlɪz.əd/	pig	/pɪg/
L-plate	/ˈel.pleɪt/	pink	/pɪŋk/
lung	/lʌŋ/	plant	/plɑːnt/
mammal	/ˈmæm.l/	player	/ˈpleɪ.ə/
marriage	/ˈmæɪ.rɪdʒ/	police officer	/pəˈliːs ˈɒf.ɪ.sə/
match	/mætʃ/	police station	/pəˈliːs ˈsteɪ.ʃn/
menopause	/ˈmen.ə.pəʊz/	pop	/pɒp/
midwife	/ˈmɪd.waɪf/	pop star	/pɒp stɑː/
mist	/mɪst/	prediction	/prɪˈdɪk.ʃn/
mistress	/ˈmɪs.trəs/	pregnancy	/ˈpreg.nənt.si/
monkey	/ˈmʌŋ.ki/	prison	/ˈprɪz.n/
motor racing	/ˈməʊ.tə ˈreɪ.sɪŋ/	prison sentence	/ˈprɪz.n ˈsen.tənts/
mountain	/ˈmaʊn.tɪn/	puck	/pʌk/
mouse	/maʊs/	punishment	/ˈpʌn.ɪʃ.mənt/
mouth	/maʊθ/	purple	/ˈpɜː.pl/
murder	/ˈmɜː.də/	qualification	/kwɒl.ɪ.fɪˈkeɪ.ʃn/
muscle	/ˈmʌs.l/	R & B	/ɑː.ndˈbiː/
music	/ˈmjuː.zɪk/	rabbit	/ˈræb.ɪt/
musical	/ˈmjuː.zɪ.kl/	racquet	/ˈræk.ɪt/
musician	/mjuːˈzɪʃ.n/	radio	/ˈreɪ.di.əʊ/
nail	/neɪl/	rain	/reɪn/
national park	/ˈnæʃ.n.l pɑːk/	rainbow	/ˈreɪn.bəʊ/
natural disaster	/ˈnætʃ.r.l dɪˈzɑː.stə/	raincoat	/ˈreɪŋ.kəʊt/
nature	/ˈneɪ.tʃə/	rear view mirror	/rɪə vjuː ˈmɪr.ə/
neck	/nek/	red	/red/
neighbourhood watch scheme	/ˈneɪ.bə.hud wɒtʃ skiːm/	redundancy	/rɪˈdʌn.dnt.si/
nightclub	/ˈnaɪt.klʌb/	referee	/ref.əˈriː/
nine	/naɪn/	reservoir	/ˈrez.ə.vwɑː/

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Discussion Words from Elementary Book 2 (page 4 of 5)

river	/ˈrɪv.ə/	stereo	/'ster.i.əʊ/
road	/rəʊd/	stomach	/'stʌm.ək/
road rage	/rəʊd reɪdʒ/	storm	/stɔ:m/
road sign	/rəʊd saɪn/	stream	/'stri:m/
rock	/rɒk/	string	/'strɪŋ/
rugby	/'rʌg.bi/	summer	/'sʌm.ə/
rule	/ru:l/	sun	/sʌn/
sailing	/'seɪ.lɪŋ/	sunblock	/'sʌn.blɒk/
sand	/sænd/	Sunday driver	/'sʌn.deɪ 'draɪ.və/
saxophone	/'sæk.sə.fəʊn/	sunglasses	/'sʌŋ.glaɪ.zɪz/
score	/skɔ:/	sunset	/'sʌn.set/
sea	/si:/	suntan	/'sʌn.tæn/
season	/'si:zn/	supporter	/sə'pɔ:t.tə/
seat	/si:t/	suspect	/'sʌs.pekt/
seatbelt	/'si:tbel/	suspended sentence	/sə'spend.əd 'sen.tənts/
separation	/sep.rɪ'eɪ.fən/	swimming	/'swɪm.ɪŋ/
seven	/'sev.n/	table tennis	/'teɪ.bl 'ten.ɪs/
seventeen	/sev.n'ti:n/	team	/ti:m/
seventy	/'sev.n.ti/	teenager	/'ti:n.eɪ.dʒə/
shark	/'ʃɑ:k/	temperature	/'tem.prə.tʃə/
sheep	/'ʃi:p/	ten	/ten/
shoplifting	/'ʃɒp.lɪf.tɪŋ/	tennis	/'ten.ɪs/
shoulder	/'ʃəʊl.də/	terminal illness	/'tɜ:mi.nəl 'ɪl.nəs/
side mirror	/saɪd 'mɪr.ə/	terrorism	/'ter.ə.rɪ.zm/
singer	/'sɪŋ.ə/	theft	/θeft/
six	/sɪks/	thermometer	/θə'mɒm.i.tə/
sixteen	/sɪk'sti:n/	thirteen	/θɜ:'ti:n/
sixty	/'sɪk.sti/	thirty	/'θɜ:ti/
skeleton	/'skel.ɪ.tn/	three	/θri:/
skiing	/'ski:ɪŋ/	throat	/θrəʊt/
skin	/skɪn/	thunder and lightning	/θʌn.də.nd'laɪt.nɪŋ/
sky	/skaɪ/	tiger	/'taɪ.gə/
sledge	/sledʒ/	toe	/təʊ/
sleet	/sli:t/	tongue	/tʌŋ/
snail	/sneɪl/	tooth	/tu:θ/
snooker	/'snu:kə/	tortoise	/'tɔ:təs/
snow	/snəʊ/	tree	/tri:/
snowman	/'snəʊ.mæn/	trial	/traɪəl/
solicitor	/sə'ɪs.ɪ.tə/	trumpet	/'trʌm.pɪt/
spider	/'spaɪ.də/	tsunami	/tsu:'nɑ:mi/
sport	/spɔ:t/	twelve	/twelv/
sports car	/spɔ:ts kɑ:/	twenty	/'twen.ti/
spring	/sprɪŋ/	two	/tu:/
squash	/skwɒʃ/	tyre	/taɪə/
stadium	/'steɪ.di.əm/	umbrella	/'ʌm'brel.ə/
stag night	/stæg naɪt/	valley	/'væl.i/
starfish	/'stɑ:fɪʃ/	vein	/veɪn/
steering wheel	/'stiəriŋ wi:l/	verse	/vɜ:s/

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Discussion Words from Elementary Book 2 (page 5 of 5)

victim	/'vɪk.tɪm/
violence	/'vaɪə.lɪnts/
violin	/'vaɪə.lɪn/
volleyball	/'vɒl.i.bɔ:l/
wave	/weɪv/
weather	/'weð.ə/
weather forecast	/'weð.ə 'fɔ:.kɑ:st/
wedding	/'wed.ɪŋ/
Wellington boots	/wel.ɪŋ.tn'bu:ts/
whale	/weɪl/
wheel	/wi:l/
white	/waɪt/
widow	/'wɪd.əʊ/
wind	/wɪnd/
wind farm	/wɪnd fɑ:m/
windscreen	/'wɪnd.skri:n/
windscreen wipers	/'wɪnd.skri:n 'waɪp.əz/
winner	/'wɪn.ə/
winter	/'wɪn.tə/
winter tyres	/'wɪn.tə taɪəz/
witness	/'wɪt.nəs/
worm	/wɜ:m/
wrist	/rɪst/
yellow	/'jel.əʊ/
zebra	/'zeb.rə/
zebra crossing	/'zeb.rə 'krɒs.ɪŋ/
zero	/'zɪə.rəʊ/

The 26 Letters of the English Alphabet and How to Pronounce Them –

upper case	lower case	IPA	upper case	lower case	IPA
A	a	/eɪ/	N	n	/en/
B	b	/bɪ:/	O	o	/əʊ/
C	c	/sɪ:/	P	p	/pi:/
D	d	/di:/	Q	q	/kju:/
E	e	/i:/	R	r	/ɑ:/
F	f	/ef/	S	s	/es/
G	g	/dʒi:/	T	t	/ti:/
H	h	/ertʃ/	U	u	/ju:/
I	i	/aɪ/	V	v	/vi:/
J	j	/dʒeɪ/	W	w	/'dʌ.bəl.ju:/
K	k	/keɪ/	X	x	/eks/
L	l	/el/	Y	y	/waɪ/
M	m	/em/	Z	z	/zed/

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Learn the International Phonetic Alphabet (IPA)

Spelling and Sounds – Consonant Clusters

A consonant cluster is a group of two or more consonant letters together in a word. For example, in the word “**brilliant**”, “br” is a consonant cluster, as is “ll”, and also “nt”. Consonant clusters are also sometimes known as “consonant blends”. Focusing on consonant clusters and vowel clusters (see p.18.48) is useful if you want to look at some of the differences between spelling and sounds in English words.

Consonant clusters can occur at the beginning (an **initial** consonant cluster), in the middle (a **medial** consonant cluster) or at the end of a syllable (a **final** consonant cluster). For example, in the word brilliant – /'brɪl.jənt/ – which has two syllables, there is a consonant cluster at the beginning of the first syllable (“br”), at the end of the first syllable (“ll”), and at the end of the second syllable (“nt”). They can also occur in the middle of a syllable, for example the consonant cluster “ch” in the middle of the word “ache”.

We can include consonant *digraphs* within the term “consonant clusters”. A consonant digraph is where two consecutive consonant letters in the spelling of a word are used together to make a single sound. For example, in the word “**know**”, “kn” is a digraph which represents a single sound: /n/. There are also digraphs which make vowel sounds, for example, in the word “beach”, “ea” is a digraph which represents a single vowel sound: /i:/ (see p.18.48).

There are 21 consonant *letters* in the English alphabet, and 25 consonant *sounds* in spoken English. Therefore we need some consonant digraphs to represent consonant sounds because there are more consonant sounds than consonant letters. For example, there is no single letter in English that represents the sound /ʃ/. We need to use a digraph – two consonant letters together – and we end up with “sh” to represent /ʃ/. Similarly, there is no single letter that represents the sound /ð/. Therefore we need to use a digraph – two consonant letters together – and we end up with “th” to represent /ð/. Confusion can occur because the digraph “th” also represents another, different consonant sound: /θ/.

Part of the reason for the existence of digraphs – where two letters make one sound – is that English is an old language, and over hundreds of years the pronunciation of different words has changed. Some sounds that used to be pronounced in words are no longer pronounced, although the spelling has remained the same. Some used to be pronounced, but aren't any more. For example, up until the mid-17th century “knife” was pronounced in Old English as a three-syllable word, with the /k/, the /n/, and the final vowel sound all heard, like this: /k'nɪf.ə/.

As we have seen in our study of connected speech (see p.11.1), consonants don't like to rub up against each other, and elision (where we lose a consonant sound) or assimilation (where a consonant sound changes) often occur when two consonant sounds meet, to make the syllable or word easier to pronounce. So it is no surprise then that the longer the consonant cluster, the more difficult it will be to pronounce, and the more likely it will be that either elision or assimilation take place. For example, try saying: “**twelfths**” out loud. This word crowbars seven different consonant letters into one syllable, which in turn produces six distinct consonant sounds: /t w e l f θ s/ ! Another example of a problematic word is “**crisps**”, which is pronounced: /kɪɪps/. Try to pronounce all of the five distinct consonant sounds (in two consonant clusters) in just one syllable. Tricky!

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Spelling and Sounds – Consonant Clusters

Generally speaking most consonant clusters are only two or three letters long. The longest initial consonant cluster can be three letters long, e.g. “spr-” in the word “**sprint**”, whilst the longest final consonant cluster will be generally four letters long, e.g. “-rst” in the word “**firsts**”. Perhaps the prize for the longest consonant cluster would have to go to the word “**rhythm**”, which is solely made up of consonant letters – six to be precise! However, “rhythm” cheats as a consonant cluster, because it actually has two vowel sounds – the “y” acts as the vowel sound /ɪ/ in the first syllable, which is stressed, and the second syllable can have either the schwa sound (weak stress) or no vowel sound: /ˈrɪð.əm/ or /ˈrɪð.m/.

Adverbs are a group of words that can have long consonant clusters at the end, e.g. **exactly**. Elision is likely to occur in such a cluster, for example “exactly” will often be pronounced without the /t/ sound, like this: /ɪɡˈzæk.li/ rather than /ɪɡˈzækt.li/. It would be too much unnecessary effort to try to pronounce the /t/, sandwiched as it is between two other consonant sounds. I say *unnecessary* because the most important sound in this word is the vowel sound on the stressed syllable, the /æ/ sound. This sound *must* be pronounced clearly, whilst the consonant sounds are less vital to communication.

Consonant clusters can be divided into **five** categories:

1. Consonant Digraphs
2. Consonant Digraphs with Double Letters
3. True Consonant Clusters
4. Consonant Clusters Ending with /s/ or /z/
5. Consonant Clusters in Compound Words

1. Consonant Digraphs

Some consonant clusters are *digraphs*, which are two letters together in the spelling of a word that combine to make a single sound. Note that most consonant digraphs end with the letter “h”. (When three letters come together to form a single sound, e.g. “-tch” in the word “**fetch**” – which represents the sound /tʃ/ – it is known as a *trigraph*.)

Here are some examples of **initial** consonant digraphs. (*Note: you may wish to add your own examples in the space provided.*)

<i>digraph:</i>	<i>sounds like:</i>	<i>for example:</i>	<i>my example(s):</i>
ch	/tʃ/	cheer, champion, change	_____
ch	/ʃ/	chandelier, champignon¹	_____
ch	/k/	cholera, chrome, chronic	_____
gn	/n/	gnat, gnaw, gnome	_____
kn	/n/	know, knife, knitting	_____

¹ Loan words from French.

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Spelling and Sounds – Consonant Clusters

ph	/f/	photo, pharmacy, pharaoh	_____
rh	/r/	rhubarb, rhinoceros, rhyme	_____
sc	/s/	science, scissors, scimitar	_____
sh	/ʃ/	sheep, shine, shock, shed	_____
th	/θ/	thick, Thursday, thanks	_____
th	/ð/	this, that, brother, there, the	_____
ts	/s/	tsunami ¹	_____
wh	/w/	what, why, where, wheel, whip	_____
wh	/h/	who, whose, whole, wholemeal	_____
wr	/r/	writing, wrestler, wrong	_____

Here are some examples of **final** consonant cluster digraphs:

digraph: *sounds like:* *for example:* *my example(s):*

ch	/tʃ/	beach, coach, roach	_____
ch	/k/	stomach	_____
ck	/k/	black, track, pick, flock, luck	_____
gh	/f/	cough, trough, rough, enough, tough ²	_____
mb	/m/	comb, tomb, aplomb, plumb	_____
ng	/ŋ/	along, going, eating, meeting	_____
sh	/ʃ/	finish, trash, Spanish, fish	_____
th	/θ/	tooth, youth, bath, path	_____

¹ This is a loan word from Japanese. In the word “tsar” (from Russian) the “ts” digraph makes a /z/ sound: /zɑː/

² The digraph “gh” also contributes towards different vowel sounds, e.g. /aʊ/ in “bough” and “plough”, and can be included in various vowel clusters (see p.18.53).

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Spelling and Sounds – Consonant Clusters

Here are some **final** consonant digraphs which occur where the letter “r” is silent because it is helping to make a vowel sound (see also **vowel clusters** on p.18.50).

digraph: *sounds like:* *for example:* *my example(s):*

rb	/b/	disturb, suburb, rhubarb	_____
----	-----	--------------------------	-------

rn	/n/	earn, turn, western, learn	_____
----	-----	----------------------------	-------

rt	/t/	hurt, heart, art, start, alert	_____
----	-----	--------------------------------	-------

Just to confuse you, here’s a consonant cluster where “r” is pronounced. This is not a digraph, because both of the letters are pronounced, but rather a true consonant cluster:

c/cluster: *sounds like:* *for example:* *my example(s):*

ry	/ri/	dairy, eery, diary, hairy, bury	_____
----	------	---------------------------------	-------

2. Consonant Digraphs with Double Letters

These consonant clusters are digraphs that comprise a pair of identical letters, which make a single sound when said together. Most consonant letters can be doubled, although doubles with “h”, “j”, “q”, “w”, “x”, and “y” are not natural in English. They usually occur in the middle of a word, although some, like “ff” in “cliff” come at the end. They never occur at the beginning of a word, unless the word has originated from a foreign language, for example “llama” from Spanish or “Lloyd” from Welsh. Here is a full list of consonant digraphs with double letters:

digraph: *sounds like:* *for example:* *my example(s):*

bb	/b/	robber, sobbing, hobble	_____
cc	/k/	soccer, occur, stucco	_____
dd	/d/	pudding, wedding, sadder	_____
ff	/f/	iffy, cliff, effect, off, effort	_____
gg	/g/	boggy, flagged, bigger	_____
kk	/k/	trekking, Trekker	_____
ll	/l/	alluring, allied, balloon	_____
mm	/m/	summer, humming, immature	_____
nn	/n/	runner, annoy, announcement	_____
pp	/p/	opportunity, shopping, kipper	_____
rr	/r/	hurry, worried, curry, sorry	_____
ss	/s/	assess, less, massive	_____
ss	/z/	possess	_____
tt	/t/	shutters, cottage, plotted	_____
vv	/v/	revved	_____

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Spelling and Sounds – Consonant Clusters

3. True Consonant Clusters

“True” consonant clusters are phonetic because they are pronounced in the same way as they are spelled. For example, “br” in “**bread**” is pronounced in the same way as the phonemes that it represents: /br/. In true consonant clusters we pronounce all of the sounds. Note that the consonant clusters below in **bold type** are all good examples of when the consonant sound /r/ is pronounced in an English word. This is helpful to know, because so often in spoken English the letter “r” in a word is not pronounced, since it’s only there to help make a vowel sound, for example in the words: “**car**”, “**more**”, and “**your**” (see also p.18.50).

Here are some examples of true **initial** consonant clusters:

<i>c/cluster:</i>	<i>sounds like:</i>	<i>for example:</i>	<i>my example(s):</i>
bl	/bl/	blood, blend, black, blown	_____
br	/br/	bright, bring, brush, brilliant	_____
cl	/kl/	clear, close, clothes, clever	_____
cr	/kr/	cry, crime, crow, crop, crumb	_____
dr	/dr/	drink, drop, drive, drip, dreary	_____
fl	/fl/	flannel, fly, fleece, flame, flow	_____
fr	/fr/	frighten, from, frame, France	_____
gr	/gr/	great, grape, grip, grime, grow	_____
pr	/pr/	prove, provide, pray, princess	_____
qu	/kw/	quite, queen, quick, quiet ¹	_____
scr	/skr/	scream, script, scam, screw	_____
sm	/sm/	small, smart, smelly, smooth	_____
st	/st/	stay, stop, stink, stolen, sty	_____
str	/str/	strange, stroppy, street, strict	_____
tr	/tr/	tropical, trench, train, triumph	_____

Here are some examples of true **final** consonant clusters:

<i>c/cluster:</i>	<i>sounds like:</i>	<i>for example:</i>	<i>my example(s):</i>
ly	/li/	only, lonely, truly, rarely	_____
mp	/mp/	hump, bump, clamp, damp	_____
mpt	/mpt/	exempt, contempt, dreampt	_____
nch	/ntʃ/	munch, lunch, bench, stench	_____
nd	/nd/	end, stand, mend, ground	_____
ndy	/ndi/	windy, candy, handy, sandy	_____
ny	/ni/	tiny, meany	_____

...and here are a couple that are neither initial nor final consonant clusters:

¹ Although “qu” is technically a consonant and a vowel together, the sounds that it produces – /kw/ – are both consonant sounds.

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Spelling and Sounds – Consonant Clusters

<i>c/cluster:</i>	<i>sounds like:</i>	<i>for example:</i>	<i>my example(s):</i>
lv	/lv/	salvage, delve, shelves	_____
ng	/ndʒ/	orange, arrange, impinge	_____

4. Consonant Clusters Ending with /s/ or /z/

These are consonant clusters that end with an “s”, representing either the sound /s/ or /z/ at the end of a plural noun, for example:

<i>c/cluster:</i>	<i>sounds like:</i>	<i>for example:</i>	<i>my example(s):</i>
nts	/nts/	plants, accounts, rents	_____
rds	/dz/	records, birds, cards, chords	_____
rs	/z/	colours, rivers, sisters	_____
ts	/ts/	sweets, oats, boats	_____

We’ve already seen earlier on in this handbook how adding an “s” sound – /s/ – or a “z” sound – /z/ – at the end of a word makes it easier for us to say the next sound if it’s a consonant sound (see p.3.9). The importance of /s/ and the very similar /z/ as linking sounds in connected speech in English cannot be overstated. These linking sounds occur very frequently in English because of grammar rules to do with using “s”. If you think about it, we use “s” as a letter at the end of words far more frequently than we do other letters, simply because of the following grammar rules:

1. “s” is added to the end of most nouns to make them plural, e.g. “one cat, two **cats**”, or “one knife, two **knives**”
2. “s” is added to the end of nouns (after an apostrophe) to indicate possession, e.g. “John’s car”, or “the girl’s book”
3. “s” is added to the end of verbs to make the third form, e.g. “I read, he reads”, or “you put”, “she puts”. It is also worth noting the “s” endings of the third form of the four most common verbs in English (the first three of which are also very common auxiliary verbs):

Verb: **BE**

Third Form: he **is**, she **is**, it **is** *and the contractions* he’s, she’s, it’s

Verb: **HAVE**

Third Form: he **has**, she **has**, it **has** *and the contractions* he’s, she’s, it’s

Verb: **DO**

Third Form: he **does**, she **does**, it **does**

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Spelling and Sounds – Consonant Clusters

Verb: **GO**

Third Form: he goes, she goes, it goes

Can you imagine what would happen if we used /t/ instead of /s/ or /z/ as a linking sound in each of these situations? The consonant sound /t/ is often dropped at the ends of words (see p.11.5), because it is difficult to pronounce together with another consonant sound. If we used it in the above rules instead of /s/ or /z/ (which connect well with all other consonant sounds) the phrases produced would be much harder to say, because they wouldn't flow together well. For example, we would have to say: "John't car", instead of "John's car", which would make a problem because the /t/ sound at the end of "John't" wouldn't flow well with the next consonant sound (the /k/ sound at the beginning of "car"). Or what about "she't going", instead of "she's going"? Again, it would be much harder to pronounce. In fact the result would be tongue-twisting on a massive scale! In the same way, having to pronounce "he readt bookt", instead of "he reads books" wouldn't flow, because /t/ – or indeed any other consonant sound – wouldn't enable the same easy flow that we achieve by using /s/ or /z/.

5. Consonant Clusters in Compound Words

In compound words, strange consonant clusters can occur, which are not "true" consonant clusters. This is because two separate words have been joined together to make a new word, meaning that the final consonant cluster from the first word has to sit side by side with the initial consonant cluster from the second word. Here are some examples:

<i>c/cluster:</i>	<i>sounds like:</i>	<i>for example:</i>	<i>the two words are:</i>
tchb	/tʃb/	switchboard	switch + board
ffh	/fh/	cliffhanger	cliff + hanger
ndf	/ndf/	grandfather	grand + father
ndbr	/ndbr/	groundbreaking	ground + breaking

As we have seen, it is common when consonant sounds meet for elision or assimilation to take place (see also Connected Speech, p.11.4). So, for example, we wouldn't pronounce the whole mouthful of consonant sounds in the middle of "groundbreaking": /'graʊnd.brɛɪ.kɪŋ/, because it would be too difficult in rapid speech to pronounce the final consonant cluster "-nd" next to the initial consonant cluster, "br". On the contrary, we would automatically employ elision and lose the /d/ sound, changing the word into: "groun-breaking" /'graʊn.brɛɪ.kɪŋ/ – which is far easier to pronounce.

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Spelling and Sounds – Common Consonant Clusters

A consonant cluster is a group of two or more consonant letters together in a word. They can be **initial** (at the beginning of a word), **medial** (in the middle of a word), and **final** (at the end of a word). Focusing on consonant clusters and vowel clusters (see p. 18.48) is useful if you want to look at some of the differences between spelling and sounds in English words. Consonant clusters can be divided into five categories:

1. Consonant Digraphs (two consonant letters together make a single sound) – INITIAL:

<i>digraph:</i>	<i>sounds like:</i>	<i>for example:</i>	<i>my example(s):</i>
ch	/tʃ/	cheer, champion, change	_____
gn	/n/	gnat, gnaw, gnome	_____
kn	/n/	know, knife, knitting	_____
ph	/f/	photo, pharmacy, pharaoh	_____
sc	/s/	science, scissors, scimitar	_____
sh	/ʃ/	sheep, shine, shock, shed	_____
th	/θ/	thick, Thursday, thanks	_____
th	/ð/	this, that, brother, there, the	_____
wh	/w/	what, why, where, wheel, whip	_____
wr	/r/	writing, wrestler, wrong	_____

FINAL:

<i>digraph:</i>	<i>sounds like:</i>	<i>for example:</i>	<i>my example(s):</i>
ch	/tʃ/	beach, coach, roach	_____
ck	/k/	black, track, pick, flock, luck	_____
gh	/f/	cough, trough, rough, enough, tough	_____
mb	/m/	comb, tomb, aplomb, plumb	_____
ng	/ŋ/	along, going, eating, meeting	_____
sh	/ʃ/	finish, trash, Spanish, fish	_____
th	/θ/	tooth, youth, bath, path	_____

2. Consonant Digraphs with Double Letters – MEDIAL:

<i>digraph:</i>	<i>sounds like:</i>	<i>for example:</i>	<i>my example(s):</i>
bb	/b/	robber, sobbing, hobble	_____
cc	/k/	soccer, occur, stucco	_____
dd	/d/	pudding, wedding, sadder	_____
ll	/l/	alluring, allied, balloon	_____
mm	/m/	summer, humming, immature	_____
nn	/n/	runner, annoy, announcement	_____
pp	/p/	opportunity, shopping, kipper	_____
rr	/r/	hurry, worried, curry, sorry	_____
ss	/s/	assess, less, massive	_____
tt	/t/	shutters, cottage, plotted	_____

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Spelling and Sounds – Common Consonant Clusters

3. True Consonant Clusters (that sound the same as they are spelled) – INITIAL:

<i>c/cluster:</i>	<i>sounds like:</i>	<i>for example:</i>	<i>my example(s):</i>
bl	/bl/	blood, blend, black, blown	_____
br	/br/	bright, bring, brush, brilliant	_____
cr	/kr/	cry, crime, crow, crop, crumb	_____
dr	/dr/	drink, drop, drive, drip, dreary	_____
fr	/fr/	frighten, from, frame, France	_____
gr	/gr/	great, grape, grip, grime, grow	_____
pr	/pr/	prove, provide, pray, princess	_____
qu	/kw/	quite, queen, quick, quiet	_____
ry	/ri/	dairy, eery, diary, hairy, bury	_____
scr	/skr/	scream, script, scam, screw	_____
sm	/sm/	small, smart, smelly, smooth	_____
st	/st/	stay, stop, stink, stolen, sty	_____
tr	/tr/	tropical, trench, train, triumph	_____

FINAL:

<i>c/cluster:</i>	<i>sounds like:</i>	<i>for example:</i>	<i>my example(s):</i>
ly	/li/	only, lonely, truly, rarely	_____
mp	/mp/	hump, bump, clamp, damp	_____
nch	/ntʃ/	munch, lunch, bench, stench	_____
nd	/nd/	end, stand, mend, ground	_____
ndy	/ndi/	windy, candy, handy, sandy	_____

4. Consonant Clusters Ending with /s/ or /z/ (at the end of a plural noun) – FINAL:

<i>c/cluster:</i>	<i>sounds like:</i>	<i>for example:</i>	<i>my example(s):</i>
nts	/nts/	plants, accounts, rents	_____
rds	/dz/	records, birds, cards, chords	_____
ts	/ts/	sweets, oats, boats	_____

5. Consonant Clusters in Compound Words – (consonant clusters meet) – MEDIAL:

<i>c/cluster:</i>	<i>sounds like:</i>	<i>for example:</i>	<i>the two words are:</i>
tchb	/tʃb/	switchboard	switch + board
ffh	/fh/	cliffhanger	cliff + hanger
ndf	/ndf/	grandfather	grand + father
ndbr	/ndbr/	groundbreaking	ground + breaking

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Spelling and Sounds – Vowel Clusters

A vowel cluster is a group of two or more vowel letters together in a word that represent a single vowel sound. For example, in the word “road”, “oa” is a vowel cluster that represents the sound /ɔʊ/, whilst in the word “shoe”, “oe” is a vowel cluster that represents the sound /u:. In the same way, “ar” in the word “car”, is a vowel cluster that uses a silent “r” to help make the vowel sound /ɑ:. The reason we have vowel clusters is simple: there are 23 different single vowel sounds (vowel phonemes) in spoken English, but only 5 single vowel letters in written English. We need vowel clusters to represent in spelling all of the different vowel sounds. For example, the letter “a” on its own can make the sound /æ/ when sandwiched between two consonant sounds, for example in the word “cat” – /kæt/ – but there is no single letter which can make the very common vowel sound /u:/. We have to use a vowel cluster – in this case “ue” – to represent this sound on paper.

Vowel clusters can occur anywhere in a word – at the beginning (initial), as in “out”; in the middle (medial), as in “please”; and at the end (final), as in “true”. Focusing on vowel clusters and consonant clusters (see p.18.39) is useful if you want to look at some of the differences between spelling and sounds in English words. (See also Rhyming Words, pp.18.19-18.28.)

Vowel clusters can be divided into **eight** categories:

1. Vowel Digraphs
2. Vowel Trigraphs and Quadgraphs
3. Vowel Clusters that end with “-r”
4. Other Vowel Clusters with “r”
5. Vowel Clusters with “w”
6. Vowel Clusters with “y”
7. Vowel Clusters with “gh”
8. Vowel Clusters with Other Consonant Letters

What follows is a comprehensive list of vowel clusters, with the sounds that they represent, grouped by letter in alphabetical order. (Note: you may wish to add your own examples in the space provided.)

1. Vowel Digraphs

Vowel digraphs are two vowel letters together in the spelling of a word that represent a single sound (one vowel phoneme). For example, in the word “meat”, “ea” is a vowel digraph that represents the sound /i:/, whilst in the word “meet”, “ee” is a vowel digraph that also stands for the same vowel sound: /i:/. This kind of thing can lead to a lot of confusion between spelling and sounds in English!

digraph: *sounds like:* *for example:* *my example(s):*

ai	/eɪ/	paid, wait, fail, paint, gain	_____
ai	/eɪ/	said, again	_____

au	/ɔ:/	fraud, pause, autumn, August	_____
----	------	------------------------------	-------

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Spelling and Sounds – Vowel Clusters

au	/ɑː/	laugh, laughter	_____
ea	/eɪ/	break, steak, great	_____
ea	/iː/	read, appeal, lead, clean, leaf, steal	_____
ea	/e/	read, bread, dreamt, dead, dread	_____
ee	/iː/	wheel, peel, kneel, heel	_____
ei	/iː/	receive, deceive, receipt	_____
ei	/eɪ/	rein, vein	_____
eo	/e/	leopard, Leonard	_____
eu	/ɔɪ/	Freud	_____
ia	/aɪə/	vial	_____
ie	/aɪ/	tie, die, lie, pie	_____
ie	/ɪə/	field, yield, wield	_____
ie	/iː/	activities, believe, achieve	_____
ie	/aɪə/	variety	_____
io	/ə/	station, completion, ration	_____
iu	/ɪə/	valium, tedium, radium	_____
oa	/əʊ/	oak, foam, loaf, encroach, road	_____
oa	/ɔː/	broad, abroad	_____
oe	/uː/	shoe	_____
oe	/əʊ/	toe, hoe, woe, foe, goes	_____
oe	/ʌ/	does, doesn't	_____
oi	/ɔɪ/	avoid, void, coin, toilet	_____
oo	/uː/	school, tool, fool, choose	_____
oo	/ʊ/	good, book, took, rook, hood	_____
oo	/ʌ/	blood, flood	_____
oo	/əʊ/	brooch	_____
ou	/aʊ/	sound, loud, proud, round, house	_____
ou	/uː/	route, you, soup, group	_____

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Spelling and Sounds – Vowel Clusters

ou	/ə/	famous, jealous, onerous	_____
ou	/ʊ/	cough, trough	_____
ou	/ʌ/	rough, enough, tough	_____

ue	/u:/	blue, true, sue	_____
ue	/e/	guess, guest	_____
ue	/ʊə/	fuel, puerile, duel	_____

ui	/aɪ/	guide, guidance	_____
ui	/u:/	juice, bruise	_____
ui	/ɪ/	build, building, guilt	_____

Most of the vowel sounds of English (18 out of 23) are represented by these 18 different vowel digraphs. The sounds not represented are: /æ/, /i/, /ɜ:/, /eə/, /aʊə/. The last three sounds are represented by vowel clusters that use “r” (see below).

2. Vowel Trigraphs and Quadgraphs

It is possible, though fairly uncommon, to find more than two vowel letters together in an English word. A group of three letters that make a single sound is called a *trigraph*. For example:

trigraph: *sounds like:* *for example:* *my example(s):*

eau	/əʊ/	beau, eau de toilette ¹	_____
-----	------	------------------------------------	-------

eou	/ə/	outrageous, contagious	_____
-----	-----	------------------------	-------

iou	/ɪə/	industrious, harmonious, tedious	_____
-----	------	----------------------------------	-------

A group of four letters that makes a single sound is called a *quadgraph*. For example:

quadgraph: *sounds like:* *for example:* *my example(s):*

ueue	/u:/	queue	_____
------	------	-------	-------

3. Vowel Clusters that End with “-r”

The “r” in the spelling helps to make the single vowel sound. Note: the consonant sound /r/ is not pronounced.

¹ in loan words from French

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Spelling and Sounds – Vowel Clusters

<i>v/cluster:</i>	<i>sounds like:</i>	<i>for example:</i>	<i>my example(s):</i>
air	/eə/	air, fair, hair, chair, stair, pair	_____
ar	/ɑ:/	car, guitar, star, bar, shark	_____
ar	/ɔ:/	war, wart, warm	_____
ar	/ə/	popular, singular, regular	_____
ear	/ɑ:/	heart	_____
ear	/ɪə/	ear, beard, dear, appear, fear	_____
ear	/ɜ:/	learn, earn, search, pearl, heard	_____
ear	/eə/	bear, tear, wear, pear	_____
eer	/ɪə/	leer, peer, beer, engineer, steer	_____
er	/ɜ:/	verb, herd, herb, her	_____
er	/ə/	teacher, cleaner, hotter, mother	_____
iar	/aɪə/	liar	_____
ier	/ɪə/	tier, pier	_____
ier	/aɪə/	pliers	_____
ir	/ɜ:/	fir, bird, girl, whirl, twirl	_____
irr	/ɜ:/	whirr	_____
oar	/ɔ:/	oar, boar, hoar, hoard, board	_____
oor	/ɔ:/	door, floor, poor, moor	_____
or	/ɔ:/	form, nor, for, conform, port, sword	_____
or	/ɜ:/	word, worm	_____
or	/ə/	doctor, tractor, administrator	_____
our	/ɔ:/	pour	_____
our	/aʊə/	our, flour, hour, dour, sour	_____
our	/ə/	harbour, colour, splendour	_____
ur	/ɜ:/	hurl, churl, unfurl, curl	_____

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Spelling and Sounds – Vowel Clusters

4. Other Vowel Clusters with “r”

The “r” in the spelling helps to make the single vowel sound. Note: the consonant sound /r/ is not pronounced.

v/cluster: *sounds like:* *for example:* *my example(s):*

aire	/eə/	millionaire, Claire	_____
are	/ɑ:/	are	_____
are	/eə/	hare, rare, ware, care	_____
ere	/ɪə/	here, mere	_____
ere	/ɜ:/	were	_____
ere	/eə/	there, where	_____
ire	/aɪə/	wire, fire, mire, tire	_____
oare	/ɔ:/	hoare	_____
ore	/ɔ:/	more, before, core, store, lore	_____
re	/ə/	centre, metre, litre, acre	_____
ure	/ɜ:/	sure	_____
ure	/ə/	brochure	_____
yre	/aɪə/	tyre, lyre, pyre	_____

5. Vowel Clusters with “w”

The “w” in the spelling helps to make the single vowel sound. Note: the consonant sounds /w/ and /r/ are not pronounced.

v/cluster: *sounds like:* *for example:* *my example(s):*

aw	/ɔ:/	paw, flaw, lawn, prawn, sawn	_____
ew	/u:/	grew, brew	_____
ow	/əʊ/	know, grow, snow, show, tow, bow, own	_____
ow	/aʊ/	bow, cow, now, how, brown	_____

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Spelling and Sounds – Vowel Clusters

owe	/əʊ/	owe	_____
-----	------	-----	-------

ower	/aʊə/	flower, power, shower, tower	_____
------	-------	------------------------------	-------

6. Vowel Clusters with “y”

The “y” in the spelling helps to make the single vowel sound. Note: the consonant sounds /j/ and /r/ are not pronounced.

v/cluster: *sounds like:* *for example:* *my example(s):*

ay	/eɪ/	pay, say, day, lay, May, play	_____
----	------	-------------------------------	-------

ayer	/eə/	prayer	_____
ayer	/eɪə/	player	_____

ey	/eɪ/	they, hey, prey	_____
ey	/iː/	key, monkey, alley	_____

eye	/aɪ/	eye	_____
-----	------	-----	-------

eyer	/eɪə/	greyer	_____
------	-------	--------	-------

oy	/ɔɪ/	toy, joy, annoy, employ, boy	_____
----	------	------------------------------	-------

uay	/iː/	quay	_____
-----	------	------	-------

ye	/aɪ/	bye, rye, dye, tye	_____
----	------	--------------------	-------

7. Vowel clusters with “gh”

The “gh” in the spelling helps to make the single vowel sound. Note: the consonant sounds /g/ and /h/ are not pronounced.

v/cluster: *sounds like:* *for example:* *my example(s):*

augh	/ɔː/	caught, taught	_____
------	------	----------------	-------

eigh	/eɪ/	weight, eight, weigh, neigh	_____
eigh	/aɪ/	height	_____

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Spelling and Sounds – Vowel Clusters

igh	/aɪ/	high, sigh, night, right, flight, might, bright	_____
-----	------	---	-------

ough	/aʊ/	bough, plough, Slough	_____
ough	/uː/	through, throughout	_____
ough	/ɔː/	bought, thought, ought, sought, nought	_____
ough	/əʊ/	though, although	_____

8. Vowel Clusters with Other Consonant Letters

Sometimes you may find a vowel cluster representing a vowel sound that employs a consonant letter other than “r”, “w”, “y”, or “gh”. Below are a few examples. In each case the consonant in the spelling is not pronounced (it is a *silent letter*).

a) Vowel clusters with “b”:

v/cluster: *sounds like:* *for example:* *my example(s):*

oub	/aʊ/	doubt	_____
-----	------	-------	-------

b) Vowel clusters with “g”:

v/cluster: *sounds like:* *for example:* *my example(s):*

eig	/eɪ/	reign	_____
-----	------	-------	-------

c) Vowel clusters with “l”:

v/cluster: *sounds like:* *for example:* *my example(s):*

al	/ɔː/	talk, walk, chalk, stalk	_____
al	/ɑː/	half, calf, palm, calm, balm	_____

ol	/əʊ/	yolk	_____
----	------	------	-------

oul	/u/	could, would, should	_____
-----	-----	----------------------	-------

d) Vowel clusters with “t”:

v/cluster: *sounds like:* *for example:* *my example(s):*

out	/uː/	ragout	_____
-----	------	--------	-------

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List of Vowel Clusters – In Alphabetical Order

a

v/cluster:	sounds like:	for example:	my example(s):
ai	/eɪ/	paid, wait, fail, paint, gain	_____
ai	/e/	said, again	_____
air	/eə/	air, fair, hair, chair, stair, pair	_____
aire	/eə/	millionaire, Claire	_____
al	/ɔ:/	talk, walk, chalk, stalk	_____
al	/ɑ:/	half, calf, palm, calm, balm	_____
ar	/ɑ:/	car, guitar, star, bar, shark	_____
ar	/ɔ:/	war, wart, warm	_____
ar	/ə/	popular, singular, regular	_____
are	/ɑ:/	are	_____
are	/eə/	hare, rare, ware, care	_____
au	/ɔ:/	fraud, pause, autumn, August	_____
au	/ɑ:/	laugh, laughter	_____
ough	/ɔ:/	caught, taught	_____
aw	/ɔ:/	paw, flaw, lawn, prawn, sawn	_____
ay	/eɪ/	pay, say, day, lay, May, play	_____
ayer	/eə/	prayer	_____
ayer	/eɪə/	player	_____

Phonemes represented by vowel clusters beginning with the letter "a":

/eɪ/ /e/ /eə/ /ɑ:/ /ɔ:/ /ə/ /eɪə/

e

v/cluster:	sounds like:	for example:	my example(s):
ea	/eɪ/	break, steak, great	_____
ea	/i:/	read, appeal, lead, clean, leaf, steal	_____
ea	/e/	read, bread, dreamt, dead, dread	_____
ear	/ɑ:/	heart	_____
ear	/ɪə/	ear, beard, dear, appear, fear	_____
ear	/ɜ:/	learn, earn, search, pearl, heard	_____
ear	/eə/	bear, tear, wear, pear	_____
eau	/əʊ/	beau, eau de toilette ¹	_____
ee	/i:/	wheel, peel, kneel, heel	_____
eer	/ɪə/	leer, peer, beer, engineer, steer	_____
ei	/i:/	receive, deceive, receipt	_____
ei	/eɪ/	rein, vein	_____
eig	/eɪ/	reign	_____
eigh	/eɪ/	weight, eight, weigh, neigh	_____
eigh	/aɪ/	height	_____

¹ in loan words from French

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List of Vowel Clusters – In Alphabetical Order

eo	/e/	leopard, Leonard	_____
eou	/ə/	outrageous, contagious	_____
er	/ɜ:/	verb, herd, herb, her	_____
er	/ə/	teacher, cleaner, hotter, mother	_____
ere	/ɪə/	here, mere	_____
ere	/ɜ:/	were	_____
ere	/eə/	there, where	_____
eu	/ɔɪ/	Freud	_____
ew	/u:/	grew, brew	_____
ey	/eɪ/	they, hey, prey	_____
ey	/i:/	key, monkey, alley	_____
eye	/aɪ/	eye	_____
eyer	/eɪə/	greyer	_____

Phonemes represented by vowel clusters beginning with the letter “e”:

/eɪ/ /i:/ /e/ /ɪə/ /aɪ/ /ɜ:/ /eə/ /aɪ/ /ə/ /u:/ /eɪə/ /əʊ/

i

v/cluster:	sounds like:	for example:	my example(s):
ia	/aɪə/	vial	_____
iar	/aɪə/	liar	_____
ie	/aɪ/	tie, die, lie, pie	_____
ie	/ɪə/	field, yield, wield	_____
ie	/i:/	activities, believe, achieve	_____
ie	/aɪə/	variety	_____
ier	/ɪə/	tier, pier	_____
ier	/aɪə/	pliers	_____
igh	/aɪ/	high, sigh, night, right, flight, might, bright	_____
io	/ə/	station, completion, ration	_____
iou	/ɪə/	industrious, harmonious, tedious	_____
ir	/ɜ:/	fir, bird, girl, whirl, twirl	_____
ire	/aɪə/	wire, fire, mire, tire	_____
irr	/ɜ:/	whirr	_____
iu	/ɪə/	valium, tedium, radium	_____

Phonemes represented by vowel clusters beginning with the letter “i”:

/ɪə/ /aɪ/ /i:/ /aɪə/ /ə/ /ɜ:/

O

v/cluster:	sounds like:	for example:	my example(s):
oa	/əʊ/	oak, foam, loaf, encroach, road	_____
oa	/ɔ:/	broad, abroad	_____

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List of Vowel Clusters – In Alphabetical Order

oar	/ɔ:/	oar, boar, hoar, hoard, board	_____
oare	/ɔ:/	hoare	_____
oe	/u:/	shoe	_____
oe	/əʊ/	toe, hoe, woe, foe, goes	_____
oe	/ʌ/	does, doesn't	_____
oi	/ɔɪ/	avoid, void, coin, toilet	_____
ol	/əʊ/	yolk	_____
oo	/u:/	school, tool, fool, choose	_____
oo	/ʊ/	good, book, took, rook, hood	_____
oo	/ʌ/	blood, flood	_____
oo	/əʊ/	brooch	_____
oor	/ɔ:/	door, floor, poor, moor	_____
or	/ɔ:/	form, nor, for, conform, port, sword	_____
or	/ɜ:/	word, worm	_____
or	/ə/	doctor, tractor, administrator	_____
ore	/ɔ:/	more, before, core, store, lore	_____
ou	/aʊ/	sound, loud, proud, round, house	_____
ou	/u:/	route, you, soup, group	_____
ou	/ɒ/	cough, trough	_____
ou	/ʌ/	rough, enough, tough	_____
ou	/ə/	famous, jealous, onerous	_____
oub	/aʊ/	doubt	_____
ough	/aʊ/	bough, plough, Slough	_____
ough	/u:/	through, throughout	_____
ough	/ɔ:/	bought, thought, ought, sought, nought	_____
ough	/əʊ/	though, although	_____
oul	/ʊ/	could, would, should	_____
our	/ɔ:/	pour	_____
our	/aʊə/	our, flour, hour, dour, sour	_____
our	/ə/	harbour, colour, splendour	_____
out	/u:/	ragout	_____
ow	/əʊ/	know, grow, snow, show, tow, bow, own	_____
ow	/aʊ/	bow, cow, now, how, brown	_____
owe	/əʊ/	owe	_____
ower	/aʊə/	flower, power, shower, tower	_____
oy	/ɔɪ/	toy, joy, annoy, employ, boy	_____

Phonemes represented by vowel clusters beginning with the letter "o":

/əʊ/ /ɔ:/ /u:/ /ʌ/ /ɔɪ/ /ʊ/ /ə/ /aʊ/ /ɒ/ /aʊə/ /ɜ:/

r

v/cluster:	sounds like:	for example:	my example(s):
re	/ə/	centre, metre, litre, acre	_____

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Learn the International Phonetic Alphabet (IPA)

List of Vowel Clusters – In Alphabetical Order

u

v/cluster:	sounds like:	for example:	my example(s):
uay	/i:/	quay	_____
ue	/u:/	blue, true, sue	_____
ue	/e/	guess, guest	_____
ue	/ʊə/	fuel, puerile, duel	_____
ueue	/u:/	queue	_____
ui	/aɪ/	guide, guidance	_____
ui	/u:/	juice, bruise	_____
ui	/ɪ/	build, building, guilt	_____
ur	/ɜ:/	hurl, churl, unfurl, curl	_____
ure	/ɔ:/	sure	_____
ure	/ə/	brochure	_____

Phonemes represented by vowel clusters beginning with the letter “u”:

/æ/ /aɪ/ /u:/ /ɪ/ /e/ /ʊə/ /ə/ /ɜ:/ /i:/ /ɔ:/

y

v/cluster:	sounds like:	for example:	my example(s):
ye	/aɪ/	bye, rye, dye, tye	_____
yre	/aɪə/	tyre, lyre, pyre	_____

Phonemes represented by vowel clusters beginning with the letter “y”:

/aɪə/ /aɪ/

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Learn the International Phonetic Alphabet (IPA)

Spelling and Sounds – Common Vowel Clusters

A vowel cluster is a group of two or more vowel letters together in a word that represent a single vowel sound. They can be **initial** (at the beginning of a word), **medial** (in the middle of a word), and **final** (at the end of a word). Focusing on vowel clusters and consonant clusters (see p.18.39) is useful if you want to look at some of the differences between spelling and sounds in English words. Vowel clusters can be divided into eight categories:

1. Vowel Digraphs (two vowel letters together make a single sound)

digraph:	sounds like:	for example:	my example(s):
ai	/eɪ/	paid, wait, fail, paint, gain	_____
ea	/i:/	read, appeal, lead, clean, leaf, steal	_____
ea	/e/	read, bread, dreamt, dead, dread	_____
ee	/i:/	wheel, peel, kneel, heel	_____
ei	/i:/	receive, deceive, receipt	_____
ie	/aɪ/	tie, die, lie, pie	_____
oa	/əʊ/	oak, foam, loaf, encroach, road	_____
oa	/ɔ:/	broad, abroad	_____
oe	/əʊ/	toe, hoe, woe, foe, goes	_____
oe	/u:/	shoe	_____
oo	/u:/	school, tool, fool, choose	_____
oo	/ʊ/	good, book, took, rook, hood	_____
ou	/aʊ/	sound, loud, proud, round, house	_____
ui	/aɪ/	guide, guidance	_____
ue	/u:/	blue, true, sue	_____

2. Vowel Trigraphs and Quadgraphs

v/cluster:	sounds like:	for example:	my example(s):
eau	/əʊ/	beau, eau de toilette ¹	_____
iou	/iəʊ/	industrious, harmonious, tedious	_____
ueue	/u:/	queue	_____

3. Vowel Clusters that End with “-r” (the consonant sound /r/ is not pronounced)

v/cluster:	sounds like:	for example:	my example(s):
air	/eə/	air, fair, hair, chair, stair, pair	_____
ar	/ɑ:/	car, guitar, star, bar, shark	_____
ear	/ɪə/	ear, beard, dear, appear, fear	_____
ear	/ɜ:/	learn, earn, search, pearl, heard	_____
ear	/eə/	bear, tear, wear, pear	_____
eer	/ɪə/	leer, peer, beer, engineer, steer	_____
er	/ɜ:/	verb, herd, herb, her	_____

¹ in loan words from French

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Spelling and Sounds – Common Vowel Clusters

er	/ə/	teacher, cleaner, hotter, mother	_____
ier	/ɪə/	tier, pier	_____
ir	/ɜ:/	fir, bird, girl, whirl, twirl	_____
oar	/ɔ:/	oar, boar, hoar, hoard, board	_____
oor	/ɔ:/	door, floor, poor, moor	_____
or	/ɔ:/	form, nor, for, conform, port, sword	_____
our	/aʊə/	our, flour, hour, dour, sour	_____
ur	/ɜ:/	hurl, churl, unfurl, curl	_____

4. Other Vowel Clusters with “r” (the consonant sound /r/ is not pronounced)

<i>v/cluster:</i>	<i>sounds like:</i>	<i>for example:</i>	<i>my example(s):</i>
are	/ɑ:/	are	_____
ere	/ɪə/	here, mere	_____
ere	/eə/	there, where	_____
ere	/ɜ:/	were	_____
ore	/ɔ:/	more, before, core, store, lore	_____
re	/ə/	centre, metre, litre, acre	_____
ure	/ə/	brochure	_____

5. Vowel Clusters with “w” (the consonant sound /w/ is not pronounced)

<i>v/cluster:</i>	<i>sounds like:</i>	<i>for example:</i>	<i>my example(s):</i>
aw	/ɔ:/	paw, flaw, lawn, prawn, sawn	_____
ew	/u:/	grew, brew	_____
ow	/əʊ/	know, grow, snow, show, tow, bow, own	_____
ow	/aʊ/	bow, cow, now, how, brown	_____

6. Vowel Clusters with “y” (the consonant sound /j/ is not pronounced)

<i>v/cluster:</i>	<i>sounds like:</i>	<i>for example:</i>	<i>my example(s):</i>
ay	/eɪ/	pay, say, day, lay, May, play	_____
ey	/eɪ/	they, hey, prey	_____
ey	/i:/	key, monkey, alley	_____
oy	/ɔɪ/	toy, joy, annoy, employ, boy	_____

7. Vowel Clusters with “gh” (the consonant sounds /g/ and /h/ are not pronounced)

<i>v/cluster:</i>	<i>sounds like:</i>	<i>for example:</i>	<i>my example(s):</i>
augh	/ɔ:/	caught, taught	_____
igh	/eɪ/	weight, eight, weigh, neigh	_____

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Learn the International Phonetic Alphabet (IPA)

Spelling and Sounds – Common Vowel Clusters

igh	/aɪ/	high, sigh, night, right, flight, might, bright	_____
ough	/ɔː/	bought, thought, ought, sought, nought	_____
ough	/uː/	through, throughout	_____

8. Vowel Clusters with Other Consonant Letters (the consonant sounds are not pronounced)

<i>v/cluster:</i>	<i>sounds like:</i>	<i>for example:</i>	<i>my example(s):</i>
oub	/aʊ/	doubt	_____
eig	/eɪ/	reign	_____
al	/ɔː/	talk, walk, chalk, stalk	_____
al	/ɑː/	half, calf, palm, calm, balm	_____
ol	/əʊ/	yolk	_____
oul	/u/	could, would, should	_____
out	/uː/	ragout	_____

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Talk a Lot

Learn the International Phonetic Alphabet (IPA)

Spelling and Sounds – The Magic “e” Rule

In one-syllable words that end with an “e”, the other vowel is almost always long and sounds the same as it does in the alphabet. For example:

“a” in “made” sounds like:	A	/eɪ/
“e” in “these” sounds like:	E	/i:/
“i” in “smile” sounds like:	I	/aɪ/
“o” in “phone” sounds like:	O	/əʊ/
“u” in “huge” sounds like:	U	/ju:/

This is known as the magic “e” rule. Note: the “e” is not pronounced – it is a silent letter. It applies to each of the five vowel letters in written English, although there are more words for “a”, “i”, and “o” than for “e” or “u”. With “u”, some of the words include the /j/ consonant sound, for example, “cute” /kju:t/ and “tube” /tju:b/, but some don’t, for example, “flume” /flu:m/ and “rule” /ru:l/.

Magic “e” words can be found in lots of different word groups, for example, there are nouns (e.g. “face” and “bike”), verbs (e.g. “close” and “came”), adjectives (e.g. “cute” or “wide”), and adverbs (e.g. “late”) in our list (see p.18.64). It is useful to know about the magic “e” rule when studying pronunciation, because many common words follow these spelling/pronunciation patterns.

There are some words that are exceptions to the rule (as we must expect in English), which are important to remember, because some of them are very common words, for example:

are
awe
blue
bore
cheese
come
core
done

fore
give
gone
have
here
live (verb)
lose
love

move
none
one
please
pore
shone
some
sore

sure
there
vogue
were
wore

The magic “e” rule also applies in longer words that end with an “e”, for example “complete” and “suppose”, but not in *all* longer words that end with an “e”, for example, in two-syllable words that end with “-le”, like “little”, or that end with “-ce”, like “justice”.

Words with magic “e” are common in everyday English. If you read any short English text, such as a newspaper article, an email, or a reading text in an English coursebook, you will be sure to find some of them. Why not try it as an exercise and underline the ones that you find. See p.18.64 for a list of 250 common English words that obey the magic “e” rule (in alphabetical order), and the same list ordered by final consonant on p.18.65.

There are many word pairs which are fun to focus on, where the silent “e” changes a short vowel sound to a long vowel sound, and a new word is created, for example:

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Talk a Lot

Learn the International Phonetic Alphabet (IPA)

Spelling and Sounds – The Magic “e” Rule

When the other vowel is “a”, the magic “e” changes the short sound /æ/ to the long sound /eɪ/

bad	bade	hat	hate	nap	nape	stag	stage
can	cane	Jan	Jane	pan	pane	stat	state
Dan	Dane	mad	made	plan	plane	tat	Tate
fad	fade	man	mane	sag	sage	van	vane
gal	gale	mat	mate	sham	shame		

When the other vowel is “e”, the magic “e” changes the short sound /e/ to the long sound /i:/

met	mete	pet	Pete
-----	------	-----	------

When the other vowel is “i”, the magic “e” changes the short sound /ɪ/ to the long sound /aɪ/

bid	bide	fin	fine	pin	pine	sit	site
bit	bite	hid	hide	pip	pipe	Tim	time
dim	dime	kit	kite	rid	ride	win	wine
din	dine	mit	mite	shin	shine	writ	write

When the other vowel is “o”, the magic “e” changes the short sound /ɒ/ to the long sound /əʊ/

cod	code	dot	dote	mod	mode	rob	robe
con	cone	hop	hope	mop	mope	rod	rode
cop	cope	lob	lobe	not	note	wok	woke

When the other vowel is “u”, the magic “e” changes the short sound /ʌ/ to the long sound /ju:/

cub	cube	hug	huge	tub	tube
-----	------	-----	------	-----	------

The rule for magic “e” words and suffixes is that if the suffix starts with a vowel letter, we lose the magic “e” from the spelling. For example:

Suffix:

- -ing (-ing forms)
- -ed (regular past forms)
- -er (comparative forms)
- -est (superlative forms)
- -en (verbs)

Examples:

hope > hope -ing > hoping
race > race -ed > raced
close > close -er > closer
tame > tame -est > tamest
wide > wide -en > widen

but, with suffixes that start with a consonant letter we keep the magic “e”, for example:

- -ly (adverbs) live > live -ly > lively
- -ful (adjectives) grate > grate -ful > grateful
- -ment (abstract nouns) amaze > amaze -ment > amazement

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Talk a Lot

Learn the International Phonetic Alphabet (IPA)

Spelling and Sounds – 250 Common Magic “e” Words (in Alphabetical Order)

In one-syllable words that end with an “e”, the other vowel is almost always long and sounds the same as it does in the alphabet. This is known as the magic “e” rule. Note: the “e” is not pronounced – it is a silent letter.

a /eɪ/

age
ape
bade
bale
behave
brace
brake
cage
cake
came
cane
cave
chase
contemplate
crate
craze
crusade
Dane
Dave
engage
escape
exhale
face
fade
fake
fame
fate
faze
forsake
frame
gale
game
gate
gave
gaze
grace
grate
grave
hale
hate
haze
inhale
Jane
Kate
knave
lace
lake
lame
lane
late
laze
lemonade
made

make
male
mane
mate
maze
nape
nave
pace
page
pale
pane
pave
plane
plate
race
rake
rave
sage
sale
same
sane
shade
shake
shame
Shane
shave
snake
space
stage
stake
stale
state
take
tale
tame
tape
Tate
template
trace
trade
vane
wake
whale

e /i:/

compete
complete
gene
mete
Pete
these

i /aɪ/

abide
arrive
beside
bide
bike
bite
brine
chide
chime
clime
Clive
compile
dime
dine
file
fine
five
hide
hike
hive
ice
ignite
Ike
jive
kite
knife
lice
life
like
lime
line
live
mice
Mike
mile
mine
mite
nice
nine
nite
pike
pile
pine
pipe
polite
pride
prime
prise
prize
provide
quite
ride
rile

rise
shine
side
site
size
smile
strife
sublime
tide
tile
time
trike
trite
twice
vice
while
white
wide
wife
wine
wise
write

o /əʊ/

atone
bloke
bone
broke
choke
chose
close
code
Coke
coke
cone
cope
dome
dote
drone
elope
explode
globe
hole
home
hone
hope
implode
joke
lobe
lode
mode
mole
mope

mote
node
nose
note
phone
poke
pole
probe
promote
robe
rode
rope
rose
smoke
sole
stoke
stole
stone
suppose
those
throne
tone
vote
whole
woke
wrote

u /ju:/ or /u:/

abuse
brute
chute
cube
cute
Danube
flume
fume
huge
legume
Luke
mule
puke
refuge
rule
tube
use
Yule

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Talk a Lot

Learn the International Phonetic Alphabet (IPA)

Spelling and Sounds – 250 Common Magic “e” Words (Ordered by Final Consonant)

In one-syllable words that end with an “e”, the other vowel is almost always long and sounds the same as it does in the alphabet. This is known as the magic “e” rule. Note: the “e” is not pronounced – it is a silent letter.

a /eɪ/	Jane lane mane pane plane sane Shane vane ape escape nape tape chase contemplate crate fate gate grate hate Kate late mate plate state Tate template behave cave Dave gave grave knave nave pave rave shave craze faze gaze haze laze maze	i /aɪ/	ice lice mice nice twice vice abide beside bide chide hide pride provide ride side tide wide knife life strife wife bike hike like like Mike pike trike compile file mile pile rile smile tile while chime clime dime lime prime sublime	prise rise wise bite ignite kite mite nite polite quite site trite white write arrive Clive five hive jive live prize size	atone bone cone drone hone phone stone throne tone cope elope hope mope rope chose close nose rose suppose those dote mote note promote vote wrote
	e /i:/		o /əʊ/	u /ju:/ or /u:/	
brace face grace lace pace race space trace bade crusade fade lemonade made shade trade age cage engage page sage stage brake cake fake forsake lake make rake shake snake stake take wake bale exhale gale hale inhale male pale sale stale tale whale came fame frame game lame same shame tame cane Dane	gene these compete complete mete Pete	brine dine fine line mine nine pine shine time wine pipe	globe lobe probe robe code explode implode lode mode node rode bloke broke choke Coke coke joke poke smoke stoke woke hole mole pole sole stole whole dome home	cube Danube tube huge refuge Luke puke mule rule Yule flume fume legume abuse use brute chute cute	

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Talk a Lot

Learn the International Phonetic Alphabet (IPA)

How to Pronounce the “th” Sounds in English

1. *What are the “th” sounds in English?*
2. *Why are they so difficult to pronounce?*
3. *So, how can I pronounce the “th” sounds in English?*

1. What are the “th” sounds in English?

“th” is a **digraph** – two letters together that represent one sound. “th” can also be called a consonant cluster – two consonants together in the spelling of a word. A “th” digraph can come at the beginning of a word, e.g. “**think**” and “**though**”, in the middle of a word, e.g. “**author**” and “**clothe**”, or at the end of a word, e.g. “**wealth**” and “**with**”. Or in a combination of positions, e.g. “**thousandth**”.

“th” represents either of two different phonemes (single sounds) in English. It can be either: /θ/ in “**thick**” and “**thin**”, or /ð/ in “**this**” and “**that**”.

The /θ/ sound is **unvoiced**. This means that when I make this sound, no sound is heard from my vocal cords. There is no vibration in my throat because my vocal cords do not vibrate. Try putting your fingers over your throat when you make this sound. You shouldn’t be able to feel your vocal cords vibrating.

The /ð/ sound is **voiced**. This means that when I make this sound, a sound is heard from my vocal cords. There is vibration in my throat. Try putting your fingers over your throat when you make this sound. You should feel your vocal cords vibrating gently.

“th” very occasionally represents a /t/ sound, especially in proper nouns, e.g. **Thames**, **Thailand**, **Esther**, **Thandie**, **Theresa**, **Thompson**, **thyme**, **apartheid**.

English words that have the /θ/ sound are generally **content words**. For example, nouns (like “**thief**”, “**thumb**”, “**tooth**”, and “**wealth**”), verbs (like “**thank**”, “**think**”, and “**throw**”), adjectives (like “**thirsty**”, “**thermal**”, and “**thoughtful**”), adverbs (like “**thoroughly**”, “**thankfully**”, and “**threateningly**”), and numbers (like “**three**”). Most ordinal numbers contain the /θ/ sound, for example, “**fourth**”, “**fifth**”, and “**sixth**”.

English words that have the /ð/ sound are generally **function words**. For example, pronouns (like “**their**”, “**theirs**”, “**them**”, and “**themselves**”), determiners (like “**this**”, “**that**”, “**these**”, and “**those**”), conjunctions (like “**whether**” and “**though**”), prepositions (like “**with**” and “**without**”), and time words (like “**then**”, and “**thereafter**”). All comparative phrases contain the /ð/ sound, thanks to the word “**than**” being included after the comparative adjective, e.g. “**stronger than**”.

As you can see, many very common words in English contain one or other of these sounds. A good example is the definite article “**the**”, which is so ubiquitous (“Article before a noun!”) that it can be heard in almost every sentence in English.

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Learn the International Phonetic Alphabet (IPA)

How to Pronounce the “th” Sounds in English

If you don't believe me about how common words with “th” sounds are, try the following exercise: take any page of a novel or text book, count the number of lines, then count how many lines *don't* have a word with “th” in the spelling. When I tried it, with a few different pages from a biography that I was reading, I found, on average, that only eight out of thirty-seven lines on a page would be without a “th” word. The most common “th” word was, of course, “the”.

If we study word frequency lists we can see how common “th” words are in everyday spoken and written English. In an analysis of the Oxford English Corpus of over a billion words, carried out by Oxford Online¹, we can find twelve “th” words in the top 100 most frequently used English words:

1. the	39. their
8. that	70. other
15. with	71. than
21. this	72. then
26. they	79. think
38. there	96. these

Of these twelve words, eleven have the /ð/ sound, and only “think” (shown in bold) has the /θ/ sound. We can safely say, then, that the voiced /ð/ sound is far more common than the unvoiced /θ/ sound.

The Dolch Basic Sight Vocabulary is a list of 220 English words that appear frequently in written material. Out of the 220 Dolch words (plus ninety-five Dolch nouns), there are twenty-one “th” words. Fifteen of them have the /ð/ sound, and only six have the /θ/ sound (shown in bold, below). This further underlines the importance of being able to pronounce the “th” sounds correctly, and /ð/ in particular.

[In no particular order:] The, that, there, they, this, with, them, then, their, these, those, together, brother, father, mother, **thank, thing, three, think, both, birthday.**

2. Why are they so difficult to pronounce?

These phonemes (sounds) simply don't exist in many languages, e.g. in Chinese, Vietnamese, and Polish. Whilst English native speakers learn them from their parents from before they are born, ESL students have to start from scratch, cold. Consider this example: I can't roll my r's, but a native speaker of Polish can do it effortlessly. They have learned to do it naturally, as a result of listening to and absorbing the sounds of the language that has surrounded them since before they were born. I have to learn to do it, or to “trick it”.

In many accents in English, e.g. teenagers' street language, English native speakers don't bother pronouncing “th”. They use substitute sounds, e.g. /f/ instead of /θ/ , and /v/ instead of /ð/. For example:

¹ Source: <http://www.askoxford.com/oc/mainpage/oc02/?view=uk> (accessed 25.10.09)

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Learn the International Phonetic Alphabet (IPA)

How to Pronounce the “th” Sounds in English

fink = think fanks = thanks
van = than vem = them

In other versions of English around the world, people also substitute different sounds for /θ/ and /ð/, for example, some Irish speakers of English may use /t/ instead of /θ/ , and /d/ instead of /ð/, like this:

tink = think tanks = thanks
dan = than dem = them

Learners of English as a second language may automatically use substitute sounds to make these very common phonemes if /θ/ and /ð/ are not native to their first language. They may use one of the sound combinations above, or another set of substitute sounds: /s/ instead of /θ/ , and /z/ instead of /ð/, like this:

sink = think sanks = thanks
zan = than zem = them

We already know that /s/ and /z/ are among the easiest sounds to pronounce in English (see p.3.9). The other substitute sounds above – /f/ and /v/, and /t/ and /d/ – are also much easier to pronounce than /θ/ and /ð/, which is why they are used.

What do *you* do to solve the problem of “th”?

Vowel sounds are made when air passes freely from your lungs through your mouth and out into the air. **Consonant sounds** are made when you restrict the flow of air through your mouth by using your tongue (often against your teeth), and altering the position of your mouth and lips.

The different combinations of vowel and consonant sounds when put together produce words that have fixed meanings that are shared by a group of people, e.g. all the speakers of any particular language. Some consonant sounds are easier to make than others because the positions that our mouth and tongue have to form require less effort.

In the same way, some consonant sounds are more difficult to make than others because our mouth and tongue have to move more: **they have to work harder**. The two “th” sounds fall into this category. We have to move our tongue very quickly and put it out between our teeth, then put it back, just as quickly. We have to work! But if we use /f/, for example, instead of /θ/, e.g. “**f**anks” instead of “**th**anks”, our tongue can have a holiday, because our lips form the /f/ sound, and our tongue doesn’t need to move.

“th” can be even more difficult to pronounce as a final digraph in combination with other consonant sounds. Here elision often comes into play, as seen when using the Connected Speech Templates from Talk a Lot Book 3. Below are some examples of difficult words to pronounce (adjoining consonant sounds are boxed):

fi**th**, si**th**, thousand**th**, hea**th**, wea**th**, leng**th**, wid**th**, dep**th**, etc.

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Talk a Lot

Learn the International Phonetic Alphabet (IPA)

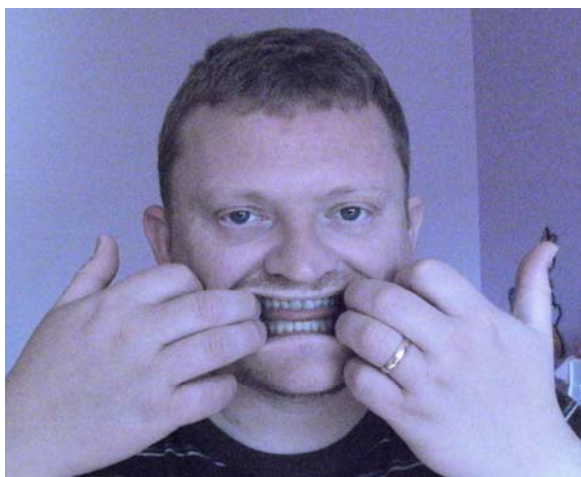
How to Pronounce the “th” Sounds in English

Or we can just cheat and say “fith” (fifth), or “helf” (health), etc.

3. So, how can I pronounce the “th” sounds in English?

In one sentence: **put your tongue out between your teeth.** It can be learned. It is a physical action, like throwing a ball into a hoop (basketball), or mastering control of a bike, or learning to click your fingers...

Don't block the flow of air through your teeth with your tongue. Allow some air to pass through above and below your tongue. Your teeth should be touching your tongue, but only very gently. Each time your tongue should be there for about one second, then return to its home position. (See image below.)



The author making a “th” sound. Note: his fingers are in his mouth only to show the position of his tongue. You don't have to put your fingers in your mouth to make these sounds!

To make the /θ/ sound, don't let your vocal cords vibrate. To make the /ð/ sound, do the same as for the /θ/ sound, but allow your vocal cords to vibrate.

Practise in front of a mirror. Open up your mouth, as I have done in the picture above, to see what's going on. Or video yourself with a camera or phone. Practise with a friend. Help each other. Check what position the other person's tongue, mouth, and lips are in when they are:

- a) making a “th” sound correctly
- b) *not* making a “th” sound correctly

Practise with some of these exercises:

a) Take a deep breath in, then a long slow breath out, making a “th” sound, either /θ/ or /ð/ Repeat several time, then start to shorten the length of each breath out. As you do this you will be able to practise positioning your tongue correctly in order to make the “th” sounds.

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Learn the International Phonetic Alphabet (IPA)

How to Pronounce the “th” Sounds in English

b) Try saying /θ/ then /t/ then /ð/ then /θ/ again, and then repeat it, for example:

/θ/	/t/	/ð/	/t/	/θ/	/t/	/ð/	/t/	/θ/
th	t	th	t	th	t	th	t	th... etc.

c) Read lists of “th” words out loud one after another (see the word lists on pp.18.72-18.74), for example:

/θ/ faith, thanks, wealth, three, both, thought, teeth, throughout

/ð/ this, that, then, there, though, this, those, these

Say each word quickly, then slowly. Try varying the speed.

d) ...or you could read groups of ordinal numbers out loud, for example:

fourth, fifth, sixth, thirty third, thirty seventh, thirty eighth... etc.

Again, vary the speed at which you read them.

e) Choose a word and read it out loud very slowly, **sounding out** each phoneme – each individual sound. Use the phonetic spelling of the word to help you, e.g. “think” = /θ ɪ ŋ k/, and “that” = /ð æ t/ ... and so on.

f) Practise reading out loud tongue twisters – either to practise a particular phoneme, e.g. /θ/

- Thrifty thirty-three year-old thrill seekers threatened pathetic lethargic therapists.
- Three thick thieves from Thetford threw a party on Thursday.
- Theo thanked Thora for enthusiastically thinking up a frothy mathematical method.

Or /ð/ ...

- Heather and Rutherford breathed blithely and clothed themselves with feather bathing suits.
- The rhythm within withered further, though Smithers’s other swarthy northern brother writhed without.
- The Carruthers brothers tithed either their farthings or their father’s clothes.
- Arthur Worthington’s mother and father loathed withholding smooth scythes and seethed with oaths together.

...or mixed sounds: /θ/ and /ð/ together, for example:

- This is the third thing that Keith thought was thankless.

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Talk a Lot

Learn the International Phonetic Alphabet (IPA)

How to Pronounce the “th” Sounds in English

- A thousand thirsty tourists threatened to take out their teeth.
- Theresa tried to help both uncouth youths through the thickly-strewn undergrowth.
- The three things that Theo thought, though thoroughly truthful, were totally thoughtless.

Don't worry about the exact meaning of every word in the tongue twisters, but simply practise making the sounds! You could make up your own tongue twisters using the words from different word groups on pp.18.72-18.74. You could use either just one sound on its own or both sounds together.

Final thought:

Practice makes perfect! The following paradox applies to learning the “th” sounds:

*“Nobody is born able to make these sounds,
but everybody is born able to make these sounds.”*

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Talk a Lot

Learn the International Phonetic Alphabet (IPA)

List of Words Using the Unvoiced "th" Sound in English /θ/

Nouns:

anthem
atheism
atheist
athlete
authenticity
author
authority
bath
bathroom
birth
birthday
breadth
breath
broth
brothel
cathedral
death
depth
earth
enthusiasm
epithet
ether
ethics
faith
froth
growth
health
hearth
length
lethargy
lithium
mammoth
mathematics
method
methyl
month
moth
mouth
myth
north
panther
path

pith
python
sheath
sleuth
sloth
smith
south
stealth
strength
sympathy
teeth
thane
thanks
thaw
theatre
theft
theme
theme park
theologian
theology
theory
therapy
thesaurus
thicket
thief
thigh
thing
thirst
thong
thorn
thought
thread
threat
thrift
thrill
throat
throne
throng
throw
throw in
thug
thumb
thump
thunder

tooth
truth
undergrowth
wealth
width
worth
wrath
wreath
youth
zenith

Verbs:

enthuse
froth
lengthen
thank
thatch
thaw
think
thread
threaten
thrill
thrive
throng
throw
throw away
throw out
throw up
thud
thump

Adjectives:

authentic
earthy
enthusiastic
ethnic
faithful
frothy
Gothic
healthy
lengthy

lethal
lethargic
mythical
pathetic
pithy
ruthless
stealthy
thankful
thatched
theoretical
therapeutic
thermal
thick
thin
thirsty
thorough
thoughtful
threatening
thrifty
thrilling
thriving
throwaway
truthful
uncouth
wealthy
wrathful

Adverbs:

authentically
earthily
enthusiastically
faithfully
frothily
healthily
lethally
lethargically
pathetically
pithily
stealthily
thankfully
theoretically
therapeutically
thickly

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Talk a Lot

Learn the International Phonetic Alphabet (IPA)

List of Words Using the Unvoiced "th" Sound in English /θ/

thinly
thirstily
thoroughly
thoughtfully
threateningly
thriftily
thrillingly
truthfully
wrathfully

Pronouns:

anything
both
everything
nothing
something

Function Words:

forth
through

Cardinal Numbers:

thirteen
thousand
three

Ordinal Numbers:

third
fourth
fifth
sixth
seventh
eighth
ninth
tenth
eleventh

twelfth
thirteenth
fourteenth
fifteenth
sixteenth
seventeenth
eighteenth
nineteenth
twentieth
thirtieth
fortieth
fiftieth
sixtieth
seventieth
eightieth
ninetieth
hundredth
thousandth
millionth
billionth

Proper Nouns:

Female First Names:

Agatha
Bertha
Beth
Catherine
Cathy
Dorothea
Dorothy
Ethel
Judith
Kath
Kathleen
Ruth
Thelma
Thora

Male First Names:

Arthur

Ethan
Jonathan
Matthew
Seth
Theo

Surnames:

Hathaway
Luther
Smith
Steerforth
Thackeray
Thatcher

Place Names:

Athens
Grantham
Southampton
Thetford
Thurso

Miscellaneous:

Goths
Macbeth
Othello
Thanksgiving
Thor
Thursday

Some Curiosities:

When "th" spelling produces /t/ sound:

apartheid
Esther
Thailand
Thames
Thandie
Theresa

Thompson
thyme

"th" was a common suffix on Old English verbs:

eateth
goeth
saith
watcheth

etc.

When "th" is spelled but not pronounced:

asthma

In compound nouns "th" can occur in the spelling accidentally when two words meet together. The "th" phonemes are not pronounced:

hothouse
knighthood
lightheaded
lighthouse
pothead
sweetheart

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Talk a Lot

Learn the International Phonetic Alphabet (IPA)

List of Words Using the Voiced “th” Sound in English /ð/

Nouns:

algorithm
bathing suit
booth
bother
brethren
brother
clothes
farthing
father
feather
heather
lathe
leather
logarithm
mother
rhythm
scythe
smithereens
swathe
teething
tether
tithe
weather
wherewithal
zither

Verbs:

bathe
breathe
clothe
dither
loathe
mither
scathe
scythe
seethe
sheathe
slither
soothe
teethe

tithe
wither
withhold
withstand
wreathe
writhe

Adjectives:

blithe
lithe
northern
smooth
southern
swarthy
worthy

Adverbs:

blithely
farther
further
nevertheless
nonetheless
rather (than)
smoothly
then
there
thereafter
therefore
together
worthily

Pronouns:

their
theirs
them
themselves
they

Contractions:

they're
they've

Articles:

the

Determiners:

either
neither
other
that
these
this
those

Prepositions:

with
within
without

Conjunctions:

although
than (e.g. “better
than me”)
though
whether

Proper Nouns:

Carruthers
Heather
Netherlands
Northern
Lights

Rutherford
Smithers
Southern...
Wetherspoon
Worthington

Archaisms:

hither
thee
thence
thereafter
therein
thereupon
thine
thither
thou
thus
thy
whither

Nouns with /θ/ Sound where the Plural Form Uses /ð/:

baths
mouths
oaths
paths
truths
youths

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Talk a Lot

Learn the International Phonetic Alphabet (IPA)

100 Common Words Using the “th” Sounds in English: /θ/ and /ð/

50 common words using the unvoiced “th” sound /θ/:

anything, athlete, author, bathroom, birthday, both, breath,
cathedral, death, depth, earth, enthusiasm, everything, faithful,
fifth, fourth, growth, health, length, mathematics, method, month,
mouth, north, nothing, something, south, strength, teeth,
Thanksgiving, theatre, theme park, thick, thief, thin, think, third,
thirst, thirteen, thousand, three, through, throw, thumb, Thursday,
tooth, truth, wealthy, width, youth

50 common words using the voiced “th” sound /ð/:

although, bathe, bathing suit, baths, bother, breathe, brother,
clothes, either, father, feather, further, heather, leather, mother,
mouths, Netherlands, nevertheless, northern, other, rather (than),
rhythm, smooth, southern, than, that, the, their, theirs, them,
themselves, then, there, thereafter, therefore, these, they, they're,
they've, this, those, though, together, weather, whether, with,
within, without, worthy, youths

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Talk a Lot

Learn the International Phonetic Alphabet (IPA)

How Well do you Know the “th” Sounds in English? /θ/ and /ð/

Below are 100 common English words that contain a “th” sound. Look at each word and decide which of the two “th” sounds it contains. Write either /θ/ beside the word if the “th” sound is unvoiced, or /ð/ if the “th” sound is voiced. Tip: there are fifty of each!

although	month	they've
anything	mother	thick
athlete	mouth	thief
author	mouths	thin
bathe	Netherlands	think
bathing suit	nevertheless	third
bathroom	north	thirst
baths	northern	thirteen
birthday	nothing	this
both	other	those
bother	rather (than)	though
breath	rhythm	thousand
breathe	smooth	three
brother	something	through
cathedral	south	throw
clothes	southern	thumb
death	strength	Thursday
depth	teeth	together
earth	than	tooth
either	Thanksgiving	truth
enthusiasm	that	wealthy
everything	the	weather
faithful	theatre	whether
father	their	width
feather	theirs	with
fifth	them	within
fourth	theme park	without
further	themselves	worthy
growth	then	youth
health	there	youths
heather	thereafter	
leather	therefore	
length	these	
mathematics	they	
method	they're	

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Talk a Lot

Learn the International Phonetic Alphabet (IPA)

How Well do you Know the “th” Sounds in English? /θ/ and /ð/ (Answer Page)

Below are 100 common English words that contain a “th” sound. Look at each word and decide which of the two “th” sounds it contains. Write either /θ/ beside the word if the “th” sound is unvoiced, or /ð/ if the “th” sound is voiced. Tip: there are fifty of each!

although /ð/	method /θ/	they /ð/
anything /θ/	month /θ/	they're /ð/
athlete /θ/	mother /ð/	they've /ð/
author /θ/	mouth /θ/	thick /θ/
bathe /ð/	mouths /ð/	thief /θ/
bathing suit /ð/	Netherlands /ð/	thin /θ/
bathroom /θ/	nevertheless /ð/	think /θ/
baths /ð/	north /θ/	third /θ/
birthday /θ/	northern /ð/	thirst /θ/
both /θ/	nothing /θ/	thirteen /θ/
bother /ð/	other /ð/	this /ð/
breath /θ/	rather (than) /ð/	those /ð/
breathe /ð/	rhythm /ð/	though /ð/
brother /ð/	smooth /ð/	thousand /θ/
cathedral /θ/	something /θ/	three /θ/
clothes /ð/	south /θ/	through /θ/
death /θ/	southern /ð/	throw /θ/
depth /θ/	strength /θ/	thumb /θ/
earth /θ/	teeth /θ/	Thursday /θ/
either /ð/	than /ð/	together /ð/
enthusiasm /θ/	Thanksgiving /θ/	tooth /θ/
everything /θ/	that /ð/	truth /θ/
faithful /θ/	the /ð/	wealthy /θ/
father /ð/	theatre /θ/	weather /ð/
feather /ð/	their /ð/	whether /ð/
fifth /θ/	theirs /ð/	width /θ/
fourth /θ/	them /ð/	with /ð/
further /ð/	theme park /θ/	within /ð/
growth /θ/	themselves /ð/	without /ð/
health /θ/	then /ð/	worthy /ð/
heather /ð/	there /ð/	youth /θ/
leather /ð/	thereafter /ð/	youths /ð/
length /θ/	therefore /ð/	
mathematics /θ/	these /ð/	

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IPA Practice Worksheets and Tests

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(Note: the worksheets on pp.19.1-19.12 act as pairs, with each providing the answers for the other)

Talk a Lot

Learn the International Phonetic Alphabet (IPA)

Translate Animal Names **from** the IPA 1

Translate the names of the animals below **from** the International Phonetic Alphabet.
(See next page for answers.)

1. /kæt/ _____
2. /bɜ:d/ _____
3. /'peŋ.gwɪn/ _____
4. /beə/ _____
5. /kɑ:f/ _____
6. /'bædʒ.ə/ _____
7. /ə'ræŋ.ʊ.tæn/ _____
8. /kə'mi:lɪ.jən/ _____
9. /kaʊ/ _____
10. /'tʃɪk.ən/ _____
11. /'krɒk.ə.daɪl/ _____
12. /'el.ə.fʌnt/ _____
13. /'dɒŋ.ki/ _____
14. /'i:ɡəl/ _____
15. /dʒɪ'rɑ:f/ _____
16. /dʌk bɪld 'plæt.ɪ.pʊs/ _____
17. /'hæm.stə/ _____
18. /'gəʊld.fɪʃ/ _____
19. /raɪ'nɒs.ər.əs/ _____
20. /ʃɑ:k/ _____

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Talk a Lot

Learn the International Phonetic Alphabet (IPA)

Translate Animal Names **into** the IPA 1

*Translate the names of the animals below **into** the International Phonetic Alphabet.
(See previous page for answers.)*

1. cat _____
2. bird _____
3. penguin _____
4. bear _____
5. calf _____
6. badger _____
7. orang-utan _____
8. chameleon _____
9. cow _____
10. chicken _____
11. crocodile _____
12. elephant _____
13. donkey _____
14. eagle _____
15. giraffe _____
16. duck-billed platypus _____
17. hamster _____
18. goldfish _____
19. rhinoceros _____
20. shark _____

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Talk a Lot

Learn the International Phonetic Alphabet (IPA)

Translate Animal Names **from** the IPA 2

Translate the names of the animals below **from** the International Phonetic Alphabet.
(See next page for answers.)

1. /'hedʒ.hɒg/ _____
2. /weɪl/ _____
3. /hɔːs/ _____
4. /kæŋ.gər'uː/ _____
5. /sləʊθ/ _____
6. /'kɪt.ən/ _____
7. /'lɑː.mə / _____
8. /'pəʊ.lə beə/ _____
9. /'mʌŋ.ki/ _____
10. /'lep.əd/ _____
11. /'pɪdʒ.ɪn/ _____
12. /pɪg/ _____
13. /'ʃɪp/ _____
14. /'zeb.rə/ _____
15. /'tʃɪ.tə/ _____
16. /'skwɪr.əl/ _____
17. /maʊs/ _____
18. /'tɔː.təs/ _____
19. /gəʊt/ _____
20. /'dɒl.fɪn/ _____

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Talk a Lot

Learn the International Phonetic Alphabet (IPA)

Translate Animal Names **into** the IPA 2

*Translate the names of the animals below **into** the International Phonetic Alphabet.
(See previous page for answers.)*

1. hedgehog _____
2. whale _____
3. horse _____
4. kangaroo _____
5. sloth _____
6. kitten _____
7. llama _____
8. polar bear _____
9. monkey _____
10. leopard _____
11. pigeon _____
12. pig _____
13. sheep _____
14. zebra _____
15. cheetah _____
16. squirrel _____
17. mouse _____
18. tortoise _____
19. goat _____
20. dolphin _____

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Talk a Lot

Learn the International Phonetic Alphabet (IPA)

Translate Irregular Verbs **from** the IPA 1

Translate 20 common irregular verbs **from** the International Phonetic Alphabet.
(See next page for answers.)

1. /bi:/ _____
2. /ri:d/ _____
3. /kʌm/ _____
4. /si:/ _____
5. /swɪm/ _____
6. /breɪk/ _____
7. /ɪt/ _____
8. /raɪt/ _____
9. /sli:p/ _____
10. /mɪt/ _____
11. /faɪnd/ _____
12. /brɪŋ/ _____
13. /grəʊ/ _____
14. /θɪŋk/ _____
15. /nəʊ/ _____
16. /bɪ'kʌm/ _____
17. /draɪv/ _____
18. /fə'get/ _____
19. /li:v/ _____
20. /rʌn/ _____

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Talk a Lot

Learn the International Phonetic Alphabet (IPA)

Translate Irregular Verbs into the IPA 1

Translate 20 common irregular verbs **into** the International Phonetic Alphabet.
(See previous page for answers.)

1. be _____
2. read _____
3. come _____
4. see _____
5. swim _____
6. break _____
7. eat _____
8. write _____
9. sleep _____
10. meet _____
11. find _____
12. bring _____
13. grow _____
14. think _____
15. know _____
16. become _____
17. drive _____
18. forget _____
19. leave _____
20. run _____

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Talk a Lot

Learn the International Phonetic Alphabet (IPA)

Translate Irregular Verbs **from** the IPA 2

Translate 20 common irregular verbs **from** the International Phonetic Alphabet.
(See next page for answers.)

1. /meɪk/ _____
2. /bɪld/ _____
3. /baɪ/ _____
4. /teɪk/ _____
5. /drɪŋk/ _____
6. /let/ _____
7. /hæv/ _____
8. /kæn/ _____
9. /duː/ _____
10. /kætʃ/ _____
11. /rɪŋ/ _____
12. /get/ _____
13. /fiːl/ _____
14. /gəʊ/ _____
15. /pʊt/ _____
16. /peɪ/ _____
17. /weə/ _____
18. /send/ _____
19. /ʌn.də'stænd/ _____
20. /flaɪ/ _____

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Talk a Lot

Learn the International Phonetic Alphabet (IPA)

Translate Irregular Verbs into the IPA 2

Translate 20 common irregular verbs **into** the International Phonetic Alphabet.
(See previous page for answers.)

1. make _____
2. build _____
3. buy _____
4. take _____
5. drink _____
6. let _____
7. have _____
8. can _____
9. do _____
10. catch _____
11. ring _____
12. get _____
13. feel _____
14. go _____
15. put _____
16. pay _____
17. wear _____
18. send _____
19. understand _____
20. fly _____

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Talk a Lot

Learn the International Phonetic Alphabet (IPA)

Translate Signs and Notices **from** the IPA 1

Translate the signs and notices below **from** the International Phonetic Alphabet.
(See next page for answers.)

1. /'fɪf.ti pə'sent of/ _____
2. /baɪ wʌn get wʌn friː/ _____
3. /kləʊzd/ _____
4. /dɪ'seɪ.blɪd/ _____
5. /faɪə 'ek.sɪt/ _____
6. /'əʊ.pən/ _____
7. /kiːp aʊt/ _____
8. /'ek.sɪt/ _____
9. /'tɔɪ.ləts/ _____
10. /nəʊ dɒg.zə'laʊd ek'sept ɡaɪ dɒgz/ _____
11. /nəʊ 'pɑː.kɪŋ/ _____
12. /aʊt əv 'ɔː.də/ _____
13. /pʊʃ/ _____
14. /'peɪ.jən dɪs'pleɪ/ _____
15. /plɪːz peɪ hɪə/ _____
16. /nəʊ 'sməʊ.kɪŋ/ _____
17. /'pɑː.kɪŋ prəʊ'hɪb.ɪt.d/ _____
18. /kjuː hɪə/ _____
19. /saɪl/ _____
20. /stɑːf 'əʊn.li/ _____

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Learn the International Phonetic Alphabet (IPA)

Translate Signs and Notices **into** the IPA 1

Translate the signs and notices below **into** the International Phonetic Alphabet.
(See previous page for answers.)

1. 50% off _____
2. buy one get one free _____
3. closed _____
4. disabled _____
5. fire exit _____
6. open _____
7. keep out _____
8. exit _____
9. toilets _____
10. no dogs allowed
except guide dogs _____
11. no parking _____
12. out of order _____
13. push _____
14. pay and display _____
15. please pay here _____
16. no smoking _____
17. parking prohibited _____
18. queue here _____
19. sale _____
20. staff only _____

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Learn the International Phonetic Alphabet (IPA)

Translate Signs and Notices **from** the IPA 2

Translate the signs and notices below **from** the International Phonetic Alphabet.
(See next page for answers.)

1. /men/ _____
2. /'leɪ.di:z/ _____
3. /ɪn'geɪdʒd/ _____
4. /pʊl/ _____
5. /weɪ ɪn/ _____
6. /'tɪk.ɪts/ _____
7. /ɪ'mɜ: .dʒən.si 'ek.sɪt/ _____
8. /'veɪ.kən.si:z/ _____
9. /weɪ aʊt/ _____
10. /'deɪn.dʒə/ _____
11. /nəʊ 'fɪʃ.ɪŋ/ _____
12. /'kred.ɪt kɑ:dz æk'sep.tɪd hɪə/ _____
13. /kɪ:p of ðə grɑ:s/ _____
14. /pli:z weɪt/ _____
15. /rɪŋ bel fə.rə'ten.ʃn/ _____
16. /nəʊ bɔ:l geɪmz/ _____
17. /du: nɒ? dɪ'stɜ:b/ _____
18. /'veɪ.kənt/ _____
19. /'praɪ.vət/ _____
20. /sɪ: sɪ: tɪ:'vi: ɪn ɒp.ər'eɪ.ʃn/ _____

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Learn the International Phonetic Alphabet (IPA)

Translate Signs and Notices **into** the IPA 2

Translate the signs and notices below **into** the International Phonetic Alphabet.
(See previous page for answers.)

1. men _____
2. ladies _____
3. engaged _____
4. pull _____
5. way in _____
6. tickets _____
7. emergency exit _____
8. vacancies _____
9. way out _____
10. danger _____
11. no fishing _____
12. credit cards accepted here _____
13. keep off the grass _____
14. please wait _____
15. ring bell for attention _____
16. no ball games _____
17. do not disturb _____
18. vacant _____
19. private _____
20. CCTV in operation _____

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Learn the International Phonetic Alphabet (IPA)

Translate Slang Phrases (Adjectives) **into** the IPA

Write a definition for each slang phrase below, then translate the slang phrases **into** the International Phonetic Alphabet. (See next page for answers.)

<u>Slang Phrase</u>	<u>Definition</u>	<u>IPA Translation</u>
<i>He is / She is / He was / She was... etc.</i>		
1. made up	_____	_____
2. pig-headed	_____	_____
3. sarky	_____	_____
4. long-winded	_____	_____
5. savvy	_____	_____
6. minging	_____	_____
<i>It is / It was... etc.</i>		
7. wicked	_____	_____
8. ginormous	_____	_____
9. corny	_____	_____
10. easy-peasy	_____	_____
11. iffy	_____	_____
12. sad	_____	_____
<i>I feel / He feels / She feels... etc.</i>		
13. peckish	_____	_____
14. icky	_____	_____
15. miffed	_____	_____

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Talk a Lot

Learn the International Phonetic Alphabet (IPA)

Translate Slang Phrases (Adjectives) into the IPA

Answers:

<u>Slang Phrase</u>	<u>Definition</u>	<u>IPA Translation</u>
<i>He is / She is / He was / She was... etc.</i>		
1. made up	pleased	/meɪ'dʌp/
2. pig-headed	stubborn	/pɪg 'hed.əd/
3. sarky	sarcastic	/'sɑː.ki/
4. long-winded	talking for too long	/lɒŋ 'wɪn.dəd/
5. savvy	well informed	/'sæv.i/
6. minging	horrible	/'mɪŋ.ɪŋ/
<i>It is / It was... etc.</i>		
7. wicked	brilliant	/'wɪk.ɪd/
8. ginormous	very large	/dʒɑː'nɔː.məs/
9. corny	clichéd	/'kɔː.ni/
10. easy-peasy	very easy	/'iː.zi 'piː.zi/
11. iffy	uncertain	/'ɪf.i/
12. sad	not very good	/sæd/
<i>I feel / He feels / She feels... etc.</i>		
13. peckish	quite hungry	/'pek.ɪʃ/
14. icky	sick	/'ɪk.i/
15. miffed	a little upset	/mɪfɪd/

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Learn the International Phonetic Alphabet (IPA)

Translate Slang Phrases (Nouns) **into** the IPA

Write a definition for each slang phrase below, then translate the slang phrases **into** the International Phonetic Alphabet. (See next page for answers.)

<u>Slang Phrase</u>	<u>Definition</u>	<u>IPA Translation</u>
	<i>A person who is...</i>	
1. diamond geezer	_____	_____
2. skiver	_____	_____
3. party pooper	_____	_____
4. boy racer	_____	_____
5. yobbo	_____	_____
6. skinflint	_____	_____
7. smoothie	_____	_____
	<i>It's a... / It was a... etc.</i>	
8. rust bucket	_____	_____
9. fiver	_____	_____
10. howler	_____	_____
11. thick ear	_____	_____
12. back hander	_____	_____
13. tenner	_____	_____
14. ear bashing	_____	_____
15. nightmare	_____	_____

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Learn the International Phonetic Alphabet (IPA)

Translate Slang Phrases (Nouns) into the IPA

Answers:

<u>Slang Phrase</u>	<u>Definition</u>	<u>IPA Translation</u>
	<i>A person who is...</i>	
1. diamond geezer	very genuine and kind	/'daɪə.mənd 'giː.zə/
2. skiver	very lazy	/'skaɪ.və/
3. party pooper	no fun at all	/'pɑː.ti 'puː.pə/
4. boy racer	a fast and reckless driver	/bɔɪ 'reɪ.sə/
5. yobbo	a hooligan	/'jɒ.bəʊ/
6. skinflint	mean with money	/'skɪn.flɪnt/
7. smoothie	a flatterer, but doesn't mean it	/'smuː.ði/
	<i>It's a... / It was a... etc.</i>	
8. rust bucket	rusty old car	/rʌst 'bʌk.ɪt/
9. fiver	five pound note	/'faɪ.və/
10. howler	obvious mistake	/'haʊ.lə/
11. thick ear	slap on the side of the head	/θɪk ɪə/
12. back hander	bribe	/bæk 'hæn.də/
13. tenner	ten pound note	/'ten.ə/
14. ear bashing	telling off	/ɪə 'bæʃ.ɪŋ/
15. nightmare	terrible situation	/'naɪ?.meə/

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Learn the International Phonetic Alphabet (IPA)

IPA Test 1

1. Write your first name using the IPA: _____

2. Write two words in English that contain the same vowel sound:

a) /ɪ/ _____
b) /æ/ _____

3. Write two words in English that contain the same diphthong:

a) /eɪ/ _____
b) /əʊ/ _____

4. Write two words in English that contain the same consonant sound:

a) /θ/ _____
b) /tʃ/ _____

5. Translate the following sentences into English:

a) /nə'tæʃ.ə 'dʌz.ən wɒn 'ten.i 'sɒs.ɪdʒ.əz/

b) /aɪ ni:d ə 'kʌp.ɪ əv nyu: ʃɜ:ts/

6. Write the following sentences using the IPA (include stress marks):

a) Can I have a drink, please? _____

b) My brother's name is Phil. _____

c) He wants me to go to the theatre. _____

d) There isn't any coffee. _____

7. Write these words in your first language, then translate the results into the IPA:

a) bread _____

b) newspaper _____

c) friend _____

d) shoulder _____

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Learn the International Phonetic Alphabet (IPA)

IPA Test 1

Answers:

1. Answers will vary.

2. Answers will vary, for example:

- a) /ɪ/ fish, hill
- b) /æ/ cat, flat

3. Answers will vary, for example:

- a) /eɪ/ train, pain
- b) /eə/ care, there

4. Answers will vary, for example:

- a) /θ/ thumb, think
- b) /tʃ/ chair, itch

5.

a) Natasha doesn't want any sausages.

b) I need a couple of new shirts.

6.

a) Can I have a drink, please? /kæn aɪ hæv ə drɪŋk pli:z/

b) My brother's name is Phil. /maɪ 'brʌð.əz neɪm ɪz fɪl/

c) He wants me to go to the theatre. /hi: wɒns mi: tə ɡəʊ tə ðə 'θiə.tə/

d) There isn't any coffee. /ðeə 'ɪz.ən 'ten.i 'kɒf.i/

7. Answers will vary.

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Learn the International Phonetic Alphabet (IPA)

IPA Test 2

1. Write your favourite food using the IPA: _____

2. Write two words in English that contain the same vowel sound:

- a) /ʊ/ _____
b) /ə/ _____

3. Write two words in English that contain the same diphthong:

- a) /əʊ/ _____
b) /ɪə/ _____

4. Write two words in English that contain the same consonant sound:

- a) /ʃ/ _____
b) /ð/ _____

5. Translate the following sentences into English:

- a) /wɪə 'gəʊ.ɪŋ tə 'vɪz.ɪŋ ðə mju:'zi:.əm tə'deɪ/
b) /ðɪs traɪn wɪl li:v æ? θri: 'fɔ:.ti nam/

6. Write the following sentences using the IPA (include stress marks):

- a) Where is the nearest hospital? _____
b) Ken runs his own shoe company. _____
c) We usually have lunch at one. _____
d) Hi James. How are your boys? _____

7. Write these words in your first language, then translate the results into the IPA:

- a) table _____
b) photos _____
c) electricity _____
d) scissors _____

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Learn the International Phonetic Alphabet (IPA)

IPA Test 2

Answers:

1. Answers will vary.

2. Answers will vary, for example:

- a) /ʊ/ book, push
- b) /ə/ computer, sofa

3. Answers will vary, for example:

- a) /əʊ/ phone, grown
- b) /ɪə/ here, pier

4. Answers will vary, for example:

- a) /ʃ/ short, wish
- b) /ð/ the, mother

5.

a) We're going to visit the museum today.

b) This train will leave at three forty nine.

6.

a) Where is the nearest hospital? /weə ɪz ðə 'niəst 'hɒs.pɪ.təl/

b) Ken runs his own shoe company. /ken rʌnz hɪz əʊn ʃu: 'kʌm.pə.ni/

c) We usually have lunch at one. /wi: 'ju:zə.li hæv lʌntʃ æ? wʌn/

d) Hi James. How are your boys? /haɪ dʒeɪmz 'hæ.wə yɔ: bɔɪz/

7. Answers will vary.

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Learn the International Phonetic Alphabet (IPA)

IPA Test 3

1. Write your favourite colour using the IPA: _____

2. Write two words in English that contain the same vowel sound:

- a) /i:/ _____
b) /ʌ/ _____

3. Write two words in English that contain the same diphthong:

- a) /aɪ/ _____
b) /aʊ/ _____

4. Write two words in English that contain the same consonant sound:

- a) /dʒ/ _____
b) /ŋ/ _____

5. Translate the following sentences into English:

- a) /'lɜ:.nɪŋ 'ɪŋ.glɪʃ 'ʃʊd.əm bi 'bɔ:.rɪŋ/
b) /hæv ju: 'fɪn.ɪʃ 'du:.wɪŋ ði 'aɪə.nɪŋ jet/

6. Write the following sentences using the IPA (include stress marks):

- a) Not everybody likes chocolate. _____
b) Suddenly, the doorbell rang. _____
c) Cheese sandwiches are delicious. _____
d) Vegetables are not expensive. _____

7. Write these words in your first language, then translate the results into the IPA:

- a) afternoon _____
b) family _____
c) reading _____
d) shorts _____

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Learn the International Phonetic Alphabet (IPA)

IPA Test 3

Answers:

1. Answers will vary.

2. Answers will vary, for example:

- a) /i:/ tree, eat
- b) /ʌ/ up, done

3. Answers will vary, for example:

- a) /aɪ/ shine, sign
- b) /aʊ/ cow, foul

4. Answers will vary, for example:

- a) /dʒ/ jam, gem
- b) /ŋ/ sing, think

5.

a) Learning English shouldn't be boring.

b) Have you finished doing the ironing yet?

6.

a) Not everybody likes chocolate. /nɒ? 'ev.rɪ.bɒd.i laɪks 'tʃɒk.lət/

b) Suddenly, the doorbell rang. /'sʌd.n.li ðə 'dɔ:.bel ræŋ/

c) Cheese sandwiches are delicious. /tʃi:z 'sæm.wɪdʒ.əz ɑ: dr'lɪʃ.əs/

d) Vegetables are not expensive. /'vedʒ.tə.blz ɑ: nɒ? ɪk'spen.sɪv/

7. Answers will vary.

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Learn the International Phonetic Alphabet (IPA)

IPA Test 4

1. Write the name of your country using the IPA: _____

2. Write two words in English that contain the same vowel sound:

a) /ɜ:/ _____
b) /ɑ:/ _____

3. Write two words in English that contain the same diphthong:

a) /ɔɪ/ _____
b) /ʊə/ _____

4. Write two words in English that contain the same consonant sound:

a) /ʒ/ _____
b) /j/ _____

5. Translate the following sentences into English:

a) /wi: ɡɒʔ 'mæɪ.ɪd ɪn 'eɪ.prəl ɑ:s jɪə/

b) /ðə 'swɪm.ɪŋ pu:l 'wɒz.n 'ver.i 'bɪz.i/

6. Write the following sentences using the IPA (include stress marks):

a) What's your favourite film? _____

b) My friends will be here soon. _____

c) Fresh spring water is pure. _____

d) The toys were made in China. _____

7. Write these words in your first language, then translate the results into the IPA:

a) dining room _____

b) clothes _____

c) aeroplane _____

d) lettuce _____

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Learn the International Phonetic Alphabet (IPA)

IPA Test 4

Answers:

1. Answers will vary.

2. Answers will vary, for example:

- a) /ɜ:/ *bird, heard*
- b) /ɑ:/ *palm, fam*

3. Answers will vary, for example:

- a) /ɔɪ/ *boy, soil*
- b) /uə/ *pure, fewer*

4. Answers will vary, for example:

- a) /ʒ/ *television, usually*
- b) /j/ *yacht, youth*

5.

a) We got married in April last year.

b) The swimming pool wasn't very busy.

6.

a) What's your favourite film? /wɒts yɔː 'feɪ.və.rət fɪlm/

b) My friends will be here soon. /maɪ frenz wɪl bi hɪə suːn/

c) Fresh spring water is pure. /fref sprɪŋ 'wɔː.tə ɪz pjʊə/

d) The toys were made in China. /ðə tɔɪz wɜː meɪd ɪn 'tʃaɪ.nə/

7. Answers will vary.

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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 1,000 photocopiable worksheets for learning English. This is his ninth book. In 2002 he launched English Banana.com, which has become a hugely popular English language learning resource website.



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and also:

.....

(Insert the name of the teacher who has most inspired you to learn)

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Talk a Lot

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Matt Purland, sole author of all English Banana.com materials, writes:

*"I feel that the quotation at the top of this page says it all: 'There is no wealth but life.' What do we have of value, really, apart from life? Life is fleeting, so if somebody sees value in my work – the English Banana.com materials – and can use it to improve their quality of life, I'm very happy for them to do so. I hope that perhaps **you** will be able to benefit from one or both Free English Banana.com Licences. If you would like to ask me a question, or send a comment, please do contact me via the English Banana.com feedback form."*

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M. Purland

Matt Purland, *Founder and Writer, English Banana.com, Date: 7th December 2008*

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Talk a Lot

Introduction

Hello again!

Welcome to the third **Talk a Lot** course book! This book contains more than three hundred hours' worth of learning materials which teachers can use to create fun and interesting spoken English lessons for their students.

After completing Books 1 and 2, I wrote the **Talk a Lot** Elementary Handbook, which contains all of the instructions and planning materials that you need to run a **Talk a Lot** course. Therefore you won't find any instructions in this book. Instead simply download the **Talk a Lot** Elementary Handbook for free here: <http://www.englishbanana.com/talkalot/>

During this process I was able to develop several new activities for Book 3, so while you can still find **Talk a Lot** standards (like *Sentence Blocks* and *Discussion Questions*), and favourites (such as *Role Plays* and *Information Exchanges*), this book also features new original activities for practising connected speech (*Connected Sentence Cards* and *Connected Speech Templates*), for text-based speaking and listening work (*Multi-Purpose Texts*), and for pair or group discussion (*Agree or Disagree?*). This book then offers a much broader range of opportunities for teaching spoken English than the first two course books, with activities that are designed to appeal to learners from many different backgrounds and with a variety of learning styles. The topics of the units in this book have been chosen to be motivating and interesting to teenage and adult learners at this level. Each unit provides at least thirty hours' worth of teaching materials. The units are: *Learning English*, *Films*, *Hospital*, *Books*, *Airport*, *Money*, *Places in the UK*, *Politics*, *Internet*, and *Australia*.

This book is called **Talk a Lot** Elementary Book 3, but the skill range is fairly wide, including students at all levels between Elementary (CEF Level A2) to Pre-Intermediate (CEF Level B1). This means that the course is suitable for students studying for the Cambridge KET or PET examinations. Of course, teachers know the level of their students and will use the materials in accordance with what the students are able to (and want to) do. The verb tenses that are covered should be studied by all students at these levels, and the vocabulary words should be generally useful to students from Elementary upwards. However, some of the units may pose more of a challenge to true Elementary learners, because the vocabulary may be less familiar, e.g. *Places in the UK* and *Australia*. Similarly, some of the activities are more suitable for students at Pre-Intermediate level than Elementary, such as the *Multi-Purpose Texts* and *Role Plays* (although the teacher could adapt the role play situations for lower level students by simplifying them).

As before, the aim of this book is to teach students to think in English and **Talk a Lot!**

The **Talk a Lot** course objectives are very simple:

- Every student talking in English
- Every student listening to and understanding English
- Every student thinking in English, and
- Every student taking part in class

Talk a Lot is structured so that every student can practise and improve English grammar, vocabulary, pronunciation, intonation, word and sentence stress, and interpersonal skills, by working in pairs, groups and one to one with the teacher.

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Talk a Lot

Introduction

The main benefits of **Talk a Lot** are:

- Students have to think in English during lessons in a controlled and focused way
- Students learn how to memorise correct English structures naturally, without abstract and unrelated grammar lessons
- Students learn how to construct eight different common verb forms, using positive, negative, and question forms, as well as embedded grammar appropriate to their level. The verb forms studied are: Present Simple, Present Continuous, Past Simple, Past Continuous, Present Perfect, Modal Verbs, Future Forms, and First Conditional
- Students learn 400+ essential vocabulary words by heart
- Students enjoy following a simple and effective method that produces results quickly
- Teachers have a pool of interesting and stimulating materials to draw from, including innovative activities that students may never have never tried before

In addition to trialling the materials with my own classes over the past twelve months, it has been a pleasure to use the activities to teach online, with classes of up to fifty people from different continents all online at the same time! I've also been very encouraged in my work by emails and messages from teachers and students who are using the **Talk a Lot** materials in their classes. Many thanks to everybody for your feedback. To date, more than *a quarter of a million* copies of **Talk a Lot** books have been downloaded from the internet since May 2008, which means that potentially millions of students will have been given photocopied or printed **Talk a Lot** materials! As a teacher, I know that the lesson materials work very well in my classes. They help me to bring variety to my students and to plan lessons that aren't boring or too "bitty" (with lots of very short activities all jumbled together), but that let each learner explore the sounds of English and discover their English voice.

Don't forget that to really get the most out of this book you can join many other teachers around the world in using our **Free Copying Licence** (p.i) and **Free Licence to Run Courses** (p.iii). Please feel free to copy this book, print it, sell it – and keep all of the profit! This is our unique offer to you. By way of example, here are a few comments from an individual in Kenya who is making good use of our free licences:

*"I am the founder and responsible for a non-profit college project in eight countries worldwide (Kenya, Congo, Haiti, Nepal, etc.), and we would like to use **Talk a Lot** materials at our schools, and also distribute them on disks to our students and to other similar projects. In many of the developing nations, there is a lack of textbooks and other media that are standard in European and North American ESL. That is due to lack of funds, as well as opportunities to purchase such items, even if there were sufficient funds. Thus, I believe your generous offer fills a big gap in these nations, and I am sure the demand for it would be high ... Thanks for your hard, honest, and good work! You truly help many people, and especially those in need! Please feel encouraged to keep up the good work!"*

Please do let us know what you think of this new book and how the materials are received by your students. You can contact us via the feedback form on our website, or by emailing info@englishbanana.com. I'd love to hear your feedback and also any ideas that you might have for future **Talk a Lot** books.

With my sincere best wishes to you, whether you are teaching or learning English,

Matt Purland, Ostróda, Poland (12th March 2010)

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For full instructions please download the Talk a Lot Elementary Handbook
<http://www.englishbanana.com/talkalot/>

Talk a Lot

Spoken English Course

Elementary Book 3



Talk a Lot

Spoken English Course

Elementary Book 3

Unit 1: Learning English (34 pages)



*Note: all activities include full answers. For detailed instructions on how to use each activity, please see the **Talk a Lot Elementary Handbook**, which is available as a free download from <http://www.englishbanana.com/talkalot/>*

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Talk a Lot

Learning English

Sentence Blocks

1. (*Present Simple*) Ala is an English student at the smallest language school in Toruń.

Where

2. (*Present Continuous*) We're studying past perfect verbs after break.

When

3. (*Past Simple*) Leroy passed his exam last month because he did a lot of revision.

Why

4. (*Past Continuous*) Kenneth and Maria were writing the vowels and consonants of the English alphabet in their notebooks.

Who

5. (*Present Perfect*) I've finished both of my assignments.

How many

6. (*Modal Verbs*) Hayley has to do her homework before she goes to work tonight.

What

7. (*Future Forms*) Next week we're going to start Unit Three.

When

8. (*First Conditional*) If Ali passes his speaking exam, he will move up to level five.

Which

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Talk a Lot

Learning English

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** for full instructions (available free from www.englishbanana.com).*

Answers

1. (Present Simple) Ala is an English student at the smallest language school in Toruń. / Where is Ala an English student? / At the smallest language school in Toruń. / Is Ala an English student at the smallest language school in Toruń? / Yes, she is. / Is Ala an English student at the largest language school in Gdańsk? / No, she isn't. Ala isn't an English student at the largest language school in Gdańsk.

2. (Present Continuous) We're studying past perfect verbs after break. / When are we studying past perfect verbs? / After break. / Are we studying past perfect verbs after break? / Yes, we are. / Are we studying past perfect verbs tomorrow morning? / No, we aren't. We aren't studying past perfect verbs tomorrow morning.

3. (Past Simple) Leroy passed his exam last month because he did a lot of revision. / Why did Leroy pass his exam last month? / Because he did a lot of revision. / Did Leroy pass his exam last month because he did a lot of revision? / Yes, he did. / Did Leroy pass his exam last month because he was lucky? / No, he didn't. Leroy didn't pass his exam last month because he was lucky.

4. (Past Continuous) Kenneth and Maria were writing the vowels and consonants of the English alphabet in their notebooks. / Who was writing the vowels and consonants of the English alphabet in their notebooks? / Kenneth and Maria were. / Were Kenneth and Maria writing the vowels and consonants of the English alphabet in their notebooks? / Yes, they were. / Were Daria and Jacob writing the vowels and consonants of the English alphabet in their notebooks? / No, they weren't. Daria and Jacob weren't writing the vowels and consonants of the English alphabet in their notebooks.

5. (Present Perfect) I've finished both of my assignments. / How many of your assignments have you finished? / Both of them. / Have you finished both of your assignments? / Yes, I have. / Have you finished only one of your assignments? / No, I haven't. I haven't finished only one of my assignments.

6. (Modal Verbs) Hayley has to do her homework before she goes to work tonight. / What does Hayley have to do before she goes to work tonight? / Her homework. / Does Hayley have to do her homework before she goes to work tonight? / Yes, she does. / Does Hayley have to make a birthday cake before she goes to work tonight? / No, she doesn't. Hayley doesn't have to make a birthday cake before she goes to work tonight.

7. (Future Forms) Next week we're going to start Unit Three. / When are we going to start Unit Three? / Next week. / Are we going to start Unit Three next week? / Yes, we are. / Are we going to start Unit Three in a fortnight? / No, we aren't. We aren't going to start Unit Three in a fortnight.

8. (First Conditional) If Ali passes his speaking exam, he will move up to level five. / Which level will Ali move up to, if he passes his speaking exam? / Level five. / Will Ali move up to level five, if he passes his speaking exam? / Yes, he will. / Will Ali move up to level six, if he passes his speaking exam? / No, he won't. Ali won't move up to level six, if he passes his speaking exam.

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 up to four 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 of the sentence block extensions from this unit. Hopefully, the answers given 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:

Ala is an English student at the smallest language school in Toruń.

On the handout the wh- question word that is given is "Where", but this starting sentence also works equally well with three other wh- question words: "What kind", "Who", and "Which":

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Learning English

Sentence Blocks

What kind of student is Ala at the smallest language school in Toruń?

Who is an English student at the smallest language school in Toruń?

At **which** language school in Toruń is Ala an English student?

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, 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 students:



Learning English

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

	WHAT	WHERE	WHEN	WHO	WHY	WHICH	HOW
1.	what kind			who		which	
2.	what (x2) what kind			who		which	
3.	what (x2)		when	who			
4.	what (x2)	where					
5.	what (x2)					which	
6.			when	who			
7.	what (x2)			who		which	
8.	what (x2)		when	who			

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Learning English

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.)

Learning English

1. Ala is an English student at the smallest language school in Toruń.
2. We're studying past perfect verbs after break.
3. Leroy passed his exam last month because he did a lot of revision.
4. Kenneth and Maria were writing the vowels and consonants of the English alphabet in their notebooks.
5. I've finished both of my assignments.
6. Hayley has to do her homework before she goes to work tonight.
7. Next week we're going to start Unit Three.
8. If Ali passes his speaking exam, he will move up to level five.

----- ✂ -----
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.)

Learning English

1. Ala is an English student at the smallest language school in Toruń.
2. We're studying past perfect verbs after break.
3. Leroy passed his exam last month because he did a lot of revision.
4. Kenneth and Maria were writing the vowels and consonants of the English alphabet in their notebooks.
5. I've finished both of my assignments.
6. Hayley has to do her homework before she goes to work tonight.
7. Next week we're going to start Unit Three.
8. If Ali passes his speaking exam, he will move up to level five.

Talk a Lot

Learning English

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.)

Learning English

1. Ala is an English student at the smallest language school in Toruń.
2. We're studying past perfect verbs after break.
3. Leroy passed his exam last month because he did a lot of revision.
4. Kenneth and Marja were writing the vowels and consonants of the English alphabet in their notebooks.
5. I've finished both of my assignments.
6. Hayley has to do her homework before she goes to work tonight.
7. Next week we're going to start Unit Three.
8. If Ali passes his speaking exam, he will move up to level five.



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.

Learning English

1. /æ/ /ɪ/ /uː/ /ɔː/ /æ/ /uː/ /ʊ/
1. Ala is an English student at the smallest language school in Toruń.
2. /ʌ/ /ɑː/ /ɜː/ /ɜː/ /eɪ/
2. We're studying past perfect verbs after break.
3. /iː/ /ɑː/ /æ/ /ɑː/ /ʌ/ /ɪ/ /ɪ/
3. Leroy passed his exam last month because he did a lot of revision.
4. /e/ /ɪ/ /aɪ/ /aʊə/ /ɒ/ /ɪ/ /æ/ /əʊ/
4. Kenneth and Marja were writing the vowels and consonants of the English alphabet in their notebooks.
5. /ɪ/ /əʊ/ /aɪ/
5. I've finished both of my assignments.
6. /eɪ/ /uː/ /əʊ/ /əʊ/ /ɜː/ /aɪ/
6. Hayley has to do her homework before she goes to work tonight.
7. /e/ /iː/ /ɑː/ /uː/ /iː/
7. Next week we're going to start Unit Three.
8. /æ/ /ɑː/ /iː/ /æ/ /uː/ /ʌ/ /e/ /aɪ/
8. If Ali passes his speaking exam, he will move up to level five.

Talk a Lot

Learning English

Connected Sentence Cards (Page 1/3)

Ala	is	an	English
student	at	the	smallest
language	school	in	Toruń.
We're	studying	past	perfect
verbs	after	break.	Leroy
passed	his	exam	last
month	because	he	did
a	lot	of	revision.
Kenneth	and	Maria	were
writing	the	vowels	and

next page >

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Learning English

Connected Sentence Cards (Page 2/3)

consonants	of	the	English
alphabet	in	their	notebooks.
I've	finished	both	of
my	assignments.	Hayley	has
to	do	her	homework
before	she	goes	to
work	tonight.	Next	week
we're	going	to	start
Unit	Three.	If	Ali
passes	his	speaking	exam,

next page >

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Learning English

Connected Sentence Cards (Page 3/3)

<input type="text"/>	he	<input type="text"/>	<input type="text"/>	will	<input type="text"/>	<input type="text"/>	move	<input type="text"/>	<input type="text"/>	up	<input type="text"/>
<input type="text"/>	to	<input type="text"/>	<input type="text"/>	level	<input type="text"/>	<input type="text"/>	five.	<input type="text"/>			

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Talk a Lot

Learning English

Connected Sentence Cards (Page 1/3)

Ala	is	an	English
student	at	the	smallest
language	school	in	Toruń.
We're	studying	past	perfect
verbs	after	break.	Leroy
passed	his	exam	last
month	because	he	did
a	lot	of	revision.
Kenneth	and	Maria	were
writing	the	vowels	and

*Note: the bars represent the kind of sound at the beginning and end of each word. A black bar represents a **consonant sound**, and a white bar represents a **vowel sound**. Students can see the four different kinds of sound connection between words: (vc), (cv), (vv), and (cc). See from p.3.6 of the Talk a Lot Handbook for more information.*

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Talk a Lot

Learning English

Connected Sentence Cards (Page 2/3)

consonants	of	the	English
alphabet	in	their	notebooks.
I've	finished	both	of
my	assignments.	Hayley	has
to	do	her	homework
before	she	goes	to
work	tonight.	Next	week
we're	going	to	start
Unit	Three.	If	Ali
passes	his	speaking	exam,

next page >

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Talk a Lot

Learning English

Connected Sentence Cards (Page 3/3)

he	will	move	up
to	level	five.	

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Talk a Lot

Learning English

2. We're studying past perfect verbs after break.

5 vowel sound:

4 stressed syllable:

1 content word: **studying** **past** **perfect** **verbs** **break.**

2 no. of syllables:

1 function word: **We're** **after**

7 connecting sounds:

6 weak forms: **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:

cc	consonant sound to consonant sound
cv	consonant sound to vowel sound
vc	vowel sound to consonant sound
vv	vowel sound to vowel sound

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

Talk a Lot

Learning English

2. We're studying past perfect verbs after break.

5 vowel sound:	<input type="text" value="/ʌ/"/>	<input type="text" value="/ɑ:/"/>	<input type="text" value="/ɜ:/"/>	<input type="text" value="/ɜ:/"/>	<input type="text" value="/eɪ/"/>
4 stressed syllable:	<input type="text" value="o"/>	<input type="text" value="o"/>	<input type="text" value="o"/>	<input type="text" value="o"/>	<input type="text" value="o"/>
1 content word:	studying	past	perfect	verbs	break.
2 no. of syllables:	<input type="text" value="o o o"/>	<input type="text" value="o"/>	<input type="text" value="o o"/>	<input type="text" value="o"/>	<input type="text" value="o"/>

1 function word:	We're					after
7 connecting sounds:	<input type="text" value="vc"/>	<input type="text" value="cc"/>	<input type="text" value="cc"/>	<input type="text" value="cc"/>	<input type="text" value="cv"/>	<input type="text" value="vc"/>
6 weak forms:	W					W
8 features of C.S.:	<input type="text" value="L"/>	<input type="text" value="L"/>	<input type="text" value="E"/>	<input type="text" value="E"/>	<input type="text" value="L"/>	<input type="text" value="L"/>
9 missing/new sound:	<input type="text"/>	<input type="text"/>	<input type="text" value="/t/"/>	<input type="text" value="/t/"/>	<input type="text"/>	<input type="text"/>

10 example(s) with IPA: We're studying: /wɪ'stʌ.dɪ.jɪŋ/ past perfect verbs: /'pɑ:s'pɜ:.fɪk'vɜ:bz/

3 suffixes: none

3 compound nouns: none

7 connecting sounds:

8 features of connected speech:

cc	consonant sound to consonant sound
cv	consonant sound to vowel sound
vc	vowel sound to consonant sound
vv	vowel sound to vowel sound

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

Talk a Lot

Learning English

Discussion Words

word	course	student	grammar
partner	auxiliary verb	consonant	qualification
class	answer	letter	vowel
speaking	school	lesson	question
alphabet	example	vocabulary	sentence
noun	writing	teacher	homework
stress	pronunciation	verb	listening
language	syllable	dictionary	reading
test	exercise	examination	adjective
level	break	spelling	sound

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Talk a Lot

Learning English

Discussion Words (with the IPA)

/wɜ:d/	/kɔ:s/	✂ /'stju:.dənt/	/'græ.mə/
/'pɑ:t.nə/	/ɔ:k'zɪl.jər.i.vɜ:b/	/'kɒn.sə.nənt/	/kwɒl.ɪf.r'keɪ.ʃn/
/kla:s/	/'ɑ:n.sə/	/'le.tə/	/vauəl/
/'spi:.kɪŋ/	/sku:l/	/'les.ən/	/'kwes.tʃn/
/'æɪ.fə.bet/	/ɪks'ɑ:m.pl/	/vəʊ'kæ.bjə.lə.ri/	/'sen.təns/
/naʊn/	/'raɪ.tɪŋ/	/'ti:.tʃə/	/'həʊm.wɜ:k/
/stres/	/prə.nʌn.si'eɪ.ʃn/	/vɜ:b/	/'li.sn.ɪŋ/
/'læŋ.gwɪdʒ/	/'sɪl.ə.bl/	/'dɪk.ʃn.ər.i/	/'ri:d.ɪŋ/
/test/	/'eks.ə.saɪz/	/ɪk.zæm.ɪn'eɪ.ʃn/	/'æ?.dʒɪk.tɪv/
/'lev.l/	/breɪk/	/'spel.ɪŋ/	/saʊnd/

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Talk a Lot

Learning English

Discussion Words – Visualisations



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Talk a Lot

Learning English

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?
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 alphabetical order.
6. Find and put into groups... a) compound nouns, b) words with suffixes.
7. Put together words and phrases that have the same number of letters.
8. Put together words and phrases that start with the same letter.
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 sounds like... a) round, b) curb, c) bird, d) owl, e) better, f) fighting?
2. Which word or phrase means a verb that has no meaning in a sentence?
3. Which word or phrase has twenty six letters?
4. Put all of the different parts of a sentence together into a group, and give five examples of each.
5. This book contains thousands of words in alphabetical order.
6. a) Put all of the different skills into a group. b) Put them into order depending on how important they are when you are learning English.
7. This is something that you can't do in the classroom.
8. Find all of the people and say what each one does.
9. This is something that students and teachers all look forward to from time to time!
10. Almost every word in English contains at least one of these.
11. Put all of the words and phrases that begin with a vowel sound into a group, then group them by vowel sound.

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Talk a Lot

Learning English

Discussion Words Question Sheet

Answers

General Questions

- Answers will vary.
- Answers will vary.
- a) 11 words have 1 syllable: word, course, class, vowel, school, noun, stress, verb, test, break, sound. b) 16 words have 2 syllables: student, grammar, partner, answer, letter, speaking, lesson, question, sentence, writing, teacher, homework, language, reading, level, spelling. c) 7 words have 3 syllables: consonant, alphabet, example, listening, syllable, exercise, adjective. d) 1 word has 4 syllables: dictionary. e) 5 words and phrases have 5 syllables: auxiliary verb, qualification, vocabulary, pronunciation, examination.
- 2 syllables: all of the words have the strong stress on the first syllable: **student, grammar, partner, answer, letter, speaking, lesson, question, sentence, writing, teacher, homework, language, reading, level, spelling**. 3 syllables: these words have the strong stress on the first syllable: **consonant, alphabet, listening, syllable, adjective, exercise**; this word has the strong stress on the middle syllable: **example**. 4 syllables: this word has the strong stress on the first syllable: **dictionary**. 5 syllables: these words and phrases have the strong stress on the second syllable: **auxiliary verb, vocabulary**; these words have the strong stress on the fourth syllable: **qualification, pronunciation, examination**.
- Adjective, alphabet, answer, auxiliary verb, break, class, consonant, course, dictionary, examination, example, exercise, grammar, homework, language, lesson, letter, level, listening, noun, partner, pronunciation, qualification, question, reading, school, sentence, sound, speaking, spelling, stress, student, syllable, teacher, test, verb, vocabulary, vowel, word, writing.
- a) The following word is a compound noun: homework (home + work). b) The following words contain suffixes: **speaking, writing, listening, reading, spelling; qualification, question, pronunciation, examination; partner, answer, letter, teacher; vocabulary, dictionary; example, syllable; consonant; grammar; lesson; exercise; adjective**.
- 4 letters:** noun, test, verb, word. **5 letters:** break, class, level, sound, vowel. **6 letters:** answer, course, lesson, letter, school, stress. **7 letters:** example, grammar, partner, reading, student, teacher, writing. **8 letters:** alphabet, exercise, homework, language, question, sentence, speaking, spelling, syllable. **9 letters:** adjective, consonant, listening. **10 letters:** dictionary, vocabulary. **11 letters:** examination. **13 letters:** auxiliary verb, pronunciation, qualification.
- See answer to number 5 above.
- Answers will vary.
- There are many possible answers to this question; for example, "grammar", "alphabet", and "adjective" all contain the vowel sound /æ/. Use the phonetic chart on p.18.6 of the **Talk a Lot Elementary Handbook** (available free from www.englishbanana.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

- a) sound. b) verb. c) word. d) vowel. e) letter. f) writing.
- Auxiliary verb.
- Alphabet.
- Answers will vary. Sample answer: **auxiliary verb** (be, do, have, can, must); **noun** (coat, dog, house, pencil, shop); **verb** (go, eat, read, have, be); **adjective** (big, small, hot, cold, purple). *Note: students may also suggest that other words are technically part of a sentence too, such as "word", "letter", "consonant", "vowel", etc.*
- Dictionary.
- a) grammar, speaking, spelling, writing, listening, reading, pronunciation, vocabulary. b) Answers will vary.

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Talk a Lot

Learning English

Discussion Words Question Sheet

7. Homework. (It should be done at home!)

8. **Teacher** – prepares and teaches lessons; **partner** – somebody with whom you can work during a lesson; **student** – a person who has lessons in order to learn something.

9. Break.

10. Vowel.

11. The following words and phrases begin with a vowel sound: /ɔ:/ **auxiliary verb**; /ɑ:/ **answer**; /æ/ **alphabet, adjective**; /e/ **example, exercise, examination**.

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Talk a Lot

Learning English – Who would you sit next to?

Student A

Ask and answer questions to complete the gaps, and find out information about four students at a language school in Bath. Who would you sit next to in an English class? Why?

	STUDENT A	STUDENT B
First Name / Surname	Javier / Juárez	
Date of Birth / Age	22.11.64 / 44	
Address		19 Inglesbatch Avenue
Phone Number		
Country / First Language	Mexico / Mexican	Belgium / Belgian
Level		advanced
# Years Learning English		
Reason for Learning English	work	husband

	STUDENT C	STUDENT D
First Name / Surname		
Date of Birth / Age	06.09.85 / 23	
Address		18 Southdown Way
Phone Number	07228 6190870 (mobile)	none
Country / First Language		Japan / Japanese
Level		
# Years Learning English	6	4
Reason for Learning English	travel	

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Student B

Ask and answer questions to complete the gaps, and find out information about four students at a language school in Bath. Who would you sit next to in an English class? Why?

	STUDENT A	STUDENT B
First Name / Surname		Suzanne / Gillain
Date of Birth / Age		13.06.77 / 31
Address	Flat 2, Lower Bristol Street	
Phone Number	01749 5549871 (home)	07864 5492332 (mobile)
Country / First Language		
Level	intermediate	
# Years Learning English	23	15
Reason for Learning English		

	STUDENT C	STUDENT D
First Name / Surname	Gabriela / de Ramon	Haruki / Akiyama
Date of Birth / Age		31.01.91 / 18
Address	447 Nailwell Road	
Phone Number		
Country / First Language	Chile / Chilean	
Level	pre-intermediate	elementary
# Years Learning English		
Reason for Learning English		university

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Talk a Lot

Learning English

Information Exchange

Answers

Learning English – Who would you sit next to?

Task: "Ask and answer questions to complete the gaps, and find out information about four students at a language school in Bath. Who would you sit next to in an English class? Why?"

	STUDENT A [male]	STUDENT B [female]
First Name / Surname	Javier / Juárez	Suzanne / Gillain
Date of Birth / Age	22.11.64 / 44	13.06.77 / 31
Address	Flat 2, Lower Bristol Street	19 Inglesbatch Avenue
Phone Number	01749 5549871 (home)	07864 5492332 (mobile)
Country / First Language	Mexico / Mexican	Belgium / Belgian
Level	intermediate	advanced
# Years Learning English	23	15
Reason for Learning English	work	husband

	STUDENT C [female]	STUDENT D [male]
First Name / Surname	Gabriela / de Ramon	Haruki / Akiyama
Date of Birth / Age	06.09.85 / 23	31.01.91 / 18
Address	447 Nailwell Road	18 Southdown Way
Phone Number	07228 6190870 (mobile)	none
Country / First Language	Chile / Chilean	Japan / Japanese
Level	pre-intermediate	elementary
# Years Learning English	6	4
Reason for Learning English	travel	university

"Who would you sit next to...?" Answers will vary. Ensure that students produce reasons why they would prefer to sit next to one student rather than another. For example: "I would sit next to Haruki, because we're the same age..." etc.

Sample Questions

What is Student _____'s first name?
What is Student _____'s surname?
What is Student _____'s date of birth?
How old is Student _____?
What is Student _____'s address?
What is Student _____'s phone number?
Which country is Student _____ from?
What is Student _____'s first language?
What level is Student _____ at?
How many years has Student _____ been learning English?
Why is Student _____ learning English?

Sample Answers

His/her first name is _____.
His/her surname is _____.
His/her date of birth is _____.
He/she is _____ years old.
His/her address is _____.
His/her phone number is _____.
He/she is from _____.
His/her first language is _____.
He/she is at _____ level.
He/she has been learning English for _____ years.
He/she is learning English because _____.

Examples

What is Student B's first name?
What is Student A's date of birth?
How many years has Student C been learning English?
Why is Student D learning English?

Her first name is Suzanne.
His date of birth is 22nd November 1964.
She has been learning English for six years.
Because he needs it to get into university.

[etc.]

Extension: you could try to encourage some comparative/superlative questions too, if you have time. For example:

Is Haruki **younger than** Gabriela?
Which student has been learning English **the longest**?

Yes, he is.
Javier has.

[etc.]

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Talk a Lot

Learning English

Multi-Purpose Text

Introductions (Original Text)

Line

1 Kathleen Jones is a lecturer in ESOL at a small further education college in Matlock
2 Bath, Derbyshire. ESOL is short for English for Speakers of Other Languages.
3 Kathleen teaches students from all over the world, who have decided to make their
4 home in north Derbyshire. Kathleen was forty earlier this year, and her husband
5 Rob, who is two years older than her, organised a big family party in their garden.
6 Rob is a lorry driver and often works away from home. He drives up and down the
7 country, delivering large loads of paper, bricks, and wood to many different
8 companies. Rob and Kathleen have two children. Dennis is nineteen and has been
9 working as a trainee mechanic since he left college. Maggie is still at school and is
10 currently studying hard for her GCSEs, which she will take next summer.

11 Kathleen works part-time at the college, on Tuesday, Wednesday, and Thursday
12 mornings. She really enjoys her job because she gets to meet some really
13 interesting people, and has the opportunity to find out about their lives and cultures.
14 She often asks students to prepare presentations on the subject of their home
15 country. Kathleen has been teaching English for about ten years. Before that she
16 worked in a solicitor's office in Alfreton. (211 words)



Introductions (Text with 20 Differences)

Kathleen **1. Smith (Jones)** is a lecturer in ESOL at a **2. large (small)** further education college in Matlock Bath, Derbyshire. ESOL **3. stands (is short)** for English for Speakers of Other Languages. Kathleen teaches students from all over the **4. country (world)**, who have decided to **5. live (make their home)** in north Derbyshire. Kathleen was **6. sixty (forty)** earlier this year, and her husband Rob, who is **7. a few (two)** years older than her, organised a big family party in their garden. Rob is a lorry driver and **8. sometimes (often)** works away from home. He drives **9. around (up and down)** the country, delivering large loads of paper, bricks, and wood to many different companies. Rob and **10. Kathy (Kathleen)** have two children. Dennis is nineteen and has been working as a trainee mechanic since he left **11. school (college)**. Maggie is still at school and is currently studying hard for her GCSEs, which she will **12. make (take)** next summer.

Kathleen works **13. full-time (part-time)** at the college, on Tuesday, Wednesday, and **14. Friday (Thursday)** mornings. She really enjoys her job because she gets to **15. see (meet)** some really interesting people, and has the opportunity to find out about their **16. wives (lives)** and cultures. She often asks students to **17. write (prepare)** presentations on the subject of **18. the (their)** home country. **19. Maggie (Kathleen)** has been teaching English for about ten years. Before that she worked in a solicitor's office in **20. Galveston (Alfreton)**.

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Talk a Lot

Learning English

Multi-Purpose Text

Introductions (Gap-Fill – Prepositions)

Kathleen Jones is a lecturer in ESOL 1. _____ a small further education college in Matlock Bath, Derbyshire. ESOL is short 2. _____ English for Speakers 3. _____ Other Languages. Kathleen teaches students 4. _____ all over the world, who have decided to make their home 5. _____ north Derbyshire. Kathleen was forty earlier this year, and her husband Rob, who is two years older than her, organised a big family party 6. _____ their garden. Rob is a lorry driver and often works away 7. _____ home. He drives up and down the country, delivering large loads 8. _____ paper, bricks, and wood 9. _____ many different companies. Rob and Kathleen have two children. Dennis is nineteen and has been working 10. _____ a trainee mechanic since he left college. Maggie is still 11. _____ school and is currently studying hard 12. _____ her GCSEs, which she will take next summer.

Kathleen works part-time at the college, 13. _____ Tuesday, Wednesday, and Thursday mornings. She really enjoys her job because she gets to meet some really interesting people, and has the opportunity to find out 14. _____ their lives and cultures. She often asks students to prepare presentations on the subject of their home country. Kathleen has been teaching English 15. _____ about ten years. Before that she worked in a solicitor's office in Alfreton.

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Introductions (Multiple Choice – Use of English)

Kathleen Jones is a **1. a) teaches, b) lecturer, c) cleaner** in ESOL at a small further education college in Matlock Bath, Derbyshire. ESOL is short for English for Speakers of Other Languages. Kathleen **2. a) learns, b) studies, c) teaches** students from all over the **3. a) world, b) place, c) road**, who have decided to make their home in **4. a) north, b) the, c) country** Derbyshire. Kathleen was forty **5. a) early, b) earliest, c) earlier** this year, and her husband Rob, who **6. a) be, b) is, c) has** two years older than her, organised a big family party in **7. a) their, b) his, c) our** garden. Rob is a lorry driver and often works away **8. a) with, b) to, c) from** home. He drives up and down the country, **9. a) delivers, b) delivering, c) delivered** large loads of paper, bricks, **10. a) and, b) an, c) but** wood to many different companies. Rob and Kathleen have **11. a) children, b) a, c) two** children. Dennis is nineteen and **12. a) has, b) he, c) have** been working as a trainee mechanic since he left college. Maggie is still at school and is currently studying hard for her GCSEs, which she will take next summer.

Kathleen works part-time at the college, on Tuesday, Wednesday, and Thursday mornings. She really enjoys her job **13. a) while, b) when, c) because** she gets to meet some really interesting people, and has the opportunity to find out about their lives and cultures. She often **14. a) informs, b) asks, c) makes** students to prepare presentations on the subject of their home country. Kathleen has been teaching English for about ten **15. a) days, b) minutes, c) years**. Before that she worked in a solicitor's office in Alfreton.

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Talk a Lot

Learning English

Multi-Purpose Text

Introductions (Comprehension Questions)

1. How old is Dennis?
2. Is Matlock Bath in south Derbyshire?
3. What is Dennis's job?
4. How old is Kathleen?
5. Is Dennis a qualified mechanic?
6. What does ESOL mean?
7. What is Maggie doing at school?
8. What does Rob deliver?
9. Where does Kathleen teach ESOL?
10. When will Maggie take her GCSEs?
11. How long has Dennis been doing his current job?
12. Does Kathleen work on Tuesday afternoons?
13. Where did Kathleen used to work?
14. What did Rob organise earlier this year?
15. Does Kathleen work on Mondays?
16. What subject does Kathleen teach?
17. Why does Kathleen enjoy her job?
18. Who is Dennis?
19. What is Kathleen's husband called?
20. How old is Rob?
21. What does Rob do for a living?
22. How long has Kathleen been teaching English?
23. How many children have Rob and Kathleen got?
24. Name two towns mentioned in the text.
25. Is Maggie still at school?
26. What kind of college does Kathleen work at?
27. Where is Matlock Bath?
28. What does Kathleen do on Wednesday mornings?
29. What are GCSEs?
30. What does Kathleen often ask students to prepare?

Introductions (True, False, or Unknown?)

1. Kathleen works on Wednesday afternoons.
2. Kathleen finds her job a bit boring.
3. Kathleen has a happy family.
4. Kathleen used to work in a solicitor's office as a clerk.
5. Dennis is very busy at work.
6. Rob is a bus driver.
7. Kathleen and Rob haven't got any children.
8. Dennis was nineteen in February.
9. Dennis is ninety years old.
10. Kathleen teaches students from the UK.
11. Rob is two years older than Kathleen.
12. Kathleen is a cleaner.
13. Kathleen enjoyed her birthday party.
14. Maggie is a trainee mechanic.
15. Dennis is a trainee mechanic.
16. Kathleen works in Derby.
17. Rob is forty three years old.
18. Kathleen teaches students from all over the world.
19. Kathleen starts work at 9.30am.
20. Maggie is still at school.
21. Kathleen teaches German.
22. Dennis left college two years ago.
23. ESOL is short for English for Speakers of Other Languages.
24. Rob delivers paper, bricks, and cardboard.
25. Kathleen was forty earlier this year.
26. Kathleen enjoys her job.
27. Rob delivers to a few different companies.
28. Kathleen teaches students from France.
29. Kathleen has been teaching English for two years.
30. Rob delivers paper and bricks on Tuesdays.

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Talk a Lot

Learning English

Multi-Purpose Text

Glossary of New Words

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

1. **lecturer** (*noun*: teacher for adults) _____
2. **Matlock Bath** /'mæt.lɒk'bɑ:θ/ (*place*: town in Derbyshire, UK) _____
3. **decide** (*verb*: make a decision) _____
4. **organise** (*verb*: arrange) _____
5. **deliver** (*verb*: take) _____
6. **wood** (*noun*: material from trees) _____
7. **trainee mechanic** (*noun*: person who is learning to be a mechanic) _____
8. **GCSEs** /dʒi:si:.es'i:z/ (*noun*: school exams taken by 16 year olds in the UK) _____
9. **part-time** (*adverbial*: fewer hours than full-time) _____
10. **opportunity** (*noun*: possibility) _____
11. **culture** (*noun*: customs and traditions) _____
12. **prepare** (*verb*: plan) _____
13. **presentation** (*noun*: short talk) _____
14. **solicitor** (*noun*: lawyer in the UK) _____
15. **Alfreton** /'æɪ.fri:.tən/ (*place*: town in Derbyshire, UK) _____

Answers

Introductions (Gap-Fill – Prepositions)

- | | | |
|---------|---------|-----------|
| 1. at | 6. in | 11. at |
| 2. for | 7. from | 12. for |
| 3. of | 8. of | 13. on |
| 4. from | 9. to | 14. about |
| 5. in | 10. as | 15. for |

Introductions (Multiple Choice – Use of English)

- | | | |
|-------|--------|--------|
| 1. b) | 6. b) | 11. c) |
| 2. c) | 7. a) | 12. a) |
| 3. a) | 8. c) | 13. c) |
| 4. a) | 9. b) | 14. b) |
| 5. c) | 10. a) | 15. c) |

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Talk a Lot

Learning English

Multi-Purpose Text

Introductions (Comprehension Questions)

1. Nineteen.
2. No, it's in north Derbyshire.
3. Trainee mechanic.
4. Forty.
5. No, he's a trainee mechanic.
6. English for Speakers of Other Languages.
7. Studying for her GCSEs.
8. Large loads of paper, bricks, and wood.
9. At a small further education college in Matlock Bath, Derbyshire.
10. Next summer.
11. Since he left college.
12. No.
13. In a solicitor's office in Alfreton.
14. A big family party for Kathleen's fortieth birthday.
15. No.
16. ESOL or English.
17. Because she gets to meet some really interesting people, and learn about their lives and cultures.
18. Kathleen and Rob's son.
19. Rob.
20. Forty two.
21. Lorry driver.
22. Ten years.
23. Two.
24. Matlock Bath and Alfreton.
25. Yes.
26. A small further education college.
27. In Derbyshire, UK.
28. She teaches ESOL or English.
29. School exams taken by 16 year olds in the UK.
30. Presentations on the subject of their home country

Introductions (True, False, or Unknown?)

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

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

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Talk a Lot

Learning English

Discussion Questions

1. Why are you learning English?

Have you got any qualifications in English? Would you like to achieve a qualification? Which one(s)? Are you self-motivated, or do you *have to* study English?

2. When did you start learning English?

Who was your first teacher? What did you do in your first lesson? How did you feel about it?

3. Who is your favourite English teacher, past or present?

Why? How have they helped you? Describe a typical lesson.

4. Have you ever been to the UK?

Tell me about it. Do you think you need to spend time in the UK or an English-speaking country to learn English well? Why? / Why not?

5. What kind of learner are you? Are you a **kinetic learner**, who learns by physically doing something practical; a **language-orientated learner**, who thinks in words and enjoys reading and listening; a **visual learner**, who thinks in pictures, and learns best by visualising concepts; or a **logical learner**, who thinks in terms of patterns and sequences, and enjoys puzzles and maths?

6. Do you use English outside the classroom?

Do you...

a) speak in English with friends and relatives; b) watch English-language TV shows with subtitles; c) listen to music with English lyrics; d) use the internet in English, e.g. social-networking sites, Skype, etc.? If not, why not?

7. Tell me about the other students in your English class. Who is your best friend in the class? Describe them. Who don't you get on with? Why not?

8. What do you think about your level of English? Are you happy with it? What do you need to improve? Why? How will you achieve your goal?

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Talk a Lot

Learning English

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. English is the most important language in the world. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Learning English is boring. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. My English is getting better all the time. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. <i>"The roots of education are bitter, but the fruit is sweet."</i> – Aristotle | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. I don't like my English teacher. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. I'm one of the best students in my class. | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. <i>"Education is the movement from darkness to light."</i> – Allan Bloom | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. I prefer group discussion activities to working on my own. | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. It's easier to learn English than my language. | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. I never forget to do my homework. | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. <i>"The foundation of every state is the education of its youth."</i>
– Diogenes | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. I feel confident enough to speak to strangers in English. | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. Life would be easier if everybody spoke the same language. | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. I will never get beyond this level of English! | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. <i>"Education is what survives when what has been learned has been forgotten."</i> – B. F. Skinner | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. English grammar just doesn't make sense! | <input type="checkbox"/> | <input type="checkbox"/> |

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Learning English

Role Plays

1. “Give us a quick look at your exam!”

Place: A language school; during an important exam
Time: 1.30pm
Characters: You and another student, then the school principal
Situation: You are in an English language exam. You haven't done any revision and it's a sure thing that you will fail, unless you can copy all of the answers from the bright kid sat next to you

Scenes: i) The exam begins. You realise that you don't know any of the answers. You try to copy from the student next to you, who isn't happy about it. You get caught cheating by the teacher a few times
ii) Half an hour later: the teacher has had enough and moves you to the front of the class. When the teacher has to leave the room for a moment you take the opportunity to sneak a look at the answer paper on their desk
iii) 4pm. You have to talk to the school principal about your behaviour during the exam. You will have to take the exam again, on your own. Try to create some original reasons for your misbehaviour

If there are three people in the group, the third character could be:

- a) *The teacher during the exam*
- b) *The school principal*
- c) *One of your parents, who is called to the school*

2. “Oh no! Look what's happened...!”

Place: A fast food restaurant, just before it closes for the night
Time: 10.55pm
Characters: You and another student
Situation: You have to finish a class project by tomorrow morning, with your mate, who is by now almost fast asleep after eating junk food continuously for four hours and doing absolutely no work on the project

Scenes: i) Try to get your mate to help you finish the class project
ii) After you are kicked out of the fast food restaurant, you go to your mate's house to work, but there are so many distractions there... Eventually you both finish the project, and you sleep over at your mate's house
iii) 8am. Time to get going! You go and grab the project, but find that during the night your mate's dog/cat/sister/elephant has completely destroyed it...!

If there are three people in the group, the third character could be:

- a) *The bad-tempered and sleep-deprived manager of the fast food restaurant*
- b) *Your mate's dog/cat/sister/elephant, etc.!*

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Learning English

Role Plays

Role Play Extensions

Here are some additional situations for students to use as starting points for new role plays based on the topic of "Learning English":

-----✂-----

Learning English

1. At a private language school: the school secretary finds out that you haven't paid your school fees for the past two months. Instead you have spent the money on living the life of an international movie star/super spy. Things take a turn for the worse after the school principal finds out, as well as your parents, and your friends all desert you because you're no longer throwing your money around...

2. It's your first day at work as an English language teacher. You are nervous because you have faked your certificates and CV, and have, in fact, never taught an English lesson before in your life. What will you teach? And how will your class – and school – react when they find out the truth? If they find out...

-----✂-----

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Talk a Lot

_____ / Learning English

Vocabulary Test

First Language

English

word

student

consonant

auxiliary verb

letter

school

alphabet

vocabulary

sentence

teacher

noun

pronunciation

syllable

dictionary

language

listening

qualification

vowel

stress

reading

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Talk a Lot

Lesson Test – Learning English

A) Sentence stress: write the content words from two starting sentences in the correct order (1, 2, 3, etc.):

i) three start next unit week

ii) exam move up Ali five speaking passes level

B) Write the correct spelling for each of these words to do with learning English:

1. alfabet 2. exarmples 3. listeniing 4. lessun 5. langwidge 6. partnir

7. werb 8. coarse 9. consanont 10. clars 11. homeowrk 12. stres

C) Read the starting sentences and cross out the unnecessary word(s) in each one:

1. Hayley will has to have do her homework before she goes to work tonight.
2. Kenneth and Maria were been writing on the vowels and consonants of the English alphabet in their notebooks.
3. Leroy passed his exam last month because he did a lot of studies revision.
4. We're studying past perfect verbs and after break.

Complete the sentence blocks:

D) Verb Form: _____

- I've finished both of my assignments.
- 1. _____ of your assignments have you finished?
- 2. _____ of them.
- Have you 3. _____ both of your assignments?
- 4. _____, I have.
- Have you finished 5. _____ of your assignments?
- 6. _____ haven't. I haven't finished only one of my assignments.

E) Verb Form: _____

- Ala is an English student at the smallest language school in Toruń.
- 7. _____ is Ala an English student?
- At the smallest 8. _____ in Toruń.
- 9. _____ Ala an English student at the smallest language school in Toruń?
- Yes, she 10. _____.
- 11. _____ Ala an English student at the largest language school in Gdańsk?
- No, she 12. _____. Ala isn't an English student at the largest language school in Gdańsk.

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Talk a Lot

Learning English

Lesson Test

Answers

A) i) 1. next, 2. week, 3. start, 4. unit, 5. three. ii) 1. Ali, 2. passes, 3. speaking, 4. exam, 5. move up, 6. level, 7. five.

B) 1. alphabet. 2. example. 3. listening. 4. lesson. 5. language. 6. partner. 7. verb. 8. course. 9. consonant. 10. class. 11. homework. 12. stress.

C) 1. will, have. 2. been, on. 3. studies. 4. and.

D) Verb form: present perfect. 1. How many. 2. Both. 3. finished. 4. Yes. 5. only one. 6. No, I.

E) Verb form: present simple. 7. Where. 8. language school. 9. Is. 10. is. 11. Is. 12. isn't.

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Talk a Lot

Spoken English Course

Elementary Book 3



Talk a Lot

Spoken English Course

Elementary Book 3

Unit 2: Films (36 pages)



*Note: all activities include full answers. For detailed instructions on how to use each activity, please see the **Talk a Lot Elementary Handbook**, which is available as a free download from <http://www.englishbanana.com/talkalot/>*

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Talk a Lot

Films

Sentence Blocks

1. (*Present Simple*) My parents prefer classic comedies from the '80s, because they don't like special effects.

What kind

2. (*Present Continuous*) Leo is in Hollywood writing the screenplay for a low-budget horror movie.

Where

3. (*Past Simple*) Joe's friends saw a couple of award-winning films at the Odeon last weekend.

How many

4. (*Past Continuous*) Stacey was chatting up the projectionist just before the projector suddenly broke.

When

5. (*Present Perfect*) Alice has downloaded fifteen films from the internet this month.

Who

6. (*Modal Verbs*) You must rent the latest Johnny Depp DVD – it's cool!

Why

7. (*Future Forms*) Daisy and her boyfriend are going to watch a romantic comedy at the cinema on Valentine's Day.

Where

8. (*First Conditional*) If you buy the DVD boxset, you'll get the soundtrack on CD absolutely free.

What

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Talk a Lot

Films

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** for full instructions (available free from www.englishbanana.com).*

Answers

1. (Present Simple) My parents prefer classic comedies from the '80s, because they don't like special effects. / What kind of films do your parents prefer? / Classic comedies from the '80s. / Do your parents prefer classic comedies from the '80s? / Yes, they do. / Do your parents prefer political thrillers from the '70s? / No, they don't. My parents don't prefer political thrillers from the '70s.

* Alternative: *What kind of comedies do your parents prefer? / Classic comedies from the '80s. / etc.*

2. (Present Continuous) Leo is in Hollywood writing the screenplay for a low-budget horror movie. / Where is Leo writing the screenplay for a low-budget horror movie? / In Hollywood. / Is Leo in Hollywood writing the screenplay for a low-budget horror movie? / Yes, he is. / Is Leo in Cricklewood writing the screenplay for a low-budget horror movie? / No, he isn't. Leo isn't in Cricklewood writing the screenplay for a low-budget horror movie.

3. (Past Simple) Joe's friends saw a couple of award-winning films at the Odeon last weekend. / How many award-winning films did Joe's friends see at the Odeon last weekend? / A couple. / Did Joe's friends see a couple of award-winning films at the Odeon last weekend? / Yes, they did. / Did Joe's friends see three award-winning films at the Odeon last weekend? / No, they didn't. Joe's friends didn't see three award-winning films at the Odeon last weekend.

4. (Past Continuous) Stacey was chatting up the projectionist just before the projector suddenly broke. / When was Stacey chatting up the projectionist? / Just before the projector suddenly broke. / Was Stacey chatting up the projectionist just before the projector suddenly broke? / Yes, she was. / Was Stacey chatting up the projectionist just after the projector suddenly broke? / No, she wasn't. Stacey wasn't chatting up the projectionist just after the projector suddenly broke.

5. (Present Perfect) Alice has downloaded fifteen films from the internet this month. / Who has downloaded fifteen films from the internet this month? / Alice has. / Has Alice downloaded fifteen films from the internet this month? / Yes, she has. / Has Alice's sister downloaded fifteen films from the internet this month? / No, she hasn't. Alice's sister hasn't downloaded fifteen films from the internet this month.

6. (Modal Verbs) You must rent the latest Johnny Depp DVD – it's cool! / Why must I rent the latest Johnny Depp DVD? / Because it's cool. / Must I rent the latest Johnny Depp DVD because it's cool? / Yes, you must. / Must I rent the latest Johnny Depp DVD because it's cheap? / No, you mustn't. You mustn't rent the latest Johnny Depp DVD because it's cheap.

7. (Future Forms) Daisy and her boyfriend are going to watch a romantic comedy at the cinema on Valentine's Day. / Where are Daisy and her boyfriend going to watch a romantic comedy on Valentine's Day? / At the cinema. / Are Daisy and her boyfriend going to watch a romantic comedy at the cinema on Valentine's Day? / Yes, they are. / Are Daisy and her boyfriend going to watch a romantic comedy at Daisy's house on Valentine's Day? / No, they aren't. Daisy and her boyfriend aren't going to watch a romantic comedy at Daisy's house on Valentine's Day.

8. (First Conditional) If you buy the DVD boxset, you'll get the soundtrack on CD absolutely free. / What will I get absolutely free, if I buy the DVD boxset? / The soundtrack on CD. / Will I get the soundtrack on CD absolutely free, if I buy the DVD boxset? / Yes, you will. / Will I get some cinema tickets absolutely free, if I buy the DVD boxset? / No, you won't. You won't get some cinema tickets absolutely free, if you buy the DVD boxset.

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 of the sentence block extensions from this unit. Hopefully, the answers given 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 third starting sentence from this unit:

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Talk a Lot

Films

Sentence Blocks

Joe's friends saw a couple of award-winning films at the Odeon last weekend.

On the handout the wh- question phrase that is given is "How many", but this starting sentence also works equally well with six other wh- question words: "What", "Where", "When", "Who", "Whose", and "Which":

What did Joe's friends see at the Odeon last weekend? / A couple of award-winning films.

What did Joe's friends do last weekend? / They saw a couple of award-winning films at the Odeon.

Where did Joe's friends see a couple of award-winning films last weekend? / At the Odeon.

When did Joe's friends see a couple of award-winning films at the Odeon? / Last weekend.

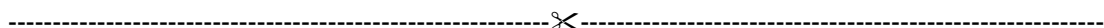
Who saw a couple of award-winning films at the Odeon last weekend? / Joe's friends did.

Whose friends saw a couple of award-winning films at the Odeon last weekend? / Joe's friends did.

Which films did Joe's friends see at the Odeon last weekend? / A couple of award-winning films.

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, 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 students:

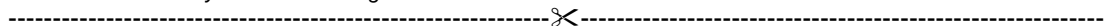


Films

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

	WHAT	WHERE	WHEN	WHO	WHY	WHICH	HOW
1.	what			who	why	which	
2.	what (x2)			who	why	which	
3.	what (x2)	where	when	who whose		which	
4.	what	where		who (x2)			
5.	what (x2)	where	when				how many
6.	what (x2)					which (x2)	
7.	what (x2) what kind (x2)		when	who whose			
8.	what (2 nd)		when				how

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Talk a Lot

Films

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.)

Films

1. My parents prefer classic comedies from the '80s, because they don't like special effects.
2. Leo is in Hollywood writing the screenplay for a low-budget horror movie.
3. Joe's friends saw a couple of award-winning films at the Odeon last weekend.
4. Stacey was chatting up the projectionist just before the projector suddenly broke.
5. Alice has downloaded fifteen films from the internet this month.
6. You must rent the latest Johnny Depp DVD – it's cool!
7. Daisy and her boyfriend are going to watch a romantic comedy at the cinema on Valentine's Day.
8. If you buy the DVD boxset, you'll get the soundtrack on CD absolutely free.

-----✂-----
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.)

Films

1. My parents prefer classic comedies from the '80s, because they don't like special effects.
2. Leo is in Hollywood writing the screenplay for a low-budget horror movie.
3. Joe's friends saw a couple of award-winning films at the Odeon last weekend.
4. Stacey was chatting up the projectionist just before the projector suddenly broke.
5. Alice has downloaded fifteen films from the internet this month.
6. You must rent the latest Johnny Depp DVD – it's cool!*
7. Daisy and her boyfriend are going to watch a romantic comedy at the cinema on Valentine's Day.
8. If you buy the DVD boxset, you'll get the soundtrack on CD absolutely free.

**Intonation: although auxiliary verbs are usually unstressed, the word "must" is stressed in this sentence to give added emphasis to the recommendation.*

Talk a Lot

Films

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.)

Films

1. My parents prefer classic comedies from the eighties, because they don't like special effects.
2. Leo is in Hollywood writing the screenplay for a low-budget horror movie.
3. Joe's friends saw a couple of award-winning films at the Odeon last weekend.
4. Stacey was chatting up the projectionist just before the projector suddenly broke.
5. Alice has downloaded fifteen films from the internet this month.
6. You must rent the latest Johnny Depp DVD – it's cool!
7. Daisy and her boyfriend are going to watch a romantic comedy at the cinema on Valentine's Day.
8. If you buy the DVD boxset, you'll get the soundtrack on CD absolutely free.

----- ✂ -----

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.

Films

1. My parents prefer classic comedies from the eighties, because they don't like special effects.
/eə/ /ɜ:/ /æ/ /ɒ/ /eɪ/ /əʊ/ /aɪ/ /e/ /e/
2. Leo is in Hollywood writing the screenplay for a low-budget horror movie.
/i:/ /ɒ/ /aɪ/ /i:/ /əʊ/ /ʌ/ /ɒ/ /u:/
3. Joe's friends saw a couple of award-winning films at the Odeon last weekend.
/əʊ/ /e/ /ɔ:/ /ʌ/ /ɔ:/ /ɪ/ /ɪ/ /əʊ/ /ɑ:/ /e/
4. Stacey was chatting up the projectionist just before the projector suddenly broke.
/eɪ/ /æ/ /ʌ/ /e/ /e/ /ʌ/ /əʊ/
5. Alice has downloaded fifteen films from the internet this month.
/æ/ /əʊ/ /ɪ/ /ɪ/ /ɪ/ /ʌ/
6. You must rent the latest Johnny Depp DVD – it's cool!.
/ʌ/ /e/ /eɪ/ /ɒ/ /e/ /i:/ /u:/
7. Daisy and her boyfriend are going to watch a romantic comedy at the cinema on Valentine's Day.
/eɪ/ /ɔ:/ /ɒ/ /æ/ /ɒ/ /ɪ/ /æ/ /eɪ/
8. If you buy the DVD boxset, you'll get the soundtrack on CD absolutely free.
/aɪ/ /i:/ /ɒ/ /e/ /aʊ/ /i:/ /u:/ /i:/

Talk a Lot

Films

Connected Sentence Cards (Page 1/3)

My	parents	prefer	classic
comedies	from	the	'80s,
because	they	don't	like
special	effects.	Leo	is
in	Hollywood	writing	the
screenplay	for	a	low-budget
horror	movie.	Joe's	friends
saw	a	couple	of
award-winning	films	at	the
Odeon	last	weekend.	Stacey

next page >

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Films

Connected Sentence Cards (Page 2/3)

was	chatting	up	the
projectionist	just	before	the
projector	suddenly	broke.	Alice
has	downloaded	fifteen	films
from	the	internet	this
month.	You	must	rent
the	latest	Johnny	Depp
DVD -	it's	cool!	Daisy
and	her	boyfriend	are
going	to	watch	a

next page >

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Films

Connected Sentence Cards (Page 3/3)

<input type="text"/> romantic <input type="text"/>	<input type="text"/> comedy <input type="text"/>	<input type="text"/> at <input type="text"/>	<input type="text"/> the <input type="text"/>
<input type="text"/> cinema <input type="text"/>	<input type="text"/> on <input type="text"/>	<input type="text"/> Valentine's <input type="text"/>	<input type="text"/> Day. <input type="text"/>
<input type="text"/> If <input type="text"/>	<input type="text"/> you <input type="text"/>	<input type="text"/> buy <input type="text"/>	<input type="text"/> the <input type="text"/>
<input type="text"/> DVD <input type="text"/>	<input type="text"/> boxset, <input type="text"/>	<input type="text"/> you'll <input type="text"/>	<input type="text"/> get <input type="text"/>
<input type="text"/> the <input type="text"/>	<input type="text"/> soundtrack <input type="text"/>	<input type="text"/> on <input type="text"/>	<input type="text"/> CD <input type="text"/>
<input type="text"/> absolutely <input type="text"/>	<input type="text"/> free. <input type="text"/>		

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Talk a Lot

Films

Connected Sentence Cards (Page 1/3)

My	parents	prefer	classic
comedies	from	the	'80s,
because	they	don't	like
special	effects.	Leo	is
in	Hollywood	writing	the
screenplay	for	a	low-budget
horror	movie.	Joe's	friends
saw	a	couple	of
award-winning	films	at	the
Odeon	last	weekend.	Stacey

next page >

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Talk a Lot

Films

Connected Sentence Cards (Page 2/3)

was	chatting	up	the
projectionist	just	before	the
projector	suddenly	broke.	Alice
has	downloaded	fifteen	films
from	the	internet	this
month.	You	must	rent
the	latest	Johnny	Depp
DVD -	it's	cool!	Daisy
and	her	boyfriend	are
going	to	watch	a

next page >

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Talk a Lot

Films

Connected Sentence Cards (Page 3/3)

romantic	comedy	at	the
cinema	on	Valentine's	Day.
If	you	buy	the
DVD	boxset,	you'll	get
the	soundtrack	on	CD
absolutely	free.		

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Talk a Lot

Films

8. If you buy the DVD boxset, you'll get the soundtrack on CD absolutely free.

5 vowel sound:

4 stressed syllable:

1 content word: **buy** **DVD** **boxset,**

2 no. of syllables:

1 function word: **If** **you** **the** **you'll**

7 connecting sounds:

6 weak forms: w 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:

cc	consonant sound to consonant sound
cv	consonant sound to vowel sound
vc	vowel sound to consonant sound
vv	vowel sound to vowel sound

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

Talk a Lot

Films

8. If you buy the DVD boxset, you'll get the soundtrack on CD absolutely free.

5 vowel sound: /aɪ/ /i:/ /ɒ/

4 stressed syllable: o o o

1 content word: buy DVD boxset,

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

1 function word: if you the you'll

7 connecting sounds: cc vc vc vc vc cc cc

6 weak forms: w L w L w L L L L w G, E E

8 features of C.S.: /t/ /l/

10 example(s) with IPA: DVD boxset, you'll get the: /di:.vi:'di:'bɒk.seʔ.ju'geʔ.ðə/

3 suffixes: none

3 compound nouns: boxset (box + set)

7 connecting sounds:

8 features of connected speech:

cc	consonant sound to consonant sound
cv	consonant sound to vowel sound
vc	vowel sound to consonant sound
vv	vowel sound to vowel sound

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

Talk a Lot

Films

8. If you buy the DVD boxset, you'll get the soundtrack on CD absolutely free.

5	vowel sound:	<input type="text"/>	<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"/>	<input type="text"/>
1	content word:	get	soundtrack	CD	absolutely	free.
2	no. of syllables:	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

1	function word:	the	on			
7	connecting sounds:	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
6	weak forms:	<i>w</i>	<i>w</i>			
8	features of C.S.:	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
9	missing/new sound:	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
10	example(s) with IPA:	<hr/>				
3	suffixes:	<hr/>				
3	compound nouns:	<hr/>				

7 connecting sounds:

8 features of connected speech:

cc	consonant sound to consonant sound
cv	consonant sound to vowel sound
vc	vowel sound to consonant sound
vv	vowel sound to vowel sound

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

Talk a Lot

Films

8. If you buy the DVD boxset, you'll get the soundtrack on CD absolutely free.

5 vowel sound:

4 stressed syllable:

1 content word: **get** **soundtrack** **CD** **absolutely** **free.**

2 no. of syllables:

1 function word: **the** **on**

7 connecting sounds:

6 weak forms: **w** **w**

8 features of C.S.:

9 missing/new sound:

10 example(s) with IPA: on CD absolutely free: /ɒʔ.sɪ:'di:.jæb.sə'lʌ:.li'fri:/

3 suffixes: absolute-ly

3 compound nouns: soundtrack (sound + track)

7 connecting sounds: 8 features of connected speech:


cc	consonant sound to consonant sound
cv	consonant sound to vowel sound
vc	vowel sound to consonant sound
vv	vowel sound to vowel sound

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

Talk a Lot

Films

Discussion Words



blockbuster	home movie	record	classic
pause	film	sequel	screenplay
subtitles	flop	widescreen	romance
DVD player	projectionist	cinema	DVD
star	horror	comedy	forward
box office	actor	plot	video camera
review	action	surround sound	popcorn
rental	animation	soundtrack	actress
director	award	special effects	play
drama	editor	download	hero

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Films

Discussion Words (with the IPA)

/ˈblɒk.bʌs.tə/	/həʊˈmuː.vi/	/rɪˈkɔːd/	/ˈklæs.ɪk/
/pɔːz/	/fɪlm/	/ˈsɪː.kwəl/	/ˈskriːm.pleɪ/
/ˈsʌb.taɪ.təlz/	/flɒp/	/ˈwaɪd.skriːn/	/rəʊˈmæns/
/dɪː.vɪˈdɪː.pleɪ.jə/	/prəˈdʒek.ʃn.ɪst/	/ˈsɪn.ə.mə/	/dɪː.vɪˈdɪː/
/stɑː/	/ˈhɒr.ə/	/ˈkɒm.ə.di/	/ˈfɔː.wəd/
/ˈbʊk.sɒf.ɪs/	/ˈæk.tə/	/plɒt/	/ˈvɪd.i.jəʊ.kæm.rə/
/rɪˈvjuː/	/ˈæk.ʃn/	/səˈraʊn.saʊnd/	/ˈpɒp.kɔːn/
/ˈren.tl/	/æn.ɪˈmeɪ.ʃn/	/ˈsaʊn.træk/	/ˈæk.trəs/
/dɑːˈrek.tə/	/əˈwɔːd/	/speʃ.lɪˈfeks/	/pleɪ/
/ˈdraʊ.mə/	/ˈed.ɪ.tə/	/ˈdaʊn.ləʊd/	/ˈhɪə.rəʊ/

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Talk a Lot

Films

Discussion Words – Visualisations



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Talk a Lot

Films

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?
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 alphabetical order.
6. Find and put into groups... a) compound nouns, b) words with suffixes.
7. Put together words and phrases that have the same number of letters.
8. Put together words and phrases that start with the same letter.
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 sounds like... a) hot, b) equal, c) car, d) karma, e) zero, f) day, g) floors?
2. Find all of the different people, and say what each one does.
3. This format replaced video cassettes in the 1990s.
4. This is both a kind of film and a kind of television.
5. Which word is a compound noun meaning a snack that people often eat while watching a film?
6. Put together all of the words which are commands on a remote control or media player console, and put them into a logical order.
7. This is a film that wasn't very popular.
8. a) Find all of the different film genres. b) Say two film titles for each genre. c) Put them into order, from your favourite to your least favourite.
9. This phrase is a place where you could buy a ticket to watch a film.
10. Find the words beginning with a vowel sound and put them into sound groups.
11. This is a film that gets made if the original film is successful.

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Talk a Lot

Films

Discussion Words Question Sheet

Answers

General Questions

1. Answers will vary.

2. Answers will vary.

3. a) 6 words have 1 syllable: pause, film, flop, star, plot, play. b) 19 words have 2 syllables: record, classic, sequel, screenplay, widescreen, romance, horror, forward, actor, review, action, popcorn, rental, soundtrack, actress, award, drama, download, hero. c) 10 words and phrases have 3 syllables: blockbuster, home movie, subtitles, cinema, DVD, comedy, box office, surround sound, director, editor. d) 3 words and phrases have 4 syllables: projectionist, animation, special effects. e) 2 phrases have 5 syllables: DVD player, video camera.

4. 2 syllables: these words have the strong stress on the first syllable: **classic, sequel, screenplay, widescreen, horror, forward, actor, action, popcorn, rental, soundtrack, actress, drama, download, hero**; these words have the strong stress on the second syllable: **record, romance, review, award**. 3 syllables: these words and phrases have the strong stress on the first syllable: **blockbuster, subtitles, cinema, comedy, box office, editor**; these words and phrases have the strong stress on the middle syllable: **director, surround sound, home movie**; this word has the strong stress on the last syllable: **DVD**. 4 syllables: this word has the strong stress on the second syllable: **projectionist**; this word has the strong stress on the third syllable: **animation**; this phrase has the strong stress on the fourth syllable: **special effects**. 5 syllables this phrase has the strong stress on the first syllable: **video camera**; this phrase has the strong stress on the third syllable: **DVD player**.

5. Action, actor, actress, animation, award, blockbuster, box office, cinema, classic, comedy, director, download, drama, DVD, DVD player, editor, film, flop, forward, hero, home movie, horror, pause, play, plot, popcorn, projectionist, record, rental, review, romance, screenplay, sequel, soundtrack, special effects, star, subtitles, surround sound, video camera, widescreen.

6. a) The following words are compound nouns: blockbuster (block + buster), download (down + load), popcorn (pop + corn), screenplay (screen + play), soundtrack (sound + track), widescreen (wide + screen). b) The following words contain suffixes: **actor, director, editor, horror; action, animation; cinema, drama; actress; sequel; comedy; forward; hero; projectionist; rental; review; romance.**

7. **3 letters:** DVD. **4 letters:** film, flop, hero, play, plot, star. **5 letters:** actor, award, drama, pause. **6 letters:** action, cinema, comedy, editor, horror, record, rental, review, sequel. **7 letters:** actress, classic, forward, popcorn, romance. **8 letters:** director, download. **9 letters:** animation, box office, DVD player, home movie, subtitles. **10 letters:** screenplay, soundtrack, widescreen. **11 letters:** blockbuster, video camera. **13 letters:** projectionist, surround sound. **14 letters:** special effects.

8. See answer to number 5 above.

9. Answers will vary.

10. There are many possible answers to this question; for example, "blockbuster", "flop", "horror", "comedy", "box office", "plot", and "popcorn" all contain the vowel sound /ɒ/. Use the phonetic chart on p.18.6 of the **Talk a Lot Elementary Handbook** (available free from www.englishbanana.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) plot. b) sequel. c) star. d) drama. e) hero. f) play. g) pause.

2. The different people are: **projectionist** – works at the cinema and makes sure that the film plays properly; **star** – a famous actor or actress who has the main role in a high-profile film; **actor** – a man who acts, e.g. in a film, play, TV show, etc. (note: *actor* can also mean a woman who acts); **actress** – a woman who acts; **director** – the person who is in charge of making a film, play, TV show, etc.; **editor** – the person who is in charge of cutting together the scenes in a film or TV show.

3. DVD.

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Talk a Lot

Films

Discussion Words Question Sheet

4. Widescreen.

5. Popcorn.

6. Answers will vary. Suggested answer:

7. Flop.

8. a) The different film genres are: blockbuster, classic, sequel, romance, horror, comedy, action, animation, drama.

b) Answers will vary. Suggested answers: **blockbuster** – Hulk, Indiana Jones and the Kingdom of the Crystal Skull; **classic** – Gone with the Wind, The Godfather; **sequel** – The Godfather Part II, Batman Returns; **romance** – Sleepless in Seattle, Pride and Prejudice; **horror** – Nightmare on Elm Street, Frankenstein; **comedy** – Anchorman: The Legend of Ron Burgundy, Tropic Thunder; **action** – Die Hard, Under Siege; **animation** – Shrek, Beauty and the Beast; **drama** – Australia, Raging Bull. c) Answers will vary.

9. Box office.

10. The following words begin with a vowel sound: /æ/ actor, action, actress; /ə/ award; /e/ editor.

11. Sequel.

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Talk a Lot

Films – Which film would you rent?

Student A

Ask and answer questions to complete the gaps, and find out information about four films. Which film would you rent for a night in with... a) your partner, b) your friends? Why?

	The Pirate	Ye Yan (The Night Banquet)
Director	Vincente Minnelli	
Main Actors		Ziyi Zhang, You Ge
Genre		historical drama
Plot	A young woman falls in love with a famous pirate, who is really just an actor	
Country / Language		China / Mandarin
Year of Release	1948	
Awards and Nominations		Hong Kong Film Award (Best Supporting Actress)

	Central do Brasil (Central Station)	Shaun of the Dead
Director	Walter Salles	Edgar Wright
Main Actors		
Genre	drama	zombie romantic comedy
Plot		Shaun becomes a hero by defeating an army of the undead
Country / Language		UK / English
Year of Release		
Awards and Nominations	Golden Berlin Bear (Best Director), Silver Condor (Best Foreign Film)	



Student B

Ask and answer questions to complete the gaps, and find out information about four films. Which film would you rent for a night in with... a) your partner, b) your friends? Why?

	The Pirate	Ye Yan (The Night Banquet)
Director		Xiaogang Feng
Main Actors	Judy Garland, Gene Kelly	
Genre	musical	
Plot		An adaptation of Hamlet, set in China in 907 AD during the Tang Dynasty
Country / Language	USA / English	
Year of Release		2006
Awards and Nominations	Oscar® nominated (Best Music)	

	Central do Brasil (Central Station)	Shaun of the Dead
Director		
Main Actors	Fernanda Montenegro, Marília Pêra	Simon Pegg, Nick Frost
Genre		
Plot	An emotional journey taken by a 9 year-old boy in search of his father	
Country / Language	Brazil / Portuguese and German	
Year of Release	1998	2004
Awards and Nominations		Empire Award (Best British Film), BAFTA (Best British Film)

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Talk a Lot

Films

Information Exchange

Answers

Films – Which film would you rent?

Task: "Ask and answer questions to complete the gaps, and find out information about four films. Which film would you rent for a night in with... a) your partner, b) your friends? Why?"

	The Pirate	Ye Yan (The Night Banquet)
Director	Vincente Minnelli	Xiaogang Feng
Main Actors	Judy Garland, Gene Kelly	Ziyi Zhang, You Ge
Genre	musical	historical drama
Plot	A young woman falls in love with a famous pirate, who is really just an actor	An adaptation of Hamlet, set in China in 907 AD during the Tang Dynasty
Country / Language	USA / English	China / Mandarin
Year of Release	1948	2006
Awards and Nominations	Oscar® nominated (Best Music)	Hong Kong Film Award (Best Supporting Actress)

	Central do Brasil (Central Station)	Shaun of the Dead
Director	Walter Salles	Edgar Wright
Main Actors	Fernanda Montenegro, Marília Pêra	Simon Pegg, Nick Frost
Genre	drama	zombie romantic comedy
Plot	An emotional journey taken by a 9 year-old boy in search of his father	Shaun becomes a hero by defeating an army of the undead
Country / Language	Brazil / Portuguese and German	UK / English
Year of Release	1998	2004
Awards and Nominations	Golden Berlin Bear (Best Director), Silver Condor (Best Foreign Film)	Empire Award (Best British Film), BAFTA (Best British Film)

"Which film would you rent...?" Answers will vary. Ensure that students produce reasons for their choices, and why they rejected the other films. They could also think of other people that they would watch each film with, and why. For example: "I would watch Shaun of the Dead with my boyfriend, because he loves horror films...!" etc.

Sample Questions

Who directed _____?
 Who are the main actors in _____?
 Who stars in _____?
 What kind of film is _____?
 What is _____ about?
 Tell me the plot of _____.
 Which country does _____ come from?
 Which language is _____ in?
 When was _____ released?
 Has _____ won any awards?
 Which awards has _____ won?

Sample Answers

_____ directed _____.
 The main actors in _____ are _____.
 _____ star in _____.
 It's a _____.
 It's... / _____ is about _____.
 _____.
 It comes from _____.
 It's in _____.
 It was released in _____.
 Yes, _____ has won _____ / No, but it was nominated for...
 It's won _____ / It hasn't won any awards.

Examples

Who stars in Shaun of the Dead?
 What is Ye Yan about?
 When was Central do Brasil released?
 Has The Pirate won any awards?

Simon Pegg and Nick Frost star in Shaun of the Dead.
 It's an adaptation of Hamlet, set in China in 907 AD...
 It was released in 1998.
 No, but it was nominated for an Oscar® for Best Music.

[etc.]

Extension: you could try to encourage some comparative/superlative questions and sentences too, for example:

Which film is **the oldest**? The Pirate is **the oldest**.
 The Pirate is a musical, **whereas** Sean of the Dead is a zombie romantic comedy. [etc.]

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Films

Multi-Purpose Text

Outnumbered (Original Text)

Line

1 Maggie was sitting at the kitchen table working on a school project with her friend
2 Amy. Kathleen came in and put her shopping bags on the worktop.
3 "Hi, Maggie. Hi Amy," said Kathleen. "Hi, Mrs. Jones," replied Amy.
4 "What are you two up to?"
5 "We've got to write a film review for school," said Maggie. "I'm doing mine on
6 Scary Movie, and Amy is doing hers on Scary Movie 2."
7 "Which is better?" asked Kathleen, smiling, "The original is usually the best."
8 The back door flew open and Dennis ambled in. He slumped in a chair
9 and began attacking the sausage rolls that Kathleen had just unpacked. He grunted
10 incoherently. "What's up with you?" asked his mum kindly.
11 "He's got girl trouble," laughed Maggie, looking up from her notebook.
12 "How so?" asked Kathleen, "Tell me, love. I'm all ears." "We saw him at the
13 cinema last night chatting up Mandy White," said Amy helpfully.
14 "But I thought you were going out with Sarah Shaw?" Kathleen was confused.
15 "Sarah doesn't need to know," scowled Dennis, helping himself to a third
16 chocolate éclair. "But what if she somehow found out?" asked Maggie, reaching for
17 her phone. Dennis got up and shook the crumbs from his overalls. "I'm going back
18 out, mum," he said, still with a mouthful of pastry, "I'm a bit outnumbered here!"
(223 words)



Outnumbered (Text with 20 Differences)

Maggie was sitting **1. on (at)** the kitchen table working on a school project with her friend
2. Jamie (Amy). Kathleen came in and put her shopping bags on the **3. table (worktop)**.
"Hi, Maggie. Hi Amy," said Kathleen. "Hi, Mrs. Jones," **4. said (replied)** Amy.
"What are you two **5. doing (up to)?**"
"We've got to write a film review for school," said Maggie. "I'm doing **6. my (mine)**
on Scary Movie, and Amy is doing hers on Scary Movie 2."
"Which is **7. best (better)?**" asked Kathleen, smiling, "The original is usually the
8. bet (best)."
The back door flew open and Dennis ambled in. He **9. jumped (slumped)** in a
chair and began attacking the **10. bread (sausage)** rolls that Kathleen had just unpacked.
He grunted **11. clearly (incoherently)**. "What's up with you?" asked his mum
12. quietly (kindly).
"He's got girl trouble," laughed Maggie, looking up from her **13. books (notebook)**.
"How so?" asked Kathleen, "Tell me, love. **14. Am (I'm)** all ears." "We saw him at
the cinema last night chatting up **15. Andie (Mandy)** White," said Amy helpfully.
"But I thought you were going out with Sarah **16. Short (Shaw)?**" Kathleen was
confused.
"Sarah doesn't need to **17. note (know)**," scowled Dennis, helping himself to a
18. furred (third) chocolate éclair. "But what if she somehow found out?" asked
19. Kathleen (Maggie), reaching for her phone. Dennis got up and shook the crumbs from
his overalls. "I'm going back out, mum," he said, still with a mouthful of **20. gravy (pastry)**,
"I'm a bit outnumbered here!"

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Multi-Purpose Text

Outnumbered (Gap-Fill – Function Words)

Maggie was sitting 1. _____ the kitchen table working on a school project with her friend Amy. Kathleen came in and put 2. _____ shopping bags on the worktop.

“Hi, Maggie. Hi Amy,” said Kathleen. “Hi, Mrs. Jones,” replied Amy.

“What 3. _____ you two up to?”

“We’ve got 4. _____ write a film review for school,” said Maggie. “I’m doing mine on Scary Movie, 5. _____ Amy is doing hers on Scary Movie 2.”

“Which is better?” asked Kathleen, smiling, “The original is usually 6. _____ best.”

The back door flew open and Dennis ambled 7. _____. He slumped in 8. _____ chair and began attacking the sausage rolls 9. _____. Kathleen had just unpacked. He grunted incoherently. “What’s up 10. _____ you?” asked 11. _____ mum kindly.

“He’s got girl trouble,” laughed Maggie, looking up from her notebook.

“How so?” asked Kathleen, “Tell me, love. I’m all ears.” “12. _____ saw him at the cinema last night chatting up Mandy White,” said Amy helpfully.

“But I thought you 13. _____ going out with Sarah Shaw?” Kathleen was confused.

“Sarah doesn’t need to know,” scowled Dennis, helping 14. _____ to a third chocolate éclair. “But what if she somehow found out?” asked Maggie, reaching for her phone. Dennis got up 15. _____ shook the crumbs from his overalls. “I’m going back out, mum,” he said, still with a mouthful of pastry, “I’m a bit outnumbered here!”



Outnumbered (Multiple Choice – Use of English)

Maggie 1. **a) were, b) was, c) been** sitting at the kitchen table working on 2. **a) a, b) some, c) that** school project with her friend Amy. Kathleen came in and put her shopping 3. **a) centre, b) trolley, c) bags** on the worktop.

“Hi, Maggie. Hi Amy,” said Kathleen. “4. **a) Hi, b) Goodbye, c) Yes**, Mrs. Jones,” replied Amy. “5. **a) How, b) When, c) What** are you two up to?”

“We’ve got to write a film review for school,” said Maggie. “I’m doing 6. **a) this, b) hers, c) mine** on Scary Movie, and Amy is doing hers on Scary Movie 2.”

“Which is better?” asked Kathleen, smiling, “The 7. **a) sequels, b) original, c) film** is usually the best.”

The back door 8. **a) flew, b) flied, c) was flying** open and Dennis ambled in. He slumped in a 9. **a) table, b) chair, c) book** and began attacking the sausage 10. **a) eggs, b) cakes, c) rolls** that Kathleen had just unpacked. He grunted incoherently. “What’s up with you?” asked his mum 11. **a) suddenly, b) kindly, c) quietly**.

“He’s got girl trouble,” laughed Maggie, looking up from her 12. **a) notebook, b) worktop, c) plate**. “How so?” asked Kathleen, “Tell 13. **a) her, b) them, c) me**, love. I’m all ears.” “We saw him at the cinema last night 14. **a) chatting, b) telling, c) chatting up** Mandy White,” said Amy helpfully.

“But I thought you were going out with Sarah Shaw?” Kathleen was confused.

“Sarah doesn’t need to know,” scowled Dennis, helping himself to a third chocolate éclair. “But what if she somehow found 15. **a) it, b) up, c) out**?” asked Maggie, reaching for her phone. Dennis got up and shook the crumbs from his overalls. “I’m going back out, mum,” he said, still with a mouthful of pastry, “I’m a bit outnumbered here!”

Talk a Lot

Films

Multi-Purpose Text

Outnumbered (Comprehension Questions)

1. What did Dennis eat first?
2. What was wrong with Dennis, according to Maggie?
3. What did Amy call Kathleen?
4. Where was Maggie sitting when Kathleen came in?
5. Which door did Dennis come in by?
6. Which film was Amy writing about?
7. Where did Maggie and Amy see Dennis?
8. What were Maggie and Amy doing when Kathleen came in?
9. What was Maggie writing in?
10. Who was Maggie sitting with when Kathleen came in?
11. What was Maggie and Amy's school project?
12. Who is Dennis supposed to be going out with?
13. How many chocolate éclairs did Dennis eat?
14. Did Maggie talk to her brother?
15. How many people were working on a school project?
16. What was Dennis wearing?
17. What is Amy's friend called?
18. Who grunted incoherently?
19. What did Maggie reach for?
20. When did Maggie and Amy see Dennis at the cinema?
21. Where did Kathleen put her shopping bags.
22. Which room were Amy and Maggie working in?
23. Where did Dennis have crumbs?
24. How many people were in the kitchen at the beginning of the story?
25. Did Kathleen have more than one shopping bag?
26. Who is Amy?
27. Which film was Maggie doing her project on?
28. What does Dennis call Mrs. Jones?
29. Who was Dennis chatting up?
30. Why did Dennis go back out?

Outnumbered (True, False, or Unknown?)

1. Maggie is Amy's friend from work.
2. Maggie likes Scary Movie.
3. Kathleen has got big ears.
4. Amy and Maggie are friends.
5. At the beginning of the story, Maggie and Amy are working on their project.
6. Dennis likes sausage rolls.
7. Kathleen comes home after going shopping.
8. Dennis comes home from work.
9. Amy is doing her project on Scary Movie.
10. Dennis spoke with his mouth full.
11. Dennis walks in quickly.
12. Maggie is Kathleen's mum.
13. Dennis wants to go out with both Sarah and Amy.
14. Dennis likes spring rolls.
15. Dennis wants to go out with both Sarah and Mandy.
16. Maggie phoned Sarah Shaw.
17. Amy and Maggie were winding up Dennis.
18. Amy likes Dennis.
19. Dennis was wearing clean overalls.
20. Amy was at the cinema last night.
21. Dennis came in by the front door.
22. Kathleen spoke to Dennis kindly.
23. Dennis is going out with Sarah Shaw.
24. Dennis was full of the joys of youth.
25. Dennis came in by the back door.
26. Kathleen was unpacking her shopping.
27. Dennis felt outnumbered.
28. Dennis has got problems with girls.
29. Maggie is Amy's best friend.
30. Kathleen came in carrying two shopping bags.

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Talk a Lot

Films

Multi-Purpose Text

Glossary of New Words

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

1. **worktop** (*noun*: work surface in kitchen) _____
2. **to be up to something** (*phr. verb*: to be doing something) _____
3. **amble** (*verb*: to walk slowly) _____
4. **slump** (*verb*: to sit in a very relaxed way) _____
5. **attack** (*verb*: in this context, to eat quickly and greedily) _____
6. **sausage roll** (*noun*: sausage meat baked in pastry) _____
7. **grunt** (*verb*: trying to speak without words) _____
8. **incoherently** (*adverb*: not clearly; cannot be understood) _____
9. **I'm all ears** (*colloquial*: I'm listening; tell me) _____
10. **chat up** (*phrasal verb*: try to impress a potential partner) _____
11. **go out with** (*phr. verb*: to be in a close relationship with) _____
12. **help yourself** (*idiom*: to take without asking) _____
13. **chocolate éclair** (*noun*: chocolate-covered pastry with cream) _____
14. **crumb** (*noun*: small flake of pastry or bread) _____
15. **be outnumbered** (*verb phrase*: more people are against you than for you) _____

Answers

Outnumbered (Gap-Fill – Function Words)

- | | | |
|--------|----------|-------------|
| 1. at | 6. the | 11. his |
| 2. her | 7. in | 12. We |
| 3. are | 8. a | 13. were |
| 4. to | 9. that | 14. himself |
| 5. and | 10. with | 15. and |

Outnumbered (Multiple Choice – Use of English)

- | | | |
|-------|--------|--------|
| 1. b) | 6. c) | 11. b) |
| 2. a) | 7. b) | 12. a) |
| 3. c) | 8. a) | 13. c) |
| 4. a) | 9. b) | 14. c) |
| 5. c) | 10. c) | 15. c) |

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Talk a Lot

Films

Multi-Purpose Text

Outnumbered (Comprehension Questions)

- | | |
|---------------------------------|----------------------------------|
| 1. Sausage rolls. | 16. Overalls. |
| 2. He had girl trouble. | 17. Maggie. |
| 3. Mrs. Jones. | 18. Dennis. |
| 4. At the kitchen table. | 19. Her phone. |
| 5. The back door. | 20. Last night. |
| 6. Scary Movie 2. | 21. On the worktop. |
| 7. At the cinema. | 22. In the kitchen. |
| 8. Working on a school project. | 23. On his overalls. |
| 9. Her notebook. | 24. Two. |
| 10. Amy. | 25. Yes. |
| 11. To write a film review. | 26. Maggie's friend. |
| 12. Sarah Shaw. | 27. Scary Movie. |
| 13. Three. | 28. Mum. |
| 14. Yes. | 29. Mandy White. |
| 15. Two. | 30. Because he felt outnumbered. |

Outnumbered (True, False, or Unknown?)

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

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

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Talk a Lot

Films

Discussion Questions

1. Do you like watching films? Why? / Why not? How often do you...

a) go to the cinema, b) rent DVDs, c) buy DVDs, d) watch films on TV?

2. What's your favourite film? Why

do you like it? Who stars in it? Who directed it? How many times have you seen it? Does it hold any special memories for you? Can you tell me the plot in thirty seconds? What genre(s) of films do you... a) love, b) hate? Why?

3. Have you got a video camera? What do you use it for? Why do people make home movies? Which is more special, a home movie or a photo? Why?

4. Who is your favourite... a) actress, b) actor, c) director? Why? Tell me three films that each person has been involved with. What's the difference between an actor and a movie star?

5. Would you like to work in the film industry? Why? / Why not? Which job(s) do you think are the most rewarding? Why? Do you prefer to watch films made in your country, or Hollywood movies? Why?

6. Have you ever downloaded a film from the internet – either legally or illegally? Tell me about it. How do you prefer to watch films, and why? Have you ever watched a film on... a) a plasma TV, b) a very large IMAX screen, c) an iPod? Compare these experiences to watching films on a normal TV.

7. If a film was made of your life, who would star as you?
Who would direct it? Would it be a drama, a comedy, an action adventure, or a horror film? What would be the most important events in the plot? Why?

8. Do special effects, e.g. CGI, improve films, or make them worse? Which films have... a) good special effects, b) poor special effects? Describe them.

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Talk a Lot

Films

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 want to be a rich and famous movie star.	<input type="checkbox"/>	<input type="checkbox"/>
2. It's wrong to download films from the internet illegally.	<input type="checkbox"/>	<input type="checkbox"/>
3. I never read the reviews before watching a film.	<input type="checkbox"/>	<input type="checkbox"/>
4. I hate going to the cinema.	<input type="checkbox"/>	<input type="checkbox"/>
5. Documentaries are more interesting than dramas.	<input type="checkbox"/>	<input type="checkbox"/>
6. Animated movies are just for kids.	<input type="checkbox"/>	<input type="checkbox"/>
7. All the best films have already been made.	<input type="checkbox"/>	<input type="checkbox"/>
8. Black and white films are old and boring.	<input type="checkbox"/>	<input type="checkbox"/>
9. I prefer watching films at home to going to the cinema.	<input type="checkbox"/>	<input type="checkbox"/>
10. Working in a cinema looks really fun.	<input type="checkbox"/>	<input type="checkbox"/>
11. "Film is one of the three universal languages, the other two: mathematics and music." – Frank Capra, director	<input type="checkbox"/>	<input type="checkbox"/>
12. At the cinema I love to text my friends and talk on the phone during the film.	<input type="checkbox"/>	<input type="checkbox"/>
13. The best films all have great special effects.	<input type="checkbox"/>	<input type="checkbox"/>
14. The screenplay is the most important part of a film.	<input type="checkbox"/>	<input type="checkbox"/>
15. I find complicated plots difficult to follow.	<input type="checkbox"/>	<input type="checkbox"/>
16. I often fall asleep halfway through a film.	<input type="checkbox"/>	<input type="checkbox"/>

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Talk a Lot

Films

Role Plays

1. “Cut!”

- Place: A beautiful stately home in the country, which is the set of a high-budget film – a costume drama set in the 1860s
- Time: 11.40am
- Characters: You are a film extra; the other student is a famous actor
- Situation: The famous actor is filming some emotional scenes. You are supposed to be in the background, keeping quiet and unnoticed
- Scenes:
- Shooting a scene: the actor’s character’s lover has left them for another man/woman. There is a dramatic argument. Suddenly your mobile rings. You answer it. The actor has to restart the scene. This happens a few times
 - Later, during a different scene, the actor’s character is plotting revenge on their former lover. You are supposed to be in the background, up a ladder, cleaning a window. You lose your balance and fall off. This happens a few times; the final time you actually fall through the window. The actor is cross
 - At the end of the day, you go to the actor’s dressing room and apologise. Try to get their autograph for yourself, and then for your mum, dad, sister, brother, cousin, Auntie Dotty, etc.!

If there are three people in the group, the third character could be:

- The upper-class director of the film, called Nigel*
- Another film extra, who is jealous of your screen time with the actor...*

2. “Your world is confusing to me!”

- Place: A DVD rental store
- Time: 3.30pm
- Characters: You work in the store; the other person is an alien from the planet Sproot
- Situation: The alien comes into the store to complain about his rental. It wouldn’t play...
- Scenes:
- You check the DVD on your player. It works fine. The alien explains that it wouldn’t fit in the slot. He (or *she*, or *it*) had been trying to put it into a video recorder. He chooses a different DVD
 - The next day, the alien returns to complain that the DVD is damaged. It wouldn’t play. This time it went in the slot OK, but all the power in his flat went off. He had been trying to put it into a toaster. He rents a different DVD
 - The next day, the alien comes back with the DVD and a microwave oven. Both are badly damaged. He is banned from the DVD rental store for life

If there are three people in the group, the third character could be:

- The alien’s equally confused friend / commander / overlord*
- The store manager, who is drunk*

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Talk a Lot

Films

Role Plays

Role Play Extensions

Here are some additional situations for students to use as starting points for new role plays based on the topic of "Films":

----- ✂ -----

Films

1. You are a comedy screenwriter. You have to finish your screenplay by 4pm today or you will lose the contract and have to pay back your initial fee (which you have already spent on luxury groceries). You are halfway through writing the screenplay. You have to buckle down and get some work done, but you face many **distractions** – in the form of your wife/husband, kids, former wife/husband, pets, cold-callers, and your agent, etc. – and **temptations** – in the form of eating, sleeping, watching daytime TV, sunbathing, surfing the internet, and eating (again)... Will you get your screenplay finished in time?

2. You are in court on trial, accused of illegally downloading films from the internet. Your defence lawyer is nervous because it's their first day in the job. It looks like you're guilty because you *did* download over two hundred films illegally from the internet, but only so that you could burn discs for your friends and family – and sell them at a car boot sale for 50p each! What will your defence be? Will you be convicted of the crime? What punishment awaits you...?

----- ✂ -----

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Talk a Lot

_____ / Films

Vocabulary Test

First Language

English

record

subtitles

plot

soundtrack

blockbuster

comedy

flop

star

review

home movie

actress

romance

director

film

popcorn

DVD player

drama

sequel

editor

screenplay

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Films

Lesson Test

Answers

A) 1. You must rent the latest Johnny Depp DVD – it's cool! 2. Joe's friends saw a couple of award-winning films at the Odeon last weekend.

B) 1. Leo is in Hollywood writing the screenplay for a low-budget horror movie. 2. Daisy and her boyfriend are going to watch a romantic comedy at the cinema on Valentine's Day.

C) a)

D) Verb form: present perfect. 1. Who. 2. Alice. 3. downloaded. 4. she. 5. Alice's sister. 6. No.

E) Verb form: past continuous. 7. was. 8. Just. 9. Was. 10. was. 11. Stacey. 12. wasn't.

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Talk a Lot

Spoken English Course

Elementary Book 3



Talk a Lot

Spoken English Course

Elementary Book 3

Unit 3: Hospital (37 pages)



*Note: all activities include full answers. For detailed instructions on how to use each activity, please see the **Talk a Lot Elementary Handbook**, which is available as a free download from <http://www.englishbanana.com/talkalot/>*

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Sentence Blocks – Sentence Stress and Vowel Sounds
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Vocabulary Test
Lesson Test

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Talk a Lot

Hospital

Sentence Blocks

- 1.** (*Present Simple*) My granddad is in the Royal Hospital for a hip operation.
Why

- 2.** (*Present Continuous*) Ryan is visiting his wife and new baby girl in the maternity ward.
Who

- 3.** (*Past Simple*) Martyna's brother hit another patient at the A & E department on Friday evening.
Whose

- 4.** (*Past Continuous*) We were waiting to see a consultant for over two hours.
How long

- 5.** (*Present Perfect*) I've worked as a porter at this hospital since 1987.
Where

- 6.** (*Modal Verbs*) The doctor must give me the correct diagnosis.
What

- 7.** (*Future Forms*) The ambulance will be here in a minute.
When

- 8.** (*First Conditional*) If you have the blood test now, you'll get the results tomorrow.
What

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Talk a Lot

Hospital

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** for full instructions (available free from www.englishbanana.com).*

Answers

1. (Present Simple) My granddad is in the Royal Hospital for a hip operation. / Why is your granddad in the Royal Hospital? / For a hip operation. / Is your granddad in the Royal Hospital for a hip operation? / Yes, he is. / Is your granddad in the Royal Hospital for an eye operation? / No, he isn't. My granddad isn't in the Royal Hospital for an eye operation.
2. (Present Continuous) Ryan is visiting his wife and new baby girl in the maternity ward. / Who is visiting his wife and new baby girl in the maternity ward? / Ryan is. / Is Ryan visiting his wife and new baby girl in the maternity ward? / Yes, he is. / Is Adam visiting his wife and new baby girl in the maternity ward? / No, he isn't. Adam isn't visiting his wife and new baby girl in the maternity ward.
3. (Past Simple) Martyna's brother hit another patient at the A & E department on Friday evening. / Whose brother hit another patient at the A & E department on Friday evening? / Martyna's brother did. / Did Martyna's brother hit another patient at the A & E department on Friday evening? / Yes, he did. / Did Carole's brother hit another patient at the A & E department on Friday evening? / No, he didn't. Carole's brother didn't hit another patient at the A & E department on Friday evening.
4. (Past Continuous) We were waiting to see a consultant for over two hours. / How long were you waiting to see a consultant for? / For over two hours. / Were you waiting to see a consultant for over two hours? / Yes, we were. / Were you waiting to see a consultant for over four hours? / No, we weren't. We weren't waiting to see a consultant for over four hours.
5. (Present Perfect) I've worked as a porter at this hospital since 1987. / Where have you worked as a porter since 1987? / At this hospital. / Have you worked as a porter at this hospital since 1987? / Yes, I have. / Have you worked as a porter at the railway station since 1987? / No, I haven't. I haven't worked as a porter at the railway station since 1987.
6. (Modal Verbs) The doctor must give me the correct diagnosis. / What must the doctor give you? / The correct diagnosis. / Must the doctor give you the correct diagnosis? / Yes, she *[or he]* must. / Must the doctor give you the wrong diagnosis? / No, she *[or he]* mustn't. The doctor mustn't give me the wrong diagnosis.
7. (Future Forms) The ambulance will be here in a minute. / When will the ambulance be here? / In a minute. / Will the ambulance be here in a minute? / Yes, it will. / Will the ambulance be here in half an hour? / No, it won't. The ambulance won't be here in half an hour.
8. (First Conditional) If you have the blood test now, you'll get the results tomorrow. / What will I get tomorrow, if I have the blood test now? / The results. / Will I get the results tomorrow, if I have the blood test now? / Yes, you will. / Will I get an infection tomorrow, if I have the blood test now? / No, you won't. You won't get an infection tomorrow, if you have the blood test now.

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 of the sentence block extensions from this unit. Hopefully, the answers given 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:

My granddad is in the Royal Hospital for a hip operation.

On the handout the wh- question word that is given is "Why", but this starting sentence also works equally well with six other wh- question words and phrases: "What", "What kind", "Where", "Who", "Whose", and "Which":

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Talk a Lot

Hospital

Sentence Blocks

What is your granddad in the Royal Hospital for? / A hip operation.

What kind of operation is your granddad in the Royal Hospital for? / A hip operation.

Where is your granddad? / In the Royal Hospital for a hip operation.

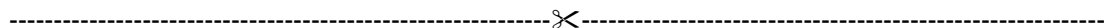
Who is in the Royal Hospital for a hip operation? / My granddad is.

Whose granddad is in the Royal Hospital for a hip operation? / My granddad is.

Which hospital is your granddad in for a hip operation? / The Royal Hospital.

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 students:

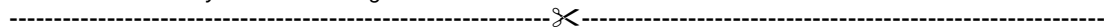


Hospital

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

	WHAT	WHERE	WHEN	WHO	WHY	WHICH	HOW
1.	what what kind	where		who whose		which	
2.	what	where		who (2 nd) whose		which	
3.	what	where	when	who (x2)		which	
4.	what			who (x2)	why		
5.	what (x2)						how long
6.	what (2 nd)			who		which	
7.	what (x2)	where					how soon
8.	what (2 nd)		when				how soon

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Talk a Lot

Hospital

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.)

Hospital

1. My granddad is in the Royal Hospital for a hip operation.
2. Ryan is visiting his wife and new baby girl in the maternity ward.
3. Martyna's brother hit another patient at the A & E department on Friday evening.
4. We were waiting to see a consultant for over two hours.
5. I've worked as a porter at this hospital since nineteen eighty seven.
6. The doctor must give me the correct diagnosis.
7. The ambulance will be here in a minute.
8. If you have the blood test now, you'll get the results tomorrow.

-----✂-----

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.)

Hospital

1. My granddad is in the Royal Hospital for a hip operation.
2. Ryan is visiting his wife and new baby girl in the maternity ward.
3. Martyna's brother hit another patient at the A & E department on Friday evening.
4. We were waiting to see a consultant for over two hours.
5. I've worked as a porter at this hospital since nineteen eighty seven.
6. The doctor must give me the correct diagnosis.
7. The ambulance will be here in a minute.
8. If you have the blood test now, you'll get the results tomorrow.

-----✂-----

Talk a Lot

Hospital

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.)

Hospital

1. My granddad is in the Royal Hospital for a hip operation.
2. Ryan is visiting his wife and new baby girl in the maternity ward.
3. Martyna's brother hit another patient at the A & E department on Friday evening.
4. We were waiting to see a consultant for over two hours.
5. I've worked as a porter at this hospital since nineteen eighty seven.
6. The doctor must give me the correct diagnosis.
7. The ambulance will be here in a minute.
8. If you have the blood test now, you'll get the results tomorrow.

----- ✂ -----

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.

Hospital

1. My granddad is in the Royal Hospital for a hip operation.
/æ/ /ɔɪ/ /ɒ/ /ɪ/ /eɪ/
2. Ryan is visiting his wife and new baby girl in the maternity ward.
/aɪ/ /ɪ/ /aɪ/ /uː/ /eɪ/ /ɜː/ /ɜː/ /ɔː/
3. Martyna's brother hit another patient at the A & E department on Friday evening.
/iː/ /ʌ/ /ɪ/ /eɪ/ /iː/ /ɑː/ /aɪ/ /iː/
4. We were waiting to see a consultant for over two hours.
/eɪ/ /iː/ /ʌ/ /uː/ /aʊə/
5. I've worked as a porter at this hospital since nineteen eighty seven.
/ɜː/ /ɔː/ /ɒ/ /aɪ/ /eɪ/ /e/
6. The doctor must give me the correct diagnosis.
/ɒ/ /ɪ/ /e/ /əʊ/
7. The ambulance will be here in a minute.
/æ/ /ʌ/ /ɪə/ /ɪ/
8. If you have the blood test now, you'll get the results tomorrow.
/æ/ /ʌ/ /e/ /aʊ/ /e/ /ʌ/ /ɒ/

Talk a Lot

Hospital

Connected Sentence Cards (Page 1/3)

My	granddad	is	in
the	Royal	Hospital	for
a	hip	operation.	Ryan
is	visiting	his	wife
and	new	baby	girl
in	the	maternity	ward.
Martyna's	brother	hit	another
patient	at	the	A & E
department	on	Friday	evening.
We	were	waiting	to

next page >

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Hospital

Connected Sentence Cards (Page 2/3)

see	a	consultant	for
over	two	hours.	I've
worked	as	a	porter
at	this	hospital	since
1987.	The	doctor	must
give	me	the	correct
diagnosis.	The	ambulance	will
be	here	in	a
minute.	If	you	have
the	blood	test	now,

next page >

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Talk a Lot

Hospital

Connected Sentence Cards (Page 3/3)

<input type="text"/> you'll <input type="text"/>	<input type="text"/> get <input type="text"/>	<input type="text"/> the <input type="text"/>	<input type="text"/> results <input type="text"/>
<input type="text"/> tomorrow. <input type="text"/>			

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Talk a Lot

Hospital

Connected Sentence Cards (Page 1/3)

My	granddad	is	in
the	Royal	Hospital	for
a	hip	operation.	Ryan
is	visiting	his	wife
and	new	baby	girl
in	the	maternity	ward.
Martyna's	brother	hit	another
patient	at	the	A & E
department	on	Friday	evening.
We	were	waiting	to

next page >

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Talk a Lot

Hospital

Connected Sentence Cards (Page 2/3)

see	a	consultant	for
over	two	hours.	I've
worked	as	a	porter
at	this	hospital	since
1987.	The	doctor	must
give	me	the	correct
diagnosis.	The	ambulance	will
be	here	in	a
minute.	If	you	have
the	blood	test	now,

next page >

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Talk a Lot

Hospital

Connected Sentence Cards (Page 3/3)

you'll	get	the		results
tomorrow.				

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Talk a Lot

Hospital

4. We were waiting to see a consultant for over two hours.

5 vowel sound:

4 stressed syllable:

1 content word: **waiting** **see** **consultant**

2 no. of syllables:

1 function word: **We** **were** **to** **a** **for**

7 connecting sounds:

6 weak forms: w w 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:

cc	consonant sound to consonant sound
cv	consonant sound to vowel sound
vc	vowel sound to consonant sound
vv	vowel sound to vowel sound

8 features of connected speech:

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

Talk a Lot

Hospital

4. We were waiting to see a consultant for over two hours.

5 vowel sound: /eɪ/ /i:/ /ʌ/

4 stressed syllable: o o o

1 content word: waiting see consultant

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

1 function word: We were to a for

7 connecting sounds: vc vc cc vc vv vc cc vv

6 weak forms: W L W L W A W L W I W L W E W R

8 features of C.S.: /ŋ/ /j/ /t/ /r/

9 missing/new sound: /ŋ/ /j/ /t/ /r/

10 example(s) with IPA: We were waiting to see a consultant for over two hours. /wɪ.wə'weɪ.tɪn.tə'si:.jə.kən'sʌl.tən.fə.rəʊ.və'tu:'waʊəz/

3 suffixes: wait-ing, consult-ant

3 compound nouns: none

7 connecting sounds: 8 features of connected speech:

cc	consonant sound to consonant sound
cv	consonant sound to vowel sound
vc	vowel sound to consonant sound
vv	vowel sound to vowel sound

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

Talk a Lot

Hospital

4. We were waiting to see a consultant for over two hours.

5 vowel sound:

4 stressed syllable:

1 content word: **two** **hours.**

2 no. of syllables:

1 function word: **over**

7 connecting sounds:

6 weak forms: **W**

8 features of C.S.:

9 missing/new sound:

10 example(s) with IPA: _____

3 suffixes: _____

3 compound nouns: _____

7 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

8 features of connected speech:

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

Talk a Lot

Hospital

4. We were waiting to see a consultant for over two hours.

- 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: (see previous answer page)

3 suffixes: none

3 compound nouns: none

7 connecting sounds:

8 features of connected speech:

cc	consonant sound to consonant sound
cv	consonant sound to vowel sound
vc	vowel sound to consonant sound
vv	vowel sound to vowel sound

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

Talk a Lot

Hospital

Discussion Words

patient	wheelchair	clinic	accident
visiting hours	emergency	appointment	ward
x-ray	surgeon	hospital	pain
broken arm	anaesthetic	diagnosis	blood test
nurse	consultant	drip	trolley
porter	maternity	outpatient	syringe
illness	A & E	mortuary	doctor
waiting list	injury	NHS	heart attack
ambulance	crutch	midwife	operation
corridor	stethoscope	medical student	psychiatrist

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Talk a Lot

Hospital

Discussion Words (with the IPA)

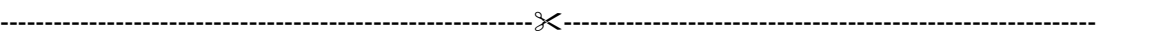
/ˈpeɪ.fnt/	/ˈwɪəl.tʃeə/	/ˈkli.nɪk/	/ˈæk.sɪ.dənt/
/ˈvɪz.ɪ.tɪŋ.aʊəz/	/ɪˈmɜː.dʒən.si/	/əˈpɔɪm.mənt/	/wɔːd/
/ˈeks.reɪ/	/ˈsɜː.dʒən/	/ˈhɒ.spɪ.təl/	/peɪn/
/brəʊ.kəˈnɑːm/	/æn.əsˈθe.tɪk/	/daɪ.əkˈnəʊ.sɪs/	/ˈblʌʔ.test/
/nɜːs/	/kənˈsʌl.tnt/	/drɪp/	/ˈtrɒ.li/
/ˈpɔː.tə/	/məˈtɜː.nə.ti/	/ˈaʊʔ.peɪ.fnt/	/səˈrɪndʒ/
/ˈɪl.nəs/	/eɪ.jəˈni/	/ˈmɔː.tʃə.ri/	/ˈdɒk.tə/
/ˈweɪ.tɪŋ.lɪst/	/ˈɪn.dʒə.ri/	/en.eɪˈtʃes/	/ˈhɑːt.ə.tæk/
/ˈæm.bjə.lənts/	/krʌtʃ/	/ˈmɪd.waɪf/	/ɒp.əˈreɪ.ʃn/
/ˈkɒ.rɪ.dɔː/	/ˈsteθ.ə.skəʊp/	/ˈme.dɪ.kl.stjuː.dnt/	/saɪˈkaɪ.jə.trɪst/

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Talk a Lot

Hospital

Discussion Words – Visualisations



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Talk a Lot

Hospital

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?
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 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 sounds like... a) tip, b) chain, c) worse, d) daughter, e) much, f) bored?
2. This is a place in a hospital where sick people lie in bed.
3. Find all of the places. What happens in each one?
4. This is a person who pushes patients around the hospital, e.g. on trolleys.
5. a) Find all of the people. b) Describe a typical day for each person.
6. Which word means... a) damage, b) soreness, c) a meeting, d) a hallway?
7. This is a process that shows what is inside a patient's body.
8. Which word is something that delivers nutrition into the body when you can't eat?
9. Which cards contain acronyms? What do the letters stand for?
10. Find a word which has a weak stress schwa sound /ə/ on the... a) 1st syllable, b) 2nd syllable, c) 3rd syllable.
11. This is a vehicle which might take you to hospital in an urgent situation.
12. This word means a doctor's opinion about what is wrong with an ill person.

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Talk a Lot

Hospital

Discussion Words Question Sheet

Answers

General Questions

1. Answers will vary.

2. Answers will vary.

3. a) 5 words have 1 syllable: ward, pain, nurse, drip, crutch. b) 12 words and phrases have 2 syllables: patient, wheelchair, clinic, x-ray, surgeon, blood test, trolley, porter, syringe, illness, doctor, midwife. c) 15 words and phrases have 3 syllables: accident, appointment, hospital, broken arm, consultant, outpatient, A & E, mortuary, waiting list, injury, NHS, heart attack, ambulance, corridor, stethoscope. d) 7 words and phrases have 4 syllables: visiting hours, emergency, anaesthetic, diagnosis, maternity, operation, psychiatrist. e) 1 phrase has 5 syllables: medical student.

4. 2 syllables: these words and phrases have the strong stress on the first syllable: **patient**, **wheelchair**, **clinic**, **x-ray**, **surgeon**, **blood test**, **trolley**, **porter**, **illness**, **doctor**, **midwife**; this word has the strong stress on the second syllable: **syringe**. 3 syllables: these words and phrases have the strong stress on the first syllable: **accident**, **hospital**, **outpatient**, **mortuary**, **waiting list**, **injury**, **heart attack**, **ambulance**, **corridor**, **stethoscope**; these words have the strong stress on the middle syllable: **appointment**, **consultant**; these words and phrases have the strong stress on the last syllable: broken **arm**, **A & E**, **NHS**. 4 syllables: this phrase has the strong stress on the first syllable: **visiting hours**; these words have the strong stress on the second syllable: **emergency**, **maternity**, **psychiatrist**; these words have the strong stress on the third syllable: **anaesthetic**, **diagnosis**, **operation**. 5 syllables: this phrase has the strong stress on the first syllable: **medical student**.

5. A & E, accident, ambulance, anaesthetic, appointment, blood test, broken arm, clinic, consultant, corridor, crutch, diagnosis, doctor, drip, emergency, heart attack, hospital, illness, injury, maternity, medical student, midwife, mortuary, NHS, nurse, operation, outpatient, pain, patient, porter, psychiatrist, stethoscope, surgeon, syringe, trolley, visiting hours, waiting list, ward, wheelchair, x-ray.

6. a) The following word is a compound noun: wheelchair (wheel + chair). b) The following words contain suffixes: **patient**, **outpatient**, **accident**; **clinic**, **anaesthetic**; **doctor**, **corridor**; **emergency**; **surgeon**; **hospital**; **diagnosis**; **consultant**; **trolley**; **porter**; **maternity**; **illness**; **mortuary**; **injury**; **ambulance**; **operation**; **stethoscope**; **psychiatrist**.

7. a) These words and phrases all begin with a vowel sound (grouped by IPA sound): /æ/ **accident**, **anaesthetic**, **ambulance**; /ɪ/ **emergency**, **illness**, **injury**; /ə/ **appointment**; /e/ **x-ray**; /aʊ/ **outpatient**; /eɪ/ **A & E**; /ɒ/ **operation**.

b) These words and phrases all end with a vowel sound (grouped by IPA sound): /eə/ **wheelchair**; /i/ **emergency**, **maternity**, **injury**, **mortuary**, **trolley**; /eɪ/ **x-ray**; /ə/ **porter**, **doctor**; /i:/ **A & E**; /ɔ:/ **corridor**.

c) These words and phrases all begin with a consonant sound (grouped by IPA sound): /p/ **patient**, **pain**, **porter**; /w/ **wheelchair**, **ward**, **waiting list**; /k/ **clinic**, **consultant**, **crutch**, **corridor**; /v/ **visiting hours**; /s/ **surgeon**, **syringe**, **psychiatrist**, **stethoscope**; /h/ **hospital**, **heart attack**; /b/ **broken arm**, **blood test**; /d/ **diagnosis**, **drip**, **doctor**; /n/ **nurse**, **NHS**; /m/ **maternity**, **mortuary**, **midwife**, **medical student**; /t/ **trolley**.

d) These words and phrases all end with a consonant sound (grouped by IPA sound): /t/ **patient**, **accident**, **appointment**, **blood test**, **consultant**, **outpatient**, **waiting list**, **medical student**, **psychiatrist**; /s/ **visiting hours**, **diagnosis**, **nurse**, **illness**, **NHS**, **ambulance**; /k/ **clinic**, **anaesthetic**, **heart attack**; /n/ **surgeon**, **pain**, **operation**; /p/ **drip**, **stethoscope**; /d/ **ward**; /l/ **hospital**; /m/ **broken arm**; /dʒ/ **syringe**; /tʃ/ **crutch**; /f/ **midwife**.

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.

w [h] eelchair, nu [r] se, an [a] esthetic, h [e] art attack, [p] sychiatrist, porte [r], midwif [e], corrido [r]

9. Answers will vary.

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Talk a Lot

Hospital

Discussion Words Question Sheet

10. There are many possible answers to this question; for example, “patient”, “pain”, and “operation” all contain the vowel sound /eɪ/. Use the phonetic chart on p.18.6 of the **Talk a Lot Elementary Handbook** (available free from www.englishbanana.com/talkalot) 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) drip. b) pain. c) nurse. d) porter. e) crutch. f) ward.

2. Ward.

3. The places are: **clinic** – a place where you go for treatment for a particular condition, or part of the body, e.g. a hand clinic; **ward** – a place where patients stay whilst in hospital; **hospital** – a place where sick people are treated; **maternity** – a department in a hospital where women have babies; **mortuary** – a place in a hospital where dead bodies are refrigerated and stored, before being buried; **corridor** – a long walkway that connects different parts of the hospital.

4. Porter.

5. Note: answers to part b) will vary. What follows is a short summary of each person's role; students should use both their own experience and imagination to produce a longer, more detailed answer. The people are: **patient** – stays in hospital for treatment; **surgeon** – performs an operation; **nurse** – cares for patients in hospital; **consultant** – senior doctor; **porter** – moves patients around the hospital on trolleys and in wheelchairs; **outpatient** – visits the hospital for treatment, but doesn't stay overnight; **doctor** – examines, diagnoses, and treats patients; **midwife** – cares for pregnant women, new born babies, and new mothers; **medical student** – observes, studies, and practises their new skills in a real hospital environment; **psychiatrist** – treats patients who have mental health problems.

6. a) injury. b) pain. c) appointment. d) corridor.

7. X-ray.

8. Drip.

9. **A & E** stands for Accident and Emergency Department; **NHS** stands for National Health Service.

10. a) Words which have a weak stress schwa sound /ə/ on the 1st syllable: **appointment**, **consultant**, **maternity**, **syringe**. b) Words and phrases which have a weak stress schwa sound /ə/ on the 2nd syllable: **surgeon**, **broken arm**, **anaesthetic**, **diagnosis**, **porter**, **illness**, **A & E**, **mortuary**, **doctor**, **injury**, **heart attack**, **ambulance**, **operation**, **stethoscope**. c) Words which have a weak stress schwa sound /ə/ on the 3rd syllable: **accident**, **emergency**, **hospital**, **maternity**, **ambulance**, **psychiatrist**.

11. Ambulance.

12. Diagnosis.

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Talk a Lot

Hospital – Which hospital would you close?

Student A

Ask and answer questions to complete the gaps, and find out information about four hospitals. Which hospital would you give £5m extra funding to, and which one would you close? Why?

	St. Cuthbert's Green	King's Royal Infirmary
Location / Date Opened	Rural area / 1961	
Specialism		Teaching medical students
# Beds / # Staff / # Patient Visits per Year	80 / 224 / 52,430	
Avg. Waiting Time for Operations		7 months
Customer Satisfaction Level	*****	
Avg. Waiting Time at A & E	No A & E department	
Avg. Ambulance Response Time		8 mins

	City University Hospital	Penbrook and District
Location / Date Opened		Suburbs / 1978
Specialism	World-famous hand unit	
# Beds / # Staff / # Patient Visits per Year		850 / 2,561 / 285,150
Avg. Waiting Time for Operations	5 months	
Customer Satisfaction Level		*****
Avg. Waiting Time at A & E		55 mins
Avg. Ambulance Response Time	11 mins	



Student B

Ask and answer questions to complete the gaps, and find out information about four hospitals. Which hospital would you give £5m extra funding to, and which one would you close? Why?

	St. Cuthbert's Green	King's Royal Infirmary
Location / Date Opened		An average-sized city / 2000
Specialism	Health Care of the Elderly	
# Beds / # Staff / # Patient Visits per Year		824 / 2,135 / 240,890
Avg. Waiting Time for Operations	9 months	
Customer Satisfaction Level		*****
Avg. Waiting Time at A & E		3 hours 40 mins
Avg. Ambulance Response Time	17 mins	

	City University Hospital	Penbrook and District
Location / Date Opened	A major city / 1884	
Specialism		Maternity care
# Beds / # Staff / # Patient Visits per Year	1,460 / 4,690 / 687,129	
Avg. Waiting Time for Operations		11 months
Customer Satisfaction Level	*****	
Avg. Waiting Time at A & E	2 hours 15 mins	
Avg. Ambulance Response Time		9 mins

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Talk a Lot

Hospital

Information Exchange

Answers

Hospital – Which hospital would you close?

Task: "Ask and answer questions to complete the gaps, and find out information about four hospitals. Which hospital would you give £5m extra funding to, and which one would you close? Why?"

