

## Chapter 1 – Jobs at University

Chapter 1 starts with a 'Welcome' (Student's Book p. 11) screen with information about the main speaker, Corony, and a picture of the University of Birmingham campus where she works. Then there is a 'Goals' screen which sets the agenda for the chapter. These two screens are then followed by this pattern:

- A. Listening (Listening & Focus) Sections 1 & 2.
- B. Learning about Spontaneous Speech (Discourse Features) Section 3
- C. Pronunciation (Segments & *Streaming Speech*) Sections 4 & 5

		Welcome
		Goals
A	1	Listening – Exercise 1
	2.1	Focus on a hotspot – Evening classes
	2.2	Focus on a hotspot – Was the snack bar profitable?
B	3.1	Notice missing and linked sounds
	3.2	Notice the missing and linked sounds
	3.3	Observe and imitate – Exercise 2 - record
	3.4	Observe and imitate – Answers to Exercise 2
C	4.1	Listen to short vowels
	4.2	Identifying short vowels – Exercise 3
	4.3	Identifying short vowels – Answers to Exercise 3
	4.4	Pronunciation at speed
	5.1	Short vowels at varying speeds – Exercise 4
	5.2	Short vowels at varying speeds – Answers to Exercise 4
	5.3	Short vowels at varying speeds – Practice
	6	Review
	7*	Monitoring progress
	8*	Communicative activity

\*Sections 7 & 8 (pages xx & xx below) are a special feature of the Teacher's Guide, and are 'extras'. They are neither in the electronic publication, nor in the Student's Book.

### Jobs at University

These instructions assume that:

- you, the teacher are at the front of a classroom, or computer cluster
- each student has a Student's Book
- the students can see both you, and the electronic version of *Streaming Speech* on a screen which you control
- the whole room can hear the sound files of *Streaming Speech*.

### Welcome – Student's Book (SB) p. 11

- Point to the photograph of Corony, explain that it is her voice on the recordings.
- Explain that the main photograph is of the campus of The University of Birmingham where Corony works.
- Click on [Show map ...](#) and point to Kingston upon Thames, where she was born, and to Cornwall, where she was brought up.
- Click on the arrow at the bottom right hand side to go to the next page

## Goals - SB p. 11

- Go over the Goals of the unit: either read them out yourself, or (better) get students to read them to each other, and then ask them if they have any questions.
- Click on the [Short Vowels? ...](#) and explain that the short vowels are those represented by the letters in bold in the sample words.
- Go to the bottom of the left margin and click on the **Symbols** button. A box will pop up with the full list of phoneme symbols.
- Click on the words in green to hear the sample sounds.
- Click the [Speech units? ...](#) button and explain (very briefly) their contents. SPEND AS LITTLE TIME AS POSSIBLE here, as it will be very clear what is meant by speech units later on.

The third goal 'to handle speeds of up to 330 words per minute' is an important listening goal – the word 'handle' also refers both to listening and pronunciation and means 'use to a high standard in both listening and pronunciation'.

- Go to the next page to start the Listening/Learn/Pronunciation pattern.

## 1. Listening – Student's Book (SB) p. 11

Note that you can view a summary of the topics of the recording by a mouse-click on [clicking here](#), and that you can see the whole recording, in orthographic and speech-unit form by using the navigation buttons **Orthographic** and **Speech units** in the left hand margin – access to the sound-files is also given here. The entire transcript can also be read on pages 129-131 of the Student's Book.

## Pre-listening– Student's Book (SB) p. 11

- Ask students about the title of the chapter: 'What do you expect to hear?'
- Elicit some answers from the students.
- Click on the [Show Exercise](#) button at the bottom of the window. A window will pop-up with two questions on it.
- Read out the questions and the choice of answers to the class, and click on the answers to show how to select/deselect them. (click once to select, click a second time to deselect).
- Direct the students' attention to page 11 of the Student's Book, and ask them to write their answers as they listen.

When you are sure that the class understands the questions (check particularly **snack bar**), click on the speaker icon to start the recording.

