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10 ALL-NEW TALK A LOT TOPICS, INCLUDING...



Talk a Lot
Spoken English Course
by Matt Purland



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A Great New Way to Learn Spoken English

Elementary Book 3

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10 ALL-NEW TALK A LOT TOPICS, INCLUDING...



Talk a Lot

Spoken English Course

A Great New Way to Learn Spoken English

Elementary Book 3

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: <https://purlandtraining.com/>

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.

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** and **Free Licence to Run Courses**. 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@purlandtraining.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)

Talk a Lot

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Lesson Materials

*For full instructions please download the Talk a Lot Elementary Handbook:
<https://purlandtraining.com/>*

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: <https://purlandtraining.com/>*

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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

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: <https://purlandtraining.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":

Talk a Lot

Learning English

Sentence Blocks

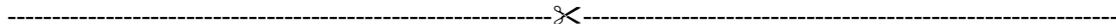
What kind of student is Ala at the smallest language school in Toruń?

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			

Talk a Lot Elementary Book 3



Talk a Lot

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. Ala is an English student at the smallest language school in Toruń.
/æ/ /ɪ/ /u:/ /ɔ:/ /æ/ /u:/ /ʊ/
2. We're studying past perfect verbs after break.
/ʌ/ /ɑ:/ /ɜ:/ /ɜ:/ /eɪ/
3. Leroy passed his exam last month because he did a lot of revision.
/i:/ /ɑ:/ /æ/ /ɑ:/ /ʌ/ /ɪ/ /ɪ/
4. Kenneth and Marja were writing the vowels and consonants of the English alphabet in their notebooks.
/e/ /ɪ/ /aɪ/ /aʊə/ /ɒ/ /ɪ/ /æ/ /əʊ/
5. I've finished both of my assignments.
/ɪ/ /əʊ/ /aɪ/
6. Hayley has to do her homework before she goes to work tonight.
/eɪ/ /u:/ /əʊ/ /əʊ/ /ɜ:/ /aɪ/
7. Next week we're going to start Unit Three.
/e/ /i:/ /ɑ:/ /u:/ /i:/
8. If Ali passes his speaking exam, he will move up to level five.
/æ/ /ɑ:/ /i:/ /æ/ /u:/ /ʌ/ /e/ /aɪ/

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 >

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 >

Talk a Lot

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"/>	

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.*

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 >

Talk a Lot

Learning English

Connected Sentence Cards (Page 3/3)

he	will	move	up
to	level	five.	

Talk a Lot

Learning English

2. We're studying past perfect verbs after break.

5 vowel sound:	<input type="text"/>				
4 stressed syllable:	<input type="text"/>				
1 content word:	studying	past	perfect	verbs	break.
2 no. of syllables:	<input type="text"/>				

1 function word:	We're					after
7 connecting sounds:	<input type="text"/>					
6 weak forms:	w					w
8 features of C.S.:	<input type="text"/>					
9 missing/new sound:	<input type="text"/>					

10 example(s) with IPA: _____

3 suffixes: _____

3 compound nouns: _____

7 connecting sounds:

8 features of connected speech:

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

Talk a Lot

Learning English

Discussion Words (with the IPA)

/wɜ:d/	/kɔ:s/	✂ /'stju:.dənt/	/'græ.mə/
/'pa: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/	/'rɪ:d.ɪŋ/
/test/	/'eks.ə.saɪz/	/ɪk.zæm.ɪn'eɪ.ʃn/	/'æʔ.dʒɪk.tɪv/
/'lev.l/	/breɪk/	/'spel.ɪŋ/	/saʊnd/

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.

Talk a Lot

Learning English

Discussion Words Question Sheet

Answers

General Questions

1. Answers will vary.

2. Answers will vary.

3. 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.

4. 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**.

5. 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.

6. 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**.

7. **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.

8. See answer to number 5 above.

9. Answers will vary.

10. 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 <https://purlandtraining.com/>) and the phonetic spellings of the vocabulary words on the *Discussion Words (with the IPA)* handout to help your students put the words into sound groups.

Lesson Questions

1. a) sound. b) verb. c) word. d) vowel. e) letter. f) writing.

2. Auxiliary verb.

3. Alphabet.

4. 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.*

5. Dictionary.

6. a) grammar, speaking, spelling, writing, listening, reading, pronunciation, vocabulary. b) Answers will vary.

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**.

