

Chapter 7 – Farmed out in Oxford

Chapter 7 starts with a ‘Welcome’ screen with information about the main speaker, Rachel, and a picture related to the topic of the recording. There follows a ‘Goals’ page that 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 – One subject?
	2.2	Focus on a hotspot – Many students?
		Focus on a hotspot – Why ‘Farmed out’?
B	3.1	Notice high and low key in dialogue I
	3.2	Notice high and low key in dialogue II
	3.3	Observe high and low key in dialogue – Exercise 2
	3.4	Observe high and low key in dialogue – Exercise 2
	3.5	Observe fast speech
C	4.1	Consonant clusters
	4.2	Identify consonant clusters – Exercise 3
	4.3	Identify consonant clusters – Answers to Exercise 3
	4.4	Identifying consonant clusters II – Exercise 4
	4.5	Identifying consonant clusters II – answers to Exercise 4
	4.6	Pronunciation of consonant clusters
	5.1	Consonants in speech – Exercise 5
	5.2	Consonants in speech – Answers to Ex. 5
	5.3	Consonants in speech – Listen and imitate
	6	Review
	7*	Monitoring Progress
	8*	Communicative activity

*Sections 7 & 8 (pages 9 & 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.

Farmed out in Oxford

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. SB p. 67

- This page has a photograph of Rachel, the main speaker, and a photograph of Oxford.

- You will hear Rachel talking about studying Human Sciences at Oxford

Goals. SB p. 67

- 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 [Consonants clusters? ...](#) and explain that the consonants are those represented by the letters in bold in the sample words.

1. Listening. SB p. 67

Note that you can view an outline of the recording with a simple click on this page, and that you can see the whole recording, in orthographic and speech-unit form by using the [Orthographic...](#) and [Speech Units...](#) buttons in the left hand margin.

Pre-listening.

- Ask students about the title of the chapter: 'What do you expect to hear?' Do not explain the meaning of 'farmed out' yet.
- 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.
- These questions are given in the middle of page 67 of the Student's Book.
- Read out the questions and the choice of answers to the class.
- Check that they understand the questions.
- Direct the students' attention to the 'write your notes' area at the bottom of page 67 of the Student's Book, and ask them to choose their answers as they listen.

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 he said that made you choose your answer?' There is space for them to write their what they heard at the bottom of page 67 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 One subject? SB p. 68

Answer

The first line of this page gives the correct answer (B. False). The blue lines below Rachel's photo lets you know if the class's answer was correct.

Procedure

- 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 read to themselves the lines of the transcript.
- Then click on the speaker icon, and let the class hear – and see – the eleven lines of transcript – the ‘hotspot’ in the recording that contains the evidence for the answer.
- Ask them what they notice between their reading out, and Rachel'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. Play the lines as often as the students require, until they are confident they can hear each line well.
- Focus on speech units 006-008, and the up-arrows before *multidisciplinary & part*; focus also on the down-arrow before the third syllable of *biological*.
- Click on [The up-and down-arrows ...](#) for an on-screen note. These arrows are the notation for the steps up and steps down in pitch that are the topic of Section 3. Click on these lines, asking students to pay attention to these steps up and down. In particular, pay attention to the different levels on which the word *part* occurs in 007 (high) and in 008 (mid).

Notes

On this page, there are additional resources for you, if students ask questions about this page.

- The [Dictionary pronunciations ...](#) pop-up gives dictionary pronunciations of the words that Rachel uses. You can compare the dictionary and real pronunciations of *developmental*, *psychology*, *human*, and *geography*. (There is a very clear fall-rise tone on *geography*.) Note the stress-shift on *developmental* in 013 (see Chapter 6, Section 3 for stress-shift).
- [Optional activity] Ask students to look at the dictionary pronunciations given in the second half of page p. 68. Click on each pronunciation twice – then ask them which words have dictionary pronunciations with two prominences but just one prominence in Rachel's speech units 006-016.
- The answers are in the Answer Key page 125.
- These speech units have many words with more than one syllable. The speeds given in words per minute are therefore misleading, because the more syllables a word has, the slower the word-per-minute speed is. Click on [Speed in syllables per minute...](#) to see a comment, and the speeds given in syllables per minute.

2.2 Many students? SB p. 69

Answer

The first line of this page gives the correct answer, B. False. The blue line below and to the right of the extract lets you know if the class's answer was correct.

