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Introducing prosody in the language classroom

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ABSTRACT

This project started from the main assumption that prosody was missing in the teaching of pronunciation in Spanish high-schools. The importance of teaching this resides in the fact that prosodic features are key elements for the transmission of oral messages, as they imply a lot of information. A research was carried out in which I analysed an English textbook used in a Spanish high-school and, surprisingly, it contained explanations of the pronunciation and the prosodic features of the language. Nevertheless, these aspects of the language were omitted in the internship lessons. Thus, a didactic unit was created and implemented to show the students the importance and the relevance of paying attention to these features when studying a foreign language. The results show that the students were willing to study this, as they thought it was very useful.

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1. INTRODUCTION

This document presented below belongs to the first modality of Final Project of the Master. This means that it consists in the identification of an improvable area in the teaching field –in this case, the teaching of English– and suggestion of proposals to improve it.

The body of the document is divided into five main sections, apart from the introduction. The first of these five (i.e. section 2), introduces the base for the rest of the sections, that is to say, the area that needs to be improved. This area is the teaching of pronunciation, in particular of prosody. It includes a brief revision of how speaking has been taught through the different language teaching methods and how it is taught now in Spain.

In the next section, number three, a solution is suggested to improve this area. This suggestion is made taking into account the aims of the official curriculum for the teaching of foreign languages in Secondary Education and Bachillerato. The works of Wells (2006) and Gilbert (2008) have been the basis for this proposal, as these authors insist on the need to introduce prosody in foreign language classes, for it implies a lot of meaning and it seriously affects communication.

The following section (section number 4) includes the implementation of a didactic unit I prepared for my internship period taking into account the lacks in the teaching of pronunciation.

The section that follows shows the results of this proposal and its implementation and the last section (i.e. section 6) gathers the conclusions extracted from it.

2. IDENTIFICATION OF AN IMPROVABLE AREA

There are many interesting things to be studied in the field of foreign language teaching. However, there is one that needs special attention now –at least in our context, Spain– and it is pronunciation, one of the most important aspects of speaking, 'the forgotten skill'.

My experience as a student –from Primary School to this Master– and all the jokes about how Spanish people speak English –specially on the Internet and the social

networks– led me to the hypothesis that the teaching of oral skills, pronunciation in particular, needs to be improved in our language classes, as we are following, supposedly, a Communicative approach.

As Celce-Murcia (1996) summarises in her *Teaching Pronunciation*, many different methods have been applied for teaching languages since the late 1800s –and before. *Speaking* as a skill is a focus in some of them; in others it is just a part of the language that can be forgotten in the classroom. The most well-known method, the Grammar Translation approach, was one of those in which speaking was not really important in the process of learning languages. The focus was grammar and it was taught using the students' native language.

Celce-Murcia goes then through all the methods in which pronunciation had some relevance. In the late 1800s and 1900s the Direct Method gains popularity. It tries to transfer the strategies children use to learn their first language to the learners of a second or foreign language. Pronunciation is, thus, taught through imitation and repetition. Naturalistic methods succeeded this approach. Some of them, like Total Physical Response and the Natural Approach, maintain that learners should be exposed to the language for a period of time before they were asked to produce it. Then, after this time they would have quite a good pronunciation even though they had never received any specific teaching on that.

In the 1890s, a Reform Movement emerged in the field of language learning. These reformers believed that pronunciation should be taught explicitly, and this had to be done by teaching phonetics. In order to do that, some phoneticians created the International Phonetic Alphabet (IPA), which allowed to teach sounds and their correspondence to written symbols.

Audiolingualism –in the United States– and the Oral Approach –in Britain– were developed during the 1940s and 1950s. These approaches worked with imitation and repetition, as the Direct Method did, but they also incorporated the advances of the Reform Movement by using the IPA and other tools to teach pronunciation.

The speaking skill lost force again in the 1960s. The Cognitive Approach saw language as a set of rules. Its defenders argued that native-like pronunciation was unattainable and then time should be spent in learning more productive items, like grammar and vocabulary.

The Silent Way was developed during the 1970s and it, again, paid attention to speaking and pronunciation. Learners were focused on how sounds are produced and how they combine to form phrases. The difference with Audiolingualism is that learners are not taught any linguistic theory; they just listen and create their own rules for accurate production.

