

# Talk a Lot

## Getting a Job

### Sentence Blocks

1. (*Present Perfect Continuous*) Ruth's been trawling through the classifieds in the paper all day to find a new job.

*How long*

2. (*Past Perfect*) The candidate had unhelpfully glossed over long gaps in his employment history.

*Who*

3. (*Future Perfect*) Henry will've put his foot in it today, because he's rubbish at job interviews.

*Why*

4. (*Second Conditional*) If you mapped out a strategy, your goal would become clearer.

*Whose*

5. (*Third Conditional*) If he'd employed more positive body language, Brett would've come across better.

*How*

6. (*Reported Speech*) I told Eileen that she had to believe in herself, because life's what you make it.

*What*

7. (*Passive Voice*) Mrs. Harris has been passed over for promotion again at the office.

*Where*

8. (*Imperative Form*) Please fill out this application form by tomorrow, and hand it in to our HR manager.

*When*

# Talk a Lot

## Getting a Job

### Sentence Blocks (without Function Words)

1. (*Present Perfect Continuous*) Ruth' trawling through classifieds paper all day find new job.  
*How long*

2. (*Past Perfect*) candidate unhelpfully glossed over long gaps employment history.  
*Who*

3. (*Future Perfect*) Henry ' put foot today, ' rubbish job interviews.  
*Why*

4. (*Second Conditional*) mapped out strategy, goal become clearer.  
*Whose*

5. (*Third Conditional*) ' employed more positive body language, Brett ' come across better.  
*How*

6. (*Reported Speech*) told Eileen believe in , life's make .  
*What*

7. (*Passive Voice*) Mrs. Harris passed over promotion again office.  
*Where*

8. (*Imperative Form*) Please fill out application form tomorrow, hand in HR manager.  
*When*

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## 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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### 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:

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Getting a Job

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

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

Talk a Lot Intermediate Book 1

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# Talk a Lot

## Getting a Job

### 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.)*

#### 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.

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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.)*

#### 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.

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# 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.

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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.

#### 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/