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



...AND MORE!

Talk a Lot

Spoken English Course

by Matt Purland

A Great New Way to Learn Spoken English

Elementary Book 2

- *Complete 12-week spoken English course*
- *All materials, instructions and answers are included*
- *Brand new and unique learning method*
- *Learn and recall questions, answers and negatives using 8 common verb forms*
- *Learn 400+ essential vocabulary words*
- *100% photocopiable*

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



...AND MORE!

Talk a Lot

Spoken English Course

Elementary Book 2

This book is dedicated to Anna, Julia, Sylwia, and Piotr,
without whose support and enthusiasm it wouldn't exist

and also:

.....
(Insert the name of the teacher who has most inspired you to learn)

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ISBN 978 0 9557015 2 8

First published in the UK by English Banana.com 2008

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Talk a Lot

Introduction

Hello, and welcome to the second Talk a Lot course book for Elementary level!

This book is a companion volume to Book 1 and features ten exciting new lesson topics: *Crime, Sport, Music, Weather, Animals, Cars, The Human Body, Colours and Numbers, Life Events, and Nature*. The lesson topics in this book can be used alongside those in Book 1, according to your needs. For example, it is now possible for you to plan a longer Talk a Lot course, using lesson material from both books!

A great new feature in Book 2 is the inclusion of information exchange activities. For more details see page 14.

Once again, the aim of this book is to teach students to think in English and Talk a Lot!

The Talk a Lot course objectives are very simple:

- Every student talking in English
- Every student listening to and understanding English
- Every student thinking in English, and
- Every student taking part in class

Talk a Lot is structured so that every student can practise and improve English grammar, vocabulary, pronunciation, intonation, word and sentence stress, and interpersonal skills, by working in pairs, groups and one to one with the teacher.

The main benefits of Talk a Lot are:

- Students have to think in English during lessons in a controlled and focused way
- Students learn how to memorise correct English structures naturally, without abstract and unrelated grammar lessons
- Students learn how to construct eight different common verb forms, using positive, negative and question forms, as well as embedded grammar appropriate to their level. The verb forms studied are: Present Simple, Present Continuous, Past Simple, Past Continuous, Present Perfect, Modal Verbs, Future Forms, and First Conditional
- Students learn 400+ essential vocabulary words by heart
- Students enjoy following a simple and effective method that produces results quickly

As ever, we owe a big debt of gratitude to all of our students who have been trialling this course in recent months. We've had lots of fun doing these lessons, and we hope that you will too! We'd love to hear from you about how you have used this book and how your course went, so please feel free to contact us via our website feedback form, or by emailing info@englishbanana.com. We'd also be really excited to hear about your ideas and proposals for new Talk a Lot topics and activities that we can use in future Talk a Lot books.

With best wishes for a successful course,

Matt Purland, Ostróda, Poland (5th July 2008)

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How to Use this Course

Talk a Lot

How to Use this Course

Course Outline:

- Before the course begins perform an initial assessment with each student to check that they are at a suitable level for the course, and then enrol them onto the course. This course is aimed at students who are at a good elementary level or pre-intermediate level. For this course we recommend that there are no more than ten students per class.
- The course is divided into twelve three-hour lessons. The first ten lessons each have a different topic; while lesson 11 is intended for the revision of material studied over the ten weeks, and lesson 12 is reserved for the students' examinations and an end of course review. We recommend that you hold one lesson per week, making this a twelve week course comprising 30 guided learning hours, plus 6 hours of guided revision and examination. It's up to you what order you do the lessons in; you don't have to follow our order of topics!
- If your students need more than three hours of study per week, why not offer them two 3-hour lessons per week: one Talk a Lot lesson, as described below, and one lesson using traditional teaching methods, which include conventional reading, writing and grammar-based activities that could complement the intensive speaking and listening work of the Talk a Lot lessons. You could follow a standard EFL or ESL course book such as New English File or New Headway, using material that complements the Talk a Lot lesson, so that in Week 2, for example, both 3-hour lessons are on the subject of Sport. This would then give you a course with 60 guided learning hours.
- The lesson topics are:

Lesson 1	Crime
Lesson 2	Sport
Lesson 3	Music
Lesson 4	Weather
Lesson 5	Animals
Lesson 6	Cars
Lesson 7	The Human Body
Lesson 8	Colours and Numbers
Lesson 9	Life Events
Lesson 10	Nature
Lesson 11	Revision
Lesson 12	Exam & End of Course Review

Lesson Outline

- In our lesson outline, each lesson lasts for three hours (180 teaching minutes). This can vary according to your needs, for example, in some English language classrooms one teaching hour is equal to 45 minutes, and so 3 teaching hours would be 2¼ hours. Or it may be that you have only 2 hours per week with your group of students. You can still use Talk a Lot activities to serve up a satisfying and stimulating lesson – just in a shorter timeframe.

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- Each lesson focuses on a specific vocabulary topic, for example “Music”. For each lesson the teacher can draw from seven different activities:

Sentence Blocks
Discussion Questions
Information Exchanges
Discussion Words
Vocabulary Test
Lesson Test
Show & Tell

It is not necessary to use every activity in every lesson. We believe that there is more material in this book for each lesson than is needed to fill 3 hours, so the teacher can mix and match, using different activities in different lessons. Similarly, it is not necessary to do the activities in the same order (as given below) in every lesson, but mix things up each time so that students don't become used to a set lesson order.

- Bearing that in mind, here is an example of how you could structure a 3-hour long Talk a Lot lesson:

- | | |
|---------|--|
| 15 mins | Welcome and vocabulary test (see page 5) based on the previous lesson's topic. The teacher reads out the twenty words to the students in their native language and they write them in English. The teacher gives back lesson tests, discusses the answers with the students, and can also ask random questions from the previous lesson's sentence blocks to check how much the students have remembered. |
| 15 mins | The teacher introduces the topic of this lesson, for example, “Music”. Each student has to show and tell an item to do with this topic, e.g. for “Music” a student could bring a musical instrument, or a CD or poster, and then tell the class about it. The teacher also brings something to “show and tell”, and then introduces the eight new sentence block starting sentences and wh- questions on the board or on the handout (see page 8). It is essential that the teacher checks that the students understand the sentences, so that they are meaningful to students when they practise them later on.

The teacher asks different students to model one or two of the sentence blocks, which will act as a reminder to students of how to make the sentence blocks. |
| 20 mins | Students make the sentence blocks in pairs, for example, sitting back to back without eye contact. They don't write anything down and must not copy the sentence block starting sentences from the board. For this activity all the talk flows from the students making the sentence blocks from the starting sentences and wh- questions on the board or on the handout. |
| 10 mins | Next, the teacher introduces the eight discussion questions for this lesson to the whole class (see page 13). Again, it is important that the teacher checks that their students understand the vocabulary that is used. Students should be encouraged to use their dictionaries to check new words. |

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30 mins Working in pairs or small groups, students practise the discussion questions. This is free speaking practise – the antithesis of having to make pre-set sentences using the sentence blocks. The students can change partners several times in order to get a good variety of practice, then the whole class comes together and feeds back to the group, with the teacher asking additional follow-up questions. During this time the teacher removes the sentence block sentences from the board, or asks the students to return their sentence block handouts.

We're halfway through! Have a cup of tea and some fresh air – or just hang out!

25 mins After a relaxing break it's time for some brain work – the **lesson test** (see page 5)! The aim of this test is for the teacher to find out what vocabulary the students can remember from the previous lesson and to get an idea of how well they are coping with making the sentence blocks.

25 mins The teacher could decide to use this slot for activities with the **discussion words** (see page 15) or for doing the **information exchanges** (see page 14) – or for both, if your students are up to the challenge!

30 mins The students practise the sentence block sentences again, but this time without any written record – nothing on the board and no handout. The teacher monitors each pair and helps them where necessary, making sure that they are making the sentence blocks successfully. Towards the end of this time the whole class comes back together to give each other feedback. The teacher asks questions from the eight sentence blocks to different students, who should give a correct, or nearly correct, sentence – all from memory. In the early weeks this will be more difficult for the students, but after a few lessons with this method students should be able to answer confidently, having memorised some or all of that lesson's sentence blocks.

10 mins Open question time – students can ask any English-related question. The teacher looks at the students' workbooks (this can be any suitable course book that students work through at home and which complements the lesson) and checks students' progress. The teacher sets the topic for the next lesson and gives out the handouts for the next lesson's vocabulary test. The teacher could either give or spend a few minutes eliciting the twenty new words in the students' first language. The teacher should encourage students to keep all of their handouts in their own file, for revision and further study at home.

Assessment Methods, Tests and Examination

The overall course mark for each student is reached by continuous assessment and an end of course oral examination. Individual students are monitored throughout the course and their progress recorded in a number of different ways. The aim of using continuous assessment is to encourage students to work hard in every lesson – because every lesson counts and effort is rewarded along with accuracy – and to work hard at home, e.g. learning the vocabulary words each week.

Each student gets a combined mark out of 80 for each lesson which is based on the following:

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- vocabulary test: maximum of 20 marks
- lesson test: maximum of 40 marks
- student's lesson mark – accuracy: maximum of 10 marks
- student's lesson mark – effort: maximum of 10 marks

- total lesson mark: maximum of 80 marks

The lesson marks are added together on the individual Student Course Reports as the course progresses. Students don't have access to their lesson marks as they are added together, but they do see their marks for the vocabulary and lesson tests, as well as getting feedback on these tests and on their general performance each week.

Teachers should award marks out of 10 to each student for every lesson based on the level of their achievement during the lesson (accuracy) and their commitment during the lesson (effort). It goes without saying that teachers should strive to be wholly objective and not give in to favouritism when awarding these marks.

Over the ten lessons all of the lesson marks are added together to give an individual total for each student, to which is added the score from their final exam. This gives each student a grade for the whole course, ranging from A to U (ungraded fail):

- maximum lesson mark of $80 \times 10 = 800$ marks +
- maximum final exam mark of 100 =
- maximum course mark of 900 marks

Grade system:

Grade A = 800-900 marks	First Class
Grade B = 650-800 marks	Very Good
Grade C = 550-650 marks	Good
Grade D = 400-550 marks	Fair Pass
Grade E = 250-400 marks	Pass
Grade U = less than 250 marks	Fail

Grades A-E are passes. Grade U is ungraded and means that the student has failed the course. The student's grade is recorded on their course certificate, for example:

"Grade: A"

"Achievement: First Class"

You could use one of the course certificate templates at the back of this book (see pages 106-107), or create your own.

Lesson Assessment

During pair and group work the teacher monitors the students, checking and correcting grammar and vocabulary where necessary, e.g. during discussion question and information

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exchange practice. In all such “free practice” work the teacher should keep referring students back to the grammar that is being learned by making the sentence blocks, for example if a student says: “What you want?”, remind them that: “You must have a verb after a wh-question.” In this way the free practice work will help to consolidate what is being learned from the more structured practice of forming the sentence blocks.

Written homework based on the topics and activities from each lesson could be given, checked and marked by the teacher. However, written work must be kept to a minimum during the lesson and students should not to write out full sentence blocks. This is Talk a Lot, after all! The students may instinctively begin to write down the starting sentences from the board, or make notes about the sentence blocks, but discourage this because it is a waste of lesson time in which they have a valuable opportunity to talk in English. The Talk a Lot method encourages students to use their memories as a learning tool and to activate the grammar that they already know before they join the course. **When a student writes down the sentence blocks, they give full permission to their memory to forget this information, since they know it is safely recorded somewhere.** Without the safety net of pen and paper students have to challenge themselves to work harder to make the sentence blocks (which are, after all, simply question forms and answers, based around individual verb forms). The time for writing out sentence blocks is at home, where students can write to their hearts’ content! They also get a chance to see full sentence blocks in written form when they do the lesson test – once per lesson. As we have seen, the Talk a Lot certificate is based on marks gained during continuous assessment along with a final oral exam at the end of the course. Lesson assessment also includes more formal testing with regular vocabulary tests and lesson tests, the marks from which are added to each student’s running total of marks. The teacher keeps track of each student’s progress by adding the results of their tests and other marks to their individual Student Course Report (see page 17).

Vocabulary Tests

All Talk a Lot tests should be run in exam conditions, with folders and dictionaries closed, no talking, and no copying. The vocabulary test could be held near the beginning of the lesson, as a way of quietening students down and getting them into study mode. We recommend that the teacher runs the vocabulary and lesson tests in the same positions during the lessons each time so as to give a sense of structure and routine to the tests which can be reassuring for students. Teachers should try to mark the vocabulary test during the lesson break and give students their results in the same lesson. The teacher keeps a record of the students’ scores on their Student Course Reports and measures progress made, as well as spending time during and between lessons addressing issues with individual students.

Lesson Tests

The primary aim of the regular lesson test is to consolidate the work done in the previous lesson. If you run this test immediately after the break it will help to settle students down and get their minds focused again on learning English. Set a time limit of no more than 25 minutes and stick to it. As with the vocabulary tests, the aim of the lesson test is to check students’ progress and both identify weaker students who may need extra support, e.g. help with making the sentence blocks, and identify stronger students who may need a greater challenge during lessons. For example, to maximise the effect of pair work the teacher could pair a stronger student with a weaker student.

Lesson tests are marked by the teacher after the lesson and the results given to students at

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the beginning of the next lesson, when there is time for a brief discussion of incorrect answers and other points raised by the test. The results from both tests enable the teacher to see not only who is paying attention during lessons, e.g. when making the sentence blocks, but also who is working at home: learning the vocabulary words, both meanings and spellings, and writing out sentence blocks.

At their discretion, a teacher may allow students who have missed a lesson to catch up on course marks by taking both tests at another time, e.g. after the present lesson. Or the teacher may decide that the student has missed the lesson and so cannot catch up on the marks, a scenario that will affect their final course score. However, if the latter applies the teacher should give the student in question the material to study at home in their own time.

Verb Forms Practice

These pages can be introduced by the teacher as extra worksheets at any time during the course if students are having problems with sentence blocks based on a particular verb form, or if they need more focused verb forms practice. A follow up activity would be for students to imagine their own sentence blocks based on particular verb forms, e.g. the teacher asks students to work in pairs and make four new sentence blocks using present perfect form – orally, without writing anything down.

In general, it's better for students to use a variety of different verb forms in a normal lesson, rather than studying a different verb form each lesson, because if a student misses one lesson they won't have missed out on studying a complete verb form.

End of Course Oral Examination

General Notes on the Examination:

The Talk a Lot end of course exam is a one to one oral examination with the teacher reading the questions and the student answering. The exam should last for a maximum of 20 minutes. The exam is recorded onto tape and marked by the teacher. The results are added to the student's individual Student Course Report and their overall course score and final grade can be calculated, which are then added to the student's certificate.

At no time should the student see the examination paper, whether before, during or after the examination. Nor should the student write down anything during the exam. The teacher writes the starting sentence and question word (printed in bold) on the board for each sentence block question.

The examination questions are taken randomly from the course work studied and include material from every topic covered during the course. During the examination the teacher should not prompt the student for answers or help them in any way, apart from to explain the instructions so that the student understands what they have to do. Students **may not** use a dictionary during this examination.

At the end of the course the teacher could give a prize to the student (or students) with:

- the best course score overall
- the best vocabulary test grades overall

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- the best lesson test grades overall
- the best attendance record
- the most improved student (comparing the beginning with the end of the course)

Marking Guide:

There are four kinds of question that form the examination:

1. Make sentence blocks (questions 1, 5, 9, and 13)

The maximum score is 8 marks. Students score one mark for each fully correct line, with correct intonation and sentence stress, and one mark for naming the correct verb form. Students get only half a mark if the intonation and/or sentence stress of a line is incorrect. In the last two lines of each sentence block the answers will vary as students have to change part of the original information to produce a negative answer. Accept any answer that is grammatically correct and makes sense within the given context.

Don't penalise students for making contractions, or not making them. For example, if the answer on the examination paper says "No, he doesn't", but the student says "No, he does not", don't mark them down. It is still an accurate answer.

2. Answer discussion questions (questions 3, 7, 10 and 14)

Students can score up to a maximum of 4 points for each question based on the following criteria:

The student should answer the question and speak for approximately 1 minute:

- | | |
|----------|--|
| 4 marks: | the student produces sentences which are completely or almost completely correct in terms of grammar, pronunciation, intonation, and sentence stress. There are between 0-2 errors. Excellent use of vocabulary and interesting subject matter |
| 3 marks: | the student produces sentences which are good in terms of grammar, pronunciation, intonation, and sentence stress, but there are between 3-4 errors. Good use of vocabulary |
| 2 marks: | the student produces sentences which can be understood in terms of grammar, pronunciation, intonation, and sentence stress, but there are many errors |
| 1 mark: | the student attempts to answer the question, but not using full sentences nor correct grammar, pronunciation, intonation, and sentence stress. Part of their answer can be clearly understood, but there are many errors |
| 0 marks: | the student has not attempted the question or the answer is incoherent |

The teacher should make a note in the box provided of several examples of the student's performance, including errors as well as correct structures.

3. State ten vocabulary words on a given topic (questions 4, 6, 11 and 15)

When students have to list ten vocabulary words, the teacher could keep a tally in the box provided, e.g. -III IIII ... Give a half mark in the event of wrong word stress or incorrect

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intonation and/or pronunciation. When stating ten different vocabulary words the student cannot include the example word which is given in the question.

4. Answer discussion word questions (questions 2, 8, 12 and 16)

The answers and marks for these questions are provided on the examination paper. Give a half mark in the event of wrong word stress or incorrect intonation and/or pronunciation.

Sentence Blocks

Designed specifically for the Talk a Lot course, the sentence block method is a brand new way to teach English grammar with speaking practice. The main benefit of this method is that the students have to do all of the work. They must listen, think hard, and remember. They must produce eight sentences, both positive and negative, using a given verb form, and two different question forms, using wh- questions and questions with auxiliary verbs. They must produce the eight sentences based on a given starting sentence and a given wh- question word, using a pre-agreed set of rules. When they are working on the sentence blocks students are speaking and memorising correct English. They are learning to use key verb forms in English, forming questions and responses organically as they focus all their attention on making the sentence blocks successfully. They are also learning new vocabulary and have to produce their own ideas to make the last two negative sentences work.

So what is a sentence block and how do you make one? A sentence block is a group of eight consecutive sentences, made up of seven lines, that forms a two-way conversation. There are strict rules governing how a sentence block must be made, which students should learn.

At the beginning of the course:

The students receive two handouts explaining the basic terminology used when talking about sentence blocks and some helpful rules for making them (see pages 18 and 19). The teacher should spend time discussing these pages with the students, in particular explaining:

- When we use each of the eight verb forms that are explored during the course
- What we mean by subject-verb “inversion”
- How auxiliary verbs are used, and the rule for using “do” as an auxiliary verb

In the first lesson or two the teacher will need to train the students to make the seven lines that form a sentence block. In the ensuing lessons students should be able to form the sentence blocks themselves, based on the given sentences on the board or handout. It is very important that in each lesson the teacher ensures that students understand the vocabulary used in the sentence blocks before they are let loose on the task of making them.

This is an example of how an individual student could be coached to form a sentence block for the first time. When coaching groups, ask a different student for each of the lines.

The teacher has written the first starting sentence on the board; for example, this one from the “Music” lesson:

We saw a great jazz concert at the Palace Theatre last night.

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The teacher:

OK, we're going to make a sentence block. There are seven lines in a sentence block and eight different sentences. [Pointing to the board at the starting sentence.] This is the first line. Can you read it for me, please? [The student reads it out loud.] Do you understand this sentence?

The student:

Yes.

The teacher:

OK. [Writes "Where" underneath the starting sentence.] To make the second line can you ask a "where" question based on the starting sentence?

The student:

Where did you see a great jazz concert last night?

The teacher:

Good. Very good. Excellent.

Note: if a student has a problem producing any part of the sentence block, the teacher should prompt them with the first word, then the next, and in this way "coax" the sentence out of them by, if necessary, saying the whole sentence and getting the student to say it with them, then to repeat it without the teacher's help.

The teacher:

And what is the short answer?

The student:

At the Palace Theatre.

The teacher:

OK. Great.

Note: it is very important that the teacher praises the student as they get sentences right and gently encourages them when they have taken a wrong turn. It is also important for the teacher to keep the momentum going so that the sentence block is made with a sense of rhythm and an almost urgent pace. This will keep the student focused and thinking about the task in hand.

The teacher:

So now we've got three lines. Can you repeat them for me? [The student does so correctly.] Now, let's get to five lines. Ask a question with inversion.

The student:

Did you see a great jazz concert at the Palace Theatre last night?

The teacher:

Good. And the short answer?

The student:

Yes.

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The teacher:
Yes, what?

The student:
Yes, we did.

The teacher:
Good. Very good. So now we've got five lines. We're almost there. Can you repeat the five lines, please? [The student does so correctly.] OK, so, to complete the sentence block, let's ask the same kind of question with inversion but this time to get a negative answer. Look at the question word. Focus on the "where". Change the "where" to get a negative answer.

The student:
Did you see a great jazz concert at the Roxy last night?

The teacher:
And give a short answer in the negative.

The student:
No, we didn't.

The teacher:
Then a full negative answer. The last line is made up of two negative sentences.

The student:
We didn't see a great jazz concert at the Roxy last night.

*Note: students have to invent something here ("...at **the Roxy** last night?") that makes sense in the same context. They should try to think of a sensible option to get a negative answer. For example, the teacher must not accept: "Did you see a great jazz concert at the newsagent's last night?" because it doesn't make sense. Students often struggle to remember to make two negative sentences for the last line. Encourage them and stress the two negative sentences.*

The teacher:
Excellent! Now tell me all seven lines...

Throughout, the teacher should help the student to achieve the correct pronunciation, word and sentence stress (see page 139), rhythm and intonation. If a student makes a mistake during a line, ask them to repeat the whole line again. Of course, in the example above the student has given almost all of the correct answers straight away. This is purely to serve a purpose in this guide – to give a clear example of what the students should aim for. The teacher should also encourage the students to think about word and sentence stress and to emphasise the correct words in each sentence, for example:

Did you see a great jazz concert at **the Palace Theatre** last night?

Yes, we **did**.

Did you see a great jazz concert at **the Roxy** last night?

No, we **didn't**. We didn't see a great jazz concert at **the Roxy** last night.

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Talk a Lot

How to Use this Course

Students may have a tendency to try to say all seven lines with a questioning intonation at the end of each line. For example, they might say:

The student:

Did you see a great jazz concert at the Roxy last night? No we didn't?

Ask them to think about the meaning of what they are saying and to make definite statements without the questioning intonation. Some students may try to gabble and deliver their lines very quickly without apparent thought of what they mean – wholly focused on their goal of remembering each line and forming the sentence blocks as quickly as possible. Ask them to slow down and to focus on what each sentence means.

So, in the example above the seven lines and eight sentences of the sentence block are:

1. We saw a great jazz concert at the Palace Theatre last night. (*starting sentence*)
2. Where did you see a great jazz concert last night? (*wh- question*)
3. At the Palace Theatre. (*short answer*)
4. Did you see a great jazz concert at the Palace Theatre last night? (*question with inversion*)
5. Yes, we did. (*short answer*)
6. Did you see a great jazz concert at the Roxy last night? (*question with inversion to get a negative answer*)
7. No, we didn't. We didn't see a great jazz concert at the Roxy last night. (*two sentences – a short negative answer and a long negative answer*)

The teacher should ensure that the students follow the sentence block structure and that they recap each group of sentences after the 3rd and 5th lines. If a student has a tendency to “Um...” and “Er...” their way through each line, challenge them to say the lines without doing this. As they monitor the pairs engaged in making the sentence blocks – saying one line each – the teacher will sometimes need to be firm with the students, and ask them to keep focused when it looks as though their minds are beginning to wander, and of course the teacher also needs to keep focused! For example, when leading sentence block practice at the front of the class, the teacher will need to be one step ahead of the students and know the next sentence in their mind – what they want the student to produce – before the student produces it.

Embedded Grammar:

In each lesson students will practise making positive sentences, negative sentences and question forms using the following verb forms:

- present simple
- present continuous
- past simple
- past continuous
- present perfect
- modal verbs (e.g. can, should, must, have to, etc.)
- future forms (with “will” and “going to”)

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Talk a Lot

How to Use this Course

- first conditional

While doing sentence block practice the students may be unaware that they are using eight different verb forms. It is better not to focus on this and blow their minds with grammar, but instead make sure that the students are making the sentence blocks correctly. For example, it is essential that students understand the eight starting sentences on the board or handout at the beginning of the lesson, and also know how to make a sentence block, before they begin pair work with a partner.

The starting sentences all contain embedded grammar, which means grammar that occurs as a natural part of the sentence block as it is being spoken and automatically memorised, rather than grammar that is explicitly presented to students as an isolated grammar topic, such as: "In today's lesson we are going to study wh- questions..." etc. The embedded grammar in the sentence blocks at Elementary level includes:

- positive and negative forms
- use of articles
- use of auxiliary verbs
- a variety of main verbs in each unit
- subject and object pronouns
- yes/no questions
- wh- questions
- active and passive sentences
- punctuation marks
- prepositions of place and time
- some/any
- singular/plural
- nouns: common, proper, abstract, countable, uncountable, etc.
- intensifiers – too, really, very, completely, etc.
- use of infinitives
- adjectives
- adverbs of frequency and manner
- possessive pronouns
- determiners – this, that, those, these, etc.
- there is/there are
- formal and informal situations
- use of gerunds
- comparatives and superlatives
- relative clauses – that, which, who, where, etc.

The teacher could pick up on any or all of these grammar topics in more detail if they run the course as a 60-hour course (see page 1).

Miscellaneous Notes:

- As well as with students in groups and pairs, this method can also be used successfully with students on a one to one basis, with the teacher prompting the student to produce the sentence blocks, first with the sentences on the board or handout, and later from memory.

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Talk a Lot

How to Use this Course

- Teachers (or students) can also imagine their own starting sentences based on the verb form or vocabulary that they wish to practise.

Different Ways to Practice Forming Sentence Blocks:

- In a circle – the teacher or a student leads and chooses each student in turn to form the complete sentence block.
- The students sit back to back in pairs and say one line each, then reverse who starts.
- The students chant a complete sentence block altogether as a group.
- The students say one line or one word each, going around the group in a circle.
- The teacher says a random line from a sentence block and asks a student to produce the next line.

Note: every sentence block can be said or chanted in a continuous way by adding an **eighth line** at the end that begins with “So...” and continues with the question on line 2. For example:

Line 1: Joanne can play the saxophone really well.

Line 2: Who can play... [etc.]

Line 7: No, he can't. George can't play the saxophone really well.

Line 8: So, who *can* play... [then, continuing with line 3, “Joanne can.” and so on]

Discussion Questions

Students work in pairs with student A asking student B the first question, then student B asking student A the same question, before moving on to the next question. After between 5-10 minutes the students change partners and repeat the process with a different student. Where there are empty boxes on the handout – for example questions 2, 4 and 7 on the Cars Discussion Questions handout – the students should write down their partners' answers. This is partly to encourage the students to focus on the task in hand, and partly so that the teacher, who should be monitoring all the pairs, can see written evidence that the questions are being asked and answered. Before the students move off to work in pairs the teacher should look at the handout with the whole group and ensure that everybody understands the task and vocabulary used in the questions before they begin. For example the teacher could pre-teach some of the more difficult words and there could be a dictionary race to see which student finds each word the fastest.

Extension activity: pairs that have finished the activity early could think up their own new discussion questions based on the same topic, or the teacher could prepare additional questions for the students.

At the end of the activity the whole group comes back together for group feedback, where the teacher chooses a student to read a question and tell the class both their own answer and their partner's answer. The teacher should highlight errors that have occurred and elicit the answers from the group. Interesting structures could be explored in more detail on the board.

Assessment:

This activity is assessed by the teacher checking and correcting students as they monitor each pair, listening in and making comments where necessary, e.g. challenging incorrect question forms, and writing down notes for later exposition on the board during the group feedback period. The students' achievement in this activity is recorded as part of their overall lesson score (for accuracy and effort) by the teacher at the end of the lesson.

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Talk a Lot

How to Use this Course

Information Exchanges

Information exchanges are a terrific way to get students talking because they can only be completed by students asking each other questions. The objective of each information exchange is for students to find out and write down the information that is missing from their handout, but which their partner has. This objective is complemented by a super-objective – or additional purpose – which is topic-specific. For example, in the “Crime” information exchange students have to find out information about possible suspects by exchanging information with their partners – so that they can make a deduction as to who is the murderer. In “The Human Body” information exchange students have to find out details about the physical appearance of four different people, so that they can decide who they would most like to swap bodies with for a day... and so on!

Students should work with a partner and not look at their partner’s handout. If they need to know a spelling or look up a word in their dictionary their partner could write the spelling on a separate piece of paper, or better still say it out loud. Do discourage students from simply reading and copying from their partner’s handout – this is Talk a Lot, not Write a Lot!

This activity is also great for practising and consolidating question forms and answers. The teacher should monitor the students as they work and encourage correct question forms, or spend time looking at the question forms for each information exchange on the board, for example:

Topic: “Cars – Buying a Used Car” – sample questions and answers:

Student A: “What make is Used Car 1?”	Student B: “It’s a Citroën.”
Student B: “What model is Used Car 1?”	Student A: “It’s a C4 Picasso.”
Student A: “What colour is Used Car 2?”	Student B: “It’s brown and grey.”
Student B: “How many miles has Used Car 2 done?”	Student A: “It’s done 126,001 miles.”
Student A: “What kind of fuel does Used Car 2 use?”	Student B: “Petrol.”
Student B: “How many doors has Used Car 3 got?”	Student B: “It’s got five doors.”
Student A: “Has Used Car 4 got a CD player?”	Student B: “Yes, it has.”

There is a complete list of sample questions and answers for each topic’s information exchange activity in the answer section at the back of this book (see page 116), along with a completed grid for each activity.

Assessment:

As with the discussion questions activity this activity is mainly assessed by the teacher checking and correcting students as they monitor the groups, listening for errors that could be dissected later on in a group feedback session, and correcting question forms and grammar in line with the work being done on forming sentence blocks. Again, the students’ achievement in this activity is recorded as part of their overall lesson score (for accuracy and effort) by the teacher when they sit down and write each student’s course report.

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Talk a Lot

How to Use this Course

Discussion Words and Question Sheets

It's amazing how much you can do with forty cut-out vocabulary words! We have outlined many activities for using these words with students on the discussion words question sheets. First of all, print a discussion words page onto thin card and cut up the cards with scissors. If possible you could laminate them to make them extra sturdy.

The main activity goes as follows: sit down with the whole class around a large table and lay out all of the cards face down. Students take a number of cards each. The number they take depends on the number of students in the class and for how long the teacher wants the activity to last, e.g. for a ten minute activity ten students could each take two cards.

Go around the group one student at a time. Each student picks up a card and has to describe the word in English without saying it. The other students have to guess the word. The students could use dictionaries to find new words that they don't know. It's possible for students to make this activity deliberately harder for their peers by giving a more cryptic description!

Using the Question Sheets:

The teacher reads the questions out loud in a random order. Or one or more of the students could read the questions out. The teacher should use as many of the questions as is necessary to fill the time that they have allotted to this activity. For example, if you have 25 minutes for this activity it's unlikely that you will need to use the main activity as described above as well as all of the questions on the handout. As with the Talk a Lot course in general, there is more material here than will probably be needed; but as all teachers know, it's better to have too much material planned for a lesson than not enough!

Extension Activities:

- The students work on the main activity with the words in pairs or small groups.
- The students have to think of ten, twenty, thirty or forty additional words on the same topic, e.g. Music, and make their own discussion words cards.
- The teacher or the students invent new questions based on the original/new words.
- Have a game of vocabulary bingo. Each student writes down fifteen words from the forty words in three lines: five on the top, five on the middle and five on the bottom. The teacher reads out words from the group at random. The students cross out the words they have written down when they hear the teacher say them. The students race to see who can cross off the first line, then two lines, then all of the words.
- "Yes/No" questions: one student takes a card with a word on it, keeping it secret from the others, who have to ask "Yes/No" questions in order to find out what the word is. The first student can only answer "Yes" or "No". For example, for car words the other students could ask: "Is it inside a car?", "Can I put my foot on it?", "Does it play music?", etc. until they are able to guess the identity of the word. This is a great activity to get students making questions with inversion.
- The students match the phonetic and English spellings of different words (see pages

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Talk a Lot

How to Use this Course

147-151), translate words into/from the IPA, or group words by the sounds they contain.