Also in the 1970s, Communicative Language Learning (CLL) emerges. In this approach pronunciation is taught through imitation and repetition but it is the learner who decides what he wants to repeat and how many times he wants to repeat it.

Finally, we arrive to the Communicative Approach, which strengthened in the 1980s and is now the most widespread method. This approach's main idea is that, as language is primarily a tool for communication, this should be the main objective of language teaching: enabling students to communicate in the language they are learning. Thus, pronunciation is taught in order to make communication effective. It is not only a matter of accuracy, but also –and specially– a matter of fluency, though both of them are related.

2.1. Factors that affect the teaching of pronunciation in Spain

This Master includes in its credits a period of internship, in which the students put into practice the theory they have learnt during the previous subjects. This period is also good to see how a high-school works and which things can be improved, particularly inside the classroom.

My tutor in the high-school made the most of our presence –the students in the internship– and we helped the students practise the oral skill more than they can do with only one teacher. We organised ourselves in groups –one group per 'teacher'– and worked the contents of the book. However, the book was only an excuse to start. We read a text and talked about that topic, instead of focusing only in the reading activities proposed there or, if we had to work a grammar point, we created situations in which it could be used. This way, the classes were more oral and students paid more attention.

Unfortunately, this is almost impracticable in any ordinary class in Spain, as there is only one teacher –we were three during the internship– and an average of 30 students per class. Of course, working in groups is really helpful when it is done properly. The

teacher can help the students when they feel lost and can lead the group. By *leading* I mean encouraging them to speak English. At this point (1st of Bachillerato), some students have acquired a good level in English –some of them even a really good one– but others' level is very low. The reason for this could be the starting point for another research.

This difference of levels makes it very difficult to meet the students' needs. Those who have a good command of the language need challenging activities that are too difficult for most of their classmates. If the activities are centered on the ones who have a low level, the formers get bored and do not learn anything new. Even if the teachers take as a reference those students in the middle, the lesson is not being adapted for all the class, as it will still be too easy for some and too difficult for some others.

Another problem is time. There are, according to the DECREE 102/2008 (DOVG núm. 5806 from 15.07.2008), 3 hours of English every week. However, there are so many contents to be covered by the end of the year that teachers cannot adapt to the speed of each student. In spite of this, though, many contents have to do with other things different than grammar, so, maybe the English lessons would be much more motivating if the focus stopped being on grammar and moved to other aspects of the language.

2.2. The textbook

The first thing I did was to have a look at how the oral skills – speaking and listening – were addressed in their textbook. They use *In Gear: Student's book 1* (Fidalgo et al, 2010a), which is a book addressed to students of 1st year of Bachillerato. There are three books: the Student's book, which is the one they use in class, the Teacher's book (Fidalgo et al, 2010b), which includes notes to help the teacher and proposals of/for extra activities, and the Workbook, to work at home.

I have analysed the first unit just as an example of how listening and speaking are dealt with in this textbook. I have chosen this unit because it is the one in which all the skills are introduced for the first time and it should be motivating for the students. Nevertheless, this skill is taught in the same way along the other units as well. I have used the Student's book (Fidalgo et al, 2010a) for the analysis, as it is the one they

worked with in class. I have also used the Teacher's book (Fidalgo et al, 2010b) to see what the aims for these skills are according to the editors. This first unit is titled "My Time" and it is about hobbies and free time.

The first thing that called my attention was the number of pages dedicated to each section. In the introductory page of the unit, in which the topic is presented, there is a big box that includes a summary of the grammar and vocabulary contents that are developed in the unit. This shows that these two sections are given more importance than the others. In fact, grammar and vocabulary, together with the sections about writing and reading, take up two pages each, while the listening and speaking sections take up only one page each. This, again, is an evidence that listening and speaking are considered less worth the time.

The listening section (ANNEX 1), which precedes the speaking one, contains seven activities. The first one, in which the students have to predict the content for the listening, has been thought to be done in pairs, according to the Teacher's book (Fidalgo et al, 2010b). Thus, this is not exactly a listening activity, but a speaking one. The aim is to practise the predicting strategy.

The second exercise is the listening itself. The students have to check if they were right in their answers to the former activity. The Teacher's book notes say that this exercise is meant to make students check how useful predictions are in listening activities.

The next one is a true-or-false activity to check comprehension. But, before doing it, the students listen to the text again. After saying whether the sentences are true or false, they have to listen a third time and choose the correct option in a multiple choice exercise. This time the questions go into more detail than the ones in the previous activity.

