APPENDIX A: Worksheet

DIRECTIONS: When the teacher reads the first two sentences, mark ● on the syllables that are stressed and mark _ for the words that are linked.

1. Why don’t we pick him up at the station?
2. What are we supposed to do in the conference?

DIRECTIONS: Now, when the teacher reads the next two sentences, write down the words you hear in the spaces provided. Then, mark ● on the syllables that are stressed and mark _ for the words that are linked.

3. (●) (●) (●) give (●) a hand?
4. (●) (●) (●) (●) take minutes of the meeting, isn’t he?

APPENDIX B: Answer Key for the Worksheet

1. Why don’t we pick _him_ up at _the station_?
   ●                ●                ●
2. What _are we supposed_ to do _in the conference_?
   ●                ●                ●
3. (Why) (don’t) (you) give _him_ a hand?
   ●                ●                ●                ●                ●
4. (He) _is_ (supposed) _to_ take minutes of the meeting, isn’t _he_?
   ●                ●                ●                ●                ●

Module 2.4 Teaching Common Reduced Forms in Connected Speech

Max Praver

Levels Intermediate adults, college, and high school students

Aims Recognize and produce common forms in the connected speech of authentic spoken English

Class Time 45–60 minutes

Preparation Time 15 minutes

Learning connected speech is pivotal for most L2 speakers. Learners must come to not only recognize and cope with the connected speech forms they hear but also to use them when speaking. If they do not, their language will sound unnatural and overly formal, with too many stressed forms making it difficult for the listener to identify the points of focus (Brown, 1990). Raising learners’ awareness of these forms, whenever they arise, is the first step toward helping students to speak a little more naturally. Even if learners do not acquire these forms at first, simply developing awareness that they exist may help many students comprehend the natural English they listen to (Kelly, 2003, p. 73).

PROCEDURE

1. To introduce the idea of connected speech, write on the board the sentence, When I travel to England, I absolutely love to eat fish and chips. Depending on the learners and time constraints, a brief discussion of what fish and chips actually are, who likes or dislikes them may be in order. Following this explanation, ask students to listen carefully to how combinations of words are said.

2. Use the reduced and in fish ’n’ chips for this example. You may wish to cross out the and, and replace it with ’n,’ while explaining to the learners that, in quickly spoken native English, and is often reduced to a single consonant sound /n/. It may be helpful to introduce other examples such as boys ’n’ girls or salt ’n’ pepper.

3. Tell the students that in naturally spoken English, connected speech forms like these are very common. This activity will therefore focus not only on listening and identifying these forms but also on practicing them, so the students can start to sound more natural when speaking English. Note that this may be
a good time to remind learners that using connected speech in writing is not appropriate and that such forms should only be used when speaking.

4. Have students form pairs, and give the worksheet (Appendix B) to each student.

5. Have the students look at the dialog in Part 1 and read along silently, as you slowly and clearly read the dialog aloud, pronouncing all of the words. Then check the students’ understanding of the vocabulary and grammar.

6. Then read the passage at a normal rate that would be common between two native English speakers. The students are to listen for any connected speech forms, circle them, and note how they sound. Then read the dialog aloud at a normal but slightly faster pace, using connected speech characteristics.

7. After reading the dialog at the quicker pace, have the students check their notes with each other and with nearby pairs.

8. After the partners have checked their answers with nearby groups of students, ask for some examples of connected speech forms that students heard, and write them on the board. Go through the examples on the board with a simple read-and-repeat drill.

9. Alternating roles, have the students move to Part 2 on the worksheet and practice the dialog out loud, using the connected speech forms they have just practiced. Move around the room checking students’ pronunciation, paying close attention to where the students are putting the stress.

10. Moving to Part 3, have the pairs of students look at the set of questions (which have reduced forms and/or usually elicit reduced forms in the answer). Check that they understand the meaning of the questions. Next, model the first question to help the students realize how they should read the sentences, and have the students each take turns asking and answering the questions using connected speech forms wherever possible.

CAVEATS AND OPTIONS

1. A second or even third natural reading of the dialogs may be necessary in some cases, depending on the level of the students.

2. You may also want to consider having the pairs of students make their own dialogs using several of the reduced forms practiced earlier. Depending on the level of the learners, some teacher assistance or extra time may be necessary. When the students have finished writing their own dialogs, give them several minutes to rehearse, and have the pairs perform their original dialogs in front of the class. When one pair has finished their performance, you can quiz the other students and ask for the connected speech forms that were used in that dialog.