- A student mimes different words without talking, while the others have to guess them.
- Word association activities:
 - a) the teacher (or a student) chooses a word and each student has to say six words that they associate with this word, or each student in the group has to say one word. For example, if the word is “head” the students could say “nose”, “face”, “eye”, “ear”, “chin”, “mouth”, and so on.
 - b) the teacher (or a student) chooses a word and the first student says the first word that comes into their head, followed by the next student and the next in a kind of word association chain. See how long your group can go for without running out of steam. You may be surprised where you end up! For example: “dog” > “bark” > “tree” > “field” > “farm” > “cow” > “milk”, and so on.
- Play vocabulary battleships! Students have to work in pairs and they both have a copy of the discussion words page from that lesson’s topic, e.g. “Sport”. They should label the columns at the top A, B, C, and D, and the rows on the left-hand side from top to bottom 1-10, so that the word “volleyball” is in cell B5, for example. Each student marks ten cells in their grid – these are their “battleships”. Without showing their partner their page, each student asks for a cell on their partner’s grid, for example, “Can I have D5, please?” If this cell (“cue”) has not been marked as a battleship, the partner says, “Miss!” and play passes to them. They request a cell on their partner’s grid, e.g. “I would like A6, please”, which is “swimming”. If “swimming” has been marked as a battleship, the player who marked it must describe the word without saying it. If their partner can guess it, they “sink” the battleship and can choose another cell on the grid. The object of the game is to sink all of your partner’s battleships by a) guessing the correct grid reference, and b) guessing the vocabulary word. Obviously it is in each player’s interests to make the definitions of their words as oblique as possible, so this is a good game for encouraging creative and lateral thinking!
- Make any of these activities into a competition – individual or team – with points given for correct answers, and prizes. The teacher could even deduct points for incorrect answers. Prizes could be awarded for the first student to answer a question correctly, or the student who wins the vocabulary bingo, or who can think of the most new words on the same topic without a dictionary. For a fun group competition there could be a league, with the same teams competing in each lesson for points that accumulate towards a running total. It depends on how competitive your students are!

Assessment:

As with the other free practice activities in Talk a Lot (show and tell, discussion questions and information exchanges) assessment is performed by the teacher checking and correcting during the task, giving individual and group feedback, and referring students back to the grammar learnt from forming the sentence blocks. The students’ achievement in this activity is also recorded as part of their overall lesson score (for accuracy and effort) by the teacher on each student’s course report.

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Talk a Lot

Student Course Report

Name: _____

Start Date: _____

Class: _____

Lesson	Vocabulary Test /20	Lesson Test /40	Lesson Mark – Accuracy /10	Lesson Mark – Effort /10	Total Marks /80	Teacher's Comments
Crime						
Sport						
Music						
Weather						
Animals						
Cars						
The Human Body						
Colours and Numbers						
Life Events						
Nature						
Final Exam /100						
Course Total Mark						
Course Final Grade						
Attendance /30 GLH		Attendance as a %				

Talk a Lot

Sentence Blocks – Q & A

Q: What is a sentence block?

A: A sentence block is a group of eight consecutive sentences, made up of seven lines, that forms a two-way conversation. It consists of positive and negative sentences, and two question forms – a wh- question and two questions with inversion (“yes-no” questions).

Q: What is a starting sentence?

A: The first sentence in a sentence block.

Q: What is a wh- question word?

A: A question word that begins with “wh-”. For example, “what”, “where”, “when”, “who”, “why”, “whose”, and “which”. “How” is also a wh- question word because it contains the letters “h” and “w”. Wh- questions are asked to obtain information, rather than a “yes” or “no” answer. They have a **falling intonation**, which means that the tone of your voice does not go up at the end of the question, as it does with “yes-no” questions.

Q: What is a question with inversion?

A: Also known as a “yes-no” question, because the answer is usually “yes” or “no”, a question with inversion is a question where the subject and verb have been swapped around (or “inverted”). They always start with an auxiliary verb (be, have, or do), a modal auxiliary verb (e.g. can, will, must, should, etc.), or verb “to be”. For example, this sentence is a statement: “John is a DJ”. To make this statement into a question with inversion we need to swap around the verb (“is”) and the subject (“John”) to make: “Is John a DJ?” Questions with inversion always have a **rising intonation**, which means that the tone of your voice has to go up at the end of the question.

Q: What is an auxiliary verb?

A: Auxiliary verbs are helping verbs. They don’t have any meaning of their own in the sentence, but they help the main verb to form a verb phrase. For example, in this sentence: “Jean was riding her horse in the field for half an hour this morning”, “was” is an auxiliary verb (from verb “to be”) which works together with the main verb “riding” to make the past continuous verb form. There are three primary auxiliary verbs in English: “be”, “have” and “do”, as well as modal auxiliary verbs such as “can”, “will” and “must”.

Q: What is each of the eight verb forms used for?

A: The uses of the verb forms studied during this course can be summarised as follows:

Present Simple:	to talk about regular actions and things that are always true
Past Simple:	to talk about completed actions in the past
Present Continuous:	to talk about what is happening at the moment
Past Continuous:	to talk about continuous actions in the past: what was happening when...
Present Perfect:	to talk about past actions which are quite recent or relevant to now
Modal Verbs:	to talk about permission, possibilities, ability, and probability
Future Forms:	to talk about future plans, predictions and intentions
First Conditional:	to talk about what will happen if a certain condition is met

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Talk a Lot

Sentence Blocks – Six Great Tips for Students

1. During each lesson we work with the same verb forms in the same order. Look for patterns. Each lesson try to apply what you have learnt in previous lessons.

2. After a "wh" question or phrase (such as "What time...?" or "How long...?") there must follow an auxiliary verb or main verb "to be".

3. Questions with inversion always start with an auxiliary verb or main verb "to be".

4. In questions with inversion the subject of the sentence must follow the auxiliary verb.

5. If there is either auxiliary verb **be** or **have** in the starting sentence, use it to make the questions and answers that follow. If there isn't, you must use **do** as an auxiliary verb to make the questions and answers.

6. Use as much of the starting sentence in the resulting questions and answers as you can.

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Sentence Blocks

For full instructions see page 8

Talk a Lot

Crime

Sentence Blocks:

1. (*Present Simple*) My sister's boyfriend is in prison for arson.

Who

2. (*Present Continuous*) Lola and Susan are picking up litter outside the hospital, as part of their community service.

What

3. (*Past Simple*) Jack was a witness at the trial of his brother Billy last month.

When

4. (*Past Continuous*) Molly's friends were shoplifting at the newsagent's after school.

Whose

5. (*Present Perfect*) PC Lincoln has arrested Jane five times for various petty crimes.

How many

6. (*Modal Verbs*) We have to do something soon about the problem of anti-social behaviour.

What

7. (*Future Forms*) I'm going to get a burglar alarm next week, because I'm really scared of criminals breaking into my home.

Why

8. (*First Conditional*) If we find the defendant guilty, he will go to prison for at least ten years.

Where

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Talk a Lot

Sport

Sentence Blocks:

1. (*Present Simple*) Mick plays rugby for the Doncaster Falcons every Saturday.

When

2. (*Present Continuous*) Charlotte is playing basketball with her friends Jules and Mandy.

Who

3. (*Past Simple*) We queued at the stadium for about two and a half hours this morning to get our new season tickets.

Where

4. (*Past Continuous*) Jason was running faster than usual because he wanted to beat his personal best.

Why

5. (*Present Perfect*) Our team has reached the semi-finals of the women's amateur volleyball championship six times.

How many

6. (*Modal Verbs*) You should put chalk on your cue fairly often during a game of snooker or pool.

What

7. (*Future Forms*) I'm going to cancel your subscription to Sky Sports, because you hardly ever watch it!

Why

8. (*First Conditional*) If it rains heavily they will cancel the motor racing.

What

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Talk a Lot

Music

Sentence Blocks:

1. (*Present Simple*) Alex's brother loves listening to rock music on the way to work.

When

2. (*Present Continuous*) Marion is singing a song that was written by George Gershwin.

What

3. (*Past Simple*) We saw a great jazz concert at the Palace Theatre last night.

Where

4. (*Past Continuous*) The audience were getting angry because the band were over an hour late.

Why

5. (*Present Perfect*) Two of the strings on my acoustic guitar have just broken.

How many

6. (*Modal Verbs*) Joanne can play the saxophone really well.

Who

7. (*Future Forms*) This track will take four minutes to download because you have a slow broadband connection.

Why

8. (*First Conditional*) If you're a fan of R & B you will probably also love soul music.

What

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Talk a Lot

Weather

Sentence Blocks:

1. (*Present Simple*) I feel great when the sun shines.

When

2. (*Present Continuous*) David is clearing the ice from his car windscreen.

What

3. (*Past Simple*) Cathy forgot to take her umbrella with her to work this morning.

Who

4. (*Past Continuous*) On the TV weather forecast last night they were predicting sleet and snow for next weekend.

What

5. (*Present Perfect*) The kids have got a bit of a tan by lying on the beach all morning.

How

6. (*Modal Verbs*) You need to go to the garage because your fog lamps are broken.

Why

7. (*Future Forms*) They're going to build a massive wind farm on the fields behind my uncle's farm.

Where

8. (*First Conditional*) If it stops raining in a minute we can go out for a walk.

What

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Talk a Lot

Animals

Sentence Blocks:

1. (*Present Simple*) Peter thinks that gorillas are the most dangerous animals in the world.

Who

2. (*Present Continuous*) The spider is spinning a web so that it can catch and eat flies.

Why

3. (*Past Simple*) When I went to Australia I saw some wild kangaroos.

When

4. (*Past Continuous*) Jean was riding her horse in the field for half an hour this morning.

What

5. (*Present Perfect*) We've got three cats, two dogs, and a goldfish called Oscar.

How many

6. (*Modal Verbs*) The bears at the zoo must be fed at least five times a day.

Which

7. (*Future Forms*) Carol is taking her puppy Goldie for a walk to the fountain after tea.

Where

8. (*First Conditional*) If you don't move out of the way, you'll get stung by that wasp.

What

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Talk a Lot

Cars

Sentence Blocks:

1. (*Present Simple*) Your car is illegally parked in a no parking zone.

Where

2. (*Present Continuous*) Sam is sticking to the speed limit because he's already got six points on his licence.

Why

3. (*Past Simple*) My best friend Laura bought a new Mazda CX-7 last weekend.

Who

4. (*Past Continuous*) I was wondering whether I could borrow the car for a few hours tomorrow night.

What

5. (*Present Perfect*) Penny has had her blue VW Golf since before her husband died.

How long

6. (*Modal Verbs*) You should look in your mirrors before indicating.

What

7. (*Future Forms*) After a few more lessons you will be able to take your driving test.

When

8. (*First Conditional*) If you break down, wait with your vehicle by the side of the road.

What

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Talk a Lot

The Human Body

Sentence Blocks:

1. (*Present Simple*) I brush my teeth twice a day.

How often

2. (*Present Continuous*) Terry is showing his friends the stitches in his shoulder.

What

3. (*Past Simple*) Last year Robert was the tallest child in Mr. Brown's class.

Who

4. (*Past Continuous*) Our legs were aching because we'd just run over ten miles.

Why

5. (*Present Perfect*) Veronica's had her nose pierced at that new salon on the corner of Maitland Street.

Where

6. (*Modal Verbs*) Carrie has to inject herself with insulin three times a day because she's got diabetes.

Why

7. (*Future Forms*) Tracey is planning to have a facelift in August.

When

8. (*First Conditional*) If you don't wear sun cream your skin will get burned.

What

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Talk a Lot

Colours and Numbers

Sentence Blocks:

1. (*Present Simple*) There are five green apples left in the fruit bowl.

How many

2. (*Present Continuous*) Kim is wearing her new orange jacket because she thinks that it goes with her light green skirt.

Why

3. (*Past Simple*) I saw eight kids wearing blue baseball caps on my way to work this morning.

When

4. (*Past Continuous*) Alan was taking a box of five hundred brown envelopes to the stockroom when he slipped on a wet floor.

Who

5. (*Present Perfect*) Eddie has bought his wife a dozen red roses once a month since Valentine's Day.

How often

6. (*Modal Verbs*) Becky and Jeffrey have to decide between a black Mercedes and a silver Prius.

What

7. (*Future Forms*) We'll order a couple of white limos from Ellis's to take us to the party.

Where

8. (*First Conditional*) If fewer than forty people come to the opening night, the whole thing will be a disaster.

What

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Talk a Lot

Life Events

Sentence Blocks:

1. (*Present Simple*) Ken's wife is terminally ill with cancer.

Whose

2. (*Present Continuous*) Lee is having a party to celebrate his fortieth birthday.

Why

3. (*Past Simple*) Lorna graduated from Hull University last July.

When

4. (*Past Continuous*) I was telling your mother at the funeral how much I miss your Uncle Jim.

What

5. (*Present Perfect*) Ron and Julie have been married for eight years.

Who

6. (*Modal Verbs*) I can see my kids once a month.

How often

7. (*Future Forms*) Alice is going to be a bridesmaid at Nicky and Ray's wedding in May.

Where

8. (*First Conditional*) If you help me wash the car, I'll give you some extra pocket money.

What

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Talk a Lot

Nature

Sentence Blocks:

1. (*Present Simple*) Theresa walks on the beach every day with her dog Domino.

Who

2. (*Present Continuous*) I'm standing in the garden watching the most spectacular sunset.

What

3. (*Past Simple*) After the storm we saw a rainbow over the field opposite Jessie's farm.

When

4. (*Past Continuous*) We were cycling through the forest last Saturday when we discovered a trail that led to a beautiful lake.

Where

5. (*Present Perfect*) I've always wanted to try rock climbing.

What

6. (*Modal Verbs*) You must send me some photos from your trip to the ocean, because I'd love to go there myself.

Why

7. (*Future Forms*) Michael and his brothers are going to plant some oak trees on the land next to that patch of yellow flowers.

Where

8. (*First Conditional*) I'll be really happy on Tuesday if our Geography exam is cancelled.

How

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Talk a Lot

Sentence Block Extensions

----- ✂ -----

Crime:

Make new sentence blocks from the starting sentences in this lesson using different “wh-” question words:

	WHAT	WHERE	WHEN	WHO	WHY	WHICH	HOW
1.	what	where			why		
2.	what (2 nd)	where		who	why		
3.	what	where		who		which	
4.	what	where	when	who			
5.	what			who (x2)	why		
6.			when	who		which	
7.	what		when				
8.			when				how long

----- ✂ -----

Sport:

Make new sentence blocks from the starting sentences in this lesson using different “wh-” question words:

	WHAT	WHERE	WHEN	WHO	WHY	WHICH	HOW
1.	what (x2)			who (x2)			how often
2.	what (x2)			who (2 nd)			
3.	what		when		why		how long
4.	what			who			how fast
5.	what (x2)					which	
6.	what (2 nd)	where	when				how often
7.	what (x2)					which	
8.	what (2 nd)		when				

----- ✂ -----

Music:

Make new sentence blocks from the starting sentences in this lesson using different “wh-” question words:

	WHAT	WHERE	WHEN	WHO	WHY	WHICH	HOW
1.	what (x2), what kind			who, whose			
2.	what (2 nd)			who		which	
3.	what (x2), what kind		when			which	
4.				who			
5.	what (x2)					which	
6.	what (x2)					which	how well
7.	what					which	how long
8.	what kind					which	

----- ✂ -----

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Talk a Lot

Sentence Block Extensions

----- ✂ -----
Weather:

Make new sentence blocks from the starting sentences in this lesson using different “wh-” question words:

	WHAT	WHERE	WHEN	WHO	WHY	WHICH	HOW
1.	what						how
2.	what (2 nd)	where		who		which	
3.	what (x2)	where	when				
4.		where	when				
5.	what			who			
6.	what	where					
7.	what, what kind						
8.		where	when				

----- ✂ -----
Animals:

Make new sentence blocks from the starting sentences in this lesson using different “wh-” question words:

	WHAT	WHERE	WHEN	WHO	WHY	WHICH	HOW
1.	what, what kind					which	
2.	what (x2)						
3.	what, what kind (x2)	where					
4.	what (2 nd)	where	when	whose		which	how long
5.	what (x2)						how many (x3)
6.	what	where	when				how often
7.	what (2 nd)		when	who (x2)		which	
8.	what (2 nd)						how

----- ✂ -----
Cars:

Make new sentence blocks from the starting sentences in this lesson using different “wh-” question words:

	WHAT	WHERE	WHEN	WHO	WHY	WHICH	HOW
1.	what			whose		which	
2.	what (x2)			who			
3.	what, what kind		when			which (x2)	
4.	what (2 nd)						
5.	what, what kind, what colour			who		which	
6.	what (2 nd)	where	when				
7.	what (x2)					which	
8.	what (2 nd)	where	when			which	

----- ✂ -----

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Talk a Lot

Sentence Block Extensions

----- ✂ -----

The Human Body:

Make new sentence blocks from the starting sentences in this lesson using different “wh-” question words:

	WHAT	WHERE	WHEN	WHO	WHY	WHICH	HOW
1.	what		when				
2.	what (2 nd)			who		which	
3.			when			which (x2)	
4.	what						
5.	what			who		which	
6.	what (x2)		when	who		which	how often
7.	what (x2), what kind			who			
8.	what (2 nd)						

----- ✂ -----

Colours and Numbers:

Make new sentence blocks from the starting sentences in this lesson using different “wh-” question words:

	WHAT	WHERE	WHEN	WHO	WHY	WHICH	HOW
1.	what, what kind	where					
2.	what (x2), what colour			who		which	
3.	what, what kind, what colour			who			how many
4.	what (x2), what kind, what colour	where				which	how many (x2)
5.	what, what kind, what colour		when	who (x2)			how many
6.	what (2 nd)			who		which	
7.	what, what kind, what colour				why	which	how many
8.	what (2 nd)						

----- ✂ -----

Life Events:

Make new sentence blocks from the starting sentences in this lesson using different “wh-” question words:

	WHAT	WHERE	WHEN	WHO	WHY	WHICH	HOW
1.	what			who			
2.	what (x2)			who		which	
3.	what	where		who		which	
4.	what (2 nd)	where	when	who (x2)		which	
5.							how long
6.	what		when	who		which	
7.	what (x2)		when	who, whose		which	
8.	what (2 nd)		when				

----- ✂ -----

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Talk a Lot

Sentence Block Extensions

----- ✂ -----
Nature:

Make new sentence blocks from the starting sentences in this lesson using different “wh-” question words:

	WHAT	WHERE	WHEN	WHO	WHY	WHICH	HOW
1.	what	where	when	who (2 nd)		which	how often
2.	what (2 nd)	where					
3.	what	where				which	
4.	what (x2)		when				
5.	what (2 nd)					which	how long
6.	what (x2)					which	how many
7.	what (x2), what kind			who		which	how many
8.	what		when				

----- ✂ -----

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Discussion Questions

For full instructions see page 13

Talk a Lot

Crime

Discussion Questions:

1. Think of ten different crimes and make a table like the one below:

Serious Crimes:	Petty Crimes:

2. Which crime(s) are you most afraid of? Why? What can society do to fight crime?

3. Would capital punishment solve the problem of prison overcrowding? Why? / Why not?

4. Have you or a friend / family member ever been a victim of crime? What happened? How did you / they feel? Was justice done in the end?

5. Which activities are illegal in your country but legal in other countries?

6. How should society help victims of crime?

7. Do you enjoy watching TV programmes and films about crime, or reading books about crime? Which ones? Why is crime such a popular subject for entertainment? Should it be?

8. What would you do if you were accused, tried, found guilty, and sent to prison for a crime that you didn't commit?

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Talk a Lot

Sport

Discussion Questions:

1. What is your favourite sport... a) to play b) to watch? Why?
What is the most boring sport... a) to play b) to watch? Why?

2. Which sport would you most like to try? Why?
Which sport would you never try? Why not?

3. What is... a) the most dangerous sport b) the safest sport?

4. Do you go out to watch live sport regularly? Why? Where do you go?
How often? Describe the last live sporting event that you watched.

5. Do you think that professional sportsmen and women should have a cap
(limit) on their wages? Why? / Why not?

6. Describe the rules of your favourite sport and how to play it.

7. Why don't more young people play sport? Should it be compulsory in
schools? Why? / Why not?

8. Invent your own sport! Think about:

a) name b) how to play (aim) c) location d) rules e) no. of players

f) equipment used g) kit h) competitions and trophies i) why people play it

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Talk a Lot

Music

Discussion Questions:

1 . What is your favourite...? Why?

a) kind of music b) group c) singer d) radio station e) song f) instrument

2 . Tell me about the best concert that you have ever been to. Who performed? Where was it? When was it? Why was it memorable?

3 . What kind of music makes you turn off the radio or TV, or change

channel? Why don't you like it?

4 . Can you play a musical instrument? Tell me about it. What level are you? Was it easy to learn? Do you play in a group or an orchestra? Tell me about it. If no, why not? Would you like to start learning to play a musical instrument?

5 . What would life be like without music? Can you imagine it? How would you feel if you could never hear music again? What would you miss? Why?

6 . Tell me about the different times when you listen to music during the day, from when you wake up until you go to bed.

7 . Do you think that pop stars and rock groups get paid too much? Would you like to be a famous singer or musician? Why? / Why not?

8 . What was the last piece of music that you bought?

Have you ever downloaded music from the internet? What do you think about people who download music illegally? Are they criminals? If yes, how should they be punished? If no, why not? How would you feel if your work was being shared by millions of people, but you didn't make a penny from it?

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Talk a Lot

Weather

Discussion Questions:

1 . What is your favourite kind of weather? Why?

What is your least favourite kind of weather? Why?

2 . Tell me about a time when the weather made you change your plans.

3 . What is the weather usually like where you live in...?

a) spring b) summer c) autumn d) winter

4 . Which countries do you associate with...?

a) flooding b) drought c) forest fires d) tsunami

5 . What do you wear outdoors / take with you when it is...?

a) hot b) snowing c) sleeting d) wet and windy

6 . Do you listen to / read the weather forecast? Do you think it's accurate?
Why? / Why not? What different ways are there to find out what the weather
will be like?

7 . What's the weather like at the moment? What will it be like tomorrow?
Why do people like talking about the weather?

8 . What is the worst weather you have ever seen? Have you ever
experienced extreme weather, such as hurricanes, cyclones, tsunami,
flooding, etc.? What happened?

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Talk a Lot

Animals

Discussion Questions:

1. What is your favourite... a) animal, b) bird, c) fish, d) insect, e) reptile? Why? What is the most delicious animal? What is the most boring animal?

2. What animals, birds and insects can you see where you live – in your garden and in your area?

3. Have you got any pets?

Tell me about them. Are you planning to get any more? Why? / Why not?

4. What would you do if you found an injured animal or bird by the side of the road?

5. What should we do about endangered species such as the blue whale, the cheetah, and the snow leopard?

6. Have you ever seen wild animals up close, such as lions, tigers, elephants, giraffes, bears, etc.? Where? Describe them.

7. Is it cruel to lock up animals and birds behind bars in zoos and safari parks? Why? Are there any benefits for them and for us? Tell me more.

8. If you could be any animal, bird, fish, insect, or reptile in the world for a day, what would you be? Why? What would you do?

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Talk a Lot

Cars

Discussion Questions:

1. Do you drive? What kind of car do you drive? How often do you drive?

2. How did you learn to drive? How many lessons did you have?

What was the name of your teacher? Describe them. Did anything funny, or dangerous, happen to you while you were learning to drive?

3. Have you ever suffered from road rage? Do any of your friends or family suffer from it? What do you / they do? How do you feel about it? How can we avoid road rage? What kind of road users do you dislike? Why?

4. How well do you know the Highway Code, or the rules of the road in your country? Tell me... a) three things that you *must* do whilst driving, b) three things that you *mustn't* do whilst driving, c) describe three different road signs, and tell me what they mean:

5. Describe your car (or a friend's car) inside and out. Tell me your history with it. Where did you get it from? Why did you buy it? How many miles/km have you done in it? What is the furthest you have travelled in it? Imagine that you wanted to sell it. How would you advertise it?

6. What other vehicles can you drive? What would you like to learn to drive?

7. Do you wear a seatbelt? Why? / Why not? Is it compulsory in your country?

8. What is the future for drivers? Will we all still be driving cars in 30 years' time? Will we still be using petrol and gas? If not, how will we get around?

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Talk a Lot

The Human Body

Discussion Questions:

1. What do you like the most / the least about your body? What would you like to change about your body if you could?

2. Would you ever consider having plastic surgery? If yes, what would you have done, and how would you pay for it? If no, why not?

3. How often do you get your hair cut?

Where do you get it cut? How much does it cost? Would you recommend your hairdresser? When did you last have a new hairstyle? When are you planning to have a new one? Have you got any tattoos or body piercings? If yes, where are they? Why do people have them?

4. In your opinion, who are the most attractive people in the world? Why are they attractive? What makes a person attractive? Is beauty only skin deep?

5. How would you feel, and how would you handle it, if you lost your...
a) hair b) sense of taste c) sight d) hearing e) arms f) legs g) speech?

6. Would you like your body to be cryogenically frozen when you die so that you can perhaps be brought back to life in the future? Why? / Why not?

7. Do you carry a donor card? Would you like to give another person part of your body when you die? Why? / Why not? Should it be compulsory to carry a donor card?

8. If you could swap bodies with somebody else for one day, who would it be? Why? What would you do?

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Talk a Lot

Colours and Numbers

Discussion Questions:

1. Which number is the most difficult to spell in English?
Which numbers are the most difficult to pronounce in English? Why? How can you practise them?

2. What is your mobile number? Do you know it by heart? If not, why not?
What are the three most important numbers in your phone book? Why?

3. What is your favourite colour?

Why? What colour clothes and shoes do you prefer? Does wearing clothes and shoes with different colours affect how you feel? Tell me more.

4. Do you have a lucky number? What is it? Why is it lucky for you? What other numbers or dates are important to you?

5. How many people do you know? How many are close friends? How many are best friends? Tell me about them. How many people are there in your... a) immediate family, b) extended family?

6. Which colours make up a rainbow?

When do rainbows appear? How do you feel when you see one? What does a rainbow symbolise to you?

7. How far can you count in English? How did you first learn to read and say numbers in English? Do you know ordinal numbers, e.g. first, second, third, etc.? When do we need to use ordinal numbers?

8. Do you prefer colour or black and white films and photographs? Why?
What are the good points of both kinds?

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Talk a Lot

Life Events

Discussion Questions:

1. When were you born? What did you do to celebrate your last birthday? Tell me about your childhood. Are you still in touch with your friends from school/college/university?

2. Did you enjoy school? What were your favourite / least favourite lessons? Why? Describe some memorable teachers. Who was your best friend at school? Who was the most popular / least popular student at your school? Why? Do you know what they're doing now?

3. Tell me about your first boyfriend / girlfriend. How long did you go out with them for? Why did you break up? Are you still in touch?

4. Talk about your first job. Where did you work and what did you do? How much did you earn? Where do you work now? Have you ever been promoted or made redundant? Why? How did you feel? What did you do?

5. Have you got a partner? Are you engaged or married? When did you get married? Describe your engagement party / wedding day. Did you have a hen night / stag night? What traditions are there in your culture to do with getting married? How does being married differ from being single? How is divorce considered in your society?

6. Do you have any children? Tell me about them. How are they like you?

7. Have you ever been to a funeral? Whose was it? Describe the whole day. What would you like to happen to you after you die? Do you believe in life after death? Why? / Why not?

8. What was the happiest time in your life? Why? What are you looking forward to the most? Why? What do you fear the most? Why?

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Talk a Lot

Nature

Discussion Questions:

1 . Tell me about the seasons in your country. How do the countryside, weather, and climate change throughout the year? How do you have to change the way you live?

2 . What are the advantages and disadvantages of living in the countryside, compared to living in the city? Which way of life do you prefer?

3 . Do you like to visit the countryside? What do you do? Have you ever...

- a) camped in the open air?
- b) been fishing in a river?
- c) swum in the sea?
- d) skated on a frozen lake?

- e) climbed a rock face or mountain?
- f) ridden a horse?
- g) cycled a forest trail?
- h) gone for a ten mile hike?

4 . What dangers can be found in the countryside?

Have you ever experienced any of them? How did you cope?

5 . Do you have a garden or an allotment? If yes, how much time do you spend there? What plants and / or vegetables do you grow? Would you like to become self-sufficient and live off only what you grow? Why? / Why not?

6 . What things *should* we do when we visit the countryside, and what things *shouldn't* we do? Why? / Why not?

7 . Do you have national parks in your country? Tell me about them. Why do some countries have national parks?

8 . How can we protect our natural environment? Is it important to do so? Why? Why not?

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Information Exchanges

For full instructions see page 14

Talk a Lot

Crime – Murder Mystery

Student A:

Ask and answer questions to complete the gaps. In 1884, banker Sir Harold Crompton was poisoned at his London town house. Study the evidence below and expose the murderer:

	HILARY WILLOUGHBY	PETER WITHERS
Age:		49
Occupation:	none	
Hobbies:		gambling, drinking, angling
Relationship to Sir Harold:	neighbour	
Location at Time of Death:		cellar
Possible Motive:	angry about Sir Harold's plans to build near her home	
Other Evidence:		fingerprints, footprints

	DANIEL CROMPTON	LADY JOSEPHINE CROMPTON
Age:	19	
Occupation:	trainee chemist	
Hobbies:		baking, buying fine jewellery
Relationship to Sir Harold:		wife (42 years)
Location at Time of Death:	dining room	
Possible Motive:	believed that he would only inherit £500	
Other Evidence:		love letter, handkerchief

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Student B:

Ask and answer questions to complete the gaps. In 1884, banker Sir Harold Crompton was poisoned at his London town house. Study the evidence below and expose the murderer:

	HILARY WILLOUGHBY	PETER WITHERS
Age:	78	
Occupation:		unemployed
Hobbies:	hunting, collecting butterflies	
Relationship to Sir Harold:		former butler
Location at Time of Death:	garden	
Possible Motive:		sacked by Sir Harold two weeks ago for being late
Other Evidence:	photo in Sir Harold's pocket	

	DANIEL CROMPTON	LADY JOSEPHINE CROMPTON
Age:		63
Occupation:		charity work
Hobbies:	reading, long walks alone	
Relationship to Sir Harold:	stepson	
Location at Time of Death:		kitchen
Possible Motive:		felt trapped in a loveless marriage; was having an affair
Other Evidence:	unpaid debts, leather coat	

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Talk a Lot

Sport – Which Sport is the Easiest to Learn?

Student A:

Ask and answer questions to complete the gaps, then decide which sport is the easiest to learn:

	FOOTBALL	BASEBALL
Aim:		hit ball, touch markers, score runs
Equipment:	football, feet, goals	
Actions:		run, throw, hit, touch markers
Team / Individual:	11 players (team)	
Duration of Match:	2 halves of 45 minutes each	
Locations:		diamond, field, stadium
An Important Rule:	only the goalkeeper should handle the ball during play	

	ICE HOCKEY	TENNIS
Aim:	score goals	
Equipment:		tennis ball, tennis racquet, net
Actions:	skate, shoot, hit, pass, score	
Team / Individual:		2 players (singles), 4 players (doubles)
Duration of Match:		best of 3 or 5 sets
Locations:	ice rink, stadium	
An Important Rule:		players may serve either underhand or overhand



Student B:

Ask and answer questions to complete the gaps, then decide which sport is the easiest to learn:

	FOOTBALL	BASEBALL
Aim:	score goals	
Equipment:		baseball, baseball bat, markers
Actions:	run, kick, pass, throw, score	
Team / Individual:		9 players (team)
Duration of Match:		9 innings
Locations:	park, pitch, ground, stadium	
An Important Rule:		pitchers can only take one step backward and one step forward

	ICE HOCKEY	TENNIS
Aim:		score points, win games and sets
Equipment:	puck, stick, protective clothing	
Actions:		serve, hit, rally, smash, score, win
Team / Individual:	6 players (team)	
Duration of Match:	3 x 20 minute periods	
Locations:		court, club, park
An Important Rule:	players must not kick or throw the puck into the goal	

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Talk a Lot

Music – Which Instrument is the Funkiest?

Student A:

Ask and answer questions to complete the gaps, then decide which instrument you would most like to learn:

	PIANO	DRUM KIT
Type of Instrument:		percussion
Appearance:	large (grand piano), upright	
Parts:		drums, cymbals, sticks, brushes
Musician:	pianist	
Famous Musicians:	Ray Charles, George Gershwin	
Famous Piece of Music:		drum solos in many different rock songs
First Played:	1720s	

	VIOLIN	TRUMPET
Type of Instrument	string	
Appearance:		a brass tube bent into shape
Parts:	chin rest, fingerboard, neck, bow	
Musician:		trumpeter, trumpet player
Famous Musicians:		Dizzie Gillespie, Louis Armstrong
Famous Piece of Music:	Violin Concerto in D major by Beethoven	
First Played:		1500 BC

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Student B:

Ask and answer questions to complete the gaps, then decide which instrument you would most like to learn:

	PIANO	DRUM KIT
Type of Instrument:	keyboard	
Appearance:		collection of drums and cymbals
Parts:	keys, pedals, strings, hammers	
Musician:		drummer, percussionist
Famous Musicians:		Ringo Starr, Phil Collins
Famous Piece of Music:	Clair de Lune by Claude Debussy	
First Played:		1890s

	VIOLIN	TRUMPET
Type of Instrument		brass
Appearance:	hourglass shape, quite small	
Parts:		mouthpiece, valves, bell
Musician:	violinist	
Famous Musicians:	Yehudi Menuhin, Nigel Kennedy	
Famous Piece of Music:		Trumpet Voluntary by Jeremiah Clarke
First Played:	1500s	

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Talk a Lot

Weather – What is the Month?