Procedure

- 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 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 Rachel's original speech.
- Focus on the up-arrow before *human* in 069, and the down-arrow before *after* in 080. We will be looking at these steps up and down in Section 3.
- 070 is the fastest speech unit in the Chapter – we will spend more time looking at it in Section 3, page 3.5
- Focus on 077: note that although the words *human scientists* are clear, they are non-prominent, it is the word *had* which is highlighted here. Notice that the concept of *human sciences* is brought into play in 069, and does not need to be re-highlighted here.
- Click on [The dictionary form of 'human scientists' ...](#) to hear the dictionary pronunciation of this phrase.

Notes

Rachel speaks three fall-rise tones in succession, speech units 076-078. Click on [The fall-rise tones in 077 and 078 ...](#) pop-up button to see the intonation curves.

2.3 Why 'Farmed out'? SB p. 69

Answer

The first line of this page gives the correct answer, B. To get the teaching that she needed. The blue lines below Rachel's photo lets you know if the class's answer was correct.

Procedure

- 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 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 Rachel's original speech.
- Focus on the word *to*, which occurs seven times in this extract. It occurs prominent and tonic (level tone) in 084, and is non-prominent six times. In 090, it sounds quite clear (but it is still non-prominent) – the rest of the time it is simply /tə/ or /t/. Click on each line in which *to* occurs, and get the class to imitate, making sure they speak *to* accurately.
- Focus on 087 and 096, which contain the same words – *to get the teaching that we needed*; 093 also has *that we needed*. Compare the pronunciation of *that*. (Don't worry if you can't hear the tones on *needed* they are very difficult to hear).

Notes

Click on the [Intonation of a list of subjects ...](#) pop-up button, to see a comment on listing intonation (there is also a list on page 2.1, speech units 010-016).

3 Discourse Features

There are two related purposes of this section:

- To show how speakers use steps up to high pitch, and steps down to low pitch to structure what they say, and to interest the listener in what they are saying.
- To look at the relationship between slow paused speech and normal speech.

3.1 Notice high and low key in dialogue – I. SB p. 70

- Click on the speaker icon, and ask the class to read and follow as the recording plays. Draw their attention to speech units 031, 032, & 034 – where the up- & down-arrows occur.
- Note that Richard's question is in two parts, a statement (speech units 025-027) followed by a yes/no question (028-031) which begins with three incomplete speech units, and ends with a falling tone which starts on *study* and continues over *do you think*. Importantly, there is a step up in pitch (to 'high key') on *study*. This jump up to high key leads some people to hear this as a rising tone, but in fact there is a clear fall from *study* to the end of the unit.
- Draw attention also to the up- and down arrows in 033 and 034. The word *no* in 033 has a step up in pitch, the word *course* in 034 has a step down in pitch. Don't spend too much on this page, because the next page provides more help on these speech units.

Notes

David Brazil (The Communicative Value of Intonation in English, Cambridge University Press, 1997) called the choice of step up or down on the tonic syllable 'termination', and the choice of step up or down on the first prominent syllable 'key'. We are using the single term 'key' to refer to the choice on any prominent syllable in the speech unit, we don't use 'termination'.

3.2 Notice high and low key in dialogue – II SB pp. 70 & 71

OPTIONAL RESOURCE

- For those students who want it, or need it, this page provides an analysis (down the right hand side of the table) of what happens in each speech unit.
- Click on the speaker icon, and get the class to look and follow as the recording plays. Blue intonation curves, showing the steps up and down, appear.

DO NOT MISS THIS

- Click on [Speech unit 031 ...](#) pop-up button. This demonstrates high, mid, and low key on a falling tone in 031.
- Get the class to listen and imitate. Do a 'teacher'/'student' pairwork – the 'teacher' chooses High/Mid/Low, the 'student' has to say the correct version of 031; change roles.

DO NOT MISS THIS

- Click on [Speech unit 033 ...](#) pop-up button. This demonstrates high, mid, and low key on the first prominence of a double prominence speech unit.
- Get the class to listen and imitate.
- Do a 'teacher'/'student' pairwork – the 'teacher' chooses High/Mid/Low, the 'student' has to say the correct version of 031; change roles.

3.3 Observe ... high and low key in dialogue Exercise 2 SB p. 71

The purpose of Exercise 2 is to give students a chance to identify high, mid, and low key in Rachel's recording.

