

1 Grammar – Future Forms:

How many different future forms do you know?

Say an example sentence for each form.

Here are two common verb forms for future plans:

present continuous + time

e.g. "She's doing yoga on Thursday at 8.15 p.m."

going to + infinitive

e.g. "She's going to buy some bananas on Monday."

2 Speaking and Listening

a) Read Megan's diary for next week (right) and check any new words. Work with a partner and take it in turns to make sentences about her plans – using *present continuous* and *going to + infinitive*. You should say:

- 10 true sentences (with positive form)
- 10 true sentences (with negative form)
- 10 false sentences (with positive or negative form)



b) Write some notes for each day to show YOUR plans for next week (or plans of a relative or a celebrity), and dictate them to your partner, who has to write them, then tell your plans back to you using full sentences and the above future verb forms. Then swap roles.

3 Pronunciation – Focus on Similar Vowel Sounds

Write 3 English words which have a stressed sound like the ones below. Dictate them in a random order to your partner, who writes them in their grid – then check and swap roles. Try to avoid saying duplicate words!

uu	oo	u	o
e.g. <i>pudding</i>	<i>tattoo</i>	<i>lunch</i>	<i>borrow</i>

Megan's Diary ♥ ♥!!

My Plans:

Your Plans:

Monday 8.20 a.m. **dentist** (two fillings!)

After work: shopping – buy bagels, ketchup, **bananas**, potatoes, 2 packs tobacco (for Dad)

Tuesday morning: hopefully **cushy work!**

11.45 a.m. meeting with Paula – agree to project

Lunchtime: change 20 quid into Dollars

buy shampoo and **talk**

Wednesday 10.35 a.m. brunch with Ray –

defi (get him to try espresso!)

borrow memory card from Alex 512 **MB** or larger

Thursday morning: call Angie's sister –

do they still need to borrow **mattress**?

8.15 p.m. yoga at sports centre (new guru!)

Friday 7.30 p.m. whisky, **music**, guitar +

rock'n'roll = eventful evening! 10 p.m. tattoo?!!

Saturday 8.05 p.m. – meet Charlotte + Gaby

(**karaoke** – but no vodka!)

Sunday 1.15 p.m. lunch with boys at home

boomerang lesson? :)

BTW – remember pudding 4 Jo's party next Friday

ENGLISH IS A BIG BOILING POT OF DELICIOUS STEAMING-HOT WORD STEW!

4 Agree or Disagree? – Learning English Vocabulary

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

- I find it easy to learn new English words
- Vocabulary is more important than grammar
- I know more than two thousand English words
- I try to learn at least 40 new words each week
- I use a vocab notebook in lessons to record new words
- I've got a good dictionary that I take with me everywhere
- I'm interested in finding out the origins of words.
- My first language has a large vocabulary – like English

5 Reading and Research

The English language can be compared to a big boiling pot of word stew, because it consists of words that have been borrowed over a long period of time from many different languages. It's a very open language and anybody can drop a new word or phrase into the word soup! To understand the English language is to understand a little about the history of our island race. While many of the everyday words that we use come from Anglo-Saxon words (5th Century AD), the rest come from a wide variety of sources, such as Latin, French, Spanish, Arabic, Chinese... the list is endless!

Through being conquered by other nations repeatedly, to conquering others and encouraging immigration, the English language has grown constantly for the past two and a half thousand years or so – and it's still gaining new words and expressions today! **The fact that English is not a "pure" language which developed in isolation has some important implications for students** (see bottom of page).

a) The common English words in the Diary text (left) originate from a wide range of different languages. Match the ten highlighted words with their source languages in the 4th column below (use an online etymological dictionary to help you)

b) Fill in the gaps in the 5th column by finding another example of an English word that originates from that language

Century:	Source Language:	People who Added their Languages to the Word Stew:	Example from Diary:	Another Example:
5 th BC	Celtic Languages, e.g. Scottish, Gaelic, and Welsh	the original inhabitants of the British Isles	whisky	
1 st BC	Latin	Roman conquerors		salary
5 th AD	Old English – a combination of three Anglo-Saxon languages	Germanic invaders: Angles, Saxons, and Jutes		house
6 th	Latin (again)	Christian missionaries from Europe led by St. Augustine	diary	
8 th	Old Norse	Viking invaders from Scandinavia	want	get
11 th	Old French	Norman conquerors		biscuit
15 th	Middle English	Chaucer is the first writer to put into print the current mix of English, French, and Norse words	agree	scissors
13 th -16 th	Dutch / Flemish	traders, messengers, and explorers bring back words from Europe... (e.g. from the languages on the left)	dollar	sketch
	German		delicatessen	
	Italian		espresso	casino
	Spanish		guitar	
	Arabic	...the Middle East, and the Far East		coffee
	Sanskrit		yoga	karma
	Hindi		shampoo	
	Persian			peach
5 th BC	Greek	scholars rediscover Greek during the Renaissance (15 th -17 th AD)		alphabet
16 th	<i>The imagination of a genius writer from Stratford-upon-Avon</i>	Shakespeare is the greatest writer ever to work in English. He adds 1,700+ new words to the language	eventful	
16 th -19 th	<i>Languages from... the Americas, e.g. Nahuatl</i>	explorers, soldiers, missionaries, and colonisers bring new lands under English rule; as the official language of a growing Empire, English becomes a global language	potato	
	<i>West Indies, e.g. Arawakan</i>		tobacco	hurricane
	<i>India, e.g. Hindi</i>		guru	
	<i>Africa, e.g. Fulani</i>			jazz
	<i>Pacific Islands, e.g. Tahitian</i>		tattoo	taboo
	<i>...and Australian Aboriginal languages, e.g. Wiradjuri</i>			koala
19 th	Yiddish	travellers, traders, writers, journalists, and anybody who leaves their home country, comes into contact with a new language and culture, and shares it with the folks back home...	bagel	klutz
	Chinese		ketchup	
	Japanese			judo
	Russian		vodka	pavlova
20 th	Various, e.g. Hindi	post-World War II, citizens of former British colonies immigrate to the UK, as the British Empire disintegrates	cushy	bungalow
20 th	American English	US pop culture – film, music, TV, books, etc. – introduces many new words and expressions into English	rock'n'roll	
late-20 th	text-speak	English becomes the main language of computing and the internet, and is a global language once more		ur (your <i>or</i> you're)