Student A:

Ask and answer questions to complete the gaps in the weather report. What is the month?

	WEATHER	MAX. TEMP. – DAYTIME (°C)
Tokyo, Japan		12°C
Buenos Aires, Argentina	sunny	
Montreal, Canada		-2°C
St. Petersburg, Russia	light rain	
Nairobi, Kenya	heavy showers	
Sydney, Australia		26°C
Austin, Texas, USA	sunny	
Cape Town, South Africa	sunny	

	SEASON	TAKE / WEAR
Tokyo, Japan	spring	
Buenos Aires, Argentina		sunglasses
Montreal, Canada	winter	
St. Petersburg, Russia		warm jacket
Nairobi, Kenya		raincoat
Sydney, Australia	autumn	
Austin, Texas, USA		sunblock
Cape Town, South Africa	autumn	

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Student B:

Ask and answer questions to complete the gaps in the weather report. What is the month?

	WEATHER	MAX. TEMP. – DAYTIME (°C)
Tokyo, Japan	light showers	
Buenos Aires, Argentina		24°C
Montreal, Canada	light snow	
St. Petersburg, Russia		4°C
Nairobi, Kenya		23°C
Sydney, Australia	cloudy	
Austin, Texas, USA		31°C
Cape Town, South Africa		24°C

	SEASON	TAKE / WEAR
Tokyo, Japan		umbrella
Buenos Aires, Argentina	autumn	
Montreal, Canada		hat, scarf, gloves
St. Petersburg, Russia	winter	
Nairobi, Kenya	rainy	
Sydney, Australia		shorts and t-shirt
Austin, Texas, USA	spring	
Cape Town, South Africa		water bottle

Source: <http://www.bbc.co.uk/weather>

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Talk a Lot

Animals – Pets for Sale

Student A:

Ask and answer questions to complete the gaps. Which animal do you want to buy? Why?

	CAT	DOG
Name / Age:	Princess / 1 year old	Rollo / 4 years old
Breed:		mongrel
Colour:	white and chocolate brown	
Weight (KG):		5 KG
Food:	cat food, liver, birds	dog food, chicken, takeaways
Strengths:		
Weaknesses:	anti-social, unfriendly	stupid, ugly, greedy, dog mess
Home:		your bed, house, garden, street
Price:	£120	

	RABBIT	BABY CROCODILE
Name / Age:	Snowy / 6 months old	You can name him / 1 month old
Breed:		saltwater crocodile
Colour:	white, pink ears and nose	
Weight (KG):		200g
Food:	grass, carrots, seeds, nuts	fish, birds, mammals
Strengths:	cute, cuddly	
Weaknesses:		grows to 5 metres long
Home:	rabbit hutch in your garden	
Price:		free to a good home

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Student B:

Ask and answer questions to complete the gaps. Which animal do you want to buy? Why?

	CAT	DOG
Name / Age:		
Breed:	Siamese	
Colour:		brown, black, grey, white, yellow
Weight (KG):	800g	
Food:		
Strengths:	independent, clean, beautiful	loving, loyal, faithful, protective
Weaknesses:		
Home:	house, garden, street	
Price:		£20

	RABBIT	BABY CROCODILE
Name / Age:		
Breed:	domestic rabbit	
Colour:		dark green, yellow eyes
Weight (KG):	400g	
Food:		
Strengths:		killing for food, talking point
Weaknesses:	looks nervous, boring	
Home:		tank, bath, toilet bowl, swamp
Price:	free, you must buy the hutch	

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Talk a Lot

Cars – Buying a Used Car

Student A:

Ask and answer questions to complete the gaps. How much would you pay for each car? Why?

	USED CAR 1	USED CAR 2
Make:		Ford
Model / Year:	C4 Picasso / 2007	
No. Previous Owners:		about 8
Colour:	blue	
Mileage:		126,001
Transmission / Fuel:	manual / turbo diesel	
No. Doors / CD Player:		5 / no
Work Needed:	none	

	USED CAR 3	USED CAR 4
Make:	Honda	
Model / Year:		Golf / 1991
No. Previous Owners:	3	
Colour:		red
Mileage:	38,420	
Transmission / Fuel:		manual / petrol
No. Doors / CD Player:	5 / yes	
Work Needed:		new gearbox and wheels

-----✂-----
Student B:

Ask and answer questions to complete the gaps. How much would you pay for each car? Why?

	USED CAR 1	USED CAR 2
Make:	Citroën	
Model / Year:		Escort / 1996
No. Previous Owners:	1 careful owner (was 2 nd car)	
Colour:		brown and grey
Mileage:	10,594	
Transmission / Fuel:		manual / petrol
No. Doors / CD Player:	5 / yes	
Work Needed:		you could consider a re-spray

	USED CAR 3	USED CAR 4
Make:		Volkswagen
Model / Year:	Accord / 2006	
No. Previous Owners:		2
Colour:	silver	
Mileage:		187,190
Transmission / Fuel:	automatic / diesel	
No. Doors / CD Player:		3 / yes
Work Needed:	some damage to the front	

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Talk a Lot

The Human Body – Body Swap

Student A:

If you could swap bodies with one of these people for one day, who would you choose? Why?

	EMMA	JACK
Height:	155cm (5'1") – short	
Weight / Build:		98kg (15 stone 6 lb) / overweight
Age:	25	
Hair Colour / Length / Style:		blonde / long / pony tail
Face / Eyes:	oval, tanned / brown	
Best Feature:		eyes
Worst Feature:	long fingers	
Health:		has asthma and hay fever
Personality:	argumentative, ambitious	

	LEONARD	CATHY
Height:	189cm (6'2") – tall	
Weight / Build:	88kg (13 st. 12 lb) / athletic	
Age:		18
Hair Colour / Length / Style:		black / shoulder length / permed
Face / Eyes:	long / grey (wears glasses)	
Best Feature:	handsome face	
Worst Feature:		big feet
Health:	not bad	
Personality:		outgoing, energetic, tolerant

-----✕-----
Student B:

If you could swap bodies with one of these people for one day, who would you choose? Why?

	EMMA	JACK
Height:		178cm (5'10") – average height
Weight / Build:	55kg (8 stone 9 lb) / slim	
Age:		34
Hair Colour / Length / Style:	brown / short / wavy	
Face / Eyes:		round / green
Best Feature:	white teeth, legs	
Worst Feature:		scruffy clothes and shoes
Health:	good	
Personality:		anxious, hard-working

	LEONARD	CATHY
Height:		181cm (5'11") – quite tall
Weight / Build:		83kg (13 stone 1 lb) / plump
Age:	40	
Hair Colour / Length / Style:	black, greying / short / straight	
Face / Eyes:		round / brown
Best Feature:		smile, hair
Worst Feature:	bad teeth and gums	
Health:		excellent
Personality:	cheerful, easy-going	

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Talk a Lot

Colours and Numbers – Best Sofa Deals

Student A:

Ask and answer questions to complete the gaps. The same items are for sale in different stores. Put them in order of price from the lowest to the highest. Which store(s) will you go to? Why?

	JUST RELAX	WORLD OF SOFAS
dark blue leather sofa	£495.99	
red and white striped fabric sofa		£10.38/month x 24 payments
brown and grey double sofabed	£679 (free delivery)	
small green and orange footstool		£159
black leather recliner	£1,499 £899	
yellow wicker armchair		£185.95
luxury purple fabric chair		£855 £570 (OVER 1/3 OFF!)
medium-sized pink cushions (x4)	£99	

	REST EASY	EXOTIC SOFAS
dark blue leather sofa		£655.95 £385.95
red and white striped fabric sofa	£499 (+ £14.95 delivery)	
brown and grey double sofabed		£479.95 (free delivery)
small green and orange footstool		£169.95 £129.95
black leather recliner	£1,229	
yellow wicker armchair		£8.75/month x 24 payments
luxury purple fabric chair	£895 (SUPER PRICE!)	
medium-sized pink cushions (x4)		£99 (BOGOF = x8 cushions)

----- ✂ -----
Student B:

Ask and answer questions to complete the gaps. The same items are for sale in different stores. Put them in order of price from the lowest to the highest. Which store(s) will you go to? Why?

	JUST RELAX	WORLD OF SOFAS
dark blue leather sofa		£549 £419.95
red and white striped fabric sofa	£499 £299	
brown and grey double sofabed		£479 (+ £9.95 delivery)
small green and orange footstool	£169	
black leather recliner		£18.72/month x 48 payments
yellow wicker armchair	£195.99 (free delivery)	
luxury purple fabric chair	£689	
medium-sized pink cushions (x4)		£99 £49 (HALF PRICE!)

	REST EASY	EXOTIC SOFAS
dark blue leather sofa	£695.99 (free delivery)	
red and white striped fabric sofa		£229.95 (free delivery)
brown and grey double sofabed	£799 (+ £14.95 delivery)	
small green and orange footstool	£5.28/month x 36 payments	
black leather recliner		£1,229.95 £1,109.95
yellow wicker armchair	£195.99	
luxury purple fabric chair		£16.35/month x 48 payments
medium-sized pink cushions (x4)	£119.99	

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Talk a Lot

Life Events – Famous Lives

Student A:

Ask and answer questions to complete the gaps. Who had the most interesting life? Why?

	MARIE CURIE	YOUSSOU N'DOUR
Nationality:	Polish, then French	
D.O.B. / Birthplace:		01/10/1959 / Dakar, Senegal
Parents:	Bronisława and Władysław	
Childhood:		started to perform aged 12
Education:	keen student	
Work:		singer and percussionist
Married / Date:		Mamie Camara / 1990
Children:	2 daughters – Irène and Ève	
Died / Cause:	04/07/1934 / leukaemia	

	LEO TOLSTOY	FRIDA KAHLO
Nationality:		Mexican
D.O.B. / Birthplace:	28/08/1828 / Central Russia	
Parents:		Matilde and Guillermo
Childhood:	brought up with 3 brothers and 1 sister	
Education:		joined a gang at school
Work:		artist
Married / Date:	Sofia / 23/09/1862	
Children:		none
Died / Cause:	20/11/1910 / pneumonia	

-----X-----
Student B:

Ask and answer questions to complete the gaps. Who had the most interesting life? Why?

	MARIE CURIE	YOUSSOU N'DOUR
Nationality:		Senegalese
D.O.B. / Birthplace:	07/11/1867 / Warsaw, Poland	
Parents:		Ndèye and Elimane
Childhood:	mother and sister died	
Education:		preferred music to school
Work:	chemist and physicist, radioactivity pioneer	
Married / Date:	Pierre Curie / 1895	
Children:		4
Died / Cause:		still alive

	LEO TOLSTOY	FRIDA KAHLO
Nationality:	Russian	
D.O.B. / Birthplace:		06/07/1907 / Mexico
Parents:	lost his mother aged 2 and father aged 9	
Childhood:		tried boxing and other sports
Education:	started but didn't finish university	
Work:	wrote "War & Peace" and "Anna Karenina"	
Married / Date:		Diego Rivera / 1929
Children:	12	
Died / Cause:		13/07/1954 / blood clot

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Talk a Lot

Nature – Island Life

Student A:

Ask and answer questions to complete the gaps. Which island would you live on? Why?

	SOGGY ISLAND	ARID ISLAND
trees:		none
flowers:	orchids, sunflowers	
climate:	warm and humid	
animals/fish:		hyenas, camels / none
plants:	long grass, rice, sugarcane	
water:		an oasis
birds:	flamingos, seagulls, ducks	
landscape:	wet and soggy	
insects:		flies, cockroaches

	REDWOOD ISLAND	SNOWY ISLAND
trees:	redwood, birch, oak	
flowers:		Arctic Poppy, lichens
climate:		very cold all year round, blizzards
animals/fish:	bears, deer, horses / trout	
plants:		tundra: grasses, mosses, etc.
water:	waterfalls, rivers, lakes	
birds:		gulls, snow goose, guillemots
landscape:		mountains, rocks, snow, ice
insects:	lots of mosquitoes, caterpillars	

-----✕-----
Student B:

Ask and answer questions to complete the gaps. Which island would you live on? Why?

	SOGGY ISLAND	ARID ISLAND
trees:	willow, poplar	
flowers:		desert rose
climate:		hot and dry
animals/fish:	crocodiles, turtles / flounders	
plants:		cacti
water:	swamps, rivers, marshes	
birds:		crows, vultures
landscape:		desert; flat, rocky, dusty, empty
insects:	butterflies, crickets, spiders	

	REDWOOD ISLAND	SNOWY ISLAND
trees:		pine, fir
flowers:	roses, daisies, violets	
climate:	summer: warm; winter: cold	
animals/fish:		polar bears, wolves, moose, whales / cod
plants:	vines, bushes, nettles	
water:		lakes, icebergs, rivers
birds:	owls, woodpeckers	
landscape:	grassy plains, forests	
insects:		bees, wasps, beetles, flies

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Discussion Words and Question Sheets

For full instructions see page 15

Talk a Lot

Crime

Discussion Words:

suspended sentence	detective	fine	appeal
GBH	police station	innocence	neighbourhood watch scheme
prison sentence	victim	criminal	gun
terrorism	guilt	burglar alarm	prison
electronic tag	life sentence	community service	solicitor
trial	antisocial behaviour	punishment	suspect
blackmail	witness	theft	arson
handcuffs	judge	violence	fingerprints
police officer	drug trafficking	shoplifting	court
jury	arrest	murder	defendant

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Talk a Lot

Crime

General Questions:

1. Are there any words that you don't know? Use a dictionary to find the meanings.
2. Take some cards. Describe the word on a card without saying it.
3. How many words have... a) 1 syllable, b) 2 syllables, c) 3 syllables, d) 4 syllables, e) 5 syllables, f) 6 syllables, g) 7 syllables?
4. Put words with more than one syllable into groups according to where the strong stress falls.
5. Put the words into alphabetical order.
6. Put together words that have the same number of letters.
7. Put together words that start with the same letter.
8. How many words can you remember when they are all turned over?
9. Put words that contain the same sounds into groups (see phonetic chart on p.152).

Lesson Questions:

1. Which word sounds like... a) bought, b) left, c) while, d) line, e) sun, f) built, g) fudge?
2. Find the different kinds of crime and put them in order of how serious they are.
3. Find the different kinds of punishment and put them in order of seriousness.
4. Find words which are to do with "court".
5. Criminals have to wear this instead of going to prison, so that the authorities know where they are.
6. Criminals have to do this instead of going to prison. It is a less serious punishment than imprisonment.
7. This person gives evidence in court because they have information about the crime or the defendant.
8. Find all of the people associated with crime and say what each one does.
9. This can happen after the court case has finished, if there is new evidence.
10. This is a program that can be run locally and aims to make communities safer places in which to live.
11. This crime is when somebody demands money from you and tells you that if they don't get it they will reveal something that could damage you.

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Talk a Lot

Sport

Discussion Words:

football	badminton	commentator	ball
referee	tennis	cup	rule
racquet	score	game	motor racing
final	American football	squash	ice hockey
skiing	volleyball	boxing	cue
swimming	table tennis	Olympics	puck
snooker	hockey	team	baseball
athletics	stadium	championship	goal
winner	player	bat	supporter
sailing	match	rugby	cricket

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Talk a Lot

Sport

General Questions:

1. Are there any words that you don't know? Use a dictionary to find the meanings.
2. Take some cards. Describe the word on a card without saying it.
3. How many words have... a) 1 syllable, b) 2 syllables, c) 3 syllables, d) 4 syllables, e) 6 syllables?
4. Put words with more than one syllable into groups according to where the strong stress falls.
5. Put the words into alphabetical order.
6. Put together words that have the same number of letters.
7. Put together words that start with the same letter.
8. How many words can you remember when they are all turned over?
9. Put words that contain the same sounds into groups (see phonetic chart on p.152).

Lesson Questions:

1. Which word sounds like... a) tall, b) school, c) fame, d) catch, e) few, f) stole, g) hat?
2. Which word is an international athletics meeting that happens every four years?
3. Put all of the sports into order, from your favourite to your least favourite. Say why.
4. Which sports take place on a pitch?
5. Put all of the sports into order, from the least dangerous to the most dangerous.
6. Which word means the person or team who comes first? What is the opposite word?
7. Find all of the things that are used by players. Which sports are they used in?
8. Which sport takes place... a) on snow, b) on a track, c) on water, d) on ice, e) in a ring?
9. Put all of the sports into order, from the easiest to learn to the hardest.
10. Find all of the people and say what they do.
11. In football the winning team scores more of these than the opposing team.
12. This word means something that you must or must not do during the game.
13. Which word means a kind of competition?

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Talk a Lot

Music

Discussion Words:

drum	R & B	rock	orchestra
group	musical	saxophone	violin
brass	pop	conductor	oboe
blues	trumpet	audience	guitar
string	instrument	folk	nightclub
pop star	stereo	classical	keyboard
piano	electric guitar	wind	radio
singer	jazz	verse	double bass
musician	organ	ballet	choir
chorus	DJ	performer	hip-hop

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Talk a Lot

Music

General Questions:

1. Are there any words that you don't know? Use a dictionary to find the meanings.
2. Take some cards. Describe the word on a card without saying it.
3. How many words have... a) 1 syllable, b) 2 syllables, c) 3 syllables, d) 5 syllables?
4. Put words with more than one syllable into groups according to where the strong stress falls.
5. Put the words into alphabetical order.
6. Put together words that have the same number of letters.
7. Put together words that start with the same letter.
8. How many words can you remember when they are all turned over?
9. Put words that contain the same sounds into groups (see phonetic chart on p.152).

Lesson Questions:

1. Which word sounds like... a) wok, b) top, c) yolk, d) tyre, e) choose, f) tinned?
2. Find all of the musical instruments and describe... a) how they sound, b) how they look.
3. Find all of the different kinds (genres) of music and put them into order, from your favourite to your least favourite.
4. Name some famous groups and artists in each genre and the titles of one (or more) of their albums.
5. Where could I go to dance and listen to music?
6. This word means a group of people who sing together – often church or classical music.
7. Which word is a theatrical performance where the actors sing as well as act?
8. Which person stands in front of the orchestra and waves a baton?
9. Which word means a group of people who watch and listen to performers?
10. a) Put all of the musical instruments into order, from the easiest to learn to the most difficult to learn. b) Can you name any more musical instruments? c) Can you play any?
11. Find all of the people and say what they do.

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Talk a Lot

Weather

Discussion Words:

dry spell	umbrella	mist	cold
cyclone	sun	thermometer	drizzle
suntan	weather forecast	hurricane	snowman
snow	tsunami	rain	wind farm
flooding	wind	sunblock	heat
heat wave	fog	forest fire	sunglasses
prediction	natural disaster	winter tyres	ice
storm	hailstones	sleet	Wellington boots
windscreen wipers	raincoat	sledge	cloud
temperature	thunder and lightning	fog lamps	drought

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Talk a Lot

Weather

General Questions:

1. Are there any words that you don't know? Use a dictionary to find the meanings.
2. Take some cards. Describe the word on a card without saying it.
3. How many words have... a) 1 syllable, b) 2 syllables, c) 3 syllables, d) 4 syllables, e) 5 syllables, f) 6 syllables?
4. Put words with more than one syllable into groups according to where the strong stress falls.
5. Put the words into alphabetical order.
6. Put together words that have the same number of letters.
7. Put together words that start with the same letter.
8. How many words can you remember when they are all turned over?
9. Put words that contain the same sounds into groups (see phonetic chart on p.152).

Lesson Questions:

1. Which word sounds like... a) list, b) nice, c) dog, d) warm, e) fun, f) meet, g) proud?
2. Put the different kinds of weather into two groups: good weather and bad weather.
3. What could I wear when the weather is good?
4. Which word is something that you could make when it's cold and white outside?
5. Which word is a hot fiery planet that we are usually very happy to see in the sky?
6. Which phrase is something that you could hear on the radio or television, or read in the newspaper, which can be accurate or inaccurate?
7. What could I wear in bad weather?
8. You could find these on a car. They move backwards and forwards and help you to see where you're going.
9. Which word is something that you look at to find out how warm or cool it is outside?
10. This is a place where alternative energy is generated by many tall white turbines.
11. a) Put all of the natural disasters together in one group. b) Say where in the world each one is most likely to happen.
12. What could I put on my car when the weather becomes cold?

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Talk a Lot

Animals

Discussion Words:

zebra	crocodile	spider	kangaroo
panda	insect	tiger	lizard
bear	hippopotamus	giraffe	cat
elephant	sheep	gorilla	tortoise
ant	snail	whale	octopus
goldfish	lion	caterpillar	monkey
dog	bee	shark	cow
horse	worm	starfish	fish
mouse	butterfly	rabbit	bird
pig	dolphin	frog	mammal

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Talk a Lot

Animals

General Questions:

1. Are there any words that you don't know? Use a dictionary to find the meanings.
2. Take some cards. Describe the word on a card without saying it.
3. How many words have... a) 1 syllable, b) 2 syllables, c) 3 syllables, d) 4 syllables, e) 5 syllables?
4. Put words with more than one syllable into groups according to where the strong stress falls.
5. Put the words into alphabetical order.
6. Put together words that have the same number of letters.
7. Put together words that start with the same letter.
8. How many words can you remember when they are all turned over?
9. Put words that contain the same sounds into groups (see phonetic chart on p.152).

Lesson Questions:

1. Which word sounds like... a) third, b) iron, c) sat, d) wizard, e) park, f) sale, g) me?
2. Find all of the... a) insects, b) mammals, c) reptiles, d) sea creatures, e) pets.
3. a) Put together all of the animals that live in your country. b) In which parts of the world do the other animals live?
4. Put the animals into order, from the smallest to the largest.
5. Which animal(s) can... a) swim underwater, b) spin a web, c) fly, d) jump very high?
6. a) Which animals can we eat? b) Put them into order, from the tastiest to the yuckiest.
7. Put the animals into order, from the most beautiful to the ugliest.
8. Which animals have got... a) four legs, b) eight legs, c) the most legs, d) no legs?
9. Put the animals into order, from the most useful to the least useful.
10. Which two animals work in a team with many others to serve their queens?
11. Which animal has the longest neck?
12. Which animals carry their homes on their backs?
13. Which animal makes each sound... a) moo, b) bark, c) roar, d) growl, e) baa, f) tweet, g) oink, h) croak, i) buzz, j) neigh, k) meow?

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Talk a Lot

Cars

Discussion Words:

engine	automatic	boot	windscreen
parking ticket	road	fuel	accelerator
zebra crossing	wheel	hazard	pedal
brake	brake light	road rage	seatbelt
accident	side mirror	tyre	learner driver
licence plate	passenger	Highway Code	driver
L-plate	clutch	ban	gear stick
Sunday driver	indicator	breakdown recovery service	battery
seat	sports car	handbrake	rear view mirror
road sign	steering wheel	dashboard	headlights

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Talk a Lot

Cars

General Questions:

1. Are there any words that you don't know? Use a dictionary to find the meanings.
2. Take some cards. Describe the word on a card without saying it.
3. How many words have... a) 1 syllable, b) 2 syllables, c) 3 syllables, d) 4 syllables, e) 5 syllables, f) 8 syllables?
4. Put words with more than one syllable into groups according to where the strong stress falls.
5. Put the words into alphabetical order.
6. Put together words that have the same number of letters.
7. Put together words that start with the same letter.
8. How many words can you remember when they are all turned over?
9. Put words that contain the same sounds into groups (see phonetic chart on p.152).

Lesson Questions:

1. Which word sounds like... a) cake, b) such, c) tan, d) fiver, e) real, f) feet, g) you'll?
2. Put all of the parts of a car into a group, and say what they're used for.
3. This is important if you want to stop the car!
4. What do I have to put on the front and back of my car if I drive before I have passed my driving test?
5. Put all of the people into a group, and say what each one does.
6. This is used by pedestrians who want to cross the road.
7. Put your foot on this pedal if you want to go faster.
8. This was invented in the stone age and has been helping us to get around ever since!
9. a) Find negative words to do with driving. b) Have you experienced any of them?
10. All drivers and passengers have to wear one of these when the car is moving.
11. This is something that gives information to drivers on the road.
12. Where could I put my shopping or luggage?
13. A driver should use these to show other drivers what they are planning to do.

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Talk a Lot

The Human Body

Discussion Words:

head	skin	bone	finger
chest	neck	elbow	blood
throat	vein	face	hair
skeleton	knee	back	hand
leg	eye	toe	liver
heart	stomach	nail	nose
tongue	ear	foot	cheek
tooth	wrist	lung	arm
chin	kidney	mouth	brain
lip	shoulder	muscle	ankle

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Talk a Lot

The Human Body

General Questions:

1. Are there any words that you don't know? Use a dictionary to find the meanings.
2. Take some cards. Describe the word on a card without saying it.
3. How many words have... a) 1 syllable, b) 2 syllables, c) 3 syllables?
4. Put words with more than one syllable into groups according to where the strong stress falls.
5. Put the words into alphabetical order.
6. Put together words that have the same number of letters.
7. Put together words that start with the same letter.
8. How many words can you remember when they are all turned over?
9. Put words that contain the same sounds into groups (see phonetic chart on p.152).

Lesson Questions:

1. Which word sounds like... a) bread, b) missed, c) why, d) lane, e) egg, f) chase?
2. Lay all of the cards on the table and arrange them to make the shape of a human body, e.g. put "hair" at the top and "foot" at the bottom.
3. Which body part(s) do I use to... a) hear, b) see, c) touch, d) breathe, e) talk, f) bite, g) run, h) smell, i) kiss, j) think, k) taste, l) scratch?
4. Which body part pumps blood to the rest of the body?
5. Which body parts come in pairs?
6. Put together in a group all of the body parts that don't have bones in them.
7. I have got four of these and a thumb on each hand.
8. Put all of the body organs in a group, and say what each one is used for.
9. This is the name for all of the bones in my body.
10. Find the joints in my... a) arms, b) legs.
11. What I eat and drink goes here first.
12. Which word means the fluid that flows through our veins?
13. I've got these on the tips of my fingers and toes.

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Talk a Lot

Colours and Numbers

Discussion Words:

nine	thirty	blue	thirteen
fourteen	red	twenty	three
hundred	seventy	purple	ninety
yellow	one	eight	twelve
five	forty	nineteen	black
ten	zero	grey	two
brown	four	eleven	fifty
seven	fifteen	orange	seventeen
eighteen	sixty	eighty	six
white	green	sixteen	pink

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Talk a Lot

Colours and Numbers

General Questions:

1. Are there any words that you don't know? Use a dictionary to find the meanings.
2. Take some cards. Describe the word on a card without saying it.
3. How many words have... a) 1 syllable, b) 2 syllables, c) 3 syllables?
4. Put words with more than one syllable into groups according to where the strong stress falls.
5. Put the words into alphabetical order.
6. Put together words that have the same number of letters.
7. Put together words that start with the same letter.
8. How many words can you remember when they are all turned over?
9. Put words that contain the same sounds into groups (see phonetic chart on p.152).

Lesson Questions:

1. Which word sounds like... a) head, b) son, c) tree, d) hello, e) sink, f) bean, g) quite?
2. Put together numbers that add up to... a) 19, b) 65, c) 193, d) 7, e) 48, f) 107, g) 31. (You could set your own sums based on the numbers in this unit, using + - x and ÷.)
3. Find a vibrant colour and a boring colour.
4. Find the number that is half of... a) ten, b) twenty, c) thirty, d) forty, e) sixty, f) eighty, g) one hundred, h) one hundred and twenty, i) one hundred and forty.
5. Find the colour that you get when you mix together blue and yellow.
6. Which number is on its own?
7. Put all of the colours into order, from your favourite to your least favourite and give reasons for your choices.
8. Which number means nothing?
9. Which colour is also a kind of fruit?
10. Put into a group all of the numbers which contain the number... a) 1, b) 2, c) 3, d) 4, e) 5, f) 6, g) 7, h) 8, i) 9, j) 0.
11. Which colour is associated with nature and the environment?
12. Which number is... a) a couple, b) a dozen, c) a trio, d) a century?

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Talk a Lot

Life Events

Discussion Words:

bridesmaid	stag night	midwife	menopause
widow	birth	biography	wedding
funeral	education	terminal illness	affair
mistress	marriage	redundancy	groom
best man	qualification	childhood	further education
graduation	labour	coffin	pregnancy
death	adolescence	engagement	employment
friendship	custody battle	birthday	separation
divorce	teenager	bride	best friend
anniversary	first kiss	growing pains	old age

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Talk a Lot

Life Events

General Questions:

1. Are there any words that you don't know? Use a dictionary to find the meanings.
2. Take some cards. Describe the word on a card without saying it.
3. How many words have... a) 1 syllable, b) 2 syllables, c) 3 syllables, d) 4 syllables, e) 5 syllables, f) 6 syllables?
4. Put words with more than one syllable into groups according to where the strong stress falls.
5. Put the words into alphabetical order.
6. Put together words that have the same number of letters.
7. Put together words that start with the same letter.
8. How many words can you remember when they are all turned over?
9. Put words that contain the same sounds into groups (see phonetic chart on p.152).

Lesson Questions:

1. Which word sounds like... a) earth, b) room, c) neighbour, d) tried, e) carriage?
2. Put the words into the following groups: childhood, adolescence, adulthood, old age.
3. Put together all of the words to do with marriage.
4. Put the words into two groups: positive words and negative words.
5. Which word means continuing to study at college after leaving school aged sixteen?
6. a) Put all of the life events into a group. b) Put them into order of when they could happen during a person's life.
7. Put all of the people into a group, and describe each one.
8. Put all of the abstract nouns (e.g. employment) into a group and, if possible, say a verb infinitive (e.g. to employ), past participle (e.g. employed), person noun (e.g. employee), and adjective form (e.g. employed) for each one.
9. Find all of the words to do with being born.
10. These are special days when we remember events that happened on the same date.
11. Find all of the words to do with the end of somebody's life.
12. Which word means somebody who is no longer a child but not yet an adult?

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Talk a Lot

Nature

Discussion Words:

forest	river	sea	hill
countryside	land	winter	fire
cliff	stream	sky	plant
environment	season	field	ocean
reservoir	sand	flower	valley
national park	lake	sunset	spring
beach	coast	crop	mountain
air	summer	water	grass
waterfall	desert	tree	geography
bush	rainbow	autumn	wave

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Talk a Lot

Nature

General Questions:

1. Are there any words that you don't know? Use a dictionary to find the meanings.
2. Take some cards. Describe the word on a card without saying it.
3. How many words have... a) 1 syllable, b) 2 syllables, c) 3 syllables, d) 4 syllables?
4. Put words with more than one syllable into groups according to where the strong stress falls.
5. Put the words into alphabetical order.
6. Put together words that have the same number of letters.
7. Put together words that start with the same letter.
8. How many words can you remember when they are all turned over?
9. Put words that contain the same sounds into groups (see phonetic chart on p. 152).

Lesson Questions:

1. Which word sounds like... a) cream, b) pie, c) tyre, d) she, e) power, f) bear, g) hand?
2. Put together all of the items that you could find in a park.
3. a) Find all of the seasons. b) Describe the weather in your country during each one.
4. Find the word that is usually blue but is sometimes covered by clouds.
5. a) Put all of the different kinds of water together in a group. b) Put them into size order, from the smallest to the largest.
6. Find the word that can be an oak, beech, elm, lime, and many other different kinds.
7. a) Find all of the places. b) Say whether, where, and when you have visited them.
8. Which word describes the entire natural world?
9. Which place is covered with sand and has a very hot climate?
10. We need to breathe this constantly in order to live.
11. Find two words: the thing that farmers sow, and the place where they sow it.
12. This is a place that is protected so that everyone can enjoy its natural beauty.
13. a) Find the word that is very colourful. b) When can you usually see one? c) Name all of the colours that it has.