Get students to work in pairs. Tell them they have to decide where high key occurs, and to write an upward arrow in the spaces provided.

Click on the speaker icon to play the recordings two or three times. Then click on each line as often as the class request. To help them choose their answers.

3.4 Observe ... high and low key – answer to Exercise 2 SB p. 125

- Pay particular attention to the note at the bottom of the page which emphasises the fact that making judgements about high, mid, and low key are difficult, and is more a matter of opinion than fact.
- Do not, therefore, treat this exercise as a test, but as an opportunity for students to learn one way of listening to spontaneous speech (which is certainly not the only way).

ADDITIONAL RESOURCE

Click on [You may recall from Chapter 4...](#) and [Low key often marks the end of a topic or question ...](#) pop-ups to see other examples, plus an explanation, of high and low key.

3.5 Observe fast speech

OPTIONAL PAGE

- This page exists to continue work on the relationship between slow paused speech and fast speech. The speech units given are the fastest in this Chapter. Encourage students to work on this page in their own time, by imitating both the slow paused version, and the fast speech version.

4.0 Pronunciation

The pattern of the previous six chapters is not followed in this and the following chapter. Pages 4.1-4.3 give preparatory work on distinguishing consonant clusters – distinguishing between what the spelling seems to suggest, and the actuality of the sound. It is important to note that with consonant clusters, we are concerned with consonants next to each other in the same syllable. This should be made clear in pages 4.1-4.3.

4.1 Listen to consonant clusters. SB p. 72

The purposes of this page are to (a) distinguish between spelling and sounds in identifying clusters (b) showing that syllables are important.

- DON'T MISS clicking on the individual syllables of the second version of 069 on this page – they sound so ugly. It is so much better to listen to the streamed (normal) version. This demonstrates once more that speech sounds are streamed into each other, they do not occur chunk by chunk.

4.2 Identifying consonant clusters Exercise 3. SB p. 73

- Get students to sit, and work in pairs, and to look at page 73. Tell them that they are to tick the boxes where they hear a cluster
- When you are sure that they understand the instructions, play the extract (by clicking on the speaker icon) three times.
- Note that the extract contains two pairs of speech units (001-002 & 088-089) from different parts of the recording.

4.3 Identifying consonant clusters Exercise 3 – answers. SB p. 126

- This page contains the answers to Exercise 3. It also contains, as an OPTIONAL RESOURCE, pop-up screens of commentary for each speech unit, to explain the answers. Use these pop-up screens as required, to help answer students questions. The contents of these pop-ups are in the book, on page 126.

4.4 Identifying consonant clusters II Exercise 4 – SB p. 73

- Get students to sit, and work in pairs, and to look at the table at the bottom of page 73. Tell them that they have to write the symbols for the clusters in the boxes in the table.
- When you are sure that they understand the instructions, play each word (by clicking on the words). Then get them to write the symbols in the appropriate boxes.
- This task should be easy (most of the symbols are the same as the alphabet) – if it turns out not to be easy for your group, don't spend too much time on it, the important work is in 4.6.

4.5 Identifying ... clusters II Exercise 4 – Answers SB p. 126

This page gives the answers to Exercise 4.

4.6 Segments – pronunciation of consonant clusters. SB p. 74

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 Rachel's that contain examples of the consonant clusters of English (although two of the speech units, C030 and M021 come from Corony and Maggie's recordings). The speech units with the target sounds are from the original recordings, 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 consonant cluster, the central column gives the speech unit in which the consonant cluster occurs in bold, upper-case letters. The third column gives the speed in words per minute of the speech unit.
 -

- 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

- Click on *more or less British style of* several times and ask students to repeat it at the same speed as Rachel. If they have difficulty doing this, then take them through the four-stage procedure that we have established in the preceding six chapters: 1. Pause, 2. Stream, 3. Loud and soft, 4. Match.

RECORD & COMPARE

- 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 *more or less British style of* in the table, mimic it out loud, click on the record button for Unit 005 (the red spot, which will change into a red rectangle) and speak into the microphone, saying *more or less British style of* in the style and speed of Rachel.
- Click on the red rectangle to stop the recording, and the play button will now be black – indicating that there is now a sound recorded here.
- Click on the black triangle to hear the version you have recorded, then click on Rachel’s original, and compare the two.