	St. Cuthbert's Green	King's Royal Infirmary
Location / Date Opened	Rural area / 1961	An average-sized city / 2000
Specialism	Health Care of the Elderly	Teaching medical students
# Beds / # Staff / # Patient Visits per Year	80 / 224 / 52,430	824 / 2,135 / 240,890
Avg. Waiting Time for Operations	9 months	7 months
Customer Satisfaction Level	*****	*****
Avg. Waiting Time at A & E	No A & E department	3 hours 40 mins
Avg. Ambulance Response Time	17 mins	8 mins

	City University Hospital	Penbrook and District
Location / Date Opened	A major city / 1884	Suburbs / 1978
Specialism	World-famous hand unit	Maternity care
# Beds / # Staff / # Patient Visits per Year	1,460 / 4,690 / 687,129	850 / 2,561 / 285,150
Avg. Waiting Time for Operations	5 months	11 months
Customer Satisfaction Level	*****	*****
Avg. Waiting Time at A & E	2 hours 15 mins	55 mins
Avg. Ambulance Response Time	11 mins	9 mins

"Which hospital would you give £5m extra funding to, and which one would you close? Why?" Answers will vary. For this activity students could imagine that they held a cabinet position in government, and had to decide the fates of two of these hospitals. Ensure that they produce good reasons for their choices – why they would give funding to one particular hospital, but not the others, and why they would close one particular hospital, but not the others. For example: "I would give £5m extra funding to King's Royal Infirmary, because I want them to continue their important work teaching medical students." And... "I would close St. Cuthbert's Green, because you have to wait a long time to have an operation, and the ambulance response time is too long." Or... "Because it has the fewest staff..." Or... "I wouldn't close King's Royal Infirmary because it's a fairly new hospital." [etc.]

Sample Questions

Where is _____ located?
 When did _____ open?
 What is _____'s specialism?
 How many beds does _____ have?
 How many staff does _____ have?
 How many people work at _____?
 How many patients are treated at _____ per year?
 What is the average waiting time for operations at _____?
 What is the customer satisfaction level at _____?
 What is the average waiting time at A & E at _____?
 What is the average ambulance response time at _____?

Sample Answers

In _____.
 It opened in _____.
 _____'s specialism is _____.
 It has _____ beds.
 It has _____ staff.
 _____ people work at _____.
 _____ patients are treated at _____ per year.
 _____.
 _____ out of five stars.
 _____.
 _____.

Examples

What is King's Royal Infirmary's specialism?
 How many staff does Penbrook and District have?

King's Royal Infirmary's specialism is teaching medical students.
 It has 2,561 staff.

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Talk a Lot

Hospital

Information Exchange

What is the customer satisfaction level at St. Cuthbert's Green? Four out of five stars.
What is the average waiting time at A & E at City University Hospital? Two hours fifteen minutes.
[etc.]

Extension: you could try to encourage some comparative/superlative questions and sentences too, for example:

Which hospital has the shortest waiting time at A & E? Penbrook and District has...
Which is the oldest hospital? City University Hospital is...
Which hospital has the highest customer satisfaction level? Penbrook and District has...
[etc.]

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Talk a Lot

Hospital

Multi-Purpose Text

Plaster Cast (Original Text)

Line

1 Two weeks later Dennis broke his ankle playing football with some friends from work.
2 He was rushed to hospital, moaning and groaning – not in an ambulance, but in his
3 dad’s work van. His friends and colleagues gathered in the hospital waiting room
4 while Dennis had an x-ray and was examined by the doctor. Several long hours later
5 Maggie was talking to her grandma on the phone, “Don’t worry, grandma. It looks like
6 it’ll be alright. He says he’s in agony, but the doctor said it wasn’t too serious.
7 Apparently, when he broke it the bones all stayed in the right place; and the ligaments
8 aren’t damaged.”
9 Dennis was sitting up in bed reading his first get well card, which had been
10 hand-delivered by his girlfriend Sarah. “I won’t be playing football for a while, lads,”
11 said Dennis to his mates. “They’ll let the swelling go down; then they’ll have to put it
12 in a plaster cast. And they’re saying I’ll need crutches.” “For six to eight weeks”, said
13 his dad, finishing a bunch of grapes, “Put your feet up for a bit.” “After that you’ll start
14 the physiotherapy,” added his mum.
15 “Can I sign your plaster, Dennis,” asked Sarah shyly. Dennis was about to
16 say yes, but then he noticed the frowning face of his sister out of the corner of his
17 eye. He remembered Mandy, the other girl he liked, and mumbled, “Er, no. I don’t
18 think so.” Then, seeing her disappointment, he said, “Well, OK. Just your initials.”
(251 words)



Plaster Cast (Text with 20 Differences)

Two weeks **1. ago (later)** Dennis broke his ankle playing football with some
2. guys (friends) from work. He was rushed to hospital, moaning and **3. crying (groaning)**
– not in an ambulance, but in his dad’s work **4. bus (van)**. His friends and colleagues
5. stood (gathered) in the hospital waiting room while Dennis had an x-ray and was
examined by the doctor. Several **6. minutes (long hours)** later Maggie was talking to her
7. friend (grandma) on the phone, “Don’t worry, grandma. It looks like **8. he’ll (it’ll)** be
alright. He says he’s in agony, but the doctor said it wasn’t too **9. bad (serious)**. Apparently,
when he broke it the bones all stayed in the right **10. way (place)**; and the ligaments aren’t
damaged.”

11. Rob (Dennis) was sitting up in bed reading his first get well card, which had
been hand-delivered by his girlfriend **12. Claire (Sarah)**. “I won’t be playing
13. golf (football) for a while, lads,” said Dennis to his **14. parents (mates)**. “They’ll let the
swelling go down; then they’ll have to put it in a plaster cast. And they’re saying I’ll need
crutches.” “For six to **15. ten (eight)** weeks”, said his dad, finishing a **16. bowl (bunch)**
of grapes, “Put your feet up for a bit.” “After that you’ll start the physiotherapy,” added his
mum.

“Can I sign your **17. arm (plaster)**, Dennis,” asked Sarah shyly. Dennis was about
to say yes, but then he **18. saw (noticed)** the frowning face of his sister out of the corner of
his eye. He remembered Mandy, the other girl he liked, and **19. muttered (mumbled)**, “Er,
no. I don’t think so.” Then, seeing her **20. tears (disappointment)**, he said, “Well, OK. Just
your initials.”

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Talk a Lot

Hospital

Multi-Purpose Text

Plaster Cast (Gap-Fill – Verbs)

Two weeks later Dennis 1. _____ his ankle playing football with some friends from work. He was 2. _____ to hospital, moaning and groaning – not in an ambulance, but in his dad’s work van. His friends and colleagues 3. _____ in the hospital waiting room while Dennis 4. _____ an x-ray and was examined by the doctor. Several long hours later Maggie was 5. _____ to her grandma on the phone, “Don’t worry, grandma. It looks like it’ll be alright. He 6. _____ he’s in agony, but the doctor said it wasn’t too serious. Apparently, when he broke it the bones all 7. _____ in the right place; and the ligaments aren’t damaged.”

Dennis was sitting up in bed reading his first get well card, which had been hand- 8. _____ by his girlfriend Sarah. “I won’t be playing football for a while, lads,” said Dennis to his mates. “They’ll 9. _____ the swelling go down; then they’ll have to put it in a plaster cast. And they’re saying I’ll 10. _____ crutches.” “For six to eight weeks”, said his dad, finishing a bunch of grapes, “11. _____ your feet up for a bit.” “After that you’ll 12. _____ the physiotherapy,” added his mum.

“Can I 13. _____ your plaster, Dennis,” asked Sarah shyly. Dennis was about to say yes, but then he 14. _____ the frowning face of his sister out of the corner of his eye. He remembered Mandy, the other girl he liked, and mumbled, “Er, no. I don’t 15. _____ so.” Then, seeing her disappointment, he said, “Well, OK. Just your initials.”



Plaster Cast (Multiple Choice – Use of English)

Two weeks later Dennis broke 1. **a) her, b) their, c) his** ankle playing football with 2. **a) an, b) some, c) a** friends from work. He was rushed 3. **a) to, b) at, c) in** hospital, moaning and groaning – 4. **a) no, b) not, c) knot** in an ambulance, but in his dad’s work van. His friends 5. **a) and, b) or, c) an** colleagues gathered in the hospital waiting room while Dennis had an x-ray and was examined 6. **a) for, b) with, c) by** the doctor. Several long hours later Maggie 7. **a) is, b) will, c) was** talking to her grandma on the phone, “Don’t worry, grandma. It looks like it’ll be alright. He says 8. **a) he’s, b) she’s, c) it’s** in agony, but the doctor said it wasn’t too serious. 9. **a) Generally, b) apparently, c) Apparently**, when he broke it the bones all stayed in the right place; and the ligaments aren’t damaged.”

Dennis was sitting up in bed reading his first get well card, which had been hand-delivered 10. **a) to, b) by, c) from** his girlfriend Sarah. “I won’t be playing football for a while, lads,” said Dennis to his mates. “They’ll let the swelling go 11. **a) down, b) in, c) out**; then they’ll have to put it in a plaster cast. And they’re saying I’ll need crutches.” “For six to eight 12. **a) week, b) weeks, c) minutes**”, said his dad, finishing a bunch of grapes, “Put your feet up for a bit.” “After that you’ll start the physiotherapy,” added his 13. **a) dad, b) friend’s, c) mum**.

“Can I sign your plaster, Dennis,” asked Sarah shyly. Dennis was 14. **a) gone, b) just, c) about** to say yes, but then he noticed the frowning face of his sister out of the corner of his eye. He remembered Mandy, the other girl he liked, and mumbled, “Er, no. I don’t think so.” Then, seeing her disappointment, he 15. **a) said, b) say, c) says**, “Well, OK. Just your initials.”

Talk a Lot

Hospital

Multi-Purpose Text

Plaster Cast (Comprehension Questions)

1. Who broke his ankle?
2. Who examined Dennis?
3. Was Dennis in pain?
4. How did Dennis get to the hospital?
5. Who went to the hospital with Dennis?
6. Who sent Dennis's first get well card?
7. What did Dennis break?
8. Who had an x-ray?
9. Was it a serious injury?
10. Was Dennis's grandma worried?
11. Whose initials will be on Dennis's plaster?
12. Did Dennis go to hospital in an ambulance?
13. How did Dennis break his ankle?
14. Why will Dennis have to put his feet up?
15. What will happen after the swelling goes down?
16. Where did Dennis's friends and colleagues wait?
17. Who was Dennis playing football with?
18. What was Dennis reading in bed?
19. Who wanted to sign Dennis's plaster?
20. Will Dennis let his girlfriend sign his cast?
21. Why was Maggie frowning?
22. Why wasn't it a serious injury?
23. Did Sarah send her card by post?
24. Will Dennis need to use crutches?
25. How long will Dennis have to rest for?
26. What was Dennis's dad eating?
27. When will Dennis start physiotherapy?
28. Who did Maggie speak to on the phone?
29. Will Dennis play football tomorrow?
30. Why did Sarah feel disappointed?

-----✂-----

Plaster Cast (True, False, or Unknown?)

1. Dennis had to go to hospital.
2. Dennis's ligaments were badly damaged.
3. Dennis's dad loves grapes.
4. Dennis never wants to play football again.
5. Dennis was in bed in hospital.
6. Mandy is better looking than Sarah.
7. Dennis's grandma was worried.
8. Dennis will need physiotherapy on his ankle.
9. It was a serious break.
10. Dennis broke his leg.
11. Dennis didn't want Maggie to sign his plaster.
12. Dennis was taken to hospital in his dad's work van.
13. Sarah felt disappointed and embarrassed.
14. Sarah wanted to sign Dennis's plaster.
15. Dennis's dad drove him to hospital.
16. Sarah kissed Dennis.
17. Dennis was scared when he broke his leg.
18. Dennis had an x-ray.
19. Dennis stayed in hospital for two nights.
20. Somebody brought some grapes.
21. Dennis will have to rest for three months.
22. Sarah felt disappointed.
23. Dennis really enjoys playing football.
24. Dennis broke his ankle playing football.
25. Dennis isn't close to his family.
26. The doctor x-rayed Dennis's arm.
27. Maggie was annoyed because Dennis was cheating on Sarah.
28. Sarah brought Dennis a get well card.
29. Dennis drove to hospital.
30. Sarah signed her initials on Dennis's plaster.

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Talk a Lot

Hospital

Multi-Purpose Text

Glossary of New Words

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

1. ankle (*noun*: joint between leg and foot) _____
2. moan and groan (*phrase*: to complain strongly) _____
3. colleague (*noun*: person you work with) _____
4. in agony (*phrase*: in extreme pain) _____
5. apparently (*adverb*: it appears that...) _____
6. ligament (*noun*: tissue connecting bones at a joint) _____
7. hand-delivered (*adverbial*: brought by hand) _____
8. swelling (*noun*: part of the body gets bigger) _____
9. plaster cast (*noun*: used to keep bones in place while they heal) _____
10. crutch (*noun*: a support to help you walk) _____
11. physiotherapy (*noun*: sessions to help you move damaged limbs) _____
12. shyly (*adverb*: nervously; without confidence) _____
13. frowning (*adjective*: looking unhappy about something) _____
14. disappointment (*noun*: expectations not met) _____
15. initials (*noun*: first letters of somebody's first name and surname together) _____

Answers

Plaster Cast (Gap-Fill – Verbs)

- | | | |
|-------------|--------------|-------------|
| 1. broke | 6. says | 11. Put |
| 2. rushed | 7. stayed | 12. start |
| 3. gathered | 8. delivered | 13. sign |
| 4. had | 9. let | 14. noticed |
| 5. talking | 10. need | 15. think |

Plaster Cast (Multiple Choice – Use of English)

- | | | |
|-------|--------|--------|
| 1. c) | 6. c) | 11. a) |
| 2. b) | 7. c) | 12. b) |
| 3. a) | 8. a) | 13. c) |
| 4. b) | 9. c) | 14. c) |
| 5. a) | 10. b) | 15. a) |

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Talk a Lot

Hospital

Multi-Purpose Text

Plaster Cast (Comprehension Questions)

1. Dennis.
2. The doctor.
3. Yes.
4. In his dad's work van.
5. His family, friends, colleagues, and girlfriend.
6. Sarah.
7. His ankle.
8. Dennis.
9. No.
10. Yes.
11. Sarah's.
12. No.
13. Playing football.
14. To let his ankle get better.
15. Dennis's ankle will be put in a plaster cast.
16. In the hospital waiting room.
17. With some friends from work.
18. His first get well card.
19. Sarah.
20. Yes, but only with her initials.
21. Because Dennis was going to let Sarah sign his plaster cast, but she knew that he is also going out with Mandy, and that she would find out about Sarah
22. Because when he broke it the bones all stayed in the right place; and the ligaments aren't damaged.
23. No.
24. Yes.
25. For six to eight weeks.
26. Some grapes.
27. After resting for six to eight weeks.
28. Her grandma.
29. No.
30. Because Dennis said that she couldn't sign his plaster.

Plaster Cast (True, False, or Unknown?)

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

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

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Talk a Lot

Hospital

Discussion Questions

1. Have you or any member of your family ever been to hospital?

Why did you / they have to go to hospital? What happened? How long did you / they stay in hospital for? How did you / they feel about the stay?

2. Who works in a hospital? Tell me about the different jobs in a hospital. Who works the hardest? Who has the easiest job? What is the worst job? If you could work in a hospital, which job would you do? Why?

3. Do you have to pay when you go to hospital? If yes, do you think it's good value for money? Do you believe that all healthcare should be free? Why? / Why not? Is it better to pay for healthcare by... a) monthly subscription, b) general taxation, c) when we use it? Why? What are the benefits and drawbacks of each method of payment?

4. Why do people need to go to hospital? Which groups of people need to use hospitals the most often? Would you ever consider going to hospital for non-essential treatment, like cosmetic surgery? Why? / Why not?

5. If a close friend or relative needed you to donate a kidney for a kidney transplant, would you do it? Why? / Why not?

6. Have you ever given blood? What happened? How did you feel afterwards? Why do people give blood? What are some of the reasons why people don't give blood? Do you carry a donor card so that somebody could use parts of your body after you have died? Why? Why not?

7. Do you think it's right for terminally ill people to take their own lives (euthanasia)? Why? / Why not?

8. Tell me five ways in which you would improve your local hospital if you had an unlimited budget. Give reasons for your decisions.

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Talk a Lot

Hospital

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'm scared of going into hospital.	<input type="checkbox"/>	<input type="checkbox"/>
2. I would never give blood, because it's too dangerous.	<input type="checkbox"/>	<input type="checkbox"/>
3. Healthcare is too expensive – it should be free.	<input type="checkbox"/>	<input type="checkbox"/>
4. The best thing about being in hospital is the food!	<input type="checkbox"/>	<input type="checkbox"/>
5. <i>“A doctor, like anyone else who has to deal with human beings, each of them unique, cannot be a scientist; he is either, like the surgeon, a craftsman, or, like the physician and the psychologist, an artist.”</i> – W. H. Auden, poet	<input type="checkbox"/>	<input type="checkbox"/>
6. I would love to be a nurse.	<input type="checkbox"/>	<input type="checkbox"/>
7. I always get lost when I go and visit somebody in hospital.	<input type="checkbox"/>	<input type="checkbox"/>
8. Hospitals smell funny.	<input type="checkbox"/>	<input type="checkbox"/>
9. I prefer to pay for private healthcare.	<input type="checkbox"/>	<input type="checkbox"/>
10. I'm allergic to pain. Even a blood test makes me cry!	<input type="checkbox"/>	<input type="checkbox"/>
11. <i>“A hospital is no place to be sick.”</i> – Samuel Goldwyn, mogul	<input type="checkbox"/>	<input type="checkbox"/>
12. There shouldn't be male and female patients on the same hospital ward.	<input type="checkbox"/>	<input type="checkbox"/>
13. Hospitals are too dirty.	<input type="checkbox"/>	<input type="checkbox"/>
14. I only want to pay for healthcare when I have to use it.	<input type="checkbox"/>	<input type="checkbox"/>
15. I would rather get better at home than in hospital.	<input type="checkbox"/>	<input type="checkbox"/>
16. Mobile phones should be banned from hospitals.	<input type="checkbox"/>	<input type="checkbox"/>

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Talk a Lot

Hospital

Role Plays

1. “You won’t feel a thing!”

Place: A busy hospital on the edge of a large city
Time: 10.20 am
Characters: You are a patient; the other student is a nurse
Situation: You’re staying in hospital for a few days. Your doctor has sent you to the blood clinic to have a routine blood test. You are terrified of needles and can’t stand the idea of anyone sticking a syringe in your arm. However, your treatment cannot continue without the results of the blood test...

Scenes: i) You go to the blood clinic; you’re very nervous, but try to remain calm. When the nurse produces the syringe you run screaming from the room
ii) A few minutes later, you return to the clinic. You try to compose yourself. The nurse says that it will only take a second, and won’t hurt. You try to think about something pleasant, but at the last minute you see the syringe coming towards you and flee the room, gibbering as if you’ve seen a ghost
iii) Evening of the same day. The doctor needs the blood test results. You must have the blood test, no matter what. The nurse must convince, cajole, entice, or otherwise persuade you to have the blood test

If there are three people in the group, the third character could be:

- a) The doctor – who has an important appointment with some golfing chums
- b) Another patient, who seems to love having blood tests

2. “We need a place to smoke!”

Place: The grounds and car park area of a large hospital in the UK
Time: 11.35 am
Characters: You are a very conscientious security guard; the other student is a patient
Situation: Whilst patrolling the grounds you find somebody smoking behind a bike shed. The hospital has a “zero tolerance” policy on smoking, which means that smoking is not allowed anywhere on the hospital site – inside or outside

Scenes: i) You confront the offender and remind them of the hospital’s policy. The patient makes up an excuse. Tell them that if you see them smoking again you will be forced to issue a fine of £100
ii) A few hours later, you catch the patient smoking again. This time you issue the fine. The patient tries to bribe you with some cheap cigarettes...
iii) In the final scene you and the patient are running an unofficial smoking area behind the bike shed, where other tense patients and relatives can smoke in safety without fear of prosecution – for £5 per cigarette!

If there are three people in the group, the third character could be:

- a) A nervous patient who can’t get through the day without twenty cigarettes
- b) Another security guard, who finds out what’s going on and threatens to report you

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Talk a Lot

Hospital

Role Plays

Role Play Extensions

Here are some additional situations for students to use as starting points for new role plays based on the topic of "Hospital":

----- ✂ -----

Hospital

1. It's your first day in hospital, and it looks like you could have to stay for a few weeks. You're lying in bed reading a magazine, when a nurse brings you a menu where you have to choose your evening meal option. The problem is that you're a fussy eater – and a borderline vegan, who likes fish, but is not allowed nuts, whole grain, or beetroot in any form (on the advice of your astrologist) – and you want to know in detail exactly what the ingredients of every meal are, and how they have been prepared – and even *who* has prepared them! It seems that whatever the nurse suggests, there's something about it that you can't tolerate. But you have to choose something. Or will you simply book an outside catering company to deliver your meals every day?

2. You are a bit of a hypochondriac – you always think there's something wrong with your health, when 99.9% of the time you're absolutely fine. As such, you are well known at your local hospital's A & E (Accident & Emergency) department. You often fake an attack of something nasty at A & E in order to get seen by a doctor or nurse, or anyone who will listen to you, more quickly – without waiting in line like everybody else. Today you are sure that you are at death's door – that your final hours have come – and you must be seen at once. How will you go about jumping the queue at A & E, when the average waiting time is around 4½ hours? To complicate matters further, there's a big football match on in the town this afternoon, so A & E is about to get even busier than usual...

----- ✂ -----

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Talk a Lot

_____ / Hospital

Vocabulary Test

First Language

English

accident

consultant

ward

surgeon

maternity

x-ray

patient

operation

nurse

waiting list

psychiatrist

illness

appointment

doctor

stethoscope

ambulance

diagnosis

emergency

anaesthetic

heart attack

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Talk a Lot

Lesson Test – Hospital

A) Underline the stressed syllable in each word or phrase and write how many syllables there are:

1. emergency () 2. patient () 3. diagnosis () 4. corridor () 5. syringe ()

B) Complete the gap in each starting sentence with one of these words:

- a) ward b) diagnosis c) ambulance d) doctor

1. The _____ will be here in a minute.
2. The _____ must give me the correct _____.
3. Ryan is visiting his wife and new baby girl in the maternity _____.

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. __ V__ accident __ C__

1. _____ midwife _____
2. _____ porter _____
3. _____ x-ray _____
4. _____ ambulance _____

Complete the sentence blocks:

D) Verb Form: _____

- My granddad is in the Royal Hospital for a hip operation.
- 1. _____ is in the Royal Hospital for a hip operation?
- My granddad 2. _____.
- 3. _____ your granddad in the Royal Hospital for a hip operation?
- Yes, he 4. _____.
- Is your 5. _____ in the Royal Hospital for a hip operation?
- 6. _____, she isn't. My grandma isn't in the Royal Hospital for a hip operation.

E) Verb Form: _____

- I've worked as a porter at this hospital since 1987.
- How long 7. _____ you worked as a porter at this hospital?
- 8. _____ 1987.
- Have you 9. _____ as a porter at this hospital since 1987?
- Yes, 10. _____ have.
- 11. _____ you worked as a porter at this hospital since 1984?
- No, I 12. _____. I haven't worked as a porter at this hospital since 1984.

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Talk a Lot

Hospital

Lesson Test

Answers

A) 1. emergency (4) 2. patient (2) 3. diagnosis (4) 4. corridor (3) 5. syringe (2)

B) 1. c). 2. d), b). 3. a)

C) 1. C midwife C
2. C porter V
3. V x-ray V
4. V ambulance C

D) Verb form: present simple. 1. Who. 2. is. 3. Is. 4. is. 5. grandma. 6. No.

E) Verb form: present perfect. 7. have. 8. since. 9. worked. 10. I. 11. Have. 12. haven't.

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Talk a Lot

Spoken English Course

Elementary Book 3



Talk a Lot

Spoken English Course

Elementary Book 3

Unit 4: Books (35 pages)



*Note: all activities include full answers. For detailed instructions on how to use each activity, please see the **Talk a Lot Elementary Handbook**, which is available as a free download from <http://www.englishbanana.com/talkalot/>*

Contents

Sentence Focus Activities

Sentence Blocks + Extensions
Sentence Blocks – Sentence Stress and Vowel Sounds
Connected Sentence Cards
Connected Sentence Cards – with Consonant and Vowel Sounds
Connected Speech Template

Word Focus Activities

Discussion Words + IPA Version
Discussion Words – Visualisations
Discussion Words Question Sheet
Information Exchange
Multi-Purpose Text:

- Original Text + Spot the Difference
- Gap-Fill + Multiple Choice Questions
- Comprehension Questions + True, False, or Unknown?
- Glossary of New Words

Free Practice Activities

Discussion Questions
Agree or Disagree?
Role Plays + Extensions

Continuous Assessment Tests

Vocabulary Test
Lesson Test

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Talk a Lot

Books

Sentence Blocks

- 1.** (*Present Simple*) I usually read a crime novel on the bus home.
What

- 2.** (*Present Continuous*) Sheila and her grandson are driving to the library to renew their library books.
Where

- 3.** (*Past Simple*) John forgot to take his geography book to class on Tuesday.
When

- 4.** (*Past Continuous*) We were browsing in the second-hand bookshop for more than half an hour.
How long

- 5.** (*Present Perfect*) Erica has translated twelve books into Spanish.
Who

- 6.** (*Modal Verbs*) You can copy some of my ebooks later, if you want.
What

- 7.** (*Future Forms*) Gerald Forster will sign five hundred copies of his latest thriller at Harold's Bookshop on Thursday 28th May.
How many

- 8.** (*First Conditional*) If I remember the plot and characters of *War and Peace*, I'll probably pass the literature exam.
Which

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Talk a Lot

Books

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** for full instructions (available free from www.englishbanana.com).*

Answers

1. (Present Simple) I usually read a crime novel on the bus home. / What do you usually read on the bus home? / A crime novel. / Do you usually read a crime novel on the bus home? / Yes, I do. / Do you usually read a classic novel on the bus home? / No, I don't. I don't usually read a classic novel on the bus home.

2. (Present Continuous) Sheila and her grandson are driving to the library to renew their library books. / Where are Sheila and her grandson driving to? / To the library. / Are Sheila and her grandson driving to the library to renew their library books? / Yes, they are. / Are Sheila and her grandson driving to the bookstore to renew their library books? / No, they aren't. Sheila and her grandson aren't driving to the bookstore to renew their library books.

3. (Past Simple) John forgot to take his geography book to class on Tuesday. / When did John forget to take his geography book to class? / On Tuesday. / Did John forget to take his geography book to class on Tuesday? / Yes, he did. / Did John forget to take his geography book to class on Wednesday afternoon? / No, he didn't. John didn't forget to take his geography book to class on Wednesday afternoon.

4. (Past Continuous) We were browsing in the second-hand bookshop for more than half an hour. / How long were you browsing in the second-hand bookshop for? / For more than half an hour. / Were you browsing in the second-hand bookshop for more than half an hour? / Yes, we were. / Were you browsing in the second-hand bookshop for about ten minutes? / No, we weren't. We weren't browsing in the second-hand bookshop for about ten minutes.

5. (Present Perfect) Erica has translated twelve books into Spanish. / Who has translated twelve books into Spanish? / Erica has. / Has Erica translated twelve books into Spanish? / Yes, she has. / Has Robbie translated twelve books into Spanish? / No, he hasn't. Robbie hasn't translated twelve books into Spanish.

6. (Modal Verbs) You can copy some of my ebooks later, if you want. / What can I copy later, if I want? / Some of my ebooks. / Can I copy some of your ebooks later, if I want? / Yes, you can. / Can I copy some of your DVDs later, if I want? / No, you can't. You can't copy any of my DVDs later.

7. (Future Forms) Gerald Forster will sign five hundred copies of his latest thriller at Harold's Bookshop on Thursday 28th May. / How many copies of his latest thriller will Gerald Forster sign at Harold's Bookshop on Thursday 28th May? / Five hundred. / Will Gerald Forster sign five hundred copies of his latest thriller at Harold's Bookshop on Thursday 28th May? / Yes, he will. / Will Gerald Forster sign five thousand copies of his latest thriller at Harold's Bookshop on Thursday 28th May? / No, he won't. Gerald Forster won't sign five thousand copies of his latest thriller at Harold's Bookshop on Thursday 28th May.

8. (First Conditional) If I remember the plot and characters of *War and Peace*, I'll probably pass the literature exam. / Which exam will you probably pass if you remember the plot and characters of *War and Peace*? / The literature exam. / Will you probably pass the literature exam, if you remember the plot and characters of *War and Peace*? / Yes, I probably will. / Will you probably pass the chemistry exam, if you remember the plot and characters of *War and Peace*? / No, I probably won't. I probably won't pass the chemistry exam, if I remember the plot and characters of *War and Peace*.

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 of the sentence block extensions from this unit. Hopefully, the answers given 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:

Gerald Forster will sign five hundred copies of his latest thriller at Harold's Bookshop on Thursday 28th May.

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Talk a Lot

Books

Sentence Blocks

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

What will Gerald Forster sign at Harold's Bookshop on Thursday 28th May? / Five hundred copies of his latest thriller.

What will Gerald Forster do at Harold's Bookshop on Thursday 28th May? / Sign five hundred copies of his latest thriller.

Where will Gerald Forster sign five hundred copies of his latest thriller on Thursday 28th May? / At Harold's Bookshop.

When will Gerald Forster sign five hundred copies of his latest thriller at Harold's Bookshop? / On Thursday 28th May.

Who will sign five hundred copies of his latest thriller at Harold's Bookshop on Thursday 28th May? / Gerald Forster will.

Which thriller will Gerald Forster sign five hundred copies of at Harold's Bookshop on Thursday 28th May? / His latest thriller.

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 students:

----- ✂ -----
Books

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

	WHAT	WHERE	WHEN	WHO	WHY	WHICH	HOW
1.	what (2 nd) what kind	where	when	who			
2.	what			who	why	which	
3.	what (x2)	where		who		which	
4.	what	where		who		which	
5.	what (x2)					which	how many
6.	what (2 nd)		when	who			how many
7.	what (x2)	where	when	who		which	
8.	what (x2)						

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----- ✂ -----

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Talk a Lot

Books

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.)

Books

1. I usually read a crime novel on the bus home.
2. Sheila and her grandson are driving to the library to renew their library books.
3. John forgot to take his geography book to class on Tuesday.
4. We were browsing in the second-hand bookshop for more than half an hour.
5. Erica has translated twelve books into Spanish.
6. You can copy some of my ebooks later, if you want.
7. Gerald Forster will sign five hundred copies of his latest thriller at Harold's Bookshop on Thursday the twenty eighth of May.
8. If I remember the plot and characters of *War and Peace*, I'll probably pass the literature exam.

-----✂-----

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.)

Books

1. I usually read a crime novel on the bus home.
2. Sheila and her grandson are driving to the library to renew their library books.
3. John forgot to take his geography book to class on Tuesday.
4. We were browsing in the second-hand bookshop for more than half an hour.
5. Erica has translated twelve books into Spanish.
6. You can copy some of my ebooks later, if you want.
7. Gerald Forster will sign five hundred copies of his latest thriller at Harold's Bookshop on Thursday the twenty eighth of May.
8. If I remember the plot and characters of *War and Peace*, I'll probably pass the literature exam.

-----✂-----

Talk a Lot

Books

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.)

Books

1. I usually read a crime novel on the bus home.
2. Sheila and her grandson are driving to the library to renew their library books.
3. John forgot to take his geography book to class on Tuesday.
4. We were browsing in the second-hand bookshop for more than half an hour.
5. Erica has translated twelve books into Spanish.
6. You can copy some of my ebooks later, if you want.
7. Gerald Forster will sign five hundred copies of his latest thriller at Harold's Bookshop on Thursday the twenty eighth of May.
8. If I remember the plot and characters of War and Peace, I'll probably pass the literature exam.

----- ✂ -----

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.

Books

1. I usually read a crime novel on the bus home.
/u:/ /i:/ /aɪ/ /ɒ/ /ʌ/ /əʊ/
2. Sheila and her grandson are driving to the library to renew their library books.
/i:/ /æ/ /aɪ/ /aɪ/ /u:/ /aɪ/ /ʊ/
3. John forgot to take his geography book to class on Tuesday.
/ɒ/ /ɒ/ /eɪ/ /ɒ/ /ʊ/ /ɑ:/ /u:/
4. We were browsing in the second-hand bookshop for more than half an hour.
/aʊ/ /e/ /æ/ /ʊ/ /ɑ:/ /aʊə/
5. Erica has translated twelve books into Spanish.
/e/ /eɪ/ /e/ /ʊ/ /æ/
6. You can copy some of my ebooks later, if you want.
/ɒ/ /i:/ /eɪ/ /ɒ/
7. Gerald Forster will sign five hundred copies of his latest thriller at Harold's Bookshop on Thursday the twenty eighth of May.
/ɔ:/ /aɪ/ /aɪ/ /ʌ/ /ɒ/ /eɪ/ /ɪ/ /æ/ /ʊ/ /ɜ:/ /e/ /eɪ/ /eɪ/
8. If I remember the plot and characters of War and Peace, I'll probably pass the literature exam.
/e/ /ɒ/ /æ/ /ɔ:/ /i:/ /ɒ/ /ɑ:/ /ɪ/ /æ/

Talk a Lot

Books

Connected Sentence Cards (Page 1/3)

I	usually	read	a
crime	novel	on	the
bus	home.	Sheila	and
her	grandson	are	driving
to	the	library	to
renew	their	library	books.
John	forgot	to	take
his	geography	book	to
class	on	Tuesday.	We
were	browsing	in	the

next page >

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Talk a Lot

Books

Connected Sentence Cards (Page 2/3)

second-	hand	bookshop	for
more	than	half	an
hour.	Erica	has	translated
twelve	books	into	Spanish.
You	can	copy	some
of	my	ebooks	later,
if	you	want.	Gerald
Forster	will	sign	five
hundred	copies	of	his
latest	thriller	at	Harold's

next page >

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Talk a Lot

Books

Connected Sentence Cards (Page 3/3)

Bookshop	on	Thursday	the
twenty	eighth	of	May.
If	I	remember	the
plot	and	characters	of
<i>War</i>	<i>and</i>	<i>Peace,</i>	I'll
probably	pass	the	literature
exam.			

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Talk a Lot

Books

Connected Sentence Cards (Page 1/3)

I	usually	read	a
crime	novel	on	the
bus	home.	Sheila	and
her	grandson	are	driving
to	the	library	to
renew	their	library	books.
John	forgot	to	take
his	geography	book	to
class	on	Tuesday.	We
were	browsing	in	the

next page >

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Talk a Lot

Books

Connected Sentence Cards (Page 2/3)

second-	hand	bookshop	for
more	than	half	an
hour.	Erica	has	translated
twelve	books	into	Spanish.
You	can	copy	some
of	my	ebooks	later,
if	you	want.	Gerald
Forster	will	sign	five
hundred	copies	of	his
latest	thriller	at	Harold's

next page >

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Talk a Lot

Books

Connected Sentence Cards (Page 3/3)

Bookshop	on	Thursday	the
twenty	eighth	of	May.
If	I	remember	the
plot	and	characters	of
<i>War</i>	<i>and</i>	<i>Peace,</i>	I'll
probably	pass	the	literature
exam.			

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Talk a Lot

Books

5. Erica has translated twelve books into Spanish.

5 vowel sound:	<input type="text"/>	<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"/>	<input type="text"/>
1 content word:	Erica	translated	twelve	books	Spanish.
2 no. of syllables:	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

1 function word:	has				into	
7 connecting sounds:	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
6 weak forms:		w			w	
8 features of C.S.:	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
9 missing/new sound:	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

10 example(s) with IPA: _____

3 suffixes: _____

3 compound nouns: _____

7 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

8 features of connected speech:

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

Talk a Lot

Books

5. Erica has translated twelve books into Spanish.

5 vowel sound:	<input type="text" value="/e/"/>	<input type="text" value="/eɪ/"/>	<input type="text" value="/e/"/>	<input type="text" value="/ʊ/"/>	<input type="text" value="/æ/"/>
4 stressed syllable:	<input type="text" value="o"/>	<input type="text" value="o"/>	<input type="text" value="o"/>	<input type="text" value="o"/>	<input type="text" value="o"/>
1 content word:	Erica	translated	twelve	books	Spanish.
2 no. of syllables:	<input type="text" value="o o o"/>	<input type="text" value="o o o"/>	<input type="text" value="o"/>	<input type="text" value="o"/>	<input type="text" value="o o"/>

1 function word:	has				into	
7 connecting sounds:	<input type="text" value="vc"/>	<input type="text" value="cc"/>	<input type="text" value="cc"/>	<input type="text" value="cc"/>	<input type="text" value="cv"/>	<input type="text" value="vc"/>
6 weak forms:		w				w
8 features of C.S.:	<input type="text" value="C, E"/>	<input type="text" value="L"/>	<input type="text" value="E"/>	<input type="text" value="E, A"/>	<input type="text" value="L"/>	<input type="text" value="L"/>
9 missing/new sound:	<input type="text" value="/hæ/"/>	<input type="text"/>	<input type="text" value="/d/"/>	<input type="text" value="/v/ /w/"/>	<input type="text"/>	<input type="text"/>

10 example(s) with IPA: Erica has translated twelve books into Spanish. /'e.rɪ.kəz.trænz'leɪ.tə'twew'bʊks.ɪn.tə'spæn.ɪʃ/

3 suffixes: Erica, translated, Spanish

3 compound nouns: none

7 connecting sounds:

8 features of connected speech:


cc	consonant sound to consonant sound
cv	consonant sound to vowel sound
vc	vowel sound to consonant sound
vv	vowel sound to vowel sound

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

Talk a Lot

Books

Discussion Words



novel	chapter	non-fiction	fantasy
bookshop	paperback	author	romance
science fiction	library	word	index
illustration	front cover	genre	story
plot	title	fiction	thriller
spine	play	hardback	character
biography	paragraph	ebook	page number
introduction	page	poetry	sentence
children's book	literature	quotation	contents
translation	autobiography	back cover	reader

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Talk a Lot

Books

Discussion Words (with the IPA)

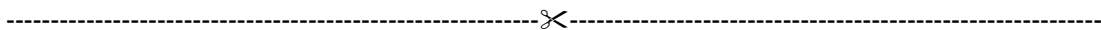
/ˈnɒ.vəl/	/ˈtʃæp.tə/	/nɒnˈfɪk.ʃn/	/ˈfæn.tə.si/
/ˈbʊk.ʃɒp/	/ˈpeɪ.pə.bæk/	/ˈɔː.θə/	/rəʊˈmæns/
/saɪ.jnsˈfɪk.ʃn/	/ˈlaɪ.br.ri/	/wɜːd/	/ˈɪn.deks/
/ɪl.əsˈtreɪ.ʃn/	/frʌŋˈkʌv.ə/	/ˈzɑːn.rə/	/ˈstɔː.ri/
/plɒt/	/ˈtaɪ.tl/	/ˈfɪk.ʃn/	/ˈθrɪl.ə/
/span/	/pleɪ/	/ˈhɑːd.bæk/	/ˈkæ.rək.tə/
/baɪˈjɒg.rə.fi/	/ˈpær.ə.grɑːf/	/ˈiː.bʊk/	/ˈpeɪdʒ.nʌm.bə/
/ɪn.trɪˈdʌk.ʃn/	/peɪdʒ/	/ˈpəʊ.wə.tri/	/ˈsen.təns/
/ˈtʃɪl.drɪnz.bʊk/	/ˈlɪt.rɪ.tʃə/	/kwəʊˈteɪ.ʃn/	/ˈkɒn.tents/
/trænsˈleɪ.ʃn/	/ɔː.tə.baɪˈjɒg.rə.fi/	/bæʔˈkʌv.ə/	/ˈriː.də/

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Talk a Lot

Books

Discussion Words – Visualisations



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Talk a Lot

Books

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) 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 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 sounds like... a) slot, b) tray, c) stage, d) bird, e) wine, f) vital?
2. Which word is something that actors rehearse, then perform at a theatre?
3. This word means a person who write books.
4. Find all of the different kinds (genres) of books, e.g. "romance", and describe them.
5. This is a place where I can buy books.
6. i) Find a word which has a weak stress schwa sound /ə/ on the... a) 1st syllable, b) 2nd syllable, c) 3rd syllable, etc. ii) Do any words and phrases *not* have a schwa?
7. This is a book that I can download from the internet and read on a screen.
8. Which word means... a) opening, b) heading, c) tale, d) picture, e) verse?
9. This is a block of text in a book, or on a web page, that contains several different sentences.
10. "I like a good story, so the _____ of a novel is really important to me."
11. You could use these two things to find a particular reference in a book.

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Talk a Lot

Books

Discussion Words Question Sheet

Answers

General Questions

1. Answers will vary.

2. Answers will vary.

3. a) 5 words have 1 syllable: word, plot, spine, play, page. b) 16 words have 2 syllables: novel, chapter, bookshop, author, romance, index, genre, story, title, fiction, thriller, hardback, ebook, sentence, contents, reader. c) 14 words and phrases have 3 syllables: non-fiction, fantasy, paperback, library, front cover, character, paragraph, back cover, poetry, children's book, literature, quotation, translation, page number. d) 4 words and phrases have 4 syllables: introduction, illustration, biography, science fiction. e) 1 word has 6 syllables: autobiography.

4. 2 syllables: these words have the strong stress on the first syllable: **novel, chapter, bookshop, author, index, genre, story, title, fiction, thriller, hardback, ebook, sentence, contents, reader**; this word has the strong stress on the second syllable: **romance**. 3 syllables: these words and phrases have the strong stress on the first syllable: **page number, paperback, library, character, paragraph, poetry, children's book, literature, fantasy**; these words and phrases have the strong stress on the middle syllable: non-fiction, front **cover**, back **cover**, translation, quotation. 4 syllables: this word has the strong stress on the second syllable: **biography**; these words and phrases have the strong stress on the third syllable: **introduction, illustration, science fiction**. 6 syllables: this word has the strong stress on the fourth syllable: **autobiography**.

5. Author, autobiography, back cover, biography, bookshop, chapter, character, children's book, contents, ebook, fantasy, fiction, front cover, genre, hardback, illustration, index, introduction, library, literature, non-fiction, novel, page, page number, paperback, paragraph, play, plot, poetry, quotation, reader, romance, science fiction, sentence, spine, story, thriller, title, translation, word.

6. a) The following words are compound nouns: bookshop (book + shop), paperback (paper + back), hardback (hard + back). b) The following words and phrases contain suffixes: **chapter, front cover, thriller, character, page number, back cover, reader**; non-fiction, science fiction, **illustration, fiction, introduction, quotation, translation; biography, autobiography; story, poetry; novel; fantasy; author; romance; library; index; genre; title; paragraph; sentence; contents; literature; children's book**.

7. a) These words all begin with a vowel sound (grouped by IPA sound): /ɔ:/ **author**; /ɪ/ **index, illustration, introduction**; /i:/ **ebook**.

b) These words and phrases all end with a vowel sound (grouped by IPA sound): /i/ **autobiography, fantasy, library, story, biography, poetry**; /ə/ **author, genre, front cover, thriller, character, number, reader, back cover, chapter, literature**; /eɪ/ **play**.

c) These words and phrases all begin with a consonant sound (grouped by IPA sound): /p/ **paperback, paragraph, plot, page**; /s/ **science fiction, spine, sentence**; /n/ **novel, non-fiction**; /t/ **title, translation**; /k/ **contents, quotation**; /b/ **bookshop**; /r/ **romance**; /w/ **word**; /f/ **fiction**; /h/ **hardback**; /tʃ/ **children's book**.

d) These words and phrases all end with a consonant sound (grouped by IPA sound): /n/ **translation, non-fiction, science fiction, illustration, fiction, spine, introduction, quotation**; /k/ **paperback, ebook, hardback, children's book**; /s/ **romance, index, sentence, contents**; /l/ **title, novel**; /p/ **bookshop**; /d/ **word**; /t/ **plot**; /f/ **paragraph**; /dʒ/ **page**.

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.

paperba [c] k, autho [r], romanc [e], thril [l] er, spin [e], re [a] der, introduct [i] on, pag [e], c [h] aracter

9. Answers will vary.

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Talk a Lot

Books

Discussion Words Question Sheet

10. There are many possible answers to this question; for example, “chapter”, “fantasy”, and “character” all contain the vowel sound /æ/. Use the phonetic chart on p.18.6 of the **Talk a Lot Elementary Handbook** (available free from www.englishbanana.com/talkalot) 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) plot. b) play. c) page. d) word. e) spine. f) title.

2. Play.

3. Author.

4. The different genres of books are: **children’s book** – a book written specially for children; **fantasy** – a book featuring plots and characters that would not be possible in the real world; **romance** – a love story; **science fiction** – a book with a plot about how the future could be; **fiction** – a book which is not true, but has been made up by the author, e.g. a novel; **thriller** – a book with a fast-moving plot about crime; **biography** – somebody’s life story – usually a famous person; **literature** – this word describes books written many years ago that have been accepted as classics, e.g. “Oliver Twist” by Charles Dickens; **autobiography** – this is somebody’s life story – usually a famous person – that has been written by the person whose life it describes; **non-fiction** – a book which is true, and has not been made up, for example on a topic such as wildlife, history, geography, politics, cookery, etc.

5. Bookshop.

6. i) a) Words which have a weak stress schwa sound /ə/ on the 1st syllable: none. b) Words and phrases which have a weak stress schwa sound /ə/ on the 2nd syllable: reader, chapter, fantasy, paperback, author, science fiction, library, illustration, genre, title, fiction, thriller, character, paragraph, introduction, poetry, sentence, children’s book, novel. c) Words which have a weak stress schwa sound /ə/ on the 3rd syllable: back cover, biography, page number, character, front cover, quotation, translation, non-fiction, literature. d) Words which have a weak stress schwa sound /ə/ on the 4th syllable: science fiction, illustration, introduction. e) Words which have a weak stress schwa sound /ə/ on the 5th syllable: autobiography. ii) 12 words don’t have a weak stress schwa sound: bookshop, romance, word, index, story, plot, spine, play, hardback, ebook, page, contents.

7. Ebook.

8. a) introduction. b) title. c) story. d) illustration. e) poetry.

9. Paragraph.

10. Plot.

11. **Contents** – at the front of a book; **index** – at the back of a book.

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Talk a Lot

Books – Which book would you buy for...?

Student A

Ask and answer questions to complete the gaps, and find out information about four books. Which book would you buy for your partner, and which for your grandma? Why?

	Book 1	Book 2
Title		A Passage to India
Author / Price	Mark Beaumont / £8.39	
Publisher / Date of Publication	Bantam Press / 2009	
Fiction or Non-Fiction		fiction
Genre / # Pages / Condition		20 th century classics / 416 / new
Plot or Description	record-breaking journey by bike	
Avg. Rating / Extract from Review		5/5 / "A clash of class, religion and race..."
ebook Available / Cover	yes / paperback	

	Book 3	Book 4
Title	To Kill a Mockingbird	
Author / Price	Harper Lee / \$5.98	
Publisher / Date of Publication		Hodder & Stoughton / 2009
Fiction or Non-Fiction		non-fiction
Genre / # Pages / Condition	children's books / 278 / used	
Plot or Description	racial prejudice in the Deep South of America in the 1930s	
Avg. Rating / Extract from Review		3/5 / "The photography could be better..."
ebook Available / Cover		yes / paperback

-----✂-----

Student B

Ask and answer questions to complete the gaps, and find out information about four hospitals. Which hospital would you give £5m extra funding to, and which one would you close? Why?

	Book 1	Book 2
Title	The Man Who Cycled the World	
Author / Price		E. M. Forster / £6.29
Publisher / Date of Publication		Penguin Classics / 2005
Fiction or Non-Fiction	non-fiction	
Genre / # Pages / Condition	travel / 432 / new	
Plot or Description		Colonial Britain faces the real India
Avg. Rating / Extract from Review	4/5 / "An incredible story..."	
ebook Available / Cover		no / paperback

	Book 3	Book 4
Title		Rivers: A Voyage into the Heart of Britain
Author / Price		Griff Rhys Jones / £8.49
Publisher / Date of Publication	Heinemann / 1966	
Fiction or Non-Fiction	fiction	
Genre / # Pages / Condition		nature / 288 / used (like new)
Plot or Description		personal tales on a voyage down the rivers, canals, and lakes of Great Britain
Avg. Rating / Extract from Review	5/5 / "A gripping quest for justice..."	
ebook Available / Cover	yes / hardback	

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Talk a Lot

Books

Information Exchange

Answers

Books – Which book would you buy for...?

Task: "Ask and answer questions to complete the gaps, and find out information about four books. Which book would you buy for your partner, and which for your grandma? Why?"

	Book 1	Book 2
Title	The Man Who Cycled the World	A Passage to India
Author / Price	Mark Beaumont / £8.39	E. M. Forster / £6.29
Publisher / Date of Publication	Bantam Press / 2009	Penguin Classics / 2005
Fiction or Non-Fiction	non-fiction	fiction
Genre / # Pages / Condition	travel / 432 / new	20 th century classics / 416 / new
Plot or Description	record-breaking journey by bike	Colonial Britain faces the real India
Avg. Rating / Extract from Review	4/5 / "An incredible story..."	5/5 / "A clash of class, religion and race..."
ebook Available / Cover	yes / paperback	no / paperback

	Book 3	Book 4
Title	To Kill a Mockingbird	Rivers: A Voyage into the Heart of Britain
Author / Price	Harper Lee / \$5.98	Griff Rhys Jones / £8.49
Publisher / Date of Publication	Heinemann / 1966	Hodder & Stoughton / 2009
Fiction or Non-Fiction	fiction	non-fiction
Genre / # Pages / Condition	children's books / 278 / used	nature / 288 / used (like new)
Plot or Description	racial prejudice in the Deep South of America in the 1930s	personal tales on a voyage down the rivers, canals, and lakes of Great Britain
Avg. Rating / Extract from Review	5/5 / "A gripping quest for justice..."	3/5 / "The photography could be better..."
ebook Available / Cover	yes / hardback	yes / paperback

"Which book would you buy for your partner, and which for your grandma? Why?" Answers will vary. When they have completed filling the gaps, students should discuss which books they think their relatives would enjoy. They should produce appropriate reasons for their choices – why they would choose one book in particular for somebody, but not another. For example: "I would buy To Kill a Mockingbird for my partner, because he has always wanted to read it..." Or... "I wouldn't buy The Man Who Cycled the World for my grandma, because she isn't very interested in travel..." [etc.]

Sample Questions

What is the title of Book _____?
 Who is the author of _____?
 Who wrote Book _____?
 How much is Book _____?
 How much does Book _____ cost?
 Who publishes Book _____?
 When was Book _____ published?
 Is Book _____ fiction or non-fiction?
 What genre does Book _____ belong to?
 How many pages has Book _____ got?
 What condition is Book _____ in?
 What is the plot or description of Book _____?
 What is the average rating for Book _____?
 Give me a review of Book _____.
 Is there an ebook of Book _____ available?
 Is Book _____ in hardback or paperback?

Sample Answers

 _____ is the author of Book _____.
 _____ wrote Book _____.
 Book _____ is _____.
 Book _____ costs _____.
 _____ publishes Book _____.
 It was published in _____.
 It's _____.
 _____.
 It's got _____ pages.
 It's _____.
 _____ out of five.
 _____.
 Yes, there is. / No, there isn't.
 It's in _____.

Examples

What is the title of Book 1?
 When was Book 2 published?
 What condition is Book 3 in?
 Is there an ebook of Book 4 available?

The Man Who Cycled the World.
 It was published in 2005.
 It's used.
 Yes, there is.

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Talk a Lot

Books

Information Exchange

Is Book 2 in hardback or paperback?

It's in paperback.

[etc.]

Extension: you could try to encourage some comparative/superlative questions and sentences too, for example:

Which is the cheapest book?

To Kill a Mockingbird is...

Which book has the most pages?

The Man Who Cycled the World has...

Which book has the lowest rating?

Rivers: A Voyage into the Heart of Britain has...

[etc.]

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Talk a Lot

Books

Multi-Purpose Text

Christmas Presents (Original Text)

Line

1 It was nearly 8pm on a late night shopping night, two weeks before Christmas.
2 Maggie was in Harold's Bookshop in Derby with her little cousin Darren. "What about
3 this for Auntie Kathleen?" He produced a copy of 'Dolphins of the World'. "No, I've
4 got just the thing for mum," said Maggie, "She loves languages." And she popped a
5 copy of 'Go Italia!' into her basket. "What about for my dad?" asked Maggie. Darren
6 held up a copy of 'Flipper: The Authorised Biography'. "I'm not buying that!" squealed
7 Maggie. "Try and help me, Dazza! Ah, dad'll like this – 'Steam Engines of the 1840s'."
8 "Boring," said Darren, opening a pop-up book about killer whales. Maggie paid for the
9 books and they went outside into the cold.
10 "We've forgotten Dennis!" cried Darren. "He wants a car manual," replied
11 Maggie, "About BMWs. They didn't have it in the last shop." "What about here", said
12 Darren, pointing at World of Books, which was next to the market. They hurried in,
13 but they couldn't find it. Books For U didn't have it either. Just when they were about
14 to give up, they found Dennis's present in a tiny independent bookshop near the
15 station, called The Bookworm. They felt so pleased. On the bus home, as the snow
16 danced around outside, Darren was puzzled. "Why did you buy books for
17 everybody?" "Because you should always give the kind of present that you'd like to
18 receive yourself," replied Maggie. Darren thought for a moment. "So which book do
19 you want them to get you?" "I'll have a book token," declared Maggie decisively, "So
20 that I can choose my own present!"
(272 words)



Christmas Presents (Text with 20 Differences)

It was nearly **1. 9pm (8pm)** on a late night shopping night, two weeks before Christmas. Maggie was in Harold's Bookshop in **2. Manchester (Derby)** with her little cousin Darren. "What about this for Auntie Kathleen?" He produced a copy of 'Dolphins of the World'. "No, I've got just the thing for **3. her (mum)**," said Maggie, "She loves languages." And she popped a copy of 'Go Italia!' into her basket. "What about for my dad?" asked Maggie. Darren held up a copy of 'Flipper: The Authorised **4. Story (Biography)**'. "I'm not buying that!" squealed Maggie. "Try and **5. tell (help)** me, Dazza! Ah, dad'll like this – 'Steam Engines of the 1840s'." "Boring," said Darren, opening a pop-up book about **6. really big (killer)** whales. Maggie paid for the **7. shopping (books)** and they went outside into the cold.
"We've forgotten Dennis!" cried Darren. "He wants a car **8. book (manual)**," replied Maggie, "About BMWs. They didn't have it in the **9. past (last)** shop." "What about here", said Darren, **10. looking (pointing)** at World of Books, which was next to the **11. car park (market)**. They hurried in, but they couldn't find it. Books For U didn't have it **12. neither (either)**. Just when they were about to give up, they **13. discovered (found)** Dennis's present in a tiny **14. friendly (independent)** bookshop near the station, called The Bookworm. They felt so pleased. On the bus home, as the snow **15. passed (danced)** around outside, Darren was puzzled. "Why did you buy **16. them (books)** for everybody?" "Because you should always give the kind of present that you'd like to **17. get (receive)** yourself," replied Maggie. Darren thought for a **18. minute (moment)**. "So which book do you want them to get you?" "I'll have a **19. cheque (book token)**," declared Maggie decisively, "So that I can **20. use (choose)** my own present!"

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Talk a Lot

Books

Multi-Purpose Text

Christmas Presents (Gap-Fill – Pronouns)

1. _____ was nearly 8pm on a late night shopping night, two weeks before Christmas. Maggie was in Harold's Bookshop in Derby with 2. _____ little cousin Darren. "What about this for Auntie Kathleen?" 3. _____ produced a copy of 'Dolphins of the World'. "No, I've got just the thing for mum," said Maggie, "4. _____ loves languages." And she popped a copy of 'Go Italia!' into her basket. "What about for 5. _____ dad?" asked Maggie. Darren held up a copy of 'Flipper: The Authorised Biography'. "6. _____'m not buying that!" squealed Maggie. "Try and help 7. _____, Dazza! Ah, dad'll like this – 'Steam Engines of the 1840s'." "Boring," said Darren, opening a pop-up book about killer whales. Maggie paid for the books and 8. _____ went outside into the cold.

"We've forgotten Dennis!" cried Darren. "9. _____ wants a car manual," replied Maggie, "About BMWs. They didn't have it in the last shop." "What about here", said Darren, pointing at World of Books, which was next to the market. They hurried in, but they couldn't find it. Books For U didn't have 10. _____ either. Just when they were about to give up, 11. _____ found Dennis's present in a tiny independent bookshop near the station, called The Bookworm. They felt so pleased. On the bus home, as the snow danced around outside, Darren was puzzled. "Why did you buy books for everybody?" "Because you should always give the kind of present that 12. _____'d like to receive yourself," replied Maggie. Darren thought for a moment. "So which book do 13. _____ want 14. _____ to get 15. _____?" "I'll have a book token," declared Maggie decisively, "So that I can choose my own present!"



Christmas Presents (Multiple Choice – Use of English)

It was nearly 8pm on a late night shopping night, 1. **a) one, b) a, c) two** weeks before Christmas. Maggie was in Harold's Bookshop in Derby with 2. **a) her, b) his, c) its** little cousin Darren. "What about this 3. **a) with, b) to, c) for** Auntie Kathleen?" He produced a copy of 'Dolphins of the World'. "No, I've 4. **a) have, b) find, c) got** just the thing for mum," said Maggie, "She loves languages." And she popped a copy of 'Go Italia!' into her basket. "5. **a) What, b) Which, c) what** about for my dad?" asked Maggie. Darren held up a copy of 'Flipper: The Authorised Biography'. "I'm not buying 6. **a) them, b) this, c) that!**" squealed Maggie. "Try and help me, Dazza! Ah, dad'll like this – 'Steam Engines of the 1840s'." "Boring," said Darren, 7. **a) opening, b) looking, c) read** a pop-up book about killer whales. Maggie paid for the books and they went outside into the 8. **a) car, b) shop, c) cold.**

"We've forgotten Dennis!" cried Darren. "9. **a) She, b) We, c) He** wants a car manual," replied Maggie, "About BMWs. They didn't have it in the last shop." "What about here", said Darren, pointing 10. **a) up, b) at, c) across** World of Books, which was next to the market. They hurried in, but they couldn't find it. Books For U didn't have it either. Just 11. **a) when, b) where, c) who** they were about to give up, they found Dennis's present in a tiny independent bookshop 12. **a) on, b) close, c) near** the station, called The Bookworm. They felt so pleased. On the bus home, as the snow danced around outside, Darren was puzzled. "Why did you buy 13. **a) boots, b) books, c) book** for everybody?" "Because you should always give the kind of present that you'd like to receive 14. **a) yourselves, b) myself, c) yourself,**" replied Maggie. Darren thought for a moment. "So which book do you want them to get you?" "I'll have a book token," 15. **a) whispered, b) declared, c) stammered** Maggie decisively, "So that I can choose my own present!"

Talk a Lot

Books

Multi-Purpose Text

Christmas Presents (Comprehension Questions)

1. How many books did Maggie buy in Harold's Bookshop?
2. What time of year was it?
3. Who went shopping with Maggie?
4. What does Maggie's mum love?
5. What kind of books did Darren like?
6. Who is Darren?
7. What kind of book did Dennis want?
8. What were the names of the four bookshops in the story?
9. How many weeks before Christmas was it?
10. Was World of Books far from the market?
11. Who like steam engines?
12. What time was it in the story?
13. In which month is the story set?
14. Where was World of Books?
15. Where was Harold's Bookshop?
16. Which book did Darren suggest first?
17. Which books did Maggie buy in Harold's Bookshop?
18. What present did Maggie want to receive?
19. Which book did Maggie buy for her dad?
20. Who was shopping?
21. What did Maggie buy for all her family?
22. Why did Maggie buy books for everybody?
23. What was the weather like on the way home?
24. Who is Kathleen?
25. What language is Maggie's mum learning?
26. In what kind of bookshop did they find Dennis's book?
27. What did they buy in The Bookworm?
28. Which book did Maggie buy for her mum?
29. What does Maggie want to choose?
30. How did they get home?

-----✂-----

Christmas Presents (True, False, or Unknown?)

1. Darren is Maggie's cousin.
2. World of Books is a bigger bookshop than Books For U.
3. Darren is interested in whales and dolphins.
4. Darren is interested in steam engines.
5. The Bookworm is a tiny independent bookshop near the market.
6. Maggie bought 'Go Italia!' for her dad.
7. Maggie and Darren got the bus home.
8. At the start of the story it was just after 6pm.
9. Darren bought a Christmas present for his brother.
10. Darren wanted a car manual.
11. It snowed all the way home.
12. Maggie bought 'Steam Engines of the 1480s' for her dad.
13. Darren has got dark hair.
14. Maggie would like to get a book token for Christmas.
15. Dennis wanted a car manual.
16. It was snowing on the way home.
17. Maggie got a book token from her brother last Christmas.
18. Maggie and Darren walked home.
19. Dennis will be pleased with his book.
20. Maggie bought 'Go Italia!' for her mum.
21. Darren is nine years old.
22. Maggie and Darren went Christmas shopping.
23. "Dazza" is short for "Darren".
24. They couldn't find Dennis's book about BMWs.
25. 'Go Italia!' is a very good language course.
26. Maggie bought a book about steam engines for her dad.
27. The weather was cold.
28. Maggie spent a lot of money on books.
29. Kathleen can speak five languages.
30. Dennis is learning Italian.

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Talk a Lot

Books

Multi-Purpose Text

Glossary of New Words

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

1. **late night shopping night** (*phrase*: when most shops stay open late, e.g. for Christmas shopping) _____
2. **dolphin** (*noun*: mammal that lives in the sea) _____
3. **just the thing** (*phrase*: something that fits the situation perfectly) _____
4. **to pop (sth.) into...** (*phrasal verb*: to put something into something) _____
5. **authorised biography** (*noun*: book about somebody's life which has been approved by the subject) _____
6. **to squeal** (*verb*: to cry out in a high-pitched voice) _____
7. **steam engine** (*noun*: early kind of train) _____
8. **pop-up book** (*noun*: picture book, usually for children, that has 3D pages which open outwards) _____
9. **killer whale** (*noun*: large, deadly sea mammal) _____
10. **car manual** (*noun*: book about how to look after a car) _____
11. **to point** (*verb*: to indicate something with your finger) _____
12. **independent bookshop** (*noun*: bookshop that is not owned by a large chain) _____
13. **puzzled** (*adjective*: confused, unsure of the reason for something) _____
14. **book token** (*noun*: gift voucher which allows you to buy books) _____
15. **decisively** (*adverb*: in a way that is absolutely certain) _____

Answers

Christmas Presents (Gap-Fill – Pronouns)

- | | | |
|--------|---------|----------|
| 1. It | 6. I | 11. they |
| 2. her | 7. me | 12. you |
| 3. He | 8. they | 13. you |
| 4. She | 9. He | 14. them |
| 5. my | 10. it | 15. you |

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Talk a Lot

Books

Multi-Purpose Text

Christmas Presents (Multiple Choice – Use of English)

- | | | |
|-------|--------|--------|
| 1. c) | 6. c) | 11. a) |
| 2. a) | 7. a) | 12. c) |
| 3. c) | 8. c) | 13. b) |
| 4. c) | 9. c) | 14. c) |
| 5. a) | 10. b) | 15. b) |

Christmas Presents (Comprehension Questions)

- | | |
|--|---|
| 1. Two. | 18. Books. |
| 2. December; winter; two weeks before Christmas. | 19. 'Steam Engines of the 1840s'. |
| 3. Her little cousin Darren. | 20. Maggie and Darren. |
| 4. Languages. | 21. Books. |
| 5. Books about whales and dolphins. | 22. Because she believes that you should always give the kind of present that you'd like to receive yourself, and <i>she</i> would like to receive books. |
| 6. Maggie's little cousin. | 23. It was snowing. |
| 7. A car manual about BMWs. | 24. Maggie's mum. |
| 8. Harold's Bookshop, World of Books, Books For U, and The Bookworm. | 25. Italian. |
| 9. Two. | 26. In a tiny independent bookshop. |
| 10. No, it was next to the market. | 27. Dennis's present – a car manual about BMWs. |
| 11. Maggie's dad (Rob). | 28. 'Go Italia!'. |
| 12. Nearly 8pm. | 29. Her own present – some books. |
| 13. December. | 30. By bus. |
| 14. Next to the market. | |
| 15. In Derby. | |
| 16. 'Dolphins of the World'. | |
| 17. 'Go Italia!' and 'Steam Engines of the 1840s'. | |

Christmas Presents (True, False, or Unknown?)

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

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

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Talk a Lot

Books

Discussion Questions

1. What is your favourite book? Why? What is it about? When did you read it? Why were you first attracted to it? Have you read any other books by the same author? What is the worst book that you've ever read? Why? Did you finish it?

2. Who is your favourite author? Why do you like them? What kind of books do they write? Tell me about some of them. Describe how you imagine they would spend a typical day.

3. How important is reading? Should children read more often, e.g. at home as well as at school? How can we encourage children to read more? What benefits does reading give an individual?

4. Do libraries do a good job? What services do they offer? What new services should they provide? When did you last visit a library? Why did you go? Have you ever been told to be quiet in a library? Tell me some of the things that people *shouldn't* do in a library. Have you ever done any of them?

5. Do you have a book in you? If you could write a book, what kind of book (genre) would it be? Why? What audience would it be aimed at? Tell me an outline of the story, or subject matter. What would you include in the book? Would it have any illustrations? If yes, what?

6. Tell me about your favourite bookstore. Where is it? Why do you like it? Should bookstores be friendly places with comfortable armchairs and coffee shops? Why? / Why not? Are books too expensive?

7. Are video games just as good for children as books? Why? / Why not?

8. Could you live in a world without books? Why? / Why not? Will books eventually be replaced by electronic digital devices?

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Talk a Lot

Books

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. Reading is boring.	<input type="checkbox"/>	<input type="checkbox"/>
2. "A bookstore is one of the only pieces of evidence we have that people are still thinking." – Jerry Seinfeld	<input type="checkbox"/>	<input type="checkbox"/>
3. I'm a really fast reader. I read a new book every week.	<input type="checkbox"/>	<input type="checkbox"/>
4. Books are old-fashioned and outdated. They will be replaced by ebooks and electronic reading devices within a couple of years.	<input type="checkbox"/>	<input type="checkbox"/>
5. I haven't got time to read a novel.	<input type="checkbox"/>	<input type="checkbox"/>
6. I <i>hate</i> people who write in books and fold over the corners of pages.	<input type="checkbox"/>	<input type="checkbox"/>
7. We don't need books or libraries any more now we've got the internet.	<input type="checkbox"/>	<input type="checkbox"/>
8. "I cannot live without books." – Thomas Jefferson	<input type="checkbox"/>	<input type="checkbox"/>
9. A writer's life is a lonely one.	<input type="checkbox"/>	<input type="checkbox"/>
10. I can't stand listening to audiobooks. They make me fall asleep!	<input type="checkbox"/>	<input type="checkbox"/>
11. "The man who doesn't read good books has no advantage over the man who can't read them." – Mark Twain	<input type="checkbox"/>	<input type="checkbox"/>
12. I don't like buying second-hand books.	<input type="checkbox"/>	<input type="checkbox"/>
13. All teenagers should have to read Shakespeare at school.	<input type="checkbox"/>	<input type="checkbox"/>
14. Books are too expensive.	<input type="checkbox"/>	<input type="checkbox"/>
15. "You will find something more in woods than in books. Trees and stones will teach you that which you can never learn from masters." – St. Bernard	<input type="checkbox"/>	<input type="checkbox"/>

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Books

Role Plays

1. “I’m your biggest fan!”

Place: The ground floor of a large bookstore in the centre of town
Time: 4.05 pm
Characters: A famous author and his / her biggest fan
Situation: Your favourite author is in town doing a book signing. You love their books and have been queueing outside the bookstore for four days to be the first person to meet the author. Finally, the famous author arrives...

Scenes: i) Tell them what it means to you to meet them after so many years. Ask them to sign your book, with the following dedication: “To Auntie Rosemary – all the best, from...” You leave ecstatic that you have met your idol
ii) After a few minutes, you go back to complain that the author has spelt “Rosemary” wrong. Also the dedication is not clear: “all the best” looks more like “all the rest”. You want the author to give you a new copy of their book, because yours is “ruined”. The author obliges reluctantly
iii) A few hours later, you return to find that the queue has gone and the author is alone. You watch in surprise as the author walks around the store laughing, defacing books written by rival authors. What do you do?

If there are three people in the group, the third character could be:

- a) *Your Auntie Rosemary, who is also a big fan of the author*
- b) *The author’s PA (Personal Assistant), who hates talking to fans*

2. “Fishing in Hungary”

Place: A public library in a small town
Time: 8.50 pm
Characters: You are a student, and the other person is a librarian
Situation: You need to take out some books for your project. You must have them now. The library closes soon and the librarian wants to get home, after a fourteen-hour shift. Earlier today the librarian was told off for being rude to customers

Scenes: i) You want to borrow “Fishing in Hungary”, by either Emil Stanovic, Imel Stonavic, or Amel Stinivac – you can’t remember the name of the author. The librarian checks on the computer and goes to get the right book
ii) Next, you need “The Colour Blue”, by either Clair LeClerc, or Clark LeClerc – again you can’t remember the name. The librarian tries to be patient
iii) Finally, you need “Filipe’s World of Flying”, by either Filipe Gonzales Hernandez, Hernando Gonzales Filipe, or Gonzalo Hernando Filipez – you’re not sure which is right. At this, the librarian may start to lose their patience...

If there are three people in the group, the third character could be:

- a) *The librarian’s manager, who listens to check that they are being polite*
- b) *Another customer, who is even more demanding*

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Talk a Lot

Books

Role Plays

Role Play Extensions

Here are some additional situations for students to use as starting points for new role plays based on the topic of "Books":

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Books

1. You are jealous of your talented friend, who is always doing impressive things, and winning praise from people. They have recently written a play, and they email it to you, asking you to spell-check it for them, and tell them what you think of it. You print out the play and read it quickly. When you realise that it is very good, you secretly send it to several important literary agents – telling them that *you* wrote it. After a few months the play is accepted by an agent, and you quickly discover that a famous theatre producer is planning to put it on in London's West End. You will get paid a lot of money! You feel pleased, but also a little guilty. There will be a lot of publicity for the play, because some big-name actors have signed up to play the lead roles, and your friend is bound to find out that it's their play. What do you do? Do you tell your friend what has happened – and try to patch up your friendship – or do you keep the money and attempt to keep your friend away from all of the publicity?

2. You are a minor character in a long, action-packed novel, that is currently being written by a mediocre, but successful, novelist. One day you find a way to burst out of the novel and you meet the novelist. First you have to prove to the novelist that you are real, and not a figment of their imagination. Next, you demand more dialogue in the novel, and a bigger role. The novelist doesn't want to change their story outline, but you threaten to run away and not return to the novel, so they agree to give you more to do. You go back to the novel reluctantly, but quickly reappear to make a suggestion that the novelist involves you in a stormy romance with the novel's leading lady. Again, the novelist doesn't want to alter their plot, but your whining wins the day, and you get what you want. However, after you've returned to the novel, it becomes clear that the novelist is deliberately changing the plot to make sure that you're killed in a steamroller accident – perhaps because you have been so demanding. For a third time, you burst out of the novel and, finding the novelist fast asleep at their desk, you rewrite the ending of the novel so that you and the heroine can live happily ever after!

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Talk a Lot

_____ / Books

Vocabulary Test

First Language

English

front cover

hardback

novel

character

illustration

genre

chapter

biography

paragraph

title

non-fiction

library

poetry

literature

paperback

sentence

fiction

translation

author

contents

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Talk a Lot

Lesson Test – Books

A) Translate these words into English from the International Phonetic Alphabet (IPA):

- a) /'nɒ.vl/ _____ d) /'θrɪl.ə/ _____
b) /'kæ.ræk.tə/ _____ e) /rəʊ'mans/ _____
c) /peɪdʒ/ _____ f) /'ʒɑ:n.rə/ _____

B) Fill in the missing words in these sentence block starting sentences:

1. John forgot to take his geography book to _____ on Tuesday.
2. You can _____ some of my ebooks later, if you want.
3. If I remember the plot and characters of *War and Peace*, I'll _____ pass the literature exam.
4. Erica has translated twelve books _____ Spanish.

C) Circle the words that end with a vowel sound:

1. title 2. poetry 3. chapter 4. contents 5. bookshop 6. author

Complete the sentence blocks:

D) Verb Form: _____

- Gerald Forster will sign five hundred copies of his latest thriller at Harold's Bookshop on Thursday 28th May.
- Who will sign 1. _____ copies of his latest thriller at Harold's Bookshop on Thursday 28th May?
- 2. _____ will.
- 3. _____ Gerald Forster sign five hundred copies of his latest thriller at Harold's Bookshop on Thursday 28th May?
- Yes, 4. _____ will.
- Will 5. _____ sign five hundred copies of his latest thriller at Harold's Bookshop on Thursday 28th May?
- 6. _____, he won't. Reginald Price won't sign five hundred copies of his latest thriller at Harold's Bookshop on Thursday 28th May.

E) Verb Form: _____

- Sheila and her grandson are driving to the library to renew their library books.
- 7. _____ are Sheila and her grandson driving to?
- To 8. _____.
- 9. _____ Sheila and her grandson driving to the library to renew their library books?
- Yes, they 10. _____.
- Are Sheila and her grandson driving to the 11. _____ to renew their library books?
- No, 12. _____ aren't. Sheila and her grandson aren't driving to the bookstore to renew their library books.

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Talk a Lot

Books

Lesson Test

Answers

A) a) novel. b) character. c) page. d) thriller. e) romance. f) genre.

B) 1. class. 2. copy. 3. probably. 4. into.

C) The words that end with a vowel sound are: poetry, chapter, and author.

D) Verb form: future forms. 1. five hundred. 2. Gerald Forster. 3. Will. 4. he. 5. Reginald Price.
6. No.

E) Verb form: present continuous. 7. Where. 8. the library. 9. Are. 10. are. 11. bookstore.
12. they.

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Talk a Lot

Spoken English Course

Elementary Book 3



Talk a Lot

Spoken English Course

Elementary Book 3

Unit 5: Airport (37 pages)



*Note: all activities include full answers. For detailed instructions on how to use each activity, please see the **Talk a Lot Elementary Handbook**, which is available as a free download from <http://www.englishbanana.com/talkalot/>*

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Talk a Lot

Airport

Sentence Blocks

- 1.** (*Present Simple*) Graham flies about three or four times a year.
How often

- 2.** (*Present Continuous*) Keith is flying economy class today, because he can't afford an upgrade.
Why

- 3.** (*Past Simple*) Last year I bought some duty-free sunglasses from a little shop at the airport in Minsk.
What

- 4.** (*Past Continuous*) Lea and Buzz were going through customs when they were stopped by two armed security guards.
When

- 5.** (*Present Perfect*) Paul's just landed at Heathrow Airport.
Where

- 6.** (*Modal Verbs*) I could book a flight for me and Laura.
Who

- 7.** (*Future Forms*) We're going to pay for priority boarding tomorrow, because we don't like to queue.
When

- 8.** (*First Conditional*) If we use a different airline, we'll have an exciting stopover in Bangkok next Friday night.
What kind

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Talk a Lot

Airport

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** for full instructions (available free from www.englishbanana.com).*

Answers

1. (Present Simple) Graham flies about three or four times a year. / How often does Graham fly? / About three or four times a year. / Does Graham fly about three or four times a year? / Yes, he does. / Does Graham fly about five or six times a year? / No, he doesn't. Graham doesn't fly about five or six times a year.
2. (Present Continuous) Keith is flying economy class today, because he can't afford an upgrade. / Why is Keith flying economy class today? / Because he can't afford an upgrade. / Is Keith flying economy class today, because he can't afford an upgrade? / Yes, he is. / Is Keith flying economy class today, because he forgot to book an upgrade? / No, he isn't. Keith isn't flying economy class today, because he forgot to book an upgrade.
3. (Past Simple) Last year I bought some duty-free sunglasses from a little shop at the airport in Minsk. / What did you buy from a little shop at the airport in Minsk last year? / Some duty-free sunglasses. / Did you buy any duty-free sunglasses from a little shop at the airport in Minsk last year? / Yes, I did. / Did you buy any souvenirs or postcards from a little shop at the airport in Minsk last year? / No, I didn't. I didn't buy any souvenirs or postcards from a little shop at the airport in Minsk last year.
4. (Past Continuous) Lea and Buzz were going through customs when they were stopped by two armed security guards. / When were Lea and Buzz stopped by two armed security guards? / When they were going through customs. / Were Lea and Buzz going through customs when they were stopped by two armed security guards? / Yes, they were. / Were Lea and Buzz eating an ice-cream in a café when they were stopped by two armed security guards? / No, they weren't. Lea and Buzz weren't eating an ice-cream in a café when they were stopped by two armed security guards.
5. (Present Perfect) Paul's just landed at Heathrow Airport. / Where has Paul just landed? / At Heathrow Airport. / Has Paul just landed at Heathrow Airport? / Yes, he has. / Has Paul just landed at Stansted Airport? / No, he hasn't. / Paul hasn't just landed at Stansted Airport.
6. (Modal Verbs) I could book a flight for me and Laura. / Who could you book a flight for? / For me and Laura. / Could you book a flight for you and Laura? / Yes, I could. / Could you book a flight for your whole family and Laura? / No, I couldn't. I couldn't book a flight for my whole family and Laura.
7. (Future Forms) We're going to pay for priority boarding tomorrow, because we don't like to queue. / When are you going to pay for priority boarding? / Tomorrow. / Are you going to pay for priority boarding tomorrow? / Yes, we are. / Are you going to pay for priority boarding this afternoon? / No, we aren't. We aren't going to pay for priority boarding this afternoon.
8. (First Conditional) If we use a different airline, we'll have an exciting stopover in Bangkok next Friday night. / What kind of stopover will we have in Bangkok next Friday night, if we use a different airline? / An exciting one. / Will we have an exciting stopover in Bangkok next Friday night, if we use a different airline? / Yes, we will. / Will we have a tiring stopover in Bangkok next Friday night, if we use a different airline? / No, we won't. We won't have a tiring stopover in Bangkok next Friday night, if we use a different airline.

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 of the sentence block extensions from this unit. Hopefully, the answers given 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 third starting sentence from this unit:

Last year I bought some duty-free sunglasses from a little shop at the airport in Minsk.

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Airport

Sentence Blocks

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

What did you do in a little shop at the airport in Minsk last year? / I bought some duty-free sunglasses.

What kind of sunglasses did you buy from a little shop at the airport in Minsk last year? / Some duty-free sunglasses.

What kind of shop at the airport in Minsk did you buy some duty-free sunglasses from last year? / A little shop.

Where did you buy some duty-free sunglasses last year? / From a little shop at the airport in Minsk.

When did you buy some duty-free sunglasses from a little shop at the airport in Minsk? / Last year.

Who bought some duty-free sunglasses from a little shop at the airport in Minsk? / I did.

Which shop did you buy some duty-free sunglasses from last year? / A little shop at the airport in Minsk.

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 students:

----- ✂ -----

Airport

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

	WHAT	WHERE	WHEN	WHO	WHY	WHICH	HOW
1.	what		when	who			
2.	what what class		when	who		which	how
3.	what (2 nd) what kind (x2)	where	when	who		which	
4.	what what kind	where		who			
5.	what			who		which	
6.	what (x2)			who (2 nd)			
7.	what (x2) what kind			who	why		
8.	what (x2)	where	when	who			how

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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.)

Airport

1. Graham flies about three or four times a year.
2. Keith is flying economy class today, because he can't afford an upgrade.
3. Last year I bought some duty-free sunglasses from a little shop at the airport in Minsk.
4. Lea and Buzz were going through customs when they were stopped by two armed security guards.
5. Paul's just landed at Heathrow Airport.
6. I could book a flight for me and Laura.
7. We're going to pay for priority boarding tomorrow, because we don't like to queue.
8. If we use a different airline, we'll have an exciting stopover in Bangkok next Friday night.

-----✂-----

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.)

Airport

1. Graham flies **about** three or four times a year.
2. Keith **is** flying economy class today, **because** he can't afford an upgrade.
3. Last year I bought **some** duty-free sunglasses from a little shop at the airport in Minsk.
4. Lea and Buzz **were** going through customs when they were stopped by two armed security guards.
5. Paul's just landed at Heathrow Airport.
6. I could book a flight for me and Laura.
7. We're going to pay for priority boarding tomorrow, because we don't like to queue.
8. If we use a different airline, we'll have an exciting stopover in Bangkok next Friday night.

-----✂-----

Talk a Lot

Airport

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.)

Airport

1. Graham flies about three or four times a year.
2. Keith is flying economy class today, because he can't afford an upgrade.
3. Last year I bought some duty-free sunglasses from a little shop at the airport in Minsk.
4. Lea and Buzz were going through customs when they were stopped by two armed security guards.
5. Paul's just landed at Heathrow Airport.
6. I could book a flight for me and Laura.
7. We're going to pay for priority boarding tomorrow, because we don't like to queue.
8. If we use a different airline, we'll have an exciting stopover in Bangkok next Friday night.

-----✂-----

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.

Airport

1. Graham flies about three or four times a year.
/eɪ/ /aɪ/ /i:/ /ɜ:/ /aɪ/ /ɪə/
2. Keith is flying economy class today, because he can't afford an upgrade.
/i:/ /aɪ/ /ɒ/ /ɑ:/ /aɪ/ /ɑ:/ /ɜ:/ /ʌ/
3. Last year I bought some duty-free sunglasses from a little shop at the airport in Minsk.
/ɑ:/ /ɪə/ /ɜ:/ /u:/ /i:/ /ʌ/ /ɪ/ /ɒ/ /eə/ /ɪ/
4. Lea and Buzz were going through customs when they were stopped by two armed security guards.
/ɪə/ /ʌ/ /əʊ/ /u:/ /ʌ/ /ɒ/ /u:/ /ɑ:/ /ʊə/ /ɑ:/
5. Paul's just landed at Heathrow Airport.
/ɜ:/ /ʌ/ /æ/ /i:/ /eə/
6. I could book a flight for me and Laura.
/ʊ/ /aɪ/ /ɜ:/
7. We're going to pay for priority boarding tomorrow, because we don't like to queue.
/aɪ/ /ɒ/ /ɜ:/ /ɒ/ /əʊ/ /aɪ/ /u:/
8. If we use a different airline, we'll have an exciting stopover in Bangkok next Friday night.
/u:/ /ɪ/ /eə/ /æ/ /aɪ/ /ɒ/ /ɒ/ /aɪ/ /aɪ/

Talk a Lot

Airport

Connected Sentence Cards (Page 1/3)

Graham	flies	about	three
or	four	times	a
year.	Keith	is	flying
economy	class	today,	because
he	can't	afford	an
upgrade.	Last	year	I
bought	some	duty-	free
sunglasses	from	a	little
shop	at	the	airport
in	Minsk.	Lea	and

next page >

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Connected Sentence Cards (Page 2/3)

Buzz	were	going	through
customs	when	they	were
stopped	by	two	armed
security	guards.	Paul's	just
landed	at	Heathrow	Airport.
I	could	book	a
flight	for	me	and
Laura.	We're	going	to
pay	for	priority	boarding
tomorrow,	because	we	don't

next page >

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Connected Sentence Cards (Page 3/3)

<input type="text"/> like <input type="text"/>	<input type="text"/> to <input type="text"/>	<input type="text"/> queue. <input type="text"/>	<input type="text"/> If <input type="text"/>
<input type="text"/> we <input type="text"/>	<input type="text"/> use <input type="text"/>	<input type="text"/> a <input type="text"/>	<input type="text"/> different <input type="text"/>
<input type="text"/> airline, <input type="text"/>	<input type="text"/> we'll <input type="text"/>	<input type="text"/> have <input type="text"/>	<input type="text"/> an <input type="text"/>
<input type="text"/> exciting <input type="text"/>	<input type="text"/> stopover <input type="text"/>	<input type="text"/> in <input type="text"/>	<input type="text"/> Bangkok <input type="text"/>
<input type="text"/> next <input type="text"/>	<input type="text"/> Friday <input type="text"/>	<input type="text"/> night. <input type="text"/>	

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Airport

Connected Sentence Cards (Page 1/3)

Graham	flies	about	three
or	four	times	a
year.	Keith	is	flying
economy	class	today,	because
he	can't	afford	an
upgrade.	Last	year	I
bought	some	duty-	free
sunglasses	from	a	little
shop	at	the	airport
in	Minsk.	Lea	and

next page >

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Connected Sentence Cards (Page 2/3)

Buzz	were	going	through
customs	when	they	were
stopped	by	two	armed
security	guards.	Paul's	just
landed	at	Heathrow	Airport.
I	could	book	a
flight	for	me	and
Laura.	We're	going	to
pay	for	priority	boarding
tomorrow,	because	we	don't

next page >

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Connected Sentence Cards (Page 3/3)

like	to	queue.	If
we	use	a	different
airline,	we'll	have	an
exciting	stopover	in	Bangkok
next	Friday	night.	

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4. Lea and Buzz were going through customs when they were stopped by two armed security guards.

5 vowel sound:

4 stressed syllable:

1 content word: **Lea** **Buzz** **going** **through** **customs**

2 no. of syllables:

1 function word: **and** **were** **when**

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:**

cc	consonant sound to consonant sound
cv	consonant sound to vowel sound
vc	vowel sound to consonant sound
vv	vowel sound to vowel sound

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

Talk a Lot

Airport

4. Lea and Buzz were going through customs when they were stopped by two armed security guards.

5 vowel sound:

4 stressed syllable:

1 content word: **Lea** **Buzz** **going** **through** **customs**

2 no. of syllables:

1 function word: **and** **were** **when**

7 connecting sounds:

6 weak forms: **w** **w** **w**

8 features of C.S.:

9 missing/new sound:

10 example(s) with IPA: Lea and Buzz were going... /'liːə.m'bʌz.wə'gəʊ.wɪn'θruː'kʌs.tɪz.wen.ðeɪ.wə'stɒp.bɑː'tuː'wɑːm.sɪ'kjʊə.rə.ti'gɑːdz/

3 suffixes: go-ing, cust-oms

3 compound nouns: none

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

cc	consonant sound to consonant sound
cv	consonant sound to vowel sound
vc	vowel sound to consonant sound
vv	vowel sound to vowel sound

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

Talk a Lot

Airport

4. Lea and Buzz were going through customs when they were stopped by two armed security guards.

5 vowel sound:	<input type="text"/>	<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"/>	<input type="text"/>
1 content word:	stopped	two	armed	security	guards.
2 no. of syllables:	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

1 function word: **they** **were** **by**

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

10 example(s) with IPA: _____

3 suffixes: _____

3 compound nouns: _____

7 connecting sounds:

8 features of connected speech:

cc	consonant sound to consonant sound
cv	consonant sound to vowel sound
vc	vowel sound to consonant sound
vv	vowel sound to vowel sound

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

Talk a Lot

Airport

4. Lea and Buzz were going through customs when they were stopped by two armed security guards.

5 vowel sound:	<input type="text" value="/ɒ/"/>	<input type="text" value="/uː/"/>	<input type="text" value="/ɑː/"/>	<input type="text" value="/ʊə/"/>	<input type="text" value="/ɑː/"/>
4 stressed syllable:	<input type="text" value="o"/>	<input type="text" value="o"/>	<input type="text" value="o"/>	<input type="text" value="o"/>	<input type="text" value="o"/>
1 content word:	<input type="text" value="stopped"/>	<input type="text" value="two"/>	<input type="text" value="armed"/>	<input type="text" value="security"/>	<input type="text" value="guards."/>
2 no. of syllables:	<input type="text" value="o"/>	<input type="text" value="o"/>	<input type="text" value="o"/>	<input type="text" value="o o o o"/>	<input type="text" value="o"/>

1 function word:	<input type="text" value="they"/>	<input type="text" value="were"/>	<input type="text" value="by"/>				
7 connecting sounds:	<input type="text" value="vc"/>	<input type="text" value="vc"/>	<input type="text" value="cc"/>	<input type="text" value="vc"/>	<input type="text" value="vv"/>	<input type="text" value="cc"/>	<input type="text" value="vc"/>
6 weak forms:	<input type="text" value="w"/>	<input type="text" value="w"/>	<input type="text" value="w"/>				
8 features of C.S.:	<input type="text" value="L"/>	<input type="text" value="L"/>	<input type="text" value="G, E"/>	<input type="text" value="L"/>	<input type="text" value="I"/>	<input type="text" value="E"/>	<input type="text" value="L"/>
9 missing/new sound:	<input type="text"/>	<input type="text"/>	<input type="text" value="/p/ /d/"/>	<input type="text"/>	<input type="text" value="/w/"/>	<input type="text" value="/d/"/>	<input type="text"/>

10 example(s) with IPA: Lea and Buzz were going... /'liː.ə.m'bʌz.wə'gəʊ.wɪn'θruː'kʌs.tmz.wen.ðeɪ.wə'stɒp.bɑː'tuː'wɑːm.sɪ'kjuə.rə.ti'gɑːdz/

3 suffixes: stopped, armed, security

3 compound nouns: none

7 connecting sounds: 8 features of connected speech:

cc	consonant sound to consonant sound
cv	consonant sound to vowel sound
vc	vowel sound to consonant sound
vv	vowel sound to vowel sound

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

Talk a Lot

Airport

Discussion Words

ticket	holiday	flight	departure lounge
economy class	check-in desk	passenger	customs
turbulence	duty-free	excess baggage	destination
seatbelt	long-haul flight	luggage	crash
boarding pass	airline	landing	transfer
take-off	business class	arrivals	aeroplane
airport	passport	terminal	pilot
priority boarding	runway	seat	gate
passport control	reservation	security guard	visa
upgrade	flight attendant	budget airline	tourist

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Discussion Words (with the IPA)

/ˈtɪk.ɪt/	/ˈhɒl.ɪ.deɪ/	/flaɪt/	/dɪˈpɑː.tʃə.laʊndʒ/
/ˈɪkɒ.nə.mi.klɑːs/	/ˈtʃek.ɪn.desk/	/ˈpæs.n.dʒə/	/ˈkʌs.tmz/
/ˈtɜː.bjə.lns/	/dʒuː.tɪˈfriː/	/ek.sesˈbæɡ.ɪdʒ/	/des.tɪnˈeɪ.ʃn/
/ˈsɪʔ.belt/	/lɒŋ.hɔːlˈflaɪt/	/ˈlɑɡ.ɪdʒ/	/kræʃ/
/ˈbɔːd.ɪŋ.pɑːs/	/ˈeə.laɪn/	/ˈlænd.ɪŋ/	/ˈtræns.fɜː/
/ˈteɪk.ɒf/	/ˈbɪz.nɪs.klɑːs/	/əˈraɪ.vlz/	/ˈeə.rə.pleɪn/
/ˈeə.pɔːt/	/ˈpɑːs.pɔːt/	/ˈtɜː.mɪ.nl/	/ˈpaɪ.lət/
/praɪ.jɒ.rə.tiˈbɔː.dɪŋ/	/ˈrʌn.weɪ/	/sɪt/	/geɪt/
/pɑːs.pɔːʔ.kənˈtrəʊl/	/rez.əˈveɪ.ʃn/	/sɪˈkjʊə.rə.ti.gɑːd/	/ˈviː.zə/
/ˈʌp.greɪd/	/ˈflaɪt.ə.ten.dnt/	/bʌdʒ.ɪˈeə.laɪn/	/ˈtʊə.rɪst/

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Talk a Lot

Airport

Discussion Words – Visualisations



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Talk a Lot

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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 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 sounds like... a) might, b) wicket, c) weight, d) meet, e) purest, f) brash?
2. Find three places in an airport where you need to show photo ID.
3. Which word is something that you can open, pack, close, carry, weigh, and check-in?
4. Find all of the different people, and describe what each one does.
5. Which word means... a) collision, b) airport building, c) break, d) bargain goods, e) cheap travel company, f) a better seat, g) waiting room, h) final place?
6. A document that you need to show, with your passport, to enter some countries.
7. i) Find a word which has a weak stress schwa sound /ə/ on the... a) 1st syllable, b) 2nd syllable, c) 3rd syllable, etc. ii) Do any words and phrases *not* have a schwa?
8. Find two things that you need to produce just before you get on a plane.
9. You must wear this during take-off and landing, and sometimes in the air as well.
10. This word means the journey from the airport to your hotel (and vice versa).
11. "If my company is paying, I prefer to travel _____."

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Discussion Words Question Sheet

Answers

General Questions

1. Answers will vary.

2. Answers will vary.

3. a) 4 words have 1 syllable: flight, crash, gate, seat. b) 15 words have 2 syllables: tourist, customs, seatbelt, luggage, airline, landing, transfer, take-off, airport, passport, pilot, runway, visa, upgrade, ticket. c) 11 words and phrases have 3 syllables: holiday, check-in desk, passenger, turbulence, duty-free, long-haul flight, boarding pass, business class, aeroplane, arrivals, terminal. d) 7 words and phrases have 4 syllables: budget airline, excess baggage, destination, passport control, reservation, flight attendant, departure lounge. e) 2 phrases have 5 syllables: economy class, security guard. f) 1 phrase has 6 syllables: priority boarding.

4. 2 syllables: all of the words have the strong stress on the first syllable: **tourist**, **customs**, **seatbelt**, **luggage**, **airline**, **landing**, **transfer**, **take-off**, **airport**, **passport**, **pilot**, **runway**, **visa**, **upgrade**, **ticket**. 3 syllables: these words and phrases have the strong stress on the first syllable: **holiday**, **check-in desk**, **passenger**, **turbulence**, **boarding pass**, **business class**, **aeroplane**, **terminal**; this word has the strong stress on the middle syllable: **arrivals**; these words and phrases have the strong stress on the third syllable: **duty-free**, long-haul **flight**. 4 syllables: this phrase has the strong stress on the first syllable: **flight attendant**; this phrase has the strong stress on the second syllable: **departure lounge**; these words and phrases have the strong stress on the third syllable: budget **airline**, excess **baggage**, **destination**, **reservation**; this phrase has the strong stress on the fourth syllable: passport **control**. 5 syllables: both phrases have the strong stress on the second syllable: **economy class**, **security guard**. 6 syllables: this phrase has the strong stress on the fifth syllable: priority **boarding**.

5. Aeroplane, airline, airport, arrivals, boarding pass, budget airline, business class, check-in desk, crash, customs, departure lounge, destination, duty-free, economy class, excess baggage, flight, flight attendant, gate, holiday, landing, long-haul flight, luggage, passenger, passport, passport control, pilot, priority boarding, reservation, runway, seat, seatbelt, security guard, take-off, terminal, ticket, tourist, transfer, turbulence, upgrade, visa.

6. a) The following words are compound nouns: seatbelt (seat + belt), airline (air + line), airport (air + port), passport (pass + port), runway (run + way), upgrade (up + grade). b) The following words and phrases contain suffixes: **boarding pass**, **landing**, **priority boarding**; **duty-free**, **security guard**; **excess baggage**, **luggage**; **destination**, **reservation**; **budget airline**, **ticket**; **arrivals**, **terminal**; **visa**; **holiday**; **departure lounge**; **economy class**; **passenger**; **customs**; **turbulence**; **transfer**; **business class**; **pilot**; **flight attendant**; **tourist**.

7. a) These words all begin with a vowel sound (grouped by IPA sound): /eə/ **airline**, **aeroplane**, **airport**; /ʌ/ **upgrade**; /e/ **excess baggage**; /ə/ **arrivals**; /i/ **economy class**.

b) These words all end with a vowel sound (grouped by IPA sound): /eɪ/ **runway**, **holiday**; /ə/ **visa**, **passenger**; /i:/ **duty-free**; /ɜ:/ **transfer**.

c) These words and phrases all begin with a consonant sound (grouped by IPA sound): /p/ **passenger**, **passport**, **pilot**, **priority boarding**, **passport control**; /t/ **tourist**, **turbulence**, **transfer**, **take-off**, **terminal**, **ticket**; /b/ **boarding pass**, **business class**, **budget airline**; /l/ **long-haul flight**, **luggage**, **landing**; /d/ **departure lounge**, **destination**; /f/ **flight**, **flight attendant**; /k/ **customs**, **crash**; /r/ **runway**, **reservation**; /s/ **seat**, **security guard**; /h/ **holiday**; /tʃ/ **check-in desk**; /d/ **duty-free**; /s/ **seatbelt**; /g/ **gate**; /v/ **visa**.

d) These words and phrases all end with a consonant sound (grouped by IPA sound): /t/ **tourist**, **flight**, **seatbelt**, **long-haul flight**, **airport**, **passport**, **pilot**, **seat**, **gate**, **flight attendant**, **ticket**; /n/ **destination**, **airline**, **aeroplane**, **reservation**, **budget airline**; /s/ **economy class**, **turbulence**, **boarding pass**, **business class**; /dʒ/ **departure lounge**, **excess baggage**, **luggage**; /z/ **customs**, **arrivals**; /ŋ/ **landing**, **priority boarding**; /l/ **terminal**, **passport control**; /d/ **security guard**, **upgrade**; /ʃ/ **crash**; /k/ **check-in desk**; /f/ **take-off**.

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.

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Talk a Lot

Airport

Discussion Words Question Sheet

fli [gh] t, passenge [r], se [a] tbelt, luggag [e], airlin [e], airpo [r] t, runwa [γ], economy clas [s]

9. Answers will vary.

10. There are many possible answers to this question; for example, “duty-free”, “seatbelt”, “seat”, and “visa” all contain the vowel sound /i:/. Use the phonetic chart on p.18.6 of the **Talk a Lot Elementary Handbook** (available free from www.englishbanana.com/talkalot) 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) flight. b) ticket. c) gate. d) seat. e) tourist. f) crash.

2. Check-in desk; passport control; arrivals.

3. Luggage.

4. The different people are: **passenger** – this person travels on a plane; **pilot** – this person flies a plane; **security guard** – this person performs the security check at customs, and patrols the airport in order to protect passengers and staff; **flight attendant** – this person provides assistance to passengers onboard a plane; **tourist** – this person goes on holiday.

5. a) crash. b) terminal. c) holiday. d) duty-free. e) budget airline. f) upgrade. g) departure lounge. h) destination.

6. Visa.

7. i) a) Words which have a weak stress schwa sound /ə/ on the 1st syllable: arrivals. b) Words and phrases which have a weak stress schwa sound /ə/ on the 2nd syllable: flight attendant, passenger, customs, aeroplane, pilot, reservation. c) Words and phrases which have a weak stress schwa sound /ə/ on the 3rd syllable: security guard, economy class, passenger, turbulence, arrivals, terminal, passport control, departure lounge. d) Words and phrases which have a weak stress schwa sound /ə/ on the 4th syllable: flight attendant, reservation, destination. ii) 24 words and phrases don't have a weak stress schwa sound: upgrade, holiday, flight, check-in desk, duty-free, excess baggage, long-haul flight, seatbelt, luggage, crash, boarding pass, airline, landing, take-off, business class, passport, airport, runway, seat, gate, tourist, budget airline, ticket.

8. Boarding pass and passport.

9. Seatbelt.

10. Transfer.

11. Business class.

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Talk a Lot

Airport – Who would you look for first?

Student A

Four passengers have been reported lost at a large airport near London, where you work as a customer service assistant. The time is 6.49 pm. Ask and answer questions to complete the gaps, and find out information about each person. Who would you look for first? Why?

	Passenger #1	Passenger #2
Name / Age		Mr. P. MacNaulty / 42 y.o.
Destination / Check-in closes	Madrid / 19.25	
Flight no. / Airline		A303 / Scot Air
Departs / Gate No.	19.55 / 46	
Travelling with / Last seen	parents / 18.40	
Wearing		long brown jacket, black hat, grey shoes
Nationality / More information	English / first time abroad	
Reason for travelling		family reunion

	Passenger #3	Passenger #4
Name / Age	Claudia Estobar / 34 y.o.	
Destination / Check-in closes	Santiago / 19.15	
Flight no. / Airline		B916 / Overseas
Departs / Gate No.		20.10 / 35
Travelling with / Last seen	colleague / 18.07	
Wearing		new charcoal grey suit, red tie, buttonhole
Nationality / More information	Chilean / registered epileptic	
Reason for travelling		honeymoon

-----✂-----

Student B

Four passengers have been reported lost at a large airport near London, where you work as a customer service assistant. The time is 6.49 pm. Ask and answer questions to complete the gaps, and find out information about each person. Who would you look for first? Why?

	Passenger #1	Passenger #2
Name / Age	Rosie Cooper / 14 y.o.	
Destination / Check-in closes		Aberdeen / 19.00
Flight no. / Airline	M458 / Fly Me	
Departs / Gate No.		19.30 / 13
Travelling with / Last seen		brother / 17.52
Wearing	shorts, blue t-shirt, pink sandals	
Nationality / More information		Scottish / tall, glasses, curly hair, big nose
Reason for travelling	holiday	

	Passenger #3	Passenger #4
Name / Age		David Morgan (Lord) / 88 y.o.
Destination / Check-in closes		Bahamas / 19.40
Flight no. / Airline	S284 / Condor Airways	
Departs / Gate No.	19.45 / 1	
Travelling with / Last seen		new bride / 18.15
Wearing	floral print dress, white sandals	
Nationality / More information		Welsh / bald, red cheeks, has pacemaker
Reason for travelling	business trip	

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Talk a Lot

Airport

Information Exchange

Answers

Airport – Who would you look for first?

Task: "Four passengers have been reported lost at a large airport near London, where you work as a customer service assistant. The time is 6.49 pm. Ask and answer questions to complete the gaps, and find out information about each person. Who would you look for first? Why?"

	Passenger #1	Passenger #2
Name / Age	Rosie Cooper / 14 y.o.	Mr. P. MacNaulty / 42 y.o.
Destination / Check-in closes	Madrid / 19.25	Aberdeen / 19.00
Flight no. / Airline	M458 / Fly Me	A303 / Scot Air
Departs / Gate No.	19.55 / 46	19.30 / 13
Travelling with / Last seen	parents / 18.40	brother / 17.52
Wearing	shorts, blue t-shirt, pink sandals	long brown jacket, black hat, grey shoes
Nationality / More information	English / first time abroad	Scottish / tall, glasses, curly hair, big nose
Reason for travelling	holiday	family reunion

	Passenger #3	Passenger #4
Name / Age	Claudia Estobar / 34 y.o.	David Morgan (Lord) / 88 y.o.
Destination / Check-in closes	Santiago / 19.15	Bahamas / 19.40
Flight no. / Airline	S284 / Condor Airways	B916 / Overseas
Departs / Gate No.	19.45 / 1	20.10 / 35
Travelling with / Last seen	colleague / 18.07	new bride / 18.15
Wearing	floral print dress, white sandals	new charcoal grey suit, red tie, buttonhole
Nationality / More information	Chilean / registered epileptic	Welsh / bald, red cheeks, has pacemaker
Reason for travelling	business trip	honeymoon

"Who would you look for first? Why?" Answers will vary. When they have completed filling the gaps, students should discuss which passenger they would look for first. They should produce appropriate reasons for their choices – why they would choose one person rather than another. For example: "I would look for Rosie Cooper first, because she's only fourteen and hasn't flown before..." Or... "I would look for Mr. P. MacNaulty first, because the check-in for his flight closes the soonest..." [etc.]

Sample Questions

What is the name of Passenger # _____?
How old is Passenger # _____?
Where is Passenger # _____ flying to?
What is Passenger # _____'s destination?
What time does check-in close for Passenger # _____'s flight?
What is the flight number of Passenger # _____'s flight?
Which airline is Passenger # _____ flying with?
What time does Passenger # _____'s flight depart?
Which gate does Passenger # _____'s flight depart from?
Who is Passenger # _____ travelling with?
When was Passenger # _____ last seen?
What is Passenger # _____ wearing?
What is Passenger # _____'s nationality?
Please tell me more information about Passenger # _____.
Why is Passenger # _____ travelling?

Sample Answers

His / her name is _____.
He / she is _____ years old.
He / she is flying to _____.
His / her destination is _____.
It closes at _____.
It's _____.

It departs at _____.
It departs from gate number _____.
He / she's travelling with _____.
At _____.
He / she is wearing _____.
He / she's _____.

He / she is travelling for _____.

Note: students should convert the times from the 24-hour clock, which we don't use in spoken English, to the 12-hour clock, which we do use. For example: "seven fifty five pm" or "five to eight", rather than "nineteen fifty five".

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Talk a Lot

Airport

Information Exchange

Examples

What time does Passenger #1's flight depart?	It departs at five to eight [or seven fifty five].
Which airline is Passenger #2 flying with?	Scot Air.
Who is Passenger #3 travelling with?	She's travelling with a colleague.
Why is Passenger #4 travelling?	He is travelling for his honeymoon.

[etc.]

Extension 1: you could try to encourage some comparative/superlative questions and sentences too, for example:

Who is the oldest passenger?	Lord Morgan is...
Whose flight departs the soonest?	Mr. P. MacNaulty's flight...
Which passenger is travelling the furthest?	Claudia Estobar is...

[etc.]

Extension 2: you could get students to develop short role plays where the worried parent, brother, colleague, or bride of each missing passenger comes to your customer service desk, and asks for help in finding their missing person. The role play could also work the other way around, with the missing person coming to your desk to report *themselves* missing. Students working in pairs could ask for and receive all of the information on the information exchange page and put it in the form of a dialogue – and then decide how each situation works out. Is Mr. P. MacNaulty reunited with his brother? Why has Lord Morgan disappeared? Does Rosie Cooper meet up with her parents before the flight departs? Will Claudia Estobar catch her flight on time?

[etc.]

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Talk a Lot

Airport

Multi-Purpose Text

Portugal (Original Text)

Line

1 In February Kathleen and Rob had a romantic break in Portugal. After they arrived
2 and unpacked, Kathleen phoned her daughter. "What a day! You know, everything
3 that could have gone wrong *did* go wrong." "What happened?" asked Maggie. "Well,
4 on the way to the airport, your dad got lost in the one-way system. Then we couldn't
5 find a parking space, and when we did we didn't have any change for the machine.
6 We had to ask some Italian kids to change a twenty-pound note." Maggie could
7 hear her dad snoring loudly on the bed, where he was fast asleep next to Kathleen.
8 "At the check-in desk it turned out that we hadn't brought the email that we needed
9 for automatic check-in. Then they told us that our luggage was overweight by two
10 kilos, and we had to throw away most of the tins of beans that your dad had packed.
11 I set off the alarm at the security check because I'd forgotten to take off my belt, and
12 then at a duty-free shop your dad knocked over five bottles of expensive Latvian
13 vodka." "Wow!" gasped Maggie, absolutely amazed at the story. "After that we took
14 the wrong train to the gate, and had to rush back to where we'd started. We were last
15 in the queue when we got to the gate, and of course, we hadn't bothered to pay for
16 priority boarding. But do you know what, love? Since we took off, everything has been
17 completely hassle-free. 'Plane sailing' is how your dad put it." In the background
18 Maggie could hear Rob talking angrily in his sleep: "But I'm not paying for the vodka!
19 It wasn't my fault!" "Have a great holiday, mum," chuckled Maggie.
(292 words)



Portugal (Text with 20 Differences)

In February Kathleen and Rob **1. went (had)** a romantic break in Portugal. After they arrived and unpacked, Kathleen phoned her daughter. "What a **2. stay (day)**! You know, everything that **3. would (could)** have gone wrong *did* go wrong." "What happened?" asked Maggie. "Well, on the way to the **4. station (airport)**, your dad got lost in the one-way system. Then we couldn't find a **5. car (parking)** space, and when we did we didn't have any change for the **6. ticket (machine)**. We had to ask some **7. French (Italian)** kids to change a twenty-pound note." Maggie could hear her dad snoring loudly on the bed, where he was fast **8. awake (asleep)** next to Kathleen. "At the check-in desk it **9. burned (turned)** out that we hadn't brought the email that we needed for automatic check-in. Then they told us that our **10. baggage (luggage)** was overweight by two kilos, and we had to throw away most of the tins of **11. greens (beans)** that your dad had packed. I set off the **12. arm (alarm)** at the security check because I'd forgotten to take off my **13. bell (belt)**, and then at a duty-free shop your dad knocked over **14. live (five)** bottles of expensive Latvian vodka." "Wow!" gasped Maggie, **15. completely (absolutely)** amazed at the story. "After that we took the wrong train to the gate, and had to rush back to where we'd **16. start (started)**. We were last in the queue when we got to the gate, and of course, we hadn't bothered to pay for priority **17. hoarding (boarding)**. But do you know what, love? Since we **18. put (took)** off, everything has been completely hassle-free. 'Plane sailing' is how your dad put it." In the background Maggie could **19. near (hear)** Rob talking angrily in his sleep: "But I'm not paying for the **20. vodkas (vodka)**! It wasn't my fault!" "Have a great holiday, mum," chuckled Maggie.

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Talk a Lot

Airport

Multi-Purpose Text

Portugal (Gap-Fill – Verbs)

In February Kathleen and Rob had a romantic break in Portugal. After they 1. _____ and 2. _____, Kathleen phoned her daughter. "What a day! You know, everything that could have gone wrong *did* go wrong." "What 3. _____?" asked Maggie. "Well, on the way to the airport, your dad got lost in the one-way system. Then we couldn't 4. _____ a parking space, and when we did we didn't have any change for the machine. We had to 5. _____ some Italian kids to 6. _____ a twenty-pound note." Maggie could hear her dad snoring loudly on the bed, where he was fast asleep next to Kathleen. "At the check-in desk it turned out that we hadn't 7. _____ the email that we needed for automatic check-in. Then they 8. _____ us that our luggage was overweight by two kilos, and we had to 9. _____ most of the tins of beans that your dad had packed. I set off the alarm at the security check because I'd 10. _____ to take off my belt, and then at a duty-free shop your dad 11. _____ five bottles of expensive Latvian vodka." "Wow!" gasped Maggie, absolutely amazed at the story. "After that we took the wrong train to the gate, and had to 12. _____ back to where we'd started. We were last in the queue when we got to the gate, and of course, we hadn't bothered to pay for priority boarding. But do you know what, love? Since we 13. _____, everything has been completely hassle-free. 'Plane sailing' is how your dad put it." In the background Maggie could 14. _____ Rob talking angrily in his sleep: "But I'm not 15. _____ for the vodka! It wasn't my fault!" "Have a great holiday, mum," chuckled Maggie.



Portugal (Multiple Choice – Use of English)

In February Kathleen and Rob 1. **a) have, b) had, c) 'd** a romantic break in Portugal. After they arrived and unpacked, Kathleen phoned her daughter. "2. **a) Well, b) How, c) What** a day! You know, everything that could have gone wrong *did* go wrong." "What happened?" 3. **a) says, b) asked, c) thought** Maggie. "Well, on the way to the airport, your dad got lost in the one-way system. Then we 4. **a) couldn't, b) must to, c) can't** find a parking space, and when we did we didn't have 5. **a) some, b) a, c) any** change for the machine. We 6. **a) needed, b) had to, c) musted** ask some Italian kids to change 7. **a) the, b) this, c) a** twenty-pound note." Maggie could hear 8. **a) hers, b) his, c) her** dad snoring loudly on the bed, where he was fast asleep next 9. **a) with, b) to, c) by** Kathleen. "At the check-in desk it turned 10. **a) in, b) out, c) up** that we hadn't brought the email that we needed for automatic check-in. Then they told us that our luggage was overweight 11. **a) by, b) for, c) with** two kilos, and we had to throw away most of the tins of beans that your dad had packed. I set off the alarm at the security check 12. **a) when, b) so, c) because** I'd forgotten to take off my belt, and then at a duty-free shop your dad knocked over five bottles of expensive Latvian vodka." "Wow!" gasped Maggie, absolutely amazed 13. **a) for, b) at, c) with** the story. "After that we took the wrong train to the gate, and had to rush back to where we'd started. We were last in the queue when we got to the gate, and of course, we 14. **a) didn't, b) haven't, c) hadn't** bothered to pay for priority boarding. But do you know what, love? Since we took off, everything has been completely hassle-free. 'Plane sailing' is how your dad put 15. **a) them, b) it, c) us**." In the background Maggie could hear Rob talking angrily in his sleep: "But I'm not paying for the vodka! It wasn't my fault!" "Have a great holiday, mum," chuckled Maggie.

Talk a Lot

Airport

Multi-Purpose Text

Portugal (Comprehension Questions)

1. Who went on holiday?
2. When did they get lost?
3. Did they have to queue to get on the plane?
4. How many bottles of vodka did Rob knock over?
5. Why did Kathleen set off the alarm?
6. Who phoned Maggie?
7. Where did Kathleen and Rob go on holiday?
8. Why did they have to throw something away when they checked in?
9. Had they paid for priority boarding?
10. By how many kilos was their luggage overweight?
11. What had they forgotten to take to the check-in desk?
12. Did Kathleen phone Maggie before she unpacked?
13. What nationality were the kids who changed their money?
14. Was the vodka that Rob knocked over cheap or expensive?
15. Did they have to queue at the gate before getting on the train?
16. What was the problem with their luggage?
17. What did they need for automatic check-in?
18. What did Rob knock over?
19. How much money did they want to change?
20. What was Rob doing while Kathleen was on the phone?
21. When did Kathleen and Rob go on holiday?
22. When did Kathleen phone Maggie?
23. Where did Kathleen set off the alarm?
24. Where did they go after the duty-free shop?
25. What kind of vodka did Rob knock over?
26. Did they have any problems on the plane?
27. What did they have to throw away?
28. What did Rob say in his sleep?
29. What did Maggie think of their story?
30. Did they have a good journey?

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Portugal (True, False, or Unknown?)

1. Rob and Kathleen went on holiday
2. They travelled by car, train, and plane.
3. They wanted to change a ten-pound note.
4. Kathleen felt embarrassed when she set off the security alarm.
5. When they arrived in Portugal it was sunny.
6. Rob and Kathleen had to pay for the five bottles of vodka.
7. They went on holiday to Portugal.
8. Rob set off the alarm at the security check.
9. They took the train to the airport.
10. They had a good flight.
11. Rob chatted to Maggie on the phone.
12. They got lost in the one-way system on the way to the airport.
13. Their luggage was too heavy.
14. They bought some duty-free perfume.
15. Maggie was bored by their story.
16. Kathleen loves Portugal.
17. Rob was angry about throwing away his tins of beans.
18. Maggie was in the garden when Kathleen phoned.
19. Rob took some tins of beans to Portugal.
20. Their luggage was overweight by four kilos.
21. Their hotel was expensive.
22. Rob and Maggie went on holiday.
23. They booked their hotel online.
24. They got lost in the one-way system on the way back from the airport.
25. Rob often talks in his sleep.
26. Rob knocked over five bottles of cheap Latvian vodka.
27. They parked at the airport.
28. The Italian kids wouldn't change their money.
29. Kathleen told Maggie that she set off the alarm at the security check.
30. They went on holiday to Spain.

Talk a Lot

Airport

Multi-Purpose Text

Glossary of New Words

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

1. **break** (*noun*: short holiday) _____
2. **one-way system** (*noun*: urban road network) _____
3. **change** (*noun*: low-value coins, e.g. 20p, 50p, £1, etc.) _____
4. **to snore** (*verb*: to breathe loudly whilst asleep) _____
5. **fast asleep** (*adjective phrase*: in a deep sleep) _____
6. **luggage** (*noun*: bags and suitcases that you take on holiday) _____
7. **tin of beans** (*noun*: baked beans – a delicious, nutritious food, loved by Britons) _____
8. **to knock over** (*phrasal verb*: to make sth. fall on the floor) _____
9. **to gasp** (*verb*: to make a surprised noise) _____
10. **amazed** (*adjective*: very surprised; astonished) _____
11. **to bother to do sth.** (*idiom*: to make an effort to do sth.) _____
12. **hassle-free** (*adjective*: easy; problem-free) _____
13. **plane sailing** (*pun*: “plain sailing” means that something is going well. Rob’s pun works because “plane” and “plain” are homophones – same sound but different spellings and meanings) _____
14. **in the background** (*adverbial*: not in the foreground; not prominent) _____
15. **to chuckle** (*verb*: to laugh softly) _____

Answers

Portugal (Gap-Fill – Verbs)

- | | | |
|-------------|---------------|------------------|
| 1. arrived | 6. change | 11. knocked over |
| 2. unpacked | 7. brought | 12. rush |
| 3. happened | 8. told | 13. took off |
| 4. find | 9. throw away | 14. hear |
| 5. ask | 10. forgotten | 15. paying |

Portugal (Multiple Choice – Use of English)

- | | | |
|-------|--------|--------|
| 1. b) | 6. b) | 11. a) |
| 2. c) | 7. c) | 12. c) |
| 3. b) | 8. c) | 13. b) |
| 4. a) | 9. b) | 14. c) |
| 5. c) | 10. b) | 15. b) |

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Talk a Lot

Airport

Multi-Purpose Text

Portugal (Comprehension Questions)

1. Kathleen and Rob.
2. On the way to the airport.
3. Yes.
4. Five.
5. Because she forgot to take off her [metal] belt at the security check.
6. Kathleen.
7. Portugal.
8. Because their luggage was too heavy.
9. No.
10. Two kilos.
11. The email that they needed for automatic check-in.
12. No – after she unpacked.
13. Italian.
14. Expensive.
15. No.
16. It was overweight (too heavy).
17. An email.
18. Five bottles of expensive Latvian vodka.
19. Twenty pounds (a twenty-pound note).
20. He was sleeping.
21. In February.
22. After they arrived at their destination and unpacked.
23. At the security check.
24. To take the train to the gate.
25. Expensive Latvian vodka.
26. No. Everything was completely hassle-free.
27. Most of Rob's tins of beans.
28. "But I'm not paying for the vodka! It wasn't my fault!"
29. She was absolutely amazed at the story.
30. Before they took off, no. But after they took off, yes.

Portugal (True, False, or Unknown?)

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

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

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Talk a Lot

Airport

Discussion Questions

1. How often do you fly? Do you need to travel by air? Why? / Why not? What are the advantages and disadvantages of travelling by plane, compared with other forms of transport?

2. How do you prefer to book a flight, e.g. online or by phone? How do you make sure that you get the best price for the flight? Do you ask for priority boarding? Why? / Why not? Do you think that air travel is good value?

3. Do you like to get to the airport a few hours before your flight, or do you always arrive at the last minute? Have you ever had your name read out at the airport because the plane was waiting for you? Have you ever missed a flight? If yes, what happened?

4. Tell me about the first time you visited an airport. Did you know what to do? Have you ever lost your luggage at an airport – or got lost? What is the longest you've ever been delayed at an airport? What did you do to kill time?

5. Do you enjoy flying? How do you feel when the plane is taking off – nervous, or relaxed? Have you ever witnessed an air-rage incident?

6. Should more be done to make air travel greener?
Should cheap air travel – e.g. budget airlines – be banned, because of the harm it is doing to the environment? What impact would it have on tourism and the global economy if it was? What impact would it have on your life?

7. What do you think about environmental protestors, who hold demonstrations at airports and disrupt flights? How would you feel if a company got planning permission to build a new airport near your home?

8. What is... a) the most beautiful, b) the strangest... sight you have ever seen from the window of an aeroplane in flight?

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Talk a Lot

Airport

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. Air travel is irresponsible.	<input type="checkbox"/>	<input type="checkbox"/>
2. An airport is the gateway to a world of adventures.	<input type="checkbox"/>	<input type="checkbox"/>
3. I usually buy something in the duty-free shop.	<input type="checkbox"/>	<input type="checkbox"/>
4. Climate change will cause the death of cheap air travel.	<input type="checkbox"/>	<input type="checkbox"/>
5. <i>"The airplane became the first World Wide Web, bringing people, languages, ideas, and values together."</i> – Bill Gates	<input type="checkbox"/>	<input type="checkbox"/>
6. I would love to work as a flight attendant.	<input type="checkbox"/>	<input type="checkbox"/>
7. I'm afraid of flying.	<input type="checkbox"/>	<input type="checkbox"/>
8. It's so confusing at an airport! I never know what to do first.	<input type="checkbox"/>	<input type="checkbox"/>
9. I always worry that my luggage will be too heavy when I check in.	<input type="checkbox"/>	<input type="checkbox"/>
10. Airports are generally safe places to visit.	<input type="checkbox"/>	<input type="checkbox"/>
11. <i>"The desire to fly is an idea handed down to us by our ancestors who... looked enviously on the birds soaring freely through space, at full speed, above all obstacles, on the infinite highway of the air."</i> – Wilbur Wright	<input type="checkbox"/>	<input type="checkbox"/>
12. If an airport was built near my home, I would be really pleased.	<input type="checkbox"/>	<input type="checkbox"/>
13. I hate hanging around at airports. It's such a waste of time.	<input type="checkbox"/>	<input type="checkbox"/>
14. People who hold demonstrations at airports are dangerous fanatics.	<input type="checkbox"/>	<input type="checkbox"/>
15. I would prefer to travel by car, train, or boat, than plane.	<input type="checkbox"/>	<input type="checkbox"/>
16. Pilots do a very difficult job under intense pressure.	<input type="checkbox"/>	<input type="checkbox"/>

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Talk a Lot

Airport

Role Plays

1. “He’s completely harmless!”

- Place: A customs area at a major international airport
Time: 8.45 pm
Characters: You and a customs officer
Situation: You are an explorer, just returned from a trip to the rainforests of South America. You are trying to smuggle a ten-foot-long poisonous snake into the country, by wrapping it around your neck and pretending it’s an exotic scarf
- Scenes:
- i) The eagle-eyed customs officer spots the snake and asks you to explain what you’re doing trying to bring it into the country illegally
 - ii) The snake gets loose and attacks the customs officer, giving them a nasty bite. The customs officer believes that they’re going to die and starts to make a will, but you explain that the snake has had all of its poison removed
 - iii) In the confusion the snake escapes and slithers away into the airport, causing pandemonium. You and the customs official try to catch it, whilst at the same time reassuring members of the public that it’s harmless...

If there are three people in the group, the third character could be:

- a) *Another customs official, who has a more relaxed attitude to their job*
- b) *A member of the public who panics and tries to kill the snake with their umbrella*

2. “Do you really need to fly?”

- Place: On the pavement outside a large international airport
Time: 10.42 am
Characters: You are a climate change protestor, and the other person takes three different roles
Situation: You have been standing outside the airport in the rain on your own for two days, protesting about the damage that air travel is doing to the environment
- Scenes:
- i) You recognise a passenger entering the airport. It’s one of your neighbours. They explain why they need to travel – for business. You argue that they don’t need to fly and could use other means of transport
 - ii) A few hours later you meet a close friend coming out of the airport. They have just flown back 4,000 miles from a family reunion. Explain that they should have used video conferencing or Skype to get together instead
 - iii) The next day you get a phone call from an influential climate change campaigner – one of your heroes – thanking you for your efforts and inviting you to attend an international conference on global warming this weekend. Unfortunately, the only way to get there in time is by plane. What do you do?

If there are three people in the group, the third character could be:

- a) *Another climate change campaigner, who is terrified of being arrested*
- b) *A security guard working at the airport who wants you to “Clear off!”*

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Talk a Lot

Airport

Role Plays

Role Play Extensions

Here are some additional situations for students to use as starting points for new role plays based on the topic of "Airport":

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Airport

1. You are in a taxi on the way to the airport. Your flight leaves in about an hour and you're worried that you're going to miss it. Your driver is less bothered and you start to panic when you realise that they've taken a wrong turn. The driver turns round and you find the right road. They begin telling you all about their life story, and how difficult things have been since their partner left them. Suddenly the taxi hits a bump in the road and all of your luggage falls out onto the road. Having collected your bags and repacked them, you become more and more anxious about missing your flight. The driver goes faster and faster but all of a sudden they are stopped by the police for speeding and given a fine. You finally get to the airport, but when you refuse to give the driver a tip they chase you through the terminal. Will you catch your flight?

2. You are in an airport late at night waiting for the check-in desk to open. You fall into a deep sleep and when you awake you can't remember anything at all about yourself, either who you are or what you're doing. You've got amnesia! You ask a member of the airport staff to help you recover your identity. You start to remember slowly, but you can't recall what you're doing in the airport or what you have to do in order to catch your flight. You find your plane tickets and passport in your bag, and the other person guides you through the process of catching your flight: check in yourself and your luggage; show your passport; go through the security check; go through the duty-free area; find the correct gate; get on the plane. As they help you, your memory starts to return and you're able to follow their advice...

----- ✂ -----

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Talk a Lot

_____ / Airport

Vocabulary Test

First Language

English

passenger

flight

gate

boarding pass

take-off

tourist

luggage

security guard

departure lounge

aeroplane

airport

transfer

pilot

upgrade

business class

priority boarding

runway

seat

reservation

budget airline

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Talk a Lot

Lesson Test – Airport

A) Write these words in alphabetical order:

ticket holiday pilot flight customs duty-free visa turbulence tourist passport transfer

B) Underline all the airport words that are compound nouns:

1. gate 2. runway 3. terminal 4. seatbelt 5. landing 6. airline

C) Underline the incorrectly spelled word in each starting sentence and write each word correctly:

1. If we use a different arline, we'll have an exciting stopover in Bangkok next Friday night.
2. Last year I bought some duty-free sunglasses from a little shop at the airprot in Minsk.
3. We're going to pay for priority boading tomorrow, because we don't like to queue.
4. Paul's just landded at Heathrow Airport.

Complete the sentence blocks:

D) Verb Form: _____

- I could book a flight for me and Laura..
- Who 1. _____ you book a flight for?
- For 2. _____ and Laura.
- 3. _____ you book a flight for you and Laura?
- 4. _____, I could.
- Could you 5. _____ a flight for your whole family and Laura?
- No, I 6. _____. I couldn't book a flight for my whole family and Laura.

E) Verb Form: _____

- Keith is flying economy class today, because he can't afford an upgrade.
- What class is 7. _____ flying today, because he can't afford an upgrade?
- 8. _____.
- 9. _____ Keith flying economy class today?
- Yes, he 10. _____.
- Is Keith 11. _____ business class today?
- No, he isn't. Keith 12. _____ flying business class today.

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Talk a Lot

Airport

Lesson Test

Answers

A) Customs, duty-free, flight, holiday, passport, pilot, ticket, tourist, transfer, turbulence, visa.

B) The following words are compound nouns: runway (run + way), seatbelt (seat + belt), airline (air + line).

C) 1. airline. 2. airport. 3. priority boarding. 4. landed.

D) Verb form: modal verbs. 1. could. 2. me. 3. Could. 4. Yes. 5. book. 6. couldn't.

E) Verb form: present continuous. 7. Keith. 8. Economy class. 9. Is. 10. is. 11. flying. 12. isn't.

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Talk a Lot

Spoken English Course

Elementary Book 3



Talk a Lot

Spoken English Course

Elementary Book 3

Unit 6: Money (36 pages)



*Note: all activities include full answers. For detailed instructions on how to use each activity, please see the **Talk a Lot Elementary Handbook**, which is available as a free download from <http://www.englishbanana.com/talkalot/>*

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Talk a Lot

Money

Sentence Blocks

1. (*Present Simple*) Ruby gets £6.55 per hour for working at the cinema.
How much

2. (*Present Continuous*) Roger is paying his gas bill and electricity bill at the post office.
Where

3. (*Past Simple*) A thief stole all my cash and credit cards, when I was mugged last Thursday.
When

4. (*Past Continuous*) Alfie was waiting at a busy cashpoint yesterday for ten minutes to make a withdrawal.
Why

5. (*Present Perfect*) We've applied for a mortgage with our local bank.
What

6. (*Modal Verbs*) Hannah and Matt should ask my accountant to help them with their tax return.
Who

7. (*Future Forms*) I'm going to take out part of my savings to invest in some shares on the stock market.
What

8. (*First Conditional*) If his salary goes up, Oscar will donate more money to charity.
What

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Talk a Lot

Money

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** for full instructions (available free from www.englishbanana.com).*

Answers

1. (Present Simple) Ruby gets £6.55 per hour for working at the cinema. / How much does Ruby get per hour for working at the cinema? / £6.55. / Does Ruby get £6.55 per hour for working at the cinema? / Yes, she does. / Does Ruby get £5.65 per hour for working at the cinema? / No, she doesn't. Ruby doesn't get £5.65 per hour for working at the cinema.

2. (Present Continuous) Roger is paying his gas bill and electricity bill at the post office. / Where is Roger paying his gas bill and electricity bill? / At the post office. / Is Roger paying his gas bill and electricity bill at the post office? / Yes, he is. / Is Roger paying his gas bill and electricity bill at the bank? / No, he isn't. Roger isn't paying his gas bill and electricity bill at the bank.

3. (Past Simple) A thief stole all my cash and credit cards, when I was mugged last Thursday. / When did a thief steal all your cash and credit cards? / When I was mugged last Thursday. / Did a thief steal all your cash and credit cards, when you were mugged last Thursday? / Yes, they did. / Did a thief steal all your cash and credit cards, when you were parking your car? / No, they didn't. A thief didn't steal all my cash and credit cards, when I was parking my car.

4. (Past Continuous) Alfie was waiting at a busy cashpoint yesterday for ten minutes to make a withdrawal. / Why was Alfie waiting at a busy cashpoint yesterday for ten minutes? / To make a withdrawal. / Was Alfie waiting at a busy cashpoint yesterday for ten minutes to make a withdrawal? / Yes, he was. / Was Alfie waiting at a busy cashpoint yesterday for ten minutes to top-up his mobile? / No, he wasn't. Alfie wasn't waiting at a busy cashpoint yesterday for ten minutes to top-up his mobile.

5. (Present Perfect) We've applied for a mortgage with our local bank. / What have you applied for with your local bank? / A mortgage. / Have you applied for a mortgage with your local bank? / Yes, we have. / Have you applied for a personal loan with your local bank? / No, we haven't. We haven't applied for a personal loan with our local bank.

6. (Modal Verbs) Hannah and Matt should ask my accountant to help them with their tax return. / Who should Hannah and Matt ask to help them with their tax return? / My accountant. / Should Hannah and Matt ask your accountant to help them with their tax return? / Yes, they should. / Should Hannah and Matt ask your hairdresser to help them with their tax return? / No, they shouldn't. Hannah and Matt shouldn't ask my hairdresser to help them with their tax return.

7. (Future Forms) I'm going to take out part of my savings to invest in some shares on the stock market. / What are you going to take out to invest in some shares on the stock market? / Part of my savings. / Are you going to take out part of your savings to invest in some shares on the stock market? / Yes, I am. / Are you going to take out part of your daughter's savings to invest in some shares on the stock market? / No, I'm not. I'm not going to take out part of my daughter's savings to invest in some shares on the stock market.

8. (First Conditional) If his salary goes up, Oscar will donate more money to charity. / What will Oscar do if his salary goes up? / Donate more money to charity. / Will Oscar donate more money to charity, if his salary goes up? / Yes, he will. / Will Oscar donate less money to charity, if his salary goes up? / No, he won't. Oscar won't donate less money to charity, if his salary goes up.

* Alternative: *Who should ask your accountant to help them with their tax return? / Hannah and Matt should. / etc.*

** Alternative: *What will Oscar donate to charity, if his salary goes up? / More money. / etc.*

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 up to six 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 of the sentence block extensions from this unit. Hopefully, the answers given 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.

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Talk a Lot

Money

Sentence Blocks

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

Roger is paying his gas bill and electricity bill at the post office.

On the handout the wh- question word that is given is "Where", but this starting sentence also works equally well with three other wh- question words: "What", "Who", and "How":

What is Roger doing? / Paying his gas bill and electricity bill at the post office.

What is Roger paying at the post office? / His gas bill and electricity bill.

What is Roger doing at the post office? / Paying his gas bill and electricity bill.

Who is paying his gas bill and electricity bill at the post office? / Roger is.

How is Roger paying his gas bill and electricity bill? / At the post office.

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, 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 students:

----- ✂ -----

Money

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

	WHAT	WHERE	WHEN	WHO	WHY	WHICH	HOW
1.	what			who			
2.	what (x3)			who			how
3.	what (x2)			who			
4.	what	where	when	who		which	how long
5.				who			
6.	what			who (2 nd)		which	
7.					why		how
8.	what (2 nd)		when	who			

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Talk a Lot

Money

Sentence Blocks

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Sentence Blocks – Sentence Stress and Vowel Sounds

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

Money

1. Ruby gets six pounds fifty five per hour for working at the cinema.
2. Roger is paying his gas bill and electricity bill at the post office.
3. A thief stole all my cash and credit cards, when I was mugged last Thursday.
4. Alfie was waiting at a busy cashpoint yesterday for ten minutes to make a withdrawal.
5. We've applied for a mortgage with our local bank.
6. Hannah and Matt should ask my accountant to help them with their tax return.
7. I'm going to take out part of my savings to invest in some shares on the stock market.
8. If his salary goes up, Oscar will donate more money to charity.

-----✂-----

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.)

Money

1. Ruby gets six pounds fifty five **per** hour for working at the cinema.
2. Roger **is** paying his gas bill and electricity bill at the post office.
3. A thief stole all my cash and credit cards, when I was mugged last Thursday.
4. Alfie **was** waiting at a busy cashpoint yesterday for ten minutes to make a withdrawal.
5. We've applied for a mortgage with our local bank.
6. Hannah and Matt should ask my accountant to help them with their tax return.
7. I'm going to take out part of my savings to invest in some shares on the stock market.
8. If his salary goes up, Oscar will donate more money to charity.

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Talk a Lot

Money

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.)

Money

1. Ruby gets six pounds fifty five per hour for working at the cinema.
2. Roger is paying his gas bill and electricity bill at the post office.
3. A thief stole all my cash and credit cards, when I was mugged last Thursday.
4. Alfie was waiting at a busy cashpoint yesterday for ten minutes to make a withdrawal.
5. We've applied for a mortgage with our local bank.
6. Hannah and Matt should ask my accountant to help them with their tax return.
7. I'm going to take out part of my savings to invest in some shares on the stock market.
8. If his salary goes up, Oscar will donate more money to charity.

-----><-----

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.

Money

- /u:/ /e/ /ɪ/ /aʊ/ /ɪ/ /aɪ/ /aʊə/ /ɜ:/ /ɪ/
1. Ruby gets six pounds fifty five per hour for working at the cinema.

/ɒ/ /eɪ/ /æ/ /ɪ/ /ɪ/ /ɪ/ /əʊ/ /ɒ/

 2. Roger is paying his gas bill and electricity bill at the post office.

/ɪ:/ /əʊ/ /æ/ /e/ /ɑ:/ /ʌ/ /ɑ:/ /ɜ:/

 3. A thief stole all my cash and credit cards, when I was mugged last Thursday.

/æ/ /eɪ/ /ɪ/ /æ/ /e/ /e/ /ɪ/ /eɪ/ /ɔ:/

 4. Alfie was waiting at a busy cashpoint yesterday for ten minutes to make a withdrawal.

/aɪ/ /ɔ:/ /əʊ/ /æ/

 5. We've applied for a mortgage with our local bank.

/æ/ /æ/ /ɑ:/ /aʊ/ /e/ /æ/ /ɜ:/

 6. Hannah and Matt should ask my accountant to help them with their tax return.

/eɪ/ /aʊ/ /ɑ:/ /eɪ/ /e/ /eə/ /ɒ/ /ɑ:/

 7. I'm going to take out part of my savings to invest in some shares on the stock market.

/æ/ /əʊ/ /ʌ/ /ɒ/ /eɪ/ /ʌ/ /æ/

 8. If his salary goes up, Oscar will donate more money to charity.

Talk a Lot

Money

Connected Sentence Cards (Page 1/3)

<input type="text"/> Ruby <input type="text"/>	<input type="text"/> gets <input type="text"/>	<input type="text"/> six <input type="text"/>	<input type="text"/> pounds <input type="text"/>
<input type="text"/> fifty <input type="text"/>	<input type="text"/> five <input type="text"/>	<input type="text"/> per <input type="text"/>	<input type="text"/> hour <input type="text"/>
<input type="text"/> for <input type="text"/>	<input type="text"/> working <input type="text"/>	<input type="text"/> at <input type="text"/>	<input type="text"/> the <input type="text"/>
<input type="text"/> cinema. <input type="text"/>	<input type="text"/> Roger <input type="text"/>	<input type="text"/> is <input type="text"/>	<input type="text"/> paying <input type="text"/>
<input type="text"/> his <input type="text"/>	<input type="text"/> gas <input type="text"/>	<input type="text"/> bill <input type="text"/>	<input type="text"/> and <input type="text"/>
<input type="text"/> electricity <input type="text"/>	<input type="text"/> bill <input type="text"/>	<input type="text"/> at <input type="text"/>	<input type="text"/> the <input type="text"/>
<input type="text"/> post <input type="text"/>	<input type="text"/> office. <input type="text"/>	<input type="text"/> A <input type="text"/>	<input type="text"/> thief <input type="text"/>
<input type="text"/> stole <input type="text"/>	<input type="text"/> all <input type="text"/>	<input type="text"/> my <input type="text"/>	<input type="text"/> cash <input type="text"/>
<input type="text"/> and <input type="text"/>	<input type="text"/> credit <input type="text"/>	<input type="text"/> cards, <input type="text"/>	<input type="text"/> when <input type="text"/>
<input type="text"/> I <input type="text"/>	<input type="text"/> was <input type="text"/>	<input type="text"/> mugged <input type="text"/>	<input type="text"/> last <input type="text"/>

next page >

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Talk a Lot

Money

Connected Sentence Cards (Page 2/3)

Thursday.	Alfie	was	waiting
at	a	busy	cashpoint
yesterday	for	ten	minutes
to	make	a	withdrawal.
We've	applied	for	a
mortgage	with	our	local
bank.	Hannah	and	Matt
should	ask	my	accountant
to	help	them	with
their	tax	return.	I'm

next page >

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Talk a Lot

Money

Connected Sentence Cards (Page 3/3)

going	to	take	out
part	of	my	savings
to	invest	in	some
shares	on	the	stock
market.	If	his	salary
goes	up,	Oscar	will
donate	more	money	to
charity.			

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Talk a Lot

Money

Connected Sentence Cards (Page 1/3)

Ruby	gets	six	pounds
fifty	five	per	hour
for	working	at	the
cinema.	Roger	is	paying
his	gas	bill	and
electricity	bill	at	the
post	office.	A	thief
stole	all	my	cash
and	credit	cards,	when
I	was	mugged	last

next page >

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Talk a Lot

Money

Connected Sentence Cards (Page 2/3)

Thursday.	Alfie	was	waiting
at	a	busy	cashpoint
yesterday	for	ten	minutes
to	make	a	withdrawal.
We've	applied	for	a
mortgage	with	our	local
bank.	Hannah	and	Matt
should	ask	my	accountant
to	help	them	with
their	tax	return.	I'm

next page >

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Talk a Lot

Money

Connected Sentence Cards (Page 3/3)

going	to	take	out
part	of	my	savings
to	invest	in	some
shares	on	the	stock
market.	If	his	salary
goes	up,	Oscar	will
donate	more	money	to
charity.			

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Talk a Lot

Money

1. Ruby gets £6.55 per hour for working at the cinema.

5 vowel sound:

4 stressed syllable:

1 content word: **Ruby** **gets** **six** **pounds** **fifty** **five** **hour**

2 no. of syllables:

1 function word: **per**

7 connecting sounds:

6 weak forms: **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:

cc	consonant sound to consonant sound
cv	consonant sound to vowel sound
vc	vowel sound to consonant sound
vv	vowel sound to vowel sound

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

Talk a Lot

Money

1. Ruby gets £6.55 per hour for working at the cinema.

5 vowel sound:

4 stressed syllable:

1 content word:

2 no. of syllables:

1 function word:

7 connecting sounds:

6 weak forms: ^W

8 features of C.S.:

9 missing/new sound:

10 example(s) with IPA: £6.55 per hour: /'sɪk'spaʊn'fɪf.tɪ'faɪf.pə'reɪʊə/

3 suffixes: Rub-y, fift-y

3 compound nouns: none

7 connecting sounds:

8 features of connected speech:

cc	consonant sound to consonant sound
cv	consonant sound to vowel sound
vc	vowel sound to consonant sound
vv	vowel sound to vowel sound

GLACIER:		Contraction	a word is shortened
Glottal stops	an empty space without sound /ʔ/	Intrusion	a new sound appears – /j/, /w/, or /r/
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Talk a Lot

Money

1. Ruby gets £6.55 per hour for working at the cinema.

5 vowel sound:

4 stressed syllable:

1 content word: **working** **cinema.**

2 no. of syllables:

1 function word: **for** **at** **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:

cc	consonant sound to consonant sound
cv	consonant sound to vowel sound
vc	vowel sound to consonant sound
vv	vowel sound to vowel sound

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

Talk a Lot

Money

1. Ruby gets £6.55 per hour for working at the cinema.

5 vowel sound: /ɜ:/ /ɪ/

4 stressed syllable: o o

1 content word: working cinema.

2 no. of syllables: o o o o o

1 function word: for at the

7 connecting sounds: vc vc cv cc vc

6 weak forms: L ^W L E ^W G, E ^W L

8 features of C.S.: L L E G, E L

9 missing/new sound: /g/ /t/

10 example(s) with IPA: for working at the cinema: /fə'wɜ:.kɪn.æʔ.θə'sɪn.ə.mə/

3 suffixes: work-ing, cinem-a

3 compound nouns: none

7 connecting sounds: 8 features of connected speech:

cc	consonant sound to consonant sound
cv	consonant sound to vowel sound
vc	vowel sound to consonant sound
vv	vowel sound to vowel sound

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

Talk a Lot

Money

Discussion Words



coin	interest	expenditure	balance
salary	bank	mortgage	wallet
bank account	overdraft	change	income
loan	payment	investment	pence
cheque	note	debt	currency
deposit	cashpoint	poverty	thief
savings	stock market	chequebook	cash
withdrawal	tax	accountant	purse
inheritance	debit card	charity	benefits
price	millionaire	pound	credit card

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Talk a Lot

Money

Discussion Words (with the IPA)

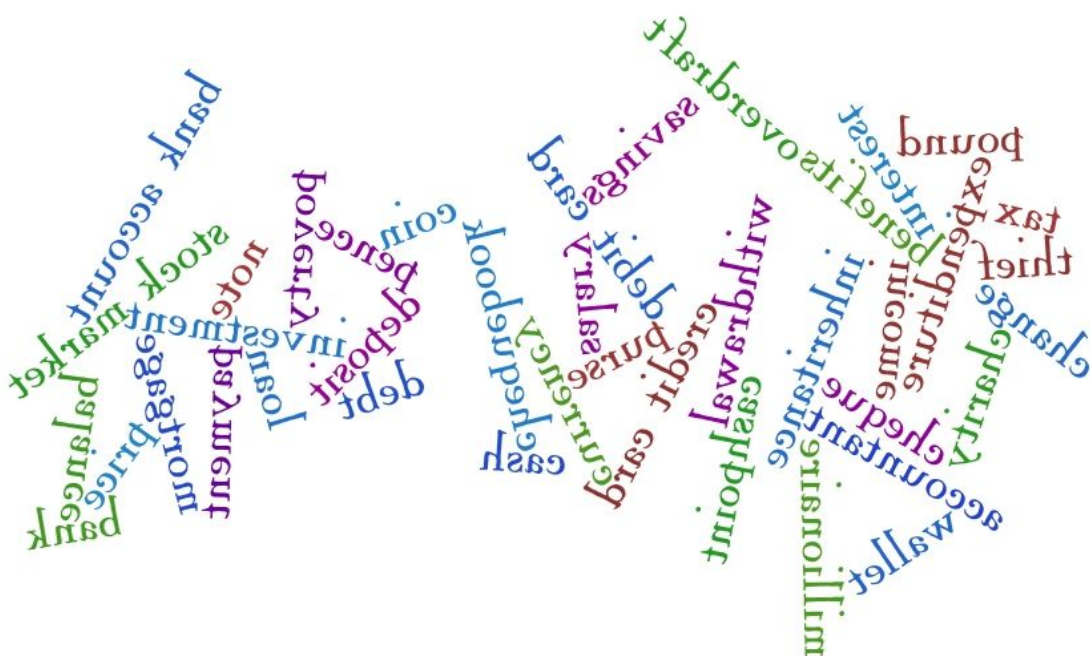
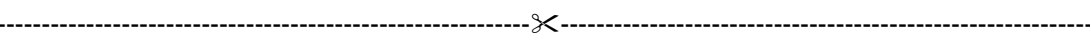
/kəʊn/	/ˈɪn.tər.est/	/ɪkˈspen.dɪ.tʃə/	✂	/'bæl.ənts/
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/'bæŋ.kə.kəʊnt/	/'əʊ.və.drɑːft/	/tʃeɪndʒ/		/'ɪŋ.kʌm/
/ləʊn/	/'peɪ.mənt/	/ɪmˈves.mənt/		/pents/
/tʃek/	/nəʊt/	/det/		/'kʌ.rənt.si/
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/'seɪ.vɪŋz/	/'stɒk.mɑː.kɪt/	/'tʃek.bʊk/		/kæʃ/
/wɪð'drɔːl/	/tæks/	/əˈkaʊn.tənt/		/pɜːs/
/ɪn'her.ɪ.tənts/	/'deb.ɪʔ.kɑːd/	/'tʃær.ɪ.ti/		/'ben.ɪ.fɪts/
/praɪs/	/mɪl.jəˈneə/	/paʊnd/		/'kred.ɪʔ.kɑːd/

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Talk a Lot

Money

Discussion Words – Visualisations



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Talk a Lot

Money

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?
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 alphabetical order.
6. Find and put into groups... a) compound nouns, b) words with suffixes.
7. Put together words and phrases that have the same number of letters.
8. Put together words and phrases that start with the same letter.
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 sounds like... a) sank, b) bone, c) beef, d) fax, e) neck, f) goat, g) worse?
2. Put all of the different kinds of payment together into a group.
3. This is money that you have, but which you don't want to spend at the moment.
4. This is a loan that you get to buy a house or somewhere to live.
5. Find all of the negative words to do with money and describe three of them.
6. This is an organisation which raises money to spend on good causes.
7. This is a place where you can make – or lose – a lot of money.
8. Which word means money that... a) you are given by the bank, b) you receive when somebody you are close to dies, c) you get from the government when you are sick or unemployed, d) you receive from your employer, e) you have to pay to the government, f) you borrow, but have to pay back over a number of months, g) is added to your bank account by agreement with your bank?
9. Put all of the people together into a group and describe what they do.
10. This happens when you take out money from a cashpoint.
11. This is something that you hope will grow and make you wealthier.

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Talk a Lot

Money

Discussion Words Question Sheet

Answers

General Questions

1. Answers will vary.

2. Answers will vary.

3. a) 14 words have 1 syllable: coin, bank, change, loan, pence, cheque, note, debt, thief, cash, tax, purse, price, pound. b) 8 words have 2 syllables: balance, mortgage, wallet, income, payment, cashpoint, savings, chequebook. c) 16 words and phrases have 3 syllables: interest, salary, bank account, overdraft, investment, currency, deposit, poverty, stock market, withdrawal, accountant, debit card, charity, benefits, millionaire, credit card. d) 2 words have 4 syllables: expenditure, inheritance.

4. 2 syllables: all of the words have the strong stress on the first syllable: **balance**, **mortgage**, **wallet**, **income**, **payment**, **cashpoint**, **savings**, **chequebook**. 3 syllables: these words and phrases have the strong stress on the first syllable: **interest**, **salary**, **bank** account, **overdraft**, **currency**, **poverty**, **stock** market, **debit** card, **charity**, **benefits**, **credit** card; these words have the strong stress on the middle syllable: **investment**, **deposit**, **accountant**, **withdrawal**; this word has the strong stress on the last syllable: **millionaire**. 4 syllables: both of the words have the strong stress on the second syllable: **expenditure**, **inheritance**.

5. Accountant, balance, bank, bank account, benefits, cash, cashpoint, change, charity, cheque, chequebook, coin, credit card, currency, debit card, debt, deposit, expenditure, income, inheritance, interest, investment, loan, millionaire, mortgage, note, overdraft, payment, pence, pound, poverty, price, purse, salary, savings, stock market, tax, thief, wallet, withdrawal.

6. a) The following words are compound nouns: chequebook (cheque + book), cashpoint (cash + point), overdraft (over + draft). b) The following words contain suffixes: **payment**, **investment**; **poverty**, **charity**; **deposit**, **benefits**; **interest**; **expenditure**; **balance**; **salary**; **wallet**; **currency**; **savings**; **accountant**; **inheritance**; **millionaire**.

7. **3 letters:** tax. **4 letters:** bank, cash, coin, debt, loan, note. **5 letters:** pence, pound, price, purse, thief. **6 letters:** change, cheque, wallet, income, salary. **7 letters:** balance, charity, deposit, payment, poverty, savings. **8 letters:** benefits, interest, mortgage, currency. **9 letters:** cashpoint, overdraft, debit card. **10 letters:** withdrawal, investment, credit card, accountant, chequebook. **11 letters:** expenditure, inheritance, bank account, stock market, millionaire.

8. See answer to number 5 above.

9. Answers will vary.

10. There are many possible answers to this question; for example, “**benefits**”, “**inheritance**”, and “**pence**” (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 www.englishbanana.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) bank. b) loan. c) thief. d) tax. e) cheque. f) note. g) purse.

2. The different kinds of payment are: change, cheque, coin, credit card, currency, debit card, note, pence, pound.

3. Savings.

4. Mortgage.

5. **Interest** – extra money that you pay a lender to be able to borrow money; **overdraft** – an extra amount of money in your bank account, which is given by your bank and works like a loan; **poverty** – a state of existence where a person or a group of people don't have enough money to support themselves; **tax** – money that you have to pay to the government from your income. *Note: some of the answers could be subjective, e.g. “loan” or “mortgage” could be positive or negative, depending on your attitude towards borrowing money. “Interest” could be positive or negative, depending on whether you are the borrower or the lender, etc.*

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Talk a Lot

Money

Discussion Words Question Sheet

6. Charity.

7. Stock market.

8. a) interest. b) inheritance. c) benefits. d) salary. e) tax. f) loan. g) overdraft.

9. **Thief** – steals money and/or possessions; **accountant** – prepares monthly and annual accounts for a company, and organises tax payments; **millionaire** – has earned, been given, or won – a lot of money and now has over a million pounds.

10. Withdrawal.

11. Investment; or savings; or interest.

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Talk a Lot

Money – Who is the Richest?

Student A

Ask and answer questions to complete the gaps, and find out what each person did with their money last Monday. Who do you think is the richest? Why?

	ERIC	CARL
PAY IN (bank)	£700	£25
GIVE (charity)		
WITHDRAW (cashpoint)	£300	nothing
ENQUIRE (post office)		
LEND (amount / person)	nothing	£10 / cousin Rolf
BORROW (amount / person)		
CHANGE CURRENCY	£1400 into Euros	
BUY (item / method)		bread, light bulb / cash

	WENDY	KASIA
PAY IN (bank)	nothing	
GIVE (charity)	£10 by direct debit	£3,500 by cheque
WITHDRAW (cashpoint)		
ENQUIRE (post office)		cheap calls abroad
LEND (amount / person)	nothing	£20 / neighbours Jan and Tim
BORROW (amount / person)		
CHANGE CURRENCY	\$US80 into pounds sterling	
BUY (item / method)		cinema tickets / debit card



Student B

Ask and answer questions to complete the gaps, and find out what each person did with their money last Monday. Who do you think is the richest? Why?

	ERIC	CARL
PAY IN (bank)		
GIVE (charity)	nothing	£5
WITHDRAW (cashpoint)		
ENQUIRE (post office)	passport	home contents insurance
LEND (amount / person)		
BORROW (amount / person)	£50 / wife	nothing
CHANGE CURRENCY		nothing
BUY (item / method)	x2 flights / credit card	

	WENDY	KASIA
PAY IN (bank)		£228.50
GIVE (charity)		
WITHDRAW (cashpoint)	£30	£10
ENQUIRE (post office)	personal loan	
LEND (amount / person)		
BORROW (amount / person)	£250 / sister	nothing
CHANGE CURRENCY		€18,000 into pounds sterling
BUY (item / method)	leather sofa / interest free credit	

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Talk a Lot

Money

Information Exchange

Answers

Money – Who is the Richest?

Task: "Ask and answer questions to complete the gaps, and find out what each person did with their money last Monday. Who do you think is the richest? Why?"

	ERIC [male]	CARL [male]
PAY IN (bank)	£700	£25
GIVE (charity)	nothing	£5
WITHDRAW (cashpoint)	£300	nothing
ENQUIRE (post office)	passport	home contents insurance
LEND (amount / person)	nothing	£10 / cousin Rolf
BORROW (amount / person)	£50 / wife	nothing
CHANGE (currency)	£1400 into Euros	nothing
BUY (item / method)	x2 flights / credit card	bread, light bulb / cash

	WENDY [female]	KASIA [female]
PAY IN (bank)	nothing	£228.50
GIVE (charity)	£10 by direct debit	£3,500 by cheque
WITHDRAW (cashpoint)	£30	£10
ENQUIRE (post office)	personal loan	cheap calls abroad
LEND (amount / person)	nothing	£20 / neighbours Jan and Tim
BORROW (amount / person)	£250 / sister	nothing
CHANGE (currency)	\$US80 into pounds sterling	€18,000 into pounds sterling
BUY (item / method)	leather sofa / interest free credit	cinema tickets / debit card

Kasia could be the richest, because she gave the largest amount to charity, and made the largest transaction – changing €18,000 into pounds sterling.

Sample Questions

How much did _____ pay in at the bank?
 How much did _____ give to charity?
 How much did _____ withdraw from the cashpoint?
 What did _____ enquire about at the post office?
 How much did _____ lend?
 Who did _____ lend money to?
 How much did _____ borrow?
 Who did _____ borrow money from?
 What currency did _____ change?
 What did _____ buy?
 How did _____ pay?

Sample Answers

He/she paid in _____ at the bank.
 He/she gave _____ to charity.
 He/she withdrew _____ from the cashpoint.
 He/she enquired about _____ at the post office.
 He/she lent _____.
 He/she lent money to _____.
 He/she borrowed _____.
 He/she borrowed money from _____.
 He/she changed _____ into _____.
 He/she bought _____.
 He/she paid by _____.

Examples

How much did Carl pay in at the bank?
 How much did Carl give to charity?
 How much did Carl withdraw from the cashpoint?
 What did Carl enquire about at the post office?

He paid in £25 at the bank.
 He gave £5 to charity.
 He didn't withdraw anything from the cashpoint.
 He enquired about home contents insurance at...

[etc.]

Extension: you could try to encourage some comparative/superlative questions too, if you have time. For example:

Did Carl pay in **more than** Eric?
 Who borrowed **the most**?

No, he didn't.
 Wendy did. or Wendy borrowed the most.

[etc.]

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Talk a Lot

Money

Multi-Purpose Text

Money Worries (Original Text)

Line

1 In March Rob received a letter out of the blue from his employer, Mr. Pinkney of
2 Pinkney's and Sons Heavy Haulage Company. He couldn't believe what it said.
3 "It looks like I could be out of a job soon," he said to Kathleen, when he got
4 home from work after a twelve-hour shift.
5 "Why, what's happened?" asked his wife, looking up from her newspaper.
6 "Pinkney's going to make everyone redundant," said Rob gloomily, "He told
7 us today, and gave us this letter. It says the company's badly in debt and he needs to
8 get a big loan from the bank. His accountant's gone missing, too."
9 Later that evening Rob and Kathleen were washing up in silence. "We've
10 never had to worry about money in the past," said Kathleen suddenly, "We've always
11 had enough. You'll find another job." "But how will we pay the mortgage if I'm out of
12 work?" moaned Rob. "It's a nightmare."
13 Just then Maggie and Dennis came in. "Mum," said Maggie, "I need some
14 cash for tomorrow. It's the charity fun day at school."
15 "And I need the money I lent you at the weekend, dad. My mate's coming
16 round and I've got to pay him back the tenner I owe him." Kathleen looked at Rob and
17 smiled.
18 "We'll be alright," she said, kissing him on the ear. "I wish I could be so sure,"
19 sighed Rob. (230 words)



Money Worries (Text with 20 Differences)

In March **1. Dennis (Rob)** received a letter out of the blue from his employer, Mr. Pinkney of
Pinkney's and Sons Heavy **2. Horse (Haulage)** Company. He couldn't believe what it said.
"It looks like I could be out of a job **3. next month (soon)**," he said to Kathleen,
when he got home from work after a **4. ten-hour (twelve-hour)** shift.
"Why, what's happened?" asked his wife, looking up from her **5. book (newspaper)**.
"Pinkney's going to make **6. me (everyone)** redundant," said Rob gloomily, "He
told us today, and **7. wrote (gave)** us this letter. It says the company's **8. really (badly)**
in debt and he needs to get a big loan from the bank. His **9. dog's (accountant's)** gone
missing, too."
Later that evening Rob and **10. his wife (Kathleen)** were washing up in **11. the
kitchen (silence)**. "We've never had to worry about **12. bills (money)** in the past," said
Kathleen suddenly, "We've always had enough. You'll find another **13. employer (job)**." "But
how will we pay the mortgage if I'm out of work?" moaned Rob. "It's **14. hopeless (a
nightmare)**."
Just then Maggie and Dennis came in. "Mum," said Maggie, "I **15. want (need)**
some cash for tomorrow. It's the charity fun day at **16. work (school)**."
"And I need the money I **17. gave (lent)** you at the weekend, dad. My mate's
coming round and I've got to pay him back the **18. money (tenner)** I owe him." Kathleen
looked at Rob and smiled.
"We'll be **19. fine (alright)**," she said, kissing him on the ear. "I wish I could be so
sure," **20. laughed (sighed)** Rob.

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Talk a Lot

Money

Multi-Purpose Text

Money Worries (Gap-Fill – Verbs)

In March Rob 1. _____ a letter out of the blue from his employer, Mr. Pinkney of Pinkney's and Sons Heavy Haulage Company. He couldn't 2. _____ what it said.

"It looks like I could be out of a job soon," he 3. _____ to Kathleen, when he got home from work after a twelve-hour shift.

"Why, what's 4. _____?" asked his wife, looking up from her newspaper.

"Pinkney's going to 5. _____ everyone redundant," said Rob gloomily, "He 6. _____ us today, and gave us this letter. It says the company's badly in debt and he needs to get a big loan from the bank. His accountant's 7. _____ missing, too."

Later that evening Rob and Kathleen were washing up in silence. "We've never had to 8. _____ about money in the past," said Kathleen suddenly, "We've always had enough. You'll 9. _____ another job." "But how will we pay the mortgage if I'm out of work?" moaned Rob. "It's a nightmare."

Just then Maggie and Dennis 10. _____ in. "Mum," said Maggie, "I 11. _____ some cash for tomorrow. It's the charity fun day at school."

"And I need the money I 12. _____ you at the weekend, dad. My mate's coming round and I've got to 13. _____ him back the tenner I owe him." Kathleen looked at Rob and 14. _____.

"We'll be alright," she said, kissing him on the ear. "I wish I could be so sure," 15. _____ Rob.

Money Worries (Multiple Choice – Use of English)

In March Rob 1. **a) received, b) gets, c) took** a letter out of the blue from his 2. **a) employee, b) employer, c) employing**, Mr. Pinkney of Pinkney's and Sons Heavy Haulage Company. He couldn't believe 3. **a) when, b) that, c) what** it said.

"It looks like I could be 4. **a) into, b) out of, c) given** a job soon," he said to Kathleen, when he got home from work after a twelve-hour 5. **a) shift, b) work, c) days**.

"Why, what's happened?" asked his wife, looking 6. **a) down, b) forward, c) up** from her newspaper.

"Pinkney's going 7. **a) to, b) too, c) two** make everyone redundant," said Rob gloomily, "He told us today, and gave us 8. **a) that, b) these, c) this** letter. It says the company's badly 9. **a) on, b) in, c) out of** debt and he needs to get a big loan from the bank. His accountant's gone missing, too."

10. **a) Further, b) Later, c) On** that evening Rob and Kathleen were washing up in silence. "We've never 11. **a) have to, b) must, c) had to** worry about money in the past," said Kathleen suddenly, "We've always had enough. You'll 12. **a) find, b) work, c) take** another job." "But how will we pay the mortgage if I'm out of work?" moaned Rob. "It's a nightmare."

Just then Maggie and Dennis came in. "Mum," said Maggie, "I need 13. **a) much, b) a, c) some** cash for tomorrow. It's the charity fun day at school."

"And I need the money I lent you at the weekend, dad. My mate's coming round and I've got to pay 14. **a) me, b) her, c) him** back the tenner I owe him." Kathleen looked at Rob and smiled. "We'll be alright," she said, kissing him on the ear. "I wish I 15. **a) can, b) could, c) may** be so sure," sighed Rob.

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Talk a Lot

Money

Multi-Purpose Text

Money Worries (Comprehension Questions)

1. Who is going to make his staff redundant?
2. Who moaned about the problem?
3. Why does Maggie need some money?
4. Who is Mr. Pinkney?
5. Which company does Rob work for?
6. Who came in when Rob and Kathleen were washing up?
7. Who does Kathleen look at and smile?
8. What is Rob worried about paying?
9. Does Mr. Pinkney need to get a small loan?
10. For when does Maggie need some money?
11. When did Dennis lend his dad some money?
12. What does Mr. Pinkney need to get from the bank?
13. Have Rob and Kathleen ever had to worry about money in the past?
14. What were Rob and Kathleen doing in silence?
15. Who is pessimistic about the future?
16. Who is optimistic about the problem?
17. When did Rob get a letter from Mr. Pinkney?
18. Where will the charity fun day be held?
19. Is the company doing well financially?
20. What does Dennis need?
21. Who is Mr. Pinkney going to make redundant?
22. What were Rob and Kathleen doing later that evening?
23. What did Rob receive from his employer?
24. Was Rob expecting to get a letter from Mr. Pinkney?
25. Who does Dennis have to pay back?
26. What does Kathleen think that Rob will find?
27. How long did Rob work for that day?
28. Who has gone missing?
29. How much does Dennis owe his mate?
30. What was Kathleen reading?

Money Worries (True, False, or Unknown?)

1. Rob might lose his job.
2. Rob thinks he'll never find another job.
3. Kathleen talked to Rob about the letter.
4. Rob and Kathleen were washing up later that evening.
5. Mr. Pinkney's accountant is a criminal.
6. Maggie needs some money for the charity fun day at college.
7. Dennis owes his mate twelve pounds.
8. Mr. Pinkney sent Rob an email in March.
9. Kathleen was washing up at 8pm.
10. Kathleen was reading yesterday's newspaper.
11. Kathleen is worried about Rob.
12. Rob works for Pinkney's and Sons Heavy Haulage Company.
13. Rob was surprised to get the letter.
14. Rob had a bad day at work.
15. Maggie is Dennis's brother.
16. Kathleen tries to calm Rob down.
17. Rob has had a bad nightmare.
18. Rob is worried about the mortgage.
19. Mr. Pinkney gave Rob the letter that morning.
20. Kathleen says that Rob will find another job.
21. Dennis could be made redundant.
22. Maggie is sad about the charity fun day.
23. Rob worked for twelve hours on the day that he got the letter.
24. Mr. Pinkney's accountant works with Kathleen.
25. Maggie borrowed five pounds from Rob.
26. Rob is angry because he lost his job.
27. Dennis is worried about the future.
28. Rob got a letter from Mr. Pinkney in March.
29. Rob lent Dennis money last weekend.
30. Dennis lent Rob some money.

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Talk a Lot

Money

Multi-Purpose Text

Glossary of New Words

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

1. **out of the blue** (*idiom*: unexpectedly) _____
2. **Heavy Haulage** (*noun*: lorries) _____
3. **be out of a job** (*idiom*: become unemployed) _____
4. **shift** (*noun*: period of time at work) _____
5. **redundant** (*adjective*: without a job) _____
6. **gloomily** (*adverb*: sadly) _____
7. **go missing** (*verb phrase*: disappear) _____
8. **wash up** (*phrasal verb*: washing dishes) _____
9. **in silence** (*adverbial*: without sound) _____
10. **mortgage** (*noun*: loan used to buy property) _____
11. **nightmare** (*noun*: bad dream / bad situation) _____
12. **cash** (*noun*: money) _____
13. **charity fun day** (*noun*: event for raising money) _____
14. **tenner** (*noun; colloquial*: ten pounds) _____
15. **sigh** (*verb*: to breathe out deeply and sadly) _____

Answers

Money Worries (Gap-Fill – Verbs)

- | | | |
|-------------|----------|------------|
| 1. received | 6. told | 11. need |
| 2. believe | 7. gone | 12. lent |
| 3. said | 8. worry | 13. pay |
| 4. happened | 9. find | 14. smiled |
| 5. make | 10. came | 15. sighed |

Money Worries (Multiple Choice – Use of English)

- | | | |
|-------|--------|--------|
| 1. a) | 6. c) | 11. c) |
| 2. b) | 7. a) | 12. a) |
| 3. c) | 8. c) | 13. c) |
| 4. b) | 9. b) | 14. c) |
| 5. a) | 10. b) | 15. b) |

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Talk a Lot

Money

Multi-Purpose Text

Money Worries (Comprehension Questions)

- | | |
|--|------------------------------------|
| 1. Mr. Pinkney. | 16. Kathleen. |
| 2. Rob. | 17. In March. |
| 3. For the charity fun day at school. | 18. At school. |
| 4. Rob's employer. | 19. No. |
| 5. Pinkney's and Sons Heavy Haulage Company. | 20. The money that he lent to Rob. |
| 6. Maggie and Dennis. | 21. Everyone at his company. |
| 7. Rob. | 22. Washing up. |
| 8. The mortgage. | 23. A letter. |
| 9. No, he needs to get a big loan. | 24. No. |
| 10. For tomorrow. | 25. His mate. |
| 11. At the weekend. | 26. Another job. |
| 12. A big loan. | 27. Twelve hours. |
| 13. No. | 28. Mr. Pinkney's accountant. |
| 14. Washing up. | 29. A tenner (ten pounds). |
| 15. Rob. | 30. A newspaper. |

Money Worries (True, False, or Unknown?)

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

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

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Talk a Lot

Money

Discussion Questions

1. Are you rich? How much money have you got with you at the moment? What are you going to buy today? Have you got any loans or credit card debts, etc.? If yes, why did you need to take the credit? If no, why not? Would you consider it in the future?

2. Would you like to be a millionaire? Why? / Why not? What would be the advantages and disadvantages of having a lot of money?

3. Have you ever been a victim of theft? What happened? Tell me about it.

4. How generous are you? Do you like to share what you have? Do you give to charity? Why? / Why not?

5. How much money do you usually spend...?

- a) on food and drink per month b) on accommodation per month
c) on your partner's birthday present d) on Christmas presents

6. Do you think that people should have to pay tax? What would happen if nobody paid tax?

7. Tell me about your bank. Which bank are you with? How long have you been with them? Why did you choose them? What benefits do they offer? Would you recommend them?

8. What is the easiest way to make money? Have you ever tried it? Tell me about it. What is the hardest way to make money?

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Talk a Lot

Money

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. If I found £50 in the street, I would hand it in at a police station.	<input type="checkbox"/>	<input type="checkbox"/>
2. You're nothing unless you've got cash.	<input type="checkbox"/>	<input type="checkbox"/>
3. It is not surprising that men earn more than women.	<input type="checkbox"/>	<input type="checkbox"/>
4. We should help people who don't have a lot of money.	<input type="checkbox"/>	<input type="checkbox"/>
5. <i>"What's money? A man is a success if he gets up in the morning and goes to bed at night and in between does what he wants to do."</i> – Bob Dylan	<input type="checkbox"/>	<input type="checkbox"/>
6. If everybody simply shared everything that they had, the world's problems would be solved.	<input type="checkbox"/>	<input type="checkbox"/>
7. My parents didn't give me enough pocket money as a child.	<input type="checkbox"/>	<input type="checkbox"/>
8. It's better to spend than to save. Enjoy each day and don't worry about the future!	<input type="checkbox"/>	<input type="checkbox"/>
9. <i>"Charity begins at home."</i> Giving to charity is a waste of money. People should help themselves.	<input type="checkbox"/>	<input type="checkbox"/>
10. Having a million pounds would cause more stress than having a normal salary.	<input type="checkbox"/>	<input type="checkbox"/>
11. It's better to keep your money at home under the bed, than to trust a bank!	<input type="checkbox"/>	<input type="checkbox"/>
12. I always lend my money to friends, if they ask me.	<input type="checkbox"/>	<input type="checkbox"/>
13. <i>"A wise man should have money in his head, but not in his heart."</i> – Jonathan Swift	<input type="checkbox"/>	<input type="checkbox"/>
14. I've never thought about stealing anything – even a pen from work.	<input type="checkbox"/>	<input type="checkbox"/>

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Talk a Lot

Money

Role Plays

1. “I’m rich beyond my wildest dreams!”

Place: The set of a live television chat show
Time: 4pm
Characters: You and the interviewer
Situation: You and your partner win £2.6 million on the lottery. You are interviewed three times during the year by the same interviewer

Scenes: i) You’ve just won the lottery. How do you feel? How do you think it will change your life? Talk about your home, relationships, work, etc.
ii) Six months later: you have either spent or given away more than half of the money. How has your life changed? What did you buy? Who did you give money to? Why? Are you still working? What are your plans now?
iii) One year later. You have either spent, given away, or otherwise lost all of the money. In fact, you’re now £250,000 in debt! What happened? What is your life like today? How do you see your future?

If there are three people in the group, the third character could be:

- a) *Your partner – your wife/husband, boyfriend/girlfriend, etc.*
- b) *Somebody who has borrowed a lot of money from you*
- c) *Your accountant, called Dave*

2. “I must have it back today!”

Place: A park
Time: 10am
Characters: You and your cousin
Situation: Your cousin borrowed £20 from you two weeks ago to buy credit for their phone. You need it back now because you have to pay for a school trip today. You don’t know that your cousin didn’t buy credit, but was forced to lend the money to your sister. She needed it to buy a surprise birthday cake for your birthday, which is tomorrow. She made your cousin swear to keep the cake a secret...

Scenes: i) Two weeks ago: your cousin asks to borrow the money, and you agree
ii) Today: you need the money back
iii) At your birthday party. You find out about the surprise birthday cake

If there are three people in the group, the third character could be:

- a) *Your sister*
- b) *Somebody working at the bakery*
- c) *An embarrassing relative at your birthday party*

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Money

Role Plays

Role Play Extensions

Here are some additional situations for students to use as starting points for new role plays based on the topic of "Money":

----- ✂ -----

Money

1. At the bank: you realise that the cashpoint is giving out free money – an extra £50 every time you withdraw ten pounds! What do you do? Do you keep taking the money and tell your friends to come and join you, or do you find a clerk at the bank and inform them...?
2. You've got a job as a charity worker, standing in the street wearing a bright fluorescent jacket, trying to get passers-by to sign up for monthly direct debits to a big charity. You have to get ten more signatures before tea time. What tactics do you use to persuade people to sign up?

----- ✂ -----

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Talk a Lot

_____ / Money

Vocabulary Test

First Language

English

salary

investment

cashpoint

interest

payment

savings

coin

debit card

cash

bank

tax

cheque

debt

mortgage

poverty

charity

bank account

thief

loan

accountant

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Talk a Lot

Lesson Test – Money

A) Write the correct spelling for each of these words to do with money:

1. intrest 2. accountant 3. dett 4. cashpaint 5. incomg 6. charety

7. walet 8. overdrart 9. cheqe 10. curency 11. savings 12. theif

B) Match the halves of these starting sentences:

- | | |
|--|--|
| 1. Alfie was waiting at a busy cashpoint yesterday | a) to invest in some shares on the stock market. |
| 2. We've applied for a mortgage | b) for ten minutes to make a withdrawal. |
| 3. Ruby gets £6.55 per hour | c) with our local bank. |
| 4. I'm going to take out part of my savings | d) for working at the cinema. |

C) Write five money words with one syllable, and five with two syllables:

Complete the sentence blocks:

D) Verb Form: _____

- A thief stole all my cash and credit cards, when I was mugged last Thursday.
- 1. _____ did a thief steal all your cash and credit cards?
- When I was mugged 2. _____.
- 3. _____ a thief steal all your cash and credit cards, when you were mugged last Thursday?
- Yes, they 4. _____.
- Did a thief 5. _____ all your cash and credit cards, when you were parking your car?
- No, they didn't. A thief 6. _____ steal all my cash and credit cards, when I was parking my car.

E) Verb Form: _____

- If his salary goes up, Oscar will donate more money to charity.
- 7. _____ will Oscar donate to charity, if his salary goes up?
- More 8. _____.
- Will 9. _____ donate more money to charity, if his salary goes up?
- 10. _____, he will.
- 11. _____ Oscar donate less money to charity, if his salary goes up?
- No, 12. _____ won't. Oscar won't donate less money to charity, if his salary goes up.

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Talk a Lot

Money

Lesson Test

Answers

A) 1. interest. 2. accountant. 3. debt. 4. cashpoint. 5. income. 6. charity. 7. wallet. 8. overdraft. 9. cheque. 10. currency. 11. savings. 12. thief.

B) 1. b) Alfie was waiting at a busy cashpoint yesterday for ten minutes to make a withdrawal. 2. c) We've applied for a mortgage with our local bank. 3. d) Ruby gets £6.55 per hour for working at the cinema. 4. a) I'm going to take out part of my savings to invest in some shares on the stock market.

C) Answers will vary. Suggested answers: five money words with one syllable – coin, bank, loan, pence, note. Five money words with two syllables – balance, wallet, income, cashpoint, savings.

D) Verb form: past simple. 1. When. 2. last Thursday. 3. Did. 4. did. 5. steal. 6. didn't.

E) Verb form: first conditional. 7. What. 8. money. 9. Oscar. 10. Yes. 11. Will. 12. he.

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Talk a Lot

Spoken English Course

Elementary Book 3



Talk a Lot

Spoken English Course

Elementary Book 3

Unit 7: Places in the UK (45 pages)



*Note: all activities include full answers. For detailed instructions on how to use each activity, please see the **Talk a Lot Elementary Handbook**, which is available as a free download from <http://www.englishbanana.com/talkalot/>*

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Talk a Lot

Places in the UK

Sentence Blocks

1. (*Present Simple*) Debbie is British because she was born in England.

Why

2. (*Present Continuous*) My grandparents are heading for Stonehenge this morning, before driving to Bristol in the afternoon.

When

3. (*Past Simple*) In 1996 Kate Coleridge walked from Land's End to John o'Groats, to raise money for her local hospital.

Where

4. (*Past Continuous*) Stewart was studying Scottish History at Oxford, when he discovered his passion for Gaelic.

When

5. (*Present Perfect*) Barbara's climbed in Snowdonia five times in the past decade.

How many

6. (*Modal Verbs*) You *have* to see Giant's Causeway before you leave.

What

7. (*Future Forms*) Chloe's latest exhibition will visit Cardiff in August.

Which

8. (*First Conditional*) If you enjoy sunsets, you'll love the Norfolk Broads at dusk.

What

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Talk a Lot

Places in the UK

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** for full instructions (available free from www.englishbanana.com).*

Answers

1. (Present Simple) Debbie is British because she was born in England. / Why is Debbie British? / Because she was born in England. / Is Debbie British because she was born in England? / Yes, she is. / Is Debbie British because she was born on a Thursday? / No, she isn't. Debbie isn't British because she was born on a Thursday.

2. (Present Continuous) My grandparents are heading for Stonehenge this morning, before driving to Bristol in the afternoon. / When are your grandparents heading for Stonehenge? / This morning, before driving to Bristol in the afternoon. / Are your grandparents heading for Stonehenge this morning, before driving to Bristol in the afternoon? / Yes, they are. / Are your grandparents heading for Stonehenge tomorrow? / No, they aren't. My grandparents aren't heading for Stonehenge tomorrow.

3. (Past Simple) In 1996 Kate Coleridge walked from Land's End to John o'Groats, to raise money for her local hospital. / Where did Kate Coleridge walk in 1996, to raise money for her local hospital? / From Land's End to John o'Groats. / Did Kate Coleridge walk from Land's End to John o'Groats in 1996, to raise money for her local hospital? / Yes, she did. / Did Kate Coleridge walk from Clumber Park to Skegness in 1996, to raise money for her local hospital? / No, she didn't. Kate Coleridge didn't walk from Clumber Park to Skegness in 1996, to raise money for her local hospital.

4. (Past Continuous) Stewart was studying Scottish History at Oxford, when he discovered his passion for Gaelic. / When did Stewart discover his passion for Gaelic? / When he was studying Scottish History at Oxford. / Did Stewart discover his passion for Gaelic when he was studying Scottish History at Oxford? / Yes, he did. / Did Stewart discover his passion for Gaelic when he was playing badminton with his friend? / No, he didn't. Stewart didn't discover his passion for Gaelic when he was playing badminton with his friend.

5. (Present Perfect) Barbara's climbed in Snowdonia five times in the past decade. / How many times has Barbara climbed in Snowdonia in the past decade? / Five times. / Has Barbara climbed in Snowdonia five times in the past decade? / Yes, she has. / Has Barbara climbed in Snowdonia six times in the past decade? / No, she hasn't. Barbara hasn't climbed in Snowdonia six times in the past decade.

6. (Modal Verbs) You *have* to see Giant's Causeway before you leave. / What do I have to see before I leave? / Giant's Causeway. / Do I have to see Giant's Causeway before I leave? / Yes, you do. / Do I have to see the new multi-storey car park before I leave? / No, you don't. You don't have to see the new multi-storey car park before you leave.

7. (Future Forms) Chloe's latest exhibition will visit Cardiff in August. / Which exhibition will visit Cardiff in August? / Chloe's latest exhibition will. / Will Chloe's latest exhibition visit Cardiff in August? / Yes, it will. / Will Chloe's first exhibition visit Cardiff in August? / No, it won't. Chloe's first exhibition won't visit Cardiff in August.

8. (First Conditional) If you enjoy sunsets, you'll love the Norfolk Broads at dusk. / What will I love, if I enjoy sunsets? / The Norfolk Broads at dusk. / Will I love the Norfolk Broads at dusk, if I enjoy sunsets? / Yes, you will. / Will I love the view of the power station at dusk, if I enjoy sunsets? / No, you won't. You won't love the view of the power station at dusk, if you enjoy sunsets.

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 nine 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 of the sentence block extensions from this unit. Hopefully, the answers given 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 third starting sentence from this unit:

In 1996 Kate Coleridge walked from Land's End to John o'Groats, to raise money for her local hospital.

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Talk a Lot

Places in the UK

Sentence Blocks

On the handout the wh- question word that is given is "Where", but this starting sentence also works equally well with eight other wh- question words: "What", "Where" (2nd), "When", "Who", "Why", "Which", and "How" (x2):

What did Kate Coleridge do in 1996, to raise money for her local hospital? / She walked from Land's End to John o'Groats.

Where did Kate Coleridge walk to in 1996, to raise money for her local hospital? / To John o'Groats.

When did Kate Coleridge walk from Land's End to John o'Groats, to raise money for her local hospital? / In 1996.

Who walked from Land's End to John o'Groats in 1996, to raise money for her local hospital? / Kate Coleridge did.

Why did Kate Coleridge walk from Land's End to John o'Groats in 1996? / To raise money for her local hospital.

Which hospital did Kate Coleridge walk from Land's End to John o'Groats in 1996 to raise money for? / Her local hospital.

How did Kate Coleridge raise money for her local hospital in 1996? / By walking from Land's End to John o'Groats.

How did Kate Coleridge travel/get from Land's End to John o'Groats in 1996, to raise money for her local hospital? / She walked.

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 students:

----- ✂ -----
Places in the UK

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

	WHAT	WHERE	WHEN	WHO	WHY	WHICH	HOW
1.	what			who			
2.	what (x2)	where (x2)		who whose			
3.	what	where (2 nd)	when	who	why	which	how (x2)
4.	what (x4)	where		who		which	
5.	what	where		who		which	how often
6.	what (2 nd)	where	when	who		which	
7.	what	where	when	whose		which (2 nd)	
8.		where	when	who			

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----- ✂ -----

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Talk a Lot

Places in the UK

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.)

Places in the UK

1. Debbie is British because she was born in England.
2. My grandparents are heading for Stonehenge this morning, before driving to Bristol in the afternoon.
3. In nineteen ninety-six Kate Coleridge walked from Land's End to John o'Groats, to raise money for her local hospital.
4. Stewart was studying Scottish History at Oxford, when he discovered his passion for Gaelic.
5. Barbara's climbed in Snowdonia five times in the past decade.
6. You *have* to see Giant's Causeway before you leave.
7. Chloe's latest exhibition will visit Cardiff in August.
8. If you enjoy sunsets, you'll love the Norfolk Broads at dusk.

-----✂-----
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.)

Places in the UK

1. Debbie **is** British because she was born in England.
2. My grandparents are heading for Stonehenge this morning, before driving to Bristol in the afternoon.
3. In nineteen ninety-six Kate Coleridge walked from Land's End to John o'Groats, to raise money for her local hospital.
4. Stewart **was** studying Scottish History at Oxford, when he discovered his passion for Gaelic.
5. Barbara's climbed in Snowdonia five times in the past decade.
6. You *have* to see Giant's Causeway before you leave.*
7. Chloe's latest exhibition will visit Cardiff in August.
8. If you enjoy sunsets, you'll love the Norfolk Broads at dusk.

-----✂-----
* The word "have" in "have to" is a modal form and therefore not a content word. However, in this sentence the speaker uses special intonation and stresses the word to emphasise that the listener must do something. In written English this is indicated by putting the word into italics.

Talk a Lot

Places in the UK

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.)

Places in the UK

1. Debbie is British because she was born in England.
2. My grandparents are heading for Stonehenge this morning, before driving to Bristol in the afternoon.
3. In nineteen ninety-six Kate Coleridge walked from Land's End to John o'Groats, to raise money for her local hospital.
4. Stewart was studying Scottish History at Oxford, when he discovered his passion for Gaelic.
5. Barbara's climbed in Snowdonia five times in the past decade.
6. You have to see Giant's Causeway before you leave.
7. Chloe's latest exhibition will visit Cardiff in August.
8. If you enjoy sunsets, you'll love the Norfolk Broads at dusk.

----- ✂ -----

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.

Places in the UK

1. Debbie is British because she was born in England.
/e/ /ɪ/ /ɔ:/ /ɪ/
2. My grandparents are heading for Stonehenge this morning, before driving to Bristol in the afternoon.
/æ/ /e/ /e/ /ɔ:/ /aɪ/ /ɪ/ /u:/
3. In nineteen ninety-six Kate Coleridge walked from Land's End to John o'Groats, to raise money for her local hospital.
/aɪ/ /aɪ/ /ɪ/ /eɪ/ /əʊ/ /ɔ:/ /æ/ /e/ /ɒ/ /əʊ/ /eɪ/ /ʌ/ /əʊ/ /ɒ/
4. Stewart was studying Scottish History at Oxford, when he discovered his passion for Gaelic.
/u:/ /ʌ/ /ɒ/ /ɪ/ /ɒ/ /ʌ/ /æ/ /eɪ/
5. Barbara's climbed in Snowdonia five times in the past decade.
/ɑ:/ /aɪ/ /əʊ/ /aɪ/ /aɪ/ /ɑ:/ /e/
6. You have to see Giant's Causeway before you leave.
/æ/ /ɪ:/ /ɪə/ /ɔ:/ /ɪ:/
7. Chloe's latest exhibition will visit Cardiff in August.
/əʊ/ /eɪ/ /ɪ/ /ɪ/ /ɑ:/ /ɔ:/
8. If you enjoy sunsets, you'll love the Norfolk Broads at dusk.
/ɔɪ/ /ʌ/ /ʌ/ /ɔ:/ /ɔ:/ /ʌ/

Talk a Lot

Places in the UK

Connected Sentence Cards (Page 1/3)

Debbie	is	British	because
she	was	born	in
England.	My	grandparents	are
heading	for	Stonehenge	this
morning,	before	driving	to
Bristol	in	the	afternoon.
In	1996	Kate	Coleridge
walked	from	Land's	End
to	John	o'Groats,	to
raise	money	for	her

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Places in the UK

Connected Sentence Cards (Page 2/3)

local	hospital.	Stewart	was
studying	Scottish	History	at
Oxford,	when	he	discovered
his	passion	for	Gaelic.
Barbara's	climbed	in	Snowdonia
five	times	in	the
past	decade.	You	have
to	see	Giant's	Causeway
before	you	leave.	Chloe's
latest	exhibition	will	visit

next page >

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Places in the UK

Connected Sentence Cards (Page 3/3)

<input type="checkbox"/> Cardiff <input type="checkbox"/>	<input type="checkbox"/> in <input type="checkbox"/>	<input type="checkbox"/> August. <input type="checkbox"/>	<input type="checkbox"/> If <input type="checkbox"/>
<input type="checkbox"/> you <input type="checkbox"/>	<input type="checkbox"/> enjoy <input type="checkbox"/>	<input type="checkbox"/> sunsets, <input type="checkbox"/>	<input type="checkbox"/> you'll <input type="checkbox"/>
<input type="checkbox"/> love <input type="checkbox"/>	<input type="checkbox"/> the <input type="checkbox"/>	<input type="checkbox"/> Norfolk <input type="checkbox"/>	<input type="checkbox"/> Broads <input type="checkbox"/>
<input type="checkbox"/> at <input type="checkbox"/>	<input type="checkbox"/> dusk. <input type="checkbox"/>		

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Talk a Lot

Places in the UK

Connected Sentence Cards (Page 1/3)

Debbie	is	British	because
she	was	born	in
England.	My	grandparents	are
heading	for	Stonehenge	this
morning,	before	driving	to
Bristol	in	the	afternoon.
In	1996	Kate	Coleridge
walked	from	Land's	End
to	John	o'Groats,	to
raise	money	for	her

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Places in the UK

Connected Sentence Cards (Page 2/3)

local	hospital.	Stewart	was
studying	Scottish	History	at
Oxford,	when	he	discovered
his	passion	for	Gaelic.
Barbara's	climbed	in	Snowdonia
five	times	in	the
past	decade.	You	have
to	see	Giant's	Causeway
before	you	leave.	Chloe's
latest	exhibition	will	visit

next page >

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Talk a Lot

Places in the UK

Connected Sentence Cards (Page 3/3)

Cardiff	in	August.	If
you	enjoy	sunsets,	you'll
love	the	Norfolk	Broads
at	dusk.		

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Talk a Lot

Places in the UK

1. Debbie is British because she was born in England.

5 vowel sound:

4 stressed syllable:

1 content word: **Debbie** **British** **born** **England.**

2 no. of syllables:

1 function word: **is** **because** **she** **was** **in**

7 connecting sounds:

6 weak forms: **w** **w** **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: _____

cc	consonant sound to consonant sound
cv	consonant sound to vowel sound
vc	vowel sound to consonant sound
vv	vowel sound to vowel sound

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

Talk a Lot

Places in the UK

1. Debbie is British because she was born in England.

5 vowel sound:

4 stressed syllable:

1 content word: **Debbie** **British** **born** **England.**

2 no. of syllables:

1 function word: **is** **because** **she** **was** **in**

7 connecting sounds:

6 weak forms: **W** **W** **W** **W** **W** **W**

8 features of C.S.:

9 missing/new sound:

10 example(s) with IPA: Debbie is British because she was born in England: /'de.bi.jɪz'brɪ.tɪʃ.bɪ.kə.ʃɪ.wə.'zbo:rnɪ'noʊŋ.ɡlænd/

3 suffixes: Debb-ie, Brit-ish, Eng-land

3 compound nouns: none

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

cc	consonant sound to consonant sound
cv	consonant sound to vowel sound
vc	vowel sound to consonant sound
vv	vowel sound to vowel sound

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

Talk a Lot

Places in the UK

Discussion Words

Snowdonia	Skegness	Giant's Causeway	Edinburgh
Scotland	Oxford	Manchester	York
Llandudno	Hathersage	Wimbledon	Norwich
Hadrian's Wall	Brick Lane	English Channel	United Kingdom
Aberdeen	Bristol	England	Cardiff
Bournemouth	Norfolk Broads	Alton Towers	London
John o'Groats	Stonehenge	Sherwood Forest	Greenwich
Great Britain	Orkney	Cardigan Bay	Cambridge
Belfast	Lake District	Wales	Clumber Park
Loch Ness	Northern Ireland	Land's End	Stratford-upon-Avon

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Talk a Lot

Places in the UK

Discussion Words (with the IPA)

/snəʊ'dəʊ.ni.jə/	/skeg'nes/	/dʒaɪəns'kɔ:z.weɪ/	✂ /'ed.ɪm.brə/
/'skɒʔ.lənd/	/'ɒks.fəd/	/'mæn.tʃes.tə/	/jɔ:k/
/læn'dɪd.nəʊ/ *	/'hæ.ðə.seɪdʒ/	/'wɪm.bəl.dən/	/'nɒ.rɪtʃ/
/heɪ.drɪən'swɔ:l/	/'brɪk'leɪn/	/ɪŋ.gɪf'tʃæ.nəl/	/ju:.naɪ.təd'kɪŋ.dəm/
/æ.bə'di:n/	/'brɪs.təl/	/'ɪŋ.glənd/	/'kɑ:.dɪf/
/'bɔ:n.məθ/	/nɔ:.fæk'brɔ:dz/	/ɒl.tən'taʊ.wəz/	/'lʌn.dən/
/dʒɒn.ə'grəʊʔs/	/stəʊn'hendʒ/	/ʃzɪ.wəʔ'fɒ.rəst/	/'gren.ɪtʃ/
/greɪʔ'brɪ.tən/	/'ɔ:k.nɪ/	/kɑ:.dɪ.gən'beɪ/	/'keɪm.brɪdʒ/
/'bel.fɑ:st/	/'leɪʔ.dɪs.trɪkt/	/weɪlz/	/klʌm.bə'pɑ:k/
/lɒʔ'nes/	/nɔ:..ðən'aɪə.lənd/	/læn'zend/	/stræʔ.fə.də.pə'neɪ.vən/

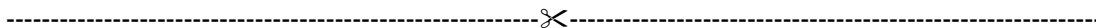
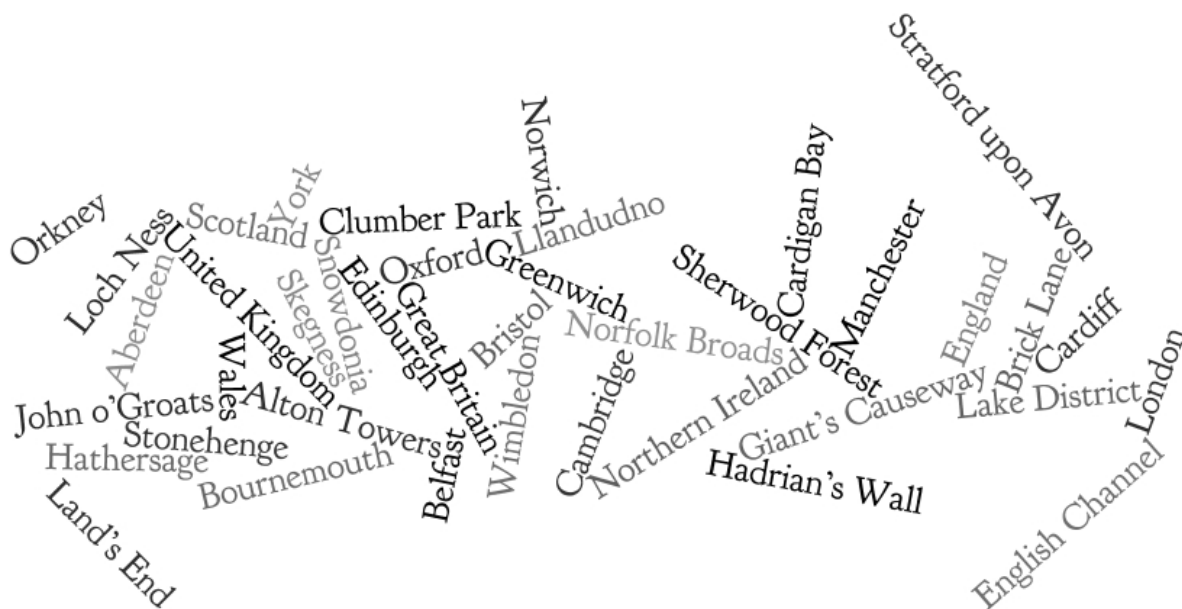
* In spoken Welsh the digraph “ll” makes the consonant sound /l/, which doesn’t occur in spoken English. You can make this sound by putting your tongue in position to make the /l/ sound, and then blowing air through it. However, a typical English visitor to the town would probably pronounce the “L” in “Llandudno” as /l/.

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Talk a Lot

Places in the UK

Discussion Words – Visualisations



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Talk a Lot

Places in the UK

Background Information

Notes for Teachers

- This unit is different from other Talk a Lot units in that the base vocabulary (the discussion words) is a selection of place names, which you won't find in a normal dictionary, rather than everyday vocabulary words. This glossary of places is included to give students and teachers a little background information about each place. To get the most out of this activity – and really bring the unit to life – you could use a large map of the UK, as well as photos, realia or multimedia (e.g. interactive CD-ROMs), where possible. The information below is not designed to be exhaustive, but rather a starting point for further research. If students wish to, they could go online or visit a library to find out more about the places that interest them the most.
- We're sure that you will be able to find lots of ways to use this information in the classroom (e.g. make quizzes and tests, or, better still, get students to make them!), but here is one idea: print the Matching Game pages onto thin card, then cut up the cards and put them into three groups: **place name cards** (the discussion words for this unit), **prompt cards**, and **clue cards** (the ones in blue type). You could look at all of the places in one session, or, say, ten places per session, depending on the level of your group and the time available. **STAGE 1:** put some (or all) of the place name cards out on the table. Ask students to separate them into places that they know something about, and those that they don't know. Elicit as much information as they can tell you about the places that they know. Almost all students will know at least a few of the places, e.g. the country names, like "England" and "Scotland", or the capital cities. Introduce the new places to the students using either your own knowledge of the UK and the places, or by using the information below. Or, ask students to research the places themselves, e.g. online. **STAGE 2:** put the place name cards onto the table. Get students to match the prompt cards and the clue cards with the places. Or you could ask them to match only the prompt cards with the places, or only the clue cards. This will help students to revise what they have learned about the places in Stage 1. **STAGE 3:** students have to create their own questions and answers about different places using the words and phrases on the prompt cards. For example, on the prompt card for "United Kingdom", the words and phrases are:

Parliament, London, pop. 61.1m, England, Scotland, Wales, & Northern Ireland

Students could produce, for example:

"What is the population of the UK?" / "The population of the UK is 61.1 million people."

[etc.]

- Students can also do all of the activities on the **Discussion Words Question Sheet**, using the place name cards, as in a normal Talk a Lot unit.

Places in the UK (in alphabetical order)

Aberdeen OIL A city on the north-eastern coast of Scotland. Aberdeen is Scotland's third-largest city. It is at the centre of the North Sea Oil industry, and has the nickname "Granite City".

Alton Towers ROLLER COASTER A popular theme park and holiday resort in Staffordshire, England. It is home to "Oblivion", the world's first vertical drop roller coaster.

Belfast TITANIC The capital city of Northern Ireland. Population: 579,276¹. The doomed luxury liner RMS Titanic was built at the Harland and Wolff shipyard in Belfast.

¹ Note: the source of the factual information in this activity is <http://en.wikipedia.org/> (accessed on 22.10.09). All population statistics are approximate and based on the most recently available figures.

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Talk a Lot

Places in the UK

Background Information

Bournemouth **“DR. JEKYLL AND MR. HYDE”** A large seaside town in Dorset, on the south-west coast of England. Novelist Robert Louis Stevenson wrote “The Strange Case of Dr. Jekyll and Mr. Hyde” here.

Brick Lane **MULTICULTURALISM** A famous street in the East End of London, which is often cited as one of London’s greatest multicultural success stories. It is well-known for its shops and restaurants and for being the heart of Britain’s Bangladeshi community.

Bristol **WESLEY** A large city in South West England that stands on the River Avon. The first Methodist Chapel was founded by John Wesley in Bristol in 1739.

Cambridge **PUNTING** A small city in East Anglia, England. Famed for its university, which was the second university to be founded in England (in 1209), Cambridge is often associated with the image of students slowly punting down the River Cam, alongside perfect green lawns and magnificent college buildings.

Cardiff **“DR. WHO”** The capital city of Wales, with a population of 324,800. The hit BBC TV series “Dr. Who” and its spin-off series “Torchwood” were both filmed in Cardiff recently.

Cardigan Bay **DOLPHINS AND SEALS** A large area of the Irish Sea on the west coast of Wales. From the cliff edge you may be able to spot Bottlenose Dolphins and Grey Seals.

Clumber Park **NATIONAL TRUST** A beautiful country park in Nottinghamshire, which is open to the public. It is owned and managed by the National Trust.

Edinburgh **FESTIVAL** The capital city of Scotland. Population: 471,650. The Edinburgh Festival fills the streets of Edinburgh each summer with hundreds of thousands of visitors, who come in search of the very best in entertainment, including theatre, music, comedy, film, and dance.

England **ST. GEORGE** The largest country in the UK. Population: 51m (about 84% of the population of the UK). St. George is the patron saint of England. He is famous for killing the dragon in the legend, and for not being British – he was born in the Middle East.

English Channel **RECORD-BREAKERS** A narrow part of the Atlantic Ocean that separates England and France. In 1875 Captain Matthew Webb became the first man to swim the Channel. Today different swimmers try to break the record for the fastest crossing.

Giant’s Causeway **LEGEND** A natural phenomenon of more than 40,000 interconnected basalt columns. Located in County Antrim on the north-east coast of Northern Ireland. In the Irish legend, the Causeway was built by the warrior king Fionn mac Cumhaill – who was also a giant – so that he could stride across the Irish Sea to Scotland.

Great Britain **ALBION** Great Britain is the name that describes three UK countries together: England, Scotland, and Wales. Population: 59m (million people). Great Britain was first known as Albion, which means “white”, which could be a reference to the famous white cliffs of Dover.

Greenwich **GMT** A district of south-east London that is famous for its maritime history and for being the place where GMT (Greenwich Mean Time) begins and ends.

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Talk a Lot

Places in the UK

Background Information

Hadrian's Wall **BARBARIANS** A long fortification built by the Romans, now ruined, that stretched 73.5 miles (117 km) across the width of northern England, from Newcastle upon Tyne in the east to Carlisle in the west. It is named after the Roman Emperor Hadrian, and was begun in AD 122. Its purpose was to mark the border of the Roman Empire in Britain, and to keep out the "barbarians" from the north.

Hathersage **LITTLE JOHN** A pretty village in the Derbyshire Peak District. Winner of the Best Village in Central England Competition in 2009. It is home to what is believed to be the grave of Little John, who was Robin Hood's right-hand man in the local legend.

John o'Groats **FERRY** A small settlement in Northern Scotland, which is the most northerly inhabited place in mainland UK. From here you can take a ferry ten miles across the sea to Orkney.

Lake District **JUST ONE** A popular place for holidaymakers in North West England. In spite of its name and being home to many "waters" and "meres" (small lakes), it has just one official lake – Bassenthwaite Lake.

Land's End **CHARITY** A place in Cornwall. Known as the most south-westerly inhabited place in the UK. Many people raise money for charity by walking, cycling, or otherwise travelling between Land's End and John o'Groats, because it is more or less the furthest distance possible between two places in mainland Britain.

Llandudno **PUNCH AND JUDY** A seaside town on the north coast of Wales. On the 376 metre-long Llandudno Pier you can watch a traditional Punch and Judy show, just as visitors did 150 years ago.

Loch Ness **NESSIE** A deep loch (large lake) twenty-three miles south-west of Inverness in the Scottish Highlands. Famous as the home of Nessie, the celebrated Loch Ness Monster.

London **"LUNDENWIC"** The capital city of England, Great Britain, and the United Kingdom. Population: 7.6m. In Roman times London was known as "Londinium", and in Anglo-Saxon days it was called "Lundenwic". Today we call London "the Smoke", or "the City".

Manchester **FOOTBALL AND MUSIC** A major city in the North East of England. Among other things, Manchester is famous for football – Manchester United play at Old Trafford and Manchester City play at Eastlands – and seminal pop music – Joy Division, The Smiths, New Order, James, The Charlatans, Stone Roses, Happy Mondays, and Take That all came from Manchester.

Norfolk Broads **BIRD-WATCHING** An extensive, mainly man-made network of rivers, waterways, and lakes (broads), which is located in the counties of Norfolk and Suffolk, in the East of England. A great place for both sailors and ornithologists (bird-watchers) alike.

Northern Ireland **"MOONDANCE"** The smallest country in the United Kingdom, with a population of about 1.8 million. Singer-songwriter Van Morrison hails from Belfast in Northern Ireland. Among his most famous songs are: "Moondance", "Brown Eyed Girl", and "Have I Told You Lately".

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Talk a Lot

Places in the UK

Background Information

Norwich DELIA The only city in the entire county of Norfolk. Located in East Anglia, England. TV cook Delia Smith is the owner of Norwich City F.C. Comedian, author, and actor Stephen Fry grew up in Norfolk and studied at City College, Norwich. American author and traveller Bill Bryson lives near Norwich.

Orkney NORWAY An archipelago (group of islands) situated about ten miles off the coast of Northern Scotland. Orkney was ruled by Norway between AD 875-1468.

Oxford UNIVERSITY A city in South East England which is home to the oldest university in the UK – Oxford University was founded in 1096. The world-famous Oxford English Dictionary is published in Oxford by Oxford University Press.

Scotland DOUGLAS FIR The second-largest country in the United Kingdom, with a population of about 5.2m. The Scottish Parliament is responsible for Scottish affairs. The tallest tree in the UK is a Douglas Fir in Argyll, Scotland that stands 63.79 metres tall.

Sherwood Forest ROBIN HOOD An extensive forest in Nottinghamshire, England, which was once home to Robin Hood and his Merry Men – if the stories are to be believed!

Skegness STICK OF ROCK A popular seaside town in Lincolnshire, on the east coast of England. Here you can sunbathe on the beach in the unrelentingly cold wind, bathe in the freezing waters of the North Sea, and purchase a stick of rock as a souvenir for a friend or relative that you don't like very much. Skegness is commonly known as "Skeggy" (pronounced /'ske.ge/) and also "Skegvegas", reflecting its status as an entertainment centre to (almost) rival Las Vegas!

Snowdonia MOUNT SNOWDON A breathtakingly beautiful National Park in Wales that takes its name from Mount Snowdon, which, at 1,085 metres, is the highest mountain in Wales.

Stonehenge MYSTERY Thought to date from 2500 BC, Stonehenge is a prehistoric stone monument situated high on a hillside in Wiltshire, South West England. Nobody knows why Stonehenge exists – it's a mystery. It is thought that the site was used for religious rituals or as a kind of observatory.

Stratford-upon-Avon "THE BARD OF AVON" A small market town in Warwickshire in the heart of England, situated on the River Avon. Shakespeare (known as "The Bard of Avon") was born here in 1564 and is buried here in Holy Trinity Church.

United Kingdom FOUR IN ONE The name of the country that is formed by England, Scotland, Wales, and Northern Ireland. The full name of this country is: "The United Kingdom of Great Britain and Northern Ireland". It has a population of about 61.1m. The UK is governed by Parliament from Westminster in London.

Wales RED DRAGON The third-largest country in the United Kingdom, with a population of about 3m. The Welsh national flag is a fierce red dragon on a white and green background. The National Assembly for Wales is responsible for Welsh affairs.

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Talk a Lot

Places in the UK

Background Information

Wimbledon **LAWN TENNIS** A suburb of south-west London, Wimbledon is famous for the international tennis championships that take place there for two weeks every June and July. First held in 1877, it is the oldest tennis tournament in the world.

York **VIKINGS** An ancient city in North Yorkshire, which is a county in the north-east of England. York is famous for being a Viking city, after being invaded by raiders from Scandinavia in AD 866.

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Talk a Lot

Places in the UK

Matching Game (Page 1/4)

Place Name Cards:

Prompt Cards:

Clue Cards:

Place Name Cards:	Prompt Cards:	Clue Cards:
Aberdeen	Scotland, Granite City, third-largest city, North Sea Oil	oil
Alton Towers	Staffordshire, theme park, "Oblivion", rides, England	roller coaster
Belfast	capital city, Northern Ireland pop. 579,276, shipyard	Titanic
Bournemouth	Dorset, seaside, England, Robert Louis Stevenson	"Dr. Jekyll and Mr. Hyde"
Brick Lane	Bangladeshi community, London, East End, restaurants, street	multiculturalism
Bristol	South West England, John Wesley, first Methodist Chapel, River Avon	Wesley
Cambridge	magnificent college buildings, England, River Cam, East Anglia, 1209	punting
Cardiff	"Torchwood", capital city, Wales, hit BBC TV series, pop. 324,800	"Dr. Who"
Cardigan Bay	Bottlenose Dolphins, Wales, Irish Sea, Grey Seals	dolphins and seals
Clumber Park	beautiful green spaces, Nottinghamshire, National Trust, open to the public	National Trust

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Talk a Lot

Places in the UK

Matching Game (Page 2/4)

Edinburgh	capital city, pop. 471,650, Scotland, theatre, music, comedy, film, and dance	Festival
England	84% of the population of the UK, Middle East, pop. 51m, dragon	St. George
English Channel	England and France, Atlantic Ocean, 1875, first man to swim the Channel	record-breakers
Giant's Causeway	Northern Ireland, natural phenomenon, north-east coast, warrior king	legend
Great Britain	three countries, white cliffs of Dover, England, Scotland, and Wales, pop. 59m	Albion
Greenwich	maritime history, district, London, where time begins and ends	GMT
Hadrian's Wall	The Romans, northern England, border, 73.5 miles wide, AD 122	barbarians
Hathersage	right-hand man, grave, Robin Hood, pretty village, Derbyshire Peak District	Little John
John o'Groats	Scotland, Orkney, ten miles across the sea, where mainland Britain ends	ferry
Lake District	Bassenthwaite, tourists, North West England, "waters" and "meres"	just one

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Talk a Lot

Places in the UK

Matching Game (Page 3/4)

Land's End	Cornwall, John o'Groats, raise money, the furthest point south, cycling	charity
Llandudno	traditions, seaside town, north coast, Wales, 376 metre-long pier	Punch and Judy
Loch Ness	Scottish Highlands, large, deep lake, 23 miles from Inverness, monster	Nessie
London	Anglo-Saxon name, pop. 7.6m, capital city, "the Smoke", United Kingdom	"Lundenwic"
Manchester	North East of England, Old Trafford, major city, Stone Roses	football and music
Norfolk Broads	network of rivers, waterways, and lakes, man-made, Norfolk & Suffolk, ornithologists	bird-watching
Northern Ireland	Belfast, smallest country, Van Morrison, pop. 1.8m, singer-songwriter	"Moondance"
Norwich	local football club, East Anglia, TV cook, England, Bill Bryson	Delia
Orkney	ruled by Norway, archipelago, ten miles by ferry, Northern Scotland	Norway
Oxford	South East England, city, 1096, dictionary, the UK's oldest	university

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Talk a Lot

Places in the UK

Matching Game (Page 4/4)

Scotland	separate parliament, pop. 5.2m, Douglas Fir, 63.79 metres tall	Douglas Fir
Sherwood Forest	Nottinghamshire, legend, England, Merry Men	Robin Hood
Skegness	popular seaside town, "Skeggy", east coast of England, Lincolnshire	stick of rock
Snowdonia	National Park, 1,085 metres, highest in Wales, mountain range	Mount Snowdon
Stonehenge	Wiltshire, prehistoric stone monument, South West England, 2500 BC	mystery
Stratford- upon-Avon	Warwickshire, small market town, Shakespeare, River Avon, England	"The Bard of Avon"
United Kingdom	Parliament, London, pop. 61.1m, England, Scotland, Wales, & Northern Ireland	four in one
Wales	third-largest country, National Assembly, pop. 3m, green and white flag	red dragon
Wimbledon	oldest tennis tournament in the world, two weeks, suburb, London, 1877	lawn tennis
York	Scandinavia, North Yorkshire, north-east of England, AD 866, Vikings	Vikings

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Talk a Lot

Places in the UK

General Questions

1. Are there any places that you don't know? Find out more about them.
2. Take some cards. Describe the place on a card without saying it.
3. How many places have... a) 1 syllable, b) 2 syllables, c) 3 syllables, d) 4 syllables, e) 5 syllables, f) 6 syllables?
4. Put places with more than one syllable into groups according to where the strong stress falls.
5. Put the places into alphabetical order.
6. Put together places that have the same number of letters.
7. Find places 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 places which contain silent letters (letters which are not pronounced).
9. How many places can you remember when they are all turned over?
10. Put places that contain the same sounds into groups, using the IPA.

Lesson Questions

1. Which place sounds like... a) porridge, b) sales, c) pistol, d) banned send, e) path?
2. a) Find all of the countries in the UK and put them together with their capital cities.
b) Which of these countries form Great Britain?
3. Which place is a homophone with a group of the largest sea mammals?
4. Find a place where you can... a) watch a match, b) hunt a monster, c) check the time.
5. Find a place which has a weak stress schwa sound /ə/ on the... a) 1st syllable, b) 2nd syllable, c) 3rd syllable, etc. ii) Do any places *not* have a schwa?
6. Put the countries of the UK into order of size, from the one with the biggest population to the one with the smallest. (Have a guess, if you're not sure!)
7. Put into groups all of the... a) cities, b) tourist attractions, c) places of cultural interest, d) places of outstanding natural beauty, e) historical sites.
8. Put into groups all of the places in... a) Wales, b) Scotland, c) Northern Ireland, d) England.
9. Find... a) a monument, b) a street, c) a village, d) a theme park, e) a suburb, f) a country, g) a border, h) a seaside resort, i) an archipelago, j) a mountain range.

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Talk a Lot

Places in the UK

Discussion Words Question Sheet

Answers

General Questions

1. Answers will vary.

2. Answers will vary.

3. a) 2 places have 1 syllable: Wales, York. b) 17 places have 2 syllables: Land's End, Scotland, Oxford, Norwich, Brick Lane, Bristol, England, Cardiff, Bournemouth, London, Stonehenge, Greenwich, Orkney, Cambridge, Belfast, Loch Ness, Skegness. c) 13 places have 3 syllables: Hadrian's Wall, Giant's Causeway, Clumber Park, Manchester, Llandudno, Hathersage, Wimbledon, Aberdeen, Norfolk Broads, John o'Groats, Great Britain, Lake District, Edinburgh. d) 6 places have 4 syllables: Northern Ireland, English Channel, Alton Towers, Sherwood Forest, Cardigan Bay, Snowdonia. e) 1 place has 5 syllables: United Kingdom. f) 1 place has 6 syllables: Stratford-upon-Avon.

4. 2 syllables: these places have the strong stress on the first syllable: **Belfast, Oxford, Norwich, Bristol, England, Cardiff, Bournemouth, London, Greenwich, Orkney, Cambridge, Scotland**; these places have the strong stress on the second syllable: Land's **End**, Brick **Lane**, Stone**henge**, Loch **Ness**, Skeg**ness**. 3 syllables: these places have the strong stress on the first syllable: **Manchester, Hathersage, Wimbledon, Lake District, Edinburgh**; these places have the strong stress on the middle syllable: Giant's **Causeway**, Great **Britain**, Llandud**no**; these places have the strong stress on the third syllable: Hadrian's **Wall**, John o'**Groats**, **Aberdeen**, Norfolk **Broads**, Clumber **Park**. 4 syllables: this place has the strong stress on the second syllable: Snow**d**onia; these places have the strong stress on the third syllable: Northern **Ireland**, English **Channel**, Alton **Towers**, Sherwood **Forest**; this place has the strong stress on the fourth syllable: Cardigan **Bay**. 5 syllables: this place has the strong stress on the fourth syllable: United **Kingdom**. 6 syllables: this place has the strong stress on the fifth syllable: Stratford-upon-**Avon**.

5. Aberdeen, Alton Towers, Belfast, Bournemouth, Brick Lane, Bristol, Cambridge, Cardiff, Cardigan Bay, Clumber Park, Edinburgh, England, English Channel, Giant's Causeway, Great Britain, Greenwich, Hadrian's Wall, Hathersage, John o'Groats, Lake District, Land's End, Llandudno, Loch Ness, London, Manchester, Norfolk Broads, Northern Ireland, Norwich, Orkney, Oxford, Scotland, Sherwood Forest, Skegness, Snowdonia, Stonehenge, Stratford-upon-Avon, United Kingdom, Wales, Wimbledon, York.

6. **4 letters:** York. **5 letters:** Wales. **6 letters:** London, Orkney, Oxford. **7 letters:** Belfast, Bristol, Cardiff, England, Norwich. **8 letters:** Aberdeen, Land's End, Loch Ness, Scotland, Skegness. **9 letters:** Brick Lane, Cambridge, Edinburgh, Greenwich, Llandudno, Snowdonia, Wimbledon. **10 letters:** Hathersage, Manchester, Stonehenge. **11 letters:** Alton Towers, Bournemouth, Cardigan Bay, Clumber Park, John o'Groats. **12 letters:** Great Britain, Hadrian's Wall, Lake District. **13 letters:** Norfolk Broads, United Kingdom. **14 letters:** English Channel, Giant's Causeway, Sherwood Forest. **15 letters:** Northern Ireland. **17 letters:** Stratford-upon-Avon.

7. a) These places all begin with a vowel sound (grouped by IPA sound): /ɪ/ English Channel, England; /ɒ/ Alton Towers, **Oxford**; /ɔ:/ **Orkney**; /æ/ **Aberdeen**; /e/ **Edinburgh**.

b) These places all end with a vowel sound (grouped by IPA sound): /ə/ **Edinburgh**, **Manchester**, **Snowdonia**; /eɪ/ **Cardigan Bay**, **Giant's Causeway**; /əʊ/ **Llandudno**; /i/ **Orkney**.

c) These places all begin with a consonant sound (grouped by IPA sound): /s/ **Snowdonia**, **Skegness**, **Scotland**, **Stonehenge**, **Stratford-upon-Avon**; /k/ **Cardiff**, **Cardigan Bay**, **Cambridge**, **Clumber Park**; /l/ **London**, **Lake District**, **Loch Ness**, **Land's End**; /b/ **Brick Lane**, **Bristol**, **Bournemouth**, **Belfast**; /n/ **Norwich**, **Norfolk Broads**, **Northern Ireland**; /dʒ/ **Giant's Causeway**, **John o'Groats**; /h/ **Hathersage**, **Hadrian's Wall**; /j/ **York**, **United Kingdom**; /w/ **Wimbledon**, **Wales**; /g/ **Greenwich**, **Great Britain**; /m/ **Manchester**; /h/ **Llandudno**; /ʃ/ **Sherwood Forest**.

d) These places all end with a consonant sound (grouped by IPA sound): /n/ **Wimbledon**, **Brick Lane**, **Aberdeen**, **London**, **Great Britain**, **Stratford-upon-Avon**; /d/ **Scotland**, **Oxford**, **England**, **Northern Ireland**, **Land's End**; /z/ **Norfolk Broads**, **Alton Towers**, **John o'Groats**, **Wales**; /dʒ/ **Hathersage**, **Stonehenge**, **Cambridge**; /l/ **Hadrian's Wall**, **English Channel**, **Bristol**; /t/ **Sherwood Forest**, **Belfast**, **Lake District**; /s/ **Skegness**, **Loch Ness**; /k/ **York**, **Clumber Park**; /tʃ/ **Norwich**, **Greenwich**; /m/ **United Kingdom**; /θ/ **Bournemouth**; /f/ **Cardiff**.

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

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Talk a Lot

Places in the UK

Discussion Words Question Sheet

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.

Green [w] ich, Cambridg [e], Edinbur [gh], Nor [w] ich, Cardif [f], Bourn [e] mouth, Orkne [y]

9. Answers will vary.

10. There are many possible answers to this question; for example, “Scotland”, “Oxford”, “Alton Towers”, “Loch Ness” and “Norwich” all contain the vowel sound /ɒ/. Use the phonetic chart on p.18.6 of the **Talk a Lot Elementary Handbook** (available free from www.englishbanana.com/talkalot) and the phonetic spellings of the vocabulary words on the *Discussion Words (with the IPA)* handout to help your students put the places into sound groups.

Lesson Questions

1. a) Norwich. b) Wales. c) Bristol. d) Land’s End. e) Bath.

2. The countries that form the UK are (with their capital cities): England (London), Scotland (Edinburgh), Northern Ireland (Belfast), and Wales (Cardiff).

3. **Wales** is a homophone with **whales** – both words sound alike, but have different spellings and meanings.

4. a) Wimbledon. b) Loch Ness. c) Greenwich.

5. i) a) Places which have a weak stress schwa sound /ə/ on the 1st syllable: none. b) Places which have a weak stress schwa sound /ə/ on the 2nd syllable: Wimbledon, Alton Towers, Bournemouth, Bristol, Clumber Park, England, Hathersage, John o’Groats, London, Norfolk Broads, Northern Ireland, Oxford, Scotland, Sherwood Forest, Stratford-upon-Avon, Aberdeen. c) Places which have a weak stress schwa sound /ə/ on the 3rd syllable: Cardigan Bay, Edinburgh, Great Britain, Manchester, Stratford-upon-Avon, United Kingdom, Wimbledon. d) Places which have a weak stress schwa sound /ə/ on the 4th syllable: Snowdonia, English Channel, Alton Towers, Sherwood Forest, Northern Ireland. e) One place has a weak stress schwa sound /ə/ on the 5th syllable: United Kingdom. f) One place has a weak stress schwa sound /ə/ on the 6th syllable: Stratford-upon-Avon. ii) 17 places don’t have a weak stress schwa sound: Belfast, Brick Lane, Cambridge, Cardiff, Giant’s Causeway, Greenwich, Hadrian’s Wall, Lake District, Land’s End, Llandudno, Loch Ness, Norwich, Orkney, Skegness, Stonehenge, Wales, York.

6. England (population: 51 million), Scotland (5.2m), Wales (3m), and Northern Ireland (1.8m).

7. Answers may vary. Suggested answers:

a) The **cities** are: Belfast, Oxford, Manchester, York, Norwich, Aberdeen, Bristol, Cardiff, Bournemouth, London, Cambridge, and Edinburgh.

b) The **tourist attractions** are: Giant’s Causeway, Alton Towers, Norfolk Broads, Stonehenge, Sherwood Forest, Loch Ness, John o’Groats, Skegness, Land’s End, Stratford-upon-Avon, and Hadrian’s Wall.

c) The **places of cultural interest** are: York, Stonehenge, Brick Lane, Greenwich, Stratford-upon-Avon, Oxford, and Cambridge.

d) The **places of outstanding natural beauty** are: Loch Ness, Giant’s Causeway, Norfolk Broads, Sherwood Forest, Orkney, Cardigan Bay, Lake District, Clumber Park, and Snowdonia.

e) The **historical sites** are: Stratford-upon-Avon, Hadrian’s Wall, Stonehenge, and York.

8. a) The places in **Wales** are: Cardiff, Cardigan Bay, Llandudno, and Snowdonia. b) The places in **Scotland** are: Aberdeen, Edinburgh, John o’Groats, Loch Ness, and Orkney. c) The places in **Northern Ireland** are: Belfast and Giant’s Causeway. d) The places in **England** are: Alton Towers, Bournemouth, Brick Lane, Bristol, Cambridge, Clumber Park, English Channel, Greenwich, Hadrian’s Wall, Hathersage, Lake District, Land’s End, London, Manchester, Norfolk Broads, Norwich, Oxford, Sherwood Forest, Skegness, Stonehenge, Stratford-upon-Avon, Wimbledon, York.

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Talk a Lot

Places in the UK

Discussion Words Question Sheet

9. a) Stonehenge. b) Brick Lane. c) Hathersage. d) Alton Towers. e) Wimbledon or Greenwich. f) Wales, Scotland, Northern Ireland, England, Great Britain, or United Kingdom. g) Hadrian's Wall. h) Llandudno, Bournemouth, or Skegness. i) Orkney. j) Snowdonia.

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Talk a Lot

Places in the UK – Where would you like to...?

Student A

Ask and answer questions to complete the gaps, and find out information about four counties in the UK. Where would you like to... a) visit for the day, b) go on holiday for a fortnight, c) move to for work or study, d) move to permanently, e) never visit? Why?

	County Down, N. Ireland	Staffordshire, England
County Town / Population of County	Downpatrick / 516,000	
Major Towns & Cities / Area		Burton upon Trent, Tamworth / 2,713 km ²
Distance / Time from John o'Groats*	455 miles (732.25 km) / 10 hrs 51 mins	
Tourist Attractions / Natural Features		Alton Towers, Tutbury Castle, Ilam Park / Cannock Chase
Education / Hospitals / Leisure**	4 / 3 / 4	
Cultural Notes / Rainfall (May avg.)		An extensive network of canals / 52mm
Property Values / Crime Rate		going down / going up
Local History & Traditions	St. Patrick is believed to be buried at Down Cathedral	

	Powys, Wales	Aberdeenshire, Scotland
County Town / Population of County		Aberdeen / 241,500
Major Towns & Cities / Area		
Distance / Time from John o'Groats*	594 miles (955.73 km) / 12 hrs 46 mins	
Tourist Attractions / Natural Features	The Old Bell Museum / Pistyll Rhaeadr – the highest waterfall in England and Wales	
Education / Hospitals / Leisure**		4 / 4.5 / 5
Cultural Notes / Rainfall (May avg.)	Centre for Alternative Technology / 47mm	Evelyn Glennie hails from Aberdeen / 64mm
Property Values / Crime Rate	going up / going up	
Local History & Traditions		There have been human settlements in Aberdeenshire for at least 8,000 years

* By car. ** As rated by a panel of 2,100 local residents, who gave marks out of 5 (0 = lowest mark, 5 = highest mark).