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	

-----✂-----

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

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.]

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)**.

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.



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.

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.

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) |

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 |

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?

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"/> |

Talk a Lot

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.!*

Talk a Lot

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...

----- ✂ -----

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

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.

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.

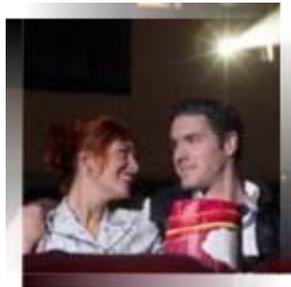
D) Verb form: present perfect. 1. How many. 2. Both. 3. finished. 4. Yes. 5. only one. 6. No, I.

E) Verb form: present simple. 7. Where. 8. language school. 9. Is. 10. is. 11. Is. 12. isn't.

Talk a Lot

Spoken English Course

Elementary Book 3

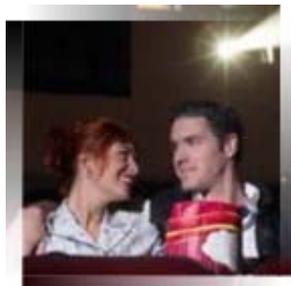


Talk a Lot

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: <https://purlandtraining.com/>*

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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

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: <https://purlandtraining.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:

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.

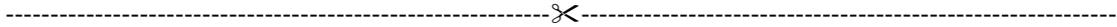
Who saw a couple of award-winning films at the Odeon last weekend? / Joe's friends did.

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

Talk a Lot Elementary Book 3



Talk a Lot

Films

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.)

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.

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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.)

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.*

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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.
/æ/ /əʊ/ /ɪ/ /ɪ/ /ɪ/ /ʌ/
5. Alice has downloaded fifteen films from the internet this month.
/ʌ/ /e/ /eɪ/ /ɒ/ /e/ /i:/ /u:/
6. You must rent the latest Johnny Depp DVD – it's cool!
/eɪ/ /ɔ:/ /ɒ/ /æ/ /ɒ/ /ɪ/ /æ/ /eɪ/
7. Daisy and her boyfriend are going to watch a romantic comedy at the cinema on Valentine's Day.
/aɪ/ /i:/ /ɒ/ /e/ /aʊ/ /i:/ /u:/ /i:/
8. If you buy the DVD boxset, you'll get the soundtrack on CD absolutely free.

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 >

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 >

Talk a Lot

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"/>		

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 >

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 >

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.		

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 W L W G, E W E

8 features of C.S.: /t/ /l/

9 missing/new sound: /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"/>				
4 stressed syllable:	<input type="text"/>				
1 content word:	get	soundtrack	CD	absolutely	free.
2 no. of syllables:	<input type="text"/>				

1 function word:	the	on				
7 connecting sounds:	<input type="text"/>					
6 weak forms:		w		w		
8 features of C.S.:	<input type="text"/>					
9 missing/new sound:	<input type="text"/>					

10 example(s) with IPA: _____

3 suffixes: _____

3 compound nouns: _____

7 connecting sounds:

8 features of connected speech:

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" value="/e/"/>	<input type="text" value="/aʊ/"/>	<input type="text" value="/i:/"/>	<input type="text" value="/u:/"/>	<input type="text" value="/i:/"/>
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="get"/>	<input type="text" value="soundtrack"/>	<input type="text" value="CD"/>	<input type="text" value="absolutely"/>	<input type="text" value="free."/>
2 no. of syllables:	<input type="text" value="o"/>	<input type="text" value="o o"/>	<input type="text" value="o o"/>	<input type="text" value="o o o o"/>	<input type="text" value="o"/>

1 function word:	<input type="text" value="the"/>	<input type="text" value="on"/>				
7 connecting sounds:	<input type="text" value="cc"/>	<input type="text" value="vc"/>	<input type="text" value="cv"/>	<input type="text" value="cc"/>	<input type="text" value="vv"/>	<input type="text" value="vc"/>
6 weak forms:		W		W		
8 features of C.S.:	<input type="text" value="E"/>	<input type="text" value="L"/>	<input type="text" value="L"/>	<input type="text" value="G, E"/>	<input type="text" value="I"/>	<input type="text" value="L"/>
9 missing/new sound:	<input type="text" value="/t/"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="/n/"/>	<input type="text" value="/j/"/>	<input type="text"/>

10 example(s) with IPA: on CD absolutely free: /ɒʔ.sɪ:'di:.jæb.sə'lʊ:.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

Talk a Lot

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.rɪˈmeɪ.ʃn/	/ˈsaʊn.træk/	/ˈæk.trəs/
/dɑːˈrek.tə/	/əˈwɔːd/	/speʃ.lɪˈfeks/	/pleɪ/
/ˈdraʊ.mə/	/ˈed.ɪ.tə/	/ˈdaʊn.ləʊd/	/ˈhɪə.rəʊ/

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.

