

Chapter 3 – Picking Fruit in Shropshire

Chapter 3 starts with a 'Welcome' (Student's Book p. 27) screen with information about the main speaker, Maggie, and a picture of the English countryside. 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 – Which Fruit?
	2.2	Focus on a hotspot – Other Ingredients?
	2.3	Focus on a hotspot – Cheerful or virtuous?
B	3.1	Giving yourself time to decide what to say next
	3.2	Notice the falling and level tones I
	3.3	Notice the falling and level tones II
	3.4	Notice the falling and level tones III
	3.5	Observe and imitate
	3.6	Observe and imitate – Answer to Exercise 2
C	4.1	Listen to diphthongs
	4.2	Identify diphthongs – Exercise 3
	4.3	Identify diphthongs – Answers to Exercise 3
	4.4	Pronunciation at speed
	5.1	Diphthongs in prominent syllables – Exercise 4
	5.2	Diphthongs in prominent syllables – Answers to Ex. 4
	5.3	Diphthongs, prominences, level & falling tones – practice
	6	Review
	7*	Monitoring progress
	8*	Communicative activity

*Sections 7 & 8 (pages 8-10 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.

Picking Fruit in Shropshire

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. 27

- Point to the photograph of Maggie, and explain that it is her voice on the recordings.
- Explain that the main photograph is of the main speaker, and a photograph of the English Countryside.

- Tell the class that they will hear Maggie talking about what she likes to do when she goes on holiday with her mother in the countryside.
- Click on [Show map ...](#) point to Liverpool where Maggie was born – but note that she does not have a Liverpool accent.
- Click on the arrow at the bottom right hand side to go to the next page

Goals

- 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 [Diphthongs...?](#) button 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.

1. Listening – SB p. 27

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 133-134 of the Student's Book.

Pre-listening – SB p. 27

- 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 three 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 27 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 ingredient), 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 27 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.
- 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 Which fruit? SB p. 28

The first line of this page gives the correct answer. The line (in blue) low on the right hand side of the page whether the selected answer is correct.

- 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.
- 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 eleven 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 Maggie'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.
- Point out that the syllables in upper-case (capital) letters are prominent syllables – syllables that the speaker has highlighted. The syllables in lower-case letters are not highlighted by the speaker.
- The relationship between prominent and non-prominent syllables is perhaps most clear in 019 where the non-prominent syllables 'is of course of the' are very fast and unclear. But non-prominent syllables can be quite clear – for example in 021 & 024 where the words 'bush' and 'bushes' are clear, but non-prominent.

START HERE

2.2 Other ingredients? SB p. 28

The first line of this page gives the correct answer. The line (in blue) low on the right hand side of the page whether the selected answer is correct.

- Get the class to read to themselves the lines of the transcript.
- Click on the speaker icon, and let the class hear the extract.
- Ask them what they notice between their reading out, and Maggie's original speech.
- Focus on the pronunciation of 'and'.
 - in 027 the vowel is clear, but the 'd' is dropped.
 - in 028 it is 'n'
 - in 031 it is prominent, with level tone – the vowel is clear, & you can just hear the 'd'
 - We return to the level tone in section 3.

2.3 Cheerful or virtuous? SB p. 29

The first line of this page gives the correct answer. The blue lines to the right of the extract lets you know if the chosen 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 the transcript.
- Ask them what they notice between their reading out, and Maggie’s original speech.
- Get them to write the words they find difficult to hear, and those they find easy in the space provided. [Optional].
- In speech units 057 & 063 Maggie spends time on 'and' and 'to' to give herself time to plan what to say next.
- In speech unit 509 Maggie uses two adverbs '-really' and 'positively' (both mean 'very'). It is very common in spontaneous speech to use two words where you would use only one in writing.
- Maggie uses 'you' in speech units 058, 061 and 'your' in 065 in the sense of 'people in general'. In old-fashioned, upper-class speech, people would use 'one' instead of 'you'.
- Note that in 058 Maggie repeats 'and' from the preceding speech unit: she begins again after buying herself planning time on 'and er' in 057.
- Note also that in 065 Maggie begins again after buying herself planning time on 'give er'.
- Beginning again in this way is a very common strategy in spontaneous speech.
- Speech unit 058 is the fastest in this chapter: if you have time get the class – chorally and then individually – to try to repeat this speech unit at the same speed as Maggie, and then to add adjectives of their own (and for advanced students, a 'when' clause)
 - and then you feel very happy
 - and then you feel really satisfied
 - and then you feel really satisfied when you've provided a meal

3.1 Giving yourself time to decide what to say next. SB p. 29

There are two related purposes of this section:

- To teach the strategy of giving yourself planning time while speaking. (The best use of this strategy is shown by Philip in Chapter 4, Section 2.1)
- To teach the level and falling tones: the level tone is often used to buy time.
- Get the students to say the word of the extract slowly to themselves
- Focus on 040 –with level tone.
- NB the arrows indicating the tone occur at the beginning of the speech unit, but the tones start on the last prominence in the speech unit (underlined in this extract).