**DO NOT GO TO THE NEXT PAGE. STUDENTS NEED TO SPEND TIME WORKING WITH WHAT THEY HAVE HEARD BEFORE THEY SEE THE CORRECT ANSWERS.**

- After the recording has finished, tell students to write down what they heard in the recording that led them to choose their answers: 'What do you remember of what she said that made you choose your answer?' There is space for them to write their what they heard at the bottom of page 11 of the Student's Book.

- Do it in two stages:
  - (a) give them time to write notes on their own, and
  - (b) give them time to discuss, with their neighbours what they have heard.
- ELICIT from students what they have heard, and write some examples on the whiteboard. Examples of what students might say/write include:
  - 'I'm doing art works, pottery, woodwork, drama'
  - '3 times a week, making a bit of money'
- Get students to vote for the correct answers, take the majority's decision, and select the answers on screen by clicking over the appropriate images.
- Go to the next screen/page.

## 2.1 Evening classes – SB p. 12

The first line of this page gives the correct answer. The second line (in blue) lets you know how many of the answers were correct.

- Get the class to look at the Student's Book, and read out quietly to themselves the lines of the transcript.
- Click on the speaker icon, and let the class hear – and see – the eight lines of transcript – this is the 'hotspot' in the recording that contains the evidence for the answers to question 1.
- Play it again and ask them to circle in pencil, words which sound different between their reading out, and Corony's original speech.
- Ask them if there are any lines that they would like to hear again. Click on each line individually, in any order.
- Ask them how many 'ands' there are in this extract and how they are pronounced – they are all pronounced as if they were the letter 'n'
- Explain that the numbers on the left hand side are reference numbers for the Speech Unit transcript, and the numbers on the right hand side give the speed, in words per minute.
- Focus on speech unit (019) tell them it is the fastest in this extract at just over 280 words per minute.
- Focus on speech unit (020) and tell them that this is the most common noise in English speech.
 

[The teacher symbol on the right-hand-side of SB page 12 means that this is an explanation targetted at you, and you will probably have to adapt the explanation to the level of your students.]
- Compare their notes on what they had heard, and the transcripts on the page. Discuss any mis-hearings, but focus on success rather than failure. For example if they wrote 'wool' instead of 'woodwork' praise them for getting the consonant and vowel 'woo...'
- Play the lines as often as the students require, until they are confident they can hear each line well.

## 2.2 Was the snack bar profitable? SB p. 12

The first line of this page gives the correct answer. The second line (in blue) lets you know if the majority's answer was correct.

- Get the class to read to themselves the lines of the transcript.
- Click on the speaker icon, and let the class hear – and see – the six lines of transcript.

- Ask them if they notice any differences between their reading out, and Coroný's original speech.
- Ask them if there are any lines that they would like to hear again. Focus on line 037 and see if they can match the speed of this line in their own speech.
- Get them to write, at the bottom of page 12, the words in 037 they find easy to handle, and those they find difficult. Tell them they will be doing more work on this in 4.4.
- Play the lines as often as the students require, until they are confident they can hear each line well.
- Get students to read the transcript to each other: first at a speed comfortable to them, then at the same time as Coroný

### **3.1 Notice the missing and linked sounds – SB p. 13**

The purpose of this section is to explore why, and in what ways, normal speech is streamed, ie NOT a sequence of separate, clearly-spoken words.

- Get the students to say the words 'drama, and, that, kind, of, thing' slowly and carefully out loud.
- Click the top speaker icon, and get the class to say out loud the words in time with the recording.
- Now click the lower speaker icon, and ask the class to say the words out loud at the same time and the same speed as the recording.
- Ask students what differences they notice between the slow paused forms, and normal forms. Differences include: 'and' as 'n'; 'of' as 'ev'.
- Click on the individual words in the slow version, and then on the individual words in the normal version. Note that in the normal version, it is not possible to separate 'kind of'. Don't spend too much time here, as there is more exploration of this speech unit on the following page.

