

Chapter 8 – Banana Mush

Chapter 8 starts with a ‘Welcome’ screen with information about the main speaker, Terry, 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

DO NOT MISS THIS CHAPTER’S UNIQUE FEATURE – PAGE 2.4 COMPARES TERRY’S ACCENT TO RICHARD’S

		Welcome
		Goals
A	1	Listening – Exercise 1
	2.1	Focus on a hotspot – What happens to the banana tree?
	2.2	Focus on a hotspot – What type of spiders?
	2.3	Focus on a hotspot – Terry is fitter?
	2.4	Terry’s accent
B	3.1	Telling an anecdote – notice high key I
	3.2	Observe high key – Exercise 2
	3.3	Observe high – answer to Exercise 2
	3.4	Consonant clusters in fast speech
C	4.1	Consonant clusters – Exercise 3
	4.2	Consonant clusters – Answers to Exercise 3
	4.3	Pronunciation of consonant clusters
	5.1	Consonants in speech – Exercise 4
	5.2	Consonants in speech – Answers to Ex. 4
	5.3	Streaming speech – clusters and lists
	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.

Banana Mush

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. 77

This page has a photograph of Terry and a photograph of bunches of bananas in a tree. You will hear Terry talking about the time he worked on a banana plantation in Brazil with 'an old Japanese guy'.

Goals. SB. p. 77

- 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. 77

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 'mush' 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 77 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 77 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 77 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 What happens to the banana tree? SB p. 78

On page 2.4, we will be working with Terry's accent. If his accent is too much of a problem now, then go to page 2.4, work with his accent and then come back to this listening comprehension exercise.

Answer

The first line of this page gives the correct answer (A. It is cut down). The blue lines below Terry'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 eighteen 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 Terry'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 unit 094, *what you do is*. This is the fastest speech unit in the recording. This is an extremely common form of words to use before giving an explanation of a process such as cooking instructions, or here, the process of cutting off a bunch of bananas.

Notes

Terry does a skilful self-correction in 088-089, and then repeats *of the* to get himself going again.

2.2 What type of spiders? SB p. 78

Answer

The first line of this page gives the correct answer, B. Big dangerous. The blue lines below and to the right of the extract lets you know if the selected 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 Terry's original speech.
- Focus on 104-106, and note the repetition of meanings: Terry says both *huge* and *gigantic* (the three clauses in 109-111 are also a repetition of meaning) in a list of adjectives that occur in speech units with falling tones.

2.3 Terry is fitter? SB p. 79

Answer

The first line of this page gives the correct answer, B. False. The blue lines below Terry's photo lets you know if the selected 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 Terry's original speech.

Words in the stream

Focus on the occurrences of the word *one* between 127-135 get class to say these lines aloud, making sure that they make clear the differences between prominent and non-prominent *one*.

Notes

OPTIONAL

The following are features of the recording that you can point out if appropriate. This extract shows many of the skills and strategies that we have identified in the previous chapters, particularly in speech units 132-137 which have five occurrences of high key to both help make the comparison between young (but not very fit or skilful) Terry and the old (but very fit and skilful) Japanese guy. We are going to work with these occurrences of high key in Exercise 2 on page 3.2.

Note the structure of the comparison:

125.126	Terry's age
127.129	Terry's task
130	Terry's reaction (part 1)
132.133	Japanese guy's age
134.137	Japanese guy's task
138	Japanese guy's reaction
139.143	Terry's reaction (part 2) and its consequences

Note the tenses of the verbs – they start in the present (125-129 – though *put* could also be past) then the verbs shift into the past (130 onwards, including the use of *would* in the sense of *used to*)

2.4 Terry's accent. SB p. 79

Because Terry has such a distinctive accent, this page is designed to allow detailed comparison of his accent, and mine (Richard's). The main influence on his accent is the city of his birth, Dublin, Ireland – though it also contains traces of the places he has worked (Brazil, Portugal, Japan). I was also born in Dublin, but my parents took me to England when I was three, and I have acquired a standard British accent.

- Click on the photograph of Terry to hear his original unscripted recording
- Click on the photograph of Richard to hear his version.
- Click on the individual speaker icons to hear each line by both Terry and Richard
- Point out the major differences in pronunciation: Terry pronounces the 'r' in 'farm', 'near', 'where', 'park' – Richard doesn't.
- Get students to imitate both versions of units 002, 005-6, 008, and 011.

Imitating the two accents will help learners acclimatise themselves to this accent.

3 Discourse Features. SB p. 80

There are two related purposes of this section:

- To observe how Terry uses high key to make his anecdote interesting.
- To look at consonant clusters in slow paused speech and normal speech.

3.1 Telling an anecdote – notice high key. SB p. 80

The main purpose of this page is to draw attention to Terry's use of high key in 052, as preparation for Exercise 2.