3.2 Notice the falling and level tones I. SB p. 30

The purpose of this screen is to demonstrate the difference between falling and level tones.

- Get the class to listen to each extract and to imitate each one chorally.
- Go round the class and get students to produce the falling and level tones on *so*, *mum*, and *normally*.

3.3 Notice the falling and level tones II. SB p. 30

The purpose of this screen is to reinforce the idea that the tones begin on the last prominence, the underlined syllable, in each speech unit.

- Toggle the screen, so that you can see this screen-page, but the class cannot. Get them to look at section 3.3 in their books, and to have their pens or pencils ready.
- Remind the class that the tones begin on the underlined syllable.
- Get them to draw in the intonation lines in their textbooks on the grids below each speech unit.
- When they have finished, get them to check their answers on page 119.
- Toggle the screen so that they can see the display, and click on the speaker icons again.

3.4 Notice the falling and level tones III. SB p. 30

The purpose of this screen is to give a further demonstration of the difference between falling and level tones.

- Get the class to listen to each extract and to imitate each one.
- Go round the class and get students to demonstrate the different tones on *will*.

3.5 Observe and Imitate – Exercise 2. SB p. 31

The purpose is to give students practice in identifying level and falling tones.

- Explain that they will hear the extract twice, and their task is to draw either the falling arrow, or the level arrow into each of the three empty boxes for 059, 061 and 063.
- Play the extract twice, and then 059, 061, and 063 three times each.
- If necessary, give them a hint – there are two level tones, and one falling tone.
- Then ask them to vote on what the answers are – take the majority view, and drag the arrows to the boxes in 059, 061 and 063.

3.6 Observe and Imitate – answer to Exercise 2. SB p. 119-20

This page contains the answers for Exercise 2.

- Review the answers with the class. If they are not confident that they can hear the difference between falling tone, and level tone – tell them not to worry. If they can simply hear that there is a difference, then that is enough at this stage.
- Ask them to write their score in the box provided on page 31.
- Get the class to read to themselves the nine lines of the extract. Then listen to Maggie's version. Record one or two students speaking these lines. Make sure they get all the repetitions, and the level tones accurate.
- Click on the [Aren't these just mistakes?...](#) button and explain that level tones, repetitions, restarting, and the use of 'er' are entirely natural in spontaneous speech. They make the speaker's task easier and it makes the listener's task easier too.

Encourage them to work with this extract on their own, either in a computer cluster, or on their own computers at home.

4.1 Listen to diphthongs – SB. p. 31

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 Identifying diphthongs Exercise 3 – SB. p. 31

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 31
- 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 most of the words and sounds are taken from Maggie's original recording – but *pointing* comes from Gail, and *secure* and *years* come from Corony.

4.3 Identifying diphthongs Exercise 3 – SB. p. 120

This page contains the answers to Exercise 3

- Ask students to turn to page 120 in their books, and to check their answers.
- Tell students to write their scores in the box at the bottom of page 31

4.4 Pronunciation at speed – SB. p. 32

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 Maggie's that contain examples of the diphthongs of English.

The pattern of student activity is

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

The first column of the table gives the symbol for the diphthong, the central column gives the speech unit in which the diphthong occurs in bold, upper-case letters. 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 *the sloe is of course of the fruitx*.

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, with the guidance and help of a teacher.

LISTEN & IMITATE

Students can either look at the screen or at page 33 in their books. START HERE

- Click on *the sloe is of course of the fruit* several times and ask students to repeat it at the same speed as Maggie. They will probably have difficulty with this.
- So click on the [Help ...](#) button. Guide them through the speeding up process by working through the four stages:
- If this is so, click on the [Help ...](#) button. Guide them through the speeding up process by working through the 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 vowels in 'of' (N.B. *the sloe is of course of the fruit* 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. *the sloe is of course of the fruit* 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 Maggie'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.

Note that three of the speech units come from Corony's recording (C1, C2, & C3), one from Gail, and one has been created by Richard (R1) for this table.

RECORD & COMPARE

- Ask students to look either at the screen, or at the table in their books at the top of page 32
- 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 *the SLOE is of course of the FRUIT* in the table, mimic it, click on the record button for Unit 063 (the red spot, which will change into a red rectangle) and speak into the microphone, saying *the SLOE is of course of the FRUIT m* in the style and speed of Maggie.
- 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 Gail'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 Gail) 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

SELF ASSESS

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

- Ask students to look at the table at the bottom of page 23.
- 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.

Note. If your version of Streaming Speech shows 009 with a level tone, this is an error: it should be a falling tone.

5.1 Diphthongs in speech – SB. p. 33

The purpose of this section (Section 5, Streaming Speech) is to give students practice pronouncing diphthongs in a sequence of thirteen speech units, which vary in the choice of tones. It is also, therefore, practice in using tones – particularly the level and falling tones..

- Ask students to look either at the screen or at the table at the top of page 33 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 diphthongs. Play the extract line by line
- Get them to write the appropriate symbols in the boxes below the lines of text.
 - There are eight symbols, and seven boxes – and two of the boxes are below vowels which are not diphthongs.

