

The Hare and

1 Discussion Words

a) Translate each word from the NEA into normal spelling. Check the meaning of any that you don't know:

Fi ni shlain	_____
hyoo Mi lii yeit	_____
e Ksor std	_____
He jhog	_____
Heir	_____
Tor ts	_____
Kors	_____
Pa nikt	_____

Ga thd	_____
Peis	_____
Ba j	_____
A r gnt	_____
Beu sting	_____
Dornd	_____
Vi kt	_____

b) Say what kind of word each is, then circle any silent letters (letters which are in the spelling, but not pronounced)

2 Focus on Punctuation Marks

a) Write the name of each punctuation mark:

, _____ ; _____ . _____

b) Match each function to a punctuation mark:



inserts extra information

indicates the end of a sentence

separates items
in a list

is used before a
relative clause. e.g.
which, where, who,
that, etc.

separates two main clauses in a sentence,
when both have a main verb

is used before a conjunction,
but not in short sentences



3 Dictation

Each student has four puzzle pieces, which are mixed up:

a) On your own: add the missing conjunctions (joining words) and relative clause words:

so (x2), and (x3), while (x2), including, as (x2), who, which

b) Add the missing capital letters and punctuation marks: , ; .

c) Dictate your texts to your partner, who writes them down. Check that the texts are correct now

d) Put the pieces in order to make the complete story

e) Find examples of each function in the complete text

f) What could be a good *alternative* title for the story? Do you have this fable (legendary story) in your culture? Is it different from this version? Tell it to your partner

the Tortoise

4 More Punctuation Marks

a) Name each punctuation mark, below, and write its NEA phonetic spelling:

	Normal Spelling:	NEA Spelling:		Normal Spelling:	NEA Spelling:
,	_____	_____	!	_____	_____
:	_____	_____	/	_____	_____
-	_____	_____	“ ”	_____	_____
—	_____	_____	?	_____	_____
()	_____	_____	@	_____	_____

b) Mark the stressed syllable in each word or phrase. What is the stressed vowel sound in each?

c) Discuss when we need to use each punctuation mark with your partner. Get a newspaper or online text and find an example of each in use. Is it used properly? What would happen if we didn't have any punctuation marks? Are there any languages that don't?

d) What is your favourite punctuation mark? Why?

5 Listening – Track 2.4a

Listen to the mp3 file. You will hear a story read **without punctuation**. It is in eight parts, which are mixed up. The story is called *The Windmill Contest*.

Write down the text in each part, adding punctuation marks and capital letters. Change the word POTATO for a conjunction or relative clause word (as in Q.3). Compare your answers with your partner. Together put the parts into order.



6 Role Play

a) The second story is a new version of the same tale from Aesop's Fables. Find another of his fables (e.g. from **gutenberg.org**) and devise a modern version as a role play with your partner or small group. Act it out for the rest of your class. You could use, for example, *The Boy Who Cried Wolf* or *The Lion and the Mouse*.

b) Write your story, then dictate it to a new partner without giving away the punctuation (i.e. in a continuous stream of words). Your partner has to insert the punctuation marks. You could replace some of the words with a fun word, as in Q.5, above, e.g. all the articles, or all the conjunctions, are replaced by "HIPPO", and so on.

c) What do you think of stories with morals, like fables or parables? Do you like them? What function do / did they serve? What fables are popular in your culture? Why?

7 Sentence Stress & Sound Connections

i) Underline the stressed syllables and mark the sound connections (e.g. vc, cc, etc.) in these sentences from the text.
 ii) Use connected speech techniques to change the sound connections into vc. Write the sentences using the NEA.

a) Whoever got the highest mark from their teacher would be the winner.

b) The teacher and all the students were astonished, and Amy's face glowed with pride.

3 Dictation – *The Hare and the Tortoise*Student **A** – Story Puzzle Pieces.

- a) Add the missing conjunctions and relative clause words: **including, and (x3), while, as, which**
b) Add the missing capital letters and punctuation marks: , ; .
c) Dictate each part to Student **B**, who writes it down; then write down what Student **B** dictates to you
d) Put the pieces in order to make the complete story

(Please cut out the four puzzle pieces below before use)

----- ✂ -----

_____ the tortoise was nowhere to be seen the hare panicked and ran the
whole course as fast as he could _____ was very fast indeed
_____ he reached the top of the final hill

----- ✂ -----

and steady pace _____ the hare was dancing around laughing at him
other animals were laughing too _____ the rabbit the badger

----- ✂ -----

the tortoise _____ invited him to a five mile race the hare loved to race the
tortoise accepted his challenge and trained hard for the event

----- ✂ -----

the tortoise was explaining patiently to the gathered friends that he had simply tried
to do the best he could with the resources he had the moral is that slow
_____ steady wins the race

