

LESSON PLAN

Teaching Connected Speech Through Listening

Teacher: Assel Zhamankulova

Learners: Adult B1 ESL learners

Lesson focus: Connected speech and listening comprehension

Lesson aim: Learners will identify features of connected speech in a recorded conversation and practice understanding them in spoken English.

TITLE: Teaching Connected Speech Through Authentic Listening		
LEVEL OF CLASS: Adult B1 ESL learners		
A BRIEF GENERAL OVERVIEW OF THE GROUP OF LEARNERS AND THE COURSE: This is a monolingual group consisting of Spanish-speaking students enrolled in an English course. They meet for two hours a day, five days a week. There are 13 students, ranging in age from 34 to 50. Their learning styles are mostly visual and auditory. The majority of them are learning English to communicate on a day-to-day basis here in the US. Their preferred topics include current affairs, education, family, sports, and work. While some learners are not fond of working in large groups, they are comfortable working in pairs, individually, or in small groups. The whole group, which consists mainly of males, is obsessed with soccer. That is why I decided to choose soccer as the main topic for the lesson.		
AIMS AND LEARNING OUTCOMES: Main Aims: 1) To raise students' awareness of features of connected speech and give them a chance to practise coping with them Subsidiary aim: 1) By the end of the lesson learners will have had a chance to practise listening for gist and detail		
Form	Pronunciation	Solutions
Where did he get married?	/weə(r) dɪd (h)ɪ ge(t) 'mærɪd/ Features to focus: elision of (h) and (t)	Elision of /h/ - explain that when a word which begins with an /h/ is preceded by a

		consonant, the /h/ is dropped.	
Did you hear the news?	/Didʒə hɪə(r) ðə nju:z/ Focus: coalescent assimilation dʒ		
He said he wanted <u>ed</u> to.	/hi sed (h)i 'wɒntɪd tu/ Focus: ending /ɪd/, elision of (h)	explain that when a verb ends with a /t/ and you add the ending “ed” = /ɪd/	
Could <u>you</u> pass me the menu?	/kʊdʒə pæsmi ðə 'menju:/ Focus: coalescent assimilation dʒ	Same rule as number 2. - coalescent assimilation /dʒ/	
He got married in <u>his</u> <u>hometown</u> in Argentina	/Hi ɡɒ(t)'mæɪrɪdɪn(h)ɪz(h) əʊmtaʊn ɪn ɑ:dʒən'ti:nə/ Focus: elision of (t), elision of (h),	Same rules as number 1. – elision of /t/ and /h/	
Is <u>it</u> true?	/ɪzi(t) tru:/ Focus: elision of (t)	Same rule as number 1 – elision of /t/	
They started <u>ed</u> a romantic relationship in 2008.	/ðeɪ stɑ:tɪd ə rəʊ'mæntɪk rɪ'leɪʃnʃɪpɪn/ 2008. Focus: ending /ɪd/	Same rule as number 3	
I don't <u>know</u> for sure.	/aɪ dəʊn(t)nəʊfəʃɔ:(r)/ Focus: elision of (t)	Same rule as number 1 – elision of /t/	

Did <u>he</u> invite Ronaldo?	dɪd(h)ɪn'vɑɪtRonaldo/ Focus: elision of (h)	Same rule as number 1 – elision of /h/
Could <u>y</u> ou recommend anything?	/kʊdʒə'rekə'mend'eniθɪŋ/ Focus: coalescent assimilation dʒ	Same rule as number 2. - coalescent assimilation /dʒ/
Messi invited <u>ed</u> him to his wedding out of respect	/messi ɪn'vɑɪtɪd(h) ɪmtə hɪz'wedɪŋ ʌʊtəvri'spekt Ending /ɪd/, elision of /h/	Same rule as number 1 and 3

LESSON PLAN

STAGE	AIM(S) OF STAGE	PROCEDURE
Lead-in	To set up the context To activate students' schemata	Students see a statement on the board: “Native speakers of English talk so fast that sometimes I don’t understand them” Penelope, student, 45 years old Teacher gives them a minute to discuss with their partner if they agree or disagree with this statement. Teacher tells the students that today they will analyze some elements/features of native English speakers’ speech and why students do not understand them at times. Teacher also says that they will do it with the help of one listening text about Lionel Messi. Teacher displays a picture of a famous footballer Lionel Messi and his wife. Teacher elicits from students what they know about Messi and if they remember any fun facts about him. - Where did they get married? - Do you know anything about his wife? - How did they start a romantic relationship?
Listening for gist	To practise listening for gist	Teacher says: You will hear two people, John and Penny, talking about Messi’s wedding. Listen and answer one question: - Where are Penny and John? (the answer – in a cafe/restaurant)