The fifth activity is about the text they have been listening to, but in this case students have to answer with their own words. It is an activity to practise listening comprehension, but it is a speaking activity.

There is something worth noticing about the section of listening. There are two exercises about pronunciation and students can access to the Pronunciation Reference for extra practice. Moreover, in the Teacher's book (Fidalgo et al, 2010b) there are detailed instructions about how teachers have to explain this to their students. It makes

sense to include pronunciation in this section, as listening is necessary in order to distinguish sounds.

There is one of these pronunciation explanations present in the section of listening of every unit. This surprised me exceedingly, as I did not expect to find anything of the kind, not even in only one of the units. Moreover, they include a wide range of topics, from the pronunciation of isolated sounds, to the intonation of questions or question tags, or the reduction of some sounds to schwa.

Besides, students have a Pronunciation Reference section (ANNEX 2) at the end of the book which contains some more explanations and activities for them to practise.

Following the listening section it comes the speaking section (ANNEX 3). There are only four activities in this section, at least in the Student's book (Fidalgo et al, 2010a). The aim for the first exercise, according to the Teacher's book (Fidalgo et al, 2010b), is to introduce the topic. Students have to talk about the similarities and differences of two pictures. This activity allows students to speak *semi-spontaneously*, as they have some guidelines about the topic and a table with vocabulary in the right side of the page, but they have to produce their own oral text.

The second activity is even more guided. This has to be done in pairs, but only the one who answers can produce some spontaneous sentences, as the one who is asking the questions has to read them from the book. They change roles, but again there is only one thinking what to say. Moreover, this cannot be told “a conversation” because there are no connectors, reformulators, nor any other element characteristic of natural conversations.

The third exercise is totally controlled by the book. In fact, it should not be in this section, as the instructions say “listen and match the sentences halves”. That is to say, there is no speaking at all.

These activities do not let much room for students' creativity, as they are told what they have to say. This is an interesting topic for many people; they could be motivated to talk about music, so in my opinion it has not been well exploited.

The last activity's aim is “to provide more opportunities for speaking practice while reviewing the vocabulary and grammar in the unit” (Fidalgo et al, 2010b:28). They have to work in groups, which usually motivates them, and they have to talk about

themselves. They are given some help in order to do this. First of all, they have been practising vocabulary from the first exercise –they even have the table in the right side with many words and expressions related to this topic. Moreover, there is a box under the instructions in which there is an advice: “Use a variety of simple expressions when you are speaking. Don’t try to be too complicated” (Fidalgo et al, 2010a:13). So, this time they can express themselves freely.

The only problem about this activity is that they are told to *describe* their likes and dislikes. They are not encouraged to maintain a conversation but to produce separate monologues. However, the teacher can promote this telling them that they have to talk to each other and that they can interrupt one another to share tastes or to disagree.

Under the table with vocabulary there is a box entitled “Did you know” which has some information about Ian Fleming, the creator of the fiction hero James Bond. This information has nothing to do with music. However, the Teacher's book has the key to connect Ian Fleming with music. Apparently, this author wrote a children's story called *Chitty Chitty Bang Bang* which was made into a popular musical film. Even though this information could be related to music, is not very well placed in the section of speaking, as it does not promote conversation. Not even in the Teacher's book (Fidalgo et al, 2010b) there is an activity proposed. It is plain information.

Finally, there is a question asked –When was the first concert in the Royal Albert Hall? – and a link to the Royal Albert Hall. The purpose of this is explained in the Teacher's book (Fidalgo et al, 2010b). There is a proposal for an extension activity. The students have to look for the answer to this question information in the net. Then, they have to organise a trip to the Royal Albert Hall and present it to the rest of the class. Presentations are very useful to practise the oral skills, as students have to lose their fear to speak in front of people in the foreign language.

Speaking and listening activities are, as we have seen, mixed together. This is because it is impossible to separate one from the other. Communication is about reception and production. If one of this does not work, the other falls down.

At least, this leaves proof that some textbooks are trying to incorporate pronunciation in their contents. However, it is up to the teacher how deeply s/he goes into this.

3. SUGGESTIONS OF ACTIONS TO IMPROVE IT

As it has been seen, the oral skills are not given as much importance in this textbook as the others. However, students are provided with interesting explanations about how the language is produced, something that is not present in many textbooks.