SELF ASSESS

- Click [Show self-assessment](#) and a window will pop-up, and direct learners' attention to the table at the bottom of page 75.
- Students assess their own performance (with your help, if practicable) using this window. Note that the assessment is scored: if you select *Yes* five times, you get five marks (hover over [Questions](#) to see this); if you select *No* five times you get minus five; if you select *Try again* you get zero.
- 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 above four stage process for each speech unit that they attempt.

5.1 Consonant clusters in speech. SB p. 75

- The purpose of Section 5, Streaming Speech, is to give students (a) a chance to identify consonant clusters and then (b) practice pronouncing consonant clusters in a question and answer sequence of seventeen speech units, which feature low key, and the usual variations in speech unit length, speed, and choice of tones,
- Note. To begin with, we work with eight speech units (not the seventeen that will appear on 5.3).
- Tell students to look at page 75. Play the extract, by clicking on the speaker icon. Tell them their task is to identify the consonant clusters. Play the extract line by line, and ask them to circle the clusters that they hear. Note that not all the clusters are in prominent syllables, they occur in non-prominent syllables as well.

5.2 Consonant clusters in speech. SB p. 127

This page gives the answers for Exercise 4.

5.3 Consonant clusters in speech – practice. SB p. 75

- This is the page that we have been preparing for in this section. It is time for students to LISTEN & IMITATE, RECORD & COMPARE, and SELF ASSESS.
- They should aim for accuracy in the consonant clusters, and to speak the 17 speech units in time, with the correct number of prominences, and aiming for accuracy with low key in 121, 123, 130, & 134.

6. Review SB p. 76

- 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 table in the middle of page 76 of their books.
- In the table at the top of page 76 they should write in their scores on the exercises.
- In the table just below the middle of page 76 they should tick either 'Yes I have done this' or 'I need to come back to this'
[Note that 462 words per minute refers to 072 // ↗ when i was THERE //, 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 76 – 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:
 - Make sure they can't see the screen, and play them speech unit 051 on screen 3.5 ('and that was the way to do well on the course')
 - 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 72 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 this screen – giving themselves/each other little dictations.
- Pronunciation – go to page 74, and get them to say a selection of speech units to you (without listening to the original) aiming for accuracy in the consonants loudness in the syllables with capital letters, and normal speeds.
- Pronunciation – go to page 75, and get them to say the text in 5.3 with appropriate variability.

8. Communicative Activity.

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

Handout the worksheet to everyone, but get them to work in pairs. Follow the instructions on the worksheet.

Listen again to this extract from Rachel's recording (see page 5.3). Notice (a) that Richard's question is incomplete (but Rachel still answered it) (b) Rachel repeats *I'm not a great joiner* (124-125 & 132).

Rachel

118 // → did YOU // 120
119 // ↗ join CHOIRS // 147
120 // → the DRAMA soCIety // 204
121 // → ↓OR // 150
122 // → GO to the UNion // 343
123 // → ↓OR // 060

Rachel

124 // → I // 030
125 // ↘ 'MNOT a GREAT JOIner // 083
126 // ↗ i HAVE to SAY // 313
127 // → i HAD a // 399
128 // ↘ a LIVEly social life // 145
129 // → AND // 094
130 // ↘ a GREAT big group of ↓FRIENDS // 180
131 // → BUT // 090
132 // ↘ i'm NOT a great joiner // 222
133 // ↘ ↗ and MAINly // 182
134 // → i just DID my own ↓THING // 251

In pairs, create a similar dialogue, and act it out for the class.

Rachel

118 // → did YOU // 120
119 // ↗ join xxxxxxx // 147
120 // → the xxxxxxxxxx // 204
121 // → ↓OR // 150
122 // → GO to the xxxxxxx // 343
123 // → ↓OR // 060

Rachel

124 // → I // 030
125 // ↘ 'MNOT a GREAT JOIner // 083
126 // ↗ i HAVE to SAY // 313
127 // → i HAD a // 399
128 // ↘ a xxxxxxxxxxx // 145
129 // → AND // 094
130 // ↘ a xxxxxxxxxx of ↓FRIENDS // 180
131 // → BUT // 090
132 // ↘ i'm NOT a great joiner // 222
133 // ↘ ↗ and MAINly // 182
134 // → i just DID my own ↓THING // 251