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 <https://purlandtraining.com/>) and the phonetic spellings of the vocabulary words on the *Discussion Words (with the IPA)* handout to help your students put the words into sound groups.

Lesson Questions

1. a) 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.

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, animation, actress; /ə/ award; /e/ editor.

11. Sequel.

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)

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.]

Talk a Lot

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!"

Talk a Lot

Films

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.

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) |

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 |

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.

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. <i>"Film is one of the three universal languages, the other two: mathematics and music."</i> – 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"/>

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*

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":

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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...?

-----✂-----

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

Talk a Lot

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.

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: <https://purlandtraining.com/>*

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Connected Sentence Cards – with Consonant and Vowel Sounds
Connected Speech Template

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Discussion Words + IPA Version
Discussion Words – Visualisations
Discussion Words Question Sheet
Information Exchange
Multi-Purpose Text:

- Original Text + Spot the Difference
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Role Plays + Extensions

Continuous Assessment Tests

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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

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: <https://purlandtraining.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":

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.

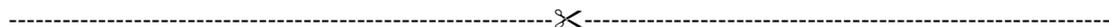
Who is in the Royal Hospital for a hip operation? / My granddad is.

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:

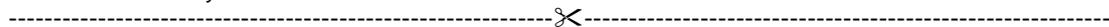


Hospital

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

Talk a Lot Elementary Book 3



Talk a Lot

Hospital

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.)

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 >

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 >

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"/>			

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 >

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 >

Talk a Lot

Hospital

Connected Sentence Cards (Page 3/3)

you'll	get	the	results
tomorrow.			

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: W

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

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/	/ˈblɪʔ.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/

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.

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.

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 <https://purlandtraining.com/>) and the phonetic spellings of the vocabulary words on the *Discussion Words (with the IPA)* handout to help your students put the words into sound groups.

Lesson Questions

1. a) 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.

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

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 _____?

Examples

What is King's Royal Infirmary's specialism?
 How many staff does Penbrook and District have?

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.
 _____.
 _____.

King's Royal Infirmary's specialism is teaching medical students.
 It has 2,561 staff.

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.]

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.”

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.

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) |

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 |

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.

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"/>

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

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...

----- ✂ -----

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

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.

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. <u> C </u>	midwife	<u> C </u>
	2. <u> C </u>	porter	<u> V </u>
	3. <u> V </u>	x-ray	<u> V </u>
	4. <u> V </u>	ambulance	<u> C </u>

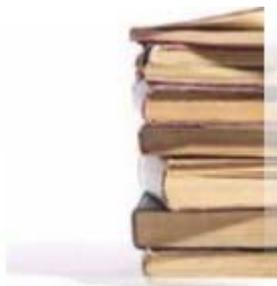
D) Verb form: present simple. 1. Who. 2. is. 3. Is. 4. is. 5. grandma. 6. No.

E) Verb form: present perfect. 7. have. 8. since. 9. worked. 10. I. 11. Have. 12. haven't.

Talk a Lot

Spoken English Course

Elementary Book 3

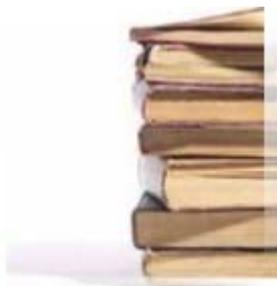


Talk a Lot

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: <https://purlandtraining.com/>*

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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

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 <https://purlandtraining.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.

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)						

Talk a Lot Elementary Book 3
----- ✂ -----

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 >

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 >

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.			

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 >

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 >

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.			