### **3.2 Notice the missing and linked sounds SB p. 13**

The purpose of this page is to investigate what happens between each successive pair of words in *drama and that kind of thing*.

- Click on the speaker icon to hear all of the speech unit.
- Click on each pair of words in green text to inspect what happens between each pair of words.
- Check that students can hear what is described in the text. [If you hear some non-speech noises, such as clicks or belches, this is due to the software having problems in separating continuous sounds].
- Get students first as a whole class, and then individually, to say out loud each pair of words in turn. Make sure they imitate the recording, and that they don't go for perfect pronunciation. Encourage them to relish the joining up of words.
- Get students to write down (at the foot of page 13) which pairs of words they find easy to handle, and those they find difficult.

### **3.3 Observe and imitate – Exercise 2 – SB p. 14**

The goal of this page is for students to compare slow paused versions of the speech units (in the upper half of the page) and the normal versions (in the lower part of the page), and to notice sounds which are dropped in the normal version.

[There is a recording facility available on this page: its use is optional – if you do use it, don't spend too much time doing so. There will be plenty of time to use this facility later.]

- Get students to look at page 14 of the student's book
- Ask them to look at the three speech units (037, 051 and 052), and to say the words slowly to themselves
- Click on the speaker icons for each speech unit, and get the students to say the words in time along with the recording. Insist on accurate pronunciation of words ending in 'd's and 't's – because it is these sounds that disappear in normal speech.
- Then click on the normal versions of the speech units at the bottom of the screen.
- Ask: 'What sounds are absent in the normal versions?– Focus on the 'd's and 't's at the end of words.
- Ask students to cross out the letters corresponding to the missing sounds. There is one crossing out per line needed only.
- When they have finished, ask them for their answers. Drag the diagonal lines over the speech units to delete the letters corresponding to the missing sounds. There is one noticeably missing sound per speech unit (either 'd' or 't'). Note that you cannot drag the diagonal to a wrong position, the diagonals will only rest in a correct position.

### **3.4 Observe and imitate – answer to Exercise 2 – SB p. 117**

The answer to Exercise 2 is given on this page, and the score is given in blue text towards the bottom of the screen.

- Get students to write their score in the box on page 14
- Click on the lines and ensure that the class notices that the sounds are missing.  
[Note that other sounds are also missing and changed: in 037, 'of' is reduced to schwa; in 052 'couple of' becomes two syllables 'cou pluv' – but our focus was on 'd' and 't'.]
- Click on the [Show phonemic transcription](#) button to see a representation, in phonemic symbols, of the difference between slow and normal forms of speech.
- Click on the tabs to see symbols for speech units 037, 051 and 052.
- Point to the differences in symbols between paused speech and normal speech
- Note the meaning of 'an awful lot of' = 'a large amount of'.

Optional exercise for teachers in training.

- Get them to identify the differences between the symbols given in the paused and normal versions.
- If students do not know all the symbols, remember that there is an appendix available in a pop-up window which can be accessed via [Symbols](#) in the left hand margin.

### **4.1 Listen to short vowels – SB p. 14**

Note that sections 4 & 5 are the pronunciation component. They are best done in self-access mode – especially 4.4 – but students need to be instructed in class in order to learn how best to do it.

The purpose of this screen is to remind students of the relationship between sound and symbol – this will help them not only in the pronunciation exercises to come, but also in using pronunciation keys in dictionaries.

- Get students to look at the table section 4.1 in their books

- Explain that the symbols in the top row are the pronunciation symbols for the sounds represented by the letters in bold in the first column.
- Click on the words in green, and get the class to repeat them as they look at the appropriate symbol.

#### 4.2 Listen to short vowels – Exercise 3 – SB p. 14

The purpose of this screen is to test students' ability to match sound and symbol.

- Get students to look at the table at the bottom of page 14.
- Tell them that their task is match sound and symbol by ticking the appropriate cell. They should listen for the sounds represented by the letters in bold.
- Play the sounds by clicking on the words in green text in the first column of the table.
- Get them to tick the appropriate cells in the table; then allow them to consult.