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Vocabulary Tests

For full details about assessment methods see page 3

Talk a Lot

_____ / **Crime**

Vocabulary Test:

First Language:

English:

judge

terrorism

life sentence

suspect

punishment

violence

neighbourhood watch scheme

antisocial behaviour

victim

witness

murder

detective

prison sentence

solicitor

defendant

blackmail

innocence

appeal

trial

burglar alarm

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Talk a Lot

_____ / Sport

Vocabulary Test:

First Language:

English:

football

tennis

game

volleyball

team

hockey

ball

swimming

stadium

rugby

supporter

snooker

match

squash

motor racing

score

skiing

athletics

championship

sailing

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Talk a Lot

_____ / **Music**

Vocabulary Test:

First Language:

English:

jazz

violin

radio

guitar

ballet

pop

nightclub

audience

rock

piano

musician

group

classical

instrument

choir

drum

conductor

hip-hop

orchestra

trumpet

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Talk a Lot

_____ / **Weather**

Vocabulary Test:

First Language:

English:

sun

wind

ice

temperature

rain

sunglasses

heat

storm

fog

thermometer

heat wave

umbrella

snow

suntan

wind farm

cold

natural disaster

weather forecast

thunder and lightning

sledge

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Talk a Lot

_____ / **Animals**

Vocabulary Test:

First Language:

English:

insect

cow

giraffe

cat

bear

pig

monkey

dog

goldfish

bird

sheep

bee

horse

spider

lion

mammal

elephant

fish

kangaroo

tiger

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Talk a Lot

_____ / **Cars**

Vocabulary Test:

First Language:

English:

engine

windscreen

brake

accident

clutch

wheel

road sign

battery

tyre

gear stick

licence plate

accelerator

passenger

indicator

parking ticket

handbrake

driver

headlights

seat

steering wheel

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Talk a Lot

_____ / **The Human Body**

Vocabulary Test:

First Language:

English:

neck

face

shoulder

heart

head

foot

hand

eye

hair

brain

arm

blood

ear

leg

finger

nose

lung

mouth

toe

chin

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Talk a Lot

_____ / Colours and Numbers

Vocabulary Test:

First Language:

English:

blue

nineteen

forty

black

twelve

brown

orange

eighteen

thirty

green

thirteen

pink

yellow

twenty

purple

red

fifteen

white

hundred

grey

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Talk a Lot

_____ / **Life Events**

Vocabulary Test:

First Language:

English:

pregnancy

bride

funeral

divorce

friendship

employment

marriage

teenager

redundancy

groom

birthday

childhood

wedding

anniversary

birth

adolescence

terminal illness

engagement

death

graduation

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

Talk a Lot

_____ / **Nature**

Vocabulary Test:

First Language:

English:

summer

sea

flower

lake

season

forest

bush

land

plant

beach

spring

hill

river

winter

grass

autumn

mountain

tree

sky

environment

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Lesson Tests

For full details about assessment methods see page 3

Talk a Lot

Lesson Test – Crime

A) Translate these words into English from the International Phonetic Alphabet (IPA):

- | | | | |
|---------------|-------|---------------|-------|
| a) /fam/ | _____ | d) /'dʒʊə.ri/ | _____ |
| b) /θeft/ | _____ | e) /kɔ:t/ | _____ |
| c) /'wɪt.nəs/ | _____ | f) /ə'rest/ | _____ |

B) Fill in the missing words in these sentence block starting sentences:

1. Jack was a witness at the _____ of his brother Billy last month.
2. We have to _____ something soon about the problem of anti-social behaviour.
3. If we find the defendant _____, he will go to prison for at least ten years.
4. PC Lincoln has arrested Jane five times for various _____ crimes.

C) Write a crime word that sounds like:

1. quilt 2. sign 3. bought 4. file 5. run 6. fudge 7. left
-

Complete the sentence blocks:

D) Verb Form: _____

- I'm going to get a burglar alarm next week, because I'm really scared of criminals breaking into my home.
- 1. _____ are you going to get a burglar alarm next week?
- Because I'm 2. _____ of criminals breaking into my home.
- 3. _____ you going to get a burglar alarm next week, because you're really scared of criminals breaking into your home?
- Yes, I 4. _____.
- Are you going to 5. _____ a burglar alarm next week, because you like the noise that they make?
- No, I'm 6. _____. I'm not going to get a burglar alarm next week, because I like the noise that they make.

E) Verb Form: _____

- Lola and Susan are picking up litter outside the hospital, as part of their community service.
- What are Lola and Susan 7. _____ up outside the hospital, as part of their community service?
- 8. _____.
- Are 9. _____ picking up litter outside the hospital, as part of their community service?
- 10. _____, they are.
- 11. _____ Lola and Susan picking up leaves outside the hospital, as part of their community service?
- No, they're not. Lola and Susan are 12. _____ picking up leaves outside the hospital, as part of their community service.

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Talk a Lot

Lesson Test – Sport

A) Write these starting sentences in the correct order:

1. it the will heavily If rains they motor cancel racing

2. for Mick the Saturday rugby Doncaster plays every Falcons

B) Complete the verbs in each starting sentence:

1. Charlotte i_____ p_____ basketball with her friends Jules and Mandy.

2. You s_____ p_____ chalk on your cue fairly often during a game of snooker or pool.

C) Sentence stress: mark the correct stress pattern for this starting sentence: “I'm going to cancel your subscription to Sky Sports, because you hardly ever watch it!”

a) ●
b) ●

Complete the sentence blocks:

D) Verb Form: _____

- Our team has reached the semi-finals of the women’s amateur volleyball championship six times.
- 1. _____ times has your team reached the semi-finals of the women’s amateur volleyball championship?
- Six 2. _____.
- Has 3. _____ reached the semi-finals of the women’s amateur volleyball championship six times?
- Yes, it 4. _____.
- Has your team 5. _____ the semi-finals of the women’s amateur volleyball championship eight times?
- No, 6. _____ hasn’t. Our team hasn’t reached the semi-finals of the women’s amateur volleyball championship eight times.

E) Verb Form: _____

- Jason was running faster than usual because he wanted to beat his personal best.
- Why was Jason 7. _____ faster than usual?
- 8. _____ he wanted to beat his personal best.
- 9. _____ Jason running faster than usual because he wanted to beat his personal best?
- 10. _____, he was.
- 11. _____ Jason running faster than usual because he wanted to get home to watch *Neighbours*?
- No, he wasn’t. Jason 12. _____ running faster than usual because he wanted to get home to watch *Neighbours*.

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Talk a Lot

Lesson Test – Music

A) Write the correct spelling for each of these words to do with music:

1. performer 2. balet 3. clasical 4. musisian 5. korus 6. rok

7. ordience 8. candactor 9. singr 10. grooup 11. muzical 12. foke

B) Match the halves of these starting sentences:

- | | |
|--|--|
| 1. Marion is singing a song | a) because you have a slow broadband connection. |
| 2. Joanne can play the saxophone | b) that was written by George Gershwin. |
| 3. This track will take four minutes to download | c) rock music on the way to work. |
| 4. Alex's brother loves listening to | d) really well. |

C) Write the names of 8 different musical instruments in alphabetical order:

Complete the sentence blocks:

D) Verb Form: _____

- We saw a great jazz concert at the Palace Theatre last night.
- 1. _____ did you see a great jazz concert last night?
- At 2. _____ Palace Theatre.
- 3. _____ you see a great jazz concert at the Palace Theatre last night?
- Yes, 4. _____ did.
- Did you see a great jazz concert at 5. _____ last night?
- 6. _____, we didn't. We didn't see a great jazz concert at the Roxy last night.

E) Verb Form: _____

- If you're a fan of R & B you will probably also love soul music.
- What 7. _____ I probably also love if I'm a fan of R & B?
- 8. _____.
- Will 9. _____ probably also love soul music if I'm a fan of R & B?
- 10. _____, you will.
- 11. _____ I probably also love classical music if I'm a fan of R & B?
- No, you 12. _____. You won't probably also love classical music if you're a fan of R & B.

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Talk a Lot

Lesson Test – Weather

A) *Sentence stress: write the content words from two starting sentences in the correct order (1, 2, 3, etc.):*

- i) forecast next weather TV weekend night sleet last snow predicting
- ii) raining stops walk go out minute

B) *Write the correct spelling for each of these weather words:*

1. umbrella 2. hurricain 3. drizlle 4. heait 5. hailstons 6. clowd
-
7. fludding 8. sunglases 9. sunami 10. syclone 11. reincoat 12. drowght
-

C) *Read the starting sentences and cross out the unnecessary word in each one:*

1. The kids have got a bit of a tan by near lying on the beach all morning.
2. David is been clearing the ice from his car windscreen.
3. They're going to build a massive wind farm on the fields behind of my uncle's farm.
4. Cathy has forgot to take her umbrella with her to work this morning.

Complete the sentence blocks:

D) *Verb Form:* _____

- You need to go to the garage because your fog lamps are broken.
- 1. _____ do I need to go to the garage?
- Because your 2. _____ are broken.
- Do 3. _____ need to go to the garage because my fog lamps are broken?
- 4. _____, you do.
- 5. _____ I need to go to the garage because my accelerator is broken?
- No, you 6. _____. You don't need to go to the garage because your accelerator is broken.

E) *Verb Form:* _____

- I feel great when the sun shines.
- When 7. _____ you feel great?
- 8. _____ the sun shines.
- 9. _____ you feel great when the sun shines?
- Yes, 10. _____ do.
- Do you feel great when it's 11. _____?
- 12. _____, I don't. I don't feel great when it's raining.

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Talk a Lot

Lesson Test – Animals

A) *Underline the stressed syllable in each word or phrase and write how many syllables there are:*

a) giraffe () b) monkey () c) octopus () d) hippopotamus () e) kangaroo ()

B) *Complete the gap in each starting sentence with one of these words:*

a) stung b) spinning c) move d) must

1. The bears at the zoo _____ be fed at least five times a day.

2. If you don't _____ out of the way, you'll get _____ by that wasp.

3. The spider is _____ a web so that it can catch and eat flies.

C) *Underline the word that is different in each group and state why:*

1. a) cat	b) kangaroo	c) rabbit	d) dog	_____
2. a) bee	b) spider	c) ant	d) starfish	_____
3. a) monkey	b) cow	c) pig	d) sheep	_____
4. a) dolphin	b) zebra	c) octopus	d) whale	_____

Complete the sentence blocks:

D) Verb Form: _____

- Peter thinks that gorillas are the most dangerous animals in the world.

- Who 1. _____ that gorillas are the most dangerous animals in the world?

- Peter 2. _____.

- 3. _____ Peter think that gorillas are the most dangerous animals in the world?

- Yes, he 4. _____.

- 5. _____ Claire and Barbara think that gorillas are the most dangerous animals in the world?

- No, 6. _____ don't. Claire and Barbara don't think that gorillas are the most dangerous animals in the world.

E) Verb Form: _____

- We've got three cats, two dogs, and a goldfish called Oscar.

- 7. _____ pets have you got?

- Three cats, 8. _____ dogs, and a goldfish called Oscar.

- 9. _____ you got three cats, two dogs, and a goldfish called Oscar?

- Yes, we 10. _____.

- Have you 11. _____ five cats, four dogs, and two goldfish called Bonnie and Clyde?

- No, we haven't. We 12. _____ got five cats, four dogs, and two goldfish called Bonnie and Clyde.

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Talk a Lot

Lesson Test – Cars

A) Write the number of syllables in each word or phrase in the boxes below:

automatic	wheel	driver	passenger	breakdown recovery service	
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
indicator	headlights	battery	windscreen	learner driver	side mirror
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

B) Which starting sentences from this unit are incorrect? Make corrections below:

1. Penny has had her blue VW Golf since 1998.
2. Your motorbike is illegally parked in a no parking zone.
3. Sam is sticking to the speed limit because he's already got six points on his licence.
4. You should look in your mirrors before indicating.

C) Write 8 parts of a car in alphabetical order; do not include words from question A):

Complete the sentence blocks:

D) Verb Form: _____

- I was wondering whether I could borrow the car for a few hours tomorrow night.
- What 1. _____ you wondering?
- 2. _____ I could borrow the car for a few hours tomorrow night.
- 3. _____ you wondering whether you could borrow the car for a few hours tomorrow night?
- Yes, I 4. _____.
- Were 5. _____ wondering whether you could have a party tomorrow night?
- No, I 6. _____. I wasn't wondering whether I could have a party tomorrow night.

E) Verb Form: _____

- If you break down, wait with your vehicle by the side of the road.
- 7. _____ should I do if I break down?
- 8. _____ with your vehicle by the side of the road.
- Should 9. _____ wait with my vehicle by the side of the road, if I break down?
- 10. _____, you should.
- 11. _____ I start walking to my mum's house, if I break down?
- No, you shouldn't. You 12. _____ start walking to your mum's house, if you break down.

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Talk a Lot

Lesson Test – The Human Body

A) Match together the two halves of each word; then write the words:

- | | | |
|---------|---------|-------|
| 1. mach | a) skel | _____ |
| 2. ney | b) che | _____ |
| 3. lder | c) sto | _____ |
| 4. le | d) kid | _____ |
| 5. eton | e) shou | _____ |
| 6. ek | f) musc | _____ |

B) Sentence stress: underline the **content words** in each starting sentence:

1. Our legs were aching because we'd just run over ten miles.
2. I brush my teeth twice a day.
3. Veronica's had her nose pierced at that new salon on the corner of Maitland Street.
4. Terry is showing his friends the stitches in his shoulder.

C) Unscramble the parts of the human body:

1. klean 2. reliv 3. eey 4. hotrat 5. ahdn 6. guln 7. toof 8. are
-

Complete the sentence blocks:

D) Verb Form: _____

- Last year Robert was the tallest child in Mr. Brown's class.
- 1. _____ was the tallest child in Mr. Brown's class last year?
- Robert 2. _____.
- 3. _____ Robert the tallest child in Mr. Brown's class last year?
- Yes, he 4. _____.
- Was 5. _____ the tallest child in Mr. Brown's class last year?
- 6. _____, he wasn't. Mike wasn't the tallest child in Mr. Brown's class last year.

E) Verb Form: _____

- Tracey is planning to have a facelift in August.
- When 7. _____ Tracey planning to have a facelift?
- 8. _____ August.
- Is Tracey 9. _____ to have a facelift in August?
- Yes, 10. _____ is.
- 11. _____ Tracey planning to have a facelift in October?
- No, she 12. _____. Tracey isn't planning to have a facelift in October.

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Talk a Lot

Lesson Test – Colours and Numbers

A) Write these words in alphabetical order:

seventy nine blue eight thirty red seven black twelve green zero hundred purple ten

B) Write a colour or number that sounds like:

1. hello 2. bread 3. town 4. free 5. night 6. plenty

C) Underline the incorrectly spelled word in each starting sentence and write each word correctly:

1. I saw eight kids wearing bleu baseball caps on my way to work this morning.
2. If fewer than fourty people come to the opening night, the whole thing will be a disaster.
3. We'll order a couple of wite limos from Ellis's to take us to the party.
4. Eddie has bought his wife a douzen red roses once a month since Valentine's Day.

Complete the sentence blocks:

D) Verb Form: _____

- Becky and Jeffrey have to decide between a black Mercedes and a silver Prius.
- What 1. _____ Becky and Jeffrey have to decide between?
- 2. _____ black Mercedes and a silver Prius.
- 3. _____ Becky and Jeffrey have to decide between a black Mercedes and a silver Prius?
- 4. _____, they do.
- Do Becky and Jeffrey have to 5. _____ between a red Mini and a green camper van?
- No, they 6. _____. Becky and Jeffrey don't have to decide between a red Mini and a green camper van.

E) Verb Form: _____

- Kim is wearing her new orange jacket because she thinks that it goes with her light green skirt.
- 7. _____ is Kim wearing her new orange jacket?
- 8. _____ she thinks that it goes with her light green skirt.
- Is Kim wearing 9. _____ new orange jacket because she thinks that it goes with her light green skirt?
- Yes, she 10. _____.
- 11. _____ Kim wearing her new orange jacket because she wants to show off to her friends?
- No, she isn't. Kim 12. _____ wearing her new orange jacket because she wants to show off to her friends.

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Talk a Lot

Lesson Test – Life Events

A) Find the life events in these mixed-up words:

- 1) miagrare 2) coohdhild 3) thrib 4) acoldscene 5) hated 6) dorvice 7) lod gea
-

B) Match the halves of these starting sentences:

- | | |
|---|---|
| 1. Ron and Julie have been married | a) last July. |
| 2. Lorna graduated from Hull University | b) I'll give you some extra pocket money. |
| 3. Ken's wife is | c) for eight years. |
| 4. If you help me wash the car, | d) terminally ill with cancer. |

C) Read the starting sentences and cross out the unnecessary word in each one:

1. Alice is going to be a bridesmaid at the Nicky and Ray's wedding in May.
2. I was telling your mother at the funeral how much I have miss your Uncle Jim.

Complete the sentence blocks:

D) Verb Form: _____

- I can see my kids once a month.
- How often 1. _____ you see your kids?
- 2. _____ a month.
- 3. _____ you see your kids once a month?
- Yes, I 4. _____.
- Can you see 5. _____ kids every week?
- No, I 6. _____. I can't see my kids every week.

E) Verb Form: _____

- Lee is having a party to celebrate his fortieth birthday.
- 7. _____ is Lee having a party?
- 8. _____ celebrate his fortieth birthday.
- Is 9. _____ having a party to celebrate his fortieth birthday?
- 10. _____, he is.
- Is Lee 11. _____ a party to celebrate passing his driving test?
- No, he isn't. Lee 12. _____ having a party to celebrate passing his driving test.

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Talk a Lot

Lesson Test – Nature

A) Fill in the missing vowels in these nature words:

1. ___ c ___ n
2. s ___ ns ___ t
3. fl ___ w ___ r
4. b ___ ch
5. m ___ nt ___ n
6. f ___ r ___ st

B) Complete the verbs in each starting sentence:

1. I' _____ s _____ in the garden w _____ the most spectacular sunset.
2. I' _____ b _____ really happy on Tuesday if our Geography exam i _____ c _____.
3. Michael and his brothers a _____ g _____ to p _____ some oak trees on the land next to that patch of yellow flowers.
4. Theresa w _____ on the beach every day with her dog Domino.

C) Underline the odd one out in each group of nature words and give a reason:

1. sea, river, field, ocean
2. winter, environment, summer, autumn
3. grass, flower, plant, beach
4. cliff, geography, beach, sea

Complete the sentence blocks:

D) Verb Form: _____

- I've always wanted to try rock climbing.
- 1. _____ have you always wanted to try?
- 2. _____.
- 3. _____ you always wanted to try rock climbing?
- 4. _____, I have.
- Have you always 5. _____ to try skydiving?
- No, I 6. _____. I haven't always wanted to try skydiving.

E) Verb Form: _____

- After the storm we saw a rainbow over the field opposite Jessie's farm.
- When 7. _____ you see a rainbow over the field opposite Jessie's farm.
- After 8. _____ storm.
- Did 9. _____ see a rainbow over the field opposite Jessie's farm after the storm?
- Yes, we 10. _____.
- 11. _____ you see a rainbow over the field opposite Jessie's farm yesterday evening?
- No, we didn't. We 12. _____ see a rainbow over the field opposite Jessie's farm yesterday evening.

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Verb Forms Practice

For full instructions see page 6

Talk a Lot

Present Simple

Sentence Blocks:

1. My sister's boyfriend is in prison for arson.

Who

2. Mick plays rugby for the Doncaster Falcons every Saturday.

When

3. Alex's brother loves listening to rock music on the way to work.

When

4. I feel great when the sun shines.

When

5. Peter thinks that gorillas are the most dangerous animals in the world.

Who

6. Your car is illegally parked in a no parking zone.

Where

7. I brush my teeth twice a day.

How often

8. There are five green apples left in the fruit bowl.

How many

9. Ken's wife is terminally ill with cancer.

Whose

10. Theresa walks on the beach every day with her dog Domino.

Who

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Talk a Lot

Present Continuous

Sentence Blocks:

1. Lola and Susan are picking up litter outside the hospital, as part of their community service.

What

2. Charlotte is playing basketball with her friends Jules and Mandy.

Who

3. Marion is singing a song that was written by George Gershwin.

What

4. David is clearing the ice from his car windscreen.

What

5. The spider is spinning a web so that it can catch and eat flies.

Why

6. Sam is sticking to the speed limit because he's already got six points on his licence.

Why

7. Terry is showing his friends the stitches in his shoulder.

What

8. Kim is wearing her new orange jacket because she thinks that it goes with her light green skirt.

Why

9. Lee is having a party to celebrate his fortieth birthday.

Why

10. I'm standing in the garden watching the most spectacular sunset. *What*

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Talk a Lot

Past Simple

Sentence Blocks:

1. Jack was a witness at the trial of his brother Billy last month.

When

2. We queued at the stadium for about two and a half hours this morning to get our new season tickets.

Where

3. We saw a great jazz concert at the Palace Theatre last night.

Where

4. Cathy forgot to take her umbrella with her to work this morning.

Who

5. When I went to Australia I saw some wild kangaroos.

When

6. My best friend Laura bought a new Mazda CX-7 last weekend.

Who

7. Last year Robert was the tallest child in Mr. Brown's class.

Who

8. I saw eight kids wearing blue baseball caps on my way to work this morning.

When

9. Lorna graduated from Hull University last July.

When

10. After the storm we saw a rainbow over the field opposite Jessie's farm.

When

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Talk a Lot

Past Continuous

Sentence Blocks:

1. Molly's friends were shoplifting at the newsagent's after school.

Whose

2. Jason was running faster than usual because he wanted to beat his personal best.

Why

3. The audience were getting angry because the band were over an hour late.

Why

4. On the TV weather forecast last night they were predicting sleet and snow for next weekend.

What

5. Jean was riding her horse in the field for half an hour this morning.

What

6. I was wondering whether I could borrow the car for a few hours tomorrow night.

What

7. Our legs were aching because we'd just run over ten miles. *Why*

8. Alan was taking a box of five hundred brown envelopes to the stockroom, when he slipped on a wet floor. *Who*

9. I was telling your mother at the funeral how much I miss your Uncle Jim.

What

10. We were cycling through the forest last Saturday when we discovered a trail that led to a beautiful lake. *Where*

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Talk a Lot

Present Perfect

Sentence Blocks:

1. PC Lincoln has arrested Jane five times for various petty crimes.

How many

2. Our team has reached the semi-finals of the women's amateur volleyball championship six times.

How many

3. Two of the strings on my acoustic guitar have just broken.

How many.

4. The kids have got a bit of a tan by lying on the beach all morning.

How

5. We've got three cats, two dogs, and a goldfish called Oscar.

How many

6. Penny has had her blue VW Golf since before her husband died.

How long

7. Veronica's had her nose pierced at that new salon on the corner of Maitland Street.

Where

8. Eddie has bought his wife a dozen red roses once a month since Valentine's Day.

How often

9. Ron and Julie have been married for eight years.

Who

10. I've always wanted to try rock climbing.

What

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Talk a Lot

Modal Verbs

Sentence Blocks:

1. We have to do something soon about the problem of anti-social behaviour.

What

2. You should put chalk on your cue fairly often during a game of snooker or pool.

What

3. Joanne can play the saxophone really well.

Who

4. You need to go to the garage because your fog lamps are broken.

Why

5. The bears at the zoo must be fed at least five times a day.

Which

6. You should look in your mirrors before indicating.

What

7. Carrie has to inject herself with insulin three times a day because she's got diabetes.

Why

8. Becky and Jeffrey have to decide between a black Mercedes and a silver Prius.

What

9. I can see my kids once a month.

How often

10. You must send me some photos from your trip to the ocean, because I'd love to go there myself. *Why*

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Talk a Lot

Future Forms

Sentence Blocks:

1. I'm going to get a burglar alarm next week, because I'm really scared of criminals breaking into my home.

Why

2. I'm going to cancel your subscription to Sky Sports, because you hardly ever watch it!

Why

3. This track will take four minutes to download because you have a slow broadband connection.

Why

4. They're going to build a massive wind farm on the fields behind my uncle's farm.

Where

5. Carol is taking her puppy Goldie for a walk to the fountain after tea.

Where

6. After a few more lessons you will be able to take your driving test.

When

7. Tracey is planning to have a facelift in August. *When*

8. We'll order a couple of white limos from Ellis's to take us to the party.

Where

9. Alice is going to be a bridesmaid at Nicky and Ray's wedding in May.

Where

10. Michael and his brothers are going to plant some oak trees on the land next to that patch of yellow flowers. *Where*

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Talk a Lot

First Conditional

Sentence Blocks:

1. If we find the defendant guilty, he will go to prison for at least ten years.

Where

2. If it rains heavily they will cancel the motor racing.

What

3. If you're a fan of R & B you will probably also love soul music.

What

4. If it stops raining in a minute we can go out for a walk.

What

5. If you don't move out of the way, you'll get stung by that wasp.

What

6. If you break down, wait with your vehicle by the side of the road.

What

7. If you don't wear sun cream your skin will get burned.

What

8. If fewer than forty people come to the opening night, the whole thing will be a disaster.

What

9. If you help me wash the car, I'll give you some extra pocket money.

What

10. I'll be really happy on Tuesday if our Geography exam is cancelled.

How

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End of Course Oral Examination

For full instructions see page 6

Talk a Lot

End of Course Oral Examination (Page 1)

Name: _____ Date: _____ Total # Marks: _____ /100

Question 1

Form the sentence block:

When I went to Australia I saw some wild kangaroos.

What did you see when you went to Australia?

Some wild kangaroos.

Did you see some wild kangaroos when you went to Australia?

Yes, I did.

Did you see *some wild elephants* when you went to Australia?
(Answers will vary)

No, I didn't. I didn't see *any wild elephants* when I went to Australia.
(Answers will vary)

Which verb form is used in the starting sentence? (Answer: past simple)

(8 marks)

Question 2

Which weather word has a different word stress from the others? Why?

umbrella, prediction, hurricane

Answer: the word *hurricane* has a different word stress because the strong stress falls on the first syllable, while in *umbrella* and *prediction* the strong stress falls on the second syllable.

(1 mark)

Question 3

Tell me about the different times when you listen to music during the day, from when you wake up until you go to bed.

(4 marks)

Question 4

Tell me ten different things that you could find in the countryside, e.g. river.

See page 72 for a list of nature words. (10 marks)

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Talk a Lot

End of Course Oral Examination (Page 2)

Question 5

Form the sentence block:

You should look in your mirrors before indicating.

Where should I look before indicating?

In your mirrors.

Should I look in my mirrors before indicating?

Yes, you should.

Should I look *in the glovebox* before indicating?

(Answers will vary)

No, you shouldn't. You shouldn't look *in the glovebox* before indicating.

(Answers will vary)

Which verb form is used in the starting sentence? (Answer: modal verbs)

(8 marks)

Question 6

Tell me five different musical instruments, and five different kinds of music.

See page 58 for a list of music words. (10 marks)

Question 7

Tell me about the seasons in your country. How do the countryside, weather, and climate change throughout the year? How do you have to change the way you live?

(4 marks)

Question 8

Put these life events into alphabetical order: marriage, birth, redundancy, engagement, graduation, employment.

Answer: birth, employment, engagement, graduation, marriage, redundancy.

(1 mark)

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Talk a Lot

End of Course Oral Examination (Page 3)

Question 9

Form the sentence block:

Jason was running faster than usual because he wanted to beat his personal best.

Who was running faster than usual because they wanted to beat their personal best?

Jason was.

Was Jason running faster than usual because he wanted to beat his personal best?

Yes, he was.

Was *Mark* running faster than usual because he wanted to beat his personal best?
(Answers will vary)

No, he wasn't. *Mark* wasn't running faster than usual because he wanted to beat his personal best.
(Answers will vary)

Which verb form is used in the starting sentence? (Answer: past continuous) (8 marks)

Question 10

What was the happiest time in your life? Why? What are you looking forward to the most? Why? What do you fear the most? Why?

(4 marks)

Question 11

Tell me ten different colours, e.g. blue.

See page 68 for a list of colours. (10 marks)

Question 12

Name an animal that...

a) can spin a web.

c) can swim underwater.

b) swings from tree to tree.

d) carries its home on its back.

Answers will vary. Suggested answers: a) spider, b) monkey, c) whale, d) snail / tortoise.
(4 marks)

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Talk a Lot

End of Course Oral Examination (Page 4)

Question 13

Form the sentence block:

Veronica's had her nose pierced at that new salon on the corner of Maitland Street.

What has Veronica had pierced at that new salon on the corner of Maitland Street?

Her nose.

Has Veronica had her nose pierced at that new salon on the corner of Maitland Street?

Yes, she has.

Has Veronica had her *ears* pierced at that new salon on the corner of Maitland Street? (*Answers will vary*)

No, she hasn't. Veronica hasn't had her *ears* pierced at that new salon on the corner of Maitland Street. (*Answers will vary*)

Which verb form is used in the starting sentence? (Answer: present perfect) (8 marks)

Question 14

Would capital punishment solve the problem of prison overcrowding? Why? / Why not?

(4 marks)

Question 15

Tell me ten different sports, e.g. rugby.

See page 56 for a list of sports. (10 marks)

Question 16

Tell me two different numbers that have:

a) 1 syllable c) 3 syllables

b) 2 syllables

Answers will vary. See page 68 for a list of numbers. Suggested answers: a) one, two; b) fourteen, twenty; c) eleven, seventeen. (6 marks)

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Talk a Lot

Elementary Level

Certificate in Spoken English

This is to certify that:

has completed a _____ week Talk a Lot course in spoken English at this establishment and has achieved the following grade:

Grade: _____

Achievement: _____

Date: _____

Candidate Number: _____

Signed: _____ (Course Teacher) Date: _____

Signed: _____ (Centre Manager) Date: _____

School Name and Address:

School Phone Number / Email Address / Website Address:

Talk a Lot

Elementary Level

Certificate in Spoken English

This is to certify that:

has completed a _____ week Talk a Lot course in spoken English at this establishment and has achieved the following grade:

Grade: _____

Achievement: _____

Subjects Covered:

- ✓ Speaking and Listening
- ✓ Pronunciation
- ✓ Grammar
- ✓ Vocabulary
- ✓ Word and Sentence Stress

Date: _____

Candidate Number: _____

Signed: _____ (Course Teacher) Date: _____

Signed: _____ (Centre Manager) Date: _____

School Name and Address:

School Phone Number / Email Address / Website Address:

Answers

Talk a Lot

Answers

Notes:

Discussion Questions:

Students have to supply their own answers to these questions. For more information see page 13.

Information Exchanges:

For more information see pages 14 and 116.

Vocabulary Tests:

The English words are provided on the vocabulary test sheets (pages 74-83). The teacher or the students have to provide the words in their first language. For more information see page 5.

Verb Forms Practice:

The answers for these pages are the same as for the sentence blocks (see below).

End of Course Examination:

The answers to the End of Course Examination are provided on the examination paper (pages 102-105). For more information see page 6.

Sentence Blocks:

Note: the last two lines of each sentence block will vary. Below there are examples given for each sentence block, but students should think of their own way to get the negative forms in the last line.

Crime:

1. (Present Simple) My sister's boyfriend is in prison for arson. / Who is in prison for arson? / My sister's boyfriend is. / Is your sister's boyfriend in prison for arson? / Yes, he is. / Is your sister's teacher in prison for arson? / No, he isn't. My sister's teacher isn't in prison for arson.
2. (Present Continuous) Lola and Susan are picking up litter outside the hospital, as part of their community service. / What are Lola and Susan picking up outside the hospital, as part of their community service? / Litter. / Are Lola and Susan picking up litter outside the hospital, as part of their community service? / Yes, they are. / Are Lola and Susan picking up leaves outside the hospital, as part of their community service? / No, they're not. Lola and Susan are not picking up leaves outside the hospital, as part of their community service.
3. (Past Simple) Jack was a witness at the trial of his brother Billy last month. / When was Jack a witness at the trial of his brother Billy? / Last month. / Was Jack a witness at the trial of his brother Billy last month? / Yes, he was. / Was Jack a witness at the trial of his brother Billy last Tuesday? / No, he wasn't. Jack wasn't a witness at the trial of his brother Billy last Tuesday.
4. (Past Continuous) Molly's friends were shoplifting at the newsagent's after school. / Whose friends were shoplifting at the newsagent's after school? / Molly's friends were. / Were Molly's friends shoplifting at the newsagent's after school? / Yes, they were. / Were Alison's friends shoplifting at the newsagent's after school? / No, they weren't. Alison's friends weren't shoplifting at the newsagent's after school.
5. (Present Perfect) PC Lincoln has arrested Jane five times for various petty crimes. / How many times has PC Lincoln arrested Jane for various petty crimes? / Five times. / Has PC Lincoln arrested Jane five times for various petty crimes? / Yes, he has. / Has PC Lincoln arrested Jane twice for various petty crimes? / No, he hasn't. PC Lincoln hasn't arrested Jane twice for various petty crimes.
6. (Modal Verbs) We have to do something soon about the problem of anti-social behaviour. / What do we have to do soon about the problem of anti-social behaviour? / Something. / Do we have to do something soon about the problem of anti-social behaviour? / Yes, we do. / Do we have to have a more relaxed attitude towards the problem of

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Talk a Lot

Answers

anti-social behaviour? / No, we don't. We don't have to have a more relaxed attitude towards the problem of anti-social behaviour.

7. (Future Forms) I'm going to get a burglar alarm next week, because I'm really scared of criminals breaking into my home. / Why are you going to get a burglar alarm next week? / Because I'm really scared of criminals breaking into my home. / Are you going to get a burglar alarm next week, because you're really scared of criminals breaking into your home? / Yes, I am. / Are you going to get a burglar alarm next week, because you like the noise that they make? / No, I'm not. I'm not going to get a burglar alarm next week, because I like the noise that they make.

8. (First Conditional) If we find the defendant guilty, he will go to prison for at least ten years. / Where will the defendant go for at least ten years, if we find him guilty? / To prison. / Will the defendant go to prison for at least ten years, if we find him guilty? / Yes, he will. / Will the defendant go to a holiday resort for at least ten years, if we find him guilty? / No, he won't. The defendant won't go to a holiday resort for at least ten years, if we find him guilty.

Sport:

1. (Present Simple) Mick plays rugby for the Doncaster Falcons every Saturday. / When does Mick play rugby for the Doncaster Falcons? / Every Saturday. / Does Mick play rugby for the Doncaster Falcons every Saturday? / Yes, he does. / Does Mick play rugby for the Doncaster Falcons every Sunday? / No, he doesn't. Mick doesn't play rugby for the Doncaster Falcons every Sunday.