Talk a Lot

Books

5. Erica has translated twelve books into Spanish.

5 vowel sound:	<input type="text"/>				
4 stressed syllable:	<input type="text"/>				
1 content word:	Erica	translated	twelve	books	Spanish.
2 no. of syllables:	<input type="text"/>				

1 function word:	has				into	
7 connecting sounds:	<input type="text"/>					
6 weak forms:		w			w	
8 features of C.S.:	<input type="text"/>					
9 missing/new sound:	<input type="text"/>					

10 example(s) with IPA: _____

3 suffixes: _____

3 compound nouns: _____

7 connecting sounds:

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

Talk a Lot

Books

Discussion Words (with the IPA)

/ˈnɒ.vl/	/ˈtʃæp.tə/	/nɒnˈfɪk.ʃn/	/ˈfæn.tə.si/
/ˈbʊk.ʃɒp/	/ˈpeɪ.pə.bæk/	/ˈɔː.θə/	/rəʊˈmɑns/
/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.trˈdʌk.ʃn/	/peɪdʒ/	/ˈpəʊ.wə.tri/	/ˈsen.təns/
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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.

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.

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 <https://purlandtraining.com/>) and the phonetic spellings of the vocabulary words on the *Discussion Words (with the IPA)* handout to help your students put the words into sound groups.

Lesson Questions

1. a) 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.

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	

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.

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.]

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!"

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?

-----X-----

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.

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 |

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 |

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?

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 x 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"/>

Talk a Lot

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*

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":

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!

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

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.

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.

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: <https://purlandtraining.com/>*

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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

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 <https://purlandtraining.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.

Talk a Lot

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:

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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

Talk a Lot Elementary Book 3

----- ✂ -----

Talk a Lot

Airport

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:/ /ɔ:/ /aɪ/ /ɪə/
2. Keith is flying economy class today, because he can't afford an upgrade.
/i:/ /aɪ/ /ɒ/ /ɑ:/ /aɪ/ /ɑ:/ /ɔ:/ /ʌ/
3. Last year I bought some duty-free sunglasses from a little shop at the airport in Minsk.
/ɑ:/ /ɪə/ /ɔ:/ /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.
/ɔ:/ /ʌ/ /æ/ /i:/ /eə/
6. I could book a flight for me and Laura.
/ʊ/ /aɪ/ /ɔ:/
7. We're going to pay for priority boarding tomorrow, because we don't like to queue.
/aɪ/ /ɒ/ /ɔ:/ /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 >

Talk a Lot

Airport

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 >

Talk a Lot

Airport

Connected Sentence Cards (Page 3/3)

<input type="checkbox"/> like <input type="checkbox"/>	<input type="checkbox"/> to <input type="checkbox"/>	<input type="checkbox"/> queue. <input type="checkbox"/>	<input type="checkbox"/> If <input type="checkbox"/>
<input type="checkbox"/> we <input type="checkbox"/>	<input type="checkbox"/> use <input type="checkbox"/>	<input type="checkbox"/> a <input type="checkbox"/>	<input type="checkbox"/> different <input type="checkbox"/>
<input type="checkbox"/> airline, <input type="checkbox"/>	<input type="checkbox"/> we'll <input type="checkbox"/>	<input type="checkbox"/> have <input type="checkbox"/>	<input type="checkbox"/> an <input type="checkbox"/>
<input type="checkbox"/> exciting <input type="checkbox"/>	<input type="checkbox"/> stopover <input type="checkbox"/>	<input type="checkbox"/> in <input type="checkbox"/>	<input type="checkbox"/> Bangkok <input type="checkbox"/>
<input type="checkbox"/> next <input type="checkbox"/>	<input type="checkbox"/> Friday <input type="checkbox"/>	<input type="checkbox"/> night. <input type="checkbox"/>	

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 >

Talk a Lot

Airport

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 >

Talk a Lot

Airport

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.	

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: _____

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:

8 features of C.S.:

9 missing/new sound:

10 example(s) with IPA: Lea and Buzz were going... /'liə.m'bʌz.wə'gəʊ.wɪn'θru:'kʌs.tmz.wen.ðeɪ.wə'stɒp?.bɑ:'tu:'wɑ:m.sɪ'kjʊə.rə.ti'gɑ:dz/

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:

4 stressed syllable:

1 content word: **stopped** **two** **armed** **security** **guards.**

2 no. of syllables:

1 function word: **they** **were** **by**

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: /ɒ/ /uː/ /ɑː/ /ʊə/ /ɑː/

4 stressed syllable: o o o o o

1 content word: stopped two armed security guards.