Listening for detail	To practise listening for detail	Teacher says: I am going to give you this paper with 6 questions on it. Please carefully READ the questions but do NOT answer them yet because I will play the recording the second time. To check understanding: Do you need to write anything down? (No) Once the students have finished reading the questions, the teacher says: You will hear the same conversation between two friends again now. You should put T (true) if the sentence on your paper is true according to what hear, or F(False) if it is false. If it is false, you need to correct the sentence. Students check in pairs, peer correction Open class feedback where the T checks Ss understanding of the listening. If necessary, a teacher plays again.
Analysis of features of connected speech	To analyse features of connected speech To develop students' decoding processes To raise students' awareness of features of connected speech	Teacher says: I will play some sentences from the conversation you have just heard. You need to write down the sentences. Please do not worry about the spelling at this point. Teacher plays the following sentences: 1) <i>Where did he get married?</i> 2) <i>In his hometown in Argentina in Rosario</i> 3) <i>Could you pass me the menu?</i> 4) <i>He said he wanted to.</i>

	To practice pronunciation of features of connected speech	Students check in pairs. If students struggle, a teacher plays again. If they still struggle, a teacher reveals some parts of a sentence. Teacher: Now I will reveal the sentences on the board. Can you please compare the sentences and discuss with your partner why you have made mistakes. Students compare. Teacher displays the four sentences on the board and starts the analysis. 1) <i>Where did <u>he</u> get married?</i> Teacher plays the sentence again and asks the learners and focus on pronunciation of “he” and “get”. Students say that /h/ in “he” and /t/ in “get” is not pronounced. Teacher highlights “did he” and elicits that /d/ is a consonant. Teacher asks the students to give more examples of a consonant. Students may say: d,p,l,t,g. Teacher elicits vowels: a,e,i,o,u. When there is a word that begins with an “h” and there is consonant before it, you normally do not pronounce /h/. Teacher highlights /d/ as a consonant. Teacher writes on a board: “Tell her”, “Where was he born”. and asks the students to say these phrases following connected speech patterns. Students practice in pairs and as open class. Teacher monitors and correct if necessary
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		Drilling. Teacher highlights “get married” and explains: Which letter you did not hear? Students say: /t/ in “get”. Teacher explains: When a word ends with a “t” and there is a consonant after it, we drop the “t”. Teacher writes on a board: “must be”, “first person”, “next please” and asks the students to say them following connected speech patterns. Students practice in pairs and as open class. Teacher monitors and correct if necessary Drilling. 2) <i>In his hometown in Argentina in Rosario</i> Teacher plays the sentence and asks the students which letters are not pronounced and why. If students have understood the previous rule, they should be able to say that the /h/ is omitted. If not, teacher does it on the board. 3) <i>Could you pass me the menu?</i> Teacher plays the sentence and asks the students to focus on “could you”. Teacher explains: What is the final sound of “could”? - /d/ What is the first sound of “you”? - /j/
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		When you have a combination of a word that ends with a /d/ + /j/, you pronounce as dʒ. Teacher writes on the board: “What would you do if you saw a bull?” Students practice pronouncing the / dʒ/ in “would you” in pairs. Teacher closely monitors the students and corrects if necessary. <i>4) He said he wanted to.</i> Teacher plays the sentence and asks the students to focus on “wanted”. Teacher elicits the tense (past) and asks the students to focus on /id/. Teacher explains that when a verb ends with a /t/ phoneme and followed by an ending “ed”, the ending is pronounced as / id/. Teacher elicits more examples like “started” (If students ask questions about other verb forms, then the teacher goes further into detail: - If a verb ends with a /d/ (eg. Decide), then the ending is pronunciation of the ending is [ɪd]. – needed, commanded - If a verb ends with a voiced consonant (eg. [b, g, ð, v, z, ʒ, dʒ, m, n, ŋ, r, l] , pronunciation of the ending is /d/ - delivered, explained - If a verb ends with a unvoiced consonant (eg. [p, k, θ, f, s, ʃ, tʃ] , pronunciation of the ending is /t/) – asked, finished, attacked, kissed
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		Teacher drills pronunciation and asks the learners to read the sentences in closed pairs. Teacher says: I will play three more sentences from the dialogue. 3 different sentences, not the ones we have just analyzed. Please write down the sentences as you hear them. 1) <u>Could you</u> recommend anything? 2) Is <u>it</u> true? 3) They started <u>a</u> romantic relationship in 2008. Students check in groups of three. Teacher asks a student to come to the board and write the sentences. If necessary, teacher plays the sentences again and clarifies the rules. If students understand these features of connected speech, then the following stage will have an element of competition. If not, a controlled practice activity. Teacher drills pronunciation and asks the learners to read the sentences in closed pairs.
Controlled Practice	To give students a chance to practise coping with features of connected speech and assess Ss understanding	Teacher says: Please look at exercise 1. There are 4 sentences with gaps in them. You will hear these four sentences. You should complete the gaps. Students have the following sentences on their handouts: 1) I _____ for sure. 2) _____ invite Ronaldo? 3) _____ anything?