Important implications for students:

1. We tend to keep the original spellings of the words we import, but use our native vowel and consonant sounds to pronounce them, while forcing the words to fit our stress-timed rhythm
2. Different source languages provide many synonyms in English, giving shades of meaning, and lots of options for saying the same thing
3. Unlike other languages, e.g. French, the spelling and vocabulary of English have never been formally organised and controlled
4. The fire of communication is still burning brightly, the pot is still boiling hot, and new words are being added all the time,

e.g. *The Oxford English Dictionary* recently included 400 new English words in its Twelfth Edition – words like: **woot!**, **jeggings**, and **retweet**

Can you find any more recently-added English words? Describe them to your partner and see if they can guess the meanings!

1 Grammar – Future Forms

Answers will vary, e.g. future simple with will, future continuous, future perfect, present simple for future, etc.

2 Speaking and Listening

a) Examples:

i) Megan's having brunch with Ray on Wednesday at 10.35 a.m.

ii) She isn't going to the cinema on Thursday night (because she's doing yoga at the sports centre).

iii) Megan is going to meet Charlotte and Claire on Saturday night. (false; positive form)

Megan isn't having lunch at home on Sunday. (false; negative form)

3 Pronunciation – Focus on Similar Vowel Sounds

Answers will vary. Examples of words which have these stressed vowel sounds:

uu	oo	u	o
<i>e.g. pudding</i>	<i>tattoo</i>	<i>lunch</i>	<i>borrow</i>
wood	boot	up	clock
book	rude	but	got
put	you	luck	lot
push	pool	club	song
should	route	under	dog
look	do	flood	shop

5 Reading and Research

a) and b)

Century:	Source Language:	Example from Diary:	Another Example:
5th BC	Celtic Languages		Thames
1st BC	Latin	dentist	
5th AD	Old English	work	
6th	Latin		village
11th	Old French	music	
13th-16th	German		hamburger
	Spanish		mosquito
	Arabic	mattress	
	Hindi		dungarees
	Persian	talc	
5th BC	Greek	MB (megabyte)	
16th	Shakespeare		disgraceful
16th-19th	Languages from... the Americas		chocolate
	India		dinghy
	Africa	banana	
	Australian Aboriginal languages	boomerang	
19th	Chinese		tea
	Japanese	karaoke	
20th	American English		cool
late-20th	text-speak	BTW (by the way)	

(Note: the spellings of the example words in the grid on Page 2 may have changed and developed over the years; the exact dates when they first became current vary.)

Extension:

The point of this lesson is to show SS that the English words around us (e.g. in the diary extract) come from a wide variety of source languages. You could underline this by getting them to find or write a short sentence, then look up each content word in an etymological dictionary (e.g. online) to see how many different source languages they can find. It could be a competition between pairs – the winner is the student whose sentence contains words from the largest number of sources!

For example, let's examine this starting sentence from Unit 1 of *Talk a Lot Intermediate Book 1*:

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

The content words, which are underlined, come from four different source languages:

English Word:	Source Language:
pizza	Italian
restaurant	French
open	Old English
time	Old English
get	Old Norse
beach	Old English

Important implications for students

1. An example of this is the English word “chauffeur”. The word is of French origin and in English we have kept the original French spelling from when it was first used in 1899. This word can cause a lot of problems for learners of English because of the great disparity between spelling and sound. It's not very often that “ch” is pronounced sh in English, for example. It's hard for SS to know how to deal with the vowel cluster at the end: “eur”, which is transformed into a simple Schwa sound in English: uh . The English pronunciation can be spelled phonetically like this: Sheu f . Let's look at how a different language has treated the same word. The Polish language has also borrowed the word “chauffeur”, instead of thinking of its own word, but has adapted the spelling to fit Polish spelling rules. In Polish the word is spelled “szofer” and it is immediately obvious for Polish speakers how it needs to be pronounced. We can see that the word originates from “chauffeur” but it has been assimilated into Polish. Why can't we do the same in English? How would a native English version of the word be spelled? Maybe “showfer”, which would be much easier to pronounce on first reading than the French spelling.

About **Talk a Lot Intermediate Book 2**

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

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

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

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

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

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<http://incompetech.com/gallimaufry/>

References:

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Bragg, Melvyn. *The Adventure of English*. London: Hodder & Stoughton, 2003

Website: Online Etymology Dictionary: <http://www.etymonline.com/>

Website: British Library – Language Timeline:
<http://www.bl.uk/learning/langlit/changlang/across/languagetimeline.html>