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

1 function word: they were by

7 connecting sounds: vc vc cc vc vv cc vc

6 weak forms: w L w L w G, E L I E L

8 features of C.S.: L L G, E L I E L

9 missing/new sound: /p/ /d/ /w/ /d/

10 example(s) with IPA: Lea and Buzz were going... /'liː.ə.m'ɒl.z.wə'gəʊ.wɪn'θruː'kʌs.tɪz.wen.ðeɪ.wə'stɒp.bɑː'tuː'wɑːm.sɪ'kjʊə.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

Talk a Lot

Airport

Discussion Words (with the IPA)

/ˈtɪk.ɪt/	/ˈhɒl.ɪ.deɪ/	/flaɪt/	/dɪˈpɑː.tʃə.laʊndʒ/
/ɪˈkɒ.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.tɪˈbɔː.dɪŋ/	/ˈrʌn.weɪ/	/sɪt/	/geɪt/
/pɑːs.pɔːʔ.kənˈtrəʊl/	/rez.əˈveɪ.ʃn/	/sɪˈkjʊə.rə.tɪ.ɡɑːd/	/ˈviː.zə/
/ˈʌp.ɡreɪd/	/ˈflaɪt.ə.ten.dnt/	/bʌdʒ.ɪˈeə.laɪn/	/ˈtuə.rɪst/

Talk a Lot

Airport

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 _____."

Talk a Lot

Airport

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**; /z:/ **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.

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 <https://purlandtraining.com/>) and the phonetic spellings of the vocabulary words on the *Discussion Words (with the IPA)* handout to help your students put the words into sound groups.

Lesson Questions

1. a) 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.

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

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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	

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".

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.]

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.

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?

----- ✂ -----

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) |

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 |

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?

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 ✗ 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"/>

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!”

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":

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...

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

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.

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.

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: <https://purlandtraining.com/>*

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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

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 <https://purlandtraining.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.

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:

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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			

Talk a Lot Elementary Book 3

----- ✂ -----

Talk a Lot

Money

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.)

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.

-----✂-----

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)

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 >

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 >

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.			

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 >

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 >

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.			

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:

8 features of C.S.:

9 missing/new sound:

10 example(s) with IPA: £6.55 per hour: /'sɪk'spaʊn'fɪf.tɪ'faɪf.pə'raʊə/

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:	
Glottal stops	an empty space without sound /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

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.: /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

Talk a Lot

Money

Discussion Words (with the IPA)

/kəʊn/	/ˈɪn.tər.est/	/ɪkˈspen.dɪ.tʃə/	✂	/'bæl.ənts/
/'sæl.ər.i/	/bæŋk/	/'mɔː.gɪdʒ/		/'wɒl.ɪt/
/'bæŋ.kə.kəʊnt/	/'əʊ.və.drɑːft/	/tʃeɪndʒ/		/'ɪŋ.kʌm/
/ləʊn/	/'peɪ.mənt/	/ɪmˈves.mənt/		/pents/
/tʃek/	/nəʊt/	/det/		/'kʌ.rənt.si/
/dɪ'pɒz.ɪt/	/'kæʃ.pɔɪnt/	/'pɒv.ə.ti/		/θɪːf/
/'seɪ.vɪŋz/	/'stɒk.mɑː.kɪt/	/'tʃek.bʊk/		/kæʃ/
/wɪð'drɔː.l/	/tæks/	/əˈkaʊn.tənt/		/pɜːs/
/ɪn'her.ɪ.tənts/	/'deb.ɪʔ.kɑːd/	/'tʃær.ɪ.ti/		/'ben.ɪ.fɪts/
/praɪs/	/mɪl.jəˈneə/	/paʊnd/		/'kred.ɪʔ.kɑːd/

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.

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 <https://purlandtraining.com/>) and the phonetic spellings of the vocabulary words on the *Discussion Words (with the IPA)* handout to help your students put the words into sound groups.

Lesson Questions

1. a) 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.*

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.

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	

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.]

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.

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.

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.

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) |

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 |

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?

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 x 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"/>

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*

Talk a Lot

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?

----- ✂ -----

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

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 |
| <hr/> | | | | | |
| 7. walet | 8. overdrart | 9. cheqe | 10. curency | 11. savings | 12. theif |
| <hr/> | | | | | |

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.

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.

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: <https://purlandtraining.com/>*

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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

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 <https://purlandtraining.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.