----- ✂ -----

3 Dictation – *The Hare and the Tortoise*Student **B** – Story Puzzle Pieces.

- a) Add the missing conjunctions and relative clause words: **as, who, while, so (x2)**
b) Add the missing capital letters and punctuation marks: , ; .
c) Dictate each part to Student **A**, who writes it down; then write down what Student **A** dictates to you
d) Put the pieces in order to make the complete story

(Please cut out the four puzzle pieces below before use)

----- ✂ -----

_____ the hare walked around boasting that he was going to humiliate the tortoise and make him look stupid the day of the race dawned the tortoise set off at a slow

----- ✂ -----

there was once an arrogant hare _____ wanted to prove that he was better than everybody else _____ he chose the slowest animal in the county

----- ✂ -----

and even the little hedgehog the hare became exhausted from all his dancing around _____ he decided to have a nap when he awoke he realised that a few hours had passed

----- ✂ -----

he could see the finish line in the distance with the tortoise walking slowly across it the victor _____ the hare crossed the line a few minutes later red with anger

----- ✂ -----

5 Listening – Track 2.4a

Transcript:

Part 1:

POTATO amy so confident that she would win the contest hadn't even begun building yet at 10 pm she decided that she had better get started POTATO she was so tired from visiting her friends that she fell asleep

Part 2:

POTATO her rival burst into the classroom red in the face holding aloft a beautifully crafted POTATO lovingly painted toy windmill made out of brand new lolly sticks the teacher POTATO all the students were astonished POTATO amys face glowed with pride the only problem was the price tag POTATO read \$25

Part 3:

POTATO she had even opened a tube of wood glue the day of the contest dawned POTATO the teacher wanted to see both windmills joan presented her model

Part 4:

POTATO a deadline of one week was set for the completion of each model joan began collecting lolly sticks straight away POTATO amy messed about visited her friends POTATO told them how she was better than joan POTATO how joans windmill would inevitably suck it was the night before the deadline

Part 5:

POTATO amy crept back to her desk joan smiled shyly POTATO explained how she had only tried to do the best she could with the resources she had the moral is that slow POTATO steady wins the race

Part 6:

POTATO was small leaned slightly to one side POTATO looked a little odd due to the fact that the lolly sticks were all dirty POTATO used joan explained that she had collected them from all around town next came amys turn her name was called POTATO she wasn't there the teacher was about to award the prize to joan

Part 7

there was once an arrogant girl called amy POTATO wanted to prove that she was the best student in the class POTATO she chose the weakest student joan POTATO challenged her to a contest both had to make a toy windmill out of lolly sticks whoever got the highest mark from their teacher would be the winner joan accepted

Part 8:

it was still visible for everybody to see dangling beneath amys model amy was humiliated POTATO joan was named the winner of the contest POTATO placed her model on the teachers desk nervously

1 Discussion Words

a) and b) Silent letters are in boxes:

<u>NEA Spelling:</u>	<u>Normal Spelling:</u>	<u>Kind of Word:</u>	<u>NEA Spelling:</u>	<u>Normal Spelling:</u>	<u>Kind of Word:</u>
Fi ni shlain	finish line	noun	Ga thd	gathered	verb
hyoo Mi lii yeit	humiliate	verb	Peis	pace	noun
e Ksor std	exhausted	adjective / verb	Ba j	badger	noun
He jhog	hedgehog	noun	A r gnt	arrogant	adjective
Heir	hare / hair	noun	Beu sting	boasting	verb / noun
Tor ts	tortoise	noun	Dornd	dawned	verb
Kors	course	noun	Vi kt	victor	noun
Pa nikt	panicked	verb			

2 Focus on Punctuation Marks

a) and b)

, comma

inserts extra information

is used before a conjunction, but not in short sentences

separates items in a list

is used before a relative clause, e.g. which, where, who, that, etc.

; semi-colon

separates two main clauses in a sentence, when both have a main verb

. full stop

indicates the end of a sentence

3 Dictation

a)-d) Here is the complete corrected text in order:

There was once an arrogant hare, **a) who** wanted to prove that he was better than everybody else, **b) so** he chose the slowest animal in the county,

the tortoise, **c) and** invited him to a five mile race; the hare loved to race. The tortoise accepted his challenge and trained hard for the event,

d) while the hare walked around boasting that he was going to humiliate the tortoise and make him look stupid. The day of the race dawned. The tortoise set off at a slow

and steady pace, **e) while** the hare was dancing around laughing at him; other animals were laughing too,

f) including the rabbit, the badger,

and even the little hedgehog. The hare became exhausted from all his dancing around, **g) so** he decided to have a nap. When he awoke, he realised that a few hours had passed

h) and the tortoise was nowhere to be seen. The hare panicked and ran the whole course as fast as he could,

i) which was very fast indeed. **j) As** he reached the top of the final hill,

he could see the finish line in the distance, with the tortoise walking slowly across it, the victor. **k) As** the hare crossed the line a few minutes later, red with anger,

the tortoise was explaining patiently to the gathered friends that he had simply tried to do the best he could with the resources he had. The moral is that slow **l) and** steady wins the race.

e) Answers will vary. Suggested examples of punctuation use from the text:

, comma

inserts extra information:

so he chose the slowest animal in the county, the tortoise, and invited him...

is used before a conjunction, but not in short sentences

The hare became exhausted from all his dancing around, so he decided...

separates items in a list

other animals were laughing too, including the rabbit, the badger, and even the little hedgehog.