Note that the words and soundfiles are all taken from Coroný's original recording. Incidentally, note the highs and lows of Coroný's voice – *money* is noticeably low; *popular* is noticeably high.

#### 4.3 Identifying short vowels Exercise 3 – SB p. 118

This screen contains the answers to Exercise 3.

- Ask students to turn to page 118 in their books, and to check their answers.
- Tell students to write their scores in the box at the bottom of page 14

#### 4.4 Pronunciation at speed – SB p. 15

**MAKE SURE YOU HAVE A MICROPHONE ATTACHED TO THE COMPUTER AND THAT IT IS WORKING.**

The purpose of this screen is to provide an opportunity for students to produce fluent, accurate imitations of those speech units of Coroný's that contain examples of the short vowels of English. [Note that the speech units with the target sounds are from the original recording, they are not re-recorded.]

The pattern of student activity is

- LISTEN & IMITATE
- RECORD & COMPARE
- SELF ASSESS.

The first column of the table gives the symbol for the short vowel, the central column gives the speech unit in which the short vowel occurs. The syllable given in bold, upper-case letters contains the target sound. The third column gives the speed in words per minute of the speech unit.

Notice that there is a [Help ...](#) button which gives guidance on how to speed up with the speech unit *made quite a bit of money*. Students may need this help, as they may have difficulty in handling speech at normal speeds.

The following instructions are designed for a teacher to demonstrate this recording facility to a whole class, but the main work with this screen is best done by students working on their own, in self-access, and then returning to you to check on their progress.

## Listen & imitate

Students can either look at the screen, or at page 15 in their books.

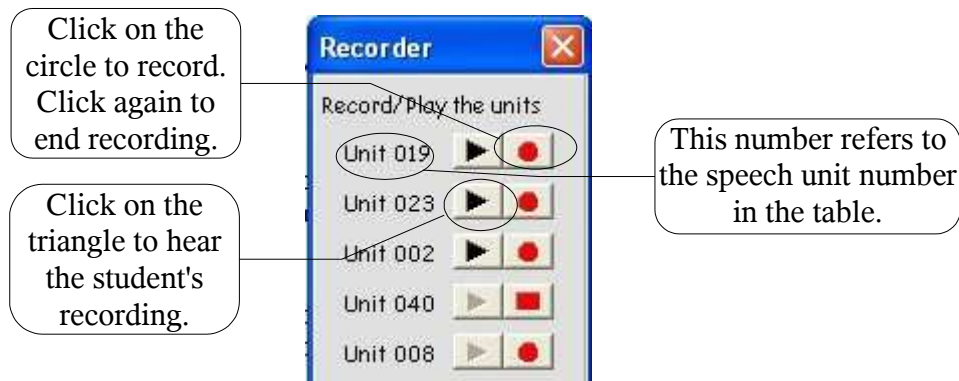
- Click on *made quite a bit of money* several times and ask student to repeat it at the same speed as Corony. They will probably have difficulty with this.
- Click on [Help ...](#) . A pop-up help screen will appear – in **SB** it is given in the bottom half of page 15. Guide them through the speeding up process by working through these four stages:
  - **Pause.** Click on the second speaker icon, and ask students to say the words slowly and clearly in time with the recording.
  - **Stream.** Click on the third speaker icon, and get students to flow the words together – first by listening to the recording, then by speaking at the same time and the same speed as the recording – make sure they reduce the vowel in 'of' (N.B. *mayquitabitevmoney* occurs twice in the soundfile)
  - **Loud and soft.** Click on the fourth speaker icon, and tell students to say the words in capital letters louder, and the words in small letters more softly – first by listening to the recording, then by speaking at the same time and the same speed as the recording (N.B. *MAYquitabitevMOney* occurs twice in the soundfile)
  - **Match.** Click on the fifth speaker icon, and get students to speed up by speaking at the same time and speed as the recording. (N.B. the speech unit occurs twice in the soundfile)
- Then try and match Corony's speed, by clicking on the top speaker icon.