- Click on the speaker icon, and play through this extract twice.
- DO NOT MISS THIS. the pop-up screen [The relationship between sentence structure and speech units ...](#) which focuses on speech units 052-053, and speech units 066-067. Play these speech units a couple of times.
The point I'm making here is that textbook rules about the location of the main ('nuclear') stress are often broken.
- Focus on 060 briefly, getting students to imitate it. We return to this speech unit on page 3.4.

Notes

This extract is part of the anecdote that Terry tells ('younger, but not fitter') – in these speech units he begins the comparison between himself and 'the old Japanese guy'.

David Brazil 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 Observe high key Exercise 2. SB p. 80

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

- Get students to work in pairs, and direct their attention to the bottom of page 80.
- Tell students that they need to identify the five choices of high key in speech units 132-137.

- 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.
- Ask the class where you should drag the up-arrows. Take a majority view, and drag the arrows to the boxes they suggest.

3.3 Observe high key – answer to Exercise 2. SB p. 127

At an appropriate moment, show students the answer to Exercise 2. Remember that making judgements about high, mid, and low key is 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 observing what happens in spontaneous speech (which is certainly not the only way). For a more detailed treatment, see Chapter 10 section 2.

3.4 Consonant clusters in fast speech. SB p. 81

Note that there are three pairs of speech units on this page. The third one (018/018a) needs to be accessed via the pop-up button [Listen to 018 ...](#)

This page exists to continue work on the relationship between slow paused speech and fast speech. The speech units given are not the fastest in this Chapter, but they do show that native speakers simplify clusters.

- Write the words *farmed* and *out* on the whiteboard.
- Pronounce them separately (take a breath in between), exaggerating the pronunciation of the /md/ cluster at the end of *farmed*.
- Click on R083 and R088 (from Rachel's recording) and point out that the /d/ at the end of *farmed* attaches itself to the beginning of *out* – making *farm dout*
- Click on 060a, and get the students to imitate this paused version
- Ask them where the consonant cluster is (answer, at the end of *contact*)
- Then play 060 and ask them what sound is missing from *contact*
- Click on [What you should hear ...](#) to see an explanation.
- Compare the sounds of the individual words in 060a and 060, by clicking on the individual words.
- Click on [Listen to 018 ...](#) - where the focus is on the cluster at the end of *asked* and follow the same procedure as for 060/060a

NOTE THAT CLUSTERS ARE MORE LIKELY TO BE SIMPLIFIED WHEN THEY ARE NOT AT THE END OF SPEECH UNITS (IE NOT FOLLOWED BY A PAUSE).

Encourage students to work on this page in their own time, by imitating both the slow paused versions, and the fast speech versions.

4.1 Consonant clusters Exercise 3. SB p. 82

- Get students to sit, and work in pairs, and direct their attention to the table at the top of page 82.
- Read the instructions to them.
- 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 4.3.

4.2 Consonant clusters Exercise 3 – answers. SB p. 127

This page contains the answers for Exercise 3

4.3 Segments – pronunciation of consonant clusters. SB p. 82

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 Terry's that contain examples of the consonant clusters of English (although two of the speech units, R112 and R070 come from Rachel and P079 comes from Philip). 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 *drag me out of bed* several times and ask students to repeat it at the same speed as Terry.
- 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 *drag me out of bed* in the table, mimic it out loud, click on the record button for Unit 073 (the red spot, which will change into a red rectangle) and speak into the microphone, saying *drag me out of bed* in the style and speed of Terry.
- 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 Terry's original, and compare the two.

SELF ASSESS

- Click [Show self-assessment](#) and a window will pop-up (direct the students' attention to the bottom of page 82).
- Students assess their own performance (with your help, if practicable) using this table.
- 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 – Exercise 4. SB p. 83

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 sequence of eleven speech units, which feature two lists (one with falling tones, the other with two rises & one fall-rise), and the usual variations in speech unit length, and speed

Note. To begin with, we work with six speech units (not the eleven that will appear on 5.3).

- Tell the students to look at the top of page 83.
- 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 write the symbols in the boxes for the clusters that they hear.

5.2 Consonant clusters ... – Answers to Exercise 4. SB p. 127

This page gives the answers for Exercise 4.

5.3 Consonant clusters in speech – practice. SB p. 83

- 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 eleven speech units in time, with the correct number of prominences, and aiming for accuracy with the tones in the two lists (104-106, and 109-111).

6. Review. SB p. 84

- 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 84 of their books.
- In the table at the top of page 84 they should write in their scores on the exercises.
- In the table just below the middle of page 84 they should tick either 'Yes I have done this' or 'I need to come back to this'

[Note that 449 words per minute refers to 094 // → WHAT you DO is //, 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 84 – 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 060 on screen 3.4 ('he'd never had much contact with Brazilians')
 - 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 81 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 82, and get them to say a selection of speech units to you (without listening to the original) aiming for accuracy in the consonant clusters loudness in the syllables with capital letters, and normal speeds.
- Pronunciation – go to page 83, and get them to say the text in 5.3 with appropriate variability.