2. (Present Continuous) Charlotte is playing basketball with her friends Jules and Mandy. / Who is Charlotte playing basketball with? / With her friends Jules and Mandy. / Is Charlotte playing basketball with her friends Jules and Mandy? / Yes, she is. / Is Charlotte playing basketball with her cousins Leona and Lenny? / No, she isn't. Charlotte isn't playing basketball with her cousins Leona and Lenny.

3. (Past Simple) We queued at the stadium for about two and a half hours this morning to get our new season tickets. / Where did you queue for about two and a half hours this morning to get your new season tickets? / At the stadium. / Did you queue at the stadium for about two and a half hours this morning to get your new season tickets? / Yes, we did. / Did you queue at the town hall for about two and a half hours this morning to get your new season tickets? / No, we didn't. We didn't queue at the town hall for about two and a half hours this morning to get our new season tickets.

4. (Past Continuous) Jason was running faster than usual because he wanted to beat his personal best. / Why was Jason running faster than usual? / Because he wanted to beat his personal best. / Was Jason running faster than usual because he wanted to beat his personal best? / Yes, he was. / Was Jason running faster than usual because he wanted to get home to watch *Neighbours*? / No, he wasn't. Jason wasn't running faster than usual because he wanted to get home to watch *Neighbours*.

5. (Present Perfect) Our team has reached the semi-finals of the women's amateur volleyball championship six times. / How many times has your team reached the semi-finals of the women's amateur volleyball championship? / Six times. / Has your team reached the semi-finals of the women's amateur volleyball championship six times? / Yes, it has. / Has your team reached the semi-finals of the women's amateur volleyball championship eight times? / No, it hasn't. Our team hasn't reached the semi-finals of the women's amateur volleyball championship eight times.

6. (Modal Verbs) You should put chalk on your cue fairly often during a game of snooker or pool. / What should I put on my cue fairly often during a game of snooker or pool? / Chalk. / Should I put chalk on my cue fairly often during a game of snooker or pool? / Yes, you should. / Should I put jam on my cue fairly often during a game of snooker or pool? / No, you shouldn't. You shouldn't put jam on your cue fairly often during a game of snooker or pool.

7. (Future Forms) I'm going to cancel your subscription to Sky Sports, because you hardly ever watch it! / Why are you going to cancel my subscription to Sky Sports? / Because you hardly ever watch it! / Are you going to cancel my subscription to Sky Sports, because I hardly ever watch it? / Yes, I am. / Are you going to cancel my subscription to Sky Sports, because it costs too much? / No, I'm not. I'm not going to cancel your subscription to Sky Sports, because it costs too much.

8. (First Conditional) If it rains heavily they will cancel the motor racing. / What will they cancel if it rains heavily? / The motor racing. / Will they cancel the motor racing if it rains heavily? / Yes, they will. / Will they cancel the indoor bowls if it rains heavily? / No, they won't. They won't cancel the indoor bowls if it rains heavily.

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Talk a Lot

Answers

Music:

1. (Present Simple) Alex's brother loves listening to rock music on the way to work. / When does Alex's brother love listening to rock music? / On the way to work. / Does Alex's brother love listening to rock music on the way to work? / Yes, he does. / Does Alex's brother love listening to rock music at work? / No, he doesn't. Alex's brother doesn't love listening to rock music at work.

2. (Present Continuous) Marion is singing a song that was written by George Gershwin. / What is Marion singing? / A song that was written by George Gershwin. / Is Marion singing a song that was written by George Gershwin? / Yes, she is. / Is Marion singing a song that was written by Cole Porter? / No, she isn't. Marion isn't singing a song that was written by Cole Porter.

3. (Past Simple) We saw a great jazz concert at the Palace Theatre last night. / Where did you see a great jazz concert last night? / At the Palace Theatre. / Did you see a great jazz concert at the Palace Theatre last night? / Yes, we did. / Did you see a great jazz concert at the Roxy last night? / No, we didn't. We didn't see a great jazz concert at the Roxy last night.

4. (Past Continuous) The audience were getting angry because the band were over an hour late. / Why were the audience getting angry? / Because the band were over an hour late. / Were the audience getting angry because the band were over an hour late? / Yes, they were. / Were the audience getting angry because the drinks were too expensive? / No, they weren't. The audience weren't getting angry because the drinks were too expensive.

5. (Present Perfect) Two of the strings on my acoustic guitar have just broken. / How many strings on your acoustic guitar have just broken? / Two of them. / Have two of the strings on your acoustic guitar just broken? / Yes, they have. / Have three of the strings on your acoustic guitar just broken? / No, they haven't. Three of the strings on my acoustic guitar haven't just broken.

6. (Modal Verbs) Joanne can play the saxophone really well. / Who can play the saxophone really well? / Joanne can. / Can Joanne play the saxophone really well? / Yes, she can. / Can Ruth play the saxophone really well? / No, she can't. Ruth can't play the saxophone really well.

7. (Future Forms) This track will take four minutes to download because you have a slow broadband connection. / Why will this track take four minutes to download? / Because you have a slow broadband connection. / Will this track take four minutes to download because I have a slow broadband connection? / Yes, it will. / Will this track take four minutes to download because it's a large file? / No, it won't. This track won't take four minutes to download because it's a large file.

8. (First Conditional) If you're a fan of R & B you will probably also love soul music. / What will I probably also love if I'm a fan of R & B? / Soul music. / Will I probably also love soul music if I'm a fan of R & B? / Yes, you will. / Will I probably also love classical music if I'm a fan of R & B? / No, you won't. You won't probably also love classical music if you're a fan of R & B.

Weather:

1. (Present Simple) I feel great when the sun shines. / When do you feel great? / When the sun shines. / Do you feel great when the sun shines? / Yes, I do. / Do you feel great when it's raining? / No, I don't. I don't feel great when it's raining.

2. (Present Continuous) David is clearing the ice from his car windscreen. / What is David clearing from his car windscreen? / Ice. / Is David clearing the ice from his car windscreen? / Yes, he is. / Is David clearing some leaves from his car windscreen? / No, he isn't. David isn't clearing some leaves from his car windscreen.

3. (Past Simple) Cathy forgot to take her umbrella with her to work this morning. / Who forgot to take their umbrella with them to work this morning? / Cathy did. / Did Cathy forget to take her umbrella with her to work this morning? / Yes, she did. / Did Dorothy forget to take her umbrella with her to work this morning? / No, she didn't. Dorothy didn't forget to take her umbrella with her to work this morning.

4. (Past Continuous) On the TV weather forecast last night they were predicting sleet and snow for next weekend. / What were they predicting for next weekend on the TV weather forecast last night? / Sleet and snow. / Were they predicting sleet and snow for next weekend on the TV weather forecast last night? / Yes, they were. / Were they predicting warm, sunny weather for next weekend on the TV weather forecast last night? / No, they weren't. They weren't predicting warm, sunny weather for next weekend on the TV weather forecast last night.

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Talk a Lot

Answers

5. (Present Perfect) The kids have got a bit of a tan by lying on the beach all morning. / How have the kids got a bit of a tan? / By lying on the beach all morning. / Have the kids got a bit of a tan by lying on the beach all morning? / Yes, they have. / Have the kids got a bit of a tan by going to a tanning salon? / No, they haven't. The kids haven't got a bit of a tan by going to a tanning salon.

6. (Modal Verbs) You need to go to the garage because your fog lamps are broken. / Why do I need to go to the garage? / Because your fog lamps are broken. / Do I need to go to the garage because my fog lamps are broken? / Yes, you do. / Do I need to go to the garage because my accelerator is broken? / No, you don't. You don't need to go to the garage because your accelerator is broken.

7. (Future Forms) They're going to build a massive wind farm on the fields behind my uncle's farm. / Where are they going to build a massive wind farm? / On the fields behind my uncle's farm. / Are they going to build a massive wind farm on the fields behind your uncle's farm? / Yes, they are. / Are they going to build a massive wind farm on the fields in front of your uncle's farm? / No, they aren't. They aren't going to build a massive wind farm on the fields in front of my uncle's farm.

8. (First Conditional) If it stops raining in a minute we can go out for a walk. / What can we do if it stops raining in a minute? / Go out for a walk. / Can we go out for a walk if it stops raining in a minute? / Yes, we can. / Can we use our umbrellas if it stops raining in a minute? / No, we can't. We can't use our umbrellas if it stops raining in a minute.

Animals:

1. (Present Simple) Peter thinks that gorillas are the most dangerous animals in the world. / Who thinks that gorillas are the most dangerous animals in the world? / Peter does. / Does Peter think that gorillas are the most dangerous animals in the world? / Yes, he does. / Do Claire and Barbara think that gorillas are the most dangerous animals in the world? / No, they don't. Claire and Barbara don't think that gorillas are the most dangerous animals in the world.

2. (Present Continuous) The spider is spinning a web so that it can catch and eat flies. / Why is the spider spinning a web? / So that it can catch and eat flies. / Is the spider spinning a web so that it can catch and eat flies? / Yes, it is. / Is the spider spinning a web because it's bored? / No, it isn't. The spider isn't spinning a web because it's bored.

3. (Past Simple) When I went to Australia I saw some wild kangaroos. / When did you see some wild kangaroos? / When I went to Australia. / Did you see some wild kangaroos when you went to Australia? / Yes, I did. / Did you see some wild kangaroos when you went to Norway? / No, I didn't. I didn't see any wild kangaroos when I went to Norway.

4. (Past Continuous) Jean was riding her horse in the field for half an hour this morning. / What was Jean doing in the field for half an hour this morning? / Riding her horse. / Was Jean riding her horse in the field for half an hour this morning? / Yes, she was. / Was Jean painting a picture in the field for half an hour this morning? / No, she wasn't. Jean wasn't painting a picture in the field for half an hour this morning.

5. (Present Perfect) We've got three cats, two dogs, and a goldfish called Oscar. / How many pets have you got? / Three cats, two dogs, and a goldfish called Oscar. / Have you got three cats, two dogs, and a goldfish called Oscar? / Yes, we have. / Have you got five cats, four dogs, and two goldfish called Bonnie and Clyde? / No, we haven't. We haven't got five cats, four dogs, and two goldfish called Bonnie and Clyde.

6. (Modal Verbs) The bears at the zoo must be fed at least five times a day. / Which animals at the zoo must be fed at least five times a day? / The bears must. / Must the bears at the zoo be fed at least five times a day? / Yes, they must. / Must the camels at the zoo be fed at least five times a day? / No, they mustn't. The camels at the zoo mustn't be fed at least five times a day.

7. (Future Forms) Carol is taking her puppy Goldie for a walk to the fountain after tea. / Where is Carol taking her puppy Goldie for a walk after tea? / To the fountain. / Is Carol taking her puppy Goldie for a walk to the fountain after tea? / Yes, she is. / Is Carol taking her puppy Goldie for a walk to the pub after tea? / No, she isn't. Carol isn't taking her puppy Goldie for a walk to the pub after tea.

8. (First Conditional) If you don't move out of the way, you'll get stung by that wasp. / What will happen if I don't move out of the way? / You'll get stung by that wasp. / Will I get stung by that wasp, if I don't move out of the way? / Yes, you will. / Will I be safe from that wasp, if I don't move out of the way? / No, you won't. You won't be safe from that wasp, if you don't move out of the way.

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Talk a Lot

Answers

Cars:

1. (Present Simple) Your car is illegally parked in a no parking zone. / Where is my car illegally parked? / In a no parking zone. / Is my car illegally parked in a no parking zone? / Yes, it is. / Is my car illegally parked in a private garage? / No, it isn't. Your car isn't illegally parked in a private garage.
2. (Present Continuous) Sam is sticking to the speed limit because he's already got six points on his licence. / Why is Sam sticking to the speed limit? / Because he's already got six points on his licence. / Is Sam sticking to the speed limit because he's already got six points on his licence? / Yes, he is. / Is Sam sticking to the speed limit because he's a very careful driver? / No, he isn't. Sam isn't sticking to the speed limit because he's a very careful driver.
3. (Past Simple) My best friend Laura bought a new Mazda CX-7 last weekend. / Who bought a new Mazda CX-7 last weekend? / My best friend Laura did. / Did your best friend Laura buy a new Mazda CX-7 last weekend? / Yes, she did. / Did your mum and dad buy a new Mazda CX-7 last weekend? / No, they didn't. My mum and dad didn't buy a new Mazda CX-7 last weekend.
4. (Past Continuous) I was wondering whether I could borrow the car for a few hours tomorrow night. / What were you wondering? / Whether I could borrow the car for a few hours tomorrow night. / Were you wondering whether you could borrow the car for a few hours tomorrow night? / Yes, I was. / Were you wondering whether you could have a party tomorrow night? / No, I wasn't. I wasn't wondering whether I could have a party tomorrow night.
5. (Present Perfect) Penny has had her blue VW Golf since before her husband died. / How long has Penny had her blue VW Golf? / Since before her husband died. / Has Penny had her blue VW Golf since before her husband died? / Yes, she has. / Has Penny had her blue VW Golf for 20 years? / No, she hasn't. Penny hasn't had her blue VW Golf for 20 years.
6. (Modal Verbs) You should look in your mirrors before indicating. / What should I do before indicating? / Look in your mirrors. / Should I look in my mirrors before indicating? / Yes, you should. / Should I speed up before indicating? / No, you shouldn't. You shouldn't speed up before indicating.
7. (Future Forms) After a few more lessons you will be able to take your driving test. / When will I be able to take my driving test? / After a few more lessons. / Will I be able to take my driving test after a few more lessons? / Yes, you will. / Will I be able to take my driving test on Friday? / No, you won't. You won't be able to take your driving test on Friday.
8. (First Conditional) If you break down, wait with your vehicle by the side of the road. / What should I do if I break down? / Wait with your vehicle by the side of the road. / Should I wait with my vehicle by the side of the road, if I break down? / Yes, you should. / Should I start walking to my mum's house, if I break down? / No, you shouldn't. You shouldn't start walking to your mum's house, if you break down.

The Human Body:

1. (Present Simple) I brush my teeth twice a day. / How often do you brush your teeth? / Twice a day. / Do you brush your teeth twice a day? / Yes, I do. / Do you brush your teeth once a day? / No, I don't. I don't brush my teeth once a day.
2. (Present Continuous) Terry is showing his friends the stitches in his shoulder. / What is Terry showing his friends? / The stitches in his shoulder. / Is Terry showing his friends the stitches in his shoulder? / Yes, he is. / Is Terry showing his friends his holiday photos? / No, he isn't. Terry isn't showing his friends his holiday photos.
3. (Past Simple) Last year Robert was the tallest child in Mr. Brown's class. / Who was the tallest child in Mr. Brown's class last year? / Robert was. / Was Robert the tallest child in Mr. Brown's class last year? / Yes, he was. / Was Mike the tallest child in Mr. Brown's class last year? / No, he wasn't. Mike wasn't the tallest child in Mr. Brown's class last year.
4. (Past Continuous) Our legs were aching because we'd just run over ten miles. / Why were your legs aching? / Because we'd just run over ten miles. / Were your legs aching because you'd just run over ten miles? / Yes, they were. / Were your legs aching because you'd just been running on a treadmill? / No, they weren't. Our legs weren't aching because we'd just been running on a treadmill.
5. (Present Perfect) Veronica's had her nose pierced at that new salon on the corner of Maitland Street. / Where has Veronica had her nose pierced? / At that new salon on the corner of Maitland Street. / Has Veronica had her nose pierced at that new salon on the corner of Maitland Street? / Yes, she has. / Has Veronica had her nose pierced

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Answers

at the hairdresser's on Reginald Street? / No, she hasn't. Veronica hasn't had her nose pierced at the hairdresser's on Reginald Street.

6. (Modal Verbs) Carrie has to inject herself with insulin three times a day because she's got diabetes. / Why does Carrie have to inject herself with insulin three times a day? / Because she's got diabetes. / Does Carrie have to inject herself with insulin three times a day because she's got diabetes? / Yes, she does. / Does Carrie have to inject herself with insulin three times a day because she suffers from asthma? / No, she doesn't. Carrie doesn't have to inject herself with insulin three times a day because she suffers from asthma.

7. (Future Forms) Tracey is planning to have a facelift in August. / When is Tracey planning to have a facelift? / In August. / Is Tracey planning to have a facelift in August? / Yes, she is. / Is Tracey planning to have a facelift in October? / No, she isn't. Tracey isn't planning to have a facelift in October.

8. (First Conditional) If you don't wear sun cream your skin will get burned. / What will happen if I don't wear sun cream? / Your skin will get burned. / Will my skin get burned if I don't wear sun cream? / Yes, it will. / Will my skin be protected if I don't wear sun cream? / No, it won't. Your skin won't be protected if you don't wear sun cream.

Colours and Numbers:

1. (Present Simple) There are five green apples left in the fruit bowl. / How many green apples are there left in the fruit bowl? / Five. / Are there five green apples left in the fruit bowl? / Yes, there are. / Are there six green apples left in the fruit bowl? / No, there aren't. There aren't six green apples left in the fruit bowl.

2. (Present Continuous) Kim is wearing her new orange jacket because she thinks that it goes with her light green skirt. / Why is Kim wearing her new orange jacket? / Because she thinks that it goes with her light green skirt. / Is Kim wearing her new orange jacket because she thinks that it goes with her light green skirt? / Yes, she is. / Is Kim wearing her new orange jacket because she wants to show off to her friends? / No, she isn't. Kim isn't wearing her new orange jacket because she wants to show off to her friends.

3. (Past Simple) I saw eight kids wearing blue baseball caps on my way to work this morning. / When did you see eight kids wearing blue baseball caps? / On my way to work this morning. / Did you see eight kids wearing blue baseball caps on your way to work this morning? / Yes, I did. / Did you see eight kids wearing blue baseball caps at around 8.30pm last night? / No, I didn't. I didn't see eight kids wearing blue baseball caps at around 8.30pm last night.

4. (Past Continuous) Alan was taking a box of five hundred brown envelopes to the stockroom, when he slipped on a wet floor. / Who was taking a box of five hundred brown envelopes to the stockroom, when they slipped on a wet floor? / Alan was. / Was Alan taking a box of five hundred brown envelopes to the stockroom, when he slipped on a wet floor? / Yes, he was. / Was Jocelyn Whispers taking a box of five hundred brown envelopes to the stockroom, when he slipped on a wet floor? / No, he wasn't. Jocelyn Whispers wasn't taking a box of five hundred brown envelopes to the stockroom, when he slipped on a wet floor.

5. (Present Perfect) Eddie has bought his wife a dozen red roses once a month since Valentine's Day. / How often has Eddie bought his wife a dozen red roses since Valentine's Day? / Once a month. / Has Eddie bought his wife a dozen red roses once a month since Valentine's Day? / Yes, he has. / Has Eddie bought his wife a dozen red roses once a week since Valentine's Day? / No, he hasn't. Eddie hasn't bought his wife a dozen red roses once a week since Valentine's Day.

6. (Modal Verbs) Becky and Jeffrey have to decide between a black Mercedes and a silver Prius. / What do Becky and Jeffrey have to decide between? / A black Mercedes and a silver Prius. / Do Becky and Jeffrey have to decide between a black Mercedes and a silver Prius? / Yes, they do. / Do Becky and Jeffrey have to decide between a red Mini and a green camper van? / No, they don't. Becky and Jeffrey don't have to decide between a red Mini and a green camper van.

7. (Future Forms) We'll order a couple of white limos from Ellis's to take us to the party. / Where will we order a couple of white limos from to take us to the party? / From Ellis's. / Will we order a couple of white limos from Ellis's to take us to the party? / Yes, we will. / Will we order a couple of white limos from Ernie's Cars to take us to the party? / No, we won't. We won't order a couple of white limos from Ernie's Cars to take us to the party.

8. (First Conditional) If fewer than forty people come to the opening night, the whole thing will be a disaster. / What will happen if fewer than forty people come to the opening night? / The whole thing will be a disaster. / Will the whole thing be a disaster if fewer than forty people come to the opening night? / Yes, it will. / Will the whole thing be a great success if fewer than forty people come to the opening night? / No, it won't. The whole thing won't be a great success

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Answers

if fewer than forty people come to the opening night.

Life Events:

1. (Present Simple) Ken's wife is terminally ill with cancer. / Whose wife is terminally ill with cancer? / Ken's wife is. / Is Ken's wife terminally ill with cancer? / Yes, she is. / Is John's wife terminally ill with cancer? / No, she isn't. John's wife isn't terminally ill with cancer.

2. (Present Continuous) Lee is having a party to celebrate his fortieth birthday. / Why is Lee having a party? / To celebrate his fortieth birthday. / Is Lee having a party to celebrate his fortieth birthday? / Yes, he is. / Is Lee having a party to celebrate passing his driving test? / No, he isn't. Lee isn't having a party to celebrate passing his driving test.

3. (Past Simple) Lorna graduated from Hull University last July. / When did Lorna graduate from Hull University? / Last July. / Did Lorna graduate from Hull University last July? / Yes, she did. / Did Lorna graduate from Hull University last August? / No, she didn't. Lorna didn't graduate from Hull University last August.

4. (Past Continuous) I was telling your mother at the funeral how much I miss your Uncle Jim. / What were you telling my mother at the funeral? / How much I miss your Uncle Jim. / Were you telling my mother at the funeral how much you miss my Uncle Jim? / Yes, I was. / Were you telling my mother at the funeral about your holiday to Majorca? / No, I wasn't. I wasn't telling your mother at the funeral about my holiday to Majorca.

5. (Present Perfect) Ron and Julie have been married for eight years. / Who has been married for eight years? / Ron and Julie have. / Have Ron and Julie been married for eight years? / Yes, they have. / Have Joe and Cath been married for eight years? / No, they haven't. Joe and Cath haven't been married for eight years.

6. (Modal Verbs) I can see my kids once a month. / How often can you see your kids? / Once a month. / Can you see your kids once a month? / Yes, I can. / Can you see your kids every week? / No, I can't. I can't see my kids every week.

7. (Future Forms) Alice is going to be a bridesmaid at Nicky and Ray's wedding in May. / Where is Alice going to be a bridesmaid in May? / At Nicky and Ray's wedding. / Is Alice going to be a bridesmaid at Nicky and Ray's wedding in May? / Yes, she is. / Is Alice going to be a bridesmaid at Agnes and Ronald's wedding in May? / No, she isn't. Alice isn't going to be a bridesmaid at Agnes and Ronald's wedding in May.

8. (First Conditional) If you help me wash the car, I'll give you some extra pocket money. / What will you give me, if I help you wash the car? / Some extra pocket money. / Will you give me some extra pocket money, if I help you wash the car? / Yes, I will. / Will you give me fifty pounds, if I help you wash the car? / No, I won't. I won't give you fifty pounds, if you help me wash the car.

Nature:

1. (Present Simple) Theresa walks on the beach every day with her dog Domino. / Who walks on the beach every day with their dog Domino? / Theresa does. / Does Theresa walk on the beach every day with her dog Domino? / Yes, she does. / Does Kevin walk on the beach every day with his dog Domino? / No, he doesn't. Kevin doesn't walk on the beach every day with his dog Domino.

2. (Present Continuous) I'm standing in the garden watching the most spectacular sunset. / What are you standing in the garden watching? / The most spectacular sunset. / Are you standing in the garden watching the most spectacular sunset? / Yes, I am. / Are you standing in the garden watching the most spectacular fireworks display? / No, I'm not. I'm not standing in the garden watching the most spectacular fireworks display.

3. (Past Simple) After the storm we saw a rainbow over the field opposite Jessie's farm. / When did you see a rainbow over the field opposite Jessie's farm? / After the storm. / Did you see a rainbow over the field opposite Jessie's farm after the storm? / Yes, we did. / Did you see a rainbow over the field opposite Jessie's farm yesterday evening? / No, we didn't. We didn't see a rainbow over the field opposite Jessie's farm yesterday evening.

4. (Past Continuous) We were cycling through the forest last Saturday when we discovered a trail that led to a beautiful lake. / Where were you cycling last Saturday when you discovered a trail that led to a beautiful lake? / Through the forest. / Were you cycling through the forest last Saturday when you discovered a trail that led to a beautiful lake? / Yes, we were. / Were you cycling across a field last Saturday when you discovered a trail that led to

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Answers

a beautiful lake? / No, we weren't. We weren't cycling across a field last Saturday when we discovered a trail that led to a beautiful lake.

5. (Present Perfect) I've always wanted to try rock climbing. / What have you always wanted to try? / Rock climbing. / Have you always wanted to try rock climbing? / Yes, I have. / Have you always wanted to try skydiving? / No, I haven't. I haven't always wanted to try skydiving.

6. (Modal Verbs) You must send me some photos from your trip to the ocean, because I'd love to go there myself. / Why must I send you some photos from my trip to the ocean? / Because I'd love to go there myself. / Must I send you some photos from my trip to the ocean, because you'd love to go there yourself? / Yes, you must. / Must I send you some photos from my trip to the ocean, because you collect photos of the ocean? / No, you mustn't. You mustn't send me some photos from your trip to the ocean, because I collect photos of the ocean.

7. (Future Forms) Michael and his brothers are going to plant some oak trees on the land next to that patch of yellow flowers. / Where are Michael and his brothers going to plant some oak trees? / On the land next to that patch of yellow flowers. / Are Michael and his brothers going to plant some oak trees on the land next to that patch of yellow flowers? / Yes, they are. / Are Michael and his brothers going to plant some oak trees in my back garden? / No, they aren't. Michael and his brothers aren't going to plant some oak trees in your back garden.

8. (First Conditional) I'll be really happy on Tuesday if our Geography exam is cancelled. / How will you be on Tuesday if your Geography exam is cancelled? / Really happy. / Will you be really happy on Tuesday if your Geography exam is cancelled? / Yes, I will. / Will you be really disappointed on Tuesday if your Geography exam is cancelled? / No, I won't. I won't be really disappointed on Tuesday if our Geography exam is cancelled.

Sentence Block Extensions:

There isn't room in this book to print in full all of the 276 sentence blocks from the extensions pages (see pages 30-33). We hope that the answers given above will give you the teacher (or you the student) enough guidance to be able to make the sentence block extensions in this book confidently. For all of the sentence block starting sentences there are at least two different wh- question words that can be used to make sentence blocks. In some cases seven or even nine different sentence blocks can be made from the same starting sentence when using different wh- question words. For example, let's look at the third starting sentence from the "Life Events" unit:

Lorna graduated from Hull University last July.

On the handout the wh- question word that is given is "When", but this starting sentence also works equally well with four other wh- question words: "What", "Where", "Who", and "Which":

What happened to Lorna last July? / She graduated from Hull University.

Where did Lorna graduate from last July? / From Hull University.

Who graduated from Hull University last July? / Lorna did.

Which university did Lorna graduate from last July? / Hull University.

The idea is easy. Change the wh- question word each time and you can make five completely different sentence blocks from the original starting sentence, simply by finding the relevant information for the answer in the starting sentence. Sometimes the same wh- question word can be used more than once to make different sentence blocks, as with this example from the "Colours and Numbers" unit: Eddie has bought his wife a dozen red roses once a month since Valentine's Day.

Who has bought his wife a dozen red roses once a month since Valentine's Day? / Eddie has.

Who has Eddie bought a dozen red roses for once a month since Valentine's Day? / His wife.

If your students are getting to grips with making sentence blocks and are keen to do more than the eight given on the handout each week, ask them to study some of the starting sentences and work out whether or not other wh- question words could be used to form new sentence blocks; or simply give them the sentence block extension pages and let them work on forming all of the possible sentence blocks that exist for each starting sentence.

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Answers

Information Exchanges:

Crime – Murder Mystery:

Task: "Ask and answer questions to complete the gaps. In 1884, banker Sir Harold Crompton was poisoned at his London town house. Study the evidence below and expose the murderer."

	HILARY WILLOUGHBY	PETER WITHERS
Age:	78	49
Occupation:	none	unemployed
Hobbies:	hunting, collecting butterflies	gambling, drinking, angling
Relationship to Sir Harold:	neighbour	former butler
Location at Time of Death:	garden	cellar
Possible Motive:	angry about Sir Harold's plans to build near her home	sacked by Sir Harold two weeks ago for being late
Other Evidence:	photo in Sir Harold's pocket	fingerprints, footprints

	DANIEL CROMPTON	LADY JOSEPHINE CROMPTON
Age:	19	63
Occupation:	trainee chemist	charity work
Hobbies:	reading, long walks alone	baking, buying fine jewellery
Relationship to Sir Harold:	stepson	wife (42 years)
Location at Time of Death:	dining room	kitchen
Possible Motive:	believed that he would only inherit £500	felt trapped in a loveless marriage; was having an affair
Other Evidence:	unpaid debts, leather coat	love letter, handkerchief

Sample Questions and Answers:

How old is _____?	He/she is _____ years old.
What's _____'s occupation?	He/she _____.
What are _____'s hobbies?	He/she likes _____.
What was _____'s relationship to Sir Harold?	He/she was his _____.
Where was _____ at the time of Sir Harold's death?	He/she was in the _____.
What was _____'s possible motive for killing Sir Harold?	He/she _____.
What other evidence is there to link _____ to the murder?	There is/are _____.
Who do you think murdered Sir Harold? Why?	I think it was _____, because...

Sport – Which Sport is the Easiest to Learn?

Task: "Ask and answer questions to complete the gaps, then decide which sport is the easiest to learn."

	FOOTBALL	BASEBALL
Aim:	score goals	hit ball, touch markers, score runs
Equipment:	football, feet, goals	baseball, baseball bat, markers
Actions:	run, kick, pass, throw, score	run, throw, hit, touch markers
Team / Individual:	11 players (team)	9 players (team)
Duration of Match:	2 halves of 45 minutes each	9 innings
Locations:	park, pitch, ground, stadium	diamond, field, stadium
An Important Rule:	only the goalkeeper should handle the ball during play	pitchers can only take one step backward and one step forward

	ICE HOCKEY	TENNIS
Aim:	score goals	score points, win games and sets
Equipment:	puck, stick, protective clothing	tennis ball, tennis racquet, net
Actions:	skate, shoot, hit, pass, score	serve, hit, rally, smash, score, win
Team / Individual:	6 players (team)	2 players (singles), 4 players (doubles)
Duration of Match:	3 x 20 minute periods	best of 3 or 5 sets
Locations:	ice rink, stadium	court, club, park
An Important Rule:	players must not kick or throw the puck into the goal	players may serve either underhand or overhand

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Answers

Sample Questions and Answers:

What is the aim of _____? To _____.
 What equipment is used in _____? _____.
 What do players have to do in _____? Players have to _____.
 Is _____ a team or an individual sport? It's a/an _____ sport.
 How long do _____ matches last for? They last for _____.
 Where can _____ be played? It can be played _____.
 Tell me an important rule from _____.
 Which sport is the easiest to learn? Why? _____ is the easiest to learn, because...

Music – Which Instrument is the Funkiest?

Task: "Ask and answer questions to complete the gaps, then decide which instrument you would most like to learn."

	PIANO	DRUM KIT
Type of Instrument:	keyboard	percussion
Appearance:	large (grand piano), upright	collection of drums and cymbals
Parts:	keys, pedals, strings, hammers	drums, cymbals, sticks, brushes
Musician:	pianist	drummer, percussionist
Famous Musicians:	Ray Charles, George Gershwin	Ringo Starr, Phil Collins
Famous Piece of Music:	Clair de Lune by Claude Debussy	drum solos in many different rock songs
First Played:	1720s	1890s

	VIOLIN	TRUMPET
Type of Instrument	string	brass
Appearance:	hourglass shape, quite small	a brass tube bent into shape
Parts:	chin rest, fingerboard, neck, bow	mouthpiece, valves, bell
Musician:	violinist	trumpeter, trumpet player
Famous Musicians:	Yehudi Menuhin, Nigel Kennedy	Dizzie Gillespie, Louis Armstrong
Famous Piece of Music:	Violin Concerto in D major by Beethoven	Trumpet Voluntary by Jeremiah Clarke
First Played:	1500s	1500 BC

Sample Questions and Answers:

What type of instrument is the _____? It's a _____ instrument.
 What does the _____ look like? _____.
 What parts does the _____ have? It has _____.
 What is the name of a musician who plays the _____? They're called a _____.
 Name a famous musician who plays or played the _____.
 What is a famous piece of music for the _____?
 When was the _____ first played? It was first played in _____.
 Which instrument would you most like to learn? Why? The _____, because...

Weather – What is the Month?

Task: "Ask and answer questions to complete the gaps in the weather report. What is the month?"

Answer: this table shows typical weather information for different world cities on the same day in **March**.