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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----- ✂ -----

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/ /i:/ /ɪə/ /ɔ:/ /i:/
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

next page >

Talk a Lot

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 >

Talk a Lot

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"/>		

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

next page >

Talk a Lot

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 >

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. █		

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
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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

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

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:.fək'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 “Ll” in “Llandudno” as /l/.

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.

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.

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”.

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.

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.

Talk a Lot

Places in the UK

Matching Game (Page 1/4)

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

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

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

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

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.

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**, Aber**deen**, 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

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 <https://purlandtraining.com/>) and the phonetic spellings of the vocabulary words on the *Discussion Words (with the IPA)* handout to help your students put the 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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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.

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).

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.

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/>

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)**."

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 |

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 |

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?

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"/>

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

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

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 4. L ___ c h N ___ s s
2. C l ___ m b ___ r P ___ r k 5. G ___ n t's C ___ s ___ w ___ y
3. W ___ m b l ___ d ___ n 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 3. Skegness, Oxford, Bournemouth, Llandudno
2. Bristol, Skegness, Belfast, York 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.

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.

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: <https://purlandtraining.com/>*

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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

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 <https://purlandtraining.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:

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

Talk a Lot Elementary Book 3
----- ✂ -----

Talk a Lot

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 >

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 >

Talk a Lot

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"/>	

Talk a Lot

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 >

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 >

Talk a Lot

Politics

Connected Sentence Cards (Page 3/3)

 out 	 against 	 the 	 injustice 
 in 	 our 	 society, 	 things 
 will 	 get 	 worse. 	

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

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

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:

cc	consonant sound to consonant sound
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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: 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

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:.naɪ.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/

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.

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.

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 <https://purlandtraining.com/>) and the phonetic spellings of the vocabulary words on the *Discussion Words (with the IPA)* handout to help your students put the words into sound groups.

Lesson Questions

1. a) 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**.

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	

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.
_____.

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.]

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!”

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) |

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 |

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?

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"/>

Talk a Lot

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

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?



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

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.

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.

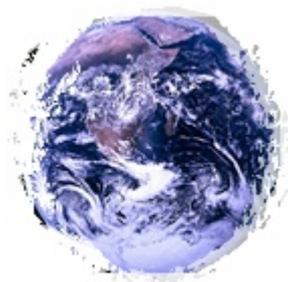
D) Verb form: modal verbs. 1. What. 2. plans. 3. Should. 4. should. 5. the. 6. shouldn't.

E) Verb form: past simple. 7. did. 8. Because. 9. vote. 10. he. 11. Did. 12. didn't.

Talk a Lot

Spoken English Course

Elementary Book 3

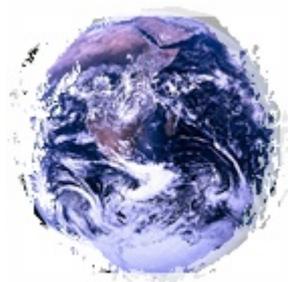


Talk a Lot

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: <https://purlandtraining.com/>*

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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

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 <https://purlandtraining.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:

Talk a Lot

Internet

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

Talk a Lot Elementary Book 3

Talk a Lot

Internet

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 >

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

next page >

Talk a Lot

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"/>			

Talk a Lot

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.

next page >

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

next page >

Talk a Lot

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"/>			

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: 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

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:	
Glottal stops	an empty space without sound /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

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

Talk a Lot

Internet

Discussion Words (with the IPA)

<i>/ˈwaɪ.faɪ/</i>	<i>/lɪŋk/</i>	<i>/ˈiː.meɪl/</i>	<i>/'daʊn.ləʊd/</i>
<i>/'guː.gəl/</i>	<i>/'kʊk.i/</i>	<i>/'ɪn.tə.net/</i>	<i>/'pɒd.kɑːst/</i>
<i>/səʊ.fəl'neɪ.wɜːk/</i>	<i>/spæm/</i>	<i>/'æʔ.və.taɪ.zɪŋ/</i>	<i>/'web.kæm/</i>
<i>/'saɪ.bə.speɪs/</i>	<i>/ə'tætʃ.mənt/</i>	<i>/'hɪs.tə.ri/</i>	<i>/'paɪs.wɜːd/</i>
<i>/'həʊm.peɪdʒ/</i>	<i>/'fɔː.rəm/</i>	<i>/ə'kaʊnt/</i>	<i>/wɜːld.waɪd'web/</i>
<i>/'twɪt.ə/</i>	<i>/'prəʊ.faɪl/</i>	<i>/sɪ'kjʊə.rə.ti/</i>	<i>/kə'ne.kʃən/</i>
<i>/'juː.zə.neɪm/</i>	<i>/'feɪs.bʊk/</i>	<i>/'sɜː.tʃen.dʒɪn/</i>	<i>/aɪ.je'spiː/</i>
<i>/'braʊ.zə/</i>	<i>/'ɪm.bʊks/</i>	<i>/'pen.draɪv/</i>	<i>/'kɒ.ment/</i>
<i>/'juː.tʃuːb/</i>	<i>/juː.waː'rel/</i>	<i>/'web.sɜː.və/</i>	<i>/'feɪ.vrəts/</i>
<i>/'vaɪ.rəs/</i>	<i>/'web.sائ/</i>	<i>/'hæk.ə/</i>	<i>/tʃæt/</i>