		4) Messi _____ wedding out of respect Answer key: 1) I don't know for sure. 2) Did <u>he</u> invite Ronaldo? 3) Could <u>you</u> recommend anything? 4) Messi invited him to his wedding out of respect Students check in pairs. Open class feedback This stage is very important because I will be able to understand and assess how well the students understood the rules of connected speech patterns.
Follow up	To give students an opportunity to discuss and personalize the topic	Students see the following sentences on the board. Teacher invites them to discuss the question with their partner: 1) What is the most beautiful wedding ceremony you have ever attended? 2) Can you describe a traditional wedding in Spain?
Follow-up	To give the students an opportunity to read the script and highlight any features or words that they did not understand	Teacher: Now I am going to give you the script of the dialogue. You will hear the recording again. While you are listening, can you please underline those words or sentences which you did not understand.
Consolidation	To consolidate the material covered in the	The teacher gives students homework to write 5 sentences that include the connected speech patterns covered in class. In the next lesson, they

	lesson and give the homework for the next lesson	will practice reading these sentences to each other in pairs and try to understand the patterns.
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Materials to be used in class

Self-made

Two friends talking about Messi's wedding

J: Hi Penny! How are you?

P: Hi John! Thanks, I'm alright. You?

J: I am OK, thanks. How is your final project going?

P: Well, I'm still not sure which sportsperson to write a biography about. I need to describe one major event from their life that was memorable and exciting. I want to write about my favourite soccer player Leonel Messi.

J: You can write about his wedding, which was a huge event.

P: Really? Where and when did he get married?

J: In his hometown in Argentina in Rosario. It was the wedding of the century! There was a big screen outside the City Center Rosario, which is a five star hotel and a casino. So fans were able to watch the ceremony too. They had 450 police officers to cover the event.

P: Wow! I know that more than 250 friends and family were jetted to Argentina, including his teammates. But I don't know much about his wife. Who is she?

J: She is a lovely woman. Her name is Antonella Rocuzzo. They've known each other since 1992. However, they started a romantic relationship in 2008 and since then they've had 2 sons.

P: Did he invite Cristiano Ronaldo? He said he wanted to.

J: It's said that Cristiano Ronaldo has publicly accused the postal service of losing his invitation! Ronaldo said he was sure Messi had invited him to his wedding out of respect, so that means the postal service made a mistake in not delivering the invitation.

P: Really?! Is it true?

J: I don't know for sure. Well, I am getting hungry. Let's have some food! Could you pass me the menu?

P: Yes, sure, here! Could you recommend anything?

Self-made

Decide which of the following statements is true and which is false? If False, correct the sentence.

- 1) Messi and his girlfriend got married in Spain.
- 2) City Center Rosario is a hotel.
- 3) Fans couldn't watch the ceremony.
- 4) They had 415 police officers to cover the event.
- 5) Messi and his wife have known each other since 2008.
- 6) They have 2 children.
- 7) Messi didn't invite Ronaldo to his wedding.

Controlled Practice activity/self-made
Complete the gaps

- 1) I _____ for sure.
- 2) _____ invite Ronaldo?
- 3) _____ anything?
- 4) Messi _____ wedding out of respect