	WEATHER	MAX. TEMP. – DAYTIME (°C)
Tokyo, Japan	light showers	12°C
Buenos Aires, Argentina	sunny	24°C
Montreal, Canada	light snow	-2°C
St. Petersburg, Russia	light rain	4°C
Nairobi, Kenya	heavy showers	23°C
Sydney, Australia	cloudy	26°C
Austin, Texas, USA	sunny	31°C
Cape Town, South Africa	sunny	24°C

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	SEASON	TAKE / WEAR
Tokyo, Japan	spring	umbrella
Buenos Aires, Argentina	autumn	sunglasses
Montreal, Canada	winter	hat, scarf, gloves
St. Petersburg, Russia	winter	warm jacket
Nairobi, Kenya	rainy season	raincoat
Sydney, Australia	autumn	shorts and t-shirt
Austin, Texas, USA	spring	sunblock
Cape Town, South Africa	autumn	water bottle

Source: <http://www.bbc.co.uk/weather>

Sample Questions and Answers:

What's the weather like in _____? It's _____ in _____.
 What's the maximum daytime temperature in _____? It's _____ degrees Celsius in _____.
 What season is it in _____? It's _____ in _____.
 What should I take to/wear in _____? You should take/wear _____ in _____.
 What is the month? It's _____.

Animals – Pets for Sale:

Task: "Ask and answer questions to complete the gaps. Which animal do you want to buy? Why?"

	CAT	DOG
Name / Age:	Princess / 1 year old	Rollo / 4 years old
Breed:	Siamese	mongrel
Colour:	white and chocolate brown	brown, black, grey, white, yellow
Weight (KG):	800g	5 KG
Food:	cat food, liver, birds	dog food, chicken, takeaways
Strengths:	independent, clean, beautiful	loving, loyal, faithful, protective
Weaknesses:	anti-social, unfriendly	stupid, ugly, greedy, dog mess
Home:	house, garden, street	your bed, house, garden, street
Price:	£120	£20

	RABBIT	BABY CROCODILE
Name / Age:	Snowy / 6 months old	You can name him / 1 month old
Breed:	domestic rabbit	saltwater crocodile
Colour:	white, pink ears and nose	dark green, yellow eyes
Weight (KG):	400g	200g
Food:	grass, carrots, seeds, nuts	fish, birds, mammals
Strengths:	cute, cuddly	killing for food, talking point
Weaknesses:	looks nervous, boring	grows to 5 metres long
Home:	rabbit hutch in your garden	tank, bath, toilet bowl, swamp
Price:	free, you must buy the hutch	free to a good home

Sample Questions and Answers:

What is the _____ called? It's called _____.
 How old is the _____? It's _____.
 What breed is the _____? It's a _____.
 What colour is the _____? It's _____.
 How heavy is the _____? It's _____.
 What does the _____ eat? It eats _____.
 What are the _____'s strengths? _____.
 What are the _____'s weaknesses? _____.
 Where does the _____ live? It lives in _____.
 How much does the _____ cost? _____.
 Which animal do you want to buy? Why? I want to buy the _____, because...

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Talk a Lot

Answers

Cars – Buying a Used Car:

Task: "Ask and answer questions to complete the gaps. How much would you pay for each car? Why?"

	USED CAR 1	USED CAR 2
Make:	Citroën	Ford
Model / Year:	C4 Picasso / 2007	Escort / 1996
No. Previous Owners:	1 careful owner (was 2 nd car)	about 8
Colour:	blue	brown and grey
Mileage:	10,594	126,001
Transmission / Fuel:	manual / turbo diesel	manual / petrol
No. Doors / CD Player:	5 / yes	5 / no
Work Needed:	none	you could consider a re-spray

	USED CAR 3	USED CAR 4
Make:	Honda	Volkswagen
Model / Year:	Accord / 2006	Golf / 1991
No. Previous Owners:	3	2
Colour:	silver	red
Mileage:	38,420	187,190
Transmission / Fuel:	automatic / diesel	manual / petrol
No. Doors / CD Player:	5 / yes	3 / yes
Work Needed:	some damage to the front	new gearbox and wheels

Sample Questions and Answers:

What make is Used Car _____?	It's a _____.
What model is Used Car _____?	It's a _____.
What year is Used Car _____?	_____.
How many previous owners has Used Car _____ had?	It's had _____ previous owners.
What colour is Used Car _____?	It's _____.
How many miles has Used Car _____ done?	It's done _____ miles.
What kind of transmission does Used Car _____ have?	_____.
What kind of fuel does Used Car _____ use?	_____.
How many doors has Used Car _____ got?	It's got _____ doors.
Has Used Car _____ got a CD player?	Yes, it has. / No, it hasn't.
Does Used Car _____ need any work doing?	Yes, _____ / No, it doesn't.
How much would you pay for Used Car _____? Why?	I'd pay _____ for Used Car _____, because...

Note: the data in this information exchange is based on adverts for real used cars that were published online in 2008. The actual prices were approximately: Used Car 1: £14,250; Used Car 2: £2,195; Used Car 3: £8,995; Used Car 4: £3,100.

The Human Body – Body Swap:

Task: "If you could swap bodies with one of these people for one day, who would you choose? Why?"

	EMMA	JACK
Height:	155cm (5'1") – short	178cm (5'10") – average height
Weight / Build:	55kg (8 stone 9 lb) / slim	98kg (15 stone 6 lb) / overweight
Age:	25	34
Hair Colour / Length / Style:	brown / short / wavy	blonde / long / pony tail
Face / Eyes:	oval, tanned / brown	round / green
Best Feature:	white teeth, legs	eyes
Worst Feature:	long fingers	scruffy clothes and shoes
Health:	good	has asthma and hay fever
Personality:	argumentative, ambitious	anxious, hard-working

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Answers

	LEONARD	CATHY
Height:	189cm (6'2") – tall	181cm (5'11") – quite tall
Weight / Build:	88kg (13 st. 12 lb) / athletic	83kg (13 stone 1 lb) / plump
Age:	40	18
Hair Colour / Length / Style:	black, greying / short / straight	black / shoulder length / permed
Face / Eyes:	long / grey (wears glasses)	round / brown
Best Feature:	handsome face	smile, hair
Worst Feature:	bad teeth and gums	big feet
Health:	not bad	excellent
Personality:	cheerful, easy-going	outgoing, energetic, tolerant

Sample Questions and Answers:

How tall is _____?	He/she is _____.
How much does _____ weigh?	He/she weighs _____.
What kind of build is _____?	He/she's _____.
How old is _____?	He/she's _____ years old.
What colour hair has _____ got?	He/she's got _____ hair.
How long is _____'s hair?	It's _____.
What style is _____'s hair?	It's _____.
What kind of face has _____ got?	He/she's got a _____ face.
What colour eyes has _____ got?	He/she's got _____ eyes.
Does _____ wear glasses?	Yes, he/she does. / No, he/she doesn't.
What is _____'s best feature?	It's his/her _____.
What is _____'s worst feature?	It's his/her _____.
How is _____'s health?	His/her health is _____.
What is _____'s personality like?	He/she is _____.
Who would you swap bodies with for one day? Why?	I'd swap bodies with _____ for one day, because...

Colours and Numbers – Best Sofa Deals:

Task: "Ask and answer questions to complete the gaps. The same sofas are for sale in different stores. Put the items in order of price, from the lowest to the highest. Which store(s) will you go to? Why?"

	JUST RELAX	WORLD OF SOFAS
dark blue leather sofa	£495.99	£549 £419.95
red and white striped fabric sofa	£499 £299	£10.38/month x 24 payments
brown and grey double sofabed	£679 (free delivery)	£479 (+ £9.95 delivery)
small green and orange footstool	£169	£159
black leather recliner	£1,199 £899	£18.72/month x 48 payments
yellow wicker armchair	£195.99 (free delivery)	£185.95
luxury purple fabric chair	£689	£855 £570 (OVER 1/3 OFF!)
medium-sized pink cushions (x4)	£99	£99 £49 (HALF PRICE!)

	REST EASY	EXOTIC SOFAS
dark blue leather sofa	£695.99 (free delivery)	£655.95 £385.95
red and white striped fabric sofa	£499 (+ £14.95 delivery)	£229.95 (free delivery)
brown and grey double sofabed	£799 (+ £14.95 delivery)	£479.95 (free delivery)
small green and orange footstool	£5.28/month x 36 payments	£169.95 £129.95
black leather recliner	£1,229	£1,220.95 £1,109.95
yellow wicker armchair	£195.99	£8.75/month x 24 payments
luxury purple fabric chair	£895 (SUPER PRICE!)	£16.35/month x 48 payments
medium-sized pink cushions (x4)	£119.99	£99 (BOGOF* = x8 cushions)

*BOGOF is an acronym used in stores to show that an item is on promotion. It stands for "Buy One Get One Free".

Sample Questions and Answers:

How much is the _____ at _____?	It's _____.
How much does the _____ cost at _____?	It costs _____.
Is there free delivery?	Yes, there is. / No, there isn't.

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Talk a Lot

Answers

How much does delivery cost? It costs _____.

How much are the monthly payments? _____.

How many monthly payments are there? _____.

In which store does the _____ cost the most/least? In _____.

In which store is the _____ the most expensive/the cheapest? In _____.

Which store has the best promotions/bargains/offers/prices? _____.

Which store(s) will you go to? Why? I will go to _____, because...

Which item(s) would you like to buy? Why? I would like to buy _____, because...

Prices of each item in order (lowest to highest):

	dark blue leather sofa:			red and white striped fabric sofa:	
Exotic Sofas	£385.95	best deal!	Exotic Sofas	£229.95	best deal!
World of Sofas	£419.95		World of Sofas	£249.12	
Just Relax	£495.99		Just Relax	£299	
Rest Easy	£695.99		Rest Easy	£513.95	

	brown and grey double sofabed:			small green and orange footstool:	
Exotic Sofas	£479.95	best deal!	Exotic Sofas	£129.95	best deal!
World of Sofas	£488.95		World of Sofas	£159	
Just Relax	£679		Just Relax	£169	
Rest Easy	£813.95		Rest Easy	£190.08	

	black leather recliner:			yellow wicker armchair:	
World of Sofas	£898.56	best deal!	World of Sofas	£185.95	best deal!
Just Relax	£899		Just Relax	£195.99 (with free delivery)	
Exotic Sofas	£1,109.95		Rest Easy	£195.99	
Rest Easy	£1,229		Exotic Sofas	£210	

	luxury purple fabric chair:			medium-sized pink cushions (x4):	
World of Sofas	£570	best deal!	World of Sofas	£49	best deal!
Just Relax	£689		Exotic Sofas	£49.50 (for four cushions)	
Exotic Sofas	£784.80		Just Relax	£99	
Rest Easy	£895		Rest Easy	£119.99	

Blank grid for working out the prices:

	dark blue leather sofa:			red and white striped fabric sofa:	
	£	best deal!		£	best deal!
	£			£	
	£			£	
	£			£	

	brown and grey double sofabed:			small green and orange footstool:	
	£	best deal!		£	best deal!
	£			£	
	£			£	
	£			£	

	black leather recliner:			yellow wicker armchair:	
	£	best deal!		£	best deal!
	£			£	
	£			£	
	£			£	

	luxury purple fabric chair:			medium-sized pink cushions (x4):	
	£	best deal!		£	best deal!
	£			£	
	£			£	
	£			£	

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Answers

Notes: (i) where prices are shown as monthly payments on the student's handout, the total price above assumes that 0% interest free credit applies for the full term of the payment plan. (ii) Clearly, Exotic Sofas and World of Sofas have the best sofa deals, while the other two stores have more upmarket prices; which proves that it's always well worth "shopping around" for expensive items such as sofas!

Life Events – Famous Lives:

Task: "Ask and answer questions to complete the gaps. Who had the most interesting life? Why?"

	MARIE CURIE	YOUSSOU N'DOUR
Nationality:	Polish, then French	Senegalese
D.O.B. / Birthplace:	07/11/1867 / Warsaw, Poland	01/10/1959 / Dakar, Senegal
Parents:	Bronisława and Władysław	Ndèye and Elimane
Childhood:	mother and sister died	started to perform aged 12
Education:	keen student	preferred music to school
Work:	chemist and physicist, radioactivity pioneer	singer and percussionist
Married / Date:	Pierre Curie / 1895	Mamie Camara / 1990
Children:	2 daughters – Irène and Ève	4
Died / Cause:	04/07/1934 / leukaemia	still alive

	LEO TOLSTOY	FRIDA KAHLO
Nationality:	Russian	Mexican
D.O.B. / Birthplace:	28/08/1828 / Central Russia	06/07/1907 / Mexico
Parents:	lost his mother aged 2 and father aged 9	Matilde and Guillermo
Childhood:	brought up with 3 brothers and 1 sister	tried boxing and other sports
Education:	started but didn't finish university	joined a gang at school
Work:	wrote "War & Peace" and "Anna Karenina"	artist
Married / Date:	Sofia / 23/09/1862	Diego Rivera / 1929
Children:	12	none
Died / Cause:	20/11/1910 / pneumonia	13/07/1954 / blood clot

Sample Questions and Answers:

What nationality was/is _____?	He/she was/is _____.
When was _____ born?	He/she was born on _____.
Where was _____ born?	He/she was born in _____.
Tell me about _____'s parents.	His/her parents were called _____.
Tell me about _____'s childhood.	He/she _____.
Tell me about _____'s education.	He/she _____.
What was/is _____'s job?	He/she was/is a/an _____.
Who did _____ marry?	He/she married _____.
When did _____ get married?	He/she got married on _____.
How many children did _____ have?/does _____ have?	He/she had/has _____ children.
Is _____ still alive?	Yes, he/she is. / No, he/she isn't.
When did _____ die?	He/she died on _____.
How did _____ die?	He/she died of _____.
Who had/has the most interesting life? Why?	_____ had/has the most interesting life, because...

Nature – Island Life:

Task: "Ask and answer questions to complete the gaps. Which island would you live on? Why?"

	SOGGY ISLAND	ARID ISLAND
trees:	willow, poplar	none
flowers:	orchids, sunflowers	desert rose
climate:	warm and humid	hot and dry
animals/fish:	crocodiles, turtles / flounders	hyenas, camels / none
plants:	long grass, rice, sugarcane	cacti
water:	swamps, rivers, marshes	an oasis
birds:	flamingos, seagulls, ducks	crows, vultures
landscape:	wet and soggy	desert; flat, rocky, dusty, empty
insects:	butterflies, crickets, spiders	flies, cockroaches

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Answers

	REDWOOD ISLAND	SNOWY ISLAND
trees:	redwood, birch, oak	pine, fir
flowers:	roses, daisies, violets	Arctic Poppy, lichens
climate:	summer: warm; winter: cold	very cold all year round, blizzards
animals/fish:	bears, deer, horses / trout	polar bears, wolves, moose, whales / cod
plants:	vines, bushes, nettles	tundra: grasses, mosses, etc.
water:	waterfalls, rivers, lakes	lakes, icebergs, rivers
birds:	owls, woodpeckers	gulls, snow goose, guillemots
landscape:	grassy plains, forests	mountains, rocks, snow, ice
insects:	lots of mosquitoes, caterpillars	bees, wasps, beetles, flies

Sample Questions and Answers:

What kinds of trees are there on _____ ?	There are _____.
What varieties of flowers are there on _____ ?	There are _____.
What is the climate like on _____ ?	It's _____.
What species of animals are there on _____ ?	There are _____.
What species of fish are there on _____ ?	There are _____.
What kinds of plants are there on _____ ?	There are _____.
Is there water on _____ ?	Yes, there is/are _____.
What species of birds are there on _____ ?	There are _____.
What sort of landscape does _____ have?	The landscape is _____. / There are _____.
What kinds of insects are there on _____ ?	There are _____.
Which island would you live on? Why?	I would live on _____, because...

Discussion Words and Question Sheets:

Crime:

General Questions:

- Answers will vary.
- Answers will vary.
- a) 7 words have 1 syllable: fine, gun, guilt, trial, theft, judge, court. b) 12 words have 2 syllables: appeal, victim, prison, suspect, blackmail, witness, arson, handcuffs, violence, jury, arrest, murder. c) 9 words have 3 syllables: detective, GBH, innocence, criminal, life sentence, punishment, fingerprints, shoplifting, defendant. d) 6 words have 4 syllables: police station, prison sentence, terrorism, burglar alarm, solicitor, drug trafficking. e) 4 words have 5 syllables: suspended sentence, neighbourhood watch scheme, electronic tag, police officer. f) 1 word has 6 syllables: community service. g) 1 word has 7 syllables: antisocial behaviour.
- 2 syllable words: these words have the strong stress on the first syllable: **victim, prison, suspect, blackmail, witness, arson, handcuffs, violence, jury, murder**; these words have the strong stress on the second syllable: **appeal, arrest**. 3 syllable words: these words have the strong stress on the first syllable: **innocence, criminal, life sentence, punishment, fingerprints, shoplifting**; this word has the strong stress on the middle syllable: **defendant**; this word has the strong stress on the third syllable: **GBH**. 4 syllable words: these words have the strong stress on the first syllable: **prison sentence, terrorism, burglar alarm, drug trafficking**; these words have the strong stress on the second syllable: **police station, solicitor**. 5 syllable words: this word has the strong stress on the second syllable: **police officer**; these words have the strong stress on the fourth syllable: **suspended sentence, neighbourhood watch scheme**; this word has the strong stress on the fifth syllable: **electronic tag**. 6 syllable word: this word has the strong stress on the fifth syllable: **community service**. 7 syllable word: this word has the strong stress on the sixth syllable: **antisocial behaviour**.
- Antisocial behaviour, appeal, arrest, arson, blackmail, burglar alarm, community service, court, criminal, defendant, detective, drug trafficking, electronic tag, fine, fingerprints, GBH, guilt, gun, handcuffs, innocence, judge, jury, life sentence, murder, neighbourhood watch scheme, police officer, police station, prison, prison sentence, punishment, shoplifting, solicitor, suspect, suspended sentence, terrorism, theft, trial, victim, violence, witness.
- 3 letters: GBH, gun. 4 letters: fine, jury. 5 letters: arson, court, guilt, judge, theft, trial. 6 letters: appeal, arrest, murder, prison, victim. 7 letters: suspect, witness. 8 letters: criminal, violence. 9 letters: blackmail, defendant,

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Answers

detective, handcuffs, innocence, solicitor, terrorism. 10 letters: punishment. 11 letters: shoplifting. 12 letters: burglar alarm, fingerprints, life sentence. 13 letters: electronic tag, police officer, police station. 14 letters: prison sentence. 15 letters: drug trafficking. 16 letters: community service. 17 letters: suspended sentence. 19 letters: antisocial behaviour. 24 letters: neighbourhood watch scheme.

7. See answer to number 5 above.

8. Answers will vary.

9. There are many possible answers to this question; for example, "gun", "suspect", and "judge" all contain the vowel sound /ʌ/. Use the phonetic chart on page 152 and the phonetic spellings of the vocabulary words on pages 147-151 to help your students put the words into sound groups.

Lesson Questions:

1. a) court. b) theft. c) trial. d) fine. e) gun. f) guilt. g) judge.

2. Answers will vary. Suggested answer (from most serious to least): terrorism, murder, GBH, drug trafficking, arson, blackmail, theft, shoplifting, antisocial behaviour.

3. Answers will vary. Suggested answer (from most serious to least): life sentence, prison sentence, electronic tag, community service, suspended sentence, fine.

4. Detective, appeal, victim, criminal, solicitor, trial, suspect, witness, handcuffs, judge, court, jury, defendant.

5. Electronic tag.

6. Community service.

7. Witness.

8. **Detective** – investigates crimes; **victim** – the crime is committed against this person; **criminal** – commits a crime; **solicitor** – represents the defendant or the state in court; **suspect** – the police think that this person may have committed the crime; **witness** – knows something about the crime and gives evidence in court; **judge** – hears the case in court and sentences or acquits the defendant; **police officer** – collects evidence, and deals with all parties in the case; **jury** – a group of ordinary people who hear the case in court and decide on the verdict; **defendant** – the person who is tried in court.

9. Appeal.

10. Neighbourhood watch scheme.

11. Blackmail.

Sport:

General Questions:

1. Answers will vary.

2. Answers will vary.

3. a) 12 words have 1 syllable: ball, cup, rule, score, game, squash, cue, puck, team, goal, bat, match. b) 15 words have 2 syllables: football, tennis, racquet, final, skiing, boxing, swimming, snooker, hockey, baseball, winner, player, sailing, rugby, cricket. c) 8 words have 3 syllables: badminton, referee, ice hockey, volleyball, Olympics, athletics, stadium, supporter. d) 4 words have 4 syllables: commentator, motor racing, table tennis, championship. e) 1 word has 6 syllables: American football.

4. 2 syllable words: all of the words have the strong stress on the first syllable: **football**, **tennis**, **racquet**, **final**, **skiing**, **boxing**, **swimming**, **snooker**, **hockey**, **baseball**, **winner**, **player**, **sailing**, **rugby**, **cricket**. 3 syllable words: these words have the strong stress on the first syllable: **stadium**, **ice hockey**, **volleyball**, **badminton**; these words have the strong stress on the middle syllable: **Olympics**, **athletics**, **supporter**; this word has the strong stress on the last

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Answers

syllable: **referee**. 4 syllable words: all of the words have the strong stress on the first syllable: **commentator**, **motor racing**, **table tennis**, **championship**. 6 syllable word: this word has the strong stress on the fifth syllable: American **football**.

5. American football, athletics, badminton, ball, baseball, bat, boxing, championship, commentator, cricket, cue, cup, final, football, game, goal, hockey, ice hockey, match, motor racing, Olympics, player, puck, racquet, referee, rugby, rule, sailing, score, skiing, snooker, squash, stadium, supporter, swimming, table tennis, team, tennis, volleyball, winner.

6. 3 letters: bat, cue, cup. 4 letters: ball, game, goal, puck, rule, team. 5 letters: final, match, rugby, score. 6 letters: boxing, hockey, player, skiing, squash, tennis, winner. 7 letters: cricket, racquet, referee, sailing, snooker, stadium. 8 letters: baseball, football, Olympics, swimming. 9 letters: athletics, badminton, ice hockey, supporter. 10 letters: volleyball. 11 letters: commentator, motor racing, table tennis. 12 letters: championship. 16 letters: American football.

7. See answer to number 5 above.

8. Answers will vary.

9. There are many possible answers to this question; for example, “athletics”, “bat”, and “match” all contain the vowel sound /æ/. Use the phonetic chart on page 152 and the phonetic spellings of the vocabulary words on pages 147-151 to help your students put the words into sound groups.

Lesson Questions:

1. a) ball. b) rule. c) game. d) match. e) cue. f) goal. g) bat.

2. Olympics.

3. Answers will vary.

4. Football, American football, hockey, baseball, rugby, cricket.

5. Answers will vary. Suggested answer (from least dangerous to most dangerous): snooker, table tennis, badminton, swimming, volleyball, sailing, tennis, squash, athletics, football, cricket, baseball, hockey, ice hockey, American football, rugby, skiing, boxing, motor racing.

6. Winner. Opposite word: loser.

7. Racquet (e.g. badminton, squash), bat (e.g. cricket, baseball), cue (snooker, pool, billiards), puck (hockey, ice hockey), ball (e.g. football, tennis, cricket).

8. a) skiing, b) athletics, motor racing, c) swimming, sailing, d) ice hockey, e) boxing.

9. Answers will vary. Suggested answer (from easiest to learn to hardest): football, volleyball, squash, table tennis, badminton, tennis, baseball, athletics, snooker, swimming, cricket, hockey, rugby, American football, ice hockey, sailing, boxing, skiing, motor racing.

10. **Commentator** – describes what is happening in the match, on TV or radio; **referee** – ensures that the players in a match behave according to the rules; **winner** – the person who has won a game, match or championship; **player** – a person who takes part in a sport; **supporter** – a person who watches sport, and in particular somebody who follows a particular individual or team enthusiastically.

11. Goal.

12. Rule.

13. Championship.

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Answers

Music:

General Questions:

1. Answers will vary.
2. Answers will vary.
3. a) 12 words have 1 syllable: drum, rock, group, brass, pop, blues, string, folk, wind, jazz, verse, choir. b) 12 words have 2 syllables: oboe, trumpet, guitar, nightclub, pop star, keyboard, singer, organ, ballet, chorus, DJ, hip-hop. c) 15 words have 3 syllables: R & B, orchestra, musical, saxophone, violin, conductor, audience, instrument, stereo, classical, piano, radio, double bass, musician, performer. d) 1 word has 5 syllables: electric guitar.
4. 2 syllable words: these words have the strong stress on the first syllable: **o**boe, **t**rump**e**t, **n**ightclub, **p**op star, **k**eyboard, **s**inger, **o**rgan, **b**allet, **c**horus, **D**J, **h**ip-hop; this word has the strong stress on the second syllable: guitar. 3 syllable words: these words have the strong stress on the first syllable: **o**chestra, **m**usical, **s**axophone, **a**udience, **i**nstrument, **s**tereo, **c**lassical, **r**adio; these words have the strong stress on the middle syllable: conductor, piano, musician, performer; these words have the strong stress on the last syllable: R & **B**, violin, double **b**ass. 5 syllable word: this word has the strong stress on the fifth syllable: electric guitar.
5. Audience, ballet, blues, brass, choir, chorus, classical, conductor, DJ, double bass, drum, electric guitar, folk, group, guitar, hip-hop, instrument, jazz, keyboard, musical, musician, nightclub, oboe, orchestra, organ, performer, piano, pop, pop star, radio, R & B, rock, saxophone, singer, stereo, string, trumpet, verse, violin, wind.
6. 2 letters: DJ. 3 letters/characters: pop, R & B. 4 letters: drum, folk, jazz, oboe, rock, wind. 5 letters: blues, brass, choir, group, organ, piano, radio, verse. 6 letters: ballet, chorus, guitar, hip-hop, singer, stereo, string, violin. 7 letters: musical, pop star, trumpet. 8 letters: audience, keyboard, musician. 9 letters: classical, conductor, nightclub, orchestra, performer, saxophone. 10 letters: double bass, instrument. 14 letters: electric guitar.
7. See answer to number 5 above.
8. Answers will vary.
9. There are many possible answers to this question; for example, "wind", "hip-hop", and "violin" all contain the vowel sound /i/. Use the phonetic chart on page 152 and the phonetic spellings of the vocabulary words on pages 147-151 to help your students put the words into sound groups.

Lesson Questions:

1. a) rock. b) pop. c) folk. d) choir. e) blues. f) wind.
2. Answers will vary. The musical instruments are: double bass, drum, electric guitar, guitar, keyboard, oboe, organ, piano, saxophone, trumpet, violin.
3. Answers will vary. The different genres of music are: blues, rock, folk, hip-hop, jazz, pop, R & B, classical.
4. Answers will vary. Suggested answers: **blues**: B.B. King (album: "Lucille"); **rock**: Guns N' Roses (album: "Appetite for Destruction"); **folk**: Bob Dylan (album: "The Times They Are A-Changin'"); **hip-hop**: Kanye West (album: "Graduation"); **jazz**: Billie Holiday (album: "Lady Sings the Blues"); **pop**: Sugababes (album "Taller in More Ways"); **R & B**: Amy Winehouse (album: "Back to Black"); **classical**: Vivaldi (album: "The Four Seasons").
5. Nightclub.
6. Choir.
7. Musical.
8. Conductor.
9. Audience.
10. a) Answers will vary. Suggested answer (from easiest to learn to the most difficult): drum, electric guitar, guitar, double bass, oboe, keyboard, organ, piano, violin, trumpet, saxophone. b) & c) Answers will vary.

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Answers

11. **Orchestra** – a large group of musicians who play mainly classical music together; **group** – a number of people who play musical instruments together, e.g. a *pop group* plays *pop music*; **conductor** – the person who stands in front of an orchestra and directs their performance; **audience** – the person or people who watch a performance; **pop star** – a singer or musician who is famous in the genre of pop music; **singer** – a person who sings, e.g. in front of an audience; **musician** – a person who plays a musical instrument; **choir** – a group of people who sing together, usually church or classical music; **DJ (disc jockey)** – a person who plays music on the radio, or at clubs, or at weddings and functions; **performer** – a person who performs, e.g. in front of an audience.

Weather:

General Questions:

1. Answers will vary.

2. Answers will vary.

3. a) 14 words have 1 syllable: mist, cold, sun, snow, rain, wind, heat, fog, ice, storm, sleet, sledge, cloud, drought. b) 12 words have 2 syllables: dry spell, cyclone, drizzle, suntan, snowman, wind farm, flooding, sunblock, heat wave, hailstones, raincoat, fog lamps. c) 8 words have 3 syllables: umbrella, hurricane, tsunami, forest fire, sunglasses, prediction, winter tyres, temperature. d) 4 words have 4 syllables: thermometer, weather forecast, Wellington boots, windscreen wipers. e) 1 word has 5 syllables: thunder and lightning. f) 1 word has 6 syllables: natural disaster.

4. 2 syllable words: all of the words have the strong stress on the first syllable: **dry** spell, **cyclone**, **drizzle**, **suntan**, **snowman**, **wind** farm, **flooding**, **sunblock**, **heat** wave, **hailstones**, **raincoat**, **fog** lamps. 3 syllable words: these words have the strong stress on the first syllable: **hurricane**, **forest** fire, **sunglasses**, **winter** tyres, **temperature**; these words have the strong stress on the middle syllable: **umbrella**, **tsunami**, **prediction**. 4 syllable words: these words have the strong stress on the first syllable: **weather** forecast, **windscreen** wipers; this word has the strong stress on the second syllable: **thermometer**; this word has the strong stress on the fourth syllable: Wellington **boots**. 5 syllable word: this word has the strong stress on the fourth syllable: thunder and **lightning**. 6 syllable word: this word has the strong stress on the fifth syllable: natural **disaster**.

5. Cloud, cold, cyclone, drizzle, drought, dry-spell, flooding, fog, fog lamps, forest fire, hailstones, heat, heat wave, hurricane, ice, mist, natural disaster, prediction, rain, raincoat, sledge, sleet, snow, snowman, storm, sun, sunblock, sunglasses, suntan, temperature, thermometer, thunder and lightning, tsunami, umbrella, weather forecast, Wellington boots, wind, wind farm, windscreen wipers, winter tyres.

6. 3 letters: fog, ice, sun. 4 letters: cold, heat, mist, rain, snow, wind. 5 letters: cloud, sleet, storm. 6 letters: sledge, suntan. 7 letters: cyclone, drizzle, drought, snowman, tsunami. 8 letters: dry-spell, flooding, fog lamps, heat wave, raincoat, sunblock, umbrella, wind farm. 9 letters: hurricane. 10 letters: forest fire, hailstones, prediction, sunglasses. 11 letters: temperature, thermometer, winter tyres. 15 letters: natural disaster, weather forecast, Wellington boots. 16 letters: windscreen wipers. 19 letters: thunder and lightning.

7. See answer to number 5 above.

8. Answers will vary.

9. There are many possible answers to this question; for example, “snowman”, “cold”, and “cyclone” all contain the vowel sound /əʊ/. Use the phonetic chart on page 152 and the phonetic spellings of the vocabulary words on pages 147-151 to help your students put the words into sound groups.

Lesson Questions:

1. a) mist. b) ice. c) fog. d) storm. e) sun. f) sleet. g) cloud.

2. Answers will vary. Suggested answer: good weather – dry spell, sun, heat, heat wave. Bad weather – mist, cold, cyclone, drizzle, hurricane, snow, rain, flooding, wind, fog, ice, storm, hailstones, sleet, cloud, thunder and lightning, drought.

3. Sunblock, sunglasses. Can you think of anything else that I could wear when the weather is good?

4. Snowman.

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Talk a Lot

Answers

5. Sun.
6. Weather forecast.
7. Wellington boots, raincoat. Can you think of anything else that I could wear in bad weather?
8. Windscreen wipers.
9. Thermometer.
10. Wind farm.
11. a) cyclone, hurricane, tsunami, flooding, forest fire, drought. b) Answers will vary.
12. Winter tyres.

Animals:

General Questions:

1. Answers will vary.
2. Answers will vary.
3. a) 18 words have 1 syllable: bear, cat, sheep, ant, snail, whale, lion, dog, bee, shark, cow, horse, worm, fish, mouse, bird, pig, frog. b) 14 words have 2 syllables: zebra, spider, panda, insect, tiger, lizard, giraffe, tortoise, goldfish, monkey, starfish, rabbit, dolphin, mammal. c) 6 words have 3 syllables: crocodile, kangaroo, elephant, gorilla, octopus, butterfly. d) 1 word has 4 syllables: caterpillar. e) 1 word has 5 syllables: hippopotamus.
4. 2 syllable words: these words have the strong stress on the first syllable: **zebra**, **spider**, **panda**, **insect**, **tiger**, **lizard**, **tortoise**, **goldfish**, **monkey**, **starfish**, **rabbit**, **dolphin**, **mammal**; this word has the strong stress on the second syllable: **giraffe**. 3 syllable words: these words have the strong stress on the first syllable: **crocodile**, **elephant**, **octopus**, **butterfly**; this word has the strong stress on the middle syllable: **gorilla**; this word has the strong stress on the last syllable: **kangaroo**. 4 syllable word: this word has the strong stress on the first syllable: **caterpillar**. 5 syllable word: this word has the strong stress on the third syllable: **hippopotamus**.
5. Ant, bear, bee, bird, butterfly, cat, caterpillar, cow, crocodile, dog, dolphin, elephant, fish, frog, giraffe, goldfish, gorilla, hippopotamus, horse, insect, kangaroo, lion, lizard, mammal, monkey, mouse, octopus, panda, pig, rabbit, shark, sheep, snail, spider, starfish, tiger, tortoise, whale, worm, zebra.
6. 3 letters: ant, bee, cat, cow, dog, pig. 4 letters: bear, bird, fish, frog, lion, worm. 5 letters: horse, mouse, panda, shark, sheep, snail, tiger, whale, zebra. 6 letters: insect, lizard, mammal, monkey, rabbit, spider. 7 letters: dolphin, giraffe, gorilla, octopus. 8 letters: elephant, goldfish, kangaroo, starfish, tortoise. 9 letters: butterfly, crocodile. 11 letters: caterpillar. 12 letters: hippopotamus.
7. See answer to number 5 above.
8. Answers will vary.
9. There are many possible answers to this question; for example, "insect", "elephant", and "zebra" all contain the vowel sound /e/. Use the phonetic chart on page 152 and the phonetic spellings of the vocabulary words on pages 147-151 to help your students put the words into sound groups.