In spite of this, it is up to the teachers whether they go into this or they just skip these sections. In fact, probably many of those who think that speaking should be the main focus of any foreign language class and who try to put this into practice in their classes do not devote time to teach how to speak.

Thus, the problem is not only whether textbooks include pronunciation and prosody in their units, but also the importance and the relevance teachers give to these aspects of language.

The official curriculum does pay a lot of attention to the oral skill. According to the DECREE 102/2008 (DOVG núm. 5806 from 15.07.2008), the aim of the Foreign Language subjects in Bachillerato is for students to be able to communicate in the foreign language, and their cognitive development together with the autonomy level they have achieved will allow them to strengthen and increase the abilities they acquired in preceding stages.

For the subject Foreign Language I, which is the one corresponding to the first year of Bachillerato, contents are divided into three different tenets: communicative abilities¹, reflexions about the foreign language, and sociocultural aspects. All three include contents related to the listening and speaking skills. Besides, the focus is not only in teaching isolated sounds, but also the suprasegmental features of language. The table below (table 1) gathers up the contents specifically related to the oral skills in these three tenets.

¹All the references to legal documents are translations done by myself.

Communicative abilities

- Understanding of the interpersonal communication about daily topics, using strategies to predict the message, to distinguish the main ideas from the secondary ones and to catch the implicit information in order to participate naturally and spontaneously in the conversation.
- Production of oral messages supplied with grammatical correction and suitable pronunciation, intonation and rhythm, which take the shape of descriptive, expositive or narrative texts.

Reflections about the foreign language

- Awareness of the main phonological features of the foreign language, including the sound units and how they occur in specific contexts, the phonetic composition of the words and sentences, the accent and the rhyme of sentences and intonation.
- Use of the phonetic alphabet to solve pronunciation doubts
- Production of different emphasis, rhythm and intonation patterns to express feelings and attitudes.

Sociocultural aspects

- Knowledge and respect for the culture elements of the most representative countries in which English is spoken.

Table 1: Contents related to the oral skill in the official curriculum for the first year of Bachillerato in the subject English Language.

These contents aim to communication. According to Diccionario de términos clave de ELE (CVC, 2014) communication is “the main function of language” and it is “an act in which two or more people share information, opinions, experiences, feelings, etc.,

and interact with each other.”

This is the reason why it is so important to practise the oral skills in a foreign language classroom. If one of the interlocutors does not understand what the other is saying, or if s/he understands it but is unable to express the message properly, the process of communication fails. However, as these contents show very well, listening and speaking are not only related to how words are pronounced. There are many other things to be taken into account, as register, intonation, rhythm and emphasis.

3.1. Introducing prosody in the language classroom

Some authors have realised the importance of introducing these elements in the foreign language classrooms. In fact, Wells (2006) gives an answer to the question 'why is it important to learn intonation patterns when studying English?'. The answer is because English speakers use intonation to convey meaning, and many misunderstandings can be avoided if the foreign speakers know how to recognise these patterns.

Another great advocate of teaching prosody in the foreign language classrooms is Judy B. Gilbert. This author explains in her booklet *Teaching Pronunciation: Using the Prosody Pyramid* (Gilbert, 2008) that communication in oral English is organised by 'musical signals' which are composed of rhythm and melody. The combination of these is called 'prosody'. Both rhythm and melody help the listener recognise the intentions of the speaker, which is basic in communication.

Wells (2006) explains that, in terms of intonation, English speakers have to make three decisions when speaking: how to break the material up into chunks (tonality); what is to be accented (tonicity); and how pitch is going to be used (tone). This means, firstly, that words have to be group properly in order for sentences to make sense. Secondly, that some parts of these sentences have to be highlighted to make notice that they are important. And thirdly, that pitch gives information about the intentions of the speaker.

According to Gilbert (2008), the English prosodic system can be understood as a pyramid. The base of the pyramid is the *thought group*, which is a group of words – either a sentence, a clause or a phrase. Within the thought group, there is a *focus word*, which is the most important one. One syllable in this word is given the main *stress*, indicating that that syllable contains the *peak* of information within the thought group.