Note: some writers use a comma after the final item in a list. This is called an **Oxford comma**. Others avoid doing this. It is a matter of personal preference. I prefer to use it, as it helps to present the information more clearly.

is used before a relative clause, e.g. which, where, who, that, etc.

There was once an arrogant hare, who wanted to prove...

; semi-colon

separates two main clauses in a sentence, when both have a main verb

The tortoise set off at a slow and steady pace, while the hare was dancing around laughing at him; other animals were laughing too...

. full stop

indicates the end of a sentence

The day of the race dawned.

f) Answers will vary.

4 More Punctuation Marks

a) and b) Stressed vowel sounds are underlined:

<u>Normal Spelling:</u>		<u>NEA Spelling:</u>		<u>Normal Spelling:</u>		<u>NEA Spelling:</u>	
'	apostrophe	uh	P <u>o</u> str fii	!	exclamation mark	e kskl	M <u>e</u> i shn mark
:	colon	Keu	lon	/	forward slash	For	wd slash
-	hyphen	H <u>a</u> i	fn	" "	speech marks	Spee	chmarks
—	dash	D <u>a</u> sh		?	question mark	Kwe	schn mark
()	brackets or parentheses	Br <u>a</u>	kits	@	at sign or ampersat	At	sain
		p	R <u>e</u> n tt seez			Am	p sat

c) and d) Answers will vary.

5 Listening – Track 2.4a

You can download the recording for the lesson here:

Track 2.4a: <http://purlandtraining.com/tali2-track2.4a.mp3>

Here is the complete corrected text in order:

Part 7

There was once an arrogant girl called Amy, **who** wanted to prove that she was the best student in the class. **So** she chose the weakest student, Joan, **and** challenged her to a contest; both had to make a toy windmill out of lolly sticks. Whoever got the highest mark from their teacher would be the winner. Joan accepted

Part 4:

and a deadline of one week was set for the completion of each model. Joan began collecting lolly sticks straight away, **but** Amy messed about, visited her friends, **and** told them how she was better than Joan, **and** how Joan's windmill would inevitably suck. It was the night before the deadline,

Part 1:

and Amy, so confident that she would win the contest, hadn't even begun building yet. At 10 pm she decided that she had better get started, **but** she was so tired from visiting her friends that she fell asleep

Part 3:

before she had even opened a tube of wood glue. The day of the contest dawned, **and** the teacher wanted to see both windmills. Joan presented her model,

Part 6:

which was small, leaned slightly to one side, **and** looked a little odd, due to the fact that the lolly sticks were all dirty **and** used. Joan explained that she had collected them from all around town. Next came Amy's turn. Her name was called, **but** she wasn't there. The teacher was about to award the prize to Joan,

Part 2:

when her rival burst into the classroom, red in the face, holding aloft a beautifully-crafted **and** lovingly-painted toy windmill made out of brand new lolly sticks. The teacher **and** all the students were astonished, **and** Amy's face glowed with pride. The only problem was the price tag, **which** read \$25;

Part 8:

it was still visible for everybody to see, dangling beneath Amy's model. Amy was humiliated, **but** Joan was named the winner of the contest, **and** placed her model on the teacher's desk nervously.

Part 5:

As Amy crept back to her desk, Joan smiled shyly, **and** explained how she had only tried to do the best she could with the resources she had. The moral is that slow **and** steady wins the race.

6 Role Play

a)-c) Answers will vary.

7 Sentence Stress & Sound Connections

i) Stressed syllables are underlined:

a) Whoever got the highest mark from their teacher would be the winner.
VC CC VC CC CC CC VC VC CC VC VC

b) The teacher and all the students were astonished, and Amy's face glowed
VC VV CV CC VC CC VV CV CV CC CC CC
with pride.
CC

ii) See *Talk a Lot Foundation Course* for more details on using connected speech techniques.

a) hoo We v Go_ th Hai y Smar kfrm th Tee ch w dbi th Wi n.
 vc vc E vc E vc E vc F E vc E E vc E vc

b) th Tee ch r Nor th Schoo dn_ sw r Sto ni, shdn Ei mii Zfei
 E vc E E vc E vc F E E vc vc F vc vc vc

Sgleu dwi Thpraid.
 vc vc

F = Friendly consonant sound: m, n, or l

E = Embedded Schwa sound after the consonant sound

About **Talk a Lot Intermediate Book 2**

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

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

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

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

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

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