Lesson Questions:

1. a) bird. b) lion. c) cat. d) lizard. e) shark. f) whale. g) bee.
2. Note: some animals belong in more than one category! a) insects: spider, ant, snail, caterpillar, bee, worm, butterfly. b) mammals: zebra, kangaroo, panda, tiger, bear, hippopotamus, giraffe, cat, elephant, sheep, gorilla, whale, lion, monkey, dog, cow, horse, mouse, rabbit, pig. c) reptiles: crocodile, lizard, tortoise. d) sea creatures: whale, octopus, shark, starfish, fish, dolphin. e) pets: spider, cat, tortoise, goldfish, dog, horse, fish, mouse, rabbit, bird, frog.

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Talk a Lot

Answers

3. a) Answers will vary. b) Answers will vary. Suggested answers: Africa: zebra, hippopotamus, giraffe, elephant, gorilla, lion, monkey. Americas: crocodile. Atlantic Ocean: dolphin. Australia: kangaroo. Canada: bear. China: panda. UK/New Zealand: sheep. India: tiger. Pacific Ocean: whale, octopus, shark. Most places: spider, insect, lizard, cat, tortoise, ant, snail, goldfish, caterpillar, dog, bee, cow, horse, worm, fish, starfish, mouse, butterfly, rabbit, bird, pig, frog, mammal.

4. Answers will vary. Suggested answer (from the smallest to the largest): ant, bee, caterpillar, snail, worm, spider, butterfly, goldfish, fish, starfish, frog, mouse, bird, lizard, rabbit, cat, tortoise, dog, monkey, pig, sheep, crocodile, dolphin, tiger, cow, kangaroo, bear, gorilla, panda, zebra, giraffe, lion, horse, shark, hippopotamus, octopus, elephant, whale.

5. a) crocodile, dolphin, fish, frog, goldfish, octopus, shark, starfish, whale. b) spider. c) bee, bird, butterfly. d) kangaroo, frog.

6. Answers will vary. Suggested answer: a) cow, dog, fish, pig, rabbit, sheep, snail. b) Answers will vary.

7. Answers will vary. Suggested answer (from the most beautiful to the ugliest): bird, horse, butterfly, fish, cat, rabbit, dog, dolphin, lion, whale, panda, sheep, tiger, starfish, bear, kangaroo, elephant, goldfish, caterpillar, bee, giraffe, monkey, zebra, gorilla, cow, mouse, tortoise, octopus, pig, ant, snail, frog, worm, hippopotamus, lizard, shark, spider, crocodile.

8. a) bear, cat, cow, crocodile, dog, elephant, giraffe, gorilla, hippopotamus, horse, kangaroo, lion, lizard, monkey, mouse, panda, pig, rabbit, sheep, tiger, tortoise, zebra. b) octopus, spider. c) caterpillar. d) dolphin, fish, goldfish, shark, snail, starfish, whale, worm.

9. Answers will vary. Suggested answers: useful: cat, dog, goldfish (pets), fish (food), cow, pig, sheep (food, milk, leather, wool, work), horse (work, transport), bee (honey), rabbit (food, pet), tortoise (pet), worm (aerates soil). Not as useful: ant, bear, bird, butterfly, caterpillar, crocodile, dolphin, elephant, frog, giraffe, gorilla, hippopotamus, kangaroo, lion, lizard, monkey, mouse, octopus, panda, shark, snail, spider, starfish, tiger, whale, zebra.

10. Ant, bee.

11. Giraffe.

12. Snail, tortoise.

13. a) cow. b) dog. c) lion, tiger. d) bear, dog. e) sheep. f) bird. g) pig. h) frog. i) bee. j) horse. k) cat.

Cars:

General Questions:

1. Answers will vary.

2. Answers will vary.

3. a) 9 words have 1 syllable: boot, road, fuel, wheel, brake, tyre, clutch, ban, seat. b) 15 words have 2 syllables: engine, windscreen, hazard, pedal, brake light, road rage, seatbelt, driver, L-plate, gear stick, sports car, handbrake, road sign, dashboard, headlights. c) 7 words have 3 syllables: accident, side mirror, licence plate, passenger, Highway Code, battery, steering wheel. d) 7 words have 4 syllables: automatic, parking ticket, zebra crossing, learner driver, Sunday driver, indicator, rear view mirror. e) 1 word has 5 syllables: accelerator. f) 1 word has 8 syllables: breakdown recovery service.

4. 2 syllable words: all of the words have the strong stress on the first syllable: **engine**, **windscreen**, **hazard**, **pedal**, **brake light**, **road rage**, **seatbelt**, **driver**, **L-plate**, **gear stick**, **sports car**, **handbrake**, **road sign**, **dashboard**, **headlights**. 3 syllable words: all of the words have the strong stress on the first syllable: **accident**, **side mirror**, **licence plate**, **passenger**, **Highway Code**, **battery**, **steering wheel**. 4 syllable words: these words have the strong stress on the first syllable: **parking ticket**, **indicator**; these words have the strong stress on the third syllable: **automatic**, **zebra crossing**, **learner driver**, **Sunday driver**, **rear view mirror**. 5 syllable word: this word has the strong stress on the second syllable: **accelerator**. 8 syllable word: this word has the strong stress on the fourth syllable: **breakdown recovery service**.

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Talk a Lot

Answers

5. Accelerator, accident, automatic, ban, battery, boot, brake, brake light, breakdown recovery service, clutch, dashboard, driver, engine, fuel, gear stick, handbrake, hazard, headlights, Highway Code, indicator, learner driver, licence plate, L-plate, parking ticket, passenger, pedal, rear view mirror, road, road rage, road sign, seat, seatbelt, side mirror, sports car, steering wheel, Sunday driver, tyre, wheel, windscreen, zebra crossing.

6. 3 letters: ban. 4 letters: boot, fuel, road, seat, tyre. 5 letters: brake, pedal, wheel. 6 letters: clutch, driver, engine, hazard, L-plate. 7 letters: battery. 8 letters: accident, road rage, road sign, seatbelt. 9 letters: automatic, dashboard, gear stick, handbrake, indicator, passenger, sports car. 10 letters: brake light, headlights, side mirror, windscreen. 11 letters: accelerator, Highway Code. 12 letters: licence plate, Sunday driver. 13 letters: learner driver, parking ticket, steering wheel, zebra crossing. 14 letters: rear view mirror. 24 letters: breakdown recovery service.

7. See answer to number 5 above.

8. Answers will vary.

9. There are many possible answers to this question; for example, “seat”, “sports car”, and “Sunday driver” all begin with the consonant sound /s/. Use the phonetic chart on page 152 and the phonetic spellings of the vocabulary words on pages 147-151 to help your students put the words into sound groups.

Lesson Questions:

1. a) brake. b) clutch. c) ban. d) driver. e) wheel. f) seat. g) fuel.

2. The parts of a car are: **engine** (powers the car); **boot** (a place to put luggage and shopping); **windscreen** (the driver looks out of this); **accelerator** (press this pedal to go faster); **wheel** (wheels enable the car to move); **pedal** (press these with your foot: brake, clutch, accelerator); **brake** (press this pedal to slow down); **brake light** (light on the back of the car which shows drivers behind you that the car is braking); **seatbelt** (wear this to keep you safe in the event of an accident); **side mirror** (there are two on either side of the car at the front; they enable the driver to see what's happening on the road behind them); **tyre** (rubber cover on a wheel); **licence plate** (small panel on the front and back of the car displaying the licence number of the car); **clutch** (press this pedal when you are changing gear in a car with a manual transmission); **gear stick** (use this lever to change gear); **indicator** (small lights on the front and back of the car, on both sides; they show other drivers when you intend to turn left or right); **battery** (stores power for different functions in the car, e.g. lights, radio, etc.); **seat** (people in the car sit on them); **handbrake** (parking brake); **rear view mirror** (the driver can see what is happening on the road behind them); **steering wheel** (the driver turns this with one or both hands to make the car turn); **dashboard** (the control panel in front of the driver which gives information about the car, e.g. the speedometer on the dashboard shows how fast the car is going); **headlights** (the bright lights on the front of the car).

3. Brake.

4. L-plates (learner plates).

5. **Learner driver** (has driving lessons; has not yet passed their driving test); **passenger** (sits in the car while somebody else drives); **driver** (drives the car); **Sunday driver** (a driver who doesn't drive very often – perhaps only at weekends – which makes them overly cautious on the road).

6. Zebra crossing.

7. Accelerator.

8. Wheel.

9. a) The negative words to do with driving are: hazard, road rage, accident, ban, Sunday driver, breakdown recovery service. b) Answers will vary.

10. Seatbelt.

11. Road sign.

12. Boot.

13. Indicator.

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Talk a Lot

Answers

The Human Body:

General Questions:

- Answers will vary.
- Answers will vary.
- a) 31 words have 1 syllable: head, skin, bone, chest, neck, blood, throat, vein, face, hair, knee, back, hand, leg, eye, toe, heart, nail, nose, tongue, ear, foot, cheek, tooth, wrist, lung, arm, chin, mouth, brain, lip. b) 8 words have 2 syllables: finger, elbow, liver, stomach, kidney, shoulder, muscle, ankle. c) 1 word has 3 syllables: skeleton.
- 2 syllable words: all of the words have the strong stress on the first syllable: **finger**, **elbow**, **liver**, **stomach**, **kidney**, **shoulder**, **muscle**, **ankle**. 3 syllable word: this word has the strong stress on the first syllable: **skeleton**.
- Ankle, arm, back, blood, bone, brain, cheek, chest, chin, ear, elbow, eye, face, finger, foot, hair, hand, head, heart, kidney, knee, leg, lip, liver, lung, mouth, muscle, nail, neck, nose, shoulder, skeleton, skin, stomach, throat, toe, tongue, tooth, vein, wrist.
- 3 letters: arm, ear, eye, leg, lip, toe. 4 letters: back, bone, chin, face, foot, hair, hand, head, knee, lung, nail, neck, nose, skin, vein. 5 letters: ankle, blood, brain, cheek, chest, elbow, heart, liver, mouth, tooth, wrist. 6 letters: finger, kidney, muscle, throat, tongue. 7 letters: stomach. 8 letters: shoulder, skeleton.
- See answer to number 5 above.
- Answers will vary.
- There are many possible answers to this question; for example, “**toe**”, “**throat**”, “**nose**”, and “**bone**” all contain the vowel sound /əʊ/. Use the phonetic chart on page 152 and the phonetic spellings of the vocabulary words on pages 147-151 to help your students put the words into sound groups.

Lesson Questions:

- a) head. b) wrist. c) eye. d) brain, vein. e) leg. f) face.
- Answers will vary. Tip: if you print two sets of the discussion word cards you can build a human body that is more symmetrical, i.e. with two eyes, two ears, two arms, two legs, etc.
- a) ear. b) eye. c) finger, toe, lip, skin. d) lung, mouth, nose, chest. e) mouth, lung, lip, tongue, tooth, chest. f) tooth, mouth. g) leg, knee, ankle, muscle, foot, toe. h) nose. i) lip, mouth, tongue. j) brain. k) tongue. l) finger, nail. m) mouth, tooth, tongue, cheek, muscle.
- Heart.
- These body parts come in pairs: elbow, knee, hand, leg, eye, ear, foot, cheek, wrist, lung, arm, kidney, lip, shoulder, ankle.
- These body parts don't have bones in them: blood, brain, eye, hair, heart, kidney, lip, liver, lung, muscle, nail, skin, stomach, throat, tongue, tooth, vein.
- Finger.
- The body organs are: **brain** (for thinking), **heart** (for pumping blood around the body), **kidney** (for taking out the waste products from our blood), **liver** (for cleaning our blood), **lung** (for breathing), **skin** (for ventilation and feeling), **stomach** (for processing food and drink).
- Skeleton.
- a) Arm joints: shoulder, elbow, wrist. b) Leg joints: knee, ankle.
- Stomach.
- Blood.

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Talk a Lot

Answers

13. Nail.

Colours and Numbers:

General Questions:

1. Answers will vary.

2. Answers will vary.

3. a) 18 words have 1 syllable: nine, blue, red, three, one, eight, twelve, five, pink, ten, grey, two, brown, four, six, white, green, black. b) 19 words have 2 syllables: thirty, thirteen, fourteen, twenty, hundred, purple, ninety, yellow, forty, nineteen, zero, fifty, seven, fifteen, orange, eighteen, sixty, eighty, sixteen. c) 3 words have 3 syllables: seventy, eleven, seventeen.

4. 2 syllable words: these words have the strong stress on the first syllable: **thirty, twenty, hundred, purple, ninety, yellow, forty, zero, fifty, seven, orange, sixty, eighty**; these words have the strong stress on the second syllable: **thirteen, fourteen, nineteen, fifteen, eighteen, sixteen**. 3 syllable words: this word has the strong stress on the first syllable: **seventy**; this word has the strong stress on the second syllable: **eleven**; this word has the strong stress on the last syllable: **seventeen**.

5. Black, blue, brown, eight, eighteen, eighty, eleven, fifteen, fifty, five, forty, four, fourteen, green, grey, hundred, nine, nineteen, ninety, one, orange, pink, purple, red, seven, seventeen, seventy, six, sixteen, sixty, ten, thirteen, thirty, three, twelve, twenty, two, white, yellow, zero.

6. 3 letters: one, red, six, ten, two. 4 letters: blue, five, four, grey, nine, pink, zero. 5 letters: black, brown, eight, fifty, forty, green, seven, sixty, three, white. 6 letters: eighty, eleven, ninety, orange, purple, thirty, twelve, twenty, yellow. 7 letters: fifteen, hundred, seventy, sixteen. 8 letters: eighteen, fourteen, nineteen, thirteen. 9 letters: seventeen.

7. See answer to number 5 above.

8. Answers will vary.

9. There are many possible answers to this question; for example, "ten", "eleven", and "twelve" all contain the vowel sound /e/. Use the phonetic chart on page 152 and the phonetic spellings of the vocabulary words on pages 147-151 to help your students put the words into sound groups.

Lesson Questions:

1. a) red. b) one. c) three. d) yellow. e) pink. f) green. g) white.

2. Answers will vary, for example: a) 19 = nine + ten. b) 65 = forty + twenty + five. c) 193 = hundred + ninety + three. d) 7 = three + four. e) 48 = thirty + eighteen. f) 107 = eighty + twenty + seven. g) 31 = seven + eight + sixteen.

3. Answers will vary. Suggested answers: vibrant colours: yellow, pink, orange, red; boring colours: grey, brown.

4. a) five. b) ten. c) fifteen. d) twenty. e) thirty. f) forty. g) fifty. h) sixty. i) seventy.

5. Green.

6. One.

7. Answers will vary. The colours are: blue, red, purple, yellow, pink, grey, brown, orange, white, green, black.

8. Zero.

9. Orange.

10. a) thirteen (13), fourteen (14), hundred (100), one (1), twelve (12), nineteen (19), ten (10), eleven (11), fifteen (15), seventeen (17), eighteen (18), sixteen (16). b) twenty (20), twelve (12), two (2). c) thirty (30), thirteen (13), three (3). d) fourteen (14), forty (40), four (4). e) five (5), fifty (50), fifteen (15). f) sixty (60), six (6), sixteen (16). g) seventy (70), seven (7), seventeen (17). h) eight (8), eighteen (18), eighty (80). i) nine (9), ninety (90), nineteen (19). j) thirty

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Talk a Lot

Answers

(30), twenty (20), hundred (100), seventy (70), ninety (90), forty (40), ten (10), zero (0), fifty (50), sixty (60), eighty (80).

11. Green.

12. a) two. b) twelve. c) three. d) hundred.

Life Events:

General Questions:

1. Answers will vary.

2. Answers will vary.

3. a) 4 words have 1 syllable: birth, groom, death, bride. b) 18 words have 2 syllables: bridesmaid, stag night, midwife, widow, wedding, affair, mistress, marriage, best man, childhood, labour, coffin, friendship, birthday, divorce, best friend, first kiss, old age. c) 7 words have 3 syllables: menopause, funeral, pregnancy, engagement, employment, teenager, growing pains. d) 6 words have 4 syllables: biography, education, redundancy, graduation, adolescence, separation. e) 4 words have 5 syllables: terminal illness, qualification, custody battle, anniversary. f) 1 word has 6 syllables: further education.

4. 2 syllable words: these words have the strong stress on the first syllable: **bridesmaid**, **stag** night, **midwife**, **widow**, **wedding**, **mistress**, **marriage**, **childhood**, **labour**, **coffin**, **friendship**, **birthday**; these words have the strong stress on the second syllable: **affair**, best **man**, **divorce**, best **friend**, first **kiss**, old **age**. 3 syllable words: these words have the strong stress on the first syllable: **menopause**, **funeral**, **pregnancy**, **teenager**, **growing** pains; these words have the strong stress on the second syllable: **engagement**, **employment**. 4 syllable words: these words have the strong stress on the second syllable: **biography**, **redundancy**; these words have the strong stress on the third syllable: **education**, **graduation**, **adolescence**, **separation**. 5 syllable words: this word has the strong stress on the first syllable: **custody** battle; this word has the strong stress on the third syllable: **anniversary**; these words have the strong stress on the fourth syllable: terminal **illness**, **qualification**. 6 syllable word: this word has the strong stress on the fifth syllable: further **education**.

5. Adolescence, affair, anniversary, best friend, best man, biography, birth, birthday, bride, bridesmaid, childhood, coffin, custody battle, death, divorce, education, employment, engagement, first kiss, friendship, funeral, further education, graduation, groom, growing pains, labour, marriage, menopause, midwife, mistress, old age, pregnancy, qualification, redundancy, separation, stag night, teenager, terminal illness, wedding, widow.

6. 5 letters: birth, bride, death, groom, widow. 6 letters: affair, coffin, labour, old age. 7 letters: best man, divorce, funeral, midwife, wedding. 8 letters: birthday, marriage, mistress, teenager. 9 letters: biography, childhood, education, first kiss, menopause, pregnancy, stag night. 10 letters: best friend, bridesmaid, employment, engagement, friendship, graduation, redundancy, separation. 11 letters: adolescence, anniversary. 12 letters: growing pains. 13 letters: custody battle, qualification. 15 letters: terminal illness. 16 letters: further education.

7. See answer to number 5 above.

8. Answers will vary.

9. There are many possible answers to this question; for example, "bridesmaid", "education", and "separation" all contain the vowel sound /eɪ/. Use the phonetic chart on page 152 and the phonetic spellings of the vocabulary words on pages 147-151 to help your students put the words into sound groups.

Lesson Questions:

1. a) birth. b) groom. c) labour. d) bride. e) marriage.

2. Answers will vary. Suggested answer: **childhood**: best friend, birth, birthday, education, friendship. **Adolescence**: first kiss, further education, growing pains, qualification, teenager. **Adulthood**: affair, anniversary, best man, bride, bridesmaid, custody battle, divorce, employment, engagement, graduation, groom, labour, marriage, menopause, midwife, mistress, pregnancy, redundancy, separation, stag night, wedding. **Old age**: biography, coffin, death, funeral, terminal illness, widow.

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Talk a Lot

Answers

3. The words to do with marriage are: affair, anniversary, best man, bride, bridesmaid, divorce, engagement, groom, marriage, mistress, separation, stag night, wedding, widow.

4. Answers will vary. Suggested answer: **positive words:** anniversary, best friend, best man, biography, birth, birthday, bride, bridesmaid, childhood, education, employment, engagement, first kiss, friendship, further education, graduation, groom, marriage, midwife, pregnancy, qualification, stag night, teenager, wedding. **Negative words:** adolescence, affair, coffin, custody battle, death, divorce, funeral, growing pains, labour, menopause, mistress, old age, redundancy, separation, terminal illness, widow.

5. Further education.

6. Answers will vary. Suggested answer for a) & b): birth, birthday, childhood, friendship, education, adolescence, growing pains, first kiss, further education, graduation, employment, engagement, stag night, wedding, marriage, pregnancy, labour, birth, anniversary, affair, separation, custody battle, divorce, menopause, redundancy, old age, terminal illness, death, funeral.

7. The people are: **best friend** (supports and encourages you); **best man** (supports a man before and during his wedding); **bride** (a woman who gets married); **bridesmaid** (supports a woman before and during her wedding); **groom** (a man who gets married); **midwife** (delivers babies); **mistress** (the woman that a married man has a relationship with); **teenager** (a person aged between 13-19 years old); **widow** (a woman whose husband has died).

8.

abstract noun:	verb:	past participle:	person noun:	adjective:
adolescence	to be an adolescent		adolescent	adolescent
affair	to have an affair/cheat		mistress/lover	
birth	to be born	born	newborn	birth
childhood	to be a child		child	childish
custody battle	to have/be involved in a...			
death	to die	died	dead body/corpse	dead
divorce	to divorce/get divorced	divorced/got div...	divorcee	divorced
education	to educate/be educated	educated/been ed..	educator	educated
employment	to employ	employed	employer/employee	employed
engagement	to get/be engaged	engaged	engaged couple	engaged
friendship	to befriend/make friends with	befriended	friend/best friend	friendly
further education	to go on to further education		student	student
graduation	to graduate	graduated	graduate	graduate
labour	to experience labour			
marriage	to marry/get married	married	wife/husband	married
menopause	to go through the menopause			menopausal
old age	to become/grow/be old aged	old aged	old aged pensioner	old aged
pregnancy	to get/be pregnant			pregnant
qualification	to qualify in...	qualified		qualified
redundancy	to be made redundant			redundant
separation	to separate	separated		separated
terminal illness	to have a terminal illness			terminally ill

9. The words to do with being born are: birth, birthday, labour, midwife, pregnancy.

10. Anniversary, birthday.

11. The words to do with the end of somebody's life are: coffin, death, funeral, old age, terminal illness, widow.

12. Teenager.

Nature:

General Questions:

1. Answers will vary.

2. Answers will vary.

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Talk a Lot

Answers

3. a) 20 words have 1 syllable: sea, hill, land, fire, cliff, stream, sky, plant, field, sand, lake, spring, beach, coast, crop, air, grass, tree, bush, wave. b) 14 words have 2 syllables: forest, river, winter, season, ocean, flower, valley, sunset, mountain, summer, water, desert, rainbow, autumn. c) 3 words have 3 syllables: countryside, reservoir, waterfall. d) 3 words have 4 syllables: environment, national park, geography.

4. 2 syllable words: all of the words have the strong stress on the first syllable: **forest, river, winter, season, ocean, flower, valley, sunset, mountain, summer, water, desert, rainbow, autumn**. 3 syllable words: all of the words have the strong stress on the first syllable: **countryside, reservoir, waterfall**. 4 syllable words: these words have the strong stress on the second syllable: **environment, geography**; this word has the strong stress on the fourth syllable: **national park**.

5. Air, autumn, beach, bush, cliff, coast, countryside, crop, desert, environment, field, fire, flower, forest, geography, grass, hill, lake, land, mountain, national park, ocean, plant, rainbow, reservoir, river, sand, sea, season, sky, spring, stream, summer, sunset, tree, valley, water, waterfall, wave, winter.

6. 3 letters: air, sea, sky. 4 letters: bush, crop, fire, hill, lake, land, sand, tree, wave. 5 letters: beach, cliff, coast, field, grass, ocean, plant, river, water. 6 letters: autumn, desert, flower, forest, season, spring, stream, summer, sunset, valley, winter. 7 letters: rainbow. 8 letters: mountain. 9 letters: geography, reservoir, waterfall. 11 letters: countryside, environment. 12 letters: national park.

7. See answer to number 5 above.

8. Answers will vary.

9. There are many possible answers to this question; for example, "river", "cliff", and "spring" all contain the vowel sound /ɪ/. Use the phonetic chart on page 152 and the phonetic spellings of the vocabulary words on pages 147-151 to help your students put the words into sound groups.

Lesson Questions:

1. a) stream. b) sky. c) fire. d) sea, tree. e) flower, f) air, g) land, sand.

2. Answers may vary. Suggested answer: items that you could find in a park: air, bush, flower, grass, hill, lake, land, plant, rainbow, river, sand, sea, sky, spring (water), stream, sunset, tree, water, waterfall.

3. The seasons are: spring, summer, autumn, winter. b) Answers will vary.

4. Sky.

5. a) and b) The different kinds of water are (from the smallest to the largest): water, spring, wave, waterfall, stream, river, reservoir, lake, coast, sea, ocean.

6. Tree.

7. a) The places are: beach, cliff, coast, countryside, desert, environment, field, forest, hill, lake, land, mountain, national park, ocean, reservoir, river, sea, sky, spring, stream, valley, waterfall. b) Answers will vary.

8. Environment.

9. Desert.

10. Air.

11. Crop; field, land.

12. National park.

13. a) Rainbow. b) When the sun shines on rain. c) The colours in a rainbow are: red, orange, yellow, green, blue, indigo, and violet.

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Talk a Lot

Answers

Lesson Tests:

Crime:

A) a) fine. b) theft. c) witness. d) jury. e) court. f) arrest.

B) 1. trial. 2. do. 3. guilty. 4. petty.

C) 1. guilt. 2. fine. 3. court. 4. trial. 5. gun. 6. judge. 7. theft.

D) Verb form: future forms. 1. Why. 2. really scared. 3. Are. 4. am. 5. get. 6. not.

E) Verb form: present continuous. 7. picking. 8. Litter. 9. Lola and Susan. 10. Yes. 11. Are. 12. not.

Sport:

A) 1. If it rains heavily the motor racing will be cancelled. 2. Mick plays rugby for the Doncaster Falcons every Saturday.

B) 1. Charlotte **is playing** basketball with her friends Jules and Mandy. 2. You **should put** chalk on your cue fairly often during a game of snooker or pool.

C) The correct stress pattern is a).

D) Verb form: present perfect. 1. How many. 2. times. 3. your team. 4. has. 5. reached. 6. it.

E) Verb form: past continuous. 7. running. 8. Because. 9. Was. 10. Yes. 11. Was. 12. wasn't.

Music:

A) 1. performer. 2. ballet. 3. classical. 4. musician. 5. chorus. 6. rock. 7. audience. 8. conductor. 9. singer. 10. group. 11. musical. 12. folk.

B) 1. b). 2. d). 3. a). 4. c).

C) Answers will vary. Suggested answer: double bass, drum, guitar, keyboard, oboe, piano, trumpet, violin.

D) Verb form: past simple. 1. Where. 2. the. 3. Did. 4. we. 5. the Roxy. 6. No.

E) Verb form: first conditional. 7. will. 8. Soul music. 9. I. 10. Yes. 11. Will. 12. won't.

Weather:

A) i) The content words are shown in black: **On the TV weather forecast last night they were predicting sleet and snow for next weekend.** ii) **If it stops raining in a minute we can go out for a walk.**

B) 1. umbrella. 2. hurricane. 3. drizzle. 4. heat. 5. hailstones. 6. cloud. 7. flooding. 8. sunglasses. 9. tsunami. 10. cyclone. 11. raincoat. 12. drought.

C) The unnecessary words are: 1. near. 2. been. 3. of. 4. has.

D) Verb form: modal verbs. 1. Why. 2. fog lamps. 3. I. 4. Yes. 5. Do. 6. don't.

E) Verb form: present simple. 7. do. 8. When. 9. Do. 10. I. 11. raining. 12. No.

Animals:

A) The stressed syllables are shown in black: a) **giraffe** (2 syllables). b) **monkey** (2 syllables). c) **octopus** (3 syllables). d) **hippopotamus** (5 syllables). e) **kangaroo** (3 syllables).

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Answers

B) 1. d) must. 2. c) move, a) stung. 3. b) spinning.

C) 1. b) kangaroo – because all of the other animals are domestic pets. 2. d) starfish – because all of the other animals are insects. 3. a) monkey – because all of the other animals are farm animals. 4. b) zebra – because all of the other animals live in the ocean.

D) Verb form: present simple. 1. thinks. 2. does. 3. Does. 4. does. 5. Do. 6. they.

E) Verb form: present perfect. 7. How many. 8. two. 9. Have. 10. have. 11. got. 12. haven't.

Cars:

A) automatic (4 syllables), wheel (1 syllable), driver (2 syllables), passenger (3 syllables), breakdown recovery service (8 syllables), indicator (4 syllables), headlights (2 syllables), battery (3 syllables), windscreen (2 syllables), learner driver (4 syllables), side mirror (3 syllables).

B) Starting sentences 1 and 2 are incorrect. They should read: 1. Penny has had her blue VW Golf since **before her husband died**. 2. Your **car** is illegally parked in a no parking zone.

C) Answers will vary. Suggested answer: accelerator, brake, clutch, dashboard, engine, gear stick, pedal, seat.

D) Verb form: past continuous. 1. were. 2. Whether. 3. Were. 4. was. 5. you. 6. wasn't.

E) Verb form: first conditional. 7. What. 8. Wait. 9. I. 10. Yes. 11. Should. 12. shouldn't.

The Human Body:

A) 1. c) stomach. 2. d) kidney. 3. e) shoulder. 4. f) muscle. 5. a) skeleton. 6. b) cheek.

B) 1. Our legs were aching because we'd just run over ten miles. 2. I brush my teeth twice a day. 3. Veronica's had her nose pierced at that new salon on the corner of Maitland Street. 4. Terry is showing his friends the stitches in his shoulder.

C) 1. ankle. 2. liver. 3. eye. 4. throat. 5. hand. 6. lung. 7. foot. 8. ear.

D) Verb form: past simple. 1. Who. 2. was. 3. Was. 4. was. 5. Mike. 6. No.

E) Verb form: future forms. 7. is. 8. In. 9. planning. 10. she. 11. Is. 12. isn't.

Colours and Numbers:

A) Black, blue, eight, green, hundred, nine, purple, red, seven, seventy, ten, thirty, twelve, zero.

B) 1. yellow. 2. red. 3. brown. 4. three. 5. white. 6. twenty.

C) 1. Incorrect: bleu; correct: **blue**. 2. Incorrect: fourty; correct: **forty**. 3. Incorrect: wite; correct: **white**. 4. Incorrect: douzen; correct: **dozen**.

D) Verb form: modal verbs. 1. do. 2. A. 3. Do. 4. Yes. 5. decide. 6. don't.

E) Verb form: present continuous. 7. Why. 8. Because. 9. her. 10. is. 11. Is. 12. isn't.

Life Events:

A) 1. marriage. 2. childhood. 3. birth. 4. adolescence. 5. death. 6. divorce. 7. old age.

B) 1. c) Ron and Julie have been married for eight years. 2. a) Lorna graduated from Hull University last July. 3. d) Ken's wife is terminally ill with cancer. 4. b) If you help me wash the car, I'll give you some extra pocket money.

C) The unnecessary words are: 1. the. 2. have.

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Answers

D) Verb form: modal verbs. 1. can. 2. Once. 3. Can. 4. can. 5. your. 6. can't.

E) Verb form: present continuous. 7. Why. 8. To. 9. Lee. 10. Yes. 11. having. 12. isn't.

Nature:

A) 1. **ocean**. 2. **sunset**. 3. **flower**. 4. **beach**. 5. **mountain**. 6. **forest**.

B) 1. I'm **standing** in the garden **watching** the most spectacular sunset. 2. I'll **be** really happy on Tuesday if our Geography exam **is cancelled**. 3. Michael and his brothers **are going to plant** some oak trees on the land next to that patch of yellow flowers. 4. Theresa **walks** on the beach every day with her dog Domino.

C) 1. field – because all of the other words are kinds of water. 2. environment – because all of the other words are seasons of the year. 3. beach – because all of the other items grow in the ground. 4. geography – because all of the other words are to do with the seaside.

D) Verb form: present perfect. 1. What. 2. Rock climbing. 3. Have. 4. Yes. 5. wanted. 6. haven't.

E) Verb form: past simple. 7. did. 8. the. 9. you. 10. did. 11. Did. 12. didn't.

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Talk a Lot

Sentence Stress

What is Sentence Stress?