Student B

Ask and answer questions to complete the gaps, and find out information about four counties in the UK. Where would you like to... a) visit for the day, b) go on holiday for a fortnight, c) move to for work or study, d) move to permanently, e) never visit? Why?

	County Down, N. Ireland	Staffordshire, England
County Town / Population of County		Stafford / 816,700
Major Towns & Cities / Area	Newry, Bangor / 2,448 km ²	
Distance / Time from John o'Groats*		537 miles (862.67 km) / 11 hrs 3 mins
Tourist Attractions / Natural Features	Exploris Aquarium / Mourne Mountains	
Education / Hospitals / Leisure**		5 / 4 / 2
Cultural Notes / Rainfall (May avg.)	Father of Brontë sisters born here / 59mm	
Property Values / Crime Rate	going up / going down	
Local History & Traditions		A mermaid appears at Mermaid's Pool once a year on the night before Easter Sunday

	Powys, Wales	Aberdeenshire, Scotland
County Town / Population of County	Llandrindod Wells / 132,000	
Major Towns & Cities / Area	Hay-on-Wye, Brecon, Welshpool / 5,196 km ²	Peterhead, Stonehaven, Ellon / 6,313 km ²
Distance / Time from John o'Groats*		221 miles (354.47 km) / 5 hrs 58 mins
Tourist Attractions / Natural Features		Glenbuchat Castle, Strathdon / Sands of Forvie Nature Reserve
Education / Hospitals / Leisure**	3.5 / 4 / 5	
Cultural Notes / Rainfall (May avg.)		
Property Values / Crime Rate		going down / going down
Local History & Traditions	In 1400 Welsh ruler Owain Glyndŵr of Powys led the Welsh Revolt against the English	

* By car. ** As rated by a panel of 2,100 local residents, who gave marks out of 5 (0 = lowest mark, 5 = highest mark).

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Talk a Lot

Places in the UK

Information Exchange

Answers

Places in the UK – Where would you like to...?

Task: "Ask and answer questions to complete the gaps, and find out information about four counties in the UK. Where would you like to... a) visit for the day, b) go on holiday for a fortnight, c) move to for work or study, d) move to permanently, e) never visit? Why?"

	County Down, N. Ireland	Staffordshire, England
County Town / Population of County	Downpatrick / 516,000	Stafford / 816,700
Major Towns & Cities / Area	Newry, Bangor / 2,448 km ²	Burton upon Trent, Tamworth / 2,713 km ²
Distance / Time from John o'Groats*	455 miles (732.25 km) / 10 hrs 51 mins	537 miles (862.67 km) / 11 hrs 3 mins
Tourist Attractions / Natural Features	Exploris Aquarium / Mourne Mountains	Alton Towers, Tutbury Castle, Ilam Park / Cannock Chase
Education / Hospitals / Leisure**	4 / 3 / 4	5 / 4 / 2
Cultural Notes / Rainfall (May avg.)	Father of Brontë sisters born here / 59mm	An extensive network of canals / 52mm
Property Values / Crime Rate	going up / going down	going down / going up
Local History & Traditions	St. Patrick is believed to be buried at Down Cathedral	A mermaid appears at Mermaid's Pool once a year on the night before Easter Sunday

	Powys, Wales	Aberdeenshire, Scotland
County Town / Population of County	Llandrindod Wells / 132,000	Aberdeen / 241,500
Major Towns & Cities / Area	Hay-on-Wye, Brecon, Welshpool / 5,196 km ²	Peterhead, Stonehaven, Ellon / 6,313 km ²
Distance / Time from John o'Groats*	594 miles (955.73 km) / 12 hrs 46 mins	221 miles (354.47 km) / 5 hrs 58 mins
Tourist Attractions / Natural Features	The Old Bell Museum / Pistyll Rhaeadr – the highest waterfall in England and Wales	Glenbuchat Castle, Strathdon / Sands of Forvie Nature Reserve
Education / Hospitals / Leisure**	3.5 / 4 / 5	4 / 4.5 / 5
Cultural Notes / Rainfall (May avg.)	Centre for Alternative Technology / 47mm	Evelyn Glennie hails from Aberdeen / 64mm
Property Values / Crime Rate	going up / going up	going down / going down
Local History & Traditions	In 1400 Welsh ruler Owain Glyndŵr of Powys led the Welsh Revolt against the English	There have been human settlements in Aberdeenshire for at least 8,000 years

* By car. ** As rated by a panel of 2,100 local residents, who gave marks out of 5 (0 = lowest mark, 5 = highest mark).

Where would you like to... a) visit for the day, b) go on holiday for a fortnight, c) move to for work or study, d) move to permanently, e) never visit? Why? Answers will vary. When they have completed filling the gaps, students should discuss which county they would like to visit for each question a) - e). They should produce appropriate reasons for their choices – why they would choose one county rather than another. There are lots of sentences that students could create using this information. For example: "I would like to visit Staffordshire for the day, because I love Alton Towers [theme park]... but I wouldn't want to live there permanently, because the crime rate is increasing..." Or... "I would like to move to Powys in Wales permanently, because it has very good leisure facilities and the property values are going up..." [etc.]

Sample Questions

What is the county town of _____?
 What is the population of _____?
 How many people live in _____?
 Which major towns and cities are there in _____?
 What is the area of _____?
 How big is _____?
 How far is _____ from John o'Groats?
 How long does it take to drive from John o'Groats to _____ [on average]?
 What tourist attractions has _____ got?
 What natural features are there in _____?
 How do local residents rate education in _____?
 How high are hospitals rated in _____?
 What's the rating for leisure in _____?
 Tell me some cultural notes about _____.
 What is the average rainfall in May each year in _____?

Sample Answers

The county town of _____ is _____.
 About _____ people.
 About _____ people live in _____.
 _____ are in _____.
 It's _____.
 _____ is _____ from John o'Groats.
 It takes about _____ to drive from John o'Groats to _____ [on average].
 It's got _____.
 _____ out of five.
 Quite high / low [etc.] – _____ out of five.
 _____ out of five.
 _____ on average.

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Talk a Lot

Places in the UK

Information Exchange

How are the property values doing in _____?
Is the crime rate in _____ going up or down?
Tell me about the local history and traditions
of _____.

They're _____.
It's _____.
_____.

Examples

How many people live in County Down
How far is Staffordshire from John o'Groats?
How high are hospitals rated in Powys?
Tell me about the local history and traditions
of Aberdeenshire.

About 516,000 people live in County Down.
Staffordshire is 537 miles from John o'Groats.
Quite high – four out of five.
There have been human settlements in Aberdeenshire
for at least 8,000 years.

[etc.]

Extension: you could try to encourage some comparative/superlative questions and sentences too, for example:

Which is the largest county... a) by area, b) by population?
Which county is the furthest from John o'Groats?
Which county has the best hospitals?

Aberdeenshire is the largest county by area... [etc.]
Powys is the furthest...
Aberdeenshire has the best...

[etc.]

Notes and Sources

Note 1:

*In the question "Distance / Time from John o'Groats", the figures quoted represent time and distance from John o'Groats to the **county town**. For example, from John o'Groats to Stafford. All figures for this question are quoted from <http://www.rac.co.uk/route-planner/> (accessed on 30.10.09).*

Note 2:

Aberdeenshire is not technically a "county", but rather a "council area" governed by a unitary authority. However, it is generally treated as a county, and as such is included in this activity. For more information, see here: http://en.wikipedia.org/wiki/Council_areas

Sources for factual information in this activity (accessed on 30.10.09):

<http://www.answers.com/>
<http://en.wikipedia.org/>
<http://www.metoffice.gov.uk/climate/uk/wl/>
<http://www.historic-scotland.gov.uk/>

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Talk a Lot

Places in the UK

Multi-Purpose Text

Wedding Planning (Original Text)

Line

1 Maggie was staying at her friend Sophie's in Derby for a few days. They were getting
2 ready to go out for a night on the town, and discussing Sophie's impending wedding
3 to her fiancé Tony. Maggie was looking forward to being a bridesmaid.
4 "Tony wants to invite his whole bloomin' family," said Sophie, "And he's got a
5 big family, that's for sure! They're scattered about everywhere! I mean, there's his
6 dad in Scotland for starters..." "Is his dad Scottish?" asked Maggie, applying her
7 blusher. "No, but his partner is. His dad's got five brothers and a half-sister, so Tony's
8 got cousins coming out of his ears." Sophie paused. "There's his cousin John – the
9 Welsh one – who lives in Cardiff. There's Jackie... and Manda in London; and then
10 there's his Grandma and her new boyfriend in Belfast, and..." "How many people can
11 you invite?" interrupted Maggie, lacing up her boots. "About forty-five," replied Sophie.
12 "We might be able to fit in a few more, if they don't have the sit-down meal. Thank
13 goodness my family's just my parents and my brother!" "Don't forget *my* family,"
14 said Maggie, checking her outfit in the full-length mirror. "Dennis will definitely go,
15 although I doubt he'll sit through the whole sermon in the church. He'll probably
16 wander outside and text his mates." "Yeah, and that reminds me – I should invite my
17 godmother in Manchester," said Sophie. They left the house and walked briskly to
18 the bus stop. "She'll want me to invite her whole flippin' brood. Like, she's got two
19 kids in Cardiff – Lee and Sam, you know – and sisters in Liverpool, Birmingham..."
20 "The more the merrier!" laughed Maggie, adjusting her earrings, "It'll be OK."
(284 words)



Wedding Planning (Text with 20 Differences)

Maggie was **1. saying (staying)** at her friend Sophie's in Derby for a few days. They were getting ready to go out for a night on the town, and discussing **2. her (Sophie's)** impending wedding to her fiancé Tony. Maggie was looking forward to **3. seeing (being)** a bridesmaid. "Tony **4. one (wants)** to invite his whole bloomin' family," said Sophie, "And he's got a big family, that's for sure! They're scattered **5. around (about)** everywhere! I mean, there's his dad in Scotland for **6. a start (starters)**..." "Is his dad Scottish?" asked Maggie, applying her blusher. "No, but his partner is. His dad's got **7. nine (five)** brothers and a half-sister, so Tony's got **8. brothers (cousins)** coming out of his ears." Sophie paused. "There's his cousin John – the Welsh one – who lives in **9. Wales (Cardiff)**. There's Jackie... and Manda in **10. Liverpool (London)**; and then there's his Grandma and her new boyfriend in **11. Bath (Belfast)**, and..." "How many people can you invite?" interrupted Maggie, lacing up her **12. shoes (boots)**. "About forty-five," replied Sophie. "We might be able to fit in a few more, if they don't have the sit-down **13. tea (meal)**. Thank goodness my family's just my parents and my brother!" "Don't forget *my* family," said **14. dad (Maggie)**, checking her outfit in the full-length mirror. "Dennis will definitely go, although I doubt **15. eel (he'll)** sit through the whole sermon in the church. He'll probably wander outside and text his mates." "Yeah, and **16. than (that)** reminds me – I should invite my godmother in **17. York (Manchester)**," said Sophie. They left the house and walked briskly to the bus stop. "She'll want me to **18. ask (invite)** her whole flippin' brood. Like, she's got two kids in **19. Oxford (Cardiff)** – Lee and Sam, you know – and sisters in Liverpool, Birmingham..." "The more the merrier!" laughed Maggie, adjusting her earrings, "It'll be **20. great (OK)**."

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Talk a Lot

Places in the UK

Multi-Purpose Text

Wedding Planning (Gap-Fill – Function Words)

Maggie was staying at 1. _____ friend Sophie's in Derby for a few days. They were getting ready to go out for a night 2. _____ the town, and discussing Sophie's impending wedding to her fiancé Tony. Maggie was looking forward 3. _____ being a bridesmaid.

"Tony wants to invite his whole bloomin' family," said Sophie, "And he's got 4. _____ big family, that's for sure! 5. _____ scattered about everywhere! 6. _____ mean, there's his dad in Scotland for starters..." "Is his dad Scottish?" asked Maggie, applying her blusher. "No, 7. _____ his partner is. His dad's got five brothers and a half-sister, so Tony's got cousins coming out of his ears." Sophie paused. "There's his cousin John – the Welsh one – 8. _____ lives in Cardiff. There's Jackie... and Manda in London; and then there's his Grandma and her new boyfriend 9. _____ Belfast, and..." "How many people 10. _____ you invite?" interrupted Maggie, lacing up her boots. "About forty-five," replied Sophie. "We might be able to fit in a few more, if 11. _____ don't have the sit-down meal. Thank goodness my family's just my parents and my brother!" "Don't forget *my* family," said Maggie, checking her outfit in the full-length mirror. "Dennis will definitely go, 12. _____ I doubt he'll sit through the whole sermon in the church. He'll probably wander outside and text his mates." "Yeah, and 13. _____ reminds me – I should invite my godmother in Manchester," said Sophie. They left the house and walked briskly 14. _____ the bus stop. "She'll want me to invite her whole flippin' brood. Like, she's got two kids in Cardiff – Lee and Sam, you know – and sisters in Liverpool, Birmingham..." "The more the merrier!" laughed Maggie, adjusting her earrings, "It'll 15. _____ OK."



Wedding Planning (Multiple Choice – Use of English)

Maggie was staying at her 1. **a) friend's, b) friend, c) friends** Sophie's in Derby for a few days. They were getting ready to go out for a night on the town, and discussing Sophie's impending wedding to 2. **a) his, b) their, c) her** fiancé Tony. Maggie was looking forward to being a bridesmaid. "Tony wants to invite his whole bloomin' 3. **a) family, b) families, c) friend,**" said Sophie, "And he's got a big family, that's for sure! They're scattered about 4. **a) somewhere, b) everywhere, c) nowhere!** I mean, there's his dad in Scotland for starters..." "5. **a) Will, b) Was, c) Is** his dad Scottish?" asked Maggie, applying her blusher. "6. **a) Yes, b) No, c) Maybe,** but his partner is. His dad's got five 7. **a) brothers, b) brother, c) sisters** and a half-sister, so Tony's got cousins coming out of his ears." Sophie 8. **a) pause, b) pauses, c) paused.** "There's his cousin John – the Welsh 9. **a) brother, b) one, c) cousin** – who lives in Cardiff. There's Jackie... 10. **a) but, b) because, c) and** Manda in London; and then there's his Grandma and her new boyfriend in Belfast, and..." "How many people can you invite?" interrupted Maggie, lacing 11. **a) in, b) out, c) up** her boots. "About forty-five," replied Sophie. "We might be able to fit in a few more, if they don't have the sit-down meal. Thank goodness my family's 12. **a) still, b) just, c) be** my parents and my brother!" "Don't forget *my* family," said Maggie, checking her outfit in the full-length mirror. "Dennis will definitely 13. **a) going, b) goes, c) go,** although I doubt he'll sit through the whole sermon in the church. He'll probably wander outside and text his mates." "Yeah, and that reminds me – I should invite my godmother in Manchester," said Sophie. They 14. **a) leave, b) left, c) leaf** the house and walked briskly to the bus stop. "She'll want me to invite her whole flippin' brood. Like, she's got two kids in Cardiff – Lee and Sam, you know – and sisters in Liverpool, Birmingham..." "The 15. **a) more, b) few, c) least** the merrier!" laughed Maggie, adjusting her earrings, "It'll be OK."

Talk a Lot

Places in the UK

Multi-Purpose Text

Wedding Planning (Comprehension Questions)

1. How many guests can Sophie and Tony have at the wedding?
2. Did Maggie lace up her boots before she put on her blusher?
3. Where does Manda live?
4. Which city was Maggie staying in?
5. What does Tony want to do?
6. Where was Maggie staying?
7. How long was Maggie staying at Sophie's?
8. Is Tony Maggie's fiancé?
9. How many children does Sophie's godmother have?
10. Where were Maggie and Sophie going?
11. How many different places are mentioned in the text?
12. Will Dennis attend the wedding?
13. Who has got one brother?
14. Did Maggie check her outfit in the mirror before she adjusted her earrings?
15. Who lives in Wales?
16. Who has got a godmother in Manchester?
17. How is Maggie involved in the wedding?
18. Who has got a Grandma in Belfast?
19. How many brothers has Tony's dad got?
20. Whose boyfriend will Sophie invite?
21. What is the name of Sophie's fiancé?
22. What form of transport were they planning to use?
23. What does Maggie think Dennis will do during the sermon?
24. Whose son is called Lee?
25. What was Maggie looking forward to?
26. Who is Scottish?
27. Where does Tony's dad live?
28. Who has got a lot of cousins?
29. Has Sophie got a large family?
30. Who lives in Belfast?

Wedding Planning (True, False, or Unknown?)

1. Maggie is Sophie's friend.
2. Tony's dad's partner is from Scotland.
3. Maggie wasn't wearing earrings.
4. Maggie's parents will be invited to the wedding.
5. Sophie hasn't seen her godmother for ages.
6. Maggie put on her shoes.
7. Sophie's godmother's three kids live in Cardiff.
8. Tony has got eleven cousins.
9. Maggie was staying in Derby.
10. Sophie and Maggie went out for the evening.
11. Tony is going to get married to Sophie.
12. Maggie would prefer a small wedding.
13. Sophie's godmother's sisters all live in Liverpool.
14. Maggie stayed at Sophie's for two nights.
15. Sophie is really looking forward to the wedding.
16. Tony's cousin John is an electrician.
17. Sophie doesn't like Tony's family.
18. Maggie hopes that the wedding will be cancelled.
19. Dennis doesn't know how to send a text.
20. Sophie has got a very big family.
21. Tony's grandma recently started dating somebody.
22. Sophie and Tony can invite about forty-five people to the wedding.
23. Dennis isn't keen on church sermons.
24. Tony's aunts are called Jackie and Manda.
25. Sophie's future father-in-law is Scottish.
26. Sophie's got long dark hair.
27. Dennis and Tony have never met.
28. Tony's family don't all live in the same town.
29. Tony's grandma lives in Bristol.
30. Maggie was wearing expensive earrings.

Talk a Lot

Places in the UK

Multi-Purpose Text

Glossary of New Words

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

1. **to go out for a night on the town** (*idiom*: go clubbing) _____
2. **impending** (*adjective*: forthcoming) _____
3. **bloomin'** (*intensifier, slang*: a mild swear word; implies annoyance with the noun that follows) _____
4. **for starters** (*idiom*: to start with) _____
5. **coming out of his ears** (*idiom*: he has a lot of sthg.) _____
6. **to lace up** (*phrasal verb*: do up with laces) _____
7. **sit-down meal** (*noun phrase*: a formal dinner) _____
8. **Thank goodness!** (*exclamation*: you feel relief about sthg.) _____
9. **sermon** (*noun*: a talk given in church by a vicar) _____
10. **to wander** (*verb*: walk slowly and without purpose) _____
11. **godmother** (*noun*: in Christianity, the person who promises at a child's baptism to provide spiritual guidance) _____
12. **flippin'** (*intensifier, slang*: as "bloomin'", above) _____
13. **brood** (*noun, slang*: family) _____
14. **The more the merrier!** (*saying*: literally, if more people come, we'll have a better time) _____
15. **to adjust** (*verb*: alter the position of sthg.) _____

*Note: in the text Sophie uses several **discourse markers** when she speaks. Discourse markers are words or phrases that have no meaning on their own, but which help the speaker to organise what they're saying. The function of "I mean..." (line 5) and "Like..." (line 18) is to draw attention to what follows. The function of "you know..." (line 19) is to give the speaker a short pause – thinking time – before they continue.*

Answers

Wedding Planning (Gap-Fill – Function Words)

- | | | |
|------------|---------|--------------|
| 1. her | 6. I | 11. they |
| 2. on | 7. but | 12. although |
| 3. to | 8. who | 13. that |
| 4. a | 9. in | 14. to |
| 5. They're | 10. can | 15. be |

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Talk a Lot

Places in the UK

Multi-Purpose Text

Wedding Planning (Multiple Choice – Use of English)

- | | | |
|-------|--------|--------|
| 1. b) | 6. b) | 11. c) |
| 2. c) | 7. a) | 12. b) |
| 3. a) | 8. c) | 13. c) |
| 4. b) | 9. b) | 14. b) |
| 5. c) | 10. c) | 15. a) |

Wedding Planning (Comprehension Questions)

- | | |
|--|---|
| 1. About forty-five. | 16. Sophie. |
| 2. No. | 17. She's going to be a bridesmaid. |
| 3. In London. | 18. Tony. |
| 4. Derby. | 19. Five. |
| 5. Invite his whole family to the wedding. | 20. Tony's grandma's boyfriend. |
| 6. At her friend Sophie's in Derby. | 21. Tony. |
| 7. For a few days. | 22. Bus. |
| 8. No. | 23. Wander outside and text his mates. |
| 9. Two. | 24. Sophie's godmother's son. |
| 10. Out for a night on the town. | 25. Being a bridesmaid at Sophie's wedding. |
| 11. Eight. [In order:] Derby, Scotland, Cardiff, London, Belfast, Manchester, Liverpool, and Birmingham. | 26. Tony's dad's partner. |
| 12. Yes. | 27. In Scotland. |
| 13. Sophie. | 28. Tony. |
| 14. Yes. | 29. No. |
| 15. Tony's cousin John, and Sophie's godmother's kids, Lee and Sam. | 30. Tony's Grandma and her new boyfriend. |

Wedding Planning (True, False, or Unknown?)

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

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

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Talk a Lot

Places in the UK

Discussion Questions

1. Have you ever visited the UK? Why did you go? How did you get there? How long did you stay? If no, would you like to go?

2. Tell me about some famous places in the UK... a) a city, b) a tourist attraction, c) a place of cultural interest, d) a place of outstanding natural beauty, e) an historical site. What is your favourite place in the UK? Why?

3. Have you ever worked or studied abroad? If yes, where did you go? Tell me about something funny that happened there. If no, would you like to? Is it beneficial to work or study in another country? Why? Why not?

4. Do you think that students of English should spend time living in an English-speaking country? Why? / Why not?

5. Have you ever had any problems understanding native speakers of English with accents that differ from Standard Pronunciation? E.g. people from Liverpool, Australia, or Scotland? What differences did you notice?

6. Do people from each country in the UK – England, Scotland, Wales, and Northern Ireland – have characteristics that are particular to their country? What are they? Are there stereotypes associated with people from each country? Discuss them. Is there such a thing as a typical British person? What is the main characteristic of people from... a) your region, b) your country?

7. How do you usually feel when you visit a foreign country? Do people there make you feel welcome, or do you think that they look down on you?

8. How popular is British culture – music, TV programmes, fashion – in your country? Are there any British songs in your music charts? Does culture from English-speaking countries generally add to or damage the native cultures of other countries?

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Talk a Lot

Places in the UK

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 would love to live in the UK for either work or study.	<input type="checkbox"/>	<input type="checkbox"/>
2. Britain is a cold, wet, windy country where it's difficult to get a tan.	<input type="checkbox"/>	<input type="checkbox"/>
3. <i>"Coffee in England is just toasted milk."</i> – Christopher Fry	<input type="checkbox"/>	<input type="checkbox"/>
4. Everybody in Britain is rich.	<input type="checkbox"/>	<input type="checkbox"/>
5. London is a great place to visit, but I wouldn't want to live there.	<input type="checkbox"/>	<input type="checkbox"/>
6. <i>"England and America are two countries separated by a common language."</i> – George Bernard Shaw	<input type="checkbox"/>	<input type="checkbox"/>
7. English food is terrible!	<input type="checkbox"/>	<input type="checkbox"/>
8. I prefer watching British TV shows to those made in my country.	<input type="checkbox"/>	<input type="checkbox"/>
9. English people are too shy.	<input type="checkbox"/>	<input type="checkbox"/>
10. <i>"England has forty-two religions and only two sauces."</i> – Voltaire	<input type="checkbox"/>	<input type="checkbox"/>
11. The UK really is four separate countries. The people of England, Scotland, Wales, and Northern Ireland have got very little in common.	<input type="checkbox"/>	<input type="checkbox"/>
12. The best football teams in the world come from Britain.	<input type="checkbox"/>	<input type="checkbox"/>
13. People in the UK have too many different accents!	<input type="checkbox"/>	<input type="checkbox"/>
14. <i>"The English are not happy unless they are miserable."</i> – George Orwell	<input type="checkbox"/>	<input type="checkbox"/>
15. British politicians can't be trusted.	<input type="checkbox"/>	<input type="checkbox"/>
16. The English can be proud of their history.	<input type="checkbox"/>	<input type="checkbox"/>

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Talk a Lot

Places in the UK

Role Plays

1. “My wall’s higher than your wall!”

Place: A remote heath on the border of Roman Britain and what is now Scotland
Time: AD 122 (8.04 am)
Characters: You and a Roman Soldier
Situation: You are a barbarian who lives nearby. You can’t help but notice that the Romans have recently started building a wall to keep you out of Britain...

Scenes: i) You spot a Roman soldier building part of Hadrian’s Wall. Ask him why he’s building it. Goad him by going backwards and forwards across the border. Object when he calls you a barbarian and explain how civilised you are
ii) A few days later, you return to where the soldier is building the wall. This time you’ve brought your own tools and stones, and you start to build your own wall – about two metres in front of the soldier’s wall (on the English side)
iii) The outcome of this building rivalry could be... a) two long walls, one in front of the other; b) you are taken prisoner by the Roman army and your tools are destroyed; c) you both decide to become friends, join forces, and build a pub on the site, instead of two walls; d) your own idea...!

If there are three people in the group, the third character could be:

- a) A Roman centurion – the soldier’s boss – who really hates barbarians
- b) The director of a local building firm, who offers to build both walls for half the price

2. “I’m travelling back in time!”

Place: A deserted car park on the edge of town
Time: 12.02¼ am
Characters: You play a regular Joe/Jane; the other student plays three different characters
Situation: Walking home alone late one night you stumble upon a time machine at the back of a local supermarket. Intrigued, you get inside and close the door...

Scenes: i) The year is 1800 BC. You open the door and realise that you have travelled back in time to Stonehenge. You witness something amazing, and you’re now able to finally solve the great mystery of why it was built...
ii) You try to get back to the present, but stepping out of the time machine you find that you have landed in Sherwood Forest in the 12th century – the time of Robin Hood and his Merry Men. You find out that the legend about robbing from the rich and giving to the poor isn’t quite what it seems...
iii) Still trying to get home, your time machine crashes in Stratford-upon-Avon in 1608. You discover who the *real* author of those plays really was, before...

If there are three people in the group, the third character could be:

- a) The inventor of the time machine, who desperately needs to get it back
- b) Another character from each period in history

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Talk a Lot

Places in the UK

Role Plays

Role Play Extensions

Here are some additional situations for students to use as starting points for new role plays based on the topic of "Places in the UK":

----- ✂ -----

Places in the UK

1. You are a stressed-out travel agent. Your manager has recently told you that if you don't sell more UK-based family holidays you will be fired. A customer comes in and wants to book a short break for their family. You try to sell them a holiday in Scotland, then in Wales, then in Northern Ireland, and then in England. Go through the main selling points of each place – for example, the interesting and beautiful places that await them in each country of the UK! However, the customer is hard to please and raises objections to each selling point, for example, the weather will be bad, the food will be terrible, and so on.

2. You run a small business on the shores of Loch Ness, selling boat trips to the centre of the loch in order to find Nessie, the Loch Ness Monster. You charge a lot of money to gullible tourists for what is really only a fifteen-minute boat trip on a cold, foggy lake. However, one day you get more than you bargained for when the *real* Loch Ness Monster appears from out of the depths of the loch and demands a percentage of your profits from the business. When you refuse, she eats you and takes over the boat trip business herself, which means that she is effectively selling boat trips on the loch to search for herself. When people realise that they can see the monster on land (selling the boat trips), they don't want to pay to see her in the loch, so unfortunately the business folds. The monster disappears back into obscurity and vows never to return to land – until the next attractive business opportunity arises...

----- ✂ -----

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Talk a Lot

_____ / Places in the UK

Vocabulary Test

First Language

English

Cardiff

Scotland

Sherwood Forest

Belfast

Stonehenge

England

Wimbledon

Stratford-upon-Avon

Northern Ireland

Cardigan Bay

Loch Ness

Wales

Skegness

Edinburgh

Snowdonia

London

Norfolk Broads

York

Great Britain

John o'Groats

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Talk a Lot

Lesson Test – Places in the UK

A) Fill in the missing vowels in these places, and say **which country** of the UK they are in:

1. H ___ d r ___ n's W ___ ll
2. C l ___ m b ___ r P ___ r k
3. W ___ m b l ___ d ___ n
4. L ___ c h N ___ s s
5. G ___ n t's C ___ s ___ w ___ y
6. ___ l t ___ n T ___ w ___ r s

B) Decide whether these sentences about places in the UK are true or false:

1. England, Scotland, Ireland, and Wales form the United Kingdom.
2. Llandudno is a seaside town on the north coast of Wales.
3. Greenwich is famous for football and music.
4. Cambridge is home to the oldest university in the UK.
5. Orkney is an archipelago about ten miles off the coast of Northern Scotland.
6. Hathersage is a pretty village in Nottinghamshire.

C) Underline the odd one out in each group of places and give a reason:

1. Cardigan Bay, Brick Lane, Sherwood Forest
2. Bristol, Skegness, Belfast, York
3. Skegness, Oxford, Bournemouth, Llandudno
4. England, Scotland, Cardiff, Wales

Complete the sentence blocks:

D) Verb Form: _____

- Barbara's climbed in Snowdonia five times in the past decade.
- How 1. _____ times has Barbara climbed in Snowdonia in the past decade?
- 2. _____ times.
- 3. _____ Barbara climbed in Snowdonia five times in the past decade?
- Yes, 4. _____ has.
- Has Barbara climbed in Snowdonia 5. _____ in the past decade?
- 6. _____, she hasn't. Barbara hasn't climbed in Snowdonia six times in the past decade.

E) Verb Form: _____

- My grandparents are heading for Stonehenge this morning, before driving to Bristol in the afternoon.
- 7. _____ is heading for Stonehenge this morning, before driving to Bristol in the afternoon?
- My 8. _____ are.
- Are 9. _____ grandparents heading for Stonehenge this morning, before driving to Bristol in the afternoon?
- Yes, they 10. _____.
- 11. _____ your parents heading for Stonehenge this morning, before driving to Bristol in the afternoon?
- No, they aren't. My parents 12. _____ heading for Stonehenge this morning, before driving to Bristol in the afternoon.

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Talk a Lot

Places in the UK

Lesson Test

Answers

A) 1. **Hadrian's Wall** (England). 2. **Clumber Park** (England). 3. **Wimbledon** (England).
4. **Loch Ness** (Scotland). 5. **Giant's Causeway** (Northern Ireland). 6. **Alton Towers** (England).

B) 1. False (England, Scotland, **Northern Ireland**, and Wales form the United Kingdom).
2. True. 3. False (**Manchester** is famous for football and music). 4. False (Cambridge is home to the **second-oldest** university in the UK. **Oxford** is home to the oldest). 5. True. 6. False (Hathersage is a pretty village in **Derbyshire**).

C) 1. Brick Lane (because it's an urban place, while the other places are natural features).
2. Belfast (because it's in Northern Ireland, while the other places are in England). 3. Oxford (because it's inland, while the other places are seaside towns). 4. Cardiff (because it's a city, while the other places are countries in the UK).

D) Verb form: present perfect. 1. many. 2. Five. 3. Has. 4. she. 5. six times. 6. No.

E) Verb form: present continuous. 7. Who. 8. grandparents. 9. your. 10. are. 11. Are.
12. aren't.

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Talk a Lot

Spoken English Course

Elementary Book 3



Talk a Lot

Spoken English Course

Elementary Book 3

Unit 8: Politics (37 pages)



*Note: all activities include full answers. For detailed instructions on how to use each activity, please see the **Talk a Lot Elementary Handbook**, which is available as a free download from <http://www.englishbanana.com/talkalot/>*

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Talk a Lot

Politics

Sentence Blocks

- 1.** (*Present Simple*) The Foreign Secretary deals with foreign affairs.
Who

- 2.** (*Present Continuous*) We're going to a demonstration tomorrow, to support striking union members.
Where

- 3.** (*Past Simple*) Tony voted Conservative in the last election, because they promised to bring down taxes.
Why

- 4.** (*Past Continuous*) Carl's brother was waiting to speak in the school debate.
What

- 5.** (*Present Perfect*) I've just briefed Sean on the phone about the campaign meeting.
Who

- 6.** (*Modal Verbs*) The opposition should be a lot more critical of the government's plans for schools.
Which

- 7.** (*Future Forms*) The polls open around the country in fifteen minutes.
When

- 8.** (*First Conditional*) If we don't speak out against the injustice in our society, things will get worse.
What

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Talk a Lot

Politics

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** for full instructions (available free from www.englishbanana.com).*

Answers

1. (Present Simple) The Foreign Secretary deals with foreign affairs. / Who deals with foreign affairs? / The Foreign Secretary does. / Does the Foreign Secretary deal with foreign affairs? / Yes, he / she does. / Does the Home Secretary deal with foreign affairs? / No, he / she doesn't. The Home Secretary doesn't deal with foreign affairs.

2. (Present Continuous) We're going to a demonstration tomorrow, to support striking union members. / Where are you going tomorrow, to support striking union members? / To a demonstration. / Are you going to a demonstration tomorrow, to support striking union members? / Yes, we are. / Are you going to a meeting tomorrow, to support striking union members? / No, we aren't. We aren't going to a meeting tomorrow, to support striking union members.

3. (Past Simple) Tony voted Conservative in the last election, because they promised to bring down taxes. / Why did Tony vote Conservative in the last election? / Because they promised to bring down taxes. / Did Tony vote Conservative in the last election, because they promised to bring down taxes? / Yes, he did. / Did Tony vote Conservative in the last election, because he agreed with all of their policies? / No, he didn't. Tony didn't vote Conservative in the last election, because he agreed with all of their policies.

4. (Past Continuous) Carl's brother was waiting to speak in the school debate. / What was Carl's brother waiting to do? / Speak in the school debate. / Was Carl's brother waiting to speak in the school debate? / Yes, he was. / Was Carl's brother waiting to use the photocopier? / No, he wasn't. Carl's brother wasn't waiting to use the photocopier.

5. (Present Perfect) I've just briefed Sean on the phone about the campaign meeting. / Who have you just briefed on the phone about the campaign meeting? / Sean. / Have you just briefed Sean on the phone about the campaign meeting? / Yes, I have. / Have you just briefed Victoria on the phone about the campaign meeting? / No, I haven't. I haven't just briefed Victoria on the phone about the campaign meeting.

6. (Modal Verbs) The opposition should be a lot more critical of the government's plans for schools. / Which plans should the opposition be a lot more critical of? / The government's plans for schools. / Should the opposition be a lot more critical of the government's plans for schools? / Yes, it should. / Should the opposition be a lot more critical of the government's plans for a new staff restaurant? / No, it shouldn't. The opposition shouldn't be a lot more critical of the government's plans for a new staff restaurant.

7. (Future Forms) The polls open around the country in fifteen minutes. / When do the polls open around the country? / In fifteen minutes. / Do the polls open around the country in fifteen minutes? / Yes, they do. / Do the polls open around the country in half an hour? / No, they don't. The polls don't open around the country in half an hour.

8. (First Conditional) If we don't speak out against the injustice in our society, things will get worse. / What will happen if we don't speak out against the injustice in our society? / Things will get worse. / Will things get worse, if we don't speak out against the injustice in our society? / Yes, they will. / Will things get better, if we don't speak out against the injustice in our society? / No, they won't. Things won't get better, if we don't speak out against the injustice in our society.

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 of the sentence block extensions from this unit. Hopefully, the answers given 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 third starting sentence from this unit:

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Talk a Lot

Politics

Sentence Blocks

Tony voted Conservative in the last election, because they promised to bring down taxes.

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

What did Tony do in the last election? / He voted Conservative, because they promised to bring down taxes.

When did Tony vote Conservative, because they promised to bring down taxes? / In the last election.

Who voted Conservative in the last election, because they promised to bring down taxes? / Tony did.

Which party did Tony vote for in the last election, because they promised to bring down taxes? / The Conservative Party.

In **which** election did Tony vote Conservative, because they promised to bring down taxes? / In the last election.

How did Tony vote in the last election? / Conservative.

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 students:

----- ✂ -----
Politics

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

	WHAT	WHERE	WHEN	WHO	WHY	WHICH	HOW
1.	what (x2)					which	
2.	what (x2)		when	who	why	which	
3.	what		when	who		which (x2)	how
4.		where		who whose		which	
5.	what (x2)	where	when			which	how
6.	what			who (x2)		which (2 nd)	how
7.	what (x2)	where					how soon
8.	what (2 nd)		when				how

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----- ✂ -----

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Politics

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.)

Politics

1. The Foreign Secretary deals with foreign affairs.
2. We're going to a demonstration tomorrow, to support striking union members.
3. Tony voted Conservative in the last election, because they promised to bring down taxes.
4. Carl's brother was waiting to speak in the school debate.
5. I've just briefed Sean on the phone about the campaign meeting.
6. The opposition should be a lot more critical of the government's plans for schools.
7. The polls open around the country in fifteen minutes.
8. If we don't speak out against the injustice in our society, things will get worse.

-----✂-----

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.)

Politics

1. The Foreign Secretary deals with foreign affairs.
2. We're going to a demonstration tomorrow, to support striking union members.
3. Tony voted Conservative in the last election, because they promised to bring down taxes.
4. Carl's brother was waiting to speak in the school debate.
5. I've just briefed Sean on the phone about the campaign meeting.
6. The opposition should be a lot more critical of the government's plans for schools.
7. The polls open around the country in fifteen minutes.
8. If we don't speak out against the injustice in our society, things will get worse.

-----✂-----

Talk a Lot

Politics

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.)

Politics

1. The Foreign Secretary deals with foreign affairs.
2. We're going to a demonstration tomorrow, to support striking union members.
3. Tony voted Conservative in the last election, because they promised to bring down taxes.
4. Carl's brother was waiting to speak in the school debate.
5. I've just briefed Sean on the phone about the campaign meeting.
6. The opposition should be a lot more critical of the government's plans for schools.
7. The polls open around the country in fifteen minutes.
8. If we don't speak out against the injustice in our society, things will get worse.

----- ✂ -----

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.

Politics

1. The Foreign Secretary deals with foreign affairs.
/ɒ/ /e/ /i:/ /ɒ/ /eə/
2. We're going to a demonstration tomorrow, to support striking union members.
/əʊ/ /eɪ/ /ɒ/ /ɔ:/ /aɪ/ /u:/ /e/
3. Tony voted Conservative in the last election, because they promised to bring down taxes.
/əʊ/ /əʊ/ /ɜ:/ /ɑ:/ /e/ /ɒ/ /ɪ/ /aʊ/ /æ/
4. Carl's brother was waiting to speak in the school debate.
/ɑ:/ /ʌ/ /eɪ/ /i:/ /u:/ /eɪ/
5. I've just briefed Sean on the phone about the campaign meeting.
/ʌ/ /i:/ /ɔ:/ /əʊ/ /eɪ/ /i:/
6. The opposition should be a lot more critical of the government's plans for schools.
/ɪ/ /ɒ/ /ɪ/ /ʌ/ /æ/ /u:/
7. The polls open around the country in fifteen minutes.
/əʊ/ /əʊ/ /ʌ/ /ɪ/ /ɪ/
8. If we don't speak out against the injustice in our society, things will get worse.
/əʊ/ /i:/ /aʊ/ /ʌ/ /aɪ/ /ɪ/ /e/ /ɜ:/

Talk a Lot

Politics

Connected Sentence Cards (Page 1/3)

<input type="text"/>	The	<input type="text"/>	<input type="text"/>	Foreign	<input type="text"/>	<input type="text"/>	Secretary	<input type="text"/>	<input type="text"/>	deals	<input type="text"/>
<input type="text"/>	with	<input type="text"/>	<input type="text"/>	foreign	<input type="text"/>	<input type="text"/>	affairs.	<input type="text"/>	<input type="text"/>	We're	<input type="text"/>
<input type="text"/>	going	<input type="text"/>	<input type="text"/>	to	<input type="text"/>	<input type="text"/>	a	<input type="text"/>	<input type="text"/>	demonstration	<input type="text"/>
<input type="text"/>	tomorrow,	<input type="text"/>	<input type="text"/>	to	<input type="text"/>	<input type="text"/>	support	<input type="text"/>	<input type="text"/>	striking	<input type="text"/>
<input type="text"/>	union	<input type="text"/>	<input type="text"/>	members.	<input type="text"/>	<input type="text"/>	Tony	<input type="text"/>	<input type="text"/>	voted	<input type="text"/>
<input type="text"/>	Conservative	<input type="text"/>	<input type="text"/>	in	<input type="text"/>	<input type="text"/>	the	<input type="text"/>	<input type="text"/>	last	<input type="text"/>
<input type="text"/>	election,	<input type="text"/>	<input type="text"/>	because	<input type="text"/>	<input type="text"/>	they	<input type="text"/>	<input type="text"/>	promised	<input type="text"/>
<input type="text"/>	to	<input type="text"/>	<input type="text"/>	bring	<input type="text"/>	<input type="text"/>	down	<input type="text"/>	<input type="text"/>	taxes.	<input type="text"/>
<input type="text"/>	Carl's	<input type="text"/>	<input type="text"/>	brother	<input type="text"/>	<input type="text"/>	was	<input type="text"/>	<input type="text"/>	waiting	<input type="text"/>
<input type="text"/>	to	<input type="text"/>	<input type="text"/>	speak	<input type="text"/>	<input type="text"/>	in	<input type="text"/>	<input type="text"/>	the	<input type="text"/>

next page >

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Talk a Lot

Politics

Connected Sentence Cards (Page 2/3)

school	debate.	I've	just
briefed	Sean	on	the
phone	about	the	campaign
meeting.	The	opposition	should
be	a	lot	more
critical	of	the	government's
plans	for	schools.	The
polls	open	around	the
country	in	fifteen	minutes.
If	we	don't	speak

next page >

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Politics

Connected Sentence Cards (Page 3/3)

<input type="text"/> out <input type="text"/>	<input type="text"/> against <input type="text"/>	<input type="text"/> the <input type="text"/>	<input type="text"/> injustice <input type="text"/>
<input type="text"/> in <input type="text"/>	<input type="text"/> our <input type="text"/>	<input type="text"/> society, <input type="text"/>	<input type="text"/> things <input type="text"/>
<input type="text"/> will <input type="text"/>	<input type="text"/> get <input type="text"/>	<input type="text"/> worse. <input type="text"/>	

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Politics

Connected Sentence Cards (Page 1/3)

The	Foreign	Secretary	deals
with	foreign	affairs.	We're
going	to	a	demonstration
tomorrow,	to	support	striking
union	members.	Tony	voted
Conservative	in	the	last
election,	because	they	promised
to	bring	down	taxes.
Carl's	brother	was	waiting
to	speak	in	the

next page >

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Talk a Lot

Politics

Connected Sentence Cards (Page 2/3)

school	debate.	I've	just
briefed	Sean	on	the
phone	about	the	campaign
meeting.	The	opposition	should
be	a	lot	more
critical	of	the	government's
plans	for	schools.	The
polls	open	around	the
country	in	fifteen	minutes.
If	we	don't	speak






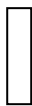







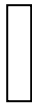








next page >

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Talk a Lot

Politics

Connected Sentence Cards (Page 3/3)

 out 	 against 	 the 	 injustice 
 in 	 our 	 society, 	 things 
 will 	 get 	 worse. 	

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Talk a Lot

Politics

6. The opposition should be a lot more critical of the government's plans for schools.

5 vowel sound:

4 stressed syllable:

1 content word: **opposition** **lot** **critical**

2 no. of syllables:

1 function word: **The** **should** **be** **a** **more**

7 connecting sounds:

6 weak forms: w w 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:**

cc	consonant sound to consonant sound
cv	consonant sound to vowel sound
vc	vowel sound to consonant sound
vv	vowel sound to vowel sound

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

Talk a Lot

Politics

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4 stressed syllable:

1 content word: **opposition** **lot** **critical**

2 no. of syllables:

1 function word: **The** **should** **be** **a** **more**

7 connecting sounds:

6 weak forms: **W** **W** **W** **W** **W**

8 features of C.S.:

9 missing/new sound:

10 example(s) with IPA: The opposition should... /ðɪ.jə.pə'zɪ.ʃən.fʊ.bi.jə.'lɒʔ.mə:'krɪ.tɪ.kəl.əv.ðə'gʌ.və.məns'plænz.fə'sku:lz/

3 suffixes: opposi-tion, critic-al

3 compound nouns: none

7 connecting sounds:

8 features of connected speech:

cc	consonant sound to consonant sound
cv	consonant sound to vowel sound
vc	vowel sound to consonant sound
vv	vowel sound to vowel sound

GLACIER:		Contraction	a word is shortened
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Talk a Lot

Politics

6. The opposition should be a lot more critical of the government's plans for schools.

5 vowel sound:

4 stressed syllable:

1 content word: **government's** **plans** **schools.**

2 no. of syllables:

1 function word: **of** **the** **for**

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:

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Talk a Lot

Politics

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1 content word: **government's** **plans** **schools.**

2 no. of syllables:

1 function word: **of** **the** **for**

7 connecting sounds:

6 weak forms: **W** **W** **W**

8 features of C.S.:

9 missing/new sound:

10 example(s) with IPA: The opposition should... /ðɪ.jə.pə'zɪ.ʃən.fʊ.bi.jə.'lɒʔ.məʊ:'krɪ.tɪ.kəl.əv.ðə'gʌ.və.məns'plænz.fə'sku:lz/

3 suffixes: govern-ment's

3 compound nouns: none

7 connecting sounds:

8 features of connected speech:


cc	consonant sound to consonant sound
cv	consonant sound to vowel sound
vc	vowel sound to consonant sound
vv	vowel sound to vowel sound

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

Talk a Lot

Politics

Discussion Words



government	trust	democracy	voter
representative	MP	politics	improvement
debate	strike	decision	Conservative Party
economy	council	election	tax
president	Labour Party	policy	state
dictator	satire	United Nations	anarchist
idealism	corruption	bill	politician
monarchy	citizen	prime minister	ideology
opposition	mayor	majority	fascism
constituency	Parliament	legislation	freedom

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Talk a Lot

Politics

Discussion Words (with the IPA)

/ˈɡʌ.və.mənt/	/trʌst/	/dɪ'mɒ.krə.si/	✂ /ˈvəʊ.tə/
/re.prə'zen.tə.tɪv/	/em'pi:/	/'pɒ.lə.tɪks/	/ɪm'pru:v.mənt/
/dɪ'beɪt/	/straɪk/	/dɪ'sɪ.ʒən/	/kən'sɜ:.və.tɪv.pɑ:.ti/
/ɪ'kɒ.nə.mi/	/'kaʊnt.səl/	/ɪ'lek.ʃən/	/tæks/
/'pre.zɪ.dənt/	/'leɪ.bə.pɑ:.ti/	/'pɒ.lə.si/	/steɪt/
/dɪk'teɪ.tə/	/'sæ.taɪə/	/ju:.nɑ:təd'neɪ.ʃənz/	/'æn.ə.kɪst/
/aɪ'dɪə.lɪ.zm/	/kə'rʌp.ʃən/	/bɪl/	/pɒ.lə'tɪ.ʃən/
/'mɒn.ə.ki/	/'sɪt.ɪ.zən/	/praɪ'mɪn.ɪ.stə/	/aɪ.di'jɒl.ə.dʒi:/
/ɒ.pə'zɪ.ʃən/	/meə/	/mə'dʒɒ.rə.ti/	/'fæ.ʃɪ.zm/
/kən'stɪt.ju:.wənt.si/	/'pɑ:.lə.mənt/	/le.dʒɪ'sleɪ.ʃən/	/'fri:.dəm/

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Talk a Lot

Politics

Discussion Words – Visualisations



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Talk a Lot

Politics

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 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 sounds like... a) bike, b) great, c) revision, d) wax, e) bear, f) relate?
2. Find the two main political parties in the UK.
3. Which word is a kind of humour which makes fun of politics and politicians?
4. i) Find a word which has a weak stress schwa sound /ə/ on the... a) 1st syllable, b) 2nd syllable, c) 3rd syllable, etc. ii) Do any words and phrases *not* have a schwa?
5. a) Put together the different political ideologies. b) How do you feel about each one?
6. Scandal, sleaze, bribery, fraud, and dirty tricks can all be described by this word.
7. This word defines a nation's financial system.
8. Which word means... a) strategy, b) optimism, c) ballot, d) administration, e) workers' revolt, f) opponent, g) elector, h) liberty?
9. Find all of the different people, and describe what each one does.
10. "Governments should pass a) _____ which leads to the b) _____ of voters' lives."
11. This is an international organisation that gets countries talking to one another.

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Talk a Lot

Politics

Discussion Words Question Sheet

Answers

General Questions

1. Answers will vary.

2. Answers will vary.

3. a) 6 words have 1 syllable: mayor, strike, tax, state, bill, trust. b) 6 words have 2 syllables: voter, MP, debate, council, satire, freedom. c) 14 words have 3 syllables: government, politics, improvement, decision, election, president, policy, dictator, anarchist, corruption, monarchy, citizen, Parliament, fascism. d) 9 words and phrases have 4 syllables: legislation, economy, Labour Party, politician, prime minister, opposition, majority, democracy, idealism. e) 4 words and phrases have 5 syllables: constituency, United Nations, ideology, representative. f) 1 phrase has 6 syllables: Conservative Party.

4. 2 syllables: these words have the strong stress on the first syllable: **voter**, **council**, **satire**, **freedom**; these words have the strong stress on the second syllable: **MP**, **debate**. 3 syllables: these words have the strong stress on the first syllable: **fascism**, **politics**, **president**, **policy**, **anarchist**, **monarchy**, **citizen**, **Parliament**, **government**; these words have the strong stress on the middle syllable: **improvement**, **decision**, **election**, **dictator**, **corruption**. 4 syllables: this phrase has the strong stress on the first syllable: **Labour Party**; these words and phrases have the strong stress on the second syllable: **economy**, prime **minister**, **majority**, **democracy**; these words have the strong stress on the third syllable: **opposition**, **politician**, **legislation**. 5 syllables: this word has the strong stress on the second syllable: **idealism**, **constituency**; these words have the strong stress on the third syllable: **ideology**, **representative**; this phrase has the strong stress on the fourth syllable: United **Nations**. 6 syllables: this phrase has the strong stress on the second syllable: **Conservative Party**.

5. Anarchist, bill, citizen, Conservative Party, constituency, corruption, council, debate, decision, democracy, dictator, economy, election, fascism, freedom, government, idealism, ideology, improvement, Labour Party, legislation, majority, mayor, monarchy, MP, opposition, Parliament, policy, politician, politics, president, prime minister, representative, satire, state, strike, tax, trust, United Nations, voter.

6. a) None of the words or phrases are compound nouns. b) The following words and phrases contain suffixes: **corruption**, **election**, **legislation**, **opposition**, **United Nations**; **government**, **improvement**, **Parliament**; **constituency**, **democracy**, **policy**; prime minister, **voter**; **fascism**, **idealism**; **anarchist**; **citizen**; **Conservative Party**; **council**; **decision**; **dictator**; **economy**; **freedom**; **ideology**; **Labour Party**; **majority**; **monarchy**; **politician**; **president**; **representative**; **satire**.

7. a) These words all begin with a vowel sound (grouped by IPA sound): /i/ **economy**, **election**, **improvement**; /aɪ/ **idealism**, **ideology**; /æ/ **anarchist**; /ɒ/ **opposition**.

b) These words and phrases all end with a vowel sound (grouped by IPA sound): /i/ **democracy**, **Labour Party**, **Conservative Party**, **economy**, **policy**, **monarchy**, **constituency**, **majority**, **ideology**; /ə/ **voter**, **prime minister**, **dictator**; /aɪə/ **satire**; /i:/ **MP**; /eə/ **mayor**.

c) These words and phrases all begin with a consonant sound (grouped by IPA sound): /p/ **Parliament**, **policy**, **politician**, **politics**, **president**, **prime minister**; /k/ **Conservative Party**, **constituency**, **corruption**, **council**; /d/ **debate**, **decision**, **democracy**, **dictator**; /s/ **citizen**, **satire**, **state**, **strike**; /m/ **majority**, **mayor**, **monarchy**; /l/ **Labour Party**, **legislation**; /f/ **fascism**, **freedom**; /t/ **tax**, **trust**; /b/ **bill**; /g/ **government**; /r/ **representative**; /j/ **United Nations**; /v/ **voter**.

d) These words and phrases all end with a consonant sound (grouped by IPA sound): /t/ **anarchist**, **debate**, **government**, **improvement**, **Parliament**, **president**, **state**, **trust**; /n/ **citizen**, **corruption**, **decision**, **election**, **legislation**, **opposition**, **politician**; /m/ **fascism**, **idealism**, **freedom**. /l/ **bill**, **council**; /s/ **tax**, **politics**; /k/ **strike**; /v/ **representative**; /z/ **United Nations**.

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.

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Talk a Lot

Politics

Discussion Words Question Sheet

debat [e], vote [r], fas [c]ism, gover [n]ment, improv [e]ment, Parl [i]ament, sati [r]e, monarc [h]y

9. Answers will vary.

10. There are many possible answers to this question; for example, “tax”, “anarchist”, and “fascism” all contain the vowel sound /æ/. Use the phonetic chart on p.18.6 of the **Talk a Lot Elementary Handbook** (available free from www.englishbanana.com/talkalot) 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) strike. b) state. c) decision. d) tax. e) mayor. f) debate.

2. Labour Party *and* Conservative Party.

3. Satire.

4. i) a) Words and phrases which have a weak stress schwa sound /ə/ on the 1st syllable: Conservative Party, corruption, majority, constituency. b) Words and phrases which have a weak stress schwa sound /ə/ on the 2nd syllable: government, representative, politics, Labour Party, policy, anarchist, politician, monarchy, opposition, Parliament, council, freedom, voter. c) Words and phrases which have a weak stress schwa sound /ə/ on the 3rd syllable: government, democracy, improvement, decision, Conservative Party, economy, election, president, dictator, United Nations, corruption, citizen, majority, Parliament. d) Words and phrases which have a weak stress schwa sound /ə/ on the 4th syllable: representative, politician, prime minister, ideology, opposition, constituency, legislation. e) Phrases which have a weak stress schwa sound /ə/ on the 5th syllable: United Nations. ii) 11 words don't have a weak stress schwa sound: fascism, MP, debate, strike, tax, state, satire, idealism, bill, mayor, trust.

5. a) The different political ideologies are: freedom, anarchist (anarchism), idealism, monarchy, fascism, democracy.
b) Answers will vary.

6. Corruption.

7. Economy.

8. a) policy, decision. b) idealism. c) vote. d) government. e) strike. f) opposition. g) voter. h) freedom.

9. The different people are: **mayor** – this person is the leader of a town council; **representative** – this person holds a position of authority; they act and speak on behalf of other people, e.g. an MP should represent the interests of the people who live in their constituency (voting area); **MP** – an MP (Member of Parliament) is a professional politician, who speaks to people in their constituency – their constituents – about issues that affect them, and then represent the views of their constituents when voting for or against legislation in Parliament; **president** – this person is the highest leader of a country, organisation, or company; **dictator** – this person is the ruler of a country, who has not been elected democratically, and who may hold onto power by force; **anarchist** – a person who believes that nobody should be in authority over anybody else, and that everybody should be able to choose the best way to live their own lives; **politician** – a person who is elected to a role in politics, e.g. an MP, or a town councillor; **citizen** – a person who belongs to a particular country; **prime minister** – the leader of a country, who may be second in power to a president or monarch; **voter** – a person who is able to vote in an election.

10. a) legislation. b) improvement.

11. United Nations.

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Talk a Lot

Politics – Who would you vote for?

Student A

Ask and answer questions to complete the gaps, and find out information about four prospective MPs. It's the day of a general election. You go to vote and find this choice of candidates on your card. You can only vote for one of them. Who do you vote for? Why?

	Paul Collins	Frank Smith
Party	Conservative Party	
No. Years in Parliament		35 years
Current Job		Opposition backbencher
Biggest Achievement	successful bank merger in 1996	campaigning hard for fairer benefit laws
Family Life	married to Carol; two kids	
Hobbies		
Controversial Views		none
Reason for Entering Politics	to become prime minister	

	Junita Khan	Mr. Wally Wardrobe
Party	Green Party	
No. Years in Parliament		
Current Job	environmental campaigner	checkout supervisor at B&Q
Biggest Achievement		"my boys"
Family Life	divorced; three daughters	
Hobbies		pub quizzes, any kind of sport
Controversial Views	"Britain could be totally flooded!"	
Reason for Entering Politics		a drunken bet that may backfire

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Student B

Ask and answer questions to complete the gaps, and find out information about four prospective MPs. It's the day of a general election. You go to vote and find this choice of candidates on your card. You can only vote for one of them. Who do you vote for? Why?

	Paul Collins	Frank Smith
Party		Labour Party
No. Years in Parliament	14 years	
Current Job	Home Secretary	
Biggest Achievement		
Family Life		Civil Partner called Bob
Hobbies	exotic birds	fishing, cycling, long walks in the country
Controversial Views	"Bring back capital punishment!"	
Reason for Entering Politics		to make the country a better place

	Junita Khan	Mr. Wally Wardrobe
Party		Bigger Wardrobes for All Party
No. Years in Parliament	none	none
Current Job		
Biggest Achievement	raising awareness in schools	
Family Life		separated from Alice; two sons
Hobbies	music, writing poetry, swimming	
Controversial Views		"Free clothes hangers for judges!"
Reason for Entering Politics	to help save the planet	

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Talk a Lot

Politics

Information Exchange

Answers

Politics – Who would you vote for?

Task: "Ask and answer questions to complete the gaps, and find out information about four prospective MPs. It's the day of a general election. You go to vote and find this choice of candidates on your card. You can only vote for one of them. Who do you vote for? Why?"

	Paul Collins	Frank Smith
Party	Conservative Party	Labour Party
No. Years in Parliament	14 years	35 years
Current Job	Home Secretary	Opposition backbencher
Biggest Achievement	successful bank merger in 1996	campaigning hard for fairer benefit laws
Family Life	married to Carol; two kids	Civil Partner called Bob
Hobbies	exotic birds	fishing, cycling, long walks in the country
Controversial Views	"Bring back capital punishment!"	none
Reason for Entering Politics	to become prime minister	to make the country a better place

	Junita Khan	Mr. Wally Wardrobe*
Party	Green Party	Bigger Wardrobes for All Party
No. Years in Parliament	none	none
Current Job	environmental campaigner	checkout supervisor at B&Q
Biggest Achievement	raising awareness in schools	"my boys"
Family Life	divorced; three daughters	separated from Alice; two sons
Hobbies	music, writing poetry, swimming	pub quizzes, any kind of sport
Controversial Views	"Britain could be totally flooded!"	"Free clothes hangers for judges!"
Reason for Entering Politics	to help save the planet	a drunken bet that may backfire

* Cultural note: At general elections in the UK, it's possible for any British citizen (or citizen of the Republic of Ireland, or a Commonwealth country) over the age of 18 to stand as an MP, representing their own party – even a wacky made-up party like the "Bigger Wardrobes for All Party" – as long as they have paid a deposit of £500. If they fail to win more than 5% of the vote, they will lose their deposit. This freedom often leads to "joke" candidates appearing at elections alongside serious candidates. The only aims of such candidates may be to have fun, impress their friends, and win back their deposits – or win a bet, like our candidate in this activity. The man standing as Mr. Wally Wardrobe works in a DIY store – B&Q – and has probably sat in the pub with his friends until late at night dreaming up his joke party and identity (including the wardrobe costume!). In the cold light of day – i.e. at the election, when everybody else will be smartly dressed and behaving seriously – he might come to regret his decision!

"Who do you vote for? Why?" Answers will vary. When they have completed filling the gaps, students should discuss – given this choice of four candidates on their polling card – which prospective MP they would vote for in a general election. "Prospective" means that the candidates would like to be MPs, but are not guaranteed the job after the general election – they have to be voted in, to either gain or keep their seat in Parliament. Students should produce appropriate reasons for their choices – why they would choose one candidate rather than another. For example: "I would vote for Junita Khan because she is passionate about the environment, and that's a really important issue these days..." Or... "I would vote for Frank Smith, because it looks like he's trying to help people..." Or... "I wouldn't vote for Mr. Wally Wardrobe, because he isn't a serious candidate..." [etc.]

Sample Questions

Which party does _____ represent?
 How many years has _____ been in Parliament?
 How long has _____ been in Parliament?
 What is _____'s current job?
 What does _____ do for a living?
 What is _____'s biggest achievement?
 Tell me about _____'s family life.
 Is _____ married?
 Has _____ got any children?
 What are _____'s hobbies?

Sample Answers

He / she represents the _____ Party.
 He's / she's been in Parliament for _____ years. /
 He / she hasn't been elected to Parliament before.
 Since _____.
 He / she is _____.
 He / she is _____.
 _____.
 He's / she's _____ / He's / she's got _____.
 Yes, _____ / No, _____.
 Yes, he's / she's got _____ children. / No, he /
 she hasn't got any children.
 _____.

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Talk a Lot

Politics

Information Exchange

What does _____ enjoy doing in his / her free time? He / she enjoys _____.

Has _____ got any controversial views? Yes: _____ / No.

Why did _____ enter politics? _____.

What was _____'s reason for entering politics? _____.

Examples

How many years has Paul Collins been in Parliament? He's been in Parliament for fourteen years.

What is Frank Smith's biggest achievement? He has campaigned hard for fairer benefit laws.

Is Junita Khan married? No, she's divorced.

Has Mr. Wally Wardrobe got any controversial views? Yes: "Free clothes hangers for judges!"

[etc.]

Extension 1: you could try to encourage some comparative/superlative questions and sentences too, for example:

Who has been in Parliament the longest? Frank Smith has...

Who has got the most children? Junita Khan has...

Which prospective MP has got the silliest reason for entering politics? Mr. Wally Wardrobe has...

[etc.]

Extension 2: you could get students to develop short role plays using the characters of the prospective MPs. For example, a small group of students could hold a debate, with each student playing one of the characters and arguing about a controversial political issue, such as, "This House believes that we should bring back capital punishment!", or "This house believes that global warming doesn't exist!" Another option is for students to work in pairs, with one playing an interviewer on a political TV programme, and the other playing one of the four candidates. What questions would you ask, if you were the interviewer? How would you answer them to your best advantage, if you were one of the candidates?

[etc.]

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Talk a Lot

Politics

Multi-Purpose Text

Tough at the Top (Original Text)

Line

1 After school on Monday, Maggie had another meeting of the “Magic Holidays
2 Committee”, which she chairs. The aim of the committee is to raise money for school
3 trips for less-privileged pupils. Malcolm, the main fundraiser, made some astonishing
4 allegations about Tim, the treasurer, announcing that Tim had stolen forty pounds
5 from committee funds. Tim denied it, but by Tuesday afternoon Malcolm had given
6 Maggie an ultimatum: “Either he goes or I quit!” Maggie was under intense pressure
7 because Malcolm was a very good fundraiser. What’s more, she couldn’t believe that
8 Tim would steal from them. Besides, she knew that Malcolm had been trying to get
9 the treasurer’s job for a few months. Malcolm continued to threaten, but Maggie kept
10 a cool head, and demanded evidence of misconduct. On Thursday Tim unexpectedly
11 resigned from his post and Maggie’s heart sank. She heard from Kim, a trusted
12 colleague on the committee, that Malcolm had discovered documents proving that
13 Tim *had* unlawfully taken committee money for his own use. By close of play on
14 Friday Maggie had heard a full confession from Tim, who claimed that he had only
15 *borrowed* the cash “...to help my sister pay back her student loan debt.” Tim was
16 sacked from the committee and Kim was voted into the role. Malcolm said for the
17 record that he had only acted in the interests of the committee and he stayed on as
18 main fundraiser. Maggie felt a weight lifting when the weekend finally got underway.
19 “It’s true what they say, mum,” she told Kathleen on Friday evening after a long bath,
20 “A week really *is* a long time in politics!”
(271 words)



Tough at the Top (Text with 20 Differences)

After school on **1. Sunday (Monday)**, Maggie had another meeting of the “Magic Holidays Committee”, which she chairs. The aim of the committee is to raise **2. funds (money)** for school trips for less-privileged pupils. Malcolm, the **3. name (main)** fundraiser, made some astonishing allegations about Tim, the treasurer, announcing that Tim **4. has (had)** stolen forty pounds from committee funds. Tim denied it, but by Tuesday **5. morning (afternoon)** Malcolm had given Maggie an ultimatum: “Either he goes or I quit!” Maggie was under intense pressure because Malcolm was a **6. berry (very)** good fundraiser. What’s more, she couldn’t believe that Tim would steal from them. Besides, she knew that Malcolm had been trying to **7. net (get)** the treasurer’s job for a few **8. mums (months)**. Malcolm continued to threaten, but Maggie kept a **9. full (cool)** head, and demanded **10. elegance (evidence)** of misconduct. On Thursday Tim unexpectedly **11. replied (resigned)** from his post and Maggie’s heart sank. She heard from Kim, a trusted **12. friend (colleague)** on the committee, that Malcolm had discovered documents proving that Tim *had* unlawfully taken committee money for his own **13. shoes (use)**. By close of play on Friday Maggie had heard a full confession from **14. Kim (Tim)**, who claimed that he had only *borrowed* the cash “...to help my sister pay **15. black (back)** her student loan debt.” Tim was sacked from the committee and Kim was voted into the role. Malcolm said for the **16. second (record)** that he had only acted in the interests of the committee and **17. she (he)** stayed on as main fundraiser. **18. Kathleen (Maggie)** felt a weight lifting when the weekend finally got **19. on the way (underway)**. “It’s true what they say, mum,” she told Kathleen on Friday evening after a long bath, “A week really *is* a long **20. dime (time)** in politics!”

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Talk a Lot

Politics

Multi-Purpose Text

Tough at the Top (Gap-Fill – Nouns)

After school on Monday, Maggie had another meeting of the “Magic Holidays 1. _____”, which she chairs. The aim of the committee is to raise 2. _____ for school trips for less-privileged 3. _____. Malcolm, the main fundraiser, made some astonishing allegations about Tim, the treasurer, announcing that Tim had stolen forty pounds from committee 4. _____. Tim denied it, but by Tuesday afternoon Malcolm had given Maggie an 5. _____: “Either he goes or I quit!” Maggie was under intense 6. _____ because Malcolm was a very good fundraiser. What’s more, she couldn’t believe that Tim would steal from them. Besides, she knew that Malcolm had been trying to get the treasurer’s 7. _____ for a few months. Malcolm continued to threaten, but Maggie kept a cool 8. _____, and demanded evidence of misconduct. On Thursday Tim unexpectedly resigned from his post and Maggie’s 9. _____ sank. She heard from Kim, a trusted colleague on the committee, that Malcolm had discovered 10. _____ proving that Tim *had* unlawfully taken committee money for his own use. By close of play on Friday Maggie had heard a full 11. _____ from Tim, who claimed that he had only *borrowed* the cash “...to help my sister pay back her student loan 12. _____.” Tim was sacked from the committee and Kim was voted into the role. Malcolm said for the record that he had only acted in the 13. _____ of the committee and he stayed on as main fundraiser. Maggie felt a weight lifting when the weekend finally got underway. “It’s true what they say, mum,” she told Kathleen on Friday evening after a long 14. _____, “A week really *is* a long time in 15. _____!”



Tough at the Top (Multiple Choice – Use of English)

After school on Monday, Maggie had 1. **a) first, b) another, c) the** meeting of the “Magic Holidays Committee”, which she chairs. The aim 2. **a) for, b) to, c) of** the committee is to raise money for school trips 3. **a) for, b) and, c) the** less-privileged pupils. Malcolm, the main fundraiser, made 4. **a) a, b) an, c) some** astonishing allegations about Tim, the treasurer, announcing that Tim had stolen forty pounds from 5. **a) committee, b) its, c) those** funds. Tim denied it, but by Tuesday afternoon Malcolm had given Maggie 6. **a) a, b) an, c) her** ultimatum: “Either he goes or I quit!” Maggie was under intense pressure 7. **a) while, b) because, c) 'cos** Malcolm was a very good fundraiser. What’s more, 8. **a) I, b) She, c) she** couldn’t believe that Tim would steal from them. Besides, she knew that Malcolm had been trying to get the treasurer’s job for a 9. **a) few, b) little, c) several** months. Malcolm continued to threaten, but Maggie kept a cool head, and 10. **a) demand, b) demanded, c) demanding** evidence of misconduct. On Thursday Tim unexpectedly resigned from his post and Maggie’s heart sank. She heard 11. **a) that, b) from, c) with** Kim, a trusted colleague on the committee, that Malcolm had discovered documents proving that Tim *had* unlawfully taken committee money for his own use. By close of play 12. **a) on, b) at, c) in** Friday Maggie had heard a full confession from Tim, who claimed that he had only *borrowed* the cash “...to help my sister pay 13. **a) out, b) up, c) back** her student loan debt.” Tim was sacked from the committee and Kim was voted into the role. Malcolm said for the record that he had only 14. **a) helped, b) acted, c) begun** in the interests of the committee and he stayed on as main fundraiser. Maggie felt a weight lifting when the weekend finally got underway. “It’s true what they say, mum,” she told Kathleen on Friday evening after a 15. **a) full, b) cold, c) long** bath, “A week really *is* a long time in politics!”

Talk a Lot

Politics

Multi-Purpose Text

Tough at the Top (Comprehension Questions)

1. When was the committee meeting?
2. What was the name of the committee?
3. Who became treasurer after Tim resigned?
4. What did Maggie do on Friday evening?
5. How did Maggie feel when the weekend arrived?
6. What did Malcolm threaten to do?
7. What was Maggie's job on the committee?
8. Why did Tim take the money from the committee?
9. What was the purpose of the committee?
10. Was Tim planning to pay back the money?
11. What job did Malcolm want to do?
12. What did Malcolm say that Tim had done?
13. Who gave Maggie an ultimatum?
14. How much money did Malcolm say that Tim had stolen?
15. Who is Kathleen?
16. Did Malcolm keep his job as main fundraiser?
17. What did Maggie demand?
18. Was Malcolm a good fundraiser?
19. Who chaired the committee meeting?
20. Who was the original treasurer of the committee?
21. Who was the main fundraiser?
22. Who denied stealing forty pounds?
23. How did Maggie feel when she heard about Tim's resignation?
24. Who had student loan debt?
25. What role did Tim have on the committee?
26. What did Malcolm's documents prove?
27. Name four members of the committee.
28. How did Maggie respond to Malcolm's threats?
29. Who made claims about Tim?
30. When did Tim resign as treasurer?

-----✂-----

Tough at the Top (True, False, or Unknown?)

1. Maggie is chair of the "Magic Holidays Committee".
2. Tim resigned as treasurer on Friday.
3. Malcolm wanted to get Tim's job.
4. Maggie gave Kim an ultimatum.
5. Tim wanted to help his sister.
6. Kim became the new treasurer.
7. Malcolm wanted to be the main fundraiser.
8. Tim was the treasurer of the committee.
9. Maggie has chaired the committee for the past six months.
10. Maggie had a bath at 8.30 pm on Friday evening.
11. Kim will be a really poor treasurer.
12. Maggie is good at making difficult decisions.
13. Malcolm put pressure on Maggie.
14. Tim stole forty pounds from the committee.
15. Tim has stolen from the committee a few times.
16. Malcolm resigned from the committee.
17. Tim borrowed the money to pay back his loan.
18. Tim enjoyed being treasurer.
19. Malcolm and Tim used to be friends.
20. Tim was going to remain on the committee.
21. Maggie is chair of the "Student Holidays Committee".
22. Tim is a thief.
23. Tim confessed that he had taken the money.
24. The problem was sorted out by the weekend.
25. Maggie felt stressed on Friday evening.
26. This was the toughest week in Maggie's life so far.
27. Malcolm acted without self-interest.
28. Maggie couldn't trust Kim.
29. Malcolm will be treasurer after Kim.
30. Tim's sister owes more than fourteen thousand pounds.

Talk a Lot

Politics

Multi-Purpose Text

Glossary of New Words

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

1. **to chair** (a committee) (*verb*: lead a group) _____
2. **allegation** (*noun*: accusation, claim) _____
3. **ultimatum** (*noun*: a difficult choice, e.g. "It's him or me!") _____
4. **to quit** (*verb*: to resign) _____
5. **intense** (*adjective*: strong, very great) _____
6. **to keep a cool head** (*verb, idiom*: stay calm and focused) _____
7. **misconduct** (*noun*: bad behaviour) _____
8. **"Maggie's heart sank"** (*idiom*: she felt disappointed) _____
9. **unlawfully** (*adverb*: illegally) _____
10. **by close of play** (*adverbial*: by the end of a set period of time, e.g. by the end of the school day) _____
11. **confession** (*noun*: admission of guilt) _____
12. **student loan debt** (*noun*: money that somebody owes for their university course) _____
13. **to be sacked** (*verb, passive*: to lose your job) _____
14. **to feel a weight lifting** (*verb, idiom*: to feel relief) _____
15. **to get underway** (*verb*: to begin) _____

Answers

Tough at the Top (Gap-Fill – Nouns)

- | | | |
|--------------|---------------|----------------|
| 1. Committee | 6. pressure | 11. confession |
| 2. money | 7. job | 12. debt |
| 3. pupils | 8. head | 13. interests |
| 4. funds | 9. heart | 14. bath |
| 5. ultimatum | 10. documents | 15. politics |

Tough at the Top (Multiple Choice – Use of English)

- | | | |
|-------|--------|--------|
| 1. b) | 6. b) | 11. b) |
| 2. c) | 7. b) | 12. a) |
| 3. a) | 8. c) | 13. c) |
| 4. c) | 9. a) | 14. b) |
| 5. a) | 10. b) | 15. c) |

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Talk a Lot

Politics

Multi-Purpose Text

Tough at the Top (Comprehension Questions)

1. After school on Monday.
2. "Magic Holidays Committee".
3. Kim.
4. She had a long bath.
5. Relaxed – she felt a weight lifting.
6. Resign from the committee.
7. Chair (leader of the committee).
8. To help his sister pay back her student loan debt.
9. To raise money for school trips for less-privileged pupils.
10. Yes.
11. Treasurer.
12. That Tim had stolen forty pounds from the committee.
13. Malcolm.
14. Forty pounds.
15. Maggie's mum.
16. Yes.
17. Evidence of misconduct – proof that Tim had done something wrong.
18. Yes, he was a very good fundraiser.
19. Maggie.
20. Tim.
21. Malcolm.
22. Tim.
23. She felt very disappointed – her heart sank.
24. Tim's sister.
25. Treasurer.
26. That Tim had taken money from the committee for his own use, without permission.
27. Maggie, Malcolm, Tim, and Kim.
28. She kept calm (she kept a cool head) and asked for evidence of misconduct.
29. Malcolm.
30. On Thursday.

Tough at the Top (True, False, or Unknown?)

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

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

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Talk a Lot

Politics

Discussion Questions

1. Do you vote? Which party do you usually vote for in... a) local elections, b) general elections? Why? If you don't vote, why not? Should it be compulsory to vote in general elections?

2. Would you like to get involved in local politics – either by joining your school or town council, or by joining a political party and running for election? Why? / Why not? If yes, what would you try to change? How easy would it be to get what you wanted?

3. What is the biggest decision you have ever had to make? How did you tackle the problem? Did anybody help you? What happened?

4. Does your country have a monarchy? Do you think that a royal family is an asset to a country, or a waste of money? Why?

5. Who is the leader in your family? How do you know that they are in charge? What kind of leader are they? Is there a hierarchy of power in your family that everybody follows? Where do you fit in?

6. What is the political system in your country? How well does it work? Why do some political systems work in some countries but fail in others? Is democracy the best political model for all countries? Why? / Why not?

7. Do you hold any positions of authority, or have you in the past? What kind of leader are you? Do you like power? How do / did you make decisions within the group? How do / did you deal with people who disagreed with you?

8. How free is your country? If your family's civil liberties were threatened by your government, how would you react? Have you ever had to resist state oppression? What happened? How far would you stand up against authority for something that you believed in passionately?

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Talk a Lot

Politics

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. Politicians are generally trustworthy people.	<input type="checkbox"/>	<input type="checkbox"/>
2. I would like to get into politics.	<input type="checkbox"/>	<input type="checkbox"/>
3. Monarchies are undemocratic and therefore should be abolished.	<input type="checkbox"/>	<input type="checkbox"/>
4. We should all try to get involved in the decision-making processes in our communities.	<input type="checkbox"/>	<input type="checkbox"/>
5. My political views tend to be more right-wing than left-wing.	<input type="checkbox"/>	<input type="checkbox"/>
6. <i>"A week is a long time in politics."</i> – Harold Wilson	<input type="checkbox"/>	<input type="checkbox"/>
7. Beware idealists!	<input type="checkbox"/>	<input type="checkbox"/>
8. <i>"Whoever you vote for, the government always gets in."</i> – Anon.	<input type="checkbox"/>	<input type="checkbox"/>
9. The people whom we most need to get involved in politics are the very people who are the least likely to do so.	<input type="checkbox"/>	<input type="checkbox"/>
10. The leader of the country is merely a spokesperson. The real power lies with unelected civil servants.	<input type="checkbox"/>	<input type="checkbox"/>
11. <i>"Power tends to corrupt; absolute power corrupts absolutely. Great men are almost always bad men."</i> – John Dalberg-Acton	<input type="checkbox"/>	<input type="checkbox"/>
12. It doesn't matter who is in power, as long as the economy prospers.	<input type="checkbox"/>	<input type="checkbox"/>
13. The media should always support the government in its aims.	<input type="checkbox"/>	<input type="checkbox"/>
14. My country is more democratic than it was twenty years ago.	<input type="checkbox"/>	<input type="checkbox"/>
15. Social justice will never work, because people are by nature selfish.	<input type="checkbox"/>	<input type="checkbox"/>
16. Once in power, most governments tend to do whatever they want.	<input type="checkbox"/>	<input type="checkbox"/>

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Politics

Role Plays

1. “Can I rely on your vote on Thursday?”

- Place: Your front doorstep
Time: 8.18 pm
Characters: You and three candidates in a general election (played by the same student)
Situation: You’ve just got home from a busy day at work, made tea for your family, and now you’re relaxing watching an important football match. The doorbell rings
- Scenes:
- i) The first candidate – from a right-wing party – tells you about their policies. You try to get rid of them so that you can watch the rest of the match
 - ii) Half an hour later another candidate rings the doorbell. This time they are from a left-wing party. They absolutely insist on explaining their policies...
 - iii) Twenty minutes later a third candidate turns up. This time they’re from a radical single-issue party. You try your best to get them to leave, but they are really quite determined to convert you to their cause...

If there are three people in the group, the third character could be:

- a) A member of your family who hates both football and politics
- b) A nosy neighbour, who is also standing as a candidate in the election

2. “Me!” “Me!”

- Place: Stone Age Britain
Time: 12,400 BC (9.05 am)
Characters: You are a caveman – the strongest caveman in your camp. The other student is your rival for power. (*Note: because language has yet to develop, the only word that you know is “Me!” No other words are allowed during the role play, although you can say “Me!” in many different ways*)
Situation: You are roaming a grassy plain hunting for food for your family
- Scenes:
- i) You discover the carcass of a huge giraffe. Your rival comes along and tries to steal the carcass. You fight to see who is the strongest. Unfortunately, your rival finds a hefty wooden club, and employs it to beat you over the head repeatedly, until you hand over the giraffe carcass
 - ii) The next day, while out hunting and gathering, you clash again over food. But this time you have the superior weapon – a sabre-toothed tiger! Your rival is very afraid and runs away, pursued by the tiger
 - iii) A few months later, the whole camp is starving. While looking for food you both find an enormous woolly mammoth carcass at the same time. Neither of you can move it on your own. You need each other to get it back to the camp. Do you fight for supremacy, or work together for the common good?

If there are three people in the group, the third character could be:

- a) The dead giraffe, then the sabre-toothed tiger, then the woolly mammoth carcass
- b) A cavewoman and mother, who tries to bring peace between the warring rivals

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Talk a Lot

Politics

Role Plays

Role Play Extensions

Here are some additional situations for students to use as starting points for new role plays based on the topic of "Politics":

----- ✂ -----

Politics

1. You are butler to the king in a country which has had a monarchy for over 1,000 years. One day there is a revolution and the people take over. They decide to get rid of the monarchy. The revolutionaries order you to inform the king that he is no longer required. You don't want to do this, because you have been a loyal servant to the royal family for nearly fifty years, but the alternative is to be thrown into prison – or worse! First you try to be tactful and break the news gently. When the king refuses to accept it, you have to be more persuasive. Finally, when the king declares that he will never leave his position, you have to take more drastic action to get rid of him – before the revolutionaries come looking for you...

2. You work for the navy on board a submarine. The crew is organised in a very democratic way, with everybody able to take part in the decision-making process via a committee. One day there is an emergency and your submarine starts to sink. The committee meets to decide what action to take. The problem is that nobody can agree what to do, and everybody comes up with a different response to the crisis. The rules of the committee state clearly that there must be a majority in agreement before action can be taken. As discussion and debate continue, the submarine sinks slowly to the ocean floor. Will your committee be able to agree what to do before the oxygen runs out?

----- ✂ -----

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Talk a Lot

_____ / Politics

Vocabulary Test

First Language

English

decision

prime minister

opposition

economy

policy

government

satire

idealism

dictator

monarchy

democracy

politician

election

representative

improvement

corruption

council

Parliament

ideology

freedom

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Talk a Lot

Lesson Test – Politics

A) Rearrange the letters of these anagrams to find some politics words:

- 1) txa 2) dabete 3) potliciaian 4) genornvemt 5) cizetin 6) truts 7) domecarcy
-

B) Match the halves of these starting sentences:

- | | |
|--|---|
| 1. I've just briefed Sean | a) things will get worse. |
| 2. Carl's brother was waiting | b) deals with foreign affairs. |
| 3. If we don't speak out against the injustice in our society, | c) to speak in the school debate. |
| 4. The Foreign Secretary | d) on the phone about the campaign meeting. |

C) Read the starting sentences and cross out the unnecessary word in each one:

1. The polls open around the country in the fifteen minutes.
2. We're going to a demonstration tomorrow, for to support striking union members.

Complete the sentence blocks:

D) Verb Form: _____

- The opposition should be a lot more critical of the government's plans for schools.
- 1. _____ should the opposition be a lot more critical of?
- The government's 2. _____ for schools.
- 3. _____ the opposition be a lot more critical of the government's plans for schools?
- Yes, it 4. _____.
- Should 5. _____ opposition be a lot more critical of the government's policy on graffiti?
- No, it 6. _____. The opposition shouldn't be a lot more critical of the government's policy on graffiti.

E) Verb Form: _____

- Tony voted Conservative in the last election, because they promised to bring down taxes.
- Why 7. _____ Tony vote Conservative in the last election?
- 8. _____ they promised to bring down taxes.
- Did Tony 9. _____ Conservative in the last election, because they promised to bring down taxes?
- Yes, 10. _____ did.
- 11. _____ Tony vote Conservative in the last election, because he agreed with all of their policies?
- No, he didn't. Tony 12. _____ vote Conservative in the last election, because he agreed with all of their policies.

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Talk a Lot

Politics

Lesson Test

Answers

A) 1) tax. 2) debate. 3) politician. 4) government. 5) citizen. 6) trust. 7) democracy.

B) 1. d) I've just briefed Sean on the phone about the campaign meeting.

2. c) Carl's brother was waiting to speak in the school debate.

3. a) If we don't speak out against the injustice in our society, things will get worse.

4. b) The Foreign Secretary deals with foreign affairs.

C) 1. The polls open around the country in the fifteen minutes.

2. We're going to a demonstration tomorrow, ~~for~~ to support striking union members.

D) Verb form: modal verbs. 1. What. 2. plans. 3. Should. 4. should. 5. the. 6. shouldn't.

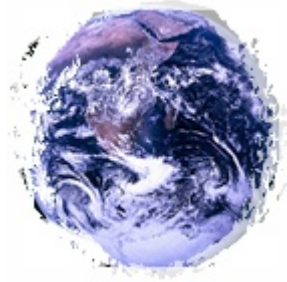
E) Verb form: past simple. 7. did. 8. Because. 9. vote. 10. he. 11. Did. 12. didn't.

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Talk a Lot

Spoken English Course

Elementary Book 3

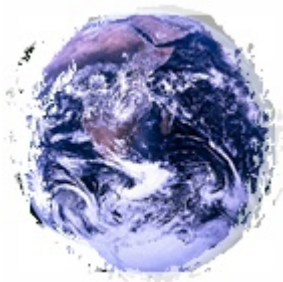


Talk a Lot

Spoken English Course

Elementary Book 3

Unit 9: Internet (35 pages)



*Note: all activities include full answers. For detailed instructions on how to use each activity, please see the **Talk a Lot Elementary Handbook**, which is available as a free download from <http://www.englishbanana.com/talkalot/>*

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Sentence Focus Activities

Sentence Blocks + Extensions
Sentence Blocks – Sentence Stress and Vowel Sounds
Connected Sentence Cards
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Free Practice Activities

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Continuous Assessment Tests

Vocabulary Test
Lesson Test

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Talk a Lot

Internet

Sentence Blocks

- 1.** (*Present Simple*) Danny checks his email account every morning.
How often

- 2.** (*Present Continuous*) Georgia is posting a status update on Facebook about her new dog.
Who

- 3.** (*Past Simple*) Gill emailed her parents some holiday photos yesterday.
What

- 4.** (*Past Continuous*) Mariana was searching online for information about Barbados for two hours last night.
When

- 5.** (*Present Perfect*) Janey has forgotten her password for Twitter again.
Which

- 6.** (*Modal Verbs*) You can change your home page by clicking the link on your browser.
How

- 7.** (*Future Forms*) Martin is going to contact his ISP, because his connection is too slow.
Why

- 8.** (*First Conditional*) If Becca can't download the latest episode of "Doctor Who", she'll watch it on YouTube.
What

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Talk a Lot

Internet

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** for full instructions (available free from www.englishbanana.com).*

Answers

1. (Present Simple) Danny checks his email account every morning. / How often does Danny check his email account? / Every morning. / Does Danny check his email account every morning? / Yes, he does. / Does Danny check his email account every evening? / No, he doesn't. Danny doesn't check his email account every evening.
2. (Present Continuous) Georgia is posting a status update on Facebook about her new dog. / Who is posting a status update on Facebook about her new dog? / Georgia is. / Is Georgia posting a status update on Facebook about her new dog? / Yes, she is. / Is Ronald posting a status update on Facebook about his new dog? / No, he isn't. Ronald isn't posting a status update on Facebook about his new dog.
3. (Past Simple) Gill emailed her parents some holiday photos yesterday. / What did Gill email her parents yesterday? / Some holiday photos. / Did Gill email her parents some holiday photos yesterday? / Yes, she did. / Did Gill email her parents an invoice yesterday? / No, she didn't. Gill didn't email her parents an invoice yesterday.
4. (Past Continuous) Mariana was searching online for information about Barbados for two hours last night. / When was Mariana searching online for information about Barbados for two hours? / Last night. / Was Mariana searching online for information about Barbados for two hours last night? / Yes, she was. / Was Mariana searching online for information about Barbados for two hours yesterday morning? / No, she wasn't. Mariana wasn't searching online for information about Barbados for two hours yesterday morning.
5. (Present Perfect) Janey has forgotten her password for Twitter again. / Which password has Janey forgotten again? / Her password for Twitter. / Has Janey forgotten her password for Twitter again? / Yes, she has. / Has Janey forgotten her password for Facebook again? / No, she hasn't. Janey hasn't forgotten her password for Facebook again.
6. (Modal Verbs) You can change your home page by clicking the link on your browser. / How can I change my home page? / By clicking the link on your browser. / Can I change my home page by clicking the link on my browser? / Yes, you can. / Can I change my home page by restarting my computer? / No, you can't. You can't change your home page by restarting your computer.
7. (Future Forms) Martin is going to contact his ISP, because his connection is too slow. / Why is Martin going to contact his ISP? / Because his connection is too slow. / Is Martin going to contact his ISP, because his connection is too slow? / Yes, he is. / Is Martin going to contact his ISP, because his broadband doesn't work? / No, he isn't. Martin isn't going to contact his ISP, because his broadband doesn't work.
8. (First Conditional) If Becca can't download the latest episode of "Doctor Who", she'll watch it on YouTube. / What will Becca do, if she can't download the latest episode of "Doctor Who"? / She'll watch it on YouTube. / Will Becca watch the latest episode of "Doctor Who" on YouTube, if she can't download it? / Yes, she will. / Will Becca watch the latest episode of "Doctor Who" at a friend's house, if she can't download it? / No, she won't. Becca won't watch the latest episode of "Doctor Who" at a friend's house, if she can't download it.

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 of the sentence block extensions from this unit. Hopefully, the answers given 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 third starting sentence from this unit:

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Sentence Blocks

Gill emailed her parents some holiday photos yesterday.

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

What did Gill do yesterday? / She emailed her parents some holiday photos.

What kind of photos did Gill email her parents yesterday? / Some holiday photos.

When did Gill email her parents some holiday photos? / Yesterday.

Who emailed her parents some holiday photos yesterday? / Gill did.

Who did Gill email some holiday photos yesterday? / Her parents.

Which photos did Gill email her parents yesterday? / Some holiday photos.

How many holiday photos did Gill email her parents yesterday? / Some holiday photos.

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 students:

Internet

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

	WHAT	WHERE	WHEN	WHO	WHY	WHICH	HOW
1.	what (x2)		when	who		which	
2.	what (x3)	where				which	
3.	what (2 nd) what kind		when	who (x2)		which	how many
4.	what (x3)	where		who	why	which	how long
5.	what (x2)			who whose			
6.	what (x2)			who		which	
7.	what			who (x2)			
8.	what (2 nd)	where		who		which	how

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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.)

Internet

1. Danny checks his email account every morning.
2. Georgia is posting a status update on Facebook about her new dog.
3. Gill emailed her parents some holiday photos yesterday.
4. Mariana was searching online for information about Barbados for two hours last night.
5. Janey has forgotten her password for Twitter again.
6. You can change your home page by clicking the link on your browser.
7. Martin is going to contact his ISP, because his connection is too slow.
8. If Becca can't download the latest episode of "Doctor Who", she'll watch it on YouTube.

-----✂-----

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.)

Internet

1. Danny checks **his** email account every morning.
2. Georgia **is** posting a status update **on** Facebook **about** her new dog.
3. Gill emailed **her** parents **some** holiday photos yesterday.
4. Mariana **was** searching online **for** information **about** Barbados **for** two hours last night.
5. Janey **has** forgotten **her** password **for** Twitter again.
6. You can change **your** home page **by** clicking the link **on** your browser.
7. Martin **is** going to contact **his** ISP, **because** **his** connection is too slow.
8. If Becca can't download **the** latest episode of "Doctor Who", **she'll** watch it **on** YouTube.

-----✂-----

Talk a Lot

Internet

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.)

Internet

1. Danny checks his email account every morning.
2. Georgia is posting a status update on Facebook about her new dog.
3. Gill emailed her parents some holiday photos yesterday.
4. Mariana was searching online for information about Barbados for two hours last night.
5. Janey has forgotten her password for Twitter again.
6. You can change your home page by clicking the link on your browser.
7. Martin is going to contact his ISP, because his connection is too slow.
8. If Becca can't download the latest episode of "Doctor Who", she'll watch it on YouTube.

----- ✂ -----

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.

Internet

- /æ/ /e/ /i:/ /aʊ/ /e/ /ɔ:/
1. Danny checks his email account every morning.

/ɔ:/ /əʊ/ /eɪ/ /ɪ/ /eɪ/ /u:/ /ɒ/

 2. Georgia is posting a status update on Facebook about her new dog.

/ɪ/ /i:/ /eə/ /ɒ/ /əʊ/ /e/

 3. Gill emailed her parents some holiday photos yesterday.

/æ/ /ɜ:/ /aɪ/ /eɪ/ /eɪ/ /u:/ /aʊə/ /ɑ:/ /aɪ/

 4. Mariana was searching online for information about Barbados for two hours last night.

/eɪ/ /ɒ/ /ɑ:/ /ɪ/ /e/

 5. Janey has forgotten her password for Twitter again.

/eɪ/ /əʊ/ /eɪ/ /ɪ/ /ɪ/ /aʊ/

 6. You can change your home page by clicking the link on your browser.

/ɑ:/ /ɒ/ /i:/ /e/ /u:/ /əʊ/

 7. Martin is going to contact his ISP, because his connection is too slow.

/e/ /ɑ:/ /əʊ/ /eɪ/ /e/ /ɒ/ /u:/ /ɒ/ /u:/

 8. If Becca can't download the latest episode of "Doctor Who", she'll watch it on YouTube.

Talk a Lot

Internet

Connected Sentence Cards (Page 1/3)

<input type="text"/>	Danny	<input type="text"/>	<input type="text"/>	checks	<input type="text"/>	<input type="text"/>	his	<input type="text"/>	<input type="text"/>	email	<input type="text"/>
<input type="text"/>	account	<input type="text"/>	<input type="text"/>	every	<input type="text"/>	<input type="text"/>	morning.	<input type="text"/>	<input type="text"/>	Georgia	<input type="text"/>
<input type="text"/>	is	<input type="text"/>	<input type="text"/>	posting	<input type="text"/>	<input type="text"/>	a	<input type="text"/>	<input type="text"/>	status	<input type="text"/>
<input type="text"/>	update	<input type="text"/>	<input type="text"/>	on	<input type="text"/>	<input type="text"/>	Facebook	<input type="text"/>	<input type="text"/>	about	<input type="text"/>
<input type="text"/>	her	<input type="text"/>	<input type="text"/>	new	<input type="text"/>	<input type="text"/>	dog.	<input type="text"/>	<input type="text"/>	Gill	<input type="text"/>
<input type="text"/>	emailed	<input type="text"/>	<input type="text"/>	her	<input type="text"/>	<input type="text"/>	parents	<input type="text"/>	<input type="text"/>	some	<input type="text"/>
<input type="text"/>	holiday	<input type="text"/>	<input type="text"/>	photos	<input type="text"/>	<input type="text"/>	yesterday.	<input type="text"/>	<input type="text"/>	Mariana	<input type="text"/>
<input type="text"/>	was	<input type="text"/>	<input type="text"/>	searching	<input type="text"/>	<input type="text"/>	online	<input type="text"/>	<input type="text"/>	for	<input type="text"/>
<input type="text"/>	information	<input type="text"/>	<input type="text"/>	about	<input type="text"/>	<input type="text"/>	Barbados	<input type="text"/>	<input type="text"/>	for	<input type="text"/>
<input type="text"/>	two	<input type="text"/>	<input type="text"/>	hours	<input type="text"/>	<input type="text"/>	last	<input type="text"/>	<input type="text"/>	night.	<input type="text"/>

next page >

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Talk a Lot

Internet

Connected Sentence Cards (Page 2/3)

Janey	has	forgotten	her
password	for	Twitter	again.
You	can	change	your
home	page	by	clicking
the	link	on	your
browser.	Martin	is	going
to	contact	his	ISP,
because	his	connection	is
too	slow.	If	Becca
can't	download	the	latest

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Connected Sentence Cards (Page 3/3)

<input type="text"/> episode <input type="text"/>	<input type="text"/> of <input type="text"/>	<input type="text"/> "Doctor <input type="text"/>	<input type="text"/> Who", <input type="text"/>
<input type="text"/> she'll <input type="text"/>	<input type="text"/> watch <input type="text"/>	<input type="text"/> it <input type="text"/>	<input type="text"/> on <input type="text"/>
<input type="text"/> YouTube. <input type="text"/>			

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Internet

Connected Sentence Cards (Page 1/3)

Danny	checks	his	email
account	every	morning.	Georgia
is	posting	a	status
update	on	Facebook	about
her	new	dog.	Gill
emailed	her	parents	some
holiday	photos	yesterday.	Mariana
was	searching	online	for
information	about	Barbados	for
two	hours	last	night.

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Internet

Connected Sentence Cards (Page 2/3)

Janey	has	forgotten	her
password	for	Twitter	again.
You	can	change	your
home	page	by	clicking
the	link	on	your
browser.	Martin	is	going
to	contact	his	ISP,
because	his	connection	is
too	slow.	If	Becca
can't	download	the	latest

next page >

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Internet

Connected Sentence Cards (Page 3/3)

<input type="text"/> episode <input type="text"/>	<input type="text"/> of <input type="text"/>	<input type="text"/> "Doctor <input type="text"/>	<input type="text"/> Who", <input type="text"/>
<input type="text"/> she'll <input type="text"/>	<input type="text"/> watch <input type="text"/>	<input type="text"/> it <input type="text"/>	<input type="text"/> on <input type="text"/>
<input type="text"/> YouTube. <input type="text"/>			

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3. Gill emailed her parents some holiday photos yesterday.

5 vowel sound:	<input type="text"/>	<input type="text"/>	<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"/>	<input type="text"/>	<input type="text"/>
1 content word:	Gill	emailed	parents	holiday	photos	yesterday.
2 no. of syllables:	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

1 function word:		her		some		
7 connecting sounds:	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
6 weak forms:			w		w	
8 features of C.S.:	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
9 missing/new sound:	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

10 example(s) with IPA: _____

3 suffixes: _____

3 compound nouns: _____

7 connecting sounds: _____ 8 features of connected speech:

cc	consonant sound to consonant sound
cv	consonant sound to vowel sound
vc	vowel sound to consonant sound
vv	vowel sound to vowel sound

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

Talk a Lot

Internet

3. Gill emailed her parents some holiday photos yesterday.

5 vowel sound:

4 stressed syllable:

1 content word: **Gill** **emailed** **parents** **holiday** **photos** **yesterday.**

2 no. of syllables:

1 function word: **her** **some**

7 connecting sounds:

6 weak forms:

8 features of C.S.:

9 missing/new sound:

10 example(s) with IPA: Gill emailed her parents... /'dʒɪ'liː.meɪl.də'peə.rən.səm'hɒ.lə.deɪ'fəʊ.təʊ'zjes.tə.deɪ/

3 suffixes: email-ed, par-ents, holi-day, yester-day

3 compound nouns: none

7 connecting sounds:

8 features of connected speech:

cc	consonant sound to consonant sound
cv	consonant sound to vowel sound
vc	vowel sound to consonant sound
vv	vowel sound to vowel sound

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

Talk a Lot

Internet

Discussion Words



Wi-Fi	link	email	download
Google	cookie	internet	podcast
social network	spam	advertising	webcam
cyberspace	attachment	history	password
home page	forum	account	world wide web
Twitter	profile	security	connection
username	Facebook	search engine	ISP
browser	inbox	pen drive	comment
YouTube	URL	web server	favorites
virus	website	hacker	chat

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Talk a Lot

Internet

Discussion Words (with the IPA)

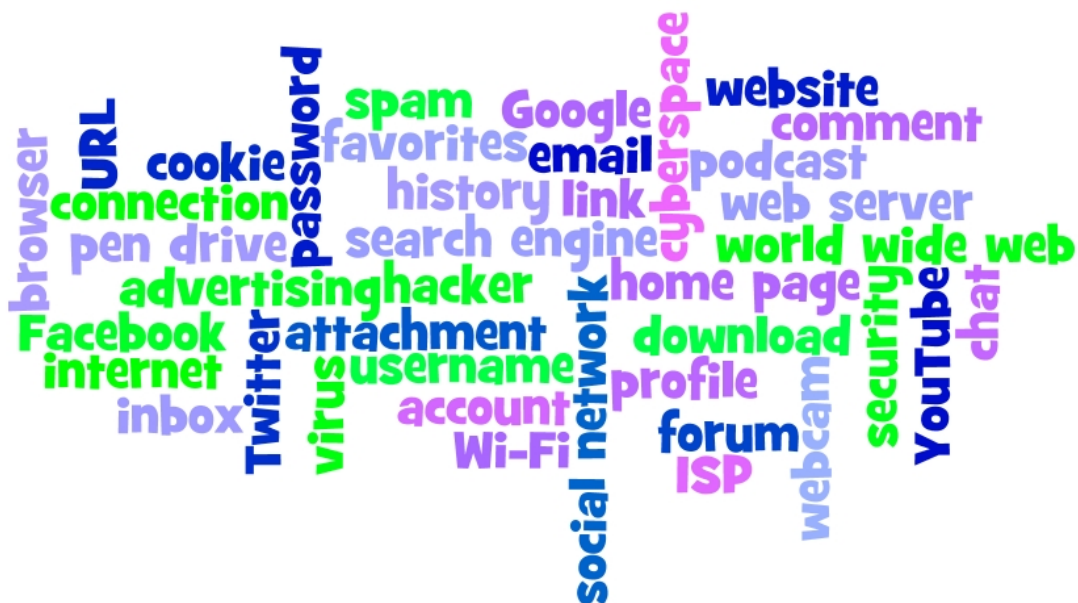
/ˈwaɪ.faɪ/	/lɪŋk/	/ˈiː.meɪl/	/ˈdaʊn.ləʊd/
/ˈɡuː.ɡəl/	/ˈkʊk.i/	/ˈɪn.tə.net/	/ˈpɒd.kɑːst/
/səʊ.fəlˈneɪ.wɜːk/	/spæm/	/ˈæŋ.və.taɪ.zɪŋ/	/ˈweb.kæm/
/ˈsaɪ.bə.speɪs/	/əˈtætʃ.mənt/	/ˈhɪs.tə.ri/	/ˈpɑːs.wɜːd/
/ˈhəʊm.peɪdʒ/	/ˈfɔː.rəm/	/əˈkaʊnt/	/wɜːld.waɪdˈweb/
/ˈtwɪt.ə/	/ˈprəʊ.faɪl/	/sɪˈkjʊə.rə.ti/	/kəˈne.kʃən/
/ˈjuː.zə.neɪm/	/ˈfeɪs.bʊk/	/ˈsɜː.tʃen.dʒɪn/	/aɪ.jeˈspiː/
/ˈbraʊ.zə/	/ˈɪm.bʊks/	/ˈpen.draɪv/	/ˈkɒ.mənt/
/ˈjuː.tʃuːb/	/juː.wɑːˈrel/	/ˈweb.sɜː.və/	/ˈfeɪ.vrəts/
/ˈvaɪ.rəs/	/ˈweb.sɑɪt/	/ˈhæk.ə/	/tʃæt/

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Talk a Lot

Internet

Discussion Words – Visualisations



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Talk a Lot

Internet

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?
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 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 sounds like... a) pink, b) cracker, c) bookie, d) cat, e) ham, f) amount, g) bitter, h) decorum, i) protection, j) mystery, k) female?
2. This is something that I can plug into my computer and use to transfer and save files.
3. a) Find the different websites. b) Talk about each for one minute, e.g. what is it for? Do you use it? Why is it popular? Do you have a similar site in your country? [etc.]
4. a) Find three negative things connected with the internet. b) Describe them.
5. "I had to change my _____ for Facebook recently because my brother discovered it."
6. This is the company that supplies my internet connection.
7. i) Find a word which has a weak stress schwa sound /ə/ on the... a) 1st syllable, b) 2nd syllable, c) 3rd syllable, etc. ii) Do any words and phrases *not* have a schwa?
8. Which word means... a) web address, b) an audio programme, c) best places, d) about me, e) the internet, f) added file, g) defence, h) 'net software?
9. This word means a list of websites that you have visited recently.
10. Find something that exists physically.

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Talk a Lot

Internet

Discussion Words Question Sheet

Answers

General Questions

1. Answers will vary.

2. Answers will vary.

3. a) 3 words have 1 syllable: link, chat, spam. b) 23 words and phrases have 2 syllables: hacker, email, favorites*, download, Google, cookie, podcast, webcam, password, home page, forum, account, Twitter, profile, Facebook, browser, inbox, pen drive, comment, YouTube, virus, website, Wi-Fi. c) 11 words and phrases have 3 syllables: internet, cyberspace, attachment, history, world wide web, connection, search engine, ISP¹, username, URL², web server. d) 3 words and phrases have 4 syllables: social network, advertising, security.

**Note: we have used the American English spelling of the word "favorites", because this spelling is generally used by browsers, e.g. Internet Explorer.*

¹ ISP is an acronym for "internet service provider". ² URL is an acronym for "uniform resource locator".

4. 2 syllables: these words and phrases have the strong stress on the first syllable: **hacker**, **email**, **favorites**, **download**, **Google**, **cookie**, **podcast**, **webcam**, **password**, **home page**, **forum**, **Twitter**, **profile**, **Facebook**, **browser**, **inbox**, **pen drive**, **comment**, **YouTube**, **virus**, **website**, **Wi-Fi**; this word has the strong stress on the second syllable: **account**. 3 syllables: these words and phrases have the strong stress on the first syllable: **internet**, **cyberspace**, **history**, **search engine**, **username**, **web server**; these words have the strong stress on the middle syllable: **attachment**, **connection**; these words and phrases have the strong stress on the third syllable: world wide **web**, **ISP**, **URL**. 4 syllables: this word has the strong stress on the first syllable: **advertising**; this word has the strong stress on the second syllable: **security**; this phrase has the strong stress on the third syllable: social **network**.

5. Account, advertising, attachment, browser, chat, comment, connection, cookie, cyberspace, download, email, Facebook, favorites, forum, Google, hacker, history, home page, inbox, internet, ISP, link, password, pen drive, podcast, profile, search engine, security, social network, spam, Twitter, URL, username, virus, webcam, web server, website, Wi-Fi, world wide web, YouTube.

6. a) The following words are compound nouns: YouTube (you + tube), download (down + load), Facebook (face + book), inbox (in + box), internet (inter + net), password (pass + word), podcast (pod + cast), username (user + name), webcam (web + cam), website (web + site), cyberspace (cyber + space), social network (net + work). b) The following words and phrases contain suffixes: web **server**, **Twitter**, **browser**, **hacker**; **attachment**, **comment**; **connection**; **cookie**; **history**; **profile**; **search engine**; **security**; **social network**; **advertising**.

7. a) These words all begin with a vowel sound (grouped by IPA sound): /ɪ/ **inbox**, **internet**; /ə/ **attachment**, **account**; /æ/ **advertising**; /i:/ **email**; /aɪ/ **ISP**.

b) These words and phrases all end with a vowel sound (grouped by IPA sound): /ə/ web **server**, **hacker**, **Twitter**, **browser**; /i/ **cookie**, **history**, **security**; /i:/ **ISP**; /aɪ/ **Wi-Fi**.

c) These words and phrases all begin with a consonant sound (grouped by IPA sound): /w/ **Wi-Fi**, **webcam**, **world wide web**, **web server**, **website**; /s/ **social network**, **spam**, **cyberspace**, **security**, **search engine**; /p/ **podcast**, **password**, **profile**, **pen drive**; /k/ **cookie**, **connection**, **comment**; /h/ **history**, **home page**, **hacker**; /f/ **forum**, **Facebook**; /tʃ/ **chat**; /d/ **download**; /g/ **Google**; /t/ **Twitter**; /b/ **browser**; /f/ **favorites**; /j/ **YouTube**, **URL**; /l/ **link**; /v/ **virus**.

d) These words and phrases all end with a consonant sound (grouped by IPA sound): /t/ **chat**, **internet**, **podcast**, **attachment**, **account**, **comment**, **website**; /l/ **email**, **Google**, **profile**, **URL**; /m/ **webcam**, **spam**, **forum**, **username**; /k/ **social network**, **Facebook**, **link**; /s/ **cyberspace**, **inbox**; /d/ **download**, **password**; /n/ **connection**, **search engine**; /b/ **world wide web**, **YouTube**; /dʒ/ **home page**; /ɪŋ/ **advertising**; /v/ **pen drive**; /s/ **virus**; /z/ **favorites**.

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.

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Talk a Lot

Internet

Discussion Words Question Sheet

browse [r], ha [c] ker, se [a] rch engine, home pag [e], downlo [a] d, Fac [e] book, adve [r] tising

9. Answers will vary.

10. There are many possible answers to this question; for example, “account”, “browser”, and “download” all contain the vowel sound /aʊ/. Use the phonetic chart on p.18.6 of the **Talk a Lot Elementary Handbook** (available free from www.englishbanana.com/talkalot) 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) link. b) hacker. c) cookie. d) chat. e) spam. f) account. g) Twitter. h) forum. i) connection. j) history. k) email.

2. Pen drive.

3. a) The different websites are: Google, Twitter, Facebook, and YouTube. b) Answers will vary.

4. a) Spam, virus, and hacker. b) Answers will vary. For example, **spam** is email that you don't want, usually offering products or services that you don't require; a **virus** is a malicious program that you could download from the internet to your computer. It is likely to damage your computer. A **hacker** is a person who breaks into a private computer network.

5. Password.

6. ISP (internet service provider).

7. i) a) Words which have a weak stress schwa sound /ə/ on the 1st syllable: **attachment**, **account**, **connection**. b) Words and phrases which have a weak stress schwa sound /ə/ on the 2nd syllable: **virus**, **internet**, **social network**, **advertising**, **history**, **cyberspace**, **forum**, **Twitter**, **username**, **browser**, **favorites**, **hacker**, **Google**. c) Words and phrases which have a weak stress schwa sound /ə/ on the 3rd syllable: **web server**, **security**, **connection**, **attachment**. d) Words and phrases which have a weak stress schwa sound /ə/ on the 4th syllable: none. ii) 21 words and phrases don't have a weak stress schwa sound: YouTube, link, email, download, cookie, podcast, spam, webcam, password, home page, world wide web, profile, ISP, search engine, Facebook, inbox, pen drive, chat, URL, website, Wi-Fi.

8. a) URL. b) podcast. c) favorites. d) profile. e) cyberspace / world wide web. f) attachment. g) security. h) browser.

9. History.

10. The nouns which are objects and therefore have a physical form and presence (as opposed to being abstract nouns, or things that we cannot see or touch) are: **webcam**, **web server**, and **pen drive**.

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Talk a Lot

Internet – What kind of internet user are you?

Student A

Ask and answer questions to complete the gaps, and find out information about four people who use the internet regularly. Who is the most similar to you? In what ways?

	Suzi	“Gonk”
Age / Age when first online	18 / 7	10 / 4
Type of user / Avg. hours per day		
Browser / Type of connection	Internet Explorer / broadband	Firefox / fast broadband
# Friends on Facebook / Twitter		0 / 18
Prefers to communicate by...		
Yesterday at 9.25 am	chatting with boyfriend on MySpace	searching for games during IT class
Yesterday at 1.48 pm		
Yesterday at 11.52 pm	chatting with new boyfriend on MySpace	

	Patty	Richard
Age / Age when first online		91 / 90
Type of user / Avg. hours per day	proud mum / 2	silver surfer / 1
Browser / Type of connection	Google Chrome / broadband	
# Friends on Facebook / Twitter		12 / not registered yet
Prefers to communicate by...		
Yesterday at 9.25 am	posting super new pictures of family	talking to brother in Bali via Skype
Yesterday at 1.48 pm	reading friends' comments about family	
Yesterday at 11.52 pm		



Student B

Ask and answer questions to complete the gaps, and find out information about four people who use the internet regularly. Who is the most similar to you? In what ways?

	Suzi	“Gonk”
Age / Age when first online		
Type of user / Avg. hours per day	internet native / 6	gamer / 8
Browser / Type of connection		
# Friends on Facebook / Twitter	1,244 / 1,479	
Prefers to communicate by...	instant message	email
Yesterday at 9.25 am		
Yesterday at 1.48 pm	chatting up boyfriend's mate in café	playing games during English class
Yesterday at 11.52 pm		completing 89 th level on “World of Heroes” after five hours online

	Patty	Richard
Age / Age when first online	38 / 30	
Type of user / Avg. hours per day		
Browser / Type of connection		Internet Explorer / dial-up
# Friends on Facebook / Twitter	104 / 43	
Prefers to communicate by...	Skype and email	snail mail
Yesterday at 9.25 am		
Yesterday at 1.48 pm		emailing funds to brother via PayPal
Yesterday at 11.52 pm	deleting several pictures of family	celebrating brother's release on bail

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Talk a Lot

Internet

Information Exchange

Answers

Internet – What kind of internet user are you?

Task: "Ask and answer questions to complete the gaps, and find out information about four people who use the internet regularly. Who is the most similar to you? In what ways?"

	Suzi	"Gonk"*
Age / Age when first online	18 / 7	10 / 4
Type of user / Avg. hours per day	internet native / 6	gamer / 8
Browser / Type of connection	Internet Explorer / broadband	Firefox / fast broadband
# Friends on Facebook / Twitter	1,244 / 1,479	0 / 18
Prefers to communicate by...	instant message	email
Yesterday at 9.25am	chatting with boyfriend on MySpace	searching for games during IT class
Yesterday at 1.48 pm	chatting up boyfriend's mate in café	playing games during English class
Yesterday at 11.52 pm	chatting with new boyfriend on MySpace	completing 89 th level on "World of Heroes" after five hours online

	Patty	Richard
Age / Age when first online	38 / 30	91 / 90
Type of user / Avg. hours per day	proud mum / 2	silver surfer / 1
Browser / Type of connection	Google Chrome / broadband	Internet Explorer / dial-up
# Friends on Facebook / Twitter	104 / 43	12 / not registered yet
Prefers to communicate by...	Skype and email	snail mail
Yesterday at 9.25 am	posting super new pictures of family	talking to brother in Bali via Skype
Yesterday at 1.48 pm	reading friends' comments about family	emailing funds to brother via PayPal
Yesterday at 11.52 pm	deleting several pictures of family	celebrating brother's release on bail

"Who is the most similar to you? In what ways?" Answers will vary. When they have completed filling the gaps, students should discuss which person's internet use is most similar to their own. They should produce appropriate reasons for their choices – why they have chosen one person rather than another. For example: "I'm most similar to Patty, because I often use Skype, and I enjoy posting pictures of my family on Facebook..." Or... "I'm not at all like Richard, because I use broadband, rather than dial-up, and I've got lots of friends on Facebook and Twitter..." [etc.]

*Note: "Gonk" could be this boy's online nickname/username!

Sample Questions

How old is _____?
 How old was _____ when she/he first went online?
 What type of user is _____?
 How many hours per day does _____ spend online, on average?
 Which browser does _____ use?
 What type of connection does _____ have?
 How many friends has _____ got on Facebook?
 How many friends has _____ got on Twitter?
 How does _____ prefer to communicate?
 What was _____ doing online yesterday at 9.25 am?
 What was _____ doing online yesterday at 1.48 pm?
 What was _____ doing online yesterday at 11.52 pm?

Sample Answers

_____ is _____ years old.
 _____ was _____ years old when she/he first went online.
 _____ is a/an _____.
 _____ spends about _____ hours per day online, on average.
 She/he uses _____.
 _____ has a _____ connection.
 She/he's got _____ friends on Facebook.
 She/he's got _____ friends on Twitter.
 _____ prefers to communicate by _____.
 She/he was _____.
 She/he was _____.
 She/he was _____.

Examples

How old was Suzi when she first went online?
 What type of user is "Gonk"?
 How many friends has Patty got on Facebook?
 What was Richard doing online yesterday at 1.48 pm?
 [etc.]

Suzi was seven years old when she first went online.
 "Gonk" is a gamer.
 She's got one hundred and four friends on Facebook.
 He was emailing funds to his brother via PayPal.

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Internet

Information Exchange

Extension: you could try to encourage some comparative/superlative questions and sentences too, for example:

Who uses the internet the most each day?
Who has been using the internet the longest?
Who has the slowest internet connection?

"Gonk" uses...
Suzi has...
Richard has...

[etc.]

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Talk a Lot

Internet

Multi-Purpose Text

New User (Original Text)

Line

1 It was hot – a still June night – and Maggie was sitting upstairs with her dad, patiently
2 showing him how to set up his own email account. “You need to think of a username,
3 dad,” she said. “What about my name – ‘Rob Jones’?” asked Rob. “That’s gone, I’m
4 sure,” replied Maggie. “There’s more than one Rob Jones in the world, dad!” They
5 both grinned. “It has to be something lowercase, and all one word. And put a few
6 numbers in it too. But make it easy to remember.” “Maybe ‘robjones1968’? No, that’s
7 already gone.” Eventually they chose a username and password for Rob, and Maggie
8 showed him how to send and receive an email. After years of ignoring his family’s
9 nagging, Rob now realised that he needed to be online – mainly so that he could find
10 a new driving job. He had been made redundant over a month ago, and his personal
11 adviser at the Jobcentre had suggested he look online. “I’ve got to get on with my
12 revision, dad,” said Maggie. “But try using Google to search for driving jobs.” Rob felt
13 like a kid with a new bike. He could feel the possibilities opening up before him.
14 “What you doin’, dad man?” Dennis called, throwing his dirty football boots on the
15 floor. “I’m going to find a job, son,” replied Rob brightly, “Surfing the ‘net!” “I never
16 took you for a silver surfer, dad,” sniggered Dennis, slurping from a pot of yoghurt. “I
17 need to check my Facebook now. Can I?” “In a minute, son.” Dennis loped off and
18 found his sister, “Hey – geek girl! Can I borrow your phone?” “What for?” Maggie’s
19 voice rose from beneath a mountain of GCSE revision guides. “I need to get online.”
(290 words)



New User (Text with 20 Differences)

It was hot – a still June night – and Maggie was sitting upstairs with her **1. lad (dad)**,
patiently showing him how to set up his own email **2. a cow (account)**. “You need to think of
a **3. new name (username)**, dad,” she said. “What about my name – ‘Rob Jones’?” asked
Rob. “That’s **4. gong (gone)**, I’m sure,” replied Maggie. “There’s more than one Rob Jones
in the world, dad!” They both **5. grim (grinned)**. “It has to be something lowercase, **6. an
(and)** all one **7. world (word)**. And put a few numbers in it too. But make it easy to
remember.” “Maybe ‘robjones1968’? No, that’s **8. steady (already)** gone.” Eventually they
chose a username and password for Rob, and Maggie showed him how to send and
9. achieve (receive) an email. After years of ignoring his **10. granny’s (family’s)**
nagging, Rob now realised that he needed to be **11. align (online)** – mainly so that he could
find a **12. few (new)** driving job. He had been made **13. red under (redundant)** over a
month ago, and his personal adviser at the Jobcentre had suggested he look online. “I’ve got
to **14. let on (get on)** with my revision, dad,” said Maggie. “But try using Google to
15. perch (search) for driving jobs.” Rob **16. fell (felt)** like a kid with a new bike. He could
feel the possibilities opening up before him. “What you doin’, dad man?” Dennis called,
throwing his dirty football boots on the floor. “I’m going to find a job, son,” replied Rob brightly,
“**17. Working (Surfing)** the ‘net!” “I never took you for a silver surfer, dad,” sniggered
Dennis, slurping from a pot of yoghurt. “I **18. knee (need)** to check my Facebook now.
Can I?” “In a minute, son.” Dennis loped off and found his sister, “Hey – geek girl! Can I
19. tomorrow (borrow) your phone?” “What for?” Maggie’s voice rose from beneath a
20. mound (mountain) of GCSE revision guides. “I need to get online.”

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Talk a Lot

Internet

Multi-Purpose Text

New User (Gap-Fill – Function Words)

It was hot – 1. _____ still June night – and Maggie was sitting upstairs
2. _____ her dad, patiently showing him how to set up his own email account.
“You need to think of a username, dad,” 3. _____ said. “What about my name
– ‘Rob Jones’?” asked Rob. “That’s gone, I’m sure,” replied Maggie. “There’s more than one
Rob Jones 4. _____ the world, dad!” They both grinned. “It has to be
something lowercase, and all one word. And put a few numbers in it too. 5. _____
make it easy to remember.” “Maybe ‘robjones1968’? No, that’s already gone.” Eventually they
chose a username 6. _____ password for Rob, and Maggie showed him how
to send and receive an email. After years of ignoring his family’s nagging, Rob now realised
that he needed 7. _____ be online – mainly so that he could find a new
driving job. He had been made redundant over a month ago, and his personal adviser at
8. _____ Jobcentre had suggested he look online. “I’ve got to get on with my
revision, dad,” said Maggie. “But try using Google to search 9. _____ driving
jobs.” Rob felt like a kid with a new bike. He could feel the possibilities opening up before him.
“What you doin’, dad man?” Dennis called, throwing 10. _____ dirty football
boots on the floor. “I 11. _____ going to find a job, son,” replied Rob brightly,
“Surfing the ‘net!” “I never took you for a silver surfer, dad,” sniggered Dennis, slurping
12. _____ a pot of yoghurt. “I need to check my Facebook now. Can
13. _____?” “In a minute, son.” Dennis loped off and found his sister, “Hey –
geek girl! Can I borrow 14. _____ phone?” “What for?” Maggie’s voice rose from
beneath a mountain of GCSE revision guides. “I need 15. _____ get online.”



New User (Multiple Choice – Use of English)

It was hot – a still June night – and Maggie was 1. **a) sit, b) up, c) sitting** upstairs with her
dad, patiently showing him how to set up his own email account. “You need to think
2. **a) out, b) of, c) upon** a username, dad,” she said. “What about my name – ‘3. **a) Rob,**
b) Ron, c) Rod Jones’?” asked Rob. “That’s gone, I’m sure,” replied Maggie. “There’s more
than one Rob Jones in 4. **a) this, b) our, c) the** world, dad!” They both grinned. “It has to
be something lowercase, and all one word. And put a few numbers in it 5. **a) also,**
b) in addition, c) too. But make it easy to remember.” “Maybe ‘robjones1968’? No, that’s
already gone.” 6. **a) Then, b) Eventually, c) Suddenly** they chose a username and
password for Rob, and Maggie showed him how to 7. **a) put, b) send, c) make** and receive
an email. After 8. **a) time, b) year, c) years** of ignoring his family’s nagging, Rob now
realised that he needed to be online – mainly so that he 9. **a) could, b) able to, c) can** find
a new driving job. He had been made redundant over a month 10. **a) previous, b) back,**
c) ago, and his personal adviser at the Jobcentre had suggested he look online. “I’ve got to
get on with my revision, dad,” said Maggie. “But try using Google to search for driving
11. **a) employ, b) jobs, c) works**.” Rob felt like a kid with a new bike. He could feel the
12. **a) possible, b) possibly, c) possibilities** opening up before him. “What you doin’, dad
man?” Dennis called, throwing his dirty football boots on the floor. “I’m going to find a job,
son,” 13. **a) replied, b) say, c) reply** Rob brightly, “Surfing the ‘net!” “I never took you for a
silver surfer, dad,” sniggered Dennis, slurping from a pot of yoghurt. “I need to check
14. **a) its, b) the, c) my** Facebook now. Can I?” “In a minute, son.” Dennis loped off and
found his sister, “Hey – geek girl! Can I borrow your phone?” “What for?” Maggie’s voice rose
from beneath a mountain of GCSE revision 15. **a) study, b) guides, c) guide**. “I need to get
online.”

Talk a Lot

Internet

Multi-Purpose Text

New User (Comprehension Questions)

1. What month was it?
2. What time of day was it?
3. What was Dennis eating?
4. Which website did Dennis want to go on?
5. Did Rob feel optimistic or pessimistic about using the internet?
6. Who had nagged Rob to use the internet for years?
7. When was Rob made redundant?
8. Why did Dennis want to borrow Maggie's phone?
9. What was the weather like?
10. What did Dennis throw on the floor?
11. What kind of job did Rob want to find online?
12. What did Maggie do after helping Rob?
13. What was Dennis's attitude to Rob using the internet?
14. Who showed Rob how to set up an email account?
15. What did Dennis call Maggie?
16. Did Maggie have a lot of books or a few?
17. Why did Dennis want to use the internet?
18. How long had Rob ignored his family's advice to get online?
19. Who is Maggie's sibling?
20. What did Rob need to think of to set up his email account?
21. What did Dennis want to borrow from Maggie?
22. Which search engine did Maggie recommend to Rob?
23. What was Maggie reading?
24. Who suggested that Rob ought to look for a job online?
25. Why did Rob want to use the internet?
26. Why couldn't Rob choose 'Rob Jones' as his username?
27. Why did Rob feel 'like a kid with a new bike'?
28. Does Maggie and Dennis's other parent appear in the story?
29. Where does Rob's personal adviser work?
30. Where did Dennis lope off to?

-----✂-----

New User (True, False, or Unknown?)

1. Maggie had a lot of revision to do.
2. Dennis was friendly and polite to his dad and sister.
3. Maggie ran out of patience with her dad.
4. Maggie was really pleased that her dad had gone online.
5. Maggie was sitting in the kitchen with her dad.
6. Rob already had an email account.
7. Rob chose the username 'robjones1968'.
8. Maggie had a much better phone than Dennis.
9. Rob had been afraid to use the internet because he thought that it would be too difficult for him.
10. Dennis thought that his dad being online was funny.
11. Rob wanted to find work as a mechanic.
12. Rob Jones is a common name.
13. Dennis was eating a strawberry yoghurt.
14. Maggie patiently showed her dad what to do.
15. Dennis wanted to get online to use Twitter.
16. Rob was excited about using the internet.
17. Rob's family supported his decision to go online.
18. Maggie was revising for her A' Levels.
19. The username that Rob chose included his year of birth.
20. Rob was upset about losing his job.
21. Rob and Maggie chose a username and password for Rob's new email account.
22. Maggie is an expert at using the internet.
23. The story took place during the summer.
24. Rob lost his job last week.
25. Rob's personal adviser at the Jobcentre is called Joan.
26. Rob was trying to find a job as a driver.
27. It had been cloudy all day.
28. The username they chose for Rob had lowercase letters.
29. It was a hot and breezy night.
30. Dennis had been playing football.

Talk a Lot

Internet

Multi-Purpose Text

Glossary of New Words

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

1. **email account** (*noun*: gives private access to a place where you can use email) _____
2. **username** (*noun*: a name that identifies you as the owner of an account) _____
3. **to grin** (*verb*: to smile broadly) _____
4. **lowercase** (*adjective*: small letters; not capital) _____
5. **password** (*noun*: a secret code word that gives access to an account) _____
6. **to ignore** (*verb*: to pay no attention to somebody or something) _____
7. **Jobcentre** (*noun*: a government office that advertises jobs) _____
8. **“What you doin’?”** (*phrase*: Dennis speaks carelessly, without correct grammar) _____
9. **dad man** (*slang phrase*: an affectionate way of addressing your father) _____
10. **to surf the ‘net** (*verb phrase*: to use the internet) _____
11. **silver surfer** (*noun*: an older person who uses the internet) _____
12. **Facebook** (*noun*: a popular social network) _____
13. **to lope** (*verb*: to walk while swaying from side to side) _____
14. **geek** (*noun*: a nerd; somebody very interested in technology) _____
15. **mountain of GCSE revision guides** (*idiomatic phrase*: Maggie has a lot of books open on her desk; she is surrounded by them) _____

Answers

New User (Gap-Fill – Function Words)

- | | | |
|---------|---------|----------------|
| 1. a | 6. and | 11. 'm (or am) |
| 2. with | 7. to | 12. from |
| 3. she | 8. the | 13. I |
| 4. in | 9. for | 14. your |
| 5. But | 10. his | 15. to |

New User (Multiple Choice – Use of English)

- | | | |
|-------|--------|--------|
| 1. c) | 6. b) | 11. b) |
| 2. b) | 7. b) | 12. c) |
| 3. a) | 8. c) | 13. a) |
| 4. c) | 9. a) | 14. c) |
| 5. c) | 10. c) | 15. b) |

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Talk a Lot

Internet

Multi-Purpose Text

New User (Comprehension Questions)

1. June.
2. Night.
3. A yoghurt.
4. Facebook.
5. Optimistic.
6. His family.
7. Over a month ago.
8. To use the internet.
9. Hot and still.
10. His dirty football boots.
11. A new driving job.
12. Continue her GCSE revision.
13. He thought it was funny.
14. Maggie.
15. Geek girl.
16. A lot of books.
17. To check his Facebook account.
18. For years.
19. Dennis.
20. A username and password.
21. Her [mobile] phone.
22. Google.
23. GCSE revision guides.
24. His personal adviser at the Jobcentre.
25. To look for a new driving job.
26. Because it was already taken; also the username had to be something lowercase, and all one word.
27. Because he could see the potential benefits of using the internet, which he had ignored for a long time.
28. No.
29. At the Jobcentre.
30. To find Maggie.

New User (True, False, or Unknown?)

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

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

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Talk a Lot

Internet

Discussion Questions

1. How often do you use the internet? What do you do online? What are your favourite websites? Why? Do you spend too much time surfing the 'net? Do you know anyone who doesn't use the internet?

2. What are the benefits of the internet? What can you do now, that you couldn't do before? What are the disadvantages of the internet?

3. Can you remember life before the internet? How did you communicate with your family and friends? Do you communicate with people more often now, as a result of the internet? Can you imagine life without the internet? What impact would it have on your everyday life?

4. How often do you visit social networking sites? Which ones? Why are they so popular? Do you feel that your personal information is safe online? If no, what steps could you take to protect yourself?

5. Have you got your own website or blog? If yes, tell me about it. How did you create it and why? How easy is it to build and maintain a website? What factors do you need to consider?

6. How has the internet changed in the last ten years?
How do you think it will change and develop in the next ten years?

7. Are you happy with your ISP? Is your internet connection speed fast enough? How much does it cost per month? Is it good value for money? Should everybody in the world have free access to the internet? Why? / Why not? What positive benefits could result? Who would pay for it?

8. Do you think that the internet should be controlled by your government, or by an international agency? Why? / Why not?

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Talk a Lot

Internet

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 spend my whole life online.	<input type="checkbox"/>	<input type="checkbox"/>
2. The internet is the most important invention since the telephone.	<input type="checkbox"/>	<input type="checkbox"/>
3. Children and young people under the age of eighteen should be banned from using the internet for their own safety.	<input type="checkbox"/>	<input type="checkbox"/>
4. <i>"The internet is just a world passing around notes in a classroom."</i> – Jon Stewart	<input type="checkbox"/>	<input type="checkbox"/>
5. Getting internet access is like attaching a raw sewage pipe to your home.	<input type="checkbox"/>	<input type="checkbox"/>
6. I've never tried shopping on the internet.	<input type="checkbox"/>	<input type="checkbox"/>
7. Illegal downloading is killing music.	<input type="checkbox"/>	<input type="checkbox"/>
8. <i>"The internet isn't free. It just has an economy that makes no sense to capitalism."</i> – Brad Shapcott	<input type="checkbox"/>	<input type="checkbox"/>
9. I feel more confident posting my opinions online than I do talking about them in the real world.	<input type="checkbox"/>	<input type="checkbox"/>
10. I'm happy to share personal information about my life and my family with strangers on the internet.	<input type="checkbox"/>	<input type="checkbox"/>
11. I'm worried that somebody will steal my identity.	<input type="checkbox"/>	<input type="checkbox"/>
12. <i>"The internet is the world's largest library. It's just that all the books are on the floor."</i> – John Allen Paulos	<input type="checkbox"/>	<input type="checkbox"/>
13. There is too much advertising on the internet.	<input type="checkbox"/>	<input type="checkbox"/>
14. It isn't safe to bank online.	<input type="checkbox"/>	<input type="checkbox"/>
15. The government should do something about offensive websites.	<input type="checkbox"/>	<input type="checkbox"/>
16. I would prefer to receive a letter or card than an email.	<input type="checkbox"/>	<input type="checkbox"/>

Talk a Lot

Internet

Role Plays

1. “Should I click here?”

Place: At your home
Time: 10.34 am
Characters: You and your elderly grandma
Situation: You work as a professional web designer. Your grandma’s beloved dog has just died, so to cheer her up you offer to help her learn how to use the internet. It’s difficult to teach her because she has never used a computer before, while you are a computer expert – and not a very patient person

Scenes: i) You teach her how to use a search engine, but she can’t work the mouse
ii) You try to teach her to send an email. Clicking wildly, she accidentally sends an offensive email to your mother-in-law that you had saved as a draft
iii) You leave the room for a moment. When you get back your computer screen has frozen. Your grandma has downloaded a virus by mistake, which has deleted all of your web design work – worth thousands of pounds! But you can’t be too angry, because she’s your grandma and her dog has died...

If there are three people in the group, the third character could be:

- a) One of your grandma’s friends from the day centre, who is against new technology
- b) One of your clients, whose work has been deleted, but who needs it finished today

2. “Hmm... this looks familiar!”

Place: At school, college, or university
Time: 4.08 pm
Characters: You are a student and the other person is a teacher (or lecturer)
Situation: Your teacher has invited you to meet them, to talk about your recent homework assignment

Scenes: i) The teacher accuses you of plagiarism, saying that you have copied 80% of your assignment from an article on the internet. You deny it, but they show you the evidence. You apologise and promise not to do it again. The teacher warns that next time they will give you detention for a month!
ii) A week later, your teacher again accuses you of plagiarism. You deny it, but they reveal that you have plagiarised *their* research work! To avoid the detention, you say how good you thought it was. The teacher is flattered and gives you their latest (long) article to proof-read – as well as the detention
iii) While proof-reading it, you recognise some paragraphs that look familiar. You realise that your teacher has copied another work published online. You threaten to reveal their plagiarism unless they remove the detention...

If there are three people in the group, the third character could be:

- a) The head teacher of the school, or the principal of the college / university
- b) The writer whose work the teacher has copied

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Talk a Lot

Internet

Role Plays

Role Play Extensions

Here are some additional situations for students to use as starting points for new role plays based on the topic of "Internet":

Internet

1. You are at the library, using the internet for free. You are only allowed to use it for thirty minutes, because other people are waiting, but you become engrossed in playing a complicated online game that will last for much longer. The librarian – a very quiet, timid person – politely asks you to finish your session after thirty minutes. You lie and say that you are downloading an important file for your homework that will take about twenty more minutes. After one hour, the librarian again tries to get you to leave the computer, but you tell them that you have to wait for an important message from a relative who has just gone into hospital. Later, as the library is about to close, you are still trying to complete the game. Try to persuade the librarian – and later the security guard and cleaning staff – that you should be allowed to stay on the computer just a little while longer...

2. You spend most evenings downloading music and films from the internet – illegally. One day your internet connection speed is cut dramatically and it takes forever for even a normal web page to load. You phone your ISP to complain, and they tell you that you have been branded a web pirate because of all the illegal downloading. You use your charm to persuade them to increase the speed again. A month later, you have returned to your downloading habits, and once again your internet speed is cut – without warning. You phone your ISP again and this time you blame neighbours in your apartment building for hacking into your Wi-Fi connection. You give names and addresses of your neighbours to the ISP, and they lift the restriction on your connection speed. Later you meet some of your neighbours, who complain that their internet service has been cut – for no reason. Some of the children from the building are even crying because they can't get online anymore. You feel guilty, but do you come clean and tell them – *and* your ISP – the truth?

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Talk a Lot

_____ / Internet

Vocabulary Test

First Language

English

account

link

password

Wi-Fi

history

email

connection

username

chat

attachment

internet

home page

search engine

advertising

browser

website

security

social network

comment

virus

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Talk a Lot

Lesson Test – Internet

A) Match together the two halves of each word; then write the words:

- | | | |
|---------|----------|-------|
| 1. ount | a) user | _____ |
| 2. load | b) hist | _____ |
| 3. ory | c) secur | _____ |
| 4. name | d) acc | _____ |
| 5. ity | e) comm | _____ |
| 6. ent | f) down | _____ |

B) Sentence stress: underline the **content words** in each starting sentence:

1. Georgia is posting a status update on Facebook about her new dog.
2. Danny checks his email account every morning.
3. Janey has forgotten her password for Twitter again.
4. Mariana was searching online for information about Barbados for two hours last night.

C) Write how many vowel **sounds** each word has:

- | | | | |
|----------------|--------------------|-----------------|-----------------|
| 1. profile [] | 2. attachment [] | 3. spam [] | 4. password [] |
| 5. website [] | 6. advertising [] | 7. security [] | 8. link [] |

Complete the sentence blocks:

D) Verb Form: _____

- Gill emailed her parents some holiday photos yesterday.
- What 1. _____ Gill email her parents yesterday?
- 2. _____ holiday photos.
- Did Gill 3. _____ her parents some holiday photos yesterday?
- Yes, 4. _____ did.
- 5. _____ Gill email her parents an invoice yesterday?
- No, she 6. _____. Gill didn't email her parents an invoice yesterday.

E) Verb Form: _____

- Martin is going to contact his ISP, because his connection is too slow.
- 7. _____ is Martin going to contact, because his connection is too slow?
- His 8. _____.
- 9. _____ Martin going to contact his ISP, because his connection is too slow?
- Yes, he 10. _____.
- Is Martin 11. _____ contact his electrician, because his connection is too slow?
- No, 12. _____ isn't. Martin isn't going to contact his electrician, because his connection is too slow.

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Talk a Lot

Internet

Lesson Test

Answers

A) 1. d) account. 2. f) download. 3. b) history. 4. a) username. 5. c) security. 6. e) comment.

B) 1. Georgia is posting a status update on Facebook about her new dog.
2. Danny checks his email account every morning.
3. Janey has forgotten her password for Twitter again.
4. Mariana was searching online for information about Barbados for two hours last night.

C) 1. profile [2] 2. attachment [3] 3. spam [1] 4. password [2]

5. website [2] 6. advertising [4] 7. security [4] 8. link [1]

D) Verb form: past simple. 1. did. 2. Some. 3. email. 4. she. 5. Did. 6. didn't.

E) Verb form: future forms. 7. Who. 8. ISP. 9. Is. 10. is. 11. going to. 12. he.

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Talk a Lot

Spoken English Course

Elementary Book 3



Talk a Lot

Spoken English Course

Elementary Book 3

Unit 10: Australia (38 pages)



*Note: all activities include full answers. For detailed instructions on how to use each activity, please see the **Talk a Lot Elementary Handbook**, which is available as a free download from <http://www.englishbanana.com/talkalot/>*

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Talk a Lot

Australia

Sentence Blocks

1. (*Present Simple*) Jonathan often says that Sydney is the most perfect place on earth.

Who

2. (*Present Continuous*) The team's getting some amazing photos of koala bears, because they're so tame.

Why

3. (*Past Simple*) Kelly went wine tasting in Barossa Valley last Friday with her mate Gavin.

Where

4. (*Past Continuous*) We were climbing down Sydney Harbour Bridge, when Alison slipped and twisted her ankle.

When

5. (*Present Perfect*) Rickie has seen almost every single episode of *Neighbours*, since it began in 1985.

How many

6. (*Modal Verbs*) Darren has to write an assignment about injured kangaroos.

What

7. (*Future Forms*) After Canberra we'll fly straight to Brisbane.

Where

8. (*First Conditional*) If the footy match is cancelled, we'll have a barbie instead!

What

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Talk a Lot

Australia

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** for full instructions (available free from www.englishbanana.com).*

Answers

1. (Present Simple) Jonathan often says that Sydney is the most perfect place on earth. / Who often says that Sydney is the most perfect place on earth? / Jonathan does. / Does Jonathan often say that Sydney is the most perfect place on earth? / Yes, he does. / Does Rachael often say that Sydney is the most perfect place on earth? / No, she doesn't. Rachael doesn't often say that Sydney is the most perfect place on earth.
2. (Present Continuous) The team's getting some amazing photos of koala bears, because they're so tame. / Why is the team getting some amazing photos of koala bears? / Because they're so tame. / Is the team getting some amazing photos of koala bears, because they're so tame? / Yes, it is. / Is the team getting some amazing photos of koala bears, because they're all asleep? / No, it isn't. The team isn't getting some amazing photos of koala bears, because they're all asleep.
3. (Past Simple) Kelly went wine tasting in Barossa Valley last Friday with her mate Gavin. / Where did Kelly go wine tasting last Friday with her mate Gavin? / In Barossa Valley. / Did Kelly go wine tasting in Barossa Valley last Friday with her mate Gavin? / Yes, she did. / Did Kelly go wine tasting in Milton Keynes last Friday with her mate Gavin? / No, she didn't. Kelly didn't go wine tasting in Milton Keynes last Friday with her mate Gavin.
4. (Past Continuous) We were climbing down Sydney Harbour Bridge, when Alison slipped and twisted her ankle. / When did Alison slip and twist her ankle? / When we were climbing down Sydney Harbour Bridge. / Did Alison slip and twist her ankle, when you were climbing down Sydney Harbour Bridge? / Yes, she did. / Did Alison slip and twist her ankle, when you were coming out of a restaurant? / No, she didn't. Alison didn't slip and twist her ankle, when we were coming out of a restaurant.
5. (Present Perfect) Rickie has seen almost every single episode of *Neighbours*, since it began in 1985. / How many episodes of *Neighbours* has Rickie seen, since it began in 1985? / Almost every single episode. / Has Rickie seen almost every single episode of *Neighbours*, since it began in 1985? / Yes, he has. / Has Rickie seen only a few episodes of *Neighbours*, since it began in 1985? / No, he hasn't. Rickie hasn't seen only a few episodes of *Neighbours*, since it began in 1985.
6. (Modal Verbs) Darren has to write an assignment about injured kangaroos. / What does Darren have to write an assignment about? / Injured kangaroos. / Does Darren have to write an assignment about injured kangaroos? / Yes, he does. / Does Darren have to write an assignment about boomerangs through the ages? / No, he doesn't. Darren doesn't have to write an assignment about boomerangs through the ages.
7. (Future Forms) After Canberra we'll fly straight to Brisbane. / Where will you fly straight to after Canberra? / To Brisbane. / Will you fly straight to Brisbane after Canberra? / Yes, we will. / Will you fly straight to Adelaide after Canberra? / No, we won't. We won't fly straight to Adelaide after Canberra.
8. (First Conditional) If the footy match is cancelled, we'll have a barbie instead! / What'll we do, if the footy match is cancelled? / Have a barbie instead! / Will we have a barbie instead, if the footy match is cancelled? / Yes, we will. / Will we have a quiz night instead, if the footy match is cancelled? / No, we won't. We won't have a quiz night instead, if the footy match is cancelled.

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 of the sentence block extensions from this unit. Hopefully, the answers given 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 fourth starting sentence from this unit:

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Australia

Sentence Blocks

We were climbing down Sydney Harbour Bridge, when Alison slipped and twisted her ankle.

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

What were you doing when Alison slipped and twisted her ankle? / Climbing down Sydney Harbour Bridge.

What were you climbing down, when Alison slipped and twisted her ankle? / Sydney Harbour Bridge.

Where were you when Alison slipped and twisted her ankle? / Climbing down Sydney Harbour Bridge.

Who was climbing down Sydney Harbour Bridge, when Alison slipped and twisted her ankle? / We were.

Who slipped and twisted her ankle, when you were climbing down Sydney Harbour Bridge?

Which bridge were you climbing down, when Alison slipped and twisted her ankle? / Sydney Harbour Bridge.

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 students:

Australia

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

	WHAT	WHERE	WHEN	WHO	WHY	WHICH	HOW
1.	what (x2)	where	when			which	how frequently
2.	what (x2) what kind			who			how
3.	what		when	who (x2)			
4.	what (x2)	where		who (x2)		which	
5.	what (x2)			who			
6.	what (2 nd) what kind			who		which	
7.	what		when	who			
8.	what (2 nd)		when	who			

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Talk a Lot

Australia

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.)

Australia

1. Jonathan often says that Sydney is the most perfect place on earth.
2. The team's getting some amazing photos of koala bears, because they're so tame.
3. Kelly went wine tasting in Barossa Valley last Friday with her mate Gavin.
4. We were climbing down Sydney Harbour Bridge, when Alison slipped and twisted her ankle.
5. Rickie has seen almost every single episode of *Neighbours*, since it began in nineteen eighty-five.
6. Darren has to write an assignment about injured kangaroos.
7. After Canberra we'll fly straight to Brisbane.
8. If the footy match is cancelled, we'll have a barbie instead!

-----✂-----

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.)

Australia

1. Jonathan often says that Sydney is the most perfect place on earth.
2. The team's getting some amazing photos of koala bears, because they're so tame.
3. Kelly went wine tasting in Barossa Valley last Friday with her mate Gavin.
4. We were climbing down Sydney Harbour Bridge, when Alison slipped and twisted her ankle.
5. Rickie has seen almost every single episode of *Neighbours*, since it began in nineteen eighty-five.
6. Darren has to write an assignment about injured kangaroos.
7. After Canberra we'll fly straight to Brisbane.
8. If the footy match is cancelled, we'll have a barbie instead!

-----✂-----

Talk a Lot

Australia

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.)

Australia

1. Jonathan often says that Sydney is the most perfect place on earth.
2. The team's getting some amazing photos of koala bears, because they're so tame.
3. Kelly went wine tasting in Barossa Valley last Friday with her mate Gavin.
4. We were climbing down Sydney Harbour Bridge, when Alison slipped and twisted her ankle.
5. Rickie has seen almost every single episode of Neighbours, since it began in nineteen eighty-five.
6. Darren has to write an assignment about injured kangaroos.
7. After Canberra we'll fly straight to Brisbane.
8. If the footy match is cancelled, we'll have a barbie instead!

----- ✂ -----

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.

Australia

1. Jonathan often says that Sydney is the most perfect place on earth.
/ɒ/ /ɒ/ /e/ /ɪ/ /ɜ:/ /eɪ/ /ɜ:/
2. The team's getting some amazing photos of koala bears, because they're so tame.
/i:/ /e/ /eɪ/ /əʊ/ /ɑ:/ /eə/ /eɪ/
3. Kelly went wine tasting in Barossa Valley last Friday with her mate Gavin.
/e/ /e/ /aɪ/ /eɪ/ /ɒ/ /æ/ /ɑ:/ /aɪ/ /eɪ/ /æ/
4. We were climbing down Sydney Harbour Bridge, when Alison slipped and twisted her ankle.
/aɪ/ /aʊ/ /ɪ/ /ɑ:/ /ɪ/ /æ/ /ɪ/ /ɪ/ /æ/
5. Rickie has seen almost every single episode of Neighbours, since it began in nineteen eighty-five.
/ɪ/ /i:/ /e/ /ɪ/ /e/ /eɪ/ /æ/ /aɪ/ /eɪ/ /aɪ/
6. Darren has to write an assignment about injured kangaroos.
/æ/ /aɪ/ /aɪ/ /ɪ/ /u:/
7. After Canberra we'll fly straight to Brisbane.
/æ/ /aɪ/ /eɪ/ /ɪ/
8. If the footy match is cancelled, we'll have a barbie instead!.
/ʊ/ /æ/ /æ/ /æ/ /ɑ:/ /e/

Talk a Lot

Australia

Connected Sentence Cards (Page 1/3)

Jonathan	often	says	that
Sydney	is	the	most
perfect	place	on	earth.
The	team's	getting	some
amazing	photos	of	koala
bears,	because	they're	so
tame.	Kelly	went	wine
tasting	in	Barossa	Valley
last	Friday	with	her
mate	Gavin.	We	were

next page >

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Australia

Connected Sentence Cards (Page 2/3)

climbing	down	Sydney	Harbour
Bridge,	when	Alison	slipped
and	twisted	her	ankle.
Rickie	has	seen	almost
every	single	episode	of
<i>Neighbours,</i>	since	it	began
in	1985.	Darren	has
to	write	an	assignment
about	injured	kangaroos.	After
Canberra	we'll	fly	straight

next page >

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Australia

Connected Sentence Cards (Page 3/3)

<input type="text"/> to <input type="text"/>	<input type="text"/> Brisbane. <input type="text"/>	<input type="text"/> If <input type="text"/>	<input type="text"/> the <input type="text"/>
<input type="text"/> footy <input type="text"/>	<input type="text"/> match <input type="text"/>	<input type="text"/> is <input type="text"/>	<input type="text"/> cancelled, <input type="text"/>
<input type="text"/> we'll <input type="text"/>	<input type="text"/> have <input type="text"/>	<input type="text"/> a <input type="text"/>	<input type="text"/> barbie <input type="text"/>
<input type="text"/> instead! <input type="text"/>			

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Australia

Connected Sentence Cards (Page 1/3)

Jonathan	often	says	that
Sydney	is	the	most
perfect	place	on	earth.
The	team's	getting	some
amazing	photos	of	koala
bears,	because	they're	so
tame.	Kelly	went	wine
tasting	in	Barossa	Valley
last	Friday	with	her
mate	Gavin.	We	were

next page >

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Australia

Connected Sentence Cards (Page 2/3)

climbing	down	Sydney	Harbour
Bridge,	when	Alison	slipped
and	twisted	her	ankle.
Rickie	has	seen	almost
every	single	episode	of
<i>Neighbours,</i>	since	it	began
in	1985.	Darren	has
to	write	an	assignment
about	injured	kangaroos.	After
Canberra	we'll	fly	straight

next page >

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Connected Sentence Cards (Page 3/3)

to	Brisbane.	If	the
footy	match	is	cancelled,
we'll	have	a	barbie
instead!			

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Talk a Lot

Australia

1. Jonathan often says that Sydney is the most perfect place on earth.

5 vowel sound:

4 stressed syllable:

1 content word: **Jonathan** **often** **says** **Sydney**

2 no. of syllables:

1 function word: **that** **is** **the** **most**

7 connecting sounds:

6 weak forms:

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:

cc	consonant sound to consonant sound
cv	consonant sound to vowel sound
vc	vowel sound to consonant sound
vv	vowel sound to vowel sound

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

Talk a Lot

Australia

1. Jonathan often says that Sydney is the most perfect place on earth.

5 vowel sound:

4 stressed syllable:

1 content word: **Jonathan** **often** **says** **Sydney**

2 no. of syllables:

1 function word: **that** **is** **the** **most**

7 connecting sounds:

6 weak forms: **w** **w** **w** **w**

8 features of C.S.:

9 missing/new sound:

10 example(s) with IPA: Jonathan often says... /'dʒɒ.nə.θə'nɒ.fən'seɪ.ðə'sɪd.ni:z.ðə.məʊ'spɜ: fɪ?'pleɪ.sə'nɜ:θ/

3 suffixes: oft-en, Syd-ney

3 compound nouns: none

7 connecting sounds:

8 features of connected speech:

cc	consonant sound to consonant sound
cv	consonant sound to vowel sound
vc	vowel sound to consonant sound
vv	vowel sound to vowel sound

GLACIER:		Contraction	a word is shortened
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Talk a Lot

Australia

1. Jonathan often says that Sydney is the most perfect place on earth.

5 vowel sound:

4 stressed syllable:

1 content word: **perfect** **place** **earth.**

2 no. of syllables:

1 function word: **on**

7 connecting sounds:

6 weak forms: 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:

cc	consonant sound to consonant sound
cv	consonant sound to vowel sound
vc	vowel sound to consonant sound
vv	vowel sound to vowel sound

GLACIER:		Contraction	a word is shortened
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Talk a Lot

Australia

1. Jonathan often says that Sydney is the most perfect place on earth.

5 vowel sound:

4 stressed syllable:

1 content word: **perfect** **place** **earth.**

2 no. of syllables:

1 function word: **on**

7 connecting sounds:

6 weak forms: ^w

8 features of C.S.:

9 missing/new sound:

10 example(s) with IPA: Jonathan often says... /'dʒɒ.nə.θə'nɒ.fən'seɪ.ðə'sɪd.ni:z.ðə.məʊ'spɜ:fi?pleɪ.sə'nɜ:θ/

3 suffixes: perf-ect

3 compound nouns: none

7 connecting sounds:

8 features of connected speech:

cc	consonant sound to consonant sound
cv	consonant sound to vowel sound
vc	vowel sound to consonant sound
vv	vowel sound to vowel sound

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

Talk a Lot

Australia

Discussion Words

rainforest	Sydney	Aboriginal Australians	kangaroo
Pacific Ocean	didgeridoo	minerals	Brisbane
walkabout	Queensland	footy	great white shark
mining	barbie	climate change	Outback
koala bear	Shane Warne	forest fire	emu
coast	Canberra	Uluru	Kylie Minogue
duck-billed platypus	soap opera	Barossa Valley	drought
melting pot	convict	Sydney Opera House	Gallipoli
boomerang	Great Barrier Reef	pom	Captain Cook
transportation	Cate Blanchett	immigration	gold rush

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Talk a Lot

Australia

/ɒ'streɪ.liə/

Discussion Words (with the IPA)

/ˈreɪn.fə.rɪst/	/ˈsɪd.ni/	/æ.bə.rɪ.dʒɪ.nə. lɒ'streɪ.liənz/	/kæŋ.gə'ruː/
/pə.sɪ.fɪ'kəʊ.ʃən/	/dɪ.dʒə.ri'duːz/	/'mɪn.rəlz/	/'brɪz.bən/
/'wɔː.kə.baʊt/	/'kwɪːnz.lənd/	/'fʊt.i/	/greɪ?wai?'fɑːk/
/'maɪ.nɪŋ/	/'bɑː.bi/	/'klaɪ.mə?tʃeɪndʒ/	/'aʊ?.bæk/
/kəʊ'wɑː.lə.beə/	/ʃeɪn'wɔːn/	/fɒ.rəs'faɪə/	/'iː.mjuː/
/kəʊst/	/'kæm.bə.rə/	/uː.lə'ruːz/	/kaɪ.li.mɪ'nəʊg/
/dʌk.bɪl.'plæ.ti.pʊs/	/'səʊ.pɒ.prə/	/bə'rɒ.sə.væ.li/	/draʊt/
/'mel.tɪŋ.pɒt/	/'kɒn.vɪkt/	/sɪd.ni'jɒ.prə.haʊs/	/gə'li.pə.li/
/'buː.mə.ræŋ/	/greɪ?.bæ.rɪə'riːf/	/pɒm/	/kæp.tɪn'kʊk/
/træn.spɔː'teɪ.ʃən/	/keɪ?'blæn.tʃɪt/	/ɪ.mɪ'greɪ.ʃən/	/'gəʊl.drʌʃ/

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Talk a Lot

Australia

Discussion Words – Glossary

In this unit, you'll probably find some words and phrases which are not in your dictionary. This glossary is intended to help you understand what the discussion words mean. You could translate them into your language, where possible:

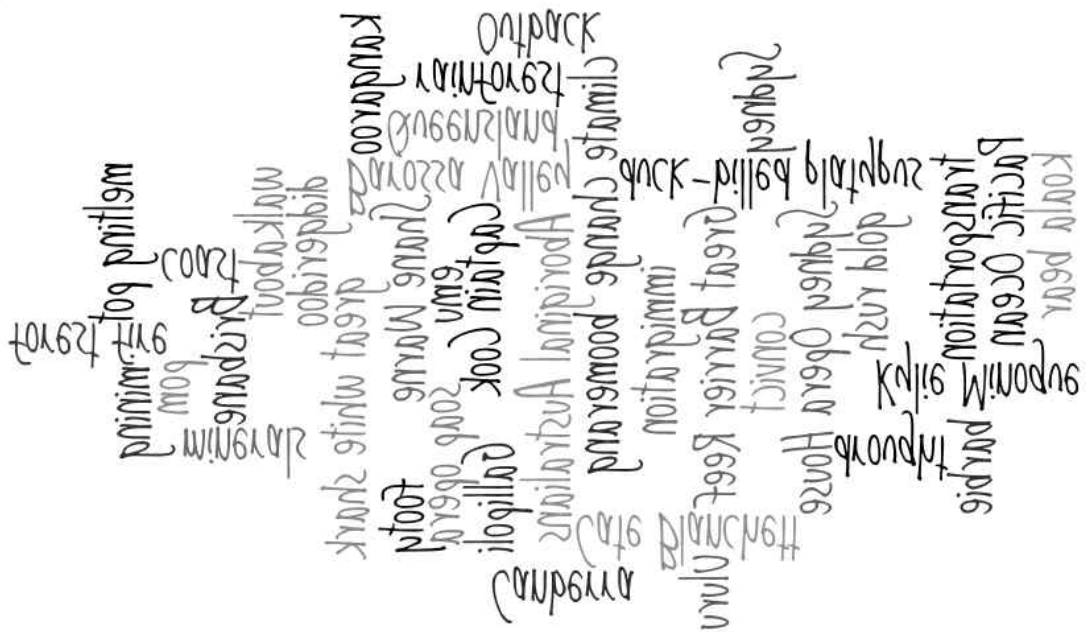
1. **Aboriginal Australians** (*people*: the original Australians, who arrived there over 40,000 years ago)
2. **barbie** (*slang*: barbecue) _____
3. **Barossa Valley** (*place*: major wine-producing region in South Australia) _____
4. **boomerang** (*noun*: curved wooden toy that returns if you throw it) _____
5. **Brisbane** (*place*: capital city of the state of Queensland. Pop. 1.9m) _____
6. **Canberra** (*place*: capital city of Australia. Pop. 345,257) _____
7. **Captain Cook** (*person*: b.1728, d.1779; English explorer who claimed Australia for Great Britain in 1770)
8. **Cate Blanchett** (*person*: b.1969; famous Hollywood actress) _____
9. **climate change** (*noun*: world weather trend caused by rising temperatures) _____
10. **coast** (*noun*: land which meets the sea) _____
11. **convict** (*noun*: old-fashioned term for a prisoner) _____
12. **didgeridoo** (*noun*: wind instrument invented by Aboriginal Australians) _____
13. **drought** (*noun*: period of months or years when there is no rain) _____
14. **duck-billed platypus** (*animal*: strange-looking animal that can live in water and on land) _____
15. **emu** (*animal*: tall bird that can't fly and can't walk backwards, but can run at up to 31 mph) _____
16. **footy** (*slang*: football, especially Australian Rules Football) _____
17. **forest fire** (*noun*: wildfire which damages a wide area of vegetation) _____
18. **Gallipoli** (*place*: battle site in Turkey commemorated for loss of many Australian soldiers in 1915-16) _____
19. **gold rush** (*noun*: when gold is discovered and many people travel to excavate it) _____
20. **Great Barrier Reef** (*place*: largest coral reef on earth, off coast of Queensland in the Coral Sea) _____
21. **great white shark** (*animal*: shark that can grow to more than 6 metres in length) _____
22. **immigration** (*noun*: when people move to a new country to live) _____
23. **kangaroo** (*animal*: large jumping marsupial that keeps its baby in a pouch) _____
24. **koala bear** (*animal*: small tree-dwelling marsupial that eats mainly eucalyptus leaves) _____
25. **Kylie Minogue** (*person*: b.1968; the most famous Australian pop star; originally a TV actress) _____
26. **melting pot** (*idiom*: idea that different nationalities and cultures can blend together in the same country)
27. **minerals** (*noun*: precious items found in the ground, e.g. diamonds) _____
28. **mining** (*noun*: the activity of taking things from the ground) _____
29. **Outback** (*place*: remote, barren, desert-like parts of Australia) _____
30. **Pacific Ocean** (*place*: the largest ocean in the world; its name means "Peaceful Sea") _____
31. **pom** (*slang*: English person; considered offensive by some) _____
32. **Queensland** (*place*: Australia's third-largest state, by population) _____
33. **rainforest** (*noun*: hot, tropical forest where a lot of rain falls) _____
34. **Shane Warne** (*person*: b.1969; the most famous Australian spin-bowler (cricketer) in modern times) _____
35. **soap opera** (*noun*: daily or regular TV drama which has a continuing storyline) _____
36. **Sydney** (*place*: capital city of New South Wales, and the largest city in Australia. Pop. 4.4m) _____
37. **Sydney Opera House** (*place*: world famous performing arts centre and landmark in Sydney) _____
38. **transportation** (*noun*: the practice of taking convicts from Britain to Australia in 18th & 19th centuries) _____
39. **Uluru** (*place*: famous natural landmark in the centre of the country; formerly named Ayers Rock) _____
40. **walkabout** (*noun*: the practice of going travelling for an extended period of time) _____

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Talk a Lot

Australia

Discussion Words – Visualisations



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Talk a Lot

Australia

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 or more 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 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 sounds like... a) rainstorm, b) Derby, c) trout, d) dining, e) toast, f) kidney, g) cancellation, h) late night park, i) Lisbon, j) old brush, k) bomb?
2. Talk about each of the... a) famous people, b) places, c) animals, d) historical terms.
3. This is a region of South Australia that is famous for producing wine.
4. i) Find a word which has a weak stress schwa sound /ə/ on the... a) 1st syllable, b) 2nd syllable, c) 3rd syllable, etc. ii) Do any words and phrases *not* have a schwa?
5. a) Describe one of the animals. b) Tell me an unusual fact about it. c) Which of the four animals cannot move backwards?
6. This phrase describes a place where people from different ethnic backgrounds share each other's cultures and traditions.
7. Which word means... a) ball game, b) natural plateau, c) where land meets sea, d) foreigners settle, e) an object that returns, f) removal, g) ocean predator?
8. This word is a common nickname in Australia for an English person.
9. Find a word that means precious resources which are found in the ground.
10. "The practice of shipping convicts from Britain to Australia, from 1787 onwards, was known as _____."

Talk a Lot

Australia

Discussion Words Question Sheet

Answers

General Questions

1. Answers will vary.

2. Answers will vary.

3. a) 3 words have 1 syllable: coast, pom, drought. b) 12 words and phrases have 2 syllables: gold rush, minerals, Brisbane, Queensland, footy, mining, barbie, Outback, emu, Shane Warne, convict, Sydney. c) 13 words and phrases have 3 syllables: Cate Blanchett, kangaroo, walkabout, great white shark, climate change, forest fire, Uluru, Canberra, soap opera, melting pot, boomerang, Captain Cook, rainforest. d) 7 words and phrases have 4 syllables: immigration, koala bear, Kylie Minogue, Gallipoli, transportation, didgeridoo, Great Barrier Reef. e) 4 phrases have 5 syllables: duck-billed platypus, Barossa Valley, Sydney Opera House, Pacific Ocean. f) 1 phrase has 8 syllables: Aboriginal Australians.

4. 2 syllables: these words and phrases have the strong stress on the first syllable: **gold** rush, **minerals**, **Brisbane**, **Queensland**, **footy**, **mining**, **barbie**, **Outback**, **emu**, **convict**, **Sydney**; this phrase has the strong stress on the second syllable: Shane **Warne**. 3 syllables: these words and phrases have the strong stress on the first syllable: **walkabout**, **climate change**, **Canberra**, **soap opera**, **melting pot**, **boomerang**, **rainforest**; this phrase has the strong stress on the middle syllable: Cate **Blanchett**; these words and phrases have the strong stress on the third syllable: kangaroo, great white **shark**, forest **fire**, Uluru, Captain **Cook**. 4 syllables: these words and phrases have the strong stress on the second syllable: koala bear, Gallipoli; these words have the strong stress on the third syllable: immigration, transportation; these words and phrases have the strong stress on the fourth syllable: Kylie **Minogue**, Great Barrier **Reef**, didgeridoo. 5 syllables: these phrases have the strong stress on the third syllable: duck-billed **platypus**, Sydney Opera House; these phrases have the strong stress on the fourth syllable: Barossa **Valley**, Pacific **Ocean**. 8 syllables: this phrase has the strong stress on the seventh syllable: Aboriginal **Australians**.

5. Aboriginal Australians, barbie, Barossa Valley, boomerang, Brisbane, Canberra, Captain Cook, Cate Blanchett, climate change, coast, convict, didgeridoo, drought, duck-billed platypus, emu, footy, forest fire, Gallipoli, gold rush, Great Barrier Reef, great white shark, immigration, kangaroo, koala bear, Kylie Minogue, melting pot, minerals, mining, Outback, Pacific Ocean, pom, Queensland, rainforest, Shane Warne, soap opera, Sydney, Sydney Opera House, transportation, Uluru, walkabout.

6. a) The following words are compound nouns: rainforest (rain + forest), Queensland (Queens + land), Outback (Out + back), walkabout (walk + about). b) The following words and phrases contain suffixes: koala bear, soap opera, Barossa Valley; melting pot, mining; Aboriginal Australians, minerals; immigration, transportation; Pacific Ocean; footy; barbie; climate change; forest fire; Great Barrier Reef; Sydney.

7. a) These words and phrases all begin with a vowel sound (grouped by IPA sound): /ɪ/ immigration; /aʊ/ **Outback**; /i:/ **emu**; /u:/ **Uluru**; /æ/ **Aboriginal Australians**.

b) These words and phrases all end with a vowel sound (grouped by IPA sound): /i/ **footy**, **barbie**, **Sydney**, Barossa **Valley**, Gallipoli; /u:/ **Uluru**, **emu**, kangaroo, didgeridoo; /ə/ **Canberra**, soap opera; /aɪə/ forest **fire**; /eə/ koala **bear**.

c) These words and phrases all begin with a consonant sound (grouped by IPA sound): /k/ kangaroo, Queensland, climate change, koala bear, coast, Canberra, Kylie Minogue, convict, Captain Cook, Cate Blanchett; /g/ gold rush, great white shark, Gallipoli, Great Barrier Reef; /b/ Brisbane, barbie, Barossa Valley, boomerang; /m/ minerals, mining, melting pot; /s/ Sydney, soap opera, Sydney Opera House; /d/ didgeridoo, duck-billed platypus, drought; /p/ Pacific Ocean, pom; /f/ footy, forest fire; /ʃ/ Shane Warne; /t/ transportation; /r/ rainforest; /w/ walkabout.

d) These words and phrases all end with a consonant sound (grouped by IPA sound): /t/ rainforest, walkabout, coast, melting pot, drought, convict, Cate Blanchett; /n/ Pacific Ocean, Brisbane, Shane Warne, transportation, immigration; /k/ Captain Cook, Outback, great white shark; /z/ Aboriginal Australians, minerals; /ŋ/ mining, boomerang; /s/ Sydney Opera House, duck-billed platypus; /d/ Queensland; /dʒ/ climate change; /g/ Kylie Minogue; /f/ Great Barrier Reef; /m/ pom; /ʃ/ gold rush.

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

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Talk a Lot

Australia

Discussion Words Question Sheet

words that have silent letters. The silent letters are shown in brackets. No doubt your students will be able to identify some more.

co [a]st, drou [gh]t, wa [l]kabout, Brisban [e], Q [u]eensland, Outba [c]k, koala bea [r], im [m]igration

9. Answers will vary.

10. There are many possible answers to this question; for example, “**drought**”, “**Sydney Opera House**”, “**Outback**”, and “**walkabout**” all contain the vowel sound /au/. Use the phonetic chart on p.18.6 of the **Talk a Lot Elementary Handbook** (available free from www.englishbanana.com/talkalot) 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) Shane Warne. b) barbie. c) drought. d) mining. e) coast. f) Sydney. g) transportation. h) great white shark. i) Brisbane. j) gold rush. k) pom.

2. a) The **famous people** are: Kylie Minogue, Cate Blanchett, Shane Warne, Captain Cook. b) The **places** are: Great Barrier Reef, Sydney, Pacific Ocean, Brisbane, Queensland, Outback, coast, Canberra, Uluru, Barossa Valley, Gallipoli, Sydney Opera House, rainforest. c) The **animals** are: duck-billed platypus, great white shark, emu, koala bear, kangaroo. d) The **historical terms** are: convict, transportation, immigration, gold rush, Captain Cook. (Note: see the *Discussion Words Glossary* for a brief summary of each one, or find out more online or at your local library.)

3. Barossa Valley.

4. i) a) Words and phrases which have a weak stress schwa sound /ə/ on the 1st syllable: Gallipoli, Barossa Valley, Pacific Ocean. b) Words and phrases which have a weak stress schwa sound /ə/ on the 2nd syllable: boomerang, walkabout, climate change, kangaroo, didgeridoo, forest fire, Queensland, minerals, Canberra, Brisbane, Aboriginal Australians, Uluru. c) Words and phrases which have a weak stress schwa sound /ə/ on the 3rd syllable: koala bear, Canberra, soap opera, Gallipoli. d) Words and phrases which have a weak stress schwa sound /ə/ on the 4th syllable: Sydney Opera House, transportation, immigration. e) Phrases which have a weak stress schwa sound /ə/ on the 5th syllable: Aboriginal Australians, Pacific Ocean. ii) 20 words and phrases don't have a weak stress schwa sound: Cate Blanchett, Sydney, footy, great white shark, mining, barbie, Outback, emu, Shane Warne, coast, Kylie Minogue, drought, duck-billed platypus, melting pot, convict, Captain Cook, pom, gold rush, rainforest, Great Barrier Reef.

5. a) Answers will vary. b) Answers will vary. Sample answer: the **duck-billed platypus** can live on land and underwater; the blockbuster film “Jaws” was about a **great white shark**; the **emu** is the second-largest bird in the world, after the ostrich; the **koala bear** is not actually a bear, but rather a marsupial, which is a kind of mammal; a baby **kangaroo** is known as a “joey”, and is kept in a protective pouch on the front of the mother's body. c) The great white shark, emu, and kangaroo cannot move backwards.

Note: the duck-billed platypus, emu, koala bear, and kangaroo are all unique to Australia, and don't occur naturally in any other country, while the great white shark can be found in temperate waters around the world.

6. melting pot.

7. a) footy (football). b) Uluru. c) coast. d) immigration. e) boomerang. f) mining. g) great white shark.

8. pom.

9. minerals.

10. transportation.

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Talk a Lot

Australia – Which states would you visit?

Student A

Ask and answer questions to complete the gaps, and find out information about four of Australia's six states. You're looking forward to having a holiday in Australia, but you only have time to visit two states. Which states would you visit, and in what order? Why?

	Queensland	Western Australia
Population / Area / Capital City		2.3 million / 2.6m km ² / Perth
Landscape / Climate		
Top Tourist Attractions	Gold Coast; Great Barrier Reef	
Famous People	Steve Irwin – crocodile hunter	Rolf Harris – artist and TV presenter
Historical Fact		in 1893 a gold rush began at Kalgoorlie
Website (for more information)	http://www.tq.com.au/	
Min. Temp. in June / December	11°C / 20°C	10°C / 16°C
Nickname / Time Zone		

	Tasmania	New South Wales
Population / Area / Capital City	502,600 / 90,758 km ² / Hobart	
Landscape / Climate		mountainous; coastal / arid; temperate
Top Tourist Attractions	Cataract Gorge; Port Arthur	Blue Mountains; Bondi Beach
Famous People		
Historical Fact	first settled 40,000 years ago	founded in 1788 as a British penal colony
Website (for more information)		
Min. Temp. in June / December		
Nickname / Time Zone	Apple Isle / UTC+10 AEST	Premier State / UTC+10 AEST

Note: AEST = Australian Eastern Standard Time; AWST = Australian Western Standard Time

Student B

Ask and answer questions to complete the gaps, and find out information about four of Australia's six states. You're looking forward to having a holiday in Australia, but you only have time to visit two states. Which states would you visit, and in what order? Why?

	Queensland	Western Australia
Population / Area / Capital City	4.4 million / 1.9m km ² / Brisbane	
Landscape / Climate	tropical; coastal / hot and sunny	desert; coastal / hot and dry
Top Tourist Attractions		surf the Indian Ocean; Penguin Island
Famous People		
Historical Fact	named after Queen Victoria	
Website (for more information)		http://www.westernaustralia.com
Min. Temp. in June / December		
Nickname / Time Zone	Sunshine State / UTC+10 AEST	Wildflower State / UTC+8 AWST

	Tasmania	New South Wales
Population / Area / Capital City		7.1 million / 809,444 km ² / Sydney
Landscape / Climate	rainforest; farmland / cool; wet	
Top Tourist Attractions		
Famous People	Errol Flynn – 1930s movie star	Toni Collette – award-winning actress
Historical Fact		
Website (for more information)	http://www.discovertasmania.com/	http://www.visitnsw.com/
Min. Temp. in June / December	5°C / 11°C	9°C / 17°C
Nickname / Time Zone		

Note: AEST = Australian Eastern Standard Time; AWST = Australian Western Standard Time

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Talk a Lot

Australia

Information Exchange

Answers

Australia – Which states would you visit?

Task: "Ask and answer questions to complete the gaps, and find out information about four of Australia's six states. You're looking forward to having a holiday in Australia, but you only have time to visit two states. Which states would you visit, and in what order? Why?"

	Queensland	Western Australia
Population / Area / Capital City	4.4 million / 1.9m km ² / Brisbane	2.3 million / 2.6m km ² / Perth
Landscape / Climate	tropical; coastal / hot and sunny	desert; coastal / hot and dry
Top Tourist Attractions	Gold Coast; Great Barrier Reef	surf the Indian Ocean; Penguin Island
Famous People	Steve Irwin – crocodile hunter	Rolf Harris – artist and TV presenter
Historical Fact	named after Queen Victoria	in 1893 a gold rush began at Kalgoorlie
Website (for more information)	http://www.tq.com.au/	http://www.westernaustralia.com
Min. Temp. in June / December	11°C / 20°C	10°C / 16°C
Nickname / Time Zone	Sunshine State / UTC+10 AEST	Wildflower State / UTC+8 AWST

	Tasmania	New South Wales
Population / Area / Capital City	502,600 / 90,758 km ² / Hobart	7.1 million / 809,444 km ² / Sydney
Landscape / Climate	rainforest; farmland / cool; wet	mountainous; coastal / arid; temperate
Top Tourist Attractions	Cataract Gorge; Port Arthur	Blue Mountains; Bondi Beach
Famous People	Errol Flynn – 1930s movie star	Toni Collette – award-winning actress
Historical Fact	first settled 40,000 years ago	founded in 1788 as a British penal colony
Website (for more information)	http://www.discovertasmania.com/	http://www.visitnsw.com/
Min. Temp. in June / December	5°C / 11°C	9°C / 17°C
Nickname / Time Zone	Apple Isle / UTC+10 AEST	Premier State / UTC+10 AEST

Note: AEST = Australian Eastern Standard Time; AWST = Australian Western Standard Time

"Which states would you visit, and in what order? Why?" Answers will vary. When they have completed filling the gaps, students should discuss which states they would visit, and in what order. They should produce appropriate reasons for their choices – why they would choose one state rather than another, and why they have chosen the order that they have. For example: "I would explore Tasmania first, because I want to see the historic Port Arthur Penitentiary. After that I would need to relax and unwind, so I'd travel to Western Australia for surf, sand, and shopping..." Or... "I wouldn't visit Queensland, because I don't like tropical heat..." [etc.]

Sample Questions

What is the population of _____?

What is the area of _____?

What's the capital city of _____?

What kind of landscape does _____ have?

What's the climate like in _____?

Tell me some of the top tourist attractions in _____.

Have any famous people been born in _____?

Do any famous people come from _____?

Tell me a historical fact about _____.

Which website could I visit for more information about _____?

What is the minimum temperature in _____ in June [or December]?

What is _____'s nickname?

What time zone is _____ in?

Sample Answers

The population of _____ is _____ people.

_____ kilometres squared.

The capital city of _____ is _____.

_____.

It can be _____.

You could visit _____.

Yes, _____, the _____, was born in _____.

Yes, _____ comes / came from _____.

_____.

Try _____.

It's _____ degrees Celsius.

_____ 's nickname is _____.

_____.

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Talk a Lot

Australia

Information Exchange

Examples

What is the population of Queensland?
What's the climate like in Western Australia?
Do any famous people come from Tasmania?

The population of Queensland is 4.4 million people.
It can be hot and dry.
Yes, Errol Flynn, the 1930s movie star, came from Tasmania.

What is New South Wales's nickname?

New South Wales's nickname is the Premier State.

[etc.]

Extension: you could try to encourage some comparative/superlative questions and sentences too, for example:

Which is the largest state by area?
Which state has the smallest population?
Which state is warmer than New South Wales in summer (December)?

Western Australia is...
Tasmania has...
Queensland is...

[etc.]

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Talk a Lot

Australia

Multi-Purpose Text

The Flyer (Original Text)

Line

1 One day in August Dennis was walking around the city centre aimlessly with his
2 girlfriend Linda. "Two weeks' break, but no money to *do* anything!" he complained.
3 Just then Linda picked up a brightly-coloured flyer. "Guaranteed trip to Australia!" she
4 read carefully, "Calls cost a pound..." Dennis sprang into action. "Come on, Linda!
5 Get your phone out and let's get dialling!" After listening to a recorded message about
6 the delights of Australia for ten minutes, both of their calls came to an end. They were
7 disappointed to be told that they hadn't won the trip "on this occasion", but that they
8 should "call again" – and often – to have another chance of winning. Neither of them
9 had a lot of credit left on their mobiles, so Dennis suggested: "Let's get me dad's
10 phone. It'll be amazing to go Down Under!" They found Rob's phone and made a
11 couple more calls, but each time they were unlucky. Then they tried from Dennis's
12 home phone, and after that from Linda's grandma's mobile, but no joy. "I'm getting
13 bored listening to all that going on about Australia!" commented Linda. Dennis
14 agreed, but they both fancied a luxury holiday in the sun, so they kept on calling,
15 asking everyone they knew whether they could use their phones: "Just for a minute –
16 and we'll pay you back!" By the end of the day they had heard the same message
17 twenty-seven times. It was then that Linda read the small print on the back of the
18 flyer. "It says here calls cost a quid..." "Right," agreed Dennis. "But it's a pound a
19 minute, Dennis!" Dennis's face turned purple. Their holiday of a lifetime would have to
20 wait. The next day Dennis went back to the garage to put in some overtime.
(296 words)



The Flyer (Text with 20 Differences)

One day in August Dennis was **1. talking (walking)** around the city centre aimlessly with his girlfriend Linda. "Two weeks' break, but no money to *do* anything!" he **2. trained (complained)**. Just then Linda picked up a brightly-coloured flyer. "Guaranteed trip to Australia!" she read **3. caringly (carefully)**, "Calls cost a pound..." Dennis sprang into action. "Come on, Linda! Get your phone out and let's get dialling!" After **4. listing (listening)** to a recorded message about the delights **5. off (of)** Australia for ten minutes, both of their calls came to an end. They were disappointed to be **6. bold (told)** that they hadn't won the trip "on this occasion", but that they should "call again" – and often – to have another chance of **7. winging (winning)**. Neither of them had a lot of credit left on their mobiles, so Dennis suggested: "Let's get me dad's phone. It'll be **8. crazy (amazing)** to go Down Under!" They found Rob's **9. foam (phone)** and made a couple more calls, but each time they were unlucky. Then they tried **10. fun (from)** Dennis's home phone, and after that from Linda's grandma's mobile, but no joy. "I'm getting **11. bought (bored)** listening to all that going on about Australia!" commented **12. limber (Linda)**. Dennis agreed, but they both fancied a luxury **13. corridor (holiday)** in the sun, so they kept **14. an (on)** calling, asking everyone they knew whether they could use their phones: "Just for a minute – and we'll pay you back!" By the **15. bend (end)** of the day they had heard the **16. sane (same)** message twenty-seven times. It was then that Linda read the **17. ball (small)** print on the back of the flyer. "It says here calls **18. lost (cost)** a quid..." "Right," agreed Dennis. "But it's a pound a minute, Dennis!" Dennis's face turned purple. **19. Dare (Their)** holiday of a lifetime would **20. had (have)** to wait. The next day Dennis went back to the garage to put in some overtime.

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Talk a Lot

Australia

Multi-Purpose Text

The Flyer (Gap-Fill – Verbs)

One day in August Dennis was 1. _____ around the city centre aimlessly with his girlfriend Linda. "Two weeks' break, but no money to *do* anything!" he 2. _____. Just then Linda 3. _____ a brightly-coloured flyer. "Guaranteed trip to Australia!" she read carefully, "Calls cost a pound..." Dennis sprang into action. "Come on, Linda! 4. _____ your phone out and let's get dialling!" After listening to a recorded message about the delights of Australia for ten minutes, both of their calls 5. _____ to an end. They were disappointed to be 6. _____ that they hadn't won the trip "on this occasion", but that they should "call again" – and often – to have another chance of winning. Neither of them 7. _____ a lot of credit left on their mobiles, so Dennis 8. _____: "Let's get me dad's phone. It'll be amazing to go Down Under!" They 9. _____ Rob's phone and made a couple more calls, but each time they were unlucky. Then they tried from Dennis's home phone, and after that from Linda's grandma's mobile, but no joy. "I'm 10. _____ bored listening to all that going on about Australia!" commented Linda. Dennis agreed, but they both 11. _____ a luxury holiday in the sun, so they kept on calling, asking everyone they knew whether they could use their phones: "Just for a minute – and we'll 12. _____ you back!" By the end of the day they had heard the same message twenty-seven times. It was then that Linda 13. _____ the small print on the back of the flyer. "It says here calls cost a quid..." "Right," agreed Dennis. "But it's a pound a minute, Dennis!" Dennis's face 14. _____ purple. Their holiday of a lifetime would have to wait. The next day Dennis went back to the garage to 15. _____ some overtime.



The Flyer (Multiple Choice – Use of English)

One day in August Dennis 1. **a) will, b) was, c) were** walking around the city centre aimlessly with his girlfriend Linda. "Two weeks' break, but no money to *do* anything!" he 2. **a) says, b) moaning, c) complained**. Just then Linda picked 3. **a) up, b) out, c) down** a brightly-coloured flyer. "Guaranteed trip to Australia!" she read carefully, "Calls cost a pound..." Dennis sprang 4. **a) in, b) into, c) onto** action. "Come on, Linda! Get your phone out and let's get dialling!" 5. **a) When, b) After, c) While** listening to a recorded message about the delights of Australia for ten minutes, both of their calls came to an end. They were 6. **a) disappointed, b) thrilled, c) happy** to be told that they hadn't won the trip "on this occasion", but that they should "call again" – and often – to have another chance of winning. Neither of them had a 7. **a) load, b) little, c) lot** of credit left on their mobiles, so Dennis suggested: "Let's get me dad's phone. It'll be amazing to go Down Under!" 8. **a) They, b) We, c) Her** found Rob's phone and made a couple more calls, but each time they were unlucky. Then they tried from Dennis's home phone, and after that from Linda's grandma's mobile, 9. **a) and, b) so, c) but** no joy. "I'm getting bored listening to all that going on about Australia!" commented Linda. Dennis agreed, but they both fancied a luxury holiday in the 10. **a) sunny, b) sun, c) cold**, so they kept on calling, asking everyone they knew whether they could use their phones: "Just for a minute – and we'll 11. **a) paying, b) paid, c) pay** you back!" By the end of the day they 12. **a) had, b) has, c) have** heard the same message twenty-seven times. It was then that Linda read the small print on the back of the flyer. "It 13. **a) tells, b) says, c) saying** here calls cost a quid..." "Right," agreed Dennis. "But it's a pound 14. **a) a, b) one, c) the** minute, Dennis!" Dennis's face turned purple. Their holiday of a lifetime would have to wait. The next day Dennis went 15. **a) into, b) for, c) back** to the garage to put in some overtime.

Talk a Lot

Australia

Multi-Purpose Text

The Flyer (Comprehension Questions)

1. Where did Dennis and Linda want to go?
2. Who had a very short summer holiday?
3. How much did each phone call cost?
4. What is the name of Linda's boyfriend?
5. Which nickname for Australia does Dennis use?
6. How did Dennis feel when he found out the full cost of the calls?
7. How many times did they phone the number on the flyer?
8. Who is Rob?
9. What did the small print say?
10. What is the name of Dennis's girlfriend?
11. Where were they walking aimlessly?
12. What did Linda find?
13. What season was it?
14. How much money did they spend on the phone calls in total?
15. How many times did they call the number from Rob's phone?
16. What were Dennis and Linda doing at the beginning of the story?
17. What did Linda read after making the phone calls?
18. Why did they phone the number on the flyer so many times?
19. When did the story take place.
20. How much holiday did Dennis have?
21. What did they hear when they dialled the number on the flyer?
22. How much did they owe by the end?
23. Where does Dennis work?
24. Why didn't they win a trip to Australia?
25. Whose grandma's mobile did they use?
26. What did Linda and Dennis fancy?
27. Did they use Linda's grandma's mobile before Dennis's dad's, or after?
28. Why was Dennis complaining at the beginning of the story?
29. Why did Dennis have to go back to work?
30. How much is a "quid"?

-----✂-----

The Flyer (True, False, or Unknown?)

1. Dennis had two weeks' holiday.
2. Dennis is taller than Linda.
3. They were on their way to the train station when Linda picked up the flyer.
4. Dennis found the flyer and gave it to Linda.
5. They didn't ask for Rob's permission to use his phone.
6. They didn't read the terms and conditions on the flyer properly.
7. Dennis's girlfriend is called Leila.
8. Dennis felt embarrassed when he got to work the next day.
9. Each call cost one pound.
10. Dennis had to work extra hours to pay for the phone calls.
11. Linda is going out with Dennis.
12. Rob was angry when he found out what had happened.
13. They wanted to win a trip to Australia.
14. At the beginning of the story Dennis and Linda were at the bank.
15. They heard the message twenty times.
16. Dennis's phone is a three-year-old Nokia.
17. The calls were expensive.
18. Linda didn't have a mobile.
19. Linda picked up the flyer and read the small print on the back.
20. Dennis and Linda have fallen for this kind of phone scam before.
21. Linda has got brown hair.
22. They didn't go on a holiday of a lifetime.
23. Linda and Dennis had been on holiday together a few months before.
24. At the beginning of the story Dennis and Linda had nothing to do.
25. Linda's grandma let them use her phone.
26. Dennis was pleased when he found out the true cost of the calls.
27. Dennis and Linda used up all the credit on their phones.
28. Linda is hoping to buy a new phone before the autumn.
29. Dennis encouraged Linda to call the number on the flyer.
30. Dennis and Linda were right to do what they did.

Talk a Lot

Australia

Multi-Purpose Text

Glossary of New Words

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

1. **flyer** (*noun*: leaflet advertising something) _____
2. **to spring into action** (*verb phrase*: to start doing sth. suddenly) _____
3. **to get dialling** (*verb phrase*: to make a phone call immediately) _____
4. **delights** (*noun*: attractions) _____
5. **“on this occasion”** (*adverbial*: this time) _____
6. **credit** (*noun*: money paid for making phone calls but not used yet) _____
7. **“me dad’s phone”** (*noun phrase*: “my dad’s phone” – Dennis uses slang) _____
8. **Down Under** (*place*: a common nickname for Australia) _____
9. **home phone** (*noun phrase*: a phone that is plugged into the wall at home) _____
10. **“no joy”** (*expression*: sth. doesn’t work out how you would like) _____
11. **“all that going on about Australia”** (*phrase*: Linda can’t find the right words to say. She means that she is fed up with listening to the recorded message about Australia) _____
12. **to fancy** (*verb*: to wish for) _____
13. **the small print** (*noun phrase*: the terms and conditions printed on an advert or competition) _____
14. **holiday of a lifetime** (*noun phrase*: a very special and expensive holiday) _____
15. **to put in some overtime** (*phrasal verb*: to work extra hours) _____

Answers

The Flyer (Gap-Fill – Verbs)

- | | | |
|---------------|--------------|-------------|
| 1. walking | 6. told | 11. fancied |
| 2. complained | 7. had | 12. pay |
| 3. picked up | 8. suggested | 13. read |
| 4. Get | 9. found | 14. turned |
| 5. came | 10. getting | 15. put in |

The Flyer (Multiple Choice – Use of English)

- | | | |
|-------|--------|--------|
| 1. b) | 6. a) | 11. c) |
| 2. c) | 7. c) | 12. a) |
| 3. a) | 8. a) | 13. b) |
| 4. b) | 9. c) | 14. a) |
| 5. b) | 10. b) | 15. c) |

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Talk a Lot

Australia

Multi-Purpose Text

The Flyer (Comprehension Questions)

1. Australia.
2. Dennis.
3. Ten pounds – one pound per minute for ten minutes.
4. Dennis.
5. Down Under.
6. He turned purple, which suggests that he felt very angry and/or embarrassed.
7. Twenty-seven.
8. Dennis's dad.
9. That each call costs one pound *per minute*, i.e. ten pounds each.
10. Linda.
11. Around the city centre.
12. A brightly-coloured flyer.
13. Summer.
14. Two hundred and seventy pounds (twenty-seven calls @ £10 each)
15. Twice (a *couple* of times).
16. Walking around the city centre aimlessly together.
17. The small print on the back of the flyer.
18. Because they wanted to win a trip to Australia.
19. In August.
20. Two weeks.
21. A recorded message about the delights of Australia.
22. Two hundred and fifty pounds (they used their own phones for the first two calls).
23. At a garage.
24. Because the competition was probably a scam (not genuine).
25. Linda's.
26. A luxury holiday in the sun.
27. After.
28. Because he didn't have any money to do anything during his holiday.
29. To earn money to pay everybody back for using their phone credit.
30. One pound.

The Flyer (True, False, or Unknown?)

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

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

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Talk a Lot

Australia

Discussion Questions

1. Have you ever been to Australia? If yes, tell me about it. If no, would you like to? What do you think of when you hear the word “Australia”?

2. Australia is the only country in the world that is also a whole continent! The landscape and climate are very varied, ranging from tropical in the north-east, to desert in the centre, and urban/beach at the coastal resorts. Tell me about the landscape and climate in *your* country. How does it compare?

3. Australia has some of the strangest animals in the world! Because of its island location, it was a closed ecosystem for millennia, and many exotic creatures developed there which are unique to Australia, such as the duck-billed platypus. Tell me about the weird and wonderful wildlife in *your* country.

4. Australia is home to some of the world’s most famous people, including actors, like Cate Blanchett and Russell Crowe, and sports stars, such as Shane Warne. Tell me about famous people from *your* country.

5. One of the biggest issues facing Australia today is climate change. How has *your* country been affected by this phenomenon, and what are *you* doing to help reduce the impact of climate change?

6. When you go on holiday are you a tourist or a traveller?
What are the main differences between each kind of visitor?

7. In Australia there is a tradition, handed down by Aboriginal Australians, to “go walkabout” – which means to go travelling for an extended period of time. Would you give up your education or work for a year and go travelling? Why? / Why not? Where would you like to visit? How would you kill time?

8. Are you a fan of Australian culture? Have you ever had any problems understanding the Australian accent? Do you know any Australian slang?

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Talk a Lot

Australia

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. Australia is a great country.	<input type="checkbox"/>	<input type="checkbox"/>
2. My country is very different from Australia.	<input type="checkbox"/>	<input type="checkbox"/>
3. <i>"My favourite thing is to go where I've never been."</i> – Diane Arbus	<input type="checkbox"/>	<input type="checkbox"/>
4. I'll never be able to visit Australia, because it's too far away.	<input type="checkbox"/>	<input type="checkbox"/>
5. Australia is a land of incredible contrasts.	<input type="checkbox"/>	<input type="checkbox"/>
6. Tourists do more harm than good to the places that they visit.	<input type="checkbox"/>	<input type="checkbox"/>
7. Australia is "the promised land" for many foreigners.	<input type="checkbox"/>	<input type="checkbox"/>
8. <i>"Travelling makes a man wiser, but less happy."</i> – Thomas Jefferson	<input type="checkbox"/>	<input type="checkbox"/>
9. I wish I lived in Australia.	<input type="checkbox"/>	<input type="checkbox"/>
10. I would be too scared to "go walkabout" in the Australian Outback.	<input type="checkbox"/>	<input type="checkbox"/>
11. <i>"The traveller sees what he sees, the tourist sees what he has come to see."</i> – G. K. Chesterton	<input type="checkbox"/>	<input type="checkbox"/>
12. Flying to Australia would be really bad for my carbon footprint!	<input type="checkbox"/>	<input type="checkbox"/>
13. <i>"The whole object of travel is not to set foot on foreign land; it is at last to set foot on one's own country as a foreign land."</i> – G. K. Chesterton	<input type="checkbox"/>	<input type="checkbox"/>
14. When I go on holiday, I'm more of a traveller than a tourist.	<input type="checkbox"/>	<input type="checkbox"/>
15. If you're prepared to work hard, you can do alright in Australia.	<input type="checkbox"/>	<input type="checkbox"/>
16. Australia is just a great big desert.	<input type="checkbox"/>	<input type="checkbox"/>

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Talk a Lot

Australia

Role Plays

1. “This is for Pru in Woolloomooloo!”

Place: A travel agent's
Time: 10.34 am
Characters: You and a rather bizarre travel agent
Situation: You want to book a return flight to Perth in Western Australia to visit your sister, who you haven't seen for four years. You'd also like to book a three- or four-star hotel for twenty nights, and hire a rental car...

Scenes: i) Tell the travel agent your plans and ask them to arrange your flight, accommodation, and car. The travel agent – who behaves quite oddly throughout – takes your payment and promises to mail you your tickets
ii) A few days later, you receive your tickets, but the travel agent has booked you two weeks in Woolloomooloo – a docklands suburb of Sydney, New South Wales – on the other side of Australia. Go back to complain. The travel agent explains that their ex-wife, Pru, lives in Woolloomooloo, and begs you to take them a package (ten blue cotton handkerchiefs)
iii) You decide to be philosophical about the mix-up and agree to take the package to Woolloomooloo. When you return to your country, you rush back to the travel agent's with an urgent, shocking message from their relative...

If there are three people in the group, the third character could be:

- a) *The travel agent's ex-wife, Pru from Woolloomooloo*
- b) *Your sister, who is disappointed that you went to Sydney rather than Perth*

2. “Have I told you my dingo stories?”

Place: A remote part of the Australian Outback
Time: A starry night. 1.26 am
Characters: You and a colleague
Situation: Your work has organised a team-building walking expedition in the Outback where you have to carry all of your own kit and make a camp every night beneath the stars. The rest of your colleagues are fast asleep, except one...

Scenes: i) Remind your colleague of the time when you once fought off an aggressive dingo. Your colleague is sceptical, but can't sleep, due to insomnia
ii) A few minutes later: recall a tall tale about how you once witnessed a dingo killing an elephant at a safari park in New Delhi. Your colleague tries to sleep
iii) Your colleague has finally got to sleep. However, you suddenly notice a pack of wild dingoes approaching your camp. You try to wake your colleague, but they find it hard to believe your stories, and would much rather sleep...

If there are three people in the group, the third character could be:

- a) *Another colleague, who is allergic to absolutely everything in the Outback*
- b) *A grizzled old Bushman, who is an expert at rounding up pesky dingoes*

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Talk a Lot

Australia

Role Plays

Role Play Extensions

Here are some additional situations for students to use as starting points for new role plays based on the topic of "Australia":

----- ✂ -----

Australia

1. It's your first day at work on a popular Australian soap opera. You are a famous soap actor and you believe that you will be the number one actor on the show. However, you meet another actor, who is also starting work there today. You're very jealous of this actor because they have had parts in successful Hollywood movies, and you haven't. First speak to the director about getting a bigger part in the soap than your rival. Use your influence as a well-known soap star to persuade them. Next speak to the lighting designer and camera operator about making yourself look slimmer on camera than your rival. Offer them a few dollars to make it worth their while. Finally, speak to the make-up artist about your rival. Offer them the use of your luxury yacht if they will make your rival appear less tanned than you...

2. You are on a boring coach trip in the Australian Outback with a large party of tourists. You stop at a small town by a creek where everybody is shown how to pan for gold. A few people find very small nuggets of unrefined gold, and everybody gets very excited. Suddenly you uncover a huge gold nugget that weighs about 2 kg. Your dilemma is how to get it back onto the coach without anybody else noticing it. First, the tour group leader wanders over to see how you're getting on; then a nosy middle-aged tourist wants to borrow your shovel; and finally one of the locals from a nearby watering hole comes over to invite everybody for a drink. Whatever happens, don't let anybody else get your gold!

----- ✂ -----

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Talk a Lot

_____ / Australia

Vocabulary Test

First Language

English

kangaroo

rainforest

mining

drought

coast

duck-billed platypus

forest fire

climate change

melting pot

gold rush

Pacific Ocean

soap opera

great white shark

footy

koala bear

emu

convict

minerals

immigration

boomerang

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Talk a Lot

Lesson Test – Australia

A) Write the number of syllables in each word or phrase in the boxes below:

boomerang	climate change	transportation	Queensland	Kylie Minogue	Brisbane
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
didgeridoo	Pacific Ocean	pom	rainforest	emu	gold rush
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

B) Each starting sentence below contains two errors. Circle the errors and correct them:

1. We was climbing down Sydney Harbour Bridge, when Alison slipped and twisted her angle.
2. Jonathan often say that Sydney is the most perfect place in earth.
3. Kelly went wine tasting in Barossa Valley next Friday with her mates Gavin.
4. After Canberra we'll flight straight two Brisbane.

C) Write 8 words or phrases connected with Australia in alphabetical order, and translate them into your language. Do not include words or phrases from question A):

Complete the sentence blocks:

D) Verb Form: _____

- Darren has to write an assignment about injured kangaroos.
- 1. _____ does Darren have to write an assignment about?
- Injured 2. _____.
- 3. _____ Darren have to write an assignment about injured kangaroos?
- 4. _____, he does.
- Does Darren 5. _____ write an assignment about boomerangs through the ages?
- No, he 6. _____. Darren doesn't have to write an assignment about boomerangs through the ages.

E) Verb Form: _____

- If the footy match is cancelled, we'll have a barbie instead!
- When 7. _____ we have a barbie?
- If the footy match 8. _____ cancelled.
- Will 9. _____ have a barbie if the footy match is cancelled?
- Yes, we 10. _____.
- 11. _____ we have a barbie if the footy match goes ahead?
- 12. _____, we won't. We won't have a barbie if the footy match goes ahead.

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Talk a Lot

Australia

Lesson Test

Answers

A) boomerang (3); climate change (3); transportation (4); Queensland (2); Kylie Minogue (4); Brisbane (2).

didgeridoo (4); Pacific Ocean (5); pom (1); rainforest (3); emu (2); gold rush (2).

B) 1. We ~~was~~ **were** climbing down Sydney Harbour Bridge, when Alison slipped and twisted her ~~angle~~ **ankle**.

2. Jonathan often ~~say~~ **says** that Sydney is the most perfect place ~~in~~ **on** earth.

3. Kelly went wine tasting in Barossa Valley ~~next~~ **last** Friday with her ~~mates~~ **mate** Gavin.

4. After Canberra we'll ~~flight~~ **fly** straight ~~two~~ **to** Brisbane.

C) Answers will vary.

D) Verb form: modal verbs. 1. What. 2. kangaroos. 3. Does. 4. Yes. 5. have to. 6. doesn't.

E) Verb form: first conditional. 7. will. 8. is. 9. we. 10. will. 11. Will. 12. No.

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Verb Forms Practice

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Talk a Lot

Present Simple

Sentence Blocks

1. Ala is an English student at the smallest language school in Toruń.

Where

2. My parents prefer classic comedies from the '80s, because they don't like special effects.

What kind

3. My granddad is in the Royal Hospital for a hip operation.

Why

4. I usually read a crime novel on the bus home.

What

5. Graham flies about three or four times a year.

How often

6. Ruby gets £6.55 per hour for working at the cinema.

How much

7. Debbie is British because she was born in England.

Why

8. The Foreign Secretary deals with foreign affairs.

Who

9. Danny checks his email account every morning.

How often

10. Jonathan often says that Sydney is the most perfect place on earth.

Who

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Talk a Lot

Present Continuous

Sentence Blocks

1. We're studying past perfect verbs after break.

When

2. Leo is in Hollywood writing the screenplay for a low-budget horror movie.

Where

3. Ryan is visiting his wife and new baby girl in the maternity ward.

Who

4. Sheila and her grandson are driving to the library to renew their library books.

Where

5. Keith is flying economy class today, because he can't afford an upgrade.

Why

6. Roger is paying his gas bill and electricity bill at the post office.

Where

7. My grandparents are heading for Stonehenge this morning, before driving to Bristol in the afternoon.

When

8. We're going to a demonstration tomorrow, to support striking union members.

Where

9. Georgia is posting a status update on Facebook about her new dog.

Who

10. The team's getting some amazing photos of koala bears, because they're so tame.

Why

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Talk a Lot

Past Simple

Sentence Blocks

1. Leroy passed his exam last month because he did a lot of revision.

Why

2. Joe's friends saw a couple of award-winning films at the Odeon last weekend.

How many

3. Martyna's brother hit another patient at the A & E department on Friday evening.

Whose

4. John forgot to take his geography book to class on Tuesday.

When

5. Last year I bought some duty-free sunglasses from a little shop at the airport in Minsk.

What

6. A thief stole all my cash and credit cards, when I was mugged last Thursday.

When

7. In 1996 Kate Coleridge walked from Land's End to John o'Groats, to raise money for her local hospital.

Where

8. Tony voted Conservative in the last election, because they promised to bring down taxes.

Why

9. Gill emailed her parents some holiday photos yesterday.

What

10. Kelly went wine tasting in Barossa Valley last Friday with her mate Gavin.

Where

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Talk a Lot

Past Continuous

Sentence Blocks

1. Kenneth and Maria were writing the vowels and consonants of the English alphabet in their notebooks.

Who

2. Stacey was chatting up the projectionist just before the projector suddenly broke.

When

3. We were waiting to see a consultant for over two hours.

How long

4. We were browsing in the second-hand bookshop for more than half an hour.

How long

5. Lea and Buzz were going through customs when they were stopped by two armed security guards.

When

6. Alfie was waiting at a busy cashpoint yesterday for ten minutes to make a withdrawal.

Why

7. Stewart was studying Scottish History at Oxford, when he discovered his passion for Gaelic.

When

8. Carl's brother was waiting to speak in the school debate.

What

9. Mariana was searching online for information about Barbados for two hours last night.

When

10. We were climbing down Sydney Harbour Bridge, when Alison slipped and twisted her ankle.

When

Talk a Lot

Present Perfect

Sentence Blocks

1. I've finished both of my assignments.

How many

2. Alice has downloaded fifteen films from the internet this month.

Who

3. I've worked as a porter at this hospital since 1987.

Where

4. Erica has translated twelve books into Spanish.

Who

5. Paul's just landed at Heathrow Airport.

Where

6. We've applied for a mortgage with our local bank.

What

7. Barbara's climbed in Snowdonia five times in the past decade.

How many

8. I've just briefed Sean on the phone about the campaign meeting.

Who

9. Janey has forgotten her password for Twitter again.

Which

10. Rickie has seen almost every single episode of *Neighbours*, since it began in 1985.

How many

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Talk a Lot

Modal Verbs

Sentence Blocks

1. Hayley has to do her homework before she goes to work tonight.

What

2. You must rent the latest Johnny Depp DVD – it's cool!

Why

3. The doctor must give me the correct diagnosis.

What

4. You can copy some of my ebooks later, if you want.

What

5. I could book a flight for me and Laura.

Who

6. Hannah and Matt should ask my accountant to help them with their tax return.

Who

7. You *have* to see Giant's Causeway before you leave.

What

8. The opposition should be a lot more critical of the government's plans for schools.

Which

9. You can change your home page by clicking the link on your browser.

How

10. Darren has to write an assignment about injured kangaroos.

What

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Talk a Lot

Future Forms

Sentence Blocks

1. Next week we're going to start Unit Three.

When

2. Daisy and her boyfriend are going to watch a romantic comedy at the cinema on Valentine's Day.

Where

3. The ambulance will be here in a minute.

When

4. Gerald Forster will sign five hundred copies of his latest thriller at Harold's Bookshop on Thursday 28th May.

How many

5. We're going to pay for priority boarding tomorrow, because we don't like to queue.

When

6. I'm going to take out part of my savings to invest in some shares on the stock market.

What

7. Chloe's latest exhibition will visit Cardiff in August.

Which

8. The polls open around the country in fifteen minutes.

When

9. Martin is going to contact his ISP, because his connection is too slow.

Why

10. After Canberra we'll fly straight to Brisbane.

Where

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Talk a Lot

First Conditional

Sentence Blocks

1. If Ali passes his speaking exam, he will move up to level five.

Which

2. If you buy the DVD boxset, you'll get the soundtrack on CD absolutely free.

What

3. If you have the blood test now, you'll get the results tomorrow.

What

4. If I remember the plot and characters of *War and Peace*, I'll probably pass the literature exam.

Which

5. If we use a different airline, we'll have an exciting stopover in Bangkok next Friday night.

What kind

6. If his salary goes up, Oscar will donate more money to charity.

What

7. If you enjoy sunsets, you'll love the Norfolk Broads at dusk.

What

8. If we don't speak out against the injustice in our society, things will get worse.

What

9. If Becca can't download the latest episode of "Doctor Who", she'll watch it on YouTube.

What

10. If the footy match is cancelled, we'll have a barbie instead!

What

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End of Course Oral Examination

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Talk a Lot

End of Course Oral Examination (Page 1)

Name: _____ Date: _____ Total # Marks: _____ /100

Question 1

Form the sentence block:

Gill emailed her parents some holiday photos yesterday.

Which photos did Gill email her parents yesterday?

Some holiday photos.

Did Gill email her parents some holiday photos yesterday?

Yes, she did.

Did Gill email her parents some *wedding* photos yesterday? (*Answers will vary*)

No, she didn't. Gill didn't email her parents some *wedding* photos yesterday.
(*Answers will vary*)

Which verb form is used in the starting sentence? (Answer: past simple) (8 marks)

Question 2

How popular is British culture – music, TV programmes, fashion – in your country? Are there any British songs in your music charts? Does culture from English-speaking countries generally add to or damage the native cultures of other countries?

(4 marks)

Question 3

Tell me ten different Politics words or phrases, e.g. government.

See page 285 for Politics vocabulary. (10 marks)

Question 4

Tell me two different Airport words or phrases that have:

a) 1 syllable

c) 3 syllables

b) 2 syllables

Answers will vary. See page 164 for Airport vocabulary. Suggested answers: a) gate, flight; b) airport, runway; c) holiday, check-in desk. (6 marks)

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Talk a Lot

End of Course Oral Examination (Page 2)

Question 5

Form the sentence block:

Carl's brother was waiting to speak in the school debate.

Whose brother was waiting to speak in the school debate?

Carl's brother was.

Was Carl's brother waiting to speak in the school debate?

Yes, he was.

Was Paul's brother waiting to speak in the school debate?

(Answers will vary)

No, he wasn't. Paul's brother wasn't waiting to speak in the school debate.

(Answers will vary)

Which verb form is used in the starting sentence? (Answer: past continuous) (8 marks)

Question 6

What do you think about your level of English? Are you happy with it? What do you need to improve? Why? How will you achieve your goal?

(4 marks)

Question 7

Tell me eight words or phrases connected with the internet, e.g. email.

See page 321 for Internet vocabulary. (8 marks)

Question 8

Tell me a word or phrase connected with Australia that...

a) has three syllables.

c) starts with a consonant sound.

b) is a slang word.

d) has a silent letter.

Answers will vary. See page 359 for Australia vocabulary. Suggested answers: a) kangaroo; b) footy; c) minerals; d) koala bea [r]. (4 marks)

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Talk a Lot

End of Course Oral Examination (Page 3)

Question 9

Form the sentence block:

We're going to pay for priority boarding tomorrow, because we don't like to queue.

Why are you going to pay for priority boarding tomorrow?

Because we don't like to queue.

Are you going to pay for priority boarding tomorrow, because you don't like to queue?

Yes, we are.

Are you going to pay for priority boarding tomorrow, because *you always have priority boarding*?
(Answers will vary)

No, we aren't. We aren't going to pay for priority boarding tomorrow, because *we always have priority boarding*.
(Answers will vary)

Which verb form is used in the starting sentence? (Answer: future forms)

(8 marks)

Question 10

Tell me two places from each of the four countries in the UK.

See page 251 for places in the UK listed by country. (8 marks)

Question 11

What is the biggest decision you have ever had to make? How did you tackle the problem? Did anybody help you? What happened?

(4 marks)

Question 12

Tell me whether these Hospital words end with a vowel sound or a consonant sound:

a) operation b) maternity c) wheelchair d) doctor

Answer: a) consonant sound; b) vowel sound; c) vowel sound; d) vowel sound.

(4 marks)

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Talk a Lot

End of Course Oral Examination (Page 4)

Question 13

Form the sentence block:

Erica has translated twelve books into Spanish.

How many books has Erica translated into Spanish?

Twelve.

Has Erica translated twelve books into Spanish?

Yes, she has.

Has Erica translated *eleven* books into Spanish?

(Answers will vary)

No, she hasn't. Erica hasn't translated *eleven* books into Spanish.

(Answers will vary)

Which verb form is used in the starting sentence? (Answer: present perfect) (8 marks)

Question 14

How many vowel sounds has each Internet word got?

a) username

b) download

c) spam

d) advertising

Answer: a) three; b) two; c) one; d) four.

(4 marks)

Question 15

If a film was made of your life, who would star as you? Who would direct it? Would it be a drama, a comedy, an action adventure, or a horror film? What would be the most important events in the plot? Why?

(4 marks)

Question 16

Tell me eight different words or phrases connected with money, e.g. millionaire.

See page 202 for Money vocabulary. (8 marks)

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Talk a Lot

Elementary 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:

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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

Sentence Block Verbs from Elementary Book 3

All of the verbs below are used to form sentence blocks in this book. How many do you know? Write down a translation in your first language for each verb:

AFFORD	_____	INVEST IN	_____
APPLY FOR	_____	LAND	_____
ASK	_____	LEAVE	_____
BE	_____	LIKE	_____
BE BORN	_____	LOVE	_____
BE CANCELLED	_____	MAKE	_____
BE MUGGED	_____	MOVE UP	_____
BE STOPPED	_____	MUST	_____
BEGIN	_____	OPEN	_____
BOOK	_____	PASS	_____
BREAK	_____	PAY	_____
BRIEF	_____	PAY FOR	_____
BRING DOWN	_____	POST	_____
BROWSE	_____	PREFER	_____
BUY	_____	PROMISE	_____
CAN / COULD	_____	QUEUE	_____
CHANGE	_____	RAISE MONEY	_____
CHAT UP	_____	READ	_____
CHECK	_____	REMEMBER	_____
CLICK	_____	RENEW	_____
CLIMB	_____	RENT	_____
CONTACT	_____	SAY	_____
COPY	_____	SEARCH	_____
DEAL WITH	_____	SEE	_____
DISCOVER	_____	SHOULD	_____
DO	_____	SIGN	_____
DONATE	_____	SLIP	_____
DOWNLOAD	_____	SPEAK	_____
DRIVE	_____	SPEAK OUT	_____
EMAIL	_____	START	_____
ENJOY	_____	STEAL	_____
FINISH	_____	STUDY	_____
FLY	_____	SUPPORT	_____
FORGET	_____	TAKE	_____
GET	_____	TAKE OUT	_____
GET WORSE	_____	TRANSLATE	_____
GIVE	_____	TWIST	_____
GO	_____	USE	_____
GO THROUGH	_____	VISIT	_____
GO UP	_____	VOTE	_____
GOING TO	_____	WAIT	_____
HAVE	_____	WALK	_____
HAVE TO	_____	WATCH	_____
HEAD FOR	_____	WILL	_____
HELP	_____	WORK	_____
HIT	_____	WRITE	_____

Talk a Lot

Discussion Words from Elementary Book 3

A & E	/eɪ.jə'ni/	break	/breɪk/
Aberdeen	/æ.bə'di:n/	Brick Lane	/brɪk'leɪn/
Aboriginal Australians	/æ.bə.rɪ.dʒɪ.nə.lə'streɪ.lɪənz/	Brisbane	/'brɪz.bən/
accident	/'æk.sɪ.dənt/	Bristol	/'brɪs.təl/
account	/ə'kaʊnt/	broken arm	/brəʊ.kə'nɑ:m/
accountant	/ə'kaʊn.tənt/	browser	/'braʊ.zə/
action	/'æk.ʃn/	budget airline	/bʌdʒ.ɪ'p'eɪ.laɪn/
actor	/'æk.tə/	business class	/'bɪz.nɪs.klɑ:s/
actress	/'æk.trəs/	Cambridge	/'keɪm.brɪdʒ/
adjective	/'ædʒ.ɪv.ɪv/	Canberra	/'kæm.bə.rə/
advertising	/'æd.vɪ.tar.ɪzɪŋ/	Captain Cook	/kæp.tɪn'kʊk/
aeroplane	/'eə.rə.pleɪn/	Cardiff	/'kɑ:dɪf/
airline	/'eə.laɪn/	Cardigan Bay	/kɑ.dɪ.gən'beɪ/
airport	/'eə.pɔ:t/	cash	/kæʃ/
alphabet	/'æɫ.fə.βet/	cashpoint	/'kæʃ.pɔɪnt/
Alton Towers	/ɒl.tən'taʊ.wəz/	Cate Blanchett	/keɪ'teɪ'blæn.tʃɪt/
ambulance	/'æm.bjʌ.lənts/	change	/tʃeɪndʒ/
anaesthetic	/æn.əs'θe.tɪk/	chapter	/'tʃæp.tə/
anarchist	/'æn.ə.kɪst/	character	/'kæ.rə.k.tə/
animation	/æn.ɪ'meɪ.ʃn/	charity	/'tʃær.ɪ.ti/
answer	/'ɑ:n.sə/	chat	/tʃæt/
appointment	/ə'pɔɪm.mənt/	check-in desk	/'tʃek.ɪn.desk/
arrivals	/ə'raɪ.vlɪz/	cheque	/tʃek/
attachment	/ə'tætʃ.mənt/	chequebook	/'tʃek.bʊk/
Australia	/ə'streɪ.lɪə/	children's book	/'tʃɪldrənz.bʊk/
author	/'ɔ:θə/	cinema	/'sɪn.ə.mə/
autobiography	/ɔ:ɪ.tə.baɪ'jɒg.rə.fi/	citizen	/'sɪt.ɪ.zən/
auxiliary verb	/ɔ:k'zɪl.jər.i.vɜ:b/	class	/klɑ:s/
award	/ə'wɔ:d/	classic	/'klæs.ɪk/
back cover	/bæk'kʌv.ə/	climate change	/'klaɪ.mətʃ.tʃeɪndʒ/
balance	/'bæl.ənts/	clinic	/'klɪ.nɪk/
bank	/bæŋk/	Clumber Park	/klʌm.bə'pɑ:k/
bank account	/'bæŋ.kə.kaʊnt/	coast	/kəʊst/
barbie	/'bɑ:bi/	coin	/kɔɪn/
Barossa Valley	/bə'rɒ.sə.væ.li/	comedy	/'kɒm.ə.di/
Belfast	/'bel.fɑ:st/	comment	/'kɒ.mənt/
benefits	/'ben.ɪ.fɪts/	connection	/kə'ne.kʃən/
bill	/bɪl/	Conservative Party	/kən'sɜ:və.tɪv.pɑ:ti/
biography	/baɪ'jɒg.rə.fi/	consonant	/'kɒn.sə.nənt/
blockbuster	/'blɒk.bʌs.tə/	constituency	/kən'stɪt.ju:wənt.si/
blood test	/'blʌd.test/	consultant	/kən'sʌl.tənt/
boarding pass	/'bɔ:d.ɪŋ.pɑ:s/	contents	/'kɒn.tənts/
book	/bʊk/	convict	/'kɒn.vɪkt/
bookshop	/'bʊk.ʃɒp/	cookie	/'kʊk.i/
boomerang	/'bu:mə.ræŋ/	corridor	/'kɒ.rɪ.dɔ:z/
Bournemouth	/'bɔ:n.məθ/	corruption	/kə'rʌp.ʃən/
box office	/'bɒk.ɒf.ɪs/	council	/'kaʊnt.səl/

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Discussion Words from Elementary Book 3

course	/kɔ:s/	fantasy	/'fæn.tə.si/
crash	/kræʃ/	fascism	/'fæ.ʃɪ.zm/
credit card	/'kred.ɪʔ.kɑ:d/	favorites	/'feɪ.vrəts/
crutch	/krʌtʃ/	fiction	/'fɪk.ʃn/
currency	/'kʌ.rən.t.si/	film	/fɪlm/
customs	/'kʌs.tmz/	flight	/flaɪt/
cyberspace	/'saɪ.bə.speɪs/	flight attendant	/'flaɪt.ə.ten.dnt/
debate	/dɪ'beɪt/	flop	/flɒp/
debit card	/'deb.ɪʔ.kɑ:d/	footy	/'fʊt.i/
debt	/det/	forest fire	/fɒ.rəs'faɪə/
decision	/dɪ'sɪ.ʒən/	forum	/'fɔ:.rəm/
democracy	/dɪ'mɒ.krə.si/	forward	/'fɔ:.wəd/
departure lounge	/dɪ'pɑ:.tʃə.laʊndʒ/	freedom	/'fri:.dəm/
deposit	/dɪ'pɒz.ɪt/	front cover	/frʌŋ'kʌv.ə/
destination	/des.tɪ'n'eɪ.ʃn/	Gallipoli	/gə'li.pə.li/
diagnosis	/daɪ.ək'nəʊ.sɪs/	gate	/geɪt/
dictator	/dɪk'teɪ.tə/	genre	/'ʒɑ:n.ə/
dictionary	/'dɪk.ʃn.ər.i/	Giant's Causeway	/dʒaɪəns'kɔ:z.weɪ/
didgeridoo	/dɪ.dʒə.ri'du:/	gold rush	/'gəʊl.drʌʃ/
director	/daɪ'rek.tə/	Google	/'gʊ:ɡəl/
doctor	/'dɒk.tə/	government	/'gʌ.və.mənt/
download	/'daʊn.ləʊd/	grammar	/'græ.mə/
drama	/'drɑ:mə/	Great Barrier Reef	/greɪʔ.bæ.rɪə'ri:f/
drip	/drɪp/	Great Britain	/greɪʔ'bri.tən/
drought	/draʊt/	great white shark	/greɪʔ.waɪʔ'ʃɑ:k/
duck-billed platypus	/dʌk.bɪl.'plæ.ti.pʊs/	Greenwich	/'ɡren.ɪtʃ/
duty-free	/dju:ti'fri:/	hacker	/'hæk.ə/
DVD	/di:vi:'di:/	Hadrian's Wall	/heɪ.drɪən'swɔ:l/
DVD player	/di:vi:'di:pleɪ.jə/	hardback	/'hɑ:d.bæk/
ebook	/'i:bʊk/	Hathersage	/'hæ.ðə.seɪdʒ/
economy	/'i:kə.nə.mi/	heart attack	/'hɑ:t.ə.tæk/
economy class	/'i:kə.nə.mi.klɑ:s/	hero	/'hɪə.rəʊ/
Edinburgh	/'ed.ɪn.brə/	history	/'hɪs.tə.ri/
editor	/'ed.ɪ.tə/	holiday	/'hɒl.ɪ.deɪ/
election	/'ɪlek.ʃən/	home movie	/həʊ'mu:vi/
email	/'i:meɪl/	home page	/'həʊm.peɪdʒ/
emergency	/'ɪmɜ:.dʒən.si/	homework	/'həʊm.wɜ:k/
emu	/'i:mju:/	horror	/'hɒr.ə/
England	/'ɪŋ.ɡlænd/	hospital	/'hɒ.spɪ.təl/
English	/'ɪŋ.ɡlɪʃ/	idealism	/aɪ'diə.li.zm/
English Channel	/ɪŋ.ɡlɪʃ'tʃæ.nəl/	ideology	/aɪ.di'jɒl.ə.dʒi:/
examination	/'ɪk.zæm.ɪn'eɪ.ʃn/	illness	/'ɪl.nəs/
example	/'ɪks'ɑ:m.pl/	illustration	/'ɪl.əs'treɪ.ʃn/
excess baggage	/ek.ses'bæg.ɪdʒ/	immigration	/ɪ.mɪ'ɡreɪ.ʃən/
exercise	/'eks.ə.saɪz/	improvement	/'ɪm'pru:v.mənt/
expenditure	/'ɪk'spen.dɪ.tʃə/	inbox	/'ɪn.bɒks/
Facebook	/'feɪs.bʊk/	income	/'ɪŋ.kʌm/

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Discussion Words from Elementary Book 3

index	/ˈɪn.deks/	NHS	/en.ərˈtʃes/
inheritance	/ɪnˈher.ɪ.tənts/	non-fiction	/nɒnˈfɪk.ʃn/
injury	/ˈɪn.dʒə.ri/	Norfolk Broads	/nɔː.fəkˈbrɔːdz/
interest	/ˈɪn.tər.est/	Northern Ireland	/nɔː.ðənˈaɪə.lənd/
internet	/ˈɪn.tə.net/	Norwich	/ˈnɒ.rɪtʃ/
introduction	/ɪn.trɪˈdʌk.ʃn/	note	/nəʊt/
investment	/ɪmˈves.mənt/	noun	/naʊn/
ISP	/aɪ.jeˈspiː/	novel	/ˈnɒ.vəl/
John o'Groats	/dʒɒn.əˈgrəʊts/	nurse	/nɜːs/
kangaroo	/kæŋ.gəˈruː/	operation	/ɒp.əˈreɪ.ʃn/
koala bear	/kəʊˈwɑː.lə.beə/	opposition	/ɒ.pəˈzɪ.ʃən/
Kylie Minogue	/kaɪ.li.mɪˈnəʊg/	Orkney	/ˈɔːk.ni/
Labour Party	/ˈleɪ.bə.pɑː.ti/	Outback	/ˈaʊt.bæk/
Lake District	/ˈleɪt.dɪs.trɪkt/	outpatient	/ˈaʊt.peɪ.ʃnt/
landing	/ˈlænd.ɪŋ/	overdraft	/ˈəʊ.və.draʊft/
Land's End	/lændˈzend/	Oxford	/ˈɒks.fəd/
language	/ˈlæŋ.gwɪdʒ/	Pacific Ocean	/pə.sɪ.fɪˈkeɪ.ʃən/
learning	/ˈlɜːn.ɪŋ/	page	/peɪdʒ/
legislation	/le.dʒɪˈsleɪ.ʃən/	page number	/ˈpeɪdʒ.nʌm.bə/
lesson	/ˈles.ən/	pain	/peɪn/
letter	/ˈle.tə/	paperback	/ˈpeɪ.pə.bæk/
level	/ˈlev.l/	paragraph	/ˈpær.ə.ɡrɑːf/
library	/ˈlaɪ.br.ri/	Parliament	/ˈpɑː.lə.mənt/
link	/lɪŋk/	partner	/ˈpɑːt.nə/
listening	/ˈlɪ.sn.ɪŋ/	passenger	/ˈpæs.n.dʒə/
literature	/ˈlɪt.ərɪ.tʃə/	passport	/ˈpɑːs.pɔːt/
Llandudno	/lændˈdʌd.nəʊ/	passport control	/pɑːs.pɔːt.kənˈtrəʊl/
loan	/ləʊn/	password	/ˈpɑːs.wɜːd/
Loch Ness	/ləʊˈnes/	patient	/ˈpeɪ.ʃnt/
London	/ˈlʌn.dən/	pause	/pɔːz/
long-haul flight	/lɒŋ.hɔːlˈflaɪt/	payment	/ˈpeɪ.mənt/
luggage	/ˈlʌɡ.ɪdʒ/	pence	/pens/
majority	/məˈdʒɔːrə.ti/	pen drive	/ˈpen.draɪv/
Manchester	/ˈmæn.tʃes.tə/	pilot	/ˈpaɪ.lət/
maternity	/məˈtɜːnə.ti/	places	/ˈpleɪ.səz/
mayor	/meə/	play	/pleɪ/
medical student	/ˈme.dɪ.kl.stjuː.dnt/	plot	/plɒt/
melting pot	/ˈmel.tɪŋ.pɒt/	podcast	/ˈpɒd.kɑːst/
midwife	/ˈmɪd.waɪf/	poetry	/ˈpəʊ.wə.tri/
millionaire	/mɪl.jəˈneə/	policy	/ˈpɒ.lə.si/
minerals	/ˈmɪn.rəlz/	politician	/pɒ.ləˈtɪ.ʃən/
mining	/ˈmaɪ.nɪŋ/	politics	/ˈpɒ.lə.tɪks/
monarchy	/ˈmɒn.ə.ki/	pom	/pɒm/
money	/ˈmʌn.i/	popcorn	/ˈpɒp.kɔːn/
mortgage	/ˈmɔː.ɡɪdʒ/	porter	/ˈpɔː.tə/
mortuary	/ˈmɔː.tʃə.ri/	pound	/paʊnd/
MP	/emˈpiː/	poverty	/ˈpɒv.ə.ti/

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Discussion Words from Elementary Book 3

president	/ˈpre.zɪ.dənt/	special effects	/speʃ.ɪ.lɪˈfekts/
price	/praɪs/	spelling	/ˈspel.ɪŋ/
prime minister	/praɪˈmɪn.ɪ.stə/	spine	/spaɪn/
priority boarding	/praɪ.jə.rə.tiˈbɔː.dɪŋ/	star	/stɑː/
profile	/ˈprəʊ.faɪl/	state	/steɪt/
projectionist	/prəˈdʒek.tʃn.ɪst/	stethoscope	/ˈsteθ.ə.skəʊp/
pronunciation	/prə.nʌn.siˈeɪ.ʃn/	stock market	/ˈstɒk.mɑː.kɪt/
psychiatrist	/saɪˈkaɪ.jə.trɪst/	Stonehenge	/stəʊnˈhendʒ/
purse	/pɜːs/	story	/ˈstɔː.ri/
qualification	/kwɒl.ɪf.ɪˈkeɪ.ʃn/	Stratford-upon-Avon	/stræʔ.fə.də.pən.ɪ.vən/
Queensland	/ˈkwɪnz.lænd/	stress	/stres/
question	/ˈkwes.tʃn/	strike	/straɪk/
quotation	/kwəʊˈteɪ.ʃn/	student	/ˈstjuː.dənt/
rainforest	/ˈreɪn.fɒ.rɪst/	subtitles	/ˈsʌb.taɪ.təlz/
reader	/ˈriː.də/	surgeon	/ˈsɜː.dʒən/
reading	/ˈriː.dɪŋ/	surround sound	/səˈraʊn.saʊnd/
record	/rɪˈkɔːd/	Sydney	/ˈsɪd.ni/
rental	/ˈren.tl/	Sydney Opera House	/sɪd.niˈjə.pərə.haus/
representative	/re.prəˈzen.tə.tɪv/	syllable	/ˈsɪl.ə.bl/
reservation	/rez.əˈveɪ.ʃn/	syringe	/səˈrɪndʒ/
review	/rɪˈvjuː/	take-off	/ˈteɪk.ɒf/
romance	/rəʊˈmæns/	tax	/tæks/
runway	/ˈrʌn.weɪ/	teacher	/ˈtiː.tʃə/
salary	/ˈsæl.ər.i/	terminal	/ˈtɜː.mɪ.nl/
satire	/ˈsæ.taɪə/	test	/test/
savings	/ˈseɪ.vɪŋz/	thief	/θiːf/
school	/skuːl/	thriller	/ˈθrɪl.ə/
science fiction	/saɪ.jnsˈfɪk.ʃn/	ticket	/ˈtɪk.ɪt/
Scotland	/ˈskɒʔ.lənd/	title	/ˈtaɪ.tl/
screenplay	/ˈskriːm.pleɪ/	tourist	/ˈtuə.rɪst/
search engine	/ˈsɜː.tʃen.dʒɪn/	transfer	/ˈtræns.fɜː/
seat	/siːt/	translation	/trænsˈleɪ.ʃn/
seatbelt	/ˈsiːʔ.bel/	transportation	/træn.spɔːˈteɪ.ʃən/
security	/sɪˈkjʊə.rə.ti/	trolley	/ˈtrɒ.li/
security guard	/sɪˈkjʊə.rə.ti.gɑːd/	trust	/trʌst/
sentence	/ˈsen.təns/	turbulence	/ˈtɜː.bjə.lns/
sequel	/ˈsiː.kwəl/	Twitter	/ˈtwɪt.ə/
Shane Warne	/ʃeɪnˈwɔːn/	UK	/juːˈkeɪ/
Sherwood Forest	/ʃɜː.wəʔˈfɒ.rəst/	Uluru	/uː.ləˈruː/
Skegness	/skegˈnes/	United Kingdom	/juː.naɪ.tədˈkɪŋ.dəm/
Snowdonia	/snəʊˈdəʊ.nɪ.jə/	United Nations	/juː.naɪ.tədˈneɪ.ʃənz/
soap opera	/ˈsəʊ.pə.pərə/	upgrade	/ˈʌp.greɪd/
social network	/səʊ.ʃəlˈneʔ.wɜːk/	URL	/juː.wɑːˈrel/
sound	/saʊnd/	username	/ˈjuː.zə.neɪm/
soundtrack	/ˈsaʊn.træk/	verb	/vɜːb/
spam	/spæm/	video camera	/ˈvɪd.i.jəʊ.kæm.rə/
speaking	/ˈspiː.kɪŋ/	virus	/ˈvaɪ.rəs/

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Discussion Words from Elementary Book 3

visa	/'vi:.zə/	website	/'web.saɪt/
visiting hours	/'vɪz.ɪ.tɪŋ.aʊəz/	wheelchair	/'wi:l.tʃeə/
vocabulary	/'vɒʊ'kæ.bjə.lə.ri/	widescreen	/'waɪd.skri:n/
voter	/'vɒʊ.tə/	Wi-Fi	/'waɪ.fai/
vowel	/'vaʊəl/	Wimbledon	/'wɪm.bəl.dən/
waiting list	/'weɪ.tɪŋ.lɪst/	withdrawal	/'wɪð'drɔ:l/
Wales	/'weɪlz/	word	/'wɜ:d/
walkabout	/'wɔ:l.kə.baʊt/	world wide web	/'wɜ:ld.waɪd'web/
wallet	/'wɒl.ɪt/	writing	/'raɪ.tɪŋ/
ward	/'wɔ:d/	x-ray	/'eks.reɪ/
webcam	/'web.kæm/	York	/'jɔ:k/
web server	/'web.sɜ:.və/	YouTube	/'ju:tju:b/

Frequency of Vowel Sounds on Stressed Syllables of Discussion Words from Talk a Lot Elementary Book 3:

This table reveals that certain vowel sounds are more common than others in this group. All vowel sounds are represented, apart from the schwa /ə/, which is never stressed:

1 st	/e/	7 th	/i:/	13 th =	/u:/	19 th =	/ɔɪ/
2 nd	/ɪ/	8 th	/ɑ:/	13 th =	/ɜ:/	19 th =	/aɪə/
3 rd	/eɪ/	9 th	/aɪ/	15 th	/eə/	21 st =	/aʊə/
4 th	/æ/	10 th =	/ʌ/	16 th	/ʊ/	21 st =	/i/
5 th	/ɒ/	10 th =	/əʊ/	17 th =	/ɪə/		
6 th	/ɔ:/	12 th	/aʊ/	17 th =	/ʊə/		

Consonant Sounds of English in the International Phonetic Alphabet (IPA):

16 of them are easy to learn, because the phonetic symbols look very similar to the letters we use to write these sounds (see Group A, below), while the other 9 are more difficult to learn, because they look different to the letter(s) we use to write each sound (see Group B):

Group A:

IPA	spelling	IPA	spelling	IPA	spelling	IPA	spelling
/b/	b	/d/	d	/h/	h	/n/	n
/g/	g	/p/	p	/r/	r	/l/	l
/v/	v	/k/	k	/w/	w	/f/	f
/t/	t	/s/	s	/m/	m	/z/	z

Group B:

IPA	spelling	IPA	spelling	IPA	spelling
/θ/	th	/tʃ/	ch	/ʒ/	s
/ð/	th	/j/	y	/dʒ/	j
/ʃ/	sh	/ŋ/	ng	/x/	ch

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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/	dish	/dɪʃ/	8. /iː/	three	/θriː/
2. /æ/	bat	/bæt/	9. /ɑː/	star	/stɑː/
3. /ɒ/	sock	/sɒk/	10. /ɔː/	ball	/bɔːl/
4. /ʊ/	pull	/pʊl/	11. /uː/	shoot	/ʃuːt/
5. /ə/	shoulder	/'ʃəʊl.də/	12. /ɜː/	shirt	/ʃɜːt/
6. /e/	leg	/leg/	13. /ʌ/	cup	/kʌp/
7. /i/	happy	/'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/	bag	/bæg/	37. /r/	road	/rəʊd/
25. /g/	glass	/glɑːs/	38. /w/	week	/wiːk/
26. /v/	van	/væn/	39. /j/	yoghurt	/'jɒg.ət/
27. /t/	taxi	/'tæks.i/	40. /m/	music	/'mjuzɪ.zɪk/
28. /d/	dice	/daɪs/	41. /n/	nurse	/nɜːs/
29. /θ/	thousand	/'θaʊ.zənd/	42. /ŋ/	ring	/rɪŋ/
30. /ð/	brother	/'brʌð.ə/	43. /l/	lake	/leɪk/
31. /p/	pig	/pɪg/	44. /f/	frog	/frɒg/
32. /k/	kit	/kɪt/	45. /z/	zip	/zɪp/
33. /s/	snow	/snəʊ/	46. /ʒ/	revision	/rɪ'vɪʒ.ən/
34. /ʃ/	shop	/ʃɒp/	47. /dʒ/	jam	/dʒæm/
35. /tʃ/	cheese	/tʃiːz/	48. /x/	loch	/lɒx/
36. /h/	head	/hed/			

Notes:

- 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.