APPENDIX A: Teacher Key

Part 1: Listening for Connected Speech in a Dialog

KEN. Hey, what are you going to do this weekend? (waddarya gonna /ˈwʌdərjəɡʌnə/)  
DAVID. I’m not sure, but I don’t want to stay at home. (wanna /ˈwænə/)  
KEN. Well, I’m going to meet Mark at the mall and get something for my mother for her birthday. (gonna /ɡʌnə/) Would you like to come? (wouldja /ˈwʊʤə/)  
DAVID. Yeah, that sounds nice. Do you know what you’re going to get for your mother? (whatcher gonna /ˈwaʧərgʌnə/)  
KEN. Actually, no. I’ll probably just get her some socks or something. (juə gɛd ˈɜr /ˌdʒɒɡdɜr/) Anyway, how about I pick you up at noon? (how ˈbaʊt ˈhæbəuti/)  
DAVID. Thanks, that would be great. (ðæd/)  

Part 2: Practice the Dialog

Have students practice the dialog above with a partner. Instruct them to use all the connected speech forms they can.

Part 3: Practice With Questions and Answers

1. What are you going to do next weekend? (waddarya gonna /ˈwʌdərjəɡʌnə/)  
2. What are your plans for your summer/winter holiday? (waddaryer /ˈwʌdərjər/)  
3. What are you going to get your father for Father’s Day? (waddarya gonna /ˈwʌdərjəɡʌnə/)  
4. Are you going to get your mother socks for her birthday? (ya gonna /jəɡʌnə/)
APPENDIX B: Student Worksheet

Part 1: Listening for Connected Speech in a Dialog

First, read the dialog silently as the teacher reads it aloud. Then, listen to the dialog again spoken at a natural conversational speed. Circle any connected speech forms you hear and make notes about how they sound.

In this dialog, Ken and David are talking about their plans for the upcoming weekend.

KEN. Hey, what are you going to do this weekend?

DAVID. I’m not sure, but I don’t want to stay at home.

KEN. Well, I’m going to meet Mark at the mall and get something for my mother for her birthday. Would you like to come?

DAVID. Yeah, that sounds nice. Do you know what you’re going to get for your mother?

KEN. Actually, no. I’ll probably just get her some socks or something. Anyway, how about I pick you up at noon?

DAVID. Thanks, that would be great.

Part 2: Practice the Dialog

Practice the dialog above with your partner, using all the connected speech forms you can.

Part 3: Practice With Questions and Answers

Using connected speech forms, ask and answer the following questions with your partner.

1. What are you going to do next weekend?
2. What are your plans for your summer/winter holiday?
3. What are you going to get your father for Father’s Day?
4. Are you going to get your mother socks for her birthday?

MODULE 2.5

Introducing Connected Speech Through Songs

Jack Brajcich

<table>
<thead>
<tr>
<th>Levels</th>
<th>Any</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Aims</strong></td>
<td></td>
</tr>
<tr>
<td>Become aware of connected speech in North American English</td>
<td></td>
</tr>
<tr>
<td>Become familiar with connected speech in the English of North American music</td>
<td></td>
</tr>
<tr>
<td>Use connected speech in their own speech</td>
<td></td>
</tr>
<tr>
<td><strong>Class Time</strong></td>
<td>60–90 minutes</td>
</tr>
<tr>
<td><strong>Preparation Time</strong></td>
<td>60 minutes</td>
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</tbody>
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Not only can learners hear good samples of connected speech in songs, they will also be presented with opportunities to practice connected speech either in the classroom or on their own outside the classroom by both listening to and singing such songs.

PROCEDURE

1. Distribute the Connected Speech Handout in Appendix B.
2. Give some verbal examples of the connected speech you are highlighting (as in Appendix B). Write them on the board, if necessary.
3. Hand out the lyrics for the song “Oh! Susanna” (Appendix A).
4. Play or sing the song. Ask the students to try to find the connected speech form you are highlighting or any others they can find on their own. Replay the song two or three times or more if necessary.
5. Get students’ feedback on some of the connected speech they found. Point out any other connected speech that the students did not mention.
6. Replay the song so that students can become more aware of the connected speech they should be hearing.