Sentence stress is a natural part of spoken English and students should be encouraged to use it during the course. English is a stress-timed language which is spoken with rhythm. This results from strong and weak stresses that are built into both individual words and sentences. How can students recognise stresses in a sentence? The main rules for sentence stress in a *neutral* sentence (one without special emphasis) are as follows:

- i) There are two kinds of word in most sentences: **content words** and **function words**. Content words are words that give the meaning in a sentence, such as **nouns** (e.g. bread), **main verbs** (e.g. eat, but not “be”), **adjectives** (e.g. sliced), **adverbs** (e.g. quickly), **numbers**, **wh- question words** (e.g. what), and **negative auxiliary verbs** (e.g. isn’t). Function words are words that are essential to make the sentence grammatically correct, but don’t have any intrinsic meaning on their own, i.e. without content words. They are words such as **pronouns** (e.g. she, them), **auxiliary verbs** (e.g. “are” in “They are going...”), **prepositions** (e.g. in, on), **articles** and **determiners** (e.g. a, the, some), **conjunctions** (e.g. and), **quantifiers** (e.g. many), and the **verb “be” when used as a main verb**. English native speakers may automatically *listen to* the content words in a sentence while *absorbing* the function words almost subconsciously.
- ii) The strong stresses fall on the content words in a sentence while the weak stresses fall on the function words. If a word has a strong stress in a sentence it is spoken with more emphasis and volume, and more slowly than a word with a weak stress.
- iii) The time between the stressed content words is the same, regardless of how many function words there are between them.

But does sentence stress matter? It’s a difficult area – why not just leave it out? It can be a difficult concept for students to understand – particularly if their first language is not stress-timed, i.e. in their first language all the words in a sentence are spoken with equal stress. Native speakers of English speak quite naturally with sentence stress but if you asked one why they did this they would perhaps be unaware that they were even doing it, and at a loss to explain the rules (unless they had specifically studied the subject). Nevertheless, it is an important aspect of spoken English because **when a student doesn’t speak with sentence stress – or uses incorrect sentence stress – they can be hard to understand, even when what they’re saying is grammatically correct and really interesting** – a situation that can be quite frustrating for students. Understanding sentence stress can also help students to get more out of listening to spoken English.

On pages 142 to 144 we show the sentence stress in all eighty sentence block starting sentences from this course. The words in black are content words and have strong stress, while the words in grey are function words and have weak stress. There are many different ways that teachers can highlight sentence stress during the course of each lesson; below there are a handful of suggested activities to get the ball rolling. Let’s use a starting sentence from the “Music” topic as our first example.

Example with a Starting Sentence:

Marion is singing a song that was written by George Gershwin.

This sentence can be “translated” into weak and strong stresses like this:

Marion is singing a song that was written by George Gershwin.

The beats and the rhythm caused by the weak and strong stresses can be indicated like this:

Marion is singing a song that was written by George Gershwin.

● ● ● ● ● ● ● ● ● ●

So this starting sentence can be summarised in terms of sentence stress as simply:

● ● ● ● ● ● ● ● ● ●

In this starting sentence the content words are: Marion (noun), singing (main verb), song (noun), written (main verb), George Gershwin (noun). The function words are: is (auxiliary verb), a (article), that (relative pronoun), by (passive “by”). If you were to say the content words in order without the function words, your listener could probably work out what you meant:

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Sentence Stress

Marion singing song written George Gershwin.

Example with a Complete Sentence Block (from "The Human Body"):

Terry is showing his friends the stitches in his shoulder.
What

The sentences can be "translated" into weak and strong stresses like this:

Terry is showing his friends the stitches in his shoulder.
What is Terry showing his friends?
The stitches in his shoulder.
Is Terry showing his friends the stitches in his shoulder?
Yes, he is.
Is Terry showing his friends his holiday photos?
No, he isn't. Terry isn't showing his friends his holiday photos.

The beats and the rhythm caused by the weak and strong stresses can be indicated like this:

Terry is showing his friends the stitches in his shoulder.



What is Terry showing his friends?



...and so on.

If you said only the content words, with rising intonation at the end of the yes/no questions, your listener would still get a good idea of your meaning:

Terry showing friends stitches shoulder.
What Terry showing friends?
stitches shoulder.
Terry showing friends stitches shoulder?
Yes.
Terry showing friends holiday photos?
No, isn't. Terry isn't showing friends holiday photos.

Activities for Highlighting Sentence Stress:

- The teacher models the sentences and students repeat afterwards individually, in pairs, or as a group.
- The students mark on their handout the words in a sentence or sentence block that are content (stressed) and function (unstressed).
- The students record themselves saying starting sentences or sentence blocks with correct sentence stress, then listen back and check their work.
- The teacher (or a partner for pair work) says a starting sentence or sentence block and the listeners have to write only the content words or only the function words from it.
- The whole group (or pairs) have to recite sentence blocks (or individual sentences) as somebody claps, with the strong stresses falling on each clap and the weak stresses in between.
- The students have to form starting sentences or sentence blocks when they are given only the content words, or only the function words, and a given verb form.
- The students listen to songs, poems, or limericks and identify the content and function words; then practise repeating the lines with a partner or within the group.
- The students have to recite all the stressed words in a sentence block from memory.
- The students compile a list of content words and function words from a number of different sentence blocks, and put the words into groups, e.g. "noun", "main verb", "pronoun", "conjunction", "adjective", etc.

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Sentence Stress

- Mumbling game: the students have to say a starting sentence or sentence block, not omitting the function words completely, but mumbling them so that they are barely heard. This can demonstrate quite well how native speakers of English stress the content words – the words which have meaning – but glide over the function words as if they were of little or no importance. (Yet the function words are critically important, particularly in an English language examination situation, because they are the glue sticking the content words together.)
- The teacher writes the content words from one sentence on separate cards (you could use the template on page 145 of this book) and the students have to put them in order, then fill in the missing function words.

A Note about Emphasis:

The arrangement of weak and strong stresses in a sentence can vary according to what the speaker wishes to emphasise. Look at this example:

Alan *was* taking a box of five hundred brown envelopes to the stockroom *when* he slipped on a wet floor.
[Neutral – no special emphasis.]

Alan *was* taking a box of five hundred brown envelopes to the stockroom *when* he slipped on a wet floor.
[It is important how many brown envelopes Alan was taking.]

Alan *was* taking a box of five hundred brown envelopes to the stockroom *when* he slipped on a wet floor.
[It is important where Alan was taking the box of brown envelopes.]

...and so on.

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Sentence Blocks – Sentence Stress

Crime:

1. My sister's boyfriend is in prison for arson.
2. Lola and Susan are picking up litter outside the hospital, as part of their community service.
3. Jack was a witness at the trial of his brother Billy last month.
4. Molly's friends were shoplifting at the newsagent's after school.
5. PC Lincoln has arrested Jane five times for various petty crimes.
6. We have to do something soon about the problem of anti-social behaviour.
7. I'm going to get a burglar alarm next week, because I'm really scared of criminals breaking into my home.
8. If we find the defendant guilty, he will go to prison for at least ten years.

Sport:

1. Mick plays rugby for the Doncaster Falcons every Saturday.
2. Charlotte is playing basketball with her friends Jules and Mandy.
3. We queued at the stadium for about two and a half hours this morning to get our new season tickets.
4. Jason was running faster than usual because he wanted to beat his personal best.
5. Our team has reached the semi-finals of the women's amateur volleyball championship six times.
6. You should put chalk on your cue fairly often during a game of snooker or pool.
7. I'm going to cancel your subscription to Sky Sports, because you hardly ever watch it!
8. If it rains heavily they will cancel the motor racing.

Music:

1. Alex's brother loves listening to rock music on the way to work.
2. Marion is singing a song that was written by George Gershwin.
3. We saw a great jazz concert at the Palace Theatre last night.
4. The audience were getting angry because the band were over an hour late.
5. Two of the strings on my acoustic guitar have just broken.
6. Joanne can play the saxophone really well.
7. This track will take four minutes to download because you have a slow broadband connection.
8. If you're a fan of R & B you will probably also love soul music.

Weather:

1. I feel great when the sun shines.
2. David is clearing the ice from his car windscreen.
3. Cathy forgot to take her umbrella with her to work this morning.
4. On the TV weather forecast last night they were predicting sleet and snow for next weekend.
5. The kids have got a bit of a tan by lying on the beach all morning.
6. You need to go to the garage because your fog lamps are broken.
7. They're going to build a massive wind farm on the fields behind my uncle's farm.
8. If it stops raining in a minute we can go out for a walk.

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Sentence Blocks – Sentence Stress

Animals:

1. Peter thinks that gorillas are the most dangerous animals in the world.
2. The spider is spinning a web so that it can catch and eat flies.
3. When I went to Australia I saw some wild kangaroos.
4. Jean was riding her horse in the field for half an hour this morning.
5. We've got three cats, two dogs, and a goldfish called Oscar.
6. The bears at the zoo must be fed at least five times a day.
7. Carol is taking her puppy Goldie for a walk to the fountain after tea.
8. If you don't move out of the way, you'll get stung by that wasp.

Cars:

1. Your car is illegally parked in a no parking zone.
2. Sam is sticking to the speed limit because he's already got six points on his licence.
3. My best friend Laura bought a new Mazda CX-7 last weekend.
4. I was wondering whether I could borrow the car for a few hours tomorrow night.
5. Penny has had her blue VW Golf since before her husband died.
6. You should look in your mirrors before indicating.
7. After a few more lessons you will be able to take your driving test.
8. If you break down, wait with your vehicle by the side of the road.

The Human Body:

1. I brush my teeth twice a day.
2. Terry is showing his friends the stitches in his shoulder.
3. Last year Robert was the tallest child in Mr. Brown's class.
4. Our legs were aching because we'd just run over ten miles.
5. Veronica's had her nose pierced at that new salon on the corner of Maitland Street.
6. Carrie has to inject herself with insulin three times a day because she's got diabetes.
7. Tracey is planning to have a facelift in August.
8. If you don't wear sun cream your skin will get burned.

Colours and Numbers:

1. There are five green apples left in the fruit bowl.
2. Kim is wearing her new orange jacket because she thinks that it goes with her light green skirt.
3. I saw eight kids wearing blue baseball caps on my way to work this morning.
4. Alan was taking a box of five hundred brown envelopes to the stockroom, when he slipped on a wet floor.
5. Eddie has bought his wife a dozen red roses once a month since Valentine's Day.
6. Becky and Jeffrey have to decide between a black Mercedes and a silver Prius.
7. We'll order a couple of white limos from Ellis's to take us to the party.
8. If fewer than forty people come to the opening night, the whole thing will be a disaster.

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Sentence Blocks – Sentence Stress

Life Events:

1. Ken's wife is terminally ill with cancer.
2. Lee is having a party to celebrate his fortieth birthday.
3. Lorna graduated from Hull University last July.
4. I was telling your mother at the funeral how much I miss your Uncle Jim.
5. Ron and Julie have been married for eight years.
6. I can see my kids once a month.
7. Alice is going to be a bridesmaid at Nicky and Ray's wedding in May.
8. If you help me wash the car, I'll give you some extra pocket money.

Nature:

1. Theresa walks on the beach every day with her dog Domino.
2. I'm standing in the garden watching the most spectacular sunset.
3. After the storm we saw a rainbow over the field opposite Jessie's farm.
4. We were cycling through the forest last Saturday when we discovered a trail that led to a beautiful lake.
5. I've always wanted to try rock climbing.
6. You must send me some photos from your trip to the ocean, because I'd love to go there myself.
7. Michael and his brothers are going to plant some oak trees on the land next to that patch of yellow flowers.
8. I'll be really happy on Tuesday if our Geography exam is cancelled.

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Sentence Blocks – Sentence Stress

Sentence Stress Activity Cards (see page 141)

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Sentence Block Verbs from Elementary Book 2

All of these infinitive verbs are used to form the sentence blocks in this book. How many do you know? Write down a translation into your first language for each verb:

ACHE	_____	LEAD TO	_____
ARREST	_____	LIE	_____
BE	_____	LISTEN	_____
BEAT	_____	LOOK	_____
BE FED	_____	LOVE	_____
BE ILLEGALLY PARKED	_____	MISS	_____
BE MARRIED	_____	MOVE	_____
BE WRITTEN BY	_____	ORDER	_____
BORROW	_____	PICK UP	_____
BREAK	_____	PLAN	_____
BREAK DOWN	_____	PLANT	_____
BREAK IN	_____	PLAY	_____
BRUSH	_____	PREDICT	_____
BUILD	_____	PUT	_____
BUY	_____	QUEUE	_____
CANCEL	_____	RAIN	_____
CATCH	_____	REACH	_____
CELEBRATE	_____	RIDE	_____
CLEAR	_____	RUN	_____
COME	_____	SEE	_____
CYCLE	_____	SEND	_____
DECIDE	_____	SHINE	_____
DIE	_____	SHOPLIFT	_____
DISCOVER	_____	SHOW	_____
DO	_____	SING	_____
DOWNLOAD	_____	SLIP	_____
EAT	_____	SPIN	_____
FEEL	_____	STAND	_____
FIND	_____	STICK TO	_____
FORGET	_____	STOP	_____
GET	_____	TAKE	_____
GET ANGRY	_____	TELL	_____
GET BURNED	_____	THINK	_____
GET STUNG	_____	TRY	_____
GIVE	_____	WAIT	_____
GO	_____	WALK	_____
GO OUT	_____	WANT	_____
GRADUATE	_____	WASH	_____
HAVE	_____	WATCH	_____
HAVE PIERCED	_____	WEAR	_____
HELP	_____	WONDER	_____
INDICATE	_____		
INJECT	_____		

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Discussion Words from Elementary Book 2

accelerator	/ək'sel.ə.rei.tə/	brass	/brɑ:s/
accident	/'æk.si.dnt/	breakdown recovery service	/'breik.daʊn ri'kʌv.ər.i 'sɜ:.vɪs/
adolescence	/æd.ə'les.nts/	bride	/'braɪd/
affair	/ə'feə/	bridesmaid	/'braɪdz.meɪd/
air	/eə/	brown	/'braʊn/
American football	/ə'mer.i.kn 'fʊt.bɔ:l/	burglar alarm	/'bɜ:glər ə'lɑ:m/
animal	/'æn.i.məl/	bush	/'bʊʃ/
ankle	/'æŋ.kl/	butterfly	/'bʌt.ə.flai/
anniversary	/æn.i.'vɜ: sə.r.i/	car	/'kɑ:/
ant	/ænt/	cat	/'kæt/
antisocial behaviour	/æn.ti'səʊ.ʃl bi.'heɪ.vjə/	caterpillar	/'kæt.ə.pɪl.ə/
appeal	/ə'pi:l/	championship	/'tʃæm.pi.ən.ʃɪp/
arm	/ɑ:m/	cheek	/'tʃi:k/
arrest	/ə'rest/	chest	/'tʃest/
arson	/'ɑ:.sn/	childhood	/'tʃaɪld.hʊd/
athletics	/æθ'let.ɪks/	chin	/'tʃɪn/
audience	/'ɔ:.di.ənts/	choir	/'kwaɪə/
automatic	/ɔ:.tə'mæt.ɪk/	chorus	/'kɔ:.rəs/
autumn	/'ɔ:.təm/	classical	/'klæs.ɪ.kl/
back	/'bæk/	cliff	/'klɪf/
badminton	/'bæd.mɪn.tn/	cloud	/'klaʊd/
ball	/'bɔ:l/	clutch	/'klʌtʃ/
ballet	/'bæl.eɪ/	coast	/'kəʊst/
ban	/'bæn/	coffin	/'kɒf.ɪn/
baseball	/'beɪs.bɔ:l/	cold	/'kəʊld/
bat	/'bæt/	colour	/'kʌl.ə/
battery	/'bæt.ər.i/	commentator	/'kɒm.ən.teɪ.tə/
beach	/'bi:tʃ/	community service	/'kə'mju:ni.nə.ti 'sɜ:vi:s/
bear	/'beə/	conductor	/'kən'dʌk.tə/
bee	/'bi:/	countryside	/'kʌn.trɪ.saɪd/
best friend	/'best frend/	court	/'kɔ:t/
best man	/'best mæn/	cow	/'kaʊ/
biography	/'baɪ'ɒg.rə.fi/	cricket	/'krɪk.ɪt/
bird	/'bɜ:d/	crime	/'kraɪm/
birth	/'bɜ:θ/	criminal	/'krɪm.i.nəl/
birthday	/'bɜ:θ.deɪ/	crocodile	/'krɒk.ə.daɪl/
black	/'blæk/	crop	/'krɒp/
blackmail	/'blæk.meɪl/	cue	/'kyu:/
blood	/'blʌd/	cup	/'kʌp/
blue	/'blu:/	custody battle	/'kʌs.tə.di 'bæt.l/
blues	/'blu:z/	cyclone	/'saɪ.kləʊn/
bone	/'bəʊn/	dashboard	/'dæʃ.bɔ:d/
boot	/'bu:t/	death	/'deθ/
boxing	/'bɒk.sɪŋ/	defendant	/'di'fendnt/
brain	/'breɪn/	desert	/'dez.ət/
brake	/'breɪk/	detective	/'di'tek.tɪv/
brake light	/'breɪk laɪt/	divorce	/'dɪ'vɔ:s/

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Discussion Words from Elementary Book 2

DJ	/di:'dʒeɪ/	fourteen	/fɔ:'ti:n/
dog	/dɒg/	friendship	/'frend.ʃɪp/
dolphin	/'dɒl.fɪn/	frog	/frɒg/
double bass	/'dʌb.l beɪs/	fuel	/fjuəl/
driver	/'draɪ.və/	funeral	/'fju:.nr.əl/
drizzle	/'drɪz.l/	further education	/'fɜ:.ðə ed.jə'keɪ.ʃn/
drought	/draʊt/	game	/geɪm/
drug trafficking	/drʌg 'træf.ɪ.kɪŋ/	GBH	/dʒi:.bi:'eɪtʃ/
drum	/drʌm/	gear stick	/gɪə stɪk/
dry spell	/draɪ spel/	geography	/dʒɪ'ɒg.rə.ʃi/
ear	/ɪə/	giraffe	/dʒɪ'rɑ:f/
education	/ed.jə'keɪ.ʃn/	goal	/gəʊl/
eight	/eɪt/	goldfish	/'gəʊld.fɪʃ/
eighteen	/eɪ'ti:n/	gorilla	/gə'rɪl.ə/
eighty	/'eɪ.ti/	graduation	/grædʒ.u:'eɪ.ʃn/
elbow	/'el.bəʊ/	grass	/grɑ:s/
electric guitar	/ɪ'lek.trɪk gɪ'tɑ:/	green	/gri:n/
electronic tag	/ɪ.lek'trɒn.ɪk tæg/	grey	/greɪ/
elephant	/'el.ɪ.fənt/	groom	/gru:m/
eleven	/ɪ'lev.n/	group	/gru:p/
employment	/ɪm'plɔɪ.mənt/	growing pains	/'grəʊ.ɪŋ peɪnz/
engagement	/ɪn'geɪdʒ.mənt/	guilt	/gɪlt/
engine	/'en.dʒɪn/	guitar	/gɪ'tɑ:/
environment	/ɪn'vaɪə.rən.mənt/	gun	/gʌn/
eye	/aɪ/	hailstones	/'heɪl.stəʊnz/
face	/feɪs/	hair	/heə/
field	/fi:ld/	hand	/hænd/
fifteen	/'fɪf'ti:n/	handbrake	/'hænd.breɪk/
fifty	/'fɪf.ti/	handcuffs	/'hænd.kʌfs/
final	/'faɪ.nl/	hazard	/'hæz.əd/
fine	/faɪn/	head	/hed/
finger	/'fɪŋ.gə/	headlights	/'hed.laɪts/
fingerprints	/'fɪŋ.gə.prɪnts/	heart	/hɑ:t/
fire	/faɪə/	heat	/hi:t/
first kiss	/fɜ:st kɪs/	heat wave	/hi:t weɪv/
fish	/fɪʃ/	Highway Code	/'haɪ.weɪ kəʊd/
five	/faɪv/	hill	/hɪl/
flooding	/'flʌd.ɪŋ/	hip-hop	/'hɪp.hɒp/
flower	/'flaʊ.ə/	hippopotamus	/hɪp.ə'pɒt.ə.məs/
fog	/fɒg/	hockey	/'hɒk.i/
fog lamps	/fɒg læmpz/	horse	/hɔ:s/
folk	/fəʊk/	human body	/'hju:.mən 'bɒd.i/
foot	/fʊt/	hundred	/'hʌn.drəd/
football	/'fʊt.bɔ:l/	hurricane	/'hʌr.ɪ.kən/
forest	/'fɒr.ɪst/	ice	/aɪs/
forest fire	/'fɒr.ɪst faɪə/	ice hockey	/aɪs 'hɒk.i/
forty	/'fɔ:.ti/	indicator	/'ɪn.dɪ.keɪ.tə/
four	/fɔ:/	insect	/'ɪn.sekt/

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Discussion Words from Elementary Book 2

instrument	/'ɪn.strə.mənt/	nineteen	/naɪn'ti:ən/
jazz	/dʒæz/	ninety	/'naɪn.ti/
judge	/dʒʌdʒ/	nose	/nəʊz/
jury	/'dʒʊə.ri/	number	/'nʌm.bə/
kangaroo	/kæŋ.gə'r'u:z/	oboe	/'əʊ.bəʊ/
keyboard	/'ki:.bɔ:d/	ocean	/'əʊ.ʃn/
kidney	/'kɪd.ni/	octopus	/'ɒk.tə.pəs/
knee	/ni:/	old age	/əʊld eɪdʒ/
labour	/'leɪ.bə/	Olympics	/əʊ'lim.pɪks/
lake	/leɪk/	one	/wʌn/
land	/lənd/	orange	/'ɒr.ɪndʒ/
learner driver	/'lɜ:.nə 'draɪ.və/	orchestra	/'ɔ:.kɪ.strə/
leg	/leg/	organ	/'ɔ:.gən/
licence plate	/'laɪ.snts pleɪt/	panda	/'pændə/
life event	/laɪf ɪ'vent/	parking ticket	/'pɑ:.kɪŋ 'tɪk.ɪt/
life sentence	/laɪf 'sen.tənts/	passenger	/'pæs.n.dʒə/
lion	/'laɪ.ən/	pedal	/'ped.l/
lip	/lɪp/	performer	/pə'fɔ:.mə/
liver	/'lɪv.ə/	piano	/'pi'æn.əʊ/
lizard	/'lɪz.əd/	pig	/pɪg/
L-plate	/'el.pleɪt/	pink	/pɪŋk/
lung	/lʌŋ/	plant	/plɑ:nt/
mammal	/'mæm.l/	player	/'pleɪ.ə/
marriage	/'mæɪ.rɪdʒ/	police officer	/pə'li:s 'ɒf.ɪ.sə/
match	/mætʃ/	police station	/pə'li:s 'steɪ.ʃn/
menopause	/'men.ə.pəʊz/	pop	/pɒp/
midwife	/'mɪd.waɪf/	pop star	/pɒp stɑ:/
mist	/mɪst/	prediction	/prɪ'dɪk.ʃn/
mistress	/'mɪs.trəs/	pregnancy	/'preg.nənt.si/
monkey	/'mʌŋ.ki/	prison	/'prɪz.n/
motor racing	/'məʊ.tə 'reɪ.sɪŋ/	prison sentence	/'prɪz.n 'sen.tənts/
mountain	/'maʊn.tɪn/	puck	/pʌk/
mouse	/maʊs/	punishment	/'pʌn.ɪʃ.mənt/
mouth	/maʊθ/	purple	/'pɜ:.pl/
murder	/'mɜ:.də/	qualification	/kwɒl.ɪ.fɪ'keɪ.ʃn/
muscle	/'mʌs.l/	R & B	/ɑ:.nd'bi:/
music	/'mju:.zɪk/	rabbit	/'ræb.ɪt/
musical	/'mju:.zɪ.kl/	racquet	/'ræk.ɪt/
musician	/mju:'zɪʃ.n/	radio	/'reɪ.di.əʊ/
nail	/neɪl/	rain	/reɪn/
national park	/'næʃ.n.l pɑ:k/	rainbow	/'reɪn.bəʊ/
natural disaster	/'nætʃ.r.l dɪ'zɑ:.stə/	raincoat	/'reɪŋ.kəʊt/
nature	/'neɪ.tʃə/	rear view mirror	/rɪə vju: 'mɪr.ə/
neck	/nek/	red	/red/
neighbourhood watch scheme	/'neɪ.bə.hʊd wɒtʃ ski:m/	redundancy	/rɪ'dʌn.dnt.si/
nightclub	/'naɪt.klʌb/	referee	/ref.ə'ri:/
nine	/naɪn/	reservoir	/'rez.ə.vwɑ:/

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Discussion Words from Elementary Book 2

river	/ˈrɪv.ə/	stereo	/'ster.i.əʊ/
road	/rəʊd/	stomach	/'stʌm.ək/
road rage	/rəʊd reɪdʒ/	storm	/stɔ:m/
road sign	/rəʊd saɪn/	stream	/stri:m/
rock	/rɒk/	string	/striŋ/
rugby	/'rʌg.bi/	summer	/'sʌm.ə/
rule	/ru:l/	sun	/sʌn/
sailing	/'seɪ.lɪŋ/	sunblock	/'sʌn.blɒk/
sand	/sænd/	Sunday driver	/'sʌn.deɪ 'draɪ.və/
saxophone	/'sæks.ə.fəʊn/	sunglasses	/'sʌŋ.gla:z.ɪz/
score	/skɔ:/	sunset	/'sʌn.set/
sea	/si:/	suntan	/'sʌn.tæn/
season	/'si:zən/	supporter	/sə'pɔ:t.ə/
seat	/si:t/	suspect	/'sʌs.pekt/
seatbelt	/'si:tbel/	suspended sentence	/sə'spend.əd 'sen.tənts/
separation	/sep.r'eɪ.ʃn/	swimming	/'swɪm.ɪŋ/
seven	/'sev.n/	table tennis	/'teɪ.bl 'ten.ɪs/
seventeen	/sev.n'ti:n/	team	/ti:m/
seventy	/'sev.n.ti/	teenager	/'ti:n.eɪ.dʒə/
shark	/ʃɑ:k/	temperature	/'tem.prə.tʃə/
sheep	/'ʃi:p/	ten	/ten/
shoplifting	/'ʃɒp.lɪf.tɪŋ/	tennis	/'ten.ɪs/
shoulder	/'ʃəʊl.də/	terminal illness	/'tɜ:mi.nəl 'ɪl.nəs/
side mirror	/saɪd 'mɪr.ə/	terrorism	/'ter.ə.rɪ.zm/
singer	/'sɪŋ.ə/	theft	/θeft/
six	/sɪks/	thermometer	/θə'mɒm.ɪ.tə/
sixteen	/sɪks'ti:n/	thirteen	/θɜ:'ti:n/
sixty	/'sɪks.ti/	thirty	/'θɜ:ti/
skeleton	/'skel.ɪ.tn/	three	/θri:/
skiing	/'ski:ŋ/	throat	/θrəʊt/
skin	/skɪn/	thunder and lightning	/θʌn.də.nd'laɪt.nɪŋ/
sky	/skaɪ/	tiger	/'taɪ.gə/
sledge	/sledʒ/	toe	/təʊ/
sleet	/sli:t/	tongue	/tʌŋ/
snail	/sneɪl/	tooth	/tu:θ/
snooker	/'snu:kə/	tortoise	/'tɔ:təs/
snow	/snəʊ/	tree	/tri:/
snowman	/'snəʊ.mæn/	trial	/traɪəl/
solicitor	/sə'ɪs.ɪ.tə/	trumpet	/'trʌm.pɪt/
spider	/'spaɪ.də/	tsunami	/tsu:'nɑ:mi/
sport	/spɔ:t/	twelve	/twelv/
sports car	/spɔ:ts kɑ:/	twenty	/'twen.ti/
spring	/sprɪŋ/	two	/tu:/
squash	/skwɒʃ/	tyre	/taɪə/
stadium	/'steɪ.di.əm/	umbrella	/ʌm'brel.ə/
stag night	/stæg naɪt/	valley	/'væli/
starfish	/'stɑ:fɪʃ/	vein	/veɪn/
steering wheel	/'stiəriŋ wi:l/	verse	/vɜ:s/

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Discussion Words from Elementary Book 2

victim	/'vɪk.tɪm/
violence	/'vaɪə.ləns/
violin	/'vaɪə.lɪn/
volleyball	/'vɒl.i.bɔ:l/
wave	/weɪv/
weather	/'weð.ə/
weather forecast	/'weð.ə 'fɔ:.kɑ:st/
wedding	/'wed.ɪŋ/
Wellington boots	/wel.ɪŋ.tn'bu:ts/
whale	/weɪl/
wheel	/wi:l/
white	/waɪt/
widow	/'wɪd.əʊ/
wind	/wɪnd/
wind farm	/wɪnd fɑ:m/
windscreen	/'wɪnd.skri:n/
windscreen wipers	/'wɪnd.skri:n 'waɪp.əz/
winner	/'wɪn.ə/
winter	/'wɪn.tə/
winter tyres	/'wɪn.tə taɪəz/
witness	/'wɪt.nəs/
worm	/wɜ:m/
wrist	/rɪst/
yellow	/'jel.əʊ/
zebra	/'zeb.rə/
zebra crossing	/'zeb.rə 'krɒs.ɪŋ/
zero	/'zɪə.rəʊ/

The 26 Letters of the English Alphabet –
and How to Pronounce Them:

upper case:	lower case:	IPA:	upper case:	lower case:	IPA:
A	a	/eɪ/	N	n	/en/
B	b	/bi:/	O	o	/əʊ/
C	c	/si:/	P	p	/pi:/
D	d	/di:/	Q	q	/kju:/
E	e	/i:/	R	r	/ɑ:/
F	f	/ef/	S	s	/es/
G	g	/dʒi:/	T	t	/ti:/
H	h	/eɪtʃ/	U	u	/ju:/
I	i	/aɪ/	V	v	/vi:/
J	j	/dʒeɪ/	W	w	/'dʌ.bəl.ju:/
K	k	/keɪ/	X	x	/eks/
L	l	/el/	Y	y	/waɪ/
M	m	/em/	Z	z	/zed/

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The 48 Sounds of English with the International Phonetic Alphabet (IPA)

23 Vowel Sounds: (8 short) (5 long) (10 diphthongs)

1. ɪ	dish	/dɪʃ/	8. iː	three	/θriː/
2. æ	bat	/bæt/	9. ɑː	star	/stɑː/
3. ɒ	sock	/sɒk/	10. ɔː	ball	/bɔːl/
4. ʊ	pull	/pʊl/	11. uː	shoot	/ʃuːt/
5. ə	shoulder	/'ʃəʊl.də/	12. ɜː	shirt	/ʃɜːt/
6. e	leg	/leg/	13. ʌ	cup	/kʌp/
7. i	happy	/'hæp.i/			

10 Diphthongs:

14. eɪ	plane	/pleɪn/	19. əʊ	home	/həʊm/
15. aɪ	time	/taɪm/	20. aʊ	cow	/kaʊ/
16. ɔɪ	toy	/tɔɪ/	21. ɪə	here	/hɪə/
17. eə	pear	/peə/	22. ʊə	pure	/pjʊə/
18. aɪə	hire	/haɪə/	23. aʊə	power	/paʊə/

25 Consonant Sounds: (15 voiced) (10 unvoiced)

24. b	bag	/bæg/	37. r	road	/rəʊd/
25. g	glass	/glɑːs/	38. w	week	/wiːk/
26. v	van	/væn/	39. j	yoghurt	/'jɒg.ət/
27. t	taxi	/'tæks.i/	40. m	music	/'mjuz.ɪk/
28. d	dice	/daɪs/	41. n	nurse	/nɜːs/
29. θ	thousand	/'θaʊ.zənd/	42. ŋ	ring	/rɪŋ/
30. ð	brother	/'brʌð.ə/	43. l	lake	/leɪk/
31. p	pig	/pɪg/	44. f	frog	/frɒg/
32. k	kit	/kɪt/	45. z	zip	/zɪp/
33. s	snow	/snəʊ/	46. ʒ	revision	/rɪ'vɪʒ.ən/
34. ʃ	shop	/ʃɒp/	47. dʒ	jam	/dʒæm/
35. tʃ	cheese	/tʃiːz/	48. x	loch	/lɒx/
36. h	head	/hed/			

Notes:

- the syllable that follows this mark has strong stress: ' .
- this mark denotes a division between syllables: .

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Talk a Lot is a brand new spoken English course from English Banana.com.

The course objectives are very simple:

- ✓ Every student talking in English
- ✓ Every student listening to English
- ✓ Every student thinking in English, and
- ✓ Every student taking part in class

Talk a Lot Elementary Book 2 is suitable for students at these levels:

Student's Level: Common European Framework (CEF): Cambridge Assessment:

Elementary	to A2	KET
Pre-Intermediate	to B1	PET

About the Author:

Matt Purland is a lecturer in English Language. He has a BA Honours degree in Drama from the University of Wales and a Postgraduate Certificate in Further Education from the University of Derby. He has written more than 1,000 photocopiable worksheets for learning English. This is his eighth book. In 2002 he launched English Banana.com, which has become a hugely popular English language learning resource website.



What readers are saying about "Talk a Lot - Elementary Book 1":

"I think it will be useful for developing my English skills. I will try to study it carefully, then I will try to help others who may need it."
Yehea, teacher

"It is great! I print up the materials, then use in the class. I'm happy I can use it for improving my students' English!" Rachel, teacher

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