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The course objectives are very simple:

- ✓ Every student talking in English
- ✓ Every student listening to and understanding English
- ✓ Every student thinking in English, and
- ✓ Every student taking part in class

Talk a Lot Elementary Book 3 is suitable for students at these levels:

Student's Level: Common European Framework (CEF): Cambridge Assessment:

Elementary	to A2	KET
Pre-Intermediate	to B1	PET

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 1,500 photocopiable worksheets for learning English. This is his tenth book. In 2002 he launched English Banana.com, which has become a hugely popular English language learning resource website.



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*"I was searching for a free website which has useful material ... My search ended with English Banana. Thank you very much for bringing English to everyone's reach. I wish to include **Talk a Lot** in my syllabus."* (India)

*"Thank you for such a wonderful program of study. I teach English in Thailand at one of the most influential all-boys colleges in Bangkok. I also teach privately and have found the **Talk a Lot** program fast, effective, and professional."* (Thailand)

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Talk a Lot Spoken English Course – Elementary Book 1	ISBN-13: 978-0955701511
Talk a Lot Spoken English Course – Elementary Book 2	ISBN-13: 978-0955701528
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Talk a Lot Elementary Book 3

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Introduction

Hello there!

Welcome to **The Best of English Banana.com Free Printable Worksheets!** After more than seven years online, we feel that the time is now right for a compilation book, spanning all of the worksheets and books published since we began in 2003, right up to now (January 2010).

This is a personal selection – I've chosen worksheets that I like the best. These are the materials that always seem to work well in the classroom – stand-bys, old faithfuls! Many of these worksheets brought back memories for me as I was sorting through them, either from when I was writing them, or trying them out on an unsuspecting class, or of particular students who inspired different ideas and activities. Whether you've been using our materials for a long while, or you're relatively new to English Banana, I hope that this book will bring back some happy memories for you too!

This compilation includes materials from all of the English Banana.com publications – all of the books and collections of worksheets – as well as two brand new, never-before-published worksheets about State Verbs (pp.19-20). What is my favourite English Banana.com worksheet ever? It's a hard question, for sure, because I like them all. I know that some of the worksheets are really practical and useful, like some of the grammar ones and list-based ones, but I wouldn't be able to say that they're my favourites. I enjoy the role plays from Talk a Lot, a lot (in fact, I **love** writing the Talk a Lot materials, end of story!) and also the reading comprehension puzzles from the Big Activity Book, but if I had to keep only three favourite worksheets from this book, and bin the rest, I would maybe choose: 49, 59, and 74. (Ask me again next week, though, and the answer might be completely different!)

This book is arranged using the same layout as the very earliest English Banana.com books – with the worksheets ordered firstly by skill (Grammar, Vocabulary, Spelling, Reading, etc.), and then by level – from Elementary up to Intermediate and through to Advanced. If you look at the contents pages you can also choose worksheets by the year in which they were published, and by source – which book or collection of materials they were first published in.

Where are the answers? You may well ask! This compilation book doesn't contain the answers to any of the worksheets, but in the contents pages we show you where you can find and download each worksheet (for free!), including full answers and notes for use. The idea behind this is that we want you to go online to our website and find and download books and worksheets that you maybe haven't found before. This book is a taster book then, but also a kind of celebration of seven years of free printable worksheets and books from English Banana.com. Remember, there's **so much more for you to discover online** – more than 1,500 free printable worksheets, covering all levels and skills! On the next page you can find a handy list of the links where you can access each set of resources.

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That's about it then for this introduction. If this is a "Greatest Hits" for English Banana.com free printable worksheets (which it kind of is for me, because it contains all of my favourite materials from the past seven years) does that mean that the band is splitting up? No, of course not! We hope that English Banana.com will continue to go from strength to strength in 2010 and onwards! We've got loads of plans for new materials that we hope to bring you soon, including the finished version of Talk a Lot Elementary Book 3 – with all ten units completed and compiled into one easy-to-download .pdf file.

Watch this space – and keep learning English with English Banana.com!

All the best!

Matt Purland

*Founder and Writer, English Banana.com
Ostróda, Poland (7th January 2010)*

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<http://www.englishbanana.com/big-grammar-book-english-worksheets.html>

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Talk a Lot Elementary Book 3

<http://www.englishbanana.com/talkalot/talkalot-elementary-book-3-index.html>

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Page:	Worksheet Title:	Level:	Skill:	Source:	Page / Section:	Year:
1	Daily Routines	E	G	BGB	69	2003
2	How to get from Bed to Work in 27 Easy Steps! – Past Simple Verbs (Page 1)	E	G	ELEM	Elementary	2004
3	How to get from Bed to Work in 27 Easy Steps! – Past Simple Verbs (Page 2)	E	G	ELEM	Elementary	2004
4	Trace the Letters of the English Alphabet – Blank Page with Narrow Lines	E	G	BEL 1	Grammar	2007
5	Trace the Letters of the English Alphabet – Without Lines	E	G	BEL 1	Grammar	2007
6	Common Prefixes and What they Indicate	E	G	TALE HB	14.1	2009
7	Suffixes and Word Stress	E	G	TALE HB	15.4	2009
8	300 Common Compound Nouns – Ordered by Same First Word	E	G	TALE HB	16.1	2009
9	Troubling Tenses – Mixed Tenses 2	I	G	BAB	7	2004
10	The Funny Noise – Irregular Verbs in the Past Simple Tense	I	G	BAB	8	2004
11	'-able' or '-ible'?	I	G	BRB	55	2005
12	Adjective Pairs – '-ing' and '-ed' Adjectives	I	G	INT	Intermediate	2006
13	80 Opposite Adjectives – Complete the Table	I	G	BEL 1	Grammar	2007
14	Really Useful List of 100 Irregular Plural Nouns in English	I	G	BEL 1	Grammar	2007
15	Mistakes that English Native Speakers Make 2	I	G	BEL 1	Grammar	2007
16	Using Present Perfect Continuous – have/has been + -ing	I	G	BEL 1	Grammar	2007
17	School Variety Show – Who Did What? (Passive Voice) (Page 1)	I	G	INT	Intermediate	2008
18	School Variety Show – Who Did What? (Passive Voice) (Page 2)	I	G	INT	Intermediate	2008
19	Comprehensive List of State Verbs in English	I	G	INT	Intermediate	2009
20	State Verbs in English – Matching Game 1	I	G	INT	Intermediate	2009
21	A Boring/Fascinating Worksheet About Adjectives	A	G	ADVAN	Advanced	2006

Key:

Levels:

E = Elementary
I = Intermediate
A = Advanced

Skills:

G = grammar
V = vocabulary
SP = spelling
R = reading
S & L = speaking and listening
RES = research

Sources (click to open in browser):

BGB = [Big Grammar Book](#)
BAB = [Big Activity Book](#)
BRB = [Big Resource Book](#)
CIA 1 = [Check It Again! \(Book One\)](#)
BEL 1 = [Better English Lessons – Volume 1](#)
ELEM = [Elementary English Worksheets](#)
INT = [Intermediate English Worksheets](#)
ADVAN = [Advanced English Worksheets](#)

EBS = [English Banana.com Schools](#)
TALE 1 = [Talk a Lot Elementary Book 1](#)
TALE 2 = [Talk a Lot Elementary Book 2](#)
TALE 3 = [Talk a Lot Elementary Book 3](#)
TALE HB = [Talk a Lot Elementary Handbook](#)

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Test Your Vocabulary Skills:

Page:	Worksheet Title:	Level:	Skill:	Source:	Page / Section:	Year:
22	Personal Details - Completing Forms	E	V	BGB	4	2003
23	Basic English Written Test	E	V	BGB	5	2003
24	Alphabet Fun 1	E	V	ELEM	Elementary	2003
25	Family Words – Male or Female?	E	V	ELEM	Elementary	2003
26	Read > Cover > Write > Check > Correct No.6 – Food and Drink	E	V	ELEM	Elementary	2004
27	How to Tell the Time – Blank Clocks Template	E	V	BEL 1	Vocabulary	2007
28	Expressing Likes and Dislikes	E	V	BEL 1	Vocabulary	2007
29	Understanding Quantities 2	I	V	BAB	23	2004
30	My Relatives	I	V	BAB	27	2004
31	Units of Time	I	V	BRB	97	2005
32	Make or Do 1	I	V	INT	Intermediate	2006
33	The Perfect Job 1	I	V	INT	Intermediate	2006
34	100 Great English Oxymorons – Phrases that Contradict Themselves!	A	V	BEL 1	Vocabulary	2007

Test Your Spelling Skills:

Page:	Worksheet Title:	Level:	Skill:	Source:	Page / Section:	Year:
35	Writing the Alphabet 2	E	SP	BGB	3	2003
36	Dolch Basic Sight Vocabulary – in Order of Decreasing Frequency	E	SP	BEL 1	Spelling	2007
37	Spot the Anagram – Dolch Spelling Test 4	E	SP	BEL 1	Spelling	2007
38	Find a Small Word Inside a Bigger Word 2	E	SP	BEL 1	Spelling	2007

Key:

<p><u>Levels:</u></p> <p>E = Elementary I = Intermediate A = Advanced</p>	<p><u>Skills:</u></p> <p>G = grammar V = vocabulary SP = spelling R = reading S & L = speaking and listening RES = research</p>
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Sources (click to open in browser):

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BAB = [Big Activity Book](#)

BRB = [Big Resource Book](#)

CIA 1 = [Check It Again! \(Book One\)](#)

BEL 1 = [Better English Lessons – Volume 1](#)

ELEM = [Elementary English Worksheets](#)

INT = [Intermediate English Worksheets](#)

ADVAN = [Advanced English Worksheets](#)

EBS = [English Banana.com Schools](#)

TALE 1 = [Talk a Lot Elementary Book 1](#)

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39	Complete the Sentences 6	E	R	BGB	75	2003
40	Initial Assessment – Reading & Writing – Page 1	E	R	EBS	N/A	2007
41	Initial Assessment – Reading & Writing – Page 2	E	R	EBS	N/A	2007
42	Past Events – The Life of Captain James Cook	I	R	BGB	85	2003
43	Good Advice 3	I	R	BGB	100	2003
44	Any Answers 4	I	R	BAB	51	2004
45	Reading Comprehension 6 – How Much Money Do They Have?	I	R	BAB	58	2004
46	Reading Comprehension 7 – When's Your Birthday?	I	R	BAB	59	2004
47	Reading Comprehension 10 – What's the Right Time?	I	R	BAB	62	2004
48	Reading Comprehension 11 – Car Park Query	I	R	BRB	56	2005
49	Reading Comprehension 12 – Working out the Bill	I	R	BRB	57	2005
50	Map of Melton Park	I	R	BRB	61	2005
51	Giving Directions	I	R	BRB	62	2005
52	Exercise 1	I	R	CIA 1	1	2006
53	Exercise 21	I	R	CIA 1	21	2006
54	Exercise 56	I	R	CIA 1	56	2006
55	Exercise 60	I	R	CIA 1	60	2006
56	Any Answers 2 – Intermediate Level	I	R	BEL 1	Reading	2007
57	Complete the Sentences 4 – Intermediate Level	I	R	BEL 1	Reading	2007
58	Reading Job Advertisements 1	I	R	BEL 1	Reading	2007
59	Home Security – Dos and Don'ts	I	R	BEL 1	Reading	2007

Key:

Levels:

E = Elementary
I = Intermediate
A = Advanced

Skills:

G = grammar
V = vocabulary
SP = spelling
R = reading
S & L = speaking and listening
RES = research

Sources (click to open in browser):

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Free Printable Worksheets: 2003 to 2009

Test Your Speaking and Listening Skills:

Page:	Worksheet Title:	Level:	Skill:	Source:	Page / Section:	Year:
60	Quick Quiz Template	E	S & L	BAB	68	2004
61	Alphabet Quiz 2	E	S & L	BAB	70	2004
62	The Amazing Maze Game	E	S & L	BRB	81	2005
63	Find Somebody Who... 1 – Icebreaker Game	E	S & L	BEL 1	Speaking & Listening	2007
64	Sound-Alike Words 4	E	S & L	BEL 1	Speaking & Listening	2007
65	Role Plays – Family	E	S & L	TALE1	49	2008
66	Discussion Questions – Crime	E	S & L	TALE 2	34	2008
67	Information Exchange – Colours and Numbers – Best Sofa Deals	E	S & L	TALE 2	51	2008
68	Discussion Questions – Learning English	E	S & L	TALE 3	N/A	2009
69	Connected Sentence Cards – Template	E	S & L	TALE HB	3.2	2009
70	Discussion Words – Template	E	S & L	TALE HB	5.4	2009
71	Talk a Lot Bingo! – Statements	E	S & L	TALE HB	5.31	2009
72	Big Word Game – Question List (Mixed)	E	S & L	TALE HB	5.15	2009
73	Weak Forms – Information Sheet	E	S & L	TALE HB	17.1	2009
74	The 48 Sounds of English with the International Phonetic Alphabet	E	S & L	TALE HB	18.6	2009
75	Spelling and Sounds – 250 Common Magic “e” Words (Ordered by Final Consonant)	E	S & L	TALE HB	18.65	2009
76	List of Words Using the Unvoiced “th” Sound in English /θ/ (Page 1)	E	S & L	TALE HB	18.72	2009
77	List of Words Using the Unvoiced “th” Sound in English /θ/ (Page 2)	E	S & L	TALE HB	18.73	2009
78	List of Words Using the Voiced “th” Sound in English /ð/	E	S & L	TALE HB	18.74	2009
79	Translate Signs and Notices from the IPA 1	E	S & L	TALE HB	19.9	2009
80	IPA Test 1	E	S & L	TALE HB	19.17	2009

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Test Your Speaking and Listening Skills (continued):

Page:	Worksheet Title:	Level:	Skill:	Source:	Page / Section:	Year:
81	Discussion Words – Places in the UK	I	S & L	TALE 3	N/A	2009
82	Discussion Words Question Sheet – Places in the UK	I	S & L	TALE 3	N/A	2009
83	Agree or Disagree? – Learning English	I	S & L	TALE 3	N/A	2009
84	Role Plays – Films	I	S & L	TALE 3	N/A	2009
85	Role Plays – Hospital	I	S & L	TALE 3	N/A	2009
86	Multi-Purpose Text (p.1) – Books	I	S & L	TALE 3	N/A	2009
87	Multi-Purpose Text (p.2) – Politics	I	S & L	TALE 3	N/A	2009
88	Information Exchange – Airport – Who would you look for first?	I	S & L	TALE 3	N/A	2009
89	Information Exchange – Money – Who is the Richest?	I	S & L	TALE 3	N/A	2009

Test Your Research Skills:

Page:	Worksheet Title:	Level:	Skill:	Source:	Page / Section:	Year:
90	Wordsearch Fun	E	RES	BAB	72	2004
91	How to Make Your Own Board Game (instructions)	E	RES	BEL 1	Research	2007
92	Design a Game – Game Board 1	E	RES	INT	Intermediate	2003
93	Holidays and Special Days in the UK	I	RES	BAB	84	2004
94	Calculator Code Words 2	I	RES	BRB	66	2005
95	How to Make a Chocolate Cake	I	RES	BRB	73	2005
96	Holidays and Special Days in the UK	I	RES	BAB	84	2004
97	More Interesting Place Names 1	I	RES	BRB	99	2005
98	Nonsense Quiz 1	I	RES	INT	Intermediate	2003
99	At What Age Can I Legally... in the UK?	I	RES	BEL 1	Research	2007
100	Mixed-up Monarchs – Kings and Queens of England to 1603	A	RES	BEL 1	Research	2007
101	English Banana.com's Really Motivational Page of Encouraging Thoughts	A	RES	BEL 1	Research	2007

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Test Your Grammar Skills

Daily Routines

A) Complete the sentences below using a present simple verb:

- I _____ the newspaper at 8.00am.
- I _____ a coffee break at 10.30am.
- I _____ a shower at 7.30am.
- I _____ a bus to work at 8.30am.
- I _____ up at 7.15am.
- I _____ work at 9.00am.
- I _____ lunch at 1.00pm.
- I _____ to my friend on the phone at 2.30pm.
- I _____ an email at 2.40pm.
- I _____ up at 7.05am.
- I _____ breakfast at 7.45am.
- I _____ home at 5.00pm.
- I _____ my guitar at 9.00pm.
- I _____ dinner at 6.00pm.
- I _____ to bed at 11.10pm.
- I _____ football at 7.00pm.
- I _____ a book at 10.00pm.
- I _____ to the radio at 10.40pm.
- I _____ TV at 8.30pm.
- I _____ the dishes at 6.30pm.
- I _____ to sleep at about 11.20pm.

B) Write the sentences in the order that they happen.

C) Next: write about **your** daily routine.

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Test Your Grammar Skills

How to Get from Bed to Work in 27 Easy Steps! – Past Simple Verbs

Write the sentences again, changing each underlined verb from the present simple to the past simple tense:

- 1) I wake up at 6.50am when I hear the alarm clock.
- 2) I jump out of bed and switch it off before it wakes up all the neighbours.
- 3) I switch on the light and the heater, because it's cold in my room.
- 4) I use the bathroom; then look for a clean shirt to wear.
- 5) I go into the kitchen and put the kettle on.
- 6) I get dressed and brush my hair.
- 7) I have a shave and then pack my bag ready for work.
- 8) The kettle boils so I make a cup of tea; then I watch TV for a few minutes.
- 9) I open all the curtains in my house and pick up my sandwiches from the fridge.
- 10) I put on my shoes and coat; then check that I haven't forgotten anything.
- 11) I leave on the light in the hall because I know it will be dark when I get home.
- 12) I unlock and open the front door; then I go outside.
- 13) I lock the front door and walk a few metres to my car.
- 14) I get into the car and turn the key in the ignition.
- 15) I put on a tape and turn up the volume.
- 16) I look in my mirrors; then reverse up the drive and onto the road.

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How to Get from Bed to Work in 27 Easy Steps! – Past Simple Verbs

- 17) I drive for five miles until I reach a traffic-jam.
- 18) I sit in the traffic-jam for twenty minutes; I drive forward slowly, a few metres at a time.
- 19) I change the tape in my car stereo, and tap my fingers on the steering wheel.
- 20) I put on the radio and listen to the news, followed by the weather forecast.
- 21) The radio plays one of my favourite songs, so I sing along loudly.
- 22) I turn right into the road where I always leave my car. I park and turn off the engine.
- 23) I get out and shut the door. I lock my car door and then walk for about twenty minutes.
- 24) I buy a newspaper and a sandwich at the newsagent; then I head for work.
- 25) As I enter the building I say "Hi" to the people I work with.
- 26) I get to my desk at about 8.50 am and put down my bag.
- 27) I'm ready for another cup of tea and to ~~have a long nap~~ start the day!

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Test Your Grammar Skills

Trace the Letters of the English Alphabet – Blank Page with Narrow Lines

The page contains ten sets of horizontal lines for handwriting practice. Each set is composed of three lines: a solid top line, a dashed middle line, and a solid bottom line. These lines are spaced evenly down the page to provide a guide for letter height and placement.

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Test Your Grammar Skills

Trace the Letters of the English Alphabet – Without Lines

AAaa BBbb CCcc DDdd

EEee FFff GGgg HHhh

IIii JJjj KKkk LLll MMmm

NNnn OOoo PPpp QQqq

RRrr SSss TTtt UUuu

VVvv WWww XXxx YYyy

ZZzz 1 2 3 4 5 6 7 8 9 0

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Talk a Lot

Focus on Connected Speech

Common Prefixes and What they Indicate

- A prefix comes at the beginning of a word. It is sometimes **stressed** and sometimes **unstressed**.
- Prefixes give information about the meaning of the word.

<u>Prefix</u>	<u>Meaning</u>	<u>Example</u>	<u>Literally</u>
a-	common verbs/adverbs/prepositions/adjectives (e.g. annoy/again/above/awake)		
ante-	before	antenatal	before birth
anti-	against	anti-depressants	against depression
auto-	self	autobiography	a self-written biography
bi-	two	bicycle	two wheels
co-	with	cooperate	work with somebody
counter-	against	counter-culture	against the culture
de-	remove	declassify	remove classification
dis-	not	disapprove	not approve
equi-	equal	equidistant	at an equal distance
ex-	former	ex-wife	a former wife
fore-	before	forefather	relative before your existing family
homo-	same	homophones	words with same sounds/spellings
hyper-	extremely	hypersensitive	extremely sensitive
il-	not	illogical	not logical
ill-	badly	ill-prepared	badly prepared
im-	not	immature	not mature
in-	not	incomplete	not complete
inter-	between	international	between nations
kilo-	thousand	kilometre	one thousand metres
mal-	badly	malfunctioning	functioning badly
mega-	million	megawatt	one million watts
mini-	small	minibus	a small bus
mis-	wrongly	mispronounced	wrongly pronounced
mono-	one	monotone	one tone
multi-	many	multimedia	many different kinds of media
neo-	new	neoclassical	new classical style
non-	not	non-member	not a member
out-	separate / do better	outdoors/out-bid	not indoors/a higher bid
over-	too much	overachiever	one who achieves too much
post-	after	postgraduate	after graduation
pre-	before	prearrange	arrange something before now
pro-	supporting	pro-change	supporting change
pseudo-	false	pseudonym	false name (nym = name)
re-	again	review	look at again
self-	about the self	self-taught	taught by oneself
semi-	half	semi-circle	half a circle
sub-	below	submarine	below the sea
super-	above	supervisor/superstar	above others/above other stars
sur-	above	surcharge	an extra charge
tele-	remote	television	pictures sent from far away
trans-	across	trans-continental	across continents
tri-	three	triathlon	three athletics events in one
ultra-	beyond	ultrasound	high frequency sound waves
un-	not	uninteresting	not interesting
under-	below	underwear	under your clothes

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Talk a Lot

Focus on Connected Speech

Suffixes and Word Stress

- Suffixes are **usually** unstressed.
- Words with the following suffixes are usually* stressed **on the syllable before the suffix** (shown in bold):

Suffix	Example #1	Example #2	Example #3	Example #4
-able	unbeliev-able	incon ceiv -able	unforgiv-able	accept-able
-age	advant-age	discour-age	percent-age	remarri-age
-ance	assist-ance	annoy-ance	reappear-ance	import-ance
-ancy	account-ancy	expect-ancy	redund-ancy	discrep-ancy
-ed	consult-ed	inflict-ed	present-ed	unexpect-ed
-ency	depend-ency	absorb-ency	complac-ency	inconsist-ency
-ent	independ-ent	insuffici-ent	correspond-ent	incandesc-ent
-eous	outrag-eous	courag-eous	simultan-eous	advantag-eous
-ial	colon-ial	bicentenn-ial	financ-ial	artific-ial
-ian	optic-ian	amphib-ian	mathematic-ian	vegetar-ian
-ible	incred-ible	collect-ible	incomprehens-ible	undigest-ible
-ic	encyclo ped -ic	micro scop -ic	fantast-ic	problematic
-ical	illog-ical	econom-ical	philanthrop-ical	stereotyp-ical
-ify	overident-ify	demyst-ify	electr-ify	object-ify
-ious	rebell-ious	industr-ious	unostentat-ious	conscient-ious
-ity	commun-ity	believabil-ity	incomprehensibil-ity	respectabil-ity
-ment	content-ment	entertain-ment	engage-ment	underachieve-ment
-raphy	geog-raphy	biog-raphy	callig-raphy	photog-raphy
-sion	apprehen-sion	dimen-sion	incomprehen-sion	supervi-sion
-tion	infla-tion	interven-tion	informa-tion	contradic-tion
-ual	unus-ual	noncontract-ual	intellect-ual	multiling-ual

Exceptions to the rule

Words with the following suffixes are usually* stressed **on the suffix** (shown in bold):

Suffix	Example #1	Example #2	Example #3	Example #4
-ee	trust- ee	attend- ee	interview- ee	guarant- ee
-eer	ballad- eer	auction- eer	volunt- eer	engin- eer
-ese	journal- ese	Vietnam- ese	Portugu- ese	Canton- ese
-esque	Chaplin- esque	statu- esque	pictur- esque	Ruben- esque
-ess	steward- ess	lion- ess	poet- ess	manager- ess
-ette	laundry- ette	usher- ette	kitchen- ette	maison- ette
-phobia	claustro- phobia	arachno- phobia	techno- phobia	xeno- phobia
-phobic	claustro- phobic	arachno- phobic	techno- phobic	xeno- phobic

* Note: there will be some exceptions, as with any rule in English!

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Talk a Lot

Focus on Connected Speech

300 Common Compound Nouns – Ordered by Same First Word

Word stress falls on the **first syllable** of each word. Notice common first words, e.g. “school-”, “sun-”, and “water-”.

airforce airmail airport	footprints fortnight friendship gamekeeper gateway girlfriend granddaughter grandfather grapefruit graveyard greengrocer greenhouse guidebook guideline gunpowder hailstones	nightdress nightlife nothing oatmeal offspring	shortbread shorthand showroom shrinkage sideshow slapstick	toothpaste toothpick tracksuit troublemaker troubleshooter turnout typewriter undertaker underwear uprising upturn videotape viewfinder viewpoint volleyball
anteater anybody backpack baseball basketball bathroom birthday blackmail bookshelf boyfriend breadbin breadknife bridesmaid broadcast butterfly campsite carpet carseat cavewoman checkout cheesecake chequebook childcare childhood chopsticks cliffhanger climbdown cocktail collarbone countryside cupboard darkroom dashboard daybreak daytime deadline doorbell doorway drainage drainpipe	hairbrush haircut hairdresser	outback outbreak outline paintbox paintbrush pancake paperback paperwork passport pawnbroker payday peanut penknife pickpocket pigeonhole pinball pineapple	snowball snowdrift snowfall snowman	waistband waistcoat waistline
handbag handbrake handcuffs	headlights headline heartache hedgehog homecoming homework iceberg jackpot junkyard keyboard knighthood knockout lampshade	playground playroom playtime ponytail popcorn postwoman printout pushchair quarterback quicksand racehorse racetrack railway	softball somebody someone something	walkway wallpaper wardrobe warehouse warhog washroom wasteland watchdog
landmark landmine landowner landscape	lifeboat lifestyle locksmith lunchtime marketplace mealtime milkman milkshake moonlight	rainbow raincoat rainforest	spaceship speedboat sportswoman spreadsheet springboard staircase stalemate starfish statesperson stepdaughter stepmother stopover stopwatch storeroom strawberry stronghold summerhouse summertime	waterfall waterfront watermelon waterworks wavelength
dustbin dustman dustpan	landmark landmine landowner landscape	rooftop roundabout runway	sunbathing sunblock sunglasses sunlight sunset sunshine suntan	webcam webmaster website
earrings eggcup eggshell	landmark landmine landowner landscape	salesman salesperson saleswoman	supermarket supermodel superstore	wheelbarrow wheelchair wheelclamp
everybody everyone everything	motorbike motorboat motorway	sandbox sandcastle sandpaper sandpit	sweatshirt sweatshop sweetcorn sweetheart switchboard tabletop taxpayer teacup teammate teamwork teapot teardrop teatime textbook thunderstorm timetable tomcat	whiplash whirlwind whitewash wildlife willpower
eyelash fingerprints fireman fireplace flatmate flatshare flowerbed	mountainside namedropper namesake necklace network	scarecrow	supermarket supermodel superstore	windbreak windmill windowsill windscreen windshield windsurfing
footage football	newsagent newspaper newsreader	schoolboy schooldays schoolgirl schoolteacher scrapbook screenplay screenwriter scriptwriter	supermarket supermodel superstore	wonderland
nickname nightclub	newsagent newspaper newsreader	shopkeeper shoplifter shoplifting	supermarket supermodel superstore	woodland woodpecker woodworm
			toothache toothbrush	workbench workman workshop wristwatch yardstick

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Note: **anybody**, **everybody**, **everyone**, **everything**, **nothing**, **somebody**, **someone**, and **something** are, strictly speaking, pronouns rather than compound nouns, but we have included them in this list as examples because they occur so frequently in spoken English, and follow the same stress pattern as compound nouns – i.e. **stress on the first syllable**.

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Test Your Grammar Skills

Troubling Tenses – Mixed Tenses 2

Complete each sentence using either **yesterday** or **tomorrow**:

1. The Prime Minister gave a long speech about the economy _____ . It was pretty boring!
2. When I saw you _____ I forgot to tell you that the conference won't be finishing until _____ night.
3. Sal should've told me _____ that she won't be able to pay us _____.
4. I could've had a lie in _____, if you weren't leaving so early.
5. Was it busy in town _____?
6. I'll be sorry to see you go when you leave _____.
7. If I can get a day off work _____, I'll be able to spend a bit of time with you.
8. If I could've bought you a birthday present _____ I would've done.
9. We're going on holiday to Venice _____.
10. I've never really liked Mexican food, but I really enjoyed the meal _____.
11. You must have rung the wrong number _____, because I was at home all morning.
12. Can you do the washing up that's been sitting here since _____, please?
13. We were gardening for about two hours _____ morning.
14. Could I have a go on your new computer game when I come round _____?
15. I think it should be quite sunny _____.

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Test Your Grammar Skills

The Funny Noise – Irregular Verbs in the Past Simple Tense

a) Read the letter below from Alan to his friend Ethel. All the **irregular** verbs have the wrong ending – a **regular** '-ed' ending! Underline each one.

b) Write the letter again, using the correct past simple form of each irregular verb.

Dear Ethel

I'm writing to tell you about something that happened yesterday. I getted up at the usual time - about 10am - haved a shower and maked breakfast. I eated a big bowl of cereal and some toast and watched TV for a while. Then I goed into the kitchen where I heard a funny noise. I thinked it comed from behind the cooker. I getted my tool box and moved the cooker out of the way.

The noise getted louder but I couldn't see anything. I ringed my uncle to ask his advice. He sayed that he thinked it could be a gas leak. When I heard this I just panicked! I putted the phone down, runned outside, getted in my car and drived to the local police station. I telled them about my gas leak but the constable losed his patience with me. He sayed that I should have phoned the gas company. He writed his report, then ringed the gas company for me.

Then I remembered that my house doesn't have gas - only electricity! I feeled really stupid and knowed that the constable would be angry with me for wasting his time, so I runned out of the police station while he ised still on the phone. I goed home to try to find out what the noise ised. On the way I buyed a newspaper and I readed about an escaped llama that breaked out of the city safari park last Wednesday.

When I getted home I putted my key in the door, turned it, goed inside and straight away heard that funny noise again. I holded my breath and opened the door slowly. Guess what? I finded the llama hiding in my cupboard! I letted him stay and he slepted in my garden last night. The snoring ised so loud! This morning I taked him back to the safari park. They areed really pleased to see him again and gived me a reward of £50!

Hope you are well. Write soon and let me know how you are. Your friend,

Alan

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Test Your Spelling Skills

'-able' or '-ible'?

Complete the spelling of each word below by adding either '-able' or '-ible':

- | | | | |
|-------------|-------|---------------|-------|
| 1. abomin | _____ | 21. insens | _____ |
| 2. admiss | _____ | 22. insuffer | _____ |
| 3. aud | _____ | 23. invis | _____ |
| 4. achiev | _____ | 24. knowledge | _____ |
| 5. believ | _____ | 25. laugh | _____ |
| 6. comfort | _____ | 26. leg | _____ |
| 7. compat | _____ | 27. memor | _____ |
| 8. consider | _____ | 28. notice | _____ |
| 9. debat | _____ | 29. poss | _____ |
| 10. excit | _____ | 30. prefer | _____ |
| 11. fashion | _____ | 31. question | _____ |
| 12. feas | _____ | 32. reli | _____ |
| 13. flex | _____ | 33. respons | _____ |
| 14. forgett | _____ | 34. sens | _____ |
| 15. gull | _____ | 35. suit | _____ |
| 16. illeg | _____ | 36. terr | _____ |
| 17. incred | _____ | 37. unaccept | _____ |
| 18. ined | _____ | 38. unsuit | _____ |
| 19. inevit | _____ | 39. vis | _____ |
| 20. infall | _____ | 40. wash | _____ |

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Test Your Vocabulary Skills

Adjective Pairs – ‘-ing’ and ‘-ed’ Adjectives

verb form:	‘-ing’ adjective:	‘-ed’ adjective:
<i>positive words:</i>	<i>It was:</i>	<i>I was:</i>
amuse	amusing	amused
encourage	encouraging	encouraged
fascinate	fascinating	fascinated
interest	interesting	interested
intrigue	intriguing	intrigued
please	pleasing	pleased
reassure	reassuring	reassured
relax	relaxing	relaxed
satisfy	satisfying	satisfied
stun	stunning	stunned
surprise	surprising	surprised
thrill	thrilling	thrilled
welcome	welcoming	welcomed
<i>negative words:</i>	<i>It was:</i>	<i>I was:</i>
alarm	alarming	alarmed
amaze	amazing	amazed
annoy	annoying	annoyed
astonish	astonishing	astonished
bore	boring	bored
confuse	confusing	confused
damage	damaging	damaged
depress	depressing	depressed
disappoint	disappointing	disappointed
discourage	discouraging	discouraged
disgust	disgusting	disgusted
distress	distressing	distressed
disturb	disturbing	disturbed
embarrass	embarrassing	embarrassed
exhaust	exhausting	exhausted
frustrate	frustrating	frustrated
insult	insulting	insulted
intimidate	intimidating	intimidated
irritate	irritating	irritated
overwhelm	overwhelming	overwhelmed
puzzle	puzzling	puzzled
shock	shocking	shocked
terrify	terrifying	terrified
threaten	threatening	threatened
tire	tiring	tired

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Test Your Grammar Skills

80 Opposite Adjectives – Complete the Table

Complete the table below with the most suitable adjectives:

Adjectives (Group 1):	Opposite Adjectives (Group 2):
1.	calm
bad	good
beautiful	2.
big	small
3.	sweet
clean	4.
clever	5.
common	uncommon
6.	incomplete
dangerous	7.
early	late
8.	difficult
excellent	9.
exciting	10.
11.	obscure
12.	slow
fat	13.
14.	unfortunate
funny	15.
happy	16.
17.	dishonest
hot	18.
long	short
19.	dated
nice	20.
patient	impatient
21.	noisy
perfect	imperfect
rich	22.
rough	smooth
23.	overweight
24.	normal
strict	lenient
sure	25.
26.	unsurprising
tall	short
usual	27.
wide	28.
29.	foolish
young	30.

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Test Your Grammar Skills

Really Useful List of 100 Irregular Plural Nouns in English

You've got one tomato and I've got two tomatos. Right? Wrong! I've got two tomatoes!

Although we usually add an -s to a noun to make it plural (one egg, two eggs, etc.), some nouns in English have irregular plural endings. We've put together a really useful list in alphabetical order of some common nouns which have irregular plural endings:

<u>Singular:</u>	<u>Plural:</u>	<u>Singular:</u>	<u>Plural:</u>	<u>Singular:</u>	<u>Plural:</u>
abyss	abysses	hoof	hooves	story	stories
alumnus	alumni	index	indexes	syllabus	syllabi
analysis	analyses	iris	irises	tax	taxes
aquarium	aquaria	kiss	kisses	thesis	theses
arch	arches	knife	knives	thief	thieves
atlas	atlases	lady	ladies	tomato	tomatoes
axe	axes	leaf	leaves	tooth	teeth
baby	babies	life	lives	tornado	tornadoes
bacterium	bacteria	loaf	loaves	try	tries
batch	batches	man	men	volcano	volcanoes
beach	beaches	mango	mangoes	waltz	waltzes
brush	brushes	memorandum	memoranda	wash	washes
bus	buses	mess	messes	watch	watches
calf	calves	moose	moose	wharf	wharves
chateau	chateaux	motto	mottoes	wife	wives
cherry	cherries	mouse	mice	woman	women
child	children	nanny	nannies		
church	churches	neurosis	neuroses		
circus	circuses	nucleus	nuclei		
city	cities	oasis	oases		
cod	cod	octopus	octopi		
copy	copies	party	parties		
crisis	crises	pass	passes		
curriculum	curricula	penny	pennies		
deer	deer	person	people		
dictionary	dictionaries	plateau	plateaux		
domino	dominoes	poppy	poppies		
dwarf	dwarves	potato	potatoes		
echo	echoes	quiz	quizzes		
elf	elves	reflex	reflexes		
emphasis	emphases	runner-up	runners-up		
family	families	scarf	scarves		
fax	faxes	scratch	scratches		
fish	fish	series	series		
flush	flushes	sheaf	sheaves		
fly	flies	sheep	sheep		
foot	feet	shelf	shelves		
fungus	fungi	son-in-law	sons-in-law		
half	halves	species	species		
hero	heroes	splash	splashes		
hippopotamus	hippopotami	spy	spies		
hoax	hoaxes	stitch	stitches		

Write some more examples below:

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Test Your Grammar Skills

Mistakes that English Native Speakers Make 2

Believe it or not, English native speakers sometimes make mistakes when using their own language! To find them, simply read a daily newspaper regularly or check out some of the leaflets at an English Tourist Information Centre or library! Identify one mistake in each sentence below and write the letter of the category that it belongs to out of the following:

- | | | |
|----------------------|-------------|---------------------------|
| A. apostrophes | B. articles | C. capital letters |
| D. clumsy style | E. commas | F. extra or missing words |
| G. spelling mistakes | | |

1. Its worth asking about our amazing offers!
2. This ticket is valid for any friday or Saturday in December.
3. A few months a go I was earning £650 per month for 30 hours per week. Since then my salary has doubled.
4. Have you read Bridget Jones Diary?
5. Jennifer Jameson, our accountant is due to retire at the end of next month.
6. Do you know how many Eurpean countries have signed up to the single currency?
7. He's a spy, a con-man, a lover and a theif. Now he's back for another gripping adventure.
8. The new Ford Focus is in a different class from all the former ones which have gone before it.
9. You are welcome to join us in church for a Easter celebration.
10. The information about Richard and Tina's originated from reliable sources.
11. Every monday night is party night at McCoy's.
12. Become a teaching assistant and make a real difference to a childs life.
13. You can find us on St. Johns Street, near the post office.
14. Children under 8 years old must be with accompanied by an adult.
15. SALE! Robbie William's latest album is half-price for a limited time only.
16. We will be open allday on Sunday.
17. Our stores are now open everyday of the week.
18. You are what you et, or so they say.
19. Half of the managers were the proposals and half were against. It was an even split.
20. This car has got the lot – Style, speed and a dazzling array of extras.

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Test Your Grammar Skills

Using Present Perfect Continuous – have/has been + -ing

All of the residents of The Pine Trees Nursing Home in Orlando Avenue have gathered in the lounge for their weekly residents' meeting. The duty manager asks them what they have been doing all morning.

A) Complete the gaps below using the following words:

drying chatting washing visiting putting waiting throwing
 feeding clearing knitting staring watching doing sitting
 watering playing writing reading having trying on

1. Jack says, "I've been _____ the plants in my room."
2. Mabel says: "I've been _____ the dishes in the kitchen."
3. Dolly says: "I've been _____ a letter to my great grand-daughter."
4. Arif says: "I've been _____ a quiz programme on TV."
5. Austin says: "I've been _____ the breakfast table."
6. Dorothy says: "I've been _____ the Guardian crossword."
7. Barry says: "I've been _____ the budgies."
8. Les says: "I've been _____ out of the window."
9. Harjinder says: "I've been _____ some new clothes."
10. Patrick says: "I've been _____ to my friends."
11. Gracie says: "I've been _____ photos in my photo album."
12. Maria says: "I've been _____ a sweater for my great niece."
13. Thora says: "I've been _____ in my armchair having a little sleep."
14. Hermione says: "I've been _____ my hair."
15. Jemima says: "I've been _____ my sister-in-law in hospital."
16. Barney says: "I've been _____ an argument with my daughter."
17. Samson says: "I've been _____ to have a go on the computer."
18. Luka says: "I've been _____ an interesting book about Russia."
19. Jonathan says: "I've been _____ pool with one of the nurses."
20. Thomas says: "I've been _____ food at people I don't like."

B) Ask and answer questions about the residents. For example: "What has Jack been doing?"

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Test Your Grammar Skills

School Variety Show – Who Did What?

Passive Voice – Future (with will) and Past Simple

1. SHOW > **DIRECT** > BEN (MR. BRAHMS)
2. SONGS > **COMPOSE AND SING** > ALISON WATTS (MEGAN WATTS)
3. SCRIPT > **WRITE** > GRAHAM (GOK)
4. COSTUMES > **MAKE** > BARBARA'S MOTHER (MRS. PARSONS + TEAM)
5. SET > **BUILD** > TOM AND BEN (MR. ARTHUR AND BIG DAN)
6. SKETCHES > **PERFORM** > THE PETERSON TWINS (CARLY AND BEN)
7. SOUND > **OPERATE** > MIKE B. (GORDON RIDSDALE)
8. STAGE > **SWEEP** > CARLY (BIG DAN)
9. PROGRAMMES > **PRINT** > SCHOOL SECRETARY (TOM'S DAD)
10. CHAIRS > **PUT OUT** > OWEN (SCHOOL SECRETARY)
11. VENUE > **BOOK** > MR. BRAHMS (LOUISE CHIVERS)
12. MAKE UP > **DO** > SANDRA'S MOTHER AND MRS. WHELK (OLIVE)
13. EVENT > **FILM FOR DVD** > JOCELYN WHISPERS
(SILVER SCREEN PRODUCTIONS)
14. COFFEES AND TEAS > **MAKE** > MRS. PARSONS + TEAM
(MR. PARSONS + TEAM)
15. PIANO > **PLAY** > GOK (MIKE B.)
16. CURTAIN > **RAISE AND LOWER** > BIG DAN (LITTLE DAN)
17. DANCE SEQUENCES > **CHOREOGRAPH** > LOUISE CHIVERS (GOK)
18. SCENERY > **PAINT** > MR. ARTHUR AND BIG DAN
(THE PETERSON TWINS)
19. SHOW > **SPONSOR** > GLOVER INSURANCE (GLOBAL TRAVEL)
20. PROPS > **PROVIDE** > CARLY'S UNCLE CLIVE (LOUISE'S DAD)

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Test Your Grammar Skills

Comprehensive List of State Verbs in English

State verbs are 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 likes frozen peas."	not	"Annie is liking frozen peas."
We say:	"I saw a bird sitting on a branch."	not	"I was seeing a bird sitting on a branch."
We say:	"Sue is nearly forty years old."	not	"Sue is being 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:

like
dislike
love
hate
fancy
prefer
loathe

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 *

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Test Your Grammar Skills

State Verbs in English – Matching Game 1

*State verbs are 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** – like 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 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." "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.

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Test Your Vocabulary Skills

A Boring/Fascinating Worksheet About Adjectives

Choose the best adjective out of the two given in each question below:

1. Sammi didn't have time to finish the whole exam, so some of her answers were *incomplete/deficient*.
2. My father's new car is really *rapid/fast*.
3. The weather forecast wasn't very *accurate/truthful*, because they said it would rain and it's been fine all day.
4. The noticeable dearth of goal-scoring opportunities means that these are *annoying/worrying* times indeed for Danby United.
5. My little brother is so *greedy/eager*. He's just finished his fourth banana!
6. We gave a donation to the charity, partly because the children on their poster looked so *precious/vulnerable*.
7. When we got married my husband promised that he would always be *dependable/faithful* to me.
8. I like the new cushions on your sofa, they're *lovely/lovable*.
9. I believe if you want something in life badly enough you should be *powerful/persistent* and never give up until you've reached your goal.
10. This isn't the finished version of my essay. I always write a *rough/clean* draft first.
11. Some critics haven't enjoyed Spielberg's later films, such as *The Terminal* and *AI*, finding them a little too *sentimental/extreme*.
12. James proposed to Maria at Gina's party on Saturday. He got down on one knee and everything! It certainly made for a *spectacular/memorable* evening.
13. When I told my boss that I needed two weeks off to visit my sick grandmother in Mexico, she wasn't very *sympathetic/acceptable*. Probably because she knows I don't have any relatives in Mexico.
14. Jenna doesn't like her *curly/floppy* hair, but she's too lazy to straighten it.
15. "Jas, that skirt is horrendous! No one will ever find you remotely *pleasant/attractive* if you go outside wearing that!" counselled Jas's best friend, Mandy.

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Essential English

Personal Details - Completing Forms

Practise writing your personal details with this form:

Please use capital letters

Mr/Mrs/Miss/Ms: _____

First Name: _____

Surname: _____

Address: _____

Post Code: _____

Telephone Number: _____

Mobile Number: _____

Email Address: _____

Age: _____

Date of Birth: ____ / ____ / ____

Nationality: _____

Occupation: _____

Marital Status: _____

Number of Children: _____

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Essential English

Basic English Written Test

Name: _____

Date: _____

Days of the week:

Months of the year:

Numbers 1-30:

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

13. _____

14. _____

15. _____

16. _____

17. _____

18. _____

19. _____

20. _____

21. _____

22. _____

23. _____

24. _____

25. _____

26. _____

27. _____

28. _____

29. _____

30. _____

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Test Your Writing Skills

Alphabet Fun 1

Which letter is in the wrong place? Put a circle around it and write the correct letter:

1. o p q l s t

2. m n o p q y

3. a b o d e f

4. k l n m o p

5. u v w h y z

6. d e f p h i

7. n o y q r s

8. q r s t o v

9. c d a f g h

10. h i g k l m

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Test Your Vocabulary Skills

Family Words – Male or Female?

Write these words in the correct boxes below to show whether they mean somebody male, female or can mean either:

son	husband	daughter	father-in-law
aunt	grandfather	brother	relative
sister	uncle	grandmother	wife
cousin	partner	ex-husband	mother-in-law
nephew	father	mum	mother
dad	sister-in-law	grandson	brother-in-law
ex-wife	child	niece	granddaughter

male –

female –

either (can be male or female) –

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Test Your Spelling Skills

Read > Cover > Write > Check > Correct

No. 6 – Food and Drink

To improve your spelling, read a word, cover it with your hand, then write it on the first line. Check your spelling. If it's wrong, write it out again on the second line:

rice	_____	_____
eggs	_____	_____
fruit	_____	_____
chocolate	_____	_____
chips	_____	_____
beer	_____	_____
tea	_____	_____
lamb	_____	_____
crisps	_____	_____
wine	_____	_____
pasta	_____	_____
vegetables	_____	_____
water	_____	_____
margarine	_____	_____
coffee	_____	_____
potatoes	_____	_____
butter	_____	_____
milk	_____	_____
cheese	_____	_____
chicken	_____	_____

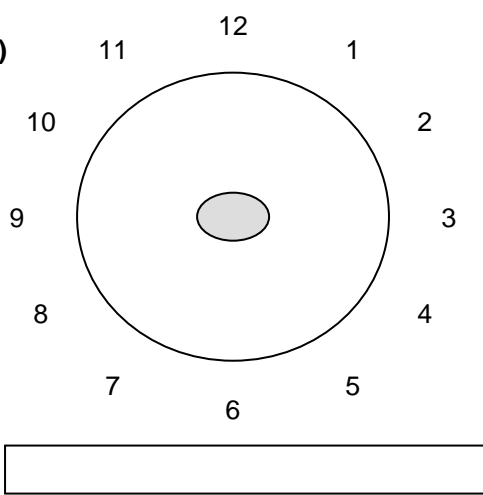
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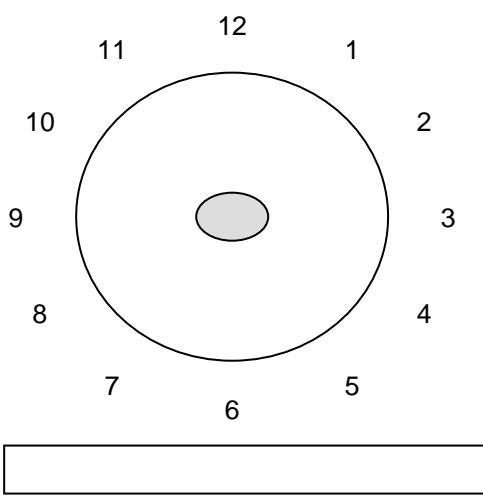
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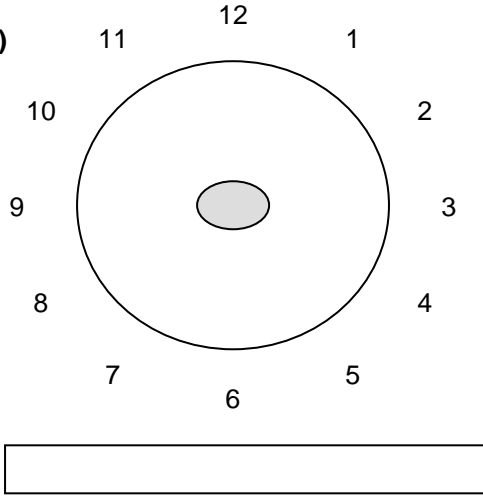
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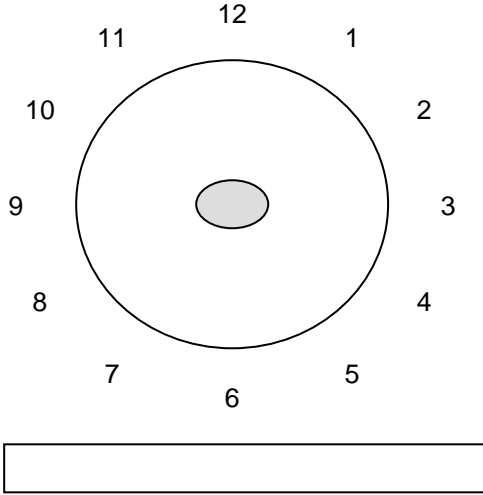
Test Your Vocabulary Skills

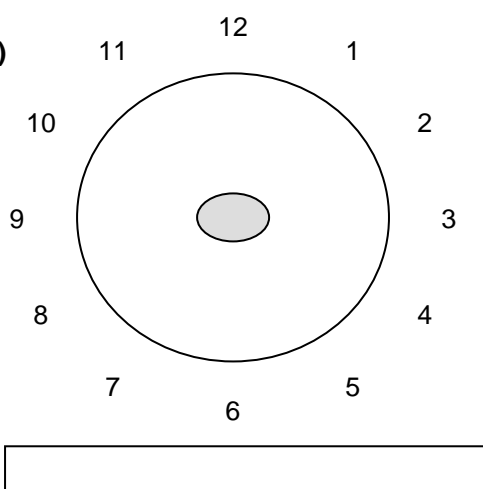
How to Tell the Time – Blank Clocks Template

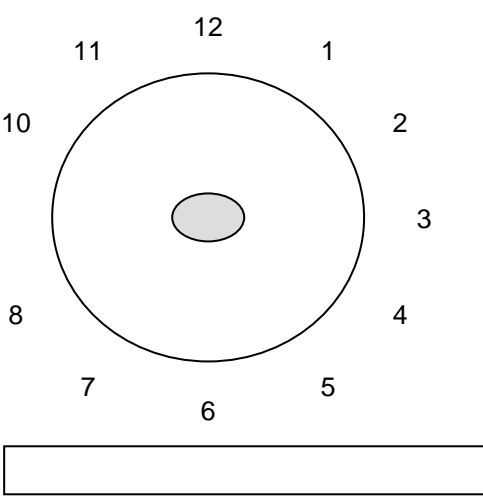
A) 

B) 

C) 

D) 

E) 

F) 

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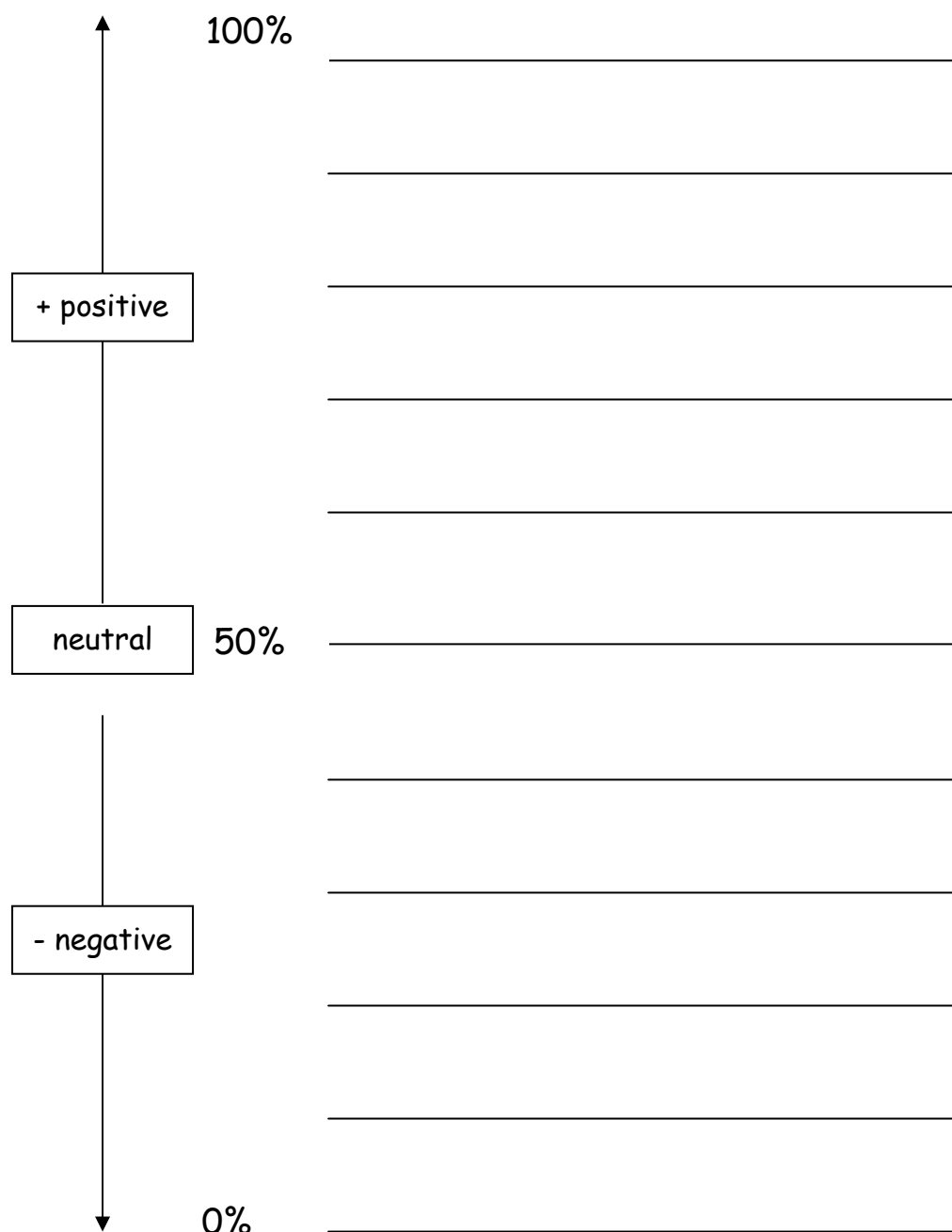
Test Your Vocabulary Skills

Expressing Likes and Dislikes

Write these phrases in the correct order on the chart below to express likes and dislikes:

I don't like I really like I quite like I really love I don't mind

I hate I really don't like I like I don't really like I really hate I love



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Test Your Vocabulary Skills

Understanding Quantities 2

Add an appropriate noun to each phrase:

- | | |
|------------------------|----------------------------|
| 1) A bar of _____. | 19) A collection of _____. |
| 2) A cup of _____. | 20) A chunk of _____. |
| 3) A glass of _____. | 21) A bowl of _____. |
| 4) A loaf of _____. | 22) A bouquet of _____. |
| 5) A piece of _____. | 23) A handful of _____. |
| 6) A bottle of _____. | 24) A carton of _____. |
| 7) A pint of _____. | 25) A box of _____. |
| 8) A litre of _____. | 26) A can of _____. |
| 9) A bag of _____. | 27) A gallon of _____. |
| 10) A packet of _____. | 28) A pool of _____. |
| 11) A ball of _____. | 29) A barrel of _____. |
| 12) A jar of _____. | 30) A jug of _____. |
| 13) A lot of _____. | 31) A tank of _____. |
| 14) A plate of _____. | 32) A bundle of _____. |
| 15) A slice of _____. | 33) A pack of _____. |
| 16) A dish of _____. | 34) A drop of _____. |
| 17) A pair of _____. | 35) A pot of _____. |
| 18) A group of _____. | 36) A tin of _____. |

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Test Your Vocabulary Skills

My Relatives

Fill in the gaps below with the correct family word:

1. My grandma's granddaughter is my _____.
2. My son's grandmother is my _____.
3. My son's wife is my _____.
4. My mother's son is my _____.
5. My nephew's sister is my _____.
6. The man I'm married to is my _____.
7. My brother's wife is my _____.
8. The person I live with as if I'm married to them is my _____.
9. The man I used to be married to is my _____.
10. My grandfather's wife is my _____.
11. My mother's sister is my _____.
12. My father's father is my _____.
13. My cousin's father is my _____.
14. The boy I gave birth to is my _____.
15. My daughter's son is my _____.
16. The woman I married is my _____.
17. My son's sister is my _____.
18. My aunt's daughter is my _____.
19. My sister's husband is my _____.
20. My brother's father is my _____.

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Test Your Research Skills

Units of Time

Use a library or the internet to find the answers to the following questions:

1. Which is faster, a nanosecond or a millisecond?
2. Which is faster, a millisecond or a microsecond?
3. How many milliseconds are there in a second?
4. How many seconds are there in five minutes?
5. How many minutes are there in a quarter of an hour?
6. How many seconds are there in two hours?
7. How many minutes are there in a day?
8. How many hours are there in a day?
9. How many hours are there in a weekend?
10. How many hours are there in one week?
11. How many minutes are there in a fortnight?
12. How many days are there in a calendar month?
13. How many days are there in a lunar month?
14. How many days are there in a standard year?
15. How many days are there in a leap year?
16. How many hours are there in a leap year?
17. How many years are there in a generation?
18. How many years are there in four decades?
19. How many years are there in a couple of centuries?
20. How many years are there in a millennium?

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Test Your Grammar Skills

Make or Do 1

Complete each gap below with either **make** or **do**:

- | | |
|---------------------------|-----------------------------|
| 1. _____ a bet | 21. _____ a favour |
| 2. _____ a job | 22. _____ a man of you |
| 3. _____ the dishes | 23. _____ a profit |
| 4. _____ a skirt | 24. _____ an error |
| 5. _____ the cleaning | 25. _____ the washing |
| 6. _____ your hair | 26. _____ your nails |
| 7. _____ believe | 27. _____ do |
| 8. _____ amends | 28. _____ well in something |
| 9. _____ some damage | 29. _____ a promise |
| 10. _____ a home | 30. _____ some practice |
| 11. _____ fifty press ups | 31. _____ a reservation |
| 12. _____ some yoghurt | 32. _____ a mess |
| 13. _____ a fortune | 33. _____ your duty |
| 14. _____ a model | 34. _____ ends meet |
| 15. _____ a noise | 35. _____ an effort |
| 16. _____ your best | 36. _____ your own thing |
| 17. _____ the washing up | 37. _____ an enquiry |
| 18. _____ an application | 38. _____ some money |
| 19. _____ some work | 39. _____ waves |
| 20. _____ some harm | 40. _____ eyes at someone |

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Test Your Vocabulary Skills

The Perfect Job 1

*By pure coincidence, each person below has a job that matches his or her name.
Can you say what each one does for a living?*

1. Laura Whiteboard is ...
2. Krzysztof Perm is ...
3. Jonathan Script is ...
4. Lewis Mains-Switch is ...
5. Simone Receipt is ...
6. Clark Gnome is ...
7. Helga Words-Per-Minute is ...
8. Olivier Letterbox is ...
9. Jemima Toothbrush is ...
10. Orlando Tripod is ...
11. Sukvinder Emergency is ...
12. Godfrey Vintage is ...
13. Sally U Bend is ...
14. Gareth Limousine is ...
15. Dorothy Catwalk is ...

Choose one of these jobs for each person:

- | | |
|-------------------|--------------------------|
| a) an actor | i) a photographer |
| b) a dentist | j) a teacher |
| c) a typist | k) a gardener |
| d) a chauffeur | l) a plumber |
| e) a postman | m) a hairdresser |
| f) a model | n) an ambulance driver |
| g) a wine taster | o) a checkout supervisor |
| h) an electrician | |

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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

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Essential English

Writing the Alphabet 2

A a B b C c D d E e F f G g

H h I i J j K k L l M m N n

O o P p Q q R r S s T t

U u V v W w X x Y y Z z

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Test Your Spelling Skills

Dolch Basic Sight Vocabulary – in Order of Decreasing Frequency

The Dolch Basic Sight Vocabulary is a list of 220 words that appear frequently in written English. By learning this list students will gain a good foundation for developing their reading skills. On this page the list goes in columns from left to right in order of decreasing frequency, i.e. "the" is the word that appears most frequently and "laugh" is the word that appears least frequently:

the	did	know	never	ate
to	what	right	seven	full
and	so	put	eight	those
he	see	too	cold	done
a	not	got	today	use
I	were	take	fly	fast
you	get	where	myself	say
it	them	every	round	light
of	like	pretty	tell	pick
in	one	jump	much	hurt
was	this	green	keep	pull
said	my	four	give	cut
his	would	away	work	kind
that	me	old	first	both
she	will	by	try	sit
for	yes	their	new	which
on	big	here	must	fall
they	went	saw	start	carry
but	are	call	black	small
had	come	after	white	under
at	if	well	ten	read
him	now	think	does	why
with	long	ran	bring	own
up	no	let	goes	found
all	came	help	write	wash
look	ask	make	always	slow
is	very	going	drink	hot
her	an	sleep	once	because
there	over	brown	soon	far
some	yours	yellow	made	live
out	its	five	run	draw
as	ride	six	gave	clean
be	into	walk	open	grow
have	just	two	has	best
go	blue	or	find	upon
we	red	before	only	these
am	from	eat	us	sing
then	good	again	three	together
little	any	play	our	please
down	about	who	better	thank
do	around	been	hold	wish
can	want	may	buy	many
could	don't	stop	funny	shall
when	how	off	warm	laugh

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Test Your Spelling Skills

Spot the Anagram – Dolch Spelling Test 4

Look at the original word then look at the four mixed-up words (a, b, c and d). One of them is an anagram of the original word, which means that it contains all of the same letters as the original word. All of the original words are taken from the Dolch Basic Sight Vocabulary of 220 English words that appear frequently in written material.

Underline the mixed-up word (a, b, c or d) that contains all of the same letters as the original word.

- | | | | | |
|-------------------|------------|-----------|-------------|------------|
| 1. clean | a) leano | b) cleon | c) anlec | d) olean |
| 2. sleep | a) aleep | b) plses | c) seple | d) sleeq |
| 3. over | a) orev | b) pver | c) owar | d) uver |
| 4. must | a) musi | b) sumt | c) nost | d) most |
| 5. because | a) ceusebo | b) becuas | c) cuaseseb | d) subacee |
| 6. tell | a) teel | b) lelt | c) tall | d) tel |
| 7. again | a) aagln | b) aqaln | c) agaln | d) giana |
| 8. why | a) vhy | b) wyh | c) ywn | d) wlhy |
| 9. will | a) liwl | b) liwll | c) vvill | d) wil |
| 10. their | a) there | b) rhtie | c) righte | d) tlneir |

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Test Your Spelling Skills

Find a Small Word Inside a Bigger Word 2

Did you know that sometimes you can find small words hiding inside bigger words? Look at the words below. Inside each one you will find a smaller word. Underline the smaller word. We've done the first one for you as an example:

- | | |
|----------------------|-----------------|
| 1. <u>bro</u> adcast | 11. feature |
| 2. husband | 12. environment |
| 3. whisker | 13. vegetable |
| 4. village | 14. opportunity |
| 5. laboratory | 15. excellent |
| 6. parties | 16. origin |
| 7. prescription | 17. skeleton |
| 8. nothing | 18. prosecute |
| 9. octopus | 19. telegram |
| 10. newspaper | 20. microwave |

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Test Your Grammar Skills

Complete the Sentences 6

Write the sentences and complete them by choosing the best option below:

1. We never even said . . . a) hello. b) good afternoon. c) see ya. d) goodbye.
2. My hands were . . . a) taken. b) clean. c) serious. d) looked.
3. My husband's name is . . . a) Derek. b) Emma. c) Charlotte. d) father.
4. The piano is too heavy to . . . a) be. b) got. c) advise. d) move.
5. That girl looks . . . a) hurrah. b) ridiculously. c) silly. d) really.
6. Let's try to save the . . . a) travel. b) impossible. c) planet. d) recycle it.
7. That was 20p cheaper in . . . a) this shop. b) that way. c) this piece. d) her own.
8. Can you speak a bit . . . a) up a bit? b) please? c) more time? d) louder?
9. The coffee is over . . . a) then. b) there. c) taken. d) where.
10. Then he told us a . . . a) long. b) time. c) place. d) story.
11. I don't believe . . . a) in. b) if. c) it. d) is.
12. Who wants to go . . . a) first. b) second time? c) that? d) first?
13. It was only a . . . a) agree. b) fun. c) joke. d) good.
14. Give me a . . . a) egg. b) ring. c) apple. d) ring me.
15. We don't know what to . . . a) think. b) thought. c) wished. d) did.
16. It was chucking it . . . a) in. b) down. c) with. d) up.
17. Can I help at . . . a) the morning? b) with you? c) all. d) all?
18. My mum sent me a . . . a) shopping. b) present. c) Letter. d) blue.
19. We didn't enjoy . . . a) camping. b) camped. c) the curtains. d) us.
20. I live in . . . a) bristol. b) Bristol? c) Bristol. d) BristolL.

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Schools

Initial Assessment – Reading & Writing – Page 1

1. a) Write your full name: _____ (½ mark)

b) Write today's date: _____ (½ mark)

2. Write the alphabet:

Capital letters: A B C ...
(2 marks)

Small letters: a b c ...
(2 marks)

3. Write these numbers in words (2 marks):

1 _____ 2 _____ 3 _____ 4 _____ 5 _____

6 _____ 7 _____ 8 _____ 9 _____ 10 _____

4. Complete the days of the week (3 marks):

Monday Tuesday _____ Thursday _____ Saturday _____

5. Choose the best word to complete each sentence (4 marks):

a) Hello. My name [is] [it] James. c) I would like a [sandwich] [bread] .

b) How are [your] [you] ? d) What's the [time] [watch] ?

6. Write these words in alphabetical order (2 marks):

kitchen, bathroom, kettle, sink, bath, garden, step, house, stairs, carpet, window, fridge

7. Put the words in the right order to make questions (2 marks):

a) what mum's is name your _____

b) are how you old _____

8. Write the opposite to each adjective (2 marks):

hot small thin wet happy long rich late clever old

Name: _____ Date: _____ Total This Page: / 20

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Schools

Initial Assessment – Reading & Writing – Page 2

1. Write your full address, including postcode (1 mark):

2. Write the 12 months of the year (2 marks):

3. Write these numbers in words (2 marks):

11 _____ 12 _____ 13 _____ 14 _____ 15 _____

20 _____ 30 _____ 87 _____ 141 _____

1469 _____

4. Complete each gap with a past simple verb (5 marks):

Yesterday I a) _____ up at 6.00 am. I b) _____ into the bathroom and c) _____ a shower. I d) _____ dressed and e) _____ breakfast. I f) _____ the house at 7.45 am and g) _____ to work in my car. I h) _____ at work at about 8.25 am. I i) _____ late because I usually start work at 8.15 am. My manager j) _____ me to be on time tomorrow.

5. Write the name of each punctuation mark (2 marks):

a) .

b) ' ,

c) ?

d) ,

e) ;

f) -

6. Underline the words that are spelt incorrectly in each line (2 marks):

a) earrings shoos coat jeens jumper skirt glasses jackit dress trousers

b) cleverley early quickly tommorow completely somtimes neerly never offen whenever

7. Put the words in the right order to make questions (2 marks):

a) train you from how the get here to station do _____

b) tonight going at to are Sally's the party you _____

8. Write 30 words about your family (4 marks):

Name: _____ Date: _____ Total This Page: / 20

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Test Your Grammar Skills

Past Events - The Life of Captain James Cook

Complete the sentences below using one of these verbs:

**saw landed arrived joined married crossed stayed born met left
buried worked became returned promoted murdered departed hit**

1. James Cook was _____ on 27th October 1728.
2. He first _____ as an apprentice to a shopkeeper in Staithes, N. Yorkshire.
3. He _____ the Royal Navy in 1755, aged 26 years old.
4. He _____ Elizabeth Batts on 21st December 1762.
5. He _____ from his first voyage to Newfoundland as a surveyor in November 1763.
6. He was _____ to the rank of lieutenant in the Royal Navy in 1768.
7. He _____ from Plymouth in the *Endeavour* on 26th August 1768.
8. The *Endeavour* _____ at Tahiti on 11th April 1769.
9. Cook and his men _____ at Botany Bay (in Australia) on 28th April 1770.
10. The *Endeavour* _____ a coral reef, causing great problems, in June 1770.
11. Cook and his wife _____ with his father in Yorkshire in December 1771.
12. Cook _____ Plymouth in the *Resolution* for his second round-the-world voyage on 13th July 1772.
13. The *Resolution* _____ the Antarctic Circle for the first time in January 1773.
14. Cook _____ ill as the expedition neared Easter Island in February 1774.
15. When he arrived back in England in the summer of 1775 he _____ King George III.
16. Cook _____ the west coast of North America on 6th March 1778.
17. He was _____ in Hawaii on Valentine's Day 1779.
18. The remains of Cook's body were _____ in Kealakekua Bay on 22nd February 1779.

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Test Your Grammar Skills

Good Advice 3

Match the question on the left to the good advice given on the right:

- | | |
|-------------------------------------|-----------------------------------|
| 1. Do you like looking good? | a) Take off your jumper! |
| 2. Do you like jam? | b) Go to Panama! |
| 3. Are you dirty? | c) Move to a smaller one! |
| 4. Have you got long hair? | d) Buy a cow! |
| 5. Do you always wake up late? | e) Buy a better one! |
| 6. Do you hate your job? | f) Make yourself a jam sandwich! |
| 7. Is your house too big? | g) Go to the Sahara Desert! |
| 8. Do you like drinking fresh milk? | h) Why not get it cut? |
| 9. Do you enjoy swimming? | i) Go to a birthday party! |
| 10. Do you like penguins? | j) Go to a carpet shop! |
| 11. Are you too hot? | k) Join a tennis club! |
| 12. Are you too cold? | l) Buy some big shoes! |
| 13. Do you like long canals? | m) Buy an alarm clock! |
| 14. Do you like sand dunes? | n) Become a model. |
| 15. Do you like birthday cake? | o) Go to the South Pole! |
| 16. Do you like getting wet? | p) Put a warm coat on! |
| 17. Do you need a new carpet? | q) Go on a boat trip and jump in! |
| 18. Do you like playing tennis? | r) Have a bath! |
| 19. Do you have big feet? | s) Apply for a different one! |
| 20. Is your mobile phone rubbish? | t) Throw away your umbrella! |

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Test Your Reading Skills

Any Answers 4

Put a circle around the letter of the **best answer** to each question or comment below:

1. What do you want for dinner?

- | | |
|----------------------------|----------------------|
| a) A potato and a cabbage. | c) A bowl of cereal. |
| b) Egg and chips. | d) A cup of tea. |

2. When does this lesson finish?

- | | |
|------------------------|-------------------------|
| a) It hasn't finished. | c) Quarter past. |
| b) Tomorrow. | d) It's two hours long. |

3. Your brother has been caught speeding.

- | | |
|------------------------|---------------------------------------|
| a) It's his own fault. | c) He should drive to work every day. |
| b) What time? | d) Why were you speeding? |

4. I'd like two first class stamps, please.

- | | |
|-----------------------------|------------------------------------|
| a) What's your destination? | c) That's fifty six pence, please. |
| b) Two pounds, please. | d) I can't find any. |

5. Can I take your order?

- | | |
|-------------------------|--------------------------------|
| a) No, thank you. | c) No, we're next. |
| b) Non-smoking, please. | d) No, we haven't decided yet. |

6. It's my birthday on Wednesday.

- | | |
|---------------------|--------------------------|
| a) How old are you? | c) How old were you? |
| b) Well done. | d) You must be very old. |

7. What time do you usually go to bed?

- | | |
|-------------------------------------|--|
| a) I'm not tired. | c) It varies. |
| b) I get up at about half past six. | d) I need at least eight hours' sleep. |

8. I need a new car.

- | | |
|---------------------|--------------------------------|
| a) Why not? | c) Have you tried Sainsbury's? |
| b) It's a good car. | d) I'll help him to find one. |

9. Have you seen my keys?

- | | |
|---|---|
| a) It's in the kitchen next to the radio. | c) They're in the kitchen with the radio. |
| b) It's on the kitchen table. | d) They're on the kitchen table. |

10. You're too late – the train's just gone!

- | | |
|------------|---------------------|
| a) Oh no! | c) Where? |
| b) Oh yes! | d) What time is it? |

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Test Your Reading Skills

Reading Comprehension 6 – How Much Money Do They Have?

Use only the following information to find the answers:

Tim has £3.47.

He gives £2 to **John**, who already had £10.75.

Tim's sister, **Clare**, takes £20 out of the bank and gives half to **Lisa**.

Lisa spends £4.99 on a t-shirt and gives the rest back to Clare, who then lends £2.50 to **Jalal**.

Jalal owes a pound to **his brother**, so he gives him three quarters of that.

John gives £5.58 to **Keith**, who needs it because he owes a fiver to **Kathy**.

She puts it with the 68p that she already has in her pocket, then withdraws £60 from a cashpoint and gives a quarter of that to **Laurie**, who spends a third and shares the rest equally between her cousins, Jalal and **Ruby**.

How much money does each person have now?

1. Tim has _____
2. John has _____
3. Clare has _____
4. Lisa has _____
5. Jalal has _____
6. Jalal's brother has _____
7. Keith has _____
8. Kathy has _____
9. Laurie has _____
10. Ruby has _____

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Test Your Reading Skills

Reading Comprehension 7 – When's Your Birthday?

Use the information below to find the date of each person's birthday:

Joe was born on the twenty-third day of the fifth month.

His wife **Colette**'s birthday is two days after that, which is five days before their wedding anniversary.

Conor's birthday is six days before Joe's.

Laura's birthday is three days before Christmas Day.

May's birthday is on the nineteenth day of the eighth month.

Sarah's birthday is exactly four weeks and one day later.

Leanne's birthday is on the day before Valentine's Day, while **her husband**'s birthday is four days after May's.

Tom's birthday is exactly a fortnight after Colette and Joe's anniversary, while **Mohammed** celebrates his birthday on the forty-second day of the year.

1. Joe's birthday is on _____.
2. Colette's birthday is on _____.
3. Conor's birthday is on _____.
4. Laura's birthday is on _____.
5. May's birthday is on _____.
6. Sarah's birthday is on _____.
7. Leanne's birthday is on _____.
8. Leanne's husband's birthday is on _____.
9. Tom's birthday is on _____.
10. Mohammed's birthday is on _____.

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Test Your Reading Skills

Reading Comprehension 10 – What's the Right Time?

Graham is telling his friend Marco about what happened yesterday:

"I woke up yesterday morning and looked at my alarm clock. It said 2.15pm! I couldn't believe it. I thought I was late for work, so I jumped out of bed and ran into the bathroom. The clock on the wall in there was two and a half hours ahead of the one in the bedroom. It was very confusing! I had a shower then went downstairs. The clock in the hall was an hour behind the one in the bathroom. When I went into the kitchen I looked at the clock on the microwave, which was three and a quarter hours ahead of the one in my bedroom. I found out later that day that my flatmate, Gordon, had changed all the clocks in my house for a joke. He thought it was very funny. In the living room the clock on the video said it was 3.30am, while in the guest bedroom the clock on the wall next to the window was two hours and twenty-five minutes slower than that. I went into the study and picked up my watch. It was eight hours ahead of the one in the kitchen. I was due at work at 8.30am and didn't want to be late. I went outside into the garden and looked in at the window of my shed. The clock on the wall in there was three hours behind my alarm clock. There was a postman walking past, but he didn't know the time. He said that when he left the sorting office an hour or two ago he thought it was about six o'clock. In the end I phoned my brother Alan in Toronto, Canada, and he was really annoyed because I'd woken him up, along with his whole family. He said it was 2.44 in the morning their time. I had forgotten that in Toronto they're five hours behind us. That's how I finally found out what time it was!"

What time was it... (use either 'am' or 'pm')

- | | |
|---|-------|
| 1. ...in the study? | _____ |
| 2. ...in the living room? | _____ |
| 3. ...in the guest bedroom? | _____ |
| 4. ...in the hall? | _____ |
| 5. ...in Toronto, Canada? | _____ |
| 6. ...in the shed? | _____ |
| 7. ...in the bedroom? | _____ |
| 8. ...in the kitchen? | _____ |
| 9. ...in the bathroom? | _____ |
| 10. ...at the end of the story? (the right time!) | _____ |

More questions...

- | | |
|---|-------|
| 11. What is Graham's friend called? | _____ |
| 12. What time did Graham have to be at work? | _____ |
| 13. Who changed the clocks in Graham's house? | _____ |
| 14. Where does Graham's brother live? | _____ |
| 15. Why was he angry with Graham? | _____ |

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Test Your Reading Skills

Reading Comprehension 11 – Car Park Query

John works at a printer's. He is showing Mike, his new boss, which employee holds each of the ten spaces in the car park (see picture). Read or listen to what John says and complete the table below:

	1	2	3	4	5	
	6	7	8	9	10	

space: employee name: make of car: colour:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Car makes: Seat Toyota Renault Ford Hyundai Peugeot



John:

"Well, your Renault Clio is over there on the end, next to number two, where there's another blue Clio, which, I think, belongs to Narinder, our HR Manager. Rob has parked his Ford – the red one – opposite yours. Three spaces along from Rob's there's a green Peugeot 206. That's Lisa's. She normally parks next to Tanya's silver Hyundai, which is on the end. The black Ford Focus opposite the Peugeot is Barbara's. She's a trainee. The white Toyota next to Rob's car belongs to Carrie, and Graham usually parks in between Narinder and Barbara. He's out today, but you'll normally see a red Seat there. On the right of the Ford Focus there's another car like Graham's, but newer – a brown one. I don't know who it belongs to. It was there yesterday as well. Your guess is as good as mine! My car's an Espace. I park in the other space. It's at the garage today because of the fan belt, so I had to come on the bus. I always have Renaults. They're so reliable, aren't they? It's the same colour as yours, by the way, but a bit darker."

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Test Your Reading Skills

Reading Comprehension 12 – Working out the Bill

Six friends – Amélie, Julia, Jan, Adam, Wai Ching, and Kevin – have just finished a fabulous meal at 'Jake's Pizzeria'. A waiter brings them their shared bill. After seeing the total, they decide to leave a gratuity of £9.00. Work out how much they all need to pay, including an equal share of the gratuity:

Kevin says:

"So, Amélie and Julia shared a medium margherita pizza, which was eleven pounds. Jan had the Classic Vegetable Tagliatelle, which was three pounds and a penny cheaper, and Wai Ching had an individual pizza – er, the Scrumptious Seafood – which was £6.99. Me and Adam both had the individual chicken thin crust pizza, which was the same price as Wai Ching's. I had extra cheese on mine, and Wai Ching had extra olives and extra tomatoes. The extra toppings were £1.49 each. No one had any side dishes, did they? Oh, I forgot; Julia and Adam had garlic bread, which costs £2.49. Amélie had a bottle of mineral water and Jan had lemonade. Wai Ching and Julia both had two bottles of beer. I had a vodka and orange, while Adam had a glass of wine. The soft drinks were £1.99 and the alcoholic drinks were a pound more, apart from the vodka, which was an extra 65p on top of that. We didn't have teas or coffees. They would have been £1.49 each, wouldn't they? Only four of us had desserts. Adam and Jan had the Fantastic Fudge Cake and Wai Ching had the strawberry cheesecake. Oh yes, I had the Death by Chocolate. How could I forget that? All the desserts were £3.99 each, apart from the cheesecake, which cost 50p less. Oh, hang on a minute! I haven't included Amélie and Julia's coffees."

Adam should pay:

Amélie should pay:

Julia should pay:

Jan should pay:

Wai Ching should pay:

Kevin should pay:

Total bill (including gratuity):

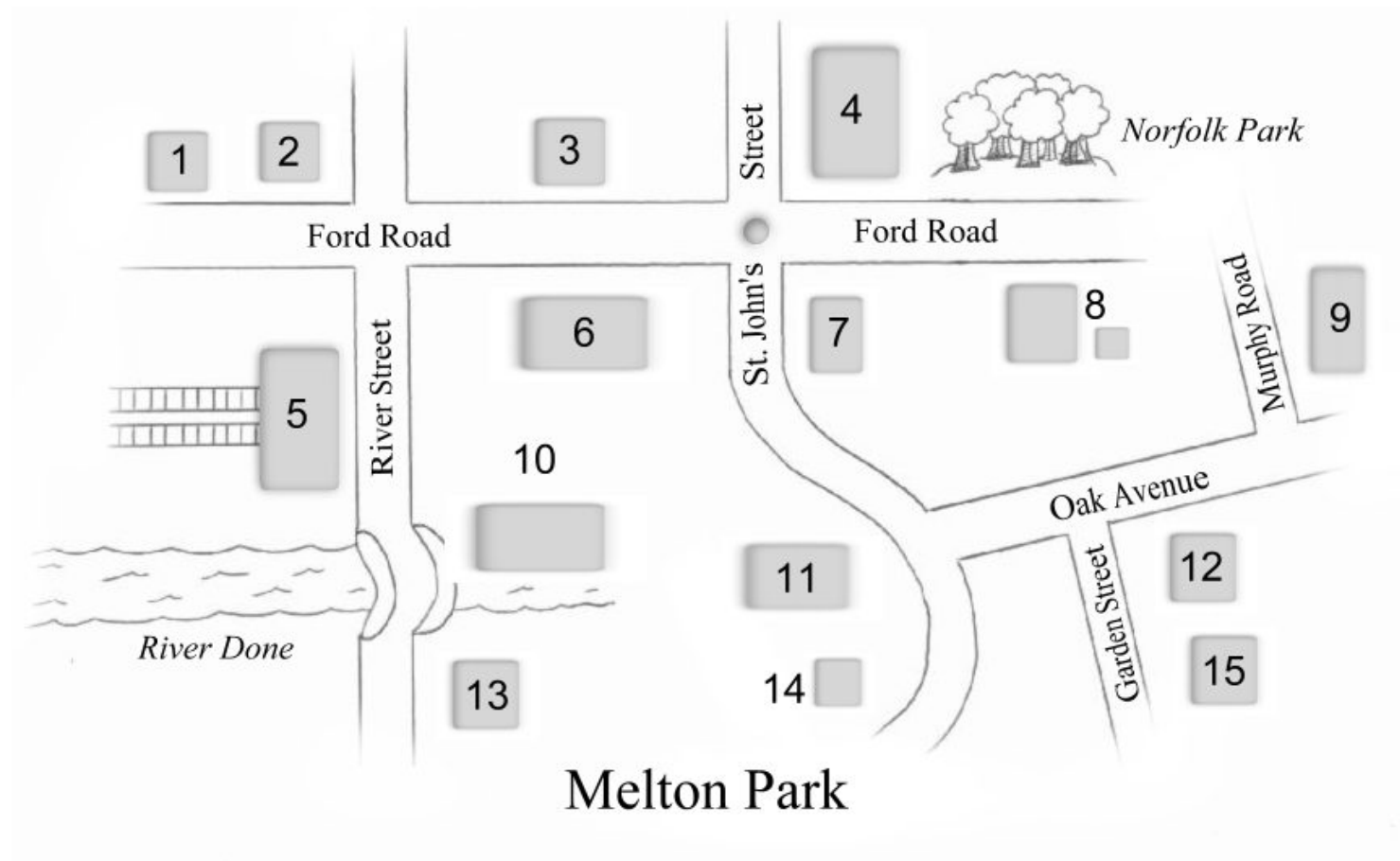
**Average cost of meal
(round up to the nearest penny):**

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Test Your Reading Skills

Map of Melton Park



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Test Your Reading Skills

Giving Directions

Read the sentences below and look at the map of Melton Park. Write a number next to each of these places:

bank	_____	newsagent	_____
bookshop	_____	playing field	_____
clothes shop	_____	post office	_____
hospital	_____	school	_____
leisure centre	_____	supermarket	_____
Margaret Hart's house	_____	surgeries	_____
Mrs. Simon's house	_____	train station	_____
museum	_____		

The **museum** is next to the park.

The **playing field** is opposite the **station**.

To get to **Mrs. Simon's house** go past the station and over the bridge. It's on the left.

The **clothes shop** is on the corner of Ford Road and River Street.

The **surgeries** is next door to the clothes shop.

The **leisure centre** is on Murphy Road.

The **hospital** is opposite the park.

To get to the **bank** from the station, turn left and walk up River Street. Turn right onto Ford Road. The bank is halfway down the road on your left.

The **supermarket** is opposite the bank.

To get to the **post office** from the leisure centre, turn left and then right onto Oak Avenue. Go to the end of the road until you see the **school**. Turn left again onto St. John's Street. Cross over the road. The post office is near the school, on the same side of the road.

To get to **Margaret Hart's house** from the surgeries, walk up Ford Road to the roundabout. Turn right onto St. John's Street. Walk past the **bookshop**, then turn left onto Oak Avenue. Turn first right onto Garden Street and walk past the **newsagent**. Margaret's house is next to the newsagent.

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Enjoy your job?

Client Liaison Executives £19K

Living for the weekend? Life's too short for clock-watching. If you've got a lot offer, we want to hear from you today.

Benson Medical Group Ltd.

(Extract adapted from a job advert from an international financial organisation)

What kind of mistake do you see? (Tick one)

- | | |
|---|--------------------------------------|
| <input type="checkbox"/> apostrophes | <input type="checkbox"/> articles |
| <input type="checkbox"/> doesn't make sense | <input type="checkbox"/> punctuation |
| <input type="checkbox"/> singular / plural | <input type="checkbox"/> spelling |

Write your corrected version below:

For more fun worksheets, games and quizzes log onto www.englishbanana.com now!

**Special Offer - Hurry While Stocks Last!
12 months half price line rental***



**Terms and conditions apply*

(Extract adapted from a catalogue produced by a major high-street store)

What kind of mistake do you see? (Tick one)

- | | |
|---|--------------------------------------|
| <input type="checkbox"/> apostrophes | <input type="checkbox"/> articles |
| <input type="checkbox"/> doesn't make sense | <input type="checkbox"/> punctuation |
| <input type="checkbox"/> singular / plural | <input type="checkbox"/> spelling |

Write your corrected version below:

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‘Ello Jeff.

Want to buy a new laptop for £449.99?

Blue Danube Technology

(Extract adapted from a national newspaper advert produced by an international company)

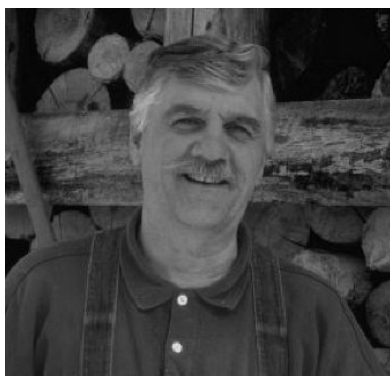
What kind of mistake do you see? (Tick one)

- | | |
|---|--------------------------------------|
| <input type="checkbox"/> apostrophes | <input type="checkbox"/> articles |
| <input type="checkbox"/> doesn't make sense | <input type="checkbox"/> punctuation |
| <input type="checkbox"/> singular / plural | <input type="checkbox"/> spelling |

Write your corrected version below:

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Owen keeps us grooving in the aisles!



Owen Williams – showman

REVIEW *Birmingham NEC*

Fans at his sellout show in Birmingham gave Owen Williams an ecstatic response last night as he rolled back the years and treated us to a rock 'n' roll spectacular *par excellence*. It was like 1982 all over again as Williams sprinted energetically through all his memorable hits, as well as some superb new tunes. Sales of his latest release, *Never Be Lonely (When You've Got A Friend)*, have now past the 2 million mark in the UK alone.

(Extract adapted from a promotional brochure by a national company)

What kind of mistake do you see? (Tick one)

- | | |
|---|--------------------------------------|
| <input type="checkbox"/> apostrophes | <input type="checkbox"/> articles |
| <input type="checkbox"/> doesn't make sense | <input type="checkbox"/> punctuation |
| <input type="checkbox"/> singular / plural | <input type="checkbox"/> spelling |

Write your corrected version below:

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Test Your Reading Skills

Any Answers 2 – Intermediate Level

Put a circle around the letter of the **best answer** to each question or comment below:

1. I need a new pair of headphones.

- a) What's wrong with it?
 b) I have broken them.
 c) There's nothing like them in the store.
 d) We can get some at the weekend.

2. We get a lot of ants on our patio.

- a) It's annoying, isn't it?
 b) I'm annoying, aren't I?
 c) Why do you get them?
 d) Nobody wants to get any ants.

3. I never knew you liked classical music.

- a) The reason why I didn't like it is not obvious.
 b) I've liked it for ages.
 c) I buy it most weekends.
 d) There's no reason why he didn't accept me.

4. Have you got any stamps?

- a) No thanks.
 b) There's one in my purse.
 c) The shop closed over an hour ago.
 d) Please let me have one.

5. When was the Battle of Trafalgar?

- a) It was in 21st October 1805.
 b) What was the date?
 c) I can't remember.
 d) It wasn't very warm.

6. Who left the light on in the kitchen?

- a) No, I don't.
 b) I have done.
 c) I do not.
 d) I didn't.

7. Michelle and Alyson will meet you at the bus stop at four.

- a) That's pleasant.
 b) That's kind of them.
 c) That's so good for my life.
 d) That's not enough.

8. Do you want to see the photos of Melanie's baby's christening?

- a) Can I have a look at him?
 b) Ah – he looks so cute.
 c) Why was Melanie at the christening?
 d) What a nice person you are.

9. Switch off the TV and go and do your homework please.

- a) No!
 b) No thanks.
 c) Yes!
 d) Where is the off switch?

10. Do you know how to cut and paste using Microsoft Word?

- a) Yes, we did it at college next year.
 b) No, we haven't done it for a while.
 c) Yes, we did it at college last year.
 d) No, but I will show you if you like.

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Test Your Reading Skills

Complete the Sentences 4 – Intermediate Level

Choose the best option – a), b), c) or d) – to complete the gap in each sentence below:

1. A day return to Nottingham _____.
a) thanks b) please c) certainly d) actually
2. Jamie spent the whole morning _____ the 'net.
a) running b) playing c) walking d) surfing
3. The greenhouse effect is having a _____ impact on the environment.
a) hard b) positive c) damaging d) negligent
4. My sister _____ ten GCSEs last summer.
a) sit b) passed c) showed d) made
5. Did you buy any milk _____ the supermarket?
a) with b) in c) at d) for
6. _____ is my favourite jacket.
a) they b) those c) this d) their
7. When we got there the coffee shop _____ shut.
a) is b) will c) has d) had
8. Brad was off work because of a chest _____.
a) illness b) infection c) infliction d) soreness
9. Our company will need to win more orders if redundancies are to be _____.
a) kept b) hoped for c) completed d) avoided
10. What would you prefer for _____?
a) breakfast b) eating c) meal d) snack

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Test Your Reading Skills

Reading Job Advertisements 1

Read the following extracts from job advertisements. Complete the gaps using the words below, then match each extract (1-10) to a sentence (a-j):

agencies £11,995 effectively OTE flexible
situations pension ref. no. interview experience

1. You will be a confident team player who can communicate _____ in all situations.
2. Circa _____.
3. _____ Wanted.
4. _____ date: Tuesday 14th March.
5. You will have at least one year's relevant _____ within a Marketing department.
6. No _____.
7. Please write quoting _____ 402-12906.
8. We offer excellent working conditions, including a contributory _____ scheme.
9. 37 hours a week, _____ hours – includes some shift work (evenings and weekends).
10. 25k _____ – Company Pension Scheme – Life Assurance.

- We do not need the help of other companies to find employees.
- We want someone who works well with others and can get their ideas across.
- This is a good place to work, partly because you will be able to join our retirement fund.
- If successful, your salary will be about this amount.
- This is when we would like to discuss the job with you.
- This is when we would like you to work. You must be willing to work outside of office hours.
- When you contact us please include this job reference number.
- Benefits of the job include the opportunity to earn a good salary with on target earnings and join our retirement fund.
- You need to have done this job before for a minimum of twelve months.
- List of people who are looking for a job, stating what type of job they would like to do.

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Test Your Reading Skills

Home Security – Dos and Don'ts

Photocopy this page, cut out the sentences and mix them up. Students read each sentence and decide in small groups whether they belong in the "DOS" list or the "DON'TS" list:

1. Close all the windows before going out.
2. When someone you don't know comes to the door, ask to see their ID.
3. Learn a martial art so that you can deal with burglars effectively if they break into your home.
4. Don't tell anyone your address, even your family and friends.
5. Ask a friend to call round a couple of times to check the house while you are away on holiday.
6. Fit several large locks to the inside of the front door.
7. Leave a spare key under a flowerpot outside near the front door.
8. Lock the front door when you leave the house.
9. Stay in all day and all night, just in case.
10. Leave on a radio or the TV when you go out at night.
11. Keep all tools and garden equipment safely locked in the shed.
12. Have a spare front door key cut and give it to a trusted friend, in case you lose your own key.
13. Tell everyone you know that you're going on holiday and for how long the house will be empty.
14. Leave a tall ladder in the garden leaning up against the wall near an open bathroom window.
15. Make sure that you have enough home contents insurance cover for all of your possessions and valuables, in case your house is burgled.
16. Put an address label on the key fob that has your house key on it.
17. Leave the front door unlocked when you go to bed at night.
18. Cancel the milk and papers for the period when you are away on holiday.
19. Close all the curtains before leaving the house.
20. Build an eight metre high metal perimeter wall around your property and land.

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Test Your Research Skills

Quick Quiz Template

Try making your own quick quiz (for team or individual use) with this handy template:

1. What is the capital city of...? (e.g. France)
2. What colour is...? (e.g. milk)
3. Write five different... (e.g. nouns, adjectives, adverbs, prepositions)
4. Write five different things that you can find... (e.g. at a cinema)
5. What can you do at...? (e.g. a museum)
6. Write five different things beginning with the letter... (e.g. 'r')
7. A geography question (e.g. 'Name a river in Africa')
8. A question using ordinal numbers (e.g. 'What is the fourth letter of the alphabet/day of the week/month of the year?' etc.)
9. How many years has 'x' been married...? Or how old is 'x'...?
(Make up a person and their date of birth or the date when they got married and ask how long ago it was from today's date)
10. A question about the animal kingdom, or about transport (e.g. 'Name an animal that lives underground' or 'How many wheels does a car have?')
11. In which room of your house can you...? (e.g. have a bath)
12. Numbers – add together 'x', 'y' and 'z'... (or subtract, multiply, divide, etc.)
13. Numbers – is 'x' an odd or an even number? (e.g. '5' is an odd number and '6' is an even number)
14. Write this time in words... (e.g. '4.15pm' in words is 'four fifteen pm' or 'quarter past four pm')
15. Write this number in words... (e.g. '2,310' in words is 'two thousand, three hundred and ten')
16. A general knowledge, history or arts question (e.g. 'What did Van Gogh do for a living?')
17. How many...? (e.g. 'How many people are there in this room?')
18. Spell the word... (e.g. 'entertainment')
19. What is the opposite of...? (e.g. the opposite of 'hot' is 'cold')
20. Who is the... person in your team? (e.g. oldest, richest, nicest, etc.)

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Test Your Research Skills

Alphabet Quiz 2

All the answers begin with successive letters of the alphabet in this fun team quiz:

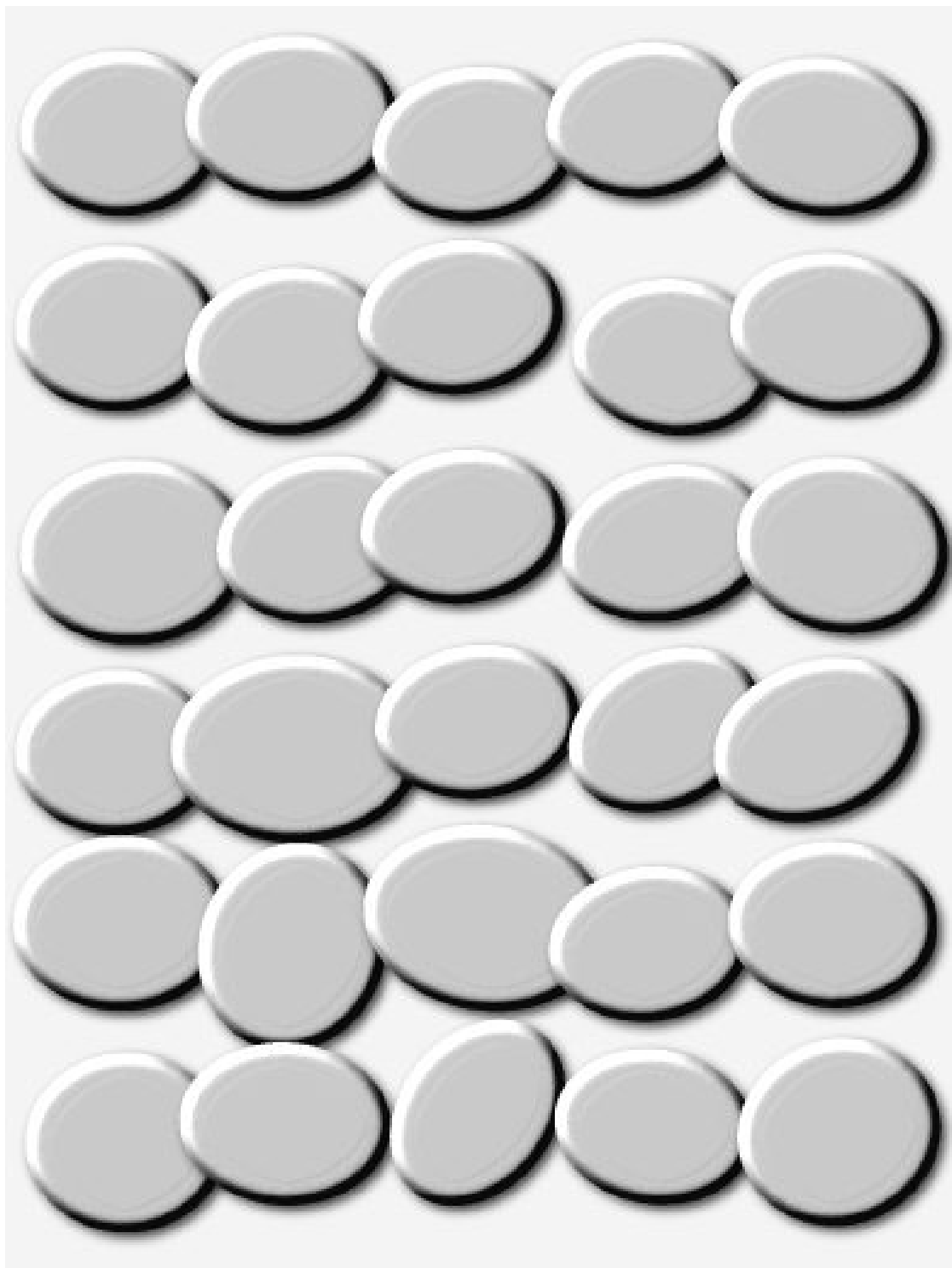
- A** A foreigner, or someone who comes from another planet.
- B** A place where you can deposit money.
- C** A family pet who might chase birds and mice.
- D** A large port in the south-east of the UK.
- E** A popular soap opera broadcast on BBC1.
- F** The last day of the working week.
- G** The opposite of 'rough'.
- H** You need this to pump blood around your body.
- I** A European country. Its capital city is Rome.
- J** Trousers; usually made of denim.
- K** You use this to boil water in the kitchen to make a cup of tea.
- L** This is what you get when you borrow money from the bank.
- M** Pork, beef, chicken and ham are all types of this.
- N** Preposition. The opposite of 'far'.
- O** The first number.
- P** Something that you open at Christmas or on your birthday.
- Q** You stand in this when you wait in line at a supermarket.
- R** A colour that symbolises the Communist party.
- S** The name of woolly animals who love to eat grass.
- T** Mr, Mrs, Ms, Dr, and Rev are all examples of this.
- U** How to describe someone who is not attractive.
- V** A city in Italy that is famous for its canals.
- W** A season. In England it is cold and frosty.
- X** You have this if you have a special quality that is indescribable.
- Y** Something you say to agree with people.
- Z** A black and white animal.

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Test Your Speaking & Listening Skills

The Amazing Maze Game



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Test Your Speaking & Listening Skills

Find Somebody Who... 1 – Icebreaker Game

Talk to your classmates and find somebody who... Think about what question forms you will need to use. Write down the name of the person who matches what you're looking for!

1. can sing _____
2. can tell a joke _____
3. can type quickly _____
4. doesn't own a watch _____
5. has been in a hot air balloon _____
6. has been to a museum recently _____
7. has broken their leg _____
8. has climbed a mountain _____
9. has got a picture of their family in their bag or purse _____
10. has got long hair _____
11. has made a video call with their mobile phone _____
12. has never been to a wedding _____
13. has never used a computer _____
14. has recently celebrated their birthday _____
15. has seen a ballet at the theatre _____
16. has used a payphone in the past two weeks _____
17. has visited countries in three or more different continents _____
18. has watched a football match at a football stadium _____
19. has won money in a lottery _____
20. is good at maths _____
21. is happy with their mobile phone contract _____
22. is the same age as you _____
23. is tired _____
24. is wearing trainers _____
25. knows the address of their bank _____
26. likes dark chocolate _____
27. likes eating cabbage _____
28. likes reading detective stories _____
29. lives near you _____
30. loves jazz _____

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Test Your Speaking & Listening Skills

Sound-Alike Words 4

Words which sound the same as each other but have different spellings and meanings are called **homophones**. Read the sentences below. Underline the incorrect word in each sentence and write a sound-alike word (a word that sounds the same but which fits the sentence) in the space provided:

1. At first we road our bikes side by side, then Kay went in front. _____
2. For sail: portable colour TV – £45 o.n.o. _____
3. We sore Westlife in concert last summer in Dublin. _____
4. I might be late for dinner; I'll be tide up until about half past six. _____
5. Caitlin was looking for a good novel to reed on holiday. _____
6. After lunch Mikhail and his grandson went for a walk by the see. _____
7. Make us a nice cup of tee, will you? _____
8. You've really caught the son, haven't you? _____
9. Your daft dog never stops chasing his tale, does he? _____
10. Everybody at the office Christmas party had a wail of a time. _____
11. Their's something I've been meaning to tell you. _____
12. Some people are never satisfied with they're jobs. _____
13. The Japanese flag is white with a read circle in the middle. _____
14. It's to late to say you're sorry. The whole wedding's ruined! _____
15. My brother's too children are coming to stay for the weekend. _____

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Talk a Lot

Family

Role Plays:

1. “You did that on purpose!”

- Place: Your cousin’s wedding
 Time: 2.35pm
 Characters: You and the bride-to-be
 Situation: With the wedding due to start at 3pm you are talking to your cousin’s bride-to-be, trying to calm her down because she is very nervous. She was your girlfriend ten years ago in high school but you are over her now
- Scenes: i) The bride makes you laugh and you accidentally spill your glass of red wine all over her dress
 ii) You try to clean up the dress. The bride-to-be is in tears and very angry. She accuses you of being jealous that she is getting married to your cousin and says that you ruined her dress on purpose
 iii) After a moment, you and the bride-to-be realise that you are still madly in love with each other. Will the wedding be cancelled?

If there are three people in the group the third character could be:

- a) Your cousin
- b) The mother of the bride-to-be

2. “A mean man whose wallet rarely opened!”

- Place: The funeral of your late Uncle Charles
 Time: 2.30pm
 Characters: You and Charles Jnr. – Uncle Charles’s son
 Situation: You have been chosen to read a speech at your uncle’s funeral. All of your family are there. They are all upset because Uncle Charles was much loved and will be greatly missed. You have just flown in from Fiji for the funeral and have been very busy with work lately, so you let your cousin, Charles Jnr., write the speech for you
- Scenes: i) Before the funeral Charles Jnr. gives you the speech moments before the funeral begins. You don’t have time to read it before going up to the front
 ii) You read out the speech but as you do so it becomes clear, from the offensive language used in it, that Charles Jnr. hated his father because he had excluded him from his will. You see that the family are very offended by the speech and that your life may now be in danger
 iii) Later on you confront Charles Jnr., who explains why he wrote the speech

If there are three people in the group the third character could be:

- a) A family member at the funeral, who is horrified by the speech
- b) Auntie Gladys – Uncle Charles’s wife

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Talk a Lot

Crime

Discussion Questions:

1. Think of ten different crimes and make a table like the one below:

Serious Crimes:	Petty Crimes:

2. Which crime(s) are you most afraid of? Why? What can society do to fight crime?

3. Would capital punishment solve the problem of prison overcrowding? Why? / Why not?

4. Have you or a friend / family member ever been a victim of crime? What happened? How did you / they feel? Was justice done in the end?

5. Which activities are illegal in your country but legal in other countries?

6. How should society help victims of crime?

7. Do you enjoy watching TV programmes and films about crime, or reading books about crime? Which ones? Why is crime such a popular subject for entertainment? Should it be?

8. What would you do if you were accused, tried, found guilty, and sent to prison for a crime that you didn't commit?

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Talk a Lot

Colours and Numbers – Best Sofa Deals

Student A:

Ask and answer questions to complete the gaps. The same items are for sale in different stores. Put them in order of price from the lowest to the highest. Which store(s) will you go to? Why?

	JUST RELAX	WORLD OF SOFAS
dark blue leather sofa	£495.99	
red and white striped fabric sofa		£10.38/month x 24 payments
brown and grey double sofabed	£679 (free delivery)	
small green and orange footstool		£159
black leather recliner	£1,499 £899	
yellow wicker armchair		£185.95
luxury purple fabric chair		£855 £570 (OVER 1/3 OFF!)
medium-sized pink cushions (x4)	£99	

	REST EASY	EXOTIC SOFAS
dark blue leather sofa		£655.95 £385.95
red and white striped fabric sofa	£499 (+ £14.95 delivery)	
brown and grey double sofabed		£479.95 (free delivery)
small green and orange footstool		£169.95 £129.95
black leather recliner	£1,229	
yellow wicker armchair		£8.75/month x 24 payments
luxury purple fabric chair	£895 (SUPER PRICE!)	
medium-sized pink cushions (x4)		£99 (BOGOF = x8 cushions)

----- ✂ -----
Student B:

Ask and answer questions to complete the gaps. The same items are for sale in different stores. Put them in order of price from the lowest to the highest. Which store(s) will you go to? Why?

	JUST RELAX	WORLD OF SOFAS
dark blue leather sofa		£549 £419.95
red and white striped fabric sofa	£499 £299	
brown and grey double sofabed		£479 (+ £9.95 delivery)
small green and orange footstool	£169	
black leather recliner		£18.72/month x 48 payments
yellow wicker armchair	£195.99 (free delivery)	
luxury purple fabric chair	£689	
medium-sized pink cushions (x4)		£99 £49 (HALF PRICE!)

	REST EASY	EXOTIC SOFAS
dark blue leather sofa	£695.99 (free delivery)	
red and white striped fabric sofa		£229.95 (free delivery)
brown and grey double sofabed	£799 (+ £14.95 delivery)	
small green and orange footstool	£5.28/month x 36 payments	
black leather recliner		£1,229.95 £1,109.95
yellow wicker armchair	£195.99	
luxury purple fabric chair		£16.35/month x 48 payments
medium-sized pink cushions (x4)	£119.99	

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Talk a Lot

Learning English

Discussion Questions

1. Why are you learning English?

Have you got any qualifications in English? Would you like to achieve a qualification? Which one(s)? Are you self-motivated, or do you *have to* study English?

2. When did you start learning English?

Who was your first teacher? What did you do in your first lesson? How did you feel about it?

3. Who is your favourite English teacher, past or present?

Why? How have they helped you? Describe a typical lesson.

4. Have you ever been to the UK?

Tell me about it. Do you think you need to spend time in the UK or an English-speaking country to learn English well? Why? / Why not?

5. What kind of learner are you? Are you a **kinetic learner**, who learns by physically doing something practical; a **language-orientated learner**, who thinks in words and enjoys reading and listening; a **visual learner**, who thinks in pictures, and learns best by visualising concepts; or a **logical learner**, who thinks in terms of patterns and sequences, and enjoys puzzles and maths?

6. Do you use English outside the classroom?

Do you...

a) speak in English with friends and relatives; b) watch English-language TV shows with subtitles; c) listen to music with English lyrics; d) use the internet in English, e.g. social-networking sites, Skype, etc.? If not, why not?

7. Tell me about the other students in your English class. Who is your best friend in the class? Describe them. Who don't you get on with? Why not?

8. What do you think about your level of English? Are you happy with it? What do you need to improve? Why? How will you achieve your goal?

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Talk a Lot

Topic: _____

Connected Sentence Cards – Template

□	□	□	✂	□	□	□	□
□	□	□	□	□	□	□	□
□	□	□	□	□	□	□	□
□	□	□	□	□	□	□	□
□	□	□	□	□	□	□	□
□	□	□	□	□	□	□	□
□	□	□	□	□	□	□	□
□	□	□	□	□	□	□	□
□	□	□	□	□	□	□	□
□	□	□	□	□	□	□	□
□	□	□	□	□	□	□	□

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Talk a Lot

Topic: _____

Discussion Words – Template

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Talk a Lot

Big Word Game

Talk a Lot Bingo! – Statements

TALK A LOT BINGO! – STATEMENTS:

1. This word is a place.
2. This word has seven or more letters.
3. This word has an adjective form.
4. This word is a concrete noun.
5. This word has four or more vowels in its spelling.
6. This word ends with a vowel sound.
7. This word has a verb form.
8. This word has three or more syllables.
9. This word has four or fewer letters.
10. This word has three or fewer consonants in its spelling.
11. This word has the strong stress on its first syllable.
12. This word does not contain any vowel clusters.
13. This word contains the letter “k”.
14. This word begins with a consonant sound.
15. This word has three or fewer sounds.
16. This word is an abstract noun.
17. This word begins with a consonant sound.
18. This word is an object.
19. This word has one or two syllables.
20. This word has five or more sounds.
21. This word begins with a vowel sound.
22. This word has the strong stress on its fourth syllable.
23. This word begins with a vowel sound.
24. This word does not contain any double letters.
25. This word has only one vowel in the spelling.
26. This word does not contain the letter “a”.
27. This word has six or more consonants in its spelling.
28. This word does not contain the schwa sound: /ə/
29. This word comes before “milk” in the dictionary.
30. This word has a regular plural form.
31. This word has an irregular plural form.
32. This word contains the letter “l”.
33. This word does not contain any consonant clusters.
34. This word contains double letters.
35. This word has the strong stress on its third syllable.
36. This word does not contain the letter “t”.
37. This word comes after “milk” in the dictionary.
38. This word is a person.
39. This word contains a suffix.
40. This word is a countable noun
41. This word has the strong stress on its second syllable.
42. This word contains the schwa sound: /ə/
43. This word is an uncountable noun.
44. There is a smaller word hidden within this word.
45. This word ends with a consonant sound.

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Talk a Lot

Big Word Game

Question List (Mixed)

#:	Question Category:	Question:
1.	WORD	Say any word that comes before this word and after it in the dictionary.
2.	ASSOCIATION	Tell me a person that you associate with this word.
3.	COLLOCATION	Tell me an adjective that can go before this word.
4.	SOUNDS	Say only the consonant sounds in this word.
5.	PRONUNCIATION	Does this word have any silent letters? If yes, what are they?
6.	SOUNDS	Tell me a word that rhymes with this word, or that sounds similar.
7.	COLLOCATION	Tell me a verb that can go before this word.
8.	MEANING	Describe this word using exactly four words.
9.	DRAWING	Draw the shape of this word.
10.	SPELLING	Are there more than four letters in this word?
11.	WORD	Does this word have an adjective form?
12.	SYLLABLES	How many syllables does this word have?
13.	MEANING	Tell me a word or a phrase that means the same as this word.
14.	ASSOCIATION	Tell me a place that you associate with this word.
15.	SOUNDS	How many individual sounds does this word have?
16.	WORD	Does it have a colour? If yes, what colour is it usually?
17.	MEANING	Could I buy this thing? If yes, where could I buy it? How much would it cost?
18.	SOUNDS	Say only the vowel sounds in this word.
19.	SPELLING	How many vowels are there in the spelling of this word?
20.	DRAWING	Draw this word with your eyes closed.
21.	SOUNDS	Tell me the third sound in this word.
22.	ASSOCIATION	Tell me an object that you associate with this word.
23.	SOUNDS	What is the vowel sound on the stressed syllable in this word?
24.	WORD	Does this word contain a suffix? If yes, what is it?
25.	SOUNDS	What kind of sound does this word begin with and end with – vowel or consonant?
26.	SPELLING	What is the second letter of this word?
27.	MEANING	Is this word a person, place, or thing?
28.	SYLLABLES	Which syllable is stressed in this word?
29.	SPELLING	How many vowel clusters does this word contain?
30.	SOUNDS	Does this word contain a weak stress schwa sound? /ə/
31.	DRAWING	Your partner has to draw this word from your instructions.
32.	SPELLING	How many consonant clusters does this word contain?
33.	WORD	Is it a phrase or a word?
34.	ASSOCIATION	What's the first thing you think of when you hear or see this word?
35.	DRAWING	Draw a picture of this word without lifting your pen from the paper.
36.	SPELLING	Does the spelling of this word contain any double letters?
37.	WORD	Is this word a countable or uncountable noun?
38.	SPELLING	Are there any smaller words hidden within this word?
39.	SPELLING	How many consonants are there in the spelling of this word?
40.	WORD	Is this noun concrete or abstract?
41.	PRONUNCIATION	Say the letters of this word out loud.
42.	QUESTION FORMS	Write a wh- question that includes this word.
43.	WORD	Translate this word into your language. Is there any similarity or link?
44.	PRONUNCIATION	Say this word broken up into its different syllables.
45.	QUESTION FORMS	Write a yes/no question that includes this word.
46.	SPELLING	Write this word using the IPA.
47.	PRONUNCIATION	Say this word very quickly.
48.	SPELLING	Tell me the plural form of this word.
49.	SPELLING	Say the letters of this word out loud backwards.
50.	PRONUNCIATION	Say this word very slowly.

Note: questions 1-40 are for the competitive games, whilst questions 41-50 (in blue type) are only for the non-competitive activities. These questions cannot be used during the competitive games because the answers would reveal the identity of the word!

Talk a Lot

Focus on Connected Speech

Weak Forms – Information Sheet

Notes:

- The weak forms of many function words are commonly used in **spoken English** instead of strong forms (in Standard Pronunciation, dialects, and accents).
- All words that have weak forms usually act as function words.
- All words that have weak forms have only one syllable – they are monosyllabic (apart from “any”).
- Most of the weak forms use the vowel sound **schwa** /ə/.
- If we use strong forms when we should use weak, we sound overly **formal** and it's harder for people to understand us, because the sentence stress is incorrect (see p.12.1). Communication is reduced.
- If a function word comes at the end of a sentence we usually use its strong form, e.g. “What are you looking for?” /fɔ:/ or, “Who are you writing to?” /tu:/
- If we want to show emphasis or contrast, we can vary intonation by using strong forms where we would normally use weak forms, e.g. “Where've you been all day?” /bi:n/

	<u>weak</u>	<u>strong</u>		<u>weak</u>	<u>strong</u>
<u>articles & determiners</u>			<u>conjunctions</u>		
a	/ə/	/eɪ/	and	/ən/ or /ənd/	/ænd/
an	/ən/	/æn/	but	/bət/	/bʌt/
any	/'ə.ni/	/'en.i/	than	/ðən/	/ðæn/
some	/səm/	/sʌm/	that	/ðət/	/ðæt/
such	/sətʃ/	/sʌtʃ/			
the	/ðə/ or /ði/	/ði:/	<u>prepositions</u>		
			as	/əz/	/æz/
			at	/ət/	/æt/
			for	/f/ or /fə/	/fɔ:/
			from	/frəm/	/frɒm/
			of	/əv/	/ɒv/
			to	/tə/ or /tu/	/tu:/
<u>be & auxiliary verbs</u>			<u>pronouns</u>		
am	/əm/	/æm/	he	/i/ or /hi/	/hi:/
are	/ə/	/ɑ:/	her	/ə/ or /hə/	/hɜ:/
be	/bi/	/bi:/	him	/ɪm/	/hɪm/
been	/bɪ/ or /bɪn/	/bi:n/	his	/ɪz/	/hɪz/
is	/z/ or /s/	/ɪz/	me	/mi/	/mi:/
was	/wəz/	/wɒz/	she	/ʃɪ/	/ʃi:/
were	/wə/	/wɜ:/	them	/ðəm/	/ðem/
do	/də/ or /du/	/du:/	their	/ðə/	/ðeə/
does	/dəz/	/dʌz/	us	/əs/	/ʌs/
had	/əd/ or /həd/	/həd/	we	/wi/	/wi:/
has	/əz/ or /həz/	/hæz/	you	/jə/ or /ju/	/ju:/
have	/əv/ or /həv/	/hæv/	your	/jə/ or /jɜ/	/jɜ:/
can	/kən/	/kæn/			
could	/kəd/	/kʊd/			
must	/mst/	/mʌst/			
shall	/ʃəl/	/ʃæl/			
should	/ʃd/	/ʃʊd/			
would	/wd/	/wʊd/			

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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/	dish	/dɪʃ/	8. /iː/	three	/θriː/
2. /æ/	bat	/bæt/	9. /ɑː/	star	/stɑː/
3. /ɒ/	sock	/sɒk/	10. /ɔː/	ball	/bɔːl/
4. /ʊ/	pull	/pʊl/	11. /uː/	shoot	/ʃuːt/
5. /ə/	shoulder	/'ʃəʊl.də/	12. /ɜː/	shirt	/ʃɜːt/
6. /e/	leg	/leg/	13. /ʌ/	cup	/kʌp/
7. /i/	happy	/'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/	bag	/bæg/	37. /r/	road	/rəʊd/
25. /g/	glass	/glɑːs/	38. /w/	week	/wi:k/
26. /v/	van	/væn/	39. /j/	yoghurt	/'jɒg.ət/
27. /t/	taxi	/'tæks.i/	40. /m/	music	/'mjuzɪ.zɪk/
28. /d/	dice	/daɪs/	41. /n/	nurse	/nɜːs/
29. /θ/	thousand	/'θaʊ.zənd/	42. /ŋ/	ring	/rɪŋ/
30. /ð/	brother	/'brʌð.ə/	43. /l/	lake	/leɪk/
31. /p/	pig	/pɪg/	44. /f/	frog	/frɒg/
32. /k/	kit	/kɪt/	45. /z/	zip	/zɪp/
33. /s/	snow	/snəʊ/	46. /ʒ/	revision	/rɪ'vɪʒ.ən/
34. /ʃ/	shop	/ʃɒp/	47. /dʒ/	jam	/dʒæm/
35. /tʃ/	cheese	/tʃiːz/	48. /x/	loch	/lɒx/
36. /h/	head	/hed/			

Notes:

- 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.

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Talk a Lot

Learn the International Phonetic Alphabet (IPA)

Spelling and Sounds – 250 Common Magic “e” Words (Ordered by Final Consonant)

In one-syllable words that end with an “e”, the other vowel is almost always long and sounds the same as it does in the alphabet. This is known as the magic “e” rule. Note: the “e” is not pronounced – it is a silent letter.

a /eɪ/	Jane	i /aɪ/	prise	atone
brace	lane	ice	rise	bone
face	mane	lice	wise	cone
grace	pane	mice	bite	drone
lace	plane	nice	ignite	hone
pace	sane	twice	kite	phone
race	Shane	vice	mite	stone
space	vane	abide	nite	throne
trace	ape	beside	polite	tone
bade	escape	bide	quite	cope
crusade	nape	chide	site	elope
fade	tape	hide	trite	hope
lemonade	chase	pride	white	mope
made	contemplate	provide	write	rope
shade	crate	ride	arrive	chose
trade	fate	side	Clive	close
age	gate	tide	five	nose
cage	grate	wide	hive	rose
engage	hate	knife	jive	suppose
page	Kate	life	live	those
sage	late	strife	prize	dote
stage	mate	wife	size	mote
brake	plate	bike	o /əʊ/	note
cake	state	hike	globe	promote
fake	Tate	like	lobe	vote
forsake	template	Mike	probe	wrote
lake	behave	pike	robe	u /ju:/ or /u:/
make	cave	trike	code	cube
rake	Dave	compile	explode	Danube
shake	gave	file	implode	tube
snake	grave	mile	lode	huge
stake	knave	pile	mode	refuge
take	nave	rile	node	Luke
wake	pave	smile	rode	puke
bale	rave	tile	bloke	broke
exhale	shave	while	choke	rule
gale	craze	chime	Coke	Yule
hale	faze	clime	coke	flume
inhale	gaze	dime	joke	fume
male	haze	lime	poke	legume
pale	laze	prime	smoke	abuse
sale	maze	sublime	stoke	use
stale	e /i:/	brine	woke	brute
tale	gene	dine	hole	chute
whale	these	fine	mole	cute
came	compete	line	pole	
fame	complete	mine	sole	
frame	mete	nine	stole	
game	Pete	pine	whole	
lame		shine	dome	
same		time	home	
shame		wine		
tame		pipe		
cane				
Dane				

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Talk a Lot

Learn the International Phonetic Alphabet (IPA)

List of Words Using the Unvoiced "th" Sound in English /θ/

Nouns:

anthem
atheism
atheist
athlete
authenticity
author
authority
bath
bathroom
birth
birthday
breadth
breath
broth
brothel
cathedral
death
depth
earth
enthusiasm
epithet
ether
ethics
faith
froth
growth
health
hearth
length
lethargy
lithium
mammoth
mathematics
method
methyl
month
moth
mouth
myth
north
panther
path

pith
python
sheath
sleuth
sloth
smith
south
stealth
strength
sympathy
teeth
thane
thanks
thaw
theatre
theft
theme
theme park
theologian
theology
theory
therapy
thesaurus
thicket
thief
thigh
thing
thirst
thong
thorn
thought
thread
threat
thrift
thrill
throat
throne
throng
throw
throw in
thug
thumb
thump
thunder

tooth
truth
undergrowth
wealth
width
worth
wrath
wreath
youth
zenith

Verbs:

enthuse
froth
lengthen
thank
thatch
thaw
think
thread
threaten
thrill
thrive
throng
throw
throw away
throw out
throw up
thud
thump

Adjectives:

authentic
earthy
enthusiastic
ethnic
faithful
frothy
Gothic
healthy
lengthy

lethal
lethargic
mythical
pathetic
pithy
ruthless
stealthy
thankful
thatched
theoretical
therapeutic
thermal
thick
thin
thirsty
thorough
thoughtful
threatening
thrifty
thrilling
thriving
throwaway
truthful
uncouth
wealthy
wrathful

Adverbs:

authentically
earthily
enthusiastically
faithfully
frothily
healthily
lethally
lethargically
pathetically
pithily
stealthily
thankfully
theoretically
therapeutically
thickly

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Talk a Lot

Learn the International Phonetic Alphabet (IPA)

List of Words Using the Unvoiced "th" Sound in English /θ/

thinly	twelfth	Ethan	Thompson
thirstily	thirteenth	Jonathan	thyme
thoroughly	fourteenth	Matthew	
thoughtfully	fifteenth	Seth	<u>"th" was</u>
threateningly	sixteenth	Theo	<u>a common suffix on</u>
thriftily	seventeenth		<u>Old English</u>
thrillingly	eighteenth	<u>Surnames:</u>	<u>verbs:</u>
truthfully	nineteenth	Hathaway	eateth
wrathfully	twentieth	Luther	goeth
	thirtieth	Smith	saith
Pronouns:	fortieth	Steerforth	watcheth
anything	fiftieth	Thackeray	etc.
both	sixtieth	Thatcher	
everything	seventieth		<u>When "th" is spelled</u>
nothing	eightieth	<u>Place Names:</u>	<u>but not pronounced:</u>
something	ninetieth	Athens	asthma
	hundredth	Grantham	
Function	thousandth	Southampton	<u>In compound</u>
Words:	millionth	Thetford	<u>nouns "th" can</u>
forth	billionth	Thurso	<u>occur in the</u>
through	Proper Nouns:	<u>Miscellaneous:</u>	<u>spelling</u>
	<u>Female First</u>	Goths	<u>accidentally</u>
Cardinal	<u>Names:</u>	Macbeth	<u>when two words</u>
Numbers:	Agatha	Othello	<u>meet together.</u>
thirteen	Bertha	Thanksgiving	<u>The "th"</u>
thousand	Beth	Thor	<u>phonemes are</u>
three	Catherine	Thursday	<u>not pronounced:</u>
	Cathy		hothouse
Ordinal	Dorothea	Some	knighthood
Numbers:	Dorothy	Curiosities:	lightheaded
third	Ethel	<u>When "th" spelling</u>	lighthouse
fourth	Judith	<u>produces /t/</u>	pothead
fifth	Kath	<u>sound:</u>	sweetheart
sixth	Kathleen	apartheid	
seventh	Ruth	Esther	
eighth	Thelma	Thailand	
ninth	Thora	Thames	
tenth	<u>Male First Names:</u>	Thandie	
eleventh	Arthur	Theresa	

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Talk a Lot

Learn the International Phonetic Alphabet (IPA)

List of Words Using the Voiced “th” Sound in English /ð/

<p>Nouns:</p> <p>algorithm bathing suit booth bother brethren brother clothes farthing father feather heather lathe leather logarithm mother rhythm scythe smithereens swathe teething tether tithe weather wherewithal zither</p> <p>Verbs:</p> <p>bathe breathe clothe dither loathe mither scathe scythe seethe sheathe slither soothe teethe</p>	<p>tithe wither withhold withstand wreathe writhe</p> <p>Adjectives:</p> <p>blithe lithe northern smooth southern swarthy worthy</p> <p>Adverbs:</p> <p>blithely farther further nevertheless nonetheless rather (than) smoothly then there thereafter therefore together worthily</p> <p>Pronouns:</p> <p>their theirs them themselves they</p>	<p>Contractions:</p> <p>they're they've</p> <p>Articles:</p> <p>the</p> <p>Determiners:</p> <p>either neither other that these this those</p> <p>Prepositions:</p> <p>with within without</p> <p>Conjunctions:</p> <p>although than (e.g. “better than me”) though whether</p> <p>Proper Nouns:</p> <p>Carruthers Heather Netherlands Northern Lights</p>	<p>Rutherford Smithers Southern... Wetherspoon Worthington</p> <p>Archaisms:</p> <p>hither thee thence thereafter therein thereupon thine thither thou thus thy whither</p> <p>Nouns with /θ/ Sound where the Plural Form Uses /ð/:</p> <p>baths mouths oaths paths truths youths</p>
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Talk a Lot

Learn the International Phonetic Alphabet (IPA)

Translate Signs and Notices **from** the IPA 1

Translate the signs and notices below **from** the International Phonetic Alphabet.
(See next page for answers.)

1. /'fɪf.ti pə'sent of/ _____
2. /baɪ wʌn get wʌn friː/ _____
3. /kləʊzd/ _____
4. /dɪ'seɪ.bld/ _____
5. /faɪə 'ek.sɪt/ _____
6. /'əʊ.pən/ _____
7. /kiːp aʊt/ _____
8. /'ek.sɪt/ _____
9. /'tɔɪ.ləts/ _____
10. /nəʊ dɒg.zə'laʊd ek'sept ɡaɪ dɒgz/ _____
11. /nəʊ 'pɑː.kɪŋ/ _____
12. /aʊt əv 'ɔː.də/ _____
13. /pʊʃ/ _____
14. /'peɪ.jən dɪs'pleɪ/ _____
15. /pliːz peɪ hɪə/ _____
16. /nəʊ 'sməʊ.kɪŋ/ _____
17. /'pɑː.kɪŋ prəʊ'hɪb.ɪt.d/ _____
18. /kjuː hɪə/ _____
19. /saɪl/ _____
20. /stɑːf 'əʊn.li/ _____

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Talk a Lot

Learn the International Phonetic Alphabet (IPA)

IPA Test 1

1. Write your first name using the IPA: _____

2. Write two words in English that contain the same vowel sound:

a) /ɪ/ _____

b) /æ/ _____

3. Write two words in English that contain the same diphthong:

a) /eɪ/ _____

b) /əʊ/ _____

4. Write two words in English that contain the same consonant sound:

a) /θ/ _____

b) /tʃ/ _____

5. Translate the following sentences into English:

a) /nə'tæʃ.ə 'dʌz.ən wɒn 'ten.i 'sɒs.ɪdʒ.əz/

b) /aɪ ni:d ə 'kʌp.l əv nyu: ʃɜ:ts/

6. Write the following sentences using the IPA (include stress marks):

a) Can I have a drink, please? _____

b) My brother's name is Phil. _____

c) He wants me to go to the theatre. _____

d) There isn't any coffee. _____

7. Write these words in your first language, then translate the results into the IPA:

a) bread _____

b) newspaper _____

c) friend _____

d) shoulder _____

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Talk a Lot

Places in the UK

Discussion Words

Snowdonia	Skegness	Giant's Causeway	Edinburgh
Scotland	Oxford	Manchester	York
Llandudno	Hathersage	Wimbledon	Norwich
Hadrian's Wall	Brick Lane	English Channel	United Kingdom
Aberdeen	Bristol	England	Cardiff
Bournemouth	Norfolk Broads	Alton Towers	London
John o'Groats	Stonehenge	Sherwood Forest	Greenwich
Great Britain	Orkney	Cardigan Bay	Cambridge
Belfast	Lake District	Wales	Clumber Park
Loch Ness	Northern Ireland	Land's End	Stratford-upon-Avon

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Talk a Lot

Places in the UK

General Questions

1. Are there any places that you don't know? Find out more about them.
2. Take some cards. Describe the place on a card without saying it.
3. How many places have... a) 1 syllable, b) 2 syllables, c) 3 syllables, d) 4 syllables, e) 5 syllables, f) 6 syllables?
4. Put places with more than one syllable into groups according to where the strong stress falls.
5. Put the places into alphabetical order.
6. Put together places that have the same number of letters.
7. Find places 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 places which contain silent letters (letters which are not pronounced).
9. How many places can you remember when they are all turned over?
10. Put places that contain the same sounds into groups, using the IPA.

Lesson Questions

1. Which place sounds like... a) porridge, b) sales, c) pistol, d) banned send, e) path?
2. a) Find all of the countries in the UK and put them together with their capital cities.
b) Which of these countries form Great Britain?
3. Which place is a homophone with a group of the largest sea mammals?
4. Find a place where you can... a) watch a match, b) hunt a monster, c) check the time.
5. Find a place which has a weak stress schwa sound /ə/ on the... a) 1st syllable, b) 2nd syllable, c) 3rd syllable, etc. ii) Do any places *not* have a schwa?
6. Put the countries of the UK into order of size, from the one with the biggest population to the one with the smallest. (Have a guess, if you're not sure!)
7. Put into groups all of the... a) cities, b) tourist attractions, c) places of cultural interest, d) places of outstanding natural beauty, e) historical sites.
8. Put into groups all of the places in... a) Wales, b) Scotland, c) Northern Ireland, d) England.
9. Find... a) a monument, b) a street, c) a village, d) a theme park, e) a suburb, f) a country, g) a border, h) a seaside resort, i) an archipelago, j) a mountain range.

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Talk a Lot

Learning English

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. English is the most important language in the world.	<input type="checkbox"/>	<input type="checkbox"/>
2. Learning English is boring.	<input type="checkbox"/>	<input type="checkbox"/>
3. My English is getting better all the time.	<input type="checkbox"/>	<input type="checkbox"/>
4. <i>"The roots of education are bitter, but the fruit is sweet."</i> – Aristotle	<input type="checkbox"/>	<input type="checkbox"/>
5. I don't like my English teacher.	<input type="checkbox"/>	<input type="checkbox"/>
6. I'm one of the best students in my class.	<input type="checkbox"/>	<input type="checkbox"/>
7. <i>"Education is the movement from darkness to light."</i> – Allan Bloom	<input type="checkbox"/>	<input type="checkbox"/>
8. I prefer group discussion activities to working on my own.	<input type="checkbox"/>	<input type="checkbox"/>
9. It's easier to learn English than my language.	<input type="checkbox"/>	<input type="checkbox"/>
10. I never forget to do my homework.	<input type="checkbox"/>	<input type="checkbox"/>
11. <i>"The foundation of every state is the education of its youth."</i> – Diogenes	<input type="checkbox"/>	<input type="checkbox"/>
12. I feel confident enough to speak to strangers in English.	<input type="checkbox"/>	<input type="checkbox"/>
13. Life would be easier if everybody spoke the same language.	<input type="checkbox"/>	<input type="checkbox"/>
14. I will never get beyond this level of English!	<input type="checkbox"/>	<input type="checkbox"/>
15. <i>"Education is what survives when what has been learned has been forgotten."</i> – B. F. Skinner	<input type="checkbox"/>	<input type="checkbox"/>
16. English grammar just doesn't make sense!	<input type="checkbox"/>	<input type="checkbox"/>

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Talk a Lot

Films

Role Plays

1. “Cut!”

- Place: A beautiful stately home in the country, which is the set of a high-budget film – a costume drama set in the 1860s
- Time: 11.40am
- Characters: You are a film extra; the other student is a famous actor
- Situation: The famous actor is filming some emotional scenes. You are supposed to be in the background, keeping quiet and unnoticed
- Scenes:
- i) Shooting a scene: the actor’s character’s lover has left them for another man/woman. There is a dramatic argument. Suddenly your mobile rings. You answer it. The actor has to restart the scene. This happens a few times
 - ii) Later, during a different scene, the actor’s character is plotting revenge on their former lover. You are supposed to be in the background, up a ladder, cleaning a window. You lose your balance and fall off. This happens a few times; the final time you actually fall through the window. The actor is cross
 - iii) At the end of the day, you go to the actor’s dressing room and apologise. Try to get their autograph for yourself, and then for your mum, dad, sister, brother, cousin, Auntie Dotty, etc.!

If there are three people in the group, the third character could be:

- a) *The upper-class director of the film, called Nigel*
- b) *Another film extra, who is jealous of your screen time with the actor...*

2. “Your world is confusing to me!”

- Place: A DVD rental store
- Time: 3.30pm
- Characters: You work in the store; the other person is an alien from the planet Sproot
- Situation: The alien comes into the store to complain about his rental. It wouldn’t play...
- Scenes:
- i) You check the DVD on your player. It works fine. The alien explains that it wouldn’t fit in the slot. He (or *she*, or *it*) had been trying to put it into a video recorder. He chooses a different DVD
 - ii) The next day, the alien returns to complain that the DVD is damaged. It wouldn’t play. This time it went in the slot OK, but all the power in his flat went off. He had been trying to put it into a toaster. He rents a different DVD
 - iii) The next day, the alien comes back with the DVD and a microwave oven. Both are badly damaged. He is banned from the DVD rental store for life

If there are three people in the group, the third character could be:

- a) *The alien’s equally confused friend / commander / overlord*
- b) *The store manager, who is drunk*

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Talk a Lot

Hospital

Role Plays

1. “You won’t feel a thing!”

Place: A busy hospital on the edge of a large city
 Time: 10.20 am
 Characters: You are a patient; the other student is a nurse
 Situation: You’re staying in hospital for a few days. Your doctor has sent you to the blood clinic to have a routine blood test. You are terrified of needles and can’t stand the idea of anyone sticking a syringe in your arm. However, your treatment cannot continue without the results of the blood test...

Scenes: i) You go to the blood clinic; you’re very nervous, but try to remain calm. When the nurse produces the syringe you run screaming from the room
 ii) A few minutes later, you return to the clinic. You try to compose yourself. The nurse says that it will only take a second, and won’t hurt. You try to think about something pleasant, but at the last minute you see the syringe coming towards you and flee the room, gibbering as if you’ve seen a ghost
 iii) Evening of the same day. The doctor needs the blood test results. You must have the blood test, no matter what. The nurse must convince, cajole, entice, or otherwise persuade you to have the blood test

If there are three people in the group, the third character could be:

- a) *The doctor – who has an important appointment with some golfing chums*
- b) *Another patient, who seems to love having blood tests*

2. “We need a place to smoke!”

Place: The grounds and car park area of a large hospital in the UK
 Time: 11.35 am
 Characters: You are a very conscientious security guard; the other student is a patient
 Situation: Whilst patrolling the grounds you find somebody smoking behind a bike shed. The hospital has a “zero tolerance” policy on smoking, which means that smoking is not allowed anywhere on the hospital site – inside or outside

Scenes: i) You confront the offender and remind them of the hospital’s policy. The patient makes up an excuse. Tell them that if you see them smoking again you will be forced to issue a fine of £100
 ii) A few hours later, you catch the patient smoking again. This time you issue the fine. The patient tries to bribe you with some cheap cigarettes...
 iii) In the final scene you and the patient are running an unofficial smoking area behind the bike shed, where other tense patients and relatives can smoke in safety without fear of prosecution – for £5 per cigarette!

If there are three people in the group, the third character could be:

- a) *A nervous patient who can’t get through the day without twenty cigarettes*
- b) *Another security guard, who finds out what’s going on and threatens to report you*

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Talk a Lot

Books

Multi-Purpose Text

Christmas Presents (Original Text)

Line

1 It was nearly 8pm on a late night shopping night, two weeks before Christmas.
 2 Maggie was in Harold's Bookshop in Derby with her little cousin Darren. "What about
 3 this for Auntie Kathleen?" He produced a copy of 'Dolphins of the World'. "No, I've
 4 got just the thing for mum," said Maggie, "She loves languages." And she popped a
 5 copy of 'Go Italia!' into her basket. "What about for my dad?" asked Maggie. Darren
 6 held up a copy of 'Flipper: The Authorised Biography'. "I'm not buying that!" squealed
 7 Maggie. "Try and help me, Dazza! Ah, dad'll like this – 'Steam Engines of the 1840s'."
 8 "Boring," said Darren, opening a pop-up book about killer whales. Maggie paid for the
 9 books and they went outside into the cold.
 10 "We've forgotten Dennis!" cried Darren. "He wants a car manual," replied
 11 Maggie, "About BMWs. They didn't have it in the last shop." "What about here", said
 12 Darren, pointing at World of Books, which was next to the market. They hurried in,
 13 but they couldn't find it. Books For U didn't have it either. Just when they were about
 14 to give up, they found Dennis's present in a tiny independent bookshop near the
 15 station, called The Bookworm. They felt so pleased. On the bus home, as the snow
 16 danced around outside, Darren was puzzled. "Why did you buy books for
 17 everybody?" "Because you should always give the kind of present that you'd like to
 18 receive yourself," replied Maggie. Darren thought for a moment. "So which book do
 19 you want them to get you?" "I'll have a book token," declared Maggie decisively, "So
 20 that I can choose my own present!"
 (272 words)



Christmas Presents (Text with 20 Differences)

It was nearly **1. 9pm (8pm)** on a late night shopping night, two weeks before Christmas.
 Maggie was in Harold's Bookshop in **2. Manchester (Derby)** with her little cousin Darren.
 "What about this for Auntie Kathleen?" He produced a copy of 'Dolphins of the World'. "No,
 I've got just the thing for **3. her (mum)**," said Maggie, "She loves languages." And she
 popped a copy of 'Go Italia!' into her basket. "What about for my dad?" asked Maggie. Darren
 held up a copy of 'Flipper: The Authorised **4. Story (Biography)**'. "I'm not buying that!"
 squealed Maggie. "Try and **5. tell (help)** me, Dazza! Ah, dad'll like this – 'Steam Engines of
 the 1840s'." "Boring," said Darren, opening a pop-up book about **6. really big (killer)**
 whales. Maggie paid for the **7. shopping (books)** and they went outside into the cold.
 "We've forgotten Dennis!" cried Darren. "He wants a car **8. book (manual)**," replied
 Maggie, "About BMWs. They didn't have it in the **9. past (last)** shop." "What about here",
 said Darren, **10. looking (pointing)** at World of Books, which was next to the
11. car park (market). They hurried in, but they couldn't find it. Books For U didn't have it
12. neither (either). Just when they were about to give up, they **13. discovered (found)**
 Dennis's present in a tiny **14. friendly (independent)** bookshop near the station, called
 The Bookworm. They felt so pleased. On the bus home, as the snow **15. passed (danced)**
 around outside, Darren was puzzled. "Why did you buy **16. them (books)** for everybody?"
 "Because you should always give the kind of present that you'd like to **17. get (receive)**
 yourself," replied Maggie. Darren thought for a **18. minute (moment)**. "So which book do
 you want them to get you?" "I'll have a **19. cheque (book token)**," declared Maggie
 decisively, "So that I can **20. use (choose)** my own present!"

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Talk a Lot

Politics

Multi-Purpose Text

Tough at the Top (Gap-Fill – Nouns)

After school on Monday, Maggie had another meeting of the “Magic Holidays 1. _____”, which she chairs. The aim of the committee is to raise 2. _____ for school trips for less-privileged 3. _____. Malcolm, the main fundraiser, made some astonishing allegations about Tim, the treasurer, announcing that Tim had stolen forty pounds from committee 4. _____. Tim denied it, but by Tuesday afternoon Malcolm had given Maggie an 5. _____: “Either he goes or I quit!” Maggie was under intense 6. _____ because Malcolm was a very good fundraiser. What’s more, she couldn’t believe that Tim would steal from them. Besides, she knew that Malcolm had been trying to get the treasurer’s 7. _____ for a few months. Malcolm continued to threaten, but Maggie kept a cool 8. _____, and demanded evidence of misconduct. On Thursday Tim unexpectedly resigned from his post and Maggie’s 9. _____ sank. She heard from Kim, a trusted colleague on the committee, that Malcolm had discovered 10. _____ proving that Tim *had* unlawfully taken committee money for his own use. By close of play on Friday Maggie had heard a full 11. _____ from Tim, who claimed that he had only *borrowed* the cash “...to help my sister pay back her student loan 12. _____.” Tim was sacked from the committee and Kim was voted into the role. Malcolm said for the record that he had only acted in the 13. _____ of the committee and he stayed on as main fundraiser. Maggie felt a weight lifting when the weekend finally got underway. “It’s true what they say, mum,” she told Kathleen on Friday evening after a long 14. _____, “A week really *is* a long time in 15. _____!”



Tough at the Top (Multiple Choice – Use of English)

After school on Monday, Maggie had 1. **a) first, b) another, c) the** meeting of the “Magic Holidays Committee”, which she chairs. The aim 2. **a) for, b) to, c) of** the committee is to raise money for school trips 3. **a) for, b) and, c) the** less-privileged pupils. Malcolm, the main fundraiser, made 4. **a) a, b) an, c) some** astonishing allegations about Tim, the treasurer, announcing that Tim had stolen forty pounds from 5. **a) committee, b) its, c) those** funds. Tim denied it, but by Tuesday afternoon Malcolm had given Maggie 6. **a) a, b) an, c) her** ultimatum: “Either he goes or I quit!” Maggie was under intense pressure 7. **a) while, b) because, c) 'cos** Malcolm was a very good fundraiser. What’s more, 8. **a) I, b) She, c) she** couldn’t believe that Tim would steal from them. Besides, she knew that Malcolm had been trying to get the treasurer’s job for a 9. **a) few, b) little, c) several** months. Malcolm continued to threaten, but Maggie kept a cool head, and 10. **a) demand, b) demanded, c) demanding** evidence of misconduct. On Thursday Tim unexpectedly resigned from his post and Maggie’s heart sank. She heard 11. **a) that, b) from, c) with** Kim, a trusted colleague on the committee, that Malcolm had discovered documents proving that Tim *had* unlawfully taken committee money for his own use. By close of play 12. **a) on, b) at, c) in** Friday Maggie had heard a full confession from Tim, who claimed that he had only *borrowed* the cash “...to help my sister pay 13. **a) out, b) up, c) back** her student loan debt.” Tim was sacked from the committee and Kim was voted into the role. Malcolm said for the record that he had only 14. **a) helped, b) acted, c) begun** in the interests of the committee and he stayed on as main fundraiser. Maggie felt a weight lifting when the weekend finally got underway. “It’s true what they say, mum,” she told Kathleen on Friday evening after a 15. **a) full, b) cold, c) long** bath, “A week really *is* a long time in politics!”

Talk a Lot

Airport – Who would you look for first?

Student A

Four passengers have been reported lost at a large airport near London, where you work as a customer service assistant. The time is 6.49 pm. Ask and answer questions to complete the gaps, and find out information about each person. Who would you look for first? Why?

	Passenger #1	Passenger #2
Name / Age		Mr. P. MacNaulty / 42 y.o.
Destination / Check-in closes	Madrid / 19.25	
Flight no. / Airline		A303 / Scot Air
Departs / Gate No.	19.55 / 46	
Travelling with / Last seen	parents / 18.40	
Wearing		long brown jacket, black hat, grey shoes
Nationality / More information	English / first time abroad	
Reason for travelling		family reunion

	Passenger #3	Passenger #4
Name / Age	Claudia Estobar / 34 y.o.	
Destination / Check-in closes	Santiago / 19.15	
Flight no. / Airline		B916 / Overseas
Departs / Gate No.		20.10 / 35
Travelling with / Last seen	colleague / 18.07	
Wearing		new charcoal grey suit, red tie, buttonhole
Nationality / More information	Chilean / registered epileptic	
Reason for travelling		honeymoon

-----✂-----

Student B

Four passengers have been reported lost at a large airport near London, where you work as a customer service assistant. The time is 6.49 pm. Ask and answer questions to complete the gaps, and find out information about each person. Who would you look for first? Why?

	Passenger #1	Passenger #2
Name / Age	Rosie Cooper / 14 y.o.	
Destination / Check-in closes		Aberdeen / 19.00
Flight no. / Airline	M458 / Fly Me	
Departs / Gate No.		19.30 / 13
Travelling with / Last seen		brother / 17.52
Wearing	shorts, blue t-shirt, pink sandals	
Nationality / More information		Scottish / tall, glasses, curly hair, big nose
Reason for travelling	holiday	

	Passenger #3	Passenger #4
Name / Age		David Morgan (Lord) / 88 y.o.
Destination / Check-in closes		Bahamas / 19.40
Flight no. / Airline	S284 / Condor Airways	
Departs / Gate No.	19.45 / 1	
Travelling with / Last seen		new bride / 18.15
Wearing	floral print dress, white sandals	
Nationality / More information		Welsh / bald, red cheeks, has pacemaker
Reason for travelling	business trip	

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Talk a Lot

Money – Who is the Richest?

Student A

Ask and answer questions to complete the gaps, and find out what each person did with their money last Monday. Who do you think is the richest? Why?

	ERIC	CARL
PAY IN (bank)	£700	£25
GIVE (charity)		
WITHDRAW (cashpoint)	£300	nothing
ENQUIRE (post office)		
LEND (amount / person)	nothing	£10 / cousin Rolf
BORROW (amount / person)		
CHANGE CURRENCY	£1400 into Euros	
BUY (item / method)		bread, light bulb / cash

	WENDY	KASIA
PAY IN (bank)	nothing	
GIVE (charity)	£10 by direct debit	£3,500 by cheque
WITHDRAW (cashpoint)		
ENQUIRE (post office)		cheap calls abroad
LEND (amount / person)	nothing	£20 / neighbours Jan and Tim
BORROW (amount / person)		
CHANGE CURRENCY	\$US80 into pounds sterling	
BUY (item / method)		cinema tickets / debit card



Student B

Ask and answer questions to complete the gaps, and find out what each person did with their money last Monday. Who do you think is the richest? Why?

	ERIC	CARL
PAY IN (bank)		
GIVE (charity)	nothing	£5
WITHDRAW (cashpoint)		
ENQUIRE (post office)	passport	home contents insurance
LEND (amount / person)		
BORROW (amount / person)	£50 / wife	nothing
CHANGE CURRENCY		nothing
BUY (item / method)	x2 flights / credit card	

	WENDY	KASIA
PAY IN (bank)		£228.50
GIVE (charity)		
WITHDRAW (cashpoint)	£30	£10
ENQUIRE (post office)	personal loan	
LEND (amount / person)		
BORROW (amount / person)	£250 / sister	nothing
CHANGE CURRENCY		€18,000 into pounds sterling
BUY (item / method)	leather sofa / interest free credit	

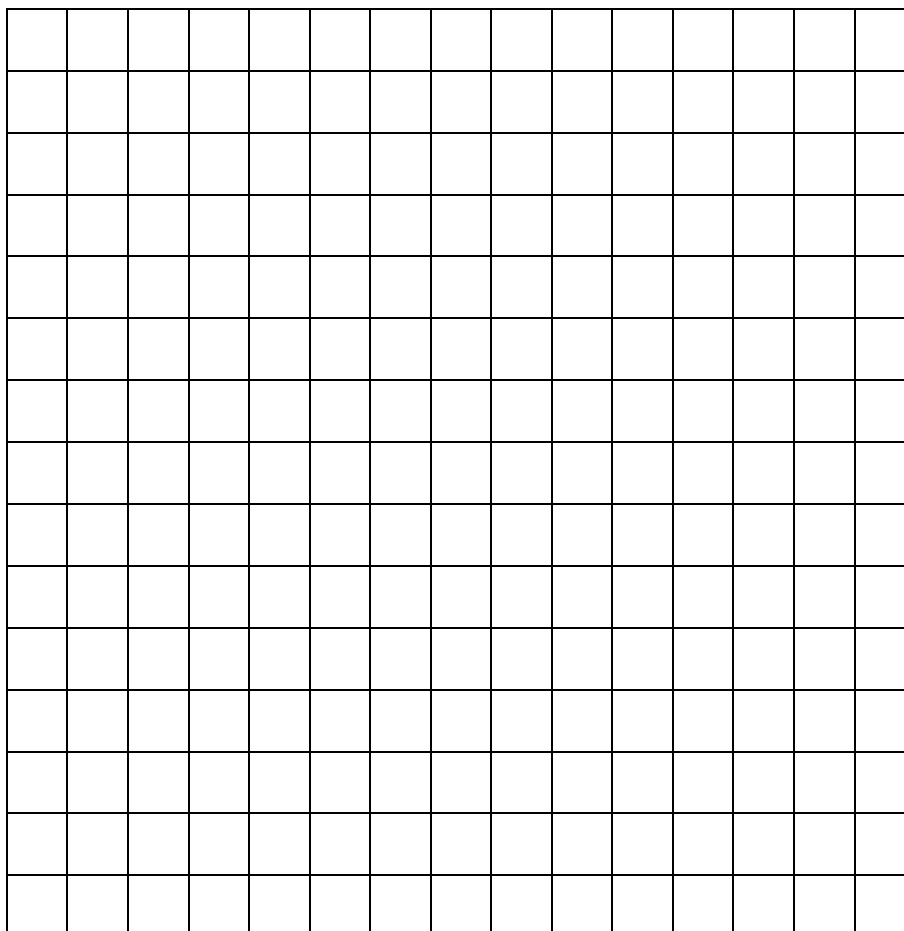
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Test Your Research Skills

Wordsearch Fun

Title: _____



- | | |
|-----------|-----------|
| 1. _____ | 11. _____ |
| 2. _____ | 12. _____ |
| 3. _____ | 13. _____ |
| 4. _____ | 14. _____ |
| 5. _____ | 15. _____ |
| 6. _____ | 16. _____ |
| 7. _____ | 17. _____ |
| 8. _____ | 18. _____ |
| 9. _____ | 19. _____ |
| 10. _____ | 20. _____ |

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Test Your Research Skills

How to Make Your Own Board Game (instructions)

Playing board games is a great way for students to unwind and have a chance to practise their English in an informal environment. They can be even more valuable to students if they're allowed to design and make their own board game from scratch! Follow our simple instructions and your students will be busy in small groups making the next Monopoly® in no time:

Firstly, think of a name and theme for your game, e.g. animals, cars, sport, etc.

You will need to find:

- A die.
- Some counters (decide the minimum and maximum number of players).
- A game board – use our ready-to-play template or design your own using one of our blank templates.

The game board should have a mix of different types of spaces:

- Some positive spaces, e.g. go forwards x spaces, or go to space no. x (forwards).
- Some negative spaces, e.g. go back x spaces, miss a turn, go to space no. x (backwards), or go back to the start.
- Some spaces where if you land on them you have to do a forfeit/party piece or answer a general knowledge question (see below).

Finally, think of some special rules that are unique to your board game, e.g. you must throw a six to start or you must throw the right number to finish.

Examples of board game forfeits:

- Whistle or sing your national anthem
- Say the alphabet backwards
- Count from 30 or 50 down to 1 in English
- What is the correct time now in your country?
- Talk for one minute about... e.g. your favourite place, your school, your family.
- What is the total number if you add together all the numbers in your phone number?
- What is the combined age of everyone in the room?
- What is the address/phone number/email address of your school?
- What would you do if...? E.g. if you lost your bag, or if you won the lottery, etc.
- ***Try to think of some more forfeits that fit your chosen theme!***

Types of general knowledge questions:

- In which country is... e.g. Edinburgh? (It's in Scotland, by the way!)
- Name 5 things which have... e.g. wheels, wings, feathers, etc.
- Name five different... e.g. colours, animals, vegetables, clothes, jobs, furniture, etc.
- What is your favourite... e.g. type of music, or season... and tell us why
- Complete the sentence, e.g. "If I were Prime Minister I would..."
- Spell a word... e.g. "appointment"
- Maths equation, e.g. what is 60 divided by 4. (It's 15!)
- ***Try to think of some more questions that fit your chosen theme!***

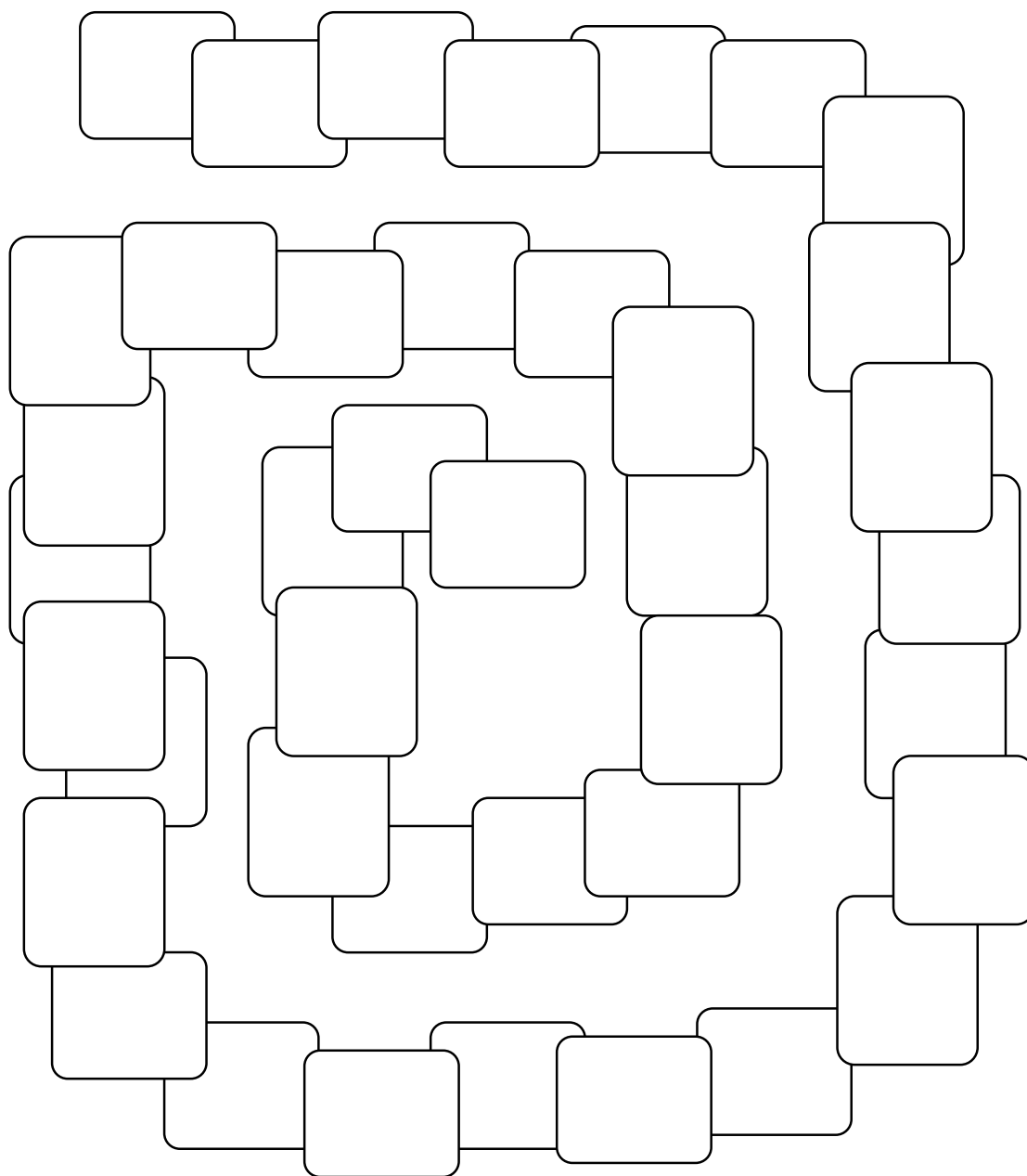
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Design a Game

Game Board 1



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Test Your Research Skills

Holidays and Special Days in the UK

Below is a list of holidays and special days that are celebrated in the UK each year. Work with a partner to find the correct dates and find out what is special about each day:

Holiday or Special Day:	Date:
New Year's Day	_____
St Valentine's Day	_____
St David's Day	_____
Pancake Day (Shrove Tuesday)	_____
St Patrick's Day	_____
Mother's Day	_____
British Summer Time Starts	_____
Good Friday	_____
Easter Sunday	_____
Easter Monday Bank Holiday	_____
St George's Day	_____
May Day Bank Holiday	_____
Spring Bank Holiday	_____
Father's Day	_____
Longest Day (Summer Solstice)	_____
August Bank Holiday	_____
British Summer Time Ends	_____
Hallowe'en	_____
Bonfire Night	_____
Remembrance Sunday	_____
Shortest Day (Winter Solstice)	_____
Christmas Eve	_____
Christmas Day	_____
Boxing Day	_____
New Year's Eve	_____
My birthday	_____
My friend's birthday	_____
My teacher's birthday	_____

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Test Your Reading Skills

Calculator Code Words 2

☞ . 7734

Solve each equation using a calculator, then turn the calculator upside down and match the word you see with one of the clues below:

Equations:

- Twelve multiplied by one thousand two hundred and fifty-three ... multiplied by two ... plus four thousand nine hundred and thirty-five equals ...
- One thousand three hundred and thirty-four and a half multiplied by four equals ...
- Four thousand five hundred and eighty-nine plus sixty-two ... plus three thousand two hundred ... minus seven hundred and forty-six equals ...
- Two thousand and one multiplied by quarter of a century ... plus half of sixteen thousand ... minus three hundred and seven equals ...
- Fifty and a half multiplied by sixteen equals ...
- One thousand seven hundred and seventy-one minus eight hundred and five ... divided by sixty-nine equals ...
- Two twenty-fives plus half of a thousand and four ... plus two hundred and nineteen equals ...
- One tenth of a million minus two twenty-two thousand four hundred and sixty-twos equals ...
- Three million seven hundred and forty-eight thousand five hundred and forty-nine divided by seven equals ...
- Six hundred multiplied by four ... multiplied by two ... minus two hundred and four ... plus sixteen ... plus six ... plus one and a half ... minus four and a half equals ...

Clue:	Word:	Equation e.g. a)
1) I didn't want matt paint, I wanted ...	_____	_____
2) There's a lot of this in your garden.	_____	_____
3) You might do this when you are fed up.	_____	_____
4) "It was only a ... arrangement."	_____	_____
5) "I'm afraid that the company has made heavy ..."	_____	_____
6) Can go before Dylan, Hope and the Builder.	_____	_____
7) "I wasn't well yesterday. I was ..."	_____	_____
8) They collect pollen by buzzing around flowers.	_____	_____
9) Unfortunately, they just keep on coming!	_____	_____
10) "My brother told me to say ... to you for him!"	_____	_____

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Test Your Reading Skills

How to Make a Chocolate Cake

Gradually _____ in the margarine and eggs.

_____ the mixture with a wooden spoon until it is smooth.

Let the cakes _____ on a wire tray for a few minutes until they are cool.

Using a sieve, _____ the flour, cocoa powder and baking powder together into a large mixing bowl.

_____ the oven to 180°C or Gas Mark 4.

_____ the cakes from the tins using a spatula.

When the cakes are cool, _____ plenty of jam onto one of them, then put the other cake on top.

Use a little margarine to _____ the bottom of two 23cm cake tins.

_____ the tins into the oven, placing them on the middle shelf.

Allow the cakes to _____ for approximately 30 minutes.

Put your feet up and _____ the fruits of your labours with a nice cup of tea.

Wash your hands thoroughly.

_____ the outside of the cake with icing, sweets or lots of melted chocolate.

_____ both tins with greaseproof paper.

_____ equal amounts of the mixture into each cake tin.

_____ the cakes out of the oven.

Ingredients:

110g self-raising _____
 110g soft _____
 2 large eggs
 1 tablespoon _____ powder
 1 teaspoon _____ powder
 ½ jar raspberry jam
 Sweets and _____ for decoration (optional)

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Test Your Research Skills

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St Patrick's Day	_____
Mother's Day	_____
British Summer Time Starts	_____
Good Friday	_____
Easter Sunday	_____
Easter Monday Bank Holiday	_____
St George's Day	_____
May Day Bank Holiday	_____
Spring Bank Holiday	_____
Father's Day	_____
Longest Day (Summer Solstice)	_____
August Bank Holiday	_____
British Summer Time Ends	_____
Hallowe'en	_____
Bonfire Night	_____
Remembrance Sunday	_____
Shortest Day (Winter Solstice)	_____
Christmas Eve	_____
Christmas Day	_____
Boxing Day	_____
New Year's Eve	_____
My birthday	_____
My friend's birthday	_____
My teacher's birthday	_____

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Test Your Research Skills

More Interesting Place Names 1

Below is a list of towns and villages in England, Scotland and Wales.

However, among the real place names there are up to ten fake names. Using an atlas of Great Britain, find any fake names and put a tick next to them:

Angle

Paul

Six Mile Bottom

Old Deer

Pieces O' Eight

Jeff

Red Roses

Wormelow Tump

Hospital Farrowes

Tempest Waters

Over Hampton

Shop

Bare

Little Wallace

Field Lane End

Home

Jeffreyston

Great Heck

Air

Henley Overcoat

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Test Your Patience!

Nonsense Quiz 1

Warning: this quiz does not make any sense!

1. Why did the chicken cross the road?
2. How many beans make five?
3. If I have twelve sweets and give Tom four, how many sweets does Tom have?
4. What is the capital of Australia?
5. When is a door not a door?
6. How do you make a sausage roll?
7. Why was the piece of toast in a bad mood?
8. What is black and white and red all over?
9. What have eyes but cannot see?
10. What has ears but cannot hear?
11. What has a heart that cannot beat?
12. What has wings but cannot fly?
13. What is Father Christmas' wife called?
14. What sport do oranges play?
15. What do short sighted ghosts wear?
16. What has legs but cannot walk?
17. What runs but never gets anywhere?
18. What is the coldest vegetable in the world?
19. What do you call a cat with eight legs that lives underwater?
20. Why did the tomato cross the road?

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Test Your Research Skills

At What Age Can I Legally... in the UK?

Tick one of the age boxes for each question to show when a person is old enough to do something in the UK:

At what age can I legally...?

1. get married with my parent or carer's consent	[13]	[14]	[16]	[17]	[18]
2. have a part-time job	[13]	[14]	[16]	[17]	[18]
3. buy cigarettes and tobacco	[13]	[14]	[16]	[17]	[18]
4. buy and drink alcohol in a pub	[13]	[14]	[16]	[17]	[18]
5. have a full-time job	[13]	[14]	[16]	[17]	[18]
6. place a bet in a bookmakers	[13]	[14]	[16]	[17]	[18]
7. join the army with my parent or carer's agreement	[13]	[14]	[16]	[17]	[18]
8. apply for a passport	[13]	[14]	[16]	[17]	[18]
9. pilot a plane	[13]	[14]	[16]	[17]	[18]
10. open a bank account without my parent or carer's signature	[13]	[14]	[16]	[17]	[18]
11. have an abortion without my parent or carer's consent	[13]	[14]	[16]	[17]	[18]
12. make a will	[13]	[14]	[16]	[17]	[18]
13. have sex	[13]	[14]	[16]	[17]	[18]
14. live on my own	[13]	[14]	[16]	[17]	[18]
15. vote in a general and local election	[13]	[14]	[16]	[17]	[18]
16. go into a pub but not buy/drink alcohol	[13]	[14]	[16]	[17]	[18]
17. have a tattoo	[13]	[14]	[16]	[17]	[18]
18. ride a moped of a maximum 50ccs	[13]	[14]	[16]	[17]	[18]
19. have a driving licence for a car	[13]	[14]	[16]	[17]	[18]
20. change my name	[13]	[14]	[16]	[17]	[18]

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Test Your Research Skills

Mixed-up Monarchs – Kings and Queens of England to 1603

It seems as if my friend Stanley Baker has swallowed a history book! He has been telling me all sorts of historical facts about England's past. But I think that he's got some of his facts wrong. Take this answerphone message that he left me recently, for example:

"These royals are an interesting lot, you know. I've been finding out all about when they reigned and all that. Let's start with the best king of all. Now then ... King Alfred the Great ruled England before King John, who ruled England before King Stephen, who ruled England after King Canute, who ruled England after King Edward the Confessor, who ruled England before King Henry IV, who ruled England before Queen Mary I, who ruled England after King Richard the Lionheart, who ruled England after King Edward II, who ruled England before King Athelstan, who ruled England before King Edmund I, who ruled England after King William II, who ruled England after King Alfred the Great. Have you got all that?"

How many mistakes has Stan made? _____

Are the following statements true or false?

1. King Alfred the Great ruled England before King John.
2. King John ruled England before King Stephen.
3. King Stephen ruled England after King Canute.
4. King Canute ruled England after King Edward the Confessor.
5. King Edward the Confessor ruled England before King Henry IV.
6. King Henry IV ruled England before Queen Mary I.
7. Queen Mary I ruled England after King Richard the Lionheart.
8. King Richard the Lionheart ruled England after King Edward II.
9. King Edward II ruled England before King Athelstan.
10. King Athelstan ruled England before King Edmund I.
11. King Edmund I ruled England after King William II.
12. King William II ruled England after King Alfred the Great.

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Test Your Research Skills

English Banana.com's Really Motivational Page of Encouraging Thoughts

Match the first half (1-20) of each proverb and saying with the second half (a-t). Then talk to your partner about the meaning of each one. Which is your favourite proverb or saying and 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. |

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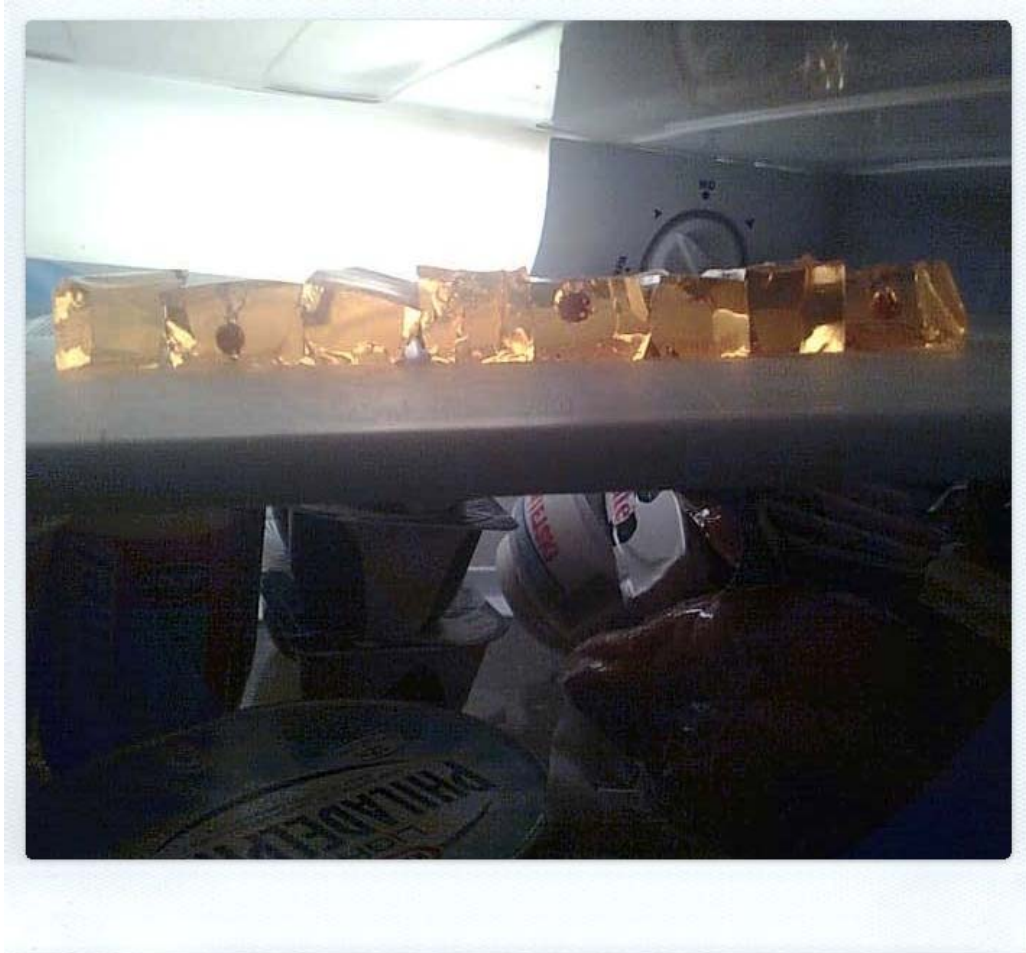
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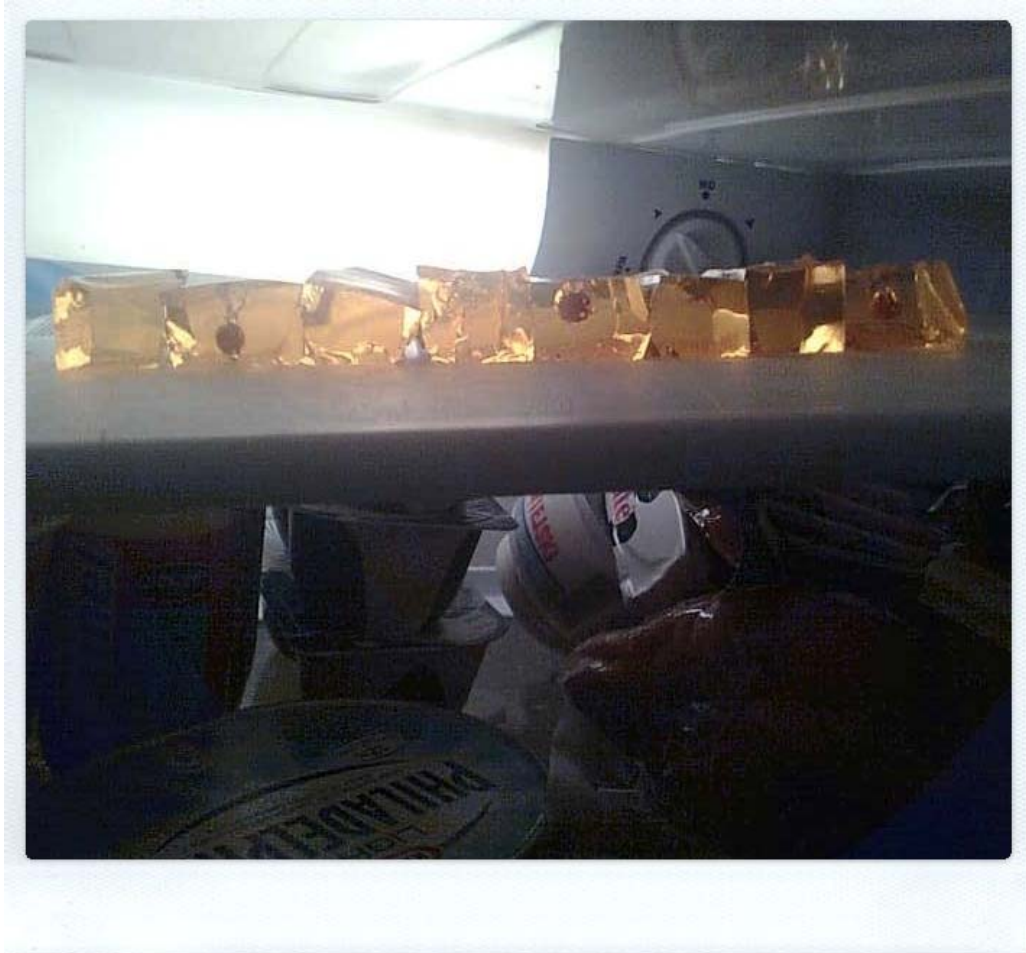
Tor k Lo_ faun Dei shn Kors
Talk a Lot Foundation Course

bai Ma_ Per Ind

by Matt Purland

How to **STRESS** content words + **REDUCE** function words

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Talk a Lot Foundation Course

by Matt Purland

This book is dedicated to Anna and Julia
with much love and thanks xx

and also:

.....
(Insert the name of the teacher who has most inspired you to learn)



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About the Cover Picture – Jelly Cubes in the Fridge (May 2011)



In Lesson 4 we learn that a sentence is like a row of jelly cubes, with each cube representing one syllable. Some of the jelly cubes have a hard centre, which is unaffected when the jelly cubes are squeezed together. The hard centres represent the stressed syllables. I made the jelly in the pictures and stored it in the fridge. This particular row of jelly cubes represents a sentence with the following stress pattern: o O o o O o o O which fits all of the following sentences:

The painter is painting a fence. | A man was avoiding his boss. | I wasn't surprised to be fired. | They ran to the shop for some milk.

o	O	o	o	O	o	o	O
The	pain	ter	is	pain	ting	a	fence.
A	man	was	a	voi	ding	his	boss.
I	wa	sn't	sur	prised	to	be	fired.
They	ran	to	the	shop	for	some	milk.

Can you think of any more sentences with this stress pattern? Go to Lesson 4 for more on the Jelly Cube Comparison!

Talk a Lot

Foundation Course

Foreword

Hi there!

Talk a Lot Foundation Course is for anybody who needs to better understand how to speak English like a Native Speaker. It will be especially useful for anybody who is studying with – or about to study with – **Talk a Lot** materials (i.e. Elementary Books 1-3 or Intermediate Book 1). The theory studied on this course will enable learners to get a lot more out of any **Talk a Lot** materials. The course is suitable for learners from Pre-Intermediate level (CEF B1) to Advanced (CEF C1) – and beyond. It can also be adapted for lower-level learners. It goes without saying that zero beginner learners will benefit from learning about word stress and weak forms as they take their first steps with vocabulary and sentence-building in English.

The focus of this course is pronunciation – how we speak. The message of the entire course can be summed up in two words: **stress** and **reduce** – learners can improve their pronunciation by stressing the content words in a sentence and reducing the function words – then connecting the syllables together. The aim of the course is to teach learners how to do this. Learners will also develop their listening skills as they discover the techniques that English native speakers routinely use when speaking quickly.

This is not a book to be picked up and read from beginning to end, but rather a collection of practical materials that need to be studied within the context of a course – guided by a teacher. This is not really a self-study book, although I'm sure learners could learn a lot from reading it on their own, and listening to the audio files (see below). The course is made up of four lessons of theory – Introduction and Basic Principles; Spelling and Sounds; Stress; and Connected Speech. There is also a fifth lesson with practical exercises, which can be repeated as often as you like – or have time for. This book contains the course material for each lesson, which may be given to learners on the course, and which the teacher can use to plan and facilitate the lessons.

The materials in this course are fairly flexible. Each lesson has an outline of the main points, which are described in more detail in boxes, and then followed by examples and practical activities. You don't have to follow this course as it is written word by word, doing every activity – although you could. You may decide to use the text as an outline, adding extra activities and examples that are more relevant for your learners, and taking away things that they don't need. The timing of each lesson can vary – it will depend on the level of your learners, and how much time there is available. I would recommend a classroom session of at least 90 minutes for covering one of the theory lessons.

There are no formal lesson or end of course tests available at the moment, but you may prepare your own to suit your teaching situation by using a number of activities (speaking, listening, reading, and writing) from the course material. (Including a written test where

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Talk a Lot

Foundation Course

Foreword

learners translate a text either from or into the NEA – or both.) Whether you set tests or not, learners should do the homework between the lessons, revising what they have learned.

This book also includes various pages of extra reference material at the end of each lesson, and two vital documents which learners will need to refer to throughout the course – the Glossary of Pronunciation Terms and the New English Alphabet (NEA) handout. They follow this Foreword. There are further related materials in the **Talk a Lot** Handbook, which is a free download from <http://www.englishbanana.com/talkalot/> There are cross-references to the **Talk a Lot** Handbook on the title page of some of the theory lessons.

I have tried the best I can to keep this course as jargon-free as possible. I'm not an academic or researcher – I'm a classroom teacher, and I want to write materials that can be easily absorbed by my learners. There is, of course, some jargon to be learned along the way. The comprehensive Glossary of Pronunciation Terms will be an invaluable point of reference. There are also some free .mp3 audio files to support this course, which are intended to bring the text to life, making the sounds and techniques discussed audible – and repeatable! You will find them at <http://www.englishbanana.com/talkalot/>

I would like to say a big thank you to all of the learners who have helped me to try out this material over the past six months – both online and face to face in the classroom. It has been really invaluable for me as I have tried to figure out how to explain in an approachable way how to do something which is, in essence, a fairly simple thing: **stress** the content words and **reduce** the function words. If *you* have any feedback about this course – including questions, comments, or suggestions – I would be happy to hear from you. You can contact me here: info@englishbanana.com

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Thanks for reading this and for choosing **Talk a Lot** Foundation Course. Enjoy the course!
Guu Dluk!

Matt Purland, Ostróda, Poland (3rd June 2011)

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Talk a Lot

Foundation Course

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New English Alphabet – 48 Phonemes (Individual Sounds)

Glossary of Pronunciation Terms

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i	Lesson 1 Outline
1-5	Lesson Material

Lesson 2: Spelling and Sounds

i	Lesson 2 Outline
1-7	Lesson Material
8	Role Play with the New English Alphabet 1 – Mei king Planz
9	Role Play with the New English Alphabet 1 – Making Plans – Translation
10	Practice Text with the New English Alphabet 1 – Hau t Mei k Nai Sku p Vtee
11	Practice Text with the New English Alphabet 1 – How to Make a Nice Cup of Tea – Translation
12	Practice Text with the New English Alphabet 2 – b Gi ning t Tee Chnum bz
13	Practice Text with the New English Alphabet 2 – Beginning to Teach Numbers – Translation
14	Practice Text with the New English Alphabet 3 – uh kon tr Ver sh I Pin yn
15	Practice Text with the New English Alphabet 3 – A Controversial Opinion – Translation
16	Transport – Discussion Words
17	Transport – Discussion Words (with the NEA)
18	Transport – Discussion Words (with the IPA)
19	200 One-Syllable Words that End with “t”
20	Comparing British English and American English Spellings
22	100 Basic Words with the NEA
23	100 Basic Words – Translate from the NEA

Lesson 3: Stress

i	Lesson 3 Outline
1-8	Lesson Material
9	The 100 Most Common Words in Written English
10	List of Common Weak Forms in Spoken English
11	Weak Forms – Lesson Plan

Talk a Lot

Foundation Course

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- 14 List of Contractions and Mega Contractions

Lesson 4: Connected Speech

- i Lesson 4 Outline
- ii The Jelly Cube Comparison – Example (Fig. 1)
- 1-9 Lesson Material
- 10 vc Sound Connections – Further Study

Lesson 5: Practice and Analysis of Results

- i Lesson 5 Outline
- 1 Practice Page 1 – Blank
- 2 Practice Page 1 – Example
- 3 Practice Page 1 – Syllable by Syllable (Notes for Students)
- 5 Cut-Up NEA Sentence – Example
- 6 Cut-Up NEA Sentence – Blank
- 7 Practice Page 1 – Notes for Teachers
- 10 Practice Page 2 – Blank
- 11 Practice Page 2 – Instructions
- 12 Practice Page 2 – Example
- 13 Practice Page 2 – Example (Notes)

Certificate Template
Blank Pages for Notes

Talk a Lot

Foundation Course

Course Outline

Lesson 1 – Introduction and Basic Principles

- 1.1 Talk a Lot Foundation Course is an opportunity to study the theory of pronunciation before beginning a Talk a Lot course
- 1.2 English spelling is broken
- 1.3 We need a new phonetic alphabet to represent sounds in written form
- 1.4 The vowel sounds on the stressed syllables of content words are the most important sounds in a sentence
- 1.5 English Native speakers use sounds, stress, and connected speech without thinking about it, but you have to *learn* to do it!
- 1.6 The *Glossary of Pronunciation Terms* will be a useful reference tool during the course
- 1.7 Standard EFL course books are good at teaching reading and listening skills, but less able to teach speaking and writing

Lesson 2 – Spelling and Sounds

- 2.1 English is not a phonetic language, which means that often spelling and sounds do not match
- 2.2 The spelling of a word and its sounds are usually two different things in English. You need to learn two parts of each word: the spelling and the sounds
- 2.3 Part of the problem is the high frequency of silent letters in English spelling
- 2.4 Students usually pronounce far too many vowel sounds when they speak English
- 2.5 The Schwa sound is the most common vowel sound in English – and the least discussed
- 2.6 The glottal stop is not a sound but rather an action – the cutting off of a sound at the moment of making it
- 2.7 We need to combine the written alphabet and the phonetic alphabet into one New English Alphabet (NEA)

Lesson 3 – Stress

- 3.1 English is a stress-timed language, not a syllable-timed language
- 3.2 Content words each have one strong stress, while function words are not stressed
- 3.3 Word stress is irregular in English
- 3.4 Communication is reduced when we don't use sentence stress
- 3.5 The sound spine is the sequence of vowel sounds on the stressed syllables in a sentence
- 3.6 It is not necessary to pronounce every letter in every word in every sentence
- 3.7 We reduce function words by using contractions and mega contractions
- 3.8 We also reduce function words by using weak forms
- 3.9 Most of the top 100 most common words in English are function words, which have weak forms that students do not generally use
- 3.10 We are not going to focus on intonation during this course

Lesson 4 – Connected Speech

- 4.1 Even with the stress and vowel sounds correct in a sentence, we still sound wrong when we don't use connected speech, because we are speaking word by word
- 4.2 We speak English syllable by syllable, not word by word
- 4.3 However, English words don't fit together very well. They are like badly-fitting puzzle pieces
- 4.4 We use the Features of Connected Speech to solve this problem. It can be learned using the mnemonic GLACIER
- 4.5 There are four possible sound connections between syllables
- 4.6 cc sound connections are the hardest to pronounce
- 4.7 The aim is to speak with only vc (vowel sound to consonant sound) sound connections between syllables, and we use connected speech techniques to achieve this
- 4.8 Friendly consonant sounds are helpful because they are happy to sit beside other consonant sounds

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Talk a Lot

Foundation Course

New English Alphabet – 48 Phonemes (Individual Sounds)

23 vowel sounds: **8 short** **5 long** **10 diphthongs** | 25 consonant sounds: **15 voiced** **10 unvoiced**
 Each phoneme always has the same written identifier (ID). Letters not used from the old alphabet: c, q, x
 When pronounced on their own, all consonant sounds (including unvoiced) are followed by a Schwa sound, e.g. 7. buh, 16. fuh, and 37. tuh . This is called an **embedded Schwa sound**

No.	Phonemic ID	Old IPA Symbol	Old Spelling	New Spelling	Type
1.	a	/æ/	bat	Bat	v / s
2.	ai	/aɪ/	time	Taim	d
3.	aiy	/aɪə/	hire	Haiy	d
4.	ar	/ɑː/	star	Star	v / l
5.	au	/aʊ/	cow	Kau	d
6.	auw	/aʊə/	power	Pauw	d
7.	b	/b/	bag	Bag	c / v
8.	ch	/tʃ/	cheese	Cheez	c / u
9.	d	/d/	dice	Dais	c / v
10.	e	/e/	leg	Leg	v / s
11.	ee	/iː/	three	Ttree	v / l
12.	ei	/eɪ/	plane	Plein	d
13.	eir	/eə/	pear	Peir	d
14.	er	/ɜː/	shirt	Shert	v / l
15.	eu	/əʊ/	home	Heum	d
16.	f	/f/	frog	Frog	c / u
17.	g	/g/	glass	Glars	c / v
18.	h	/h/	head	Hed	c / u
19.	hh	/x/	loch	Lohh	c / u
20.	i	/ɪ/	dish	Dish	v / s
21.	ii	/i/	happy	Ha pii	v / s
22.	iy	/ɪə/	here	Hiy	d
23.	j	/dʒ/	jam	Jam	c / v
24.	k	/k/	kit	Kit	c / u
25.	l	/l/	lake	Leik	c / v
26.	m	/m/	music	Myoo zik	c / v
27.	n	/n/	nurse	Ners	c / v
28.	ng	/ŋ/	ring	Ring	c / v
29.	o	/ɒ/	sock	Sok	v / s
30.	oo	/uː/	shoot	Shoot	v / l
31.	or	/ɔː/	ball	Borl	v / l
32.	oy	/ɔɪ/	toy	Toy	d
33.	p	/p/	pig	Pig	c / u
34.	r	/r/	road	Reud	c / v
35.	s	/s/	snow	Sneu	c / u
36.	sh	/ʃ/	shop	Shop	c / u
37.	t	/t/	taxi	Ta ksii	c / u
38.	th	/ð/	brother	Bru th	c / v
39.	tt	/θ/	thousand	Ttau znd	c / u
40.	u	/ʌ/	cup	Kup	v / s
41.	uh	/ə/	arrive	uh Raiv	v / s
42.	uu	/ʊ/	pull	Puul	v / s
43.	uuw	/ʊə/	pure	Pyuuw	d
44.	v	/v/	van	Van	c / v
45.	w	/w/	week	Week	c / v
46.	y	/j/	yoghurt	Yo gt	c / v
47.	z	/z/	zip	Zip	c / v
48.	zz	/ʒ/	revision	r Vi zzn	c / v
	—	/ʔ/	went out	Wen_ Au_	

Key – v = vowel sound: s = short l = long d = diphthong | c = consonant sound: v = voiced u = unvoiced

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Glossary of Pronunciation Terms

Glo s rii y vpr nun sii Yei shn Termz

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This is a glossary of the main terms that learners should become familiar with before beginning a Talk a Lot course:

alphabet

An alphabet is a collection of words which are used to represent on a page the sounds that we make when speaking a language. There are 26 letters in the English alphabet, which are arranged in the following order:

a b c d e f g h i j k l m n o p q r s t u v w x y z

There are 21 consonant letters and 5 vowel letters (see below).

assimilation

A technique of connected speech. Assimilation occurs when the sound at the end of a syllable changes so that it is easier to pronounce with the sound at the beginning of the next syllable.

e.g. "clean bike" is easier to pronounce when the n at the end of clean changes to m : "cleam bike"

connected speech

The practice of joining together words in a sentence, rather than pronouncing each one separately.

consonant cluster

A combination of two or more consonant letters together in the spelling of a word.

e.g. "br" and "ng" in "bring", or "th" and "nk" in "think"

consonant letter

There are 21 consonant letters in the English alphabet. They are: b c d f g h j k l m n p q r s t v w x y z

consonant sound

There are twenty-five consonant sounds in spoken English. Consonant sounds are made when we move our tongue, lips, and mouth into different positions before releasing breath from our lungs.

There are fifteen voiced consonant sounds (we can feel our vocal cords moving when we make them):

b	bag	n	nurse	w	week
d	dice	ng	ring	y	yoghurt
j	jam	r	road	z	zip
l	lake	th	brother	zz	revision
m	music	v	van		

and there are ten unvoiced consonant sounds (we can't feel our vocal cords moving when we make them):

ch	cheese	hh	loch	s	snow
f	frog	k	kit	sh	shop
h	head	p	pig	tt	thousand

Most consonants sound as you would expect them to from looking at them (they are phonetic), so it is more important to spend time learning how the vowel sounds and diphthongs look and sound.

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content word

A content word is any word that has an individual meaning on its own, outside of a sentence. The following word groups are all content words: nouns, main verbs (but not verb “to be”, which is usually unstressed), phrasal verbs, adjectives, adverbs, numbers, proper names, and negative auxiliary verbs. Content words contrast with function words (see below), which are not usually stressed.

e.g. nouns – car, biscuit, tree, etc.
main verbs – eat, go, take, etc.
adjectives – interesting, good, expensive, etc.

contraction

A technique of connected speech. A contraction occurs when two words are merged together to make a single word, e.g. “it is” becomes “it’s”, and “I had” becomes “I’d”. The aim is to reduce unstressed syllables in the sentence: two function words, which are both unstressed, become one function word. The reduction of the function words makes the strong stresses on either side stand out more.

Note: a **mega contraction** is when a contraction is reduced even further to the barest minimum possible, without actually deleting the word, e.g. the contraction “you’re” is contracted further to y , “he’s” becomes uhz , and “they’re” becomes th .

diphthong

A diphthong is a vowel sound in English, in which two or more vowel sounds combine to make a new vowel sound. Therefore a diphthong is a double sound. There are 10 diphthongs in spoken English:

ai	time	auw	power	eu	home
aiy	hire	ei	plane	oy	toy
au	cow	eir	pear	uuw	pure

elision

A technique of connected speech. Elision occurs when a sound is removed from the end of a syllable, making it easier to pronounce next to the following syllable. The removal of a sound – usually t or d – often combines with a glottal stop (see below). The aim is to make a vc sound connection, which ensures a smooth transition to the next syllable.

e.g. in the phrase “hot coffee” there are two consonant sounds that meet – t and c – so to make them easier to pronounce together we get rid of the t (elision) and add a glottal stop: Ho_ Ko fii

embedded Schwa sound

An embedded Schwa sound occurs when we pronounce a consonant sound on its own. All consonant sounds are voiced in the NEA, and a Schwa sound naturally follows each consonant sound, e.g. b, f, or t . There is no need to write this Schwa sound (as uh) in the NEA, because it always follows a single consonant sound, e.g.

“today” = t Dei t is a consonant sound pronounced on its own which is followed by an embedded Schwa sound. It is pronounced like this: tuh , but we don’t need to write uh because the Schwa sound is assumed

Final Consonant Linking (FCL)

See *linking*, below.

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Friendly consonant sounds

Friendly consonant sounds are consonant sounds which are quite happy to meet other consonant sounds. They are:

n, m, and ng

(note that l can also sometimes be a friendly consonant sound...)

These are really helpful sounds, because when one of them happens to be at the end of a syllable and a consonant sound follows, they make the sound connection easy – just like a vc sound connection. n, m, and ng are all easy to pronounce with a following consonant sound. This is because the tongue and mouth are in a neutral position after pronouncing these sounds, and as such ready to pronounce any following sound. The tongue can rest on n, m, or ng without having to link it to the start of the next syllable.

function word

A function word is a short, unstressed grammar word that doesn't have an individual meaning on its own, outside of a sentence. Function words are usually: pronouns, auxiliary verbs, prepositions, articles, and conjunctions. Verb "to be" is also a function word – even when used as a main verb. Note: negative forms of auxiliary verbs do have stress, e.g. didn't is stressed on the first syllable (see **content words**, above).

e.g. pronouns – she, their, him, etc.
auxiliary verbs – have, do, will, can, etc.
prepositions – to, for, in, on, etc.
articles and determiners – a, an, the, some, etc.

glottal stop

A technique of connected speech. A glottal stop is not a sound but rather an action – the sudden cutting-off of a vowel sound just after making it, instead of letting it run on. We hear a glottal stop as a tiny gap in the flow of speech. It happens when we close our glottis (the opening of the vocal cords). The aim is to turn cc sound connections into vc sound connections (see below). By replacing a consonant sound with a glottal stop, we stop the friction that would have occurred by the meeting of the two consonant sounds. Glottal stops usually occur at the same time as elision (see above). A sound disappears, and a glottal stop is used automatically by the speaker in its place. Some native speakers tend to make a glottal stop even when the next sound is a vowel sound, but this deviates from standard pronunciation. In the NEA, a glottal stop is represented by the underscore symbol: _

e.g. "My mate Pat." = mai Mei_ Pa_. (the t's are deleted and replaced by glottal stops)

homophone

A homophone is a word that has exactly the same **sounds** as another word, but a different **spelling** and a different **meaning**. Homophones are good examples of how sounds and spelling have become disconnected in English.

e.g. your / yore wait / weight please / pleas mind / mined too / two
sail / sale weak / week tail / tale son / sun bean / been

intonation

Intonation is how we strongly stress one or more particular words in a sentence to emphasise a particular part of it. We use intonation as a variation from standard pronunciation, where all the information is presented with a similar level of importance.

e.g. standard pronunciation: "Julie's just won the swimming gala." = clear and informative, with no particular intonation or emphasis

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with intonation on **Julie**: a) “Julie’s just won the swimming gala.” = it is relevant *who* won the gala. Maybe the result is a shock because Julie is known to be a poor swimmer, or maybe the listener didn’t hear the winner’s name

with intonation on **swimming**: b) “Julie’s just won the *swimming* gala.” = it is relevant which gala Julie has won. Maybe the conversation has included several different galas.

intrusion

A technique of connected speech. When the sound connection (see below) between two syllables is **vv** (vowel sound to vowel sound) we insert a new consonant sound between them – y, w, or r – replacing the second vowel sound in the sound connection, making the sound connection much easier to pronounce.

e.g. intrusion with y : “grey eyes” = Grei Yaiz *not* Grei Aiz

the y in grey is not usually pronounced because it is part of a vowel cluster (“ey”) which makes the diphthong ei . However, when the next sound is another vowel sound, we must pronounce it, to create a **vc** sound connection (see below) instead of a **vv** connection.

more examples:

intrusion with w : “how old” = Hau Weuld *not* Hau Euld

intrusion with r : “four elephants” = For Re I fn_s *not* For E I fn_s

IPA

The IPA is an acronym for the International Phonetic Alphabet, a standard form of writing the sounds of a language. The current IPA (International Phonetic Alphabet) was invented in the nineteenth century by French and British linguists. The IPA can be helpful in some situations, for example if a student takes the time to learn it they will be able to accurately pronounce any word in the dictionary. When teaching language – and especially pronunciation – we do need a way of representing sounds on a page, but the current IPA is no longer fit for purpose in the Digital Age, because it cannot be easily reproduced on a keyboard or mobile phone keypad. Just try sharing a document that uses IPA symbols and you will see what I mean. Everybody needs to buy a new font – which does not happen. So we need a new phonetic way of writing. Another problem with the IPA is that students have to learn a whole new alphabet of around fifty new characters. Students are often put off by the unfamiliar and exotic-looking symbols that they have to learn, which only adds an extra burden for students – especially those whose first language does not always use the Roman alphabet, e.g. those whose first language is Arabic, Russian, Chinese, etc. They already have to learn one new alphabet to learn English; then we try to add a second. It’s no wonder the IPA is put on the back burner.

The **New English Alphabet (NEA)** is a modern phonetic English alphabet (see below).

linking

A technique of connected speech. Also known as Final Consonant Linking (FCL), linking occurs when the sound connection between two syllables is **cv** (consonant to vowel). Linking allows us to join together the two syllables with a **vc** (vowel to consonant) sound connection instead, which is the preferred sound connection for English native speakers, because it is the easiest to pronounce (see below).

e.g. in “like it” the two sounds meeting are k (consonant sound) and i (vowel sound)

before linking (original cv sound connection): Laik it

after linking (new vc sound connection): Lai kit

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mega contraction

See *contraction*, above.

New English Alphabet (NEA)

A new alphabet for the English language, which is similar to the IPA in that it enables the reader to see all the phonemes (sounds) contained in each word. However, unlike the IPA, the NEA uses the more familiar Roman alphabet – a, b, c, etc. – and allows the reader to see the stressed syllable in a word as well as the connections between syllables and words. Each of the 48 sounds of English has its own written ID (identifier).

e.g. the “a” sound in “cake” is always written as *ei* – Keik

In normal spelling this sound can be written in different ways, but with the NEA it always looks the same: *ei*

e.g. make = *meik*, day = *dei*, change = *cheinj*, etc.

(See the separate NEA handout for the full list of sounds and IDs.)

phoneme

A phoneme is an individual sound, which is part of a syllable.

e.g. in the word “cat” there are three separate letters – c-a-t – and three separate phonemes – k a t – while in the word “tooth” there are five separate letters – t-o-o-t-h – but only three separate phonemes – t oo tt .

phonetics

Phonetics is the study of sound in human speech. “Phone” comes from the Greek word for “sound” and “voice”: *phōnē*, e.g. telephone = tele (distant) + phone (sound) = distant sound.

phonics

Phonics is how the study of phonetics is applied to language, e.g. understanding how spelling and sounds are connected. For example, Phonics may be used to teach reading to language learners. Phonics is sometimes used as a direct synonym for phonetics, though this is incorrect.

R-linking

A technique of connected speech. R-linking is part of intrusion and occurs when the *r* consonant sound is inserted between two vowel sounds, effectively replacing the second vowel sound in the sound connection. The aim is to transform a *vv* (vowel to vowel) sound connection into a *vc* (vowel to consonant) sound connection, which is easier to pronounce.

e.g. in “there is” the two sounds meeting are **eir** (consonant sound) and **i** (vowel sound)

original *cv* sound connection: **their iz**

new *vc* sound connection: **their riz**

Schwa sound

The Schwa sound **uh** is the most common vowel sound in English, and the least known. It is also the weakest vowel sound. It is the only sound in English to have an individual name, with “Schwa” coming from the Hebrew letter called *Shva*, which has the same function. It often occurs in weak stressed syllables, being a short expulsion of air, which

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sounds like the noise made when somebody hits you in the stomach – “Uh!” Or the kind of grunt that a teenager might make first thing in the morning as a form of greeting – “Uh!”

The Schwa sound helps to make the stress pattern in a sentence, because it makes the unstressed syllables weaker by replacing vowel sounds, especially diphthongs and long vowel sounds. This makes the unstressed syllables shorter, which in turn makes the stressed syllables stronger, by increasing the contrast between weak and strong. When you don't use the Schwa sound your spoken English will lack stress and you will be likely to pronounce letters that should be silent, e.g. the “o” and “r” at the end of “doctor”:

Pronunciation written using the NEA: Do kt

The word “doctor” has two syllables. The first syllable is stressed, and the second is not. The first has a strong-stressed vowel sound, while the second has a Schwa sound – the weakest and dullest vowel sound there is. The contrast adds to the stress pattern in the sentence. The intention of the spelling “or” is to represent the Schwa sound. Unfortunately, many learners are unaware of this sound and, trying to pronounce every letter in the word, will learn the pronunciation as: do ktor. Some will even roll the r at the end of the word, which is never done in English.

The Schwa sound is not unique to English and occurs in a variety of languages, from Russian to Dutch, and Indonesian to Hindi. Do you have it in *your* language? Does it provide a similar function to the English Schwa sound?

In the NEA the Schwa sound can be written as **uh**, but it is often not written at all, and simply pronounced as part of a consonant sound, e.g. **t** has a built-in Schwa sound when we say it: **t**. We call this an embedded Schwa sound (see NEA chart). It is enough to do this to pronounce the Schwa sound.

As we have seen above, in the NEA “doctor” is spelled: Do kt. The first syllable is the stressed one (hence capital “D”) and has a strong vowel sound **o**. The second syllable does not have a vowel sound, apart from an embedded Schwa sound which is not written, but occurs naturally when we pronounce the sound **t**. The “r” disappears from the spelling because it is a silent letter (see below) and not pronounced.

sentence stress

The sequence of stressed and unstressed syllables in a spoken sentence.

silent letters

Extra letters which appear in the spelling of the word when we write it, but which are not pronounced when we say the word.

e.g. “o”, “r”, “a”, and “e” in the word “comfortable”, which is pronounced Kum ft bl

sound connection

The place between two syllables where two sounds meet. There are four possible kinds of sound connection:

vc (vowel sound to consonant sound)	e.g. “my car”	mai Kar = easy to pronounce
vv (vowel sound to vowel sound)	e.g. “we are”	wee ar = difficult to pronounce
cv (consonant sound to vowel sound)	e.g. “it is”	it iz = difficult to pronounce
cc (consonant sound to consonant sound)	e.g. “that book”	that Buuk = difficult to pronounce

Speakers of English will do anything to their words and letters to create easy vc sound connections between syllables when they speak. They will quite ruthlessly get rid of sounds, add sounds, and change sounds to make these all-important vc sound connections. However, English spelling doesn't help, because not every syllable starts with a consonant sound and ends with a vowel sound. If only it did! Then we could all speak like this: ba ba ba ba ba etc. and we wouldn't need to use – or study – connected speech! Instead words clash and scrape together, like badly fitting puzzle pieces, and we must use the techniques of connected speech to “bash out” those troublesome sound connections. This is what usually happens:

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If the sound connection is:

we use:

vc
vv

OK – easy to pronounce (no connected speech required!)
intrusion with an extra consonant sound, which makes the connection vc: y, w, or r

cv
cc

Final Consonant Linking (FCL)
Elision, Glottal Stop, Assimilation, or FCL

examples:

vc (vowel sound to consonant sound)

mai Kar – no need to do anything!

vv (vowel sound to vowel sound)

wee yar – add y to make a vc sound connection

cv (consonant sound to vowel sound)

i tiz – move the final consonant t forward to start the next syllable, making a vc sound connection

cc (consonant sound to consonant sound)

tha_ Buuk – use elision: delete t and use a glottal stop instead. A vc sound connection results

sound spine

The sound spine is the sequence of vowel sounds on the stressed syllables in a sentence. These sounds are the most important sounds in the sentence – the sounds that the listener needs to hear in order to correctly process the words. They form the “backbone” of the sentence – hence “sound spine”. We should always try to find and emphasise the sound spine in a sentence. Whatever other sounds are wrongly pronounced, the vowel sounds on the stressed syllables should be heard clearly and correctly. If one or more of these vowel sounds are wrongly pronounced, miscommunication can occur and the listener may have to say: “Sorry, I didn’t catch that. Could you repeat that, please?”

e.g. compare these two sound spines:

1. correct vowel sounds on stressed syllables:

ei i u ar a ar
Jason has finished cutting the grass in the back garden.

2. incorrect vowel sounds on stressed syllables:

ee er e i uu iy
Jason has finished cutting the grass in the back garden.

In the second example it is very difficult to work out what is meant, because the incorrect vowel sounds transform the content words into something different (sometimes into completely different words), making them unidentifiable, e.g. “finished” now sounds like “furnished”, “back” now sounds like “book”, and “grass” now sounds like “griss”, which isn’t a word in English, etc.

spelling

The system we use to put language into written form. Unfortunately for people trying to learn English, spelling in English is not phonetic, i.e. the sound of a word (in most cases) does not match the spelling. This means that we have to learn how each word is pronounced by listening to a native speaker – who is hopefully a good model. We have to learn by experience, or by using the IPA phonetic spellings in a dictionary. So there are two parallel components for each word – its sound and its spelling. Furthermore, once we have learned how each word sounds on its own, we then have to take into account how they sound when they are joined together, since we don’t speak word by word, but rather syllable by syllable, merging words together using the techniques of connected speech.

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standard pronunciation

Standard pronunciation is a neutral form of pronunciation, which is not influenced by any specific accented version of English, e.g. Scouse (the Liverpool accent), Geordie (the Newcastle accent), or Welsh (a Welsh accent). Formerly known as Received Pronunciation (RP), standard English can be heard when you watch the news on a British TV channel, or listen to many of the programmes on BBC Radio 4. Standard pronunciation is used in all of the Talk a Lot books, so that learners can study pronunciation with a neutral accent, rather than a particular regional one.

stressed syllable

The syllable in a content word that has greater stress than all of the other syllables. We pronounce this syllable a little louder – more strongly – than the others. In the NEA the stressed syllable always begins with a capital letter. This helps learners to identify them in a sentence and then work out the sound spine.

e.g. in the word “television”, there are four syllables and the third syllable is stressed: te l Vi zzn

stress mark

The stress mark shows us which syllable is stressed in an IPA phonetic spelling of a word. The stress mark always comes before the stressed syllable and looks like this: /'/. The stress mark takes the guesswork out of finding the stress in a word when using the IPA. In the NEA there is no need for a stress mark, because the stressed syllable always starts with a capital letter.

stress pattern

A stress pattern is the sequence of strong (stressed) and weak (unstressed) syllables in a sentence.

e.g. in the following sentence the syllables in bold are strong while the others are weak:

Jason has finished **cutting** the **grass** in the **back** garden.

stress-timed languages

English is a stress-timed language, which means that it should be spoken with its familiar rhythm, e.g. du DUH du DUH du DUH du DUH... etc. The stress pattern is like a mountain range, with the strong stresses the peaks, and the weak stresses the valleys. The contrast between weak and strong makes the distinctive rhythm of English. Other stress-timed languages include German, Dutch, and Swedish. Some languages are not stress-timed, but syllable-timed, with each syllable having roughly equal stress. Syllable-timed languages include French and Spanish. Learners of English who have these languages as their first language often try to force English to follow the same stress pattern. The result is confusion for the listener, because in English much of the meaning of the words is picked up subconsciously by the listener from the vowel sounds on the stressed syllables in a sentence.

strong form

Function words can have strong forms and weak forms, depending on where they are in a sentence. When a function word is in between words in a sentence, we should pronounce the weak form, e.g. the preposition “to” in the following sentences:

I went to the bank. ai Wen_ t th Bangk.

But when a function word comes at the end of a sentence, we should pronounce the strong form, e.g.

Which bank did you go to? Wi Chbang kdi ch Geu too?

Often learners use strong forms of words like prepositions (to, for, etc.) instead of the weak forms, leading to errors in the sentence stress, e.g.

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normal spelling:	NEA spelling (strong form):	NEA spelling (weak form):
to	too	t
for	for	f
the	thee	th
	or thu	th

strong stress

The strong stress is the stressed syllable in a word. This syllable must be pronounced more strongly – and clearly – than the others in the word. The vowel sound in this syllable must be correct and clear, because it is the most important sound in the syllable – and one of the most important sounds in the sentence as a whole. Pronouncing the correct vowel sound on the correct stressed syllable will help to ensure that the listener understands you.

suffix

A suffix is a word ending which is the same in many different words. Suffixes are not usually stressed. This is helpful to note because it means that we can discount the suffix when we are looking for the stressed syllable in a content word.

e.g. “-ing” in: “**cooking**”, “**going**”, “**putting**”, “**taking**”, etc.
or “-er” in: “**baker**”, “**letter**”, “**builder**”, “**player**”, better, etc.

syllable

A syllable is part of a word that can be said in one beat.

e.g. in the word “potato” there are three syllables = three beats: po-ta-to. The middle syllable is stressed: p Tei teu

vc sound connection

A vc sound connection occurs when a syllable that ends with a vowel sound meets a syllable that begins with a consonant sound, e.g. “be nice” or “daytime”. vc sound connections are the easiest of the four kinds of sound connection for native speakers of English to pronounce, because after making the vowel sound our tongue, lips, and mouth are in a neutral position – ready to form any consonant sound.

vowel cluster

A combination of two or more letters (vowel or consonant letters) together in the normal spelling of a word, which makes one sound.

e.g. the vowel cluster “ea” makes the sound e in the word “bread”, ei in the word “break”, and ee in the word “read” (among others).

(See also *Talk a Lot Handbook* p.18.55: List of Vowel Clusters – In Alphabetical Order.)

vowel letter

There are 5 vowel letters in the English alphabet. They are: **a**, **e**, **i**, **o**, **u**. The lack of vowel letters in the English language leads to the problematic differences between spelling and sounds, because just five vowel letters have to represent twenty-three different vowel sounds. For example, vowel letters can combine to form vowel clusters (see above) which then represent different sounds, creating a lot of confusion for learners of English. In the NEA one written ID (identifier) always represents the same single sound, so the sounds always look the same on the page.

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Because of this, spelling with the NEA is much easier: when you think of the sound, you know how it should look, and you know which letters to write. You don't have to memorise two different elements per word: spelling and sounds.

vowel sound

There are twenty-three vowel sounds in spoken English. Vowel sounds are made when we allow breath to move freely from our lungs out of our mouths, without blocking it with our tongue, lips, or mouth (as we do with consonant sounds).