Some students may object to speaking like this – so fast, so messy (but so normal). Point out that the speed they choose to speak at is their choice. But the speed of speech they have to listen to is NOT their choice. However, if they practise handling fast speech with their own voices, this practice will make them better able to handle fast speech when they hear it. In other words, this type of pronunciation exercise is serving the goal of listening – of making students familiar and comfortable with everyday speech.

## Record & compare

- Ask students to look either at the screen, or at the table in their books at the top of page 15
- Click on the microphone symbol. A recording panel pops up with a record button (red circle), and a playback symbol (a grey triangle) for each of the speech units listed in the table.
- Click on *made quite a bit of money* in the table, mimic it, click on the record button for Unit 037 (the red spot, which will change into a red rectangle) and speak into the microphone, saying *made quite a bit of money* in the style and speed of Corony.
- Click on the red rectangle to stop the recording, and the play button will now be black – indicating that there is now a soundfile.
- Click on the black triangle to hear the version you have recorded, then click on Corony's original, and compare the two.
- Ask for volunteers from the class to come to the front to try and match speech units of their choice.
- You can overlay both the original speech unit (from Corony) and the student's recording by:
  - clicking on the record button.

- clicking on a speech unit in the table.
- speaking at the same time that the soundfile plays



- Select another sound/symbol to work on, or ask the class to select a sound/symbol to work with.
- Play one of the speech units relating to this sound repeatedly. Ask students to say the words slowly, and follow the four stage process (**Pause, Stream, Loud & Soft, Match**) for each speech unit that they attempt.  
[Note. My students find that the biggest challenge in terms of matching speed is presented by 055 // it was OBviously very POPular // which has only five words, but has eleven syllables – 266 words per minute, over 500 syllables per minute!]

## Self assess

Click [Show self-assessment](#) and a window will pop up.

- Ask students to look at the table at the bottom of page 15.
- Explain the next stage is to work on all the speech units in the table in self-access, and that they should fill in the table (in pencil) of their own assessments of their progress.
- Tell them that you will check their progress, and answer questions either in the subsequent class, or in a tutorial.

Note that on screen, the assessment is scored as follows: if you select *Yes* three times, you get three marks (hover over [Questions](#) to see this); if you select *No* three times you get minus 3; if you select *Try again* you get zero.

## 5.1 Short vowels at varying speeds – Exercise 4 – SB p. 16

The purpose of this section (Section 5, *Streaming Speech*) is to give students practice pronouncing short vowels in a sequence of six speech units, which vary in speed. It is also, therefore, practice in varying the speed of speech – which is the key to making your speech interesting.

- Ask students to look either at the screen or at the table at the top of page 16 in their books.
- Play the extract twice, by clicking on the speaker icon.
- Then play each line twice by clicking on that line
- Tell them their task is to identify the short vowels. Play the extract line by line
- Get them to write the appropriate symbols in the boxes below the lines of text.

[Note that there are six symbols, and nine boxes – so not all the vowels are short.]

## 5.2 Short vowels ... Exercise 4 – Answers – SB p. 118

This screen (and page 118) gives the answers for Exercise 4.

- Click on the [Show Comment](#) button at the bottom of the screen.
- Get students to write their score on the box in section 5.2 on page 16.

## 5.3 Short vowels at varying speeds – Practice

The purpose of this screen is to get students practising meaningful chunks of speech which are larger than a single speech unit. This is the screen/page that we have been preparing for in section 5. The variability of speech only becomes clear when one looks at stretches of speech larger than one unit.

Note that three of these speech units, 032, 033, 037 featured in the pronunciation table in 4.4.

In doing this exercise, students should follow the pattern:

LISTEN & IMITATE, RECORD & COMPARE, and SELF ASSESS.

- Click the speaker icon to play the six units, then click line by line.
- Point out the different speeds (lowest 60 words per minute, fastest 330 words per minute) of each speech unit.
- Tell them that the capital letters represent **prominent** syllables, which should be louder, and small letters represent **non-prominent** syllables, which should be softer. (More on prominent syllables in chapter 2)
- Get the whole class to say these speech units in time with the recording.
- Ask a volunteer to record their version, and to assess their performance.
- Tell them that they should work individually in self-access
- Check that they understand the self-assessment table at the bottom of page 16.