All these elements are interrelated and they occur at the same time. However, looking at them separately makes them easier to understand. This is the visual representation of the Gilbert's Prosody Pyramid:

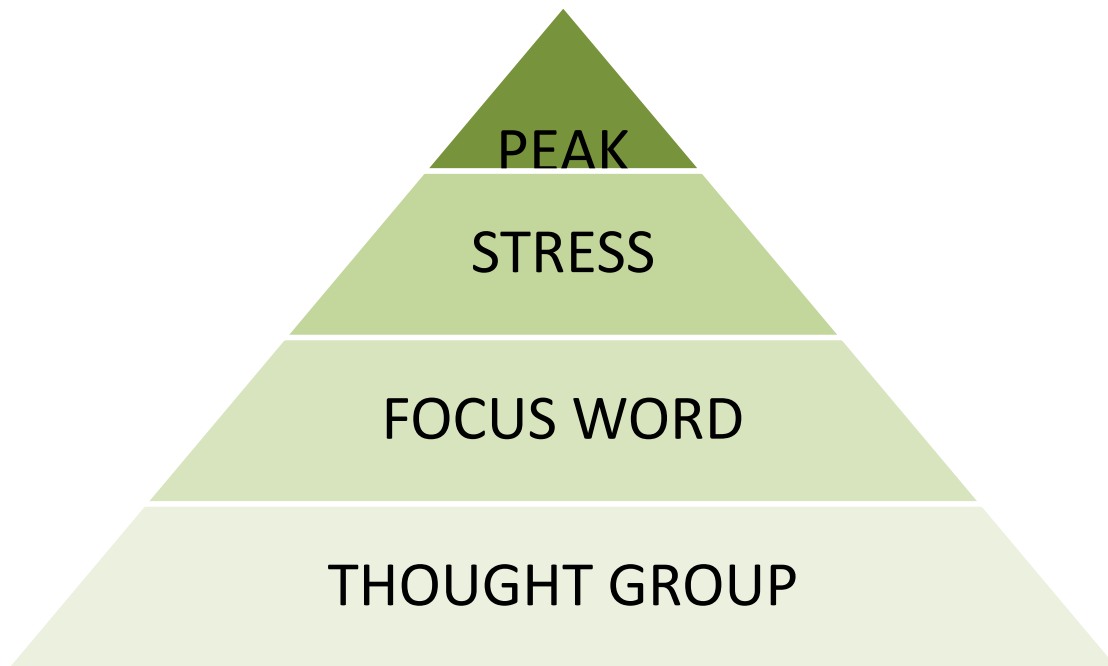


Figure 1: Gilbert's Prosody Pyramid

All these things are important for students to know, not only in terms of production, but also in terms of reception. The more aware they are of how English prosody system works, the better they will understand messages and the better they will produce them.

4. DIDACTIC UNIT

As I have stated at the beginning, my previous experience brought me to the internship with the hypothesis that the oral skills were forgotten in the English lessons in high-schools. I found, though, that the textbook used in the first year of Bachillerato actually had many sections related to pronunciation and that my internship tutor gave more

importance to speaking than I had expected. However, mainly due to the lack of time and the huge number of students per class, it was very difficult for him to put this into practice.

Moreover, after spending some weeks in the high-school, I realised that these sections about pronunciation and intonation were just skipped. Thus, I decided to work on this in the lessons I taught during the internship period, as I think intonation affects communication and I would like my students to be successful when communicating with other speakers, either native or non-native ones.

4.1. Subject in which the unit was included

I decided to implement the unit in the subject “Anglés Pràctic”. This is an optional subject and does not have an official curriculum. Instead, every high-school and every teacher organises it according to their own criteria. In IES Francesc Ribalta this subject is seen as an opportunity for the students to practise their oral skills, which is the part of the language that is usually left aside in 'normal' English lessons due to lack of time and a massive number of students.

Even though it does not have its own curriculum, I decided to take the official aims related to pronunciation for the subject Llengua Estrangera I as a starting point, as this one is common to all the students belonging to this grade. I made this decision due to the way the teacher approached the subject. It occupies 4 hours per week, as the DECREE 102/2008 (DOGV núm. 5806 from 15.07.2008) states.

4.2. The students

There were 15 students in this subject, though there were 14 people in the first session and 12 in the second one. Their level was very good. Most of them were preparing the B2 exam, one of them the C1 and two of them even the C2. They did not belong to the same group in other subjects. They only got together for the optional one.

Nevertheless, they knew each other very well and the atmosphere was very good to work on conversation, as they were not many people and they were willing to talk.