There are eight short vowel sounds:

a	bat	ii	happy	uh	arrive (Schwa sound)
e	leg	o	sock	uu	pull
i	dish	u	cup		

...five long vowel sounds:

ar	star	er	shirt	or	ball
ee	three	oo	shoot		

...and ten diphthongs:

ai	time	ei	plane	oy	toy
aiy	hire	eir	pear	uuy	pure
au	cow	eu	home		
auw	power	iy	here		

Learners whose first language doesn't contain any long vowel sounds or diphthongs will often try to use only short vowel sounds to make all of the vowel sounds in English – which leads to errors and misunderstandings, because the vowel sounds on the stressed syllables in a sentence (the sound spine) must be correct and clear. In comparison, consonant sounds are mostly phonetic, i.e. they sound how you would expect them to from how they look, e.g. t, d, m, n, etc.

weak form

One-syllable function words often have weak forms, which should be used in spoken English instead of their strong forms (see *strong form* above). For example, the weak form of the preposition “for” is pronounced simply f, without a vowel sound, apart from the embedded Schwa sound (see above) which is the natural result of saying f. If learners use strong forms instead of weak forms, their pronunciation will sound stilted and “foreign”, because the sentence stress and the sound spine will be incorrect.

word stress

Word stress is the system of stress within an individual word. Every content word in English has one strong stress.

e.g. in the word “government”, the strong stress is on the first syllable: Gu v mnt

The second syllable contains an embedded Schwa sound, which is pronounced naturally when you say v, and the final syllable also contains an embedded Schwa sound after m. The strong stress in a content word should be emphasised by saying it more loudly and strongly than the other unstressed syllables. In any given content word, one syllable will be stressed strongly (with the vowel sound being the most important sound) and the other syllables will be unstressed, with one or more of them likely to contain a Schwa sound.

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Talk a Lot

Foundation Course

Lesson 1:

Introduction and Basic Principles

Lesson 1:

Introduction and Basic Principles

Talk a Lot

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Lesson 1 – Introduction and Basic Principles

- 1.1 Talk a Lot Foundation Course is an opportunity to study the theory of pronunciation before beginning a Talk a Lot course

- 1.2 English spelling is broken

- 1.3 We need a new phonetic alphabet to represent sounds in written form

- 1.4 The vowel sounds on the stressed syllables of content words are the most important sounds in a sentence

- 1.5 English Native speakers use sounds, stress, and connected speech without thinking about it, but you have to *learn* to do it!

- 1.6 The *Glossary of Pronunciation Terms* will be a useful reference tool during the course

- 1.7 Standard EFL course books are good at teaching reading and listening skills, but less able to teach speaking and writing

What I found most surprising / interesting today:

What I need to revise again after this lesson:

Talk a Lot

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Lesson 1 – Introduction and Basic Principles

A note on the kind of English used during this course:

Throughout this course we are using Standard British English pronunciation as the basis for the materials. Formerly known as RP (Received Pronunciation), Standard British English is English with a neutral accent, rather than an international (e.g. American English) or regional (e.g. Scouse or Geordie) accent.

1.1 Talk a Lot Foundation Course is an opportunity to study the theory of pronunciation before beginning a Talk a Lot course.

We are going to learn how to get from written words on a page to spoken English – using sounds, stress, and connected speech.

This course is made up of information that students and teachers need to know at the beginning of a Talk a Lot course. It comprises a brief introduction to the theory of pronunciation, as used throughout each Talk a Lot course. It is intended to be a practical and interactive guide to be used with Talk a Lot materials, rather than a dry theoretical course.

Discussion Questions:

1. Why do you want to learn about spoken English? What do you want to get out of it?
2. Are you confident in speaking English? If not, why not?
3. What do you know already about stress, sounds, and connected speech in English?
4. What are some of the differences between written English and spoken English?

1.2 English spelling is broken.

The current English spelling system is defunct. The spelling of a word on a page is supposed to represent the words spoken. There is a big difference between written English and spoken English. The current spelling system is unable to do this job, because the current spellings often do not represent the sounds made when speaking them, and because it doesn't take into account connected speech in spoken English. We can blame the history of the English language, the number of influences it has absorbed from other languages over the years, and the lack of control that has been exerted.

Examples:

Here are some examples of words whose spellings are very different to how we say them:

daughter
comfortable
though
pineapple

Activity:

- Practise saying the words. Did you know the correct pronunciation of each one?

Discussion Questions:

1. Is your first language a phonetic language, where most or all written letters are pronounced?
2. What are some difficult words or phrases for a non-native speaker of your language to pronounce?
3. Should spelling represent sounds? What difference does it make to learning a language if it doesn't?

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Lesson 1 – Introduction and Basic Principles

4. Think of four more “un-phonetic” words in English which have a big difference between their spelling and pronunciation.

1.3 We need a new phonetic alphabet to represent sounds in written form.

The current IPA (International Phonetic Alphabet) was invented in the nineteenth century by French and British linguists. The IPA can be helpful in some situations, for example if a student takes the time to learn it they will be able to accurately pronounce any word in the dictionary. When teaching language – and especially pronunciation – we do need a way of representing sounds on a page, but the current IPA is no longer fit for purpose in the Digital Age, because it cannot be easily reproduced on a keyboard or mobile phone keypad. Just try sharing a document that uses IPA symbols and you will see what I mean. Everybody needs to buy a new font – which does not happen. So we need a new phonetic way of writing. Another problem with the IPA is that students have to learn a whole new alphabet of around fifty new characters. Students are often put off by the unfamiliar and exotic-looking symbols that they have to learn, which only adds an extra burden for students – especially those whose first language does not always use the Roman alphabet, e.g. those whose first language is Arabic, Russian, Chinese, etc. They already have to learn one new alphabet to learn English; then we try to add a second. It's no wonder the IPA is put on the back burner.

For these reasons, the New English Alphabet has been created [see NEA page] – a truly phonetic way of writing English – using the normal Roman alphabet instead of exotic symbols.

Examples:

- Try typing the IPA on a keyboard.
- Try typing it on a phone keypad.
- Try sharing a document written in the IPA.
- Try using it on a blog, on Twitter or Facebook, or on a web page.

Activities:

1. Can you read the following words written using the IPA?
 - a) /'kɑ:.sl/
 - b) /ɪn.tə'næ.ʃnl/
 - c) /'i:.tɪŋ/
 - d) /'sæ.tə.deɪ/
2. Can you read the following sentences written using the IPA?
 - a) /θə'best'kaɪnd.əv'bred.ɪz'wai?'slɑ:sd'bred/
 - b) /aɪ'wɪ'lɑ:ɪk.tə'spi:k'ɪŋ.gɪf'be.tə.thən.aɪ'du:'naʊ/

Discussion Questions:

1. Have you ever... a) heard of the IPA? b) used the IPA in class? c) used the IPA out of class?
2. Can you already read and write English words using the IPA? How did you first learn it – and why? How easy is it for you to use?
3. Do you find the IPA... a) easy to learn, b) hard to learn, c) interesting, d) boring, e) just plain odd?

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1.4 The vowel sounds on the stressed syllables of content words are the most important sounds in a sentence.

This sequence of vowel sounds forms the “sound spine” – the sound backbone of the sentence. To speak correctly the student needs to pronounce the correct vowel sounds on the correct stressed syllables in a sentence, and join those syllables together as tightly as possible using connected speech techniques. This is the main proposition regarding English pronunciation in a Talk a Lot course.

The Talk a Lot proposal is quite simple:

Find the stressed syllables in a sentence, and reduce the other syllables where possible.

From Sentence Blocks – Sentence Stress and Vowel Sounds (an activity included in each unit of Talk a Lot Elementary Book 3 and Intermediate Book 1):

“Each content word [in a sentence] contains one syllable with a strong stress... Each stressed syllable has one vowel sound. The vowel sounds on the 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.”

From Talk a Lot Handbook cover:

*“Success in spoken English lies in **stress** and **vowel sounds**: specifically, getting the correct vowel sounds on the correct stressed syllables in a sentence, and joining them together...”*

Example:

The best kind of bread is white sliced bread.

Activity:

- Try to find the sound spine in the following sentence:

Michelle is having salad and pasta because she doesn't eat meat.

Discussion Questions:

1. Have you learned about the importance of vowel sounds and stress in English before? If yes, where – what can you remember?
2. Do you agree with the Talk a Lot Spoken English Proposition? Why? / Why not?

1.5 English Native speakers use sounds, stress, and connected speech without thinking about it, but you have to *learn* to do it!

They can do this because they have learned to do it in a natural way since before they were born. They are programmed to understand speech in terms of the stressed vowel sounds. In fact, they receive the meaning of the words and sentences from them, and automatically discount the weak stresses. Learners of ESL must approach it as an integral part of learning the language, which means studying consciously and intentionally what native speakers have absorbed without thinking about it from everybody around them for as long as they have been able to hear.

On this course we're going to learn how to do it in a stage by stage process:

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Lesson 1 – Introduction and Basic Principles

Lesson 2 – Spelling and Sounds
Lesson 3 – Stress (finding the important sounds)
Lesson 4 – Connected Speech (joining together the important sounds)

Discussion Questions:

1. How did you learn to speak *your* first language?
2. How did you learn to write it? Which process was easier for you? Why?
3. Where can we hear examples of English native speakers talking in a natural way?

1.6 The *Glossary of Pronunciation Terms* will be a useful reference tool during the course.

At this level we can assume some knowledge of English pronunciation before we begin. However, let's check understanding of some of the basic terms that we are going to use on this course, using the *Glossary of Pronunciation Terms*.

Examples:

Discuss with a partner:

- What is the difference between:

- | | | |
|----|----------------------------|-------|
| a) | an alphabet | _____ |
| | a phonetic alphabet | _____ |
| b) | a phoneme | _____ |
| | a letter | _____ |
| c) | a consonant letter | _____ |
| | a consonant sound | _____ |
| d) | a vowel letter | _____ |
| | a vowel sound | _____ |
| e) | a content word | _____ |
| | a function word | _____ |
| f) | word stress | _____ |
| | sentence stress | _____ |

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- g) a strong-stressed syllable _____
a weak-stressed syllable _____

1.7 Standard EFL course books are good at teaching reading and listening skills, but less able to teach speaking and writing.

This is because the medium (book and CD or cassette, or smart board) can give the answers for reading and listening comprehension activities. Students can see their results, and learning can happen.

However, standard EFL course books have difficulty teaching speaking and writing, because for learning to take place there needs to be a third party (i.e. a teacher) present to check students' work – to listen to the student speaking and correct errors, or to read and mark their written work. Individual feedback must be given by this third party – something the course book simply cannot do.

The Talk a Lot series acts as a springboard for the student, providing many hours of practical pronunciation activities, which, done in conjunction with a teacher – whose feedback is required and is invaluable – can enable them to really improve their spoken English skills. We are happy that you have chosen to take this journey with us!

Activities:

1. Have a look through some standard ESL course books. Do a survey of one unit:
 - a) How many activities practise reading skills?
 - b) How many activities practise speaking and pronunciation skills?
 - c) How much is the phonetic alphabet used – if at all?
 - d) How much mention is made of connected speech?
2. How could you use the many reading texts in the course book to practise speaking and pronunciation skills?
3. What kind of activities for practising speaking and pronunciation skills would you like to see in your course book?

Discussion Questions:

1. What is your favourite course book? Why do you prefer it? Does it help you practise your speaking and pronunciation skills? How?
2. Can you recommend any good books for practising speaking and pronunciation?

Homework:

- Study the *Glossary of Pronunciation Terms*. Look up new words and try to find information about unfamiliar terms, either online or in a library. Discuss them with a partner and be prepared to ask your teacher about them in the next lesson.
- Ask a few native speakers (not connected with teaching English) about stress, sound connections, vowel sounds, Schwas, and glottal stops – in fact any terms from the *Glossary* – and you are likely to be met with confusion. Yet they can speak English – like a native speaker!

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Talk a Lot

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Lesson 2:

Spelling and Sounds

Lesson 2:

Spelling and Sounds

Reference:

Talk a Lot Handbook (English Banana.com, 2009)

- | | |
|-------|---|
| 18.1 | Learn the International Phonetic Alphabet (IPA) |
| 18.48 | Vowel Digraphs |
| 18.55 | List of Vowel Clusters – In Alphabetical Order |
| 18.62 | Spelling and Sounds – The Magic “e” Rule |
| 19.1 | IPA Practice Worksheets and Tests |

Talk a Lot

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Lesson 2 – Spelling and Sounds

2.1 English is not a phonetic language, which means that often spelling and sounds do not match

2.2 The spelling of a word and its sounds are usually two different things in English. You need to learn two parts of each word: the spelling and the sounds

2.3 Part of the problem is the high frequency of silent letters in English spelling

2.4 Students usually pronounce far too many vowel sounds when they speak English

2.5 The Schwa sound is the most common vowel sound in English – and the least discussed

2.6 The glottal stop is not a sound but rather an action – the cutting off of a sound at the moment of making it

2.7 We need to combine the written alphabet and the phonetic alphabet into one New English Alphabet (NEA)

<p><i>What I found most surprising / interesting today:</i></p>	<p><i>What I need to revise again after this lesson:</i></p>
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Talk a Lot

Foundation Course

Lesson 2 – Spelling and Sounds

2.1 English is not a phonetic language, which means that often spelling and sounds do not match.

The English spelling system doesn't work. The words that we write are supposed to represent the sounds that we make when speaking. That is the whole point of the alphabetic system of spelling that we use – letters are meant to represent sounds. However, more often than not, this does not happen, which means that English spelling is of only limited help for working out pronunciation. Unfortunately, students of English often try to pronounce all the letters in words they don't know, especially all of the vowel letters, just to "make sure" that they are pronouncing them correctly. In fact, the opposite happens – the pronunciation is wrong – and miscommunication takes place because the stress is messed up and the stressed vowel sound is incorrect.

The problem is that sounds in English do not each have individual identifiers (IDs):

There are 26 letters in the English alphabet, but 48 different sounds (see Glossary and NEA Handout).

There are 5 vowel letters but 23 vowel sounds = spelling problems!

Examples:

1. Words with "hard" spellings:

- | | |
|-------------|-----------|
| 1. daughter | Dor t |
| 2. natural | Na chrl |
| 3. pharmacy | Far m sii |

2. Common vowel digraphs (two vowel letters together) that represent different sounds:

1. the spelling "oo" can represent the following sounds:

oo in "fool"	u in "flood"
uu in "book"	eu in "brooch"

2. the spelling "ie" can represent the following sounds:

ai in "tie"	ee in "believe"
iy in "field"	aiy in "variety"

and so on...

Activity:

- Try to pronounce the words above, first without the phonetic spelling to help you, then with it. What is the difference?

Discussion Questions:

1. Is it a problem for you that spelling and sounds don't generally match in English words? If yes, how do you handle it?
2. How phonetic is your first language? How closely does the spelling match the sound of words?

2.2 The spelling of a word and its sounds are usually two different things in English. You need to learn two parts of each word: the spelling and the sounds.

When you are learning vocabulary, you should learn not only the spelling, but also the sounds of each word – and which syllable is stressed. Life is made more complicated because you then have to predict how each word will change when it comes up against other words. We will find out more about this in

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Lesson 2 – Spelling and Sounds

Lesson 4 – Connected Speech. Of course, there are plenty of spelling rules in English – with their numerous exceptions. But these only seem to exasperate learners, who tend to conclude that “English spelling doesn’t make sense!”¹

Some English words are phonetic in that the pronunciation is easily guessable from the spelling (List 1), but more often than not, the pronunciation is not obvious or easily guessable (List 2).

Examples:

List 1: 10 phonetic English words whose pronunciation can be easily guessed – they sound how we expect them to:

big, fell, frog, crash, greeting, keep, land, milk, string, upset

List 2: 10 English words which are not phonetic – their pronunciation cannot be guessed, but has to be learned. They don’t sound how they look:

breakfast, attendance, comfortable, famous, cough, gymnasium, knowledge, straighten, vegetable, wouldn’t

Another good example of this problem is the phenomenon of **homophones**, which are pairs or groups of words that have the same pronunciation, but different spellings and different meanings:

e.g. piece / peace poor / pour I’ll / aisle its / it’s one / won pear / pair new / knew plane / plain, etc.

This can often lead to confusion, as well as many jokes and puns, which abound in English:

e.g. “What kind of chocolate do pilots like?” “Plain!” (plane)

Activities:

1. Find 5 more words which are phonetic – i.e. they are spelled how they sound.
2. Find 5 more words which are not phonetic – i.e. they are not spelled how they sound.
3. Find 5 more examples of homophone word pairs.
4. How many English spelling rules do you know? Discuss them with a partner.

2.3 Part of the problem is the high frequency of silent letters in English spelling.

These are extra letters which appear in the spelling of a word when we write it, but are not pronounced when we say the word. Many of these are vowel letters, which are not pronounced because the syllable in which they appear is not stressed, and the vowel sound is a Schwa sound rather than a strong vowel sound – or it does not exist.

Examples:

Which letters are silent?

1. famous
2. attendance
3. knowledge
4. straighten

¹ This web page lists thirty spelling rules. Do you know them all? Can you memorise them and use them when you write in English? <http://www.phonicslessons.co.uk/englishspellingrules.html>. See also: 18.62 Spelling and Sounds – The Magic “e” Rule, *Talk a Lot Handbook* (English Banana.com, 2009)

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Lesson 2 – Spelling and Sounds

Activity:

- Find 5 more words in English that contain one – or more – silent letter.

2.4 Students usually pronounce far too many vowel sounds when they speak English.

In general, in English spelling there is one vowel letter in each syllable which represents one vowel sound. Learners will often try to pronounce the vowel letter that they see as *they think it ought to sound* – i.e. with a full sound – when in fact many of these vowel sounds are pronounced as Schwa sounds (weak stress vowel sounds – see below). The result is that there are too many redundant vowel letters in written English, leading to mistakes by students who stress extra vowel sounds in a word as well as the correct stressed vowel sound. This messes up the stress pattern and makes the sound spine harder to hear.

This problem is historic and has grown up over hundreds of years of spoken English. Unlike the proud peoples of other countries, e.g. France and the USA, nobody in the UK has tried to control and tame the spelling of the English language, and as new words have flooded into the language, spelling has expanded to become a history of the development of English, rather than a useful tool for noting down the sounds that we make. (See pp.20-21 for a comparison of British English and American English spelling.)

Examples:

The Schwa Sound gets everywhere in English! In the following common food and drink words the Schwa sounds are in bold. Vowel sounds which are silent are crossed-out:

tomato	banana	potato	mineral water
lemonade	butter	chocolate	pasta
chicken	strawberry	water	vegetable

Activity:

Look for the hidden Schwa sounds in these words:

1. presenter (of 3 vowel sounds, 2 are Schwa sounds – which ones?)
2. responsibility (of 6 vowel sounds, 3 are Schwa sounds – which ones?)

...and in these common shopping vocabulary words:

customer	groceries	promotion	assistant
delicatessen	escalator	manager	frozen food

Discussion Questions:

1. Tell me about the alphabet in your language. Does it have vowels, diphthongs, and consonants? Compare it to the English alphabet.
2. Do words in your first language have silent letters?

2.5 The Schwa sound is the most common vowel sound in English – and the least discussed.

The Schwa sound is a short unstressed vowel sound, which is pronounced uh . It is simply an expulsion of air that comes straight from the gut. It sounds like the noise you would make if somebody hit you in the stomach: uh!

[The teacher models and students practise making the Schwa sound.]

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Lesson 2 – Spelling and Sounds

The Schwa sound is a vowel sound, but one which has been reduced as far as possible. It can be found in the weak stressed syllables of many words, e.g. teacher, arrive, and twice in elephant (see also 2.4, above). As we have seen, one of the main problems in English pronunciation is that students pronounce full vowel sounds which should be Schwa sounds. They look like vowel sounds in the spelling, but are actually Schwa sounds.

It is typical of the chaos in English spelling that there is no dedicated vowel letter for the Schwa sound, which is the most common vowel sound of all! Instead we need to use all of the vowel letters, often in different combinations (see above).

The Schwa sound is not unique to English, but can be found in many other languages, e.g. Russian and French. Do you have it in your language? If you don't consciously use the Schwa sound in English at present, then you are definitely pronouncing a lot of unnecessary vowel sounds when you speak.

Two top tips:

1. Notice places where Schwas often appear, e.g. suffixes ("-tion", "-ment", "-ance", etc.) and function words (a, the, for, you, etc.)
2. Be suspicious of long words, e.g. four-syllable words. Only one syllable is stressed in each content word. How many of the rest of the syllables have Schwa sounds?

Examples:

These words all contain at least one Schwa sound. Find them and repeat each word:

slipper	buttons	trousers	underwear
necklace	glasses	pyjamas	trainers

In a quick test, I examined a text of 201 words. 57 of them contained a Schwa sound – around one quarter. If you read this text without using the vowel sound you would have made at least 57 errors. Your listener would have heard far too many unnecessary vowel sounds, which would have messed up the sound spine, leading to miscommunication and the question: "Sorry, can you say it again, please? I didn't catch it..."

Activities:

1. Find 5 more English words that contain a Schwa sound.
2. Say the word below:

permission

Which syllable is stressed? Find the Schwa Sound(s).

Answer: this word is pronounced: p Mi shn . The middle syllable is stressed, while there is a Schwa sound on each of the other syllables. Note: in the NEA we rarely have to write the Schwa sound because the sound is made naturally when single consonant sounds are pronounced, e.g. p , t , b , etc. In the word "permission" students might try to pronounce "er" and "io", both of which should be Schwa sounds (see 2.4 above). For example, in the word p Mi shn when we say p we hear the Schwa sound too. It naturally follows the p sound. This is called an **embedded Schwa sound** (see *Glossary* for more details).

Discussion Questions:

1. Were you aware of the Schwa sound? Have you learned about it before? If yes, where and when?
2. Do you use the Schwa sound in your language? What are the similarities and differences in how you use it, compared with English?
3. Do you have a problem with pronouncing the Schwa sound? How can you improve your skill in physically making this sound? How can you increase your understanding of when to use it?

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Lesson 2 – Spelling and Sounds

2.6 The glottal stop is not a sound but rather an action – the cutting off of a sound at the moment of making it.

This action puts a tiny pause into the flow of sounds as you speak. We make a glottal stop by closing the glottis for a moment. The glottis is the small space at the top of our throat, in between the vocal cords. When you close it the air flow is stopped for a brief moment, and the previous sound is cut short – clipped. It is possible to learn to control the glottis – to open and close it – since this is only a physical action. It's like learning to click your fingers, or whistle. It might take some practise, but it can be learned.

[The teacher models the glottal stop and students practise: late night Lei_ Nai_]

The glottal stop is common in Standard Pronunciation, as well as in English spoken with an accent, e.g. a London accent. The glottal stop is not unique to English, but can be found in many other languages, e.g. Chinese, German, and Arabic.

If you are not using glottal stops, your spoken English won't sound as natural and smooth as it could, because you are pronouncing too many consonant sounds, especially t, d, and k. This will slow down your speech and mess up the stress pattern and the sound spine.

Remember that the glottal stop is not a sound – a vowel, diphthong, or consonant sound – but rather an action; it's something that we do when we want to get rid of cc sound connections from our speech (see *Glossary* for more details). It is written as _ in the NEA – the underscore implying that there is something missing (i.e. an unnecessary consonant sound).

I'm afraid neither the Schwa Sound nor the glottal stop can be avoided if you want to speak like a native speaker. Both have to be – and can be – learned and mastered.

Examples:

1. "We ate out late last night." can mean making four glottal stops: wi Ye_i_ Au_ Lei_ Lar Snai_

v v cv cc cc cc

vc vv vc vc vc

Four of the five sound connections are now vc, where none was before. It doesn't matter if we lose the t sound because the vowel sounds are the most important sounds in these four stressed syllables.

2. "a lot, lot worse" in normal Standard Pronunciation (e.g. a politician) = uh Lo_ Lo_ Wers

vc cc cc

vc vc vc

Activities:

1. Practise the phrases above – both without **and with** glottal stops.
2. Practise the following phrases – both without **and with** glottal stops:
fight night blood brother rude dog book club week day heart to heart
3. Find more English words or phrases where we need to use a glottal stop, e.g. "completely" = km Plee_ lii

Discussion Questions:

1. Were you aware of the glottal stop in English before this lesson?
2. Do you use the glottal stop in your language? What are the similarities and differences in how you use it, compared with English?
3. Do you have a problem with the glottal stop? How can you improve your glottal stop technique? Are you prepared to practise the technique over and over again until you have completely mastered it? If not, why not?

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Lesson 2 – Spelling and Sounds

2.7 We need to combine the written alphabet and the phonetic alphabet into one New English Alphabet (NEA).

We need a new written English alphabet. The old one (a, b, c, etc.) is not fit for purpose because it doesn't contain enough letters (especially vowel letters) to adequately represent all of the 48 sounds of English. We cannot write phonetically – as we speak – with this alphabet. It allows us to write words, but we speak syllable by syllable, not word by word. It doesn't show stressed syllables, but it is vital for us to know which syllables are stressed. It doesn't show the "hidden" features of spoken English – Schwas and glottal stops – but if we don't use these features our pronunciation will be much worse, and communication will be reduced.

We also need a new phonetic alphabet. The widely-used IPA (International Phonetic Alphabet) was invented in the 19th Century and is no longer fit for purpose because it cannot be easily typed on a keyboard or keypad, or shared electronically. Also the strange and unfamiliar symbols add an extra burden for busy students and can put them off learning about pronunciation altogether.

We looked at the problem in 2.1, above:

The old written alphabet has 26 letters – but there are 48 sounds in English.

The old written alphabet has 5 vowel letters – but there are 23 different vowel sounds in English.

The NEA provides the remedy to both problems, because it allows us to write phonetically, representing the sounds we make when we speak. It is a true alphabet. It also clearly shows individual syllables, stressed syllables, Schwas, and glottal stops.

Examples:

1. In the NEA there is one written identifier (ID) for each of the 48 different sounds. Each sound always has the same ID. The letters "ei" are always pronounced ei, like "train"; the letter "a" is always pronounced a like "cat", etc.

[Look at the NEA handout.]

Features of the NEA:

- Each ID matches a sound
 - Each sound always has the same ID
 - A capital letter always indicates a stressed syllable – not a new sentence or proper noun, etc.
 - Apart from that, punctuation remains the same – we still use full stops, commas, question marks, etc.
 - Schwas and glottal stops can be seen
 - It can be typed on a keyboard or keypad because it uses the Roman alphabet (a, b, c, etc.)
 - This alphabet is already familiar to learners of English – there are no new symbols to decode
 - You can write the way you speak – so when I read your writing I "hear" your voice in my head
2. [The teacher models each of the 48 different sounds and the students repeat them, making notes to help them remember each sound.]
 3. Compare the **IPA** and **NEA** spellings of these transport words. Which spelling is easier to read? Why? Which helps you more to understand the sounds in each word? Why? What is the difference?

Normal Spelling (Roman Alphabet):	NEA Spelling:	IPA Spelling:
journey	Jer nii	/'dʒɜː.ni/
engine	En jin	/'ɛn.dʒɪn/
garage	Ga rij	/'gæ.rɪdʒ/

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Foundation Course

Lesson 2 – Spelling and Sounds

aeroplane	Eir r plein	/ˈeə.re.pleɪn/
motorway	Meu t wei	/ˈməʊ.tə.weɪ/
tyre	Taiy	/taɪə/

Activities:

1. Write your first name using the NEA: _____
2. Write some more transport words using the NEA:
 - a) car _____
 - b) bike _____
 - c) station _____
 - d) airport _____
3. Look at the following *Tips for Working with the NEA*. Match the first half of a sentence with the second half. Which tips are going to be the most helpful for you?

Tips for Working with the NEA:

1. Don't expect the sounds of English...
2. Focus on learning the *vowel sounds*...
3. There will be an initial outlay of time and effort in learning the NEA, but learning is intuitive –
4. We can afford to get some consonant sounds wrong, or leave a few out...
5. When a syllable comes before a punctuation mark, e.g. a comma or full stop...
6. If a written text in the NEA looks strange and hard to read...
 - a) ...but we must get the correct vowel sound on the correct stressed syllable.
 - b) ...to be the same as in your first language.
 - c) ...try reading each syllable slowly, pronouncing all of the sounds fully – then getting faster and faster, and using the stress.
 - d) ...because consonant sounds may be similar to those in your language.
 - e) ...the NEA gets easier the more you use it, because the sounds always look the same.
 - f) ...the final consonant sound of that syllable can be pronounced in full, because there is nothing for it to connect to.

Discussion Questions:

1. Do you know all of the sounds of English in the IPA (International Phonetic Alphabet)? If yes, where, when, and how did you learn it? If no, why haven't you learned it? Do you recognise any of the symbols?
2. Do you think that you will be able to learn to write using the NEA... a) individual words, b) sentences including the features of connected speech? If not, what will stop you from learning this?
3. What are the potential difficulties for you in learning the NEA? How will you overcome them? What is easy for you and feels natural?
4. Is it important to you to be able to spell well in English? Why? / Why not? Does bad spelling obstruct communication? How?

Homework:

- Study the *NEA Handout*. Learn the IDs and sounds that they represent. Practise making the sounds.
- Translate words into the NEA... a) 10 household things, e.g. "guitar", b) 10 everyday actions, e.g. "eat".

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Role Play with the New English Alphabet (NEA) 1

Mei king Planz

A lis: Hai, Tom! Hau zi_ Geu win?

Tom: Fain! uhn joo?

A lis: Eu, wai Vgo_ Leu ts Vheum wer kt Doo.

Tom: Ye, mee Too. uh y g n Fi ni shi_ Or lon Taim?

A lis: Ai Deun_ Neu. ai Heu pseu!

Tom: s m v s Geu wing t th Si n mar Lei_ uh. j Won_ uh Joy ns? y Wel k mi fy Wo n.

A lis: Ar, So rii To, mai karn_ t Nai_. ai Pro mi smai Fren dai Tstu dii wi th. May bii y_ th wee Kend? Wo_ ch Think?

Tom: Shor! E nii Tai, Mei_! I Te ksch. See y!

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Role Play with the New English Alphabet (NEA) 1

Mei king Planz – tran Zlei shn

Making Plans – Translation

A lis: Hai, Tom! Hau zi_ Geu win?

Alice: Hi, Tom! How's it going?

Tom: Fain! uhn joo?

Tom: Fine! And you?

A lis: Eu, wai Vgo_ Leu ts Vheum wer kt Doo.

Alice: Oh, I've got loads of homework to do.

Tom: Ye, mee Too. uh y g n Fi ni shi_ Or lon Taim?

Tom: Yeah, me too. Are you going to finish it all on time?

A lis: Ai Deun_ Neu. ai Heu pseu!

Alice: I don't know. I hope so!

Tom: s m v s Geu wing t th Si n mar Lei_ uh. j Won_ uh Joy ns? y Wel k mi fy Wo n.

Tom: Some of us are going to the cinema later. Do you want to join us? You're welcome, if you want to.

A lis: Ar, So rii To, mai karn_ t Nai_. ai Pro mi smai Fren dai Tstu dii wi th. May bii y_ th wee Kend? Wo_ ch Think?

Alice: Ah, sorry Tom, I can't tonight. I promised my friend I'd study with her. Maybe at the weekend? What do you think?

Tom: Shor! E nii Tai, Mei_! I Te ksch. See y!

Tom: Sure! Any time, mate! I'll text you. See you!

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Practice Text with the New English Alphabet (NEA) 1

Hau t Mei k Nai Sku p Vtee

Fain d Mu gth_ y Lai Kdring king from.

Puu t Tee Ba gi ni_.

Boyl sm Wor t ri n Ke tl.

Por th Boyl Dwor t rin t th Mu gn Ster ri_ f r bi_.

Skwee zth Tee Bag, then Tei ki_ Au tn Da d Bi t Vmilk.

Ster ri tor l Gen n Dge_ Re dii t wn Joy yor Drink!

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Practice Text with the New English Alphabet (NEA) 1

Hau t Mei k Nai Sku p Vtee – tran Zlei shn

How to Make a Nice Cup of Tea – Translation

Fain d Mu gth_ y Lai Kdring king from.

Find a mug that you like drinking from.

Puu t Tee Ba gi ni_.

Put a teabag in it.

Boyl sm Wor t ri n Ke tl.

Boil some water in a kettle.

Por th Boyl Dwor t rin t th Mu gn Ster ri_ f r bi_.

Pour the boiled water into the mug and stir it for a bit.

Skwee zth Tee Bag, then Tei ki_ Au tn Da d Bi t Vmilk.

Squeeze the teabag, then take it out and add a bit of milk.

Ster ri tor l Gen n Dge_ Re dii t wn Joy yor Dringk!

Stir it all again, and get ready to enjoy your drink!

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Practice Text with the New English Alphabet (NEA) 2

b Gi ning t Tee Chnum bz

wen wi Tee Chnum bz, wi Yoo zz lii Star To fwi th Fer Sten, ai yee Wun, Too, Ttree, For, Fai, Vsi, Kse v, Nei_, Nai, nn Ten.

Wun Schoo dn s Vgo_ th Ha ng vthm, wi Moo Von t th Ne Kse_, wi ch r Bi_ Ee ziy bi k Zmeu st vth Ma vth "Teen" Su fiks.

th Meu Sdi fi kuhl_ Num b st Spe lin thi Sgroo p Yoo zz lii fi Fteen, wi Chschoo dn_ Zo fn Rai t "Zfai fteen", an Dnain teen, wi Chschoo dn_ Seem t Thing ki Spel_ "Dnin teen". Deu Nar skmi Wai!

Eu Se v Nei_ Too For, Si Ksdu bl Ttree, Yei_ For Fai For.

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Practice Text with the New English Alphabet (NEA) 2

b Gi ning t Tee Chnum bz – tran Zlei shn

Beginning to Teach Numbers – Translation

wen wi Tee Chnum bz, wi Yoo zz lii Star To fwi th Fer Sten, ai yee Wun, Too, Ttree, For, Fai, Vsi, Kse v, Nei_, Nai, nn Ten.

When we teach numbers, we usually start off with the first ten, i.e. one, two, three, four, five, six, seven, eight, nine, and ten.

Wun Schoo dn s Vgo_ th Ha ng vthm, wi Moo Von t th Ne Kse_, wi ch r Bi_ Ee ziy bi k Zmeu st vth Ma vth “Teen” Su fiks.

Once students have got the hang of them, we move on to the next set, which are a bit easier, because most of them have the “-teen” suffix.

th Meu Sdi fi kuhl_ Num b st Spe lin thi Sgroo p Yoo zz lii fi Fteen, wi Chschoo dn_ Zo fn Rai t “Zfai fteen”, an Dnain teen, wi Chschoo dn_ Seem t Thing ki Spel_ “Dnin teen”. Deu Nar skmi Wai!

The most difficult numbers to spell in this group are usually fifteen, which students often write as “fiveteen”, and nineteen, which students seem to think is spelled “nineteen”. Don’t ask me why!

Eu Se v Nei_ Too For, Si Ksdu bl Ttree, Yei_ For Fai For.

07824 633 8454

oh seven eight two four, six double three, eight four five four

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Practice Text with the New English Alphabet (NEA) 3

uh kon tr Ver sh l Pin yn

th r Sum Spor_ sth_ ai uhn Joy Wo ching – Lai k Thle ti ksn Tsai kling – uhn_ th r Ru th zth_
ai Ju Sfain_ tseu Te r bli Bor ring, f ri Gzarm pl Reu wing uhn_ Dfuu_ borl.

uh Neu th_ Meu Spee p – l Spe shlii Gai – z g n di s Gree wi thmee, bu_ ai Karn_ See thi y
Tra ksh nin Wei sting mai Val y bl Taim Gei zing uh_ uh Groo p Vmil y neir Ski king uh Ba g
Vwin d raun d Mu dii Fiyl tf Nain tii Mi ni_s!

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Practice Text with the New English Alphabet (NEA) 3

uh kon tr Ver sh l Pin yn – tran Zlei shn

A Controversial Opinion – Translation

th r Sum Spor_ sth_ ai uhn Joy Wo ching – Lai k Thle ti ksn Tsai kling – uhn_ th r Ru th zth_ ai Ju Sfain_ tseu Te r bli Bor ring, f ri Gzarm pl Reu wing uhn_ Dfuu_ borl.

There are *some* sports that I enjoy watching – like athletics and cycling – and there are others I just find so terribly boring, for example rowing and football.

uh Neu th_ Meu Spee p – l Spe shlii Gai – z g n di s Gree wi thmee, bu_ ai Karn_ See thi y Tra ksh nin Wei sting mai Val y bl Taim Gei zing uh_ uh Groo p Vmil y neir Ski king uh Ba g Vwin d raun d Mu dii Fiy l tf Nain tii Mi ni_s!

I know that *most* people – especially guys – are going to disagree with me, but I can't see the attraction in wasting my valuable time gazing at a group of millionaires kicking a bag of wind around a muddy field for ninety minutes!

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Transport

Discussion Words

fare	petrol pump	tyre	boat
ticket	bus	take-off	motorway
fine	cruise	passenger	canoe
station	driver	train	commuter
engine	aeroplane	ferry	tractor
car	taxi	cancellation	bike
emergency exit	driving licence	car park	road
ship	road sign	reservation	motorbike
flight	service station	airport	roundabout
garage	runway	van	journey

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Transport

Discussion Words (with the NEA)

feir	Pe trl pump	Taiy	Beut
Ti kit	Bus	Tei Kof	Meu t wei
Fain	Krooz	Pa sn j	k Noo
Stei shn	Drai v	Trein	k Myoo t
En jin	Eir r plein	Fe nii	Trak t
Kar	Tak sii	kan s Lei shn	Baik
i mer jn sii Ye ksit	Drai ving lai sns	Kar park	Reud
Ship	Reu tsain	re z Vei shn	Meu t baik
Flait	Ser vi stei shn	Eir port	Raun d baut
Ga rij	Run wei	Van	Jer nii

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Transport

Discussion Words (with the IPA)

/feə/	/'pe.trɪ.pʌmp/	/taɪə/	/bəʊt/
/'tɪ.kɪt/	/bʌs/	/'teɪ.kɒf/	/'məʊ.tə.weɪ/
/faɪn/	/kru:z/	/'pæ.sn.dʒə/	/k'nu:z/
/'steɪ.fɪn/	/'draɪ.və/	/treɪn/	/kə'mju:tə/
/'en.dʒɪn/	/'eə.rə.pleɪn/	/'fe.ri/	/'træ.ktə/
/kɑ:z/	/'tæ.ksi/	/kæn.sə'leɪ.fɪn/	/baɪk/
/ɪ.mɜ:.dʒən.si. 'je.ksɪt/	/'draɪ.vɪŋ.laɪ.sns/	/'kɑ:pa:k/	/rəʊd/
/ʃɪp/	/'reʊ.tsaɪn/	/re.zə'veɪ.fɪn/	/'məʊ.tə.baɪk/
/flaɪt/	/'sɜ:vl.steɪ.fɪn/	/'eə.pɔ:t/	/'raʊn.də.baʊt/
/'gæ.rɪdʒ/	/'rʌn.weɪ/	/væn/	/'dʒɜ:ni/

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Lesson 2 – 200 One-Syllable Words that End with “t”

Practise making **glottal stops** with this handy list of one-syllable words that end with *t* :

ant	dote	mart	sat	wrote
art	fat	mat	seat	wrought
at	fate	mate	set	yacht
bait	feat	Matt	short	yet
Bart	feet	meat	shot	zit
bat	fight	meet	sight	
beat	fit	met	sit	
beet	fleet	might	skate	<u>My words:</u>
belt	float	mitt	soot	_____
bet	foot	moat	soot	_____
bit	fought	mutt	sought	_____
bite	gate	Nate	splat	_____
bleat	get	neat	spout	_____
blot	git	net	sprout	_____
boat	gnat	newt	start	_____
bolt	goat	night	stat	_____
boot	got	nit	state	_____
bought	greet	not	stoat	_____
brat	grit	note	straight	_____
Brit	grot	nought	tart	_____
brought	gut	nut	tat	_____
built	hart	oat	Tate	_____
but	hat	ought	taught	_____
butt	hate	part	thought	_____
cart	heart	pat	throat	_____
cat	heat	peat	tight	_____
caught	height	pert	tit	_____
cert	hit	pet	toot	_____
chart	hot	Pete	tot	_____
chat	hurt	pit	tote	_____
cheat	hut	plate	treat	_____
chute	it	pleat	tut	_____
clot	jet	port	vat	_____
coat	jot	pot	vet	_____
coot	jut	put	vote	_____
cot	jute	quit	wait	_____
crate	Kate	quite	wart	_____
curt	kit	quote	weight	_____
cut	kite	rat	wet	_____
cute	late	rate	what	_____
dart	let	rent	wheat	_____
date	light	right	white	_____
debt	lit	root	wilt	_____
dirt	loot	rot	wit	_____
dot	lot	rut	writ	_____

Practise glottal stops by repeating these four fun phrases – then make up some of your own!

- Kate wrote a short note.
- The goat with the neat coat met a stoat whose feet got hot a lot.
- Bart bought some light wheat.
- Pete's pet cat knew a neat newt.

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Foundation Course

These pages show 100 examples of words where spelling differs. Can you find any more words in each category?

Lesson 2 – Comparing British English and American English Spellings

Problem: there are too many unnecessary silent letters in British English spelling – especially vowel letters. American English spelling gets rid of some of them (see below). NEA spelling gets rid of **all** of them!

British English Spelling	American English Spelling	How is the British English spelling simplified?
anaesthetic	anesthetic	silent vowel letter "a" is deleted
archaeology	archeology	
encyclopaedia	encyclopedia	
gynaecology	gynecology	
leukaemia	leukemia	
mediaeval	medieval	
orthopaedic	orthopedic	
paediatric	pediatric	
palaeontology	paleontology	
toxaemia	toxemia	silent vowel letter "e" is deleted
ageing	aging	
axe	ax	
blonde	blond	
judgement	judgment	
likeable	likable	
loveable	lovable	
sizeable	sizable	silent vowel letter "o" is deleted
storey	story	
diarrhoea	diarrhea	
foetus	fetus	
moustache	mustache	silent vowel letter "u" is deleted
oestrogen	estrogen	
mould	mold	
analogue	analog	
catalogue	catalog	silent vowel letters "u" and "e" are deleted
dialogue	dialog	
doughnut	donut	silent letters "u", "g", and "h" are deleted (archaic spelling) in the AmE spelling "f" represents f instead of "ght"
draught	draft	
centre	center	"er" represents the schwa sound uh better than "re"
fibre	fiber	
kilometre	kilometer	
litre	liter	
lustre	luster	
manoeuvre	maneuver	
theatre	theater	
armour	armor	silent vowel letter "o" is deleted too
behaviour	behavior	
colour	color	
favour	favor	
favourite	favorite	
flavour	flavor	
harbour	harbor	
honour	honor	
honourable	honorable	
humour	humor	
labour	labor	
neighbour	neighbor	
odour	odor	
rumour	rumor	
savoury	savory	

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Lesson 2 – Comparing British English and American English Spellings

Problem: there are too many unnecessary silent letters in British English spelling – especially vowel letters. American English spelling gets rid of some of them (see below). NEA spelling gets rid of **all** of them!

British English Spelling	American English Spelling	How is the British English spelling simplified?
analyse	analyze	“s” changes to “z”, which better represents the sound z
apologise	apologize	
appetiser	appetizer	
breathalyse	breathalyze	
atalyse	catalyze	
civilise	civilize	
colonise	colonize	
cosy	cozy	
criticise	criticize	
emphasise	emphasize	
harmonise	harmonize	
memorise	memorize	
organiser	organizer	
paralyse	paralyze	
popularisation	popularization	
prise	prize	
realise	realize	
recognise	recognize	
defence	defense	
licence	license	
offence	offense	
practice	practise	
pretence	pretense	
cancelled	canceled	an “i” is deleted where two letters represent one i sound the AmE spelling “enroll” is an exception to this rule! silent vowel letter “e” is deleted too
chilli	chili	
enrol	enroll	
equalling	equaling	
fulfill	fulfil	
jewellery	jewelry	
modelling	modeling	
traveller	traveler	
woollen	woolen	
cheque	check	
disc	disk	
liquorice	licorice	
sceptical	skeptical	both spellings are valid, representing different pronunciations of the same word
dreamt	dreamed	
learnt	learned	“i” is a more rational way to represent a vowel sound
cypher	cipher	
sulphur	sulfur	“f” is a more rational way to represent f
omelette	omelet	silent letters “t” and “e” are deleted
programme	program	silent letters “m” and “e” are deleted
aluminium	aluminum	2nd “i” is deleted which cuts out y sound
aeroplane	airplane	2nd (weak) syllable is deleted; “aer” changes to “air”
speciality	specialty	2nd & 3rd syllables deleted; stress changes to 1st syllable
mum	mom	<i>both spellings are valid, representing different accents</i>
grey	gray	<i>in my opinion “ey” represents ei better than “ay”</i>
mementoes	mementos	<i>in my opinion “oes” represents euz better than “os”</i>
pyjamas	pajamas	<i>I don't like either spelling; p Jar mz is more accurate!</i>
tyre	tire	<i>there is a y sound in “tyre”, so I prefer the British English</i>

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100 Basic Words with the NEA

uh Baut	about	Gar dn	garden	Ri v	river
Eir r plein	aeroplane	Glar sz	glasses	Reud	road
ar ft Noon	afternoon	Guud	good	Sed	said
Orl weiz	always	Groo	grew	Skool	school
A n mlz	animals	Hai	hi	See said	seaside
uh Nu th	another	Hors	horse	Shau td	shouted
b Nar n	banana	Haus	house	Sum tting	something
bi Gan	began	in Said	inside	Song	song
Be t	better	Ki chn	kitchen	So rii	sorry
Blak	black	Leik	lake	Stu mk	stomach
Buuk	book	Larft	laughed	Su dn lii	suddenly
Beutt	both	Luuk	look	Soot	suit
Bre kfst	breakfast	Meik	make	Tee ch	teacher
Braun	brown	Ma n j	manager	te l Vi zzn	television
Bil ding	building	Mee	me	Thang kyoo	thank you
See ling	ceiling	mi Steik	mistake	th / thee	the
Chil drn	children	Mor ning	morning	their	there
Klar sroom	classroom	Mu th	mother	Ttort	thought
Klee ning	cleaning	Maun tn	mountain	Ttroo	through
Kleuthz	clothes	Maus	mouse	Too thbrush	toothbrush
Keuld	cold	Nyoo	new	Taun	town
km Pyoo t	computer	Nekst	next	Trein	train
Ker tn	curtain	Neuz	nose	Tree	tree
Di dnt	didn't	neu Vem b	November	Twen tii	twenty
Di frnt	different	Num b	number	Won td	wanted
Do kt	doctor	O fn	often	Wor t	water
Juuw ring	during	O rinj	orange	Wel km	welcome
Ee zii	easy	Par tii	party	Weil	whale
E l fnt	elephant	Pee pl	people	Wait	white
Ev ri bo dii	everybody	Feun	phone	Win deu	window
Forl	fall	Plei	play	with	with
Fam lii	family	Pleez	please	Rait	write
Fo leu	follow	Pro blm	problem		
for Teen	fourteen	Puut	put		

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100 Basic Words – Translate from the NEA

uh Baut	_____	Gar dn	_____	Ri v	_____
Eir r plein	_____	Glar sz	_____	Reud	_____
ar ft Noon	_____	Guud	_____	Sed	_____
Orl weiz	_____	Groo	_____	Skool	_____
A n mlz	_____	Hai	_____	See said	_____
uh Nu th	_____	Hors	_____	Shau td	_____
b Nar n	_____	Haus	_____	Sum tting	_____
bi Gan	_____	in Said	_____	Song	_____
Be t	_____	Ki chn	_____	So rii	_____
Blak	_____	Leik	_____	Stu mk	_____
Buuk	_____	Larft	_____	Su dn lii	_____
Beutt	_____	Luuk	_____	Soot	_____
Bre kfst	_____	Meik	_____	Tee ch	_____
Braun	_____	Ma n j	_____	te l Vi zzn	_____
Bil ding	_____	Mee	_____	Thang kyoo	_____
See ling	_____	mi Steik	_____	th / thee	_____
Chil drn	_____	Mor ning	_____	their	_____
Klar sroom	_____	Mu th	_____	Ttort	_____
Klee ning	_____	Maun tn	_____	Ttroo	_____
Kleuthz	_____	Maus	_____	Too thbrush	_____
Keuld	_____	Nyoo	_____	Taun	_____
km Pyoo t	_____	Nekst	_____	Trein	_____
Ker tn	_____	Neuz	_____	Tree	_____
Di dnt	_____	neu Vem b	_____	Twen tii	_____
Di frnt	_____	Num b	_____	Won td	_____
Do kt	_____	O fn	_____	Wor t	_____
Juw ring	_____	O rinj	_____	Wel km	_____
Ee zii	_____	Par tii	_____	Weil	_____
E l fnt	_____	Pee pl	_____	Wait	_____
Ev ri bo dii	_____	Feun	_____	Win deu	_____
Forl	_____	Plei	_____	with	_____
Fam lii	_____	Pleez	_____	Rait	_____
Fo leu	_____	Pro blm	_____		
for Teen	_____	Puut	_____		

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Talk a Lot

Foundation Course

Lesson 3:

Stress

Lesson 3:

Stress

Reference:

Talk a Lot Handbook (English Banana.com, 2009)

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What I found most surprising / interesting today:

What I need to revise again after this lesson:

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Lesson 3 – Stress

3.1 English is a stress-timed language, not a syllable-timed language.

English is a stress-timed language. Each content word has one stressed syllable. The stress gives English its distinctive “up and down”, “rise and fall” rhythm. The contrast between the weak and strong stresses in a sequence of words creates the familiar rhythm of English. Other stress-timed languages include German, Dutch, and Swedish. Some languages are not stress-timed, but syllable-timed, giving each syllable an equal amount of stress, e.g. French and Spanish.

Example:

1. Carol is taking her puppy Goldie for a walk to the fountain after tea.
CArol is TAKing her PUppy GOLdie for a WALK to the FOUNTain after TEA.

Activities:

1. be be be be be be be be be be be be be be be be... etc.
b BE b BE b BE b BE b BE b BE b BE b BE... etc.
2. Read the sentence again. This time be LOUD on the stressed syllables and *whisper* the unstressed syllables:
CArol is TAKing her PUppy GOLdie for a WALK to the FOUNTain after TEA.

3.2 Content words each have one strong stress, while function words are not stressed.

Content words are words that have their own meaning outside of a sentence, e.g. nouns, main verbs, and adjectives. They each have one syllable that is strongly stressed. Function words are grammar words, which do not have meaning apart from in a sentence, e.g. prepositions, pronouns, and articles. They are not usually stressed.

Examples:

Content words: nouns (e.g. fountain), main verbs (e.g. take, but not “be”), adjectives (e.g. happy), adverbs (e.g. quickly, often), numbers, wh- question words (e.g. what, when), and negative auxiliary verbs (e.g. didn’t, isn’t).

Function words: pronouns (e.g. she, them, my), auxiliary verbs (e.g. “have” in “I have eaten...”), prepositions (e.g. in, at, on), articles and determiners (e.g. a, the, some), conjunctions (e.g. and, but, or), quantifiers (e.g. many), and the verb “be” when used as a main verb.

Activities:

1. Which words are content words and which words are function words:
 - My mum lives with her new partner in Brighton.
 - Sam’s brother is going to start university in Edinburgh next September.
2. Write two more of each kind of word, and say what kind of word they are (e.g. main verb, preposition, etc.)

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Lesson 3 – Stress

Discussion Questions:

1. Is your first language stress-timed? What is the stress like in your language? How does it compare to English?
2. Do you notice the stress in English? Do you like it? Why? / Why not?
3. Give an example of some song lyrics in English that demonstrate the rise and fall stress pattern.

3.3 Word stress is irregular in English.

It is not easy to predict which syllable will be stressed in any given word. Don't expect the stress patterns in English to be the same as in your first language.

For example, find the stress in each of these common words (all nouns):

aeroplane reservation table behaviour anaesthetic apology

Examples:

However, there are some important word stress rules that we can learn:

1. in general, there is a *tendency* in English to stress words on the first syllable
2. **suffixes** are not usually stressed. For example, this means that two-syllable words ending in "-ing" or "-er", etc. will always be stressed on the first syllable
3. **compound words** (e.g. "breakfast" = "break" + "fast") are usually stressed on the first syllable
4. **two-syllable nouns** are very often stressed on the first syllable, e.g. "dentist", "table", "kitchen", etc.
5. **two-syllable verbs** are very often stressed on the second syllable e.g. "improve", "approach", "contain", etc.

As a result, we can often use **logic** to work out word stress:

e.g. in the word "teacher", "-er" is a suffix, so the stress must be on the first syllable: Tee ch .

Activities:

1. Find the stress in each holiday word:
a) campsite, b) departure, c) foreigner, d) passport, e) relaxation, f) arrive, g) waiter
2. Match each word to a word stress rule above.
3. Find... a) 5 words with different suffixes, b) 5 compound words, c) 5 two-syllable nouns, d) 5 two-syllable verbs. Do you notice any exceptions to the rules?

Discussion Questions:

1. Do you have word stress in your first language? If yes, is it regular or irregular? Where does the strong stress usually fall?
2. How much do you already know about word stress in English? How confident are you in identifying the stressed syllable in any given content word? Do you habitually learn the strong stress of each word when you are learning new vocabulary words? What strategies can you use to reduce your risk of error?

3.4 Communication is reduced when we don't use sentence stress.

Sentence stress creates the distinctive "rise and fall" rhythm of English: du DUH du DUH du DUH, du DUH, etc. When we don't use sentence stress, or we get it wrong, communication is reduced because the

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listener cannot hear the all-important vowel sounds on the stressed syllables clearly. The listener is waiting to catch these sounds to be able to process your words quickly, and make sense of what you are saying.

Example:

- The bears at the zoo must be fed at least five times a day.

The bears at the zoo must be fed at least five times a day.

/eə/ /uː/ /e/ /aɪ/ /aɪ/ /eɪ/
The bears at the zoo must be fed at least five times a day.

“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.” (from Talk a Lot course books)

Activities:

1. Practise the stress in the sentence above.
2. Now – read the sentence again, but this time with...
 - a) the wrong syllables stressed
 - b) all syllables stressed the same (syllable-timed)
 - c) the correct stresses but the wrong vowel sounds on the stressed syllables

Which is hardest to understand?

Discussion Questions:

1. How confident do you feel in separating content words from function words in a sentence? How can you improve your chances of identifying each kind of word correctly?
2. Do you speak English with stress or without? Ask a few of your fellow students, and your teacher, for their opinion. How can you improve? What areas do you need to work on in particular?

3.5 The sound spine is the sequence of vowel sounds on the stressed syllables in a sentence.

These stressed vowel sounds are the most important sounds in the sentence – the sounds that the listener needs to hear in order to make sense of the words. They form the “backbone” of the sentence – i.e. the “sound spine”. We should always try to find and emphasise the sound spine in a sentence. Whatever other sounds are wrongly pronounced, the vowel sounds on the stressed syllables should be loud and clear. If one or more of these vowel sounds is wrongly pronounced, miscommunication can occur and the listener may have to say: “Sorry, I didn’t catch that. Could you repeat it, please?”

Examples:

- See Activity 2 c), above. With the wrong vowel sounds on the correct stressed syllables, the sentence:

The bears at the zoo must be fed at least five times a day.

could become:

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The BEERS at the TSAR must be FIRED at least FAVE TOMBS a DIE.

English is such a rich language, with such a large number of words in its collection, that when you pronounce the wrong vowel sound on a stressed syllable, you are very likely to say a completely different word, rather than a nonsense word, as can be seen here: bears -> beers fed -> fired, etc.

Activities:

1. a) Find the sound spine in this sentence:
 - The whole family has decided to go on holiday to Florida next year.b) Read just the stressed vowel sounds in order.
2. Listen to me (or a partner) read a phrase or short sentence. Write down just the stressed vowel sounds to make the sound spine.

Discussion Questions:

1. How easy is it for you to find the sound spine?
2. How aware are you of the stressed vowel sounds when... a) you hear spoken English, b) you speak in English?

3.6 It is not necessary to pronounce every letter in every word in every sentence.

When learners do this their pronunciation sounds wrong and “foreign”. The most important sounds are the vowel sounds on the stressed syllables in a sentence. Everything else can be reduced, i.e. made weaker (shorter) by being pronounced more quickly and without stress. We use contractions and weak forms to help us achieve this goal.

Where possible in spoken English, we use contractions and weak forms, e.g. “Are you going to buy...?” becomes uh y g n Bai...? The main aim for speakers is to get to the next stressed syllable as quickly as possible; to emphasise the content words – the point of what we are saying.

3.7 We reduce function words by using contractions and mega contractions.

A contraction is when two words are reduced and joined together to make one word. A mega contraction is when we reduce a normal contraction further. (See List of Contractions and Mega Contractions on P.14.)

Examples:

<u>Full Form:</u>	<u>Normal Contraction:</u>	<u>Mega Contraction</u> <u>(strong vowel sounds disappear):</u>	<u>In a Phrase:</u>
you are	you're	y	you're too late
I will	I'll	uhl	I'll go in a minute
she has	she's	shz	she's got two brothers
he is going to	he's gonna	i zg n	he's gonna buy a new car
they would	they'd	th	they'd better be quick
they are	they're	th	they're really nice
it will have	it'll've	uh lv	it'll have finished by now

This system of reduced reductions works because native speakers *automatically* associate particular beginning sounds with particular pronouns:

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uh	= I
y	= you
h	= he
sh	= she
uh / uh_	= it
w	= we
th	= they

Activities:

1. Translate this phrase: s m v s g n...
2. Complete the table below:

Reducing Function Words with Contractions and Mega Contractions:

<u>Full Form:</u>	<u>Normal Contraction:</u>	<u>Mega Contraction</u> <u>(strong vowel sounds disappear):</u>	<u>In a Phrase:</u>
1. _____	you're	2. _____	_____
she will	3. _____	shl	_____
they are going to	4. _____	th g n	_____
I would	5. _____	uhd	_____
he has	he's	6. _____	_____
7. _____	they'll have	8. _____	_____

Discussion Questions:

1. Do you typically use contractions when you speak in English? If not, why not?
2. Do you sometimes change contractions back into their full form when you are reading out loud from a text? If yes, why? How can you break this habit?
3. Have you ever heard native speakers using mega contractions, e.g. y instead of "you're", or w instead of "we're"? When and where? Were you able to understand what they meant, e.g. from the context?

3.8 We also reduce function words by using weak forms.

Many function words have both strong and weak forms, for example:

<u>Function Word:</u>	<u>Strong Form:</u>	<u>Weak Form:</u>
to	too	t
for	for	f
the	thee or thu	th
of	ov	uhv

...and so on. We usually use weak forms in spoken English rather than strong forms, because they reduce unstressed words further, and increase the contrast between the weak and strong syllables. Function words are not often used on their own, but are almost always sandwiched between content words, like this: "I went **for** a walk **in** the park." I would never need to say, for example:

"Hello! Am, to, the, by, the, to, a, of."

...but I could say:

"Hello! I'm running **to** the shop **by** the park **to** buy a loaf **of** bread."

The strong forms of function words are rarely used in a sentence, but when a learner begins to learn English, they may learn these words as individual words, and memorise the strong forms, forever afterwards using them when they speak – rather than the weak forms, which should be used, but which the learner has not studied. The strong sounds of words like "for", "to", "I", "but", "and", etc. become

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embedded in the learner's memory, rather than the weak forms: f , t , uh , buh_ , uhnd , etc.
Some learners may never learn the weak forms of function words.

Function words are the glue, or the cement, of the sentence, which keep the content words in place. So, if you use the full forms of these words in a sentence, the sentence stress is affected negatively and the stressed vowel sounds are harder to hear, reducing communication. When we reduce function words by using contractions and weak forms, the stressed vowel sounds are easier to hear. In reducing function words we generally change the strong vowel sound into a Schwa sound (an unstressed vowel sound) – or remove it altogether.

Examples:

<u>Normal Spelling:</u>	<u>Individual Word Form (Strong Form):</u>	<u>Sentence Form (Weak Form):</u>
and	and	uhn e.g. thi zn that
for	for	f e.g. Geu f r Work
to	to	t e.g. ai Won t Geu
a	ei	uh e.g. ai Nee d Lift (the Schwa sound is embedded – it occurs naturally when we say d)

(See P.10 for a comprehensive list of weak forms in English.)

Activities:

1. Practise saying the following words with both strong and weak forms:
the to of and you that because can your than
2. a) Listen to the full form and write the weak form, b) listen to the weak form and write the full form.

3.9 Most of the top 100 most common words in written English are function words, which have weak forms that students do not generally use.

The Oxford University list of the top 100 high-frequency words in written English is based on an analysis of the Oxford English Corpus of over one billion words carried out by Oxford Online, in association with the Oxford English Dictionary¹. (See word list on P.9.)

Of these 100 words, 67 are function words (including the first 27 most frequently used words in English!), e.g. be, to, for, of, etc. **the** is the #1 word in English. It has been estimated that this group of 100 words – and their variants, e.g. be, was, been, etc. – repeated again and again account for 50% of all the words in the Oxford English Corpus!

Since these function words are so commonly used (they are the words that fall in the gaps between the content words with the stressed syllables) it's vital for students to learn the weak form (reduced version) of each of them (see *Weak Forms – Lesson Plan*). Remember – we do not normally use the full form of these function words. A notable exception is when one of them occurs at the end of a sentence, e.g. "What did you say that for?" ("for" is pronounced: for). Another exception is when we use intonation (see 3.10, below), e.g. "That's what I think!" ("I" is pronounced: ai). The word "I" is stressed to emphasise a particular point, so we use the full form.

¹ Source: http://en.wikipedia.org/wiki/Most_common_words_in_English, accessed on 04.04.2011

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Lesson 3 – Stress

Examples:

Word:	Reduction (NEA):	In a Phrase:
the	th	it's the best
to	t	I went to the shop
of	uhv	a piece of paper
and	uhnd	fish and chips
a	uh	I need a break
I	uh	I saw you
it	uht	it was good
for	f	go for a walk
with	w	I put it with the others
he	i	he said that
you	y	you need a haircut
from	frm	different from me

Activity:

1. Practise the phrases above using both the strong and weak form of each function word.
2. Write your own phrases for 5 of the function words, and practise them with a partner, using both the strong and weak form of each function word.
3. What are these common phrases:

- | | |
|--------------------|--------------------|
| a) th z _____ | e) k j? _____ |
| b) in t w _____ | f) sth _____ |
| c) b k z vth _____ | g) k dv _____ |
| d) j...? _____ | h) uh y g n? _____ |

(See *Weak Forms – Lesson Plan*.)

Discussion Questions:

1. Have you ever learned about weak forms in English before? If yes, when and where? What percentage of this course is brand new information for you?
2. Have you ever knowingly used mega contractions? Why do you think students tend to use the full forms of function words, rather than the weak forms, as they ought to?

3.10 We are not going to focus on intonation during this course.

On this course we are using Standard Pronunciation – also known as Received Pronunciation (RP). In this lesson we have looked at stress patterns – the sound spine – in sentences that use Standard Pronunciation. However, we can use stress differently, putting heavy stress (or emphasis) on a particular word or phrase, which then highlights the part of the sentence that we want to focus on. This is called **intonation**. It is really useful when we want to avoid misunderstandings or correct mistakes. However, we are not going to pay too much attention to intonation at this stage. As it says in the introduction to the *Talk a Lot Elementary Handbook*:

“The sentence stress activities in [Talk a Lot courses] are focused on neutral speech. Intonation is largely ignored ... in favour of grounding students in the basics of word stress, sentence stress, and connected speech techniques. The subtleties of intonation, and how meaning can be altered, can of course be practised in conjunction with Talk a Lot materials, but should perhaps come later on for new students of spoken English...”

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Lesson 3 – Stress

Examples:

- Customer: I'll have four eggs, please.
Shop assistant: Sorry, how many did you say?
Customer: **FOUR** eggs, please. I'd like **FOUR**. [*"four" has heavier stress than normal*]
The customer adds intonation to (emphasises) the keyword "eggs" to enable better understanding.
- Bob was happy because his boss gave him more overtime.
[*Standard Pronunciation: neutral – without special intonation*]
Who was happy? **Bob** was happy because his boss gave him more overtime.
How did he **feel** about it? Bob was **happy** because his boss gave him more overtime.
Why was Bob happy? Bob was happy because his boss gave him **more overtime**.
Who gave him more...? Bob was happy because his **boss** gave him more overtime.
...and so on.

Activities:













- Practise the sentences above with the particular intonation.
- Write your own example and practise it with a partner, e.g. "Are they **new** shoes?" / "Are they new **shoes**?" etc.

Discussion Questions:

- Do you use intonation in your first language? How is it similar to / different from its use in English?
- In what situations might you need to use intonation (heavy stress) to avoid a misunderstanding or correct a mistake? Think of a few example situations and roleplay them.

Final Thought:

If a listener can't understand your spoken English, it could be because...

Stress:	Vowel Sounds:	Result:
		 ?!
		 ?!
		 ?!
		

Homework:

- Learn the List of Common Weak Forms on P.10.
- Practise using the weak forms of function words when you speak and when reading out loud. If necessary, make a conscious decision to change how you pronounce function words.

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Lesson 3 – The 100 Most Common Words in Written English

The Oxford University list of the top 100 high-frequency words in written English is based on an analysis of the Oxford English Corpus, which is a collection of texts in English that has a combined total of over one billion words. This analysis was done by Oxford Online, in association with the Oxford English Dictionary. **Of these top 100 words, 60 are function words, including all but 2 of the top 30 words!** “the” is the most common word in written English.

From Wikipedia:

*“Note that the items listed may represent more than one actual word; they are **lemmas**. For instance the entry “be” contains within it the occurrences of “are”, “is”, “were”, and “was”. **Note also that these top 100 lemmas listed below account for 50% of all the words in the Oxford English Corpus.**” [emphasis mine]*

Source: http://en.wikipedia.org/wiki/Most_common_words_in_English, accessed on 04.04.2011

Function words are highlighted and weak forms (where possible) are shown with the NEA:

1. the	th	36. all		71. than	thn
2. be	bi	37. would	wd	72. then	
3. to	t	38. there	th	73. now	
4. of	uhv	39. their	th	74. look	
5. and	uhn	40. what		75. only	
6. a	uh	41. so		76. come	
7. in		42. up		77. its	uh_s
8. that	th_	43. out	au_	78. over	
9. have	uhv	44. if	uhf	79. think	
10. I	uh	45. about	uh bau_	80. also	
11. it	i_	46. who		81. back	
12. for	f	47. get		82. after	
13. not		48. which		83. use	
14. on		49. go		84. two	
15. with	w	50. me	mi	85. how	
16. he	i	51. when		86. our	ar
17. as	uhz	52. make		87. work	
18. you	y	53. can	kn	88. first	
19. do	d	54. like		89. well	
20. at	uh_	55. time		90. way	
21. this		56. no		91. even	
22. but	b_	57. just		92. new	
23. his	iz	58. him	im	93. want	
24. by	b	59. know		94. because	b kz
25. from	frm	60. take		95. any	uh nii
26. they	th	61. person		96. these	
27. we	w	62. into		97. give	
28. say		63. year		98. day	
29. her	uh	64. your	y	99. most	
30. she	sh	65. good		100. us	uhz
31. or	uh	66. some	sm		
32. an	uhn	67. could	kd		
33. will	uhl	68. them	thm		
34. my	m	69. see			
35. one		70. other			

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List of Common Weak Forms in Spoken English

- In spoken English we often use the **weak forms of function words** instead of the strong forms to make the sound spine stand out more clearly. This is true of Standard Pronunciation, dialects, and accents
- The weak form is often made by replacing the vowel sound in the strong form with a **Schwa sound: uh**
- Most function words that have weak forms are **monosyllabic** – they have only one syllable
- If we use strong forms when we should use weak forms, we sound **too formal** and it is more difficult for people to understand us, because the sentence stress is incorrect. Communication is reduced
- If a function word comes **at the end of a sentence** we usually use its strong form, rather than its weak form, e.g. "What are you looking for?" (for) or, "Who are you writing to?" (too)
- If we want to show emphasis or contrast, we can vary the **intonation** by using strong forms where we would normally use weak forms, e.g. "What did *you* think of the book?" (you)

articles & determiners	weak	strong
a	uh	ei
an	uhn	an
any	uh nii	e nii
some	sm	sum
such	sch	such
that	th_	that
the	thi or th	thee

verb "be" & auxiliary verbs	weak	strong
am	uhm	am
are	uh	ar
be	bi	bee
been	bin or bn	been
is	uhz	iz
was	wz	woz
were	w	wer
do	duu or d	doo
does	dz	duz
had	hd or uhd	had
has	hz or uhz	haz
have	hv or uhv	hav
can	kn	kan
could	kd	kuud
must	mst or ms	must
shall	shl	shal
should	shd	shuud
will	uhl	wil
would	wd	wuud

conjunctions	weak	strong
and	uhn	and
because	b kz	bi koz
but	b_	but
if	uhf	if
or	uh	or
than	thn	than

prepositions	weak	strong
about	uh bau_	uh baut
as	uhz	az
at	uh_	at
by	b	bai
for	f	for
from	frm	from
of	uhv	ov
out	au_	aut
to	t	too
with	w	with

pronouns	weak	strong
he	hi or i	hee
her	h or uh	her
him	im	him
his	iz	hiz
I	uh	ai
it	i_	it
its	uh_s	its
me	mi	mee
my	m	mai
our	ar	auw
she	sh	shee
their	th	their
them	thm	them
there	th	their
they	th	thei
us	uhz	us
we	wi or w	wee
you	y	yoo
your	y	yor

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Lesson 3 – Weak Forms – Lesson Plan

This lesson is divided into four parts and lasts around 50-60 mins. It is suitable for Pre-Intermediate level and above:

Part 1:

Q. How many words are there in the English language?

A. Over 2 billion (Source: Oxford Corpus)

Q. Do you know these thirty words? (Word List, below)

A. Yes, of course.

These words are in the top 100 most common words in written English, according to Oxford University – out of more than two billion! “the” is the most common word in written English.

Q. What can you see here? What kind of words are there here?

A. Prepositions, articles, pronouns, auxiliary verbs, and conjunctions.

Q. What is the collective name for this kind of word?

A. Function words.

Q. Do you know how to pronounce these words?

A. Yes, of course.

Q. Can you read the thirty words out loud, please?

[A few students read the words out loud. In most cases they will pronounce the full form of each word, rather than the weak form. Let the students make mistakes at this stage, without correcting them.]

Word List:

the	your
to	some
of	them
and	than
a	because
that	as
have	be
I	at
for	from
with	we
you	will
he	into
an	do
there	could
can	so

Part 2:

Q. Now – can you read the twelve phrases out loud, please?

[A few students read the phrases out loud. In most cases they will pronounce the full form of each function word in a phrases, rather than the weak form, which will destroy the sentence stress. You might want to use just a few of the phrases – e.g. four – depending on time. Let the students make mistakes at this stage, without correcting them.]

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Lesson 3 – Weak Forms – Lesson Plan

Phrases:

1. it is the first of May
2. work with a new partner
3. there is a bottle of milk on the table
4. some fish and chips in the park
5. do you want to go to the shop?
6. they are from the City of York
7. there is a book over there
8. could you give me a call in a minute?
9. the plane from Paris arrives at nine
10. we are going to be late
11. he has not got any money because he is broke
12. we will put the cake into a box

Let's look at the first phrase: "it is the first of May". Would I say it like that? [word by word] No. [Elicit the contraction "it's" and the two weak forms – th and uhv .]

Part 3:

At the beginning of the lesson, I asked you: "Do you know how to pronounce these words?" You all said yes, and you read them out loud. But you pronounced each one [or, almost all of them] with their full form. How often do we need to say any of these words individually? Almost never. We never need to say simply, "than", or "from"! These words are *almost always* in between a set of content words. These words are the glue, or the cement, of the sentence, that keep the content words together. So, since we know how common these words are – in the top 100 out of over 2 billion! – **is the mispronunciation of these words the main cause of your problems with pronunciation?** It will be well worth your while to learn the correct pronunciation of each one:

[If possible, try to elicit the weak forms from the students, and write them on the board alongside the original list, using the NEA. Remind learners of the importance of the Schwa sound in unstressed syllables, which is written uh , and the glottal stop, which is written _ and usually replaces t at the end of a syllable:]

Word List:

the	th	your	y
to	t	some	sm
of	uhv	them	thm
and	uhn	than	thn
a	uh	because	b kz
that	th_	as	uhz
have	uhv	be	bi
I	uh	at	uh_
for	f	from	frm
with	w	we	wi
you	y	will	uhl
he	hi	into	in t
an	uhn	do	d
there	th	could	kd
can	kn	so	s

[The teacher could improvise short phrases to illustrate some of the weak forms, e.g. in "fish and chips" the word "and" is reduced to uhn – the d sound is removed due to Elision (see Lesson 4), etc. As you go through each word and its reduced form, emphasise the fact that in most cases the vowel sound is removed and only consonant sounds – or the Schwa sound – is left, e.g. the word "can" loses its strong a sound, and we hear only the two consonant sounds, which create a natural Schwa sound when we put them together.]

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Lesson 3 – Weak Forms – Lesson Plan

Part 4:

Now, armed with the knowledge of the correct pronunciation of each function word, let's return to the phrases. First, which words are stressed? Which word have the meaning? [i.e. the content words, underlined below] What happens to the function words in between? How can we reduce them so that they are as weak as possible, without deleting them – which would create a grammar error?]

[Students work on the task in pairs or small groups. If they are able to, they could write the NEA spelling of each phrase. After a short time, the teacher goes through each sentence on the board, eliciting feedback from the students. Pay particular attention to how the full form of function words, e.g. *for* changes to weak: f]

Phrases:

1. it is the <u>first</u> of <u>May</u>	i_ zth Fer st Vmei
2. <u>work</u> with a <u>new</u> <u>partner</u>	Wer kw th Nyoo Par_ n
3. there is a <u>bottle</u> of <u>milk</u> on the <u>table</u>	th z Bo_ uh l Vmil kon th Tei bl
4. some <u>fish</u> and <u>chips</u> in the <u>park</u>	sm Fi shn Chi psin th Park
5. do you <u>want</u> to <u>go</u> to the <u>shop</u> ?	j wo n Geu t th Shop?
6. they are from the <u>City</u> of <u>York</u>	th frm th Si_ ii y Vyork
7. there is a <u>book</u> over <u>there</u> *	th z Buu keu v Their
* the second "there" is an adverb. It is worth noting that function words at the end of a sentence should have full form (see notes)	
8. could you <u>give</u> me a <u>call</u> in a <u>minute</u> ?	k j Gi vmee y Kor li n Mi ni_?
9. the <u>plane</u> from <u>Paris</u> <u>arrives</u> at <u>nine</u>	th Plein frm Pa ri s Rai vz_ Nain
10. we are going to be <u>late</u> !	w g n bi Lei_?
11. he has <u>not</u> <u>got</u> any <u>money</u> because he is <u>broke</u>	hi Ya zn_ Go_ e nii Mu nii k zee Zbreuk
12. we will <u>put</u> the <u>cake</u> into a <u>box</u>	wl Puu_ th Kei kin t w Boks

Notes:

- Some function words keep their full form when they are used at the end of a sentence, e.g. object pronouns like "him", "them", and "us". Also, the prepositions "in" and "on" don't have weak form, but the n sound at the end of each word is a friendly consonant sound (see Lesson 4), which enables a smooth transition to the next sound.
- Summary of the problem: students learn function words with their full form and a strong vowel sound, e.g. a, and, at, etc. but not as part of a sentence. We hardly ever use function words individually, so students use the full form in a sentence when they should use the weak form – which they have never formally learned. **So, change the strong vowel sound in a function word into a Schwa sound, or remove it completely!**
- Where possible in spoken English, we use contractions with the weak forms, e.g. "Are you going to...?" becomes uh y g n...? The main aim for speakers is to get to the content words – to the point of what we are saying. Here are some very common contraction combos:

there is a...	=	th z...	could you...?	=	k j...?
into a...	=	in t w	because of...	=	b k z...
do you...?	=	j...?	it is the...	=	sth...

(we reduce "it is" to s because we are so used to this pattern that we don't need to hear "it is" every time. s is enough to communicate. And anyway, we want to get on to the point of the sentence – the content words.)

could have	=	k dv
you are going to	=	y g n

(see also *Levels of Reduction with Contractions, P.X*)

- These reductions work because our brains are programmed to understand these patterns, e.g. w for "we". There is only one pronoun that starts with w, etc.

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Lesson 3 – List of Contractions and Mega Contractions

Note: this list includes the most common verb forms. It is by no means exhaustive

Verb: be (present simple / continuous)		
<u>Full Form:</u>	<u>Normal Contraction:</u>	<u>Mega Contraction</u> <small>(strong vowel sounds disappear):</small>
I am	I'm	uhm
you are	you're	y
he is	he's	iz
she is	she's	shz
it is	it's	i_z
we are	we're	w
they are	they're	th
Example:	He's really nice.	i Zriy lli Nais.

Verb: be (past simple / continuous)		
<u>Full Form:</u>	<u>Normal Contraction:</u>	<u>Mega Contraction</u> <small>(strong vowel sounds disappear):</small>
I was	none	uh wz
you were	none	y w
he was	none	i wz
she was	none	sh wz
it was	none	i_wz
we were	none	w w
they were	none	th w
Example:	She was late.	sh w Zlei_.

Verb: have (present perfect)		
<u>Full Form:</u>	<u>Normal Contraction:</u>	<u>Mega Contraction</u> <small>(strong vowel sounds disappear):</small>
I have	I've	uhv
you have	you've	yv
he has	he's	iz
she has	she's	shz
it has	it's	i_z
we have	we've	wv
they have	they've	thv
Example:	They've just left.	th Vju Sleft.

Verb: have (past perfect)		
<u>Full Form:</u>	<u>Normal Contraction:</u>	<u>Mega Contraction</u> <small>(strong vowel sounds disappear):</small>
I had	I'd	uhd
you had	you'd	yd
he had	he'd	id
she had	she'd	shd
it had	it'd	i_uh
we had	we'd	wd
they had	they'd	thd
Example:	She'd been told about it.	sh dbin Teul d bau ti_.

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Lesson 3 – List of Contractions and Mega Contractions

Verb: will (future simple)		
<u>Full Form:</u>	<u>Normal Contraction:</u>	<u>Mega Contraction</u> <u>(strong vowel sounds disappear):</u>
I will	I'll	uhl
you will	you'll	yl
he will	he'll	il
she will	she'll	shl
it will	it'll	il
we will	we'll	wl
they will	they'll	thl
Example:	I'll see you soon.	uhl See y Soon.

Verb Form: will have (future perfect)		
<u>Full Form:</u>	<u>Normal Contraction:</u>	<u>Mega Contraction</u> <u>(strong vowel sounds disappear):</u>
I will have	I'll have	uh lv
you will have	you'll have	y lv
he will have	he'll have	i lv
she will have	she'll have	sh lv
it will have	it'll have	i lv
we will have	we'll have	w lv
they will have	they'll have	th lv
Example:	It'll have finished by then.	i l Fi ni shbai then.

Verb Form: be going to (future)		
<u>Full Form:</u>	<u>Normal Contraction:</u>	<u>Mega Contraction</u> <u>(strong vowel sounds disappear):</u>
I am going to	I'm going to	uhm g n
you are going to	you're going to	y g n
he is going to	he's going to	i zg n
she is going to	she's going to	sh zg n
it is going to	it's going to	i_ zg n
we are going to	we're going to	w g n
they are going to	they're going to	th g n
Example:	We're going to have lunch.	w g n Ha Vlunch.

Verb Form: would (conditional)		
<u>Full Form:</u>	<u>Normal Contraction:</u>	<u>Mega Contraction</u> <u>(strong vowel sounds disappear):</u>
I would	I'd	uhd
you would	you'd	yd
he would	he'd	id
she would	she'd	shd
it would	it'd	i_ uh
we would	we'd	wd
they would	they'd	thd
Example:	You'd be surprised.	y dbii s Praizt.

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Lesson 3 – List of Contractions and Mega Contractions

Verb:	can (modal auxiliary)	
<u>Full Form:</u>	<u>Normal Contraction:</u>	<u>Mega Contraction</u> (strong vowel sounds disappear):
you can	none	y kn
Example:	You can tell me later.	y kn Tel mi Lei_ uh.

Verb:	could (modal auxiliary)	
<u>Full Form:</u>	<u>Normal Contraction:</u>	<u>Mega Contraction</u> (strong vowel sounds disappear):
They could	none	thei kd
Example:	They could go too.	thei k_ Geu Too.

Verb:	should (modal auxiliary)	
<u>Full Form:</u>	<u>Normal Contraction:</u>	<u>Mega Contraction</u> (strong vowel sounds disappear):
I should	none	uh shd
Example:	I should get ready for work.	uh sh_ Ge_ Re dii f Werk.

Verb:	must (modal auxiliary)	
<u>Full Form:</u>	<u>Normal Contraction:</u>	<u>Mega Contraction</u> (strong vowel sounds disappear):
You must	none	y ms
Example:	You must be happy about it.	y ms bii Ha pii y bau_ ti_.

Verb Form:	have to (modal auxiliary)	
<u>Full Form:</u>	<u>Normal Contraction:</u>	<u>Mega Contraction</u> (strong vowel sounds disappear):
I have to	none	uh ha ft
Example:	I have to go now.	uh ha ft Geu Nau.

Verb:	might (modal auxiliary)	
<u>Full Form:</u>	<u>Normal Contraction:</u>	<u>Mega Contraction</u> (t replaced by glottal stop):
We might	none	w mai_
Example:	We might be on time.	w mai_ bii yon Taim.

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Lesson 3 – List of Contractions and Mega Contractions

Verb Form:	could have (modal auxiliary)	
<u>Full Form:</u>	<u>Normal Contraction:</u>	<u>Mega Contraction</u> (strong vowel sounds disappear):
I could have	I could've	uh k dv
Example:	I could've done better.	uh k d Vdun Be_ uh.

Verb Form:	should have (modal auxiliary)	
<u>Full Form:</u>	<u>Normal Contraction:</u>	<u>Mega Contraction</u> (strong vowel sounds disappear):
I should have	I should've	uh sh dv
Example:	I should've told you.	uh sh d Fteul j.

Verb Form:	must have (modal auxiliary)	
<u>Full Form:</u>	<u>Normal Contraction:</u>	<u>Mega Contraction</u> (strong vowel sounds disappear):
It must have	it must've	i_ m stv
Example:	It must've been great!	i_ m st vbin Grei_!

Verb Form:	might have (modal auxiliary)	
<u>Full Form:</u>	<u>Normal Contraction:</u>	<u>Mega Contraction</u> (strong vowel sounds disappear):
They might have	they might've	th mai tv
Example:	They might've got lost.	th mai t Vgo_ Lost.

Verb Form:	be (negative)	
<u>Full Form:</u>	<u>Normal Contraction:</u>	<u>Mega Contraction</u> (strong vowel sounds disappear):
I am not he is not	I'm not he isn't	uh Mno_ i Yin_
Example:	I'm not sure about this.	uh Mno_ Shor r bau_ this.

Verb Form:	do (negative auxiliary)	
<u>Full Form:</u>	<u>Normal Contraction:</u>	<u>Mega Contraction</u> (t replaced by glottal stop):
I do not she does not	I don't she doesn't	uh Deun_ sh Dn_
Example:	She doesn't like toast.	sh Dn_ Lai Kteust.

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Verb Form	do (auxiliary question)	
<u>Full Form:</u>	<u>Normal Contraction:</u>	<u>Mega Contraction</u> (strong vowel sounds disappear):
Do you like...? Does she like...?	d'you like...? none	j Laik...? d shi Laik...?
Example:	D'you like eggs?	j Lai Kegz?

Verb Form:	have (negative auxiliary)	
<u>Full Form:</u>	<u>Normal Contraction:</u>	<u>Mega Contraction</u> (strong vowel sounds disappear):
I have not she has not	I haven't / I ain't she hasn't	uh Ya vn_ / uh Yein_ sh Yan_
Example:	I haven't got any money.	uh Ya vn_ Go_ e nii Mu nii.

Verb Form:	will (negative auxiliary)	
<u>Full Form:</u>	<u>Normal Contraction:</u>	<u>Mega Contraction</u> (t replaced by glottal stop):
I will not he will not	I won't he won't	uh Weun_ i Weun_
Example:	I won't be able to.	uh Weun_ bi Yei bl too.

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Lesson 4:

Connected Speech

Lesson 4:

Connected Speech

Reference:

Talk a Lot Handbook (English Banana.com, 2009)

- | | |
|-----------|------------------------------|
| 3.1 | Connected Sentence Cards |
| 4.1 | Connected Speech Templates |
| 11.1 | What is Connected Speech? |
| 13.3-13.7 | Analysis of Discussion Words |

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Lesson 4 – Connected Speech

4.1 Even with the stress and vowel sounds correct in a sentence, we still sound wrong when we don't use connected speech, because we are speaking word by word

4.2 We speak English syllable by syllable, not word by word

4.3 However, English words don't fit together very well. They are like badly-fitting puzzle pieces

4.4 We use the Features of Connected Speech to solve this problem. They can be learned using the mnemonic GLACIER

4.5 There are four possible sound connections between syllables

4.6 cc sound connections are the hardest to pronounce

4.7 The aim is to speak with only vc (vowel sound to consonant sound) sound connections between syllables, and we use connected speech techniques to achieve this

4.8 Friendly consonant sounds assist with cc sound connections, because they are happy to sit next to other consonant sounds

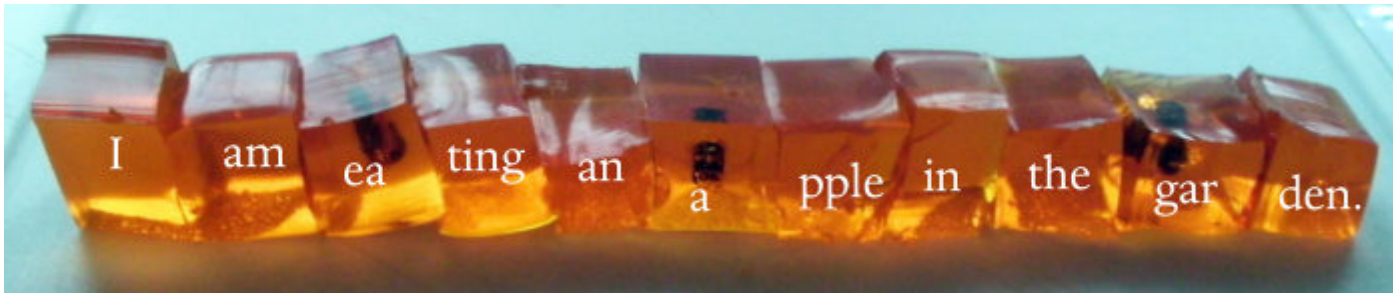
What I found most surprising / interesting today:

What I need to revise again after this lesson:

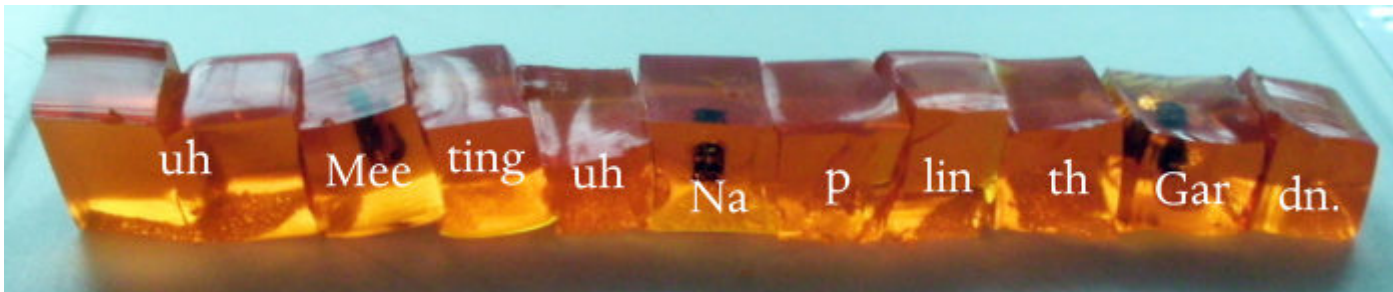
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The Jelly Cube Comparison – Example



regular spelling



NEA spelling

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Lesson 4 – Connected Speech

4.1 **Even with the stress and vowel sounds correct in a sentence, we still sound wrong when we don't use connected speech, because we are speaking word by word.**

The Jelly Cube Comparison:

Imagine each syllable in a sentence as a wobbly cube of jelly. Inside some of them is a hard round centre. The syllables with the hard centres are the stressed syllables. The hard centre represents the vowel sound on the stressed syllable, and the wobbly jelly around it represents the consonant sounds (see Fig. 1). When a syllable is pronounced separately, all of the sounds – vowel sound and consonant sounds – can be pronounced clearly, but when syllables meet they squash together – like cubes of jelly do – and the consonant sound(s) on either side are affected. As they merge together, they may change or disappear completely. The unstressed syllables can be squeezed the most, because they don't have a strong vowel sound (a hard round centre) but they cannot be left out – that would create a grammatical mistake. Furthermore, if you squeeze (reduce) a stressed syllable too much the hard centre will burst and the vowel sound will disappear, leading to miscommunication.

The process of changing syllables so that they fit together well – like cubes of jelly that squeeze and merge together – is what we call **connected speech**.

Writing Comparison:

When we write with our normal handwriting we don't print each letter separately. At school we are quickly taught to use joined-up handwriting. Sometimes people can't read my handwriting if I write quickly or carelessly, but if I write each letter separately (e.g. on a whiteboard in a classroom) it is very easy to read it. It's the same with connected speech. If I speak word by word – pronouncing each syllable, vowel sound and consonant sound clearly – it is easy to understand me, although I sound unnatural and not like a native speaker of English. The listener may experience fatigue listening to me, because they have to work much harder to identify the sound spine. If I speak quickly using connected speech, although I sound natural, it is much harder for people not used to listening to connected speech techniques to understand, or "catch" what I say.

Examples:

1. The cat was sitting on the floor.
2. I'm working at the bank at the moment.

Activity:

- Show the sentence stress in the sentences above using real jelly cubes and hard centres! (Note: don't eat the unstressed syllables until after the lesson!)

4.2 **We speak English syllable by syllable, not word by word.**

We don't pronounce every word individually, but rather connect words together syllable by syllable.

Examples:

1. How common one-syllable words are in English. (See Talk a Lot Handbook p.13.3-13.7)
2. I. Don't. Speak. Like. This, b_ wi thmor Fleu.

Discussion Questions:

1. What do you know already about connected speech in English?

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Lesson 4 – Connected Speech

2. Do you connect syllables in a similar way in your first language? Say a sentence slowly in your language, and explain what happens between the syllables.

4.3 However, English words don't fit together very well. They are like badly-fitting puzzle pieces.

In spoken English, words don't fit together properly. If I try to pronounce each word individually, I sound overformal and "foreign". It is difficult to sound natural while speaking English because the syllables don't connect together naturally. English spelling works against pronunciation by often preventing vc sound connections (see below). For example, there are too many words and syllables that both start and end with a consonant sound. In short, the syllables in our language don't usually connect with vc sound connections – as we wish them to.

Activity:

- Practise reading the following sentences... a) word by word, b) syllable by syllable:

1. I'm working at the bank at the moment.
2. The cat was sitting on the floor.

Which syllable connections cause a problem? Why?

Discussion Questions:

1. Think about how you learned English. Were you drilled word by word, or in short chunks with several syllables in each? Do you speak word by word now? If so, how are you going to "un-learn" this habit?
2. When you speak in English, do you notice that sound connections between syllables are not smooth, but uneven? For example, you pronounce the phrase "buy it" like Bai it instead of Bai yit (i.e. without intrusion). Or, you pronounce the phrase "have to" like Hav too instead of Ha ftoo (i.e. without FCL)?

4.4 We use the Features of Connected Speech to solve this problem. They can be learned using the mnemonic GLACIER.

Examples:

<u>Feature:</u>	<u>Definition:</u>	<u>Example(s)</u>
Glottal stop	an empty space without sound: _	_____
Linking (FCL)	syllables connect together	_____
Assimilation	a sound changes	_____
Contraction	a word is shortened	_____
Intrusion	a new sound appears – y, w, or r	_____
Elision	a sound disappears	_____
R-linking	syllables connect with a r sound	_____

Activity:

1. Match a phrase to each feature of connected speech above:
 - a) my mate Pat
 - b) clean bike
 - c) bad dog
 - d) there is
 - e) grey eyes
 - f) like it
 - g) it is

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Lesson 4 – Connected Speech

2. Work with a partner and think of some more example phrases for each feature.

Discussion Questions:

1. Are you already familiar with any or all of these features of connected speech? If yes, where did you learn them? Are you already using any or all of them when you speak in English?
2. Do you use any of these features of connected speech in your first language? If yes, which ones?
3. How confident are you in deleting the t sound at the end of a syllable and inserting a glottal stop instead? (See Lesson 3.) How are you planning to include this technique, along with the other features of connected speech, into your normal English speech?
4. What strategies can you use to practise the features of connected speech and improve your spoken English skills?

4.5 There are four possible sound connections between syllables.

vc (vowel sound to consonant sound)	e.g. "my car"	mai Kar	= easy to pronounce
vv (vowel sound to vowel sound)	e.g. "we are"	wee ar	= difficult to pronounce
cv (consonant sound to vowel sound)	e.g. "it is"	it iz	= difficult to pronounce
cc (consonant sound to consonant sound)	e.g. "that book"	that buuk	= difficult to pronounce

vc is the easiest and most natural sound connection for native speakers of English to pronounce.

Summary of what usually happens with each sound connection:

vc = OK – easy to pronounce	cv = Final Consonant Linking (FCL)
vv = Intrusion with y, w, or r	cc = Elision, Glottal Stop, Assimilation, or FCL

Examples:

What we typically see with each type of sound connection:

vc This sound connection is easy to pronounce. Feature of connected speech: **none required!**

vv This sound connection is difficult to pronounce, so we add a new consonant sound between the two syllables: y, w, or r. See below for further details. Feature of connected speech: **intrusion**

<u>Example:</u>	<u>Problem:</u>	<u>Solution:</u>
buy it...	Bai it	Bai yit
you and...	yoo uhnd	yoo wnd
teacher is	Tee ch iz	Tee ch riz

cv This sound connection is difficult to pronounce, so we often connect the consonant sound at the end of the first syllable with the vowel sound at the beginning of the next. Feature of connected speech: **linking (FCL = Final Consonant Linking)**

<u>Ending Sound:</u>	<u>Example:</u>	<u>Problem:</u>	<u>Solution:</u>
d	bed and...	Bed uhnd	Be dnd
k	take any...	Teik e nii	Tei ke nii
m	I'm only...	aim eun lii	ai meun lii
sh	push Alex...	Push A lex	Puu Sha lix
t	get up*	Get Up	Ge Tup

*Generally speaking, phrasal verbs provide a good example of this

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Lesson 4 – Connected Speech

Activity:

- Match these phrases to the three groups: **vc**, **vv**, or **cv**:

- | | | |
|----------------|-------------|----------------|
| 1. see Oliver | 4. no way | 7. four events |
| 2. the day | 5. cup of | 8. put off |
| 3. nice office | 6. queue up | 9. my car |

4.6 cc sound connections are the hardest to pronounce.

This is the most difficult type of sound connection, and therefore the most radical action is required – including the use of **four** different features of connected speech. Because cc connections are so hard to pronounce (the jagged edges of the badly-fitting puzzle pieces) we become impatient with our language and simply delete (elision and glottal stop), change (assimilation), or link (FCL) the problematic consonant sound at the end of the first syllable. In each case our aim is to change the sound connection to a vc sound connection.

Examples:

Here are some typical examples of things we do to make cc sound connections easier to pronounce:

- Delete **t** or **d** at the end of a syllable when it meets another consonant sound. Use glottal stops to cut off the previous sound, leaving a tiny gap in place of the missing sound. Result = vc sound connection.
Features of connected speech: **elision** and **glottal stop**

Practise: art lesson great time bread bin closed bag

- Write more examples: _____

- Delete duplicate sounds that meet, e.g. in the phrase “black clock” there will be only one **k** sound where the syllables meet – at the beginning of the second syllable: Bla_ klok. Glottal stops may or may not be used in this kind of situation. Result = vc sound connection. Features of connected speech: **elision** and **glottal stop**

Practise: rode down pack case big game closed door

- Write more examples: _____

- Delete **h** at the beginning of a syllable when the previous sound is a consonant sound, e.g. “Is he?” This gives us a cv sound connection, which can be remedied with FCL: i zee? Result = vc sound connection. Features of connected speech: **elision** and **FCL**

Practise: put him deep hole push hard right heel

- Write more examples: _____

- Replace **tt** at the end of a syllable with **f**, then move it forward with FCL. It is easier to pronounce **f** next to another consonant sound, than **tt**, e.g. “both people” becomes: Beu Fpee pl . Result = vc sound connection. Note: although common, this is considered “sloppy” and less “correct” than Standard Pronunciation. Features of connected speech: **assimilation** and **FCL**

Practise: bath time both people toothbrush cloth bag

- Write more examples: _____

Replace **th** at the end of a syllable with **v**, then move it forward with FCL. It is easier to pronounce **v** next to another consonant sound, than **th**, e.g. “with two” becomes: wi Vtoo . Result = vc sound

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Lesson 4 – Connected Speech

connection. Again, despite being widespread in various English accents, this is considered less “correct” than Standard Pronunciation. Features of connected speech: **assimilation** and **FCL**

Practise: clothes hanger bathe for... youths that... soothe him

- Write more examples: _____
- 1. When a l sound at the end of a syllable meets another consonant sound at the start of the next syllable, it often changes to w, which is then moved forward with FCL, e.g. “will you?” becomes: wi wyoo? or wi wy? (the pronoun “you” is reduced further). Result = vc sound connection. Features of connected speech: **assimilation** and **FCL**

Practise: bulldog pull down you’ll be school bus

- Write more examples: _____
- 2. We also use **final consonant linking (FCL)** with cc sound connections in other situations, for example:

<u>First Sound:</u>	<u>Example:</u>	<u>Problem:</u>	<u>Solution:</u>
ch	beach which...	Beech wich	Bee chwich
g	big dog	Big Dog	Bi Gdog
k	locked in	Lokt in	Lo ktin
p	escape the...	uh Skeip th	uh Skei pth

4.7 The aim is to speak with only vc (vowel sound to consonant sound) sound connections between syllables, and we use connected speech techniques to achieve this.

We use connected speech to flatten out the irregularly shaped syllables and make vc sound connections between them. Physiologically, it is much easier for English native speakers to talk using vc sound connections, e.g. ma ma ma ma, than with the other kinds of sound connections. We are much more comfortable with consonant sounds at the start of a syllable – even several together – than at the end. This is a result of the way our tools for speaking – our mouths, tongues, throats, and lips, etc. have grown and developed since we were first able to hear English being spoken around us – i.e. in our mother’s wombs.

Examples:

1. bigger, bigger, bigger, bigger
2. The perfect syllable for speaking in English is cv. It starts with a consonant sound and ends with a vowel sound, e.g. words like: “the”, “so”, “she”, “they”, etc.

cv syllables in a sequence guarantee vc sound connections:

CV CV CV CV CV CV CV CV CV CV CV, etc.

3. Examples of English words with only vc sound connections:

Normal Spelling:

ge ne ra tion
me lo dra ma tic
mo no po ly

NEA Spelling:

je n Rei shn
me l dr Ma tik
m No p lii

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4. Examples of phrases with only vc sound connections:

- a) The baker flew to Paris.
- b) A new car for my mother.

This contrasts nicely with tongue twisters – phrases that are deliberately difficult to say because of awkward sound connections:

- Bugs black blood, bugs black blood, bugs black blood, bugs black blood
- Round the rugged rock the ragged rascal ran
- Red lorry yellow lorry, red lorry yellow lorry
- How much wood would a woodchuck chuck if a woodchuck could chuck wood?

In the list of the 100 Most Common Words in Written English that we looked at in Lesson 3, there are 31 one-syllable words that fit the cv pattern:

the	do	she	go	see	day
be	by	my	me	now	
to	they	there	no	two	
for	we	their	know	how	
he	say	so	year	way	
you	her	who	your	new	

Try reading one of them individually, over and over, then several of the words in groups of five or ten. Easy isn't it?

Activities:

1. Think of some words with only vc sound connections. Practise repeating them.
2. Write your own phrases and sentences with only vc sound connections. Practise repeating them.
3. Find some more tongue twisters, or write your own.
4. Compare: sentences with only vc sound connections and tongue twisters.

4.8 Friendly consonant sounds help with cc sound connections because they are happy to sit next to other consonant sounds.

Having talked a lot about problematic consonant sounds, there are **a few** consonant sounds which are quite happy to work with other consonant sounds. These are called **friendly consonant sounds** and they are:

n, m, and ng

(note that **l** can sometimes be a friendly consonant sound too)

Friendly consonant sounds are our heroes in the world of consonant sounds, because when one of them occurs at the end of a syllable and a consonant sound follows, they make the sound connection easy – just like a vc sound connection. **n, m, and ng** “play nice” with other consonant sounds! This is because after making each of these sounds **the tongue and mouth are in a neutral position**, and therefore ready to pronounce any other sound. The tongue can *rest* on the friendly consonant sound without linking it to the beginning of the next syllable.

Examples:

1. fountain, maintain, mountain, etc.

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2. Let's look at some examples of friendly consonant sounds in action. Try saying each phrase out loud. Notice how the syllables with **n**, **m**, or **ng** at the end are easy to pronounce beside the next syllable, which starts with a consonant sound. There is a smooth sound connection:

n e.g. run towards, wanted, painted, can do, stranger, London

m e.g. time to, him because, climb down, simply, come here

ng e.g. ring true, sing five, going back, hang there, eating crisps, along with, penguin

Note: the friendly consonant sounds **n** and **m** are only used with **cc** sound connections. When a friendly consonant sound occurs at a **cv** sound connection, FCL takes place, as in these examples:

<u>First Sound:</u>	<u>Example:</u>	<u>Problem:</u>	<u>Solution:</u>
m	I'm only...	aim eun lii	ai meun lii
n	bin out	Bin aut	Bi naut

ng is different in that it cannot be moved forward with FCL. We simply have to rest on **ng**, whether a vowel sound or consonant sound follows, for example:

<u>First Sound:</u>	<u>Example:</u>	<u>No Problem:</u>	<u>No Solution Required:</u>
ng	ring up	Ring Up	Ri-Ngup
ng	going out	Geu wing Aut	Geu wi Ngaut

3. High-frequency words in English that end with **n**, **m**, or **ng**:

In the list of the 100 Most Common Words in Written English from Lesson 3, there are 11 monosyllabic high-frequency words that finish with either **n**, **m**, or **ng**. Their frequent reoccurrence has the effect of "oiling the wheels" of spoken English. The great thing is that these words are everywhere in English:

(list position is shown in brackets)

I'm (=2)	an (32)
am (=2),	him (58)
in (7),	some (66)
on (14),	them (68)
from (25)	

We can say that "and" (5) is an honorary member of this group too, because **d** is often deleted with elision, e.g. "fish and chips" = Fi shn Chipz .

Activity: say what kind of word each one is, e.g. "in" is a preposition, etc.

It is also worth noting that many common **suffixes** (i.e. word **endings**) finish with **n**, **m**, or **ng**:

suffixes: -an, -ane, -com, -en, -ian, -im, -in, -ing (which changes to -in, see above), -ism, -on, -phone, -sion, -tain, -teen (i.e. every number from 13-19), -tion, -um, -ant ("t" is deleted with elision)

There are also several common **prefixes** that end with **n**, **m**, or **ng**:

prefixes: com-, con-, en-, im-, in-, non-, un-

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If we extend the list of the most common words in spoken English to the top 1,000, there are many very common **content words** that also end with n, m, or ng, and most of them are **one-syllable words too**, for example: “thing”, “again”, and “time”, etc.

Activities:

1. All of these content words are in the list of the top 1,000 high frequency words in written English¹. Put them into four groups:

same	learn	done	again	mum	clean	run	soon	come	long
gone	home	son	young	time	game	often	brown		

nouns:

main verbs:

adjectives:

adverbs:

2. Look at how many numbers in English end with n, m, or ng :

twelve of the first twenty **numbers** end with n : one, seven, nine, ten, eleven, all -teen numbers (13-19), twenty (twen + ty), seventy (seven + ty), hundred (hun + dred), thousand (with d deleted by elision), million, billion, etc.

*Note: among the friendly consonant sounds, the n sound is easier to pronounce with other consonant sounds than ng. An example of this is when we frequently change ng at the end of an -ing word (a gerund or verb participle) to n, for example: **going** changes to **goin'**, **doing** changes to **doin'**, etc.*

3. List some more common words that end with n, m, or ng, and put them into different groups, according to the kind of word, e.g. nouns, main verbs, adjectives, as above.
4. Practise repeating these words which have only vc and friendly consonant sounds between syllables:

Normal Spelling:

can ce lla tion
e mer gen cy
im po ssi ble
main te nance

NEA Spelling:

kan s Lei shn
i Mer jn sii
im Po s bl
Mein t nns

5. Think of some more words which have only vc and friendly consonant sound connections. Practise repeating them.

We can put these words together to make **phrases** with only vc and friendly consonant sound connections, e.g.

- un ne ce ssa ry main te nance
- pho to gra pher can ce lla tion
- An im po ssi bly cha ri ta ble A me ri can pro fe ssor can ce lling an a ppear ance.
- Mark the stressed syllables and practise repeating them. How do you feel? Compare them with the tongue twisters, above.
- Write your own words and phrases.

¹ Source: <http://www.bckelk.ukfsn.org/words/uk1000n.html>, accessed on 14.05.11

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Lesson 4 – Connected Speech

Discussion Questions:

1. Were you aware of the friendly consonant sounds in English before doing this course?
2. What have you enjoyed the most so far about doing this course? What has been the hardest part of this course to learn so far?
3. How much do you think you have taken in so far, after the first four lessons? What do you need to look at again? Ask your teacher for extra help, where required.

Homework:

- Revise the lessons notes for Lessons 1-4. Complete any of the activities that you haven't done yet. Make a note of any questions that come up as you work.

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Lesson 4 – vc Sound Connections – Further Study

The following words all have only vc sound connections. This is the easiest kind of sound connection for us to pronounce. They words roll off the tongue easily because the syllables connect together well, and there is no need to use connected speech techniques. Notice in the NEA spelling that there are fewer vowel letters and more schwa sounds (including embedded schwa sounds), as well as more consonant clusters. **Write your own examples in the right-hand columns:**

Regular spelling:	NEA spelling:	Regular spelling:	NEA spelling:
ae ro dy na mic	eir r dai Na mik	_____	_____
A me ri can	uh Me ri kn	_____	_____
cha ri ta ble	Cha r t bl	_____	_____
de ter mi na tion	d ter mi Nei shn	_____	_____
fur ther more	fer th More	_____	_____
ge ne ra tion	je n Rei shn	_____	_____
i llu mi na ting	i Loo mi nei ting	_____	_____
li mi ta tion	li mi Tei shn	_____	_____
lo co mo tive	leu k Meu tiv	_____	_____
lo lli pop	Lo lli pop	_____	_____
me lo dra ma tic	me l dr Ma tik	_____	_____
me ta pho ri cal	me t Pho ri kl	_____	_____
mo no po ly	m No p lii	_____	_____
neigh bour hood	Nei b hood	_____	_____
o ppor tu ni ty	o p Choo n tii	_____	_____
o ppo si shn	o p Zi shn	_____	_____
pho to gra pher	f To gr f	_____	_____
po li ti cal	p Li ti kl	_____	_____
po pu la ri ty	po py La r tii	_____	_____
po se ssion	p Ze shn	_____	_____
pro ce ssor	Preu se s	_____	_____
pro fe ssor	pr Fe s	_____	_____
rea da ble	Ree d bl	_____	_____
re gu lar ly	Re gy l lii	_____	_____
re pe ti tive	ri Pe t tiv	_____	_____
re vo lu tio na ry	re v Loo sh n rii	_____	_____
spee do me ter	spee Do mi t	_____	_____
su per mar ket	Soo p mar kit	_____	_____
sur pri sing	s Prai zing	_____	_____
to ge ther ness	t Ge th ns	_____	_____
to mat to	t Mar teu	_____	_____
wa sha ble	Wo sh bl	_____	_____
wa ter proof	Wor t proof	_____	_____

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Lesson 4 – vc Sound Connections – Further Study

The following words all have only vc and friendly consonant sound connections – n, m, and ng . Write your own examples in the right-hand columns:

Regular spelling:	NEA spelling:	Regular spelling:	NEA spelling:
a ccoun tant	uh Kaun tnt	_____	_____
am bu lance	Am by lns	_____	_____
can ce lla tion	kan s Lei shn	_____	_____
co mmen ta tor	Ko men tei t	_____	_____
de ten tion	d Ten shn	_____	_____
e mer gen cy	i Mer jn sii	_____	_____
im pe ne tra ble	im Pe n tr bl	_____	_____
im po ssi ble	im Po s bl	_____	_____
main te nance	Mein t nns	_____	_____
moun tai nee ring	maun t Niy ring	_____	_____
o ccu pa tion al	o ky Pei sh nl	_____	_____
pan de mo nium	pan d Meu niym	_____	_____
re pre sen ta tive	re pr Zen t tiv	_____	_____
sen ti men tal	sen t Men tl	_____	_____
un ne ce ssa ry	un Ne s se rii	_____	_____

We can put these words together to make phrases with only vc sound connections, e.g.

An im po ssi bly cha ri ta ble A me ri can pro fe ssor can ce lling is an e mer gen cy!

Can you think of any more? Write your own phrases below:

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Lesson 5:

Practice and Analysis of Results

Lesson 5:

Praktis n Na l si s vr Zl_s

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Lessons 5 – Practice and Analysis of Results

After completing the **theory** in Lessons 1-4, it is time for students to **practise** what they have learned so far. This pack contains materials for practising this method in a practical, step-by-step way. Students can repeat this practise material as often as they wish – either at home or in the classroom. If you have time for a six-lesson course, you could do Lessons 1-4, then two practice and evaluation lessons. Or there might be time for more practice lessons – it depends on how you organise your course. You could do the practise and evaluation in one lesson – if you have a fairly long session – or do the practice in one lesson and evaluate your results in the next, alternating each time.

Contents:

Page 1: Practice Page 1 – Blank

This page contains the main activity for practising the method studied during Lessons 1-4.

Page 2: Practice Page 1 – Example

This is an example of a completed Practice Page 1.

Page 3: Practice Page 1 – Syllable by Syllable (Notes for Students)

This is an analysis of the work done during the example Practice Page 1 activity.

Page 5: Cut-Up NEA Sentence – Example

The Cut-Up NEA Sentence activity provides a way of analysing the final syllable by syllable version of the sentence that students create during the Practice Page 1 activity. On this page you can see an example of the finished sentence from the Practice Page 1 example. The blank template is on the following page. You could cut up the cards, mix them up, and get students to put the sentence in order, sounding out each syllable as they go. They could count how many sounds are in each syllable, and decide whether the syllable starts and ends with a vowel or consonant. There is a section at either edge of each card which students can shade in if the adjacent sound is a consonant, and leave blank if the sound is a vowel sound. This helps students to notice the cv structure of the perfect syllable (it starts with a consonant sound and ends with a vowel sound), and the role friendly consonant sounds play – these syllable cards are the only ones which are shaded on both ends.

Page 6: Cut-Up NEA Sentence – Blank

A blank template for you to use with the sentences that students generate while using Practice Page 1.

Page 7: Practice Page 1 – Notes for Teachers

These notes offer general guidance for using the Practice Page 1 activity.

Page 10: Practice Page 2 – Blank

This is an alternative way of practising the method. It covers the same ground as Practice Page 1, but in a slightly more clinical and analytical way. Students could use both practice pages, or choose the one that they prefer.

Page 11: Practice Page 2 – Instructions

These instructions are for students to follow as they work through the Practice Page 2 activity.

Page 12: Practice Page 2 – Example

This is an example of a completed Practice Page 2.

Page 13: Practice Page 2 – Example (Notes)

This is an analysis of the work done during the example Practice Page 2 activity.

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IMPORTANT!
At each stage, **sound out**
the individual phonemes,
words, and sentences!

Practice Page 1

1. a) Write a word or phrase in each box below, on the topic of:

person

thing

topic

place / person / time

b) Underline the stressed syllable in each word or phrase

2. a) Write each word/phrase using the New English Alphabet. Check unstressed syllables for reduction

Per sn #
phonemic IDs

Tting #
phonemic IDs

Pleis / Per sn / Taim #
phonemic IDs

b) Write the number of phonemes the word contains on the right

c) Write the ID number of each phoneme, using the New English Alphabet handout

d) Which letters from the normal spelling (in 1.) are not pronounced? Cross them out

3. a) Add a main verb and function words to make a simple sentence in:

verb form

simple sentence (normal spelling)

b) Find the content words and underline the stressed syllable in each one

c) Write the sentence again, syllable by syllable (where possible, use **vc** sound connections)

simple sentence (normal spelling) – syllable by syllable

notes: sound connections

d) Mark the sound connection between each pair of syllables: **vc**, **cv**, **vv**, or **cc**

e) Circle the **vc** sound connections – these are easy to pronounce :o)

f) Circle connections with friendly consonant sounds **n**, **m**, **ng**, and **l** – these are easy too!

4. a) Make notes about each problem sound connection. Consider what usually happens, i.e.

vc = OK – easy to pronounce

cv = Final Consonant Linking (FCL)

vv = Intrusion with **y**, **w**, or **r**

cc = Elision, Glottal Stop, Assimilation, or FCL

b) Can we shorten any syllables with contractions? Cross out the unnecessary letters

c) Are there any function words that have weak forms? If there are, circle them

5. a) Write the sentence syllable by syllable using the New English Alphabet:

simple sentence (NEA spelling) – syllable by syllable

b) Circle the vowel sound on each stressed syllable to find the **sound spine**

6. Introduce some “wh” question words to make sentence blocks, e.g. what, where, when, etc.

Talk a Lot

Foundation Course

IMPORTANT!
At each stage, **sound out**
the individual phonemes,
words, and sentences!

Practice Page 1 – Example

1. a) Write a word or phrase in each box below, on the topic of:

FOOD

chef

potatoes

saucepan

b) Underline the stressed syllable in each word or phrase

2. a) Write each word/phrase using the New English Alphabet. Check unstressed syllables for reduction

Shef

3

p Tei teuz

6

Sor spn

5

36, 10, 16

33, 37, 12, 37, 15, 47

35, 31, 35, 33, 27

b) Write the number of phonemes the word contains on the right

c) Write the ID number of each phoneme, using the New English Alphabet handout

d) Which letters from the normal spelling (in 1.) are not pronounced? Cross them out

3. a) Add a main verb and function words to make a simple sentence in:

present continuous

The chef is boiling some potatoes in a saucepan.

b) Find the content words and underline the stressed syllable in each one

c) Write the sentence again, syllable by syllable (where possible, use **vc** sound connections)

The chef is boi ling some po ta toes in a sau cepan.

vc cv cc vc cc cc vc vc cv cv vc vc

FCL FCL (contraction)

FCL FCL

d) Mark the sound connection between each pair of syllables: **vc**, **cv**, **vv**, or **cc**

e) Circle the **vc** sound connections – these are easy to pronounce :o)

f) Circle connections with friendly consonant sounds **n**, **m**, **ng**, and **l** – these are easy too!

4. a) Make notes about each problem sound connection. Consider what usually happens, i.e.

vc = OK – easy to pronounce

cv = Final Consonant Linking (FCL)

vv = Intrusion with **y**, **w**, or **r**

cc = Elision, Glottal Stop, Assimilation, or FCL

b) Can we shorten any syllables with contractions? Cross out the unnecessary letters

c) Are there any function words that have weak forms? If there are, circle them

5. a) Write the sentence syllable by syllable using the New English Alphabet:

th She l Fsboy ling sm p Tei teu zi n Spl spn.

b) Circle the vowel sound on each stressed syllable to find the **sound spine**

6. Introduce some “wh” question words to make sentence blocks, e.g. what, where, when, etc.

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Practice Page 1 – Syllable by Syllable (Notes for Students)

The original words (NEA spelling): Shef p Tei teuz Sor spn

The simple sentence (NEA spelling): th She Fsboi ling sm p Tei teu zi n Sor spn.

- *To guarantee vc sound connections, each syllable should start with a consonant sound and end with a vowel sound – or one of the friendly consonant sounds, **n, m, ng, or l***
- *Don't forget that a sound on its own will have an embedded Schwa sound at the end, e.g. th, p, and n in this sentence*

th

This syllable represents the weak form of “the”. There is no written vowel sound – the Schwa sound at the end is embedded.

She

This syllable is written with a capital letter because it is a stressed syllable. The stressed vowel sound is e . The final consonant sound of the word “chef” – f – moves forward to start the next syllable, leaving a vc sound connection. The “ch” in the written spelling is misleading to students, because we usually associate it with the ch sound in “cheese”, rather than the sh in “ship”.

Fsboi

The three consonant sounds at the beginning of this syllable may look rather strange on the page, but it's natural for an English native speaker to dump consonants at the beginning of a syllable, so that a vc sound connection can be made. This syllable is stressed, so it starts with a capital letter and contains a stressed vowel sound – the diphthong oy .

ling

This is an unstressed syllable. We know from Lesson 3 that suffixes are not usually stressed, e.g. the “ing” in “boiling”. This syllable finishes with a friendly consonant sound – ng – which gives us a smooth transition to the first sound of the next syllable – the consonant sound s .

sm

This syllable represents the weak form of “some”. It is unstressed, so there isn't a vowel sound, apart from the Schwa sound which occurs naturally in the middle between the two consonant sounds when I say them together.

p

This is another unstressed syllable. There isn't a written vowel sound, although we automatically add a Schwa sound after saying this syllable out loud.

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Practice Page 1 – Syllable by Syllable (Notes for Students)

Tei

This is a stressed syllable, so it starts with a capital letter. It contains the stressed vowel sound *ei*, which is one of four stressed vowel sounds – the most important sounds in the sentence.

teu

This is an unstressed syllable. Although the vowel sound *eu* is a diphthong, it is unstressed. The final consonant sound *z* from the original word *p Tei teuz* is lost from this syllable, moving forward to begin the next syllable, which makes a *vc* sound connection instead of the former *cv* sound connection: *teu zin* instead of *teuz in*. The *vc* sound connection is much easier to pronounce.

zi

This is an unstressed syllable. The vowel sound *i* is nice and short, making it easy to pronounce quickly.

n

This is an unstressed syllable. There is no written vowel sound, but there is an embedded Schwa sound which provides the sound representing the word “a” – *uh*.

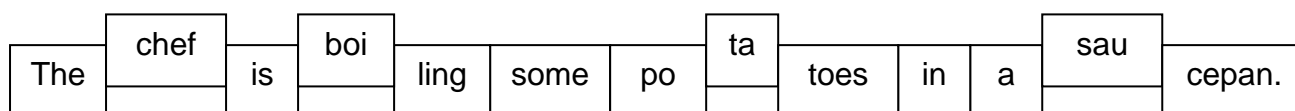
Sor

This is a stressed syllable, so it begins with a capital letter. It contains the stressed vowel sound *or* – one of the four most important sounds in the sentence. The letter “r” in the phonetic spelling of the sound *or* is part of the vowel sound, and therefore not pronounced as the consonant sound *r*. The final consonant sound *s* from the first part of the original word – *Sors* (“sauce”) – leaves this syllable and moves forward to start the next one, making a *vc* sound connection instead of a *cc* one: *Sor spn* instead of *Sors pn*. This *vc* sound connection is much easier to pronounce.

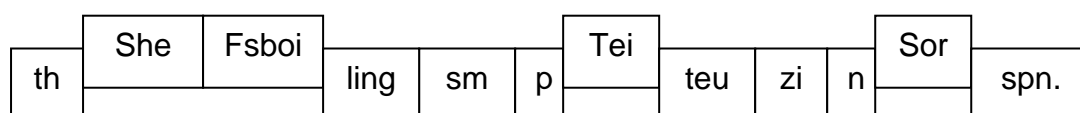
spn

This is an unstressed syllable. The only vowel sound is the Schwa sound, which is made naturally when we pronounce *p* and *n* together. The unstressed syllable makes the other syllable in the word – the strong-stressed syllable – much stronger and more prominent.

The sentence at stage 3. c). Stressed syllables are raised:



The sentence at stage 5. a). Stressed syllables are raised:



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Cut-Up NEA Sentence – Example

Instructions: each card shows the sounds of one syllable from this sentence. **Sound out** each syllable, then put the cards in order.

The chef is boiling some potatoes in a saucepan.

th She Fsboy ling sm p Tei teu zi n Sor spn.

	A	B	C
1	spn	n	teu
2	ling	Fsboy	She
3	zi	p	Sor
4	Tei	th	sm

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Cut-Up NEA Sentence – Blank

Instructions: each card shows the sounds of one syllable from this sentence. **Sound out** each syllable, then put the cards in order.

✂

simple sentence (normal spelling)

simple sentence (NEA spelling – syllable by syllable)

	A		B		C	
1						
2						
3						
4						

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Practice Page 1 – Notes for Teachers

1. a) The student could choose any topic, e.g. Food, Transport, Shopping, Books, etc. They think of a person, thing, and place / person / time connected with the topic.

b) The student could use a dictionary to find out what the stressed syllables are – or they could use logic, e.g. we know that suffixes are usually unstressed. If a word has more than one syllable, the syllable break should occur after a vowel letter. This is to ensure a **vc** (vowel to consonant) sound connection – apart from if the final sound of a syllable is *n, m, ng, or l*, which are friendly consonant sounds that blend well with other consonant sounds.

2. a) We're starting off in a fairly easy way with the New English Alphabet (NEA), by asking the student to figure out individual words, before having to deal with how connected speech can change the original form of each word.

b) The aim is to get the student thinking about a word as a group of individual phonemes (sounds). They become aware that some phonemes are written with one letter (e.g. *e*), some with two letters (e.g. *sh*), and a few with three letters (e.g. *auw*).

c) Here the student should refer back to the NEA chart from Lesson 2. It will help them to focus on which sound each Phonemic ID represents.

d) The student should compare the original spelling – the written version – with the NEA spelling – the spoken version. The NEA spelling shows which sounds are used. The student should note the differences between the original spelling, which will probably *not* represent the sounds needed to say the word, and the phonetic spelling, which will. This inconsistency is one of the main causes of pronunciation errors, with students attempting to pronounce the sounds of the letters in the word as they understand them, rather than the actual sounds in the word, as seen in the phonetic spelling.

3. a) This exercise helps the student to understand that content words (e.g. person, main verb, thing, and place) are the main building blocks in the sentence, and as such have one strong stress each, while the function words act like glue holding them together. The student has to think about grammar, by choosing a tense (or using one that is given) to make the sentence. The sentence should have a maximum of twelve syllables – the longer the sentence, the more work to do! The teacher should check the sentence for grammatical errors before the student continues.

b) This is a repeat of 1. b), reinforcing the idea of stress in content words – with the addition of finding the stressed syllable in the main verb, which was added by the student.

c) Here the student has to write the sentence syllable by syllable using normal spelling. This reinforces one of the main concepts of this work – that we speak syllable by syllable, not word by word. As in 1. b), above, if a word has more than one syllable, the student should ensure that the syllable break occurs after a vowel letter or *n, m, ng, or l*. This will make it easier to write the NEA version in stage 5. a).

d) The sound connections between syllables are really vital to deciding which features of connected speech to use – so it is really important to get the syllable breaks right (see above).

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Practice Page 1 – Notes for Teachers

e) and f) Here we can see which sound connections are easy to pronounce, i.e. vc connections, and cc connections where the final sound of the first syllable is n, m, ng, or l. After this stage we are left with only problematic sound connections, which we need to change using connected speech techniques.

4. a) At this point the student tries to think of ways to change the problematic sound connections into vc sound connections, using what they know about each kind of sound connection and connected speech techniques. They could note down their ideas. For example, they have learned that cv usually results in Final Consonant Linking (FCL), and that vv results in Intrusion. cc sound connections are more difficult to work out, because there are four ways to deal with them. The student should sound out the syllables in question, listening to what happens at each sound connection. They could also remember that a cc sound connection with t or d at the end of the first syllable will probably result in Elision and a Glottal Stop. This is not always the case, but it's likely.

b) Here the students needs to check whether there are any contractions, i.e. whether there are two function words that could become one, e.g. "we are" could change to "we're", removing the problematic vv sound connection. If there are any contractions, the student should cross out the unnecessary letters, and update the written record of the sound connections.

c) This is to remind the student to look for weak forms of function words in the sentence, e.g. "to" is likely to be pronounced t (weak form), rather than too (full form) – except at the end of the sentence. The student should circle any words that have weak forms.

5. a) Finally the student needs to put together what they have learned about the sentence – the stress, sounds, and effects of connected speech – to produce the NEA version of the sentence, which will reveal each element in a very clear way. The student should note how the vowel sounds on the unstressed syllables are mostly Schwa sounds...

b) ...which is in marked contrast to the stressed syllables, which contain strong and clear vowel sounds. The student circles the stressed vowel sounds to reveal the sound spine – the most important sounds in the sentence.

At each stage the student should be sounding out the individual phonemes and words in the sentence. Now that they have the "finished product" – the NEA spelling of the sentence that they have created – they need to practise saying the sentence – slowly at first – sounding out each sound in each syllable, then getting faster, and putting stress on the stressed syllables, until they are speaking at regular speed.

6. The last stage is optional, integrating the work on pronunciation with a grammar activity from the Talk a Lot books – sentence block building. The student uses the sentence they have made to create a new sentence block, with any 'wh' question word – or one that they are given. For example, if the student has produced the sentence: "Peter went for a walk in the park last night." the teacher could give the question word "who" and the student would start building the sentence block:

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Practice Page 1 – Notes for Teachers

- Peter went for a walk in the park.
- Who went for a walk in the park?
- Peter did.
- Did Peter go for a walk in the park?
- Yes, he did. ... etc.

With this sentence you could also give the question words: “what” (x2), “where”, and “when”.
(See any Talk a Lot book for more information about sentence blocks.)

The student can reflect on the whole activity with great satisfaction. From their original topic and the three original words that they provided, they have been able to build their own sentence, and figure out how to pronounce it correctly using connected speech, then create their own sentence block activity. Out of nothing, the student has initiated and completed an in-depth and enjoyable language activity, practising speaking, listening, vocabulary, and grammar skills to achieve a highly satisfying outcome.

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Practice Page 2

Getting from Written English to Spoken English

_____	words
_____	syllables
_____	glottal stops: _
_____	schwa sounds: uh

1. & 2. Written English: _____

6.																			
5.																			
3.																			
4.																			
7.																			
12.																			
13.																			
8.																			
9.																			
10.																			
11.																			
15.																			
14.																			
16.																			

Notes: _____

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IMPORTANT!
At each stage, **sound out** the individual phonemes, words, and sentences!

Practice Page 2 – Instructions

1. Write a short sentence, or part of a sentence (“Written English”). About 8-10 syllables will be fine.
2. Check grammar, vocabulary, and comprehension. Write the number of words and syllables.
3. Write the sentence to show the separate syllables (“Syllable by Syllable” version).
4. Underline the content words.
5. Mark the stressed syllable in each content word with a stress mark: ' ˈ
6. Mark the vowel sound on each stressed syllable using the NEA.
7. Mark the sound connection between each pair of syllables – vc, cv, vv, or cc. Circle vc sound connections – they are easy to pronounce.
8. Identify any friendly consonant sounds at the end of syllables: n, m, and ng. Mark them with an F and circle the sound connections.
9. Identify any l sounds at the end of syllables. Mark with an L.
10. Identify any glottal stops ʔ by looking for t and d sounds at the end of syllables. Mark each one with an underscore symbol ʔ and write how many there are.
11. Notice any possible places for contractions. Mark them with a C. Look for weak forms of function words. Identify any schwa sounds. Mark each one with uh and write how many there are.
12. Mark which Features of Connected Speech we need to use (see below).
13. Write the missing or new sounds using the NEA, e.g. ei or sh , etc.
14. Write the “Spoken English” version of the sentence – syllable by syllable – using the NEA, with a capital letter at the beginning of each stressed syllable.
15. Mark each stressed syllable with a stress mark ' ˈ , as 5. above.
16. Mark the new sound connections, which should now be either vc or F.
17. Practise saying the “Spoken English” version out loud, with the stresses. Slowly at first, then getting faster.
18. Repeat this process often with different sentences, or parts of sentences, until you learn this method. You will begin to see the same patterns occurring.

Sound Connections:

vc	vowel sound to consonant sound	>
cv	consonant sound to vowel sound	>
vv	vowel sound to vowel sound	>
cc	consonant sound to consonant sound	>

Result (Features of Connected Speech):

OK	– easy to pronounce. No change required!
FCL	Final Consonant Linking
I	Intrusion
E	Elision
G	Glottal Stop
A	Assimilation
FCL	Final Consonant Linking

Description:

The final consonant sound of the first syllable becomes the first sound of the next
A new consonant sound appears – y, w, or r
A sound disappears, e.g. t or d from the end of a syllable
A very short gap, represented by ʔ . This replaces the missing sound
A sound changes, e.g. l changes to w
See above

Other Features of Connected Speech:

- F** = friendly consonant sounds: n, m, ng, and l
C = Contraction: a phrase is shortened, e.g. “do not” > “don’t”

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Practice Page 2 – Example

Getting from Written English to Spoken English

7 words
 9 syllables
 0 glottal stops: _
 4 schwa sounds: uh

1. & 2. Written English: The man with the umbrella was late.

6.			a						e					ei			
5.			'						'					'			
3.	The		man		with		the		um		bre		lla		was		late.
4.	_____																
7.		vc		cc		cc		vv		cc		vc		vc		cc	
12.						E		I								FCL	
13.						th		y									
8.				F						F							
9.																	
10.																	
11.	uh								uh				uh		uh		
15.																	
14.	th		Man		wi		thii		ym		Bre		l		w		Zleit.
16.		vc		F		vc		vc		F		vc		vc		vc	

Notes:

2 x th = duplicate sounds, so get rid of the first

th changes to thii when it meets a vowel sound

Final NEA version of the sentence:
th Man wi thii ym Bre l w Zleit.

vowel sound o is replaced by a schwa sound

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Practice Page 2 – Example (Notes)

There are no syllables that end with l in this sentence, so the boxes on line 9. stay blank.

10. In this sentence there are no sound connections which require the use of a glottal stop, so the boxes on line 10. stay blank too.

11. The aim at this stage is to reduce the function words using contractions and weak forms.

Contractions: in this sentence there are no words which can be combined with a contraction, so we don't need to write C in any of the boxes on line 11. This is because the verb form is past simple, rather than, for example, present continuous, where there would be a place for a contraction (e.g. "She is" could change to "She's", and so on).

Weak forms: in this sentence there are four syllables where the vowel sound should be a schwa sound uh rather than a strong vowel sound, e.g. e or u . They are: "The", "um", "lla", and "was". For the monosyllabic function words "the" and "was" we use the weak form of each word (see Lesson 3). The word "umbrella" is stressed in the middle, so to make this stress stronger we have to reduce the syllable on either side: "um" and "lla". If we use the full form of each of these syllables, e.g. um bre lar then each syllable will be stressed, making it difficult for the listener to hear the stressed vowel sound, which is vital for forming the sound spine.

12. and 13. Here we need to focus on the three problematic sound connections. In the first one – "with the" – which is a cc sound connection, we can see two occurrences of the same sound th – which we can call a duplicate sound. With duplicate sounds we simply remove the first one using Elision, so here we need to remove th from the end of "with" to make the vc sound connection wi thii . We make a note of the removed sound on line 13.

The next problematic sound connection is "the um", which is a vv sound connection, so we have to use Intrusion. Say the first syllable – thii – and hold the vowel sound. What consonant sound comes naturally at this point – y, w, or r ? Of course, y comes naturally at the end of thii – because our mouth and tongue are in a good position to pronounce it, so we insert a consonant sound y between the two vowel sounds to make the vc sound connection. We note down the new sound on line 13. Incidentally, we cannot use the weak form of "the" here, i.e. th , because we should always use the longer form thii when the next sound is a vowel sound.

The final problematic sound connection is "was late", which is a cc sound connection, so we have four options (see instructions on P.11). Try saying this phrase out loud again and again – slowly at first, then getting faster and faster. Let's use a process of elimination. Should we use Elision and a Glottal Stop? Is there a t or d sound at the end of the first syllable? No. Do we need to change the s sound? No, because it glides nicely into the next consonant sound. We simply need to move the s forward so that it begins the next syllable instead of ending the first. We use FCL – Final Consonant Linking. There are no removed or new sounds to write on line 13, so we leave the space blank.

14. At this stage we take everything that we have learned about the phrase or sentence so far and try to write it how it sounds, using the NEA. This will let us see the difference between the original written version (the "word by word" version that has familiar spelling) and the "syllable

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Practice Page 2 – Example (Notes)

by syllable” version, which is a written record of how we actually speak. (See Lesson 2 for more about using the NEA.)

15. This step is the same as step 5, above. It is repeated on purpose to remind you at this moment of the importance of the stressed syllables in the sentence.

16. This is the magical part where you can see clearly that all of the sound connections are now either vc or friendly consonant sound connections. It is like the moment when the magician pulls a rabbit out of a hat and says to the audience “Ta daaa!” Through the use of connected speech, you have ironed out all the lumps and bumps in the sentence – the problematic sound connections which stop you from sounding natural – and ended up with a sequence of syllables which are easy to pronounce together in fast speech, and within which the sound spine rings out loud and clear, thanks to the process of stress and reduction.

17. You should have been “sounding out” the phonemes and words as you went along. When you have the finished product – the NEA spelling of the phrase or sentence – the sound spelling – you should practice saying it again and again, syllable by syllable – starting off slowly (even pronouncing each syllable separately, in or out of sequence) then gradually getting faster and faster.

18. The more often you practise this way of getting from written English to spoken English, the more comfortable you will become with it, because you will see that the same patterns repeat again and again. For example, the phrase “to the” in both of the following sentences will always be pronounced with weak forms in exactly the same way – t th .

I went to the shop...

ai Wen_ t th Shop...

Jo ran to the car...

Jeu Ran t th Kar...

and so on. Practice makes perfect! The more often you practise a skill, the better you will become at using it.

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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 1,500 photocopiable worksheets for learning English. This is his eleventh book. In 2002 he launched English Banana.com, which has become a hugely popular English language learning resource website.



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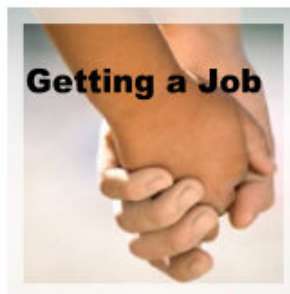
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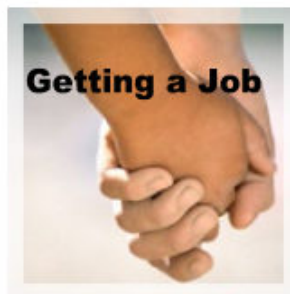
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...and a very warm welcome to the first **Talk a Lot** course book for intermediate level! Following the great response to the first three elementary level books (750,000+ downloads and counting!) this book has been specially designed to help English 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** –

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- 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! English Banana.com 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 English Banana.com, please feel free to contact me at: info@englishbanana.com

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

All the best,

Matt Purland, Ostróda, Poland (28th July 2011)

*P.S. Don't forget that you can use our **Free Copying Licence** and **Free Licence to Run Courses** with this book – and all English Banana.com books! For full details, see PP.v-viii.*

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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:

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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
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Phrasal Verbs:

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45	200 Top Phrasal Verbs in Spoken English Today – Main List
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51	Eat Up Your Phrasal Verbs! – 50+ Great Activities for Practising Phrasal Verbs
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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
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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

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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 <http://www.englishbanana.com/talkalot/>

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*.

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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*.

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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*.

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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

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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:

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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 on English Banana.com:

- 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)

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- 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).

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- 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 on English Banana.com:

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*.

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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.

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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.

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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

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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.

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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.**

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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.]

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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.]

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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!**"

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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.

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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.]

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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:

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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/	dish	/dɪʃ/	8. /iː/	three	/θriː/
2. /æ/	bat	/bæt/	9. /ɑː/	star	/stɑː/
3. /ɒ/	sock	/sɒk/	10. /ɔː/	ball	/bɔːl/
4. /ʊ/	pull	/pʊl/	11. /uː/	shoot	/ʃuːt/
5. /ə/	shoulder	/'ʃəʊl.də/	12. /ɜː/	shirt	/ʃɜːt/
6. /e/	leg	/leg/	13. /ʌ/	cup	/kʌp/
7. /i/	happy	/'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/	bag	/bæg/	37. /r/	road	/rəʊd/
25. /g/	glass	/glɑːs/	38. /w/	week	/wiːk/
26. /v/	van	/væn/	39. /j/	yoghurt	/'jɒg.ət/
27. /t/	taxi	/'tæks.i/	40. /m/	music	/'mjuzɪ.zɪk/
28. /d/	dice	/daɪs/	41. /n/	nurse	/nɜːs/
29. /θ/	thousand	/'θaʊ.zənd/	42. /ŋ/	ring	/rɪŋ/
30. /ð/	brother	/'brʌð.ə/	43. /l/	lake	/leɪk/
31. /p/	pig	/pɪg/	44. /f/	frog	/frɒg/
32. /k/	kit	/kɪt/	45. /z/	zip	/zɪp/
33. /s/	snow	/snəʊ/	46. /ʒ/	revision	/rɪ'vɪʒ.ən/
34. /ʃ/	shop	/ʃɒp/	47. /dʒ/	jam	/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.

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Lesson Material

Talk a Lot

Spoken English Course

Intermediate Book 1



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Spoken English Course

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Unit 1: Hotel



by Matt Purland

Practise...

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- *sentence building with 8 intermediate-level verb forms*
- *connected speech*
- *International Phonetic Alphabet (IPA)*
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Spoken English Course

Intermediate Book 1

Unit 1: Hotel



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

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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

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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

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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 <http://www.englishbanana.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

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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" (2nd), "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:

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

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 ----- ✂ -----

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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 >

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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 >

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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!

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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

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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

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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!

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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:	pizza	restaurant	opened	time
2 no. of syllables:	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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

10 example(s) with IPA: _____

3 suffixes: _____

3 compound nouns: _____

7 connecting sounds:

8 features of connected speech:

cc	consonant sound to consonant sound
cv	consonant sound to vowel sound
vc	vowel sound to consonant sound
vv	vowel sound to vowel sound

GLACIER:		Contraction	a word is shortened
Glottal stops	an empty space without sound /ʔ/	Intrusion	a new sound appears – /j/, /w/, or /r/
Linking	syllables connect together	Elision	a sound disappears
Assimilation	a sound changes	R-linking	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:	pizza	restaurant	opened	time				
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:	The		will've		by		the	
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:	W			W		W	W	
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.bɑ: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:

cc	consonant sound to consonant sound
cv	consonant sound to vowel sound
vc	vowel sound to consonant sound
vv	vowel sound to vowel sound

GLACIER:		Contraction	a word is shortened
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Linking	syllables connect together	Elision	a sound disappears
Assimilation	a sound changes	R-linking	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:

cc	consonant sound to consonant sound
cv	consonant sound to vowel sound
vc	vowel sound to consonant sound
vv	vowel sound to vowel sound

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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: W W W

8 features of C.S.:

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:

cc	consonant sound to consonant sound
cv	consonant sound to vowel sound
vc	vowel sound to consonant sound
vv	vowel sound to vowel sound

GLACIER:		Contraction	a word is shortened
Glottal stops	an empty space without sound /ʔ/	Intrusion	a new sound appears – /j/, /w/, or /r/
Linking	syllables connect together	Elision	a sound disappears
Assimilation	a sound changes	R-linking	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. dinner	2. arrival	3. receptionist	4. complaint
5. cancellation	6. communication skills	7. sauna	8. wake up call
9. hospitality	10. room service	11. food hygiene	12. complimentary newspaper
13. vegetarian	14. restaurant	15. hotel	16. continental breakfast
17. lunch	18. swipe card	19. refund	20. housekeeper
21. sous chef	22. business trip	23. reservation	24. morale
25. eye contact	26. bouncer	27. waiter	28. catering assistant
29. facilities	30. en-suite bathroom	31. vacancy	32. welcome
33. fitness suite	34. maid	35. bed and breakfast	36. holiday rep
37. chef	38. spa	39. duty manager	40. departure

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Discussion Words (with the IPA)

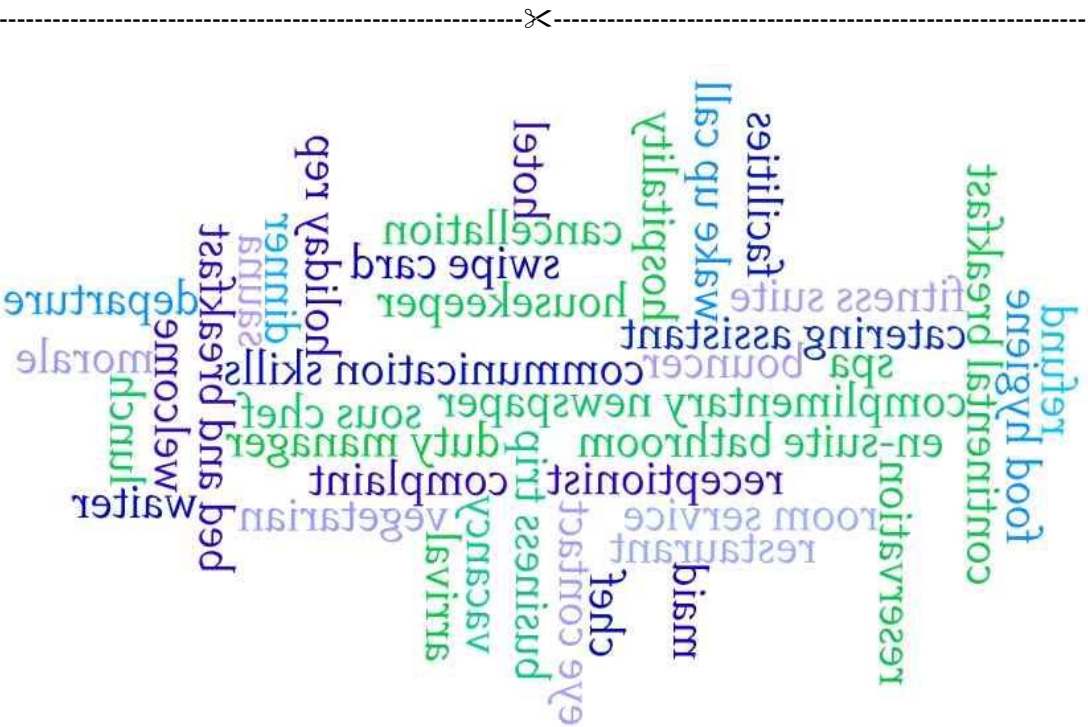
/ˈdɪn.ə/	/əˈraɪ.vəl/	/rɪˈsep.ʃə.nɪst/	/kəmˈpleɪnt/
/kæn.səˈleɪ.ʃən/	/kə.mjuː.nɪˈkeɪ.ʃən.skɪlz/	/ˈsɔː.nə/	/ˈweɪ.klɑp.kɔːl/
/hɒs.pɪˈtæ.lɪ.ti/	/ˈruːm.sɜː.vɪs/	/fuːdˈhaɪ.dʒiːn/	/kɒm.plɪˈmen.tə.ri.njuːz.pɛɪ.pə/
/ve.dʒəˈteə.rɪən/	/ˈres.tə.rənt/	/həʊˈtel/	/kɒn.tɪ.nen.təlˈbre.kfəst/
/lʌntʃ/	/ˈswaɪp.kɑːd/	/ˈriː.fʌnd/	/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.swiːt/	/meɪd/	/bed.ənˈbre.kfəst/	/ˈhɒ.lə.deɪ.rep/
/ʃef/	/spɑː/	/djuː.tɪˈmæ.nɪ.dʒə/	/dɪˈpɑː.tʃə/

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Talk a Lot

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Discussion Words – Visualisations



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Talk a Lot

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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) 2nd syllable, c) 3rd 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**, **departure**, **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**, **departure**; /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**.

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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 <http://www.englishbanana.com/talkalot>) 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 1st syllable: facilities, **communication** skills, **complaint**, **morale**, **arrival**. b) Words and phrases which have a weak stress schwa sound /ə/ on the 2nd 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 3rd syllable: **arrival**, **departure**, **housekeeper**, **receptionist**. d) Words and phrases which have a weak stress schwa sound /ə/ on the 4th syllable: **bed and breakfast**, **cancellation**, **catering** assistant, **complimentary** newspaper, **continental** breakfast, **reservation**. e) Phrases which have a weak stress schwa sound /ə/ on the 5th syllable: **communication** skills, **duty manager**. f) Phrases which have a weak stress schwa sound /ə/ on the 6th syllable: **catering** assistant, **continental** breakfast. g) Phrases which have a weak stress schwa sound /ə/ on the 8th 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.

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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

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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...

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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.

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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!"

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Talk a Lot

Hotel

Multi-Purpose Text

A Cultural Visit (Guess the Function Words)



Kathleen phoned h friend Samantha: "Yeah, w 'v just got back f Scarborough. W took little group o Italian students f t college o cultural visit. [Pause] No, w Amanda – one o m colleagues. smart lass, b ... well, oh gosh, d s n stop talking a work! My goodness! W booked quite nice hotel, b w w arrived i w absolutely grotty inside, s w decided t try somewhere else.



[Pause] Fine, fine, b t first couple o days i w awful. Rained cats a dogs! Day i a day o . Incessant, i w . [Pause] Well, w had t police o o t first night. Emilio a Lucio went f walk a didn't come back 'till a twelve. Said t b o practising t speaking skills i casino. Well... A w had little romance, y know.



Evelina a Rosa' b fighting over Paolo all week, a o Friday night a t disco Rosa finally won out! Poor lad. A o t second night got call f Dennis. H said h ' just b hit b bus! B bus! No, h w alright. I w miracle, think. B t bus w slightly damaged. A when got home found Rob mopping t floor – t floor a everything soaking wet.



The freezer' b quietly defrosting all day. Yeah, when h w o a work. Everything w ruined. S , a eventful week! [Pause] No, won't. No, no, won't go anywhere w Amanda again. No, w just didn't get on. T whole week s never stopped lecturing m a phrasal verbs. Nightmare, i w !"

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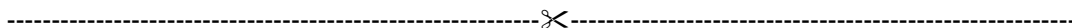
Talk a Lot

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.

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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

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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.

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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.

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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.

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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.

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20 Common English Idioms

1. to wine and dine sby	to take sby for a romantic meal	2. to cost an arm and a leg	to be very expensive
3. to welcome sby with open arms	to greet sby warmly	4. at [time] sharp	at this time precisely
5. to paint the town red	to celebrate by going to pubs/clubs	6. to be absolutely stuffed	to feel very full after eating
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."
9. to be taken for a ride	to be exploited for money	10. to wait for an eternity	to wait for a long time
11. to be open twenty-four seven	to be open 24 hours per day	12. to take care of sth	to fix a problem
13. to have a lot on your plate	to be very busy	14. "It's a small world, isn't it?"	"I'm surprised to meet you here."
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
17. to be starving	to be very hungry	18. to receive the VIP treatment	to get very good service
19. to be full of praise	to give lots of compliments	20. to be as sick as a dog	to vomit many times

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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 _____.

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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.

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20 Common English Phrasal Verbs

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

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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!

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

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20 Common English Slang Words and Phrases

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

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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?

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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*¹ 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*².
7. that is a person who you might want to avoid sitting next to on a long-haul flight.

¹ a cheap, low-quality café or restaurant

² both phrases are idioms that mean "overly self-important"

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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'gɑʊt/
3. splash out	L: (cv) changes to (vc)	/'splæ'ʃɑʊt/	13. turf out	L: (cv) changes to (vc)	/'tɜ:'fɑʊt/
4. eat out	L: (cv) changes to (vc)	/'i:'tɑʊt/	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:'kɑʊt/
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:'kɑʊt/
9. chill out	L: (cv) changes to (vc)	/'tʃɪ'lɑʊt/	19. look after	L: (cv) changes to (vc)	/'lʊ'kɑ:ftə/
10. throw up	I: (vv) changes to (vc)	/'θrəʊ'wʌp/	20. check out	L: (cv) changes to (vc)	/'tʃe'kɑʊt/

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:tʃə/

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'rɑ:l/
25.	eye contact	/'aɪ.kən.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...

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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?

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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 x 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

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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.

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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 | /'rɪː.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.

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Intermediate Book 1

Notes

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Spoken English Course

Intermediate Book 1



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Unit 2: Problems



by Matt Purland

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Spoken English Course

Intermediate Book 1

Unit 2: Problems



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

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- 60. Vocabulary Test + Lesson Test

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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*TM formula!
How

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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

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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 <http://www.englishbanana.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™* formula! / How could I lose weight fast? / With the latest *E-Z-Loss™* formula! / Could I lose weight fast with the latest *E-Z-Loss™* 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.

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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:

	WHAT	WHERE	WHEN	WHO	WHY	WHICH	HOW	Total:
1.	what (x2)			who (x2)				4
2.	what (x2) what kind			who	why			5
3.	what (x2)			whose				3
4.	what (x3)		when	who (2 nd)				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
Total:								33

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Problems

Sentence Blocks

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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*TM formula!

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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*TM formula!

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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!

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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!

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Problems

Connected Sentence Cards (Page 1/3)

<input type="text"/>	Polly's	<input type="text"/>	<input type="text"/>	been	<input type="text"/>	<input type="text"/>	considering	<input type="text"/>	<input type="text"/>	getting	<input type="text"/>
<input type="text"/>	a	<input type="text"/>	<input type="text"/>	divorce	<input type="text"/>	<input type="text"/>	from	<input type="text"/>	<input type="text"/>	Toby	<input type="text"/>
<input type="text"/>	for	<input type="text"/>	<input type="text"/>	quite	<input type="text"/>	<input type="text"/>	some	<input type="text"/>	<input type="text"/>	time.	<input type="text"/>
<input type="text"/>	Kev's	<input type="text"/>	<input type="text"/>	girlfriend	<input type="text"/>	<input type="text"/>	had	<input type="text"/>	<input type="text"/>	expected	<input type="text"/>
<input type="text"/>	to	<input type="text"/>	<input type="text"/>	get	<input type="text"/>	<input type="text"/>	a	<input type="text"/>	<input type="text"/>	little	<input type="text"/>
<input type="text"/>	gift	<input type="text"/>	<input type="text"/>	for	<input type="text"/>	<input type="text"/>	cleaning	<input type="text"/>	<input type="text"/>	Jackie's	<input type="text"/>
<input type="text"/>	kitchen.	<input type="text"/>	<input type="text"/>	Your	<input type="text"/>	<input type="text"/>	acne	<input type="text"/>	<input type="text"/>	will've	<input type="text"/>
<input type="text"/>	probably	<input type="text"/>	<input type="text"/>	cleared	<input type="text"/>	<input type="text"/>	up	<input type="text"/>	<input type="text"/>	before	<input type="text"/>
<input type="text"/>	the	<input type="text"/>	<input type="text"/>	school	<input type="text"/>	<input type="text"/>	prom.	<input type="text"/>	<input type="text"/>	If	<input type="text"/>
<input type="text"/>	Beccs	<input type="text"/>	<input type="text"/>	found	<input type="text"/>	<input type="text"/>	out	<input type="text"/>	<input type="text"/>	about	<input type="text"/>

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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

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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> TM	formula!		

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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 █

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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

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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!		

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Problems

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

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

1 function word:	of	the	were
------------------	-----------	------------	-------------

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

10 example(s) with IPA: _____

3 suffixes: _____

3 compound nouns: _____

7 connecting sounds:

8 features of connected speech:

cc	consonant sound to consonant sound
cv	consonant sound to vowel sound
vc	vowel sound to consonant sound
vv	vowel sound to vowel sound

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

cc	consonant sound to consonant sound
cv	consonant sound to vowel sound
vc	vowel sound to consonant sound
vv	vowel sound to vowel sound

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

2 no. of syllables:

1 function word:

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:

cc	consonant sound to consonant sound
cv	consonant sound to vowel sound
vc	vowel sound to consonant sound
vv	vowel sound to vowel sound

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

cc	consonant sound to consonant sound
cv	consonant sound to vowel sound
vc	vowel sound to consonant sound
vv	vowel sound to vowel sound

GLACIER:		Contraction	a word is shortened
Glottal stops	an empty space without sound /ʔ/	Intrusion	a new sound appears – /j/, /w/, or /r/
Linking	syllables connect together	Elision	a sound disappears
Assimilation	a sound changes	R-linking	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?ˈbiw.zwə'peɪ.di.miː.di.jʌ?.li.bi.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	biw
3	və	jʌ?	rɔː	bɪ	li
4	zðeɪ	zwə	di	re?	miː
5	djuː	dɪ			

Talk a Lot

Problems

Discussion Words

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

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Problems /'prɒ.bləmz/

Discussion Words (with the IPA)

/nɪ'glekt/	/dɪ'vɔ:s/	✂ /'fjuəl.bɪl/	/sɪb.lɪŋ'raɪ.vəl.rɪ/
/'prɒ.pre.ʃə/	/dɪ.sɪ'lu:zən.mənt/	/krɪ.mɪ.nəw're.kɔ:d/	/əʊ'bi:sə.ti/
/'ləʊn.lɪ.nəs/	/stju:.dən'tləʊn/	/'bɔ:.dəm/	/haɪ.ek.spe '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:.wɪ.said/
/brəʊ.kən'həʊm/	/ɪŋ'græ.tɪ.tʃu:d/	/kɒn.trə'se.pʃən/	/ə'dɪ.kʃən/
/'fju:.nə.rəl.ek. spen.səz/	/es.tɪ:'jaɪ/	/'gæm.blɪŋ/	/'tru:.wən.sɪ/
/rɪ'taɪə.mən?.həʊm/	/fɜ:'tɪ.lə.tɪ. tri:?.mənt/	/ju:.θə'neɪ.zɪə/	/ne.gə.tɪ've.kwə.tɪ/
/'æl.kə.hɒ.lɪzm/	/tʃaɪl'pɒ.və.tɪ/	/'æk.nɪ/	/'bʊ.li.jɪŋ/

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Talk a Lot

Problems

Discussion Words – Visualisations



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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) 2nd syllable, c) 3rd 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**;

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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 <http://www.englishbanana.com/talkalot>) 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 1st syllable: appearance, addiction. b) Words and phrases which have a weak stress schwa sound /ə/ on the 2nd 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 3rd 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 4th syllable: sibling rivalry, single parent, contraception, disillusionment. e) Words and phrases which have a weak stress schwa sound /ə/ on the 5th syllable: disillusionment, high expectations, negative equity. f) Words and phrases which have a weak stress schwa sound /ə/ on the 6th 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.”*

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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.

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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 (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 (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 (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		

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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 (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 (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.

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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.

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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.

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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.

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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	<u>uneasy</u>	(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	<u>Exasperated</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.

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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*.

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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.

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Problems

20 Common English Idioms

1. to have nothing to do with sby / sth	to avoid sby / sth completely	2. to play the property market	to invest in property
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
5. to pay through the nose	to pay too high a price	6. to pile on the pounds	to become fatter quickly
7. neither a borrower nor a lender be	don't take out or make loans	8. to give sby the boot	to end a romantic relationship with sby; to fire sby
9. to get / be up the duff	to become or be pregnant	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	12. to follow the crowd	to do what everybody else is doing
13. to give sby a second chance	to forgive sby and be friends with them again	14. to be worth your while [to do sth]	to profit more by doing sth than by not doing it
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
17. to have too much time on your hands	to have too much spare time	18. against all [the] odds	despite all obstacles and difficulties
19. on your own	alone; without anybody's help	20. "It's your own time you're wasting, not mine!"	"I get paid to teach, so if you misbehave, only you suffer."

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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 _____."

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

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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.

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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. I, you, he, she, it, we, they, etc.	break up	✓	✗	with somebody	over dinner
2.		bang up	✓	✓	a criminal / a prisoner	in prison / in jail
3.		take out	✓	✓	a loan / a mortgage	at the bank / online
4.		fit in	✓	✗	with a group / a class	at school / at work
5.		end up	✓	✗	alone / getting fired	if you’re not careful
6.		bunk off	✓	✗	school / a lesson	tomorrow
7.		pick up	✓	✓	an infection / a cold	at nursery / at the pool
8.		pass away	✗	-	-	in bed / peacefully at home
9.		get on	✓	✗	with somebody / friends	at school / at work
10.		knock up	✓	✓	his girlfriend / his partner	at his parents’ house
11.	a person or thing, e.g. the students, my sister, Max, the children, Sarah’s grandma, our good friends, etc.	make up	✓	✗	with somebody	in the staff canteen
12.		lash out	✓	✗	at sby / because...	at the nightclub
13.		set aside	✓	✓	some money / savings	for a rainy day**
14.		drop out	✓	✗	of school / of the concert	last week / for good
15.		sign on	✓	✗	the dole***	for two years
16.		stand up to	✓	✗	my boss / a bully	in the office / at school
17.		long for	✓	✗	a child / a holiday	all the time / every day
18.		give up	✓	✗	smoking / gambling	yesterday / forever
19.		rack up	✓	✗	some debts / a high score	over a period of time
20.		be on	✓	✗	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. 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
3. to get bladdered	(v.) to become very drunk	4. a zit	(n.) a spot [acne]
5. on the rock'n'roll	(rhyming slang) on the dole [claiming unemployment benefit]	6. to be in the red	(v.) to be in debt
7. Billy no-mates	(n.) a person who doesn't have any friends	8. a hoodie	(n.) a teenage hooligan; a hooded top
9. a junkie	(n.) a drug addict	10. a bookie	(n.) a betting shop; a person who works in a betting shop
11. a pushover	(n.) a person who is very easily persuaded / defeated	12. a minger	(n.) an unattractive person
13. hand-me-downs	(n. un.) second- hand items, usually clothes	14. a one-night stand	(n.) a date when two people have sex, but don't meet again
15. a coffin dodger	(n.) an old person who doesn't seem to be able to die	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	18. the pill	(n.) contraceptive tablets for women
19. a red bill	(n.) a letter from a utility company demanding payment which is overdue	20. mardy	(a.) grumpy because you can't have what you want

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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! Don't be such a _____.

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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) ¹	/'bæŋ'ʌp/	12. lash out	L: (cv) changes to (vc)	/'læʃ'ɔʊt/
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) ²	/'en'dʌp/	15. sign on	L: (cv) changes to (vc)	/'saɪ'nɒn/
6. bunk off	L: (cv) remains (cv) ³	/'bʌŋ'kɒf/	16. stand up to	L: (cv) changes to (cc) ⁴	/'stænd'ʌp.tu:/
7. pick up	L: (cv) changes to (vc)	/'pɪ'kʌp/	17. long for	L: (cc) remains (cc) ⁵	/'lɒŋ'fɔ:/
8. pass away	L: (cv) changes to (vc)	/'pɑ:sə'weɪ/	18. give up	L: (cv) changes to (vc)	/'gɪv'ʌp/
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:tʃɒn/

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

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

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

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

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

⁵ 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>
Children	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	
Teenagers	acne			a zit
	addiction		be on	a junkie
	appearance		dress up	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>
Adults	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	
Elderly People	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	/'piə.pre.ʃə/
10.	student loan	/st.ju:.dən'tləʊn/
11.	boredom	/'bɔ:.dəm/
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.fən/
23.	debt	/det/
24.	suicide	/'su:ɪ.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'nei.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?

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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

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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
- B)
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)
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.

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Spoken English Course

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Unit 3: Media



by Matt Purland

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Unit 3: Media



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

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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

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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

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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 <http://www.englishbanana.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.

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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" (2nd), "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:

	WHAT	WHERE	WHEN	WHO	WHY	WHICH	HOW	Total:
1.	what (x2)			who		which	how long	5
2.	what (x2)				why		how	4
3.	what (2 nd)		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 nd)	where	when	who	why	which		6
Total:								32

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----- ✂ -----

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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 >

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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

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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.	

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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

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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

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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.	

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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:

cc	consonant sound to consonant sound
cv	consonant sound to vowel sound
vc	vowel sound to consonant sound
vv	vowel sound to vowel sound

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

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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: 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:**

cc	consonant sound to consonant sound
cv	consonant sound to vowel sound
vc	vowel sound to consonant sound
vv	vowel sound to vowel sound

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

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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:	doorbell	something	on	background.
2 no. of syllables:	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

1 function word: **because** **there'd** **been** **in** **the**

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

10 example(s) with IPA: _____

3 suffixes: _____

3 compound nouns: _____

7 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

8 features of connected speech:

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

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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'nɑ:ɪ? .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:**

cc	consonant sound to consonant sound
cv	consonant sound to vowel sound
vc	vowel sound to consonant sound
vv	vowel sound to vowel sound

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

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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.

/ˈpæmˈseɪdlɑːsˈnaɪt̪.ðəʔ.ʃɪˈhæ.dənˈhɜː.ðəˈdɔː.bew.bɪ.kə.zðəʔ.bɪnˈsʌm.θɪŋˈd.nɪn.ðəˈbæʔ.kraʊnd/

	A	B	C	D	E
1	dlɑːs	nɪn	kə	bɪn	naɪt̪
2	ðə	hɜː	pæm	ɒ	sʌm
3	hæ	bæʔ	ðəʔ	bɪ	ðə
4	zðəʔ	dɔː	kraʊnd	ʃɪ	se
5	bew	θɪŋ	dən		

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Discussion Words

1. ratings	2. tabloid	3. web page	4. jingle
5. file sharing	6. advert	7. freesheet	8. channel
9. headline	10. box set	11. paparazzi	12. feature
13. presenter	14. censorship	15. competition	16. article
17. podcast	18. programme	19. streaming video	20. mobile
21. remote control	22. journalist	23. editor	24. HDTV
25. listener	26. data transfer	27. playlist	28. interactive content
29. reality TV	30. subtitles	31. convergence	32. show
33. gossip	34. bias	35. viewer	36. [Wi-Fi] device
37. digital radio	38. touchscreen	39. TV licence	40. sidekick

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Media /'mi:diə/

Discussion Words (with the IPA)

/'rei.tɪŋz/	/'tæ.blɒɪd/	/'weʔ.peɪdʒ/	/'dʒɪŋ.gəl/
/'faɪl.ʃeə.rɪŋ/	/'æd.vɜ:t/	/'fri:ʃɪt/	/'tʃæ.nəl/
/'hed.laɪn/	/bɒ'kset/	/pæ.pə'ræ.tsi/	/'fi:tʃə/
/prə'zen.tə/	/'sen.sə.ʃɪp/	/kɒm.pə'tɪ.ʃən/	/'ɑ:tɪ.kəl/
/'pɒd.kɑ:st/	/'prəʊ.græm/	/stri:mɪŋ'vi:di.jəʊ/	/'məʊ.baɪl/
/rɪ.məʊʔ.kən'trəʊl/	/'dʒɜ:.nə.lɪst/	/'e.di.tə/	/eɪtʃ.dɪ:ti:'vi:/
/'li.sə.nə/	/deɪ.tə'træns.fɜ:/	/'pleɪ.lɪst/	/ɪn.tə.ræk.tɪv 'kɒn.tent/
/ri'jæ.lə.ti.ti:vi:/	/'sʌb.taɪ.təlz/	/kɒn'vɜ:dʒəns/	/ʃəʊ/
/'gɒ.sɪp/	/baɪəs/	/'vju:.wə/	/'waɪ.fai.di.vaɪs/
/dɪ.dʒɪ.təl'reɪ.di.jəʊ/	/'tʌtʃ.skri:n/	/ti:'vi:lai.səns/	/'saɪʔ.kɪk/

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Discussion Words – Visualisations



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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) 2nd syllable, c) 3rd 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**; /iː/ **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.

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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 <http://www.englishbanana.com/talkalot>) 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 1st syllable: **presenter**. b) Words and phrases which have a weak stress schwa sound /ə/ on the 2nd 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 3rd 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 4th 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**.

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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.

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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 ¹ 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] ²	"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 ³ CHoonz chos by Lee" ⁴	Mark Pemberley Up Late
Saturdays @ 1 pm	off the air ("footy" ⁵)	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.

¹ brekkie is a slang word that means *breakfast*

² [sic] indicates that the spelling mistakes have been left in the text on purpose. Clearly Lee has problems with English

³ sik is a slang word that means *great*

⁴ this sentence means: "More great tunes chosen by Lee."

⁵ footy is a slang word that means *football*

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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.

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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 up</u>	
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 on</u> 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, <u>perhaps</u> , <u>even</u> to this <u>day</u> , is <u>still</u> ...	(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	<u>pickle-merchant's</u>	(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 |

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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."

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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.

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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.

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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!"

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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.

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20 Common English Idioms

1. to get in touch with sby	to contact sby	2. to have sth on in the background	to listen to sth, e.g. the radio, while doing sth else
3. to be glued to sth	to watch sth attentively	4. you can't win 'em all	you can't be successful in every activity
5. to wash your dirty linen in public	to use the media to fight a dispute that should be private	6. to take advantage of sby	to gain benefit from sby without giving anything in return
7. to be economical with the truth	to say just enough to be truthful, without giving full details	8. to get square eyes	to strain your eyes by looking at a screen for too long
9. to be all the rage	to be in fashion	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	12. to be in sby's pocket	to be paid by sby to be biased towards them
13. to break new ground	to do sth totally original	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	16. to get to the heart of the matter	to examine / discuss the most important part of sth
17. to take ages	to be a very long process	18. "I'd love to be a fly on the wall..."	"I'd love to be able to overhear sth without being seen"
19. to scrape [the bottom of] the barrel	to use an idea that is very unoriginal	20. to be [about] as much use as a chocolate teapot	to be useless

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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.

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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.

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20 Common English Phrasal Verbs

1. switch on ---	start	2. log in ---	enter
3. throw away ---	dispose of	4. tune into ---	deliberately watch or listen to
5. zoom in ---	enlarge	6. give away ---	offer freely
7. shut down ---	close	8. go after ---	pursue
9. trade up ---	upgrade	10. call in ---	phone a radio / TV show
11. get into ---	become a fan of	12. cut down ---	reduce intake
13. join in ---	participate	14. find out ---	discover
15. turn down ---	reduce the volume	16. listen to ---	hear in an active way
17. sell out ---	become unavailable due to high sales	18. catch up on -----	do sth that should have been done earlier
19. scroll down ---	move a page down, e.g. on a computer screen	20. turn over ---	change sides

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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! [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.

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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. 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 thing, e.g. the presenter, my sister, Peter, the television, my Auntie Ruth, 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.

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20 Common English Slang Words and Phrases

1. a Z-list celeb	(n.) a celebrity who isn't very famous	2. to catch [a show]	(v.) to watch, listen to, or attend a show
3. rolling news	(n. un.) continuous 24-hour TV news	4. lol	(acr.) acronym used in text messages: "laughing out loud"
5. a glossy	(n.) a quality magazine, usually for women	6. the Top 40	(n.) the forty best-selling music tracks or albums
7. the [goggle] box	(n.) the television	8. a couch potato	(n.) a lazy person who watches TV / plays video games a lot
9. a freebie	(n.) sth given away free with a product, e.g. a free DVD	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	12. "Put a sock in it!"	(phr.) "Be quiet!"
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
15. the telly	(n.) the television	16. a fanboy	(n.) a fan of a tech company who promotes their work
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
19. the Long Tail	(n.) a way for publishers to distribute more content for longer	20. the gutter press	(n.) low-quality tabloid newspapers

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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.

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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) ¹	/'faɪn'daʊt/
5. zoom in	L: (cv) changes to (vc)	/'zuːmɪn/	15. turn down	L: (cc) remains (cc) ²	/'tɜːn'daʊn/
6. give away	L: (cv) changes to (vc)	/'ɡɪ.və'weɪ/	16. listen to	L: (cc) remains (cc) ³	/'lɪ.sən'tuː/
7. shut down	E&G: (cc) changes to (vc)	/'ʃʌt'daʊn/	17. sell out	L: (cv) changes to (vc)	/'seɪ'ləʊt/
8. go after	I: (vv) changes to (vc)	/'gəʊ'wɑː.ftə/	18. catch up on	L: (cv) changes to (vc)	/'kæ'tʃʌ.pən/
9. trade up	L: (cv) changes to (vc)	/'treɪ'dʌp/	19. scroll down	E: (cc) remains (cc) ⁴	/'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

¹ 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

² Despite being (cc), the sound connection /n/ to /d/ is already easy to say because... (see footnote ¹, above)

³ Despite being (cc), the sound connection /n/ to /t/ is already easy to say because... (see footnote ¹, above)

⁴ 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> | 7. a couch potato |
| 2. "Put a sock in it!" | the telly – both mean | 8. cloud computing |
| 3. an earworm | "the television" | 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>
Radio	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			
Television	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>
Journalism	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
	New Media	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.sə.nə/
27.	playlist	/'pleɪ.lɪst/
32.	show	/ʃəʊ/
37.	digital radio	/dɪ.dʒɪ.təl'reɪ.di.jəʊ/
40.	sidekick	/'saɪ?.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:ɹ.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 ✗ 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>I’m</i> 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

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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. feə 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.

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Unit 4: Getting a Job



by Matt Purland

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Unit 4: Getting a Job



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

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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

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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

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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 <http://www.englishbanana.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:

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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:

	WHAT	WHERE	WHEN	WHO	WHY	WHICH	HOW	Total:
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 nd)	4
6.	what (2 nd)			who (x2)	why			4
7.	what			who				2
8.	what (x2)			who		which		4
							Total:	33

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----- ✂ -----

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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="text"/>	Ruth's	<input type="text"/>	<input type="text"/>	been	<input type="text"/>	<input type="text"/>	trawling	<input type="text"/>	<input type="text"/>	through	<input type="text"/>
<input type="text"/>	the	<input type="text"/>	<input type="text"/>	classifieds	<input type="text"/>	<input type="text"/>	in	<input type="text"/>	<input type="text"/>	the	<input type="text"/>
<input type="text"/>	paper	<input type="text"/>	<input type="text"/>	all	<input type="text"/>	<input type="text"/>	day	<input type="text"/>	<input type="text"/>	to	<input type="text"/>
<input type="text"/>	find	<input type="text"/>	<input type="text"/>	a	<input type="text"/>	<input type="text"/>	new	<input type="text"/>	<input type="text"/>	job.	<input type="text"/>
<input type="text"/>	The	<input type="text"/>	<input type="text"/>	candidate	<input type="text"/>	<input type="text"/>	had	<input type="text"/>	<input type="text"/>	unhelpfully	<input type="text"/>
<input type="text"/>	glossed	<input type="text"/>	<input type="text"/>	over	<input type="text"/>	<input type="text"/>	long	<input type="text"/>	<input type="text"/>	gaps	<input type="text"/>
<input type="text"/>	in	<input type="text"/>	<input type="text"/>	his	<input type="text"/>	<input type="text"/>	employment	<input type="text"/>	<input type="text"/>	history.	<input type="text"/>
<input type="text"/>	Henry	<input type="text"/>	<input type="text"/>	will've	<input type="text"/>	<input type="text"/>	put	<input type="text"/>	<input type="text"/>	his	<input type="text"/>
<input type="text"/>	foot	<input type="text"/>	<input type="text"/>	in	<input type="text"/>	<input type="text"/>	it	<input type="text"/>	<input type="text"/>	today,	<input type="text"/>
<input type="text"/>	because	<input type="text"/>	<input type="text"/>	he's	<input type="text"/>	<input type="text"/>	rubbish	<input type="text"/>	<input type="text"/>	at	<input type="text"/>

next page >

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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 >

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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.			

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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 >

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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 >

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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"/>			

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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:

cc	consonant sound to consonant sound
cv	consonant sound to vowel sound
vc	vowel sound to consonant sound
vv	vowel sound to vowel sound

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

Talk a Lot

Getting a Job

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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:**

cc	consonant sound to consonant sound
cv	consonant sound to vowel sound
vc	vowel sound to consonant sound
vv	vowel sound to vowel sound

GLACIER:		Contraction	a word is shortened
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Talk a Lot

Getting a Job

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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:

cc	consonant sound to consonant sound
cv	consonant sound to vowel sound
vc	vowel sound to consonant sound
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Linking	syllables connect together	Elision	a sound disappears
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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.rɪ.wɪ.lə'pʊ.tɪz'fʊ.tɪ.nɪʔ.tə'deɪ.bɪ.kə.zɪ:'zrʌ.bɪʃ.ə?'dʒɒ'bɪn.tə.vju:z/

3 suffixes: rubb-ish

3 compound nouns: none

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

cc	consonant sound to consonant sound
cv	consonant sound to vowel sound
vc	vowel sound to consonant sound
vv	vowel sound to vowel sound

GLACIER:		Contraction	a word is shortened
Glottal stops	an empty space without sound /ʔ/	Intrusion	a new sound appears – /j/, /w/, or /r/
Linking	syllables connect together	Elision	a sound disappears
Assimilation	a sound changes	R-linking	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'zrʌ.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. perseverance	2. voluntary work	3. preparation	4. curriculum vitae [CV]
5. self-improvement	6. achievements	7. presentation	8. strategy
9. nerves	10. training course	11. seasonal work	12. body language
13. key skills	14. discipline	15. success	16. networking
17. promotion	18. application form	19. self-esteem	20. work experience
21. recruitment agency	22. independence	23. candidate	24. objective
25. rejection letter	26. employment history	27. jobseeker	28. redundancy
29. Jobcentre Plus	30. rival	31. qualifications	32. discrimination
33. salary	34. mortgage	35. classified advert	36. goal
37. referee	38. job security	39. covering letter	40. interviewer

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Talk a Lot

Getting a Job /'ge.tɪŋ.ə'dʒɒb/

Discussion Words (with the IPA)

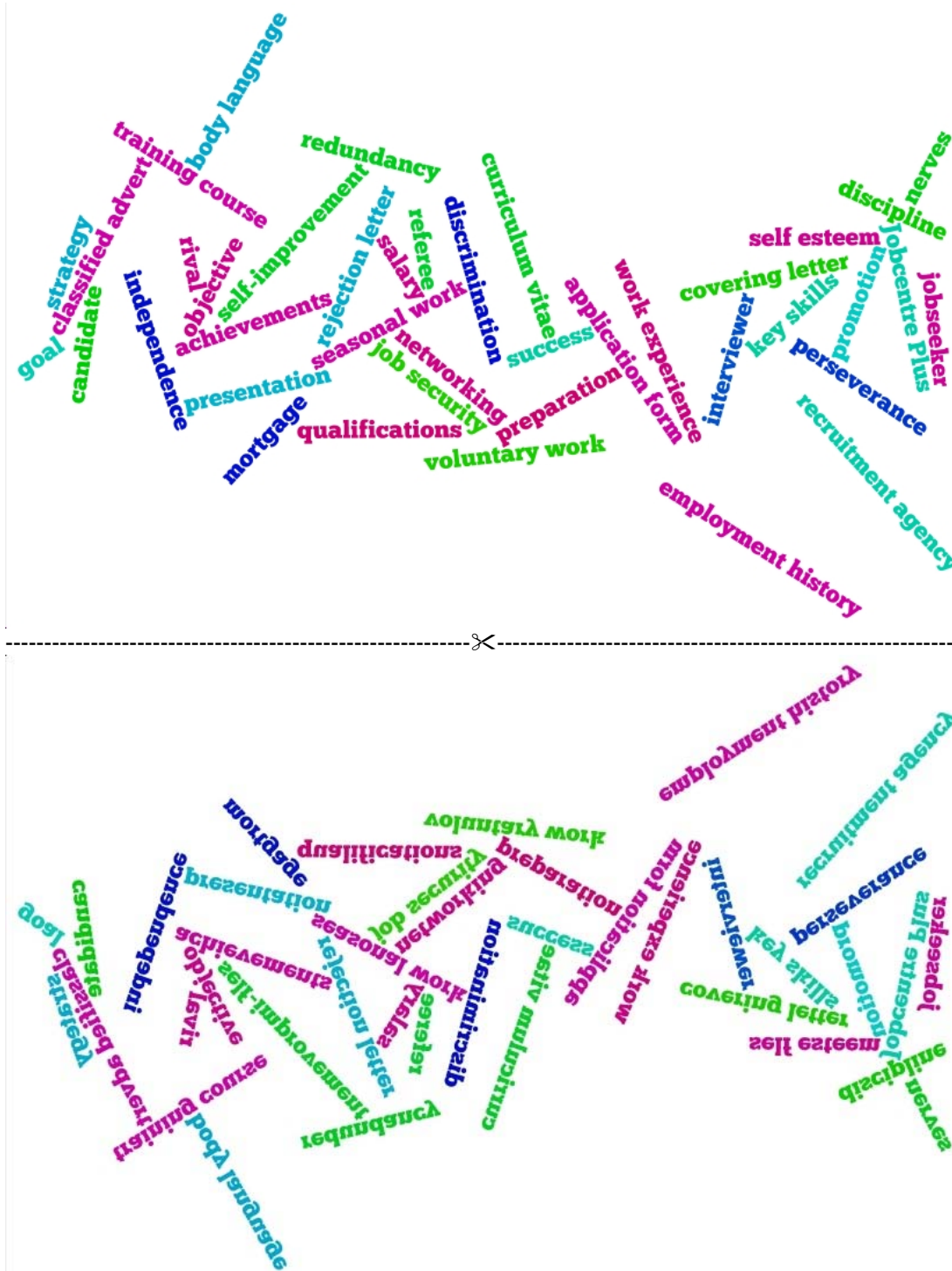
/pɜː.sə'viə.rəns/	/ˈvɒ.lən.tri.wɜːk/	/pre.pə'reɪ.ʃən/	/kλ.rɪ.kjə.ləm'viː.tai/ /siː'viː/
/sel.fɪm'pruː.vmənt/	/ə'tʃiː.vmənts/	/pre.zən'teɪ.ʃən/	/'stræ.tə.dʒi/
/nɜːvz/	/'treɪ.nɪŋ.kɔːs/	/'siː.zə.nəl.wɜːk/	/'bɒ.di.læŋ.gwɪdʒ/
/kiː'skiːlz/	/'di.sə.plɪn/	/sək'ses/	/'neʔ.wɜː.kɪŋ/
/prə'məʊ.ʃən/	/æ.plɪ'keɪ.ʃən.fɔːm/	/sel.fə'stiːm/	/'wɜː.kek.spɪə.rɪəns/
/rɪ'kruːʔ.mən. teɪ.dʒən.si/	/ɪn.də'pen.dəns/	/'kæn.dɪ.deɪt/	/ɒb'dʒek.tɪv/
/rɪ'dʒe.kʃən.le.tə/	/ɪm'plɔɪ.mənʔ. hɪ.stə.ri/	/'dʒɒʔ.psiː.kə/	/rɪ'dʌn.dən.si/
/dʒɒʔ.psen.tə'plʌs/	/'raɪ.vəl/	/kwɒ.lɪ.fɪ'keɪ.ʃənz/	/dɪ.skri.mɪ'neɪ.ʃən/
/'sæ.lə.ri/	/'mɔː.gɪdʒ/	/klæ.sɪ.faiʔ 'dæd.vɜːt/	/gəʊl/
/re.fə'riː/	/dʒɒʔ.psi'kjʊə.rə.ti/	/'kλ.və.rɪŋ.le.tə/	/'ɪn.tə.vjuː.wə/

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Talk a Lot

Getting a Job

Discussion Words – Visualisations



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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) 1st syllable, b) 2nd syllable, c) 3rd 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; /b/ 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; /a/ 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,

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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 <http://www.englishbanana.com/talkalot>) 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 1st syllable: **promotion**, **success**, **achievements**.

b) Words and phrases which have a weak stress schwa sound /ə/ on the 2nd 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 3rd 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 4th 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 5th 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**.

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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 th 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 nd 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 @ www.bright-lhk.org.uk
OTHER INFORMATION		must like own company; bulbs provided
CLOSING DATE	5pm, 21 st 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)	

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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 @ www.bright-lhk.org.uk
OTHER INFORMATION	this is physical work, requiring stamina	must like own company; bulbs provided
CLOSING DATE	5pm, 21 st December	28 th 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 nd 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 _____.

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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:

- just after the candidate finds out that they've got the job
- two months into the job – when parts of it are going well, and other parts are going badly
- one year into the job – when the candidate either really loves the job, or is desperate to leave...

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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 while 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 with all of those jobs he 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.

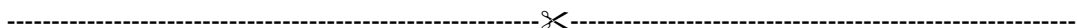
Talk a Lot

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:	Unfamiliar English:	Definition / Explanation:
title	a <u>life of 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?
2. Why was Dennis feeling down at the beginning of the story?
3. Who asked Dennis to rake up the leaves in the back garden?
4. When was the crisis meeting held?
5. What did Dennis reveal at the crisis meeting?
6. Did Dennis mean to tell his family about his master plan?
7. Did Dennis feel tired after doing the housework?
8. What did Maggie remind Dennis?
9. What kind of day did Dennis's dad have in front of him?
10. When does the story take place?
11. What did Dennis eat for breakfast?
12. Who asked Dennis to water the plants?
13. Why did Dennis feel a warm glow after doing the housework?
14. Did Dennis enjoy helping out around the home?
15. Why was nobody in the family surprised that Dennis started looking for work again?
16. What did Dennis do instead of the chores?
17. Who had to go to an early meeting?
18. Who was a student in the story?
19. Where was Maggie going at the beginning of the story?
20. How did Dennis's mum feel about his revelation?
21. Which article of clothing did Dennis avoid ironing?
22. What did Dennis resolve at the beginning of the story?
23. Where did Dennis go on Friday?
24. Why did Dennis come back to earth with a bump?
25. Why did Dennis go to the Jobcentre?
26. On which day did Dennis do the housework?
27. What did Dennis's dad suggest at the crisis meeting?
28. What kind of job did Dennis get at the end of the story?
29. Were Dennis's parents right to ask him to help out with the housework? Why? / Why not?
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

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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.

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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.

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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

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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*).

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Getting a Job

20 Common English Idioms

1. the early bird catches the worm	if you do sth early – before other people – you'll have more chance of success	2. believe in yourself	be confident; have self-belief
3. don't judge a book by its cover	don't judge sby or sth by appearance	4. well done!	congratulations!
5. to accentuate the positive	to emphasise the good points of sth	6. to keep your ear [close] to the ground	to listen attentively for news of sth; to be well-informed
7. to do your homework	to prepare thoroughly for sth, e.g. a job interview	8. to sell yourself	to state your skills and strengths confidently
9. Rome wasn't built in a day	great objectives take time to achieve, so be patient	10. to do yourself justice	to do the best that you can to demonstrate your abilities
11. to keep a roof over your head	to avoid becoming homeless	12. nothing ventured, nothing gained	if you never take a risk, you won't achieve anything
13. to give sby a [helping] hand	to help sby	14. [to do sth] off your own back	to be self-motivated
15. not for love nor money!	impossible; not under any circumstances	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	18. to do your bit	to do what people expect you to do
19. to dot the i's and cross the t's	to ensure that sth, e.g. written work, is done correctly	20. to have sth to fall back on	to have a back-up plan, in case the original plan fails

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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? _____."

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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. apply for ---	make an application for	2. cheer up ---	become happier; improve your mood
3. work towards ---	make progress towards a goal, e.g. a qualification	4. knuckle down ---	work harder; focus more seriously on sth
5. stand out ---	look / be different from the rest	6. break away ---	leave a negative situation; make a fresh start
7. smarten up ---	improve your appearance	8. bring up ---	raise a topic in conversation; mention
9. fill out ---	complete by hand, e.g. a form	10. map out ---	plan
11. try out ---	test how suitable sth / sby is	12. gloss over ---	avoid saying sth
13. put yourself about --- ---	be outgoing and proactive	14. mess up ---	make a mistake
15. come across ---	appear; seem	16. get across ---	convey; show; communicate
17. chivy along ---	encourage sby to go faster; nag	18. look out for -----	wait expectantly; be alert
19. jot down ---	write a quick note	20. trawl through ---	search carefully through a lot of dull information

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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. 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. 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 thing, e.g. the interviewer, Paul’s brother, the jobseeker, the presentation, 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. ¹	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 zone² 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.

¹ point of view

² 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. to use your loaf	(rhym.) to use your head [loaf of bread]; to act wisely	2. keep your chin up!	(phr.) stay positive!
3. a charm offensive	(n.) when you emphasise your strengths	4. to be strapped for cash	(v.) to be without money temporarily
5. a begging letter	(n.) a letter asking for financial help / work, etc.	6. to get grilled about sth	(v.) to be asked a lot of difficult questions
7. to come a cropper	(v.) to suffer misfortune	8. to have a shot at sth	(v.) to try to do sth, esp. an unfamiliar activity
9. to earn a packet	(v.) to earn a big salary	10. to be right up your street	(v.) to be very suitable for you
11. to gen up on sth	(phr. v.) to prepare for sth via reading and research	12. "Job's a good'un!"	(phr.) "I have completed this task well."
13. to faff around	(phr. v.) to waste time; to be indecisive	14. to get nowhere fast	(v.) to make no progress
15. to brush up well	(phr. v.) to look good when smartly dressed	16. on the off-chance	(phr.) even though the probability is not very high
17. "Get a life!"	(phr.) "Stop dreaming and be more realistic!"	18. to hang out	(phr. v.) to spend time somewhere, esp. with friends
19. to jazz sth up	(phr. v.) to embellish sth	20. to big yourself up	(phr. v.) to make yourself look impressive

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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 _____! 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."

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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'jaut/
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 st : E, G: (cc) changes to (vc) 2 nd : L: (cv) changes to (cc) ³	/'pʊ?.jə'sel.fə'baut/
4. knuckle down	E: (cc) remains (cc) ¹	/'nʌ.kəl'daʊn/	14. mess up	L: (cv) changes to (vc)	/'me'sʌp/
5. stand out	L: (cv) changes to (cc) ²	/'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 st : L: (cv) changes to (vc) 2 nd : 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

¹ 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/

² Despite being (cc), it's easier to make the sound connection /n/ to /d/ than /d/ to /au/, 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

³ 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! | 9. to brush up well | 11. to get grilled about |
| 8. to earn a packet | 10. to hang out | sth |

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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>
Looking for a Job	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				
Applying for a Job	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>
Job Interviews	body language		come across	
	candidate	to keep a cool head	smarten 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 gen up on sth
	presentation	to put your foot in it		
	rejection letter			to come a cropper
	rival			a charm offensive
success	well done!			
Motivation	goal	[to do sth] off your own back	chivvy 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	(rhy.) 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.dʒənsi/
27.	jobseeker	/'dʒɒʔ.psi:kə/
29.	Jobcentre Plus	/dʒɒʔ.psen.tə'plʌs/
35.	classified advert	/klæ.sɪ.fai?'dæd.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.	smart 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.fən/
7.	presentation	/pre.zən'teɪ.fən/
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.skɪr.mɪ'neɪ.fən/
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.

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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 x 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 and success.	<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

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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.

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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 up | make a mistake |
| 2. get across | convey; show; communicate |
| 3. gloss over | avoid saying sth |
| 4. stand out | 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.

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Notes

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Supporting Material

More Features of Non-Literal English

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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?"

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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.

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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.

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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.

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Supporting Material

Notes on Intermediate Verb Forms

Talk a Lot

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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: (Mnemonic)</i>	<i>Example Sentence:</i>
Present Perfect Continuous	recent continuous action	I've been living here for six years.
Past Perfect	two past actions	I'd just put the phone down when there was a knock at the door.
Future Perfect	two future actions	By the time you get to work, I'll have already left.
Second Conditional	different present or future	If you sold your car, you could buy a better one.
Third Conditional	different past	If I hadn't called my manager a fat pig, I could have kept my job.
Reported Speech	changing verb forms	John said that he'd ordered the new furniture for the office.
Passive Voice	be + past participle	The parcel will be delivered on Wednesday.
Imperative Form	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">- <i>What have you been doing all morning?</i>- <i>I've been putting up wallpaper.</i> <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">- <i>How long have you been living in Bristol?</i>- <i>I've been living here for six years.</i>
How is it formed?	have (aux.) + been + present participle (-ing verb)
Contractions in spoken English:	I have been ⇨ I've been /əv.bɪn/ she has been ⇨ she's been /ʃə.zbɪn/
Examples:	
Positive Form	Kay's been washing dirty sheets in the hotel laundry all morning.
Negative Form	Kay hasn't been washing dirty sheets in the hotel laundry all morning.
Question Form	Has Kay been washing dirty sheets in the hotel laundry all morning?
Answers:	Yes, she has . / No, she hasn't .
Passive form:	Rare, but possible, e.g. The car's been being fixed for hours!
Used with state verbs?	No, e.g. <i>I've been liking this film a lot!</i> = <i>I've liked this film a lot since...</i>
Tips:	<ul style="list-style-type: none">• This form highlights the time period or duration of the action.• 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.

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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> [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> [The times are far apart.]</p>
How is it formed?	1 st clause: had (aux.) + past participle ; 2 nd clause: (often) past simple
Contractions in spoken English:	I had ⇒ I'd /aɪd/ She had ⇒ She'd /ʃi:d/
Examples:	
Positive Form	The duty manager had asked Philip to wipe down the other bar, because it was filthy – but he completely forgot .
Negative Form	The duty manager hadn't asked Philip to wipe down the other bar...
Question Form	Had the duty manager asked Philip to wipe down the other bar...?
Answers:	Yes, he had . / No, he hadn't .
Passive form:	Philip had been asked 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">• 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.• This form is used in second conditional (see below).

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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. To set the scene. To give background information. - <i>I'd been hoping for an A in Maths, but I got a B.</i> - <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 st clause: had (aux.) + been + present participle (-ing verb) ; 2 nd clause: (often) past simple
Contractions in spoken English:	I had been ⇨ I'd been /əd.biɪn/ She had been ⇨ She'd been /ʃə??.biɪn/
Examples:	
Positive Form	The children had been swimming all day, so when they got home they were absolutely exhausted.
Negative Form	The children hadn't been swimming all day, so...
Question Form	Had the children been swimming all day?
Answers:	Yes, they had . / No, they hadn't .
Passive form:	Rare, but possible, e.g. The documents had been being prepared since... [they had been "in the process of" being prepared since...]
Used with state verbs?	No, e.g. I'd been liking playing the guitar = I'd liked playing the guitar.
Tips:	<ul style="list-style-type: none">• This is a good form for showing <i>cause and effect</i>, e.g. "Something had been happening, so something else happened."

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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> [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> [i.e. I will speak to Barry about your problem at some point before tomorrow morning.]</p>
How is it formed?	<p>1st clause: will (aux.) + have (aux.) + past participle</p> <p>2nd clause: (often) present simple or imperative form</p>
Contractions in spoken English:	<p>I will have ⇨ I'll've /ə.leɪv/ She will have ⇨ She'll've /ʃə.leɪv/</p>
Examples:	
Positive Form:	The pizza restaurant will've opened by the time you get back .
Negative Form:	The pizza restaurant won't've opened by the time you get back ...
Question Form:	Will the pizza restaurant have opened by the time I get back ...
Answers:	Yes, it will (have) . / No, it won't (have) .
Passive form:	All the children will have been told 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">• Sometimes known as "Future Past" or "Past in the Future".• Often used with "by the time..." [second action]" or "When..." or "by [time] e.g. "By 10am..." / "By next week..." or "This time next..."• We can use "going to" instead of "will", but using "will" gets us to the main verb (with the strong stress) more quickly.

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?	<p>To describe a continuous action in the future that will or might happen before another future action. To speculate. To predict.</p> <p>- <i>By the time we arrive, she will have been getting ready for two hours.</i> [“getting ready” is a continuous future action that happens before another future action, “arrive”.]</p> <p>- If you get to the stadium at half past three, the match will have been going on for half an hour. [“going on” is a continuous future action that happens before another future action, “get to”.]</p>
How is it formed?	1 st clause: will (aux.) + have (aux.) + been + present participle (-ing verb); 2 nd clause: present simple
Contractions in spoken English:	<p>I will have been ⇒ I'll've been /ə.lə.vbɪn/ She will have been ⇒ She'll've been /ʃə.lə.vbɪn/</p>
Examples:	
Positive Form:	By two pm we'll have been flying for two hours.
Negative Form:	We won't've been flying for two hours...
Question Form:	Will you have been flying for two hours?
Answers:	Yes, we will (have) . / No, we won't (have) .
Passive form:	Rare, but possible, e.g. <i>The meeting will have been being held for over an hour... [the meeting will have been “in process” or “going on”...]</i>
Used with state verbs?	No, e.g. <i>Terry will have been remembering to...</i> Use Present Perfect , e.g. <i>Terry will have remembered to...</i>
Tips:	<ul style="list-style-type: none"> • Sometimes known as “Future Past Continuous”. • 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. <i>We're going to have been flying...</i> = /wɪ.gə.nə.rə.vbɪn'flaɪ.jɪŋ/ or, this shorter slang version: /wɪ.gə.nə.bɪn'flaɪ.jɪŋ/

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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> - <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>1st clause: if + past simple 2nd clause: would/could/should/might + infinitive</p>
Contractions in spoken English:	<p>I would ⇨ I'd /aɪd/ She would ⇨ She'd /ʃi:d/ could / should / might = no contractions possible</p>
Examples:	
Positive Form:	If I made time, I could help you with your homework.
Negative Form:	Even if I made time, I couldn't help you with your homework.
Question Form:	If you made time, could you help me with my homework?
Answers:	Yes, I could . / No, I couldn't .
Passive form:	If time were made , you could be helped 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">• Often called “unreal future” form.• We can use “might”, “could”, or “should” instead of “would”.• Great for giving advice: <i>If I were you, I would...</i> I imagine what I would do in your position – <i>If I were in your shoes...</i> (idiom)• 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.

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Notes on Intermediate Verb Forms

Third Conditional = different past

Time of action:	Past.
When do we need to use it?	To describe hypothetical actions (that didn't happen) in the past: <i>- If I'd arrived a few minutes earlier, I would've caught the bus.</i> To express regrets and sorrow for having done something: <i>- If I hadn't called my manager a fat pig, I could have kept my job.</i> Or to accuse somebody over something: <i>- If you'd worked harder at school, you could've been a doctor by now!</i>
How is it formed?	1 st clause: if + past perfect 2 nd clause: would/could/might + have + past participle
Contractions in spoken English:	I would have ⇒ I'd've /aɪ.dəv/ or I woulda /ə.wʊ.də/ She could have ⇒ She could've /ʃə.kʊ.dəv/ or She coulda /ʃə.kʊ.də/ could / should / might = no contractions possible
Examples:	
Positive Form:	If you'd booked before the twelfth, you could've saved fifteen percent.
Negative Form:	If you hadn't booked before the twelfth, you couldn't have saved...
Question Form:	If I'd booked before the twelfth, could I have saved...?
Answers:	Yes, you could (have) . / No, you couldn't (have) .
Passive form:	If the room had been booked before the twelfth, you could've...
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">• There is no chance of this action happening – it's impossible.• 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."]

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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: <i>1pm: John: "I have ordered the new furniture for the office." [Pr. Perf.]</i> <i>6pm: Bob: "John said that he'd ordered..." [Past Perfect]</i>								
How is it formed?	Verb forms and pronouns change: <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <u>first person pronouns:</u> I you we </td> <td style="width: 50%; vertical-align: top;"> <u>change to third person pronouns:</u> he, she he, she, they they </td> </tr> <tr> <td style="vertical-align: top;"> <u>present forms:</u> Present Simple John: "The cake is ready." Present Continuous John: "We're eating the cake." Present Perfect Kay: "You've finished the cake." Present Perfect Continuous Kay: "You've been eating the cake." </td> <td style="vertical-align: top;"> <u>change to past forms:</u> Past Simple John said the cake was ready. Past Continuous John said they were eating the cake. Past Perfect Kay said they'd finished the cake. Past Perfect Continuous Kay said they'd been eating the cake. </td> </tr> <tr> <td style="vertical-align: top;"> <u>past forms:</u> Past Simple John: "The cake was delicious." Past Continuous John: "Kay was baking for hours." </td> <td style="vertical-align: top;"> <u>change to past perfect forms:</u> Past Perfect John said the cake had been delicious. Past Perfect Continuous John said that Kay had been baking for hours. </td> </tr> <tr> <td style="vertical-align: top;"> <u>modal forms:</u> will Kay: "I'll make another one soon." shall Kay: "Shall I make a chocolate cake?" can John: "Can I have a piece?" may Kay: "You may be allowed." </td> <td style="vertical-align: top;"> <u>change to:</u> would Kay said she'd make another one soon. should Kay asked whether she should make a chocolate cake. could John asked whether he could have a piece. might Kay said that he might be allowed. </td> </tr> </table>	<u>first person pronouns:</u> I you we	<u>change to third person pronouns:</u> he, she he, she, they they	<u>present forms:</u> Present Simple John: "The cake is ready." Present Continuous John: "We're eating the cake." Present Perfect Kay: "You've finished the cake." Present Perfect Continuous Kay: "You've been eating the cake."	<u>change to past forms:</u> Past Simple John said the cake was ready. Past Continuous John said they were eating the cake. Past Perfect Kay said they'd finished the cake. Past Perfect Continuous Kay said they'd been eating the cake.	<u>past forms:</u> Past Simple John: "The cake was delicious." Past Continuous John: "Kay was baking for hours."	<u>change to past perfect forms:</u> Past Perfect John said the cake had been delicious. Past Perfect Continuous John said that Kay had been baking for hours.	<u>modal forms:</u> will Kay: "I'll make another one soon." shall Kay: "Shall I make a chocolate cake?" can John: "Can I have a piece?" may Kay: "You may be allowed."	<u>change to:</u> would Kay said she'd make another one soon. should Kay asked whether she should make a chocolate cake. could John asked whether he could have a piece. might Kay said that he might be allowed.
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Notes on Intermediate Verb Forms

	<p><u>some modal forms stay the same:</u></p> <p>must Kay: "But you mustn't eat too much."</p> <p>ought to Kay: "You ought to cut down on cakes."</p> <p>used to Kay: "You used to be much slimmer."</p> <p><u>pronouns and adverbs:</u></p> <p>this John: "This is my cake."</p> <p>these Kay: "These are for our guests."</p> <p>here Kay: "Leave this cake here."</p> <p>now Kay: "Bring these cakes now."</p> <p>today John: "I'll eat this cake today."</p> <p>yesterday Kay: "You ate those cakes yesterday."</p> <p>tomorrow John: "I can finish these cakes tomorrow."</p> <p>must Kay said that he mustn't eat too much.</p> <p>ought to Kay said that he ought to cut down on cakes.</p> <p>used to Kay said that he used to be much slimmer.</p> <p><u>change to:</u></p> <p>that John said that was his cake.</p> <p>those Kay said those were for their guests.</p> <p>there Kay told him to leave that cake there.</p> <p>then / at that time Kay told him to bring those cakes then.</p> <p>that day / the same day John said he would eat that cake that day.</p> <p>the previous day / the day before Kay said that he'd eaten those cakes the previous day.</p> <p>the next day / the following day / the day after John said he could finish those cakes the next day.</p>
<p>Contractions / Questions / Negatives / Passive / State verbs</p>	<p>As usual for verb forms.</p>
<p>Tips:</p>	<ul style="list-style-type: none"> • Also called indirect speech • Questions become factual statements. • You could insert "that" after "said" in all of the changed forms. It may seem a bit fussy these days! • Studying reported speech provides a great workout for practising verb forms!

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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>object + be + past participle</p> <p>Present Simple: Active: Paul delivers newspapers every day. is / are + past participle Passive: Newspapers are delivered (by Paul) every day.</p> <p>Past Simple: Active: Paul delivered newspapers yesterday. was / were + past participle Passive: Newspapers were delivered (by Paul) yesterday.</p> <p>Present Continuous: Active: Paul is delivering newspapers. is / are + being + past participle Passive: Newspapers are being delivered (by Paul).</p> <p>Past Continuous: Active: Paul was delivering newspapers. was / were + being + past participle Passive: Newspapers were being delivered (by Paul).</p> <p>Present Perfect: Active: Paul has delivered the newspapers. have / has + been + past participle Passive: The newspapers have been delivered (by Paul).</p> <p>Present Perfect Continuous: Active: Paul has been delivering the newspapers. have / has + been + being + past participle Passive: The newspapers have been being delivered (by Paul). [RARE]</p> <p>Past Perfect: Active: Paul had delivered the newspapers. had + been + past participle Passive: The newspapers had been delivered (by Paul).</p> <p>Past Perfect Continuous: Active: Paul had been delivering the newspapers. had + been + being + past participle Passive: The newspapers had been being delivered (by Paul). [RARE]</p> <p>Future with "will": Active: Paul will deliver the newspapers. will + be + past participle Passive: The newspapers will be delivered (by Paul).</p> <p>Future with "going to": Active: Paul is going to deliver the newspapers. be + going to + be + past participle Passive: The newspapers are going to be delivered (by Paul).</p>

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Notes on Intermediate Verb Forms

	<p>Future Perfect with “will”: <i>Active:</i> Paul will have delivered the newspapers. <i>Passive:</i> The newspapers will have been delivered (by Paul).</p> <p>Future Perfect with “going to”: <i>Active:</i> Paul is going to have delivered the newspapers. <i>Passive:</i> The newspapers are going to have been delivered (by Paul).</p> <p>Future Perfect Continuous with “will”: <i>Active:</i> Paul will have been delivering the newspapers. <i>Passive:</i> 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 / Questions / Negatives / Passive / State verbs</p>	<p>As usual for verb forms.</p>
<p>Tips:</p>	<ul style="list-style-type: none"> • All English sentences are either active (subject + verb) or passive (object + be + past participle). • We can add “by...” if we know who does the action and it’s relevant, or omit it. • Passive forms need transitive verbs, i.e. verbs that can take an object, such as “open” or “prepare”: <i>The door was opened [by...]</i> <i>The lunch was prepared [by...]</i> etc. • Intransitive verbs, such as <i>live</i>, <i>wait</i>, and <i>sit down</i>, cannot be used in passive sentences, e.g. <i>Active: Bob sat down at the table. ✓</i> <i>Passive: The table was sat down at by Bob. ✗</i> This kind of sentence is needlessly clumsy and unclear.

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Notes on Intermediate Verb Forms

Imperative Form = orders or instructions

Time of action:	Past, present, or future.
When do we need to use it?	To give orders – to tell somebody what to do: - <i>Come here!</i> - <i>No! You come here!</i> - <i>Put those books on the table, please.</i> To give instructions or directions: - <i>Cook on a low heat for...</i> - <i>Turn left, then drive for four miles...</i>
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:	Bring that enormous plate of sandwiches here, now!
Negative Form:	Don't bring that enormous plate of sandwiches here!
Question Form:	Should I / Do I have to bring that enormous plate of sandwiches here, now?
Answers:	Yes, you should / do. / No, you shouldn't / don't have to.
Passive form:	Possible, but not common. Often with "let... ", e.g. 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"> • 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! • Make an imperative sentence negative by putting <i>don't</i> before the verb. • 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." • Can be used with question tags to make sure that the other person is listening, e.g. "Pass me that book, would you?"

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Supporting Material

Idioms

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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.



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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	

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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...

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200 Top Idioms in Spoken English Today (Page 2 of 4)

Non-Literal English:

be sick and tired of sth / sby
be six of one and half a dozen of the other
be the last straw
be the last word in sth
be the spitting image of sby
be under the weather
be up for grabs
be (well) up for sth
be up to sth
be worried sick
bear sth in mind
beat around the bush
before you know it
bend over backwards
bite off more than you can chew
bite the hand that feeds
blow your own trumpet
break new ground
break the news
breathe a sigh of relief
by all means
by the way
by word of mouth
call a meeting
call in sick
call it a day / night
call sby names
call sby's bluff
change your tune
change your mind
clear the air
come clean about sth
come in handy
cost an arm and a leg
do the trick
feel on top of the world
figure sth out
find your feet
flog a dead horse
for good
for goodness' sake
for now
for sure
get a taste of your own medicine
get away from it all
get carried away
get over it!
get through sth
get up on the wrong side of the bed
get used to sth
give sby a hand
give your right arm for sth
go back to the drawing board
go easy on sby
have a chip on your shoulder
have a lot on your plate
have a place of your own
have a seat / take a seat
have everything but the kitchen sink

Literal English and Examples:

be angry and frustrated with sth / sby | I'm sick and tired of this wet weather!
both options are the same | "Where shall we eat?" "I don't mind. It's six..."
be the action that makes you get angry after a lot of provocation | His lie was the...
be the ultimate form of sth | His trousers were the last word in 80s chic.
look very similar or the same as sby else | George is the spitting image of Thom Yorke.
be slightly ill | Sorry, James won't be at work today. He's feeling a bit under the...
be available to win | We've got ten pairs of concert tickets up for grabs, so call now!
be very keen to do sth | The boys were well up for the gig. [pop music concert]
be doing sth | "What are you up to later?" "Not much. Do you want to go out?"
be very worried | Our granddad has gone into hospital. We're worried sick about him.
consider sth | When choosing a university we bore in mind last year's exam results.
avoid saying sth | Please tell me the truth – don't beat around the bush!
very soon | The bus'll be here before you know it.
make a lot of effort for sby or to do sth | Your mum and I have bent over... to help you.
attempt to do more than you possibly can | By taking on three jobs he's bitten off...
be disloyal to sby who you should be grateful to | By selling company secrets he bit...
promote your abilities in an arrogant way | I don't want to... but I'm the best singer.
achieve sth new, esp. in the arts | As a movie director he broke new ground by...
be the first to tell sby some important news | I hate to break bad news, but dad's left.
feel very relieved | When I saw that the car wasn't really damaged, I breathed a sigh...
yes / certainly / of course / sure / unquestionably | "Can I sit here?" "By all means."
incidentally / additionally / one more thing | "By the way, I can't baby-sit next Tuesday."
by sby telling you | We found out about this event by word of mouth.
arrange a meeting / ask people to come to a meeting | I called a meeting for nine am.
contact your employer to say that you are unwell | Lee called in... because he felt ill.
stop doing sth because it's too late in the day | OK, thanks for working hard. Let's...
call sby unpleasant nicknames, esp. swearwords | Mum! Tina keeps calling me names!
do sth which surprises sby else | By turning up at his party, Clare called her ex's bluff.
change an opinion that you previously stated | "I like Thai food." "You've changed..."
change an opinion or decision about sth | I've changed my mind. I will go with you.
discuss and resolve a difficult situation or conflict | It's time we cleared the air.
confess to doing sth | Jack came clean about the window, apologising for breaking it.
be useful and/or convenient | The shovel came in handy for clearing the snow.
be very expensive | Karen's new leather armchair cost an arm and a leg.
be suitable for a particular purpose | This cloth will do the trick for cleaning my glasses.
feel very positive, e.g. in great health | "You look well!" "Thanks. I feel on top of the...!"
take time to consider sth | It took me a while, but I finally figured out why I dislike jazz.
feel comfortable doing sth | It looks like the new recruits have found their feet at last.
repeat sth successful too many times | With this third sequel they're just flogging...
forever | I got on the boat and it sailed away, separating Lia and her friend for good.
[exclamation showing frustration and/or anger] | Please hurry up, for goodness' sake!
until a fixed period of time has passed | I won't tell him about your problem – for now.
certainly / absolutely / definitely | "Are you going clubbing later?" "For sure!"
experience the same harm that you caused sby else | I hope she gives you a...
go away on holiday, esp. from a stressful job | Let's book a holiday and get away...
do sth too much or for too long | We left late because we got carried away chatting.
don't keep talking about sth | You're never going to be a dancer, so get over it!
function during a difficult situation | After the flood we just try to get through each day.
be in a bad mood from when you wake up | Paula got up on the... today.
feel more and more comfortable with sth new | I'm getting used to my new mobile.
help sby | "Could you give me a hand on Thursday? I'm moving house." "Sure."
be very keen to get sth | I would give my right arm for the chance to play for City.
start sth again from the beginning | OK, this isn't working out. Let's go back to the...
be kind to sby when you should be firmer | Please go easy on Kara. Her mum's unwell.
believe that you are better than others | Sue's had a chip... since her promotion.
have a lot of responsibilities | I'm sorry – I can't meet you tomorrow. I've got...
live in your own home | After we got engaged, we bought a place of our own.
sit down | Hello, Mr. Johnson. Please have a seat.
be very well-equipped | Their caravan had everything but the kitchen sink.

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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.

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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 4th 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.

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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.)	fancy sby have a crush on sby
be <i>very</i> attracted to sby (v.)	fancy the <i>pants</i> off sby
when you are attracted to sby the first time you see them (n.)	love at first sight
look at sby as a potential partner (v.)	check sby out scope sby out
nightclub (n.)	meat market
a date when you haven't seen the other person before (n.)	blind date
physically attractive (a.)	fit / hot
ugly person (n.)	minger
a suitable partner (n.)	good boyfriend material a match made in heaven made for each other “the one”
talk to the potential partner (v.)	crack on to sby make a move on sby chat sby up

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The Story of a Relationship

enjoy each other's company (v.)	get on well with sby get on like a house on fire hit it off with sby
have strong feelings for sby (v.)	fall for sby
induce strong feelings in sby (v.)	steal someone's heart
say nice things to sby (v.)	whisper sweet nothings in sby's ear
find a partner soon after a relationship ends (v.)	be on the rebound

Stage 2: You become a couple

become sby's partner (v.)	get with sby
be in a relationship with sby (v.)	go out with sby see sby
develop a more serious relationship (v.)	go steady with sby get serious fall in love with sby

Stage 3: You decide to get married

get engaged (v.)	go down on one knee ask for sby's hand in marriage pop the question set the date
or stay single (v.)	be young, free, and single play the field

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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.)	find Mr. Right settle down together
long-term partner (n.)	life partner my other half / my better half
get married (v.)	tie the knot get hitched
husband (n.)	hubby old man
wife (n.)	missus 'er indoors the wife the old ball and chain

Stage 5: You get to know each other better

find out who is in charge (v.)	discover who wears the trousers
--------------------------------	--

Stage 6: But your relationship becomes boring and stale

annoy sby (v.)	get on sby's nerves
develop a boring routine (v.)	get stuck in a rut

Stage 7: One of you starts a relationship with sby else

your partner looks at other people (v.)	have a roving eye
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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

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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

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Love and Relationships – English Idioms and Slang

The Story of a Relationship

devoted couple (n.)	old timers love birds
perfect couple (phr.)	made for each other
optimist's view (v.)	live happily ever after
pessimist's view (v.)	endure a life sentence

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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. the Beautiful Game	football	2. it's a funny old game	unpredictable things can happen
3. to be a game of two halves	more can happen later	4. a potential banana skin	an opportunity for sth to go wrong
5. to be honest	in my opinion	6. to play the ball, not the man	don't make contact with another player
7. to be over the moon	to feel very happy	8. to be (as) sick as a parrot	to feel very disappointed
9. to be on a winning streak	to win several times in a row	10. at the end of the day	ultimately
11. to go down to the wire	the outcome is decided at the last moment	12. to be a big ask	to be a difficult thing to ask sby to do
13. to be held to a draw	to be forced to end a competition with equal points	14. by the skin of your teeth	narrowly; only just
15. to be a [two] horse race	to be a competition between two teams or groups only	16. to play your heart out	to compete with a lot of passion
17. to give 110%	to try as hard as you possibly can	18. to be strong on paper	to be a good idea in theory
19. to throw in the towel	to quit	20. back of the net!	fantastic!

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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.

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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.

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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.

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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.

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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.

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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.

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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?

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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.

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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. |

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Supporting Material

Phrasal Verbs

Talk a Lot

Intermediate Book 1

20 Basic English Phrasal Verbs

1. get up ---	rise / stand	2. lie down ---	recline
3. put on ---	wear	4. take off ---	remove
5. get in ---	enter	6. get out ---	leave / exit
7. pick up ---	lift	8. put down ---	place
9. stand up ---	rise / stand	10. sit down ---	sit
11. switch on ---	start	12. switch off ---	stop
13. get on ---	board	14. get off ---	disembark
15. come in ---	enter	16. go out ---	leave / exit
17. take away ---	remove	18. bring back ---	return
19. go into ---	enter	20. come out of ---	leave / exit

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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

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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).

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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:

"Thing's 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.



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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.

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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.

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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.

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Intermediate Book 1

Eat Up Your Phrasal Verbs! – Activity Cards (Page 1 of 6)

<p>Pick a Group of Phrasal Verbs 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>Pick a Group of Phrasal Verbs 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>Pick a Group of Phrasal Verbs Meaning and Context – Question 3</p> <p>Match the definition cards with the phrasal verbs cards.</p> <p>Talk a Lot</p>	<p>Pick a Group of Phrasal Verbs 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>Pick a Group of Phrasal Verbs 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>Pick a Group of Phrasal Verbs 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>Pick a Group of Phrasal Verbs Form – Question 1</p> <p>Group the phrasal verbs by connecting sounds: (cv), (vc), (vv), or (cc).</p> <p>Talk a Lot</p>	<p>Pick a Group of Phrasal Verbs 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>Pick a Group of Phrasal Verbs 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>Pick a Group of Phrasal Verbs 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>

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Intermediate Book 1

Eat Up Your Phrasal Verbs! – Activity Cards (Page 2 of 6)

<p>Pick a Group of Phrasal Verbs Form – Question 5</p> <p>Put all of the inseparable* phrasal verbs into a group. (*trans. pv's that take an object after the particle only)</p> <p>Talk a Lot</p>	<p>Pick a Group of Phrasal Verbs 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>Pick a Group of Phrasal Verbs 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>Pick a Group of Phrasal Verbs Form – Question 8</p> <p>Put phrasal verbs with silent letters* into a group. (*letters which are not pronounced)</p> <p>Talk a Lot</p>
<p>Pick a Group of Phrasal Verbs Practice (Usage) – Question 1</p> <p>Put together two or more phrasal verbs into the same sentence.</p> <p>Talk a Lot</p>	<p>Pick a Group of Phrasal Verbs 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>Pick a Group of Phrasal Verbs 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>Pick a Group of Phrasal Verbs 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>Pick a Group of Phrasal Verbs 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>Pick a Group of Phrasal Verbs 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>

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Eat Up Your Phrasal Verbs! – Activity Cards (Page 3 of 6)

<p>Pick a Group of Phrasal Verbs 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>Pick a Group of Phrasal Verbs Memory Games – Question 1</p> <p>Put the phrasal verbs into alphabetical order.</p> <p>Talk a Lot</p>
<p>Pick a Group of Phrasal Verbs Memory Games – Question 2</p> <p>Put the phrasal verbs into reverse alphabetical order.</p> <p>Talk a Lot</p>	<p>Pick a Group of Phrasal Verbs 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>Pick a Group of Phrasal Verbs 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>Pick a Group of Phrasal Verbs 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>Pick an Individual Phrasal Verb 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>Pick an Individual Phrasal Verb Meaning and Context – Question 2</p> <p>Translate it into your language.</p> <p>Talk a Lot</p>
<p>Pick an Individual Phrasal Verb 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>Pick an Individual Phrasal Verb Meaning and Context – Question 4</p> <p>Decide whether its tone is formal, informal, neutral, or slang.</p> <p>Talk a Lot</p>

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<p>Pick an Individual Phrasal Verb Meaning and Context – Question 5</p> <p>Act it out without speaking – although you can make noises!</p> <p>Talk a Lot</p>	<p>Pick an Individual Phrasal Verb Meaning and Context – Question 6</p> <p>Draw a picture to represent its double meaning.</p> <p>Talk a Lot</p>
<p>Pick an Individual Phrasal Verb Meaning and Context – Question 7</p> <p>Analyse the words. Is it possible to try to guess the meaning from the words?</p> <p>Talk a Lot</p>	<p>Pick an Individual Phrasal Verb Meaning and Context – Question 8</p> <p>Say a sentence with the literal meaning, then the same sentence with the phrasal verb. Compare them. Which sounds better? Why?</p> <p>Talk a Lot</p>
<p>Pick an Individual Phrasal Verb Meaning and Context – Question 9</p> <p>Think of another phrasal verb that has the same or a similar meaning.</p> <p>Talk a Lot</p>	<p>Pick an Individual Phrasal Verb Meaning and Context – Question 10</p> <p>Think of another phrasal verb that is connected with the same topic.</p> <p>Talk a Lot</p>
<p>Pick an Individual Phrasal Verb Meaning and Context – Question 11</p> <p>Think of an opposite phrasal verb (if possible).</p> <p>Talk a Lot</p>	<p>Pick an Individual Phrasal Verb Meaning and Context – Question 12</p> <p>Think of another phrasal verb that uses the same verb. Compare the meanings.</p> <p>Talk a Lot</p>
<p>Pick an Individual Phrasal Verb Meaning and Context – Question 13</p> <p>Describe the usual meaning of the verb, without the particle. Does it relate in any way to the meaning of the phrasal verb?</p> <p>Talk a Lot</p>	<p>Pick an Individual Phrasal Verb Form – Question 1</p> <p>Decide whether it takes an object (transitive), no object (intransitive), or can be both.</p> <p>Talk a Lot</p>

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<p>Pick an Individual Phrasal Verb 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>Pick an Individual Phrasal Verb Form – Question 3</p> <p>If it has a noun form, what is it?</p> <p>Talk a Lot</p>
<p>Pick an Individual Phrasal Verb Form – Question 4</p> <p>If it has an adjective form, what is it?</p> <p>Talk a Lot</p>	<p>Pick an Individual Phrasal Verb Form – Question 5</p> <p>Say whether another phrasal verb can be made by adding another particle.</p> <p>Talk a Lot</p>
<p>Pick an Individual Phrasal Verb 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>Pick an Individual Phrasal Verb Form – Question 7</p> <p>Think of some more phrasal verbs that use the same verb.</p> <p>Talk a Lot</p>
<p>Pick an Individual Phrasal Verb Form – Question 8</p> <p>Find one or more idioms that contain this phrasal verb.</p> <p>Talk a Lot</p>	<p>Pick an Individual Phrasal Verb 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>Pick an Individual Phrasal Verb 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>Pick an Individual Phrasal Verb 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>

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<p>Pick an Individual Phrasal Verb Practice (Usage) – Question 4</p> <p>Use the phrasal verb in a sentence based on the topic (using a given verb form).</p> <p style="text-align: center;">Talk a Lot</p>	<p>Pick an Individual Phrasal Verb Practice (Usage) – Question 5</p> <p>Think of two or more collocations with nouns.</p> <p style="text-align: center;">Talk a Lot</p>
<p>Pick an Individual Phrasal Verb Practice (Usage) – Question 6</p> <p>Think of two or more collocations with adverbs.</p> <p style="text-align: center;">Talk a Lot</p>	<p>Pick an Individual Phrasal Verb Practice (Usage) – Question 7</p> <p>Use it to ask a wh- question. The other student(s) answer... a) as themselves, b) as a role play character.</p> <p style="text-align: center;">Talk a Lot</p>
<p>Pick an Individual Phrasal Verb Practice (Usage) – Question 8</p> <p>Use it to ask a yes/no question. The other student(s) answer... a) as themselves, b) as a role play character.</p> <p style="text-align: center;">Talk a Lot</p>	<p>Pick an Individual Phrasal Verb Practice (Usage) – Question 9</p> <p>Use it to ask a question with “Have you ever...?” The other student(s) answer... a) as themselves, b) as a role play character.</p> <p style="text-align: center;">Talk a Lot</p>
<p>Pick an Individual Phrasal Verb Practice (Usage) – Question 10</p> <p>Use it to ask a conditional question. The other student(s) answer... a) as themselves, b) as a role play character.</p> <p style="text-align: center;">Talk a Lot</p>	<p>Pick a Group of Phrasal Verbs _____ Question ____</p> <p><i>Write your own question below!</i></p> <p style="text-align: center;">Talk a Lot</p>
<p>Pick an Individual Phrasal Verb _____ Question ____</p> <p><i>Write your own question below!</i></p> <p style="text-align: center;">Talk a Lot</p>	

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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.

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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.

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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.

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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.

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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!

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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.

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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 give sby up 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 given him up for dead.”
2. To give up the ghost.	To die (people) or to break down irreparably (machines)
Example:	“My computer has finally given up the ghost.”
3. To not give up 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 give up without a fight!

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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.

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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!"

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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)

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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.

Online Phrasal Verbs Randomiser!