## OPTIONAL EXTENSION

Get students to invent their own six speech unit text modelled on these six speech units.

e.g. // i was already by THAT stage //  
// .....ing//  
// in a ..... //  
// ..... days a WEEK //  
// WHICH //  
// MADE ..... MOney //

for example

// i was already by THAT stage //  
// WORKing //  
// in a BOOKshop //  
// FOUR days a WEEK //

// WHICH //  
// MADE a little bit of MOney //

## 6. Review

Note that on screen, if you get less than 50% on the exercises, you get a screen which suggests you go back and do more work on the chapter. If you get 50% or more on the exercises, you get a screen which rewards you by summarising the goals of the chapter, and telling you what comes in the next chapter.

- Tell students that when they have finished work in self-access (between 30 and 40 minutes, depending on their level) they should fill in the tables on page 17 of their books.
- In the table at the top of page 17 they should write in their scores on the exercises.
- In the table in the middle of page 17 they should tick either 'Yes I have done this' or 'I need to come back to this'  
[Note that 330 words per minute refers to // MADE quite a bit of MOney //, and that 'handling' means both listening and pronunciation, and that pronunciation work is an aid to listening.]
- In the grey boxes at the bottom of the page students should write of their successes and difficulties – particularly their successes.

## 7. Monitoring progress

This is best done with small groups of students (up to four). After working in self-access they should bring their student's book to you. You should have access to the electronic form of *Streaming Speech*, with a microphone and speakers.

- Ask them to show you their notes on page 17 – and discuss with them their successes (first) and then their difficulties.
- If they say that everything was fine, they had no problems, then do the following:
  - Ask them what Exercise 2 was about, and what they learned from it (don't let them look). (It was about observing what happens between words in the stream of speech – 'd's and 't's get dropped)
  - Give them a dictation: get them to turn to page 18 in the student's book (a blank page)
  - Make sure they can't see the screen, and either play them the recording on screen 2.1 ('and we set up .... involved in those') or the recording on screen 2.2 ('I was already .... a bit of money')
  - Get them to write down, in speech unit form (or ordinary writing, if this is too difficult) what they hear.
  - Get them to compare what they have written with the text on page 12 of the student's book.
  - If they get close to 100% accuracy, then praise them
  - If they get some things wrong, suggest that they spend more time working on their perception with these screens – giving themselves/each other little dictations.
- Pronunciation – go to page 15, and get them to say a selection of speech units to you (without listening to the original) aiming for accuracy in the short vowels, loudness in the syllables with capital letters, and normal speeds.
- Pronunciation – go to page 16, and get them so say the text in 5.3 with appropriate variability.
- Ask them for their own version of 5.3.

## **8. Communicative Activity [Optional]**

Note This activity is not on the CD-ROM.

Photocopy the next page, and use it as a communicative activity.

# Streaming Speech Chapter 1 Worksheet 1

## 1. Preparation

The following tables give (a) reasons for liking a job (Table 1), and (b) a mixture of reasons for both disliking and liking a job (Table 2).

Can you add to them?

Practise saying the speech units at a comfortable fast speed. Make the syllables in capital letters loud and clear, and the syllables in small letters softer and run together.

Table 1. Reasons for liking a job

i	MADE	quite a bit of	MOney
	MET	quite a few	PEOple
	SAW	a lot of	my FAmily

Table 2. Reasons for disliking a job

i didn't	MAKE	an awful lot of	MOney	but i	SOLD a lot of things
	MEET	very many	PEOple		
	SEE	very much of	my FAmily		

## 2. Discussion

Now, in pairs or groups, imagine that you have had one of the jobs in the list below. Tell each other about the advantages and disadvantages of doing one of these jobs:

- a teacher
- a sculptor,
- a basket weaver,
- a roadsweeper,
- a computer programmer,
- an accountant.