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.

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.

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 <https://purlandtraining.com/>) and the phonetic spellings of the vocabulary words on the *Discussion Words (with the IPA)* handout to help your students put the words into sound groups.

Lesson Questions

1. a) 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**.

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

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.

Talk a Lot

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.]

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.”

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) |

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 |

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?

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

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?

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.

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.

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: <https://purlandtraining.com/>*

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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

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 <https://purlandtraining.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:

Talk a Lot

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			

Talk a Lot Elementary Book 3

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 >

Talk a Lot

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 >

Talk a Lot

Australia

Connected Sentence Cards (Page 3/3)

<input type="checkbox"/> to <input type="checkbox"/>	<input type="checkbox"/> Brisbane. <input type="checkbox"/>	<input type="checkbox"/> If <input type="checkbox"/>	<input type="checkbox"/> the <input type="checkbox"/>
<input type="checkbox"/> footy <input type="checkbox"/>	<input type="checkbox"/> match <input type="checkbox"/>	<input type="checkbox"/> is <input type="checkbox"/>	<input type="checkbox"/> cancelled, <input type="checkbox"/>
<input type="checkbox"/> we'll <input type="checkbox"/>	<input type="checkbox"/> have <input type="checkbox"/>	<input type="checkbox"/> a <input type="checkbox"/>	<input type="checkbox"/> barbie <input type="checkbox"/>
<input type="checkbox"/> instead! <input type="checkbox"/>			

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 >

Talk a Lot

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 >

Talk a Lot

Australia

Connected Sentence Cards (Page 3/3)

to	Brisbane.	If	the
footy	match	is	cancelled,
we'll	have	a	barbie
instead!			

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: _____

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:

7 connecting sounds:

6 weak forms:

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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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: **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
Glottal stops	an empty space without sound /ʔ/	Intrusion	a new sound appears – /j/, /w/, or /r/
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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.:
- 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: 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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Australia

/ɒ'streɪ.lɪə/

Discussion Words (with the IPA)

/ˈreɪn.fʊ.rɪst/	/ˈsɪd.ni/	/æ.bə.rɪ.dʒɪ.nə. ɒ'streɪ.lɪənz/	/kæŋ.gəˈruː/
/pə.sɪ.fɪˈkəʊ.ʃən/	/dɪ.dʒə.riˈduːz/	/ˈmɪn.rəlz/	/ˈbrɪz.bən/
/ˈwɔː.kə.baʊt/	/ˈkwɪːnz.lənd/	/ˈfʊt.i/	/greɪ?ˌwaɪ?ˈfɑːk/
/ˈmaɪ.nɪŋ/	/ˈbɑː.bi/	/ˈklaɪ.mə?ˌtʃeɪndʒ/	/ˈaʊ?ˌbæk/
/kəʊˈwɑː.lə.beə/	/ʃeɪnˈwɔːn/	/fʊ.rəsˈfaɪə/	/ˈɪː.mjuː/
/kəʊst/	/ˈkæm.bə.rə/	/uː.ləˈruːz/	/kaɪ.li.mɪˈnəʊg/
/dʌk.bɪl.ˈplæ.tɪ.pʊs/	/ˈsəʊ.pə.prə/	/bəˈrɒ.sə.væ.li/	/draʊt/
/ˈmel.tɪŋ.pɒt/	/ˈkɒn.vɪkt/	/sɪd.nɪˈjɒ.prə.haus/	/gəˈlɪ.pə.li/
/ˈbuː.mə.ræŋ/	/greɪ?ˌbæ.rɪəˈrɪːf/	/pɒm/	/kæp.tɪnˈkʊk/
/træn.spɔːˈteɪ.ʃən/	/keɪ?ˈblæn.tʃɪt/	/ɪ.mɪˈgreɪ.ʃən/	/ˈgəʊl.drʌʃ/

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) _____

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

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 <https://purlandtraining.com/>) and the phonetic spellings of the vocabulary words on the *Discussion Words (with the IPA)* handout to help your students put the words into sound groups.