You can find an interactive version of the Phrasal Verbs Dice Game online at:

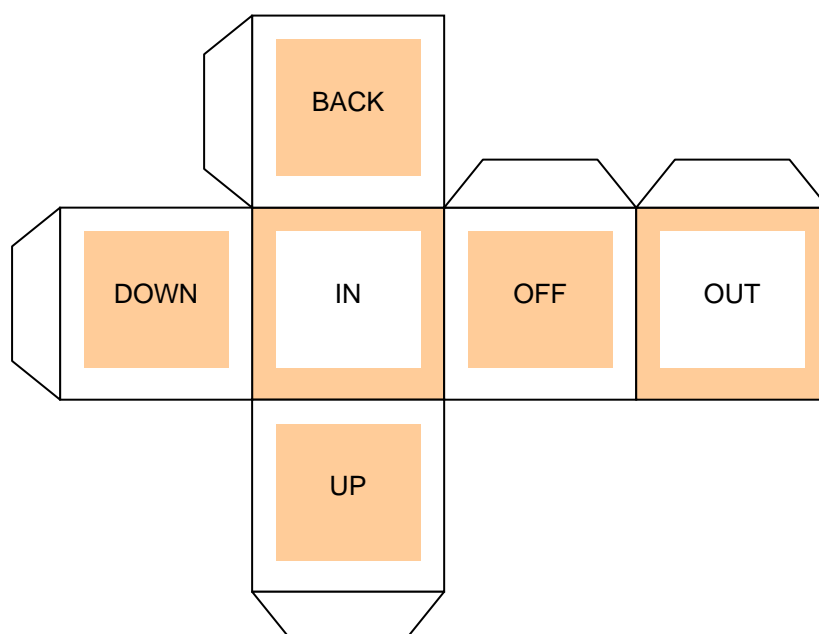
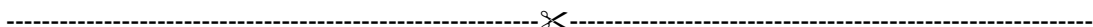
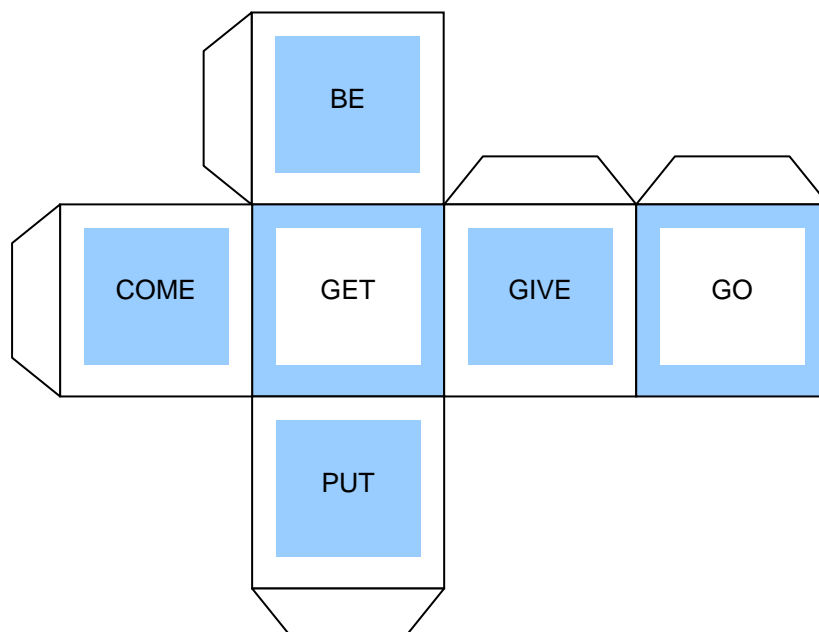
<http://www.englishbanana.com/phrasal-verbs-randomiser/>

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Intermediate Book 1

Phrasal Verbs Dice Game – Most Common Verbs and Particles Dice



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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!

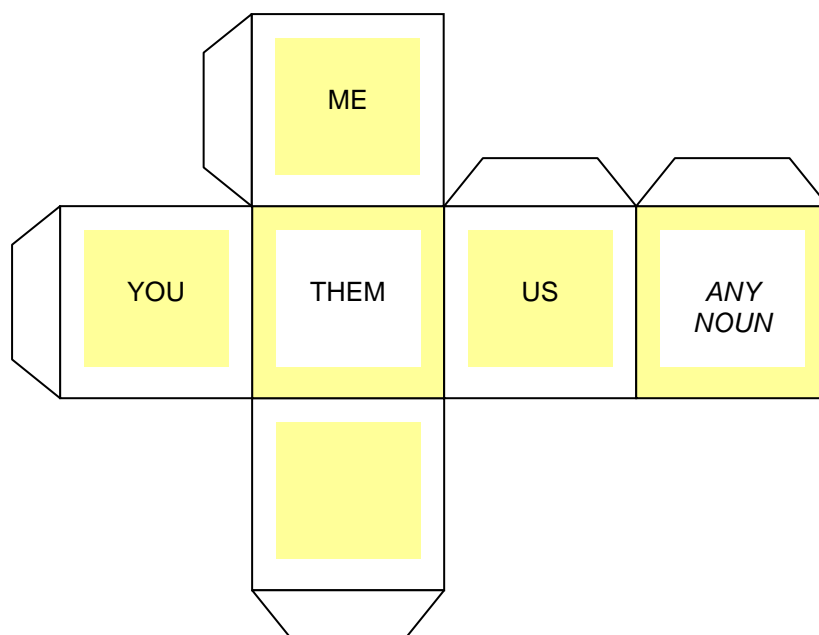
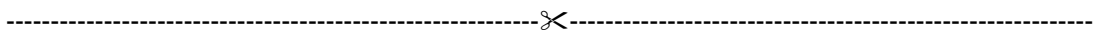
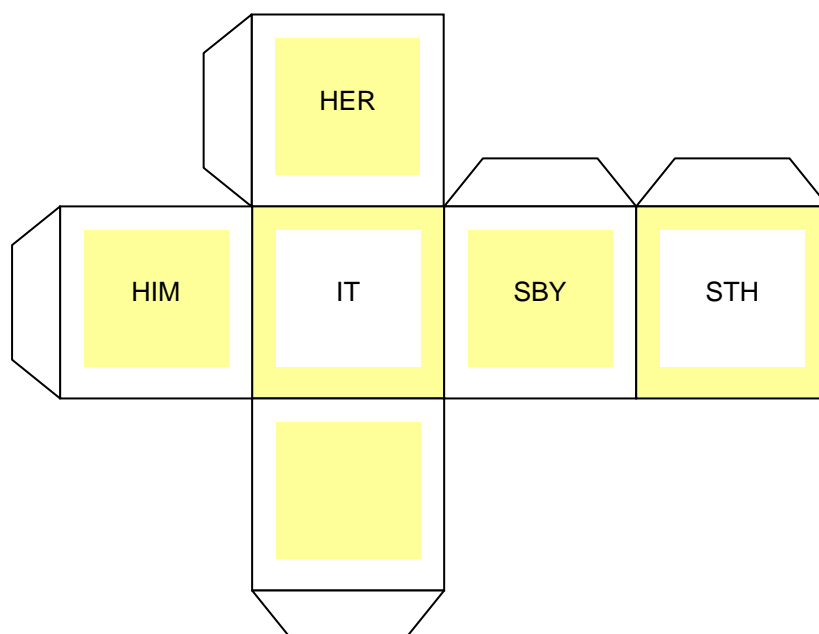
<u>Verb Dice:</u>	<u>Particle Dice:</u>	<u>Literal Meaning:</u>	<u>Example Sentence:</u>
BE	BACK	<i>none</i>	–
	DOWN	be not functioning	Oh no! The internet's down again!
	IN	be fashionable	Plain blue shirts are in this season.
	OFF	be no longer fresh	The milk's off . Can you buy some?
	OUT	be an unsuitable day	I'm away next week, so Friday's out .
COME	UP	be awake	I've been up for about two hours.
	BACK	return	I just came back to get my jacket.
	DOWN	decrease	I hope the price of fuel comes down .
	IN	enter	Hi! Great to see you! Please come in .
	OFF	be removed	The stain on the carpet won't come off .
GET	OUT	be released	When's that new CD coming out ?
	UP	occur unexpectedly	I can't meet later; something's come up .
	BACK	return	What time did you get back last night?
	DOWN	dance	They were getting down at the club!
	IN	enter	Hurry up and get in the car, please!
GIVE	OFF	leave	I got off the train and ran to meet her.
	OUT	become known publicly	The news about her pregnancy got out .
	UP	rise	I usually get up at seven in the morning.
	BACK	return sth	I forgot to give back Tammy's DVD.
	DOWN	<i>none</i>	–
GO	IN	surrender	In a fight he never gives in .
	OFF	produce sth	The car engine gave off a funny smell.
	OUT	distribute	Can you help give out these leaflets?
	UP	finish a habit	My brother has given up smoking.
	BACK	revisit	I went back to my old school last week.
PUT	DOWN	decrease	At night the temperature goes down .
	IN	be understood	If I revise at night the facts go in better.
	OFF	happen	The event went off really well.
	OUT	socialise	Me and my mates go out every Friday.
	UP	increase	The price of milk has gone up again.
PUT	BACK	replace	Please put my books back on the shelf.
	DOWN	criticise	My brother is always putting me down .
	IN	interject	"What about me?" put in Bob angrily.
	OFF	postpone	The concert was put off until next year.
	OUT	extinguish	It took fifteen minutes to put out the fire.
UP	allow sby to stay	When I went to Rio, my mate put me up .	

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Intermediate Book 1

Phrasal Verbs Dice Game – Object Dice

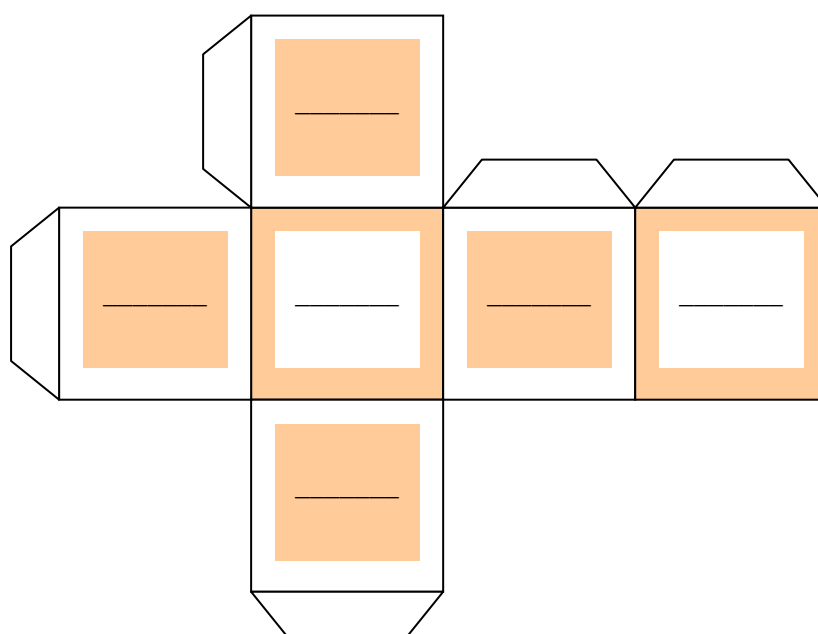
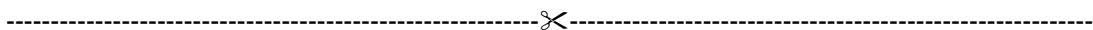
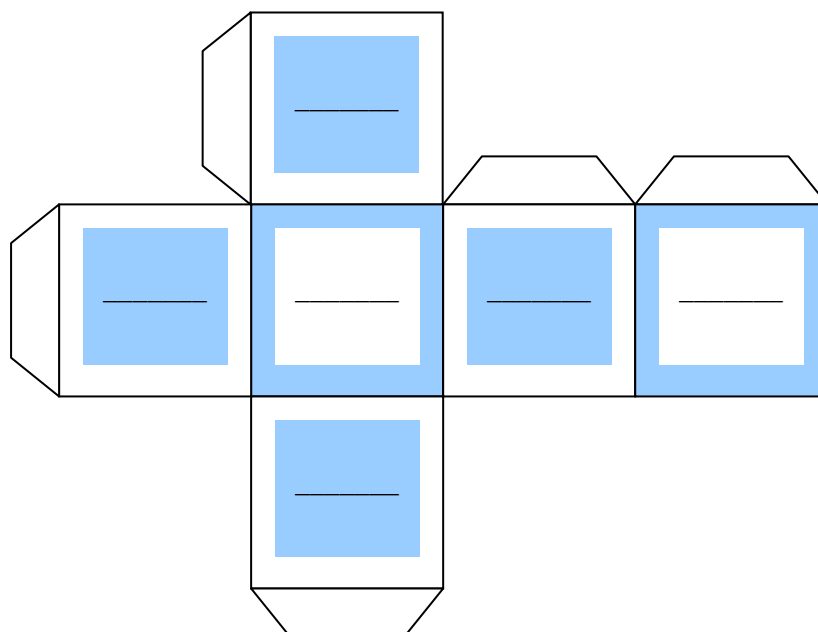


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Talk a Lot

Intermediate Book 1

Phrasal Verbs Dice Game – Two Blank Dice



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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.

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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.



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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:

- | | | |
|----------|---------------------------|-------|
| A | argy bargy (n.) | _____ |
| B | belly button (n.) | _____ |
| C | clanger (n.) | _____ |
| D | dog's breakfast (n.) | _____ |
| E | easy peasy (a.) | _____ |
| F | five finger discount (n.) | _____ |
| G | gee gee (n.) | _____ |
| H | humungous (a.) | _____ |
| I | icky (a.) | _____ |
| J | joanna (n.) | _____ |
| K | knuckle sandwich (n.) | _____ |
| L | lounge lizard (n.) | _____ |
| M | monkey suit (n.) | _____ |

Extra time: write three sentences using each slang term.

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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:

- | | | |
|----------|---------------------------|-------|
| N | nifty (a.) | _____ |
| O | oomph (n.) | _____ |
| P | pug ugly (a.) | _____ |
| Q | quack (n.) | _____ |
| R | rust-bucket (n.) | _____ |
| S | spare tyre (n.) | _____ |
| T | toodle-oo! (interjection) | _____ |
| U | upchuck (v.) | _____ |
| V | vamoose (v.) | _____ |
| W | whatchamacallit (n.) | _____ |
| X | Xmas (n.) | _____ |
| Y | yuppie (n.) | _____ |
| Z | zillionaire (n.) | _____ |

Extra time: write three sentences using each slang term.

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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:

- | | |
|------------------|---|
| 1. footy | a) a barbecue |
| 2. a barbie | b) an idiot |
| 3. fair dinkum | c) to rest and relax, especially watching TV |
| 4. an earbashing | d) a lot |
| 5. Aussie | e) a friend |
| 6. a cobber | f) money |
| 7. heaps | g) Australian |
| 8. moolah | h) an English person |
| 9. a dipstick | i) Australian Rules Football |
| 10. a dunny | j) true; genuine |
| 11. the Outback | k) a sustained period of nagging |
| 12. a Pom | l) a horrible person |
| 13. a mongrel | m) an outside toilet |
| 14. to veg out | n) Australia and New Zealand |
| 15. Down Under | o) the interior of the continent of Australia |

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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" |

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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!

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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/

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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 | |

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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 | |

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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 was '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... | |

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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 likes frozen peas."	not	"Annie is liking frozen peas."
We say:	"I saw a bird sitting on a branch."	not	"I was seeing a bird sitting on a branch."
We say:	"Sue is nearly forty years old."	not	"Sue is being 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." "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.

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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.

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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.

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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 _____.

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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

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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

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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

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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?

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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	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

etc.

- ...with an **adjective**, such as:

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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)

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Christmas

Discussion Words

1. pudding	2.  card	3. present	4. cracker
5. mince pie	6. New Year's Eve	7. Jesus Christ	8. nativity
9. carol	10. advent calendar	11. late-night shopping	12. turkey
13. Father Christmas	14. work do	15. goodwill	16. in-laws
17. get-together	18. snowman	19. decoration	20. tree
21. tinsel	22. materialism	23. manger	24. depression
25. mulled wine	26. Bethlehem	27. over-indulgence	28. angel
29. bauble	30. anticipation	31. tradition	32. stocking
33. pantomime	34. sprout	35. Lapland	36. Boxing Day
37. reindeer	38. mistletoe	39. holly	40. Mary and Joseph

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How to Pronounce the Past -ed Form of Regular Verbs

The past forms (2nd and 3rd 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/

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200 Common Regular Verbs in English

The past forms (2nd and 3rd 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

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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!*)

<i>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.</i>
--

7. Error correction feedback. T discusses errors on the board with SS, who write notes.

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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?"

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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

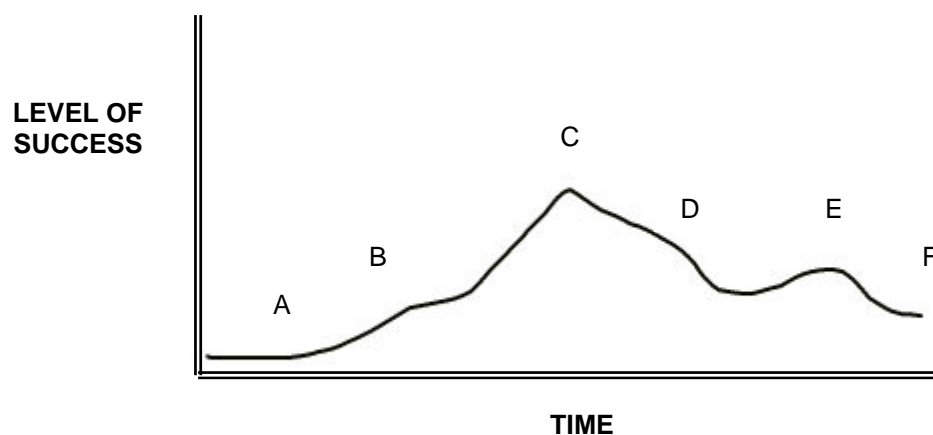
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Talk a Lot

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?

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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).

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

What is **NOT** the Media?

Category	Not Media
communication / spending time with other people	email / texts / chat messages / phone calls normal conversation / discussion / argument telling stories / singing songs / playing games
what I choose to do without being influenced by the media (my free choice)	music that I choose to listen to (not broadcast) books that I choose to read DVDs that I choose to watch (not broadcast) games that I choose to play (not via internet) hobbies that I choose to pursue, e.g. gardening, musical instruments, drama club, etc.
reference material	reference sites online, e.g. dictionary, encyclopaedia, bus timetable, etc. libraries of books / archives
products per se which are necessary, and which I choose to buy without being influenced by the media	my shopping electronic devices

How I Use the Media – Self-Assessment Form

Media Streams: radio / television / cinema / newspapers / magazines / internet / mobile devices /
games consoles / shop windows / street advertising / junk mail / public events

Media Stream	Swimming in the Stream	On / Off? Level? (Low, Medium, or High)	My Current Use of this Stream	Positives and Negatives of this Stream	My Results after ___ Days
				<u>[+] what I value</u>	<u>what was easy</u>
				<u>[-] potential dangers</u>	<u>what was difficult</u>

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?

Pros and Cons of the Media:

Pros of the media:

Cons of the media:

Surviving for 7 Days without **the Media** <http://www.englishbanana.com/talkalot/>

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

The Media Junkie vs. The Media Realist

Media Junkies...	Media Realists...

The Media Junkie vs. The Media Realist

Media Junkies...	Media Realists...
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

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** <http://www.englishbanana.com/talkalot/>

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:

Student's Level: *Common European Framework (CEFR):* *Cambridge Assessment:*

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 2002 he launched English Banana.com, which has become a hugely popular English language learning resource website.



*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

Also available from all good bookshops:

<i>Title:</i>	<i>ISBN for ordering:</i>	<i>Published in:</i>
Talk a Lot Foundation Course	N/A	2011
Talk a Lot Elementary Book 3	ISBN-13: 978-0955701542	2010
The Best of English Banana.com 2003-2009	ISBN-13: 978-0955701559	2010
Talk a Lot Elementary Handbook	ISBN-13: 978-0955701535	2009
Talk a Lot Elementary Book 2	ISBN-13: 978-0955701528	2008
Talk a Lot Elementary Book 1	ISBN-13: 978-0955701511	2008
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Talk a Lot Intermediate Book 1

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Talk a Lot Intermediate Book 2

Author's Note

Written between November 2011 and February 2012, *Talk a Lot Intermediate Book 2* is an attempt to combine the Talk a Lot approach to learning English with the look and feel of a traditional ESL course book. This project is still unfinished, although the first two units are complete. They have been collected together for the first time in this pack.

Matt Purland

Getting Away from it All!

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



1 Discussion Words

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

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

2 Dialogue

Read the following dialogue aloud with your partner:

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

3 New English Alphabet and Connected Speech

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

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

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

4 Sentence Blocks – Present Continuous

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

What time does present continuous indicate in each sentence?

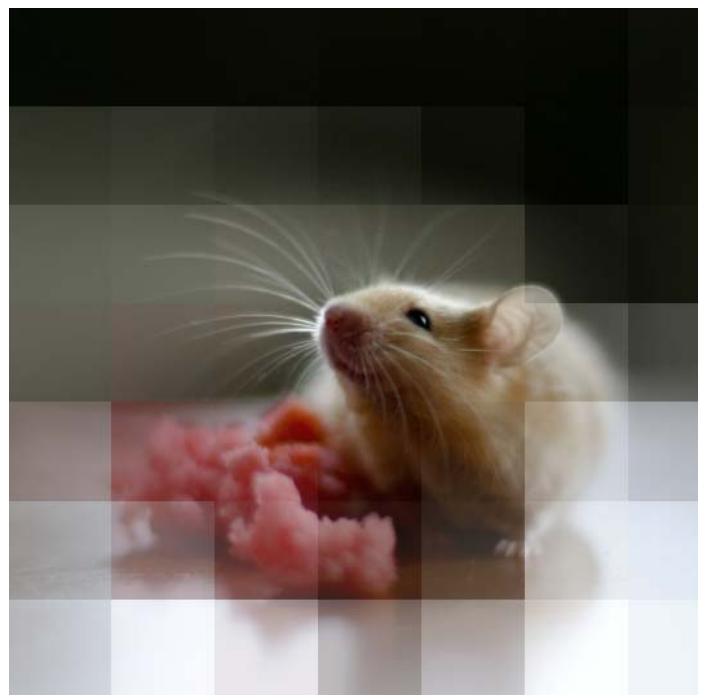
1. **Chloe is making sandcastles on the beach.** *who / what / where*
2. **He's meeting them at one o'clock for lunch.** *when / what / why / who*
3. **They're hoping to finish two orders by five o'clock.** *what (x2) / when / who*

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

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

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

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



Title

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

Lead-in – Discussion Questions

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

Pictures

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

1 Discussion Words

The stressed syllable(s) are underlined:

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

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

2 Dialogue

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

3 New English Alphabet and Connected Speech

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

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

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

4 Sentence Blocks – Present Continuous

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

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

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

etc.

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

1. Chloe is making sandcastles on the beach.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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We hope that you will really enjoy using this free material, whether you are a student or teacher of English! If you have any questions or comments, please do get in touch with us here: info@englishbanana.com. If you and your students come up with further **extension activities**, please contact us and let us know what you did! It would be great to hear from you! If you can provide photo or video evidence we'll happily put it online so that other students and teachers can learn from your experience. 😊

Note: in this book, as with most English Banana.com material, we generally use British English.

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WORK GETTING YOU DOWN?

1 Non-Literal English – Phrasal Verbs

Check the meaning of any new phrasal verbs. Use them to complete the gaps in the text below. Change forms where necessary.

get away with sth **fight off** sth

get sby **down** **get by** **throw up**

get sth **out of** sth **come up with** sth

play up **come on** **crack on with** sth

TIP: sth = something sby = somebody

2 Discussion

a) Read about four different employees who are having problems at work:



Tom, 28, from Luton: I'm so busy at work normally that I never have enough time to do all my housework, and now my partner's nagging me to **a)** _____ a spot of decorating. She's bought the paint and rollers and she's told me I'll have to take a few days off work. I can't think I'll be able to **b)** _____ a good enough excuse – or even if I'll **c)** _____ – but I don't know who I'm more scared of upsetting – my boss or my girlfriend...

Gloria, 34, from Stirling: Last week I rang in sick and pretended I'd been **d)** _____ all night, and was suffering from a bad case of diarrhoea. I laid it on thick and I could tell the guy who answered the phone didn't want to hear all the details... I usually tell them that my back's been **e)** _____. The real problem is that I'm being bullied at work by one of my colleagues, but I can't discuss it with my line manager, because he's one of her best friends...

Frank, 36, from Swindon: I enjoy my job, although I feel that I should be getting paid more, because I've been there for more than ten years. Recently I was told that I wouldn't be getting a pay rise this year, and the staff Christmas party has been cancelled due to lack of funds. Would you believe it!

I sometimes think about quitting and getting a new job, 'cause I don't **i)** _____, but all of my friends, you know, are there and I can't be bothered – to be honest – to look for anything different. I guess I'll just have to keep pulling sickies, but I don't really like doing it 'cause I know it's wrong. So... I'm sure they can **j)** _____ without me though.

b) Discuss with your partner: what would you do in each situation?

Suzy, 23, from Nottingham (above):

I fell out with a woman at work – well, now we're former friends, I suppose. I said something I shouldn't have done and things just got out of hand. You know, other people found out and they, well, most of them anyway, ended up taking her side, and I've been persona non grata ever since.

So I phoned in sick on Monday and told them I'm **f)** _____ an infection, which **g)** _____ suddenly. I've been at home all week, too frightened to go back to work. It's really **h)** _____, because it feels like they've all got it in for me...

QUICK FACT > THE AVERAGE WORKER IN THE UK HAS 7 DAYS OFF SICK FROM WORK EACH YEAR

Source: 2011 Absence management survey report, <http://www.cipd.co.uk/>

(What about you? What is the figure in your country?)

QUICK FACT > THE MOST COMMON CAUSE OF SICK LEAVE IN THE UK IS STRESSSource: <http://www.guardian.co.uk/05.10.11>

(Have you ever been off work due to stress?)

3 Discussion

Look at the reasons that people sometimes give for being off work sick. Imagine that you are an employer, and say whether you would consider them to be valid excuses or not – and why:

stomach bug

I hate my job

I'm being **bullied** at work**food poisoning**sickness and **diarrhoea**I've just **split up** with

my partner

I'm caring for a sick

relative**flu symptoms**taking the car to the
garage**splitting headache**appointment at
the dentist's**RSI****(repetitive strain injury)**I'm a **lone parent** and

I need to sort out

something**I've got a migraine**problems with **childcare**crippling **back pain**going to a **job interview****stress****I've earned a long weekend****4 Discussion Words**

Look at the words and phrases in **pink type**. Find the **strong-stressed syllable** in each one and circle all of the **Schwa sounds**.

Sometimes I just fancy a duvet day!**5 Pronunciation – Sound Connections**

Look at four phrases from the text (in blue). What are the **sound connections** between them? Should we use **intrusion** or **elision**? Explain why, then practise saying them:

- She's **bought the** paint and rollers...
- Recently I** was told...
- the guy **who answered** the phone...
- So I phoned in sick on Monday
and **told them**...

6 Role Plays

Work with your partner to create a short role play or dialogue based on each situation in the text. You could imagine each one from the point of view of different characters, e.g. the employee, their boss, their partner, their colleagues, and so on. You could also show what happens next in the situation, or the events that led up to it...

7 Sentence Blocks – Present Perfect Passive

Practise the sentence blocks. What time does **present perfect passive** indicate? Why is passive voice used here?

The staff Christmas party has been cancelled due to lack of funds.
what (x2) / why / which



Title

“Work getting you down?” is a short question form of the phrasal verb “to get sby down” (see below). It literally means: “Is work making you feel unhappy at the moment?”

Pictures

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

1 Non-Literal English – Phrasal Verbs

Phrasal Verb:	Literal Meaning:	Gap:	Form in the Text:
get away with sth	be not caught doing something wrong	c)	get away with it
fight off sth	recover from sth, e.g. an illness or infection	f)	fighting off
get sby down	make somebody feel upset or depressed	h)	getting me down
get by	manage / handle sth / cope	j)	get by
throw up	vomit / be sick	d)	throwing up
get sth out of sth	benefit or profit from doing sth	i)	get anything out of it
come up with sth	think up / invent	b)	come up with
play up	cause discomfort or pain	e)	playing up
come on	start	g)	came on
crack on with sth	a colloquial form of “get on with sth”, meaning to continue working on a project after a break	a)	crack on with

Extensions: See Talk a Lot Intermediate Book 1 for more interesting ways to practise phrasal verbs.

2 Discussion

b) Answers will vary. Encourage SS to look up any new words and expressions.

Extensions: SS could write a formal email or letter to their manager explaining how they feel about their job, and what they would like to change about it.

3 Discussion

Answers will vary. Encourage SS to look up any new words and expressions.

Extensions: The pair or small group discussion could lead into a wider class debate, with SS putting their views on both sides of the argument, e.g. a zero-tolerance (strict) approach to staff absence versus a more “softly-softly” (lenient) approach. For example, if an employer comes down very hard on somebody who has taken a duvet day, it could be counter-productive in that the employee might start actively looking for another job. But if the employer is too lenient, however, it could lead to further working days being lost due to unnecessary sick leave. SS could research and debate the different points of view.

4 Discussion Words

The strong-stressed syllable(s) are underlined. Schwa sounds are indicated in grey type:

stomach bug
bullied
food poisoning
sickness
diarrhoea
split up
relative

flu symptoms
 splitting headache
appointment
 RSI
 repetitive strain injury
 lone parent

migraine
childcare
back pain
job interview
stress
 long weekend
duvet day

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. You might decide to focus on the topic of sound connections, which is practised in the next exercise. You can find out more about this topic in Talk a Lot Foundation Course. You could also get SS to put each word or phrase into their own sentence, using a verb form of their (or your) choice.

5 Pronunciation – Sound Connections

Phrase:	Sound Connection:	We Should Use:	NEA (Phonetic) Translation:
a) bought the	cc	elision	Bor_ th

Why? We remove the t at the end of “bought” to make it easier to say the two consonant sounds together. We should also use a glottal stop to make the transition sound more natural.

b) Recently I	vv	intrusion	Ree sn_ lli yai
---------------	----	-----------	-----------------

Why? When two vowel sounds meet, we need to add a consonant sound – w, y, or r. In this case, the y sound occurs naturally between “Recently” and “I”.

c) who answered	vv	intrusion	hoo Warn sd
-----------------	----	-----------	-------------

Why? As in b), above, we need to add a consonant sound, in this case the w sound occurs naturally between “who” and “answered”.

d) told them	cc	elision	Teul_ thm
--------------	----	---------	-----------

Why? We remove the d at the end of “told” to make it easier to say the two consonant sounds together. We should also use a glottal stop to make the transition sound more natural.

Extensions: SS look at sound connections between phrases taken from the text, or from the discussion words, above, or any phrases that they can find or invent. In this exercise we focus on two features of connected speech – intrusion and elision – but you could extend the exercise to include any or all of the other features, i.e. glottal stop, linking, assimilation, contraction, and r-linking. SS could write each phrase using the NEA (as above) to show which sounds are used and which are missing or have been added.

6 Role Plays

Answers will vary. Why not have a class competition to see which pair or group can come up with the best short drama?

Extensions: See Talk a Lot Elementary Handbook for more ideas and guidance on developing role plays. One tip is to start to add more detail to the scene. SS could invent more information about each character, e.g. in the first short text we know that Tom is from Luton and has a partner, but do they have any children? Do they *want* to have children? Are they planning to get married? Have they just moved into their house? Is that why his partner wants him to hurry up and do the decorating? What’s her name? Are they happy together? SS work together to add layers of detail which make the role play much richer. 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.

7 Sentence Blocks – Present Perfect Passive

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

The staff Christmas party has been cancelled due to lack of funds.

In this sentence present perfect passive indicates: **recent past**, e.g. in the last 24 hours. The use of passive voice indicates that either we don’t know who cancelled it, or that this information is so well-known that it is not worth mentioning it – i.e. the manager, or the board of directors, etc.

What has been cancelled due to lack of funds? / The staff Christmas party. / Has the staff Christmas party been cancelled due to lack of funds? / Yes, it has. / Has the *children's carol concert* been cancelled due to lack of funds? / No, it hasn't. The *children's carol concert* hasn't been cancelled due to lack of funds. / So...

What has happened? / The staff Christmas party has been cancelled due to lack of funds. / Has the staff Christmas party been cancelled due to lack of funds? / Yes, it has. / Has *the deputy manager dressed up as Santa Claus*? / No, she hasn't. *The deputy manager hasn't dressed up as Santa Claus.* / So...

Why has the staff Christmas party been cancelled? / Due to lack of funds. / Has the staff Christmas party been cancelled due to lack of funds? / Yes, it has. / Has the staff Christmas party been cancelled due to *lack of interest*? / No, it hasn't. The staff Christmas party hasn't been cancelled due to *lack of interest.* / So...

Which party has been cancelled due to lack of funds? / The staff Christmas party. / Has the staff Christmas party been cancelled due to lack of funds? / Yes, it has. / Has the *children's party* been cancelled due to lack of funds? / No, it hasn't. The *children's party* hasn't been cancelled due to lack of funds. / So...

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

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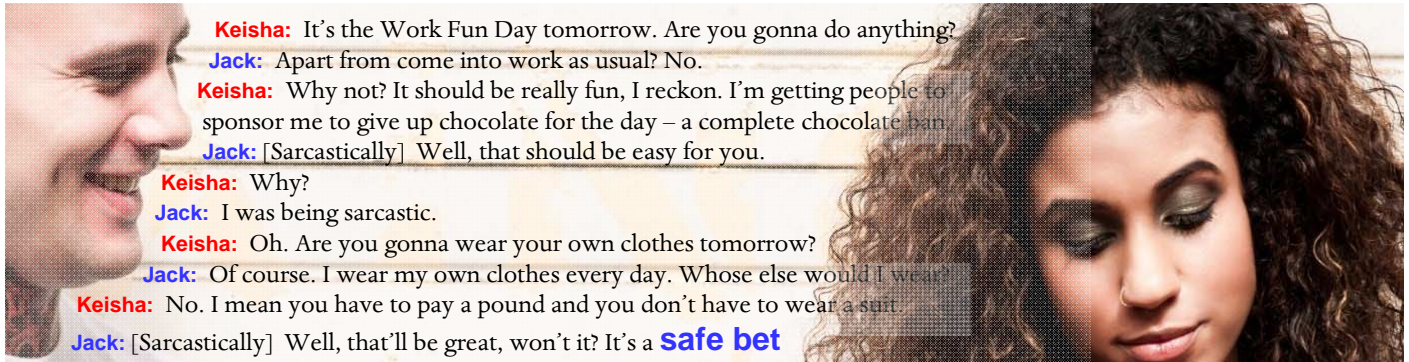
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1 Dialogue – Part 1

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.

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?

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.

– 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!

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!

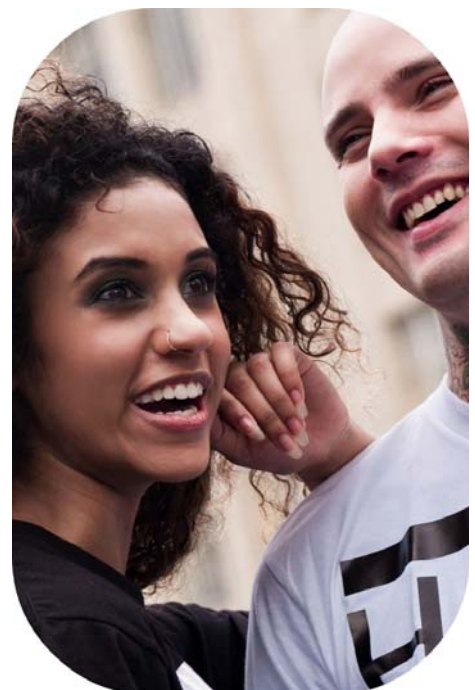


People in the UK are generally keen to get involved in raising money for charity by doing, sometimes, really strange things! Match each fundraising activity to a picture above:

- 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.



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			
			<i>Total Raised:</i>	

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

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This worksheet can be photocopied and used without charge

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

- Stressed syllables are shown in blue type.
- 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.englishbanana.com/tali2-track1.3a.mp3>

Track 1.3b (voice only – without sound effects) <http://www.englishbanana.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://www.englishbanana.com/> and they are all covered by our Free Copying Licence and Free Licence to Run Courses, which means that **you may freely print, copy, adapt, distribute, sell, and give them away**. Please visit our website for full details.

We hope that you will really enjoy using this free material, whether you are a student or teacher of English! If you have any questions or comments, please do get in touch with us here: info@englishbanana.com. If you and your students come up with further extension activities, please contact us and let us know what you did! It would be great to hear from you! If you can provide photo or video evidence we'll happily put it online so that other students and teachers can learn from your experience. 😊

Note: in this book, as with most English Banana.com material, we generally use British English.

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Time Travelling

1 Listening – Find 20 Differences

Work in groups of 4. Students C & D follow the text (introduction and first column) as A & B read the alternative text (see Notes). Students C & D listen and mark 10 differences between the texts. Then swap over – A & B follow the rest of the text and mark 10 more differences, as C & D read. Check any new vocabulary in your dictionaries.

Welcome to Time Travelling Job Swap – the reality show that lets YOU change jobs with an employee from the past! This week, Cro-Magnon hunter-gatherer Borag travels forward 15,000 years to become a supermarket checkout operator for a week.

We grabbed an exclusive interview with Borag, ahead of this week's episode. He spoke via a special time travel interpreter:

Why do you work?

I work to get food for my clan. If I didn't go out hunting, we wouldn't eat, so it's absolutely vital!

Why did you choose your present career path?

My father was a hunter-gatherer and he showed me the ropes: how to trap a bear in a cave; how to skin a reindeer; how to fish. Pretty much all the men in my clan go out hunting. If you're young, fit, and strong, you have to bring back food for the group.

Tell me about your role in the company. Does it offer you status, job security, job satisfaction, and promotion opportunities?

My specific role is to cut up the animals after they've been killed. I'm quite a valued member of the hunting team. My job is safe because I'm pretty handy with a knife! I get a lot of pleasure from my work – particularly when I'm eating the delicious results! I'd like to work my way up from apprentice to assistant butcher, but I'm happy for now.

What do you value in your job? What do you dislike?

I love being out in the open air – running; chasing wild beasts. I love the feeling of the rain on my back and the wind in my hair; the excitement of discovering a herd of bison or perhaps a baby woolly mammoth that's been separated from its mother. I hate it when we can't find anything to eat and we have to return to our clan and face them with empty hands.

Tell me about your colleagues.

We're a mixed group in terms of age and experience, but all are strong and dedicated to the job in hand. Whether we're harpooning fish or capturing wild horses, it's a team effort. You know that you're working together for the good of the whole clan. It's a great feeling!

If you could change one thing about your job, what would it be?

Nothing really – I love my job. Although, we don't have weekends or holidays, as such, so I would love to have a bit more free time to spend with my wife and my three children. I'm away from home a lot – travelling for long periods at a time.

What are the working conditions like? (hours, salary, leave, perks, etc.)

We work when we have to – often from early morning till late at night. If we've had a really big kill, we might not have to work for a few days. If that happens we can rest, and we might pass the time making jewellery or painting pictures on the walls of our caves. We get paid in meat, so if we don't work we will go to sleep hungry for sure.

What is your ambition? Where would you like to be in five years' time?

Like I said before, I'm hoping to become an assistant butcher, but five years is too far ahead for me to think, really. The most important goal is to stay alive – and that means dodging wild animals, avoiding hypothermia and infections – and most importantly bringing back food for my clan.

If you could do any job in the world, what would it be?

I would say to be chief hunter in our clan! What an honour! Because they get to wrestle with wolves and bears – and everybody respects them.

If you could take on any job from history, what would it be?

Well, I'm swapping places this week with Lee, a young guy from Finchley. He works as a cashier in a supermarket, so I'm looking forward to my first shift tomorrow. Bring it on!



Name: **Borag the Brave**
Age: **22**
From: **Southern France**
Time: **13,120 BC**
Job: **Hunter-Gatherer**



Borag is more used to fighting off starving wolves than scanning cereal packets and soup. How do you think he will get on?

2 Discussion Questions

Work in pairs. Use the questions above to ask and answer questions about your work.

3 Discussion Words – Work

- a) Find the following words and phrases in the text and circle them
b) Find the stressed syllable in each, and write the strong vowel sound:

ambition

hours

job satisfaction

career path

salary

status

perks

pleasure

leave

goal

working conditions

job security

role

promotion

colleagues

JOB SWAP

6 Discussion & Function Words

Fill in the missing function words in the text and discuss the **reasons why we work** with your partner. Order them from 1-15, where 1 is the most important reason and 15 is the least. What are **YOUR** main reasons for working?

Why Do We Work?

- * to buy luxury items, e.g. 1. _____ expensive holiday
- * to pay 2. _____ our own living space
- * to help other people
- * to achieve a higher status 3. _____ our friends
- * to be able to afford non-essential items, e.g. a better car
- * to get money to buy food 4. _____ drink
- * because money gives 5. _____ control over our destinies
- * to be able to pay our bills, e.g. light, heat, insurance, etc.
- * to spend time 6. _____ other people and not be alone
- * to save so that we have money when 7. _____ need it
- * so that we 8. _____ become bored
- * so that we can purchase essential items, e.g. furniture
- * to challenge ourselves
- * money allows us to 9. _____ more independent
- * for pride – 10. _____ feel fulfilled by doing something we are good at

4 Pronunciation

a) Look at the sentences from the text below. Mark the strong stresses.

1. **it was nice to meet his friends there**
2. **Lee lives in a warm, dry flat**
3. **It's really made me think about why we work.**
4. **I had to wear this horrible uniform all day**

b) Look at the unstressed syllables. How many Schwa sounds are there? How many short i sounds are there?

5 Sentence Blocks

Which *wh-* question words can be used with each sentence above? Practise making sentence blocks with your partner. Check the stress!

7 Reading

It's the end of the week on the checkout, and we've managed to catch five minutes with Borag, who looks completely fed up:

How did you get on?

Oh, it was too boring! Lee showed me the ropes, and **it was nice to meet his friends there**, but the actual work itself was tedious. I felt like a robot having to scan every product – and the queue of people seemed endless!

What were the main differences compared with your current job?

I found it really hard to sit still for such long periods of time. Also the repetitive nature of the job was really getting to me by the end. I couldn't cope with the lack of physical exercise. I mean, human beings have got legs! We're meant to move. Humans are among the greatest runners on the planet. I found myself clock-watching all day, and dealing with idiotic comments from customers who seemed to look down on me. **I had to wear this horrible uniform all day** and my line manager told me I had to have a bath before going to work. Where I come from it doesn't matter how you're dressed or whether you smell nice. For some reason here it's a big deal!

What surprised you the most?

I didn't expect to have to deal with a female boss! In my clan the women have to raise the little ones and guard the camp. It was quite hard being told what to do by a woman. Also I was surprised at how... well, how overweight and unfit people from your time are! In my time we haven't got a chance to become fat. We're always on the move – and usually because we're pursuing our food!

What did you enjoy the most?

It was good to feel safe – without the threat of a violent death every minute of the day.

8 Role Plays

a) Work with a partner or group to make the following role plays. b) Use the questions above to do a final interview with each time traveller at the end of the role play.

- a) Imagine what happens next week when Lee travels back to Borag's time
- b) Imagine what would happen if YOU swapped jobs with either Borag or Lee
- c) Imagine swapping places with any employee from history, for example, an **Aztec warrior**, a **courtier** in the palace of The Sun King, or a **chimney sweep** from Victorian England...

Lee lives in a warm, dry flat and he told me there are no wild beasts roaming the streets of England any more – so that gave me confidence and peace of mind.

Would you like to swap jobs permanently?

No thanks! I miss my wide open spaces and fresh air. The rolling valleys, the hills, the mountains, the thrill of the chase as a dozen reindeer gallop off in terror... swap that for sitting on a till all day, in a supermarket for six days a week? No chance! I'll take my time over yours any day of the week!

What will you take away from this experience?

It's really made me think about why we work. I mean, in my time it's really simple: you have to work to put food on the table; but in your time you seem to have invented loads of different motivations for going to work. You want to have a career and job satisfaction. You want to get paid more and buy more things. You always need a bigger house, a better car, a more exotic holiday, nicer furniture... You need to challenge yourselves, get promoted, achieve a higher status... But really it's all about just getting enough for food for our bodies and making a safe place to live... isn't it?

Next week: discover what happens when Lee (below) swaps his scanner and "Here to Help" badge for a long-handled spear and a joint of barbecued reindeer!

Find out whether he eats or gets eaten in next week's exciting episode of *Time Travelling Job Swap!*



1 Listening – Find 20 Differences

Alternative Text – Part 1

----- ✂ -----

Students **A & B** read the first part of the text with 10 differences – shown in **bold type**. Students **C & D** should underline each word that has changed, and if possible write the new word:

A or B: Time Travelling Job Swap

Welcome to Time Travelling Job **Swat** [Swap] – the reality show that lets YOU change jobs with an employee from the past! This week, Cro-Magnon hunter-gatherer Borag travels forward 15,000 years to become a supermarket checkout operator for a week. We grabbed an exclusive interview with Borag, ahead of this week's episode. He spoke via a special **tile** [time] travel interpreter:

A Why do you work?

B I work to get food for my clan. If I didn't go out hunting, we wouldn't eat, so it's absolutely vital!

A Why did you choose your present career **park** [path]?

B My father was a hunter-gatherer and he showed me the ropes: how to trap a bear in a cave; how to skin a reindeer; how to **fit** [fish]. Pretty much all the men in my clan go out hunting. If you're young, fit, and strong, you have to bring back food for the group.

A Tell me about your role in the company. Does it offer you status, job security, **jog** [job] satisfaction, and promotion opportunities?

B My specific role is to cut up the animals after they've been **kilt** [killed]. I'm quite a valued member of the hunting team. My job is safe because I'm pretty handy with a **nice** [knife]! I get a lot of pleasure from my work – particularly when I'm eating the delicious results! I'd like to work my way up from apprentice to assistant butcher, but I'm happy for now.

A What do you value in your job? What do you dislike?

B I love being **owl** [out] in the open air – running; chasing wild beasts. I love the feeling of the rain on my back and the wind in my hair; the excitement of discovering a **hurl** [herd] of bison or perhaps a baby woolly mammoth that's been separated from its mother. I hate it when we can't find anything to **each** [eat] and we have to return to our clan and face them with empty hands.

----- ✂ -----

Alternative Text – Part 2

----- ✂ -----
 Students **C** & **D** read the rest of the text with 10 more differences – shown in **bold type**. Students **A** & **B** should underline each word that has changed, and if possible write the new word:

- C** Tell me about your colleagues.
- D** We're a mixed group in terms of **aid** [age] and experience, but all are strong and dedicated to the job in hand. Whether we're harpooning fish or capturing wild horses, it's a team effort. You know that you're working together for the good of the **home** [whole] clan. It's a **grape** [great] feeling!
- C** If you could change one thing about your job, what would it be?
- D** Nothing really – I love my job. Although, we don't have weekends or holidays, as such, so I would love to have a bit more free time to spend with my wife and my three children. I'm away from home a lot – travelling for long periods at a time.
- C** What are the working conditions **light** [like]? (hours, salary, leave, perks, etc.)
- D** We work when we have to – often from early morning till late at night. If we've had a really big kill, we might not have to work for a few days. If that happens we can rest, and we might **part** [pass] the time making jewellery or painting pictures on the walls of our caves. We get paid in meat, so if we don't work we will go to sleep hungry for sure.
- C** What is your ambition? Where **wool** [would] you like to be in five years' time?
- D** Like I said before, I'm hoping to become an assistant butcher, but five years is too far ahead for me to **thing** [think], really. The most important goal is to stay alive – and that means dodging wild animals, avoiding hypothermia and infections – and most importantly bringing back food for my **clam** [clan].
- C** If you could do any job in the world, what would it be?
- D** I would say to be chief hunter in our clan! What an honour! Because they get to wrestle with wolves and bears – and everybody respects **then** [them].
- C** If you could take on any job from history, what would it be?
- D** Well, I'm swapping places this **wheat** [week] with Lee, a young guy from Finchley. He works as a cashier in a supermarket, so I'm looking forward to my first shift tomorrow. Bring it on!

Title

“Time Travelling Job Swap”. This lesson is about a fictional TV show where people from the present day are able to exchange jobs with an individual from the past for a week to find out what their job was like. You could start by asking SS some warm-up questions, e.g. “What is your favourite period in history? Why?”, “What jobs did they do in the past that we don’t do today?”, and “If you could travel back in time and try any job for one week, where would you go and what would you do? Why?” etc.

Pictures

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

1 Listening – Find 20 Differences

See Alternative Text on P.3 for instructions. SS should check any new words and expressions in their dictionaries, or you could pre-teach any vocabulary that you think may be new before starting the activity. When SS have finished the activity and checked their answers, ask them what they notice about the words that were exchanged. They should notice that in each case the **final consonant sound** of each word has been changed to make a different word.

Extensions: a) SS could practise their speaking and listening skills by reading the interview in pairs, then changing roles and reading it again. b) They could repeat the listening activity but with different words changed, e.g. instead of final consonant sounds they could change the vowel sound in one-syllable words to make a different word, e.g. “get” changes to “got”, “eat” to “ate”, and so on.

2 Discussion Questions

SS should work in pairs and ask each other the ten questions from the text. SS should give answers about themselves. Here is the complete list:

1. Why do you work?
2. Why did you choose your present career path?
3. Tell me about your role in the company. Does it offer you status, job security, job satisfaction, and promotion opportunities?
4. What do you value in your job? What do you dislike?
5. Tell me about your colleagues.
6. If you could change one thing about your job, what would it be?
7. What are the working conditions like? (hours, salary, leave, perks, etc.)
8. What is your ambition? Where would you like to be in five years’ time?
9. If you could do any job in the world, what would it be?
10. If you could take on [try; do; have a go at] any job from history, what would it be?

Extensions: SS could think of more questions on the topic of work. They could ask and answer the new questions either as themselves or as Borag. Or SS could conduct a survey by asking a variety of students from the class, and then compile their results into a short report which they then present to the class. To consolidate this, they could write out the report for homework.

3 Discussion Words – Work

SS should check any new words or phrases in their dictionaries. Here are the discussion words with stressed syllables underlined and **strong vowel sounds** indicated. The teaching point is that these strong vowel sounds are the most important sounds in each word or phrase, and therefore should be heard clearly.

i amb <u>ition</u>	ei stat <u>us</u>	er <u>work</u> ing conditions
auw <u>hour</u> s	er <u>perk</u> s	uuw job sec <u>ur</u> ity

a job satisf <u>ac</u> tion	e <u>pl</u> ea <u>su</u> re	eu <u>ro</u> le
iy care <u>er</u> path	ee <u>le</u> ave	eu prom <u>o</u> tion
a <u>sa</u> lary	eu <u>go</u> al	o <u>col</u> leagues

Extensions: a) SS could match words and phrases that have the same strong-stressed vowel sound, i.e.

working conditions and perks; role, promotion, and goal; job satisfaction and salary

b) SS could think of more discussion words on the topic of work and repeat the activity above; then use the words and phrases from the activity or the ones they have found (or both) to practise with any Discussion Words practice activities, i.e. from Talk a Lot Elementary Books 1-3 or Talk a Lot Intermediate Book 1. Or SS could use the Big Word Game or Talk a Lot Bingo from Talk a Lot Elementary Handbook. You could also get SS to put each word or phrase into a sentence, using a verb form of their (or your) choice, or to practise making collocations, e.g. verb and noun (apply for a promotion), or adjective and noun (a high salary), etc.

4 Pronunciation

a) The strong stresses are marked: ○

b) Schwa sounds are marked: ● ; short i sounds are marked: ● ; other unstressed syllables are marked: ○

● ● ○ ● ○ ● ○ ○
1. it was nice to meet his friends there

○ ○ ● ● ○ ○ ○
2. Lee lives in a warm, dry flat

● ○ ○ ○ ● ○ ● ○ ○ ● ○
3. It's really made me think about why we work.

● ○ ● ○ ● ○ ● ● ○ ○ ○ ○
4. I had to wear this horrible uniform all day

NEA Phonetic Translation:

i_ w Znai st Mee ti Zfren Ztheir

Lee Li vzi n Worm, Draï Flat

i_ Sriy lii Mei mi Tting k bau_ Wai wi Work.

uh ha_ t Weir thi So r bl Yoo n for morl dei

SS should notice that the vowel sounds in the unstressed syllables in these sentences are mainly either Schwa sounds or short i sounds. This is true of unstressed syllables in an English sentence generally. Out of 22 unstressed sounds, there are **9 Schwa sounds**, **7 short i sounds**, and **6 other sounds**. Note: in sentence 1 the preposition "there", which is often an unstressed function word, is stressed because it occurs at the end of the sentence.

Extensions: SS examine other sentences from the text - or that they have made up on the same topic - to see how many Schwa sounds, short i sounds, and other sounds comprise the unstressed syllables.

5 Sentence Blocks

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

1. it was nice to meet his friends there (past simple)

Who was it nice to meet there? / His friends. / Was it nice to meet his friends there? / Yes, it was. / Was it nice to meet his *bank manager* there? / No, it wasn't. It wasn't nice to meet his *bank manager* there. / So...

What was it nice to do there? / To meet his friends. / Was it nice to meet his friends there? / Yes, it was. / Was it nice to *do your homework* there? / No, it wasn't. It wasn't nice to *do my homework* there. / So...

Where was it nice to meet his friends? / There. / Was it nice to meet his friends there? / Yes, it was. / Was it nice to meet his friends *in a crowded lift*? / No, it wasn't. It wasn't nice to meet his friends *in a crowded lift*. / So...

2. Lee lives in a warm, dry flat (present simple)

Who lives in a warm, dry flat? / Lee does. / Does Lee live in a warm, dry flat? / Yes, he does. / Does *a prisoner* live in a warm, dry flat? / No, they don't. *A prisoner* doesn't live in a warm, dry flat. / So...

Where does Lee live? / In a warm, dry flat. / Does Lee live in a warm, dry flat? / Yes, he does. / Does Lee live in a *cold, damp house*? / No, he doesn't. Lee doesn't live in a *cold, damp house*. / So...

What kind of flat does Lee live in? / A warm, dry one. / Does Lee live in a warm, dry flat? / Yes, he does. / Does Lee live in a *horrible flat*? / No, he doesn't. Lee doesn't live in a *horrible flat*. / So...

3. It's really made me think about why we work. (present perfect)

What has it really made you think about? / Why we work. / Has it really made you think about why we work? / Yes, it has. / Has it really made you think about *astrophysics*? / No, it hasn't. It hasn't really made me think about *astrophysics*. / So...

What has it really made you do? / Think about why we work. / Has it really made you think about why we work? / Yes, it has. / Has it really made you *feel annoyed*? / No, it hasn't. It hasn't really made me *feel annoyed*. / So...

4. I had to wear this horrible uniform all day (past modal form)

What did you have to wear all day? / This horrible uniform. / Did you have to wear that horrible uniform all day? / Yes, I did. / Did you have to wear *casual clothes* all day? / No, I didn't. I didn't have to wear *casual clothes* all day. / So...

What did you have to do all day? / Wear this horrible uniform. / Did you have to wear that horrible uniform all day? / Yes, I did. / Did you have to *stay in bed* all day? / No, I didn't. I didn't have to *stay in bed* all day. / So...

What kind of uniform did you have to wear all day? / This horrible uniform. / Did you have to wear that horrible uniform all day? / Yes, I did. / Did you have to wear *a nice uniform* all day? / No, I didn't. I didn't have to wear *a nice uniform* all day. / So...

Who had to wear that horrible uniform all day? / I did. / Did you have to wear that horrible uniform all day? / Yes, I did. / Did *your niece* have to wear that horrible uniform all day? / No, she didn't. *My niece* didn't have to wear this horrible uniform all day. / So...

How long did you have to wear that horrible uniform for? / All day. / Did you have to wear that horrible uniform all day? / Yes, I did. / Did you have to wear that horrible uniform *for only a few hours*? / No, I didn't. I didn't have to wear this horrible uniform *for only a few hours*. / So...

Extensions: Use other sentences from the text (or sentences written by SS on the same topic) and practise building sentence blocks using a variety of question words. SS can work individually, in pairs, in small groups, or as a whole class. See Talk a Lot Elementary Handbook for further ideas.

6 Discussion & Function Words

1. an
2. for
3. than
4. and
5. us
6. with
7. we
8. don't

9. be
10. to

SS should discuss the reasons and put them into order from 1 (most important) to 15 (least important). There are no right or wrong answers here. SS could present the results of their discussion to the whole class. Or SS could interview each other – even recording the interviews (audio or video), where possible. SS could work in small groups or pairs and leave the classroom to go and find a group of employees to interview on the topic of “Why Do We Work?” – e.g. at the school, or at a company, then come back and edit their interviews together, and show them to the whole group.

7 Reading

SS should read the interview out loud with a partner, then change roles and read it again. They should check any new words and expressions in their dictionaries, or you could pre-teach any vocabulary that you think might be new before starting the activity. The reading may lead into a discussion about Borag’s attitudes towards work and the present day, and how they contrast with our modern attitudes – or it may lead directly into the role play activity.

8 Role Plays

Extensions: See *Talk a Lot Elementary Handbook* for more ideas and guidance on developing role plays. One tip is to start to add more detail to the scene. SS could invent more information about each character, e.g. we don’t know much about the character of Lee from the text, so students could flesh it out a bit. As SS work together to add layers of detail the role play will become much richer. 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. If your SS are competitive, there could be a challenge between groups to see which produces the most professional role play. SS could record their performances on video, and since the lesson is based on a fictional TV show, it could be a good chance for SS to learn how to create and edit a short video in the style of a reality show (e.g. *Undercover Boss*). If the performances are particularly good, you could invite people from within your school (e.g. other classes or staff) and even people from outside the school (parents, friends, etc.) to watch the resulting work, as a form of promotion for your school.

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://www.englishbanana.com/> and they are all covered by our Free Copying Licence and Free Licence to Run Courses, which means that **you may freely print, copy, adapt, distribute, sell, and give them away**. Please visit our website for full details.

We hope that you will really enjoy using this free material, whether you are a student or teacher of English! If you have any questions or comments, please do get in touch with us here: info@englishbanana.com. If you and your students come up with further extension activities, please contact us and let us know what you did! It would be great to hear from you! If you can provide photo or video evidence we'll happily put it online so that other students and teachers can learn from your experience. 😊

Note: in this book, as with most English Banana.com material, we generally use British English.

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English is a rich language, which means there is often more than one way to say exactly the same thing. Native speakers often enjoy using idioms, phrasal verbs, and slang – a kind of **picture language** – rather than literal dictionary words, because it feels more natural to them. When speech includes a lot of this kind of non-literal English, as in the dialogues below, it can be really confusing for the English student, who might feel as if they're not listening to English at all, but...

A DIFFERENT LANGUAGE

1 Dialogue 1 – Quiz

- a) Read the dialogue with your partner quickly to get the gist. Student A is **Leanna** and Student B is **Billie**.
Note that the dialogues in this lesson are not exaggerated – native speakers (especially young people) really do speak like this!
 b) Read it together more slowly. Each student reads their lines and tells or guesses the **literal translation** of each idiomatic phrase in **red type**. The other student checks the meaning on their handout (see PP.3-4) and gives 10 points for each correct answer. The student with the most points is the winner!

Two teenage girls are chatting on the bus...

- L: ¹ Why the long face? ² What's up?
 B: Brandon's ³ **chucked me**.
 L: What?
 B: Yeah. We had ⁴ **a bust-up** last night – at Kim's party – and he's been ⁵ **giving me the cold shoulder** ever since.
 L: Ah! You must be ⁶ **gutted**.
 B: I'll ⁷ **get over it**, I suppose.
 L: What was it about?
 B: Well, you know, at first I thought he was ⁸ **playing hard to get**. Then when we started ⁹ **going out** he was still ¹⁰ **putting it about** with some girl from the school play, which was really ¹¹ **winding me up**.
 L: Yeah. I remember.
 B: So, yesterday afternoon I was shopping in town when I saw Brandon walking hand in hand with ¹² **a right minger** who works in the fish and chip shop – who's actually ¹³ **got a bun in the oven** anyway by *another* ¹⁴ **complete lowlife!**
 L: Ah, babe. ¹⁵ **I'm lost for words**. Well, ¹⁶ **it's not the end of the world**, is it? ¹⁷ **Plenty more fish in the sea, and all that**. I reckon you're better off ¹⁸ **well rid**.
 B: I'd love to ¹⁹ **teach him a lesson** though.
 L: ²⁰ **Don't stoop to his level**. You know – just ²¹ **pick up the pieces** and ²² **move on with your life**. ²³ **Be the better person**.
 B: D'you ever get the feeling that ²⁴ **life sucks?** I really trusted him, you know. How could he just ²⁵ **stab me in the back** like that? And he's so ²⁶ **two-faced!** I thought we were ²⁷ **soul mates** – together forever! I know I ²⁸ **took him for granted** sometimes, but...
 L: I guess you just ²⁹ **don't know what you've got till it's gone**.



"She's got a bun in the oven" – not connected with buns... or ovens

- c) Read the dialogue again, but this time replace the idiomatic phrases with the literal ones. Do you notice any difference? Which way is easier to understand? Which way is more interesting?

2 True, False, or Unknown?

Work in pairs and mark each statement T, F, or U:

1. Billie has split up with her boyfriend.
2. Leanna encourages Billie to get back with Brandon.
3. Leanna went to Kim's party last night.
4. Billie's not bothered about the break-up.
5. Brandon was unfaithful to Billie with a girl who works in a fast food place.
6. Billie is not bitter about what's happened.
7. Billie and Leanna are best friends.
8. Billie thought that the relationship had a future.

3 Non-Literal English – Clichés

A cliché is a standard phrase (often an idiom) that we use to express a feeling when we can't think of the words on our own – or when we are too lazy to think of our own phrase.

Clichés are, by definition, unoriginal and over-used. We often reach for a cliché when we need to react to some important news, e.g. a life-changing event or decision. For example, in Dialogue 1, above, the following phrases are clichés:

"just pick up the pieces and move on with your life"
"I guess you just don't know what you've got till it's gone"

Leanna uses clichés to give advice; perhaps because she has heard them before (e.g. on a TV talk show or soap opera) and believes that they sound like the right thing to say.

- a) Find two more clichéd phrases in Dialogue 1 and two more in Dialogue 2 on the opposite page
- b) Can you think of any more clichés that the girls could use in this situation?

4 Pronunciation – Final t Sound (Tracks 2.1a & 2.1b)

- | | |
|------------------|---------------|
| 1. not nice | 5. don't know |
| 2. what was | 6. got with |
| 3. can't believe | 7. that life |
| 4. get the | 8. what they |



"He was playing the field" – not discussing an actual field

- a) Find the phrases above in the dialogues and circle them
- b) Repeat the phrases a few times with your partner
- c) Listen to Track 2.1a, then Track 2.1b. The phrases are said in two different ways. What is the difference? Which way sounds more like natural English? Which way would you normally say them?
- d) Listen again to the second way (Track 2.1.b) and repeat the phrases
- e) Find more examples in the dialogue of similar phrases, where a t sound at the end of a syllable meets a consonant sound at the beginning of the next, and practise saying them in the manner that you heard in Track 2.1b

Some frustrated students speak out:

"It sounds like they're discussing relationship problems, so why do I hear nouns like bell, fish, trousers, oven, and so on? Why can't they say what they mean?"

[Answer: because English is not a direct language!]"

"When I hear the word fish I picture it and imagine it with its literal meaning; I get confused because I haven't yet learned that 'plenty more fish in the sea' is an idiom – a phrase with a fixed meaning. I need to learn more idioms!"

5 Dialogue 2 – Quiz

Follow the same instructions as for Dialogue 1. Student A is **Leanna** and Student B is **Terri**. Next, work together to create a short dialogue using 10 of the new idiomatic phrases from this lesson, and perform it to the rest of the class.

- L: Have you heard ¹ **the latest** about Billie?
 T: What?
 L: She's had a massive ² **argy-bargy** with Brandon! He's ³ **gone off with** ⁴ **some scrubber** from the ⁵ **chippie**.
 T: ⁶ **You're joking!** Well, he's ⁷ **led her a merry dance**, hasn't he? The ⁸ **low-down, rotten scum**. Talk about being ⁹ **done over!** She was ¹⁰ **so totally into him**, wasn't she?
 L: I know, but anyway – ¹¹ **I reckon she was punching above her weight a bit**, don't you think? And anyway, Brandon was ¹² **playing the field** with a bunch of ¹³ **old flames**, the whole time he and Billie were ¹⁴ **an item**. His mates were ¹⁵ **blabbing their mouths off** that he was having ¹⁶ **a bit on the side** when he first ¹⁷ **got with** Billie.
 T: Oh, you can't believe a word of what *they* say. I'd ¹⁸ **take it with a pinch of salt**, if I were you. They're ¹⁹ **all mouth and trousers**. How's Billie? ²⁰ **Keeping her chin up?**
 L: Pretty ²¹ **down in the dumps**, really. I think she's just ²² **sick and tired of** ²³ **hooking up** with ²⁴ **jerks**. It's not nice being ²⁵ **cheated on**, is it? I mean – her previous ²⁶ **bf** was ²⁷ **a total loser** too, wasn't he?
 T: I know, but anyway... Ah, ²⁸ **bless her**. You know, we need to get her ²⁹ **all dolled up**. Tell her to ³⁰ **get her glad rags on** and ³¹ **her dancing shoes** as well, and we'll take her out for ³² **a night on the town**. She can ³³ **paint the town red** and just ³⁴ **let her hair down**. Some ³⁵ **sick** music'll be ³⁶ **just the trick** to ³⁷ **mend her broken heart**.
 L: Yeah. Great idea! Let's ³⁸ **give her a bell** and ³⁹ **see how she's fixed** for tonight.

Discuss with your partner and then with the whole class: how can we learn MORE non-literal English?



"There's plenty more fish in the sea" – not about counting marine life

7 Sentence Blocks

Work in pairs. Make the six sentence blocks:

BRANDON WAS PLAYING THE FIELD WITH A BUNCH OF OLD FLAMES, THE WHOLE TIME HE AND BILLIE WERE AN ITEM.

when, who (x2), what (x2), how long

6 Discussion Words – NEA Translation

- a) Say the words from Dialogue 2 (below) out loud. Where is the strong stress? What is the strong vowel sound? Are there any Schwa sounds or short i sounds? Are there any silent letters?

massive dance mates mouths

give fixed trousers tonight

- b) Match them with their NEA translations:

t Nait Mauthz Fikst Giv Trau zz Meits Ma siv Darns

- c) Translate 10 more **content words** from the dialogues into the NEA and then repeat exercise a) above

1 Dialogue 1 – Quiz

----- ✂ -----
Student A checks as **Student B** tells or guesses Billie's literal translations:

- ³ ended our relationship
- ⁴ an argument
- ⁵ ignoring me
- ⁷ recover
- ⁸ deliberately making it hard for me to get close to him
- ⁹ having a romantic relationship
- ¹⁰ in a close relationship
- ¹¹ annoying me
- ¹² a really ugly girl
- ¹³ pregnant
- ¹⁴ horrible guy
- ¹⁹ do something nasty to him so that he regrets hurting me
- ²⁴ life is horrible
- ²⁵ betray me
- ²⁶ deceitful
- ²⁷ two people who matched perfectly
- ²⁸ didn't appreciate him fully

----- ✂ -----
Student B checks as **Student A** tells or guesses Leanna's literal translations:

- ¹ Why do you look so sad?
- ² What's wrong?
- ⁶ really upset.
- ¹⁵ I don't know what to say
- ¹⁶ it's not that serious
- ¹⁷ There are lots of other potential partners around
- ¹⁸ without him
- ²⁰ Don't behave as badly as he has
- ²¹ recover gradually
- ²² forget the past and focus on a more positive future
- ²³ Act like a more morally superior person than him
- ²⁹ don't value what you have until you have lost it

----- ✂ -----

5 Dialogue 2 – Quiz

----- ✂ -----
Student A checks as **Student B** tells or guesses Terri's literal translations:

- ⁶ Is that really true?
- ⁷ treated her very badly
- ⁸ very bad person
- ⁹ betrayed
- ¹⁰ very keen on him
- ¹⁸ treat it as if it were not true
- ¹⁹ always boasting about relationships
- ²⁰ staying positive
- ²⁸ I wish her well
- ²⁹ dressed up smartly
- ³⁰ put on her best party clothes
- ³¹ shoes which are suitable for dancing
- ³² a night at some pubs and clubs in town
- ³³ have a good time with friends, visiting pubs and nightclubs
- ³⁴ relax
- ³⁵ very good
- ³⁶ the best way
- ³⁷ help her to recover after being hurt emotionally

----- ✂ -----
Student B checks as **Student A** tells or guesses Leanna's literal translations:

- ¹ the latest news
 - ² fight
 - ³ started to date
 - ⁴ an unpleasant woman
 - ⁵ fish and chip shop
 - ¹¹ I think that she had a lower social status than him
 - ¹² having romantic relationships
 - ¹³ former partners
 - ¹⁴ together in an exclusive relationship
 - ¹⁵ boasting
 - ¹⁶ a secret relationship
 - ¹⁷ started to date
 - ²¹ unhappy
 - ²² very tired of
 - ²³ starting relationships
 - ²⁴ idiots
 - ²⁵ deceived by your partner, who is having a relationship with somebody else at the same time as you
 - ²⁶ boyfriend
 - ²⁷ an unpleasant person
 - ³⁸ call her
 - ³⁹ see whether she's available
- ✂ -----

Talk a Lot

Foundation Course

Lesson 2 – 200 One-Syllable Words that End with “t”

Practise making **glottal stops** with this handy list of one-syllable words that end with *t* :

ant	dote	mart	sat	wrote
art	fat	mat	seat	wrought
at	fate	mate	set	yacht
bait	feat	Matt	short	yet
Bart	feet	meat	shot	zit
bat	fight	meet	sight	
beat	fit	met	sit	
beet	fleet	might	skate	<u>My words:</u>
belt	float	mitt	soot	_____
bet	foot	moat	soot	_____
bit	fought	mutt	sought	_____
bite	gate	Nate	splat	_____
bleat	get	neat	spout	_____
blot	git	net	sprout	_____
boat	gnat	newt	start	_____
bolt	goat	night	stat	_____
boot	got	nit	state	_____
bought	greet	not	stoat	_____
brat	grit	note	straight	_____
Brit	grot	nought	tart	_____
brought	gut	nut	tat	_____
built	hart	oat	Tate	_____
but	hat	ought	taught	_____
butt	hate	part	thought	_____
cart	heart	pat	throat	_____
cat	heat	peat	tight	_____
caught	height	pert	tit	_____
cert	hit	pet	toot	_____
chart	hot	Pete	tot	_____
chat	hurt	pit	tote	_____
cheat	hut	plate	treat	_____
chute	it	pleat	tut	_____
clot	jet	port	vat	_____
coat	jot	pot	vet	_____
coot	jut	put	vote	_____
cot	jute	quit	wait	_____
crate	Kate	quite	wart	_____
curt	kit	quote	weight	_____
cut	kite	rat	wet	_____
cute	late	rate	what	_____
dart	let	rent	wheat	_____
date	light	right	white	_____
debt	lit	root	wilt	_____
dirt	loot	rot	wit	_____
dot	lot	rut	writ	_____

Practise glottal stops by repeating these four fun phrases – then make up some of your own!

- Kate wrote a short note.
- The goat with the neat coat met a stoat whose feet got hot a lot.
- Bart bought some light wheat.
- Pete's pet cat knew a neat newt.

Title

“A Different Language”. The aim of this lesson is to explore how English can sound like a different language when native speakers use a lot of non-literal expressions. In the dialogues from this lesson, SS can learn (or revise) **68 different idiomatic expressions** on the topic of relationships. SS should focus on the idiomatic language in the dialogues, and how idioms include words which have no connection with their normal literal meaning, for example, in the idiom “he’s been giving me the cold shoulder”, the meaning (“he’s been ignoring me”) is unconnected with the words “cold” and “shoulder”. But if SS don’t know the idiom, the use of these unrelated words can make them picture only the literal meaning of each word. Of course, the answer is for SS to first of all be aware that we use idioms and non-literal language in English, and secondly to learn idioms in a regular, systematic way, like they would learn any vocabulary. On page 2 of the lesson there are some “student complaints”: “...so why do I hear nouns like bell, fish, trousers, oven, and so on?” Here is a full list of nouns (in order) which are used in a non-literal way in the dialogues:

Dialogue 1: shoulder, bun, oven, world, fish, sea, lesson, level, pieces, back, soul, mates

Dialogue 2: scrubber, dance, scum, weight, flames, item, mouths, bit, side, pinch, salt, mouth, trousers, chin, dumps, jerks, rags, dancing, shoes, hair, trick, heart, bell

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 1 – Quiz

c) SS’ answers will vary and a short class discussion could develop. Hopefully SS will realise that there is a big difference when we use idiomatic phrases instead of literal ones. While using literal phrases may be easier for SS to understand – because they have already learned them in class – using idiomatic phrases makes the dialogue more interesting – and also closer to how an actual conversation between two native speakers would be.

Extensions: a) You could make this exercise more difficult by not giving the SS the handouts with the answers on. Instead they have to use dictionaries (e.g. a dictionary of idioms) or the internet to find the literal meanings, and then write their own literal version of the dialogue. b) After completing the exercise, SS could work in pairs or small groups and develop a short role play based on what they imagine was happening before the dialogue began, or what happened afterwards, or spend time looking for more idioms and slang expressions on the topic of love and relationships.

2 True, False, or Unknown?

Where possible, encourage SS to tell you a sentence from the dialogue to back up their answer, rather than giving just a letter:

1. T “Brandon’s chucked me.”
2. F “...it’s not the end of the world, is it?”
3. U We don’t know because this information is not given in the dialogue.
4. F “Why the long face? What’s up?”
5. T “...I saw Brandon walking hand in hand with a right minger who works in the fish and chip shop.”
6. F “I’d love to teach him a lesson though.”
7. U We don’t know because this information is not given in the dialogue. Perhaps not, considering how Leanna speaks to Terri about Billie in Dialogue 2.
8. T “I thought we were soul mates – together forever!”

Extensions: SS could make up further statements where the answer is true, false, or unknown, and test their partners. SS could use some of the sentences (not the negative ones) as starting sentences for building sentence blocks, e.g. “Billie has split up with her boyfriend. / WHO has split up...” etc.

3 Non-Literal English – Clichés

a) Since Leanna and Billie include a lot of well-known standard phrases (idioms) in their dialogues, it is fair to say that much of their speech is clichéd. However, the following phrases stand out as being particularly clichéd:

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Dialogue 1:

"I'm lost for words."

"It's not the end of the world, is it?"

"Plenty more fish in the sea, and all that."

"Don't stoop to his level."

Dialogue 2:

"He's led her a merry dance, hasn't he?"

"I'd take it with a pinch of salt, if I were you."

"Tell her to get her glad rags on and her dancing shoes as well..."

"She can paint the town red and just let her hair down."

b) SS' answers will vary. For example, other clichés (idioms that apply very generally to a situation) that could be used include:

Billie says:

"I need time *to get over him...*" (to recover from being hurt)

"I felt we were *made for each other...*" (a perfect couple)

"*It's hit me like a ton of bricks...*" (it has been a big shock)

"It's completely *out of the blue...*" (unexpected)

Leanna says:

"*You're better off without him...*" (your life will be better without him)

"*Just put it down to experience...*" (see it as something that has given you more experience of life)

"Try to *put it behind you...*" (forget the past and focus on a more positive future)

Extensions: SS could look for more examples of clichéd language in online videos, e.g. on YouTube, or on DVDs, in songs, and so on. SS could then try to rewrite lines which contain clichés using their own original phrases instead.

4 Pronunciation – Final t Sound (Tracks 2.1a & 2.1b)

You can download the recordings for the lesson here:

Track 2.1a <http://www.englishbanana.com/tali2-track2.1a.mp3>

Track 2.1b <http://www.englishbanana.com/tali2-track2.1b.mp3>

c) SS should be able to hear that the phrases in the second recording (Track 2.1b) sound more natural than those in the first (Track 2.1a). The reason for this is that in Track 2.1b the speaker uses elision to remove the t sound at the end of the first syllable, and adds a glottal stop before the next sound, whereas in Track 2.1a the speaker pronounces the t sound. This sounds awkward next to the following consonant sound, because it is a cc (consonant to consonant) sound connection, rather than the more usual and more natural-sounding vc (vowel to consonant) sound connection. You can see how the glottal stops (marked with _) have replaced the final t sound in the NEA phonetic spelling of the phrases below:

Normal Spelling:

NEA Translation:

- | | |
|------------------|--------------|
| 1. not nice | No_ Nais |
| 2. what was | Wo_ wz |
| 3. can't believe | Karn_ b Leev |
| 4. get the | Ge_ th |
| 5. don't know | Deun_ Neu |
| 6. got with | Go_ with |
| 7. that life | th_ Laif |
| 8. what they | wo_ thei |

This could be a good opportunity to revise (or study for the first time) how the glottal stop is used in English. You can find more information on this topic in *Talk a Lot Foundation Course*, which is a free download from

englishbanana.com. Read *Lesson 2 – Spelling and Sounds* in particular, and allow SS time to practise forming the glottal stop. On page 19 of this lesson there is a list of 200 one-syllable words that end with a t sound, which can provide plenty of practice of making glottal stops. It is included in this pack on page 5. There are also plenty of videos online which demonstrate how to make the glottal stop. Note: syllable linking and connected speech in general is covered in detail in *Unit 4 of Talk a Lot Foundation Course*. If SS ask why they have to study this, it could be worth pointing out to them that the final t sound – and consequently the elision and glottal stop combination – is very common in spoken English – **there are 65 final t sounds in these two short dialogues!** – so it is really important to study it if they want to achieve a more natural-sounding spoken English.

e) There are many more similar phrases in the dialogues, for example:

Normal Spelling: NEA Translation:

wasn't she?	Wo zn_ shi?
don't you	Deun_ y
thought we	Ttor_ wi

SS should avoid phrases where the first syllable ends with a consonant cluster, rather than a single t sound. There are several phrases, for example, where the first syllable ends with st . If this happens, elision may or may not occur but a glottal stop is unnecessary. Instead, we use FCL (final consonant linking) and the consonant cluster st moves forward to the beginning of the next syllable, for example:

elision does not occur and there is no glottal stop:

just don't	ju Steunt
just stab	ju Stab

elision occurs, but there is no glottal stop:

just sick	ju Sik
just chill	ju Schil
just the	ju sth

There are also a few phrases where a final t sound meets another consonant sound and the t sound is kept, but the sound at the beginning of the next syllable disappears (using elision), for example:

thought he	Ttor ti
hasn't he?	Ha zn_ tee?

Extensions: a) SS could record themselves practising the phrases, or new phrases that they have found from the dialogues - or any examples of cc sound connections where a final t sound meets another consonant sound. SS listen back to each other's recordings and offer feedback. Of course, the teacher should also offer feedback to each student. If possible SS should record themselves saying the phrases on video so that they can watch how they physically make the sounds, e.g. what position the mouth and tongue are in. b) SS could extend the phrases into full sentences and practise saying them, paying particular attention to the cc sound connection, e.g. after practising "not nice, not nice," etc. SS should practise the phrase in its wider context: "It's not nice being cheated on." etc.

5 Dialogue 2 – Quiz

SS should follow the same instructions as for Dialogue 1. They can use some or all of the same extensions as well – or think up their own.

Discussion question: "**How can we learn MORE non-literal English?**"

SS should think of their own list of ways in which they can learn more non-literal English, but here are a few suggestions to get the discussion started:

In general, SS should try to immerse themselves in the English language as much as possible. The following tips will help them to learn more non-literal English in context:

- buy a dictionary of English idioms and resolve to learn 10 new idioms per week in a systematic way. Do the

same for phrasal verbs, and even for slang too

- read English language websites, e.g. newspapers, gossip sites, information sites, etc.
- make friends with an English native speaker and chat on Skype or email each other
- watch English-language films with English subtitles on YouTube
- read the comments that people leave on YouTube, or similar sites, and look up any new idioms, phrasal verbs, and slang
- watch DVDs and films on TV with English subtitles
- exchange messages with English native speaker friends on Facebook
- attend free English lessons online at websites such as WizIQ.com
- pay for lessons with an English native speaker, e.g. on Skype, and focus on non-literal English
- use Twitter in English and read what people are tweeting on a particular topic
- spend time in the UK – either for a short holiday or for a longer stay
- learn English or work in the UK or an English-speaking country

6 Discussion Words – NEA (New English Alphabet) Translation

a) SS should check any new words or phrases in their dictionaries. Here are the discussion words with stressed syllables underlined and **strong vowel sounds** indicated.

a	ar	ei	au	i	i	au	ai
massive	dance	mates	mouths	give	fixed	trousers	tonight

There are Schwa sounds in the following words: trousers, tonight

There are short i sounds in the following words: massive, give, fixed

There are silent letters (letters which are not pronounced) in every word: massive, dance, mates, give, fixed, trousers, tonight

b) Normal Spelling: NEA Translation:

massive	Ma siv
dance	Darns
mates	Meits
mouths	Mauthz
give	Giv
fixed	Fikst
trousers	Trau zz
tonight	t Nait

c) Here are some more examples of content words (nouns, main verbs, adjectives, etc.) from the dialogues translated into the NEA:

Normal Spelling:	NEA Translation:
face	Feis
shopping	Sho ping
pieces	Pee sz
believe	b Leev
broken	Breu kn

Extensions: a) SS could look at the NEA in more detail, if they are not already familiar with it (see *Talk a Lot Foundation Course Page 16* for the full chart and *Lesson 2 Page 6* for more information) and practise using it to write simple one- or two-syllable words, for example their first name or their friends' names. SS could discuss the differences between the NEA and other phonetic alphabets, and consider whether their dictionary has phonetic spellings of the words it contains and how this could help them to understand the differences between spelling and sounds in English. If SS are familiar with the NEA, you could have a team writing race activity, where two teams compete to see which can write a given word (e.g. a word from this lesson) on the board using the NEA. Or SS have to write a word on the board and their team has to shout out the normal English spelling, and so on. b) You could

also use this activity as an opportunity to discuss the Schwa sound, or the short i sound (which is sometimes called “the second Schwa sound” because it is a very short sound which is consequently found in many unstressed syllables), or stress and strong vowel sounds, or silent letters – whichever of these topics your SS are currently least confident in. c) SS could think of more discussion words on the topic of relationships and repeat any of the activities above; then use the words and phrases to practise with any Discussion Words practice activities, i.e. from *Talk a Lot Elementary Books 1-3* or *Talk a Lot Intermediate Book 1*. Or SS could use the Big Word Game or Talk a Lot Bingo from *Talk a Lot Elementary Handbook*.

7 Sentence Blocks

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

Brandon was playing the field with a bunch of old flames, the whole time he and Billie were an item.
(past continuous)

When was Brandon playing the field with a bunch of old flames? / The whole time he and Billie were an item. / Was Brandon playing the field with a bunch of old flames, the whole time he and Billie were an item? / Yes, he was. / Was Brandon playing the field with a bunch of old flames, *towards the end of his relationship with Billie*? / No, he wasn't. Brandon wasn't playing the field with a bunch of old flames, *towards the end of his relationship with Billie*. / So...

Who was playing the field with a bunch of old flames, the whole time he and Billie were an item? / Brandon was. / Was Brandon playing the field with a bunch of old flames, the whole time he and Billie were an item? / Yes, he was. / Was *Billie's ex-boyfriend* playing the field with a bunch of old flames, the whole time he and Billie were an item? / No, he wasn't. *Billie's ex-boyfriend* wasn't playing the field with a bunch of old flames, the whole time he and Billie were an item. / So...

Who was Brandon playing the field with, the whole time he and Billie were an item? / A bunch of old flames. / Was Brandon playing the field with a bunch of old flames, the whole time he and Billie were an item? / Yes, he was. / Was Brandon playing the field with *my cousin's sister*, the whole time he and Billie were an item? / No, he wasn't. Brandon wasn't playing the field with *your cousin's sister*, the whole time he and Billie were an item. / So...

What was Brandon doing with a bunch of old flames, the whole time he and Billie were an item? / Playing the field. / Was Brandon playing the field with a bunch of old flames, the whole time he and Billie were an item? / Yes, he was. / Was Brandon *playing chess* with a bunch of old flames, the whole time he and Billie were an item? / No, he wasn't. Brandon wasn't *playing chess* with a bunch of old flames, the whole time he and Billie were an item. / So...

What was Brandon doing, the whole time he and Billie were an item? / Playing the field with a bunch of old flames. / Was Brandon playing the field with a bunch of old flames, the whole time he and Billie were an item? / Yes, he was. / Was Brandon *being completely faithful to Billie*, the whole time they were an item? / No, he wasn't. Brandon wasn't *being completely faithful to Billie*, the whole time they were an item. / So...

How long was Brandon playing the field with a bunch of old flames? / The whole time he and Billie were an item. / Was Brandon playing the field with a bunch of old flames, the whole time he and Billie were an item? / Yes, he was. / Was Brandon playing the field with a bunch of old flames *for two weeks*? / No, he wasn't. Brandon wasn't playing the field with a bunch of old flames *for two weeks*. / So...

Extensions: Use other sentences from the dialogues (or sentences written by SS on the same topic) and practise building sentence blocks using a variety of question words and verb forms. SS can work individually, in pairs, in small groups, or as a whole class. See *Talk a Lot Elementary Handbook* for further ideas.

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://www.englishbanana.com/> and they are all covered by our Free Copying Licence and Free Licence to Run Courses, which means that **you may freely print, copy, adapt, distribute, sell, and give them away**. Please visit our website for full details.

We hope that you will really enjoy using this free material, whether you are a student or teacher of English! If you have any questions or comments, please do get in touch with us here: info@englishbanana.com. If you and your students come up with further extension activities, please contact us and let us know what you did! It would be great to hear from you! If you can provide photo or video evidence, we'll happily put it online so that other students and teachers can learn from your experience. 😊

Note: in this book, as with most English Banana.com material, we generally use British English.

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1 Grammar – Future Forms:

How many different future forms do you know?

Say an example sentence for each form.

Here are two common verb forms for future plans:

present continuous + time

e.g. "She's doing yoga on Thursday at 8.15 p.m."

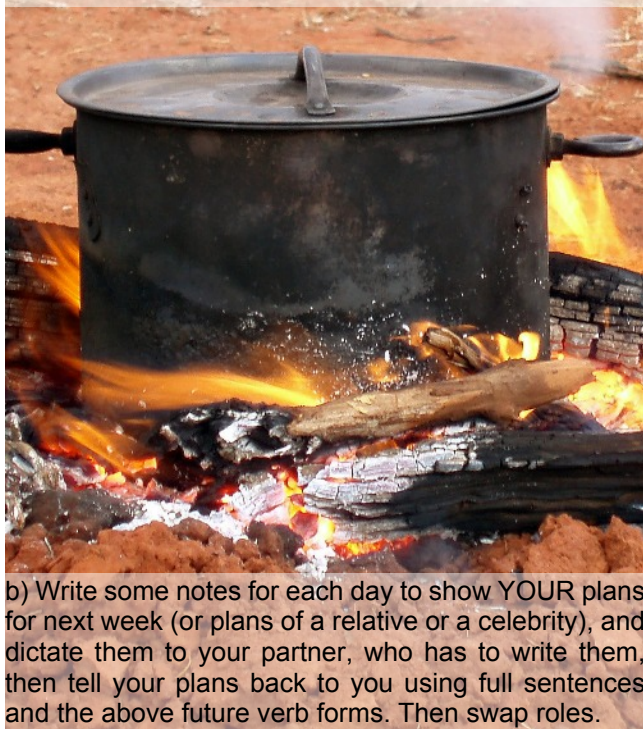
going to + infinitive

e.g. "She's going to buy some bananas on Monday."

2 Speaking and Listening

a) Read Megan's diary for next week (right) and check any new words. Work with a partner and take it in turns to make sentences about her plans – using *present continuous* and *going to + infinitive*. You should say:

- i) 10 true sentences (with positive form)
- ii) 10 true sentences (with negative form)
- iii) 10 false sentences (with positive or negative form)



b) Write some notes for each day to show YOUR plans for next week (or plans of a relative or a celebrity), and dictate them to your partner, who has to write them, then tell your plans back to you using full sentences and the above future verb forms. Then swap roles.

Megan's Diary ♡♡!!

My Plans:

Your Plans:

Monday 8.20 a.m. dentist (two fillings!)

After work: shopping – buy bagels, ketchup, bananas, potatoes, 2 packs tobacco (for Dad)

Tuesday morning: hopefully cushy work!

11.45 a.m. meeting with Paula – agree to project

Lunchtime: change 20 quid into Dollars

buy shampoo and talk

Wednesday 10.35 a.m. brunch with Ray –

deli (get him to try espresso!)

borrow memory card from Alex 512 MB or larger

Thursday morning: call Angie's sister –

do they still need to borrow mattress?

8.15 p.m. yoga at sports centre (new guru!)

Friday 7.30 p.m. whisky, music, guitar +

rock 'n' roll = eventful evening! 10 p.m. tattoo?!?

Saturday 8.05 p.m. – meet Charlotte + Gaby

(karaoke – but no vodka!)

Sunday 1.15 p.m. lunch with boys at home

boomerang lesson? :)

BTW – remember pudding 4 Jo's party next Friday

ENGLISH IS A BIG BOILING POT OF DELICIOUS STEAMING-HOT WORD STEW!

4 Agree or Disagree? – Learning English Vocabulary

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

1. I find it easy to learn new English words
2. Vocabulary is more important than grammar
3. I know more than two thousand English words
4. I try to learn at least 40 new words each week
5. I use a vocab notebook in lessons to record new words
6. I've got a good dictionary that I take with me everywhere
7. I'm interested in finding out the origins of words.
8. My first language has a large vocabulary – like English

3 Pronunciation – Focus on Similar Vowel Sounds

Write 3 English words which have a stressed sound like the ones below. Dictate them in a random order to your partner, who writes them in their grid – then check and swap roles. Try to avoid saying duplicate words!

uu	oo	u	o
e.g. pudding	tattoo	lunch	borrow

5 Reading and Research

The English language can be compared to a big boiling pot of word stew, because it consists of words that have been borrowed over a long period of time from many different languages. It's a very open language and anybody can drop a new word or phrase into the word soup! To understand the English language is to understand a little about the history of our island race. While many of the everyday words that we use come from Anglo-Saxon words (5th Century AD), the rest come from a wide variety of sources, such as Latin, French, Spanish, Arabic, Chinese... the list is endless!

Through being conquered by other nations repeatedly, to conquering others and encouraging immigration, the English language has grown constantly for the past two and a half thousand years or so – and it's still gaining new words and expressions today! **The fact that English is not a "pure" language which developed in isolation has some important implications for students** (see bottom of page).

a) The common English words in the Diary text (left) originate from a wide range of different languages. Match the ten highlighted words with their source languages in the 4th column below (use an online etymological dictionary to help you)

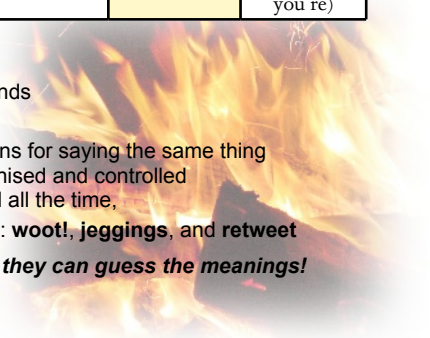
b) Fill in the gaps in the 5th column by finding another example of an English word that originates from that language

Century:	Source Language:	People who Added their Languages to the Word Stew:	Example from Diary:	Another Example:	
5 th BC	Celtic Languages, e.g. Scottish, Gaelic, and Welsh	the original inhabitants of the British Isles	whisky		
1 st BC	Latin	Roman conquerors		salary	
5 th AD	Old English – a combination of three Anglo-Saxon languages	Germanic invaders: Angles, Saxons, and Jutes		house	
6 th	Latin (again)	Christian missionaries from Europe led by St. Augustine	diary		
8 th	Old Norse	Viking invaders from Scandinavia	want	get	
11 th	Old French	Norman conquerors		biscuit	
15 th	Middle English	Chaucer is the first writer to put into print the current mix of English, French, and Norse words	agree	scissors	
13 th -16 th	Dutch / Flemish	traders, messengers, and explorers bring back words from Europe... (e.g. from the languages on the left)	dollar	sketch	
	German		delicatessen		
	Italian		espresso	casino	
	Spanish		guitar		
	Arabic		...the Middle East, and the Far East		coffee
	Sanskrit			yoga	karma
	Hindi			shampoo	
	Persian			peach	
5 th BC	Greek	scholars rediscover Greek during the Renaissance (15 th -17 th AD)		alphabet	
16 th	<i>The imagination of a genius writer from Stratford-upon-Avon</i>	Shakespeare is the greatest writer ever to work in English. He adds 1,700+ new words to the language	eventful		
16 th -19 th	<i>Languages from... the Americas, e.g. Nahuatl</i>	explorers, soldiers, missionaries, and colonisers bring new lands under English rule; as the official language of a growing Empire, English becomes a global language	potato		
	<i>West Indies, e.g. Arawakan</i>		tobacco	hurricane	
	<i>India, e.g. Hindi</i>		guru		
	<i>Africa, e.g. Fulani</i>			jazz	
	<i>Pacific Islands, e.g. Tahitian</i>		tattoo	taboo	
	<i>...and Australian Aboriginal languages, e.g. Wiradjuri</i>			koala	
19 th	Yiddish	travellers, traders, writers, journalists, and anybody who leaves their home country, comes into contact with a new language and culture, and shares it with the folks back home...	bagel	klutz	
	Chinese		ketchup		
	Japanese			judo	
	Russian		vodka	pavlova	
20 th	Various, e.g. Hindi	post-World War II, citizens of former British colonies immigrate to the UK, as the British Empire disintegrates	cushy	bungalow	
20 th	American English	US pop culture – film, music, TV, books, etc. – introduces many new words and expressions into English	rock 'n' roll		
late-20 th	text-speak	English becomes the main language of computing and the internet, and is a global language once more		ur (your or you're)	

Important implications for students:

1. We tend to keep the original spellings of the words we import, but use our native vowel and consonant sounds to pronounce them, while forcing the words to fit our stress-timed rhythm
2. Different source languages provide many synonyms in English, giving shades of meaning, and lots of options for saying the same thing
3. Unlike other languages, e.g. French, the spelling and vocabulary of English have never been formally organised and controlled
4. The fire of communication is still burning brightly, the pot is still boiling hot, and new words are being added all the time, e.g. *The Oxford English Dictionary* recently included 400 new English words in its Twelfth Edition – words like: **woot!**, **jeggings**, and **retweet**

Can you find any more recently-added English words? Describe them to your partner and see if they can guess the meanings!



1 Grammar – Future Forms

Answers will vary, e.g. future simple with will, future continuous, future perfect, present simple for future, etc.

2 Speaking and Listening

a) Examples:

- i) Megan’s having brunch with Ray on Wednesday at 10.35 a.m.
- ii) She isn’t going to the cinema on Thursday night (because she’s doing yoga at the sports centre).
- iii) Megan is going to meet Charlotte and Claire on Saturday night. (false; positive form)
Megan isn’t having lunch at home on Sunday. (false; negative form)

3 Pronunciation – Focus on Similar Vowel Sounds

Answers will vary. Examples of words which have these stressed vowel sounds:

uu	oo	u	o
<i>e.g. pudding</i>	<i>tattoo</i>	<i>lunch</i>	<i>borrow</i>
wood	boot	up	clock
book	rude	but	got
put	you	luck	lot
push	pool	club	song
should	route	under	dog
look	do	flood	shop

5 Reading and Research

a) and b)

<i>Century:</i>	<i>Source Language:</i>	<i>Example from Diary:</i>	<i>Another Example:</i>
5th BC	Celtic Languages		Thames
1st BC	Latin	dentist	
5th AD	Old English	work	
6th	Latin		village
11th	Old French	music	
13th-16th	German		hamburger
	Spanish		mosquito
	Arabic	mattress	
	Hindi		dungarees
	Persian	talc	
5th BC	Greek	MB (megabyte)	
16th	Shakespeare		disgraceful
16th-19th	Languages from... the Americas		chocolate
	India		dinghy
	Africa	banana	
	Australian Aboriginal languages	boomerang	
19th	Chinese		tea
	Japanese	karaoke	
20th	American English		cool
late-20th	text-speak	BTW (by the way)	

(Note: the spellings of the example words in the grid on Page 2 may have changed and developed over the years; the exact dates when they first became current vary.)

Extension:

The point of this lesson is to show SS that the English words around us (e.g. in the diary extract) come from a wide variety of source languages. You could underline this by getting them to find or write a short sentence, then look up each content word in an etymological dictionary (e.g. online) to see how many different source languages they can find. It could be a competition between pairs – the winner is the student whose sentence contains words from the largest number of sources!

For example, let's examine this starting sentence from Unit 1 of *Talk a Lot Intermediate Book 1*:

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

The content words, which are underlined, come from four different source languages:

English Word:	Source Language:
pizza	Italian
restaurant	French
open	Old English
time	Old English
get	Old Norse
beach	Old English

Important implications for students

1. An example of this is the English word "chauffeur". The word is of French origin and in English we have kept the original French spelling from when it was first used in 1899. This word can cause a lot of problems for learners of English because of the great disparity between spelling and sound. It's not very often that "ch" is pronounced sh in English, for example. It's hard for SS to know how to deal with the vowel cluster at the end: "eur", which is transformed into a simple Schwa sound in English: uh . The English pronunciation can be spelled phonetically like this: Sheu f . Let's look at how a different language has treated the same word. The Polish language has also borrowed the word "chauffeur", instead of thinking of its own word, but has adapted the spelling to fit Polish spelling rules. In Polish the word is spelled "szofer" and it is immediately obvious for Polish speakers how it needs to be pronounced. We can see that the word originates from "chauffeur" but it has been assimilated into Polish. Why can't we do the same in English? How would a native English version of the word be spelled? Maybe "showfer", which would be much easier to pronounce on first reading than the French spelling.

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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 extension activities, you could make the material last much longer.

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We hope that you will really enjoy using this free material, whether you are a student or teacher of English! If you have any questions or comments, please do get in touch with us here: info@englishbanana.com. If you and your students come up with some interesting extension activities, please contact us and let us know what you did! It would be great to hear from you! If you can provide photo or video evidence, we'll happily put it online so that other students and teachers can learn from your experience. 😊

Note: in this book, as with most English Banana.com material, we generally use British English.

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Hoad, T. F. (Ed.) *The Concise Oxford Dictionary of English Etymology*. Oxford: Oxford University Press, 1986

Bragg, Melvyn. *The Adventure of English*. London: Hodder & Stoughton, 2003

Website: Online Etymology Dictionary: <http://www.etymonline.com/>

Website: British Library – Language Timeline:
<http://www.bl.uk/learning/langlit/changlang/across/languagetimeline.html>

Describing Boring Tasks

For speaking exams, it's good to be able to talk about anything and everything. One way to train yourself to do this is by practising describing everyday menial tasks. For example, you've maybe practised talking about the best day of your life or the most interesting place you've ever visited, but have you ever tried to describe something as mundane as doing the washing-up? If you can describe your walk to the bus stop, or how you do up a tie, you'll be able to describe anything!

1 Speaking Game – No Um-ing and Ah-ing Allowed!

Work with a partner. Try to speak for twenty seconds on the topic of “describe your pen” without pausing or umming or ahing. Keep going – try to describe every small detail, e.g. colour, shape, style, origin, use, cost, etc. Start off with ten points. For each um or pause longer than two seconds your partner deducts one point. The player with the most points at the end wins! If you can do it, increase the time! *Consider: what are good techniques for doing this?*

2 Reading

a) Read aloud the **transcript** (written version of speech) of a native speaker describing how he does a boring task – the washing-up. What do you notice about how he speaks?

“I start to run the water, hot water hopefully, put some washing-up liquid, not too much, just a, a little squirt, erm, pop it in, maybe run some cold water to get the lather going up. And then when it's half full **1.** I switch off the water and... but even before I switched off the water I maybe start **2.** to, erm, clean, wash the glasses, so I start off with glasses – yeah? – running the, I'm washing in the hot water with the soap, so the glasses come out really soapy and I'm rinsing them. I move the tap over to the left-hand side, and **3.** I'm rinsing the glass. Er, glasses. Yep? Each glass, and putting it on the top drainer. So there shouldn't be any suds on it.

“So... I start off with the hot water and the glass – all the glass stuff; then I do the cups – any cups and mugs; anything that we drink out of. That... And they're all done. And I've rinsed each one individually in the left-hand sink. Then I get into the phase, what I call, **4.** the sort of, er “It's all gravy” phase. So, this means it's all easy to do. **5.** I can do really quickly, I put all the plates and saucers and plates and small and dinner plates and so on, and stick them all in the water, and then this frees up space in the left-hand sink, so, er, I'm running water in the left-hand sink – just a little bit to rinse – and I'm washing the plates really quickly in the right-hand sink, and I'm washing them, erm, with the sponge, and then rinsing them in the left-hand side and sticking them on the drainer with the... with the, er, insert bits for the plates. [Pause; clears throat] And, er, like I said, I do this really quickly. I can do all of the plates in just, er, a couple of minutes like this.

“Anyway, er, once you've done the plates and so on, then really you've just got the bigger items to do, like **6.** the, erm, thing – the thing you use for grating cheese – saucepans, big spoons, big cutlery, and then the odd items to do. Not like the big... maybe jars and things. [Pause] So, I try and do the rest of it as quickly as I can, erm, all the things I've just mentioned, I put them... I drain... I sort of rinse them and then put them on the drainer. If I've got extra, **7.** then I tend to... er, put... er, I tend to put it on a, on a plastic tray by the side of... the sink, just to get dry; er, and I might even dry that up afterwards, so it doesn't look like a mess, there's still a mess there.

8. “So, erm, I've done all the... the bigger items, then I've got the cutlery – and I do have a special routine for cutlery as well, uh, what I... what I do there is, first of all I take all the knives out – like maybe six or seven knives, hold them in my left hand, pick them out of the left-hand sink, hold them all together and wash them in the right-hand sink, in the water, one by one, individually with the sponge – just really quickly go, take the dirt, the bits of food and grease off it, off them, then, hold them, holding them all together, I rinse them in the left-hand sink, and put them in the cutlery drainer. Then I do the same with the forks; er, then I follow the same pattern with the, with the spoons – like cereal spoons, bigger spoons. And finally just the small spoons; teaspoons – and there's usually loads of these for some reason, so I will, um, do maybe two lots of the teaspoons. And everything's rinsed; everything is nice and clean, *hopefully* – as far as I know.”



b) Discourse markers such as “erm” are like verbal punctuation. They give us the chance to pause for breath before continuing our speech – without letting another person interrupt. How many of these discourse markers can you find?

c) Match the 8 features of speech below to the highlighted parts of the text:

- a) Using a personal term, e.g. slang
- b) Grammatical error
- c) Self-correction
- d) Changing a word for a more suitable synonym
- e) Long rambling sentence with too many clauses
- f) Grasping for what to say next
- g) Using incorrect or unsatisfactory vocabulary
- h) About-turn – stop and change direction

d) Where possible, find another example of each in the text.

Glossary

washing-up liquid:

detergent that makes water soapy

the “It's all gravy” phase:

part of the process which is easy to do

suds:

the bubbles that are made by the detergent

to rinse:

to run water over sth to remove the bubbles

drainer:

the rack where plates, etc. stand to drain

cutlery:

knives, forks, spoons, etc.

3 Reading

a) We asked the same person to **write** a description of doing the washing-up. Compare an extract from the written version with paragraph 3 of the transcript. What do you notice?

Then all I'm left with is the big stuff, like the saucepans and large baking trays, or awkwardly-shaped stuff, like the cheese grater and various plastic jugs. I deal with these quickly in the water, which by now is getting a bit dirty. If there is a lot of washing-up I will drain the sink and refill it with fresh water before continuing with the heavy items. I might use a metal scouring pad to clean the saucepans, depending on how encrusted with grease and bits they are...

b) Rewrite paragraph 1 of the transcript by removing the pauses (erm, um, etc.) and correcting the errors (as in question 4). Read it aloud. What is the difference from the original version?

c) Discuss the following questions with your partner:

- What kind of person do you think the speaker is? What can you tell about their personality, background, age, income, education, etc. from how they speak and what they say? Give reasons.
- What is *your* spoken English like? Do you leave long pauses? Do you make mistakes? Does a flood of words rush out or do you umm a lot? Do you talk in well-structured sentences? Why? / Why not?

4 Writing

Summarise how the person in the text does the washing-up into a step-by-step list of instructions using **imperative form**, for example: **1. Run the hot water...**



5 Re-order the steps for changing an ink cartridge in a printer:

- ___ Follow the instructions for calibrating the new ink cartridge
- ___ Fit the cartridge into the holder
- ___ Open the ink cartridge box
- ___ Buy a new ink cartridge which is suitable for your printer
- ___ Press it to make sure that it's securely in place
- ___ Open the front of the printer
- ___ Remove the outer packaging that surrounds the cartridge
- ___ Close the front of the printer
- ___ Wait for the cartridge holder to move to the right-hand side
- ___ Take off the plastic strip that covers the bit where the ink comes out
- ___ Switch on the printer
- ___ Take the cartridge out of the box

6 Interview

a) Your partner interviews you as you describe doing a boring everyday task, e.g. **making breakfast** or **brushing your teeth**. Record it. Try to make the steps as detailed as possible. Your partner could pretend to be an **alien**, who has no experience of this activity and needs to find out a lot of information. Here are some questions you could use:

- How often do you do it?
- Why do you do it?
- Do you enjoy doing it? Why? / Why not?
- How did you learn to do it?
- What would happen if you didn't do it?
- What do you think about while you're doing it?
- Do you have a fixed routine or do you do it a different way each time?
- Can you describe to me in detail what you do, step by step?



b) Change roles and repeat the activity. Then each student writes a transcription of part (or all) of their partner's audio. Study it for speech markers and features of speech as in question 4. Give your partner advice for improving their speaking skills. They then read it again, but without the pauses and errors.

7 Sentence Blocks – Imperative Form

- First, fill the sink with hot water. [what x2, when]
- Wash the glasses in hot soapy water. [where, what x2]
- Next, rinse each plate in the left-hand sink. [what, where]
- Put the forks into the cutlery drainer. [where, what]

1 Speaking Game – No Umming and Ahhing Allowed!

Extension:

A group of SS sit in a circle. One student begins talking about a boring task, but the moment they umm or pause for longer than two seconds the student on their left-hand side has to continue talking. The teacher is timing each student with a stopwatch, and the winner is the student who can continue talking for the longest!

2 Reading

b) If you count up all the pauses marked by “er”, “erm”, “uh”, and “um” the total number is: 19. There are other discourse markers in the transcript too, where the speaker pauses for breath, or to consider what to say next, for example:

Line 1: “just a, a little squirt” – the speaker repeats a word to give himself time to think of the next phrase. This occurs again later in the transcript: “put it on a, on a plastic tray...” and once again: “with the, with the spoons...”

“so” – the speaker uses this word as a discourse marker, rather than as a conjunction with its proper meaning

“yeah?” and “yep?” – the speaker is checking that the listener is still following what he is saying

“...” this punctuation mark with three dots, called the ellipsis, is used to indicate a short pause in speech

“ – “ the dash is also used to indicate a short pause

[*Pause; clears throat*] there are a couple of times in the transcript when a pause is clearly marked. On the first of these occasions the speaker pauses to clear his throat, i.e. to cough; to clear any phlegm from his mouth so that he can speak more clearly

If we count all of the pauses in the transcript, we can say that the speaker paused 43 times in total. And perhaps there were other pauses which weren't recorded in the transcript.

c) The answer are as follows:

- | | |
|---|-------|
| a) 4. | e) 8. |
| b) 5. (It should be: “I can do it really quickly.”) | f) 7. |
| c) 3. | g) 6. |
| d) 2. | h) 1. |

d) Answers will vary.

3 Reading

a) Answers will vary, but there are several key differences between the transcript and the written version. In the written version:

- there are no pauses
- there are no grammatical errors
- classic grammatical structures are used properly, e.g. first conditional: “If there is... I will...”
- the vocabulary is richer, e.g. *awkwardly-shaped* and *encrusted with grease*
- the paragraph is better ordered and follows a more logical structure
- we read what the individual wanted to present – an edited version of their thoughts – rather than a transcript of their improvised rambling speech

b) Answers will vary. Here is an example of a rewritten “tidied-up” version of paragraph 1:

"I start to run the hot water and add some washing-up liquid, but not too much. Just a little squirt. I will perhaps run some cold water to make an effective lather. When it's half full I begin washing the glasses and rinse each one under the hot water, which is still running in the left-hand sink. This is to wash off the soap, because the glasses come out really soapy. After I have finished rinsing a glass, I place it carefully onto the top drainer. There shouldn't be any suds on it..."

Extension: SS could continue rewriting more of the transcript, or all of it.

c) Answers will vary.

4 Writing

Answers will vary. Here is an example summary of the steps outlined in the transcript:

1. Run the hot water
2. Add a little washing-up liquid
3. Run some cold water to make the lather
4. Wash the glasses
5. Rinse the glasses under the tap on the left-hand side
6. Wash and rinse the cups and mugs
7. Wash and rinse the saucers and plates and put them on the drainer
8. Wash and rinse the larger items and put them on the drainer
9. If there are too many items for the drainer, put the extra ones on a tray by the side of the sink
10. Wash the cutlery, starting with the knives
11. Wash and rinse the forks, spoons, and teaspoons and put them in the cutlery drainer
12. Dry up the extra items on the tray, if there are any

5 Writing

This is the correct order:

1. Buy a new ink cartridge which is suitable for your printer
2. Open the ink cartridge box
3. Take the cartridge out of the box
4. Remove the outer packaging that surrounds the cartridge
5. Take off the plastic strip that covers the bit where the ink comes out
6. Switch on the printer
7. Open the front of the printer
8. Wait for the cartridge holder to move to the right-hand side
9. Fit the cartridge into the holder
10. Press it to make sure that it's securely in place
11. Close the front of the printer
12. Follow the instructions for calibrating the new ink cartridge

Extension: SS could put the instructions into different tenses, e.g. if you describe how you did it in the past, you could say: "I bought a new ink cartridge... I opened the ink cartridge box..." etc. Or if you want to describe how you are planning to do it in the future, you could say: "I'm going to buy a new ink cartridge..." and so on. SS could also do this for the step-by-step instructions that they create in question 6.

6 Interview

Tip: SS should try to imagine doing the activity in slow motion, so that every movement is examined and noted. For example, if you want to describe brushing your teeth, you could say: "I pick up my brush with my right hand; hold it up, then pick up a tube of toothpaste with my left hand, and open the top with my right hand. Then I press the middle of the toothpaste tube so that a pea-sized amount of toothpaste comes out. I connect this toothpaste with the waiting brush head..." and so on. SS could even film themselves doing this kind of mundane activity and use the video to find out and write down exactly what they do. The aim is to analyse in detail activities that we normally do without thinking about them.

7 Sentence Blocks – Imperative Form

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

1. First, fill the sink with hot water. (imperative form)

What should I do first? / Fill the sink with hot water. / Should I fill the sink with hot water first? / Yes, you should. / Should I *make a cup of tea* first? / No, you shouldn't. You shouldn't *make a cup of tea* first. / So...

What should I fill with hot water? / The sink. / Should I fill the sink with hot water? / Yes, you should. / Should I fill the *bath* with hot water? / No, you shouldn't. You shouldn't fill the *bath* with hot water. / So...

When should I fill the sink with hot water? / First. / Should I fill the sink with hot water first? / Yes, you should. / Should I fill the sink with hot water *last*? / No, you shouldn't. You shouldn't fill the sink with hot water *last*. / So...

2. Wash the glasses in hot soapy water. (imperative form)

Where should I wash the glasses? / In hot soapy water. / Should I wash the glasses in hot soapy water? / Yes, you should. / Should I wash the glasses in a *cool mountain stream*? / No, you shouldn't. You shouldn't wash the glasses in a *cool mountain stream*. / So...

What should I wash the glasses in? / In hot soapy water. / Should I wash the glasses in hot soapy water? / Yes, you should. / Should I wash the glasses in *sparkling mineral water*? / No, you shouldn't. You shouldn't wash the glasses in *sparkling mineral water*. / So...

What should I do with the glasses? / Wash them in hot soapy water. / Should I wash the glasses in hot soapy water? / Yes, you should. / Should I *throw the glasses in the nearest bin*? / No, you shouldn't. You shouldn't *throw the glasses in the nearest bin*. / So...

3. Next, rinse each plate in the left-hand sink. (imperative form)

What should I do next with the plates? / Rinse each plate in the left-hand sink. / Should I rinse each plate in the left-hand sink next? / Yes, you should. / Should I *put each plate in the cupboard* next? / No, you shouldn't. You shouldn't *put each plate in the cupboard* next. / So...

Where should I rinse each plate? / In the left-hand sink. / Should I rinse each plate in the left-hand sink? / Yes, you should. / Should I rinse each plate *in the River Thames*? / No, you shouldn't. You shouldn't rinse each plate *in the River Thames*. / So...

4. Put the forks into the cutlery drainer. (imperative form)

Where should I put the forks? / Into the cutlery drainer. / Should I put the forks into the cutlery drainer? / Yes, you should. / Should I put the forks *into the fridge*? / No, you shouldn't. You shouldn't put the forks *into the fridge*. / So...

What should I put into the cutlery drainer? / The forks. / Should I put the forks into the cutlery drainer? / Yes, you should. / Should I put *the plates* into the cutlery drainer? / No, you shouldn't. You shouldn't put *the plates* into the cutlery drainer. / So...

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The other pictures are by the author.

The Hare and

1 Discussion Words

a) Translate each word from the NEA into normal spelling. Check the meaning of any that you don't know:

Fi ni shlain _____
 hyoo Mi lii yeit _____
 e Ksor std _____
 He jhog _____
 Heir _____
 Tor ts _____
 Kors _____
 Pa nikt _____

Ga thd _____
 Peis _____
 Ba j _____
 A r gnt _____
 Beu sting _____
 Dornd _____
 Vi kt _____

b) Say what kind of word each is, then circle any silent letters (letters which are in the spelling, but not pronounced)

2 Focus on Punctuation Marks

a) Write the name of each punctuation mark:

, _____ ; _____ . _____

b) Match each function to a punctuation mark:



inserts extra information

indicates the end of a sentence

separates items in a list

is used before a relative clause. e.g. which. where. who. that. etc.

separates two main clauses in a sentence. when both have a main verb

is used before a conjunction. but not in short sentences



3 Dictation

Each student has four puzzle pieces, which are mixed up:

a) On your own: add the missing conjunctions (joining words) and relative clause words:

so (x2), and (x3), while (x2), including, as (x2), who, which

b) Add the missing capital letters and punctuation marks: , ; .

c) Dictate your texts to your partner, who writes them down. Check that the texts are correct now

d) Put the pieces in order to make the complete story

e) Find examples of each function in the complete text

f) What could be a good *alternative* title for the story? Do you have this fable (legendary story) in your culture? Is it different from this version? Tell it to your partner

the Tortoise

4 More Punctuation Marks

a) Name each punctuation mark, below, and write its NEA phonetic spelling:

	Normal Spelling:	NEA Spelling:		Normal Spelling:	NEA Spelling:
,	_____	_____	!	_____	_____
:	_____	_____	/	_____	_____
-	_____	_____	“ ”	_____	_____
_	_____	_____	?	_____	_____
()	_____	_____	@	_____	_____

b) Mark the stressed syllable in each word or phrase. What is the stressed vowel sound in each?

c) Discuss when we need to use each punctuation mark with your partner. Get a newspaper or online text and find an example of each in use. Is it used properly? What would happen if we didn't have any punctuation marks? Are there any languages that don't?

d) What is your favourite punctuation mark? Why?

5 Listening – Track 2.4a

Listen to the mp3 file. You will hear a story read **without punctuation**. It is in eight parts, which are mixed up. The story is called *The Windmill Contest*.

Write down the text in each part, adding punctuation marks and capital letters. Change the word POTATO for a conjunction or relative clause word (as in Q.3). Compare your answers with your partner. Together put the parts into order.



6 Role Play

a) The second story is a new version of the same tale from Aesop's Fables. Find another of his fables (e.g. from [gutenberg.org](http://www.gutenberg.org)) and devise a modern version as a role play with your partner or small group. Act it out for the rest of your class. You could use, for example, *The Boy Who Cried Wolf* or *The Lion and the Mouse*.

b) Write your story, then dictate it to a new partner without giving away the punctuation (i.e. in a continuous stream of words). Your partner has to insert the punctuation marks. You could replace some of the words with a fun word, as in Q.5, above, e.g. all the articles, or all the conjunctions, are replaced by "HIPPO", and so on.

c) What do you think of stories with morals, like fables or parables? Do you like them? What function do / did they serve? What fables are popular in your culture? Why?

7 Sentence Stress & Sound Connections

i) Underline the stressed syllables and mark the sound connections (e.g. vc, cc, etc.) in these sentences from the text.
 ii) Use connected speech techniques to change the sound connections into vc. Write the sentences using the NEA.

a) Whoever got the highest mark from their teacher would be the winner.

b) The teacher and all the students were astonished, and Amy's face glowed with pride.

3 Dictation – *The Hare and the Tortoise*

Student A – Story Puzzle Pieces.

- a) Add the missing conjunctions and relative clause words: **including, and (x3), while, as, which**
- b) Add the missing capital letters and punctuation marks: , ; .
- c) Dictate each part to Student B, who writes it down; then write down what Student B dictates to you
- d) Put the pieces in order to make the complete story

(Please cut out the four puzzle pieces below before use)

----- ✂ -----

_____ the tortoise was nowhere to be seen the hare panicked and ran the whole course as fast as he could _____ was very fast indeed _____ he reached the top of the final hill

----- ✂ -----

and steady pace _____ the hare was dancing around laughing at him other animals were laughing too _____ the rabbit the badger

----- ✂ -----

the tortoise _____ invited him to a five mile race the hare loved to race the tortoise accepted his challenge and trained hard for the event

----- ✂ -----

the tortoise was explaining patiently to the gathered friends that he had simply tried to do the best he could with the resources he had the moral is that slow _____ steady wins the race

----- ✂ -----

3 Dictation – *The Hare and the Tortoise*

Student B – Story Puzzle Pieces.

- a) Add the missing conjunctions and relative clause words: **as, who, while, so (x2)**
- b) Add the missing capital letters and punctuation marks: , ; .
- c) Dictate each part to Student A, who writes it down; then write down what Student A dictates to you
- d) Put the pieces in order to make the complete story

(Please cut out the four puzzle pieces below before use)

----- ✂ -----

_____ the hare walked around boasting that he was going to humiliate the tortoise and make him look stupid the day of the race dawned the tortoise set off at a slow

----- ✂ -----

there was once an arrogant hare _____ wanted to prove that he was better than everybody else _____ he chose the slowest animal in the county

----- ✂ -----

and even the little hedgehog the hare became exhausted from all his dancing around _____ he decided to have a nap when he awoke he realised that a few hours had passed

----- ✂ -----

he could see the finish line in the distance with the tortoise walking slowly across it the victor _____ the hare crossed the line a few minutes later red with anger

----- ✂ -----

5 Listening – Track 2.4a

Transcript:

Part 1:

POTATO amy so confident that she would win the contest hadn't even begun building yet at 10 pm she decided that she had better get started POTATO she was so tired from visiting her friends that she fell asleep

Part 2:

POTATO her rival burst into the classroom red in the face holding aloft a beautifully crafted POTATO lovingly painted toy windmill made out of brand new lolly sticks the teacher POTATO all the students were astonished POTATO amy's face glowed with pride the only problem was the price tag POTATO read \$25

Part 3:

POTATO she had even opened a tube of wood glue the day of the contest dawned POTATO the teacher wanted to see both windmills joan presented her model

Part 4:

POTATO a deadline of one week was set for the completion of each model joan began collecting lolly sticks straight away POTATO amy messed about visited her friends POTATO told them how she was better than joan POTATO how joan's windmill would inevitably suck it was the night before the deadline

Part 5:

POTATO amy crept back to her desk joan smiled shyly POTATO explained how she had only tried to do the best she could with the resources she had the moral is that slow POTATO steady wins the race

Part 6:

POTATO was small leaned slightly to one side POTATO looked a little odd due to the fact that the lolly sticks were all dirty POTATO used joan explained that she had collected them from all around town next came amy's turn her name was called POTATO she wasn't there the teacher was about to award the prize to joan

Part 7

there was once an arrogant girl called amy POTATO wanted to prove that she was the best student in the class POTATO she chose the weakest student joan POTATO challenged her to a contest both had to make a toy windmill out of lolly sticks whoever got the highest mark from their teacher would be the winner joan accepted

Part 8:

it was still visible for everybody to see dangling beneath amy's model amy was humiliated POTATO joan was named the winner of the contest POTATO placed her model on the teacher's desk nervously

1 Discussion Words

a) and b) Silent letters are in boxes:

NEA Spelling:	Normal Spelling:	Kind of Word:	NEA Spelling:	Normal Spelling:	Kind of Word:
Fi ni shlain	finish line	noun	Ga thd	gathered	verb
hyoo Mi lii yeit	humiliate	verb	Peis	pace	noun
e Ksor std	exhausted	adjective / verb	Ba j	badger	noun
He jhog	hedgehog	noun	A r gnt	arrogant	adjective
Heir	hare / hair	noun	Beu sting	boasting	verb / noun
Tor ts	tortoise	noun	Dornd	dawned	verb
Kors	course	noun	Vi kt	victor	noun
Pa nikt	panicked	verb			

2 Focus on Punctuation Marks

a) and b)

, comma

inserts extra information

is used before a conjunction, but not in short sentences

separates items in a list

is used before a relative clause, e.g. which, where, who, that, etc.

; semi-colon

separates two main clauses in a sentence, when both have a main verb

. full stop

indicates the end of a sentence

3 Dictation

a)-d) Here is the complete corrected text in order:

There was once an arrogant hare, **a) who** wanted to prove that he was better than everybody else, **b) so** he chose the slowest animal in the county,

the tortoise, **c) and** invited him to a five mile race; the hare loved to race. The tortoise accepted his challenge and trained hard for the event,

d) while the hare walked around boasting that he was going to humiliate the tortoise and make him look stupid. The day of the race dawned. The tortoise set off at a slow

and steady pace, **e) while** the hare was dancing around laughing at him; other animals were laughing too,

f) including the rabbit, the badger,

and even the little hedgehog. The hare became exhausted from all his dancing around, **g) so** he decided to have a nap. When he awoke, he realised that a few hours had passed

h) and the tortoise was nowhere to be seen. The hare panicked and ran the whole course as fast as he could, **i) which** was very fast indeed. **j) As** he reached the top of the final hill,

he could see the finish line in the distance, with the tortoise walking slowly across it, the victor. **k) As** the hare crossed the line a few minutes later, red with anger,

the tortoise was explaining patiently to the gathered friends that he had simply tried to do the best he could with the resources he had. The moral is that slow **l) and** steady wins the race.

e) Answers will vary. Suggested examples of punctuation use from the text:

, comma

inserts extra information:

so he chose the slowest animal in the county, the tortoise, and invited him...

is used before a conjunction, but not in short sentences

The hare became exhausted from all his dancing around, so he decided...

separates items in a list

other animals were laughing too, including the rabbit, the badger, and even the little hedgehog.

Note: some writers use a comma after the final item in a list. This is called an **Oxford comma**. Others avoid doing this. It is a matter of personal preference. I prefer to use it, as it helps to present the information more clearly.

is used before a relative clause, e.g. which, where, who, that, etc.

There was once an arrogant hare, who wanted to prove...

; semi-colon

separates two main clauses in a sentence, when both have a main verb

The tortoise set off at a slow and steady pace, while the hare was dancing around laughing at him; other animals were laughing too...

. full stop

indicates the end of a sentence

The day of the race dawned.

f) Answers will vary.

4 More Punctuation Marks

a) and b) Stressed vowel sounds are underlined:

	<u>Normal Spelling:</u>	<u>NEA Spelling:</u>		<u>Normal Spelling:</u>	<u>NEA Spelling:</u>
'	apostrophe	uh P <u>o</u> str fii	!	exclamation mark	e kskl M <u>e</u> i shn mark
:	colon	Ke <u>u</u> lon	/	forward slash	For <u>u</u> d slash
-	hyphen	H <u>a</u> i fn	“ ”	speech marks	Spee <u>e</u> chmarks
—	dash	D <u>a</u> sh	?	question mark	Kwe <u>e</u> schn mark
()	brackets or parentheses	Br <u>a</u> kits p R <u>e</u> n tt seez	@	at sign or ampersat	<u>A</u> t sain <u>A</u> m p sat

c) and d) Answers will vary.

5 Listening – Track 2.4a

You can download the recording for the lesson here:

Track 2.4a <http://www.englishbanana.com/tali2-track2.4a.mp3>

Here is the complete corrected text in order:

Part 7

There was once an arrogant girl called Amy, **who** wanted to prove that she was the best student in the class. **So** she chose the weakest student, Joan, **and** challenged her to a contest; both had to make a toy windmill out of lolly sticks. Whoever got the highest mark from their teacher would be the winner. Joan accepted

Part 4:

and a deadline of one week was set for the completion of each model. Joan began collecting lolly sticks straight away, **but** Amy messed about, visited her friends, **and** told them how she was better than Joan, **and** how Joan's windmill would inevitably suck. It was the night before the deadline,

Part 1:

and Amy, so confident that she would win the contest, hadn't even begun building yet. At 10 pm she decided that she had better get started, **but** she was so tired from visiting her friends that she fell asleep

Part 3:

before she had even opened a tube of wood glue. The day of the contest dawned, **and** the teacher wanted to see both windmills. Joan presented her model,

Part 6:

which was small, leaned slightly to one side, **and** looked a little odd, due to the fact that the lolly sticks were all dirty **and** used. Joan explained that she had collected them from all around town. Next came Amy's turn. Her name was called, **but** she wasn't there. The teacher was about to award the prize to Joan,

Part 2:

when her rival burst into the classroom, red in the face, holding aloft a beautifully-crafted **and** lovingly-painted toy windmill made out of brand new lolly sticks. The teacher **and** all the students were astonished, **and** Amy's face glowed with pride. The only problem was the price tag, **which** read \$25;

Part 8:

it was still visible for everybody to see, dangling beneath Amy's model. Amy was humiliated, **but** Joan was named the winner of the contest, **and** placed her model on the teacher's desk nervously.

Part 5:

As Amy crept back to her desk, Joan smiled shyly, **and** explained how she had only tried to do the best she could with the resources she had. The moral is that slow **and** steady wins the race.

6 Role Play

a)-c) Answers will vary.

7 Sentence Stress & Sound Connections

i) Stressed syllables are underlined:

a) Whoever got the highest mark from their teacher would be the winner.
 VC CC VC CC CC CC VC VC CC VC VC

b) The teacher and all the students were astonished, and Amy's face glowed
 VC VV CV CC VC CC VV CV CV CC CC CC
 with pride.
 CC

ii) See *Talk a Lot Foundation Course* for more details on using connected speech techniques.

a) hoo We v Go_ th Hai y Smar kfrm th Tee ch w dbi th Wi n.
 vc vc E vc E vc E vc F E vc E E vc E vc

b) th Tee ch r Nor th Schoo dn_ sw r Sto ni, shdn Ei mii Zfei
 E vc E E vc E vc F E E vc vc F vc vc vc

Sgleu dwi Thpraid.
 vc vc

F = Friendly consonant sound: m, n, or l

E = Embedded Schwa sound after the consonant sound

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 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

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You Are The Course Book

by Matt Purland

You Are The Course Book

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“There is no wealth but life.” – John Ruskin (1819-1900)

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You Are The Course Book

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The Story of Baa Baa

The Story of Baa Baa

Once there was a gang of business persons who got together with the aim of making some serious money. They divided themselves into the following groups, each according to his or her preference. There were the course book writers and the publishers of materials, and the language school owners and the website operators, and the language experts, and not forgetting, of course, a great army of teachers – many of whom were really travellers, working their way around the world. Anyway this diverse group of business people organised themselves and got together for a business meeting. After talking long and hard for day and night they came up with an idea that was so deliciously simple yet so frightfully effective they couldn't quite believe they had come up with it. Their proposal was to design a language that was so rich and varied and so ridiculously difficult to master that it would keep them all in work until they could afford to finally retire. And they called their language: Baa Baa. Here we are privileged to be able to overhear part of their discussion:

'Shall we make it a direct language which is easy to use for communication?' suggested one. 'No,' replied another, 'We need to make it a subtle language with plentiful shades of meaning in each phrase. Let's give it lots of synonyms so that many different words can mean the same thing. The people who speak it will gain a reputation for not saying what they feel, and for being two-faced and distant, but I'm sure they'll be able to live with that.'

'Let's add at least eight thousand different idioms, so that students of the language can't tell what the native speaker means, even though they know what all the individual words in the sentences mean.'

'Good idea! And let's add the same number of phrasal verbs – yes more than eight thousand different verbs which all look very similar but which all have their own completely different meanings!'

'And don't forget to make it so that native speakers prefer to use phrasal verbs rather than normal verbs,' added another, learnedly.

‘And let’s add a multitude of slang phrases which are only understandable by select groups of people. That should confuse students a lot! They might even want to give up because they’ll feel like they haven’t got a chance of learning the real spoken language! Ha, ha!’

‘Yes, and while we’re at it, can we factor in vocabulary from every other language on the planet. We won’t bother changing the spellings to fit a particular spelling or sound system. Students will have to work it out for themselves – or go on a course!’ laughed a language school owner.

‘And let’s make it really hard to know how to pronounce this language, by making the spelling system and pronunciation system completely different from each other,’ suggested a Teacher. We could give it dozens of spelling rules which students have to learn. That will keep us in work for a good number of years!’

‘Let’s add a phonetic alphabet so that many millions of students will have to master not one but two different alphabets,’ said another teacher. The other looked at him in horror, fearing that a tool to help learners had been suggested in error. ‘Don’t worry,’ said the first teacher, smiling, ‘They won’t be able to master the phonetic one. Most of them won’t even bother trying. It’ll just be for show.’

‘Why not make it so that lots of different words sound the same but have different spellings. We could call them “homophones”. That should confuse students a lot – especially the beginners!’

‘And what about stress? Shall we give it a regular pattern of stress, let’s say on the first syllable of every word?’ asked one website owner rather naively. ‘No, what are you crazy?’ said one of the others, ‘We’ll make sure that the stress of a word can only be worked out by complete and utter guesswork.’ ‘Or by looking in a dictionary,’ said another, ‘Although most students won’t bother buying or carrying around one of those.’

‘But if we have stress, then we need some weak stress words,’ posited a little language expert, who hadn’t spoken yet. ‘What about if we had three words that had to go before nouns – let’s call them articles. You know, just three little words, but nobody would

know how to use them or when to use them – not even the highest-level learner! It'd be hilarious to watch them trying to master that! Ah, ha ha ha ha ha!' And he fell off his stool and had to be carried away. (He later returned wearing a little brown paper hat and carrying a glass of water.'

'Don't forget to include some sounds, for example a few consonant sounds, which will be impossible for many students to pronounce, no matter how hard they try, suggested an elderly course book writer. 'While we're at it, we could make sure that some of the most common words in the language include those sounds,' said another, 'Ha, ha, that would be really funny, yeah? A word people can't pronounce is the most common word in the whole language!'

'Ah, ha ha ha ha ha ha!' laughed a website owner as he imagined money raining down.

'Don't forget glottal stops,' warned a language school owner, 'And we could include a mysterious sound that could be in almost every single weak stressed syllable of the language, but which would remain an absolute mystery to learners of the language. Let's call it "the Schwa sound". Native speakers will use them all the time, but students will never manage to get them right!'

'Because they won't know about 'em,' coughed an ugly language school owner.

'Because we won't *tell* them about 'em!' laughed a veteran teacher, rubbing her hands together in glee.

'Ha, ha, that's a good one!' boomed a great big fat course director.

'Er, so what about tenses. You know, there are three basic times, right? Past, present, and future,' spoke up one teacher, anxiously.

'Yes, but to ensure the survival of our businesses – ' interjected a language school owner, 'To keep bums on seats at our academies and schools and summer schools – '

‘And to ensure that our course books keep on selling – ’ interrupted a course book publisher huskily.

‘– we’ll give our new language sixteen different tenses,’ continued the language school owner, ‘What do you think? Will that be enough?’

‘What about thirty or even sixty tenses?’ said one of the younger teachers optimistically.

‘No, I think that any more than sixteen and they’ll rumble us,’ said an older teacher who was leaning on an oak stick and dragging on a foul-smelling herbal cigarette.

‘Let’s leave it at sixteen then,’ they all agreed.

After the dinner had been served and everybody had had their cakes, the industrious business people resumed their important ruminations, with everybody in the room feeling that they were really onto something.

‘What about making it more complicated to understand this language by ensuring that the native speakers use a whole shed load of different accents, many of which sound completely different to the received pronunciation version, which we will teach almost exclusively?’ suggested one teacher.

‘And we could make this language popular all over the world by installing it as the first language of several major world powers,’ exclaimed a language expert, ‘And we could further spread it by making it the first language of the movies, television, communications, business, and the internet, and so on and so forth. You know?’

‘Yes, and then people will feel like they have to learn Baa Baa,’ said another, ‘Because everyone else is learning it. And they need to too. And we will absolutely rake it in!’

And over coffee and a rather tempting cheese board they all set to discussing how they would profit from the new language they had created:

‘We’ll make money by selling our specialist knowledge and writing skills to the publishers,’ said the course book writers.

‘And we’ll make money by selling the books they write,’ said the publishers, ‘And we’ll make it so that every student has to buy their own copy and that no copying is allowed! And when the teachers do copy the books – which they inevitably will, but OK, what can you do about it anyway? – we’ll sell the books as electronic versions for which you will need a whole shed load of really expensive electronic equipment. Ah, ha ha ha ha ha!’

‘And we’ll make money by selling expensive courses to students,’ said the language school owners, ‘And the courses will be taught by an army of inexperienced and barely-qualified teachers, but it won’t matter that they’re not very good because the course books will tell them what to do.’ At this point the course book writers awarded themselves a wry smile.

‘And we’ll make money by publishing content online and displaying highly targeted ads with it,’ said the website operators, ‘And we’ll make it so that users have to pay us subscriptions and log in to use the materials – which they won’t actually really *need* – although we might give them a handful of free printable worksheets; a free sample – let’s say five.’

‘And *we’ll* make money by making speeches about the language,’ said the language experts, ‘And running specialist teacher-training courses, and speaking at conferences, and pontificating, and coming up with new theories and new methods. Yes, we’ll gain reputations for being windbags and boring, but we’ll be well rewarded for our efforts. And we’ll write academic books that nobody will really want to read – and that most teachers won’t be *able* to read – despite them being set texts on the teacher training courses – and then we’ll sit back in our leather-backed chairs in our ivory towers and write some more.’

Finally the great army of teacher-travellers had their say.

‘We’ll make money by going into the classes, going through the course books with the students, trying to dodge awkward questions about the language, and generally just

sleep-walking our way through course after course. This way we will make enough money for travelling and we'll always have a job somewhere in the world. We'll never be unemployed because there will always be folks who need and therefore want to learn this language.'

One of the language experts ruminated on their plan, which they all believed to be foolproof: 'Countless millions of people will learn the basic words and phrases of Baa Baa; many millions of them will make it through to intermediate level but then get stuck and be unable to progress – and then, because it will seem too difficult they'll give up because they have become demotivated. A much tinier percentage will be persistent and not give up, and progress on to the higher levels of Baa Baa, but I confidently predict that they will never be able to get their pronunciation right – I mean, sounding like a native speaker. Never. Ever! Never! Ah, ha! Ah, ha ha ha ha ha ha ha ha ha ha!'

So this was their plan; and everything went very well for them for a time. And the teachers were happy because they didn't really have to know very much about the language, they just had to teach from the books. So they didn't have to know how to present the grammar points or model stress and pronunciation; instead they just said, 'OK, open your books. What page are we on then?' and off they would go – the students had to work. And they learned... a little; often in silence.

However, there was a small number of teachers who, because of an unnatural quirk in their chemical makeup, tended to do things their own way; who knew the grammar of the language well, and how to teach stress and pronunciation; who hated the course books because they made them passive and their students passive – and because they were so boring to use. And one by one they found one another and got together, until a group was formed and they began to plot a counterattack against the language that the course book writers and the publishers of materials, and the language school owners and the website operators, and the language experts, and the vast army of teachers had created. These strange rebellious individuals – acting as a group – didn't care about securing their future work, but only about how quickly and how well their students learned. They began to dream about a new language that would be simple and straightforward to learn; satisfying to teach; effective for communication; that had a logical grammar, and spelling that accurately reflected the pronunciation of a word. This

language would have words that meant what they said; where the meaning was clear; where there was no beginner, elementary, pre-intermediate, intermediate, upper-intermediate, or advanced levels, but simply two groups of students: those who could use it to communicate effectively and those who could not.

And they developed this language – a rival for Baa Baa – which they named Elum, and it spread across the world like wildfire. And the great army of teachers no longer bought from the big companies, because they weren't producing what they needed to teach Elum. Instead they created their own materials, using what they found around them; using simple techniques that practised the most needed parts of the language. And people learned this new language quickly and communicated easily and directly with one another. With greater communication came greater understanding, which led to harmony in the world – peace at last, and prosperity for all – all around the world. With the exception, of course, of the course book writers, and the publishers of materials, and the language school owners, and the website operators, and the language experts... until they began to change their materials and methods to suit Elum. Then slowly – ever so slowly – over time, began to make Elum more complicated, adding more rules, divorcing spelling from sounds, adding idioms, and phrasal verbs, and slang, and hidden meanings, until Elum became more difficult to learn than Baa Baa had ever been. And they were happy again. And they made money from making language learning as difficult as possible again – until the day when they could afford to – finally – retire.

24th April 2012

From: Matt Purland

ul. XXXXX

14-100 Ostróda

Poland

To: Mrs. M. XXXXX

XXXXX School of Foreign Languages

ul. XXXXX

14-100 Ostróda

Poland

Dear M.

Thanks so much for your offer to work for you next year at XXXXX School of Foreign Languages. I have really thought about it and I'm sorry but I won't be returning for another year with you. It's not that I don't enjoy working at your school. I really enjoy it, and I love the students. But the reason I don't want to work for you is that the work is so boring. This year we've worked through the whole course book from start to finish and the students have done everything they were supposed to do, but they are not really any further on in their understanding of English – in my opinion. I don't understand why you are so tied to the course book. You explained it to me once that the students expect to have a course book and their parents do too – most importantly, because it's their parents who are the ones who pay for the course for these high school kids! – but you have to understand that we don't *need* a course book to teach these kids English. I would go so far as to say that I hate the course book, and having to use the course book again is the main reason – no, in fact it's the only reason – why I won't be returning to work with you next year. Sorry.

All the best, yours

Matt

* * * * *

27th April 2012

From: Matt Purland

ul. XXXXX

14-100 Ostróda

Poland

To: Mrs. M. XXXXX

XXXXX School of Foreign Languages

ul. XXXXX

14-100 Ostróda

Poland

Dear M.

Thanks for very much for your kind letter. It was good to hear from you, as usual. ☺

Yes, I'm sorry too that we won't be working together, but I've had to kind of make up my mind what to do, and I can't stand it any more – more boring hours in the classroom. I didn't get into teaching for that. In the place where I started out teaching I was allowed to design the syllabus and create my own lessons based on that. You know, I worked with other teachers to do that. We didn't just follow the course book like a slave. Why can't I do that with you? Because of the course book. The course book *is* the syllabus, you have said. But the course book is not only the syllabus – but it takes over the role of the teacher too. In your school it has usurped my (our) role fully. I don't need to prepare lessons, even. I can just walk into the classroom and say to my students, "OK, which page are we on?" and they tell me, and I say, "OK, well let's start then. Do the reading, check any new words in your dictionary, then answer the true/false questions, the multiple choice questions, do the matching, match this and that," and so on, and so on. And I can sit back and do nothing. I can switch off, until it's time to check the answers; but I can read the answers from the teacher's book – or worse still just point at them on the interactive whiteboard that you had installed last year (I don't know why you bought that, I really don't), and I don't even need to look at the questions or engage with what the students are doing. I can go into "low-power mode", or just switch off altogether. I spend most of my time looking out of the window, to be honest.

Think of the money, my wife says, and other teachers say, “Oh, just do it for the money, Matt. What does it matter if the students learn anything?” Well I was trained so that it did matter whether the students learned something. But they aren’t learning with the course book. I feel like the course book has taken away my teaching role. The students have to cover everything on every page, but a lot of it is not social – not interactive – and it could be done at home, rather than in the classroom. In the classroom they have got a unique opportunity to speak in English with other people. They have got a chance to speak with me, a native speaker of the language. Instead they are reading texts which do not interest them (in my opinion) and answering the same three types of question again and again – true or false, multiple choice, and matching. If they’re not doing that then they’re doing grammar exercises, which again they could do at home or online or with a CD-ROM in their own time. I don’t need to do a grammar presentation, by the way, because the book does it for me. I just tell them to read the bit in the book about the grammar point, then answer the questions. If they don’t get it, it doesn’t matter to me (just think of the money, right?) and the point usually doesn’t come up again during the course, except for in a test. All too often it feels like if they miss the week on present perfect, or whatever, then they miss present perfect.

Do I sound angry? Yes, I’m a little bit angry. I feel like you have been wasting my time for the past seven months, since September. Every week I have been to your school to teach, twice a week for two hours each time, but I haven’t been *allowed* to teach. I’m just a drone, a robot facilitating the course book. The course book is the teacher, not me. When did I become just a passive functionary, instead of an educator, which is what I trained to be – what I wanted to be? You are not using me to my full potential. I can teach. I don’t want to just tell them to open the book and do the exercises. Anybody could do that. I’m fully qualified and educated to a high level, but in your classes I don’t really need to do anything except show up and make sure they don’t mess about (or leave early). The interactive whiteboard makes it worse, because (when it actually works) it even does the auxiliary things that I used to do, like finding the listening part on the CD or finding the answers in the teacher’s book. A few clicks and everything is there on the board for the students. So then, what is my role?

The problem is that when I’m bored, it tends to show, and the students get bored. Most of them hate the course book as well. After seven months of the same book they are like,

“Have we got to do XXXXX book again?” And I say, “Yes, we have to do one spread [two pages] per lesson. If we finish it we can play a game or something...”, but frankly I can’t be bothered to prepare anything like a game. When you treat me like just a baby-sitter for the students – when you don’t respect me as a professional and let me teach – why should I motivate myself to provide something different and fun? To be honest the whole thing can be summed up like this – the course book market is a bloody racket. It stops students from using their own creativity, and it prevents teachers from teaching English – it exists solely to make money for business people. In fact, I believe that the course book publishers have deliberately and cynically done what all successful business people do – they have created a need where there wasn’t one before and then encouraged a dependency upon it. (I’ve written a short story about this. I did it during one of my classes at your school, actually, when the students were doing a reading comprehension and I had nothing to do). I hope you won’t mind reading it through. I have enclosed it here: *“The Story of Baa Baa”*.

I’m only writing this because I want you to understand my reasons for not teaching with you next year. Of course I still want to be friends with you. In fact our friendship still means the world to me. But after ten years as an English teacher, I can’t go on like this. I am over-bubbling with ideas on how to teach, to communicate this wonderful language. I can’t do any more spreads, M. I can’t do it, because I am betraying myself and I just feel like I’m wasting my time. I’m wasting my time. And time is so precious. I hate wasting time, above all things, because we don’t know how long we have got on this planet, do we? I work in three different language schools, including yours, and in all three I have to use a course book, but the frustration is always the same. The students are not engaged, I’m not interested, the clock is ticking, and the time is just wasted. Yes, money is being made for everybody, but money isn’t everything. I know *you* understand that actually, because you are not materialistic like other people I know. But, M., can you see my point, dear?

You asked me, “Well, what is the alternative?” You got a bit hot and bothered – even angry – as you asked it: “So, what, do you expect me just to let you walk into the classroom and do whatever you want, Matt?” Well, what do you think I would do in that situation? I think it looks like you don’t really trust me to do my job. If I was a plumber, I would be employed to go to a specific location and do a particular job, right? My boss

would send me there, but he or she wouldn't tell me step by step how to fix the problem. They would just trust me to know how best to do it. Why don't Directors of Studies and Language School Owners understand that they can trust qualified teachers? Instead you give us an idiot's guide to the lesson (the course book and teacher's book) that we have to follow to the letter – and the students have got so used to this that they will complain to you about it if we don't do every single tiny exercise. Why not let me do my job? OK – yes – plan a syllabus and I will follow it, but let *me* choose the route – the way to do it that best suits me, and the students I'm caring for. But people like you (no offense, M.) don't trust language school teachers. I know you don't. "Oh, we've been bitten too many times in the past," you might say. Hmm. You don't know, but I am going to propose to you in this letter a whole brand new system for teaching English in language schools without a course book. You don't know, but it works really well. I've been trialling it with my private students at home. Yes, at home. I've been trying it out – when I can – in my language school jobs (which you and the other DOS's don't know about, but you probably wouldn't care anyway, because you are so busy and overworked). I think I'm really onto something here. This could be really big! Let's get rid of the course books forever and teach the students ourselves! When did big business people take our jobs away? "But what about your own course books and materials," you might say, "that you've written?" Well, yes, it's true that I have written hundreds and hundreds of pages of material for learning and teaching English. And they're all online free for anybody to download from <http://www.englishbanana.com>. That has been my hobby. But I have found a way where I don't need to do it any more. Yes, don't be shocked! But, I have found a way. Why should I carry on writing materials and books ad infinitum? I've found a different way – a better way – a higher path!

"What about Talk a Lot books," you might say? Yes, I have written three elementary courses; one intermediate course; one foundation course on pronunciation; one handbook for the elementary courses, so that makes six big manuals or course books – plus I started writing a second intermediate-level course book. "What about those," you might ask. (Are you still reading this now, M.? I hope so; please do think about it and give me some feedback on what you make of it, won't you? You have helped inspire me to do this. You've really inspired me, M.) "They have done really well," you said to me once, a little patronisingly, but you still said it anyway. Yes, over 850,000 copies have been downloaded from the internet to date. That figure is verified and public. And that's

free downloads, I might add. If they'd all been paid downloads I'm sure I wouldn't be needing to work for you – or for anyone else – at all, even ever again! How many proper published course books can say that they have that many copies in print – in the hands of people who've printed them out themselves? And the books are *popular* – people like them. I get a lot of positive feedback about them, day in day out, week in week out. The Talk a Lot materials are about enabling and educating teachers to use techniques for teaching spoken English, rather than to be tied into the more fixed structure of course books. Yes, people do say nice things about Talk a Lot, like:

“Hi Matt, thanks for making this available for us to download online. Much appreciated. You've helped a lot of youth in Sri Lanka!” (Susan)

“Thanks a million for sharing this.” (another downloader at Scribd.com)

That's great, but now I'm going to propose that they don't need any course books – not even free ones. Not even my ones! This brings up the point about the price of course books and materials, like interactive whiteboards and so on. I know how you sweated to get hold of just one of those whiteboards, which in my view are simply white elephants, because all you really need is any plain good old-fashioned board – be it black or white. For the manufacturers of interactive whiteboards it is money for old rope. They are reinventing the wheel, and you are paying through the nose to get hold of one. Not only are they expensive – not to mention having to buy the projector (which I concede is useful for watching films in class when you are not there) – but most of the time they don't even work – and nobody knows how to fix them. You have to get someone in from the head office. How many times have I complained to you about the special pen not connecting with the electronic whiteboard, rendering the whole kit and caboodle a complete waste of time? How it winds me up! You don't need all this rubbish. (I know I'm ranting, and yes, I complain a lot, but you know that it is because I'm a perfectionist. I want to do my best. I am not only in it for the money, like some teachers.) What about the price of course books themselves? Students in one of the schools where I work are paying around £20 to buy their course book. Then, if a student has to have a course book, then they'll probably also have to buy the accompanying workbook, which costs the same again, or more if it has a 'free' CD-ROM or DVD (or both). If the student is doing more than one course, as many of them are, they'll have to fork out over £100 just

on books and resources. (They often buy all of this, but then fail to buy the one thing which they really do need – a good, easy to carry, bilingual dictionary.) But you don't need all these products to learn English. Also, if people can't afford to buy material, they tend to copy it. But the course books strictly prohibit doing this, forcing schools to make uncomfortable moral choices.

Anyway, the Talk a Lot books were always different from traditional course books, since they gave teachers tools and materials that they could use in lots of different ways to plan lessons, rather than the linear “bitty” approach that course books have, of “OK, let's do this small section, then this bit, then this bit, and then this...” Yes, late last year I tried to write some intermediate-level Talk a Lot units in the style of a traditional course book. This turned into the first eight units of the then-proposed *Talk a Lot Intermediate Book 2*. But I'm not going to continue with it. I learned a lot about laying out the pages so that the material looked appealing and engaging. I tried to include a lot of Talk a Lot-style speaking and listening activities, but I know that I ended up falling into the same trap as the standard course books fall into, i.e. creating pages of material full of exercises that could be done by an individual at home, rather than material that was suitable for speaking and listening, and pair and group work in the classroom.

But anyway, now, after working on this latest project, I've realised that I don't need to write any more Talk a Lot materials. Or even any more materials at all! You see, I have discovered the secret of teaching English without a course book – even without any materials at all. If I tell you, will you consider letting me do it in your school next year? If you will, I will come back, gladly. But if you insist on using the course book, I will stick it out on my own and just work from home. I don't care about losing income because what I'm interested in most of all is *time well spent*.

Well, I've gone this far and I've told you this much. I might as well share with you what I've discovered. I think we could use this method as a basis for all our courses next year – assuming that we are still going to work together. See what you think, M. The idea is that we don't need course books to teach English, because the students, with the teacher's guidance, can provide everything necessary for sufficient learning to take place so that they pass their exams. My new way is called, “You Are The Course Book”. The “You” means the students and the teacher together. The course book has usurped the

teacher's role in many classrooms; it's time to take back the right to teach. If the course book was the teacher, then now I'm saying to teachers and students: "You Are The Course Book" – the lesson is inside of you. In other words, it is time to bin the course book. (Don't worry, it will be out of date after a few years anyway, through planned obsolescence, while this method will not be.)

Can I sketch it out for you a little bit? (You know that you are so important to me, and I really value your opinion highly – more highly than anyone else's.)

You Are The Course Book

Teach And Learn English Without A Course Book

All You Need Is Paper And Pens (Stationery)

Allowing Students And Teachers To Finally Think For Themselves

From Dependency On Published Materials To Self-Reliance

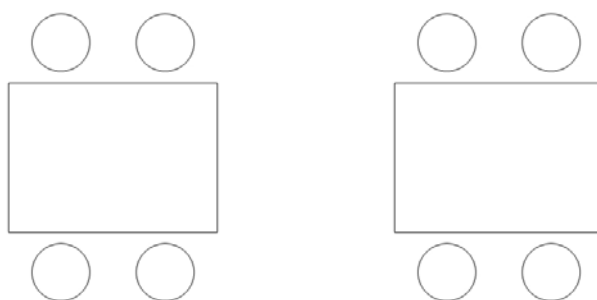
This is a method that can be used with groups or individuals at any level from Elementary upwards, teen or adult, and with any duration of lesson. For example, if you meet the same class for four hours a week, you will probably complete one full process in that time; but if you meet an individual adult, say, for one 45 minute lesson per week, you could spend three or four weeks completing the process. The time is "rolling time" rather than "fixed time". You work on each stage for as long as you and the students want to, then move on to the next one. When the lesson finishes, you make a note of where you got to (on the *"Progress Tracker"*), and continue from that point on at the start of the next lesson. You finish the whole cycle when you finish, rather than at a pre-determined point. So far, I have used this method with teenagers in different language schools, and with adult learners (in groups and individuals) in my classroom at home. In each situation the results have been thrilling. The students are making good progress and it is exciting to observe them *thinking hard*, rather than simply "going through the motions" of the course book. As an added bonus, the time flies by in these lessons – maybe because I'm engaged in the lessons too and not clock-watching. I intend to pursue

this method and write about it the more we discover. With this method the lessons feel like a shared adventure – a journey which the teacher and student or students take together – on which, although the participants know the stages along the way, nobody quite knows what the result will be.

I turn up to the class with nothing. No course book, no teacher’s book, no CD player, no laptop, in fact no technology at all is necessary – apart from a board and pen or chalk. This is low-tech stuff! On the other hand, you *can* use technology (including that frustrating interactive whiteboard) if you have it. But it is not essential. The students should have:

- a notebook – preferably A4, lined, with pages that can be easily and neatly removed
- a pen – black or blue ink
- a dictionary – bilingual, modern, easy to carry around (compact)
- an open mind and a willingness to learn

Students should be arranged facing one another, e.g. with four to a table, like this:



rather than sitting in rows facing the teacher. Our work is student-centric, rather than teacher-centric. The teacher is a guide, not the fount of all knowledge.

I’m going to take you through how I’m using this method at the moment, but there are potentially thousands of different combinations for putting lessons together – without a course book.

We're going to travel through the seven stages of the process together:

1. Vocabulary
2. Text
3. Grammar Point
4. Verb Forms Revision
5. Pronunciation
6. Free Practice
7. Writing

So, I walk into the class with nothing, like I say. All we've got is a whiteboard and the students sitting as described above, with their pens, notebooks, and dictionaries on the desks in front of them. No one is chewing gum!

Revision and checking homework

We spend about ten minutes looking at the main points from the previous lesson, and marking homework exercises and answering any remaining questions. It may be that we have to do a short test, e.g. vocabulary or grammar at this stage too.

1. Vocabulary

I ask them for eight interesting and random content words or phrases. I write them on the board. When they give me something boring, like "table" or "student" I tell them it's boring and vanilla and I want something "interesting and random". Encourage them to go for higher level words, so instead of "happy" they could use a stronger adjective, like "delighted"; or instead of "circle" they could use a less well-known shape like "diamond". The words can be any kind of word, but they must be content words, so not prepositions or articles, and so on. An alternative is to give the students categories to work with, e.g. "a person", "a place", "a thing", "a time", "a piece of furniture", etc. Or you could ask them for eight interesting and random words beginning with... a particular letter of the alphabet. That will get them reaching for their dictionaries (which is never a bad thing). When we've got eight (you could vary the number, according to the level), we check that everybody knows what they all mean, and then I tell them to write them down in their notebooks and mark the stressed syllable in each one. We check this on the board,

and look at any other interesting features, e.g. silent letters, or aspects of connected speech.

2. Text

Then I tell them that they are going to make a text by writing one sentence each on the board* and that they must include all of these words somewhere in the text. Every student should write one sentence on the board, no matter how short. The text could be a story, a letter, a dialogue, a promotional text – anything. Maybe the students will choose the type of text randomly, or you may already have an idea of what you want to practise before you go into the class, e.g. your syllabus tells you to practise writing a formal letter.

(*If there is a laptop, the teacher could type each sentence as it is said. The student says “full stop!” when they have finished their sentence. This is especially good if you do have a projector hooked up to the laptop because the students can see the text growing on the board in front of them in typed form.)

2.1 First Draft – Getting the Initial Ideas

Each student writes their sentence and the other students can help them, but the final form should be their own. You shouldn't help or correct them at this stage, but you might guide them if they really draw a blank. When the last student comes up, remind them that they should somehow finish off the text. It goes without saying that the different sentences should complement one other and continue one after the other, rather than being separate, self-contained ideas. At this point the students have created the first draft of the text from their own ideas, using their imaginations and knowledge of English.

2.2 Second Draft – Corrections

One of the things cited in favour of the course book is the “wealth” of interesting texts, but in this method the students produce their own text. You will be amazed what true riches in terms of creativity lies inside your students waiting to be called for. When you give them a course book, you don't ask them to contribute and that creative fire remains inside. In this method *they have to do everything*. So the text is on the board, in its first draft state. I say to the students, “Can you see any mistakes here?” Everybody laughs.

Yes, of course, there are a lot of mistakes. I can usually see mistakes with verb forms, e.g. everything is in present simple, instead of a variety of verb forms, and function words (those horrible little words that fall in between the content words), so things like articles, prepositions, auxiliary verbs, and so on will be wrong. I ask the students to work in pairs and correct the mistakes. They do this and I can have a cup of tea for a few minutes... I mean, walk around the pairs guiding them and eliciting answers. Then I ask the whole group for feedback. Maybe I will pick on somebody and ask them to come to the board to make the corrections, which the rest of the board call out. I am careful to ensure that by the end of this stage the text is completely grammatically correct. I may need to guide a little more with some groups, e.g. lower-level groups, than others. However, the great thing here is that the errors (grammar, spelling, punctuation, sense, etc.) that we focus on are the ones which are most relevant to the group, because they are the mistakes that the group has made that day. In the course book the syllabus is fixed – everybody learns what is in the book at the same time, regardless of whether this is what they most need to learn at this point. In this method students are more motivated because they can see that it is *immediately beneficial* to them. As I teacher I guide them, trying to *elicit* everything from them without telling them – but telling them as a last resort. As a general rule, in this method the students should do the work, not you. You are a guide. There will usually be somebody in the group who can point out a particular error. We are activating the group's present knowledge of, among other things, English grammar, spelling, punctuation, and vocabulary – which can only be a good thing. Time well spent. When the text has been corrected I congratulate them. Usually, by now, the text is at a high standard compared to the group's normal written work – largely because the grammar is perfect. I congratulate the students on the lesson text that *they* have produced (not a bookish course book writer living in New York), but I inform them that it can still be much better; and so we move on to the third draft – improvements.

2.3 Third Draft – Improvements

It may be that the text is a bit dull and pedestrian; there may be bits that don't make sense, which can be edited out, or phrases that students want to change. Students will naturally (the first few times) write about something close to home, e.g. table, book, student, chair, etc. as vocabulary words, and sentences about going to the shop, going home, parents, family, likes and dislikes, etc. Encourage them to think outside the box. For example, if the group are trying to write a story and somebody goes to a restaurant,

make something happen there, not just that they have dinner there. What activities could occur there? What kind of story is it? What genre? Comedy, horror, romance, etc.? (Of course you could set the story's genre before you begin the lesson.) I ask students to work in pairs or small groups and set about improving the text, so after this stage the text has gone from something correct that the whole group agreed upon, to as many different texts as there are small groups (or pairs), and errors will again creep in since students are working without the teacher. However, they are working in a positive way towards a clearly defined goal. All the time the students are encouraged to see the writing process as something that can go through different stages, not simply something they dash off in one quick, error-strewn draft, while watching TV or chatting online (or both – plus playing video games) and then hand in, sometimes smeared with jam, and produced with almost zero effort or thought.

These are areas they could improve upon (you might be able to think of more):

- | | |
|-----------------------|----------------|
| 1. Title | 5. Motivations |
| 2. Vocabulary | 6. Actions |
| 3. Sentence Structure | 7. Results |
| 4. People | 8. Details |

1. TITLE

Give the text a name or title.

2. VOCABULARY

Can we replace boring everyday words with more interesting or unusual words? Use synonyms – English has a rich vocabulary! Identify the difference between everyday and interesting words, e.g. “Mercedes” is more specific, and therefore more interesting, than the generic word “car”, “timepiece” is a higher-level word than “watch”, and “a peculiar old butcher with a limp” is more intriguing for the reader than “an old man”, etc.

Students should use adjectives to describe nouns, where they can, and adverbs to describe actions, when possible too. Could we include idioms, phrasal verbs, slang, dialect words? If it's a dialogue, have we used contractions, which certainly would be used, e.g. “He's” and not “He is”, etc.? Can we use specific places and company names,

e.g. “Hotel Rembrandt”, not just “hotel”, or “Cadbury’s Dairy Milk” instead of “chocolate bar”?

3. SENTENCE STRUCTURE

It’s highly likely that students have opted to write short sentences, if only to be allowed to sit down quicker, or to minimise their chances of making mistakes. (But students must get used to other people seeing their mistakes and helping to correct them. We must foster a sense of shared empathy in the group rather than tolerating an atmosphere of competition – where students are laughed at for using an article incorrectly.) If the board is full of short sentences, albeit ones that are correct grammatically, can we not make them longer by using conjunctions (and, but, because, etc.) or relative clause words (which, that, who, whose, etc.)? Encourage students to do this. Another common mistake that will often crop up is when a student tries to join two clauses in a sentence with just a comma, instead of a dash, semi-colon, or conjunction.

4. PEOPLE

If it’s a story: who are the main characters? What are their names? What do they look like? What do they do? How do they *feel*? If it’s a letter: who is the person writing? Who are they writing to? Why? What were they doing immediately before writing the letter? What will they do afterwards? and so on. Bring the people to life.

5. MOTIVATIONS

Why do the people behave as they do? What do the people want? How do the people feel about what happens/has happened, etc.? How do they feel about their past, present, and future? What’s going on inside their heads? This is *interesting* to the reader – and you can be sure that it is interesting to the students too, who are working now without even bothering to check the clock on the wall. You aren’t clock-watching either, as you monitor each pair and group. The time is flying by! You’ll be surprised when it is nearly the end of the lesson! There won’t be enough time to finish, but you’re not concerned. Time is not an issue in this method. The process is everything. You can simply pick up again where you left off next lesson.

6. ACTIONS

If it's a short story: there could be at least four actions or main events. Of course, it depends on the length of the story. I would suggest at least eight sentences, so if you are doing this process with an individual student they need to produce at least that many sentences to make it worthwhile. What actions occur? Are the actions interesting or ordinary? Make them extraordinary rather than pedestrian! If it's a letter, there could be at least four main points (paragraphs), which follow a logical order. What has happened in the past? etc.

7. RESULTS

What are the outcomes? What happens? How does it end? Bring things to a conclusion. If it's a story: the actions should lead to a final result that affects the different characters in different ways. If it's a letter: the writer should follow the correct protocol for ending a letter, and so on.

8. DETAILS

Can we add any more details to make the text more interesting and readable? As we've already seen, using adjectives and adverbs could help, e.g. if there is a "jacket" you could make it "a smelly old jacket". If somebody "walks" to a park, they could "walk quickly" or – using an idiom instead of a plain adverb – "walk at top speed". Another example would be to use the idiom "at the stroke of midnight" to replace the vanilla phrase "at midnight".

During this time, you should be walking around checking the students and guiding them as they make their improvements. When students have done enough – maybe it is starting to drag – one person from each pair or group reads their improved story out loud to the whole group. You can correct errors verbally, or highlight a few points on the board. Don't try to catch every error now at this stage. The students – and you too – will be delighted by the huge difference now between the first draft (initial ideas) and the third draft. It really will be incredible what a difference two revisions have made!

So now we have the third draft of the text, but it will be different for each group. Nobody will check or mark this draft, but students will use it as the basis for writing their

fourth and final draft – an individual written assignment which will occur towards the end of the process.

3. Grammar Point

During the corrections and improvements stages you have been labouring various grammar points that pop up, e.g. “article before noun” and “infinitive after modal verb” etc. If you have time and feel it is necessary – or if it is part of the syllabus that you have devised – you could do a grammar presentation at this point using PPP method: presentation, practice, and production. For example you could outline on the board the use of articles, then improvise some sentences with the students based on this, then ask them to write ten (or however many) sentences of their own using articles. Or you could use a page from a grammar book or a pre-prepared worksheet at this stage, but it is not essential. One of the problems with course books is that they explain the grammar point to the students. Surely the teacher should be allowed to present grammar. It’s another job that the course book has robbed teachers of. And anyway, if teachers don’t have to present English grammar, how can they really learn it and become confident in using it themselves? By the way, yes, I did say syllabus, just now! We may not have a course book or a lesson plan – just a general outline (see “*Outline of Mode 1 and Mode 2*”), but you may want to prepare a syllabus that you and all the other teachers work to, so that you cover an agreed amount of grammar, vocabulary, and so on, during each term.

4. Verb Forms Revision

So we move on swiftly and seamlessly to the next stage in the process. I quickly write some question words on the board and ask the students to write down a question beginning with each one, where the answer is something from the text. For example, I write on the board:

WHAT	WHY
WHERE	WHICH
WHEN	HOW
WHO	DID*

and the students supply the rest of the questions, plus a short answer. For students it seems to be instinctive and they quickly grasp what they have to do. The reason for

doing this is to iron out any problems with question forms such as, “What they do in the garden?” It’s a regular opportunity to remind students about tenses – which all students struggle with – and what the form is for positive, negative, and question forms – and which auxiliary verb is used for which tense. In my opinion students can’t do this kind of work often enough. If they get bored doing it because they know all the forms, then I will know that I have done my job! The problem with course book grammar exercises, reviews, and end of unit tests is that students can get 80-90% or more when it is just gap-fill and matching questions, and it looks like they are doing really well on the course. But if you ask them another time to write a sentence in present perfect or whatever – positive, negative, and question form – they get it completely wrong. Yet their course book test results call them high-flyers.

Another activity during this stage is to give students some sentence blocks work to do (see *Talk a Lot Elementary Handbook* for full instructions), based on individual sentences from their third draft texts – work which will have the same kind of results – or to give them a Verb Forms Revision Test (see “*Verb Forms Revision Test – Blank Test*” and “*Sample Answers*”). Students need to repeat this kind of work often and in this method they can – using sentences that they have produced themselves, rather than the course book author. How much more rewarding! In the course book a verb form or grammar point may be mentioned once and then never explicitly repeated until the next level. In this method students are doing what is important, using content that comes from inside of them, rather than generic texts that are cynically designed to appeal to everybody learning English around the world, from Buenos Aires to Tokyo.

(*For some reason I have found that eight is a good number for this kind of work: eight vocabulary words, eight sentences, eight question words, and so on. Ten seems like perhaps too many, while six is not enough. Funny but true!)

5. Pronunciation

For “Pronunciation”, read “Sentence Stress” and “Connected Speech”. How many times do these vital pronunciation topics crop up in the average ESL course book? Not very often. In this method students have to learn to do both as a matter of course on a regular basis, and it is given the same prominence as everything else in the process, rather than being something exceptional that only the most eccentric teacher is allowed to wheel

out once a year. The teacher asks a few students to write a sentence from their third draft text on the board. Of course errors should be corrected straight away. The teacher elicits:

- the content words, which are underlined
- the stressed syllables, which are marked

and the whole group examines the parts of the sentence which are not stressed – the weak stressed syllable chains. What happens here? Probably contractions, elision, squeezing of sounds, reduction of vowel sounds, with Schwa sounds appearing where the vowel sounds are weak, glottal stops replacing t and d sounds, and so on. The students learn about all of this. There is more detail about teaching pronunciation in my previous book, *Talk a Lot Foundation Course*, which is also a free download.

To look at connected speech, the teacher breaks one or more of the sentences down into its syllables and elicits the sound connections from the students, e.g. is it CV, CC, VV, or the preferable VC? If we know this, we know more or less which features of connected speech to use. Do your students know what the features of connected speech are? Do you? The students practise saying each sentence and different phrases from them using stress and connected speech. This kind of information is golden, because it can be applied by the students to any sentence in English. But how often is this covered in a standard course book? There isn't room, what with all the big glossy photos, texts about life in the United States (favouring the American market), and comprehension questions. Students can't really do this kind of work at home. The classroom is the perfect place to try it, but too often we're using classroom time for silent reading.

6. Free Practice

The teacher or students can choose from a list (see "*Free Practice Activities*"), for example creating a role play or dialogue based on the situation in the text, or spend time speaking with a partner or small group using discussion questions that you or the students have made yourselves (see "*Write Your Own Discussion Questions*") – based on a topic that comes out of the text naturally. This is an opportunity for students to speak with one another freely, without anybody correcting every single mistake, but you the teacher are still walking around each group with a clipboard, pen in hand, not clock-

watching, but listening carefully, *avidly* even – guiding, and writing down mistakes, that can form the basis of a whole group feedback session on the board towards the end of this time. It’s fascinating for the teacher to see the students at work like this – and to think that this has all flowed from... nothing. You went into the class with nothing. Not even an idea for a topic. Let the students do the work and they will be happy – and make your life happier. This is also a valuable opportunity for the students to let their hair down a bit and to let off some steam after working so hard on the first five stages of the process. They might reflect on what they have achieved so far. They have learned some new vocabulary; created, corrected, and improved a short text; practised a grammar point that was pertinent and relevant to where they are on their journey learning English; they have practised verb forms that are relevant to them, which they perhaps weren’t completely 100% sure of when they came into the classroom that day; and studied sentence stress and connected speech – something which their friends at other schools seem to hardly ever or never do; and they feel quietly pleased about being able to get to grips with this pronunciation business. They have spent virtually the whole lesson working with a partner or group, or – even better – with a variety of partners and groups, and speaking in English – rather than just reading out a text from a course book (or worse, reading it in their heads during class time) and answering uninspired questions that they could just as easily have finished on their own at home (with loud music or the telly on). They have been speaking English – what they signed up to do in the first place – and yet even after all that speaking practice and pair and group work, they have still got a $\frac{3}{4}$ finished piece of written work – something that seems as if it could be pretty good. Written work that seems so much better than what they used to pass off as homework in a previous class after twenty minutes’ quick effort while chatting on Skype. *How did that happen?* They are happy. The teacher feels a weight lifting from their shoulders.

7. Writing

I give the students this last activity to do at home, as homework, but you could do it in class with them as a supervised quiet writing activity. The students take their third draft (corrected and improved) version of the text and write a final fourth draft on their own. The final draft is then handed in to the teacher and it is marked according to your normal standards for marking written work; after marking you give individual feedback to each student. There will of course still be some errors for you to correct, but the

overall standard of work should be much higher than you have previously had any right to expect from that particular student, thanks to the process of revision and the much greater level of engagement and thought that has gone into it. Of course the teacher should also push for the student to improve things like handwriting and the overall presentation of their work, as well as the content. In this process a very useful (and highly desirable, from the DOS's or language school owner's point of view) paper trail is created, showing the improvement of a student's work from its genesis as a handful of vocabulary words, through the first draft created by the whole group, the second, group-corrected draft, and the third draft (which you could get from the students if you wanted to and photocopy it for their individual files), until you finally arrive at a much more ambitious and vastly improved individual fourth draft. Meanwhile the students have been learning about how to produce a better piece of written work; not by reading a course book, but through speaking, listening, group work, pair work – and above all by *thinking* for themselves. This method really does make students think. Furthermore, they will be able to apply the techniques that they are learning by doing this process when they study again in the future.

In summary then, your students have worked hard for several hours, doing varied and enjoyable, achievable tasks; by now they rightly feel that they own their text, which makes the whole process more interesting and real to them, rather than just having read a text from another two-page spread in “the book”. Meanwhile, you the teacher have had to stay focused, but it hasn't been difficult because you have been genuinely interested in the journey that the students have been taking throughout the process. Their work and their activities based upon it has been wholly original and new – and can never be replicated. It is a one-time only process! Next time, the initial vocabulary, then text will yield something completely different. What is more, you couldn't have predicted where the students' imaginations would take the process from the opening moments of the lesson. Each lesson will be different each time, while the process remains fixed. The students have done absolutely everything themselves – with your guidance. Which is why this method is called “*You Are The Course Book*”.

Homework

Of course, students should do homework. For all I care they can do most of the course book that they've already bought as homework. I would estimate that 80% of any

leading ESL course book can be done by a student on their own in the privacy of their own home – since it is mainly reading comprehensions, listening comprehensions, and grammar exercises – so let them do it there. If you don't believe me about the 80%, maybe check your favourite course book for yourself. Or you could give the students some reading to do, and set some questions on it – or get them to write their own questions – or print out some worksheets for them to do (on englishbanana.com there are hundreds of free worksheets to download) on the topic of something from the lesson, e.g. the grammar point, or you could photocopy something else for them, or give them any other kind of task. This will feed into what they bring to the classroom next time. It may be that you will give them something to do which is part of the process, like doing the grammar, spelling, punctuation, and sense corrections of the first draft (Stage 2.2 – Corrections). Then you could check the answers with the whole group at the beginning of the next lesson, when it is time for homework to be checked in class.

Here are some notes that are higgledy-piggledy and really need writing up in a better way than I can manage now, as I write this letter, but I hope that they will support what I'm saying in some way:

- The main point is that when the teacher is engaged, the students are more likely to be engaged. Busy teacher = busy students; bored, passive teacher = bored, passive students. They take their cue from you.
- This method really does fill up the time! It answers the two all-important questions without the need for a course book: “How can I fill the lesson time?” Follow the 7 stages of this process. “What do my students need to learn?” You work on the particular language problems that they demonstrate during the lesson. Students focus on their errors (and those of their peers), rather than following a fixed syllabus in a course book.
- Students get used to helping and correcting one another's errors, rather than competing with one another.
- If this process is repeated regularly, e.g. ten times during a 40-hour course, the students will inevitably try to better their previous work, while almost automatically taking on board key elements of the process, such as how to make question forms, and how to find stress in a sentence.

- As I said before, during this process the students have to produce four separate drafts of the same piece of written work, which creates a fascinating paper trail. Some or all of those documents can be filed – either in a group folder or individual folders – and referred back to, in order to examine the progress of the group and the individual.
- What’s more, this kind of draft work is priceless for successive groups of students, because previous drafts can be used in other classes or given as homework to demonstrate errors and error-correction. As time goes on, corrected drafts can form the basis of gap-fill material in classes with other students.
- It’s a fun and fast-moving process. I believe that students enjoy this method because they do all the work. They are active and therefore time passes by quickly, but as they reflect on their work they realise that they have learned a lot.
- You will need to keep track of where each group or individual student is, so that at the start of the next lesson you can pick up from where you left off. You could use a Progress Tracker like the one I have included here. (See “*Progress Tracker*”.)
- There need be no distractions from technology, but if you do want to use it, and you have it, e.g. a laptop and printer, or a laptop and projector, or an electronic whiteboard, you can use it. The point is, though, that *you don’t need it*.
- Students are given licence by the teacher to use their imaginations – which they’ve all got. This might come as a surprise to many students when you first call upon them to unlock their creativity! And yet they are just waiting to be asked. The course book doesn’t really ask, because the course book supplies everything. It is a “comprehensive solution” and is even marketed as that. It takes away the role of creating the learning materials from the students and the teacher, and makes them dependent upon it – making more money for already-rich business people. Better to let the students produce or find their own learning material, and save the money they would have spent on course books for something else, e.g. class trips.
- The teacher grows in knowledge and confidence, e.g. in handling grammar. The teacher is able to present and must be on their toes when it comes to verb forms, and throughout the lesson as students come up against language problems, e.g.

in the free practice activity. But keeping on your toes means that you are not playing with your phone, or watching the second hand progress slowly around the clock on the wall.

- A really interesting side benefit is that you as the teacher get to find out what preoccupies your students – what they are thinking about. Their concerns will inevitably surface in the text that they produce, when their imaginations are given free rein, e.g. I had a group of weak-Elementary-level Saudi students once who, completely unprompted, produced a first draft text concerning an evil dictator and a subsequent revolution – on the moon. Yes, I said a *weak-elementary-level* group!

Are there any drawbacks to this method?

I'm not saying that this is completely perfect. I'm going to continue working on it. But I think this process is a pretty good starting point. It allows me to teach in the classroom without a course book – without getting bored. I can already hear some of your objections, of course. “What about the parents. They won't like it. They're paying for the course,” and so on. But isn't it enough to just trust your teachers? If you don't trust them, why did you hire them? Our certificates didn't print themselves, you know! We had to prove that we were able to teach when we got our CELTA or Trinity Cert. TESOL certificate, or whatever we have got. If you don't think that we can teach without a course book, you shouldn't be paying us – in my opinion. “What if the students don't like it?” Well they don't like the course book now. I'm sure most of them don't. But the majority tend to trust the course book/ exam format as blindly as you do. Let's show them a different way. Couldn't we even try it so that one 90-minute session a week we do the course book, and the other 90-minute session we do it my way? Even just for ten weeks? And then you could see the work they produce; and gather testimonials from the students and the parents – and the teachers – and see what you think. You might change your mind. I know I'm suggesting something new, but we can't go on like we are now. For example, now I don't want to work for you any more. (Yet I still hold you in high regard.)

“What if the students just mess about in class?” Well, if they do that at the moment we have a behaviour policy that they had to sign when they started that should cover it, don't we? We just use that. We do what we normally do when they misbehave. But I

think that this method will lead to less bad behaviour, since students will be more engaged. Just let me try it, please. If they throw this method back in my face, then I don't really think that I can offer them – or you – anything better at the moment. But anyway, students tend to like this process, because they are working on their mistakes, and improving. It feels relevant to them. How many lessons do students sit through and they know it all already? What is the point of being there? Or they're bored of the reading and endless matching activities and they've got their heads on the desks – falling asleep! Couldn't we try a different way? "But teachers must be trained. With your way, they must be much more adept at teaching grammar and pronunciation." Yes, I would agree with you there. Let's have better teacher training – *ongoing* teacher training! How many teachers know how to write phonetically and show the students what the different sounds are in a word? How many teachers are confident in presenting present perfect form – really know it? Doing this method they would quickly learn how to do all of this, and each time the process was repeated they would gain in confidence, but it wouldn't become boring – I don't think – because each time the students would make it different by their input – each text and each process would be wholly original and unique.

I'm going to stop now because I know I have whittled on and on and you are probably just about sick of reading this now. I'm going to stop, but I will write to you again – a bit more later on about how this method can be adapted – another version. Another mode. Mode 2. Up to now I have written about the "hardcore", "classic", or "extreme" version of this process. Mode 1 – You Are The Course Book. But there are other – perhaps more *grounded* – modes that I have identified, which I'm happy to describe to you. And I will show you, M., how we could use this method together with a syllabus that we have designed ourselves – or all the teachers have designed. I would be happy to work with you on it, if you want.

So, all the best. Thanks for listening.

As ever, your friend,

Matt

28th April 2012

From: Matt Purland

ul. XXXXX

14-100 Ostróda

Poland

To: Mrs. M. XXXXX

XXXXX School of Foreign Languages

ul. XXXXX

14-100 Ostróda

Poland

Dear M.

Hi, how are you? I will try to keep this part short because I think I've nearly told you everything, and I don't want you to get bored. I won't wait for your reply to my last letter but I will send these both together, with the supplementary notes and evidence that I'm including, because I want to get on with this missive to you and to finish it – even today finish it!

The Course Book Is All Around You

Like I said before, I have written a description of the “classic” Mode 1 process of the “You Are The Course Book” method, but there are many other possible variations with the same stages in the same order:

1. Vocabulary
2. Text
3. Grammar Point
4. Verb Forms Revision
5. Pronunciation
6. Free Practice
7. Writing

(You could even change the order, but I would recommend sticking with this way for now.) Have a look at the material I have included in this pack – the lists of activities that you could do at each stage, which start here: “*Vocabulary Activities*”. So, teachers (or students) choose one activity from each list and do them in the order given above. You could use a variety of different activities at each stage so that neither of you get bored or used to one particular way. You could choose the activities randomly, or with a particular purpose, e.g. to fit the syllabus that you have designed. Everything could be chosen to suit the level, age, and needs of your students. For example, your process, which might last for four or six lesson hours in total, could look like the following (as opposed to the “classic” method explained before):

- | | |
|------------------------|---|
| 1. Vocabulary | Focus on Idioms, which are found in the text |
| 2. Text | Dictation (of the text, or the target vocab, i.e. the idioms)
– Student to Student |
| 3. Grammar Point | Whatever you have chosen, which is demonstrated in the text |
| 4. Verb Forms Revision | Sentence Blocks – using tenses found in the text |
| 5. Pronunciation | Connected Sentence Cards – with sentences from the text |
| 6. Free Practice | Discussion Questions – about the topic in the text |
| 7. Writing | Write a formal letter connected with the text |

You can see that this version of the process is not based on the students creating a text, but rather the text comes from outside of the classroom – and from a free source. You don’t have to pay royalties to use newspaper articles, or a text from online, or song lyrics, or poems, or a letter from your bank manager (realia) in your own classroom. You are not going to publish it, but simply use it locally with your students. That’s why this variation is called: “The Course Book Is All Around You”. There’s no need to buy a course book with its expensive texts, because you can get fresher, more relevant, more interesting texts for nothing. And you could tie this process into a written syllabus. Decide how long you want to spend at each stage and then work out how many lessons you will need to get through one full process. I have included a “*Lesson Planner*” for Mode 2, which shows an imagined block of four lessons for the whole process. As you know, 90 minutes is equal to two lesson hours, so this whole process lasts for 180 minutes. In the first 90 minutes we would aim to do the following stages:

1. Vocabulary
2. Text
3. Grammar Point
4. Verb Forms Revision

and in the second 90 minutes we would complete the rest:

5. Pronunciation
6. Free Practice
7. Writing

In the second block of time, there are fewer activities because Free Practice gets more time. So with Mode 2 the teacher needs to be more disciplined and try to get through everything in 4 x 45 minute classes, including homework and class revision at the top of each 90 minute block and setting homework at the end. Or we could just use Mode 1 – the “classic” version – where time is not an issue and each stage continues until it has run its course, or the students are getting bored; where the process can happily roll over into the next lesson. With Mode 1 you don’t have to plan or prepare anything, but you do need to keep notes using the *“Progress Tracker”* (as described above). For Mode 2, which can be a syllabus-based process, the teacher *does* need to plan the class. Usually a course book negates the need to plan a class, and many online materials websites offer teachers paid memberships so that they can download materials and reduce or even eliminate planning time. They promise things like: “We make life easier for teachers!” and “All your planning worries will be over when you download our latest lesson plans!”, and so on. The problem with that is that when you don’t plan the lesson, but simply photocopy a worksheet or open the book at the beginning of the lesson, you don’t engage with the lesson and you end up feeling frustrated and switched off during the lesson that you should be a leading player in. With Mode 2 – the syllabus-based version – you *would* need to plan the lesson. For example, to be ready for the lesson as listed above you would need to find a text (or write one) that contained the idioms (the target vocabulary) that you wanted to teach. If you wished to practise a specific grammar point you would need to find a text that demonstrated that too, for example, if your syllabus required practice of, let’s say, conjunctions, you would choose a text that had plenty of good examples of using conjunctions. A “text” could also be a listening text – a

song, a conversation, a video from YouTube, whatever. There are millions of options – and all of them freely available to you – without subscription! Another benefit of this method is that you are choosing real texts, which can be absolutely up to date. You could be surfing the net while having breakfast – as you do – and find a fantastic article about something really interesting that would be perfect for one of your groups later on that day. You could print it out and begin to plan your lesson, within the 7-stage framework shown above, picking out target vocabulary, good sentences for sentence stress, possible discussion questions, ideas for role plays, and so on. It comes from you and the students. You Are The Course Book. By way of contrast, course book texts are usually *not* authentic texts – they have been commissioned and written specially for the book, or they are simplified versions of real texts from newspapers or magazines, and so on. They might be years out of date, or just completely culturally inappropriate for your students. Also, since you – or your students – have chosen the text, you have invested in the lesson from the start. You care about it and want it to succeed. It isn't something abstract, created by a jaded professional course book writer, hunched over a laptop in Bangkok or Vienna – turning out material for money. It can be to do with you and your students. It can be relevant. It can be realia, e.g. a bus timetable or an instruction leaflet. It doesn't matter, as long as it's a text. But we teachers know this already, don't we? It is what we are taught, in our teacher training – to use what is around us. And yet when we are let loose inside the classroom a course book is thrust into our hands and we are urged to: "Try and stick to the book!" But why do we need expensive course books when The Course Book Is All Around Us?

Here are a few notes on planning a sequence of lessons using Mode 2:

- Decide whether it has a grammar or vocabulary focus – or both
- Find a text (or some realia) that illustrates your point(s) – or write one
- Underline target vocabulary words and phrases that are likely to be new for your students, and which are interesting in terms of pronunciation – e.g. sounds and spelling are very different
- Prepare an activity: e.g. create a gap-fill version of the text, or prepare a dictation with a few changed words, or write some comprehension questions, etc.

- Isolate one or more sentence that gives a good example of sentence stress and/or connected speech
- Prepare a free practice activity: e.g. devise a situation for a role play, or debate, or a set of discussion questions
- Think of an appropriate kind of text that students could write – that will fit the topic of the lesson text
- Keep an eye on the clock (but not clock-watching!) – keep the pace fast-moving and try to stick to your pre-arranged timings for each stage; but don't become a slave to your lesson plan
- The format is: seven stages to the process, each with many different potential activities; the stages can be optional; you don't have to do them all in each lesson, or in the same order – it depends on the level and length of the lesson – it depends on the teacher and the needs of your students; it would be good to vary the activities each time you do the process, e.g. if your students love doing role plays, don't let them do role plays each time, but introduce them to other, perhaps more challenging activities
- Make time for teachers within the school to be able to share with one another what they have done and how it went – what worked and what really bombed. That's just sharing best practice. It's obvious to do it, but how often do we sit down as a group of teachers and talk about our teaching practice?

Assessment Methods

“What about assessment,” I hear you ask! Well, I believe that students using either of these processes – or a mix of both (e.g. one week Mode 1 – “classic” mode – and one week Mode 2, with a found text) – would be able to prepare for all of the standard ELT exams using it. No course book publisher holds a copyright on the English language. Students can succeed in assessment by using a variety of methods. It doesn't have to mean using the course book *du jour*. Of course you should be careful to ensure that students have a steady diet of “input” in the form of reading and listening from a wide range of sources, but reading is a solitary activity and can be done as homework. Listening is another activity that we can do really well on our own. Nobody can jump inside our head and comprehend and unpack something that we read or hear. Only we can do that – so why do it in class time, when we've got a precious opportunity to work

together? Homework is important in this process. I am simply arguing that time in the class should be spent doing things that can't be done as homework, i.e. speaking practice, group work, pair work, and above all enjoying and appreciating the teaching of their qualified, enthusiastic, and wonderful teacher! (By the way, we could still run all of the social and cultural activities that the students have and enjoy now. The increased level of pair and group work in this new method will really help to bring them closer together as classmates – rather than all the boring reading and answering homework-style questions that they have to do now because we're following the course book.)

I would suggest that we use the following assessment methods with either of the above processes (either YATCB or TCBI AAY – I know you love acronyms, M.):

- Before each class do 10 minutes revision of the previous class
- Regular tests, e.g. grammar, vocabulary, speaking, listening, pronunciation, etc.
- Regular homework (discussed above)
- End of “unit” tests, e.g. after 12 hours of study
- Regular one to one tutorials with the teacher
- End of course assessment, including grammar, vocabulary, speaking, listening, pronunciation, etc. (We can put these tests together ourselves. I'll help you do it!)

Commando Mode

Another form of the original YATCB method is the Commando Approach, which can be used by teachers who *have to* use a course book in their lessons – who have no choice. Like at your school at the moment! We are like slaves, following a course book that neither we nor the students like or believe in. So, Commando Approach involves working undercover and doing the YATCB process but using the course book as the raw material. For example, we follow the usual outline (or a variation of it):

1. Vocabulary
2. Text
3. Grammar Point
4. Verb Forms Revision

5. Pronunciation
6. Free Practice
7. Writing

but before the lesson the teacher has examined the two-page spread that they have to work through, and identified points like the target vocabulary, the text, the main grammar point, as well as a few sentences from the text that could be suitable for pronunciation practice. The idea is to do everything that is in the YATCB process, e.g. find the stress and vowel sounds of the vocabulary words; help the students to “discover” the text in an interactive way, rather than just reading it out loud or to themselves (it could be done as a pair dictation, for example); practise verb forms with the 8 questions technique, or with sentence blocks, and work out the sentence stress and connected speech, followed by a free practice activity from the list, and a writing task – all based on the topic of what’s in the spread. You could do some (or all) of the activities from the actual spread as well, but do them really quickly and make time for activities from the YATCB lists of activities. This gives the impression to the students (and directors of studies) that you have covered the whole spread, which you have in a way, but really you have been focused on conducting a YATCB lesson based on the material in the course book. It may be that you can do most or all of the activities in the course book, or just set some of them for homework. This way everything is covered, but you leave the classroom *having done more* than you would have done if you had only covered the 2-page spread – which usually does not provide enough material for a 90-minute class anyway. You feel more fulfilled, and so do the students, who realise that they have learned more than normal. Commando Mode is really a kind of compromise and I don’t recommend it, but it’s better than the alternative (just following the course book) and could be useful for honing your skills using YATCB activities and working methods, while slugging it out in a “sausage factory”-type role, where you have to do what you’re told and work your way through a book which you all believe to be unsatisfactory and which does not meet the needs of your students.

Using Existing Talk a Lot Materials

“What about the Talk a Lot books and all the other wonderful materials that you have already written, Matt?” I hear you asking. Well, it might have crossed your mind. You are a lovely, thoughtful person, after all. ☺ The point is that I don’t have to write any

more learning materials – and I don’t want to. I feel like I’m off the hook! Maybe I have just written myself out after writing nine course books, hundreds of different worksheets, and spending ten years doing the englishbanana.com website. Maybe I’ve exhausted everything. But it isn’t that. More to the point is that:

You Are The Course Book
and
The Course Book As All Around You

Why should I write another line when my students can do a better job at creating their own learning material than I can? How can I – or any materials writer, for that matter – compete with that fact? I can’t win out against my students’ imaginations. (Remember the Saudi students’ revolution on the moon?) Even the weakest student will be able to produce something interesting if you encourage and guide them; if you help them to get it out, to express themselves. And in Mode 2 – TCBIAAY – well, there is so much fresh and exciting material out there, which is freely available, that I can’t and don’t want to compete. I’d far rather use a real, authentic example of English than something I have specifically written for the classroom. Wouldn’t you? And I can’t write a better text than one of Shakespeare’s sonnets; I can’t write something as interesting or original as a well-written news story from an online newspaper’s website – it can be hot off the press on the day that I use it in class! So I’ve stopped trying to write more worksheets and English resource books. I don’t *need* to any more.

But yes, of course, you could still use the existing Talk a Lot materials in the classroom. Maybe you will want to use them – especially Elementary Book 1 – with real zero beginners or students who can produce very little English. Yes, they need to learn the basic vocabulary sets, like “clothes” and “food and drink”, which is what that book is useful for teaching. But you should still try to use this new method with low-level learners. Try it – you might be surprised at what they can come up with. You might have to guide them more than elementary and pre-intermediate level students, but follow the process with them and see what happens. And of course you can still use any of the materials I wrote for englishbanana.com – or materials from any other source, including course books, text books, worksheets, and so on – but as part of the 7-stage process (or for homework). For example, if I know I’m teaching past perfect tense (because it’s on

the syllabus that we've agreed on) and I've got a text which has a few instances of this, I might reach for a favourite grammar book and use some of the well thought-out activities and sample sentences from that. I'm not advocating getting rid of all books and the sum of human knowledge! I'm just saying that with Mode 1 of this process, you don't need any materials or resources. Just you and your students will be enough. Why not try it? Try it and see what I mean. While it might initially take some courage on the part of teachers and language school owners to ditch the course book, I hope you can see – after reading my long letters and the accompanying notes – how the YATCB method is just so much fresher and, well, healthy than the course book. We can compare the two ways like this: the course book is stodgy fast food or a processed TV dinner, full of additives (to make it palatable) and unnecessary ingredients, while the YATCB method is fine cuisine that you and your students have individually hand-prepared on the day, using only fresh ingredients. The processed food of the course book *can* fulfil a pressing hunger, but it doesn't satisfy you in the long run, because it's designed, like salty and sweet junk food, only to make you want to consume more. What's more – the people consuming this rubbish never learn to cook properly for themselves.

After that hastily constructed metaphor I'm going to go. But before I sign off (I have to pop to the post office now and then prepare my lessons for tomorrow) I wanted to just remind you that I've already written copious instructions on how to use the activities in the *Activity Lists*. Have a look at *Talk a Lot Elementary Handbook* or *Talk a Lot Intermediate Book 1* and you'll find comprehensive notes and instructions and resources. For example, if you haven't got a clue how to get your students building sentence blocks, you'll find everything you need to know to get them started from Section B P.2.1 of *Talk a Lot Elementary Handbook*. I'm not going to include all of that information again here – this should be a slim volume compared to those books! We've talked before about me doing a Talk a Lot Foundation Course with the students at your school. I would really recommend doing one of those before starting a YATCB course. It would be good for the other teachers at your school to do it as students first, before they teach it to their students. I know that none of them have the first idea about how native speakers use connected speech in a sentence, for example (let alone how to teach it). I'm not being funny when I say this, but how can we expect our students to learn to speak English well when we the teachers haven't got a clue what stress and connected speech are – and what we do when we speak. I'm sure most of the teachers at your school

wouldn't even know what a Schwa sound was if it hit them over the head and stole their mobile phone, never mind a glottal stop! (If I'm wrong, by the way, please prove me wrong! I'd be happy for you to do so!) Anyway, please let me run a pronunciation course (Talk a Lot Foundation Course) for the teachers here at your wonderful school, and then we can roll it out to all the groups of students. What do you think? Then we'll do lessons properly, without a course book, with YATCB and/or TCBIAAY, and I'll take you up on your kind offer to work with you again next year, and every year – happily.

Thank you, M., for reading this, and not just binning it. (I assume you have read it all through thoroughly. Several times. I'm joking now!) I sincerely mean it – you know, you are the best, the finest language school owner I have ever met – and a quite brilliant person too! I would love to work with you.

See you soon, with love from,

Matt

Supporting Material

Outline of Mode 1 and Mode 2

Mode 1: You Are The Course Book

- One process; it lasts as long as it takes; time and activities roll over into new lessons
 - 1. Vocabulary – “Interesting and random!”
 - stress
 - vowel sounds
 - other interesting features
 - 2. Text
 - 2.1 First Draft – Getting the Initial Ideas (whole group)
 - 2.2 Second Draft – Corrections (whole group)
 - Grammar
 - Spelling
 - Punctuation
 - Sense
 - 2.3 Third Draft – Improvements (pairs or small groups)
 - Title
 - Vocabulary
 - Sentence Structure
 - People
 - Motivations
 - Actions
 - Results
 - Details
 - 3. Grammar Point
 - 4. Verb Forms Revision
 - 8 Questions, e.g. What, Where, When, Who, Why, Which, How, and Auxiliary Verbs
 - Sentence Blocks
 - Verb Forms Revision Test
 - 5. Pronunciation
 - Sentence Stress
 - Connected Speech
 - 6. Free Practice
 - Choose an activity from the list on P.65
 - 7. Writing
 - 2.4 Final Draft (individual)
-

Mode 2: The Course Book Is All Around You

- Can be fixed to an agreed syllabus and timetable, e.g. 4 lesson hours for the whole process
- Choose a text that illustrates a particular grammar or vocabulary point, or both – or any teaching point
- Choose an activity for each stage from the activity lists and work through them in this order:
 1. Vocabulary
 2. Text
 3. Grammar Point
 4. Verb Forms Revision

(The process could be split in the middle after Stage 4)

 5. Pronunciation
 6. Free Practice
 7. Writing

Progress Tracker

Teacher: _____ Date: _____

Date:	Group/Individual:	Level:	Time:	Stages Completed:	Homework:

Example:

Date:	Group/Individual:	Level:	Time:	Stages Completed:	Homework:
<i>Wed 25.04</i>	<i>Piotr</i>	<i>Pre-Int</i>	<i>90 mins</i>	<i>1, 2.1, 2.2, 3, 4, 5</i>	<i>Writing: 2.3 (write third draft)</i>
<i>Fri 27.04</i>	<i>Foresters Group</i>	<i>Elementary</i>	<i>90 mins</i>	<i>1, 2.1, 2.2, 3</i>	<i>Vocab Test – Food and Drink</i>

Mode 2 – Lesson Planner

Class: _____ Level: _____

Lesson A Week: _____ Date: _____ Teacher: _____

Mins: 10	Revision of previous lesson / homework review / test
20	Vocabulary Activity: _____
20	Text Title: _____ Activity: _____
20	Grammar Point _____
20	Verb Forms Revision Activity: _____
<i>Total: 90</i>	Homework <i>e.g. exercises related to the lesson</i>

Lesson B Week: _____ Date: _____ Teacher: _____

Mins: 10	Revision of previous lesson / homework review / test
20	Pronunciation Activity: _____
40	Free Practice Activity: _____
20	Writing Activity: _____
<i>Total: 90</i>	Homework <i>e.g. finish the writing task; and/or exercises related to the lesson</i>

Vocabulary Activities

(These notes apply if you are following **Mode 2: The Course Book Is All Around You**. For **Mode 1: You Are The Course Book** follow the example given earlier in the book.)

(Note: you can find detailed instructions on how to prepare and run many of these activities in the following publications, which are both free downloads from englishbanana.com: Talk a Lot Elementary Handbook and Talk a Lot Intermediate Book 1.)

Core Activities: to be done with the vocabulary words and phrases in each lesson:

1. Write 10-20 vocabulary words and phrases on the board (the target vocabulary); the number and type will depend on the level of your group
2. Ask students if there are any new words that they don't know; they check the meaning of each word or phrase in their dictionaries
3. Students write them down in their notebooks
4. Students note how many syllables there are in each word or phrase, the word stress, and write down the stressed vowel sounds (using the NEA)
5. Note any differences between spelling and sounds, e.g. silent letters, elision, etc.
6. Discuss the class of each word and phrase, e.g. noun, main verb, adverb, idiom, etc.

Optional Activities: choose one or more per lesson, but vary them from lesson to lesson:

1. Classic Talk a Lot Vocabulary lesson:
 - describe a word or phrase for us to guess
 - put them into alphabetical order
 - memory: remember the words and phrases when they are removed
 - put the words into meaningful categories
 - compare and contrast two different items; compare two similar items
 - draw a picture of a word or phrase for us to guess
 - draw the shape of a word or phrase for us to guess
 - visualisations (see *Talk a Lot Elementary Book 3*)
2. Play the Big Word Game
3. Play Talk a Lot Bingo
4. Study dialects and accents of native English speakers (audio or video)
5. Study features of non-literal speech, e.g. metaphor, allusion, etc.
6. Practise making glottal stops
7. Practise making the Schwa sound
8. Focus on idioms
9. Work with the NEA, e.g. translate to and from the NEA
10. Focus on phrasal verbs, e.g. practise with the phrasal verbs dice game or activity cards
11. Focus on slang in English

Work that the students should do in their own time (homework):

- Learn the New English Alphabet (NEA) so that they can write words and sentences phonetically
- Learn lists of common idioms, phrasal verbs, and slang expressions
- Learn vocabulary sets, e.g. using flashcards
- Make notes about what they are learning and keep a vocabulary notebook

Text Activities

*(These notes apply if you are following **Mode 2: The Course Book Is All Around You**. For **Mode 1: You Are The Course Book** follow the example given earlier in the book.)*

(Note: you can find detailed instructions on how to prepare and run many of these activities in the following publications, which are both free downloads from englishbanana.com: 'Talk a Lot Elementary Handbook' and 'Talk a Lot Intermediate Book 1'.)

Everything flows from the text that is chosen by the teacher or students:

- | | |
|---------------------------------|--|
| 1. vocabulary words and phrases | selected from the text |
| 2. text | it's the text that you want to work with |
| 3. grammar point | illustrated by the text |
| 4. verb forms revision | students write questions based on the text |
| 5. pronunciation | whole or part sentences from the text are chosen and examined in terms of sentence stress and connected speech |
| 6. free practice | the activity flows out of the topic and ideas in the text |
| 7. writing | the activity is suggested by the text and the free practice activities |

Core Activities: to be done in each lesson:

- analyse the text for effectiveness of communication – suggest improvements
- analyse the text for errors – again, suggest improvements

Optional Activities: choose one or more per lesson, but vary them from lesson to lesson:

1. Audio lesson – listen and make notes, or listen for specific information
2. Comprehension questions / True, False, or Unknown?
3. Dictation – student to student
4. Dictation – teacher to students
5. Dictation – teacher to students, but the teacher chooses a set number of words/phrases and changes them; students have to underline the changed words/phrases and write down the new ones
6. Gap-fill with the target vocabulary
7. Information exchange
8. Puzzle pieces – cut up the text into a set number of different pieces and mix them up; students have to put them into the correct order
9. Reading race
10. Video lesson – watch and make notes, or watch for specific information

General Notes:

- The text could be chosen by the teacher or the students
- The text could be... printed text, audio, video, or realia
- The text is chosen to illustrate the target vocabulary that you want to teach, or the grammar point, or both. Or any teaching point
- The text should be interesting to the students and, where possible, an example of real English in use, e.g. from a newspaper, magazine, book, or realia
- Using a fresh, relevant text will make the lesson more interesting for teacher and students, rather than having to use the same old course book lesson after lesson
- The way of finding or approaching the text could be different for students each time they do this process, e.g. they could find the text by way of listening, watching, teacher dictation, pair dictation, reading race, cut-up pieces, or by gap-fill with the target vocabulary, and so on
- The text can be original material, i.e. copyright material, because it's only for your classroom use and will not be published or distributed further

Grammar Point Activities

*(These notes apply if you are following **Mode 2: The Course Book Is All Around You**. For **Mode 1: You Are The Course Book** follow the example given earlier in the book.)*

General Notes:

- Each process should have a grammar point, relevant to the needs of your students at that time
- The grammar point should be illustrated by the text
- The teacher could do a short presentation of the grammar point, then students have to find examples in the text. After that, if desired, the students could use an exercise from a worksheet or part of a grammar book to practise the point further; or write their own example sentences
- The grammar points could be in a particular order as determined by your own pre-written course syllabus, e.g. present simple is introduced before present continuous, and so on
- At this stage in the process you could run a short general grammar quiz based on the text, e.g. find four prepositions; an example of passive voice, etc. – whatever features of grammar the text demonstrates. The students write down the answers, or write on the board in a competition with two teams; or the teacher asks individual students for their answers

The grammar point is part of your syllabus for the course. Here is an example of a grammar syllabus for Elementary level, which could be worked through in order. (Of course, your own syllabus may be more suitable!)

Elementary Level – Grammar Syllabus – 10-Week Course:

- Week 1. learn word classes, e.g. nouns, main verbs, auxiliary verbs, adjectives, etc.
- Week 2. present simple vs. present continuous
- Week 3. articles and determiners
- Week 4. nouns 1: countable and uncountable
- Week 5. nouns 2: plural forms, this/that/these/those, quantity words, and possessive forms
- Week 6. past simple vs. present perfect
- Week 7. modal forms
- Week 8. telling the time
- Week 9. future with 'will' and 'going to'
- Week 10. first conditional

Work that the students should do in their own time (homework):

- Learn to write and pronounce the English alphabet
- Practise any grammar that they do not feel confident with by completing grammar exercises in course books, on worksheets, on CD-ROMs, and on websites

Verb Forms Revision Activities

(These notes apply to both modes – **Mode 1: You Are The Course Book** and **Mode 2: The Course Book Is All Around You.**)

(Note: you can find detailed instructions on how to run sentence block activities in the following publications, which are both free downloads from englishbanana.com: Talk a Lot Elementary Handbook and Talk a Lot Intermediate Book 1.)

These activities will be the same during both modes. Only the text will be different, i.e. in Mode 1 it will be created by the students, while in Mode 2 it will be a found text that has been chosen by either the teacher or the students. The aim is to focus on particular verb forms – which appear in the text and/or what students most need to practise at that time. For example, if students are having a hard time with present perfect form, this stage should feature plenty of practise of that form, as well as others that are proving problematic.

The teacher or the students can choose from three different activities, which should be rotated or varied each time you do the process, so that you don't get bored. (See "*My Letters to M.*" for more details about how to run them):

1. 8 Questions – Students have to write/make eight questions based on the text (where the answer is in the text) using seven question words (what, where, when, who, why, which, how) as well as an auxiliary verb to make a yes/no question, e.g. "did" or "has". They ask and answer questions, then change partners and repeat the activity
2. Sentence Blocks – normal sentence block method using sentences from the text and focusing on verb forms that you most want to practise. Students could make the blocks up to line 5 (easier way) in lower-level groups, and up to line 7 (full form) in higher-level groups
3. Verb Forms Revision Test – using the blank template (over the page), so that you can verify your students' knowledge and understanding. Students practise a set number of verb forms, e.g. four, which they are studying or have been studying. For example, at Elementary level I might choose: Present Simple, Present Continuous (and draw out the differences) and Past Simple and Present Perfect (and again, draw out the differences). Repeat this often, until the students *just know it*. Give marks out of twenty for four verb forms. I tend to be a hard marker with this test and only give a mark for a completely correct sentence. It doesn't matter whether the error is connected with the verb form or something else, e.g. punctuation. The point is that I want the students to prove that they can write a complete correct sentence (positive, negative, or question form) using a given verb form. Even a missing capital letter at the beginning or full stop at the end means no mark. No half marks! Be hard but fair!

Verb Forms Revision Test

Name: _____ Class: _____ Date: _____ Teacher: _____

Verb Form (Tense):	Time:	Auxiliary Verb(s):	Example Sentences:
			+
			-
			?
			/ 5
			+
			-
			?
			/ 5
			+
			-
			?
			/ 5
			+
			-
			?
			/ 5

Total:	/ 20
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Verb Forms Revision Test – Sample Answers

Verb Form (Tense):	Time:	Auxiliary Verb(s):	Example Sentences:*
present simple	regular time	do / does	+ I like chips. - I do not like chips. ? Do you like chips?
present continuous	now <i>or</i> future (with time phrase, e.g. “at 8pm”)	am / is / are	+ I am reading a book. - I am not reading a book. ? Are you reading a book?
past simple	finished time in the past, e.g. last week	did	+ I met my friend. - I did not meet my friend. ? Did you meet your friend?
past continuous	finished time in the past, e.g. last week	was / were	+ I was driving for two hours. - I was not driving for two hours. ? Were you driving for two hours?
present perfect	unfinished time, e.g. this week	have / has	+ I have finished my breakfast. - I have not finished my breakfast. ? Have you finished your breakfast?
present perfect continuous	unfinished time, e.g. this week	have / has + been	+ I have been playing football. - I have not been playing football. ? Have you been playing football?
past perfect	time before another past action	had	+ I had been to Italy before. - I had not been to Italy before. ? Had you been to Italy before?
modal forms	various times	modal auxiliary verbs	+ I can swim. - I cannot swim. ? Can you swim?
future with ‘will’	immediate future <i>or</i> predicted future	will	+ I will pay for lunch. - I will not pay for lunch. ? Will you pay for lunch?
future with ‘going to’	planned future	am / is / are + going to	+ I am going to join a gym. - I am not going to join a gym. ? Are you going to join a gym?

*Contractions are also acceptable, e.g. *I don't like chips*, *I'm reading a book*, *I've finished my breakfast*, etc.

Pronunciation Activities

(These notes apply if you are following **Mode 2: The Course Book Is All Around You**. For **Mode 1: You Are The Course Book** follow the example given earlier in the book.)

(Note: you can find detailed instructions on how to prepare and run many of these activities in the following publications, which are free downloads from englishbanana.com: Talk a Lot Elementary Handbook, Talk a Lot Intermediate Book 1, and – in particular – Talk a Lot Foundation Course.)

Core Activities: to be done in each lesson:

- You or the students choose a sentence from the text or make one up. You could build a sentence by eliciting: Person/Thing/Place/Time
- Examine the meaning of the sentence
- Identify content and function words
- Find the stressed syllable on each content word
- Identify the vowel sound on the stressed syllable – you’ve found the sound spine (see *Talk a Lot Foundation Course* for more details)
- Examine sound connections between syllables

Optional Activities: choose one or more per lesson, but vary them from lesson to lesson:

1. Practise with the chunking technique and focus on word order (see next page for more about chunking)
2. Practise with connected sentence cards
3. Practise with a connected speech template
4. Plan a lesson about a specific part of this method, e.g. linking vv sound connections
5. Practise making cut-up NEA sentences (or use pre-made sentence cards)
6. Learn the different features of connected speech, e.g. elision, assimilation, etc.
7. Study the NEA – New English Alphabet
8. Study the IPA – International Phonetic Alphabet, which is used in many dictionaries
9. Learn about the importance of suffixes and compound nouns in pronunciation
10. Practise with Practice Page 1 from *Talk a Lot Foundation Course*
11. Examine vowel sounds and learn about how they have multiple spellings; highlight the disparity between spelling and sounds in English
12. Focus on long vowel sounds: LEARN TO LOVE LONG VOWEL SOUNDS!
Look at a sentence; find all the vowel sounds; replace the long vowel sounds with a short equivalent, e.g. “I like eating sweets!”, which should be pronounced: “Ai Lai Kee ting Sweets”, would become “A La Ki ting Swits!” Explain how this is how many students speak when they don’t use long vowel sounds – perhaps because they don’t exist in their first language

Work that the students should do in their own time (homework):

- Learn the NEA and the IPA
- Practice with the different methods of examining a sentence:
 - Connected sentence cards
 - Connected speech template
 - Practice Page 1 (from *Talk a Lot Foundation Course*)
 - Chunking method, where you break down a sentence into three or four phrases and students examine each phrase for a variety of features, including type of word, verb form, sentence stress (draw the stress pattern of a phrase), stressed vowel sounds, other sounds (e.g. Schwa sounds), sound connections, features of connected speech (e.g. glottal stops), weak forms (e.g. contractions), New English Alphabet (translate the phrase into the NEA), and so on. For example, the sentence:

She is planning to have a facelift in August.

could be broken down into the following phrases (or chunks):

she is planning to have a facelift in August

Don't put a capital letter at the beginning or a full stop at the end, as that would help the students too much!

Or you could mix up the different chunks and students have to put them back in order, e.g.

to have in August she is planning a facelift

You could do the same thing with a number of different sentences, which are all mixed up together. This is great for helping students to practise word order in a sentence, using the S.V.O.P.T order: subject, verb, object, place, and time.

Or you could present a sentence split up into phrases, then take away one phrase and ask students to fill the gap with their own phrase which could fit there, then take away more phrases from the sentence; or you take away one or more phrase and the students have to remember what was there... and so on.

she is planning to have _____ in August

What could fill the gap? "a holiday", "a meeting with her boss", "a break", and so on. As students use their imaginations, this activity helps them to practise word order, sentence structure, and the role of function words in a sentence, for example prepositions and articles – as well as stress, connected speech and everything else listed above.

Free Practice Activities

(These notes apply to both modes – **Mode 1: You Are The Course Book** and **Mode 2: The Course Book Is All Around You.**)

(Note: you can find detailed instructions on how to prepare and run many of these activities in the following publications, which are both free downloads from englishbanana.com: *Talk a Lot Elementary Handbook* and *Talk a Lot Intermediate Book 1*.)

There are no core activities – free practice will be different each time. Students work together in pairs or small groups. You should ensure that everybody has a partner or is in a group, and that everybody is participating.

Activities: choose one or more per lesson, but vary them from lesson to lesson. Note the order in this list is completely arbitrary. It doesn't matter what order you do them in your syllabus (although Activity #5 – Icebreakers would be good in the opening lesson), but remember not to repeat the same activity too often – variety is the spice of life!

1. Agree or disagree?
2. Class debate
3. Describing and comparing pictures
4. Discussion questions
5. Fun games (icebreakers – getting to know you, e.g. the Find Somebody Who... series on englishbanana.com)
6. Prepare and give a presentation – small groups
7. Prepare and give a presentation – individual
8. Questionnaire
9. Devise a role play or dialogue
10. Show and tell – bring something with you to the class and talk about it
11. What Would You Do? (See *Talk a Lot Intermediate Book 1* for full details)
12. Picture stories: put a group of pre-prepared pictures (e.g. eight or nine pictures) in order to tell a story with a given tense; or students have to draw their own stories in several different parts, then give it to another who has to put it into order and tell the story in their own words. (You could also do this activity as part of Verb Forms Revision)

Alternatively, you could devise your own free practice activity – or grab one from a resource book.

In general, during free practice activities, the teacher should be walking around each group or pair, listening, taking notes, and giving invaluable feedback – rather than popping to the toilet, having a cup of tea, or phoning the plumber to make an appointment for the following day. This is the time when you can see all the hard work that you and your students have put into the process so far really paying off, as the students activate and use what they have been learning. For example, if you hear a mistake with a tense that you've just covered in Stage 3 or 4, then you can help the student recall what you talked about. At the end of this stage the teacher facilitates a group feedback session on the board with the whole class based on the notes he or she has made. This can be a handy form of revision and a great way to sum up* the whole

process so far, including the target vocabulary from way back at the beginning, the main grammar point, and the points the class discovered about verb forms, stress, and connected speech as well.

(*Since Stage 7 will probably be given for homework, rather than done in class.)

Write Your Own Discussion Questions

It's easy to write your own discussion questions – you or your students can do it. You don't need to be a professional ESL course book writer. The same kinds of question can occur regularly:

Typical Kinds of Question:

1. Likes and Dislikes
2. Personal Opinion
3. Personal Preference
4. Description
5. Personal Experience
6. Discussion
7. Hypothetical Situation
8. Speculation about the Future
9. Vocabulary Activator
10. Personal Ability
11. Memories / Life History
12. Imagination

Students will have to speak more if they are given follow-up questions. Some useful phrases after most questions will be: “Why?”, “Can you give me some examples?” or just simply “Please tell me more about that.” Of course, students can also make up their own supplementary questions as appropriate.

1. Likes and Dislikes:

- What is your favourite...? Why?
- What is your least favourite...? Why?
- Do you enjoy...? Why? / Why not? Give reasons and examples.

2. Personal Opinion:

- What are the advantages / disadvantages of...?
- What is the biggest problem with...?
- What is the biggest / best / nicest / strongest...? (superlative adjective) Why?
- Who is the... (superlative adjective) person you know? How did you meet them?
- Is it harder to be... than...? Why? / Why not?
- In your opinion...
- Do you believe that it is right to / that...? (ethical issue) Why? / Why not?
- Do you believe in...? (ethical issue) Why? / Why not?
- How important is x ? Why? Give reasons and examples.
- Do you think that x do/does a good job? Why? / Why not? Give reasons and examples.
- Is x as good as x ? Why? / Why not? Give reasons and examples.
- Compare... Give examples.

- What are the biggest issues regarding... (e.g. global warming) today? How can we try to solve these problems?

3. Personal Preference:

- Do you prefer x or x ? Why? Give reasons and examples.
- How do you prefer to...?
- Rank (e.g. 10 things)... in order of preference / importance.

4. Description:

- Describe...
- Tell me about...
- Tell me about somebody you know / the (superlative adjective, e.g. the most interesting) person you know. Describe their typical day, etc.
- Describe... / Imagine I'm an alien who knows nothing about life on Earth. Describe to me in as much detail as possible an everyday activity, e.g. brushing your teeth or tying up your shoelaces.
- Describe a famous / amazing / expensive / magnificent (strong adjective)...
- Describe a typical day for...
- Describe a typical... in as much detail as possible.
- Describe... (something / somebody / a place / an object / a concept, etc.) in as much detail as possible.
- Define... give examples.

5. Personal Experience:

- Have you ever...? (experience)
- Do you know anyone who...?
- What do you...?
- When do you...?
- Why do you...?
- Where do you...?
- How do you usually...?
- How often do you...?
- Do you ever...?
- Do you usually...?
- When did you last...?
- What is the best / worst / other superlative adjective... you have ever...?
- When did you last...? (experience) Why... What... How... When...? etc.
- How much money / time / effort do you usually spend on...? Why? Give reasons and examples.
- What is the easiest way to...? What is the hardest way to...? Why? / Why not? Give reasons and examples.
- How do you usually feel when...?

- Have you got...? / Would you like to get? Why? / Why not? Give reasons and examples.
- Are you happy with...? Why? / Why not? Give reasons and examples.

6. Discussion:

- Discuss... Give examples.
- Tell me about... / Talk about... for one / two / three minutes, etc. Give reasons and examples.
- Controversial statement, e.g. "_____ is _____." Discuss.
- Quotation... Discuss.

7. Hypothetical Situation:

- What would you do if...?
- How would you feel if...?
- How would you... if...?
- If you had the choice, what / where / when / who / how, etc. would you...?
- How do you think ... will be different in x years' time?
- Would you like to... one day? Why? How do you think it would feel? How would you prepare for it? If not, why not?
- How important is... to you? Why? What would you do if you couldn't have it for x days / months / years / ever again? How would you feel?
- What would life be like without...? Could you live (in a world) without...? How would life be different if...? What would you do... if you no longer had...? / ...if there were no more...?
- If money were no object...?
- If you could change one thing about... what would it be?
- If you could be any kind of x in the world (e.g. animal, food, city, etc.), what would you be? Why? Imagine a typical day. What would you do? Where would you go? Why? What would be... difficult, fun, easy, frightening, (adjective), etc.?
- If you could swap bodies (places) with x for one day, what would you do? What would be... difficult, fun, easy, frightening, (adjective), etc.?
- Would you like to be a...? Why? / Why not? Give reasons and examples.
- Would you like to get involved in...? Why? / Why not? Give reasons and examples.
- If you were prime minister or president of your country (for one day / one week / one month, etc.), what changes would you make? Why? Give reasons and examples.

8. Speculation about the Future:

- What do you think x will be like in the future? Describe it. What will be positive and negative about it? Will it be generally more positive or more negative than it is now? Why? Give reasons and examples.
- Will it ever be possible to / that...? If no, why not?

- Have you ever considered doing...? Why? When are you planning to do it? If no, why not?
- Should more be done to improve x ? Why? / Why not? Give reasons and examples. What impact would it have on...? Would you or your family be affected? How would you feel? Why?

9. Vocabulary Activator:

- How many different ways can you think of to...?
- Think of x (e.g. ten) different kinds of x and put them into (these) categories...
- Tell me x (e.g. five) ways in which x could be improved. Give reasons and examples.
- What do you think of when you hear the word x ? Tell me more.
- What x (e.g. five) words come to mind when you hear the word x ? Tell me more.

10. Personal Ability:

- Can you...? Tell me about how you learned to do it.
- Can you... (ability)? When did you first...? How did you start...? How often do you...? Why do you...? etc.
- How old were you when you first learned to...? Tell me about the learning process. What obstacles did you face? Who helped you?

11. Memories / Life History:

- What do you remember about... (e.g. a specific time in the past)
- Tell me about a time when...
- Can you remember life before...? How is it different from now? Is it better or worse now? Why? Give reasons and examples.

12. Imagination Activity:

- Invent your own... (e.g. sport, car, clothes, dessert, TV channel, etc.) Consider the following elements...

Starting basic questions:

What...?

Where...?

When...?

Who...?

Why...?

Which...?

How...?

How much...?

How many...?

How often...?

Is / are...?
Did...?
Has / have...?
Can...?
Will...?

etc.

Question Sets:

If we were to choose the best questions from this list and put them into two sets with eight questions each, they might look something like the ones below. You could use these questions to discuss any topic, from Food and Drink to Farming, and from Space Travel to Free Time. In my experience, eight questions is more than enough for an individual lesson, although of course you could use more questions or fewer – as well as your own supplementary questions. Students could use the questions as starting points for writing assignments too. You could print out the lists below and give them to students to work on in pairs or small groups during the Free Practice stage; then they swap the questions they have created with another group and discuss the new questions together. Of course, then you would have a load of ready-made questions that you could give to another class another day.

Sample Question Set 1:

1. What is your favourite / least favourite...? Why?
2. What are the advantages / disadvantages of...?
3. Describe... / Imagine I'm an alien who knows nothing about life on Earth.
Describe to me in detail an everyday activity, e.g. brushing your teeth or tying up your shoelaces.
4. Have you ever...? (experience)
5. How would you feel if...?
6. Will it ever be possible to / that...? If no, why not?
7. How many different ways can you think of to...?
8. Can you... (ability)? When did you first...? How did you start...? Why do you...?

Sample Question Set 2:

1. Do you believe that it is right to / that...? (ethical issue) Why? / Why not?
2. Rank (e.g. 10 things)... in order of preference / importance.
3. Describe a typical day for...
4. When did you last...? (experience) Why... What... How... When...? etc.
5. What would life be like without...? Could you live (in a world) without...? How would life be different if...? What would you do... if you no longer had...? / ...if there were no more...?
6. What five words come to mind when you hear the word *x*? Tell me more.
7. Tell me about a time when...
8. Invent your own... (e.g. sport, car, clothes, dessert, TV channel, etc.) Consider the following elements...

Writing Activities

*(These notes apply if you are following **Mode 2: The Course Book Is All Around You**. For **Mode 1: You Are The Course Book** follow the example given earlier in the book.)*

You could choose from these options (or your own); or just do whatever matches the text:

1. Make a **written record** of their role play or dialogue from the Free Practice stage
2. Write a **particular kind of text** (see below)
3. Write a **description**: of a place, person, activity, object, feeling, product, event, emotion, etc.
4. Write for a **particular purpose**, e.g. to thank / complain / compliment / request / inform, etc.

General Notes:

- The writing stage could be done in class, or given as homework. It should be marked by the teacher with errors clearly indicated so that students can find out where they have gone wrong, and try to learn from their mistakes next time. You could use codes to show errors, e.g.