Note. To begin with, we work with five speech units (not the thirteen that will appear on 5.3). So when you click the speaker, you will hear the thirteen speech units, but you will only see, and work with, the five given on screen.

5.2 Diphthongs in speech – SB. p. 120

This screen, (and page 120) gives the answers for Exercise 4.

- Get students to write their score on the box in section 5.2 on page 33.
- The vowels in 'get' and 'damsons' are short, and were covered in Chapter 1.

5.3 Diphthongs in speech – practice – SB. p. 33

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 two speech units, 046, and 048 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 thirteen units, then click line by line.
- Point out the different speeds (lowest 69 words per minute, fastest 300 words per minute) of each speech unit.
- Remind them that the capital letters represent **prominent** syllables, which should be louder, and small letters represent **non-prominent** syllables, which should be softer.
- Remind them that the arrows at the beginning of each speech unit indicate the tone which begins on the last prominent syllable (underlined) of each speech unit.
- 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 33.
- They should aim for accuracy in the diphthongs, and to match to reproduce the level and falling tones – all but the last speech unit have either level or falling tones.

6. Review

Note that 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 25 of their books.
- In the table at the top of page 34 they should write in their scores on the exercises.
- In the table in the middle of page 34 they should tick either 'Yes I have done this' or 'I need to come back to this'

[Note that 430 words per minute refers to 058 // and THEN you feel //, 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 34 – 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 Section 3 was about, and what they learned from it (don't let them look). (It was about buying planning time while speaking.)
 - Give them a dictation: get them to turn to page 26 in the student's book (a blank page)
 - Make sure they can't see the screen, and either play them the first four units of the recording on screen 2.3 ('and er ... at Christmas')
 - 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 29 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 32, 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 33, and get them to say the text in 5.3 with appropriate variability.

8. Communicative Activity – [Optional]

[NB This activity is not on the CD-ROM, it exists solely as the Worksheet below].

Follow the instructions on the student handout.

To play the extract referred to, click the [Transcripts/Speech Units](#) button at the bottom of the left hand margin, and click on the first speaker icon that you see.

Streaming Speech Chapter 3 Worksheet

Communicative Activity: using level tones to buy time

1 Reading aloud.

Read aloud the following sentence:

I know I'm going to be going away for another long week-end, perhaps five days, at the beginning of autumn with my mum because we really enjoy picking sloes in the countryside.

Now listen and compare that sentence with what Maggie said. Pay attention to the level tones in 04, 05, 06 and 15 – Maggie uses these level tones to give herself planning time.

03 // ↘ i ↑KNOW // 170
04 // → i'm GOing to BE // 240
05 // → GOing // 140
06 // → aWAY FOR // 120
07 // ↘ aNOther // 072
08 // ↗ LONG weekEND // 112
09 // ↘ per↑HAPS FIVE DAYS // 145
10 // ↘ into SHROPshire // 120
11 // ↗ AT the beGInning of AUtumn // 151
12 // ↘ with my MUM // 180
13 // ↘ beCAUSE // 060
14 // ↘ we REALLY enJOY // 082
15 // → ERM // 137
16 // ↘ PICKing SLOES // 085
17 // ↘ in the COUNtryside // 130

2 Pairwork

Using speech units 04-12 as a model, prepare a 20 second speech in which you pause on words ...

03 // ↘ i ↑KNOW // 170
04 // → i'm GOing to BE // 240
05 // → GOing // 140
06 // → aWAY FOR // 120
07 // ↘ aNOther // 072
08 // ↗ LONG weekEND // 112
09 // ↘ per↑HAPS FIVE DAYS // 145
10 // ↘ into SHROPshire // 120
11 // ↗ AT the beGInning of AUtumn // 151
12 // ↘ with my MUM // 180

2.1 Stage 1

Plan how you will begin your speech

// → i'm GOing to <u>BE</u> //	// → <u>GO</u> ing //	// → aWAY <u>FOR</u> //
// → i'm THINking <u>OF</u> //	// → <u>TR</u> avelling //	// → aROUND <u>FOR</u> //

2.2 Stage 2

Plan two or three trips with a member of your family, or a very good friend.

How long?	How long?	Where?	When?	With whom?
<i>long weekend</i>	<i>perhaps 5 days</i>	<i>Shropshire</i>	<i>Autumn</i>	Mum

2.3 Stage 3

Deliver your speech, pausing on words and between words. Don't forget you can use

// → ERM //

2.4 Stage 4 Extension

Ask your partner to give you a topic on which you must speak for twenty seconds, continuously with as little silence as possible, but making very long level tones on words, and long // ERM // to give yourself planning time.

e.g.

A: Give me a topic please.

B: OK. Sumo

A: Thankyou

[A continues]

01 // → SUmO//

02 // → IS_//

03 // ↘ NOT//

04 // ↗ a SPORT //

05 // ↘ i KNOW much aBOUT //

07 // → in FACT //

08 // → i KNOW //

09 // ↘ NOTHing about it at ALL //

10 // → exCEPT for the FACT that //

11 // → it inVOLVES //

...