Lesson Questions

1. a) 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.

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

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 _____.

_____.

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.]

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.

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) |

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) |

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?

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"/>

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*

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!

----- ✂ -----

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

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"/>					
didgeridoo	Pacific Ocean	pom	rainforest	emu	gold rush
<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.

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.

Verb Forms Practice

*For full instructions please download the Talk a Lot Elementary Handbook
<https://purlandtraining.com/>*

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

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

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

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

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

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

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

End of Course Oral Examination

*For full instructions please download the Talk a Lot Elementary Handbook
<https://purlandtraining.com/>*

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)

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)

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)

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)

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:

Talk a Lot Elementary

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?'eə.laɪn/
actor	/'æk.tə/	business class	/'bɪz.nɪs.klɑ:s/
actress	/'æk.trəs/	Cambridge	/'keɪm.brɪdʒ/
adjective	/'æʤ.dʒɪk.tɪv/	Canberra	/'kæm.bə.rə/
advertising	/'æʤ.və.taɪ.zɪŋ/	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.bet/	cashpoint	/'kæʃ.pɔɪnt/
Alton Towers	/ɒl.tən'taʊ.wəz/	Cate Blanchett	/keɪ?'blæn.tʃɪt/
ambulance	/'æm.bjə.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.vlz/	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.ɪ.vɜ:b/	class	/klɑ:s/
award	/ə'wɔ:d/	classic	/'klæs.ɪk/
back cover	/bæk'kʌv.ə/	climate change	/'klaɪ.məʤ.tʃeɪndʒ/
balance	/'bæl.ənts/	clinic	/'kɪl.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	/'blʌʤ.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	/'kɒrɪ.dɔ:z/
Bournemouth	/'bɔ:n.məθ/	corruption	/kə'rʌp.ʃən/
box office	/'bɒk.ɒf.ɪs/	council	/'kaʊnt.səl/

Talk a Lot

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.tɪn'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	/'gu: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.tɪ.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'bæɡ.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/

Talk a Lot

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	/ˈnɔ.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.draːft/
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	/ləʃˈnes/	patient	/ˈpeɪ.ʃnt/
London	/ˈlɒn.dən/	pause	/pɔːz/
long-haul flight	/lɒŋ.hɔːlˈflaɪt/	payment	/ˈpeɪ.mənt/
luggage	/ˈlʌɡ.ɪdʒ/	pence	/pens/
majority	/məˈdʒɔ.rə.ti/	pen drive	/ˈpen.draɪv/
Manchester	/ˈmæn.tʃes.tə/	pilot	/ˈpaɪ.lət/
maternity	/məˈtɜː.nə.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/

Talk a Lot

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.jɒ.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.niˈjɒ.prə.haʊs/
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	/ˈtʊə.rɪst/
search engine	/ˈsɜː.tʃen.dʒɪn/	transfer	/ˈtræns.fɜː/
seat	/siːt/	translation	/trænsˈleɪ.ʃn/
seatbelt	/ˈsiːʔ.bel.t/	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.prə/	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.ɪ.jəʊ.kæm.rə/
speaking	/ˈspiː.kɪŋ/	virus	/ˈvaɪ.rəs/

Talk a Lot

Discussion Words from Elementary Book 3

visa	/'vi:.zə/	website	/'web.saɪt/
visiting hours	/'vɪz.ɪ.tɪŋ.aʊəz/	wheelchair	/'wi:l.tʃeə/
vocabulary	/'vəʊ'kæ.bjə.lə.ri/	widescreen	/'waɪd.skri:n/
voter	/'vəʊ.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: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

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.

Talk a Lot is a brand new spoken English course for the 21st century.

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.



*What teachers are saying about running **Talk a Lot** courses:*

*"I was searching for a free website which has useful material ... My search ended with this website. Thank you very much for bringing English to everyone's reach. I wish to include **Talk a Lot** in my syllabus."* (India)

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