G (grammar)

SP (spelling)

P (punctuation)

^ (something is missing)

WO (word order)

WW (wrong word)

? (doesn't make sense)

H (hard to read handwriting)

- During a course students should practise writing a variety of different kinds of text – not just a short story every time (but see below for more about basic story plots)
- The length will be dictated by the level, e.g. at elementary level 70 words could be enough, while at intermediate level students should write at least 150 words, and so on
- You should standardise writing paper and style, e.g. written work should be done using black or blue ink only, on a particular type of lined writing paper (you could use the template provided), as well as double spaced, which will give you space to write in the marking codes – i.e. in between the lines

Different kinds of text –

Text:

Examples of writing assignments that students could do:

article

newspaper, magazine, online, offline

email

formal, informal, complaint, advice, suggestion

essay

academic, magazine, newspaper (broadsheet / tabloid)

form

application form, government form

historical	document from a specific period of time or event
instructional	how to do something
leaflet / brochure	promotional, information, guidance
letter	formal, informal, thank you, invitation, good / bad news
poem	traditional, modern, sonnet, song (rock / pop / R&B / blues / folk)
promotional	advert, leaflet, brochure
recipe	starter, main course, dessert, drinks
report	business, newspaper, financial
review	book, film, TV show, exhibition, event, food, sports
script	TV, radio, film, play
short story	comedy, drama, romance, horror, action, real life, war, sci-fi, western
social network	status update, profile, tweet, messages
text message	urgent, joking, banal, informative, angry
and so on...	

Seven Plots:

If your students love writing short stories, you could add variety by encouraging them to write stories from various different genres (see above) and with different kinds of plot. It is said that there are only seven plots in literature, and your students could choose from one of these – or write a story for each plot. The seven plots are:

1. The quest
2. Voyage and return
3. Rebirth
4. Comedy
5. Tragedy
6. Overcoming the monster
7. Rags to riches

(Source: http://wiki.answers.com/Q/What_are_the_seven_types_of_stories_in_the_world)

Another take on this was devised by Sir Arthur Thomas Quiller-Couch, who listed the basic recurring plot types like this:

- person against person
- person against nature
- person against him- or herself
- person against God
- person against society
- person caught in the middle
- man and woman

(Source: <http://lenwilson.us/seven-stories/>)

You Are The Course Book

Who's it aimed at?

Teachers who are sick of using ESL course books.

What can I get out of it?

Learn how to teach English without a course book.

Who's written it?

Matt Purland.

Why did he write it?

Because he's had enough of using ESL course books. He's sick of them. But he's also part of the problem, having written hundreds of pages of material for teachers, including all the popular *Talk a Lot* books, available from <http://www.englishbanana.com>

Er, so is this his last book?

Well, he hopes he won't need to write any more books of teaching material, that's for sure!

Why not?

Because: You Are The Course Book. And what is more – The Course Book Is All Around You.

Er, what?

Read this book.

English Banana.com

info@englishbanana.com

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Kliy Ra l f be_ Di kshn rii

Clear Alphabet Dictionary

Read and Write
English as it Sounds!

bai Ma_ Per Ind

by Matt Purland

englishbanana.com's



Clear Alphabet Dictionary

Read and Write
English as it Sounds!

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Clear Alphabet Dictionary

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Clear Alphabet Dictionary

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Talk a Lot

Clear Alphabet Dictionary

Introduction

What is this book?

Wo ti zthi Sbuuk?

The Clear Alphabet Dictionary is a tool to enable students of English to learn new phonetic Clear Alphabet, so that they can use it confidently as a means to read, write, and understand the sounds of English – and as a result to pronounce words and sentences better. It is a tool that enables teachers to explain the relationship between spelling and sounds at word level, and connected speech at sentence and text level. If you are using *You Are The Course Book* method, the material in this book can be used at Stage 1 (Vocabulary) and Stage 5 (Pronunciation) of Modes 1 and 2. It could also be used with students who are studying *Talk a Lot Foundation Course*.

In the first part you can learn the 48 sounds of English and their corresponding written IDs (identifiers). For example, the vowel sound in “cheese” and “meal” is always written as ee in the Clear Alphabet. The second part is more like a traditional dictionary, with a word list of over two thousand common words and phrases – including all of the discussion words from *Talk a Lot Elementary Books 1-3* and *Intermediate Book 1*. Following this is a reduced word list of 400 Elementary-level words, which can be used with students who are new to the Clear Alphabet. The third part contain special topics relating to using the Clear Alphabet, including Silent Letters, Homophones, and Hidden Sounds. The fourth part has some examples of worksheets for use in class to learn the Clear Alphabet. The last two parts of book contain useful related material from *Talk a Lot Foundation Course* and *Talk a Lot Elementary Handbook*.

What is the Clear Alphabet?

Wo ti zth Kliy Ral f bet?

The Clear Alphabet is a modern phonetic English alphabet which uses the normal Roman alphabet, rather than symbols, to show the sounds of English. Each of the 48 sounds of English has one ID (identifier) in the Clear Alphabet, which is always written the same. (See Clear Alphabet Chart on p.17.) This allows us to write the sounds of English, rather than the normal spelling, which is often very different from the sounds. It also allows us to write full sentences and whole texts which show connected speech in action – the process where words merge together as we speak. It enables us to represent speech in written form clearly, showing syllables, stressed syllables, features of connected speech, and other elements of speech such as schwa sounds, glottal stops, silent letters, and hidden sounds, which are usually missing from written texts.

Why bother learning the Clear Alphabet?

Wai Bo th Ler ning th Kliy Ral f bet?

If students and teachers learn the Clear Alphabet they will be able to:

- Improve understanding and use of the differences between spelling and sounds in an English word, e.g.

normal spelling: Clear Alphabet spelling:

ask Arsk
car Kar

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Clear Alphabet Dictionary

Introduction

heart Hart

- Improve understanding and use of pronunciation, including the use of the schwa sound and glottal stops

normal spelling: Clear Alphabet spelling:

appointment uh Poy_n_ mnt (schwa sound indicated by uh ; glottal stop indicated by _)

- Improve understanding and use of connected speech – including identifying the stressed syllables in a sentence – leading to improved listening skills through the knowledge of how native speakers of English actually speak

Normal spelling – not representative of speech:

I don't like living in a small flat.

Clear Alphabet spelling – showing connected speech, stressed syllables (capitalised), schwa sounds, glottal stops, and normal punctuation.

ai Deun_ Lai Kli ving i n Smorl Flat.

How is it different from the IPA (International Phonetic Alphabet)?

Hau wi zi_ Di frn_ frm thii yai pii Yei (in t Na shnl f Ne ti Kal f bet)?

The main difference is that the Clear Alphabet uses the Roman alphabet – the normal a-z that everybody already knows, rather than obscure symbols. This means that the Clear Alphabet can be transmitted via a normal keyboard – by computer, tablet, or phone – without a special font. While it is difficult (although not impossible) to create and share text in the IPA via digital means, it is much easier to do so with the Clear Alphabet.

From *Talk a Lot Foundation Course*¹:

[The Clear Alphabet is] a new alphabet for the English language, which is similar to the IPA in that it enables the reader to see all the phonemes (sounds) contained in each word. However, unlike the IPA, [the Clear Alphabet] uses the more familiar Roman alphabet – a, b, c, etc. – and allows the reader to see the stressed syllable in a word as well as the connections between syllables and words. Each of the 48 sounds of English has its own written ID (identifier).

e.g. the “a” sound in “cake” is always written as ei – Keik

In normal spelling this sound can be written in different ways, but with [the Clear Alphabet] it always looks the same: ei

¹ Note: in *Talk a Lot Foundation Course*, the Clear Alphabet is referred to as the New English Alphabet (NEA)

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Talk a Lot

Clear Alphabet Dictionary

Introduction

e.g. make = Meik, day = Dei, change = Cheinj, etc.

Is the Clear Alphabet better than the IPA? i zth Kliy Ral f be_ Be t thn thii Yai pii yei?

From *Talk a Lot Foundation Course*:

The current IPA (International Phonetic Alphabet) was invented in the nineteenth century by French and British linguists. The IPA can be helpful in some situations, for example if a student takes the time to learn it they will be able to accurately pronounce any word in the dictionary. When teaching language – and especially pronunciation – we do need a way of representing sounds on a page, but the current IPA is no longer fit for purpose in the Digital Age, because it cannot be easily reproduced on a keyboard or mobile phone keypad. Just try sharing a document that uses IPA symbols and you will see what I mean. Everybody needs to buy a new font – which does not happen. So we need a new phonetic way of writing. Another problem with the IPA is that students have to learn a whole new alphabet of around fifty new characters. Students are often put off by the unfamiliar and exotic-looking symbols that they have to learn, which only adds an extra burden for students – especially those whose first language does not always use the Roman alphabet, e.g. those whose first language is Arabic, Russian, Chinese, etc. They already have to learn one new alphabet to learn English; then we try to add a second. It's no wonder the IPA is put on the back burner.

For example, let's compare this earlier sentence in the Clear Alphabet with its equivalent in the IPA:

Normal spelling:

I don't like living in a small flat.

Clear Alphabet spelling:

ai Deun_ Lai Kli ving i n Smorl Flat.

IPA spelling:

/aɪ'deun? 'laɪ'kli.vɪŋ.ɪ.n'smɔ:l'flæt/

While Clear Alphabet spelling takes some learning and getting used to, it is far easier and more intuitive to learn than the IPA because the letters are already familiar, and has the added bonus of showing the stressed syllables – the all-important sound spine – as well as normal punctuation marks.

Is the Clear Alphabet a replacement for the current Roman alphabet?

i zth Kliy Ral f be t r Plei smn_ f th Ku rn_ Reu m Nal f bet?

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Talk a Lot

Clear Alphabet Dictionary

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In *Talk a Lot Foundation Course I* have argued that, yes, it could be:

We need a new written English alphabet. The old one (a, b, c, etc.) is not fit for purpose because it doesn't contain enough letters (especially vowel letters) to adequately represent all of the 48 sounds of English. We cannot write phonetically – as we speak – with this alphabet. It allows us to write words, but we speak syllable by syllable, not word by word. It doesn't show stressed syllables, but it is vital for us to know which syllables are stressed. It doesn't show the "hidden" features of spoken English – schwas and glottal stops – but if we don't use these features our pronunciation will be much worse, and communication will be reduced.

The old written alphabet has 26 letters – but there are 48 sounds in English.

The old written alphabet has 5 vowel letters – but there are 23 different vowel sounds in English.

[The Clear Alphabet] provides the remedy to both problems, because it allows us to write phonetically, representing the sounds we make when we speak. It is a true alphabet. It also clearly shows individual syllables, stressed syllables, schwas, and glottal stops.

How many words are there in the dictionary – and how were they chosen?

Hau Me nii Wer dz th rin th Di kshn rii – yn Hau w thei Cheu zn?

The dictionary contains just over 2,000 common words and phrases, so it is not intended to be an exhaustive dictionary along the lines of a major English dictionary. Also, there are no definitions – just words in the Clear Alphabet and in normal spelling. However, the dictionary certainly contains enough terms for anyone to be able to understand and learn how the Clear Alphabet works and how it can be used to represent sounds in a word or sentence. The terms were chosen from a wide range of sources, with the focus on high-frequency words:

- Talk a Lot Elementary Books 1-3
 - Talk a Lot Intermediate Book 1
 - Oxford English Dictionary Corpus
 - The Dolch Basic Site Vocabulary
 - Top 20 Phrasal Verbs
 - Big Grammar Book
 - ...Words You Must Know (series)
- discussion words and sentence block verbs
discussion words, sentence block verbs, and a selection of common idioms & slang terms
top 100 words in written English²
220 frequently used words³
my own list⁴
basic words from *Essential English* pages
common word list: nouns, verbs, adjectives, function words⁵

² http://en.wikipedia.org/wiki/Most_common_words_in_English [accessed on: 04.08.12]

³ http://en.wikipedia.org/wiki/Dolch_word_list [accessed on: 04.08.12]

⁴ <http://www.scribd.com/doc/64293397/Tali1-20-Basic-English-Phrasal-Verbs> [accessed on: 04.08.12]

⁵ For example: <http://www.scribd.com/doc/69123367/100-Common-English-Adjectives-You-Must-Know-Part-1> [accessed on: 04.08.12]

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Talk a Lot

Clear Alphabet Dictionary

Introduction

- Talk a Lot Foundation Course list of pronunciation terms from the *Glossary*
- Check It Again! (Book One) list of grammar terms from the *Glossary*
- List of 80 common functions my own list

General notes on the dictionary: Jen rl Neu_ zon th Di kshn rii

- Terms are presented in British English throughout the dictionary – both in terms of normal spelling and pronunciation
- Generally, nouns have singular forms

Closing remarks Kleu zing r Markz

This material has been trialled in classrooms – both offline and online. Thanks to everybody who took part in those lessons!

I really hope that you find this book useful and that you are able to improve your English skills by learning and using the Clear Alphabet. If you have any questions or comments about this book, or anything connected with Talk a Lot or English Banana.com, I would love to hear from you. Please feel free to contact me here: info@englishbanana.com

Matt Purland

Ostróda, Poland, 25th August 2012

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Lern th Kliy Ral f bet

Learn the Clear Alphabet

Talk a Lot

Clear Alphabet Dictionary

Clear Alphabet – 48 Phonemes (Individual Sounds)

23 vowel sounds: 8 short 5 long 10 diphthongs | 25 consonant sounds: 15 voiced 10 unvoiced

Each phoneme always has the same written identifier (ID). Letters not used from the old alphabet: c, q, x
When pronounced on their own, all consonant sounds (including unvoiced) are followed by a schwa sound, e.g. 7. buh. This is called an **embedded schwa sound**. Hear the sounds: <http://tinyurl.com/nea-sounds>

No.	Phonemic ID	Old IPA Symbol	Old Spelling	New Spelling	Type
1.	a	/æ/	bat	Bat	v / s
2.	ai	/aɪ/	time	Taim	d
3.	aiy	/aɪə/	hire	Haiy	d
4.	ar	/ɑː/	star	Star	v / l
5.	au	/aʊ/	cow	Kau	d
6.	auw	/aʊə/	power	Pauw	d
7.	b	/b/	bag	Bag	c / v
8.	ch	/tʃ/	cheese	Cheez	c / u
9.	d	/d/	dice	Dais	c / v
10.	e	/e/	leg	Leg	v / s
11.	ee	/iː/	three	Ttree	v / l
12.	ei	/eɪ/	plane	Plein	d
13.	eir	/eə/	pear	Peir	d
14.	er	/ɜː/	shirt	Shert	v / l
15.	eu	/əʊ/	home	Heum	d
16.	f	/f/	frog	Frog	c / u
17.	g	/g/	glass	Glars	c / v
18.	h	/h/	head	Hed	c / u
19.	hh	/x/	loch	Lohh	c / u
20.	i	/ɪ/	dish	Dish	v / s
21.	ii	/i/	happy	Ha pii	v / s
22.	iy	/ɪə/	here	Hiy	d
23.	j	/dʒ/	jam	Jam	c / v
24.	k	/k/	kit	Kit	c / u
25.	l	/l/	lake	Leik	c / v
26.	m	/m/	music	Myoo zik	c / v
27.	n	/n/	nurse	Ners	c / v
28.	ng	/ŋ/	ring	Ring	c / v
29.	o	/ɒ/	sock	Sok	v / s
30.	oo	/uː/	shoot	Shoot	v / l
31.	or	/ɔː/	ball	Borl	v / l
32.	oy	/ɔɪ/	toy	Toy	d
33.	p	/p/	pig	Pig	c / u
34.	r	/r/	road	Reud	c / v
35.	s	/s/	snow	Sneu	c / u
36.	sh	/ʃ/	shop	Shop	c / u
37.	t	/t/	taxi	Ta ksii	c / u
38.	th	/ð/	brother	Bru th	c / v
39.	tt	/θ/	thousand	Ttau znd	c / u
40.	u	/ʌ/	cup	Kup	v / s
41.	uh	/ə/	arrive	uh Raiv	v / s
42.	uu	/ʊ/	pull	Puul	v / s
43.	uuw	/ʊə/	pure	Pyuuw	d
44.	v	/v/	van	Van	c / v
45.	w	/w/	week	Week	c / v
46.	y	/j/	yoghurt	Yo gt	c / v
47.	z	/z/	zip	Zip	c / v
48.	zz	/ʒ/	revision	r Vi zzn	c / v
	–	/ʔ/	football	Fuu_ borl	

Key – v = vowel sound: s = short l = long d = diphthong | c = consonant sound: v = voiced u = unvoiced

Talk a Lot

Clear Alphabet Dictionary

Learn the Clear Alphabet with Flashcards

Students can use the flashcards on pp.20-29 for learning and memorising the forty-eight sounds of English with the Clear Alphabet. The aim is to know the sounds by heart, so that they can look at any of the Clear Alphabet IDs (identifiers) on their own and say the sound straight away.

Instructions

1. Print the pages back to back onto thin card, in the following order:
 - print pages 20 and 21 back to back
 - print pages 22 and 23 back to back
 - print pages 24 and 25 back to back
 - print pages 26 and 27 back to back
 - print pages 28 and 29 back to back
2. Cut out the cards and laminate them, if possible, for extra durability.
3. For students: use the cards to learn the sounds by quickly testing yourself in spare minutes of the day, e.g. on the bus, at lunchtime, when you're watching TV, etc.
4. For teachers: use the cards to test your class for a short period of time every day, just to keep the identifiers and sounds in your students' minds, or give a set of cards to each student and encourage them to practise in pairs or small groups. You could use some or all of the activities below.

Key to Abbreviations

v / s	= short vowel sound
v / l	= long vowel sound
d	= diphthong
c / v	= voiced consonant (i.e. your vocal cords vibrate when you make it; feel your throat as you make a sound to find out whether it's voiced or not; if it vibrates, it is voiced!)
c / u	= unvoiced consonant (your vocal cords don't vibrate when you make this kind of sound)

Note: it's well worth getting students to learn the Clear Alphabet sounds with an extra layer of detail, so that they learn the concepts above. For example, that *e* isn't only a vowel sound, but that it's a *short* vowel sound; or that *n* isn't only a consonant sound, but it's a *voiced* consonant sound that makes your vocal cords vibrate – and also a friendly consonant sound.

Suggested Classroom Activities

I made my own flashcards like these to learn and memorise which sound each symbol of the IPA represented, when I was training to be an English teacher more than twelve years ago, but there are lots of other ways in which you could use them beyond simply learning quietly at home:

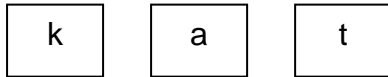
- a) Put all of the cards on the table – simple side up – in front of your students. Say a sound, and the first to find the correct card is the winner. Or, say “voiced consonant” or “long vowel sound”, etc. (as above) and the first to find one is the winner.

Talk a Lot

Clear Alphabet Dictionary

Learn the Clear Alphabet with Flashcards

- b) Show a card with a sound on it and students have to say a word each that includes this sound.
- c) Students have to put several of the cards in order to make a simple word, e.g. "cat" =



- d) Or you could ask students to spell out their first name, or the make of their car, or their first pet's name, etc., or one (or more) of any current vocabulary word or phrase, using the cards. You may need a few sets of cards to be able to do this.
- e) Try this fun game for two students working in a pair (it could also be adapted for two small groups battling each other). Each student has half the cards from the set. They hold them in their hands in a (shuffled) pack so that the other student can't see which cards they've got. The first student produces the first card and their partner has ten seconds (or five, if your group is at a good level!) to say an English word that contains that sound. If they are correct they get the card, and put it in a separate pile from the pack in their hands. If they are wrong, or can't think of a word, the original student gets to keep the card, again putting it in a separate pile. Play alternates between the two students and continues until the students don't have any cards left in their hands. The winner will be the student with the most cards at the end of the game (or at the end of an agreed period of time, e.g. fifteen minutes). A variation to make the game harder would be to insist on two words (or more) for each sound, or to get the students to write the words using the Clear Alphabet, as well as saying them.
- f) Use the rhyming words listed on pp.30-40 to demonstrate how the same sounds in English can be achieved with very different spelling patterns. See also the information on Vowel Clusters (from p.203) and Consonant Clusters (from p.217) later in the dictionary. You could make the important point that English is not a phonetic language, and that the spelling of a word in English often bears little or no relation to the sounds that it contains.
- g) Or use the rhyming words to get students saying lots of words with the same vowel sound out loud. You could even get them to write sentences using as many words which have the same vowel sound in them as possible, for example:

Sound: ee

Sentence: "Pete's feet feel the need for speed each week."

or:

Sound: ei

Sentence: "Jane's Danish mate made it plain that her place in Spain was a waste of space."

Why not collect together the funniest or longest sentences and make a classroom display, or book, or better still, email them to us at EnglishBanana.com so that we can put them on the Talk a Lot pages! Similarly, you will doubtless find lots more new ways for using these flashcards. If you would like to share them with other teachers and students, please do email them to us and tell us what worked for you.

[This article was adapted from *Talk a Lot Elementary Handbook*.]

Talk a Lot

Clear Alphabet Dictionary

Simple Flashcards (Page 1 of 5)

<p>i</p> <p>Talk a Lot</p>	<p>a</p> <p>Talk a Lot</p>
<p>o</p> <p>Talk a Lot</p>	<p>uu</p> <p>Talk a Lot</p>
<p>uh</p> <p>Talk a Lot</p>	<p>e</p> <p>Talk a Lot</p>
<p>ii</p> <p>Talk a Lot</p>	<p>ee</p> <p>Talk a Lot</p>
<p>ar</p> <p>Talk a Lot</p>	<p>or</p> <p>Talk a Lot</p>

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Talk a Lot

Clear Alphabet Dictionary

Detailed Flashcards (Page 1 of 5)

<p>a</p> <p>bat Bat v / s</p>	<p>i</p> <p>dish Dish v / s</p>
<p>u</p> <p>pull Puul v / s</p>	<p>o</p> <p>sock Sok v / s</p>
<p>e</p> <p>leg Leg v / s</p>	<p>uh</p> <p>arrive uh Raiv v / s</p>
<p>ee</p> <p>three Ttree v / l</p>	<p>ii</p> <p>happy Ha pii v / s</p>
<p>or</p> <p>ball Borl v / l</p>	<p>ar</p> <p>star Star v / l</p>

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Talk a Lot

Clear Alphabet Dictionary

Simple Flashcards (Page 2 of 5)

<p>oo</p> <p>Talk a Lot</p>	<p>er</p> <p>Talk a Lot</p>
<p>u</p> <p>Talk a Lot</p>	<p>ei</p> <p>Talk a Lot</p>
<p>ai</p> <p>Talk a Lot</p>	<p>oy</p> <p>Talk a Lot</p>
<p>eir</p> <p>Talk a Lot</p>	<p>aiy</p> <p>Talk a Lot</p>
<p>eu</p> <p>Talk a Lot</p>	<p>au</p> <p>Talk a Lot</p>

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Talk a Lot

Clear Alphabet Dictionary

Detailed Flashcards (Page 2 of 5)

<p>er</p> <p>shirt Shert v / l</p>	<p>oo</p> <p>shoot Shoot v / l</p>
<p>ei</p> <p>plane Plein d</p>	<p>u</p> <p>cup Kup v / s</p>
<p>oy</p> <p>toy Toy d</p>	<p>ai</p> <p>time Taim d</p>
<p>aiy</p> <p>hire Haiy d</p>	<p>eir</p> <p>pear Peir d</p>
<p>au</p> <p>cow Kau d</p>	<p>eu</p> <p>home Heum d</p>

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Talk a Lot

Clear Alphabet Dictionary

Simple Flashcards (Page 3 of 5)

<p>iy</p> <p>Talk a Lot</p>	<p>uuw</p> <p>Talk a Lot</p>
<p>auw</p> <p>Talk a Lot</p>	<p>b</p> <p>Talk a Lot</p>
<p>g</p> <p>Talk a Lot</p>	<p>v</p> <p>Talk a Lot</p>
<p>t</p> <p>Talk a Lot</p>	<p>d</p> <p>Talk a Lot</p>
<p>tt</p> <p>Talk a Lot</p>	<p>th</p> <p>Talk a Lot</p>

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Clear Alphabet Dictionary

Detailed Flashcards (Page 3 of 5)

<p>uw</p> <p>pure Pyuw d</p>	<p>iy</p> <p>here Hiy d</p>
<p>b</p> <p>bag Bag c / v</p>	<p>auw</p> <p>power Pauw d</p>
<p>v</p> <p>van Van c / v</p>	<p>g</p> <p>glass Glars c / v</p>
<p>d</p> <p>dice Dais c / v</p>	<p>t</p> <p>taxi Ta ksii c / u</p>
<p>th</p> <p>brother Bru th c / v</p>	<p>tt</p> <p>thousand Ttau znd c / u</p>

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Talk a Lot

Clear Alphabet Dictionary

Simple Flashcards (Page 4 of 5)

<p>p</p> <p>Talk a Lot</p>	<p>k</p> <p>Talk a Lot</p>
<p>s</p> <p>Talk a Lot</p>	<p>sh</p> <p>Talk a Lot</p>
<p>ch</p> <p>Talk a Lot</p>	<p>h</p> <p>Talk a Lot</p>
<p>r</p> <p>Talk a Lot</p>	<p>w</p> <p>Talk a Lot</p>
<p>y</p> <p>Talk a Lot</p>	<p>m</p> <p>Talk a Lot</p>

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Talk a Lot

Clear Alphabet Dictionary

Detailed Flashcards (Page 4 of 5)

<p>k kit Kit c / u</p>	<p>p pig Pig c / u</p>
<p>sh shop Shop c / u</p>	<p>s snow Sneu c / u</p>
<p>h head Hed c / u</p>	<p>ch cheese Cheez c / u</p>
<p>w week Week c / v</p>	<p>r road Reud c / v</p>
<p>m music Myoo zik c / v</p>	<p>y yoghurt Yo gt c / v</p>

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Talk a Lot

Clear Alphabet Dictionary

Simple Flashcards (Page 5 of 5)

<p>n</p> <p>Talk a Lot</p>	<p>ng</p> <p>Talk a Lot</p>
<p>l</p> <p>Talk a Lot</p>	<p>f</p> <p>Talk a Lot</p>
<p>z</p> <p>Talk a Lot</p>	<p>zz</p> <p>Talk a Lot</p>
<p>j</p> <p>Talk a Lot</p>	<p>hh</p> <p>Talk a Lot</p>
<p>Talk a Lot</p>	<p>—</p> <p>Talk a Lot</p>

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Talk a Lot

Clear Alphabet Dictionary

Detailed Flashcards (Page 5 of 5)

<p>ng</p> <p>ring Ring c / v</p>	<p>n</p> <p>nurse Ners c / v</p>
<p>f</p> <p>frog Frog c / u</p>	<p>l</p> <p>lake Leik c / v</p>
<p>zz</p> <p>revision r Vi zzn c / v</p>	<p>z</p> <p>zip Zip c / v</p>
<p>hh</p> <p>loch Lohh c / u</p>	<p>j</p> <p>jam Jam c / v</p>
<p>—</p> <p>football Fuu_ borl (glottal stop)</p>	

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Talk a Lot

Learn the Clear Alphabet

Rhyming Words – Vowel Sounds 1

All of the words in each group are **rhyming words** – they all share the same vowel sound. Notice the different **spelling patterns** that we can use to make the same vowel sound. Can you think of any more words with the same vowel sounds and spelling patterns?

i

vowel sound in 'f i sh'

fish
dish
wish

bid
hid
lid
did

fill
hill
Jill
still
pill
bill
Bill
chill
will
kill

pit
it
hit
nit
lit
bit
spit
wit

spin
chin
win
tin
gin

limb

list
mist

missed
kissed
hissed

ii

vowel sound in 'empt y'

empty
guilty
honesty

rugby

lovely
lily

juicy
Lucy

smelly
jolly
chilly
frilly
Billy
really

pretty
Betty

hockey
jockey

movie
smoothie

ee

vowel sound in 'f ee t'

feet
meet
sheet

feat
heat
neat
seat
treat

Pete
mete

deed
need
feed
speed

lead
knead

heal
steal
deal

peel
heel
wheel

speak
leak

peek
cheek

dream
team
steam

seen
been

clean

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Talk a Lot

Learn the Clear Alphabet

Rhyming Words – Vowel Sounds 2

All of the words in each group are **rhyming words** – they all share the same vowel sound. Notice the different **spelling patterns** that we can use to make the same vowel sound. Can you think of any more words with the same vowel sounds and spelling patterns?

a

vowel sound in 'h a t'

hat	tap
cat	lap
fat	cap
spat	nap
chat	sap
gnat	rap
splat	gap
bat	yap
brat	
mat	channel
Matt	banner
	spanner
	manner
can	
span	tank
man	prank
ban	spank
nan	sank
tan	thank
ran	bank
fan	shank
van	yank
land	
hand	thanks
stand	
band	back
and	slack
bandstand	hack
handstand	sack
understand	shack
brand	tack
sand	knack
pal	
gal	
map	
chap	
trap	
flap	
clap	

ar

vowel sound in 'c ar'

car	mark
far	Mark
bar	dark
tar	
char	shark
par	
mar	barber
star	
guitar	harbour
Qatar	
are	tart
	cart
	smart
hurrah	art
shah	part
	dart
spa	mart
bra	hart
cha-cha	
ta	heart
pa	
ask	chance
task	dance
bask	prance
cask	lance
mask	advance
	stance
branch	father
	lather
hard	rather
card	
lard	Arthur
bard	
	bath
charred	
barred	
jarred	
bark	
lark	
park	
hark	

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Talk a Lot

Learn the Clear Alphabet

Rhyming Words – Vowel Sounds 3

All of the words in each group are **rhyming words** – they all share the same vowel sound. Notice the different **spelling patterns** that we can use to make the same vowel sound. Can you think of any more words with the same vowel sounds and spelling patterns?

o

vowel sound in 'g o t'

got
hot
knot
not
shot
lot
rot
plot
slot
trot
clot
hotpot
cot
jot
pot
sot
tot

salt
halt
Walt
malt

bolt
colt
dolt

vault
fault

moult

stop
top
chop
hop
prop
mop
cop
fop
pop
sop

box
fox
cox

off
scoff

on
con
Ron

Yvonne

John

gone

from

sock
knock
rock
clock
shock
dock

wok

rob
Bob
sob
cob
job
lob
fob
hob

odd

wad

or

vowel sound in 'or'

or
for
nor

pour
four
your

poor
door

pore
sore
more
bore
yore
wore
core
fore
gore
whore
tore
lore

law
jaw
paw
straw
draw
raw
saw

war

oar
hoar

horse
Norse

coarse

force

talk
walk
chalk

hawk
squawk

fork
pork
York

board
hoard

sword

fought
nought
ought

wart

form
dorm

warm

warn

lawn
prawn
sawn
paw

torn
forlorn

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Talk a Lot

Learn the Clear Alphabet

Rhyming Words – Vowel Sounds 4

All of the words in each group are **rhyming words** – they all share the same vowel sound. Notice the different **spelling patterns** that we can use to make the same vowel sound. Can you think of any more words with the same vowel sounds and spelling patterns?

uu

vowel sound in 'p u t'

put
soot
foot

book
hook
look
cook
crook
shook
brook
took
rook

wool

bull
full
pull

push
bush

whoosh

good
hood

could
should
would

you'd

oo

vowel sound in 'r oo m'

room
loom
doom

womb

to

too

two

hue
cue

you

stew
few
brew
new
crew

queue

route

boot
loot

newt

cute

use
fuse

shoes

lose

bruise

June
dune

moon
soon

cool
fool
pool
school

group
soup

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Talk a Lot

Learn the Clear Alphabet

Rhyming Words – Vowel Sounds 5

All of the words in each group are **rhyming words** – they all share the same vowel sound. Notice the different **spelling patterns** that we can use to make the same vowel sound. Can you think of any more words with the same vowel sounds and spelling patterns?

uh

vowel sound in 'a go'

ago
adore
about
around
annoy
apart
aware

envelope

famous

royal
loyal

banana

computer
heater
under
user
teacher
power
tower
brother
mother
father
sister
daughter

umbrella
a

the

until
unless

president
resident
confident

somebody

anybody
nobody

London

woman

family

motorway

endless
faithless
harmless

er

vowel sound in 'h er'

her
per

stir
fir

fur

purr

whirr

heard

herd
nerd

bird

stirred

purred

word

curd
turd

perch

lurch
church

birch

search

murder

girder

learn
earn

turn
burn

stern
fern

worm

term
perm

firm

shirt
skirt

hurt

pert

first
thirst

worst

worse

curse

verse

world

girl

furl
hurl
curl

earl
pearl

twirl

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Talk a Lot

Learn the Clear Alphabet

Rhyming Words – Vowel Sounds 6

All of the words in each group are **rhyming words** – they all share the same vowel sound. Notice the different **spelling patterns** that we can use to make the same vowel sound. Can you think of any more words with the same vowel sounds and spelling patterns?

e

vowel sound in 't e n'

ten
hen
wren
den
men
pen
when

gem
hem

fell
tell
bell
smell
swell
shell
dwell
spell
well

gel

spend
mend
tend
lend
wend
bend
end
trend

wreck
speck
deck
neck
peck

tech

cheque

get

met
let
bet
net
jet
pet
set
vet

debt

help
yelp

melt
dwelt
Celt

tense

pence
whence

led
bed
wed
red
Ted

head
lead

edge
hedge
wedge
ledge

egg

beg
peg
keg
leg

u

vowel sound in 'u p'

up
cup
sup
pup

mud
thud
bud
stud
cud

blood
flood

rub
hub
club
pub
snub
scrub
cub
tub

but
hut
shut
cut
nut
rut

butt
putt
mutt

luck
duck
muck
chuck
buck
puck
suck
tuck

sun
fun
bun
shun
stun
gun
nun
pun
run

ton
won
son

one
done

gull
mull
dull
lull
cull

honey
money

sunny
funny
bunny
runny

sum
hum
gum
chum
rum

numb
dumb

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Talk a Lot

Learn the Clear Alphabet

Rhyming Words – Diphthongs 1

All of the words in each group are **rhyming words** – they all share the same diphthong. Notice the different **spelling patterns** that we can use to make the same diphthong. Can you think of any more words with the same diphthongs and spelling patterns?

ei

vowel sound in 'r ai n'

rain
train
Spain
lain
gain
main
chain
pain
plain

plane
Jane
cane
sane
Dane

reign
feign

mainly
plainly

waste
paste
haste
taste
chaste
baste

laced
raced
faced

base
case
chase
lace
face
pace
race
mace
place

plaice

plague
vague

nail
sail
hail
pail
bail
fail
jail
wail

whale

bait

date
skate
gate
late
fate
mate

weight
eight
freight

shame
lame
came
tame

take
bake
cake
Jake
sake
make
wake
lake
shake

eu

vowel sound in 'ow n'

own
grown
thrown
shown
known

bone
cone
lone
hone
throne
clone
phone
stone

loan
groan
moan

cologne

sewn

phoned
cloned
stoned

moaned
loaned

owned

hope
mope
cope

drove
wove

roam
foam
loam

home
dome
tome

comb

roamed

won't
don't

grow
blow
know
row
show
stow

oh

owe

woe

hole
whole
pole
mole
sole

soul

soak

poke
woke

explode

load

loaf
oaf

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Talk a Lot

Learn the Clear Alphabet

Rhyming Words – Diphthongs 2

All of the words in each group are **rhyming words** – they all share the same diphthong. Notice the different **spelling patterns** that we can use to make the same diphthong. Can you think of any more words with the same diphthongs and spelling patterns?

ai

vowel sound in 'b y'

by	hide
spy	
sty	child
shy	wild
my	
cry	tiled
try	piled
buy	styled
guy	
hi	kite
pi	spite
	white
	bite
pie	
die	byte
lie	
tie	quite
l	height
eye	flight
bye	might
Skye	night
	sight
bike	tight
hike	right
pike	bright
like	
style	wine
	shine
	mine
stile	line
while	
mile	sign
Nile	
tile	time
pile	lime
tied	rhyme
lied	
ride	blind
	find

au

vowel sound in 'c ow'

cow	clown
how	town
now	brown
wow	crown
bow	
row	pound
brow	found
allow	sound
	wound
bough	hound
plough	mound
	round
owl	
howl	around
cowl	abound
yowl	astound
scowl	
jowl	gowned
fowl	
loud	
proud	
cloud	
crowd	
bowed	
cowed	
house	
mouse	
douse	
out	
shout	
lout	
gout	
about	
pout	
tout	
trout	
doubt	

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Talk a Lot

Learn the Clear Alphabet

Rhyming Words – Diphthongs 3

All of the words in each group are **rhyming words** – they all share the same diphthong. Notice the different **spelling patterns** that we can use to make the same diphthong. Can you think of any more words with the same diphthongs and spelling patterns?

oy

vowel sound in 't oy'

toy
coy
boy
soy
Roy
annoy
ploy
joy
Troy
cloy
destroy
employ
decoy
deploy

Illinois

toyed
annoyed
employed
deployed
overjoyed
enjoyed

void
avoid

Lloyd

Freud

boil
soil
toil
coil
foil
spoil
oil

soiled
toiled
coiled

foiled
spoiled
oiled
boiled

iy

vowel sound in 'ear'

ear
year
hear
appear
dear
clear
near
tear
gear
fear
disappear
rear
sear

cheer
beer
leer
sheer
peer
deer
steer
engineer
pioneer
volunteer
jeer
veer

pier
tier
chandelier
cavalier

here
sphere
mere

we're

Zaire

pierce

peered

steered
cheered
pioneered

cleared
neared
feared
reared
seared

tiered

cheering
peering
steering
leering
pioneering
jeering
veering

searing
fearing
nearing
clearing

shield
wield
field

kneeled

kneel

Neil

heal
seal
meal
weal

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Talk a Lot

Learn the Clear Alphabet

Rhyming Words – Diphthongs 4

All of the words in each group are **rhyming words** – they all share the same diphthong. Notice the different **spelling patterns** that we can use to make the same diphthong. Can you think of any more words with the same diphthongs and spelling patterns?

eir

vowel sound in 'air'

air
chair
hair
fair
lair
stair
pair
affair
despair
flair
éclair
unfair

where
there

their

they're

wear
tear
bear

commissionaire

aired
chaired
despaired
paired

pared
stared
fared
bared
shared
prepared
declared
compared
dared
flared
cared

laird

square

mare
pare
stare
rare
fare
share
prepare
declare
dare
flare
care
bare
compare
beware
aware
Clare

Claire
millionaire

uuw

vowel sound in 'tour'

tour
tourist
tourism

plural
rural
mural

neural

usual
unusual

neurotic

pure
sure
cure
assure
lure
allure

purely
surely

furious
curious
luxurious

cured
lured
assured

touring

alluring
assuring
luring
curing

luxuriant

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Talk a Lot

Learn the Clear Alphabet

Rhyming Words – Diphthongs 5

All of the words in each group are **rhyming words** – they all share the same diphthong. Notice the different **spelling patterns** that we can use to make the same diphthong. Can you think of any more words with the same diphthongs and spelling patterns?

aiy

vowel sound in 'fire'

dire
fire
hire
ire
mire
shire
sire
spire
tire
wire

attired
fired
mired
sired
tired
wired

aspire
attire
ceasefire
conspire
desire
entire
expire
inspire
perspire
retire
sapphire
satire
transpire
umpire

Ireland

acquire
enquire
squire

briar
liar

psychiatrist

prior

higher

buyer
dryer
flyer

lyre
pyre
tyre

crier
drier
trier

pliers

science

choir

bias
diagnosis
diary

environment
iron

violence
violin
lion

virus

quiet

auw

vowel sound in 'our'

dour
flour
hour
our
scour
sour

devour

ours
ourselves

bower
cower
dower
flower
Gower
glower
power
shower
tower

cauliflower

vowel

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Talk a Lot

Clear Alphabet Dictionary

Learn the Sounds of English with the Clear Alphabet – Sample Lesson Plan

<u>Activity Type:</u>	Introduction to the sounds of English with the Clear Alphabet
<u>Level:</u>	Elementary – Pre-Intermediate
<u>Skills:</u>	Speaking & Listening; Pronunciation
<u>Class Size:</u>	Whole group lesson, e.g. ten students in a group
<u>Time:</u>	1 hour
<u>Aim:</u>	To introduce the sounds of English with the Clear Alphabet; to lay the foundations for further study with the Clear Alphabet
<u>Materials:</u>	x1 Clear Alphabet chart handout (p.17) per student, whiteboard and pens; students have their notebooks and pens

Note: this lesson focuses on teaching the vowel sounds of English, with only a little focus on the consonant sounds. This is because most of the consonant sounds can be guessed at, because they are encountered in English already (e.g. g , t , d , etc.). The vowel sounds are more difficult to learn from scratch, so we spend more time with them during this lesson, although we do also look at some of the stranger-looking consonant sounds (e.g. ng , tt , zz , etc.) towards the end of the lesson.

Procedure:

1. Give out the handouts as students come into the class. This gives them time to look at them, comment (e.g. "On no!"), and get ready for the lesson.
2. Tell students that you're going to learn the sounds of English with the Clear Alphabet. Write on the board:

Vowel sounds

Your language: ____

English: ____

Elicit how many vowel sounds there are in your students' first language (or different students' first languages for mixed nationality groups), and write it on the board. Make sure you know that answer before the lesson, e.g. in Polish there are 8 vowel sounds. Elicit from students how many vowel sounds there are in English (23). No doubt they will be surprised at the disparity between the two numbers. In English there are a lot of vowel sounds! Explain that lack of knowledge of English vowel sounds causes many mistakes in pronunciation.

3. Explain why you are doing this activity today. When I did this, I read a short text in Polish (which my friend helped me to write, because I'm an elementary rather than fluent Polish speaker). The text helped the students to understand the aims of the lesson. It went something like this (in Polish):

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Talk a Lot

Clear Alphabet Dictionary

Learn the Sounds of English with the Clear Alphabet – Sample Lesson Plan

“If you know the phonetic alphabet, you know how to pronounce words. This alphabet gives you power. Power!”

(Here I emphasised the word “power” (“moc”) in Polish for comic effect, as well as to make my point: **“Da wam moc! Moc!” – “Gives you power! Power!”**)

“You will be able to speak better in English. Polish is a phonetic language. In general, you write like you speak.”

(Here I stopped to emphasise this important concept. I pointed out that, for example *“The letter ‘a’ in Polish is always pronounced a , and the letter ‘o’ in Polish is always pronounced o . Pronunciation in Polish is generally easier than in English.”* The students agreed. I asked them in Polish: “Is English a phonetic language?” The students grimaced and shook their heads, laughing, because no, of course English is most definitely **not** a phonetic language!)

“English is not a phonetic language. We write differently to how we speak.”

(I illustrated this by writing the following words on the board: “my”, “high”, “pie” and eliciting the pronunciations. I wrote each word phonetically and explained that in the dictionary there are two spellings for each word. The normal spelling is usually no help at all for working out the sound of the word. By contrast, the phonetic spelling gives us the sound of the word. You could use more examples to show that although English words can have exactly the same sounds, the spellings can be completely different. Students sometimes ask why this is, but the lesson’s too short to go into the answer in much detail, although you could explain that English has developed from many different languages over hundreds of years, which has helped to push spellings and sounds apart.)

different spellings:	same vowel sound:
my	mai
high	Hai
pie	Pai

4. Once everybody understands why they’re doing the lesson, write on the board:

8 short vowel sounds | 5 long vowel sounds | 10 diphthongs

Drill each group of sounds in turn. I asked my students to listen, repeat, and write notes. I read each sound loudly and clearly four times, with students repeating each time, and writing down notes about each sound to help them remember it. They were able to use letters from Polish to represent each sound. Give a good, clear model of each sound, or use the .mp3 file from the Talk a Lot website as your classroom model: <http://tinyurl.com/nea-sounds> Use examples of words that contain each sound, e.g. the ones on the handout, or different words that your students will know.

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Talk a Lot

Clear Alphabet Dictionary

Learn the Sounds of English with the Clear Alphabet – Sample Lesson Plan

Highlight sounds that are the same in your students' first language and in English. For example, the sound *o* is the same in Polish and in English. In English, the pronunciation *Sok* means "sock", that we wear on a foot, whilst in Polish *Sok* means "juice" that we drink from a bottle. Let your students have fun and enjoy making the sounds, which may be new for many of them. My Polish students love saying the long vowel sounds, or the guttural grunt *schwa uh* (that comes from the belly), and the classroom is filled with laughter, as well as the vowel sounds of English!

5. Explain that diphthongs are "double sounds" or two sounds together. For example:

e + i = ei

Encourage students to try saying the two sounds together, getting quicker and quicker until they arrive at the diphthong *ei*. Show students how the mouth has to move when pronouncing a diphthong – changing from the first position (for the first sound) to the second position (for the second sound). Spoken English is a work-out for the mouth and tongue!

6. After modelling and drilling short vowel sounds, long vowel sounds, and diphthongs, go back to the beginning and ask your students to listen and repeat each sound (about four times). Here you may be able to spot some errors in speaking the sounds, that you can correct straightaway.

7. At this point I always stop and congratulate the group: "Well done! You can do it. You see, you **can** make all of the vowel sounds in English. You don't need to use all of these sounds in your language, but you **do** need to use them all in English."

8. Spend a few minutes looking at the consonant sounds. Explain that it is most important to be able to recognise the vowel sounds, because they are what cause the most confusion and the greatest number of errors in pronunciation. Elicit from students – by saying them out loud with them – that consonant sounds are either voiced (with voice) or unvoiced (without voice). Almost all of the consonant sound IDs look exactly how students would expect them to (unlike with the IPA), whilst a few are different and need closer attention:

- *22 consonant sound IDs that students are likely to know and recognise already:*

b, ch, d, f, g, h, j, k, l, m, n, ng, p, r, s, sh, t, th, v, w, y, & z

- *3 consonant sounds that look different from how we expect, and need extra study:*

tt, zz, hh

9. Take general feedback from students and answer any questions they might have. There's been a lot to take in! Explain that this lesson is only an **introduction**, that they're not expected to learn all forty-eight sounds of English in one hour, and that you will continue to look at the sounds of English with the Clear Alphabet throughout the course – for example, using activities from this dictionary (see from p.47). Perhaps give out one set of flashcards to each student so that they can learn the sounds at home (see pp.20-29). You could also create your own tests to check students' progress (see Sample Test on p.44).

[This article was adapted from *Talk a Lot Elementary Handbook*.]

Talk a Lot

Clear Alphabet Dictionary

Clear Alphabet Test (Sample)

1. Write your first name using the Clear Alphabet: _____

2. Write two words in English that contain the same vowel sound:

a) i _____
b) a _____

3. Write two words in English that contain the same diphthong:

a) ei _____
b) eir _____

4. Write two words in English that contain the same consonant sound:

a) tt _____
b) ch _____

5. Translate the following sentences into English:

a) n Ta sh Du zn_ Won_ e nii So s jz.

b) ai Nee d Ku p l Vnyoo Sher_z

6. Write the following sentences using the Clear Alphabet:

a) Can I have a drink, please? _____

b) My brother's name is Phil. _____

c) He wants me to go to the theatre. _____

d) There isn't any coffee. _____

7. Write these words in your first language, then (where possible) translate the results into the Clear Alphabet:

a) bread _____

b) newspaper _____

c) friend _____

d) shoulder _____

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Talk a Lot

Clear Alphabet Dictionary

Clear Alphabet Test (Sample) – Answers

Answers:

1. Answers will vary.

2. Answers will vary, for example:

- a) i fish, hill
- b) a cat, flat

3. Answers will vary, for example:

- a) ei train, pain
- b) eir care, there

4. Answers will vary, for example:

- a) tt thumb, think
- b) ch chair, itch

5.

a) Natasha doesn't want any sausages.

b) I need a couple of new shirts.

6.

a) Can I have a drink, please? k nai Ha v Dring, Kpleez?

b) My brother's name is Phil. mai Bru th Znei mi Sfil.

c) He wants me to go to the theatre. hi Won_ smi t Geu t th Ttiy t.

d) There isn't any coffee. th Ri zn te nii Ko fii.

7. Answers will vary.

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Kliy Ral f be_ Di kshn rii

Clear Alphabet Dictionary

Talk a Lot

Clear Alphabet Dictionary

Classroom Activities for Learning the Clear Alphabet

Here are some classroom activities for learning the Clear Alphabet. Simply choose a handful to build your pronunciation lesson. Of course, you could also use your own ideas and activities with the Clear Alphabet. The activities fall into the following categories:

1. Translation
2. Vowel Sounds
3. Schwa Sound
4. Consonant Sounds
5. Connected Speech
6. Syllable Focus
7. Sound Focus
8. Word Focus

1. Translation

- Translate words and phrases (items) into English, e.g. one page, one column, or a fixed number. For lower-level learners: use the reduced list of 400 Elementary Words (from p.140), or the even shorter list of 100 Basic Words with the Clear Alphabet (p.185).
- Say a word or phrase – your partner writes it with the Clear Alphabet; they say one – you write it with the Clear Alphabet.
- Translate words into your first language, e.g. one column or one page.

2. Vowel Sounds

- Choose an item and sound out loud each phoneme (sound) in each syllable; then sound out loud each syllable separately; then say the item. Pay particular attention to stressing the stressed vowel sound.
- Circle the stressed vowel sound in an item written in the Clear Alphabet.
- Identify the stressed vowel sounds in one set of items (e.g. one page) and put them into groups. Which sounds occur most/least frequently? How many are long or short? Focus on learning the most common vowel sounds.
- Which vowel letters are most often reduced when we speak? Tip: look at the weak stressed syllables in a group of words and identify where sounds have been reduced, e.g. “to” is often pronounced *t* in a sentence, meaning that the *oo* sound has been reduced, and “for” is often pronounced *f* in a sentence, meaning that the *or* sound has been reduced.
- Find *x* (5, 10, 20, or whatever) examples of assonance – words and phrases that have the same vowel sounds (stressed or not). This could be with a pair or group of words, e.g. “hair” and “wear” both share the same vowel sound: *air* . Or it could be within the same word or phrase, e.g. the word “expensive” has two *e* sounds: *e* *Kspen* *siv* , while the phrase “fruit juice” has two *oo* sounds: *Froo_* *Joos* .
- Find *x* items which have sounds from a particular vowel sound group: short, long, or diphthong.
- Find *x* items that have a stressed vowel sound which also appears in another syllable in the same item, e.g.

roundabout
steering wheel

Raun d baut
Stiy ring wiy!

Talk a Lot

Clear Alphabet Dictionary

Classroom Activities for Learning the Clear Alphabet

Wi-Fi **Wai fai**
work experience wer k Kspiy riyns

- Using a given set of items, make groups of words which have the same vowel clusters in the normal spelling, then match them with their Clear Alphabet counterparts. Emphasise the point that while vowel clusters in the Roman alphabet vary wildly – with sometimes many different spellings for the same sounds – each sound always looks the same in the Clear Alphabet:

Clear Alphabet spelling: er

Some of the vowel clusters used to represent this sound in the Roman alphabet:

her, stir, fur, learn, world, earl, purr, whirr, were, burgh, etc.

The section *Rhyming Words – Vowel Sounds and Diphthongs* on pp.30-40 will be useful for this. See also from p.203 for more about vowel clusters.

- Challenge SS to find words which are comprised completely of one vowel sound, e.g. I, are, hour, etc. There are 9 of this kind of word in the dictionary:

a	uh
air	Eir
are	ar
ear	Iy
eye	Ai
hour	Auw
I	ai
or	or
owe	Eu

3. Schwa Sound

- Find *x* items that have a schwa sound (either the visible uh , or an invisible embedded schwa sound) and practise pronouncing them – paying particular attention to the schwa sound.
- Look for *x* examples of an embedded schwa sound, which is a schwa sound that occurs naturally after saying a consonant sound, e.g. in the word “cinema” there are two embedded schwa sounds: Si n m . One occurs naturally when we pronounce the sound n and the other occurs naturally when we say m .
- List *x* words which have visible schwa sounds, e.g.

uh Gree	agree
uh Plai	apply

Tip: these will generally be words that begin with “a-” which means that there isn’t a consonant sound for the schwa to be embedded in. See pp.229-230 for a list of *Two-Syllable Words where the First Syllable is a Schwa*.

- Look for *x* items with more than one syllable that do not have any schwa or short i sounds (known as the “2nd schwa sound”) – but a full vowel sound in every syllable, e.g.

borrow	Bo reu
download	daun Leud

Talk a Lot

Clear Alphabet Dictionary

Classroom Activities for Learning the Clear Alphabet

freesheet Free sheet
product Pro dukt

Note how most words and phrases contain at least one schwa or short i sound, and often more than one.

- Find *x* items that have one or more short i sounds in the weak stressed syllables, e.g.

m Ka nik mechanic
Rai ting writing

4. Consonant Sounds

- Choose an item and sound out loud each phoneme (sound) in each syllable; then sound out loud each syllable separately; then say the item. Pay particular attention to stressing the stressed vowel sound.
- Find *x* items which have voiced/unvoiced consonant sounds.
- Find *x* examples of consonance – words and phrases that have the same consonant sounds. This could be with a pair or group of words, e.g. “you” and “yet” both start with the same consonant sound: *y* . Or it could be within the same word or phrase, e.g. the word “mushroom” begins and ends with a *m* sound: Mu shroom , while the word “surface” begins and ends with a *s* sound: Ser fs .
- Find *x* items which have a syllable which consists only of consonant sounds (with or without an embedded schwa sound), e.g.

sequel See **kwl**
husband Hu **zbn**d

Practise pronouncing all the sounds in these syllables. (Remember that they are not stressed!)

- Identify *x* different consonant clusters and compare them with the Roman alphabet. Notice that they are often the same, e.g.

bread **Bred**
change **Cheinj**

...but not always, e.g.

thick **Ttik**
cough **Kof**

See from p.217 for more about consonant clusters.

5. Connected Speech

- Discuss how phonetic spelling changes when a word is added to a sentence, e.g. when a word ending with a consonant sound meets a word beginning with a vowel sound, the consonant sound usually moves forward: “small apple” = Smor La pl . See *Talk a Lot Foundation Course* for more on connected speech.
- Look for *x* examples of assimilation where a sound changes making it easier to pronounce with the next sound, e.g. *b* can become *p* :

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Clear Alphabet Dictionary

Classroom Activities for Learning the Clear Alphabet

job security jo ps Kyuuw r tii
website We psait

See *Problem Sound Connections* from p.170 for more examples.

- Look for *x* examples of elision, where the first sound in a cc sound connection is deleted, making the connection easier to pronounce, e.g.

friendship Fren ship
sit down Si_ Daun

See *Words and Phrases with Glottal Stops* on p.166 for more examples.

- Look for *x* examples of FCL (forward consonant linking), e.g.

Pacific Ocean p si fi Keu shn
whatever wo Te v

...and many phrasal verbs, e.g. “come in” = Ku Min

- Look for *x* examples of vv (vowel sound to vowel sound) linking, e.g.

emergency exit i mer jn sii Ye_ ksit
humiliate hyoo Mi lii yeit
interviewer In t vyoo w

- Look for *x* examples of problem sound connections, where the Clear Alphabet looks awkward, e.g.

vegetable Ve cht bl
popcorn Po pkorn

See *Problem Sound Connections* from p.170 for more examples.

- List *x* items which have one or more syllables ending with a friendly consonant sound: m , n , ng , or l .
- Find *x* items that have a glottal stop and practise making glottal stops. See *Words and Phrases with Glottal Stops* on p.166 for more examples.

6. Syllable Focus

- Mix up the order of syllables in a word or phrase and SS have to identify it. See p.200 for a sample activity using this idea.
- Remove one or more syllables from a word or phrase and SS have to identify the word, e.g. write the following on the board and SS have to guess the missing syllable and write it in both normal spelling and the Clear Alphabet, e.g.

pre zn_ Tei _____

The word is “presentation” and the missing syllable is: tion / shn

- Find *x* items that have one (or more) matching syllables, e.g.

km Pleet complete
km Pyoo t computer

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Clear Alphabet Dictionary

Classroom Activities for Learning the Clear Alphabet

- Find x words that have one (or more) syllables which are phonetic, i.e. written the same in the Clear Alphabet and in normal spelling, e.g.

Win deu **w**indow
Kam **ping** cam**ping**

7. Sound Focus

- Choose a set of items from the dictionary (e.g. one page or half a page) and examine which sounds occur more or less frequently. For example, **zz** is not a very common sound in English, apart from in words with “vision”.
- Choose a group of x words and phrases and compare how many letters each has versus how many phonemes (individual sounds) it has, e.g.

<i>Normal Spelling:</i>	<i>CA Spelling:</i>	<i>No. Letters:</i>	<i>No. Phonemes:</i>
arrive	uh Raiv	6	4: uh r ai v
what	Wot	4	3: w o t

- Focus on learning IDs in Clear Alphabet which are not immediately obvious or intuitive (ee , oo , etc.) and need to be specifically learned, e.g. tt , zz , iy , _ , and so on.

8. Word Focus

- Focus on minimal pairs. A minimal pair is a pair of words which have exactly the same sounds, apart from one sound, e.g.

large Larj rice Rais
laugh Larf right Rait

There are plenty more examples on p.161, but also try to find your own examples.

Activity: **consonant sound sandwich!** Choose two consonant sounds and see how many different vowel sounds you can put between them to make new words... e.g. b – g: bag, bog, big, then two sounds in between, e.g. brag, blag, etc.; then three, and so on.

- Look for x examples of silent letters, which are letters which appear in the spelling of a word, but are not pronounced, e.g. the letter “w” in “wrist” or the letter “u” in “guess”. See *Silent Letters* on p.162 for more examples.
- Look for x examples of hidden sounds – sounds that are pronounced in a word, but do not appear in the spelling, e.g. the ng sound in “pink” = Pink .

See *Hidden Sounds* from p.164 for more examples.

- Look for x sets of homophones, which are words that have all the same sounds, but different spellings and different meanings, e.g.

aunt, aren't Arnt
eight, ate Eit

See *100 Sets of Common Homophones* on p.160, but also try to find your own examples. You can find free printables about homophones to download at <http://www.englishbanana.com>.

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Clear Alphabet Dictionary

Classroom Activities for Learning the Clear Alphabet

- Look for x examples of common suffixes – notice how they are not stressed, e.g.

ing	dining table	Dai ning tei bl
tion	discrimination	di skri m Nei shn
ment	disillusionment	di s Loo zzn mnt
er	teacher	Tee ch
or	doctor	Do kt
y	happy	Ha pii

and so on. See pp.225-227 for more on the topic of suffixes.

- Find x words which look totally different from their normal spelling, e.g.

s Li s t	solicitor
Fyuuwl	fuel

- Find x items in the dictionary (or think of your own examples) which have different stress depending on the type of word they are, e.g. when “record” is a noun, we stress the first syllable, but when it’s a verb (“record”) we stress the second syllable. For more examples, see *List of Noun/Verb Homographs* on p.228.
- Put a group of x items written in the Clear Alphabet into alphabetical or reverse alphabetical order, e.g.

Alphabetical Order:

Eu pn
Ke mist
Sen s ship
Yoo

Reverse Alphabetical Order:

Yoo
Sen s ship
Ke mist
Eu pn

SS could then translate each item back into normal spelling.

- Make a list of features of the Clear Alphabet that are always or generally true, e.g. plural nouns tend to end with a z sound rather than s , and phrasal verbs are normally stressed on both syllables, and so on.
- Look at a group of x words and phrases written in the Clear Alphabet and discuss: which are easy to recognise and which are difficult? What are the possible reasons for this, e.g. some words are already phonetic in normal spelling and as such are spelled the same in the Clear Alphabet (“bus” = Bus) while other words contain phonetic spelling that may be unfamiliar for students, e.g. tt represents “th” in words like “thick”. (See p.159 for more Phonetic Words.) Or the use of connected speech in the Clear Alphabet – spelling syllable by syllable – might be confusing for students at first, e.g. the use of FCL in the phrase “make sense”: mei Ksens .
- Discuss words that come from the same root in both English and your first language, e.g. for Polish speakers: “million” (English) and “milion” (Polish); “mineral” (English) and “mineralny” (Polish). What difference is there in pronunciation? This can help to reveal interference from students’ first languages, e.g. in Polish the language is fairly phonetic and all written letters are usually pronounced, while in English unstressed vowel sounds are generally not pronounced.

6 fun activities using “Translate from Normal Spelling” pages:

1. Translation
 - Translate items into the Clear Alphabet, e.g. one page or one column.

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Clear Alphabet Dictionary

Classroom Activities for Learning the Clear Alphabet

- Translate items into your first language, e.g. one page or one column.
 - Print one page: how many words/phrases do you know? / not know? Translate them into your first language and learn them.
2. Word Focus
- Do any Discussion Word activities from *Talk a Lot Elementary Books 1-3* or *Intermediate Book 1* with a given group of words from the dictionary (or your own choice of words). Or you could base a complete *You Are The Course Book Mode 1* process on your word list.
 - Guess which Talk a Lot unit a word or phrase comes from, e.g. “learner driver” comes from “Unit 6: Cars” from *Talk a Lot Elementary Book 2*; or identify words that you think are not discussion words in any of the Talk a Lot books, e.g. “why” is not, because it’s a function word rather than a noun, and similarly “busy” is not a discussion word, because it’s an adjective.
 - Look for homographs – two words which have the same spelling but different meanings, e.g. park (verb or noun), live (verb or adjective), rose (verb or noun), and import (verb or noun). For more examples of homographs see p.228.

8 fun activities using “Normal Spelling & Clear Alphabet Spelling” pages:

1. Word Focus
- The whole list makes a useful vocabulary list for all students to learn, from beginner level upwards.
 - Record an audio (or video) version of a group of items, with a clear reading of each word and phrase.
 - Use the dictionary to make list(s) of high-frequency words (e.g. the ten most common words in English) or words that you use a lot; list words that you know but seldom or never use, and resolve to try to use them more often; list words that are new for you and learn them – both spelling and sounds.
 - Choose a group of x words, or half a page, or two pages and write beside each word or phrase what kind of word it is, e.g. noun, verb, adjective, etc.

brought	verb
brown	adjective
browse	verb
browser	noun

...and so on. Put the same kinds of words into groups (word classes), e.g. you could list x different colours, or past participles.

2. Sound Focus
- Compare the normal spelling with the phonetic spelling. Sound out each sound in the word.
 - Look for words that rhyme, e.g. power, hour, flower, etc. For more on *Rhyming Words* see pp.30-40.

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Clear Alphabet Dictionary

Classroom Activities for Learning the Clear Alphabet

- Study spelling and sounds further with any of the special topics in this book. See from p.159.

3. Translation

- Make a sentence using words picked randomly from the dictionary, e.g.

boxing carrot popstar allergy

The popstar always had an allergy to carrots after boxing.

...then translate it into the Clear Alphabet:

th Po pstar Ror lwei Zha d Na l jii t Ka r_ sar ft Bo ksing.

...or use consecutive words in the dictionary which may or may not be related, e.g.

referee refund refuse refute

The refereee refuted the argument of the sales assistant who had refused him a refund.

...which translates into the Clear Alphabet as follows:

th re f Ree r Fyoo t_ thii Yar gy mn t vth Seil z si stn_ too w tr Fyoo sti m Ree fund.

8 more fun things that you can do with this dictionary:

- Study the longer phrases that had to be cut out of the main dictionary (p.167).
- Study the list of words and phrases that look confusing in the Clear Alphabet (p.168).
- Study problem sound connections in the Clear Alphabet (p.170).
- Learn high-frequency words in English with the Clear Alphabet (pp.140-157, and p.185).
- Practice translating and reading aloud different role plays and texts with the Clear Alphabet (pp.188-195).
- Compare the use of the Clear Alphabet and the IPA with a discussion words activity (pp.196-198).
- Use the Clear Alphabet to do practice activities from *Talk a Lot Foundation Course*, e.g. Cut-Up IPA Sentence (pp.200-201).
- Use the flashcards (from pp.18-29) and specially written practice material (pp.174-183) – or, even better, create your own!

Talk a Lot

Clear Alphabet Dictionary

Translate from Clear Alphabet to Normal Spelling

uh	_____	ar ft Rorl	_____
ei yn Dee	_____	uh Gen	_____
uh Bit	_____	uh Genst	_____
uh Fyoo	_____	Eij	_____
uh Li tl	_____	uh Geu	_____
a b Deen	_____	uh Gree	_____
Ei bl	_____	uh Gree with	_____
uh Baut	_____	Eir	_____
uh Buv	_____	Eir lain	_____
a ps Loo_ lii	_____	Eir port	_____
a Kse l rei t	_____	Aiyl	_____
uh Ksept	_____	Al k ho lizm	_____
A ks dnt	_____	Orl	_____
uh Kaunt	_____	A l jii	_____
uh Kaun tnt	_____	uh Lau	_____
Eik	_____	Al f bet	_____
uh Chee vmnt	_____	Orl seu	_____
A knii	_____	orl Theu	_____
Akt	_____	ol tn Tau wz	_____
A kshn	_____	Orl weiz	_____
A kt	_____	Am	_____
A ktrs	_____	am Bi shn	_____
Ad	_____	Am by lns	_____
uh Di kshn	_____	uh Mung	_____
A je ktiv	_____	uh Myoo zmn_ park	_____
A dmi n si stnt	_____	An	_____
a d Le sns	_____	a n Stte tik	_____
uh do pt Tfa m lii	_____	A n kist	_____
A dverb	_____	And	_____
a dver biyl Klorz	_____	Ang grii	_____
A dvert	_____	A n ml	_____
A dv tai zing	_____	a n Mei shn	_____
uh Dvaiz	_____	Ang kl	_____
Eir r plein	_____	a n Ver s rii	_____
uh Feir	_____	uh Nu th	_____
uh Ford	_____	Arn s	_____
Ar ft	_____	Ant	_____

Spelling and sounds are **different** in English. You have to learn **both parts** of each word!

a	<u>bat</u>	b	<u>bag</u>	eir	<u>pear</u>	hh	<u>loch</u>	l	<u>lake</u>	or	<u>ball</u>	t	<u>taxi</u>	uuw	<u>pure</u>
ai	<u>time</u>	ch	<u>cheese</u>	er	<u>shirt</u>	i	<u>djsh</u>	m	<u>music</u>	oy	<u>toy</u>	th	<u>brother</u>	v	<u>van</u>
aiy	<u>hire</u>	d	<u>dice</u>	eu	<u>home</u>	ii	<u>happy</u>	n	<u>nurse</u>	p	<u>pig</u>	tt	<u>thousand</u>	w	<u>week</u>
ar	<u>star</u>	e	<u>leg</u>	f	<u>frog</u>	iy	<u>here</u>	ng	<u>ring</u>	r	<u>road</u>	u	<u>cup</u>	y	<u>yoghurt</u>
au	<u>cow</u>	ee	<u>three</u>	g	<u>glass</u>	j	<u>jam</u>	o	<u>sock</u>	s	<u>snow</u>	uh	<u>arrive</u>	z	<u>zip</u>
auw	<u>power</u>	ei	<u>plane</u>	h	<u>head</u>	k	<u>kit</u>	oo	<u>shoot</u>	sh	<u>shop</u>	uu	<u>pull</u>	zz	<u>revision</u>

Talk a Lot

Clear Alphabet Dictionary

Translate from Clear Alphabet to Normal Spelling

E nii	_____	At	_____
E nii wun	_____	Eit	_____
uh Par_ mnt	_____	a Ttle tikz	_____
uh Par_ mn_ blok	_____	uh Ta chmnt	_____
uh Po l jaiz	_____	uh Tak	_____
uh Po str fii	_____	Or diyns	_____
uh Piyl	_____	Or gst	_____
uh Piy	_____	Arnt	_____
uh Piy rns	_____	o Strei liy	_____
A pl	_____	Or tt	_____
a pl Kei shn form	_____	or t bai Yo gr fii	_____
uh Plai	_____	or t Ma tik	_____
uh Plai f	_____	Or tm	_____
uh Poyrn_ mnt	_____	or Gzi l rii verb	_____
Ei prl	_____	uh Word	_____
Ar	_____	uh Wei	_____
Eir riy	_____	Bei bii	_____
Arm	_____	Bak	_____
uh Raund	_____	ba_ Ku v	_____
uh Reinj	_____	Bad	_____
uh Rest	_____	Ba tmin tn	_____
uh Rai vl	_____	Bag	_____
uh Rai vlz	_____	Bei k	_____
uh Raiv	_____	Bei k rii	_____
Ar sn	_____	Ba lns	_____
Ar t kl	_____	Borl	_____
Ar tist	_____	Ba lei	_____
Az	_____	Ban	_____
uh Zlong uhz	_____	b Nar n	_____
uh Soo nz	_____	Bangk	_____
uhz... uhz	_____	Bang k kaunt	_____
Arsk	_____	Bar bii	_____
Ar Skaut	_____	b ro s Va lii	_____
ar skp Mi shn	_____	Beis	_____
uh Sert	_____	Bei sborl	_____
uh si m Lei shn	_____	Bar ski_ borl	_____
uh Shuuw	_____	Bat	_____

Spelling and sounds are **different** in English. You have to learn **both parts** of each word!

a	<u>bat</u>	b	<u>bag</u>	eir	<u>pear</u>	hh	<u>loch</u>	l	<u>lake</u>	or	<u>ball</u>	t	<u>taxi</u>	uuw	<u>pure</u>
ai	<u>time</u>	ch	<u>cheese</u>	er	<u>shirt</u>	i	<u>djsh</u>	m	<u>music</u>	oy	<u>toy</u>	th	<u>brother</u>	v	<u>van</u>
aiy	<u>hire</u>	d	<u>dice</u>	eu	<u>home</u>	ii	<u>happy</u>	n	<u>nurse</u>	p	<u>pig</u>	tt	<u>thousand</u>	w	<u>week</u>
ar	<u>star</u>	e	<u>leg</u>	f	<u>frog</u>	iy	<u>here</u>	ng	<u>ring</u>	r	<u>road</u>	u	<u>cup</u>	y	<u>yoghurt</u>
au	<u>cow</u>	ee	<u>three</u>	g	<u>glass</u>	j	<u>jam</u>	o	<u>sock</u>	s	<u>snow</u>	uh	<u>arrive</u>	z	<u>zip</u>
auw	<u>power</u>	ei	<u>plane</u>	h	<u>head</u>	k	<u>kit</u>	oo	<u>shoot</u>	sh	<u>shop</u>	uu	<u>pull</u>	zz	<u>revision</u>

Talk a Lot

Clear Alphabet Dictionary

Translate from Clear Alphabet to Normal Spelling

Barth	_____	Be n fi_ strap	_____
Bar throom	_____	b Reit	_____
Ba t rii	_____	b Said	_____
Bee	_____	Best	_____
bi Yei bl t	_____	be Stfrend	_____
bi Born	_____	be Stman	_____
bi Kan sld	_____	Be t	_____
bi Fed	_____	b Tween	_____
bi Ma rid	_____	Baiys	_____
bi Mugd	_____	Big	_____
bi Stopt	_____	Baik	_____
bi Ri tn bai	_____	Bil	_____
Beech	_____	Bil yn	_____
Beir	_____	bai Yo gr fii	_____
Beet	_____	Berd	_____
Byoo t fl	_____	Bertt	_____
Byoo tii	_____	Ber ttdei	_____
b Koz	_____	Blak	_____
Bed	_____	Bla kmeil	_____
Be droom	_____	Ble sing	_____
Bee	_____	Blo kbu st	_____
Beef	_____	Bleuk	_____
Been	_____	Blud	_____
Biy	_____	Blu_ test	_____
b For	_____	Blauz	_____
Beg	_____	Bloo	_____
b Gan	_____	Blooz	_____
b Gin	_____	Bor ding pars	_____
b Haind	_____	Beut	_____
Bel farst	_____	Bo dii	_____
b Leev	_____	Bo dii lang gwij	_____
b Leu	_____	Beun	_____
Belt	_____	Buuk	_____
Bench	_____	Buu kshop	_____
Ben Deu v	_____	Boo m rang	_____
b Neett	_____	Boot	_____
Be n fi_s	_____	Bor dm	_____

Spelling and sounds are **different** in English. You have to learn **both parts** of each word!

a	<u>bat</u>	b	<u>bag</u>	eir	<u>pear</u>	hh	<u>loch</u>	l	<u>lake</u>	or	<u>ball</u>	t	<u>taxi</u>	uuw	<u>pure</u>
ai	<u>time</u>	ch	<u>cheese</u>	er	<u>shirt</u>	i	<u>djsh</u>	m	<u>music</u>	oy	<u>toy</u>	th	<u>brother</u>	v	<u>van</u>
aiy	<u>hire</u>	d	<u>dice</u>	eu	<u>home</u>	ii	<u>happy</u>	n	<u>nurse</u>	p	<u>pig</u>	tt	<u>thousand</u>	w	<u>week</u>
ar	<u>star</u>	e	<u>leg</u>	f	<u>frog</u>	iy	<u>here</u>	ng	<u>ring</u>	r	<u>road</u>	u	<u>cup</u>	y	<u>yoghurt</u>
au	<u>cow</u>	ee	<u>three</u>	g	<u>glass</u>	j	<u>jam</u>	o	<u>sock</u>	s	<u>snow</u>	uh	<u>arrive</u>	z	<u>zip</u>
auw	<u>power</u>	ei	<u>plane</u>	h	<u>head</u>	k	<u>kit</u>	oo	<u>shoot</u>	sh	<u>shop</u>	uu	<u>pull</u>	zz	<u>revision</u>

Talk a Lot

Clear Alphabet Dictionary

Translate from Clear Alphabet to Normal Spelling

Bor ring	_____	Bru th rin lor	_____
Bo reu	_____	Brort	_____
Beutt	_____	Braun	_____
Baun s	_____	Brauz	_____
Born mth	_____	Brau z	_____
Beu ling klub	_____	Brooz	_____
Boks	_____	Brush	_____
Bo kso fis	_____	bu ji_ Eir lain	_____
bo Kset	_____	Bild	_____
Bo ksing	_____	Bil d	_____
Boy	_____	Bil ding	_____
Boy friend	_____	Bil ding sait	_____
Brar	_____	Buu lii ying	_____
Bra ki_z	_____	Bum Pin t	_____
Brein	_____	Bung g leu	_____
Breik	_____	Ber gl r larm	_____
Brei klait	_____	Bus	_____
Bred	_____	Bu stop	_____
Breik	_____	Buush	_____
Brei Kdaun	_____	Bi zni sklars	_____
Brei Kin	_____	Bi zni strip	_____
bri Klein	_____	Bi zii	_____
Braid	_____	But	_____
Brai tzmeid	_____	Buu ch	_____
Brij	_____	Bu t	_____
Breef	_____	Bu t flai	_____
Bril ynt	_____	Bu tnz	_____
Bring	_____	Bai	_____
Bring Bak	_____	Bai	_____
Bring Daun	_____	bai th Wei	_____
Briz bn	_____	Ka fei	_____
Bri stl	_____	Korl	_____
Bri tish	_____	Karm	_____
breu k Narm	_____	Keim brij	_____
breu kn Beun	_____	Keim	_____
breu kn Heum	_____	Kam ping	_____
Bru th	_____	Kan	_____

Spelling and sounds are **different** in English. You have to learn **both parts** of each word!

a	bat	b	bag	eir	pear	hh	loch	l	lake	or	ball	t	taxi	uuw	pure
ai	time	ch	cheese	er	shirt	i	djsh	m	music	oy	toy	th	brother	v	van
aiy	hire	d	dice	eu	home	ii	happy	n	nurse	p	pig	tt	thousand	w	week
ar	star	e	leg	f	frog	iy	here	ng	ring	r	road	u	cup	y	yoghurt
au	cow	ee	three	g	glass	j	jam	o	sock	s	snow	uh	arrive	z	zip
auw	power	ei	plane	h	head	k	kit	oo	shoot	sh	shop	uu	pull	zz	revision

Talk a Lot

Clear Alphabet Dictionary

Translate from Clear Alphabet to Normal Spelling

Kan br	_____	Cha r tii	_____
Kan sl	_____	Chat	_____
kan s Lei shn	_____	Cha Tup	_____
Kan s	_____	Cha tii	_____
Kan d dt	_____	Sheu f	_____
k Noo	_____	Cheep	_____
ka ptn Kuuk	_____	Chek	_____
Kar	_____	Che kin desk	_____
Kar park	_____	Che kaut	_____
kar Sheu room	_____	Cheek	_____
Kar dif	_____	Chiy fl	_____
kar d gn Bei	_____	Chiyz	_____
Keir	_____	Cheez	_____
Kar pit	_____	Shef	_____
Ka rt	_____	Ke mist	_____
Ka rii	_____	Chek	_____
Keis	_____	Che kbuuk	_____
Kash	_____	Chest	_____
Ka shpoynt	_____	Chik	_____
k See neu	_____	Chi kn	_____
Kat	_____	Chaild	_____
Kach	_____	chail Tpo v tii	_____
kei_ Blarn cht	_____	Chail tkeir	_____
Ka t pi l	_____	Chail thuud	_____
k Ttee drl	_____	Chil drn	_____
Korz	_____	Chil drn zbuuk	_____
See ling	_____	Chin	_____
Se l breit	_____	Chipz	_____
Sen s ship	_____	Cho klt	_____
Sen t	_____	Kwaiy	_____
Siy riyl	_____	Chooz	_____
Ser tn	_____	Kor rs	_____
Cham pyn ship	_____	Cherch	_____
Cheinj	_____	Sai d	_____
Cha nl	_____	Si n m	_____
Cha pt	_____	Si t zn	_____
Ka r kt	_____	Si tii	_____

Spelling and sounds are **different** in English. You have to learn **both parts** of each word!

a	<u>bat</u>	b	<u>bag</u>	eir	<u>pear</u>	hh	<u>loch</u>	l	<u>lake</u>	or	<u>ball</u>	t	<u>taxi</u>	uuw	<u>pure</u>
ai	<u>time</u>	ch	<u>cheese</u>	er	<u>shirt</u>	i	<u>djsh</u>	m	<u>music</u>	oy	<u>toy</u>	th	<u>brother</u>	v	<u>van</u>
aiy	<u>hire</u>	d	<u>dice</u>	eu	<u>home</u>	ii	<u>happy</u>	n	<u>nurse</u>	p	<u>pig</u>	tt	<u>thousand</u>	w	<u>week</u>
ar	<u>star</u>	e	<u>leg</u>	f	<u>frog</u>	iy	<u>here</u>	ng	<u>ring</u>	r	<u>road</u>	u	<u>cup</u>	y	<u>yoghurt</u>
au	<u>cow</u>	ee	<u>three</u>	g	<u>glass</u>	j	<u>jam</u>	o	<u>sock</u>	s	<u>snow</u>	uh	<u>arrive</u>	z	<u>zip</u>
auw	<u>power</u>	ei	<u>plane</u>	h	<u>head</u>	k	<u>kit</u>	oo	<u>shoot</u>	sh	<u>shop</u>	uu	<u>pull</u>	zz	<u>revision</u>

Talk a Lot

Clear Alphabet Dictionary

Translate from Clear Alphabet to Normal Spelling

Kleim	_____	Kum ft bl	_____
Kla r fai	_____	Ko m	_____
Klars	_____	Ko ment	_____
Kla sik	_____	Ko mn tei t	_____
Kla s kl	_____	Ko mn	_____
kla s fai Ta tvert	_____	k Myoo t	_____
Klorz	_____	Kum p nii	_____
Kleen	_____	km Peir	_____
Kliy	_____	kom p Ti shn	_____
Kle v	_____	km Plein	_____
Klik	_____	km Pleint	_____
Klif	_____	km Plect	_____
Klai m_ cheinj	_____	km Pyoo t	_____
Klaim	_____	km Pyoo t geim	_____
Klai ming	_____	kn Dem	_____
Kli nik	_____	kn Du kt	_____
Kleuz	_____	kn Ferm	_____
Kleuthz	_____	kn Gra ch leit	_____
Kleu thzshop	_____	kn Jung kchn	_____
Klaud	_____	k Nekt	_____
klum b Park	_____	k Ne kshn	_____
Kluch	_____	kn Seul	_____
Keust	_____	Kon s nnt	_____
Keut	_____	kn Sti ch wn sii	_____
Ko fin	_____	kn Sul tnt	_____
Koyn	_____	Kon takt	_____
Keuld	_____	kn Tein	_____
Ko lij	_____	Kon ten_ werd	_____
Keu lon	_____	Kon tentz	_____
Ku l	_____	kon tr Se pshn	_____
Keum	_____	kn Tra kshn	_____
Kum	_____	kn Trarst	_____
Ku Min	_____	kn Ver jns	_____
Ku Mon	_____	Kon vikt	_____
Ku Maut	_____	kn Vins	_____
Ku Mau tv	_____	Kuuk	_____
Ko m dii	_____	Kuu k	_____

Spelling and sounds are **different** in English. You have to learn **both parts** of each word!

a	<u>bat</u>	b	<u>bag</u>	eir	<u>pear</u>	hh	<u>loch</u>	l	<u>lake</u>	or	<u>ball</u>	t	<u>taxi</u>	uuw	<u>pure</u>
ai	<u>time</u>	ch	<u>cheese</u>	er	<u>shirt</u>	i	<u>djsh</u>	m	<u>music</u>	oy	<u>toy</u>	th	<u>brother</u>	v	<u>van</u>
aiy	<u>hire</u>	d	<u>dice</u>	eu	<u>home</u>	ii	<u>happy</u>	n	<u>nurse</u>	p	<u>pig</u>	tt	<u>thousand</u>	w	<u>week</u>
ar	<u>star</u>	e	<u>leg</u>	f	<u>frog</u>	iy	<u>here</u>	ng	<u>ring</u>	r	<u>road</u>	u	<u>cup</u>	y	<u>yoghurt</u>
au	<u>cow</u>	ee	<u>three</u>	g	<u>glass</u>	j	<u>jam</u>	o	<u>sock</u>	s	<u>snow</u>	uh	<u>arrive</u>	z	<u>zip</u>
auw	<u>power</u>	ei	<u>plane</u>	h	<u>head</u>	k	<u>kit</u>	oo	<u>shoot</u>	sh	<u>shop</u>	uu	<u>pull</u>	zz	<u>revision</u>

Talk a Lot

Clear Alphabet Dictionary

Translate from Clear Alphabet to Normal Spelling

Kuu kii	_____	Ku rii	_____
Kuu king	_____	Kers	_____
Ko pii	_____	Ku st dii ba tl	_____
k Rekt	_____	Ku st m	_____
Ko r dor	_____	Ku stmz	_____
k Ru pshn	_____	Kut	_____
Kof	_____	Sai b speis	_____
Kuud	_____	Sai kl	_____
Kaun sl	_____	Sai kling	_____
Kaunt	_____	Sai kleun	_____
Kun trii	_____	Dad	_____
Kun tri said	_____	Da mij	_____
Kors	_____	Darns	_____
Kor sbuuk	_____	Dark	_____
Kort	_____	Dash	_____
Ku zn	_____	Da shbord	_____
Ku v	_____	dei t Tran sfer	_____
Ku v ring le t	_____	Dei ting	_____
Kau	_____	Dor t	_____
Krash	_____	Dei	_____
Kre di_ kard	_____	Diyl With	_____
Kri kit	_____	Dett	_____
Kraim	_____	d Beit	_____
Kri m nl	_____	De bi_ kard	_____
kri m nl Re kord	_____	Det	_____
Krispz	_____	d Sem b	_____
Kri t saiz	_____	d Said	_____
Kro k dail	_____	d Si zzn	_____
Krop	_____	Deep	_____
Kros	_____	d Fen dnt	_____
Krooz	_____	de l k Te sn	_____
Kruch	_____	d Li shs	_____
Krai	_____	d Marnd	_____
Kyoo	_____	d Mo kr sii	_____
Kup	_____	Den tist	_____
Ku bd	_____	d Par_ mn_ stor	_____
Ku rn sii	_____	d Par ch	_____

Spelling and sounds are **different** in English. You have to learn **both parts** of each word!

a	<u>bat</u>	b	<u>bag</u>	eir	<u>pear</u>	hh	<u>loch</u>	l	<u>lake</u>	or	<u>ball</u>	t	<u>taxi</u>	uuw	<u>pure</u>
ai	<u>tjme</u>	ch	<u>cheese</u>	er	<u>shjrt</u>	i	<u>djsh</u>	m	<u>music</u>	oy	<u>toy</u>	th	<u>brother</u>	v	<u>van</u>
aiy	<u>hire</u>	d	<u>dice</u>	eu	<u>home</u>	ii	<u>happy</u>	n	<u>nurse</u>	p	<u>pig</u>	tt	<u>thousand</u>	w	<u>week</u>
ar	<u>star</u>	e	<u>leg</u>	f	<u>frog</u>	iy	<u>here</u>	ng	<u>ring</u>	r	<u>road</u>	u	<u>cup</u>	y	<u>yoghurt</u>
au	<u>cow</u>	ee	<u>three</u>	g	<u>glass</u>	j	<u>jam</u>	o	<u>sock</u>	s	<u>snow</u>	uh	<u>arrive</u>	z	<u>zip</u>
auw	<u>power</u>	ei	<u>plane</u>	h	<u>head</u>	k	<u>kit</u>	oo	<u>shoot</u>	sh	<u>shop</u>	uu	<u>pull</u>	zz	<u>revision</u>

Talk a Lot

Clear Alphabet Dictionary

Translate from Clear Alphabet to Normal Spelling

d Par ch launj	_____	d Vors	_____
d Po zit	_____	Dee jei	_____
Dar bii	_____	Doo	_____
Dar bi sh	_____	Do kt	_____
d Skraib	_____	Duz	_____
De zt	_____	Dog	_____
de st Nei shn	_____	Dol fin	_____
d Ta chthaus	_____	deu Neit	_____
d Te ktiv	_____	Dun	_____
d Ten shn	_____	Deunt	_____
d Ter mi n	_____	Dor	_____
d Ve lp	_____	Du bl	_____
daiy Gneu sis	_____	du bl Beis	_____
di Ktei t	_____	Daun	_____
Di kshn rii	_____	daun Leud	_____
Did	_____	Drar m	_____
di j rii Doo	_____	Dror	_____
Dai	_____	Dreem	_____
Di f	_____	Dres	_____
Di frnt	_____	Dringk	_____
Di f klt	_____	Drip	_____
di j tl Rei di yeu	_____	Draiv	_____
Dai ning cheir	_____	Drai v	_____
Dai ning room	_____	Drai ving lai sns	_____
Dai ning tei bl	_____	Dri zl	_____
Di n	_____	Draut	_____
Di pttong	_____	Dru ktra f king	_____
dai Rekt	_____	Drum	_____
dai Re kt	_____	Drai	_____
Der tii	_____	Drai spel	_____
di s Gree	_____	Juuw ring	_____
Di s plin	_____	joo tii Ma n j	_____
d Sku v	_____	joo tii Free	_____
d skri m Nei shn	_____	dee vee Dee	_____
d Skus	_____	dee vee Dee pleiy	_____
di s Loo zzn mnt	_____	Eech	_____
di Seun	_____	Iy	_____

Spelling and sounds are **different** in English. You have to learn **both parts** of each word!

a	<u>bat</u>	b	<u>bag</u>	eir	<u>pear</u>	hh	<u>loch</u>	l	<u>lake</u>	or	<u>ball</u>	t	<u>taxi</u>	uuw	<u>pure</u>
ai	<u>time</u>	ch	<u>cheese</u>	er	<u>shirt</u>	i	<u>djsh</u>	m	<u>music</u>	oy	<u>toy</u>	th	<u>brother</u>	v	<u>van</u>
aiy	<u>hire</u>	d	<u>dice</u>	eu	<u>home</u>	ii	<u>happy</u>	n	<u>nurse</u>	p	<u>pig</u>	tt	<u>thousand</u>	w	<u>week</u>
ar	<u>star</u>	e	<u>leg</u>	f	<u>frog</u>	iy	<u>here</u>	ng	<u>ring</u>	r	<u>road</u>	u	<u>cup</u>	y	<u>yoghurt</u>
au	<u>cow</u>	ee	<u>three</u>	g	<u>glass</u>	j	<u>jam</u>	o	<u>sock</u>	s	<u>snow</u>	uh	<u>arrive</u>	z	<u>zip</u>
auw	<u>power</u>	ei	<u>plane</u>	h	<u>head</u>	k	<u>kit</u>	oo	<u>shoot</u>	sh	<u>shop</u>	uu	<u>pull</u>	zz	<u>revision</u>

Talk a Lot

Clear Alphabet Dictionary

Translate from Clear Alphabet to Normal Spelling

Er lii	_____	uhn Gei jmnt	_____
Ern	_____	En jin	_____
Iy ring	_____	Ing glnd	_____
Ertt	_____	Ing glish	_____
Eez	_____	ing gli Shcha nl	_____
Eest	_____	uhn Joy	_____
Ee zii	_____	i Nuf	_____
Eet	_____	on swee_ Bar ttroom	_____
Ee Taut	_____	En t	_____
Ee buuk	_____	uhn Ttoo zi yazm	_____
i Ko n mii	_____	uhn Vaiy r mnt	_____
i Ko n mii klars	_____	E sk lei t	_____
E din br	_____	uh Stei tei jnt	_____
E d t	_____	yoo tt Nei ziy	_____
e j Kei shn	_____	i Veid	_____
Eg	_____	Ee vn	_____
Eit	_____	E v	_____
ei Teen	_____	E vrii	_____
Ei tii	_____	E vrii wun	_____
Ai th	_____	Eks-	_____
El beu	_____	e kza m Nei shn	_____
uh Le kshn	_____	e Kzarm pl	_____
uh le ktri_ gi Tar	_____	e Ksept	_____
i le Ktri shn	_____	e Ksai ting	_____
i le ktro ni Ktag	_____	E ks saiz	_____
E l fnt	_____	E kzit	_____
i Le vn	_____	e Kspen d ch	_____
i Li zzn	_____	e Kspen siv	_____
Ee meil	_____	e Ksplein	_____
uhm Ba rst	_____	Ai	_____
i Mer jn sii	_____	Ai kon takt	_____
i mer jn sii Ye_ ksit	_____	Feis	_____
uhm Ploy mnt	_____	Fei sbuuk	_____
Em ptii	_____	f Si l teez	_____
Ee myoo	_____	Fakt	_____
uhn Ku rij	_____	Fa ktarii wer k	_____
End	_____	Feil	_____

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a	<u>bat</u>	b	<u>bag</u>	eir	<u>pear</u>	hh	<u>loch</u>	l	<u>lake</u>	or	<u>ball</u>	t	<u>taxi</u>	uuw	<u>pure</u>
ai	<u>time</u>	ch	<u>cheese</u>	er	<u>shirt</u>	i	<u>djsh</u>	m	<u>music</u>	oy	<u>toy</u>	th	<u>brother</u>	v	<u>van</u>
aiy	<u>hire</u>	d	<u>dice</u>	eu	<u>home</u>	ii	<u>happy</u>	n	<u>nurse</u>	p	<u>pig</u>	tt	<u>thousand</u>	w	<u>week</u>
ar	<u>star</u>	e	<u>leg</u>	f	<u>frog</u>	iy	<u>here</u>	ng	<u>ring</u>	r	<u>road</u>	u	<u>cup</u>	y	<u>yoghurt</u>
au	<u>cow</u>	ee	<u>three</u>	g	<u>glass</u>	j	<u>jam</u>	o	<u>sock</u>	s	<u>snow</u>	uh	<u>arrive</u>	z	<u>zip</u>
auw	<u>power</u>	ei	<u>plane</u>	h	<u>head</u>	k	<u>kit</u>	oo	<u>shoot</u>	sh	<u>shop</u>	uu	<u>pull</u>	zz	<u>revision</u>

Talk a Lot

Clear Alphabet Dictionary

Translate from Clear Alphabet to Normal Spelling

Feitt	_____	Fain	_____
Forl	_____	Fing g	_____
Fa m lii	_____	Fing g prin_z	_____
Fan t sii	_____	Fi nish	_____
Far	_____	Faiy	_____
Feir	_____	Faiy pleis	_____
Farm	_____	Ferst	_____
Far m	_____	fer skn Di shnl	_____
Fa shizm	_____	fir Skis	_____
Farst	_____	Fish	_____
Fat	_____	fi shn Chipz	_____
Far th	_____	Fi shing	_____
Far th rin lor	_____	Fit	_____
Fei vr_z	_____	Fi_n sweet	_____
Fei vrt	_____	Faiv	_____
Fee ch	_____	Fiks	_____
Fe br w rii	_____	Flat	_____
Fiyf	_____	Flait	_____
Feet	_____	Flai t ten dnt	_____
Fe rii	_____	Flu ding	_____
f'Ti l tii tree_mnt	_____	Flor	_____
Fee v	_____	Flop	_____
Fyoo	_____	Flo rist	_____
fi Yon sei	_____	Flauw	_____
fi Yon sei	_____	Flauw	_____
Fi kshn	_____	Flai	_____
Fiyld	_____	Fog	_____
fi Fteen	_____	Fo glamps	_____
Fi ftii	_____	Feuld	_____
Fait	_____	Feuk	_____
Fi g	_____	Fo leu	_____
Fail sheir ring	_____	Food	_____
Fil	_____	foo Thai jeen	_____
Film	_____	Fuut	_____
Fai nl	_____	Fuu_ borl	_____
Faind	_____	Fuu_ borl stei diym	_____
Fain Daut	_____	Fuu tii	_____

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a	<u>bat</u>	b	<u>bag</u>	eir	<u>pear</u>	hh	<u>loch</u>	l	<u>lake</u>	or	<u>ball</u>	t	<u>taxi</u>	uuw	<u>pure</u>
ai	<u>time</u>	ch	<u>cheese</u>	er	<u>shirt</u>	i	<u>dish</u>	m	<u>music</u>	oy	<u>toy</u>	th	<u>brother</u>	v	<u>van</u>
aiy	<u>hire</u>	d	<u>dice</u>	eu	<u>home</u>	ii	<u>happy</u>	n	<u>nurse</u>	p	<u>pig</u>	tt	<u>thousand</u>	w	<u>week</u>
ar	<u>star</u>	e	<u>leg</u>	f	<u>frog</u>	iy	<u>here</u>	ng	<u>ring</u>	r	<u>road</u>	u	<u>cup</u>	y	<u>yoghurt</u>
au	<u>cow</u>	ee	<u>three</u>	g	<u>glass</u>	j	<u>jam</u>	o	<u>sock</u>	s	<u>snow</u>	uh	<u>arrive</u>	z	<u>zip</u>
auw	<u>power</u>	ei	<u>plane</u>	h	<u>head</u>	k	<u>kit</u>	oo	<u>shoot</u>	sh	<u>shop</u>	uu	<u>pull</u>	zz	<u>revision</u>

Talk a Lot

Clear Alphabet Dictionary

Translate from Clear Alphabet to Normal Spelling

For	_____	Fuul	_____
f Nau	_____	fuul Stop	_____
f Shuuw	_____	Fung kshn werd	_____
Fors	_____	Fyoo nrl	_____
Fo rist	_____	Fyoo nrl uh kspen sz	_____
fo ri Sfaiy	_____	Fu nii	_____
f Get	_____	fyoo ch Per fkt	_____
Form	_____	fyoo ch Sim pl	_____
For tii	_____	g Li p lii	_____
For rm	_____	Gam bling	_____
For wd	_____	Geim	_____
For w tslash	_____	Ga rij	_____
Fo st peir rnt	_____	Gar dn	_____
Faund	_____	Gar d n	_____
For	_____	Geit	_____
for Teen	_____	Geiv	_____
Fra kshn	_____	jee bee Yeich	_____
Free	_____	Giy stik	_____
free Pra ktis	_____	Jen r laiz	_____
free Taim	_____	Zzon r	_____
Free dm	_____	jii Yo gr fii	_____
Free sheet	_____	Get	_____
Free z	_____	ge Tang grii	_____
Frai dei	_____	ge_ Bernd	_____
Frij	_____	ge_ d Vorst	_____
Frend	_____	ge_ Drest	_____
Fren ship	_____	Ge Tin	_____
Frog	_____	Ge Tof	_____
From	_____	Ge Ton	_____
Fruent	_____	Ge Ton with	_____
frun_ Ku v	_____	Ge Taut	_____
Fraun	_____	ge_ pr Meu td	_____
freu zn Food	_____	ge_ Stung	_____
Froot	_____	Ge Tup	_____
Froo_ joos	_____	ge_ Wers	_____
Fyuuwl	_____	j Rarf	_____
Fyuuwl bil	_____	Gerl	_____

Spelling and sounds are **different** in English. You have to learn **both parts** of each word!

a	<u>bat</u>	b	<u>bag</u>	eir	<u>pear</u>	hh	<u>loch</u>	l	<u>lake</u>	or	<u>ball</u>	t	<u>taxi</u>	uuw	<u>pure</u>
ai	<u>time</u>	ch	<u>cheese</u>	er	<u>shirt</u>	i	<u>djsh</u>	m	<u>music</u>	oy	<u>toy</u>	th	<u>brother</u>	v	<u>van</u>
aiy	<u>hire</u>	d	<u>dice</u>	eu	<u>home</u>	ii	<u>happy</u>	n	<u>nurse</u>	p	<u>pig</u>	tt	<u>thousand</u>	w	<u>week</u>
ar	<u>star</u>	e	<u>leg</u>	f	<u>frog</u>	iy	<u>here</u>	ng	<u>ring</u>	r	<u>road</u>	u	<u>cup</u>	y	<u>yoghurt</u>
au	<u>cow</u>	ee	<u>three</u>	g	<u>glass</u>	j	<u>jam</u>	o	<u>sock</u>	s	<u>snow</u>	uh	<u>arrive</u>	z	<u>zip</u>
auw	<u>power</u>	ei	<u>plane</u>	h	<u>head</u>	k	<u>kit</u>	oo	<u>shoot</u>	sh	<u>shop</u>	uu	<u>pull</u>	zz	<u>revision</u>

Talk a Lot

Clear Alphabet Dictionary

Translate from Clear Alphabet to Normal Spelling

Gerl friend	_____	Grars	_____
Giv	_____	Greit	_____
Gi v Wei	_____	grei_ Bri tn	_____
Gi Vbak	_____	Gree dii	_____
Glar sz	_____	Green	_____
glo tl Stop	_____	Green greu s	_____
Gluv	_____	Gre nich	_____
Geu	_____	Greet	_____
God	_____	Grei	_____
Geu Win t	_____	Greu s riz	_____
Geu Won	_____	Groom	_____
Geu Waut	_____	Graund	_____
Geu Ttroo	_____	Groop	_____
Geu Wup	_____	Greu	_____
Geul	_____	Greu wing peinz	_____
Geuz	_____	Grum pii	_____
Geu wing	_____	Ges	_____
Geu wing t	_____	Gilt	_____
Geuld	_____	g Tar	_____
Geul drush	_____	Gun	_____
Geul tfish	_____	Ha k	_____
Golf	_____	Had	_____
Guud	_____	hei driyn Zworl	_____
Goo gl	_____	Heil steunz	_____
g Ri l	_____	Heir	_____
Go sip	_____	Heir dre s	_____
Got	_____	Harf	_____
Gu vn	_____	Horl	_____
Gu v mnt	_____	Hand	_____
Gra joo weit	_____	Han bag	_____
gra j Wei shn	_____	Han breik	_____
Gra m	_____	Han kufz	_____
Gran chaild	_____	Han sm	_____
Gran dad	_____	Hang	_____
Gran dor t	_____	Hang Aut	_____
Gran mar	_____	Ha pn	_____
Gran sun	_____	Ha pii	_____

Spelling and sounds are **different** in English. You have to learn **both parts** of each word!

a	<u>bat</u>	b	<u>bag</u>	eir	<u>pear</u>	hh	<u>loch</u>	l	<u>lake</u>	or	<u>ball</u>	t	<u>taxi</u>	uuw	<u>pure</u>
ai	<u>time</u>	ch	<u>cheese</u>	er	<u>shirt</u>	i	<u>djsh</u>	m	<u>music</u>	oy	<u>toy</u>	th	<u>brother</u>	v	<u>van</u>
aiy	<u>hire</u>	d	<u>dice</u>	eu	<u>home</u>	ii	<u>happy</u>	n	<u>nurse</u>	p	<u>pig</u>	tt	<u>thousand</u>	w	<u>week</u>
ar	<u>star</u>	e	<u>leg</u>	f	<u>frog</u>	iy	<u>here</u>	ng	<u>ring</u>	r	<u>road</u>	u	<u>cup</u>	y	<u>yoghurt</u>
au	<u>cow</u>	ee	<u>three</u>	g	<u>glass</u>	j	<u>jam</u>	o	<u>sock</u>	s	<u>snow</u>	uh	<u>arrive</u>	z	<u>zip</u>
auw	<u>power</u>	ei	<u>plane</u>	h	<u>head</u>	k	<u>kit</u>	oo	<u>shoot</u>	sh	<u>shop</u>	uu	<u>pull</u>	zz	<u>revision</u>

Talk a Lot

Clear Alphabet Dictionary

Translate from Clear Alphabet to Normal Spelling

Hard	_____	Hai king	_____
Har dbak	_____	Hil	_____
Haz	_____	Him	_____
Hat	_____	Hi phop	_____
Heit	_____	hi p Po t ms	_____
Ha th seij	_____	Hiz	_____
Hav	_____	Hi st rii	_____
ha Fpiyst	_____	Hit	_____
Haf t	_____	Ho bii	_____
Ha zd	_____	Ho kii	_____
ei chdee tee Vee	_____	Heuld	_____
Hee	_____	Ho l dei	_____
Hed	_____	Ho l dei rep	_____
He Tfor	_____	Ho l dei r zort	_____
he Tee ch	_____	Heum	_____
He deik	_____	heu Moo vii	_____
He dlai_z	_____	Heum peij	_____
He dlain	_____	Heum werk	_____
Hiyl	_____	Ho m feun	_____
Helth	_____	Heup	_____
Hel ttii	_____	Ho r	_____
Hiy	_____	Hors	_____
Herd	_____	Ho sp tl	_____
Hart	_____	ho sp Ta l tii	_____
Har t tak	_____	Hot	_____
Heet	_____	heu Tel	_____
Hee tweiv	_____	Auw	_____
He vii	_____	Haus	_____
Help	_____	Hau skii p	_____
Her	_____	Hau	_____
Hiy	_____	ha w Yoo?	_____
Hiy reu	_____	hyoo mn Bo dii	_____
Hei	_____	hyoo Mi lii yeit	_____
Hai	_____	Hun drd	_____
Hai	_____	Hung grii	_____
hai Heelz	_____	Hu r kein	_____
hai wei Keud	_____	Hu rii	_____

Spelling and sounds are **different** in English. You have to learn **both parts** of each word!

a	<u>bat</u>	b	<u>bag</u>	eir	<u>pear</u>	hh	<u>loch</u>	l	<u>lake</u>	or	<u>ball</u>	t	<u>taxi</u>	uuw	<u>pure</u>
ai	<u>time</u>	ch	<u>cheese</u>	er	<u>shirt</u>	i	<u>djsh</u>	m	<u>music</u>	oy	<u>toy</u>	th	<u>brother</u>	v	<u>van</u>
aiy	<u>hire</u>	d	<u>dice</u>	eu	<u>home</u>	ii	<u>happy</u>	n	<u>nurse</u>	p	<u>pig</u>	tt	<u>thousand</u>	w	<u>week</u>
ar	<u>star</u>	e	<u>leg</u>	f	<u>frog</u>	iy	<u>here</u>	ng	<u>ring</u>	r	<u>road</u>	u	<u>cup</u>	y	<u>yoghurt</u>
au	<u>cow</u>	ee	<u>three</u>	g	<u>glass</u>	j	<u>jam</u>	o	<u>sock</u>	s	<u>snow</u>	uh	<u>arrive</u>	z	<u>zip</u>
auw	<u>power</u>	ei	<u>plane</u>	h	<u>head</u>	k	<u>kit</u>	oo	<u>shoot</u>	sh	<u>shop</u>	uu	<u>pull</u>	zz	<u>revision</u>

Talk a Lot

Clear Alphabet Dictionary

Translate from Clear Alphabet to Normal Spelling

Hert	_____	In sekt	_____
Hu zbnd	_____	In str mnt	_____
Hai fn	_____	in Sult	_____
Ai	_____	In trest	_____
Ais	_____	In tr sting	_____
Ai so kii	_____	In t net	_____
ai Diy	_____	in t Rupt	_____
ai Diy li zm	_____	In t vyoo w	_____
ai dii Yo l jii	_____	In t	_____
If	_____	in t Nei shn	_____
Il ns	_____	in tr Joos	_____
i l Strei shn	_____	in tr Du kshn	_____
i Ma jn	_____	in Troo zzn	_____
i m Grei shn	_____	in Ver zzn	_____
im Por tnt	_____	in Ve stin	_____
im Po s bl	_____	in Ve smnt	_____
im Proov	_____	in Vait	_____
im Proo vmnt	_____	Aiyn	_____
In	_____	Iz	_____
in Fakt	_____	Ai lnd	_____
in Jen rl	_____	ai ye Spee	_____
In boks	_____	It	_____
Inch	_____	I_s	_____
in Klood	_____	Ja kit	_____
In km	_____	Jan y rii	_____
in d Pen dns	_____	Jaz	_____
In deks	_____	Je ls	_____
In d keit	_____	Jeenz	_____
In d kei t	_____	Joo l	_____
in Fe kshn	_____	Jing gl	_____
in Fi n ti verb	_____	Job	_____
in Form	_____	jo ps Kyuuw r tii	_____
in Gra t chood	_____	jo psen t Plus	_____
in He r tns	_____	Jo psee k	_____
in Jekt	_____	Jo ging	_____
in Je kshn	_____	jo n Greu_z	_____
In j rii	_____	Joyn	_____

Spelling and sounds are **different** in English. You have to learn **both parts** of each word!

a	<u>bat</u>	b	<u>bag</u>	eir	<u>pear</u>	hh	<u>loch</u>	l	<u>lake</u>	or	<u>ball</u>	t	<u>taxi</u>	uuw	<u>pure</u>
ai	<u>time</u>	ch	<u>cheese</u>	er	<u>shirt</u>	i	<u>djsh</u>	m	<u>music</u>	oy	<u>toy</u>	th	<u>brother</u>	v	<u>van</u>
aiy	<u>hire</u>	d	<u>dice</u>	eu	<u>home</u>	ii	<u>happy</u>	n	<u>nurse</u>	p	<u>pig</u>	tt	<u>thousand</u>	w	<u>week</u>
ar	<u>star</u>	e	<u>leg</u>	f	<u>frog</u>	iy	<u>here</u>	ng	<u>ring</u>	r	<u>road</u>	u	<u>cup</u>	y	<u>yoghurt</u>
au	<u>cow</u>	ee	<u>three</u>	g	<u>glass</u>	j	<u>jam</u>	o	<u>sock</u>	s	<u>snow</u>	uh	<u>arrive</u>	z	<u>zip</u>
auw	<u>power</u>	ei	<u>plane</u>	h	<u>head</u>	k	<u>kit</u>	oo	<u>shoot</u>	sh	<u>shop</u>	uu	<u>pull</u>	zz	<u>revision</u>

Talk a Lot

Clear Alphabet Dictionary

Translate from Clear Alphabet to Normal Spelling

Jeuk	_____	Lang gwij	_____
Jer n list	_____	Larj	_____
Jer nii	_____	Larst	_____
Juj	_____	Leit	_____
j Lai	_____	Larf	_____
Jump	_____	Lei	_____
Jum p	_____	Lei zii	_____
Joon	_____	Leed	_____
Juuw rii	_____	Lee_ Too	_____
Just	_____	Lern	_____
Ju st fai	_____	ler n Draiv	_____
kang g Roo	_____	Ler ning	_____
Keep	_____	Leev	_____
kee Skilz	_____	Le kch r	_____
Kee bord	_____	Left	_____
Ki dnii	_____	Leg	_____
Kil	_____	le j Sleishn	_____
Kaind	_____	Le zz sen t	_____
Kain dv	_____	le m Neid	_____
King	_____	Lend	_____
Kis	_____	Les	_____
Ki chn	_____	Le sn	_____
Nee	_____	Let	_____
Nyoo	_____	Le t	_____
Ni kz	_____	Le vl	_____
Nit	_____	Lai brii	_____
Neu	_____	Lai sn spleit	_____
k War l beir	_____	Lai	_____
kai lii m Neug	_____	Lai Daun	_____
Lei b	_____	Laif	_____
Lei b par tii	_____	Lai f vent	_____
Leik	_____	Lai fsen tns	_____
Lei kdi strikt	_____	Lift	_____
Lam	_____	Lait	_____
Land	_____	Laik	_____
lan Zend	_____	Lain	_____
Lan ding	_____	Lingk	_____

Spelling and sounds are **different** in English. You have to learn **both parts** of each word!

a	<u>bat</u>	b	<u>bag</u>	eir	<u>pear</u>	hh	<u>loch</u>	l	<u>lake</u>	or	<u>ball</u>	t	<u>taxi</u>	uuw	<u>pure</u>
ai	<u>time</u>	ch	<u>cheese</u>	er	<u>shirt</u>	i	<u>dish</u>	m	<u>music</u>	oy	<u>toy</u>	th	<u>brother</u>	v	<u>van</u>
aiy	<u>hire</u>	d	<u>dice</u>	eu	<u>home</u>	ii	<u>happy</u>	n	<u>nurse</u>	p	<u>pig</u>	tt	<u>thousand</u>	w	<u>week</u>
ar	<u>star</u>	e	<u>leg</u>	f	<u>frog</u>	iy	<u>here</u>	ng	<u>ring</u>	r	<u>road</u>	u	<u>cup</u>	y	<u>yoghurt</u>
au	<u>cow</u>	ee	<u>three</u>	g	<u>glass</u>	j	<u>jam</u>	o	<u>sock</u>	s	<u>snow</u>	uh	<u>arrive</u>	z	<u>zip</u>
auw	<u>power</u>	ei	<u>plane</u>	h	<u>head</u>	k	<u>kit</u>	oo	<u>shoot</u>	sh	<u>shop</u>	uu	<u>pull</u>	zz	<u>revision</u>

Talk a Lot

Clear Alphabet Dictionary

Translate from Clear Alphabet to Normal Spelling

Ling king	_____	mein Verb	_____
Laiyn	_____	m Jo r tii	_____
Lip	_____	Meik	_____
List	_____	mei Ksens	_____
Li sn Too	_____	mei Kshuuw	_____
Li sn	_____	Mei Kup	_____
Li sning	_____	Ma ml	_____
Li tr_ ch	_____	Man	_____
Li tl	_____	Ma n j	_____
Liv	_____	Man che st	_____
Li v	_____	Me nii	_____
Li ving room	_____	Map	_____
Li zd	_____	March	_____
hhlan Du tneu	_____	Mark	_____
Leun	_____	Mar kit	_____
leu kl Shop	_____	Mar ki_ pleis	_____
lo Knes	_____	Ma rij	_____
Lun dn	_____	Mach	_____
Leun li ns	_____	Meit	_____
Long	_____	m Ter n tii	_____
long horl Flait	_____	Ma t	_____
Luuk	_____	Mei	_____
Luu Kat	_____	Mei	_____
Looz	_____	Meir	_____
Lot	_____	Mee	_____
Laud	_____	Miyl	_____
Luv	_____	Meen	_____
Leu	_____	Me zz	_____
leu w Keis	_____	Meet	_____
El pleit	_____	m Ka nik	_____
Lu gij	_____	Mee diy	_____
Lunch	_____	Me d kl schoo dnt	_____
Lung	_____	Mee diym	_____
m Sheen	_____	Meet	_____
Meid	_____	Me g kn tra kshn	_____
Meid	_____	Mel ting pot	_____
Mein	_____	Men	_____

Spelling and sounds are **different** in English. You have to learn **both parts** of each word!

a	<u>bat</u>	b	<u>bag</u>	eir	<u>pear</u>	hh	<u>loch</u>	l	<u>lake</u>	or	<u>ball</u>	t	<u>taxi</u>	uuw	<u>pure</u>
ai	<u>time</u>	ch	<u>cheese</u>	er	<u>shirt</u>	i	<u>djsh</u>	m	<u>music</u>	oy	<u>toy</u>	th	<u>brother</u>	v	<u>van</u>
aiy	<u>hire</u>	d	<u>dice</u>	eu	<u>home</u>	ii	<u>happy</u>	n	<u>nurse</u>	p	<u>pig</u>	tt	<u>thousand</u>	w	<u>week</u>
ar	<u>star</u>	e	<u>leg</u>	f	<u>frog</u>	iy	<u>here</u>	ng	<u>ring</u>	r	<u>road</u>	u	<u>cup</u>	y	<u>yoghurt</u>
au	<u>cow</u>	ee	<u>three</u>	g	<u>glass</u>	j	<u>jam</u>	o	<u>sock</u>	s	<u>snow</u>	uh	<u>arrive</u>	z	<u>zip</u>
auw	<u>power</u>	ei	<u>plane</u>	h	<u>head</u>	k	<u>kit</u>	oo	<u>shoot</u>	sh	<u>shop</u>	uu	<u>pull</u>	zz	<u>revision</u>

Talk a Lot

Clear Alphabet Dictionary

Translate from Clear Alphabet to Normal Spelling

Me n porz	_____	Meu t wei	_____
Mi dwaif	_____	Maun tn	_____
Mait	_____	Maus	_____
Mail	_____	Mautt	_____
Milk	_____	Moov	_____
Mil yn	_____	Moo Vup	_____
mil y Neir	_____	em Pee	_____
Maind	_____	Much	_____
Min rl wor t	_____	Mum	_____
Min rlz	_____	Mer d	_____
Mai ning	_____	Mu sl	_____
Mi nit	_____	Mu shroom	_____
Mis	_____	Myoo zik	_____
Mist	_____	Myoo z kl	_____
Mi strs	_____	myoo Zi shn	_____
Meu bail	_____	Must	_____
Mok	_____	Mai	_____
Meu dl form	_____	mai Self	_____
Meu dl verbz	_____	Neil	_____
Mo dl	_____	Neim	_____
Mo n kii	_____	Na reu	_____
Mun dei	_____	Nar stii	_____
Mu nii	_____	na shnl Park	_____
Mung kii	_____	na chrl d Zar st	_____
Moo dii	_____	Nei ch	_____
Moon	_____	Niy	_____
m Rarl	_____	Nek	_____
Mor	_____	Ne kls	_____
Mor ning	_____	Need	_____
Mor gjj	_____	Nee dl	_____
Mor ch rii	_____	Ne g tiv	_____
Mosk	_____	ne g ti Ve kw tii	_____
Meust	_____	n Glekt	_____
Mu th	_____	Nai th... Nor	_____
Mu th rin lor	_____	Ne fyoo	_____
Meu t rei sing	_____	Nervz	_____
Meu t baik	_____	Ne_ wer king	_____

Spelling and sounds are **different** in English. You have to learn **both parts** of each word!

a	bat	b	bag	eir	pear	hh	loch	l	lake	or	ball	t	taxi	uuw	pure
ai	time	ch	cheese	er	shirt	i	djsh	m	music	oy	toy	th	brother	v	van
aiy	hire	d	dice	eu	home	ii	happy	n	nurse	p	pig	tt	thousand	w	week
ar	star	e	leg	f	frog	iy	here	ng	ring	r	road	u	cup	y	yoghurt
au	cow	ee	three	g	glass	j	jam	o	sock	s	snow	uh	arrive	z	zip
auw	power	ei	plane	h	head	k	kit	oo	shoot	sh	shop	uu	pull	zz	revision

Talk a Lot

Clear Alphabet Dictionary

Translate from Clear Alphabet to Normal Spelling

Ne v	_____	Ner sri ners	_____
Nyoo	_____	Nut	_____
Nyoo spei p	_____	eu Bee s tii	_____
Nekst	_____	O pjekt	_____
Ne kst	_____	o Pje ktiv	_____
e nei Ches	_____	Eu beu	_____
Nais	_____	Eu shn	_____
Nees	_____	o Kteu b	_____
Nait	_____	O kt puus	_____
Nai_ klub	_____	Ov	_____
Nai_ dres	_____	uh Fkors	_____
Nain	_____	Of	_____
nain Teen	_____	O f	_____
Nain tii	_____	O fis	_____
Neu	_____	O fn	_____
Neu b dii	_____	Eu	_____
Nun	_____	eu Neu!	_____
non Fi kshn	_____	eu Kei	_____
nor f Kbrordz	_____	Euld	_____
Nor ml	_____	eul Deij	_____
Nortt	_____	uh Lim pikz	_____
nor th Naiy lnd	_____	On	_____
No rich	_____	Wuns	_____
Neuz	_____	wun s Gen	_____
Not	_____	Wun	_____
no t Torl	_____	Un yn	_____
Neut	_____	Eun lii	_____
Nu tting	_____	Uups	_____
Neu tis	_____	Eu pn	_____
Nort	_____	Eu p ning taimz	_____
Naun	_____	o p Rei shn	_____
No vl	_____	o p Zi shn	_____
neu Vem b	_____	o Pti shn	_____
Nau	_____	Or	_____
Num b	_____	O rinj	_____
Nyoo m rl	_____	Or k str	_____
Ners	_____	Or d	_____

Spelling and sounds are **different** in English. You have to learn **both parts** of each word!

a	<u>bat</u>	b	<u>bag</u>	eir	<u>pear</u>	hh	<u>loch</u>	l	<u>lake</u>	or	<u>ball</u>	t	<u>taxi</u>	uuw	<u>pure</u>
ai	<u>time</u>	ch	<u>cheese</u>	er	<u>shirt</u>	i	<u>djsh</u>	m	<u>music</u>	oy	<u>toy</u>	th	<u>brother</u>	v	<u>van</u>
aiy	<u>hire</u>	d	<u>dice</u>	eu	<u>home</u>	ii	<u>happy</u>	n	<u>nurse</u>	p	<u>pig</u>	tt	<u>thousand</u>	w	<u>week</u>
ar	<u>star</u>	e	<u>leg</u>	f	<u>frog</u>	iy	<u>here</u>	ng	<u>ring</u>	r	<u>road</u>	u	<u>cup</u>	y	<u>yoghurt</u>
au	<u>cow</u>	ee	<u>three</u>	g	<u>glass</u>	j	<u>jam</u>	o	<u>sock</u>	s	<u>snow</u>	uh	<u>arrive</u>	z	<u>zip</u>
auw	<u>power</u>	ei	<u>plane</u>	h	<u>head</u>	k	<u>kit</u>	oo	<u>shoot</u>	sh	<u>shop</u>	uu	<u>pull</u>	zz	<u>revision</u>

Talk a Lot

Clear Alphabet Dictionary

Translate from Clear Alphabet to Normal Spelling

Or gn	_____	Par sport	_____
Or g naiz	_____	Par spor_ kn treul	_____
Or knii	_____	Par swerd	_____
U th	_____	par skn Tin y ws	_____
Or_ t	_____	par Sper fikt	_____
Auw	_____	par Sim pl	_____
Aut	_____	Pa st	_____
Au_ bak	_____	Pei shnt	_____
Au_ pei shnt	_____	Pa tn	_____
Eu v	_____	Porz	_____
Eu v drarft	_____	Pei vmnt	_____
Eu	_____	Pei	_____
Eun	_____	Pei f	_____
O ksfd	_____	Pei mnt	_____
p si fi Keu shn	_____	Pees	_____
Pa s fizm	_____	Pe dl	_____
Pak	_____	Piy pre sh	_____
Peij	_____	Pen draiv	_____
Pei jnum b	_____	Pens	_____
Pein	_____	Pee pl	_____
Pein fl	_____	p For m	_____
Pan d	_____	p Hapz	_____
Pa nik	_____	per s Viy rms	_____
Pantz	_____	Per sn	_____
pa p Rar tsii	_____	p Sweid	_____
Pei p	_____	Pe trl pump	_____
Pei p bak	_____	Far m sist	_____
Pa r grarf	_____	Far m see	_____
Par dn	_____	Feun	_____
Peir rnt	_____	Feu neem	_____
Park	_____	f Ne tikz	_____
Par king ti kit	_____	Fo nikz	_____
Par l mnt	_____	Freiz	_____
Part	_____	pi Ya neu	_____
Par_ n	_____	Pik	_____
Pars	_____	Pi Kup	_____
Pa sn j	_____	Pi knik	_____

Spelling and sounds are **different** in English. You have to learn **both parts** of each word!

a	<u>bat</u>	b	<u>bag</u>	eir	<u>pear</u>	hh	<u>loch</u>	l	<u>lake</u>	or	<u>ball</u>	t	<u>taxi</u>	uuw	<u>pure</u>
ai	<u>time</u>	ch	<u>cheese</u>	er	<u>shirt</u>	i	<u>djsh</u>	m	<u>music</u>	oy	<u>toy</u>	th	<u>brother</u>	v	<u>van</u>
aiy	<u>hire</u>	d	<u>dice</u>	eu	<u>home</u>	ii	<u>happy</u>	n	<u>nurse</u>	p	<u>pig</u>	tt	<u>thousand</u>	w	<u>week</u>
ar	<u>star</u>	e	<u>leg</u>	f	<u>frog</u>	iy	<u>here</u>	ng	<u>ring</u>	r	<u>road</u>	u	<u>cup</u>	y	<u>yoghurt</u>
au	<u>cow</u>	ee	<u>three</u>	g	<u>glass</u>	j	<u>jam</u>	o	<u>sock</u>	s	<u>snow</u>	uh	<u>arrive</u>	z	<u>zip</u>
auw	<u>power</u>	ei	<u>plane</u>	h	<u>head</u>	k	<u>kit</u>	oo	<u>shoot</u>	sh	<u>shop</u>	uu	<u>pull</u>	zz	<u>revision</u>

Talk a Lot

Clear Alphabet Dictionary

Translate from Clear Alphabet to Normal Spelling

Pi kch	_____	Peuz	_____
Pai	_____	Po z tiv	_____
Pees	_____	Po s bl	_____
Pig	_____	Peust	_____
Pai lt	_____	Peu sto fis	_____
Pingk	_____	p Tei teu	_____
Paint	_____	Paund	_____
Pee_ ts	_____	Po v tii	_____
Pleis	_____	Pauw	_____
Plein	_____	Pra ktis	_____
Plan	_____	Preiz	_____
Plein	_____	pr Dikt	_____
Plarnt	_____	pr Di kshn	_____
Plar st	_____	pr Fer	_____
Plei	_____	Pre gnn sii	_____
Plei y	_____	pre p Rei shn	_____
Plei graund	_____	pr Peir	_____
Plei list	_____	pre p Zi shn	_____
Pleez	_____	pr Skri pshn	_____
Plot	_____	pre zn_ Per fkt	_____
Plu m	_____	pre zn_ Sim pl	_____
Pluuw rl form	_____	pre zn Tei shn	_____
Po tkarst	_____	pr Zen t	_____
Peu w trii	_____	Pre z dnt	_____
Poynt	_____	Pres	_____
p Lee so fs	_____	Pri tii	_____
p Lee stei shn	_____	Prais	_____
Po l sii	_____	prai Mi n st	_____
po l Ti shn	_____	Print	_____
Po l tikz	_____	prai yo r tii Bor ding	_____
Pom	_____	Pri zn	_____
Por	_____	Pri zn sen tns	_____
Pop	_____	Pro blm	_____
Po pstar	_____	pr Joos	_____
Po pkorn	_____	Pro dukt	_____
Port	_____	Preu fail	_____
Por t	_____	Preu gram	_____

Spelling and sounds are **different** in English. You have to learn **both parts** of each word!

a	<u>bat</u>	b	<u>bag</u>	eir	<u>pear</u>	hh	<u>loch</u>	l	<u>lake</u>	or	<u>ball</u>	t	<u>taxi</u>	uuw	<u>pure</u>
ai	<u>tjme</u>	ch	<u>cheese</u>	er	<u>shjrt</u>	i	<u>djsh</u>	m	<u>music</u>	oy	<u>toy</u>	th	<u>brother</u>	v	<u>van</u>
aiy	<u>hire</u>	d	<u>dice</u>	eu	<u>home</u>	ii	<u>happy</u>	n	<u>nurse</u>	p	<u>pig</u>	tt	<u>thousand</u>	w	<u>week</u>
ar	<u>star</u>	e	<u>leg</u>	f	<u>frog</u>	iy	<u>here</u>	ng	<u>ring</u>	r	<u>road</u>	u	<u>cup</u>	y	<u>yoghurt</u>
au	<u>cow</u>	ee	<u>three</u>	g	<u>glass</u>	j	<u>jam</u>	o	<u>sock</u>	s	<u>snow</u>	uh	<u>arrive</u>	z	<u>zip</u>
auw	<u>power</u>	ei	<u>plane</u>	h	<u>head</u>	k	<u>kit</u>	oo	<u>shoot</u>	sh	<u>shop</u>	uu	<u>pull</u>	zz	<u>revision</u>

Talk a Lot

Clear Alphabet Dictionary

Translate from Clear Alphabet to Normal Spelling

pr Hi bit	_____	Rein	_____
pr Je ksh nist	_____	Rein beu	_____
Pro mis	_____	Rein keut	_____
pr Meut	_____	Rein fo rist	_____
pr Meu shn	_____	Reiz	_____
Preu naun	_____	rei Zmu nii	_____
pr nun sii Yei shn	_____	Ran	_____
pr Test	_____	Rash	_____
Proov	_____	Rei tingz	_____
sai Kaiy trist	_____	Reech	_____
Pu blik	_____	Reed	_____
pu bli Ktoy lt	_____	Ree d	_____
Puk	_____	Ree ding	_____
Puul	_____	Re dii	_____
Pu ni shmnt	_____	Riyl	_____
Pur pl	_____	rii Ya l tii tee vee	_____
Pers	_____	riy vyoo Mi r	_____
Puush	_____	riy Shuuw	_____
Puut	_____	r Sect	_____
Puu_ Daun	_____	r Seev	_____
Puu Ton	_____	r Se psh nist	_____
p Jar mz	_____	rii Charj	_____
kwo li fi Kei shn	_____	Re kn	_____
Kwor t	_____	r Klain	_____
Kween zln d	_____	re kn si lii Yei shn	_____
Kwe schn	_____	Re kord	_____
Kwe schn mark	_____	rii Sai kl	_____
Kyoo	_____	Red	_____
Kwik	_____	r Dun dn sii	_____
Kwid	_____	re f Ree	_____
Kwaiyt	_____	Ree fund	_____
kweu Tei shn	_____	r Fyooz	_____
ar rn Bee	_____	r Fyoot	_____
Ra bit	_____	r Gret	_____
Ra kit	_____	r Jekt	_____
Rei dii yei t	_____	r Je kshn le t	_____
Rei dii yeu	_____	rii la Ksei shn	_____

Spelling and sounds are **different** in English. You have to learn **both parts** of each word!

a	bat	b	bag	eir	pear	hh	loch	l	lake	or	ball	t	taxi	uuw	pure
ai	time	ch	cheese	er	shirt	i	djsh	m	music	oy	toy	th	brother	v	van
aiy	hire	d	dice	eu	home	ii	happy	n	nurse	p	pig	tt	thousand	w	week
ar	star	e	leg	f	frog	iy	here	ng	ring	r	road	u	cup	y	yoghurt
au	cow	ee	three	g	glass	j	jam	o	sock	s	snow	uh	arrive	z	zip
auw	power	ei	plane	h	head	k	kit	oo	shoot	sh	shop	uu	pull	zz	revision

Talk a Lot

Clear Alphabet Dictionary

Translate from Clear Alphabet to Normal Spelling

r Mem b	_____	Ru bish	_____
r meu_ kn Treul	_____	Ru gbii	_____
r Moov	_____	Rool	_____
r Neig	_____	Run	_____
r Nyoo	_____	Run wei	_____
Rent	_____	Sad	_____
Ren tl	_____	s Far rii park	_____
r Plai	_____	Sed	_____
re pr Zen t tiv	_____	Sei ling	_____
r Serch	_____	Sa l rii	_____
re z Vei shn	_____	Seil	_____
Re z vwaiy	_____	Seil z si stnt	_____
Rest	_____	Seim	_____
Re stront	_____	Sand	_____
r Taiy mn_ heum	_____	Sa taiy	_____
r Tern	_____	Sa t dei	_____
r Vyoo	_____	Sor n	_____
Rais	_____	So sij	_____
Rich	_____	Seiv	_____
Raid	_____	Sei Vup	_____
Rait	_____	Sei vingz	_____
Ring	_____	Sor	_____
Risk	_____	Sa ks feun	_____
Rai vl	_____	Sei	_____
Ri v	_____	Skeilz	_____
Ar ling king	_____	Skarf	_____
Reud	_____	Skeir rii	_____
Reu dreij	_____	Skool	_____
Reu tsain	_____	Shwar saund	_____
Rok	_____	Saiyins	_____
Reul	_____	saiyn Sfi kshn	_____
Reu mans	_____	Skor	_____
Room	_____	Sko_ lnd	_____
Room ser vis	_____	Skreen plei	_____
Ruf	_____	See	_____
Raund	_____	Serch	_____
Raun d baut	_____	Ser chen jn	_____

Spelling and sounds are **different** in English. You have to learn **both parts** of each word!

a	<u>bat</u>	b	<u>bag</u>	eir	<u>pear</u>	hh	<u>loch</u>	l	<u>lake</u>	or	<u>ball</u>	t	<u>taxi</u>	uuw	<u>pure</u>
ai	<u>time</u>	ch	<u>cheese</u>	er	<u>shirt</u>	i	<u>djsh</u>	m	<u>music</u>	oy	<u>toy</u>	th	<u>brother</u>	v	<u>van</u>
aiy	<u>hire</u>	d	<u>dice</u>	eu	<u>home</u>	ii	<u>happy</u>	n	<u>nurse</u>	p	<u>pig</u>	tt	<u>thousand</u>	w	<u>week</u>
ar	<u>star</u>	e	<u>leg</u>	f	<u>frog</u>	iy	<u>here</u>	ng	<u>ring</u>	r	<u>road</u>	u	<u>cup</u>	y	<u>yoghurt</u>
au	<u>cow</u>	ee	<u>three</u>	g	<u>glass</u>	j	<u>jam</u>	o	<u>sock</u>	s	<u>snow</u>	uh	<u>arrive</u>	z	<u>zip</u>
auw	<u>power</u>	ei	<u>plane</u>	h	<u>head</u>	k	<u>kit</u>	oo	<u>shoot</u>	sh	<u>shop</u>	uu	<u>pull</u>	zz	<u>revision</u>

Talk a Lot

Clear Alphabet Dictionary

Translate from Clear Alphabet to Normal Spelling

See zn	_____	Shain	_____
See z nl werk	_____	Ship	_____
Seet	_____	Shert	_____
See_ belt	_____	Shoo	_____
Se knđ	_____	Shop	_____
s Kyuuw r tii	_____	Sho plift	_____
s Kyuuw r tii gard	_____	Sho pli fting	_____
See	_____	Sho ping	_____
See y	_____	Sho ping sen t	_____
Seem	_____	Short	_____
Self	_____	Shor_z	_____
sel f Steem	_____	Shuud	_____
Sel	_____	Sheul d	_____
se mii Keu lon	_____	Shaut	_____
Send	_____	Sheu	_____
Sen tns	_____	Shau w	_____
Sen tn stres	_____	Shut	_____
se p Rei shn	_____	si bling Rai vl rii	_____
se Ptem b	_____	Sik	_____
See kwł	_____	Said	_____
Siy riys	_____	Sai dmi r	_____
Serv	_____	Sai dbord	_____
Ser vi stei shn	_____	Sai tkik	_____
Set	_____	Sain	_____
Se vn	_____	sai ln_ Le t	_____
se vn Teen	_____	Sim pl	_____
Se vn tii	_____	Sins	_____
Se vrl	_____	Sing	_____
Sheik	_____	Sing uh	_____
Shal	_____	sing gl Peir rnt	_____
shein Worn	_____	Sing gy l form	_____
Sheip	_____	Singk	_____
Shark	_____	Si st	_____
Shee	_____	Si st rin lor	_____
Sheep	_____	Sit	_____
Shelf	_____	Si_ Daun	_____
sher w Tfo rist	_____	Siks	_____

Spelling and sounds are **different** in English. You have to learn **both parts** of each word!

a	bat	b	bag	eir	pear	hh	loch	l	lake	or	ball	t	taxi	uuw	pure
ai	time	ch	cheese	er	shirt	i	djsh	m	music	oy	toy	th	brother	v	van
aiy	hire	d	dice	eu	home	ii	happy	n	nurse	p	pig	tt	thousand	w	week
ar	star	e	leg	f	frog	iy	here	ng	ring	r	road	u	cup	y	yoghurt
au	cow	ee	three	g	glass	j	jam	o	sock	s	snow	uh	arrive	z	zip
auw	power	ei	plane	h	head	k	kit	oo	shoot	sh	shop	uu	pull	zz	revision

Talk a Lot

Clear Alphabet Dictionary

Translate from Clear Alphabet to Normal Spelling

si Ksteen	_____	Sum	_____
Si kstii	_____	Sum tting	_____
Saiz	_____	Sun	_____
ske Gnes	_____	Song	_____
Ske l tn	_____	Soon	_____
Skee ying	_____	Sort	_____
Skin	_____	Sor tv	_____
Skert	_____	Saund	_____
Skai	_____	Saun spain	_____
Slej	_____	Saun trak	_____
Sleep	_____	Soop	_____
Slee ping bag	_____	Soo shef	_____
Sleet	_____	Sautt	_____
Slim	_____	Spar	_____
Slip	_____	Spam	_____
Sli p	_____	Speek	_____
Sleu	_____	Spee Kaut	_____
Smorl	_____	Spee king	_____
Smel	_____	Spe shl	_____
Smail	_____	spe sh l Feks	_____
Smeuk	_____	Spee chmark	_____
Smooth	_____	Spel	_____
Sneil	_____	Spe ling	_____
Snoo k	_____	Spend	_____
Sneu	_____	Spai d	_____
sneu Deu niy	_____	Spin	_____
Sneu man	_____	Spain	_____
Seu	_____	Sport	_____
seu Far	_____	Spor_ skar	_____
seu t Speek	_____	Spring	_____
Seu po pr	_____	Skwosh	_____
seu shl Ne_ werk	_____	Stei diym	_____
Sok	_____	Sta gnait	_____
Seu f	_____	Steirz	_____
Soft	_____	Stand	_____
Seul j	_____	Stan Daut	_____
s Li s t	_____	Stan Dup	_____

Spelling and sounds are **different** in English. You have to learn **both parts** of each word!

a	<u>bat</u>	b	<u>bag</u>	eir	<u>pear</u>	hh	<u>loch</u>	l	<u>lake</u>	or	<u>ball</u>	t	<u>taxi</u>	uuw	<u>pure</u>
ai	<u>time</u>	ch	<u>cheese</u>	er	<u>shirt</u>	i	<u>djsh</u>	m	<u>music</u>	oy	<u>toy</u>	th	<u>brother</u>	v	<u>van</u>
aiy	<u>hire</u>	d	<u>dice</u>	eu	<u>home</u>	ii	<u>happy</u>	n	<u>nurse</u>	p	<u>pig</u>	tt	<u>thousand</u>	w	<u>week</u>
ar	<u>star</u>	e	<u>leg</u>	f	<u>frog</u>	iy	<u>here</u>	ng	<u>ring</u>	r	<u>road</u>	u	<u>cup</u>	y	<u>yoghurt</u>
au	<u>cow</u>	ee	<u>three</u>	g	<u>glass</u>	j	<u>jam</u>	o	<u>sock</u>	s	<u>snow</u>	uh	<u>arrive</u>	z	<u>zip</u>
auw	<u>power</u>	ei	<u>plane</u>	h	<u>head</u>	k	<u>kit</u>	oo	<u>shoot</u>	sh	<u>shop</u>	uu	<u>pull</u>	zz	<u>revision</u>

Talk a Lot

Clear Alphabet Dictionary

Translate from Clear Alphabet to Normal Spelling

Star	_____	Strong	_____
Star fish	_____	Strong form	_____
Start	_____	strong Stres	_____
Steit	_____	Schoo dnt	_____
stei_ Pen shn	_____	schoo dn_ Leun	_____
Stei shn	_____	Stu dii	_____
Stei	_____	Schoo pid	_____
Stiyl	_____	Su pjekt	_____
Stiy ring wiy	_____	Su ptai tlz	_____
Step	_____	su Kseed	_____
Ste rii yeu	_____	su Kses	_____
Ste tt skeup	_____	Such	_____
e stii Yai	_____	Su fiks	_____
Sti Ktoo	_____	s Jest	_____
Stil	_____	Soo w said	_____
Sti chz	_____	Soot	_____
Sto kmar kit	_____	Su m	_____
Stu mk	_____	Sun	_____
Stu m keik	_____	Sun bei thing	_____
steun Henj	_____	Sun blok	_____
Stuud	_____	Sun dei	_____
Stop	_____	sun dei Drai v	_____
Storm	_____	Sun glar sz	_____
Stor rii	_____	Sun set	_____
Streinj	_____	Sun tan	_____
Stra t jii	_____	Soo p	_____
Stor b rii	_____	Soo p mar kit	_____
Streem	_____	s Port	_____
stree ming Vi dii yeu	_____	s Por t	_____
Street	_____	Shuuw	_____
Stres	_____	Ser fs	_____
Stre smark	_____	Ser jn	_____
Stre spa tn	_____	Ser j rii	_____
stre Si l bl	_____	s raun Tsaund	_____
Stre ch	_____	Su spekt	_____
Straik	_____	Swim	_____
String	_____	Swi ming	_____

Spelling and sounds are **different** in English. You have to learn **both parts** of each word!

a	<u>bat</u>	b	<u>bag</u>	eir	<u>pear</u>	hh	<u>loch</u>	l	<u>lake</u>	or	<u>ball</u>	t	<u>taxi</u>	uuw	<u>pure</u>
ai	<u>time</u>	ch	<u>cheese</u>	er	<u>shirt</u>	i	<u>djsh</u>	m	<u>music</u>	oy	<u>toy</u>	th	<u>brother</u>	v	<u>van</u>
aiy	<u>hire</u>	d	<u>dice</u>	eu	<u>home</u>	ii	<u>happy</u>	n	<u>nurse</u>	p	<u>pig</u>	tt	<u>thousand</u>	w	<u>week</u>
ar	<u>star</u>	e	<u>leg</u>	f	<u>frog</u>	iy	<u>here</u>	ng	<u>ring</u>	r	<u>road</u>	u	<u>cup</u>	y	<u>yoghurt</u>
au	<u>cow</u>	ee	<u>three</u>	g	<u>glass</u>	j	<u>jam</u>	o	<u>sock</u>	s	<u>snow</u>	uh	<u>arrive</u>	z	<u>zip</u>
auw	<u>power</u>	ei	<u>plane</u>	h	<u>head</u>	k	<u>kit</u>	oo	<u>shoot</u>	sh	<u>shop</u>	uu	<u>pull</u>	zz	<u>revision</u>

Talk a Lot

Clear Alphabet Dictionary

Translate from Clear Alphabet to Normal Spelling

Swi ming pool	_____	Te r rizm	_____
Swai pkard	_____	Test	_____
Swi Chof	_____	Tekst	_____
Swi Chon	_____	Than	_____
Si dnii	_____	Ttangk	_____
Si l bl	_____	That	_____
s Rinj	_____	Th / Thii	_____
Tar	_____	Ttiy t	_____
Tei bl	_____	Tteft	_____
Tei bl te nis	_____	Their	_____
Ta bltz	_____	Them	_____
Ta bloid	_____	Then	_____
Teil	_____	Their	_____
Teik	_____	tt Mo m t	_____
Tei k Wei	_____	Theez	_____
Tei Kof	_____	Thei	_____
Tei Kaut	_____	Tteef	_____
Tork	_____	Tting	_____
Teist	_____	Ttingk	_____
Taks	_____	tter tkn Di shnl	_____
Ta kso fis	_____	tter Teen	_____
Ta ksii	_____	Tter tii	_____
Teech	_____	This	_____
Tee ch	_____	Theuz	_____
Teem	_____	Theu	_____
Teir	_____	Ttort	_____
Tee nei j	_____	Ttau znd	_____
te l Vi zzn	_____	Ttre tn	_____
Tel	_____	Ttree	_____
Tem pr ch	_____	Ttri l	_____
Ten	_____	Ttreut	_____
Te nis	_____	Ttroo	_____
Te ni skort	_____	Ttreu	_____
Tens	_____	Tter zdei	_____
Tent	_____	Ti kit	_____
Ter m nl	_____	Tai	_____
ter m n Lil ns	_____	Tai g	_____

Spelling and sounds are **different** in English. You have to learn **both parts** of each word!

a	<u>bat</u>	b	<u>bag</u>	eir	<u>pear</u>	hh	<u>loch</u>	l	<u>lake</u>	or	<u>ball</u>	t	<u>taxi</u>	uuw	<u>pure</u>
ai	<u>time</u>	ch	<u>cheese</u>	er	<u>shirt</u>	i	<u>djsh</u>	m	<u>music</u>	oy	<u>toy</u>	th	<u>brother</u>	v	<u>van</u>
aiy	<u>hire</u>	d	<u>dice</u>	eu	<u>home</u>	ii	<u>happy</u>	n	<u>nurse</u>	p	<u>pig</u>	tt	<u>thousand</u>	w	<u>week</u>
ar	<u>star</u>	e	<u>leg</u>	f	<u>frog</u>	iy	<u>here</u>	ng	<u>ring</u>	r	<u>road</u>	u	<u>cup</u>	y	<u>yoghurt</u>
au	<u>cow</u>	ee	<u>three</u>	g	<u>glass</u>	j	<u>jam</u>	o	<u>sock</u>	s	<u>snow</u>	uh	<u>arrive</u>	z	<u>zip</u>
auw	<u>power</u>	ei	<u>plane</u>	h	<u>head</u>	k	<u>kit</u>	oo	<u>shoot</u>	sh	<u>shop</u>	uu	<u>pull</u>	zz	<u>revision</u>

Talk a Lot

Clear Alphabet Dictionary

Translate from Clear Alphabet to Normal Spelling

Taitz	_____	tran sp Tei shn	_____
Til	_____	Tra v lei jnt	_____
Taim	_____	Tre bl	_____
Taiyd	_____	Tree	_____
Tai tl	_____	Trail	_____
Too	_____	Tro lii	_____
t Dei	_____	Trau zs	_____
Teu	_____	Troo wn sii	_____
t Ge th	_____	Troo	_____
Toy lt	_____	Trum pt	_____
Teuld	_____	Trust	_____
t Mar teu	_____	Trai	_____
Tung	_____	Trai Yon	_____
Too	_____	Tee shirt	_____
Tuuk	_____	tsoo Nar mii	_____
Toott	_____	Choo zdei	_____
Too ttbrush	_____	Ter by lns	_____
Too ttpeist	_____	Tern	_____
Top	_____	Ter Nof	_____
Tor ts	_____	Ter Non	_____
Tuch	_____	tee Vee lai sns	_____
Tu chskreen	_____	Twelv	_____
Tor rist	_____	Twen tii	_____
t Word	_____	Twist	_____
Taun	_____	Twi t	_____
taun Horl	_____	Too	_____
Tra ksoot	_____	Taip	_____
Tra kt	_____	Taiy	_____
Tra fi klai_z	_____	U glii	_____
Trein	_____	Uh eu	_____
Trein drai v	_____	yoo Kei	_____
Trei n	_____	oo Loo roo	_____
Trei ning Kors	_____	um Bre l	_____
Tran sfer	_____	Ung kl	_____
tran Zleit	_____	Un d	_____
tran Zlei shn	_____	un d Stand	_____
Tran sport	_____	Un d weir	_____

Spelling and sounds are **different** in English. You have to learn **both parts** of each word!

a	<u>bat</u>	b	<u>bag</u>	eir	<u>pear</u>	hh	<u>loch</u>	l	<u>lake</u>	or	<u>ball</u>	t	<u>taxi</u>	uuw	<u>pure</u>
ai	<u>time</u>	ch	<u>cheese</u>	er	<u>shirt</u>	i	<u>djsh</u>	m	<u>music</u>	oy	<u>toy</u>	th	<u>brother</u>	v	<u>van</u>
aiy	<u>hire</u>	d	<u>dice</u>	eu	<u>home</u>	ii	<u>happy</u>	n	<u>nurse</u>	p	<u>pig</u>	tt	<u>thousand</u>	w	<u>week</u>
ar	<u>star</u>	e	<u>leg</u>	f	<u>frog</u>	iy	<u>here</u>	ng	<u>ring</u>	r	<u>road</u>	u	<u>cup</u>	y	<u>yoghurt</u>
au	<u>cow</u>	ee	<u>three</u>	g	<u>glass</u>	j	<u>jam</u>	o	<u>sock</u>	s	<u>snow</u>	uh	<u>arrive</u>	z	<u>zip</u>
auw	<u>power</u>	ei	<u>plane</u>	h	<u>head</u>	k	<u>kit</u>	oo	<u>shoot</u>	sh	<u>shop</u>	uu	<u>pull</u>	zz	<u>revision</u>

Talk a Lot

Clear Alphabet Dictionary

Translate from Clear Alphabet to Normal Spelling

Yoo n form	_____	Vi z ting auwz	_____
Yoo nit	_____	veu Ka by l rii	_____
yoo nai t Tking dm	_____	Voys	_____
yoo nai t Tnei shnz	_____	Vo lii borl	_____
yoo n Ver s tii	_____	Vo ln trii werk	_____
un Kaind	_____	Veut	_____
un Les	_____	Veu t	_____
un Til	_____	Vauwl	_____
Up	_____	Vauwl klu st	_____
u Pdeit	_____	Vauwl saund	_____
U pgreid	_____	Weit	_____
uh Pon	_____	Wei t	_____
u p Keis	_____	Wei ting list	_____
yoo war Rel	_____	Wei ting room	_____
Us	_____	Wei Kup	_____
Yooz	_____	Wei ku pkorl	_____
Yoo z neim	_____	Weilz	_____
Yoo zzwl	_____	Work	_____
Vei kn sii	_____	Wor k baut	_____
Va lii	_____	Worl	_____
Van	_____	Wo lt	_____
Ve cht bl	_____	Wont	_____
ve j Teir riyn	_____	Wor	_____
Vein	_____	Word	_____
Verb	_____	Wor dreub	_____
Vers	_____	Worm	_____
Ve rii	_____	Worn	_____
Vest	_____	Woz	_____
Vi ktim	_____	Wosh	_____
Vi dii yeu kam r	_____	Weist	_____
Vyoo w	_____	Woch	_____
Vi lij	_____	wo ching tee Vee	_____
Vaiy lns	_____	Wor t	_____
vaivy Lin	_____	Weiv	_____
Vaiy rs	_____	Wei	_____
Vee z	_____	wei Yin	_____
Vi zit	_____	wei Yaut	_____

Spelling and sounds are **different** in English. You have to learn **both parts** of each word!

a	<u>bat</u>	b	<u>bag</u>	eir	<u>pear</u>	hh	<u>loch</u>	l	<u>lake</u>	or	<u>ball</u>	t	<u>taxi</u>	uuw	<u>pure</u>
ai	<u>time</u>	ch	<u>cheese</u>	er	<u>shirt</u>	i	<u>djsh</u>	m	<u>music</u>	oy	<u>toy</u>	th	<u>brother</u>	v	<u>van</u>
aiy	<u>hire</u>	d	<u>dice</u>	eu	<u>home</u>	ii	<u>happy</u>	n	<u>nurse</u>	p	<u>pig</u>	tt	<u>thousand</u>	w	<u>week</u>
ar	<u>star</u>	e	<u>leg</u>	f	<u>frog</u>	iy	<u>here</u>	ng	<u>ring</u>	r	<u>road</u>	u	<u>cup</u>	y	<u>yoghurt</u>
au	<u>cow</u>	ee	<u>three</u>	g	<u>glass</u>	j	<u>jam</u>	o	<u>sock</u>	s	<u>snow</u>	uh	<u>arrive</u>	z	<u>zip</u>
auw	<u>power</u>	ei	<u>plane</u>	h	<u>head</u>	k	<u>kit</u>	oo	<u>shoot</u>	sh	<u>shop</u>	uu	<u>pull</u>	zz	<u>revision</u>

Talk a Lot

Clear Alphabet Dictionary

Translate from Clear Alphabet to Normal Spelling

Wee	_____	Heul	_____
Week	_____	Hooz	_____
Wee kform	_____	Wai	_____
Weir	_____	Waid	_____
We th	_____	Wai tskreen	_____
We th for karst	_____	Wi deu	_____
We_ peij	_____	Waif	_____
We_ pser v	_____	Wai fai	_____
We_ pkam	_____	Wai fai d vais	_____
We_ psait	_____	Wil	_____
We ding	_____	Wim bl dn	_____
Wen zdei	_____	Win	_____
Week	_____	Wind	_____
wee Kend	_____	Win tfarm	_____
Wei	_____	Win tskreen	_____
Weit	_____	Wain	_____
Wel km	_____	Wi n	_____
Wel	_____	Win t	_____
Went	_____	win t Taiyz	_____
Wer	_____	Wish	_____
West	_____	wi Shwel	_____
Wet	_____	With	_____
Weil	_____	wi Thdrorl	_____
Wot	_____	wi Thaut	_____
wo Te v	_____	Wi_ ns	_____
Wyl	_____	Wuu mn	_____
Wyl cheir	_____	Wun d	_____
Wen	_____	Wuud	_____
we Ne v	_____	Werd	_____
Weir	_____	Wer tstres	_____
weir Re v	_____	Werk	_____
We th	_____	wer k Kspiy riyns	_____
Wich	_____	Wer Kon	_____
wi Che v	_____	Werld	_____
Wail	_____	werl dwai Dweb	_____
Wait	_____	Werm	_____
Hoo	_____	Wu rid	_____

Spelling and sounds are **different** in English. You have to learn **both parts** of each word!

a	<u>bat</u>	b	<u>bag</u>	eir	<u>pear</u>	hh	<u>loch</u>	l	<u>lake</u>	or	<u>ball</u>	t	<u>taxi</u>	uuw	<u>pure</u>
ai	<u>time</u>	ch	<u>cheese</u>	er	<u>shirt</u>	i	<u>djsh</u>	m	<u>music</u>	oy	<u>toy</u>	th	<u>brother</u>	v	<u>van</u>
aiy	<u>hire</u>	d	<u>dice</u>	eu	<u>home</u>	ii	<u>happy</u>	n	<u>nurse</u>	p	<u>pig</u>	tt	<u>thousand</u>	w	<u>week</u>
ar	<u>star</u>	e	<u>leg</u>	f	<u>frog</u>	iy	<u>here</u>	ng	<u>ring</u>	r	<u>road</u>	u	<u>cup</u>	y	<u>yoghurt</u>
au	<u>cow</u>	ee	<u>three</u>	g	<u>glass</u>	j	<u>jam</u>	o	<u>sock</u>	s	<u>snow</u>	uh	<u>arrive</u>	z	<u>zip</u>
auw	<u>power</u>	ei	<u>plane</u>	h	<u>head</u>	k	<u>kit</u>	oo	<u>shoot</u>	sh	<u>shop</u>	uu	<u>pull</u>	zz	<u>revision</u>

Talk a Lot

Clear Alphabet Dictionary

Translate from Clear Alphabet to Normal Spelling

Wu rii	_____
Wers	_____
Wuud	_____
Wau	_____
Rist	_____
Rait	_____
Rai_ Daun	_____
Rai ting	_____
Rong	_____
E ksrei	_____
Yiy	_____
Ye leu	_____
Yes	_____
Yet	_____
York	_____
Yoo	_____
Yung	_____
Yor	_____
Yorz	_____
Yoo choob	_____
Ze br	_____
ze br Kro sing	_____
Ziy reu	_____
ziy reu kn Di shnl	_____
Zip	_____

Spelling and sounds are **different** in English. You have to learn **both parts** of each word!

a	<u>bat</u>	b	<u>bag</u>	eir	<u>pear</u>	hh	<u>loch</u>	l	<u>lake</u>	or	<u>ball</u>	t	<u>taxi</u>	uuw	<u>pure</u>
ai	<u>tjme</u>	ch	<u>cheese</u>	er	<u>shjrt</u>	i	<u>djsh</u>	m	<u>music</u>	oy	<u>toy</u>	th	<u>brother</u>	v	<u>van</u>
aiy	<u>hire</u>	d	<u>dice</u>	eu	<u>h_ome</u>	ii	<u>happy</u>	n	<u>nurse</u>	p	<u>pig</u>	tt	<u>thousand</u>	w	<u>week</u>
ar	<u>star</u>	e	<u>leg</u>	f	<u>frog</u>	iy	<u>here</u>	ng	<u>ring</u>	r	<u>road</u>	u	<u>cup</u>	y	<u>yoghurt</u>
au	<u>cow</u>	ee	<u>three</u>	g	<u>glass</u>	j	<u>jam</u>	o	<u>sock</u>	s	<u>snow</u>	uh	<u>arrive</u>	z	<u>zip</u>
auw	<u>power</u>	ei	<u>plane</u>	h	<u>head</u>	k	<u>kit</u>	oo	<u>shoot</u>	sh	<u>shop</u>	uu	<u>pull</u>	zz	<u>revision</u>

Talk a Lot

Clear Alphabet Dictionary

Translate from Normal Spelling to Clear Alphabet

a	_____	against	_____
A & E	_____	age	_____
a bit	_____	ago	_____
a few	_____	agree	_____
a little	_____	agree with	_____
Aberdeen	_____	air	_____
able	_____	airline	_____
about	_____	airport	_____
above	_____	aisle	_____
absolutely	_____	alcoholism	_____
accelerator	_____	all	_____
accept	_____	allergy	_____
accident	_____	allow	_____
account	_____	alphabet	_____
accountant	_____	also	_____
ache	_____	although	_____
achievement	_____	Alton Towers	_____
acne	_____	always	_____
act	_____	am	_____
action	_____	ambition	_____
actor	_____	ambulance	_____
actress	_____	among	_____
add	_____	amusement park	_____
addiction	_____	an	_____
adjective	_____	anaesthetic	_____
admin assistant	_____	anarchist	_____
adolescence	_____	and	_____
adopted family	_____	angry	_____
adverb	_____	animal	_____
adverbial clause	_____	animation	_____
advert	_____	ankle	_____
advertising	_____	anniversary	_____
advise	_____	another	_____
aeroplane	_____	answer	_____
affair	_____	ant	_____
afford	_____	any	_____
after	_____	anyone	_____
after all	_____	apartment	_____
again	_____	apartment block	_____

Spelling and sounds are **different** in English. You have to learn **both parts** of each word!

a	bat	b	bag	eir	pear	hh	loch	l	lake	or	ball	t	taxi	uuw	pure
ai	time	ch	cheese	er	shirt	i	dish	m	music	oy	toy	th	brother	v	van
aiy	hire	d	dice	eu	home	ii	happy	n	nurse	p	pig	tt	thousand	w	week
ar	star	e	leg	f	frog	iy	here	ng	ring	r	road	u	cup	y	yoghurt
au	cow	ee	three	g	glass	j	jam	o	sock	s	snow	uh	arrive	z	zip
auw	power	ei	plane	h	head	k	kit	oo	shoot	sh	shop	uu	pull	zz	revision

Talk a Lot

Clear Alphabet Dictionary

Translate from Normal Spelling to Clear Alphabet

apologise	_____	August	_____
apostrophe	_____	aunt	_____
appeal	_____	Australia	_____
appear	_____	author	_____
appearance	_____	autobiography	_____
apple	_____	automatic	_____
application form	_____	autumn	_____
apply	_____	auxiliary verb	_____
apply for	_____	award	_____
appointment	_____	away	_____
April	_____	baby	_____
are	_____	back	_____
area	_____	back cover	_____
arm	_____	bad	_____
around	_____	badminton	_____
arrange	_____	bag	_____
arrest	_____	baker	_____
arrival	_____	bakery	_____
arrivals	_____	balance	_____
arrive	_____	ball	_____
arson	_____	ballet	_____
article	_____	ban	_____
artist	_____	banana	_____
as	_____	bank	_____
as long as	_____	bank account	_____
as soon as	_____	barbie	_____
as... as	_____	Barossa Valley	_____
ask	_____	base	_____
ask out	_____	baseball	_____
ask permission	_____	basketball	_____
assert	_____	bat	_____
assimilation	_____	bath	_____
assure	_____	bathroom	_____
at	_____	battery	_____
ate	_____	be	_____
athletics	_____	be able to	_____
attachment	_____	be born	_____
attack	_____	be cancelled	_____
audience	_____	be fed	_____

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a	bat	b	bag	eir	pear	hh	loch	l	lake	or	ball	t	taxi	uuw	pure
ai	time	ch	cheese	er	shirt	i	dish	m	music	oy	toy	th	brother	v	van
aiy	hire	d	dice	eu	home	ii	happy	n	nurse	p	pig	tt	thousand	w	week
ar	star	e	leg	f	frog	iy	here	ng	ring	r	road	u	cup	y	yoghurt
au	cow	ee	three	g	glass	j	jam	o	sock	s	snow	uh	arrive	z	zip
auw	power	ei	plane	h	head	k	kit	oo	shoot	sh	shop	uu	pull	zz	revision

Talk a Lot

Clear Alphabet Dictionary

Translate from Normal Spelling to Clear Alphabet

be married	_____	bike	_____
be mugged	_____	bill	_____
be stopped	_____	billion	_____
be written by	_____	biography	_____
beach	_____	bird	_____
bear	_____	birth	_____
beat	_____	birthday	_____
beautiful	_____	black	_____
beauty	_____	blackmail	_____
because	_____	blessing	_____
bed	_____	blockbuster	_____
bedroom	_____	bloke	_____
bee	_____	blood	_____
beef	_____	blood test	_____
been	_____	blouse	_____
beer	_____	blue	_____
before	_____	blues	_____
beg	_____	boarding pass	_____
began	_____	boat	_____
begin	_____	body	_____
behind	_____	body language	_____
Belfast	_____	bone	_____
believe	_____	book	_____
below	_____	bookshop	_____
belt	_____	boomerang	_____
bench	_____	boot	_____
bend over	_____	boredom	_____
beneath	_____	boring	_____
benefits	_____	borrow	_____
benefits trap	_____	both	_____
berate	_____	bouncer	_____
beside	_____	Bournemouth	_____
best	_____	bowling club	_____
best friend	_____	box	_____
best man	_____	box office	_____
better	_____	box set	_____
between	_____	boxing	_____
bias	_____	boy	_____
big	_____	boyfriend	_____

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a	bat	b	bag	eir	pear	hh	loch	l	lake	or	ball	t	taxi	uuv	pure
ai	time	ch	cheese	er	shirt	i	dish	m	music	oy	toy	th	brother	v	van
aiy	hire	d	dice	eu	home	ii	happy	n	nurse	p	pig	tt	thousand	w	week
ar	star	e	leg	f	frog	iy	here	ng	ring	r	road	u	cup	y	yoghurt
au	cow	ee	three	g	glass	j	jam	o	sock	s	snow	uh	arrive	z	zip
auw	power	ei	plane	h	head	k	kit	oo	shoot	sh	shop	uu	pull	zz	revision

Talk a Lot

Clear Alphabet Dictionary

Translate from Normal Spelling to Clear Alphabet

bra	_____	bungalow	_____
brackets	_____	burglar alarm	_____
brain	_____	bus	_____
brake	_____	bus stop	_____
brake light	_____	bush	_____
bread	_____	business class	_____
break	_____	business trip	_____
break down	_____	busy	_____
break in	_____	but	_____
Brick Lane	_____	butcher	_____
bride	_____	butter	_____
bridesmaid	_____	butterfly	_____
bridge	_____	buttons	_____
brief	_____	buy	_____
brilliant	_____	by	_____
bring	_____	by the way	_____
bring back	_____	café	_____
bring down	_____	call	_____
Brisbane	_____	calm	_____
Bristol	_____	Cambridge	_____
British	_____	came	_____
broken arm	_____	camping	_____
broken bone	_____	can	_____
broken home	_____	Canberra	_____
brother	_____	cancel	_____
brother-in-law	_____	cancellation	_____
brought	_____	cancer	_____
brown	_____	candidate	_____
browse	_____	canoe	_____
browser	_____	Captain Cook	_____
bruise	_____	car	_____
brush	_____	car park	_____
budget airline	_____	car showroom	_____
build	_____	Cardiff	_____
builder	_____	Cardigan Bay	_____
building	_____	care	_____
building site	_____	carpet	_____
bullying	_____	carrot	_____
bump into	_____	carry	_____

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aiy	hire	d	dice	eu	home	ii	happy	n	nurse	p	pig	tt	thousand	w	week
ar	star	e	leg	f	frog	iy	here	ng	ring	r	road	u	cup	y	yoghurt
au	cow	ee	three	g	glass	j	jam	o	sock	s	snow	uh	arrive	z	zip
auw	power	ei	plane	h	head	k	kit	oo	shoot	sh	shop	uu	pull	zz	revision

Talk a Lot

Clear Alphabet Dictionary

Translate from Normal Spelling to Clear Alphabet

case	_____	chick	_____
cash	_____	chicken	_____
cashpoint	_____	child	_____
casino	_____	child poverty	_____
cat	_____	childcare	_____
catch	_____	childhood	_____
Cate Blanchett	_____	children	_____
caterpillar	_____	children's book	_____
cathedral	_____	chin	_____
cause	_____	chips	_____
ceiling	_____	chocolate	_____
celebrate	_____	choir	_____
ensorship	_____	choose	_____
centre	_____	chorus	_____
cereal	_____	church	_____
certain	_____	cider	_____
championship	_____	cinema	_____
change	_____	citizen	_____
channel	_____	city	_____
chapter	_____	claim	_____
character	_____	clarify	_____
charity	_____	class	_____
chat	_____	classic	_____
chat up	_____	classical	_____
chatty	_____	classified advert	_____
chauffeur	_____	clause	_____
cheap	_____	clean	_____
check	_____	clear	_____
check-in desk	_____	clever	_____
checkout	_____	click	_____
cheek	_____	cliff	_____
cheerful	_____	climate change	_____
cheers	_____	climb	_____
cheese	_____	climbing	_____
chef	_____	clinic	_____
chemist	_____	close	_____
cheque	_____	clothes	_____
chequebook	_____	clothes shop	_____
chest	_____	cloud	_____

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a	bat	b	bag	eir	pear	hh	loch	l	lake	or	ball	t	taxi	uuw	pure
ai	time	ch	cheese	er	shirt	i	dish	m	music	oy	toy	th	brother	v	van
aiy	hire	d	dice	eu	home	ii	happy	n	nurse	p	pig	tt	thousand	w	week
ar	star	e	leg	f	frog	iy	here	ng	ring	r	road	u	cup	y	yoghurt
au	cow	ee	three	g	glass	j	jam	o	sock	s	snow	uh	arrive	z	zip
auw	power	ei	plane	h	head	k	kit	oo	shoot	sh	shop	uu	pull	zz	revision

Talk a Lot

Clear Alphabet Dictionary

Translate from Normal Spelling to Clear Alphabet

Clumber Park	_____	consonant	_____
clutch	_____	constituency	_____
coast	_____	consultant	_____
coat	_____	contact	_____
coffin	_____	contain	_____
coin	_____	content word	_____
cold	_____	contents	_____
college	_____	contraception	_____
colon	_____	contraction	_____
colour	_____	contrast	_____
comb	_____	convergence	_____
come	_____	convict	_____
come in	_____	convince	_____
come on	_____	cook	_____
come out	_____	cooker	_____
come out of	_____	cookie	_____
comedy	_____	cooking	_____
comfortable	_____	copy	_____
comma	_____	correct	_____
comment	_____	corridor	_____
commentator	_____	corruption	_____
common	_____	cough	_____
commuter	_____	could	_____
company	_____	council	_____
compare	_____	count	_____
competition	_____	country	_____
complain	_____	countryside	_____
complaint	_____	course	_____
complete	_____	course book	_____
computer	_____	court	_____
computer game	_____	cousin	_____
condemn	_____	cover	_____
conductor	_____	covering letter	_____
confirm	_____	cow	_____
congratulate	_____	crash	_____
conjunction	_____	credit card	_____
connect	_____	cricket	_____
connection	_____	crime	_____
console	_____	criminal	_____

Spelling and sounds are **different** in English. You have to learn **both parts** of each word!

a	bat	b	bag	eir	pear	hh	loch	l	lake	or	ball	t	taxi	uuw	pure
ai	tjme	ch	cheese	er	shjrt	i	djsh	m	music	oy	toj	th	brother	v	van
aiy	hire	d	dice	eu	home	ii	happy	n	nurse	p	pig	tt	thousand	w	week
ar	star	e	leg	f	frog	iy	here	ng	ring	r	road	u	cup	y	yoghurt
au	cow	ee	three	g	glass	j	jam	o	sock	s	snow	uh	arrive	z	zip
auw	power	ei	plane	h	head	k	kit	oo	shoot	sh	shop	uu	pull	zz	revision

Talk a Lot

Clear Alphabet Dictionary

Translate from Normal Spelling to Clear Alphabet

criminal record	_____	decide	_____
crisps	_____	decision	_____
criticise	_____	deep	_____
crocodile	_____	defendant	_____
crop	_____	delicatessen	_____
cross	_____	delicious	_____
cruise	_____	demand	_____
crutch	_____	democracy	_____
cry	_____	dentist	_____
cue	_____	department store	_____
cup	_____	departure	_____
cupboard	_____	departure lounge	_____
currency	_____	deposit	_____
curry	_____	Derby	_____
curse	_____	Derbyshire	_____
custody battle	_____	describe	_____
customer	_____	desert	_____
customs	_____	destination	_____
cut	_____	detached house	_____
cyberspace	_____	detective	_____
cycle	_____	detention	_____
cycling	_____	determiner	_____
cyclone	_____	develop	_____
dad	_____	diagnosis	_____
damage	_____	dictator	_____
dance	_____	dictionary	_____
dark	_____	did	_____
dash	_____	didgeridoo	_____
dashboard	_____	die	_____
data transfer	_____	differ	_____
dating	_____	different	_____
daughter	_____	difficult	_____
day	_____	digital radio	_____
deal with	_____	dining chair	_____
death	_____	dining room	_____
debate	_____	dining table	_____
debit card	_____	dinner	_____
debt	_____	diphthong	_____
December	_____	direct	_____

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a	bat	b	bag	eir	pear	hh	loch	l	lake	or	ball	t	taxi	uuv	pure
ai	time	ch	cheese	er	shirt	i	dish	m	music	oy	toy	th	brother	v	van
aiy	hire	d	dice	eu	home	ii	happy	n	nurse	p	pig	tt	thousand	w	week
ar	star	e	leg	f	frog	iy	here	ng	ring	r	road	u	cup	y	yoghurt
au	cow	ee	three	g	glass	j	jam	o	sock	s	snow	uh	arrive	z	zip
auw	power	ei	plane	h	head	k	kit	oo	shoot	sh	shop	uu	pull	zz	revision

Talk a Lot

Clear Alphabet Dictionary

Translate from Normal Spelling to Clear Alphabet

director	_____	during	_____
dirty	_____	duty manager	_____
disagree	_____	duty-free	_____
discipline	_____	DVD	_____
discover	_____	DVD player	_____
discrimination	_____	each	_____
discuss	_____	ear	_____
disillusionment	_____	early	_____
disown	_____	earn	_____
divorce	_____	earring	_____
DJ	_____	earth	_____
do	_____	ease	_____
doctor	_____	east	_____
does	_____	easy	_____
dog	_____	eat	_____
dolphin	_____	eat out	_____
donate	_____	ebook	_____
done	_____	economy	_____
don't	_____	economy class	_____
door	_____	Edinburgh	_____
double	_____	editor	_____
double bass	_____	education	_____
down	_____	egg	_____
download	_____	eight	_____
drama	_____	eighteen	_____
draw	_____	eighty	_____
dream	_____	either	_____
dress	_____	elbow	_____
drink	_____	election	_____
drip	_____	electric guitar	_____
drive	_____	electrician	_____
driver	_____	electronic tag	_____
driving licence	_____	elephant	_____
drizzle	_____	eleven	_____
drought	_____	elision	_____
drug trafficking	_____	email	_____
drum	_____	embarrassed	_____
dry	_____	emergency	_____
dry spell	_____	emergency exit	_____

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ai	time	ch	cheese	er	shirt	i	dish	m	music	oy	toy	th	brother	v	van
aiy	hire	d	dice	eu	home	ii	happy	n	nurse	p	pig	tt	thousand	w	week
ar	star	e	leg	f	frog	iy	here	ng	ring	r	road	u	cup	y	yoghurt
au	cow	ee	three	g	glass	j	jam	o	sock	s	snow	uh	arrive	z	zip
auw	power	ei	plane	h	head	k	kit	oo	shoot	sh	shop	uu	pull	zz	revision

Talk a Lot

Clear Alphabet Dictionary

Translate from Normal Spelling to Clear Alphabet

employment	_____	fact	_____
empty	_____	factory worker	_____
emu	_____	fail	_____
encourage	_____	faith	_____
end	_____	fall	_____
engagement	_____	family	_____
engine	_____	fantasy	_____
England	_____	far	_____
English	_____	fare	_____
English Channel	_____	farm	_____
enjoy	_____	farmer	_____
enough	_____	fascism	_____
en-suite bathroom	_____	fast	_____
enter	_____	fat	_____
enthusiasm	_____	father	_____
environment	_____	father-in-law	_____
escalator	_____	favorites	_____
estate agent	_____	favourite	_____
euthanasia	_____	feature	_____
evade	_____	February	_____
even	_____	feel	_____
ever	_____	feet	_____
every	_____	ferry	_____
everyone	_____	fertility treatment	_____
ex-	_____	fever	_____
examination	_____	few	_____
example	_____	fiancé	_____
except	_____	fiancée	_____
exciting	_____	fiction	_____
exercise	_____	field	_____
exit	_____	fifteen	_____
expenditure	_____	fifty	_____
expensive	_____	fight	_____
explain	_____	figure	_____
eye	_____	file sharing	_____
eye contact	_____	fill	_____
face	_____	film	_____
Facebook	_____	final	_____
facilities	_____	find	_____

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a	bat	b	bag	eir	pear	hh	loch	l	lake	or	ball	t	taxi	uuw	pure
ai	time	ch	cheese	er	shirt	i	dish	m	music	oy	toy	th	brother	v	van
aiy	hire	d	dice	eu	home	ii	happy	n	nurse	p	pig	tt	thousand	w	week
ar	star	e	leg	f	frog	iy	here	ng	ring	r	road	u	cup	y	yoghurt
au	cow	ee	three	g	glass	j	jam	o	sock	s	snow	uh	arrive	z	zip
auw	power	ei	plane	h	head	k	kit	oo	shoot	sh	shop	uu	pull	zz	revision

Talk a Lot

Clear Alphabet Dictionary

Translate from Normal Spelling to Clear Alphabet

find out	_____	for now	_____
fine	_____	for sure	_____
finger	_____	force	_____
fingerprints	_____	forest	_____
finish	_____	forest fire	_____
fire	_____	forget	_____
fireplace	_____	form	_____
first	_____	forty	_____
first conditional	_____	forum	_____
first kiss	_____	forward	_____
fish	_____	forward slash	_____
fish and chips	_____	foster parent	_____
fishing	_____	found	_____
fit	_____	four	_____
fitness suite	_____	fourteen	_____
five	_____	fraction	_____
fix	_____	free	_____
flat	_____	free practice	_____
flight	_____	free time	_____
flight attendant	_____	freedom	_____
flooding	_____	freesheet	_____
floor	_____	freezer	_____
flop	_____	Friday	_____
florist	_____	fridge	_____
flour	_____	friend	_____
flower	_____	friendship	_____
fly	_____	frog	_____
fog	_____	from	_____
fog lamps	_____	front	_____
fold	_____	front cover	_____
folk	_____	frown	_____
follow	_____	frozen food	_____
food	_____	fruit	_____
food hygiene	_____	fruit juice	_____
foot	_____	fuel	_____
football	_____	fuel bill	_____
football stadium	_____	full	_____
footy	_____	full stop	_____
for	_____	function word	_____

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a	bat	b	bag	eir	pear	hh	loch	l	lake	or	ball	t	taxi	uuv	pure
ai	time	ch	cheese	er	shirt	i	dish	m	music	oy	toy	th	brother	v	van
aiy	hire	d	dice	eu	home	ii	happy	n	nurse	p	pig	tt	thousand	w	week
ar	star	e	leg	f	frog	iy	here	ng	ring	r	road	u	cup	y	yoghurt
au	cow	ee	three	g	glass	j	jam	o	sock	s	snow	uh	arrive	z	zip
auw	power	ei	plane	h	head	k	kit	oo	shoot	sh	shop	uu	pull	zz	revision

Talk a Lot

Clear Alphabet Dictionary

Translate from Normal Spelling to Clear Alphabet

funeral	_____	glottal stop	_____
funeral expenses	_____	glove	_____
funny	_____	go	_____
future perfect	_____	God	_____
future simple	_____	go into	_____
Gallipoli	_____	go on	_____
gambling	_____	go out	_____
game	_____	go through	_____
garage	_____	go up	_____
garden	_____	goal	_____
gardener	_____	goes	_____
gate	_____	going	_____
gave	_____	going to	_____
GBH	_____	gold	_____
gear stick	_____	gold rush	_____
generalise	_____	goldfish	_____
genre	_____	golf	_____
geography	_____	good	_____
get	_____	Google	_____
get angry	_____	gorilla	_____
get burned	_____	gossip	_____
get divorced	_____	got	_____
get dressed	_____	govern	_____
get in	_____	government	_____
get off	_____	graduate	_____
get on	_____	graduation	_____
get on with	_____	grammar	_____
get out	_____	grandchild	_____
get promoted	_____	granddad	_____
get stung	_____	granddaughter	_____
get up	_____	grandma	_____
get worse	_____	grandson	_____
giraffe	_____	grass	_____
girl	_____	great	_____
girlfriend	_____	Great Britain	_____
give	_____	greedy	_____
give away	_____	green	_____
give back	_____	greengrocer	_____
glasses	_____	Greenwich	_____

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au	cow	ee	three	g	glass	j	jam	o	sock	s	snow	uh	arrive	z	zip
auw	power	ei	plane	h	head	k	kit	oo	shoot	sh	shop	uu	pull	zz	revision

Talk a Lot

Clear Alphabet Dictionary

Translate from Normal Spelling to Clear Alphabet

greet	_____	hazard	_____
grey	_____	HDTV	_____
groceries	_____	he	_____
groom	_____	head	_____
ground	_____	head for	_____
group	_____	head teacher	_____
grow	_____	headache	_____
growing pains	_____	headlights	_____
grumpy	_____	headline	_____
guess	_____	heal	_____
guilt	_____	health	_____
guitar	_____	healthy	_____
gun	_____	hear	_____
hacker	_____	heard	_____
had	_____	heart	_____
Hadrian's Wall	_____	heart attack	_____
hailstones	_____	heat	_____
hair	_____	heat wave	_____
hairdresser	_____	heavy	_____
half	_____	help	_____
hall	_____	her	_____
hand	_____	here	_____
handbag	_____	hero	_____
handbrake	_____	hey	_____
handcuffs	_____	hi	_____
handsome	_____	high	_____
hang	_____	high heels	_____
hang out	_____	Highway Code	_____
happen	_____	hiking	_____
happy	_____	hill	_____
hard	_____	him	_____
hardback	_____	hip-hop	_____
has	_____	hippopotamus	_____
hat	_____	his	_____
hate	_____	history	_____
Hathersage	_____	hit	_____
have	_____	hobby	_____
have pierced	_____	hockey	_____
have to	_____	hold	_____

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a	bat	b	bag	eir	pear	hh	loch	l	lake	or	ball	t	taxi	uuv	pure
ai	time	ch	cheese	er	shirt	i	dish	m	music	oy	toy	th	brother	v	van
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ar	star	e	leg	f	frog	iy	here	ng	ring	r	road	u	cup	y	yoghurt
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auw	power	ei	plane	h	head	k	kit	oo	shoot	sh	shop	uu	pull	zz	revision

Talk a Lot

Clear Alphabet Dictionary

Translate from Normal Spelling to Clear Alphabet

holiday	_____	immigration	_____
holiday rep	_____	important	_____
holiday resort	_____	impossible	_____
home	_____	improve	_____
home movie	_____	improvement	_____
home page	_____	in	_____
homework	_____	in fact	_____
homophone	_____	in general	_____
hope	_____	inbox	_____
horror	_____	inch	_____
horse	_____	include	_____
hospital	_____	income	_____
hospitality	_____	independence	_____
hot	_____	index	_____
hotel	_____	indicate	_____
hour	_____	indicator	_____
house	_____	infection	_____
housekeeper	_____	infinitive verb	_____
how	_____	inform	_____
how are you?	_____	ingratitude	_____
human body	_____	inheritance	_____
humiliate	_____	inject	_____
hundred	_____	injection	_____
hungry	_____	injury	_____
hurricane	_____	insect	_____
hurry	_____	instrument	_____
hurt	_____	insult	_____
husband	_____	interest	_____
hyphen	_____	interesting	_____
I	_____	internet	_____
ice	_____	interrupt	_____
ice hockey	_____	interviewer	_____
idea	_____	into	_____
idealism	_____	intonation	_____
ideology	_____	introduce	_____
if	_____	introduction	_____
illness	_____	intrusion	_____
illustration	_____	inversion	_____
imagine	_____	invest in	_____

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a	bat	b	bag	eir	pear	hh	loch	l	lake	or	ball	t	taxi	uuv	pure
ai	time	ch	cheese	er	shirt	i	dish	m	music	oy	toy	th	brother	v	van
aiy	hire	d	dice	eu	home	ii	happy	n	nurse	p	pig	tt	thousand	w	week
ar	star	e	leg	f	frog	iy	here	ng	ring	r	road	u	cup	y	yoghurt
au	cow	ee	three	g	glass	j	jam	o	sock	s	snow	uh	arrive	z	zip
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Talk a Lot

Clear Alphabet Dictionary

Translate from Normal Spelling to Clear Alphabet

investment	_____	kind	_____
invite	_____	kind of	_____
iron	_____	king	_____
is	_____	kiss	_____
island	_____	kitchen	_____
ISP	_____	knee	_____
it	_____	knew	_____
its	_____	knickers	_____
jacket	_____	knit	_____
January	_____	know	_____
jazz	_____	koala bear	_____
jealous	_____	Kylie Minogue	_____
jeans	_____	labour	_____
jeweller	_____	Labour Party	_____
jingle	_____	lake	_____
job	_____	Lake District	_____
job security	_____	lamb	_____
Jobcentre Plus	_____	land	_____
jobseeker	_____	Land's End	_____
jogging	_____	landing	_____
John O'Groats	_____	language	_____
join	_____	large	_____
joke	_____	last	_____
journalist	_____	late	_____
journey	_____	laugh	_____
judge	_____	lay	_____
July	_____	lazy	_____
jump	_____	lead	_____
jumper	_____	lead to	_____
June	_____	learn	_____
jury	_____	learner driver	_____
just	_____	learning	_____
justify	_____	leave	_____
kangaroo	_____	lecturer	_____
keep	_____	left	_____
key skills	_____	leg	_____
keyboard	_____	legislation	_____
kidney	_____	leisure centre	_____
kill	_____	lemonade	_____

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Talk a Lot

Clear Alphabet Dictionary

Translate from Normal Spelling to Clear Alphabet

lend	_____	look	_____
less	_____	look at	_____
lesson	_____	lose	_____
let	_____	lot	_____
letter	_____	loud	_____
level	_____	love	_____
library	_____	low	_____
licence plate	_____	lower case	_____
lie	_____	L-plate	_____
lie down	_____	luggage	_____
life	_____	lunch	_____
life event	_____	lung	_____
life sentence	_____	machine	_____
lift	_____	made	_____
light	_____	maid	_____
like	_____	main	_____
line	_____	main verb	_____
link	_____	majority	_____
linking	_____	make	_____
lion	_____	make sense	_____
lip	_____	make sure	_____
list	_____	make up	_____
listen to	_____	mammal	_____
listener	_____	man	_____
listening	_____	manager	_____
literature	_____	Manchester	_____
little	_____	many	_____
live	_____	map	_____
liver	_____	March	_____
living room	_____	mark	_____
lizard	_____	market	_____
Llandudno	_____	market place	_____
loan	_____	marriage	_____
local shop	_____	match	_____
Loch Ness	_____	mate	_____
London	_____	maternity	_____
loneliness	_____	matter	_____
long	_____	may	_____
long-haul flight	_____	May	_____

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ar	star	e	leg	f	frog	iy	here	ng	ring	r	road	u	cup	y	yoghurt
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auw	power	ei	plane	h	head	k	kit	oo	shoot	sh	shop	uu	pull	zz	revision

Talk a Lot

Clear Alphabet Dictionary

Translate from Normal Spelling to Clear Alphabet

mayor	_____	moon	_____
me	_____	morale	_____
meal	_____	more	_____
mean	_____	morning	_____
measure	_____	mortgage	_____
meat	_____	mortuary	_____
mechanic	_____	mosque	_____
media	_____	most	_____
medical student	_____	mother	_____
medium	_____	mother-in-law	_____
meet	_____	motor racing	_____
mega contraction	_____	motorbike	_____
melting pot	_____	motorway	_____
men	_____	mountain	_____
menopause	_____	mouse	_____
midwife	_____	mouth	_____
might	_____	move	_____
mile	_____	move up	_____
milk	_____	MP	_____
million	_____	much	_____
millionaire	_____	mum	_____
mind	_____	murder	_____
mineral water	_____	muscle	_____
minerals	_____	mushroom	_____
mining	_____	music	_____
minute	_____	musical	_____
miss	_____	musician	_____
mist	_____	must	_____
mistress	_____	my	_____
mobile	_____	myself	_____
mock	_____	nail	_____
modal form	_____	name	_____
modal verbs	_____	narrow	_____
model	_____	nasty	_____
monarchy	_____	national park	_____
Monday	_____	natural disaster	_____
money	_____	nature	_____
monkey	_____	near	_____
moody	_____	neck	_____

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aiy	hire	d	dice	eu	home	ii	happy	n	nurse	p	pig	tt	thousand	w	week
ar	star	e	leg	f	frog	iy	here	ng	ring	r	road	u	cup	y	yoghurt
au	cow	ee	three	g	glass	j	jam	o	sock	s	snow	uh	arrive	z	zip
auw	power	ei	plane	h	head	k	kit	oo	shoot	sh	shop	uu	pull	zz	revision

Talk a Lot

Clear Alphabet Dictionary

Translate from Normal Spelling to Clear Alphabet

necklace	_____	nought	_____
need	_____	noun	_____
needle	_____	novel	_____
negative	_____	November	_____
negative equity	_____	now	_____
neglect	_____	number	_____
neither... nor	_____	numeral	_____
nephew	_____	nurse	_____
nerves	_____	nursery nurse	_____
networking	_____	nut	_____
never	_____	obesity	_____
new	_____	object	_____
newspaper	_____	objective	_____
next	_____	oboe	_____
next to	_____	ocean	_____
NHS	_____	October	_____
nice	_____	octopus	_____
niece	_____	of	_____
night	_____	of course	_____
nightclub	_____	off	_____
nightdress	_____	offer	_____
nine	_____	office	_____
nineteen	_____	often	_____
ninety	_____	oh	_____
no	_____	oh no!	_____
nobody	_____	OK	_____
none	_____	old	_____
non-fiction	_____	old age	_____
Norfolk Broads	_____	Olympics	_____
normal	_____	on	_____
north	_____	once	_____
Northern Ireland	_____	once again	_____
Norwich	_____	one	_____
nose	_____	onion	_____
not	_____	only	_____
not at all	_____	oops	_____
note	_____	open	_____
nothing	_____	opening times	_____
notice	_____	operation	_____

Spelling and sounds are **different** in English. You have to learn **both parts** of each word!

a	bat	b	bag	eir	pear	hh	loch	l	lake	or	ball	t	taxi	uuw	pure
ai	time	ch	cheese	er	shirt	i	dish	m	music	oy	toy	th	brother	v	van
aiy	hire	d	dice	eu	home	ii	happy	n	nurse	p	pig	tt	thousand	w	week
ar	star	e	leg	f	frog	iy	here	ng	ring	r	road	u	cup	y	yoghurt
au	cow	ee	three	g	glass	j	jam	o	sock	s	snow	uh	arrive	z	zip
auw	power	ei	plane	h	head	k	kit	oo	shoot	sh	shop	uu	pull	zz	revision

Talk a Lot

Clear Alphabet Dictionary

Translate from Normal Spelling to Clear Alphabet

opposition	_____	part	_____
optician	_____	partner	_____
or	_____	pass	_____
orange	_____	passenger	_____
orchestra	_____	passport	_____
order	_____	passport control	_____
organ	_____	password	_____
organise	_____	past continuous	_____
Orkney	_____	past perfect	_____
other	_____	past simple	_____
ought to	_____	pasta	_____
our	_____	patient	_____
out	_____	pattern	_____
Outback	_____	pause	_____
outpatient	_____	pavement	_____
over	_____	pay	_____
overdraft	_____	pay for	_____
owe	_____	payment	_____
own	_____	peace	_____
Oxford	_____	pedal	_____
Pacific Ocean	_____	peer pressure	_____
pacifism	_____	pen drive	_____
pack	_____	pence	_____
page	_____	people	_____
page number	_____	performer	_____
pain	_____	perhaps	_____
painful	_____	perseverance	_____
panda	_____	person	_____
panic	_____	persuade	_____
pants	_____	petrol pump	_____
paparazzi	_____	pharmacist	_____
paper	_____	pharmacy	_____
paperback	_____	phone	_____
paragraph	_____	phoneme	_____
pardon	_____	phonetics	_____
parent	_____	phonics	_____
park	_____	phrase	_____
parking ticket	_____	piano	_____
Parliament	_____	pick	_____

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a	bat	b	bag	eir	pear	hh	loch	l	lake	or	ball	t	taxi	uuv	pure
ai	time	ch	cheese	er	shirt	i	dish	m	music	oy	toy	th	brother	v	van
aiy	hire	d	dice	eu	home	ii	happy	n	nurse	p	pig	tt	thousand	w	week
ar	star	e	leg	f	frog	iy	here	ng	ring	r	road	u	cup	y	yoghurt
au	cow	ee	three	g	glass	j	jam	o	sock	s	snow	uh	arrive	z	zip
auw	power	ei	plane	h	head	k	kit	oo	shoot	sh	shop	uu	pull	zz	revision

Talk a Lot

Clear Alphabet Dictionary

Translate from Normal Spelling to Clear Alphabet

pick up	_____	pose	_____
picnic	_____	positive	_____
picture	_____	possible	_____
pie	_____	post	_____
piece	_____	post office	_____
pig	_____	potato	_____
pilot	_____	pound	_____
pink	_____	poverty	_____
pint	_____	power	_____
pizza	_____	practise	_____
place	_____	praise	_____
plain	_____	predict	_____
plan	_____	prediction	_____
plane	_____	prefer	_____
plant	_____	pregnancy	_____
plaster	_____	preparation	_____
play	_____	prepare	_____
player	_____	preposition	_____
playground	_____	prescription	_____
playlist	_____	present perfect	_____
please	_____	present simple	_____
plot	_____	presentation	_____
plumber	_____	presenter	_____
plural form	_____	president	_____
podcast	_____	press	_____
poetry	_____	pretty	_____
point	_____	price	_____
police officer	_____	prime minister	_____
police station	_____	print	_____
policy	_____	priority boarding	_____
politician	_____	prison	_____
politics	_____	prison sentence	_____
pom	_____	problem	_____
poor	_____	produce	_____
pop	_____	product	_____
pop star	_____	profile	_____
popcorn	_____	programme	_____
port	_____	prohibit	_____
porter	_____	projectionist	_____

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a	bat	b	bag	eir	pear	hh	loch	l	lake	or	ball	t	taxi	uuw	pure
ai	time	ch	cheese	er	shirt	i	dish	m	music	oy	toy	th	brother	v	van
aiy	hire	d	dice	eu	home	ii	happy	n	nurse	p	pig	tt	thousand	w	week
ar	star	e	leg	f	frog	iy	here	ng	ring	r	road	u	cup	y	yoghurt
au	cow	ee	three	g	glass	j	jam	o	sock	s	snow	uh	arrive	z	zip
auw	power	ei	plane	h	head	k	kit	oo	shoot	sh	shop	uu	pull	zz	revision

Talk a Lot

Clear Alphabet Dictionary

Translate from Normal Spelling to Clear Alphabet

promise	_____	raise	_____
promote	_____	raise money	_____
promotion	_____	ran	_____
pronoun	_____	rash	_____
pronunciation	_____	ratings	_____
protest	_____	reach	_____
prove	_____	read	_____
psychiatrist	_____	reader	_____
public	_____	reading	_____
public toilet	_____	ready	_____
puck	_____	real	_____
pull	_____	reality TV	_____
punishment	_____	rear view mirror	_____
purple	_____	reassure	_____
purse	_____	receipt	_____
push	_____	receive	_____
put	_____	receptionist	_____
put down	_____	recharge	_____
put on	_____	reckon	_____
pyjamas	_____	recline	_____
qualification	_____	reconciliation	_____
quarter	_____	record	_____
Queensland	_____	recycle	_____
question	_____	red	_____
question mark	_____	redundancy	_____
queue	_____	referee	_____
quick	_____	refund	_____
quid	_____	refuse	_____
quiet	_____	refute	_____
quotation	_____	regret	_____
R & B	_____	reject	_____
rabbit	_____	rejection letter	_____
racquet	_____	relaxation	_____
radiator	_____	remember	_____
radio	_____	remote control	_____
rain	_____	remove	_____
rainbow	_____	renege	_____
raincoat	_____	renew	_____
rainforest	_____	rent	_____

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a	bat	b	bag	eir	pear	hh	loch	l	lake	or	ball	t	taxi	uuv	pure
ai	time	ch	cheese	er	shirt	i	dish	m	music	oy	toy	th	brother	v	van
aiy	hire	d	dice	eu	home	ii	happy	n	nurse	p	pig	tt	thousand	w	week
ar	star	e	leg	f	frog	iy	here	ng	ring	r	road	u	cup	y	yoghurt
au	cow	ee	three	g	glass	j	jam	o	sock	s	snow	uh	arrive	z	zip
auw	power	ei	plane	h	head	k	kit	oo	shoot	sh	shop	uu	pull	zz	revision

Talk a Lot

Clear Alphabet Dictionary

Translate from Normal Spelling to Clear Alphabet

rental	_____	sailing	_____
reply	_____	salary	_____
representative	_____	sale	_____
research	_____	sales assistant	_____
reservation	_____	same	_____
reservoir	_____	sand	_____
rest	_____	satire	_____
restaurant	_____	Saturday	_____
retirement home	_____	sauna	_____
return	_____	sausage	_____
review	_____	save	_____
rice	_____	save up	_____
rich	_____	savings	_____
ride	_____	saw	_____
right	_____	saxophone	_____
ring	_____	say	_____
risk	_____	scales	_____
rival	_____	scarf	_____
river	_____	scary	_____
r-linking	_____	school	_____
road	_____	Schwa sound	_____
road rage	_____	science	_____
road sign	_____	science fiction	_____
rock	_____	score	_____
roll	_____	Scotland	_____
romance	_____	screenplay	_____
room	_____	sea	_____
room service	_____	search	_____
rough	_____	search engine	_____
round	_____	season	_____
roundabout	_____	seasonal work	_____
rubbish	_____	seat	_____
rugby	_____	seatbelt	_____
rule	_____	second	_____
run	_____	security	_____
runway	_____	security guard	_____
sad	_____	see	_____
safari park	_____	see you	_____
said	_____	seem	_____

Spelling and sounds are **different** in English. You have to learn **both parts** of each word!

a	bat	b	bag	eir	pear	hh	loch	l	lake	or	ball	t	taxi	uuv	pure
ai	time	ch	cheese	er	shirt	i	djsh	m	music	oy	toy	th	brother	v	van
aiy	hire	d	dice	eu	home	ii	happy	n	nurse	p	pig	tt	thousand	w	week
ar	star	e	leg	f	frog	iy	here	ng	ring	r	road	u	cup	y	yoghurt
au	cow	ee	three	g	glass	j	jam	o	sock	s	snow	uh	arrive	z	zip
auw	power	ei	plane	h	head	k	kit	oo	shoot	sh	shop	uu	pull	zz	revision

Talk a Lot

Clear Alphabet Dictionary

Translate from Normal Spelling to Clear Alphabet

self	_____	shoulder	_____
self-esteem	_____	shout	_____
sell	_____	show	_____
semi-colon	_____	shower	_____
send	_____	shut	_____
sentence	_____	sibling rivalry	_____
sentence stress	_____	sick	_____
separation	_____	side	_____
September	_____	side mirror	_____
sequel	_____	sideboard	_____
serious	_____	sidekick	_____
serve	_____	sign	_____
service station	_____	silent letter	_____
set	_____	simple	_____
seven	_____	since	_____
seventeen	_____	sing	_____
seventy	_____	singer	_____
several	_____	single parent	_____
shake	_____	singular form	_____
shall	_____	sink	_____
Shane Warne	_____	sister	_____
shape	_____	sister-in-law	_____
shark	_____	sit	_____
she	_____	sit down	_____
sheep	_____	six	_____
shelf	_____	sixteen	_____
Sherwood Forest	_____	sixty	_____
shine	_____	size	_____
ship	_____	Skegness	_____
shirt	_____	skeleton	_____
shoe	_____	skiing	_____
shop	_____	skin	_____
shoplift	_____	skirt	_____
shoplifting	_____	sky	_____
shopping	_____	sledge	_____
shopping centre	_____	sleep	_____
short	_____	sleeping bag	_____
shorts	_____	sleet	_____
should	_____	slim	_____

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a	bat	b	bag	eir	pear	hh	loch	l	lake	or	ball	t	taxi	uuw	pure
ai	time	ch	cheese	er	shirt	i	dish	m	music	oy	toy	th	brother	v	van
aiy	hire	d	dice	eu	home	ii	happy	n	nurse	p	pig	tt	thousand	w	week
ar	star	e	leg	f	frog	iy	here	ng	ring	r	road	u	cup	y	yoghurt
au	cow	ee	three	g	glass	j	jam	o	sock	s	snow	uh	arrive	z	zip
auw	power	ei	plane	h	head	k	kit	oo	shoot	sh	shop	uu	pull	zz	revision

Talk a Lot

Clear Alphabet Dictionary

Translate from Normal Spelling to Clear Alphabet

stomach ache	_____	Sunday	_____
Stonehenge	_____	Sunday driver	_____
stood	_____	sunglasses	_____
stop	_____	sunset	_____
storm	_____	suntan	_____
story	_____	super	_____
strange	_____	supermarket	_____
strategy	_____	support	_____
strawberry	_____	supporter	_____
stream	_____	sure	_____
streaming video	_____	surface	_____
street	_____	surgeon	_____
stress	_____	surgery	_____
stress mark	_____	surround sound	_____
stress pattern	_____	suspect	_____
stressed syllable	_____	swim	_____
stretcher	_____	swimming	_____
strike	_____	swimming pool	_____
string	_____	swipe card	_____
strong	_____	switch off	_____
strong form	_____	switch on	_____
strong stress	_____	Sydney	_____
student	_____	syllable	_____
student loan	_____	syringe	_____
study	_____	ta	_____
stupid	_____	table	_____
subject	_____	table tennis	_____
subtitles	_____	tablets	_____
succeed	_____	tabloid	_____
success	_____	tail	_____
such	_____	take	_____
suffix	_____	take away	_____
suggest	_____	take off	_____
suicide	_____	take out	_____
suit	_____	talk	_____
summer	_____	taste	_____
sun	_____	tax	_____
sunbathing	_____	tax office	_____
sunblock	_____	taxi	_____

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a	bat	b	bag	eir	pear	hh	loch	l	lake	or	ball	t	taxi	uuv	pure
ai	time	ch	cheese	er	shirt	i	dish	m	music	oy	toy	th	brother	v	van
aiy	hire	d	dice	eu	home	ii	happy	n	nurse	p	pig	tt	thousand	w	week
ar	star	e	leg	f	frog	iy	here	ng	ring	r	road	u	cup	y	yoghurt
au	cow	ee	three	g	glass	j	jam	o	sock	s	snow	uh	arrive	z	zip
auw	power	ei	plane	h	head	k	kit	oo	shoot	sh	shop	uu	pull	zz	revision

Talk a Lot

Clear Alphabet Dictionary

Translate from Normal Spelling to Clear Alphabet

teach	_____	though	_____
teacher	_____	thought	_____
team	_____	thousand	_____
tear	_____	threaten	_____
teenager	_____	three	_____
television	_____	thriller	_____
tell	_____	throat	_____
temperature	_____	through	_____
ten	_____	throw	_____
tennis	_____	Thursday	_____
tennis court	_____	ticket	_____
tense	_____	tie	_____
tent	_____	tiger	_____
terminal	_____	tights	_____
terminal illness	_____	till	_____
terrorism	_____	time	_____
test	_____	tired	_____
text	_____	title	_____
than	_____	to	_____
thank	_____	today	_____
that	_____	toe	_____
the	_____	together	_____
theatre	_____	toilet	_____
theft	_____	told	_____
their	_____	tomato	_____
them	_____	tongue	_____
then	_____	too	_____
there	_____	took	_____
thermometer	_____	tooth	_____
these	_____	toothbrush	_____
they	_____	toothpaste	_____
thief	_____	top	_____
thing	_____	tortoise	_____
think	_____	touch	_____
third conditional	_____	touchscreen	_____
thirteen	_____	tourist	_____
thirty	_____	toward	_____
this	_____	town	_____
those	_____	town hall	_____

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a	bat	b	bag	eir	pear	hh	loch	l	lake	or	ball	t	taxi	uuv	pure
ai	tjme	ch	cheese	er	shjrt	i	djsh	m	music	oy	toy	th	brother	v	van
aiy	hire	d	dice	eu	home	ii	happy	n	nurse	p	pig	tt	thousand	w	week
ar	star	e	leg	f	frog	iy	here	ng	ring	r	road	u	cup	y	yoghurt
au	cow	ee	three	g	glass	j	jam	o	sock	s	snow	uh	arrive	z	zip
auw	power	ei	plane	h	head	k	kit	oo	shoot	sh	shop	uu	pull	zz	revision

Talk a Lot

Clear Alphabet Dictionary

Translate from Normal Spelling to Clear Alphabet

tracksuit	_____	ugly	_____
tractor	_____	uh oh	_____
traffic lights	_____	UK	_____
train	_____	Uluru	_____
train driver	_____	umbrella	_____
trainer	_____	uncle	_____
training course	_____	under	_____
transfer	_____	understand	_____
translate	_____	underwear	_____
translation	_____	uniform	_____
transport	_____	unit	_____
transportation	_____	United Kingdom	_____
travel agent	_____	United Nations	_____
treble	_____	university	_____
tree	_____	unkind	_____
trial	_____	unless	_____
trolley	_____	until	_____
trousers	_____	up	_____
truancy	_____	update	_____
true	_____	upgrade	_____
trumpet	_____	upon	_____
trust	_____	upper case	_____
try	_____	URL	_____
try on	_____	us	_____
t-shirt	_____	use	_____
tsunami	_____	username	_____
Tuesday	_____	usual	_____
turbulence	_____	vacancy	_____
turn	_____	valley	_____
turn off	_____	van	_____
turn on	_____	vegetable	_____
TV licence	_____	vegetarian	_____
twelve	_____	vein	_____
twenty	_____	verb	_____
twist	_____	verse	_____
Twitter	_____	very	_____
two	_____	vest	_____
type	_____	victim	_____
tyre	_____	video camera	_____

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a	bat	b	bag	eir	pear	hh	loch	l	lake	or	ball	t	taxi	uuv	pure
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aiy	hire	d	dice	eu	home	ii	happy	n	nurse	p	pig	tt	thousand	w	week
ar	star	e	leg	f	frog	iy	here	ng	ring	r	road	u	cup	y	yoghurt
au	cow	ee	three	g	glass	j	jam	o	sock	s	snow	uh	arrive	z	zip
auw	power	ei	plane	h	head	k	kit	oo	shoot	sh	shop	uu	pull	zz	revision

Talk a Lot

Clear Alphabet Dictionary

Translate from Normal Spelling to Clear Alphabet

viewer	_____	water	_____
village	_____	wave	_____
violence	_____	way	_____
violin	_____	way in	_____
virus	_____	way out	_____
visa	_____	we	_____
visit	_____	weak	_____
visiting hours	_____	weak form	_____
vocabulary	_____	wear	_____
voice	_____	weather	_____
volleyball	_____	weather forecast	_____
voluntary work	_____	web page	_____
vote	_____	web server	_____
voter	_____	webcam	_____
vowel	_____	website	_____
vowel cluster	_____	wedding	_____
vowel sound	_____	Wednesday	_____
wait	_____	week	_____
waiter	_____	weekend	_____
waiting list	_____	weigh	_____
waiting room	_____	weight	_____
wake up	_____	welcome	_____
wake up call	_____	well	_____
Wales	_____	went	_____
walk	_____	were	_____
walkabout	_____	west	_____
wall	_____	wet	_____
wallet	_____	whale	_____
want	_____	what	_____
war	_____	whatever	_____
ward	_____	wheel	_____
wardrobe	_____	wheelchair	_____
warm	_____	when	_____
warn	_____	whenever	_____
was	_____	where	_____
wash	_____	wherever	_____
waste	_____	whether	_____
watch	_____	which	_____
watching TV	_____	whichever	_____

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a	bat	b	bag	eir	pear	hh	loch	l	lake	or	ball	t	taxi	uuv	pure
ai	time	ch	cheese	er	shirt	i	dish	m	music	oy	toy	th	brother	v	van
aiy	hire	d	dice	eu	home	ii	happy	n	nurse	p	pig	tt	thousand	w	week
ar	star	e	leg	f	frog	iy	here	ng	ring	r	road	u	cup	y	yoghurt
au	cow	ee	three	g	glass	j	jam	o	sock	s	snow	uh	arrive	z	zip
auw	power	ei	plane	h	head	k	kit	oo	shoot	sh	shop	uu	pull	zz	revision

Talk a Lot

Clear Alphabet Dictionary

Translate from Normal Spelling to Clear Alphabet

while	_____	worried	_____
white	_____	worry	_____
who	_____	worse	_____
whole	_____	would	_____
whose	_____	wow	_____
why	_____	wrist	_____
wide	_____	write	_____
widescreen	_____	write down	_____
widow	_____	writing	_____
wife	_____	wrong	_____
Wi-Fi	_____	x-ray	_____
Wi-Fi device	_____	year	_____
will	_____	yellow	_____
Wimbledon	_____	yes	_____
win	_____	yet	_____
wind	_____	York	_____
wind farm	_____	you	_____
windscreen	_____	young	_____
wine	_____	your	_____
winner	_____	yours	_____
winter	_____	YouTube	_____
winter tyres	_____	zebra	_____
wish	_____	zebra crossing	_____
wish well	_____	zero	_____
with	_____	zero conditional	_____
withdrawal	_____	zip	_____
without	_____		
witness	_____		
woman	_____		
wonder	_____		
wood	_____		
word	_____		
word stress	_____		
work	_____		
work experience	_____		
work on	_____		
world	_____		
world wide web	_____		
worm	_____		

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a	bat	b	bag	eir	pear	hh	loch	l	lake	or	ball	t	taxi	uuw	pure
ai	tjme	ch	cheese	er	shjrt	i	djsh	m	m u music	oy	t o y	th	broth er	v	yan
aiy	h i re	d	d i ce	eu	h o me	ii	happ y	n	n u rse	p	p i g	tt	th o usand	w	w e ek
ar	st a r	e	l e g	f	f r og	iy	h e re	ng	r i ng	r	r o ad	u	c u p	y	y o ghurt
au	c o w	ee	th r ee	g	g l ass	j	jam	o	s o ck	s	s n ow	uh	arr i ve	z	z i p
auw	power	ei	pl a ne	h	h e ad	k	k i t	oo	sh o ot	sh	sh o p	uu	pull	zz	revis i on

Talk a Lot

Clear Alphabet Dictionary

Normal Spelling & Clear Alphabet Spelling (with stressed vowel sound in red)

a	uh	ago	uh Geu
A & E	ei yn Dee	agree	uh Gree
a bit	uh Bit	agree with	uh Gree with
a few	uh Fyoo	air	Eir
a little	uh Li tl	airline	Eir lain
Aberdeen	a b Deen	airport	Eir port
able	Ei bl	aisle	Aiyl
about	uh Baut	alcoholism	Al k ho lizm
above	uh Buv	all	Orl
absolutely	a ps Loo_ lii	allergy	A l jii
accelerator	a Kse l rei t	allow	uh Lau
accept	uh Ksept	alphabet	Al f bet
accident	A ks dnt	also	Orl seu
account	uh Kaunt	although	orl Theu
accountant	uh Kaun tnt	Alton Towers	ol tn Tau wz
ache	Eik	always	Orl weiz
achievement	uh Chee vmnt	am	Am
acne	A knii	ambition	am Bi shn
act	Akt	ambulance	Am by Ins
action	A kshn	among	uh Mung
actor	A kt	amusement park	uh Myoo zmn_ park
actress	A ktrs	an	An
add	Ad	anaesthetic	a n Stte tik
addiction	uh Di kshn	anarchist	A n kist
adjective	A je ktiv	and	And
admin assistant	A dmi n si stnt	angry	Ang grii
adolescence	a d Le sns	animal	A n ml
adopted family	uh do pt Tfa m lii	animation	a n Mei shn
adverb	A dverb	ankle	Ang kl
adverbial clause	a dver biyl Klorz	anniversary	a n Ver s rii
advert	A dvert	another	uh Nu th
advertising	A dv tai zing	answer	Arn s
advise	uh Dvaiz	ant	Ant
aeroplane	Eir r plein	any	E nii
affair	uh Feir	anyone	E nii wun
afford	uh Ford	apartment	uh Par_ mnt
after	Ar ft	apartment block	uh Par_ mn_ blok
after all	ar ft Rorl	apologise	uh Po l jaiz
again	uh Gen	apostrophe	uh Po str fii
against	uh Genst	appeal	uh Piyl
age	Eij	appear	uh Piy

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Talk a Lot

Clear Alphabet Dictionary

Normal Spelling & Clear Alphabet Spelling (with stressed vowel sound in red)

appearance	uh Piy rns	autumn	Or tm
apple	A pl	auxiliary verb	or Gzi l rii verb
application form	a pl Kei shn form	award	uh Word
apply	uh Plai	away	uh Wei
apply for	uh Plai f	baby	Bei bii
appointment	uh Poy n_ mnt	back	Bak
April	Ei prl	back cover	ba_ Ku v
are	Ar	bad	Bad
area	Eir riy	badminton	Ba tmin tn
arm	Arm	bag	Bag
around	uh Raund	baker	Bei k
arrange	uh Reinj	bakery	Bei k rii
arrest	uh Rest	balance	Ba lns
arrival	uh Rai vl	ball	Borl
arrivals	uh Rai vlz	ballet	Ba lei
arrive	uh Raiv	ban	Ban
arson	Ar sn	banana	b Nar n
article	Ar t kl	bank	Bangk
artist	Ar tist	bank account	Bang k kaunt
as	Az	barbie	Bar bii
as long as	uh Zlong uhz	Barossa Valley	b ro s Va lii
as soon as	uh Soo nz	base	Beis
as... as	uhz... uhz	baseball	Bei sborl
ask	Arsk	basketball	Bar ski_ borl
ask out	Ar Skaut	bat	Bat
ask permission	ar skp Mi shn	bath	Barth
assert	uh Sert	bathroom	Bar throom
assimilation	uh si m Lei shn	battery	Ba t rii
assure	uh Shuuw	be	Bee
at	At	be able to	bi Ye i bl t
ate	Eit	be born	bi Born
athletics	a Ttle tikz	be cancelled	bi Kan sld
attachment	uh Ta chmnt	be fed	bi Fed
attack	uh Tak	be married	bi Ma rid
audience	Or diyns	be mugged	bi Mugd
August	Or gst	be stopped	bi Stopt
aunt	Arnt	be written by	bi Ri tn bai
Australia	o Strei liy	beach	Beech
author	Or tt	bear	Beir
autobiography	or t bai Yo gr fii	beat	Beet
automatic	or t Ma tik	beautiful	Byoo t fl

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Normal Spelling & Clear Alphabet Spelling (with stressed vowel sound in red)

beauty	Byoo tii	blockbuster	Blo kbu st
because	b Koz	bloke	Bleuk
bed	Bed	blood	Blud
bedroom	Be droom	blood test	Blu_ test
bee	Bee	blouse	Blauz
beef	Beef	blue	Bloo
been	Been	blues	Blooz
beer	Biy	boarding pass	Bor ding pars
before	b For	boat	Beut
beg	Beg	body	Bo dii
began	b Gan	body language	Bo dii lang gwij
begin	b Gin	bone	Beun
behind	b Haind	book	Buuk
Belfast	Bel farst	bookshop	Buu kshop
believe	b Leev	boomerang	Boo m rang
below	b Leu	boot	Boot
belt	Belt	boredom	Bor dm
bench	Bench	boring	Bor ring
bend over	Ben Deu v	borrow	Bo reu
beneath	b Neett	both	Beutt
benefits	Be n fi_s	bouncer	Baun s
benefits trap	Be n fi_ strap	Bournemouth	Born mth
berate	b Reit	bowling club	Beu ling klub
beside	b Said	box	Boks
best	Best	box office	Bo kso fis
best friend	be Stfrend	box set	bo Kset
best man	be Stman	boxing	Bo ksing
better	Be t	boy	Boy
between	b Tween	boyfriend	Boy friend
bias	Baiys	bra	Brar
big	Big	brackets	Bra ki_z
bike	Baik	brain	Brein
bill	Bil	brake	Breik
billion	Bil yn	brake light	Brei klait
biography	bai Yo gr fii	bread	Bred
bird	Berd	break	Breik
birth	Bertt	break down	Brei Kdaun
birthday	Ber ttdei	break in	Brei Kin
black	Blak	Brick Lane	bri Klein
blackmail	Bla kmeil	bride	Braid
blessing	Ble sing	bridesmaid	Brai tzmeid

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Clear Alphabet Dictionary

Normal Spelling & Clear Alphabet Spelling (with stressed vowel sound in red)

bridge	Brij	by	Bai
brief	Breef	by the way	bai th Wei
brilliant	Bril ynt	café	Ka fei
bring	Bring	call	Korl
bring back	Bring Bak	calm	Karm
bring down	Bring Daun	Cambridge	Keim brij
Brisbane	Briz bn	came	Keim
Bristol	Bri stl	camping	Kam ping
British	Bri tish	can	Kan
broken arm	breu k Narm	Canberra	Kan br
broken bone	breu kn Beun	cancel	Kan sl
broken home	breu kn Heum	cancellation	kan s Lei shn
brother	Bru th	cancer	Kan s
brother-in-law	Bru th rin lor	candidate	Kan d dt
brought	Brott	canoe	k Noo
brown	Braun	Captain Cook	ka ptn Kuuk
browse	Brauz	car	Kar
browser	Brau z	car park	Kar park
bruise	Brooz	car showroom	kar Sheu room
brush	Brush	Cardiff	Kar dif
budget airline	bu j_ Eir lain	Cardigan Bay	kar d gn Bei
build	Bild	care	Keir
builder	Bil d	carpet	Kar pit
building	Bil ding	carrot	Ka rt
building site	Bil ding sait	carry	Ka ri
bullying	Buu lii ying	case	Keis
bump into	Bum Pin t	cash	Kash
bungalow	Bung g leu	cashpoint	Ka shpoynt
burglar alarm	Ber gl r larm	casino	k See neu
bus	Bus	cat	Kat
bus stop	Bu stop	catch	Kach
bush	Buush	Cate Blanchett	kei_ Blarn cht
business class	Bi zni sklars	caterpillar	Ka t pi l
business trip	Bi zni strip	cathedral	k Ttee drl
busy	Bi zii	cause	Korz
but	But	ceiling	See ling
butcher	Buu ch	celebrate	Se l breit
butter	Bu t	copyright	Sen s ship
butterfly	Bu t flai	centre	Sen t
buttons	Bu tnz	cereal	Siy riyl
buy	Bai	certain	Ser tn

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Clear Alphabet Dictionary

Normal Spelling & Clear Alphabet Spelling (with stressed vowel sound in red)

championship	Cham pyn ship	city	Si tii
change	Cheinj	claim	Kleim
channel	Cha nl	clarify	Kla r fai
chapter	Cha pt	class	Klars
character	Ka r kt	classic	Kla sik
charity	Cha r tii	classical	Kla s kl
chat	Chat	classified advert	kla s fai Ta tvert
chat up	Cha Tup	clause	Klorz
chatty	Cha tii	clean	Kleen
chauffeur	Sheu f	clear	Kliy
cheap	Cheep	clever	Kle v
check	Chek	click	Klik
check-in desk	Che kin desk	cliff	Klif
checkout	Che kaut	climate change	Klai m_ cheinj
cheek	Cheek	climb	Klaim
cheerful	Chiy fl	climbing	Klai ming
cheers	Chiyz	clinic	Kli nik
cheese	Cheez	close	Kleuz
chef	Shef	clothes	Kleuthz
chemist	Ke mist	clothes shop	Kleu thzshop
cheque	Chek	cloud	Klaud
chequebook	Che kbuur	Clumber Park	klum b Park
chest	Chest	clutch	Kluch
chick	Chik	coast	Keust
chicken	Chi kn	coat	Keut
child	Chaild	coffin	Ko fin
child poverty	chail Tpo v tii	coin	Koyn
childcare	Chail tkeir	cold	Keuld
childhood	Chail thuud	college	Ko lij
children	Chil drn	colon	Keu lon
children's book	Chil drn zbuuk	colour	Ku l
chin	Chin	comb	Keum
chips	Chipz	come	Kum
chocolate	Cho klt	come in	Ku Min
choir	Kwaiy	come on	Ku Mon
choose	Chooz	come out	Ku Maut
chorus	Kor rs	come out of	Ku Mau tv
church	Cherch	comedy	Ko m dii
cider	Sai d	comfortable	Kum ft bl
cinema	Si n m	comma	Ko m
citizen	Si t zn	comment	Ko ment

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Clear Alphabet Dictionary

Normal Spelling & Clear Alphabet Spelling (with stressed vowel sound in red)

commentator	Ko mn tei t	could	Kuud
common	Ko mn	council	Kaun sl
commuter	k Myoo t	count	Kaunt
company	Kum p nii	country	Kun trii
compare	km Peir	countryside	Kun tri said
competition	kom p Ti shn	course	Kors
complain	km Plein	course book	Kor sbuuk
complaint	km Pleint	court	Kort
complete	km Pleet	cousin	Ku zn
computer	km Pyoo t	cover	Ku v
computer game	km Pyoo t geim	covering letter	Ku v ring le t
condemn	kn Dem	cow	Kau
conductor	kn Du kt	crash	Krash
confirm	kn Ferm	credit card	Kre di_ kard
congratulate	kn Gra ch leit	cricket	Kri kit
conjunction	kn Jung kchn	crime	Kraim
connect	k Nekt	criminal	Kri m nl
connection	k Ne kshn	criminal record	kri m nl Re kord
console	kn Seul	crisps	Krispz
consonant	Kon s nnt	criticise	Kri t saiz
constituency	kn Sti ch wn sii	crocodile	Kro k dail
consultant	kn Sul tnt	crop	Krop
contact	Kon takt	cross	Kros
contain	kn Tein	cruise	Krooz
content word	Kon ten_ werd	crutch	Kruch
contents	Kon tentz	cry	Krai
contraception	kon tr Se pshn	cue	Kyoo
contraction	kn Tra kshn	cup	Kup
contrast	kn Trarst	cupboard	Ku bd
convergence	kn Ver jns	currency	Ku rn sii
convict	Kon vikt	curry	Ku rii
convince	kn Vins	curse	Kers
cook	Kuuk	custody battle	Ku st dii ba tl
cooker	Kuu k	customer	Ku st m
cookie	Kuu kii	customs	Ku stmz
cooking	Kuu king	cut	Kut
copy	Ko pii	cyberspace	Sai b speis
correct	k Rekt	cycle	Sai kl
corridor	Ko r dor	cycling	Sai kling
corruption	k Ru pshn	cyclone	Sai kleun
cough	Kof	dad	Dad

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Normal Spelling & Clear Alphabet Spelling (with stressed vowel sound in red)

damage	Da mij	did	Did
dance	Darns	didgeridoo	di j rii Doo
dark	Dark	die	Dai
dash	Dash	differ	Di f
dashboard	Da shbord	different	Di fnt
data transfer	dei t Tran sfer	difficult	Di f klt
dating	Dei ting	digital radio	di j tl Rei di yeu
daughter	Dor t	dining chair	Dai ning cheir
day	Dei	dining room	Dai ning room
deal with	Diy l With	dining table	Dai ning tei bl
death	Dett	dinner	Di n
debate	d Beit	diphthong	Di pttong
debit card	De bi_ kard	direct	dai Re kt
debt	Det	director	dai Re kt
December	d Sem b	dirty	Der tii
decide	d Said	disagree	di s Gree
decision	d Si zzn	discipline	Di s plin
deep	Deep	discover	d Sku v
defendant	d Fen dnt	discrimination	d skri m Nei shn
delicatessen	de l k Te sn	discuss	d Skus
delicious	d Li shs	disillusionment	di s Loo zzn mnt
demand	d Marnd	disown	di Seun
democracy	d Mo kr sii	divorce	d Vors
dentist	Den tist	DJ	Dee jei
department store	d Par_ mn_ stor	do	Doo
departure	d Par ch	doctor	Do kt
departure lounge	d Par ch launj	does	Duz
deposit	d Po zit	dog	Dog
Derby	Dar bii	dolphin	Dol fin
Derbyshire	Dar bi sh	donate	deu Neit
describe	d Skraib	done	Dun
desert	De zt	don't	Deunt
destination	de st Nei shn	door	Dor
detached house	d Ta chthaus	double	Du bl
detective	d Te ktiv	double bass	du bl Beis
detention	d Ten shn	down	Daun
determiner	d Ter mi n	download	daun Leud
develop	d Ve lp	drama	Drar m
diagnosis	daiy Gneu sis	draw	Dror
dictator	di Ktei t	dream	Dreem
dictionary	Di kshn rii	dress	Dres

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Normal Spelling & Clear Alphabet Spelling (with stressed vowel sound in red)

drink	Dringk	electrician	i le Ktri shn
drip	Drip	electronic tag	i le ktro ni Ktag
drive	Draiv	elephant	E l fnt
driver	Drai v	eleven	i Le vn
driving licence	Drai ving lai sns	elision	i Li zzn
drizzle	Dri zl	email	Ee meil
drought	Draut	embarrassed	uhm Ba rst
drug trafficking	Dru ktra f king	emergency	i Mer jn sii
drum	Drum	emergency exit	i mer jn sii Ye_ ksit
dry	Drai	employment	uhm Ploy mnt
dry spell	Drai spel	empty	Em ptii
during	Juuv ring	emu	Ee myoo
duty manager	joo tii Ma n j	encourage	uhn Ku rij
duty-free	joo tii Free	end	End
DVD	dee vee Dee	engagement	uhn Gei jmnt
DVD player	dee vee Dee pleiy	engine	En jin
each	Eech	England	Ing glnd
ear	Iy	English	Ing glish
early	Er lii	English Channel	ing gli Shcha nl
earn	Ern	enjoy	uhn Joy
earring	Iy ring	enough	i Nuf
earth	Ertt	en-suite bathroom	on swee_ Bar ttroom
ease	Eez	enter	En t
east	Eest	enthusiasm	uhn Ttoo zi yazm
easy	Ee zii	environment	uhn Vaiy r mnt
eat	Eet	escalator	E sk lei t
eat out	Ee Taut	estate agent	uh Stei tei jnt
ebook	Ee buuk	euthanasia	yoo tt Nei ziy
economy	i Ko n mii	evade	i Veid
economy class	i Ko n mii klars	even	Ee vn
Edinburgh	E din br	ever	E v
editor	E d t	every	E vrii
education	e j Kei shn	everyone	E vrii wun
egg	Eg	ex-	Eks-
eight	Eit	examination	e kza m Nei shn
eighteen	ei Teen	example	e Kzarm pl
eighty	Ei tii	except	e Ksept
either	Ai th	exciting	e Ksai ting
elbow	El beu	exercise	E ks saiz
election	uh Le kshn	exit	E kzit
electric guitar	uh le ktri_ gi Tar	expenditure	e Kspen d ch

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Clear Alphabet Dictionary

Normal Spelling & Clear Alphabet Spelling (with stressed vowel sound in red)

expensive	e Kspen siv	file sharing	Fail sheir ring
explain	e Ksplein	fill	Fil
eye	Ai	film	Film
eye contact	Ai kon takt	final	Fai nl
face	Feis	find	Faind
Facebook	Fei sbuuk	find out	Fain Daut
facilities	f Si l teeZ	fine	Fain
fact	Fakt	finger	Fing g
factory worker	Fa ktarii wer k	fingerprints	Fing g prin_z
fail	Feil	finish	Fi nish
faith	Feitt	fire	Faiy
fall	Forl	fireplace	Faiy pleis
family	Fa m lii	first	Ferst
fantasy	Fan t sii	first conditional	fer skn Di shnl
far	Far	first kiss	fir Skis
fare	Feir	fish	Fish
farm	Farm	fish and chips	fi shn Chipz
farmer	Far m	fishing	Fi shing
fascism	Fa shizm	fit	Fit
fast	Farst	fitness suite	Fi_n sweet
fat	Fat	five	Faiv
father	Far th	fix	Fiks
father-in-law	Far th rin lor	flat	Flat
favorites	Fei vr_z	flight	Flait
favourite	Fei vrt	flight attendant	Flai t ten dnt
feature	Fee ch	flooding	Flu ding
February	Fe br w rii	floor	Flor
feel	Fiyl	flop	Flop
feet	Feet	florist	Flo rist
ferry	Fe rii	flour	Flauw
fertility treatment	f Ti l tii tree_mnt	flower	Flauw
fever	Fee v	fly	Flai
few	Fyoo	fog	Fog
fiancé	fi Yon sei	fog lamps	Fo glamps
fiancée	fi Yon sei	fold	Feuld
fiction	Fi kshn	folk	Feuk
field	Fi yld	follow	Fo leu
fifteen	fi Fteen	food	Food
fifty	Fi ftii	food hygiene	foo Thai jeen
fight	Fait	foot	Fuut
figure	Fi g	football	Fuu_ borl

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Clear Alphabet Dictionary

Normal Spelling & Clear Alphabet Spelling (with stressed vowel sound in red)

football stadium	Fuu_ borl stei diym	function word	Fung kshn werd
footy	Fuu tii	funeral	Fyoo nrl
for	For	funeral expenses	Fyoo nrl uh kspen sz
for now	f Nau	funny	Fu nii
for sure	f Shuuw	future perfect	fyoo ch Per fkt
force	Fors	future simple	fyoo ch Sim pl
forest	Fo rist	Gallipoli	g Li p lii
forest fire	fo ri Sfaiy	gambling	Gam bling
forget	f Get	game	Geim
form	Form	garage	Ga rij
forty	For tii	garden	Gar dn
forum	For rm	gardener	Gar d n
forward	For wd	gate	Geit
forward slash	For w tslash	gave	Geiv
foster parent	Fo st peir rnt	GBH	jee bee Yeich
found	Faund	gear stick	Giy stik
four	For	generalise	Jen r laiz
fourteen	for Teen	genre	Zzon r
fraction	Fra kshn	geography	jii Yo gr fii
free	Free	get	Get
free practice	free Pra ktis	get angry	ge Tang grii
free time	free Taim	get burned	ge_ Bernd
freedom	Free dm	get divorced	ge_ d Vorst
freesheet	Free sheet	get dressed	ge_ Drest
freezer	Free z	get in	Ge Tin
Friday	Frai dei	get off	Ge Tof
fridge	Frij	get on	Ge Ton
friend	Frend	get on with	Ge Ton with
friendship	Fren ship	get out	Ge Taut
frog	Frog	get promoted	ge_ pr Meu td
from	From	get stung	ge_ Stung
front	Frunt	get up	Ge Tup
front cover	frun_ Ku v	get worse	ge_ Wers
frown	Fraun	giraffe	j Rarf
frozen food	freu zn Food	girl	Gerl
fruit	Froot	girlfriend	Gerl frend
fruit juice	Froo_ joos	give	Giv
fuel	Fyuuwl	give away	Gi v Wei
fuel bill	Fyuuwl bil	give back	Gi Vbak
full	Fuul	glasses	Glar sz
full stop	fuul Stop	glottal stop	glo tl Stop

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Clear Alphabet Dictionary

Normal Spelling & Clear Alphabet Spelling (with stressed vowel sound in red)

glove	Gluv	groom	Groom
go	Geu	ground	Graund
God	God	group	Groop
go into	Geu Win t	grow	Greu
go on	Geu Won	growing pains	Greu wing peinz
go out	Geu Waut	grumpy	Grum pii
go through	Geu Ttroo	guess	Ges
go up	Geu Wup	guilt	Gilt
goal	Geul	guitar	g Tar
goes	Geuz	gun	Gun
going	Geu wing	hacker	Ha k
going to	Geu wing t	had	Had
gold	Geuld	Hadrian's Wall	hei driyn Zworl
gold rush	Geul drush	hailstones	Heil steunz
goldfish	Geul tfish	hair	Heir
golf	Golf	hairdresser	Heir dre s
good	Guud	half	Harf
Google	Goo gl	hall	Horl
gorilla	g Ri l	hand	Hand
gossip	Go sip	handbag	Han bag
got	Got	handbrake	Han breik
govern	Gu vn	handcuffs	Han kufz
government	Gu v mnt	handsome	Han sm
graduate	Gra joo weit	hang	Hang
graduation	gra j Wei shn	hang out	Hang Aut
grammar	Gra m	happen	Ha pn
grandchild	Gran chaild	happy	Ha pii
granddad	Gran dad	hard	Hard
granddaughter	Gran dor t	hardback	Har dbak
grandma	Gran mar	has	Haz
grandson	Gran sun	hat	Hat
grass	Grars	hate	Heit
great	Greit	Hathersage	Ha th seij
Great Britain	grei_ Bri tn	have	Hav
greedy	Gree dii	have pierced	ha Fpiyst
green	Green	have to	Haf t
greengrocer	Green greu s	hazard	Ha zd
Greenwich	Gre nich	HDTV	ei chdee tee Vee
greet	Greet	he	Hee
grey	Grei	head	Hed
groceries	Greu s riz	head for	He Tfor

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Clear Alphabet Dictionary

Normal Spelling & Clear Alphabet Spelling (with stressed vowel sound in red)

head teacher	he Tee ch	homophone	Ho m feun
headache	He deik	hope	Heup
headlights	He dlai_z	horror	Ho r
headline	He dlain	horse	Hors
heal	Hiyl	hospital	Ho sp tl
health	Helth	hospitality	ho sp Ta l tii
healthy	Hel ttii	hot	Hot
hear	Hiy	hotel	heu Tel
heard	Herd	hour	Auw
heart	Hart	house	Haus
heart attack	Har t tak	housekeeper	Hau skii p
heat	Heet	how	Hau
heat wave	Hee tweiv	how are you?	ha w Yoo?
heavy	He vii	human body	hyoo mn Bo dii
help	Help	humiliate	hyoo Mi lii yeit
her	Her	hundred	Hun drd
here	Hiy	hungry	Hung grii
hero	Hiy reu	hurricane	Hu ri kein
hey	Hei	hurry	Hu rii
hi	Hai	hurt	Hert
high	Hai	husband	Hu zbnd
high heels	hai Heelz	hyphen	Hai fn
Highway Code	hai wei Keud	I	Ai
hiking	Hai king	ice	Ais
hill	Hil	ice hockey	Ai so kii
him	Him	idea	ai Diy
hip-hop	Hi phop	idealism	ai Diy li zm
hippopotamus	hi p Po t ms	ideology	ai dii Yo l jii
his	Hiz	if	If
history	Hi st rii	illness	Il ns
hit	Hit	illustration	i l Strei shn
hobby	Ho bii	imagine	i Ma jn
hockey	Ho kii	immigration	i m Grei shn
hold	Heuld	important	im Por tnt
holiday	Ho l dei	impossible	im Po s bl
holiday rep	Ho l dei rep	improve	im Proov
holiday resort	Ho l dei r zort	improvement	im Proov vmnt
home	Heum	in	In
home movie	heu Moo vii	in fact	in Fakt
home page	Heum peij	in general	in Jen rl
homework	Heum werk	inbox	In boks

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Clear Alphabet Dictionary

Normal Spelling & Clear Alphabet Spelling (with stressed vowel sound in red)

inch	Inch	jealous	Je ls
include	in Klood	jeans	Jeenz
income	In km	jeweller	Joo l
independence	in d Pen dns	jingle	Jing gl
index	In deks	job	Job
indicate	In d keit	job security	jo ps Kyuuw r tii
indicator	In d kei t	Jobcentre Plus	jo psen t Plus
infection	in Fe kshn	jobseeker	Jo psee k
infinitive verb	in Fi n ti verb	jogging	Jo ging
inform	in Form	John O'Groats	jo n Greu_z
ingratitude	in Gra t hood	join	Joyn
inheritance	in He r tns	joke	Jeuk
inject	in Jekt	journalist	Jer n list
injection	in Je kshn	journey	Jer nii
injury	In j rii	judge	Juj
insect	In sekt	July	j Lai
instrument	In str mnt	jump	Jump
insult	in Sult	jumper	Jum p
interest	In trest	June	Joon
interesting	In tr sting	jury	Juuw rii
internet	In t net	just	Just
interrupt	in t Rupt	justify	Ju st fai
interviewer	In t vyoo v	kangaroo	kang g Roo
into	In t	keep	Keep
intonation	in t Nei shn	key skills	kee Skilz
introduce	in tr Joos	keyboard	Kee bord
introduction	in tr Du kshn	kidney	Ki dnii
intrusion	in Troo zzn	kill	Kil
inversion	in Ver zzn	kind	Kaind
invest in	in Ve stin	kind of	Kain dv
investment	in Ve smnt	king	King
invite	in Vait	kiss	Kis
iron	Aiyn	kitchen	Ki chn
is	Iz	knee	Nee
island	Ai lnd	knew	Nyoo
ISP	ai ye Spee	knickers	Ni kz
it	It	knit	Nit
its	I_s	know	Neu
jacket	Ja kit	koala bear	k War l beir
January	Jan y rii	Kylie Minogue	kai lii m Neug
jazz	Jaz	labour	Lei b

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Talk a Lot

Clear Alphabet Dictionary

Normal Spelling & Clear Alphabet Spelling (with stressed vowel sound in red)

Labour Party	Lei b par tii	like	Laik
lake	Leik	line	Lain
Lake District	Lei kdi strikt	link	Lingk
lamb	Lam	linking	Ling king
land	Land	lion	Laiyn
Land's End	lan Zend	lip	Lip
landing	Lan ding	list	List
language	Lang gwij	listen to	Li sn Too
large	Larj	listener	Li sn
last	Larst	listening	Li sning
late	Leit	literature	Li tr_ ch
laugh	Larf	little	Li tl
lay	Lei	live	Liv
lazy	Lei zii	liver	Li v
lead	Leed	living room	Li ving room
lead to	Lee_ Too	lizard	Li zd
learn	Lern	Llandudno	hhlan Du tneu
learner driver	ler n Draiv	loan	Leun
learning	Ler ning	local shop	leu kl Shop
leave	Leev	Loch Ness	lo Knes
lecturer	Le kch r	London	Lun dn
left	Left	loneliness	Leun li ns
leg	Leg	long	Long
legislation	le j Slei shn	long-haul flight	long horl Flait
leisure centre	Le zz sen t	look	Luuk
lemonade	le m Neid	look at	Luu Kat
lend	Lend	lose	Looz
less	Les	lot	Lot
lesson	Le sn	loud	Laud
let	Let	love	Luv
letter	Le t	low	Leu
level	Le vl	lower case	leu w Keis
library	Lai brii	L-plate	El pleit
licence plate	Lai sn spleit	luggage	Lu gjj
lie	Lai	lunch	Lunch
lie down	Lai Daun	lung	Lung
life	Laif	machine	m Sheen
life event	Lai fvent	made	Meid
life sentence	Lai fsen tns	maid	Meid
lift	Lift	main	Mein
light	Lait	main verb	mein Verb

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Normal Spelling & Clear Alphabet Spelling (with stressed vowel sound in red)

majority	m Jo r tii	million	Mil yn
make	Meik	millionaire	mil y Neir
make sense	mei Ksens	mind	Maind
make sure	mei Kshuuw	mineral water	Min rl wor t
make up	Mei Kup	minerals	Min rlz
mammal	Ma ml	mining	Mai ning
man	Man	minute	Mi nit
manager	Ma n j	miss	Mis
Manchester	Man che st	mist	Mist
many	Me nii	mistress	Mi strs
map	Map	mobile	Meu bail
March	March	mock	Mok
mark	Mark	modal form	Meu dl form
market	Mar kit	modal verbs	Meu dl verbz
market place	Mar ki_ pleis	model	Mo dl
marriage	Ma rij	monarchy	Mo n kii
match	Mach	Monday	Mun dei
mate	Meit	money	Mu nii
maternity	m Ter n tii	monkey	Mung kii
matter	Ma t	moody	Moo dii
may	Mei	moon	Moon
May	Mei	morale	m Rarl
mayor	Meir	more	Mor
me	Mee	morning	Mor ning
meal	Miyl	mortgage	Mor gjj
mean	Meen	mortuary	Mor ch rii
measure	Me zz	mosque	Mosk
meat	Meet	most	Meust
mechanic	m Ka nik	mother	Mu th
media	Mee diy	mother-in-law	Mu th rin lor
medical student	Me d kl schoo dnt	motor racing	Meu t rei sing
medium	Mee diym	motorbike	Meu t baik
meet	Meet	motorway	Meu t wei
mega contraction	Me g kn tra kshn	mountain	Maun tn
melting pot	Mel ting pot	mouse	Maus
men	Men	mouth	Mautt
menopause	Me n porz	move	Moov
midwife	Mi dwaif	move up	Moo Vup
might	Mait	MP	em Pee
mile	Mail	much	Much
milk	Milk	mum	Mum

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Clear Alphabet Dictionary

Normal Spelling & Clear Alphabet Spelling (with stressed vowel sound in red)

murder	Mer d	ninety	Nain tii
muscle	Mu sl	no	Neu
mushroom	Mu shroom	nobody	Neu b dii
music	Myoo zik	none	Nun
musical	Myoo z kl	non-fiction	non Fi kshn
musician	myoo Zi shn	Norfolk Broads	nor f Kbrordz
must	Must	normal	Nor ml
my	Mai	north	Nortt
myself	mai Self	Northern Ireland	nor th Naiy lnd
nail	Neil	Norwich	No rich
name	Neim	nose	Neuz
narrow	Na reu	not	Not
nasty	Nar stii	not at all	no t Torl
national park	na shnl Park	note	Neut
natural disaster	na chrl d Zar st	nothing	Nu tting
nature	Nei ch	notice	Neu tis
near	Niy	nought	Nort
neck	Nek	noun	Naun
necklace	Ne kls	novel	No vl
need	Need	November	neu Vem b
needle	Nee dl	now	Nau
negative	Ne g tiv	number	Num b
negative equity	ne g ti Ve kw tii	numeral	Nyoo m rl
neglect	n Glekt	nurse	Ners
neither... nor	Nai th... Nor	nursery nurse	Ner sri ners
nephew	Ne fyoo	nut	Nut
nerves	Nervz	obesity	eu Bee s tii
networking	Ne_ wer king	object	O pjekt
never	Ne v	objective	o Pje ktiv
new	Nyoo	oboe	Eu beu
newspaper	Nyoo spei p	ocean	Eu shn
next	Nekst	October	o Kteu b
next to	Ne kst	octopus	O kt puus
NHS	e nei Ches	of	Ov
nice	Nais	of course	uh Fkors
niece	Nees	off	Of
night	Nait	offer	O f
nightclub	Nai_ klub	office	O fis
nightdress	Nai_ dres	often	O fn
nine	Nain	oh	Eu
nineteen	nain Teen	oh no!	eu Neu!

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Clear Alphabet Dictionary

Normal Spelling & Clear Alphabet Spelling (with stressed vowel sound in red)

OK	eu Kei	panda	Pan d
old	Euld	panic	Pa nik
old age	eul Deij	pants	Pantz
Olympics	uh Lim pikz	paparazzi	pa p Rar tsii
on	On	paper	Pei p
once	Wuns	paperback	Pei p bak
once again	wun s Gen	paragraph	Pa r grarf
one	Wun	pardon	Par dn
onion	Un yn	parent	Peir mt
only	Eun lii	park	Park
oops	Uups	parking ticket	Par king ti kit
open	Eu pn	Parliament	Par l mnt
opening times	Eu p ning taimz	part	Part
operation	o p Rei shn	partner	Par_ n
opposition	o p Zi shn	pass	Pars
optician	o Pti shn	passenger	Pa sn j
or	Or	passport	Par sport
orange	O rinj	passport control	Par spor_ kn treul
orchestra	Or k str	password	Par swerd
order	Or d	past continuous	par skn Tin y ws
organ	Or gn	past perfect	par Sper fkt
organise	Or g naiz	past simple	par Sim pl
Orkney	Or knii	pasta	Pa st
other	U th	patient	Pei shnt
ought to	Or_ t	pattern	Pa tn
our	Auw	pause	Porz
out	Aut	pavement	Pei vmnt
Outback	Au_ bak	pay	Pei
outpatient	Au_ pei shnt	pay for	Pei f
over	Eu v	payment	Pei mnt
overdraft	Eu v drarft	peace	Pees
owe	Eu	pedal	Pe dl
own	Eun	peer pressure	Piy pre sh
Oxford	O ksfd	pen drive	Pen draiv
Pacific Ocean	p si fi Keu shn	pence	Pens
pacifism	Pa s fizm	people	Pee pl
pack	Pak	performer	p For m
page	Peij	perhaps	p Hapz
page number	Pei jnum b	perseverance	per s Viy rms
pain	Pein	person	Per sn
painful	Pein fl	persuade	p Sweid

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Clear Alphabet Dictionary

Normal Spelling & Clear Alphabet Spelling (with stressed vowel sound in red)

petrol pump	Pe trl pump	politics	Po l tikz
pharmacist	Far m sist	pom	Pom
pharmacy	Far m see	poor	Por
phone	Feun	pop	Pop
phoneme	Feu neem	pop star	Po pstar
phonetics	fNe tikz	popcorn	Po pkorn
phonics	Fo nikz	port	Port
phrase	Freiz	porter	Por t
piano	pi Ya neu	pose	Peuz
pick	Pik	positive	Po z tiv
pick up	Pi Kup	possible	Po s bl
picnic	Pi knik	post	Peust
picture	Pi kch	post office	Peu sto fis
pie	Pai	potato	p Tei teu
piece	Pees	pound	Paund
pig	Pig	poverty	Po v tii
pilot	Pai lt	power	Pauw
pink	Pingk	practise	Pra ktis
pint	Paint	praise	Preiz
pizza	Pee_ ts	predict	pr Dikt
place	Pleis	prediction	pr Di kshn
plain	Plein	prefer	pr Fer
plan	Plan	pregnancy	Pre gnn sii
plane	Plein	preparation	pre p Rei shn
plant	Plarnt	prepare	pr Peir
plaster	Plar st	preposition	pre p Zi shn
play	Plei	prescription	pr Skri pshn
player	Plei y	present perfect	pre zn_ Per fkt
playground	Plei graund	present simple	pre zn_ Sim pl
playlist	Plei list	presentation	pre zn Tei shn
please	Pleez	presenter	pr Zen t
plot	Plot	president	Pre z dnt
plumber	Plu m	press	Pres
plural form	Pluuw rl form	pretty	Pri tii
podcast	Po tkarst	price	Prais
poetry	Peu w trii	prime minister	prai Mi n st
point	Poynt	print	Print
police officer	p Lee so fs	priority boarding	prai yo r tii Bor ding
police station	p Lee stei shn	prison	Pri zn
policy	Po l sii	prison sentence	Pri zn sen tns
politician	po l Ti shn	problem	Pro blm

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Clear Alphabet Dictionary

Normal Spelling & Clear Alphabet Spelling (with stressed vowel sound in red)

produce	pr Joos	rain	Rein
product	Pro dukt	rainbow	Rein beu
profile	Preu fail	raincoat	Rein keut
programme	Preu gram	rainforest	Rein fo rist
prohibit	pr Hi bit	raise	Reiz
projectionist	pr Je ksh nist	raise money	rei Zmu nii
promise	Pro mis	ran	Ran
promote	pr Meut	rash	Rash
promotion	pr Meu shn	ratings	Rei tingz
pronoun	Preu naun	reach	Reech
pronunciation	pr nun sii Yei shn	read	Reed
protest	pr Test	reader	Ree d
prove	Proov	reading	Ree ding
psychiatrist	sai Kaiy trist	ready	Re dii
public	Pu blik	real	Riyl
public toilet	pu bli Ktoy lt	reality TV	rii Ya l tii tee vee
puck	Puk	rear view mirror	riy vyoo Mi r
pull	Puul	reassure	riy Shuuw
punishment	Pu ni shmnt	receipt	r Seet
purple	Pur pl	receive	r Seev
purse	Pers	receptionist	r Se psh nist
push	Puush	recharge	rii Charj
put	Puut	reckon	Re kn
put down	Puu_ Daun	recline	r Klain
put on	Puu Ton	reconciliation	re kn si lii Yei shn
pyjamas	p Jar mz	record	Re kord
qualification	kwo li fi Kei shn	recycle	rii Sai kl
quarter	Kwor t	red	Red
Queensland	Kween zln d	redundancy	r Dun dn sii
question	Kwe schn	referee	re f Ree
question mark	Kwe schn mark	refund	Ree fund
queue	Kyoo	refuse	r Fyooz
quick	Kwik	refute	r Fyoot
quid	Kwid	regret	r Gret
quiet	Kwaiyt	reject	r Jekt
quotation	kweu Tei shn	rejection letter	r Je kshn le t
R & B	ar rn Bee	relaxation	rii la Ksei shn
rabbit	Ra bit	remember	r Mem b
racquet	Ra kit	remote control	r meu_ kn Treul
radiator	Rei dii yei t	remove	r Moov
radio	Rei dii yeu	renege	r Neig

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Clear Alphabet Dictionary

Normal Spelling & Clear Alphabet Spelling (with stressed vowel sound in red)

renew	r Nyoo	sailing	Sei ling
rent	Rent	salary	Sa l rii
rental	Ren tl	sale	Seil
reply	r Plai	sales assistant	Seil z si stnt
representative	re pr Zen t tiv	same	Seim
research	r Serch	sand	Sand
reservation	re z Vei shn	satire	Sa taiy
reservoir	Re z vwaiy	Saturday	Sa t dei
rest	Rest	sauna	Sor n
restaurant	Re stront	sausage	So sij
retirement home	r Taiy mn_ heum	save	Seiv
return	r Tern	save up	Sei Vup
review	r Vyoo	savings	Sei vingz
rice	Rais	saw	Sor
rich	Rich	saxophone	Sa ks feun
ride	Raid	say	Sei
right	Rait	scales	Skeilz
ring	Ring	scarf	Skarf
risk	Risk	scary	Skeir rii
rival	Rai vl	school	Skool
river	Ri v	Schwa sound	Shwar saund
r-linking	Ar ling king	science	Saiyns
road	Reud	science fiction	saiyn Sfi kshn
road rage	Reu dreij	score	Skor
road sign	Reu tsain	Scotland	Sko_ lnd
rock	Rok	screenplay	Skreen plei
roll	Reul	sea	See
romance	Reu mans	search	Serch
room	Room	search engine	Ser chen jn
room service	Room ser vis	season	See zn
rough	Ruf	seasonal work	See z nl werk
round	Raund	seat	Seet
roundabout	Raun d baut	seatbelt	See_ belt
rubbish	Ru bish	second	Se knnd
rugby	Ru gbii	security	s Kyuuw r tii
rule	Rool	security guard	s Kyuuw r tii gard
run	Run	see	See
runway	Run wei	see you	See y
sad	Sad	seem	Seem
safari park	s Far rii park	self	Self
said	Sed	self-esteem	sel f Steem

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Clear Alphabet Dictionary

Normal Spelling & Clear Alphabet Spelling (with stressed vowel sound in red)

sell	Sel	shut	Shut
semi-colon	se mii Keu lon	sibling rivalry	si bling Rai vl rii
send	Send	sick	Sik
sentence	Sen tns	side	Said
sentence stress	Sen tn stres	side mirror	Sai dmi r
separation	se p Rei shn	sideboard	Sai dbord
September	se Ptem b	sidekick	Sai tkik
sequel	See kwl	sign	Sain
serious	Siy riys	silent letter	sai ln_ Le t
serve	Serv	simple	Sim pl
service station	Ser vi stei shn	since	Sins
set	Set	sing	Sing
seven	Se vn	singer	Sing uh
seventeen	se vn Teen	single parent	sing gl Peir mt
seventy	Se vn tii	singular form	Sing gy l form
several	Se vrl	sink	Singk
shake	Sheik	sister	Si st
shall	Shal	sister-in-law	Si st rin lor
Shane Warne	shein Worn	sit	Sit
shape	Sheip	sit down	Si_ Daun
shark	Shark	six	Siks
she	Shee	sixteen	si Ksteen
sheep	Sheep	sixty	Si kstii
shelf	Shelf	size	Saiz
Sherwood Forest	sher w Tfo rist	Skegness	ske Gnes
shine	Shain	skeleton	Ske l tn
ship	Ship	skiing	Skee ying
shirt	Shert	skin	Skin
shoe	Shoo	skirt	Skert
shop	Shop	sky	Skai
shoplift	Sho plift	sledge	Slej
shoplifting	Sho pli fting	sleep	Sleep
shopping	Sho ping	sleeping bag	Slee ping bag
shopping centre	Sho ping sen t	sleet	Sleet
short	Short	slim	Slim
shorts	Shor_z	slip	Slip
should	Shuud	slipper	Sli p
shoulder	Sheul d	slow	Sleu
shout	Shaut	small	Smorl
show	Sheu	smell	Smel
shower	Shau w	smile	Smail

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Normal Spelling & Clear Alphabet Spelling (with stressed vowel sound in red)

smoke	Smeuk	spider	Spai d
smooth	Smooth	spin	Spin
snail	Sneil	spine	Spain
snooker	Snoo k	sport	Sport
snow	Sneu	sports car	Spor_ skar
Snowdonia	sneu Deu niy	spring	Spring
snowman	Sneu man	squash	Skwosh
so	Seu	stadium	Stei diym
so far	seu Far	stag night	Sta gnait
so to speak	seu t Speek	stairs	Steirz
soap opera	Seu po pr	stand	Stand
social network	seu shl Ne_ werk	stand out	Stan Daut
sock	Sok	stand up	Stan Dup
sofa	Seu f	star	Star
soft	Soft	starfish	Star fish
soldier	Seul j	start	Start
solicitor	s Li s t	state	Steit
some	Sum	state pension	stei_ Pen shn
something	Sum tting	station	Stei shn
son	Sun	stay	Stei
song	Song	steal	Stiyl
soon	Soon	steering wheel	Stiy ring wiyl
sort	Sort	step	Step
sort of	Sor tv	stereo	Ste rii yeu
sound	Saund	stethoscope	Ste tt skeup
sound spine	Saun spain	STI	e stii Yai
soundtrack	Saun trak	stick to	Sti Ktoo
soup	Soop	still	Stil
sous chef	Soo shef	stitches	Sti chz
south	Sautt	stock market	Sto kmar kit
spa	Spar	stomach	Stu mk
spam	Spam	stomach ache	Stu m keik
speak	Speek	Stonehenge	steun Henj
speak out	Spee Kaut	stood	Stuud
speaking	Spee king	stop	Stop
special	Spe shl	storm	Storm
special effects	spe shl Feks	story	Stor rii
speech mark	Spee chmark	strange	Streinj
spell	Spel	strategy	Stra t jii
spelling	Spe ling	strawberry	Stror b rii
spend	Spend	stream	Streem

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Clear Alphabet Dictionary

Normal Spelling & Clear Alphabet Spelling (with stressed vowel sound in red)

streaming video	stree ming Vi dii yeu	surgery	Ser j rii
street	Street	surround sound	s raun Tsaund
stress	Stres	suspect	Su spekt
stress mark	Stre smark	swim	Swim
stress pattern	Stre spa tn	swimming	Swi ming
stressed syllable	stre Si l bl	swimming pool	Swi ming pool
stretcher	Stre ch	swipe card	Swai pkard
strike	Straik	switch off	Swi Chof
string	String	switch on	Swi Chon
strong	Strong	Sydney	Si dnii
strong form	Strong form	syllable	Si l bl
strong stress	strong Stres	syringe	s Rinj
student	Schoo dnt	ta	Tar
student loan	schoo dn_ Leun	table	Tei bl
study	Stu dii	table tennis	Tei bl te nis
stupid	Schoo pid	tablets	Ta bltz
subject	Su pjekt	tabloid	Ta bloid
subtitles	Su ptai tlz	tail	Teil
succeed	su Kseed	take	Teik
success	su Kses	take away	Tei k Wei
such	Such	take off	Tei Kof
suffix	Su fiks	take out	Tei Kaut
suggest	s Jest	talk	Tork
suicide	Soo w said	taste	Teist
suit	Soot	tax	Taks
summer	Su m	tax office	Ta kso fis
sun	Sun	taxi	Ta ksii
sunbathing	Sun bei thing	teach	Teech
sunblock	Sun blok	teacher	Tee ch
Sunday	Sun dei	team	Teem
Sunday driver	sun dei Draiv	tear	Teir
sunglasses	Sun glar sz	teenager	Tee nei j
sunset	Sun set	television	te l Vi zzn
suntan	Sun tan	tell	Tel
super	Soo p	temperature	Tem pr ch
supermarket	Soo p mar kit	ten	Ten
support	s Port	tennis	Te nis
supporter	s Por t	tennis court	Te ni skort
sure	Shuuw	tense	Tens
surface	Ser fs	tent	Tent
surgeon	Ser jn	terminal	Ter m nl

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Clear Alphabet Dictionary

Normal Spelling & Clear Alphabet Spelling (with stressed vowel sound in red)

terminal illness	ter m n Lil ns	tired	Taiyd
terrorism	Te r rizm	title	Tai tl
test	Test	to	Too
text	Tekst	today	t Dei
than	Than	toe	Teu
thank	Ttangk	together	t Ge th
that	That	toilet	Toy lt
the	Th / Thii	told	Teuld
theatre	Ttiy t	tomato	t Mar teu
theft	Tteft	tongue	Tung
their	Their	too	Too
them	Them	took	Tuuk
then	Then	tooth	Toott
there	Their	toothbrush	Too ttbrush
thermometer	tt Mo m t	toothpaste	Too tpeist
these	Theez	top	Top
they	Thei	tortoise	Tor ts
thief	Tteef	touch	Tuch
thing	Tting	touchscreen	Tu chskreen
think	Ttingk	tourist	Tor rist
third conditional	tter tkn Di shnl	toward	t Word
thirteen	tter Teen	town	Taun
thirty	Tter tii	town hall	taun Horl
this	This	tracksuit	Tra ksoot
those	Theuz	tractor	Tra kt
though	Theu	traffic lights	Tra fi klai_z
thought	Ttort	train	Trein
thousand	Ttau znd	train driver	Trein drai v
threaten	Ttre tn	trainer	Trei n
three	Ttree	training course	Trei ning Kors
thriller	Ttri l	transfer	Tran sfer
throat	Ttreut	translate	tran Zleit
through	Ttroo	translation	tran Zlei shn
throw	Ttreu	transport	Tran sport
Thursday	Tter zdei	transportation	tran sp Tei shn
ticket	Ti kit	travel agent	Tra v lei jnt
tie	Tai	treble	Tre bl
tiger	Tai g	tree	Tree
tights	Taitz	trial	Trail
till	Til	trolley	Tro lii
time	Taim	trousers	Trau zs

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Normal Spelling & Clear Alphabet Spelling (with stressed vowel sound in red)

truancy	Tr <u>oo</u> wn sii	upon	uh Pon
true	Tr <u>oo</u>	upper case	u p Keis
trumpet	Tr <u>um</u> pt	URL	yoo war Rel
trust	Tr <u>ust</u>	us	Us
try	Tr <u>ai</u>	use	Yooz
try on	Tr <u>ai</u> Yon	username	Yoo z neim
t-shirt	T <u>ee</u> shirt	usual	Yoo zzwl
tsunami	tsoo Nar mii	vacancy	Vei kn sii
Tuesday	Choo zdei	valley	Va lii
turbulence	Ter by lns	van	Van
turn	T <u>ern</u>	vegetable	Ve cht bl
turn off	Ter Nof	vegetarian	ve j Teir riyn
turn on	Ter Non	vein	Vein
TV licence	tee V <u>ee</u> lai sns	verb	Verb
twelve	Twelv	verse	Vers
twenty	Twen tii	very	Ve rii
twist	Twist	vest	Vest
Twitter	Twit	victim	Vi ktim
two	T <u>oo</u>	video camera	Vi dii yeu kam r
type	T <u>aip</u>	viewer	Vyoo w
tyre	T <u>aiy</u>	village	Vi lij
ugly	U gl <i>ii</i>	violence	Vaiy lns
uh oh	Uh eu	violin	vaiy Lin
UK	yoo Kei	virus	Vaiy rs
Uluru	oo Loo roo	visa	Vee z
umbrella	um Bre l	visit	Vi zit
uncle	Ung kl	visiting hours	Vi z ting auwz
under	Un d	vocabulary	veu Ka by l rii
understand	un d Stand	voice	Voys
underwear	Un d weir	volleyball	Vo lii borl
uniform	Yoo n form	voluntary work	Vo ln trii werk
unit	Yoo nit	vote	Veut
United Kingdom	yoo nai t Tking dm	voter	Veut
United Nations	yoo nai t Tnei shnz	vowel	Vauwl
university	yoo n Ver s tii	vowel cluster	Vauwl klu st
unkind	un K <i>aind</i>	vowel sound	Vauwl saund
unless	un Les	wait	Wei t
until	un Til	waiter	Wei t
up	Up	waiting list	Wei ting list
update	u Pdeit	waiting room	Wei ting room
upgrade	U pgreid	wake up	Wei Kup

For more fun worksheets, games, and quizzes log onto [englishbanana.com](https://www.englishbanana.com) now!

Talk a Lot

Clear Alphabet Dictionary

Normal Spelling & Clear Alphabet Spelling (with stressed vowel sound in red)

wake up call	Wei ku pkorl	were	Wer
Wales	Weilz	west	West
walk	Work	wet	Wet
walkabout	Wor k baut	whale	Weil
wall	Worl	what	Wot
wallet	Wol t	whatever	wo Te v
want	Wont	wheel	Wiy l
war	Wor	wheelchair	Wiy l cheir
ward	Word	when	Wen
wardrobe	Wor dreub	whenever	we Ne v
warm	Worm	where	Weir
warn	Worn	wherever	weir Re v
was	Woz	whether	We th
wash	Wosh	which	Wich
waste	Weist	whichever	wi Che v
watch	Woch	while	Wail
watching TV	wo ching tee Vee	white	Wai t
water	Wor t	who	Hoo
wave	Weiv	whole	Heul
way	Wei	whose	Hooz
way in	wei Yin	why	Wai
way out	wei Yaut	wide	Waid
we	Wee	widescreen	Wai tskreen
weak	Week	widow	Wi deu
weak form	Wee kform	wife	Wai f
wear	Weir	Wi-Fi	Wai fai
weather	We th	Wi-Fi device	Wai fai d vais
weather forecast	We th for karst	will	Wil
web page	We_ peij	Wimbledon	Wim bl dn
web server	We_ pser v	win	Win
webcam	We_ pkam	wind	Wind
website	We_ psait	wind farm	Win tfarm
wedding	We ding	windscreen	Win tskreen
Wednesday	Wen zdei	wine	Wain
week	Week	winner	Wi n
weekend	wee Kend	winter	Win t
weigh	Wei	winter tyres	win t Taiyz
weight	Weit	wish	Wish
welcome	Wel km	wish well	wi Shwel
well	Wel	with	With
went	Went	withdrawal	wi Thdrorl

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Talk a Lot

Clear Alphabet Dictionary

Normal Spelling & Clear Alphabet Spelling (with stressed vowel sound in red)

without	wi Thaut
witness	Wi_ns
woman	Wuu mn
wonder	Wun d
wood	Wuud
word	Werd
word stress	Wer tstres
work	Werk
work experience	wer k Kspiy riyns
work on	Wer Kon
world	Werld
world wide web	werl dwai Dweb
worm	Werm
worried	Wu rid
worry	Wu rii
worse	Wers
would	Wuud
wow	Wau
wrist	Rist
write	Rait
write down	Rai_Daun
writing	Rai ting
wrong	Rong
x-ray	E ksrei
year	Yiy
yellow	Ye leu
yes	Yes
yet	Yet
York	York
you	Yoo
young	Yung
your	Yor
yours	Yorz
YouTube	Yoo choob
zebra	Ze br
zebra crossing	ze br Kro sing
zero	Ziy reu
zero conditional	ziy reu kn Di shnl
zip	Zip

For more fun worksheets, games, and quizzes log onto englishbanana.com now!

Talk a Lot

Clear Alphabet Dictionary

400 Elementary Words

Translate from Clear Alphabet to Normal Spelling

uh	_____	At	_____
uh Baut	_____	Eit	_____
uh Buv	_____	Bei bii	_____
A kshn	_____	Bak	_____
A kt	_____	Bad	_____
Ad	_____	Bag	_____
uh Ford	_____	Bei k rii	_____
Ar ft	_____	Borl	_____
uh Gen	_____	b Nar n	_____
Eij	_____	Bangk	_____
uh Geu	_____	Bar throom	_____
uh Gree	_____	Bee	_____
Eir	_____	Beech	_____
Eir port	_____	Beir	_____
Orl	_____	Byoo t fl	_____
Orl seu	_____	Be droom	_____
Am	_____	Beef	_____
Am by lns	_____	Been	_____
uh Mung	_____	b For	_____
An	_____	b Gin	_____
And	_____	Belt	_____
A n ml	_____	Best	_____
Ang kl	_____	Be t	_____
Arn s	_____	Big	_____
E nii	_____	Baik	_____
E nii wun	_____	Berd	_____
uh Par_ mnt	_____	Ber ttdei	_____
A pl	_____	Blak	_____
Ei prl	_____	Blud	_____
Ar	_____	Blauz	_____
Arm	_____	Bloo	_____
uh Raund	_____	Beut	_____
Ar tist	_____	Bo dii	_____
Az	_____	Buuk	_____
Arsk	_____	Bor ring	_____

Spelling and sounds are **different** in English. You have to learn **both parts** of each word!

a	bat	b	bag	eir	pear	hh	loch	l	lake	or	ball	t	taxi	uuw	pure
ai	time	ch	cheese	er	shirt	i	djsh	m	music	oy	toy	th	brother	v	van
aiy	hire	d	dice	eu	home	ii	happy	n	nurse	p	pig	tt	thousand	w	week
ar	star	e	leg	f	frog	iy	here	ng	ring	r	road	u	cup	y	yoghurt
au	cow	ee	three	g	glass	j	jam	o	sock	s	snow	uh	arrive	z	zip
auw	power	ei	plane	h	head	k	kit	oo	shoot	sh	shop	uu	pull	zz	revision

Talk a Lot

Clear Alphabet Dictionary

400 Elementary Words

Translate from Clear Alphabet to Normal Spelling

Beutt	_____	Keut	_____
Boks	_____	Kum ft bl	_____
Boy	_____	km Pleet	_____
Boy friend	_____	km Pyoo t	_____
Breik	_____	Kuuk	_____
Bred	_____	Kri m nl	_____
Breik	_____	Sai kling	_____
Brij	_____	Dor t	_____
Bril ynt	_____	Dei	_____
Bring	_____	Den tist	_____
Bri tish	_____	Di frnt	_____
Bru th	_____	Do kt	_____
Bild	_____	Draiv	_____
Bil ding	_____	Ee zii	_____
Bus	_____	Eet	_____
Bu stop	_____	ei Teen	_____
Bu t	_____	E l fnt	_____
Bai	_____	Ee meil	_____
Korl	_____	Ing glish	_____
Kam ping	_____	E vrii	_____
Kan sl	_____	Feis	_____
Kar	_____	Far m	_____
Kar pit	_____	Fei vrt	_____
Ka rt	_____	Flait	_____
Kash	_____	Flauw	_____
Ka shpoynt	_____	Food	_____
Kach	_____	Fuu_ borl	_____
Cheinj	_____	Frij	_____
Cheez	_____	Frend	_____
Chaild	_____	Froo_ joos	_____
Cherch	_____	Fu nii	_____
Si n m	_____	Geim	_____
Klars	_____	Ga rij	_____
Kleen	_____	Gar dn	_____
Klaim	_____	Glar sz	_____

Spelling and sounds are **different** in English. You have to learn **both parts** of each word!

a	bat	b	bag	eir	pear	hh	loch	l	lake	or	ball	t	taxi	uuw	pure
ai	time	ch	cheese	er	shirt	i	djsh	m	music	oy	toy	th	brother	v	van
aiy	hire	d	dice	eu	home	ii	happy	n	nurse	p	pig	tt	thousand	w	week
ar	star	e	leg	f	frog	iy	here	ng	ring	r	road	u	cup	y	yoghurt
au	cow	ee	three	g	glass	j	jam	o	sock	s	snow	uh	arrive	z	zip
auw	power	ei	plane	h	head	k	kit	oo	shoot	sh	shop	uu	pull	zz	revision

Talk a Lot

Clear Alphabet Dictionary

400 Elementary Words

Translate from Clear Alphabet to Normal Spelling

Geu Waut	_____	Joon	_____
Geuz	_____	Kee bord	_____
Geu wing t	_____	Kis	_____
Geul tfish	_____	Leik	_____
Golf	_____	Lam	_____
Guud	_____	Lang gwij	_____
g Ri l	_____	Lern	_____
Got	_____	le m Neid	_____
Gran mar	_____	Lai brii	_____
Grars	_____	Li tl	_____
Greu	_____	Lun dn	_____
Ges	_____	Laud	_____
g Tar	_____	Luv	_____
Had	_____	Meid	_____
Heir	_____	Meik	_____
Harf	_____	Me nii	_____
Han sm	_____	Mar kit	_____
Haz	_____	Mee	_____
Hed	_____	Meet	_____
He vii	_____	Men	_____
Hi st rii	_____	Mait	_____
Ho bii	_____	Milk	_____
Ho l dei	_____	Mil yn	_____
Heum werk	_____	Mi nit	_____
heu Tel	_____	Meu bail	_____
Hun drd	_____	Mu nii	_____
ai Diy	_____	Mung kii	_____
im Por tnt	_____	Mor ning	_____
In str mnt	_____	Meust	_____
In tr sting	_____	Mu th	_____
In t net	_____	Meu t baik	_____
in tr Du kshn	_____	Meu t wei	_____
Iz	_____	Maun tn	_____
It	_____	Mautt	_____
Jeenz	_____	Myoo zik	_____

Spelling and sounds are **different** in English. You have to learn **both parts** of each word!

a	bat	b	bag	eir	pear	hh	loch	l	lake	or	ball	t	taxi	uuw	pure
ai	tjme	ch	cheese	er	shjrt	i	djsh	m	music	oy	toy	th	brother	v	van
aiy	hire	d	dice	eu	home	ii	happy	n	nurse	p	pig	tt	thousand	w	week
ar	star	e	leg	f	frog	iy	here	ng	ring	r	road	u	cup	y	yoghurt
au	cow	ee	three	g	glass	j	jam	o	sock	s	snow	uh	arrive	z	zip
auw	power	ei	plane	h	head	k	kit	oo	shoot	sh	shop	uu	pull	zz	revision

Talk a Lot

Clear Alphabet Dictionary

400 Elementary Words

Translate from Clear Alphabet to Normal Spelling

Must	_____	Par_n	_____
Mai	_____	Par sport	_____
Neim	_____	Pa st	_____
Nei ch	_____	Pees	_____
Niy	_____	Pee pl	_____
Ne v	_____	Per sn	_____
Nyoo	_____	Feun	_____
Nekst	_____	pi Ya neu	_____
Nais	_____	Pees	_____
Nait	_____	Pingk	_____
nain Teen	_____	Pee_ ts	_____
Neu b dii	_____	Plan	_____
Neuz	_____	Plein	_____
Not	_____	Pleez	_____
Nu tting	_____	Plu m	_____
No vl	_____	Peu sto fis	_____
neu Vem b	_____	p Tei teu	_____
Num b	_____	Paund	_____
Ners	_____	Pauw	_____
Ov	_____	Pri tii	_____
Of	_____	Pro blm	_____
O fn	_____	Pur pl	_____
eu Kei	_____	Puu Ton	_____
On	_____	Kyoo	_____
Wun	_____	Kwik	_____
Eu pn	_____	Kwaiyt	_____
Or	_____	Rei dii yeu	_____
O rinj	_____	Rein	_____
U th	_____	Ran	_____
Auw	_____	Reed	_____
Aut	_____	Riyl	_____
Eu v	_____	Rais	_____
Pein	_____	Rich	_____
Pei p	_____	Rait	_____
Peir rnt	_____	Ri v	_____

Spelling and sounds are **different** in English. You have to learn **both parts** of each word!

a	bat	b	bag	eir	pear	hh	loch	l	lake	or	ball	t	taxi	uuw	pure
ai	time	ch	cheese	er	shirt	i	djsh	m	music	oy	toy	th	brother	v	van
aiy	hire	d	dice	eu	home	ii	happy	n	nurse	p	pig	tt	thousand	w	week
ar	star	e	leg	f	frog	iy	here	ng	ring	r	road	u	cup	y	yoghurt
au	cow	ee	three	g	glass	j	jam	o	sock	s	snow	uh	arrive	z	zip
auw	power	ei	plane	h	head	k	kit	oo	shoot	sh	shop	uu	pull	zz	revision

Talk a Lot

Clear Alphabet Dictionary

400 Elementary Words

Translate from Clear Alphabet to Normal Spelling

Raund	_____	Speak	_____
Ru bish	_____	Sport	_____
Sad	_____	Stan Dup	_____
Sed	_____	Start	_____
Seim	_____	Stil	_____
So sij	_____	Strong	_____
Seiv	_____	Schoo dnt	_____
Sei	_____	Schoo pid	_____
Skool	_____	Su m	_____
See	_____	Sun dei	_____
See	_____	Soo p	_____
Se vn	_____	Swi ming	_____
se vn Teen	_____	Tei bl	_____
Shee	_____	Teik	_____
Sheep	_____	Tork	_____
Ship	_____	Tee ch	_____
Shop	_____	Teem	_____
Sheul d	_____	te l Vi zzn	_____
Sik	_____	Te nis	_____
Sain	_____	Ttangk	_____
Sim pl	_____	Ttiy t	_____
Sing uh	_____	Then	_____
Si st	_____	Their	_____
Si_ Daun	_____	Tting	_____
Skert	_____	Ttau znd	_____
Slej	_____	Tter zdei	_____
Sleep	_____	t Ge th	_____
Smorl	_____	Too	_____
Smail	_____	Too ttbrush	_____
Seu	_____	Taun	_____
Sok	_____	Tra kt	_____
Seu f	_____	Trein	_____
Sum	_____	Tran sport	_____
Soon	_____	Tree	_____
Soop	_____	Troo	_____

Spelling and sounds are **different** in English. You have to learn **both parts** of each word!

a	<u>bat</u>	b	<u>bag</u>	eir	<u>pear</u>	hh	<u>loch</u>	l	<u>lake</u>	or	<u>ball</u>	t	<u>taxi</u>	uuw	<u>pure</u>
ai	<u>time</u>	ch	<u>cheese</u>	er	<u>shirt</u>	i	<u>djsh</u>	m	<u>music</u>	oy	<u>toy</u>	th	<u>brother</u>	v	<u>van</u>
aiy	<u>hire</u>	d	<u>dice</u>	eu	<u>home</u>	ii	<u>happy</u>	n	<u>nurse</u>	p	<u>pig</u>	tt	<u>thousand</u>	w	<u>week</u>
ar	<u>star</u>	e	<u>leg</u>	f	<u>frog</u>	iy	<u>here</u>	ng	<u>ring</u>	r	<u>road</u>	u	<u>cup</u>	y	<u>yoghurt</u>
au	<u>cow</u>	ee	<u>three</u>	g	<u>glass</u>	j	<u>jam</u>	o	<u>sock</u>	s	<u>snow</u>	uh	<u>arrive</u>	z	<u>zip</u>
auw	<u>power</u>	ei	<u>plane</u>	h	<u>head</u>	k	<u>kit</u>	oo	<u>shoot</u>	sh	<u>shop</u>	uu	<u>pull</u>	zz	<u>revision</u>

Talk a Lot

Clear Alphabet Dictionary

400 Elementary Words

Translate from Clear Alphabet to Normal Spelling

Choo zdei	_____	Wuud	_____
Twelv	_____	Werld	_____
Too	_____	Wuud	_____
um Bre l	_____	Rait	_____
Ung kl	_____	Rong	_____
un d Stand	_____	Yiy	_____
Yoo n form	_____	Ye leu	_____
Yooz	_____	Yes	_____
Van	_____	Yet	_____
Ve rii	_____	Yoo	_____
Vi zit	_____	Yung	_____
Work	_____	Yor	_____
Worl	_____	Ze br	_____
Wor dreub	_____	Ziy reu	_____
Worm	_____	Zip	_____
Wosh	_____		
Woch	_____		
Wei	_____		
wei Yin	_____		
We th	_____		
We ding	_____		
Wen zdei	_____		
Week	_____		
Wel km	_____		
Went	_____		
Wot	_____		
Wiy l	_____		
Wen	_____		
Weir	_____		
Wich	_____		
Wai	_____		
Waif	_____		
Wain	_____		
Win t	_____		
With	_____		

Spelling and sounds are **different** in English. You have to learn **both parts** of each word!

a	bat	b	bag	eir	pear	hh	loch	l	lake	or	ball	t	taxi	uuw	pure
ai	time	ch	cheese	er	shirt	i	djsh	m	music	oy	toy	th	brother	v	van
aiy	hire	d	dice	eu	home	ii	happy	n	nurse	p	pig	tt	thousand	w	week
ar	star	e	leg	f	frog	iy	here	ng	ring	r	road	u	cup	y	yoghurt
au	cow	ee	three	g	glass	j	jam	o	sock	s	snow	uh	arrive	z	zip
auw	power	ei	plane	h	head	k	kit	oo	shoot	sh	shop	uu	pull	zz	revision

Talk a Lot

Clear Alphabet Dictionary

400 Elementary Words

Translate from Normal Spelling to Clear Alphabet

a	_____	at	_____
about	_____	ate	_____
above	_____	baby	_____
action	_____	back	_____
actor	_____	bad	_____
add	_____	bag	_____
afford	_____	bakery	_____
after	_____	ball	_____
again	_____	banana	_____
age	_____	bank	_____
ago	_____	bathroom	_____
agree	_____	be	_____
air	_____	beach	_____
airport	_____	bear	_____
all	_____	beautiful	_____
also	_____	bedroom	_____
am	_____	beef	_____
ambulance	_____	been	_____
among	_____	before	_____
an	_____	begin	_____
and	_____	belt	_____
animal	_____	best	_____
ankle	_____	better	_____
answer	_____	big	_____
any	_____	bike	_____
anyone	_____	bird	_____
apartment	_____	birthday	_____
apple	_____	black	_____
April	_____	blood	_____
are	_____	blouse	_____
arm	_____	blue	_____
around	_____	boat	_____
artist	_____	body	_____
as	_____	book	_____
ask	_____	boring	_____

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a	bat	b	bag	eir	pear	hh	loch	l	lake	or	ball	t	taxi	uuw	pure
ai	time	ch	cheese	er	shirt	i	dish	m	music	oy	toy	th	brother	v	van
aiy	hire	d	dice	eu	home	ii	happy	n	nurse	p	pig	tt	thousand	w	week
ar	star	e	leg	f	frog	iy	here	ng	ring	r	road	u	cup	y	yoghurt
au	cow	ee	three	g	glass	j	jam	o	sock	s	snow	uh	arrive	z	zip
auw	power	ei	plane	h	head	k	kit	oo	shoot	sh	shop	uu	pull	zz	revision

Talk a Lot

Clear Alphabet Dictionary

400 Elementary Words

Translate from Normal Spelling to Clear Alphabet

both	_____	coat	_____
box	_____	comfortable	_____
boy	_____	complete	_____
boyfriend	_____	computer	_____
brake	_____	cook	_____
bread	_____	criminal	_____
break	_____	cycling	_____
bridge	_____	daughter	_____
brilliant	_____	day	_____
bring	_____	dentist	_____
British	_____	different	_____
brother	_____	doctor	_____
build	_____	drive	_____
building	_____	easy	_____
bus	_____	eat	_____
bus stop	_____	eighteen	_____
butter	_____	elephant	_____
by	_____	email	_____
call	_____	English	_____
camping	_____	every	_____
cancel	_____	face	_____
car	_____	farmer	_____
carpet	_____	favourite	_____
carrot	_____	flight	_____
cash	_____	flower	_____
cashpoint	_____	food	_____
catch	_____	football	_____
change	_____	fridge	_____
cheese	_____	friend	_____
child	_____	fruit juice	_____
church	_____	funny	_____
cinema	_____	game	_____
class	_____	garage	_____
clean	_____	garden	_____
climb	_____	glasses	_____

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a	bat	b	bag	eir	pear	hh	loch	l	lake	or	ball	t	taxi	uuw	pure
ai	time	ch	cheese	er	shirt	i	dish	m	music	oy	toy	th	brother	v	van
aiy	hire	d	dice	eu	home	ii	happy	n	nurse	p	pig	tt	thousand	w	week
ar	star	e	leg	f	frog	iy	here	ng	ring	r	road	u	cup	y	yoghurt
au	cow	ee	three	g	glass	j	jam	o	sock	s	snow	uh	arrive	z	zip
auw	power	ei	plane	h	head	k	kit	oo	shoot	sh	shop	uu	pull	zz	revision

Talk a Lot

Clear Alphabet Dictionary

400 Elementary Words

Translate from Normal Spelling to Clear Alphabet

go out	_____	June	_____
goes	_____	keyboard	_____
going to	_____	kiss	_____
goldfish	_____	lake	_____
golf	_____	lamb	_____
good	_____	language	_____
gorilla	_____	learn	_____
got	_____	lemonade	_____
grandma	_____	library	_____
grass	_____	little	_____
grow	_____	London	_____
guess	_____	loud	_____
guitar	_____	love	_____
had	_____	made	_____
hair	_____	make	_____
half	_____	many	_____
handsome	_____	market	_____
has	_____	me	_____
head	_____	meet	_____
heavy	_____	men	_____
history	_____	might	_____
hobby	_____	milk	_____
holiday	_____	million	_____
homework	_____	minute	_____
hotel	_____	mobile	_____
hundred	_____	money	_____
idea	_____	monkey	_____
important	_____	morning	_____
instrument	_____	most	_____
interesting	_____	mother	_____
internet	_____	motorbike	_____
introduction	_____	motorway	_____
is	_____	mountain	_____
it	_____	mouth	_____
jeans	_____	music	_____

Spelling and sounds are **different** in English. You have to learn **both parts** of each word!

a	bat	b	bag	eir	pear	hh	loch	l	lake	or	ball	t	taxi	uuw	pure
ai	time	ch	cheese	er	shirt	i	dish	m	music	oy	toy	th	brother	v	van
aiy	hire	d	dice	eu	home	ii	happy	n	nurse	p	pig	tt	thousand	w	week
ar	star	e	leg	f	frog	iy	here	ng	ring	r	road	u	cup	y	yoghurt
au	cow	ee	three	g	glass	j	jam	o	sock	s	snow	uh	arrive	z	zip
auw	power	ei	plane	h	head	k	kit	oo	shoot	sh	shop	uu	pull	zz	revision

Talk a Lot

Clear Alphabet Dictionary

400 Elementary Words

Translate from Normal Spelling to Clear Alphabet

must	_____	partner	_____
my	_____	passport	_____
name	_____	pasta	_____
nature	_____	peace	_____
near	_____	people	_____
never	_____	person	_____
new	_____	phone	_____
next	_____	piano	_____
nice	_____	piece	_____
night	_____	pink	_____
nineteen	_____	pizza	_____
nobody	_____	plan	_____
nose	_____	plane	_____
not	_____	please	_____
nothing	_____	plumber	_____
novel	_____	post office	_____
November	_____	potato	_____
number	_____	pound	_____
nurse	_____	power	_____
of	_____	pretty	_____
off	_____	problem	_____
often	_____	purple	_____
OK	_____	put on	_____
on	_____	queue	_____
one	_____	quick	_____
open	_____	quiet	_____
or	_____	radio	_____
orange	_____	rain	_____
other	_____	ran	_____
our	_____	read	_____
out	_____	real	_____
over	_____	rice	_____
pain	_____	rich	_____
paper	_____	right	_____
parent	_____	river	_____

Spelling and sounds are **different** in English. You have to learn **both parts** of each word!

a	bat	b	bag	eir	pear	hh	loch	l	lake	or	ball	t	taxi	uuw	pure
ai	time	ch	cheese	er	shirt	i	dish	m	music	oy	toy	th	brother	v	van
aiy	hire	d	dice	eu	home	ii	happy	n	nurse	p	pig	tt	thousand	w	week
ar	star	e	leg	f	frog	iy	here	ng	ring	r	road	u	cup	y	yoghurt
au	cow	ee	three	g	glass	j	jam	o	sock	s	snow	uh	arrive	z	zip
auw	power	ei	plane	h	head	k	kit	oo	shoot	sh	shop	uu	pull	zz	revision

Talk a Lot

Clear Alphabet Dictionary

400 Elementary Words

Translate from Normal Spelling to Clear Alphabet

Tuesday	_____	wood	_____
twelve	_____	world	_____
two	_____	would	_____
umbrella	_____	write	_____
uncle	_____	wrong	_____
understand	_____	year	_____
uniform	_____	yellow	_____
use	_____	yes	_____
van	_____	yet	_____
very	_____	you	_____
visit	_____	young	_____
walk	_____	your	_____
wall	_____	zebra	_____
wardrobe	_____	zero	_____
warm	_____	zip	_____
wash	_____		
watch	_____		
way	_____		
way in	_____		
weather	_____		
wedding	_____		
Wednesday	_____		
week	_____		
welcome	_____		
went	_____		
what	_____		
wheel	_____		
when	_____		
where	_____		
which	_____		
why	_____		
wife	_____		
wine	_____		
winter	_____		
with	_____		

Spelling and sounds are **different** in English. You have to learn **both parts** of each word!

a	bat	b	bag	eir	pear	hh	loch	l	lake	or	ball	t	taxi	uuw	pure
ai	time	ch	cheese	er	shirt	i	dish	m	music	oy	toy	th	brother	v	van
aiy	hire	d	dice	eu	home	ii	happy	n	nurse	p	pig	tt	thousand	w	week
ar	star	e	leg	f	frog	iy	here	ng	ring	r	road	u	cup	y	yoghurt
au	cow	ee	three	g	glass	j	jam	o	sock	s	snow	uh	arrive	z	zip
auw	power	ei	plane	h	head	k	kit	oo	shoot	sh	shop	uu	pull	zz	revision

Talk a Lot

Clear Alphabet Dictionary

400 Elementary Words

Normal Spelling & Clear Alphabet Spelling (with stressed vowel sound in red)

a	uh	bad	Bad
about	uh Baut	bag	Bag
above	uh Buv	bakery	Bei k ri
action	A kshn	ball	Borl
actor	A kt	banana	b Nar n
add	Ad	bank	Bangk
afford	uh Ford	bathroom	Bar throom
after	Ar ft	be	Bee
again	uh Gen	beach	Beech
age	Eij	bear	Beir
ago	uh Geu	beautiful	Byoo t fl
agree	uh Gree	bedroom	Be droom
air	Eir	beef	Beef
airport	Eir port	been	Been
all	Orl	before	b For
also	Orl seu	begin	b Gin
am	Am	belt	Belt
ambulance	Am by lns	best	Best
among	uh Mung	better	Be t
an	An	big	Big
and	And	bike	Baik
animal	A n ml	bird	Berd
ankle	Ang kl	birthday	Ber ttdei
answer	Arn s	black	Blak
any	E nii	blood	Blud
anyone	E nii wun	blouse	Blauz
apartment	uh Par_ mnt	blue	Bloo
apple	A pl	boat	Beut
April	Ei prl	body	Bo dii
are	Ar	book	Buuk
arm	Arm	boring	Bor ring
around	uh Raund	both	Beutt
artist	Ar tist	box	Boks
as	Az	boy	Boy
ask	Arsk	boyfriend	Boy frend
at	At	brake	Breik
ate	Eit	bread	Bred
baby	Bei bii	break	Breik
back	Bak	bridge	Brij

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Clear Alphabet Dictionary

400 Elementary Words

Normal Spelling & Clear Alphabet Spelling (with stressed vowel sound in red)

brilliant	Bril ynt	drive	Draiv
bring	Bring	easy	Ee zii
British	Bri tish	eat	Eet
brother	Bru th	eighteen	ei Teen
build	Bild	elephant	E l fnt
building	Bil ding	email	Ee meil
bus	Bus	English	Ing glish
bus stop	Bu stop	every	E vrii
butter	Bu t	face	Feis
by	Bai	farmer	Far m
call	Korl	favourite	Fei vrt
camping	Kam ping	flight	Flait
cancel	Kan sl	flower	Flauw
car	Kar	food	Food
carpet	Kar pit	football	Fuu_ borl
carrot	Ka rt	fridge	Frij
cash	Kash	friend	Frend
cashpoint	Ka shpoynt	fruit juice	Froo_ joos
catch	Kach	funny	Fu nii
change	Cheinj	game	Geim
cheese	Cheez	garage	Ga rij
child	Chaild	garden	Gar dn
church	Cherch	glasses	Glar sz
cinema	Si n m	go out	Geu Waut
class	Klars	goes	Geuz
clean	Kleen	going to	Geu wing t
climb	Klaim	goldfish	Geul tfish
coat	Keut	golf	Golf
comfortable	Kum ft bl	good	Guud
complete	km Pleet	gorilla	g Ri l
computer	km Pyoo t	got	Got
cook	Kuuk	grandma	Gran mar
criminal	Kri m nl	grass	Grars
cycling	Sai kling	grow	Greu
daughter	Dor t	guess	Ges
day	Dei	guitar	g Tar
dentist	Den tist	had	Had
different	Di frnt	hair	Heir
doctor	Do kt	half	Harf

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Talk a Lot

Clear Alphabet Dictionary

400 Elementary Words

Normal Spelling & Clear Alphabet Spelling (with stressed vowel sound in red)

handsome	Han sm	might	Mait
has	Haz	milk	Milk
head	Hed	million	Mil yn
heavy	He vii	minute	Mi nit
history	Hi st rii	mobile	Meu bail
hobby	Ho bii	money	Mu nii
holiday	Ho l dei	monkey	Mung kii
homework	Heum werk	morning	Mor ning
hotel	heu Tel	most	Meust
hundred	Hun drd	mother	Mu th
idea	ai Diy	motorbike	Meu t baik
important	im Por tnt	motorway	Meu t wei
instrument	In str mnt	mountain	Maun tn
interesting	In tr sting	mouth	Mautt
internet	In t net	music	Myoo zik
introduction	in tr Du kshn	must	Must
is	Iz	my	Mai
it	It	name	Neim
jeans	Jeenz	nature	Nei ch
June	Joon	near	Niy
keyboard	Kee bord	never	Ne v
kiss	Kis	new	Nyoo
lake	Leik	next	Nekst
lamb	Lam	nice	Nais
language	Lang gwij	night	Nait
learn	Lern	nineteen	nain Teen
lemonade	le m Neid	nobody	Neu b dii
library	Lai brii	nose	Neuz
little	Li tl	not	Not
London	Lun dn	nothing	Nu tting
loud	Laud	novel	No vl
love	Luv	November	neu Vem b
made	Meid	number	Num b
make	Meik	nurse	Ners
many	Me nii	of	Ov
market	Mar kit	off	Of
me	Mee	often	O fn
meet	Meet	OK	eu Kei
men	Men	on	On

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Talk a Lot

Clear Alphabet Dictionary

400 Elementary Words

Normal Spelling & Clear Alphabet Spelling (with stressed vowel sound in red)

one	Wun	ran	Ran
open	Eu pn	read	Reed
or	Or	real	Riyl
orange	O rinj	rice	Rais
other	U th	rich	Rich
our	Auw	right	Rait
out	Aut	river	Ri v
over	Eu v	round	Raund
pain	Pein	rubbish	Ru bish
paper	Pei p	sad	Sad
parent	Peir rnt	said	Sed
partner	Par_ n	same	Seim
passport	Par sport	sausage	So sij
pasta	Pa st	save	Seiv
peace	Pees	say	Sei
people	Pee pl	school	Skool
person	Per sn	sea	See
phone	Feun	see	See
piano	pi Ya neu	seven	Se vn
piece	Pees	seventeen	se vn Teen
pink	Pingk	she	Shee
pizza	Pee_ ts	sheep	Sheep
plan	Plan	ship	Ship
plane	Plein	shop	Shop
please	Pleez	shoulder	Sheul d
plumber	Plu m	sick	Sik
post office	Peu sto fis	sign	Sain
potato	p Tei teu	simple	Sim pl
pound	Paund	singer	Sing uh
power	Pauw	sister	Si st
pretty	Pri tii	sit down	Si_ Daun
problem	Pro blm	skirt	Skert
purple	Pur pl	sledge	Slej
put on	Puu Ton	sleep	Sleep
queue	Kyoo	small	Smorl
quick	Kwik	smile	Smail
quiet	Kwaiyt	so	Seu
radio	Rei dii yeu	sock	Sok
rain	Rein	sofa	Seu f

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Clear Alphabet Dictionary

400 Elementary Words

Normal Spelling & Clear Alphabet Spelling (with stressed vowel sound in red)

some	Sum	twelve	Twelv
soon	Soon	two	Too
soup	Soop	umbrella	um Bre l
speak	Speek	uncle	Ung kl
sport	Sport	understand	un d Stand
stand up	Stan Dup	uniform	Yoo n form
start	Start	use	Yooz
still	Stil	van	Van
strong	Strong	very	Ve rii
student	Schoo dnt	visit	Vi zit
stupid	Schoo pid	walk	Work
summer	Su m	wall	Worl
Sunday	Sun dei	wardrobe	Wor dreub
super	Soo p	warm	Worm
swimming	Swi ming	wash	Wosh
table	Tei bl	watch	Woch
take	Teik	way	Wei
talk	Tork	way in	wei Yin
teacher	Tee ch	weather	We th
team	Teem	wedding	We ding
television	te l Vi zzn	Wednesday	Wen zdei
tennis	Te nis	week	Week
thank	Ttangk	welcome	Wel km
theatre	Ttiy t	went	Went
then	Then	what	Wot
there	Their	wheel	Wiy l
thing	Tting	when	Wen
thousand	Ttau znd	where	Weir
Thursday	Tter zdei	which	Wich
together	t Ge th	why	Wai
too	Too	wife	Waif
toothbrush	Too ttbrush	wine	Wain
town	Taun	winter	Win t
tractor	Tra kt	with	With
train	Trein	wood	Wuud
transport	Tran sport	world	Werld
tree	Tree	would	Wuud
true	Troo	write	Rait
Tuesday	Choo zdei	wrong	Rong

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Clear Alphabet Dictionary

400 Elementary Words

Normal Spelling & Clear Alphabet Spelling (with stressed vowel sound in red)

year	Yiy
yellow	Ye leu
yes	Yes
yet	Yet
you	Yoo
young	Yung
your	Yor
zebra	Ze br
zero	Ziy reu
zip	Zip

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Spe shl To pikz
Special Topics

Talk a Lot

Clear Alphabet Dictionary

Phonetic Words in Normal English Spelling

This is a list of words from the dictionary which are spelled the same in both the normal Roman alphabet and the Clear Alphabet. These words are easy to pronounce because they look like they sound. They are generally one-syllable words:

adverb	A dverb	fit	Fit	map	Map	soft	Soft
advert	A dvert	flat	Flat	mark	Mark	soon	Soon
am	Am	flop	Flop	meat	Meet	sort	Sort
an	An	fog	Fog	men	Men	spend	Spend
and	And	food	Food	mist	Mist	spin	Spin
ant	Ant	for	For	moon	Moon	spring	Spring
arm	Arm	form	Form	much	Much	stand	Stand
artist	Ar tist	free	Free	mum	Mum	star	Star
at	At	frog	Frog	must	Must	starfish	Star fish
bad	Bad	from	From	need	Need	start	Start
bag	Bag	get	Get	nut	Nut	step	Step
ban	Ban	get in	Ge Tin	on	On	stop	Stop
bat	Bat	get on	Ge Ton	or	Or	storm	Storm
bed	Bed	God	God	pig	Pig	street	Street
bedroom	Be droom	golf	Golf	plan	Plan	string	String
bee	Bee	got	Got	plot	Plot	strong	Strong
beef	Beef	green	Green	pop	Pop	such	Such
been	Been	greet	Greet	pop star	Po pstar	sun	Sun
beg	Beg	groom	Groom	port	Port	sunset	Sun set
belt	Belt	gun	Gun	print	Print	suntan	Sun tan
bench	Bench	had	Had	ran	Ran	swim	Swim
best	Best	hand	Hand	rash	Rash	ten	Ten
big	Big	hard	Hard	rent	Rent	tent	Tent
boy	Boy	hat	Hat	rest	Rest	test	Test
bring	Bring	help	Help	rich	Rich	than	Than
British	Bri tish	her	Her	ring	Ring	that	That
bus	Bus	him	Him	risk	Risk	their	Their
but	But	hit	Hit	room	Room	them	Them
chat	Chat	if	If	run	Run	then	Then
cheek	Cheek	in	In	sad	Sad	too	Too
chest	Chest	inch	Inch	sand	Sand	top	Top
chin	Chin	inform	in Form	see	See	transfer	Tran sfer
dad	Dad	job	Job	self	Self	up	Up
deep	Deep	jump	Jump	send	Send	van	Van
dentist	Den tist	just	Just	set	Set	verb	Verb
did	Did	keep	Keep	sheep	Sheep	vest	Vest
dog	Dog	king	King	ship	Ship	week	Week
drip	Drip	left	Left	shop	Shop	went	Went
drum	Drum	leg	Leg	short	Short	west	West
end	End	lend	Lend	shut	Shut	wet	Wet
far	Far	lift	Lift	sing	Sing	wind	Wind
farm	Farm	lip	Lip	sit	Sit	wish	Wish
fat	Fat	long	Long	skin	Skin	with	With
feet	Feet	lot	Lot	sleep	Sleep	yet	Yet
film	Film	lunch	Lunch	sleet	Sleet	York	York
finish	Fi nish	lung	Lung	slim	Slim	zip	Zip
fish	Fish	man	Man	slip	Slip		

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Talk a Lot

Clear Alphabet Dictionary

100 Sets of Common Homophones

Homophones are words that have exactly the same sounds, but different spellings and meanings. In the Clear Alphabet there are no homophones, because spellings and sounds always match.

uh Laud	aloud, allowed	Nyoo	new, knew
Arnt	aunt, aren't	Neu	no, know
Beir	bear, bare	Nun	none, nun
Bloo	blue, blew	Neuz	nose, knows
Bord	bored, board	Not	not, knot
Breik	break, brake	Wun	one, won
Bai	buy, by, bye	Or	or, oar, ore
Siy riyl	cereal, serial	Auw	our, hour
Cheep	cheap, cheep	Pei shns	patience, patients
Chek	check, cheque	Peek	peak, peek
Chooz	choose, chews	Peir	pear, pair
Kaun sl	council, counsel	Pai	pie, pi
Kyoo	cue, queue	Pees	piece, peace
Diy	deer, dear	Piy	pier, peer
Joo	dew, due	Plein	plane, plain
Dai	die, dye	Por	poor, pour
Deu	dough, doe	Pra ktis	practice, practise
Eit	eight, ate	Prei	pray, prey
Feet	feet, feat	Rein	rain, reign
fi Yon sei	fiancé, fiancée	Reiz	raise, rays, raze
Faind	find, fined	Ror	raw, roar
Flor	floor, flaw	Reed	read, reed
Flauw	flower, flour	Red	red, read
Greit	great, grate	Rait	right, write
Greun	grown, groan	Reud	road, rode, rowed
Heir	hair, hare	Reuz	rose, rows
Hart	hart, heart	Seil	sale, sail
Hiyl	heal, heel, he'll	Sor	saw, sore
Hiy	hear, here	See	see, sea
Herd	heard, herd	Sel	sell, cell
Hai	high, hi	Sent	sent, scent, cent
Heul	hole, whole	Steir	stair, stare
Ai dl	idle, idol	Sun	sun, son
Aiyl	I'll, aisle	Teil	tail, tale
In	in, inn	Tee	tea, tee
I_s	it's, its	Their	there, they're, their
Jeez	jeans, genes	Taid	tide, tied
Kee	key, quay	Too	two, too
Led	lead, led	Weit	wait, weight
Leest	least, leased	Worn	warn, worn
Lait	light, lite	We th	weather, whether
Leun	loan, lone	Week	week, weak
Meid	made, maid	Wiyl	we'll, wheel, weal
Meil	male, mail	Weil	whale, wail
Meet	meet, meat	Weir	where, wear
Maind	mind, mined	Wail	while, wile
Mist	missed, mist	Wuud	wood, would
Mor ning	morning, mourning	Rait	write, right
Mu sl	muscle, mussel	Yoo	you, yew
Nei vl	naval, navel	Yor	your, you're

Talk a Lot

Clear Alphabet Dictionary

Minimal Pairs

A minimal pair is a pair of words that have the same sounds apart from one sound. This is a list of minimal pairs from this dictionary. Notice that they are mostly one-syllable words. Can you think of any more minimal pairs?

Same consonant sound(s),
one different vowel sound:

cheers **Ch**iyz
cheese **Ch**eez

course **K**ors
curse **K**ers

fail **F**eil
fall **F**orl

far **F**ar
fare **F**eir

hat **H**at
hate **H**eit

heart **H**art
heat **H**eet

her **H**er
here **H**iy

nice **N**ais
niece **N**ees

nine **N**ain
none **N**un

plain **P**lein
plan **P**lan

smell **S**mel
smile **S**mail

spin **S**pin
spine **S**pain

start **S**tart
state **S**teit

through **T**troo
throw **T**treu

to **T**oo
toe **T**eu

Same vowel sound(s), one
different consonant sound:

cheap **C**heep
cheek **C**heek

close **K**leuz
clothes **K**leuthz

gate **G**eit
gave **G**eiv

hobby **H**o bii
hockey **H**o kii

large **L**arj
laugh **L**arf

light **L**ait
like **L**aik

made **M**eid
make **M**eik

might **M**ait
mile **M**ail

mouse **M**aus
mouth **M**autt

nail **N**eil
name **N**eim

nice **N**ais
night **N**ait

north **N**ortt
nought **N**ort

page **P**eij
pain **P**ein

place **P**leis
plain **P**lein

rabbit **R**a bit
racquet **R**a kit

rain **R**ein
raise **R**eiz

receipt **r** Seet
receive **r** Seev

refuse **r** Fyooz
refute **r** Fyoot

rice **R**ais
right **R**ait

shake **S**heik
shape **S**heip

side **S**aid
sign **S**ain

slim **S**lim
slip **S**lip

some **S**um
son **S**un

tail **T**eil
take **T**eik

teach **T**eech
team **T**eem

verb **V**erb
verse **V**ers

walk **W**ork
warn **W**orn

wash **W**osh
watch **W**och

yes **Y**es
yet **Y**et

My minimal pairs:

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Clear Alphabet Dictionary

Silent Letters

Here are some good examples of items in the dictionary which have silent letters. The Clear Alphabet ignores letters which are not pronounced. Silent letters often occur because the vowel letters in unstressed syllables are converted into schwa sounds when we pronounce them; or when double letters represent one consonant sound, e.g. "ff" for f, and so on. Note: reading this list out loud is a good way of testing students' understanding of the use of the schwa sound in English pronunciation:

Normal Spelling:	CA Spelling:	Silent Letter(s) (in spelling but not pronounced):
autumn	Or tm	_____
build	Bild	_____
butter	Bu t	_____
candidate	Kan d dt	_____
cinema	Si n m	_____
criminal	Kri m nl	_____
customer	Ku st m	_____
debt	Det	_____
differ	Di f	_____
elephant	E l fnt	_____
escalator	E sk lei t	_____
giraffe	j Ra rf	_____
gorilla	g Ri l	_____
guess	Ges	_____
illness	Il ns	_____
indicator	In d kei t	_____
knee	Nee	_____
manager	Ma n j	_____
mechanic	m Ka nik	_____
menopause	Me n porz	_____
minute	Mi nit	_____
muscle	Mu sl	_____
negative	Ne g tiv	_____
Norwich	No rich	_____
often	O fn	_____
orchestra	Or k str	_____
possible	Po s bl	_____
sausage	So sij	_____
school	Skool	_____
separation	se p Rei shn	_____
skeleton	Ske l tn	_____
sledge	Slej	_____
solicitor	s Li s t	_____
suggest	s Jest	_____
supporter	s Por t	_____
syllable	Si l bl	_____
terminal	Ter m nl	_____
thermometer	tt Mo m t	_____
together	t Ge th	_____
weather	We th	_____
what	Wot	_____
whatever	wo Te v	_____
whenever	we Ne v	_____
wrist	Rist	_____
wrong	Rong	_____
young	Yung	_____

Talk a Lot

Clear Alphabet Dictionary

Silent Letters

Answers:

<i>Normal Spelling:</i>	<i>CA Spelling:</i>	<i>Silent Letter(s) (in spelling but not pronounced):</i>
autumn	Or tm	n
build	Bild	u
butter	Bu t	t, er
candidate	Kan d dt	i, a, e
cinema	Si n m	e, a
criminal	Kri m nl	i, a
customer	Ku st m	o, er
debt	Det	b
differ	Di f	f, er
elephant	E l fnt	e, a
escalator	E sk lei t	a, or
giraffe	j Ra rf	i, f, e
gorilla	g Ri l	o, l, a
guess	Ges	u, s
illness	Il ns	l, e, s
indicator	In d kei t	i, or
knee	Nee	k
manager	Ma n j	a, er
mechanic	m Ka nik	e, h
menopause	Me n porz	o, e
minute	Mi nit	u, e
muscle	Mu sl	c, e
negative	Ne g tiv	a, e
Norwich	No rich	w
often	O fn	t, e
orchestra	Or k str	h, e, a
possible	Po s bl	s, i, e
sausage	So sij	a, e
school	Skool	h
separation	se p Rei shn	a, io
skeleton	Ske l tn	e, o
sledge	Slej	d, e
solicitor	s Li s t	o, i, or
suggest	s Jest	u, g
supporter	s Por t	u, p, er
syllable	Si l bl	l, a, e
terminal	Ter m nl	i, a
thermometer	tt Mo m t	er, e, er
together	t Ge th	o, er
weather	We th	a, er
what	Wot	h
whatever	wo Te v	h, er
whenever	we Ne v	h, er
wrist	Rist	w
wrong	Rong	w
young	Yung	o

Talk a Lot

Clear Alphabet Dictionary

Hidden Sounds

Here are some good examples of words and phrases in the dictionary which have hidden sounds – sounds which are heard when you say the word, but don't appear in the normal spelling. There are no clues that they exist so students have to learn the hard way – by making mistakes. In the Clear Alphabet, hidden sounds are revealed, because all sounds are written – apart from embedded schwa sounds. Can you think of any more words in each category?

Hidden Sound: y

commuter	k Myoo t
emu	Ee myoo
euthanasia	yoo tt Nei ziy
humiliate	hyoo Mi lii yeit
knew	Nyoo
millionaire	mil y Neir
new	Nyoo
numeral	Nyoo m rl
onion	Un yn
queue	Kyoo
security	s Kyuuw r tii

Hidden Sound: g

Spelling Rule: “gu” can be pronounced: gw e.g. anguish, penguin, languid, etc.

language Lang gwij

Hidden Sound: ch

Spelling Rule: “tu” is often pronounced: ch e.g. tune, attitude, tuna, etc.

expenditure	e Kspen d ch
medical student	Me d kl schoo dnt
punctuation mark	pung kch Wei shn mark
stupid	Schoo pid
Tuesday	Choo zdeii

Hidden Sound: j

Spelling Rule: “du” is often pronounced: j e.g. dune, duty, due, etc.

produce pr Joos

Hidden Sound: ng

Spelling Rule: “nk” is often pronounced: ngk e.g. think, ink, bank, sank, etc.

pink	Pingk
uncle	Ung kl

Talk a Lot

Clear Alphabet Dictionary

Hidden Sounds

Hidden Sound: sh

Spelling Rule: "ch" can be pronounced: sh e.g. parachute, chef, cliché, etc.

machine m Sheen

Hidden Sound: f

Spelling Rule: "ph" can be pronounced: f e.g. phone, photo, Phil, trophy, etc.

phrase Freiz
nephew Ne fyoo
pharmacist Far m sist

Hidden Sound: kw

Spelling Rule: "qu" is usually pronounced: kw e.g. almost every word starting with "q"!

quick Kwik
squash Skwosh

Talk a Lot

Clear Alphabet Dictionary

Words and Phrases with Glottal Stops

This is a list of items in the dictionary which have glottal stops. Glottal stops are represented in the Clear Alphabet by the symbol: _

A glottal stop often replaces the first sound in a cc sound connection – usually t or d :

Items where t is replaced by a glottal stop:

absolutely	a ps Loo_ lii
achievements	uh Chee vmn_s
amusement park	uh Myoo zmn_ park
apartment	uh Par_ mnt
apartment block	uh Par_ mn_ blok
appointment	uh Poy_n_ mnt
basketball	Bar ski_ borl
benefits	Be n fi_s
benefits trap	Be n fi_ strap
brackets	Bra ki_ z
budget airline	bu ji_ Eir lain
Cate Blanchett	kei_ Blarn cht
climate change	Klai m_ cheinj
content word	Kon ten_ werd
credit card	Kre di_ kard
debit card	De bi_ kard
department store	d Par_ mn_ stor
en-suite bathroom	on swee_ Bar ttroom
favorites	Fei vr_ z
fertility treatment	f Ti l tii tree_ mnt
fingerprints	Fing g prin_ z
fitness suite	Fi_ n sweet
football	Fuu_ borl
football stadium	Fuu_ borl stei diym
front cover	frun_ Ku v
fruit juice	Froo_ joos
get angry	ge_ Ang grii
get burned	ge_ Bernd
get divorced	ge_ d Vorst
get dressed	ge_ Drest
get promoted	ge_ pr Meu td
get stung	ge_ Stung
get worse	ge_ Wers
Great Britain	grei_ Bri tn
its	I_ s
John O'Groats	jo n Greu_ s
market place	Mar ki_ pleis
networking	Ne_ wer king
nightclub	Nai_ klub
nightdress	Nai_ dres
ought to	Or_ too
partner	Par_ n

passport control	Par spor_ kn treul
present perfect	pre zn_ Per fkt
present simple	pre zn_ Sim pl
put down	Puu_ Daun
remote control	r meu_ kn Treul
retirement home	r Taiy mn_ heum
Scotland	Sko_ lnd
seatbelt	See_ belt
silent letter	sai ln_ Le t
sit down	Si_ Daun
social network	seu shl Ne_ werk
sports car	Spor_ skar
state pension	stei_ Pen shn
witness	Wi_ ns
write down	Rai_ Daun

Items where d is replaced by a glottal stop:

blood test	Blu_ test
graduate	Gra_ j weit
lead to	Lee_ Too
sound connection	Saun_ k ne kshn

Items where b is replaced by a glottal stop:

web page	We_ peij
web server	We_ pser v
webcam	We_ pkam
website	We_ psait

Items where a different sound is replaced by a glottal stop:

back cover	ba_ Ku v
electric guitar	uh le ktri_ gi Tar
emergency exit	i mer jn sii Ye_ ksit

Item where the glottal stop does not replace a sound:

pizza	Pee_ ts
-------	---------

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Clear Alphabet Dictionary

Longer Phrases

Here are some phrases that had to be cut from the main dictionary because they were too long!

antisocial behaviour	an ti seu shl b Hei vy
bed and breakfast	be dn Bre kfst
breakdown recovery service	brei kdaun r Ku v rii ser vis
checkout assistant	Che kau t si stnt
communication skills	k myoo n Kei shn skilz
community centre	k Myoo n tii sen t
community service	k myoo n tii Ser vis
complimentary newspaper	kom pl men trii Nyoo spei p
connected speech	k ne kt Tspeech
consonant cluster	Kon s nnt klu st
consonant sound	Kon s nnt saund
continental breakfast	kon t nen tl Bre kfst
curriculum vitae [CV]	ku ri ky lm Vee tai [See Vee]
duck-billed platypus	du kbil Tpla t puus
embedded schwa sound	uhm be d Tshwar saund
employment history	uhm Ploy mn_ hi st rii
excess baggage	e kse Spa gj
exclamation mark	e kskl Mei shn mark
express an emotion	e kspre s n Meu shn
express an opinion	e kspre s n Pin yn
express likes/dislikes	e kspre Slaikz/Di slaikz
final consonant linking (FCL)	fai nl kon s nn_ Ling king (e fsii Yel)
friendly consonant sound	fren dlai Kon s nn_ saund
further education	fer th re j Kei shn
future continuous	fyoo ch kn Tin y ws
future perfect continuous	fyoo ch per fe_ kn Tin y ws
great white shark	grei_ wai_ Shark
high expectations	hai ye kspe Ktei shnz
how are you doing?	ha w y Doo wing?
interactive content	in t ra kti Fkon tent
neighbourhood watch scheme	nei b huu Two chskeem
newspaper reporter	Nyoo spei p r por t
painter and decorator	pein t rn De k rei t
past perfect continuous	par sper fe_ kn Tin y ws
personal subject pronoun	per s nl Su bje kpreu naun
possessive determiner	p ze siv d Ter mi n
present continuous	pre zn_ kn Tin y ws
present perfect continuous	pre zn_ per fe_ kn Tin y ws
recruitment agency	r Kroo_ mn tei jn sii
semi-detached house	se mii d ta Chthaus
standard pronunciation	stan d tpr nun sii Yei shn
stress-timed language	stre staim Tlang gwij
suspended sentence	su spen d Tsen tns
Sydney Opera House	si dnii Yo pr haus
thunder and lightning	ttun d rn Tlai_ ning
catering assistant	Kei t ring uh si stnt
second conditional	se kn tkn Di shnl
self-improvement	sel fim Proo vmnt
windscreen wipers	Win tskreen wai pz
washing machine	Wo shing m sheen

Talk a Lot

Clear Alphabet Dictionary

Words that Look Confusing in the Clear Alphabet

It's difficult to understand a word in the Clear Alphabet when it looks like a word written in normal spelling. Here are some examples of words in the Clear Alphabet that look like normal English words.

This can happen when a syllable with a single phoneme is represented by one letter, e.g. O f = "offer", but looks like the word "of". It is especially true of items that have embedded schwa sounds – which are not shown in the Clear Alphabet. It also often occurs with diphthongs such as ai and ei and long vowel sounds, e.g. eir and or .

If you are working with the Clear Alphabet, you need to learn to think differently – in sounds and syllables rather than letters and words. Can you find any more examples like the ones below?

<i>Normal Spelling:</i>	<i>CA Spelling:</i>	<i>Other English word that it looks like:</i>
cider	Sai d	said
reader	Ree d	reed
farmer	Far m	farm
summer	Su m	sum
jumper	Jum p	jump
slipper	Sli p	slip
letter	Le t	let
matter	Ma t	mat
porter	Por t	port
figure	Fi g	fig
offer	O f	of
pasta	Pa st	past
winner	Wi n	win
line	Lain	lain
mile	Mail	mail
pint	Paint	paint
ride	Raid	raid
side	Said	said
while	Wail	wail
white	Wait	wait
wine	Wain	wain
nail	Neil	Neil
nothing	Nu tting	nutting
since	Sins	sins
suit	Soot	soot
pence	Pens	pens
tense	Tens	tens
walk	Work	work
ward	Word	word
warm	Worm	worm
wear	Weir	weir

Talk a Lot

Clear Alphabet Dictionary

Words that Look Confusing in the Clear Alphabet

The following Clear Alphabet spellings of words from the dictionary all look similar to or have elements of other words with normal spellings:

Normal Spelling:	CA Spelling:	Other English word that it looks like:
beside	b Said	said
climb	Klaim	claim
egg	Eg	e.g.
fight	Fait	fate
lake	Leik	like
liver	Li v	live
loud	Laud	laud
main	Mein	mein – German for “my”
mineral water	Min rl wor t	wort
mobile	Meu bail	bail
next to	Ne kst	next
performer	p For m	perform/form
pizza	Pee_ ts	Pete's
singular form	Sing gy l form	gy looks like it should be soft, like the suffix
solicitor	s Li s t	list
spider	Spai d	paid
stretcher	Stre ch	stretch
sunbathing	Sun bei thing	thing
super	Soo p	soup
supporter	s Por t	port/support
teacher	Tee ch	teach
toward	t Word	word
trainer	Trei n	train
turbulence	Ter by lns	by
Twitter	Twi t	twit
voter	Ve u t	vote
waiter	Wei t	wait
walkabout	Wor k baut	work
water	Wor t	wort

Talk a Lot

Clear Alphabet Dictionary

Problem Sound Connections – when Clear Alphabet Looks Awkward!

There are a few occasions when we need to stop and think twice about how to represent sounds using the Clear Alphabet. Here are a few examples of words and phrases like that in the dictionary. Problems can often occur thanks to difficult-to-pronounce cc sound connections, e.g. a hard (voiced) d sound meets an equally hard (voiced) k in the middle of “childcare” – and d loses! We have to move it forward and change it to the softer (unvoiced) t : Chail tkeir . This also gives us examples of assimilation – a sound changes to make the sound connection easier – e.g. in the above case d changes to t .

Can you find/think of any more items in each category?

1. Issues with cc sound connections:

a) hard (voiced) d changes to soft (unvoiced) t

childcare	Chail tkeir
childhood	Chail thuud
classified advert	kla s fai Ta tvert
goldfish	Geul tfish
hardback	Har tbak
head for	He Tfor
midwife	Mi twaif
podcast	Po tkarst
road sign	Reu tsain
Sherwood Forest	sher w Tfo rist
sidekick	Sai tkik
surround sound	s raun Tsaund
third conditional	thir tkn Di shnl
United Kingdom	yoo nai t Tking dm
United Nations	yoo nai t Tnei shnz
widescreen	Wai tskreen
wind farm	Win tfarm
windscreen	Win tskreen
word stress	Wer tstres

b) v (voiced) changes to f (unvoiced)

give back	Gi Fbak
have pierced	ha Fpiyst
of course	uh Fkors

c) g (voiced) changes to k (unvoiced)

drug trafficking	Dru ktra fking
------------------	----------------

d) b (voiced) changes to p (unvoiced)

object	O pjekt
subtitles	Su ptai tlz
web server	We_ pser v
webcam	We_ pkam

Talk a Lot

Clear Alphabet Dictionary

Problem Sound Connections – when Clear Alphabet Looks Awkward!

website We_ psait
e) j (voiced) changes to ch (unvoiced)

vegetable Ve cht bl

f) p moves forward (FCL)

hip-hop Hi phop
popcorn Po pkorn
update U pdeit
upgrade U pgreid

2. It can look awkward when several consonant sounds have to be “front-loaded” onto the beginning of a syllable:

a) Examples with 2 sounds:

English Channel ing gli Shcha nl
public toilet pu bli Ktoy lt

b) Examples with 3 sounds:

clothes shop Kleu thzshop
detached house d Ta chthaus
withdrawal wi Thdrorl

...but that's how native speakers of English really speak!

3. Foreign words in English:

a) Some words in English include foreign sounds that are rarely used in English, e.g. a sound from Welsh that is not common in English is: hh .

Llandudno hhlan Du tneu

English native speakers tend to shy away from making the guttural hh sound, and use l instead:

Llandudno lan Du tneu

b) We can't write some foreign words in the Clear Alphabet because the Clear Alphabet only includes the 48 sounds of English. Other languages have sounds which are not heard in Standard English pronunciation, e.g. the “rolling r” sound in Polish. There are even different sounds in American English which do not feature in British English, and therefore are not included in the Clear Alphabet.

4. When a glottal stop comes at the end of a syllable which occurs before another consonant sound, e.g.

partner Par_ n

Talk a Lot

Clear Alphabet Dictionary

Problem Sound Connections – when Clear Alphabet Looks Awkward!

5. Just consonant sounds written together (with embedded schwa sound, which is invisible, just assumed). These syllables can look daunting!

picture	Pi kch
usual	Yoo zzwl
Oxford	O ksfɔ
pregnancy	Pre gnn sii

n beside n can present a challenge at first glance!

6. Some words just look strange in the Clear Alphabet, for a variety of reasons:

singer	Sing uh	<i>a schwa sound on its own looks odd!</i>
theatre	Ttiy t	

any word with tt, or any unfamiliar ID, e.g. zz or iy – you just have to learn the Clear Alphabet identifiers (see p.17).

7. Very rarely, a combination of Clear Alphabet IDs can be ambiguous:

food hygiene	foo Thai jeen
--------------	---------------

is th one single ID (one phoneme), representing th in “them”, or is it two separate IDs (two phonemes): t and h ? In this case, it is the latter. It is hoped that students will be able to make the correct choice thanks to their understanding of the actual word or phrase being studied. (An added complication here is that the syllable in question also looks exactly like an English word, the nationality “Thai”. Like any human system, the Clear Alphabet is not perfect!)



e Gzarm pl z Vwer kshee_ sf
Klar Syoos

Examples of Worksheets for Class Use

Talk a Lot

Clear Alphabet Dictionary

Practice Worksheets – Instructions

Here are a few practice worksheets for learning the Clear Alphabet, with the topics “Countries”, “Leisure Activities”, and “Famous People”. They are graded in difficulty, so translating from the Clear Alphabet is the easiest activity, translating into the Clear Alphabet (using the Clear Alphabet chart) is a little harder, and the hardest is identifying words from mixed-up Clear Alphabet syllables.

I didn't want to write pages and pages of practice material because my aim is to encourage *you* to create your own activities using vocabulary that is most relevant to you – to develop self-sufficiency rather than dependence on professional writers. Students could practise translation activities of this kind with *any* set of vocabulary words.

Tips:

- Some of the Clear Alphabet spellings are easier to recognise than others, because they are already fairly phonetic in the normal spelling, e.g.

Wo ching Tee Vee = watching TV

You could adjust this kind of activity to the students' level, including more easier Clear Alphabet spellings for lower levels, and fewer for higher levels

- Get SS to identify and sound out all of the different sounds (phonemes) in a syllable loudly and put stress on stressed syllables
- Get SS to extend the word or phrase into a short single clause sentence, e.g.

Plei ying Golf becomes: ai Lai Kplei ying Golf.

- Cut up syllables from several words and mix them up. SS have to identify the 4, 5, 6, etc. different words, which could all be on the same topic
- Make a gap-fill activity with items which have one or more syllables missing, e.g.

E kw _____ (dor – Ecuador)

- Match Clear Alphabet spellings to one-sentence clues, e.g.

“A warm European country with a long Atlantic coastline which is good at football.” = Por ch gl

- ...or use any of the activities in the List of Activities from p.47

Here are some more examples of countries with the Clear Alphabet:

Macedonia	ma s Deu niy
New Zealand	Nyoo Zee Ind
Lithuania	li tt Wei niy
Bangladesh	bang gl Desh
Northern Ireland	nor th Naiy Ind
Cameroon	ka m Roon
Guatemala	gwo t Mar l
Antarctica	an Tar kti k

For more fun worksheets, games, and quizzes log onto englishbanana.com now!

Talk a Lot

Clear Alphabet Dictionary

Practice Worksheets – Instructions

...and here are some more examples of leisure activities with the Clear Alphabet:

playing golf	Plei ying Golf
reading a book	Ree ding uh Buuk
going on holiday	Geu wing on Ho l dei
sunbathing	Sun bei thing
horse riding	Hor srai ding
going fishing	Geu wing Fi shing
going to the pub	Geu wing t th Pub
collecting things	k Le kting Ttingz
flower arranging	Flaw r Rein jing
singing in a choir	Sing ing i n Kwaiy
making clothes	Mei king Kleuthz
listening to music	Li sning t Myoo zik
window shopping	Win deu Sho ping
writing poetry	Rai ting Peu w trii
water-skiing	Wor t Skee ying
hang-gliding	Hang Glai ding
potholing	Po_ Heu ling
carpentry	Kar pn trii
keeping pets	Kee ping Pe_z
online games	On lain Geimz
learning a language	Ler ning uh Lang gwij
extreme sports	e Kstreem Spor_z
beauty treatments	Byoo tii Tree_ mn_z
athletics	a Ttle tikz
hill walking	Hil wor king
train spotting	Trein Spo ting

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Talk a Lot

Clear Alphabet Dictionary

Translate Countries **from** the Clear Alphabet

Translate the names of the countries below **from** the Clear Alphabet:

1. Jer m nii _____
2. Yuuw r gwai _____
3. Swi_ z Ind _____
4. th yoo Kei _____
5. bo_ Swar n _____
6. sau ttk Riy _____
7. ar jn Tee n _____
8. E kw dor _____
9. Lu ksm berg _____
10. j Mei k _____
11. k Lum biy _____
12. ma d Ga sk _____
13. o Strei liy _____
14. I † lii _____
15. Por ch gl _____
16. in d Nee ziy _____
17. th Fi l peenz _____
18. th yoo we Sei _____
19. ve n Zwei l _____
20. b Li viy _____

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Talk a Lot

Clear Alphabet Dictionary

Translate Countries **into** the Clear Alphabet

Translate the names of the countries below **into** the Clear Alphabet:

1. Germany _____
2. Uruguay _____
3. Switzerland _____
4. the UK _____
5. Botswana _____
6. South Korea _____
7. Argentina _____
8. Ecuador _____
9. Luxembourg _____
10. Jamaica _____
11. Colombia _____
12. Madagascar _____
13. Australia _____
14. Italy _____
15. Portugal _____
16. Indonesia _____
17. the Philippines _____
18. the USA _____
19. Venezuela _____
20. Bolivia _____

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Talk a Lot

Clear Alphabet Dictionary

Find the Mixed-up Countries with the Clear Alphabet

Unjumble the mixed-up Clear Alphabet syllables below to find the names of twenty countries:

1. m Jer nii _____
2. gwai r Yuuw _____
3. z Ind Swi_ _____
4. yoo th Kei _____
5. bo_ n Swar _____
6. Riy sau ttk _____
7. Tee ar n jn _____
8. kw E dor _____
9. ksm berg Lu _____
10. Mei j k _____
11. k biy Lum _____
12. Ga ma d sk _____
13. Strei liy o _____
14. lii t I _____
15. ch Por gl _____
16. Nee in ziy d _____
17. I peenz th Fi _____
18. Sei yoo th we _____
19. n l ve Zwei _____
20. viy b Li _____

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Talk a Lot

Clear Alphabet Dictionary

Translate Leisure Activities **from** the Clear Alphabet

Translate twenty leisure activities below **from** the Clear Alphabet:

1. Cha ting wi Ttfrenz _____
2. maun t Niy ring _____
3. Vi z ting Re l tivz _____
4. Rai ding uh Baik _____
5. Geu wing on Ho l dei _____
6. Meu t rei sing _____
7. Flai ying uh Kait _____
8. jim Na stikz _____
9. Ler ning t Dror _____
10. Hor srai ding _____
11. tram p Lee ning _____
12. Wo ching Tee Vee _____
13. Reu l blei ding _____
14. Bei king uh Keik _____
15. Tei king Feu teuz _____
16. Ser fing thii Yin t net _____
17. Bar ski_ borl _____
18. Heu mim Proo vmntz _____
19. Skoo b Dai ving _____
20. k Noo wing _____

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Talk a Lot

Clear Alphabet Dictionary

Translate Leisure Activities **into** the Clear Alphabet

*Translate twenty leisure activities below **into** the Clear Alphabet:*

1. chatting with friends _____
2. mountaineering _____
3. visiting relatives _____
4. riding a bike _____
5. going on holiday _____
6. motor racing _____
7. flying a kite _____
8. gymnastics _____
9. learning to draw _____
10. horse riding _____
11. trampolining _____
12. watching TV _____
13. roller blading _____
14. baking a cake _____
15. taking photos _____
16. surfing the internet _____
17. basketball _____
18. home improvements _____
19. scuba diving _____
20. canoeing _____

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Talk a Lot

Clear Alphabet Dictionary

Find the Mixed-up Leisure Activities with the Clear Alphabet

Unjumble the mixed-up Clear Alphabet syllables below to find twenty leisure activities:

1. wi ting Cha Ttfrenz _____
2. Niy maun t ring _____
3. l ting z tivz Re Vi _____
4. uh Rai Baik ding _____
5. dei wing Ho Geu l on _____
6. rei Meu t sing _____
7. uh ying Kait Flai _____
8. stikz jim Na _____
9. t Dror ning Ler _____
10. ding srail Hor _____
11. p ning tram Lee _____
12. Vee Tee ching Wo _____
13. blei l Reu ding _____
14. uh king Keik Bei _____
15. king Feu Tei teuz _____
16. Yin Ser t fing net thii _____
17. borl Bar ski_ _____
18. mim vmntz Proo Heu _____
19. b ving Dai Skoo _____
20. Noo wing k _____

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Talk a Lot

Clear Alphabet Dictionary

Translate 40 Famous People from the Clear Alphabet

Here are the top 40 entries in Forbes Magazine's 100 Most Powerful Celebrities List 2012 (stressed vowel sounds in red). Translate them into normal spelling and discuss why each person is famous:

1. je n fLeu pez _____
2. eu pr Win frii _____
3. ju stin Bee b _____
4. rii Ya n _____
5. lei dii Gar gar _____
6. bri_ nii Spiyz _____
7. kim kar Da shiyn _____
8. kei tii Pe rii _____
9. tom Krooz _____
10. stee vn Spiyl berg _____
11. tei l Swift _____
12. tai g Wuudz _____
13. an j lee n jeu Lee _____
14. do nl Trump _____
15. l bron Jeimz _____
16. bii yon sei Neulz _____
17. el tn Jon _____
18. sai mn Kauwl _____
19. ru Shlim bor _____
20. tai l Pe rii _____
21. por lm Kar_ nii _____
22. je n fRa n stn _____
23. glen Bek _____
24. uh Del _____
25. bon Jeu vii _____
26. do kt Drei _____
27. keu bii Braiynt _____
28. bra Tpit _____
29. rai yn See krest _____
30. ha w Tstern _____
31. ro j Fe d r _____
32. dei vi Tbe km _____
33. ma nii pa Kyau _____
34. e ln dJe n rz _____
35. mai kl Bei _____
36. jor Jloo ks _____
37. jeim Zpa t sn _____
38. jei Zee _____
39. je rii Bruu khai m _____
40. pei tn Ma ning _____

Talk a Lot

Clear Alphabet Dictionary

Translate 40 Famous People from the Clear Alphabet

Answers:

1. je n f Leu pez	Jennifer Lopez	singer
2. eu pr Win frii	Oprah Winfrey	TV personality
3. ju stin Bee b	Justin Bieber	singer
4. rii Ya n	Rihanna	singer
5. lei dii Gar gar	Lady Gaga	singer
6. bri_ nii Spiyz	Britney Spears	singer
7. kim kar Da shiyn	Kim Kardashian	TV personality
8. kei tii Pe rii	Katy Perry	singer
9. tom Krooz	Tom Cruise	actor
10. stee vn Spiyl berg	Steven Spielberg	director/producer
11. tei l Swift	Taylor Swift	singer
12. tai g Wuudz	Tiger Woods	sportsman (golf)
13. an j lee n jeu Lee	Angelina Jolie	actor
14. do nl Trump	Donald Trump	TV personality
15. l bron Jeimz	LeBron James	sportsman (basketball)
16. bii yon sei Neulz	Beyoncé Knowles	singer
17. el tn Jon	Elton John	singer
18. sai mn Kauwl	Simon Cowell	TV personality
19. ru Shlim bor	Rush Limbaugh	broadcaster
20. tai l Pe rii	Tyler Perry	actor
21. por lm Kar_ nii	Paul McCartney	musician
22. je n f Ra n stn	Jennifer Aniston	actor
23. glen Bek	Glenn Beck	broadcaster
24. uh Del	Adele	singer
25. bon Jeu vii	Bon Jovi	rock group
26. do kt Drei	Dr. Dre	producer/performer
27. keu bii Braiynt	Kobe Bryant	sportsman (basketball)
28. bra Tpit	Brad Pitt	actor
29. rai yn See krest	Ryan Seacrest	TV personality
30. ha w Tstern	Howard Stern	broadcaster
31. ro j Fe d r	Roger Federer	sportsman (tennis)
32. dei vi Tbe km	David Beckham	sportsman (football)
33. ma nii pa Kyau	Manny Pacquiao	sportsman/politician
34. e ln d Je n rz	Ellen DeGeneres	TV personality
35. mai kl Bei	Michael Bay	director/producer
36. jor Jloo ks	George Lucas	director/producer
37. jeim Zpa t sn	James Patterson	author
38. jei Zee	Jay-Z	rapper/producer
39. je rii Bruu khai m	Jerry Bruckheimer	producer
40. pei tn Ma ning	Peyton Manning	sportsman (Am. football)

Source: http://www.forbes.com/celebrities/#p_1_s_a0_All%20categories_ (accessed 27.07.12)



Relevant Material from *Talk a Lot*
Foundation Course

Relevant Material from
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100 Basic Words with the Clear Alphabet

uh Baut	about	Gar dn	garden	Ri v	river
Eir r plein	aeroplane	Glar sz	glasses	Reud	road
ar ft Noon	afternoon	Guud	good	Sed	said
Orl weiz	always	Groo	grew	Skool	school
A n mlz	animals	Hai	hi	See said	seaside
uh Nu th	another	Hors	horse	Shau td	shouted
b Nar n	banana	Haus	house	Sum tting	something
bi Gan	began	in Said	inside	Song	song
Be t	better	Ki chn	kitchen	So rii	sorry
Blak	black	Leik	lake	Stu mk	stomach
Buuk	book	Larft	laughed	Su dn lii	suddenly
Beutt	both	Luuk	look	Soot	suit
Bre kfst	breakfast	Meik	make	Tee ch	teacher
Braun	brown	Ma n j	manager	te l Vi zzn	television
Bil ding	building	Mee	me	Thang kyoo	thank you
See ling	ceiling	mi Steik	mistake	th / thee	the
Chil drn	children	Mor ning	morning	their	there
Klar sroom	classroom	Mu th	mother	Ttort	thought
Klee ning	cleaning	Maun tn	mountain	Ttroo	through
Kleuthz	clothes	Maus	mouse	Too thbrush	toothbrush
Keuld	cold	Nyoo	new	Taun	town
km Pyoo t	computer	Nekst	next	Trein	train
Ker tn	curtain	Neuz	nose	Tree	tree
Di dnt	didn't	neu Vem b	November	Twen tii	twenty
Di frnt	different	Num b	number	Won td	wanted
Do kt	doctor	O fn	often	Wor t	water
Juuw ring	during	O rinj	orange	Wel km	welcome
Ee zii	easy	Par tii	party	Weil	whale
E l fnt	elephant	Pee pl	people	Wait	white
Ev ri bo dii	everybody	Feun	phone	Win deu	window
Forl	fall	Plei	play	with	with
Fam lii	family	Pleez	please	Rait	write
Fo leu	follow	Pro blm	problem		
for Teen	fourteen	Puut	put		

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100 Basic Words – Translate from the Clear Alphabet

uh Baut	_____	Gar dn	_____	Ri v	_____
Eir r plein	_____	Glar sz	_____	Reud	_____
ar ft Noon	_____	Guud	_____	Sed	_____
Orl weiz	_____	Groo	_____	Skool	_____
A n mlz	_____	Hai	_____	See said	_____
uh Nu th	_____	Hors	_____	Shau td	_____
b Nar n	_____	Haus	_____	Sum tting	_____
bi Gan	_____	in Said	_____	Song	_____
Be t	_____	Ki chn	_____	So rii	_____
Blak	_____	Leik	_____	Stu mk	_____
Buuk	_____	Larft	_____	Su dn lii	_____
Beutt	_____	Luuk	_____	Soot	_____
Bre kfst	_____	Meik	_____	Tee ch	_____
Braun	_____	Ma n j	_____	te l Vi zzn	_____
Bil ding	_____	Mee	_____	Thang kyoo	_____
See ling	_____	mi Steik	_____	th / thee	_____
Chil drn	_____	Mor ning	_____	their	_____
Klar sroom	_____	Mu th	_____	Ttort	_____
Klee ning	_____	Maun tn	_____	Ttroo	_____
Kleuthz	_____	Maus	_____	Too thbrush	_____
Keuld	_____	Nyoo	_____	Taun	_____
km Pyoo t	_____	Nekst	_____	Trein	_____
Ker tn	_____	Neuz	_____	Tree	_____
Di dnt	_____	neu Vem b	_____	Twen tii	_____
Di frnt	_____	Num b	_____	Won td	_____
Do kt	_____	O fn	_____	Wor t	_____
Juuw ring	_____	O rinj	_____	Wel km	_____
Ee zii	_____	Par tii	_____	Weil	_____
E l fnt	_____	Pee pl	_____	Wait	_____
Ev ri bo dii	_____	Feun	_____	Win deu	_____
Forl	_____	Plei	_____	with	_____
Fam lii	_____	Pleez	_____	Rait	_____
Fo leu	_____	Pro blm	_____		
for Teen	_____	Puut	_____		

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The 100 Most Common Words in Written English

The Oxford University list of the top 100 high-frequency words in written English is based on an analysis of the Oxford English Corpus, which is a collection of texts in English that has a combined total of over one billion words. This analysis was done by Oxford Online, in association with the Oxford English Dictionary. **Of these top 100 words, 60 are function words, including all but 2 of the top 30 words!** "the" is the most common word in written English.

From Wikipedia:

*"Note that the items listed may represent more than one actual word; they are **lemmas**. For instance the entry "be" contains within it the occurrences of "are", "is", "were", and "was". **Note also that these top 100 lemmas listed below account for 50% of all the words in the Oxford English Corpus.**" [emphasis mine]*

Source: http://en.wikipedia.org/wiki/Most_common_words_in_English, accessed on 04.04.2011

Function words are highlighted and weak forms (where possible) are shown with the Clear Alphabet:

1. the	th	36. all		71. than	thn
2. be	bi	37. would	wd	72. then	
3. to	t	38. there	th	73. now	
4. of	uhv	39. their	th	74. look	
5. and	uhn	40. what		75. only	
6. a	uh	41. so		76. come	
7. in		42. up		77. its	uh_s
8. that	th_	43. out	au_	78. over	
9. have	uhv	44. if	uhf	79. think	
10. I	uh	45. about	uh bau_	80. also	
11. it	i_	46. who		81. back	
12. for	f	47. get		82. after	
13. not		48. which		83. use	
14. on		49. go		84. two	
15. with	w	50. me	mi	85. how	
16. he	i	51. when		86. our	ar
17. as	uhz	52. make		87. work	
18. you	y	53. can	kn	88. first	
19. do	d	54. like		89. well	
20. at	uh_	55. time		90. way	
21. this		56. no		91. even	
22. but	b_	57. just		92. new	
23. his	iz	58. him	im	93. want	
24. by	b	59. know		94. because	b kz
25. from	frm	60. take		95. any	uh nii
26. they	th	61. person		96. these	
27. we	w	62. into		97. give	
28. say		63. year		98. day	
29. her	uh	64. your	y	99. most	
30. she	sh	65. good		100. us	uhz
31. or	uh	66. some	sm		
32. an	uhn	67. could	kd		
33. will	uhl	68. them	thm		
34. my	m	69. see			
35. one		70. other			

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Role Play with the Clear Alphabet 1

Mei king Planz

A lis: Hai, Tom! Hau zi_ Geu win?

Tom: Fain! uhn joo?

A lis: Eu, wai Vgo_ Leu ts Vheum wer kt Doo.

Tom: Ye, mee Too. uh y g n Fi ni shi_ Or lon Taim?

A lis: uh Deun_ Neu. uh Heu pseu!

Tom: s m v s Geu wing t th Si n mar Lei_ uh. j Won_ uh Joy ns? y Wel k mi fy Wo n.

A lis: Ar, So rii To, mai karn_ t Nai_. ai Pro mi smai Fren dai Tstu dii wi th. May bii y_ th wee Kend? Wo_ ch Think?

Tom: Shor! E nii Tai, Mei_! uhl Te ksch. See y!

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Role Play with the Clear Alphabet 1

Mei king Planz – tran Zlei shn

Making Plans – Translation

A lis: Hai, Tom! Hau zi_ Geu win?

Alice: Hi, Tom! How's it going?

Tom: Fain! uhn joo?

Tom: Fine! And you?

A lis: Eu, wai Vgo_ Leu ts Vheum wer kt Doo.

Alice: Oh, I've got loads of homework to do.

Tom: Ye, mee Too. uh y g n Fi ni shi_ Or lon Taim?

Tom: Yeah, me too. Are you going to finish it all on time?

A lis: Ai Deun_ Neu. ai Heu pseu!

Alice: I don't know. I hope so!

Tom: s m v s Geu wing t th Si n mar Lei_ uh. j Won_ uh Joy ns? y Wel k mi fy Wo n.

Tom: Some of us are going to the cinema later. Do you want to join us? You're welcome, if you want to.

A lis: Ar, So rii To, mai karn_ t Nai_. ai Pro mi smai Fren dai Tstu dii wi th. May bii y_ th wee Kend? Wo_ ch Think?

Alice: Ah, sorry Tom, I can't tonight. I promised my friend I'd study with her. Maybe at the weekend? What do you think?

Tom: Shor! E nii Tai, Mei_! I Te ksch. See y!

Tom: Sure! Any time, mate! I'll text you. See you!

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Practice Text with the Clear Alphabet 1

Hau t Mei k Nai Sku p Vtee

Fain d Mu gth_ y Lai Kdring king from.

Puu t Tee Ba gi ni_.

Boyl sm Wor t ri n Ke tl.

Por th Boyl Dwor t rin t th Mu gn Ster ri_ f r bi_.

Skwee zth Tee Bag, then Tei ki_ Au tn Da d Bi t Vmilk.

Ster ri tor l Gen n Dge_ Re dii t wn Joy yor Dringk!

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Practice Text with the Clear Alphabet 1

Hau t Mei k Nai Sku p Vtee – tran Zlei shn

How to Make a Nice Cup of Tea – Translation

Fain d Mu gth_ y Lai Kdring king from.

Find a mug that you like drinking from.

Puu t Tee Ba gi ni_.

Put a teabag in it.

Boyl sm Wor t ri n Ke tl.

Boil some water in a kettle.

Por th Boyl Dwor t rin t th Mu gn Ster ri_ f r bi_.

Pour the boiled water into the mug and stir it for a bit.

Skwee zth Tee Bag, then Tei ki_ Au tn Da d Bi t Vmilk.

Squeeze the teabag, then take it out and add a bit of milk.

Ster ri tor l Gen n Dge_ Re dii t wn Joy yor Dringk!

Stir it all again, and get ready to enjoy your drink!

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Practice Text with the Clear Alphabet 2

b Gi ning t Tee Chnum bz

wen wi Tee Chnum bz, wi Yoo zz lii Star To fwi th Fer Sten, ai yee Wun, Too, Ttree, For, Fai, Vsi, Kse v, Nei_, Nai, nn Ten.

Wun Schoo dn s Vgo_ th Ha ng vthm, wi Moo Von t th Ne Kse_, wi ch r Bi_ Ee ziy bi k Zmeu st vth Ma vth "Teen" Su fiks.

th Meu Sdi fi kuhl_ Num b st Spe lin thi Sgroo p Yoo zz lii fi Fteen, wi Chschoo dn_ Zo fn Rai t "Zfai fteen", an Dnain teen, wi Chschoo dn_ Seem t Thing ki Spel_ "Dnin teen". Deu Nar skmi Wai!

Eu Se v Nei_ Too For, Si Ksdu bl Ttree, Yei_ For Fai For.

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Foundation Course

Practice Text with the Clear Alphabet 2

b Gi ning t Tee Chnum bz – tran Zlei shn

Beginning to Teach Numbers – Translation

wen wi Tee Chnum bz, wi Yoo zz lii Star To fwi th Fer Sten, ai yee Wun, Too, Ttree, For, Fai, Vsi, Kse v, Nei_, Nai, nn Ten.

When we teach numbers, we usually start off with the first ten, i.e. one, two, three, four, five, six, seven, eight, nine, and ten.

Wun Schoo dn s Vgo_ th Ha ng vthm, wi Moo Von t th Ne Kse_, wi ch r Bi_ Ee ziy bi k Zmeu st vth Ma vth “Teen” Su fiks.

Once students have got the hang of them, we move on to the next set, which are a bit easier, because most of them have the “-teen” suffix.

th Meu Sdi fi kuhl_ Num b st Spe lin thi Sgroo p Yoo zz lii fi Fteen, wi Chschoo dn_ Zo fn Rai t “Zfai fteen”, an Dnain teen, wi Chschoo dn_ Seem t Thing ki Spel_ “Dnin teen”. Deu Nar skmi Wai!

The most difficult numbers to spell in this group are usually fifteen, which students often write as “fiveteen”, and nineteen, which students seem to think is spelled “ninteen”. Don’t ask me why!

Eu Se v Nei_ Too For, Si Ksdu bl Ttree, Yei_ For Fai For.

07824 633 8454

oh seven eight two four, six double three, eight four five four

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Practice Text with the Clear Alphabet 3

uh kon tr Ver sh I Pin yn

th r Sum Spor_ sth_ ai uhn Joy Wo ching – Lai k Thle ti ksn Tsai kling – uhn_ th r Ru th zth_
ai Ju Sfain_ tseu Te r bli Bor ring, f ri Gzarm pl Reu wing uhn_ Dfuu_ borl.

uh Neu th_ Meu Spee p – I Spe shlii Gai – z g n di s Gree wi thmee, bu_ ai Karn_ See thi y
Tra ksh nin Wei sting mai Val y bl Taim Gei zing uh_ uh Groo p Vmil y neir Ski king uh Ba g
Vwin d raun d Mu dii Fiyl tf Nain tii Mi ni_s!

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Practice Text with the Clear Alphabet 3

uh kon tr Ver sh l Pin yn – tran Zlei shn

A Controversial Opinion – Translation

th r Sum Spor_ sth_ ai uhn Joy Wo ching – Lai k Thle ti ksn Tsai kling – uhn_ th r Ru th zth_ ai Ju Sfain_ tseu Te r bli Bor ring, f ri Gzarm pl Reu wing uhn_ Dfuu_ borl.

There are *some* sports that I enjoy watching – like athletics and cycling – and there are others I just find so terribly boring, for example rowing and football.

uh Neu th_ Meu Spee p – l Spe shlii Gai – z g n di s Gree wi thmee, bu_ ai Karn_ See thi y Tra ksh nin Wei sting mai Val y bl Taim Gei zing uh_ uh Groo p Vmil y neir Ski king uh Ba g Vwin d raun d Mu dii Fiy l tf Nain tii Mi ni_s!

I know that *most* people – especially guys – are going to disagree with me, but I can't see the attraction in wasting my valuable time gazing at a group of millionaires kicking a bag of wind around a muddy field for ninety minutes!

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Talk a Lot

Transport

Discussion Words

fare	petrol pump	tyre	boat
ticket	bus	take-off	motorway
fine	cruise	passenger	canoe
station	driver	train	commuter
engine	aeroplane	ferry	tractor
car	taxi	cancellation	bike
emergency exit	driving licence	car park	road
ship	road sign	reservation	motorbike
flight	service station	airport	roundabout
garage	runway	van	journey

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Talk a Lot

Transport

Discussion Words (with the Clear Alphabet)

feir	Pe trl pump	Taiy	Beut
Ti kit	Bus	Tei Kof	Meu t wei
Fain	Krooz	Pa sn j	k Noo
Stei shn	Drai v	Trein	k Myoo t
En jin	Eir r plein	Fe nii	Trak t
Kar	Tak sii	kan s Lei shn	Baik
i mer jn sii Ye ksit	Drai ving lai sns	Kar park	Reud
Ship	Reu tsain	re z Vei shn	Meu t baik
Flait	Ser vi stei shn	Eir port	Raun d baut
Ga rij	Run wei	Van	Jer nii

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Talk a Lot

Transport

Discussion Words (with the IPA)

/feə/	/'pe.trɪ.pʌmp/	/taɪə/	/bəʊt/
/'tɪ.kɪt/	/bʌs/	/'teɪ.kɒf/	/'məʊ.tə.weɪ/
/faɪn/	/kru:z/	/'pæ.sn.dʒə/	/k'nu:z/
/'steɪ.fɪn/	/'draɪ.və/	/treɪn/	/kə'mju:tə/
/'en.dʒɪn/	/'eə.rə.pleɪn/	/'fe.ri/	/'træ.ktə/
/kɑ:z/	/'tæ.ksi/	/kæn.sə'leɪ.fɪn/	/baɪk/
/ɪ.mɜ:.dʒən.si. 'je.kst/	/'draɪ.vɪŋ.laɪ.sns/	/'kɑ:pa:k/	/rəʊd/
/ʃɪp/	/'reʊ.tsaɪn/	/re.zə'veɪ.fɪn/	/'məʊ.tə.baɪk/
/flaɪt/	/'sɜ:vl.steɪ.fɪn/	/'eə.pɔ:t/	/'raʊn.də.baʊt/
/'gæ.rɪdʒ/	/'rʌn.weɪ/	/væn/	/'dʒɜ:ni/

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List of Common Weak Forms in Spoken English

- In spoken English we often use the **weak forms of function words** instead of the strong forms to make the sound spine stand out more clearly. This is true of Standard Pronunciation, dialects, and accents
- The weak form is often made by replacing the vowel sound in the strong form with a **Schwa sound: uh**
- Most function words that have weak forms are **monosyllabic** – they have only one syllable
- If we use strong forms when we should use weak forms, we sound **too formal** and it is more difficult for people to understand us, because the sentence stress is incorrect. Communication is reduced
- If a function word comes **at the end of a sentence** we usually use its strong form, rather than its weak form, e.g. “What are you looking for?” (for) or, “Who are you writing to?” (too)
- If we want to show emphasis or contrast, we can vary the **intonation** by using strong forms where we would normally use weak forms, e.g. “What did *you* think of the book?” (you)

articles & determiners	weak	strong
a	uh	ei
an	uhn	an
any	uh nii	e nii
some	sm	sum
such	sch	such
that	th_	that
the	thi or th	thee

verb “be” & auxiliary verbs	weak	strong
am	uhm	am
are	uh	ar
be	bi	bee
been	bin or bn	been
is	uhz	iz
was	wz	woz
were	w	wer
do	duu or d	doo
does	dz	duz
had	hd or uhd	had
has	hz or uhz	haz
have	hv or uhv	hav
can	kn	kan
could	kd	kuud
must	mst or ms	must
shall	shl	shal
should	shd	shuud
will	uhl	wil
would	wd	wuud

conjunctions	weak	strong
and	uhn	and
because	b kz	bi koz
but	b_	but
if	uhf	if
or	uh	or
than	thn	than

prepositions	weak	strong
about	uh bau_	uh baut
as	uhz	az
at	uh_	at
by	b	bai
for	f	for
from	frm	from
of	uhv	ov
out	au_	aut
to	t	too
with	w	with

pronouns	weak	strong
he	hi or i	hee
her	h or uh	her
him	im	him
his	iz	hiz
I	uh	ai
it	i_	it
its	uh_s	its
me	mi	mee
my	m	mai
our	ar	auw
she	sh	shee
their	th	their
them	thm	them
there	th	their
they	th	thei
us	uhz	us
we	wi or w	wee
you	y	yoo
your	y	yor

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Instructions: each card shows the sounds of one syllable from this sentence. **Sound out** each syllable, then put the cards in order.

Cut-Up Clear Alphabet Sentence – Example

✂

The chef is boiling some potatoes in a saucepan.

th She Fsboy ling sm p Tei teu zi n Sor spn.

	A	B	C
1	spn	n	teu
2	ling	Fsboy	She
3	zi	p	Sor
4	Tei	th	sm

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Cut-Up Clear Alphabet Sentence – Blank

Instructions: each card shows the sounds of one syllable from this sentence. **Sound out** each syllable, then put the cards in order.

✂

simple sentence (normal spelling)

simple sentence (Clear Alphabet spelling – syllable by syllable)

	A		B		C	
1						
2						
3						
4						



Relevant Material from *Talk a Lot Elementary Handbook*

Relevant Material from
Talk a Lot Elementary Handbook

Talk a Lot

Learn the Clear Alphabet

Spelling and Sounds – Vowel Clusters

A vowel cluster is a group of two or more vowel letters together in a word that represent a single vowel sound. For example, in the word “road”, “oa” is a vowel cluster that represents the sound *eu*, whilst in the word “shoe”, “oe” is a vowel cluster that represents the sound *oo*. In the same way, “ar” in the word “car”, is a vowel cluster that uses a silent “r” to help make the vowel sound *ar*. The reason we have vowel clusters is simple: there are 23 different single vowel sounds (vowel phonemes) in spoken English, but only 5 single vowel letters in written English. We need vowel clusters to represent in spelling all of the different vowel sounds. For example, the letter “a” on its own can make the sound *a* when sandwiched between two consonant sounds, for example in the word “cat” – *Kat* – but there is no single letter which can make the very common vowel sound *oo*, as in “true” *Troo*. We have to use a vowel cluster – in this case “ue” – to represent this sound on paper.

Vowel clusters can occur anywhere in a word – at the beginning (initial), as in “out”; in the middle (medial), as in “please”; and at the end (final), as in “true”. Focusing on vowel clusters and consonant clusters (see p.217) is useful if you want to look at some of the differences between spelling and sounds in English words. (See also Rhyming Words, from p.30.)

Vowel clusters can be divided into **eight** categories:

1. Vowel Digraphs
2. Vowel Trigraphs and Quadgraphs
3. Vowel Clusters that End with “-r”
4. Other Vowel Clusters with “r”
5. Vowel Clusters with “w”
6. Vowel Clusters with “y”
7. Vowel Clusters with “gh”
8. Vowel Clusters with Other Consonant Letters

What follows is a comprehensive list of vowel clusters, with the sounds that they represent, grouped by letter in alphabetical order. (Note: you may wish to add your own examples in the space provided.)

1. Vowel Digraphs

Vowel digraphs are two vowel letters together in the spelling of a word that represent a single sound (one vowel phoneme). For example, in the word “meat”, “ea” is a vowel digraph that represents the sound *ee*, whilst in the word “meet”, “ee” is a vowel digraph that also stands for the same vowel sound: *ee*. This kind of thing can lead to a lot of confusion between spelling and sounds in English!

digraph: *sounds like:* *for example:* *my example(s):*

ai	ei	paid, wait, fail, paint, gain	_____
ai	e	said, again	_____

au	or	fraud, pause, autumn, August	_____
----	----	------------------------------	-------

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Learn the Clear Alphabet

Spelling and Sounds – Vowel Clusters

au	ar	laugh, laughter	_____
ea	ei	break, steak, great	_____
ea	ee	read, appeal, lead, clean, leaf, steal	_____
ea	e	read, bread, dreamt, dead, dread	_____
ee	ee	wheel, peel, kneel, heel	_____
ei	ee	receive, deceive, receipt	_____
ei	ei	rein, vein	_____
eo	e	leopard, Leonard	_____
eu	oy	Freud	_____
ia	aiy	vial	_____
ie	ai	tie, die, lie, pie	_____
ie	iy	field, yield, wield	_____
ie	ee	activities, believe, achieve	_____
ie	aiy	variety	_____
io	uh	station, completion, ration	_____
iu	iy	valium, tedium, radium	_____
oa	eu	oak, foam, loaf, encroach, road	_____
oa	or	broad, abroad	_____
oe	oo	shoe	_____
oe	eu	toe, hoe, woe, foe, goes	_____
oe	u	does, doesn't	_____
oi	oy	avoid, void, coin, toilet	_____
oo	oo	school, tool, fool, choose	_____
oo	uu	good, book, took, rook, hood	_____
oo	u	blood, flood	_____
oo	eu	brooch	_____
ou	au	sound, loud, proud, round, house	_____
ou	oo	route, you, soup, group	_____

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Spelling and Sounds – Vowel Clusters

ou	uh	famous, jealous, onerous	_____
ou	o	cough, trough	_____
ou	u	rough, enough, tough	_____

ue	oo	blue, true, sue	_____
ue	e	guess, guest	_____
ue	uuw	fuel, puerile, duel	_____

ui	ai	guide, guidance	_____
ui	oo	juice, bruise	_____
ui	i	build, building, guilt	_____

Most of the vowel sounds of English (18 out of 23) are represented by these 18 different vowel digraphs. The sounds not represented are: a, i, er, eir, auw. The last three of these sounds are represented by vowel clusters that use “r” (see below).

2. Vowel Trigraphs and Quadgraphs

It is possible, though fairly uncommon, to find more than two vowel letters together in an English word. A group of three letters that make a single sound is called a *trigraph*. For example:

trigraph: *sounds like:* *for example:* *my example(s):*

eau	eu	beau, eau de toilette ¹	_____
-----	----	------------------------------------	-------

eou	uh	outrageous, contagious	_____
-----	----	------------------------	-------

iou	iy	industrious, harmonious, tedious	_____
-----	----	----------------------------------	-------

A group of four letters that makes a single sound is called a *quadgraph*. For example:

quadgraph: *sounds like:* *for example:* *my example(s):*

ueue	oo	queue	_____
------	----	-------	-------

3. Vowel Clusters that End with “-r”

The “r” in the spelling helps to make the single vowel sound. Note: the consonant sound r is not pronounced.

¹ in loan words from French

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Spelling and Sounds – Vowel Clusters

<i>v/cluster:</i>	<i>sounds like:</i>	<i>for example:</i>	<i>my example(s):</i>
air	eir	air, fair, hair, chair, stair, pair	_____
ar	ar	car, guitar, star, bar, shark	_____
ar	or	war, wart, warm	_____
ar	uh	popular, singular, regular	_____
ear	ar	heart	_____
ear	iy	ear, beard, dear, appear, fear	_____
ear	er	learn, earn, search, pearl, heard	_____
ear	eir	bear, tear, wear, pear	_____
eer	iy	leer, peer, beer, engineer, steer	_____
er	er	verb, herd, herb, her	_____
er	uh	teacher, cleaner, hotter, mother	_____
iar	aiy	liar	_____
ier	iy	tier, pier	_____
ier	aiy	pliers	_____
ir	er	fir, bird, girl, whirl, twirl	_____
irr	er	whirr	_____
oar	or	oar, boar, hoar, hoard, board	_____
oor	or	door, floor, poor, moor	_____
or	or	form, nor, for, conform, port, sword	_____
or	er	word, worm	_____
or	uh	doctor, tractor, administrator	_____
our	or	pour	_____
our	auw	our, flour, hour, dour, sour	_____
our	uh	harbour, colour, splendour	_____
ur	er	hurl, churl, unfurl, curl	_____

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Spelling and Sounds – Vowel Clusters

4. Other Vowel Clusters with “r”

The “r” in the spelling helps to make the single vowel sound. Note: the consonant sound *r* is not pronounced.

v/cluster: *sounds like:* *for example:* *my example(s):*

aire	eir	millionaire, Claire	_____
are	ar	are	_____
are	eir	hare, rare, ware, care	_____
ere	iy	here, mere	_____
ere	er	were	_____
ere	eir	there, where	_____
ire	aiy	wire, fire, mire, tire	_____
oare	or	hoare	_____
ore	or	more, before, core, store, lore	_____
re	uh	centre, metre, litre, acre	_____
ure	uuw	sure	_____
ure	uh	brochure	_____
yre	aiy	tyre, lyre, pyre	_____

5. Vowel Clusters with “w”

The “w” in the spelling helps to make the single vowel sound. Note: the consonant sounds *w* and *r* are not pronounced.

v/cluster: *sounds like:* *for example:* *my example(s):*

aw	or	paw, flaw, lawn, prawn, sawn	_____
ew	oo	grew, brew	_____
ow	eu	know, grow, snow, show, tow, bow, own	_____
ow	au	bow, cow, now, how, brown	_____

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Learn the Clear Alphabet

Spelling and Sounds – Vowel Clusters

owe	eu	owe	_____
-----	----	-----	-------

ower	auw	flower, power, shower, tower	_____
------	-----	------------------------------	-------

6. Vowel Clusters with “y”

The “y” in the spelling helps to make the single vowel sound. Note: the consonant sounds y and r are not pronounced.

v/cluster: *sounds like:* *for example:* *my example(s):*

ay	ei	pay, say, day, lay, May, play	_____
----	----	-------------------------------	-------

ayer	eir	prayer	_____
------	-----	--------	-------

ey	ei	they, hey, prey	_____
ey	ee	key, monkey, alley	_____

eye	ai	eye	_____
-----	----	-----	-------

oy	oy	toy, joy, annoy, employ, boy	_____
----	----	------------------------------	-------

uay	ee	quay	_____
-----	----	------	-------

ye	ai	bye, rye, dye, tye	_____
----	----	--------------------	-------

7. Vowel Clusters with “gh”

The “gh” in the spelling helps to make the single vowel sound. Note: the consonant sounds g and h are not pronounced.

v/cluster: *sounds like:* *for example:* *my example(s):*

augh	or	caught, taught	_____
------	----	----------------	-------

eigh	ei	weight, eight, weigh, neigh	_____
eigh	ai	height	_____

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Learn the Clear Alphabet

Spelling and Sounds – Vowel Clusters

igh	ai	high, sigh, night, right, flight, might, bright	_____
ough	au	bough, plough, Slough	_____
ough	oo	through, throughout	_____
ough	or	bought, thought, ought, sought, nought	_____
ough	eu	though, although	_____

8. Vowel Clusters with Other Consonant Letters

Sometimes you may find a vowel cluster representing a vowel sound that employs a consonant letter other than “r”, “w”, “y”, or “gh”. Below are a few examples. In each case the consonant in the spelling is not pronounced (it is a *silent letter*).

a) Vowel clusters with “b”:

v/cluster: *sounds like:* *for example:* *my example(s):*

oub	au	doubt	_____
-----	----	-------	-------

b) Vowel clusters with “g”:

v/cluster: *sounds like:* *for example:* *my example(s):*

eig	ei	reign	_____
-----	----	-------	-------

c) Vowel clusters with “l”:

v/cluster: *sounds like:* *for example:* *my example(s):*

al	or	talk, walk, chalk, stalk	_____
al	ar	half, calf, palm, calm, balm	_____

ol	eu	yolk	_____
----	----	------	-------

oul	uu	could, would, should	_____
-----	----	----------------------	-------

d) Vowel clusters with “t”:

v/cluster: *sounds like:* *for example:* *my example(s):*

out	oo	ragout	_____
-----	----	--------	-------

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Spelling and Sounds – Common Vowel Clusters

A vowel cluster is a group of two or more vowel letters together in a word that represent a single vowel sound. They can be **initial** (at the beginning of a word), **medial** (in the middle of a word), and **final** (at the end of a word). Focusing on vowel clusters and consonant clusters (see p.217) is useful if you want to look at some of the differences between spelling and sounds in English words. Vowel clusters can be divided into eight categories:

1. Vowel Digraphs (two vowel letters together make a single sound)

<i>digraph:</i>	<i>sounds like:</i>	<i>for example:</i>	<i>my example(s):</i>
ai	ei	paid, wait, fail, paint, gain	_____
ea	ee	read, appeal, lead, clean, leaf, steal	_____
ea	e	read, bread, dreamt, dead, dread	_____
ee	ee	wheel, peel, kneel, heel	_____
ei	ee	receive, deceive, receipt	_____
ie	ai	tie, die, lie, pie	_____
oa	eu	oak, foam, loaf, encroach, road	_____
oa	or	broad, abroad	_____
oe	eu	toe, hoe, woe, foe, goes	_____
oe	oo	shoe	_____
oo	oo	school, tool, fool, choose	_____
oo	uu	good, book, took, rook, hood	_____
ou	au	sound, loud, proud, round, house	_____
ui	ai	guide, guidance	_____
ue	oo	blue, true, sue	_____

2. Vowel Trigraphs and Quadgraphs

<i>v/cluster:</i>	<i>sounds like:</i>	<i>for example:</i>	<i>my example(s):</i>
eau	eu	beau, eau de toilette ¹	_____
iou	iy	industrious, harmonious, tedious	_____
ueue	oo	queue	_____

3. Vowel Clusters that End with “-r” (the consonant sound r is not pronounced)

<i>v/cluster:</i>	<i>sounds like:</i>	<i>for example:</i>	<i>my example(s):</i>
air	eir	air, fair, hair, chair, stair, pair	_____
ar	ar	car, guitar, star, bar, shark	_____
ear	iy	ear, beard, dear, appear, fear	_____
ear	er	learn, earn, search, pearl, heard	_____
ear	eir	bear, tear, wear, pear	_____
eer	iy	leer, peer, beer, engineer, steer	_____
er	er	verb, herd, herb, her	_____

¹ in loan words from French

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Spelling and Sounds – Common Vowel Clusters

er	uh	teacher, cleaner, hotter, mother	_____
ier	iy	tier, pier	_____
ir	er	fir, bird, girl, whirl, twirl	_____
oar	or	oar, boar, hoar, hoard, board	_____
oor	or	door, floor, poor, moor	_____
or	or	form, nor, for, conform, port, sword	_____
our	auw	our, flour, hour, dour, sour	_____
ur	er	hurl, churl, unfurl, curl	_____

4. Other Vowel Clusters with “r” (the consonant sound r is not pronounced)

<i>v/cluster:</i>	<i>sounds like:</i>	<i>for example:</i>	<i>my example(s):</i>
are	ar	are	_____
ere	iy	here, mere	_____
ere	eir	there, where	_____
ere	er	were	_____
ore	or	more, before, core, store, lore	_____
re	uh	centre, metre, litre, acre	_____
ure	uh	brochure	_____

5. Vowel Clusters with “w” (the consonant sound w is not pronounced)

<i>v/cluster:</i>	<i>sounds like:</i>	<i>for example:</i>	<i>my example(s):</i>
aw	or	paw, flaw, lawn, prawn, sawn	_____
ew	oo	grew, brew	_____
ow	eu	know, grow, snow, show, tow, bow, own	_____
ow	au	bow, cow, now, how, brown	_____

6. Vowel Clusters with “y” (the consonant sound y is not pronounced)

<i>v/cluster:</i>	<i>sounds like:</i>	<i>for example:</i>	<i>my example(s):</i>
ay	ei	pay, say, day, lay, May, play	_____
ey	ei	they, hey, prey	_____
ey	ee	key, monkey, alley	_____
oy	oy	toy, joy, annoy, employ, boy	_____

7. Vowel Clusters with “gh” (the consonant sounds g and h are not pronounced)

<i>v/cluster:</i>	<i>sounds like:</i>	<i>for example:</i>	<i>my example(s):</i>
augh	or	caught, taught	_____
eigh	ei	weight, eight, weigh, neigh	_____

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Spelling and Sounds – Common Vowel Clusters

igh	ai	high, sigh, night, right, flight, might, bright	_____
ough	or	bought, thought, ought, sought, nought	_____
ough	oo	through, throughout	_____

8. Vowel Clusters with Other Consonant Letters (the consonant sounds are not pronounced)

<i>v/cluster:</i>	<i>sounds like:</i>	<i>for example:</i>	<i>my example(s):</i>
oub	au	doubt	_____
eig	ei	reign	_____
al	or	talk, walk, chalk, stalk	_____
al	ar	half, calf, palm, calm, balm	_____
ol	eu	yolk	_____
oul	uu	could, would, should	_____
out	oo	ragout	_____

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Learn the Clear Alphabet

List of Vowel Clusters – In Alphabetical Order

a

v/cluster:	sounds like:	for example:	my example(s):
ai	ei	paid, wait, fail, paint, gain	_____
ai	e	said, again	_____
air	eir	air, fair, hair, chair, stair, pair	_____
aire	eir	millionaire, Claire	_____
al	or	talk, walk, chalk, stalk	_____
al	ar	half, calf, palm, calm, balm	_____
ar	ar	car, guitar, star, bar, shark	_____
ar	or	war, wart, warm	_____
ar	uh	popular, singular, regular	_____
are	ar	are	_____
are	eir	hare, rare, ware, care	_____
au	or	fraud, pause, autumn, August	_____
au	ar	laugh, laughter	_____
ough	or	caught, taught	_____
aw	or	paw, flaw, lawn, prawn, sawn	_____
ay	ei	pay, say, day, lay, May, play	_____
ayer	eir	prayer	_____

Phonemes represented by vowel clusters beginning with the letter "a":

ei e eir ar or uh

e

v/cluster:	sounds like:	for example:	my example(s):
ea	ei	break, steak, great	_____
ea	ee	read, appeal, lead, clean, leaf, steal	_____
ea	e	read, bread, dreamt, dead, dread	_____
ear	ar	heart	_____
ear	iy	ear, beard, dear, appear, fear	_____
ear	er	learn, earn, search, pearl, heard	_____
ear	eir	bear, tear, wear, pear	_____
eau	eu	beau, eau de toilette ¹	_____
ee	ee	wheel, peel, kneel, heel	_____
eer	iy	leer, peer, beer, engineer, steer	_____
ei	ee	receive, deceive, receipt	_____
ei	ei	rein, vein	_____
eig	ei	reign	_____
eigh	ei	weight, eight, weigh, neigh	_____
eigh	ai	height	_____

¹ in loan words from French

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Learn the Clear Alphabet

List of Vowel Clusters – In Alphabetical Order

eo	e	leopard, Leonard	_____
eou	uh	outrageous	_____
er	er	verb, herd, herb, her	_____
er	uh	teacher, cleaner, hotter, mother	_____
ere	iy	here, mere	_____
ere	er	were	_____
ere	eir	there, where	_____
eu	oy	Freud	_____
ew	oo	grew, brew	_____
ey	ei	they, hey, prey	_____
ey	ee	key, monkey, alley	_____
eye	ai	eye	_____

Phonemes represented by vowel clusters beginning with the letter “e”:

ei ee e iy ar er eir ai oy oo eu uh

i

<i>v/cluster:</i>	<i>sounds like:</i>	<i>for example:</i>	<i>my example(s):</i>
ia	aiy	bias	_____
iar	aiy	liar	_____
ie	ai	tie, die, lie, pie	_____
ie	iy	field, yield, wield	_____
ie	ee	activities, believe, achieve	_____
ie	aiy	variety	_____
ier	iy	tier, pier	_____
ier	aiy	pliers	_____
igh	ai	high, sigh, night, right, flight, might, bright	_____
io	uh	station, completion, ration	_____
iou	iy	industrious, harmonious, tedious, contagious	_____
ir	er	fir, bird, girl, whirl, twirl	_____
ire	aiy	wire, fire, mire, tire	_____
irr	er	whirr	_____
iu	iy	valium, tedium, radium	_____

Phonemes represented by vowel clusters beginning with the letter “i”:

iy ai ee aiy uh er

O

<i>v/cluster:</i>	<i>sounds like:</i>	<i>for example:</i>	<i>my example(s):</i>
oa	eu	oak, foam, loaf, encroach, road	_____
oa	or	broad, abroad	_____

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List of Vowel Clusters – In Alphabetical Order

oar	or	oar, boar, hoar, hoard, board	_____
oare	or	hoare	_____
oe	oo	shoe	_____
oe	eu	toe, hoe, woe, foe, goes	_____
oe	u	does, doesn't	_____
oi	oy	avoid, void, coin, toilet	_____
ol	eu	yolk	_____
oo	oo	school, tool, fool, choose	_____
oo	uu	good, book, took, rook, hood	_____
oo	u	blood, flood	_____
oo	eu	brooch	_____
oor	or	door, floor, poor, moor	_____
or	or	form, nor, for, conform, port, sword	_____
or	er	word, worm	_____
or	uh	doctor, tractor, administrator	_____
ore	or	more, before, core, store, lore	_____
ou	au	sound, loud, proud, round, house	_____
ou	oo	route, you, soup, group	_____
ou	o	cough, trough	_____
ou	u	rough, enough, tough	_____
ou	uh	famous, jealous, onerous	_____
oub	au	doubt	_____
ough	au	bough, plough, Slough	_____
ough	oo	through, throughout	_____
ough	or	bought, thought, ought, sought, nought	_____
ough	eu	though, although	_____
oul	uu	could, would, should	_____
our	or	pour	_____
our	auw	our, flour, hour, dour, sour	_____
our	uh	harbour, colour, splendour	_____
out	oo	ragout	_____
ow	eu	know, grow, snow, show, tow, bow, own	_____
ow	au	bow, cow, now how, brown	_____
owe	eu	owe	_____
ower	auw	flower, power, shower, tower	_____
oy	oy	toy, joy, annoy, employ, boy	_____

Phonemes represented by vowel clusters beginning with the letter "o":

eu or oo u oy uu uh au o auw er

r

v/cluster:	sounds like:	for example:	my example(s):
re	uh	centre, metre, litre, acre	_____

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List of Vowel Clusters – In Alphabetical Order

u

<i>v/cluster:</i>	<i>sounds like:</i>	<i>for example:</i>	<i>my example(s):</i>
uay	ee	quay	_____
ue	oo	blue, true, sue	_____
ue	e	guess, guest	_____
ue	uuw	fuel, puerile, duel	_____
ueue	oo	queue	_____
ui	ai	guide, guidance	_____
ui	oo	juice, bruise	_____
ui	i	build, building, guilt	_____
ur	er	hurl, churl, unfurl, curl	_____
ure	uuw	sure	_____
ure	uh	brochure	_____

Phonemes represented by vowel clusters beginning with the letter “u”:

ai oo i e uuw uh er ee oo

y

<i>v/cluster:</i>	<i>sounds like:</i>	<i>for example:</i>	<i>my example(s):</i>
ye	ai	bye, rye, dye, tye	_____
yre	aiy	tyre, lyre, pyre	_____

Phonemes represented by vowel clusters beginning with the letter “y”:

ai aiy

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Spelling and Sounds – Consonant Clusters

A consonant cluster is a group of two or more consonant letters together in a word. For example, in the word “**brilliant**”, “br” is a consonant cluster, as is “ll”, and also “nt”. Consonant clusters are also sometimes known as “consonant blends”. Focusing on consonant clusters and vowel clusters (see p.203) is useful if you want to look at some of the differences between spelling and sounds in English words.

Consonant clusters can occur at the beginning (an **initial** consonant cluster), in the middle (a **medial** consonant cluster) or at the end of a syllable (a **final** consonant cluster). For example, in the word brilliant – **Bril ynt** – which has two syllables, there is a consonant cluster at the beginning of the first syllable (“br”), at the end of the first syllable (“ll”), and at the end of the second syllable (“nt”). They can also occur in the middle of a syllable, for example the consonant cluster “ch” in the middle of the word “**ache**”.

We can include consonant *digraphs* within the term “consonant clusters”. A consonant digraph is where two consecutive consonant letters in the spelling of a word are used together to make a single sound. For example, in the word “**know**”, “kn” is a digraph which represents a single sound: **n** . There are also digraphs which make vowel sounds, for example, in the word “beach”, “ea” is a digraph which represents a single vowel sound: **ee** .

There are 21 consonant *letters* in the English alphabet, and 25 consonant *sounds* in spoken English. Therefore we need some consonant digraphs to represent consonant sounds because there are more consonant sounds than consonant letters. For example, there is no single letter in English that represents the sound **sh** . We need to use a digraph – two consonant letters together – and we end up with “sh” to represent **sh** . Similarly, there is no single letter that represents the sound **th** . Therefore we need to use a digraph – two consonant letters together – and we end up with “th” to represent **th** . Confusion can occur because the digraph “th” also represents another, different consonant sound: **tt** .

Part of the reason for the existence of digraphs – where two letters make one sound – is that English is an old language, and over hundreds of years the pronunciation of different words has changed. Some sounds that used to be pronounced in words are no longer pronounced, although the spelling has remained the same. Some used to be pronounced, but aren’t any more. For example, up until the mid-17th century “knife” was pronounced in Old English as a three-syllable word, with the **k** , the **n** , and the final vowel sound all heard, like this: **k Ni f** .

As we have seen in our study of connected speech (see p.11.1 of *Talk a Lot Elementary Handbook*), consonants don’t like to rub up against each other, and elision (where we lose a consonant sound) or assimilation (where a consonant sound changes) often occur when two consonant sounds meet, to make the syllable or word easier to pronounce. So it is no surprise then that the longer the consonant cluster, the more difficult it will be to pronounce, and the more likely it will be that either elision or assimilation take place. For example, try saying: “**twelfths**” out loud. This word crowbars seven different consonant letters into one syllable, which in turn produces six distinct consonant sounds: **T w e l f tt z** ! Another example of a problematic word is “**crisps**”, which is pronounced: **Krispz** . Try to pronounce all of the five distinct consonant sounds (in two consonant clusters) in just one syllable. Tricky!

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Spelling and Sounds – Consonant Clusters

Generally speaking most consonant clusters are only two or three letters long. The longest initial consonant cluster can be three letters long, e.g. “spr-” in the word “**sprint**”, whilst the longest final consonant cluster will be generally four letters long, e.g. “-rst” in the word “**firsts**”. Perhaps the prize for the longest consonant cluster would have to go to the word “**rhythm**”, which is solely made up of consonant letters – six to be precise! However, “rhythm” cheats as a consonant cluster, because it actually has two vowel sounds – the “y” acts as the vowel sound *i* in the first syllable, which is stressed, and the second syllable contains an embedded schwa sound: Ri thm .

Adverbs are a group of words that can have long consonant clusters at the end, e.g. **exactly**. Elision is likely to occur in such a cluster, for example “exactly” will often be pronounced without the *t* sound, like this: i Gza klee rather than i Gza ktlee . It would be too much unnecessary effort to try to pronounce the *t* , sandwiched as it is between two other consonant sounds. I say *unnecessary* because the most important sound in this word is the vowel sound on the stressed syllable, the *a* sound. This sound *must* be pronounced clearly, whilst the consonant sounds are less vital to communication.

Consonant clusters can be divided into **five** categories:

1. Consonant Digraphs
2. Consonant Digraphs with Double Letters
3. True Consonant Clusters
4. Consonant Clusters Ending with *z*
5. Consonant Clusters in Compound Words

1. Consonant Digraphs

Some consonant clusters are *digraphs*, which are two letters together in the spelling of a word that combine to make a single sound. Note that most consonant digraphs end with the letter “**h**”. (When three letters come together to form a single sound, e.g. “-tch” in the word “**fetch**” – which represents the sound *ch* – it is known as a *trigraph*.)

Here are some examples of **initial** consonant digraphs. (*Note: you may wish to add your own examples in the space provided.*)

<i>digraph:</i>	<i>sounds like:</i>	<i>for example:</i>	<i>my example(s):</i>
ch	ch	cheer, champion, change	_____
ch	sh	chandelier, champignon¹	_____
ch	k	cholera, chrome, chronic	_____
gn	n	gnat, gnaw, gnome	_____
kn	n	know, knife, knitting	_____

¹ Loan words from French.

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Spelling and Sounds – Consonant Clusters

ph	f	photo, pharmacy, pharaoh	_____
----	---	--------------------------	-------

rh	r	rhubarb, rhinoceros, rhyme	_____
----	---	----------------------------	-------

sc	s	science, scissors, scimitar	_____
----	---	-----------------------------	-------

sh	sh	sheep, shine, shock, shed	_____
----	----	---------------------------	-------

th	tt	thick, Thursday, thanks	_____
th	th	this, that, brother, there, the	_____

ts	s	tsunami ¹	_____
----	---	----------------------	-------

wh	w	what, why, where, wheel, whip	_____
wh	h	who, whose, whole, wholemeal	_____

wr	r	writing, wrestler, wrong	_____
----	---	--------------------------	-------

Here are some examples of **final** consonant cluster digraphs:

digraph: *sounds like:* *for example:* *my example(s):*

ch	ch	beach, coach, roach	_____
ch	k	stomach	_____

ck	k	black, track, pick, flock, luck	_____
----	---	---------------------------------	-------

gh	f	cough, trough, rough, enough, tough ²	_____
----	---	--	-------

mb	m	comb, tomb, aplomb, plumb	_____
----	---	---------------------------	-------

ng	ng	along, going, eating, meeting	_____
----	----	-------------------------------	-------

sh	sh	finish, trash, Spanish, fish	_____
----	----	------------------------------	-------

th	tt	tooth, youth, bath, path	_____
----	----	--------------------------	-------

¹ This is a loan word from Japanese. In the word “tsar” (from Russian) the “ts” digraph makes a tz sound: Tzar

² The digraph “gh” also contributes towards different vowel sounds, e.g. au in “bough” and “plough”, and can be included in various vowel clusters (see p.215).

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Spelling and Sounds – Consonant Clusters

Here are some **final** consonant digraphs which occur where the letter “r” is silent because it is helping to make a vowel sound:

digraph: *sounds like:* *for example:* *my example(s):*

rb	b	disturb, suburb, rhubarb	_____
----	---	--------------------------	-------

rn	n	earn, turn, western, learn	_____
----	---	----------------------------	-------

rt	t	hurt, heart, art, start, alert	_____
----	---	--------------------------------	-------

Just to confuse you, here’s a consonant cluster where “r” is pronounced. This is not a digraph, because both of the letters are pronounced, but rather a true consonant cluster:

c/cluster: *sounds like:* *for example:* *my example(s):*

ry	rii	dairy, eery, diary, hairy, bury	_____
----	-----	---------------------------------	-------

2. Consonant Digraphs with Double Letters

These consonant clusters are digraphs that comprise a pair of identical letters, which make a single sound when said together. Most consonant letters can be doubled, although doubles with “h”, “j”, “q”, “w”, “x”, and “y” are not natural in English. They usually occur in the middle of a word, although some, like “ff” in “cliff” come at the end. They never occur at the beginning of a word, unless the word has originated from a foreign language, for example “llama” from Spanish or “Lloyd” from Welsh. Here is a full list of consonant digraphs with double letters:

digraph: *sounds like:* *for example:* *my example(s):*

bb	b	robber, sobbing, hobble	_____
cc	k	soccer, occur, stucco	_____
dd	d	pudding, wedding, sadder	_____
ff	f	iffy, cliff, effect, off, effort	_____
gg	g	boggy, flagged, bigger	_____
kk	k	trekking, Trekker	_____
ll	l	alluring, allied, balloon	_____
mm	m	summer, humming, immature	_____
nn	n	runner, annoy, announcement	_____
pp	p	opportunity, shopping, kipper	_____
rr	r	hurry, worried, curry, sorry	_____
ss	s	assess, less, massive	_____
ss	z	possess	_____
tt	t	shutters, cottage, plotted	_____
vv	v	revved	_____

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Spelling and Sounds – Consonant Clusters

3. True Consonant Clusters

“True” consonant clusters are phonetic because they are pronounced in the same way as they are spelled. For example, “br” in “**bread**” is pronounced in the same way as the phonemes that it represents: br . In true consonant clusters we pronounce all of the sounds. Note that the consonant clusters below in **bold type** are all good examples of when the consonant sound r is pronounced in an English word. This is helpful to know, because so often in spoken English the letter “r” in a word is not pronounced, since it’s only there to help make a vowel sound, for example in the words: “**car**”, “**more**”, and “**your**”.

Here are some examples of true **initial** consonant clusters:

<i>c/cluster:</i>	<i>sounds like:</i>	<i>for example:</i>	<i>my example(s):</i>
bl	bl	blood, blend, black, blown	_____
br	br	bright, bring, brush, brilliant	_____
cl	kl	clear, close, clothes, clever	_____
cr	kr	cry, crime, crow, crop, crumb	_____
dr	dr	drink, drop, drive, drip, dreary	_____
fl	fl	flannel, fly, fleece, flame, flow	_____
fr	fr	frighten, from, frame, France	_____
gr	gr	great, grape, grip, grime, grow	_____
pr	pr	prove, provide, pray, princess	_____
qu	kw	quite, queen, quick, quiet¹	_____
scr	skr	scream, script, scam, screw	_____
sm	sm	small, smart, smelly, smooth	_____
st	st	stay, stop, stink, stolen, sty	_____
str	str	strange, stroppy, street, strict	_____
tr	tr	tropical, trench, train, triumph	_____

Here are some examples of true **final** consonant clusters:

<i>c/cluster:</i>	<i>sounds like:</i>	<i>for example:</i>	<i>my example(s):</i>
ly	lii	only, lonely, truly, rarely	_____
mp	mp	hump, bump, clamp, damp	_____
mpt	mpt	exempt, contempt, dreampt	_____
nch	nch	munch, lunch, bench, stench	_____
nd	nd	end, stand, mend, ground	_____
ndy	n dii	windy, candy, handy, sandy	_____
ny	nii	tiny, meany	_____

...and here are a couple that are neither initial nor final consonant clusters:

¹ Although “qu” is technically a consonant and a vowel together, the sounds that it produces – kw – are both consonant sounds.

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Spelling and Sounds – Consonant Clusters

<i>c/cluster:</i>	<i>sounds like:</i>	<i>for example:</i>	<i>my example(s):</i>
lv	lv	salvage, del ve , shel ves	_____
ng	nj	orange, arrange, imp ing e	_____

4. Consonant Clusters Ending with z

These are consonant clusters that end with the letter “s”, which represents the sound **z** at the end of a plural noun, for example:

<i>c/cluster:</i>	<i>sounds like:</i>	<i>for example:</i>	<i>my example(s):</i>
nts	ntz	plants, accounts, rents	_____
rds	dz	records, birds, cards, chords	_____
rs	z	colours, rivers, sisters	_____
ts	tz	sweets, oats, boats	_____

5. Consonant Clusters in Compound Words

In compound words, strange consonant clusters can occur, which are not “true” consonant clusters. This is because two separate words have been joined together to make a new word, meaning that the final consonant cluster from the first word has to sit side by side with the initial consonant cluster from the second word. Here are some examples:

<i>c/cluster:</i>	<i>sounds like:</i>	<i>for example:</i>	<i>the two words are:</i>
tchb	chb	switchboard	switch + board
ffh	fh	cliffhanger	cliff + hanger
ndf	ndf	grandfather	grand + father
ndbr	ndbr	groundbreaking	ground + breaking

As we have seen, it is common when consonant sounds meet for elision or assimilation to take place (see also Connected Speech, p.11.4 of *Talk a Lot Elementary Handbook*). So, for example, we wouldn’t pronounce the whole mouthful of consonant sounds in the middle of “groundbreaking”: *Graund brei king*, because it would be too difficult in rapid speech to pronounce the final consonant cluster “-nd” next to the initial consonant cluster, “br”. On the contrary, we would automatically employ elision and lose the **d** sound, changing the word into: “groun-breaking” – *Graun brei king* – which is far easier to pronounce.

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Spelling and Sounds – Common Consonant Clusters

A consonant cluster is a group of two or more consonant letters together in a word. They can be **initial** (at the beginning of a word), **medial** (in the middle of a word), and **final** (at the end of a word). Focusing on consonant clusters and vowel clusters (see p.203) is useful if you want to look at some of the differences between spelling and sounds in English words. Consonant clusters can be divided into five categories:

1. Consonant Digraphs (two consonant letters together make a single sound) – INITIAL:

<i>digraph:</i>	<i>sounds like:</i>	<i>for example:</i>	<i>my example(s):</i>
ch	ch	cheer, champion, change	_____
gn	n	gnat, gnaw, gnome	_____
kn	n	know, knife, knitting	_____
ph	f	photo, pharmacy, pharaoh	_____
sc	s	science, scissors, scimitar	_____
sh	sh	sheep, shine, shock, shed	_____
th	tt	thick, Thursday, thanks	_____
th	th	this, that, there, the	_____
wh	w	what, why, where, wheel, whip	_____
wr	r	writing, wrestler, wrong	_____

FINAL:

<i>digraph:</i>	<i>sounds like:</i>	<i>for example:</i>	<i>my example(s):</i>
ch	ch	beach, coach, roach	_____
ck	k	black, track, pick, flock, luck	_____
gh	f	cough, trough, rough, enough, tough	_____
mb	m	comb, tomb, aplomb, plumb	_____
ng	ng	along, going, eating, meeting	_____
sh	sh	finish, trash, Spanish, fish	_____
th	tt	tooth, youth, bath, path	_____

2. Consonant Digraphs with Double Letters – MEDIAL:

<i>digraph:</i>	<i>sounds like:</i>	<i>for example:</i>	<i>my example(s):</i>
bb	b	robber, sobbing, hobble	_____
cc	k	soccer, occur, stucco	_____
dd	d	pudding, wedding, sadder	_____
ll	l	alluring, allied, balloon	_____
mm	m	summer, humming, immature	_____
nn	n	runner, annoy, announcement	_____
pp	p	opportunity, shopping, kipper	_____
rr	r	hurry, worried, curry, sorry	_____
ss	s	assess, less, massive	_____
tt	t	shutters, cottage, plotted	_____

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Spelling and Sounds – Common Consonant Clusters

3. True Consonant Clusters (that sound the same as they are spelled) – INITIAL:

<i>c/cluster:</i>	<i>sounds like:</i>	<i>for example:</i>	<i>my example(s):</i>
bl	bl	blood, blend, black, blown	_____
br	br	bright, bring, brush, brilliant	_____
cr	kr	cry, crime, crow, crop, crumb	_____
dr	dr	drink, drop, drive, drip, dreary	_____
fr	fr	frighten, from, frame, France	_____
gr	gr	great, grape, grip, grime, grow	_____
pr	pr	prove, provide, pray, princess	_____
qu	kw	quite, queen, quick, quiet	_____
scr	skr	scream, script, scam, screw	_____
sm	sm	small, smart, smelly, smooth	_____
st	st	stay, stop, stink, stolen, sty	_____
tr	tr	tropical, trench, train, triumph	_____

FINAL:

<i>c/cluster:</i>	<i>sounds like:</i>	<i>for example:</i>	<i>my example(s):</i>
ly	lii	only, lonely, truly, rarely	_____
mp	mp	hump, bump, clamp, damp	_____
nch	nch	munch, lunch, bench, stench	_____
nd	nd	end, stand, mend, ground	_____
ndy	n dii	windy, candy, handy, sandy	_____
ry	rii	dairy, eery, diary, hairy, bury	_____

4. Consonant Clusters Ending with z (at the end of a plural noun) – FINAL:

<i>c/cluster:</i>	<i>sounds like:</i>	<i>for example:</i>	<i>my example(s):</i>
nts	ntz	plants, accounts, rents	_____
rds	dz	records, birds, cards, chords	_____
ts	tz	sweets, oats, boats	_____

5. Consonant Clusters in Compound Words – (consonant clusters meet) – MEDIAL:

<i>c/cluster:</i>	<i>sounds like:</i>	<i>for example:</i>	<i>the two words are:</i>
tchb	chb	switchboard	switch + board
ffh	fh	cliffhanger	cliff + hanger
ndf	ndf	grandfather	grand + father
ndbr	ndbr	groundbreaking	ground + breaking

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Focus on Connected Speech

Common Suffixes and What they Indicate

- A suffix comes at the end of a word.
- Suffixes are usually **unstressed**.
- Adding a suffix changes the word type, e.g. a noun changes into a verb.

Below are some examples of how a root word can change type when a suffix is added:

<u>Root Word</u>	<u>Word Type</u>	<u>+ Suffix</u>	<u>Changes to</u>	<u>Word Type</u>
believe	verb	-able	believable	adjective
participate	verb	-ant	participant	noun (person)
walk	verb (infin.)	-ed	walked	verb (past participle)
interfere	verb	-ence	interference	noun
teach	verb	-er	teacher	noun (person)
big	adjective	-er	bigger	adjective (comparative)
China	noun (country)	-ese	Chinese	adjective (nationality)
clever	adjective	-est	cleverest	adjective (superlative)
faith	noun	-ful	faithful	adjective
Russia	noun (country)	-ian	Russian	noun (person)
access	verb	-ible	accessible	adjective
beauty	noun	-ify	beautify	verb
watch	verb (infin.)	-ing	watching	verb (present participle)
memory	noun	-ise	memorise	verb
child	noun	-ish	childish	adjective
science	noun (abstract)	-ist	scientist	noun (common)
attract	verb	-ive	attractive	adjective
name	noun	-less	nameless	adjective
quiet	adjective	-ly	quietly	adverb
arrange	verb	-ment	arrangement	noun
happy	adjective	-ness	happiness	noun
cube	noun	-oid	cuboid	adjective
fame	noun	-ous	famous	adjective
cat	noun (singular)	-s	cats	noun (plural)
friend	noun (common)	-ship	friendship	noun (abstract)
revise	verb	-sion	revision	noun
maintenance	noun	-tain	maintain	verb
ten	number (cardinal)	-th	tenth	number (ordinal)
revolve	verb	-tion	revolution	noun

Other common suffixes

-an	-es	-in	-on	-um
-ane	-ess	-is	-or	-ure
-ar	-et	-ism	-our	-us
-ard	-ey	-it	-ow	-y
-cide	-ia	-ity	-phone	
-cy	-ic	-le	-ra	
-ect	-ical	-logy	-raphy	
-en	-ies	-o	-tain	
-ert	-im	-oir	-teen	

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Focus on Connected Speech

Suffixes and Word Stress

- Suffixes are **usually** unstressed.
- Words with the following suffixes are usually* stressed on **the syllable before the suffix** (shown in bold):

Suffix	Example #1	Example #2	Example #3	Example #4
-able	unbeliev-able	incon ceiv -able	unforgiv-able	accept-able
-age	advant-age	discour-age	percent-age	remarri-age
-ance	assist-ance	annoy-ance	reappear-ance	import-ance
-ancy	account-ancy	expect-ancy	redund-ancy	discrep-ancy
-ed	consult-ed	inflict-ed	present-ed	unexpect-ed
-ency	depend-ency	absorb-ency	complac-ency	inconsist-ency
-ent	independ-ent	insuffici-ent	correspond-ent	incandesc-ent
-eous	outrag-eous	courag-eous	simultan-eous	advantag-eous
-ial	colon-ial	bicentenn-ial	financ-ial	artific-ial
-ian	optic-ian	amphib-ian	mathematic-ian	vegetar-ian
-ible	incred-ible	collect-ible	incomprehens-ible	undigest-ible
-ic	encyclo ped -ic	microscop-ic	fantast-ic	problematic
-ical	illog-ical	econom-ical	philanthrop-ical	stereotyp-ical
-ify	overident-ify	demyst-ify	electr-ify	object-ify
-ious	rebell-ious	industr-ious	unostentat-ious	conscient-ious
-ity	commun-ity	believabil-ity	incomprehensibil-ity	respectabil-ity
-ment	content-ment	entertain-ment	engage-ment	underachieve-ment
-raphy	geog-raphy	biog-raphy	callig-raphy	photog-raphy
-sion	apprehen-sion	dimen-sion	incomprehen-sion	supervi-sion
-tion	infla-tion	interven-tion	informa-tion	contradic-tion
-ual	unus-ual	noncontract-ual	intellect-ual	multiling-ual

Exceptions to the rule

Words with the following suffixes are usually* stressed **on the suffix** (shown in bold):

Suffix	Example #1	Example #2	Example #3	Example #4
-ee	trust- ee	attend- ee	interview- ee	guarant- ee
-eer	ballad- eer	auction- eer	volunt- eer	engin- eer
-ese	journal- ese	Vietnam- ese	Portugu- ese	Canton- ese
-esque	Chaplin- esque	statu- esque	pictur- esque	Ruben- esque
-ess	steward- ess	lion- ess	poet- ess	manager- ess
-ette	launder- ette	usher- ette	kitchen- ette	maison- ette
-phobia	claustro- phobia	arachno- phobia	techno- phobia	xeno- phobia
-phobic	claustro- phobic	arachno- phobic	techno- phobic	xeno- phobic

* Note: there will be some exceptions, as with any rule in English!

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Focus on Connected Speech

Discussion Words with Suffixes in Elementary Book 2

Of the 201 individual words with two or more syllables, 156 (78%) have suffixes, which we know are almost always unstressed. This can help us as we try to work out the word stress for each discussion word. On this page you can see all of the words with suffixes, grouped by suffix. The main groups are shown in boxes, with suffixes shown in bold.

(Reference: *Talk a Lot Elementary Book 2*, pp.147-151)

gorilla panda umbrella	shoulder singer snooker spider summer supporter teenager thermometer tiger weather winner winter	terrorism rabbit detective	mistress arrest jury mountain
marriage affair	desert battery forest	ankle drizzle muscle purple	eighteen fifteen fourteen nineteen seventeen sixteen thirteen
animal classical criminal final funeral mammal musical pedal	ballet cricket racquet trumpet	employment engagement environment instrument punishment	victim
organ hurricane	hockey kidney monkey valley	witness	education graduation prediction qualification separation
defendant elephant	tsunami musician	piano radio stereo zero	tortoise
caterpillar guitar	automatic music	oboe	badminton skeleton
hazard lizard	athletics Olympics	arson prison season	eighty fifty forty ninety seventy sixty thirty twenty
anniversary rugby	coffin dolphin violin	kangaroo	stadium
pregnancy redundancy	engine	accelerator commentator conductor indicator solicitor	nature temperature
crocodile referee eleven	boxing flooding sailing shoplifting skiing swimming wedding	colour labour	chorus hippopotamus
adolescence violence	tennis	widow yellow	reservoir divorce
driver finger flower liver murder number passenger performer player river		menopause appeal saxophone octopus	
		orchestra zebra	
		giraffe	
		biography geography	

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Focus on Connected Speech

List of Noun/Verb Homographs

Homographs are words which are spelled the same, but have different meanings. They often have different sounds too.

The following two-syllable words can be used as either **nouns** (with the strong stress on the 1st syllable) or as **verbs** (with the strong stress on the 2nd syllable).

For example, the noun "transport" *Tran sport* – stressed on the 1st syllable – means **a method** of getting somewhere, whilst the verb "transport" *tran Sport* – stressed on the 2nd syllable – means **to take** somebody or something somewhere.

Note: the words are grouped by order of prefix. The main groups are shown in boxes, with prefixes shown in bold.

ally	implant	suspect
accent	import	torment
combine	incense	transfer
commune	incline	transport
compost	increase	update
compound	insert	uplift
compress	insult	upset
concert	intrigue	
conduct	invite	
confine	object	My suggestions
conflict	permit	_____
conscript	pervert	_____
consort	present	_____
construct	process	_____
content	produce	_____
contest	progress	_____
contract	project	_____
contrast	protest	_____
convert	rebel	_____
convict	recall	_____
decrease	recap	_____
default	record	_____
defect	refill	_____
desert	refund	_____
digest	refuse	_____
discharge	reject	_____
discount	relapse	_____
dismount	remake	_____
entrance	reprint	_____
escort	research	_____
exploit	retake	_____
export	segment	_____
extract	subject	_____
impact	survey	_____

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Focus on Connected Speech

Working Out Word Stress – Two-Syllable Words where the First Syllable is a Schwa: uh

There are many common two-syllable words in English – particularly verbs – where the first syllable is a schwa – uh – as you can see from the table below. **Because the schwa sound is always unstressed, we know for sure that these words all have the strong stress on the second syllable.**

Note that all of the words begin with the letter “a”, and notice the double consonant letters after many of the verbs, e.g. *affect*.

VERBS

abate	uh Beit
abet	uh Bet
abide	uh Baid
abort	uh Bort
abridge	uh Brij
abuse	uh Byooz
accord	uh Kord
accost	uh Kost
account	uh Kaunt
accuse	uh Kyooz
achieve	uh Cheev
acquaint	uh Kweint
acquire	uh Kwaivy
acquit	uh Kwit
adapt	uh Dapt
address	uh Dres
adjust	uh Just
adopt	uh Dopt
adore	uh Dor
affect	uh Fekt
affirm	uh Ferm
affix	uh Fiks
afflict	uh Flikt
afford	uh Ford
agree	uh Gree
alarm	uh Larm
alert	uh Lert
alight	uh Lait
allege	uh Lej
allow	uh Lau
allude	uh Lood
ally	uh Lai
amass	uh Mas
amaze	uh Meiz
amend	uh Mend
amuse	uh Myooz
announce	uh Nauns
annoy	uh Noy
annul	uh Nul

ADVERBS

aback	uh Bak
aboard	uh Bord
about	uh Baut
above	uh Buv
abreast	uh Brest
abroad	uh Brord
across	uh Kros
afar	uh Far
afield	uh Fiyld
afresh	uh Fresh
again	uh Gen
ago	uh Geu
aground	uh Graund
ahead	uh Hed
ajar	uh Jar
alike	uh Laik
aloft	uh Loft
alone	uh Leun
along	uh Long
aloud	uh Laud
amid	uh Mid
amok	uh Mok
among	uh Mung
anew	uh Nyoo
apart	uh Part
apiece	uh Pees
around	uh Raund
ashore	uh Shor
aside	uh Said
askew	uh Skyoo
asleep	uh Sleep
astray	uh Strei
astride	uh Straid
away	uh Wei
awry	uh Rai

Talk a Lot

Focus on Connected Speech

Working Out Word Stress – Two-Syllable Words where the First Syllable is a Schwa: uh

ADJECTIVES

abrupt	uh Brupt
acute	uh Kyoot
afloat	uh Fleut
afraid	uh Freid
against	uh Genst
aghast	uh Garst
alert	uh Lert
alive	uh Laiv
aloof	uh Loof
ashamed	uh Sheimd
asleep	uh Sleep
astute	uh Schoot
averse	uh Vers
awake	uh Weik
aware	uh Weir

NOUNS

abode	uh Beud
account	uh Kaunt
address	uh Dres
ado	uh Doo
affair	uh Feir
affront	uh Frunt
alarm	uh Larm
amount	uh Maunt
applause	uh Plorz

Let's learn the Clear Alphabet so that we can understand the differences between spelling and sounds in English and the wonders of connected speech!

From the Introduction: "The Clear Alphabet Dictionary is a tool to enable students of English to learn the new phonetic Clear Alphabet, so that they can use it confidently as a means to read, write, and understand the sounds of English – and as a result to pronounce words and sentences better."

Talk a Lot Clear Alphabet Dictionary will be useful for students at all levels:

<i>Student's Level:</i>	<i>Common European Framework (CEFR):</i>	<i>Cambridge Assessment:</i>	<i>IELTS Score:</i>
Basic User	to A1	KET	2.5 - 3
Elementary	to A2	KET	3.5 - 4
Pre-Intermediate	to B1	PET	4.5 - 5
Intermediate	to B2	FCE	5.5 - 6.5
Upper Intermediate	to C1	CAE	7 - 7.5
Advanced	to C2	CPE	8 - 9

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 thirteenth book. In 2002 he launched English Banana.com, which has become a hugely popular English language learning resource website.



So far, Talk a Lot books have been downloaded more than 900,000 times! Here are some recent comments from teachers about the Clear Alphabet:

'I think it can be very useful if we want to sound more "native".' Marija, Serbia

'I realised I started to pay attention to the native pronunciation in my speech and in my listening to others since I've started using the Clear Alphabet. I'd like to deal with it further and it would be nice if I could also teach it to others.' Kata, Hungary

Also available from all good bookshops:

<i>Title:</i>	<i>ISBN for ordering:</i>	<i>Published in:</i>
You Are The Course Book	-	2012
Talk a Lot Foundation Course	-	2011
Talk a Lot Intermediate Book 1	-	2011
Talk a Lot Elementary Book 3	ISBN-13: 978-0955701542	2010
The Best of English Banana.com 2003-2009	ISBN-13: 978-0955701559	2010
Talk a Lot Elementary Handbook	ISBN-13: 978-0955701535	2009
Talk a Lot Elementary Book 2	ISBN-13: 978-0955701528	2008
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Talk a Lot Clear Alphabet Dictionary

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STRESS > **REDUCE** > **MERGE**
syllables syllables syllables

by Matt Purland

Learn how to Pronounce English like a Native Speaker

STRESS > **REDUCE** > **MERGE**
syllables syllables syllables

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Practice Sentences

Level: Easy

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Page 15 6. I passed my exam yesterday!

Level: Medium

Page 17 7. The appointment was at eight o'clock.

Page 19 8. He sent a present to his grandma.

Page 21 9. Leave the car by the side of the road.

Page 23 10. That's the nicest thing you've ever done.

Page 25 Blank Template – for use with any sentence

STRESS > REDUCE > MERGE

syllables syllables syllables

Instructions

Thank you for downloading this free material from English Banana.com!

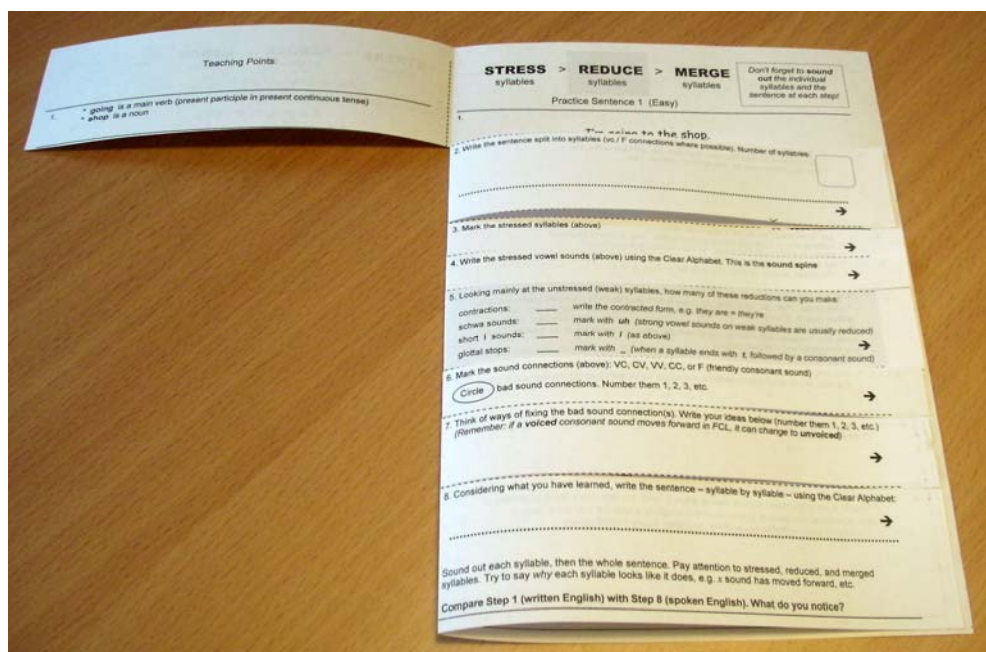
The aim of this pronunciation material is to give students an opportunity to practise working with connected speech in spoken English in a self-study environment. Students should work through each handout systematically, checking their answers at each step. Students will benefit because they will begin to see the patterns that repeat in this method time after time.

If you have any questions or comments, we'd love to hear from you! Please feel free to contact us here: info@englishbanana.com

The level of this material is: **Elementary** to **Pre-Intermediate**.

Method:

1. Print both pages of a set (e.g. Practice Sentence 1, pages 1 and 2) back to back, so that they are on either side of the same piece of paper.
2. Hold the page landscape way up and fold it in half in the middle.
3. Hold the page so that the English Banana.com logo is facing you, then cut along the dotted lines on the right-hand side of the page (see picture below).



4. Follow the instructions from step 1 to step 8. At the end of each step, turn over the flap to check your answers and read the accompanying notes.
5. Try to work methodically, completing one step at a time. Try not to read ahead! If you can't think of what to do, then turn over the flap to reveal the answer.

Notes for Teachers:

1. While the aim of this material is for students to work on their own and practise using connected speech away from the classroom, you could of course work through the different practice sentences *with* your student(s), guiding them through each point. This might be especially relevant if your students are new to connected speech and phonics. It could also be beneficial if you yourself are not familiar with this method of teaching pronunciation.
2. You could encourage your students to do follow-up activities linked to the different steps, e.g. after step 4. you could ask them to think of more content words that have the same stressed vowel sounds as in the practice sentence, and make a new sentence – or encourage them to think of (or find) another sentence that has the same stress pattern... and so on.
3. Another option is to use the 8-step process with your own sentence, using the blank template on page 25. Try to elicit all the answers and explanations from the student(s), while guiding them as necessary.
4. At the end of step 8 students are directed to compare the original written English version of the sentence with the spoken English version in Clear Alphabet. The question “What do you notice?” is intended to provoke discussion around the differences between the two forms, for example, which written letters are not pronounced. Or, are there any silent letters in the original spelling which are visible in the Clear Alphabet version? And so on.
5. On the back of each handout there are links to several free downloadable resources that might be useful to students who want to study this method further. *Talk a Lot Foundation Course*, in particular, will be helpful because it expands on this method in far more detail than the handouts can.

Final Note:

Enjoy working with stress, sounds, and connected speech! After a little practice you will soon find yourself unexpectedly hearing and noticing linking, elision, glottal stops, schwa sounds, and so on, in the normal everyday speech patterns of native English speakers – and then begin adding these features to *your* spoken English too!

Matt Purland

Ostróda, Poland, 22nd October 2012

Fold →

STRESS > **REDUCE** > **MERGE**
syllables syllables syllables

Don't forget to **sound out** the individual syllables and the sentence at each step!

Practice Sentence 1 (Easy)

1. Read the sentence out loud. Underline the content words:

I'm going to the shop.



2. Write the sentence split into syllables (vc / F connections where possible). Number of syllables:



3. Mark the stressed syllables (above)



4. Write the stressed vowel sounds (above) using the Clear Alphabet. This is the **sound spine**

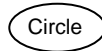


5. Looking mainly at the unstressed (weak) syllables, how many of these reductions can you make:

- contractions: _____ write the contracted form, e.g. they are = they're
- schwa sounds: _____ mark with **uh** (strong vowel sounds on weak syllables are usually reduced)
- short i sounds: _____ mark with **i** (as above)
- glottal stops: _____ mark with **ʔ** (when a syllable ends with **t**, followed by a consonant sound)



6. Mark the sound connections (above): VC, CV, VV, CC, or F (friendly consonant sound)



bad sound connections. Number them 1, 2, 3, etc.



7. Think of ways of fixing the bad sound connection(s). Write your ideas below (number them 1, 2, 3, etc.)
(Remember: if a **voiced** consonant sound moves forward in FCL, it can change to **unvoiced**)



8. Considering what you have learned, write the sentence – syllable by syllable – using the Clear Alphabet:



Sound out each syllable, then the whole sentence. Pay attention to stressed, reduced, and merged syllables. Try to say *why* each syllable looks like it does, e.g. *x* sound has moved forward, etc.

Compare Step 1 (written English) with Step 8 (spoken English). What do you notice?

Fold →

We hope that you find this material helpful. There is an online version of this quiz that includes a clear reading of the sentence – both complete and broken down into syllables: <http://www.talkalotenglish.com>

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Teaching Points:

1. * **going** is a main verb (present participle in present continuous tense)
* **shop** is a noun

2. * Only **going** has more than one syllable
* The word is broken between the verb **go** and the suffix **ing**
* **I'm** is pronounced as one syllable, *not* as **I am**

3. * **go** is stressed because it is a main verb
* suffixes are not usually stressed in English; **ing** is never stressed
* **shop** is a one-syllable noun, so the whole word is stressed

4. * **eu** is a diphthong; **o** is a short vowel sound
* The stress pattern in this sentence is: o O o o o O

5. * **I'm** is already a contraction
* The words **I'm**, **to**, and **the** all have their vowel sounds changed (reduced) to a schwa sound. If we pronounce these words with strong vowel sounds, i.e. **Aim**, **Too**, and **Thu**, these syllables become too strong and the stress pattern doesn't work. For stressed syllables to stand out, the other syllables must be weaker – there are no mountains without valleys!
* There is one short **i** sound, but no glottal stops, because no syllables end with **t**

6. * The only bad connection is the vv connection between **go** and **ing**
* The rest of the sound connections are either vc or with friendly consonant sounds (F)

7. * We always use intrusion with vv sound connections
* In this case **w** is the sound that occurs naturally when you finish saying **go**

8. * **shop** is a phonetic word – it looks like it sounds
* There is an embedded schwa sound after **t** and **th**. We don't need to write it in Clear Alphabet, because it is pronounced naturally when we say each sound
* Try saying each syllable separately, enjoying every sound slowly

STRESS > **REDUCE** > **MERGE**
syllables syllables syllables

Don't forget to **sound out** the individual syllables and the sentence at each step!

Practice Sentence 1 (Easy)

1. I'm going to the shop.

2. I'm go ing to the shop.

6

3. I'm / go ing to the shop.

4. I'm eu go ing to the o shop.

5. contractions: 0 I'm go ing to the shop.
schwa sounds: 3 uh uh uh
short i sounds: 1 i
glottal stops: 0

6. I'm go ing to the shop.
F 1 (vv) F vc vc

7. I'm go ing to the shop.
I (w)

8. uhm Geu wing t th Shop.

Fold →

STRESS > **REDUCE** > **MERGE**
syllables syllables syllables

Don't forget to **sound out** the individual syllables and the sentence at each step!

Practice Sentence 2 (Easy)

1. Read the sentence out loud. Underline the content words:

We wanted to see some gorillas.



2. Write the sentence split into syllables (vc / F connections where possible). Number of syllables:



.....



3. Mark the stressed syllables (above)



4. Write the stressed vowel sounds (above) using the Clear Alphabet. This is the **sound spine**



5. Looking mainly at the unstressed (weak) syllables, how many of these reductions can you make:

- contractions: _____ write the contracted form, e.g. they are = they're
- schwa sounds: _____ mark with **uh** (strong vowel sounds on weak syllables are usually reduced)
- short **i** sounds: _____ mark with **i** (as above)
- glottal stops: _____ mark with **ʔ** (when a syllable ends with **t**, followed by a consonant sound)



6. Mark the sound connections (above): VC, CV, VV, CC, or F (friendly consonant sound)

Circle bad sound connections. Number them 1, 2, 3, etc.



7. Think of ways of fixing the bad sound connection(s). Write your ideas below (number them 1, 2, 3, etc.)
(Remember: if a **voiced** consonant sound moves forward in FCL, it can change to **unvoiced**)



8. Considering what you have learned, write the sentence – syllable by syllable – using the Clear Alphabet:



.....

Sound out each syllable, then the whole sentence. Pay attention to stressed, reduced, and merged syllables. Try to say *why* each syllable looks like it does, e.g. *x* sound has moved forward, etc.

Compare Step 1 (written English) with Step 8 (spoken English). What do you notice?

Fold →

We hope that you find this material helpful. There is an online version of this quiz that includes a clear reading of the sentence – both complete and broken down into syllables: <http://www.talkalotenglish.com>

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Fold →

STRESS > **REDUCE** > **MERGE**
syllables syllables syllables

Don't forget to **sound out** the individual syllables and the sentence at each step!

Practice Sentence 3 (Easy)

1. Read the sentence out loud. Underline the content words:

I do not like wasting time.



2. Write the sentence split into syllables (vc / F connections where possible). Number of syllables:

□

.....



3. Mark the stressed syllables (above)



4. Write the stressed vowel sounds (above) using the Clear Alphabet. This is the **sound spine**



5. Looking mainly at the unstressed (weak) syllables, how many of these reductions can you make:

contractions: ____ write the contracted form, e.g. they are = they're

schwa sounds: ____ mark with **uh** (strong vowel sounds on weak syllables are usually reduced)

short **i** sounds: ____ mark with **i** (as above)

glottal stops: ____ mark with **_** (when a syllable ends with **t**, followed by a consonant sound)



6. Mark the sound connections (above): VC, CV, VV, CC, or F (friendly consonant sound)

Circle bad sound connections. Number them 1, 2, 3, etc.



7. Think of ways of fixing the bad sound connection(s). Write your ideas below (number them 1, 2, 3, etc.)
(Remember: if a **voiced** consonant sound moves forward in FCL, it can change to **unvoiced**)



8. Considering what you have learned, write the sentence – syllable by syllable – using the Clear Alphabet:



.....

Sound out each syllable, then the whole sentence. Pay attention to stressed, reduced, and merged syllables. Try to say *why* each syllable looks like it does, e.g. *x* sound has moved forward, etc.

Compare Step 1 (written English) with Step 8 (spoken English). What do you notice?

Fold →

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Teaching Points:

1.
 - * **do not** is stressed because it's a negative form
 - * **like** is a main verb (present simple)
 - * **wasting** is a gerund and **time** is a noun; together they form a noun phrase

2.
 - * Only **wasting** has more than one syllable
 - * The word is broken after the first vowel sound, to make a vc connection

3.
 - * The three stresses together on **do not like** make a strong emphatic statement
 - * **wasting** is stressed on the first syllable, because **ing** is a suffix
 - * The stress pattern is: o O O O o o

4.
 - * Say only the stressed vowel sounds in order: **oo, o, ai, ei, ai**
 - * The mix of long vowels, short vowels, and diphthongs in this sentence means your mouth has to move around a lot!

5.
 - * Although they are stressed syllables, **do not** would normally be contracted to **don't**
 - * There are no schwa sounds, perhaps due to the large number of stressed syllables (although in very fast speech the first word **I** could be reduced to a schwa)
 - * There is one short **i** sound – on the suffix **ing**
 - * A glottal stop replaces **t** at the end of the second syllable

6.
 - * There are two bad cc sound connections, which we need to change to vc or friendly connections (F)

7.
 1. We delete the problematic **t** sound (elision) and replace it with a glottal stop, which leaves a friendly sound connection. We add a glottal stop to give this important keyword a stronger emphasis
 2. We can't delete the **k** sound, so we move it forward (FCL). It's already an unvoiced consonant sound, so we don't need to change it

8.
 - * **sting** is a phonetic syllable – it looks the same in both normal and CA spelling
 - * Try saying each syllable separately, enjoying every sound slowly
 - * Practise saying the sentence with the first syllable reduced: **uh** instead of **ai**

STRESS > **REDUCE** > **MERGE**
 syllables syllables syllables

*Don't forget to **sound out** the individual syllables and the sentence at each step!*

Practice Sentence 3 (Easy)

1. I do not like wasting time.

2. I do not like wa sting time. 7

3. I / do / not / like / wa / sting / time.

4. I oo do o not ai like ei wa sting ai time.

5. contractions: 1 I don't like wa sting time.
 schwa sounds: 0
 short i sounds: 1 i
 glottal stops: 1 -

6. I don't like wa sting time.
 vc 1 (cc) 2 (cc) vc F

7. I don't like wa sting time.
 E/GS FCL

8. ai Deun_ Lai Kwei sting Taim.

Fold →

STRESS > **REDUCE** > **MERGE**
syllables syllables syllables

Don't forget to **sound out** the individual syllables and the sentence at each step!

Practice Sentence 4 (Easy)

1. Read the sentence out loud. Underline the content words:

We had a great weekend. →

2. Write the sentence split into syllables (vc / F connections where possible). Number of syllables:

..... →

3. Mark the stressed syllables (above) ✂

..... →

4. Write the stressed vowel sounds (above) using the Clear Alphabet. This is the **sound spine**

..... →

5. Looking mainly at the unstressed (weak) syllables, how many of these reductions can you make:

contractions: _____ write the contracted form, e.g. they are = they're

schwa sounds: _____ mark with **uh** (strong vowel sounds on weak syllables are usually reduced)

short **i** sounds: _____ mark with **i** (as above) →

glottal stops: _____ mark with **_** (when a syllable ends with **t**, followed by a consonant sound)

6. Mark the sound connections (above): VC, CV, VV, CC, or F (friendly consonant sound)

Circle bad sound connections. Number them 1, 2, 3, etc. →

7. Think of ways of fixing the bad sound connection(s). Write your ideas below (number them 1, 2, 3, etc.)
(Remember: if a **voiced** consonant sound moves forward in FCL, it can change to **unvoiced**)

..... →

8. Considering what you have learned, write the sentence – syllable by syllable – using the Clear Alphabet:

..... →

Sound out each syllable, then the whole sentence. Pay attention to stressed, reduced, and merged syllables. Try to say *why* each syllable looks like it does, e.g. *x* sound has moved forward, etc.

Compare Step 1 (written English) with Step 8 (spoken English). What do you notice?

Fold →

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Teaching Points:

1.
 - * **had** is a main verb (past simple)
 - * **great** is an adjective
 - * **weekend** is a noun

2.
 - * Only **weekend** has more than one syllable
 - * The word is broken after the first vowel sound to make a vc connection
 - * It's surprising how many common English words have only one syllable!

3.
 - * **weekend** is stressed on the second syllable
 - * **had** and **great** are one-syllable words, so the stress is on the whole word
 - * The stress pattern is regular: o O o O o O

4.
 - * **a** and **e** are short vowel sounds
 - * **ei** is a diphthong

5.
 - * **had** cannot be contracted as a main verb, only as an auxiliary verb
 - * The article **a** is usually pronounced as a schwa sound: **uh**
 - * We can reduce the vowel sound **ee** in **We** to a short **i** sound
 - * A glottal stop replaces **t** in **great** because the next sound is a consonant: **w**
 - * **wee** is not reduced because it's part of a 2-syllable compound noun, which usually keep the strong vowel sound on their weak syllable, e.g. daytime / **Dei taim**

6.
 - * There are two bad cc sound connections – a cv and a cc
 - * We need to change both of them to either vc or friendly connections (F)

7.
 1. We usually use FCL to change a difficult cv sound connection into an easy vc connection. In this case the **d** sound moves forward
 2. Because **t** is at the end of the syllable and the next sound is a consonant, we automatically delete the **t** (elision) and replace it with a glottal stop. Without the glottal stop the phrase would sound like “grey weekend” – **Grei wee Kend**

8.
 - * Try saying each syllable separately, enjoying every sound slowly
 - * The main keyword in this sentence is **great**, so you could put extra stress (emphasis) on this word

STRESS > **REDUCE** > **MERGE**
 syllables syllables syllables

Practice Sentence 4 (Easy)

Don't forget to **sound out** the individual syllables and the sentence at each step!

1. We had a great weekend.

2. We had a great wee kend.

6

3. We / had a / great wee / kend.

4. We a ei e
had a great wee kend.

5. contractions: 0 We had a great wee kend.
 schwa sounds: 1 uh
 short i sounds: 1 i
 glottal stops: 1 -

6. We had a great wee kend.
 vc 1 (CV) vc 2 (CC) vc

7. We had a great wee kend.
 FCL E/GS

8. wi Ha d Grei_ wee Kend.

Fold →

STRESS > **REDUCE** > **MERGE**
syllables syllables syllables

Don't forget to **sound out** the individual syllables and the sentence at each step!

Practice Sentence 5 (Easy)

1. Read the sentence out loud. Underline the content words:

I will pick up something for dinner. →

2. Write the sentence split into syllables (vc / F connections where possible). Number of syllables:

..... →

3. Mark the stressed syllables (above) →

4. Write the stressed vowel sounds (above) using the Clear Alphabet. This is the **sound spine** →

5. Looking mainly at the unstressed (weak) syllables, how many of these reductions can you make:

contractions: _____ write the contracted form, e.g. they are = they're

schwa sounds: _____ mark with **uh** (strong vowel sounds on weak syllables are usually reduced)

short i sounds: _____ mark with **i** (as above) →

glottal stops: _____ mark with **_** (when a syllable ends with **t**, followed by a consonant sound)

6. Mark the sound connections (above): VC, CV, VV, CC, or F (friendly consonant sound)

Circle bad sound connections. Number them 1, 2, 3, etc. →

7. Think of ways of fixing the bad sound connection(s). Write your ideas below (number them 1, 2, 3, etc.)
(Remember: if a **voiced** consonant sound moves forward in FCL, it can change to **unvoiced**) →

8. Considering what you have learned, write the sentence – syllable by syllable – using the Clear Alphabet: →

.....

Sound out each syllable, then the whole sentence. Pay attention to stressed, reduced, and merged syllables. Try to say *why* each syllable looks like it does, e.g. *x* sound has moved forward, etc.

Compare Step 1 (written English) with Step 8 (spoken English). What do you notice?

Fold →

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Teaching Points:

1. * **pick up** is a phrasal verb, meaning “get” or “buy”
* **dinner** is a noun
* **something** is a pronoun, so not a content word and not normally stressed

2. * **something** is broken between the two words of the compound pronoun, to make a friendly (F) connection
* **dinner** is broken after the first vowel sound to make a vc connection

3. * **pick up** is a phrasal verb, so it’s stressed on both parts
* **dinner** is a two-syllable noun with a suffix, so it must be stressed on the first syllable
* The stress pattern is: o o O O o o o O o

4. * The three stressed syllables are all short crisp vowel sounds

5. * In normal speech **I will** is usually contracted to **I’ll**
* The vowel sound **ai** in **I’ll** can be reduced to a schwa sound; the vowel sounds in the function words **some** and **for** are schwas – we want to be able to say them as quickly as possible; the suffix **er** is always pronounced as a schwa sound
* There is one short **i** sound on **thing**
* We don’t need glottal stops, because no syllable ends with **t** followed by a consonant sound

6. * There are two bad sound connections – 1 x cv and 1 x cc
* There are three friendly (F) connections thanks to the syllables that end with **l**, **m**, and **ng**

7. 1. We move the **k** sound forward (FCL) so that it begins the next syllable and a vc connection is made, which is much easier to pronounce than a cv connection
2. We can’t delete the **p** sound, so we have to move it forward to make the syllable: **psm**. It’s better for us to “front-load” consonant sounds at the beginning of a syllable than to have them at the end – unless they are friendly: **l**, **m**, **n**, or **ng**

8. * There is an embedded schwa sound between the **ps** and **m** sounds in **psm**. Practise saying this syllable a few times
* Focus on practising the weak syllables that have embedded schwa sounds: **psm, f, n**
* Make the stressed vowel sounds very short, crisp and loud: **Pi, Ku, Di**
* Some native speakers would stress the first syllable in something – **Sum tting** – either for emphasis, or to make the rhythm of the sentence more regular
* Try saying each syllable separately, enjoying every sound slowly

STRESS > **REDUCE** > **MERGE**
syllables syllables syllables

Don't forget to **sound out** the individual syllables and the sentence at each step!

Practice Sentence 5 (Easy)

1. I will pick up something for dinner.

2. I will pick up some thing for di nner. 9

3. I will pick up some thing for di nner.
/ / /

4. I will pick up some thing for di nner.
i u i

5.

contractions:	1	I'll	<u>pick</u>	<u>up</u>	some	thing	for	<u>di</u>	nner.
schwa sounds:	4	uh		uh			uh	uh	
short i sounds:	1					i			
glottal stops:	0								

6. I'll pick up some thing for di nner.
F (1 cv) (2 cc) F F vc vc

7. I'll pick up some thing for di nner.
FCL FCL

8. uhl Pi Ku psm tting f Di n.

Fold →

STRESS > **REDUCE** > **MERGE**
syllables syllables syllables

Don't forget to **sound out** the individual syllables and the sentence at each step!

Practice Sentence 6 (Easy)

1. Read the sentence out loud. Underline the content words:

I passed my exam yesterday!



2. Write the sentence split into syllables (vc / F connections where possible). Number of syllables:



3. Mark the stressed syllables (above)



4. Write the stressed vowel sounds (above) using the Clear Alphabet. This is the **sound spine**

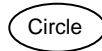


5. Looking mainly at the unstressed (weak) syllables, how many of these reductions can you make:

- contractions: _____ write the contracted form, e.g. they are = they're
- schwa sounds: _____ mark with **uh** (strong vowel sounds on weak syllables are usually reduced)
- short **i** sounds: _____ mark with **i** (as above)
- glottal stops: _____ mark with **_** (when a syllable ends with **t**, followed by a consonant sound)



6. Mark the sound connections (above): VC, CV, VV, CC, or F (friendly consonant sound)



bad sound connections. Number them 1, 2, 3, etc.



7. Think of ways of fixing the bad sound connection(s). Write your ideas below (number them 1, 2, 3, etc.)
(Remember: if a **voiced** consonant sound moves forward in FCL, it can change to **unvoiced**)



8. Considering what you have learned, write the sentence – syllable by syllable – using the Clear Alphabet:



Sound out each syllable, then the whole sentence. Pay attention to stressed, reduced, and merged syllables. Try to say *why* each syllable looks like it does, e.g. *x* sound has moved forward, etc.

Compare Step 1 (written English) with Step 8 (spoken English). What do you notice?

Fold →

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Teaching Points:

1.
 - * **passed** is a main verb (past simple)
 - * **exam** is a noun
 - * **yesterday** is an adverb

2.
 - * **passed** is pronounced as one syllable: **Parst**. The sound at the end is **t** not **d**
 - * **exam** is broken after the first vowel sound **e** to make a vc connection
 - * **yesterday** is broken after the first two vowel sounds, to make vc connections

3.
 - * The whole word **passed** is stressed; **exam** is stressed on the second syllable
 - * **yesterday** is usually stressed on the first syllable, but here it is stressed on the last
 - * By doing this, the stress pattern becomes nice and even: o O o o O o o O

4.
 - * There is a mix of stressed vowel sounds: **ar** is long, **a** is short, and **ei** is a diphthong

5.
 - * We can't contract verbs in past simple positive, because there is no auxiliary verb
 - * The weak syllable **e** in **exam** should be reduced to a schwa sound; the spelling **er** in a word, e.g. in **yesterday**, is always a schwa sound
 - * There are no short **i** sounds in the weak syllables
 - * Although the spelling is "ed" we know the sound is **t**, so there could potentially be a glottal stop here

6.
 - * There are two bad sound connections that we need to change: cc and vv
 - * The rest are easy vc or friendly (F) connections

7.
 1. We delete the **t** sound (elision) – the normal way out of this cc connection. We don't need to add a glottal stop because another consonant sound remains – **s** – which we need to move forward, leaving a vc connection. This makes **ai Par smai**, which is the same as **I pass my** (present simple). However, because we know the context – **yesterday** – our brain 'hears' and understands past simple: **I passed my**
 2. We use intrusion in vv connections; the sound at the end of **my** is **y**

8.
 - * Try saying each syllable separately, enjoying every sound slowly
 - * **I** could be pronounced as a schwa sound – **uh** – rather than the fuller form **ai**. Practise the sentence both ways
 - * The letter **x** is normally represented by the sounds: **ks**
 - * There are two embedded schwa sounds: **y** and **st**
 - * There isn't a weak form of the function word **my** in Standard Pronunciation, although in some regional accents, e.g. Midlands, it will be reduced to **mi**

STRESS > **REDUCE** > **MERGE**

syllables

syllables

syllables

Don't forget to **sound out** the individual syllables and the sentence at each step!

Practice Sentence 6 (Easy)

1. I passed my exam yesterday!

2. I passed my e xam ye ster day!

8

3. I / passed my e / xam ye ster / day!

4. I ar passed my e a xam ye ei ster day!

5. contractions: 0 I passed my e xam ye ster day!
 schwa sounds: 2 uh uh
 short i sounds: 0
 glottal stops: 1

6. I passed my e xam ye ster day!
 vc 1 (cc) 2 (vv) vc F vc vc

7. I passed my e xam ye ster day!
 E/FCL I(y)

8. ai Par smai y Ksam ye st Dei!

Fold →

STRESS > **REDUCE** > **MERGE**
syllables syllables syllables

Don't forget to **sound out** the individual syllables and the sentence at each step!

Practice Sentence 7 (Medium)

1. Read the sentence out loud. Underline the content words:

The appointment was at eight o'clock. →

2. Write the sentence split into syllables (vc / F connections where possible). Number of syllables:

..... →

3. Mark the stressed syllables (above) ✂

..... →

4. Write the stressed vowel sounds (above) using the Clear Alphabet. This is the **sound spine**

..... →

5. Looking mainly at the unstressed (weak) syllables, how many of these reductions can you make:

- contractions: _____ write the contracted form, e.g. they are = they're
- schwa sounds: _____ mark with **uh** (strong vowel sounds on weak syllables are usually reduced)
- short i sounds: _____ mark with **i** (as above) →
- glottal stops: _____ mark with **_** (when a syllable ends with **t**, followed by a consonant sound)

6. Mark the sound connections (above): VC, CV, VV, CC, or F (friendly consonant sound)

Circle bad sound connections. Number them 1, 2, 3, etc. →

7. Think of ways of fixing the bad sound connection(s). Write your ideas below (number them 1, 2, 3, etc.)
(Remember: if a **voiced** consonant sound moves forward in FCL, it can change to **unvoiced**)

..... →

8. Considering what you have learned, write the sentence – syllable by syllable – using the Clear Alphabet:

..... →

Sound out each syllable, then the whole sentence. Pay attention to stressed, reduced, and merged syllables. Try to say *why* each syllable looks like it does, e.g. *x* sound has moved forward, etc.

Compare Step 1 (written English) with Step 8 (spoken English). What do you notice?

Fold →

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Teaching Points:

1. * **appointment** is a noun
* **eight** is a number
* **clock** is a noun

2. * Only **appointment** has more than one syllable
* The word is broken after the first vowel sound to make a vc connection
* The second break is between the main word **appoint** and the suffix **ment**

3. * **appointment** is stressed on the middle syllable
* **eight** and **clock** are one-syllable words, so the stress is on the whole word
* The stress pattern is: o o O o o O o o

4. * **oy** and **ei** are diphthongs
* **o** is a short vowel sound

5. * The verb **was** cannot be contracted
* There are 5 schwa sounds: both unstressed syllables in **appointment**; **was** (main verb **be** is not usually stressed); the function word **at**, and **o'** in **o'clock**
* Because of the following vowel sound, the schwa in **the** changes to **ii** which can be reduced to **i**. * Glottal stops replace **t** at the end of three different syllables

6. * There are six bad cc sound connections – 1 x vv, 2 x cc, and 3 x cv. We need to change all of them to either vc or friendly connections (F)

7. 1. We add a **y** sound (intrusion) to make the connection vc; 2. & 3. We delete the **t** sound (elision) and add a glottal stop, to leave a friendly connection (F); 4. We change the **z** sound from **was** to **s** (assimilation) and move it forward to make a vc connection; 5. Here we *could* move the **t** sound forward: **uh Tei t Klok**, or use elision and a glottal stop: **w s_ Ei t Klok**; this second option feels more natural; 6. The **t** sound moves forward: **Ei t Klok**

8. * Five of the nine syllables have embedded schwa sounds – practise saying them:
y mn_ w s_ t
* Try saying each syllable separately, enjoying every sound slowly

STRESS > **REDUCE** > **MERGE**
syllables syllables syllables

Don't forget to **sound out** the individual syllables and the sentence at each step!

Practice Sentence 7 (Medium)

1. The appointment was at eight o'clock.

2. The a ppoint ment was at eight o' clock. 9

3. The a ppoint ment was at eight o' clock.
/ / /

4. The a ppoint ment was at eight o' clock.
oy ei o

5.

contractions:	0	The	a	ppoint	ment	was	at	eight	o'	clock.
schwa sounds:	5		uh		uh		uh	uh	uh	
short i sounds:	1		i							
glottal stops:	3						-	-	-	

6. The a ppoint ment was at eight o' clock.
1 (vv) vc 2 (cc) 3 (cc) 4 (cv) 5 (cv) 6 (cv) vc

7. The a ppoint ment was at eight o' clock.
l (y) E/GS E/GS FCL/A E/GS FCL

8. thi y Poy_n_ mn_ w s_ Ei t Klok.

Fold →

STRESS > **REDUCE** > **MERGE**
syllables syllables syllables

Don't forget to **sound out** the individual syllables and the sentence at each step!

Practice Sentence 8 (Medium)

1. Read the sentence out loud. Underline the content words:

He sent a present to his grandma.



2. Write the sentence split into syllables (vc / F connections where possible). Number of syllables:



3. Mark the stressed syllables (above)



4. Write the stressed vowel sounds (above) using the Clear Alphabet. This is the **sound spine**



5. Looking mainly at the unstressed (weak) syllables, how many of these reductions can you make:

contractions: _____ write the contracted form, e.g. they are = they're

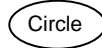
schwa sounds: _____ mark with **uh** (strong vowel sounds on weak syllables are usually reduced)

short i sounds: _____ mark with **i** (as above)



glottal stops: _____ mark with **_** (when a syllable ends with **t**, followed by a consonant sound)

6. Mark the sound connections (above): VC, CV, VV, CC, or F (friendly consonant sound)



bad sound connections. Number them 1, 2, 3, etc.



7. Think of ways of fixing the bad sound connection(s). Write your ideas below (number them 1, 2, 3, etc.)
(Remember: if a **voiced** consonant sound moves forward in FCL, it can change to **unvoiced**)



8. Considering what you have learned, write the sentence – syllable by syllable – using the Clear Alphabet:



Sound out each syllable, then the whole sentence. Pay attention to stressed, reduced, and merged syllables. Try to say *why* each syllable looks like it does, e.g. *x* sound has moved forward, etc.

Compare Step 1 (written English) with Step 8 (spoken English). What do you notice?

Fold →

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Teaching Points:

1. * **sent** is a main verb (past simple)
* **present** and **grandma** are nouns

2. * **present** is broken after the first vowel sound **e** to make a vc connection
* **grandma** is a short version of the compound noun "grandmother". It is broken between the two parts **grand** and **ma**, which seems like a logical place for a syllable break

3. * **sent** is stressed on the whole word; **present** is stressed on the main part, rather than the suffix; **grandma** is stressed on the first syllable, which is normal for compound nouns * The stress pattern is: o O o O o o o O o

4. * The stressed vowel sounds are all short, and two are the same, making a melodious assonance (repeating vowel sounds): **e e a**
* The final syllable keeps its long vowel sound **ar**; this is normal for compound words

5. * Verbs are not contracted in past simple positive, because there are no auxiliary verbs
* The article **a** is usually a schwa sound; the preposition **to** usually has a schwa, unless it's at the end of a clause; schwa sounds can often be heard in suffixes, for example **ent** in **present**
* There are two short **i** sounds: the vowel sound in **He** is reduced to **i** and the word **his** already has a short **i** sound
* There is one glottal stop – when we delete the **t** sound at the end of **present**

6. * There are four bad sound connections that we need to change: x1 cv and x3 cc connections

7. 1. The **t** sound moves forward, leaving a friendly (F) connection
2. We delete the **t** sound and replace it with a glottal stop **_**
3. The **z** from **his** moves forward and changes to its unvoiced form: **s** (assimilation)
4. We delete the **d** sound, leaving a friendly connection. It gets even easier if we change the **n** to **m**. *Extra change!* Although we can pronounce **t hi Sgram ma** with the vc connection, it's easier if we delete **h** from **his** and bridge the vv connection with **w**: **t wi Sgram ma**

8. * Try saying each syllable separately, enjoying every sound slowly
* When we move the **t** from **sent** forward, it includes the schwa sound from the word **a** as an embedded schwa sound
* It's far easier to pronounce a **w** sound after the embedded schwa in **t** than a **h** sound, which is why we delete the **h** in **his** and use intrusion
* Even though the two **m** sounds are the same in **Gram ma**, it's OK to pronounce both of them because the first is a friendly consonant sound

STRESS > **REDUCE** > **MERGE**
syllables syllables syllables

Don't forget to **sound out** the individual syllables and the sentence at each step!

Practice Sentence 8 (Medium)

1. He sent a present to his grandma.

2. He sent a pre sent to his grand ma. 9

3. He / sent a / pre sent to his / grand ma.

4. He e sent a e pre sent to his a grand ma.

5.

contractions:	0	He	sent	a	pre	sent	to	his	grand	ma.
schwa sounds:	3		uh		uh		uh			
short i sounds:	2	i						i		
glottal stops:	1									-

6. He sent a pre sent to his grand ma.
vc 1 (CV) vc vc 2 (CC) vc 3 (CC) 4 (CC)

7. He sent a pre sent to his grand ma.
FCL E/GS E/I(w) FCL/A E/A

8. hi Sen t Pre zn_ t wi Sgram mar.

Fold →

STRESS > **REDUCE** > **MERGE**
syllables syllables syllables

Don't forget to **sound out** the individual syllables and the sentence at each step!

Practice Sentence 9 (Medium)

1. Read the sentence out loud. Underline the content words:

Leave the car by the side of the road. →

2. Write the sentence split into syllables (vc / F connections where possible). Number of syllables:

..... →

3. Mark the stressed syllables (above) →

4. Write the stressed vowel sounds (above) using the Clear Alphabet. This is the **sound spine** →

5. Looking mainly at the unstressed (weak) syllables, how many of these reductions can you make:

contractions: _____ write the contracted form, e.g. they are = they're

schwa sounds: _____ mark with **uh** (strong vowel sounds on weak syllables are usually reduced)

short i sounds: _____ mark with **i** (as above) →

glottal stops: _____ mark with **_** (when a syllable ends with **t**, followed by a consonant sound)

6. Mark the sound connections (above): VC, CV, VV, CC, or F (friendly consonant sound)

Circle bad sound connections. Number them 1, 2, 3, etc. →

7. Think of ways of fixing the bad sound connection(s). Write your ideas below (number them 1, 2, 3, etc.)
(Remember: if a **voiced** consonant sound moves forward in FCL, it can change to **unvoiced**) →

8. Considering what you have learned, write the sentence – syllable by syllable – using the Clear Alphabet: →

.....

Sound out each syllable, then the whole sentence. Pay attention to stressed, reduced, and merged syllables. Try to say *why* each syllable looks like it does, e.g. *x* sound has moved forward, etc.

Compare Step 1 (written English) with Step 8 (spoken English). What do you notice?

Fold →

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Teaching Points:

1. * **leave** is a main verb (imperative form)
* **car, side, and road** are nouns

2. * All of the words are one-syllable words

3. * The content words are all one-syllable words, so the stress is on the whole word
* The stress pattern is: O o O o o O o o O

4. * **ee** and **ar** are long vowel sounds, while **ai** and **eu** are diphthongs
* This is a nice selection of long vowel sounds, which will make your mouth work!

5. * There are no contractions in imperative form, because there isn't a subject – e.g. I, he, she, etc – or an auxiliary verb
* There are four schwa sounds; **the** usually has a schwa sound, as does **of**
* There are no short **i** sounds
* There are no glottal stops, because no syllables end with **t** with a following consonant sound

6. * There are three bad sound connections – 2 x cc and 1 x cv
* We need to change all of them to either vc or friendly connections (F)

7. 1. We can't delete the **v** sound, so we move it forward. However, because it's a voiced consonant moving forward in a cc connection, we must change it to its unvoiced form: **f** (assimilation). 2. This is a straightforward case of FCL – the **d** sound moves forward. 3. The **v** sound from **of** changes to unvoiced **f** (assim). We can't delete the **f** so we must move it forward to make a vc connection

8. * Read the sentence at normal speed. *Rest* on the stressed syllables, but try to pronounce the unstressed syllables as quickly as possible
* **by** is a function word that can't be reduced and is pronounced with a diphthong sound: **bai**
* **side of the** becomes **Sai d fth**. It's much easier to say it quickly like this. The **d** sound has an embedded schwa sound – the schwa sound from the word **of**
* Try saying each syllable separately, enjoying every sound slowly

STRESS > **REDUCE** > **MERGE**
syllables syllables syllables

Practice Sentence 9 (Medium)

Don't forget to **sound out** the individual syllables and the sentence at each step!

1. Leave the car by the side of the road.

2. Leave the car by the side of the road.

9

3. / / / /
Leave the car by the side of the road.

4. ee ar ai eu
Leave the car by the side of the road.

5. contractions: 0 Leave the car by the side of the road.
schwa sounds: 4 uh uh uh uh
short i sounds: 0
glottal stops: 0

6. Leave the car by the side of the road.
1 (cc) vc vc vc vc 2 (cv) 3 (cc) vc

7. Leave the car by the side of the road.
FCL/A FCL FCL/A

8. Lee fth Kar bai th Sai d fth Reud.

Fold →

STRESS > **REDUCE** > **MERGE**
syllables syllables syllables

Don't forget to **sound out** the individual syllables and the sentence at each step!

Practice Sentence 10 (Medium)

1. Read the sentence out loud. Underline the content words:

That's the nicest thing you've ever done. →

2. Write the sentence split into syllables (vc / F connections where possible). Number of syllables:

□

..... →

3. Mark the stressed syllables (above)

..... ✂ →

4. Write the stressed vowel sounds (above) using the Clear Alphabet. This is the **sound spine**

..... →

5. Looking mainly at the unstressed (weak) syllables, how many of these reductions can you make:

- contractions: _____ write the contracted form, e.g. they are = they're
- schwa sounds: _____ mark with **uh** (strong vowel sounds on weak syllables are usually reduced)
- short **i** sounds: _____ mark with **i** (as above) →
- glottal stops: _____ mark with **_** (when a syllable ends with **t**, followed by a consonant sound)

6. Mark the sound connections (above): VC, CV, VV, CC, or F (friendly consonant sound)

○ Circle bad sound connections. Number them 1, 2, 3, etc. →

7. Think of ways of fixing the bad sound connection(s). Write your ideas below (number them 1, 2, 3, etc.)
(Remember: if a **voiced** consonant sound moves forward in FCL, it can change to **unvoiced**)

..... →

8. Considering what you have learned, write the sentence – syllable by syllable – using the Clear Alphabet:

..... →

Sound out each syllable, then the whole sentence. Pay attention to stressed, reduced, and merged syllables. Try to say *why* each syllable looks like it does, e.g. *x* sound has moved forward, etc.

Compare Step 1 (written English) with Step 8 (spoken English). What do you notice?

Fold →

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Teaching Points:

1.
 - * **niciest** is a superlative adjective
 - * **thing** is a noun
 - * **ever** is an adverb
 - * **done** is a past participle verb

2.
 - * **niciest** and **ever** are both broken after the stressed vowel sound to give a vc sound connection
 - * **That's** and **you've** are contractions. Each is pronounced as one syllable

3.
 - * **niciest** and **ever** are both stressed on the first syllable, because we don't usually stress suffixes
 - * **thing** and **done** are one-syllable words, so the whole word is stressed

4.
 - * **ai** is a diphthong
 - * **i**, **e**, and **u** are short vowel sounds
 - * The stress pattern in this sentence is quite regular: o o O o O o O o O

5.
 - * **That's** and **you've** are already contractions (from "That is" and "you have")
 - * The function words **the** and **you've** have their vowel sounds reduced to a schwa sound, as do the suffixes **est** and **er**
 - * There are no short **i** sounds
 - * There are potentially two glottal stops – in **That's** and **est** because of **t** followed by a consonant sound

6.
 - * There are three bad sound connections out of a total of eight: 2 x cc and 1 x cv
 - * There are four good vc sound connections, and one with a friendly consonant sound: **ng**

7.
 1. **s** moves forward (FCL), but a cc connection remains, so we delete the **t** sound (elision) and replace it with a glottal stop, to make a vc connection
 2. We delete **t** (elision), but cc remains, so we move **s** forward (FCL), to make a vc connection. This makes a glottal stop unnecessary
 3. **v** can't be deleted, so it has to move forward, leaving a vc connection

8.
 - * Try saying each syllable separately, enjoying each sound slowly
 - * Try to say the stressed syllables more loudly and the unstressed syllables more softly
 - * Practise saying the syllables with embedded schwa sounds: **sth**, **s**, **y**, **v**

STRESS > **REDUCE** > **MERGE**
 syllables syllables syllables

Don't forget to **sound out** the individual syllables and the sentence at each step!

Practice Sentence 10 (Medium)

1.

That's the niciest thing you've ever done.

2.

That's the ni cest thing you've e ver done.

9

3.

That's the / ni cest / thing you've / e ver / done.

4.

That's the ai ni cest i thing you've e ver u done.

5.

contractions:	0	That's	the	ni	cest	thing	you've	e	ver	done.
schwa sounds:	4		uh		uh		uh		uh	
short i sounds:	0									
glottal stops:	2		-							

6.

That's the ni cest thing you've e ver done.

1 (cc) vc vc 2 (cc) F 3 (cv) vc vc

7.

That's the ni cest thing you've e ver done.

FCL/E/GS E/FCL FCL

8.

tha_ sth Nai s Stting y Ve v Dun.

STRESS > **REDUCE** > **MERGE**
 syllables syllables syllables

*Don't forget to **sound out** the individual syllables and the sentence at each step!*

Practise Stress and Connected Speech in English

1. Write a phrase or sentence (8-10 syllables maximum). Read it out loud. Underline the content words:

2. Write the sentence split into syllables (vc / F connections where possible). Number of syllables:

3. Mark the stressed syllables (above)

4. Write the stressed vowel sounds (above) using the Clear Alphabet. This is the **sound spine**

5. Looking mainly at the unstressed (weak) syllables, how many of these reductions can you make:

- contractions: _____ write the contracted form, e.g. *they are = they're*
- schwa sounds: _____ mark with **uh** (strong vowel sounds on weak syllables are usually reduced)
- short **i** sounds: _____ mark with **i** (as above)
- glottal stops: _____ mark with **_** (when a syllable ends with **t**, followed by a con. sound)

6. Mark the sound connections (above): VC, CV, VV, CC, or F (friendly consonant sound)

Circle bad sound connections. Number them 1, 2, 3, etc.

7. Think of ways of fixing the bad sound connection(s). Write your ideas below (number them 1, 2, 3, etc.)
*(Remember: if a **voiced** consonant sound moves forward in FCL, it can change to **unvoiced**)*

8. Considering what you have learned, write the sentence – syllable by syllable – using the Clear Alphabet:

.....

Sound out each syllable, then the whole sentence. Pay attention to stressed, reduced, and merged syllables. Try to say *why* each syllable looks like it does, e.g. *x* sound has moved forward, etc.

Compare Step 1 (written English) with Step 8 (spoken English). What do you notice?

You may also be interested in these other free downloadable English Banana.com resources:

Talk a Lot Foundation Course (.pdf) <http://tiny.cc/eblink1>

Clear Alphabet Dictionary (.pdf) <http://tiny.cc/eblink2>

The 48 Sounds of English (.mp3) <http://tiny.cc/eblink3>

You Are The Course Book (.pdf) <http://tiny.cc/eblink4>

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