4.3. The unit

My unit lasted 2 sessions of 50 minutes each. As I did not have a lot of time, I decided to focus only on some aspects of intonation, which are tonality (i.e. how to break the material up into chunks) and tonicity (i.e. what is to be accented). I thought these were the most basic and the ones that imply more meaning. The lesson was very practical, as my objective was to introduce them the topic and to make them aware of the importance of these aspects of language, rather than to teach them a lot of theory.

Besides, this group participates in many trips organised by the high-school, so I thought that making them pay attention to intonation would be helpful for them in real situations, not only to make themselves understood but also to understand others.

These sessions follow a methodology based on the Communicative approach, as they are addressed to improve students' communication skills. There are some activities that work on spontaneous communication and others more theoretical in which students learn to appreciate the importance of prosody.

There was a pre-activity, which consisted in a questionnaire about the students' previous knowledge on the subject and their experience with pronunciation. Then, there were some activities to show them the theory –always in a simple way– and, finally, another questionnaire to reflect upon the importance of what they had learnt and to know whether they had found the topic useful and interesting.

Both sessions took place in the usual classroom for this subject. This room was provided with a screen, a projector and a computer with Internet connexion, which enabled the use of videos.

As for the evaluation of the unit, there was no mark. The process along the subject and, specially, students' participation –answering questions, reading when they were asked and taking part in the activities– was what was evaluated. This was due to the fact that the teacher does not evaluate the students through exams. Instead, he evaluates them in a general way at the end of the semester, having into account their participation and the assignments they have handed him.

Some of the activities are made up by myself; the others come from Mark Hancock's *English Pronunciation in Use* (2007). In those from the book, the unit and the page are specified as well as the track (in the exercises that are listenings).

NAME OF THE UNIT**The importance of Intonation****GENERAL OBJECTIVES AND CONTENTS****OBJECTIVES**

- At the end of the unit students will be aware of the importance of pronunciation and, especially, of intonation when learning foreign languages.
- Students will know that all languages behave differently and that speakers of the same language can sound totally different from one another.

CONTENT**a) Concepts:**

- Sentence stress
- Grouping words
- Importance of intonation

b) Procedures:

- Awareness of the importance of intonation

c) Attitudes:

- Appreciation of the differences in accents and the richness of this variety.

KEY COMPETENCES

- Competence in linguistic communication
- Competence in social skills and citizenship.
- Learning to learn

| |
|--|
| METHODOLOGY |
| <ol style="list-style-type: none">1. Pre-activity (questionnaire 1)2. Activities3. Post-activity (questionnaire 2) |
| MATERIALS |
| <ul style="list-style-type: none">- CD- Computer- Projector and screen- Photocopies (ANNEXES) |
| TIMING |
| 2 sessions of 50 minutes each |
| PLACE |
| 1 st Bachillerato A, room 16 (the usual class for the subject Anglés Pràctic) |
| DEVELOPMENT |
| <u>Session 1</u> <ul style="list-style-type: none">- questionnaire to introduce the topic- explanation of the importance of the topic- exercises with the CD- role play |

Session 2

- videos about different accents
- conversation
- questionnaire to receive feedback from the students

EVALUATION

There is no mark for this unit. The process along the subject is what is evaluated.

Attention will be paid to participation: answering the questions (questionnaire and exercises); taking part in conversations (telling anecdotes and giving opinions).

Attention will also be paid to the use of English language (i.e. not using the mother tongue) and to fluency.

SESSION 1**ACTIVITY 1: Questionnaire****OBJECTIVES**

- Students will have an idea of what is the unit about.
- Students will give me an idea of what they knew about English pronunciation and intonation before my unit was implemented.

CONTENT

Procedures: reflexion and activation of their previous knowledge

| |
|---|
| KEY COMPETENCES |
| Competence in linguistic communication |
| MATERIALS |
| Photocopies |
| TIMING |
| 10 minutes (5 minutes questionnaire + 5 minutes explanation) |
| DEVELOPMENT |
| After having told them that today I will be their teacher, I give my students the questionnaire (ANNEX 4) without saying anything about it. I give them 10 minutes to fill it in. Then, once they have completed the questionnaire, I explain to them why are we going to deal with intonation trying not to spoil the lesson by advancing too many things. |
| EVALUATION |
| They have to fill in the questionnaire. |

ACTIVITY 2: Sentence stress

Listen to the following sentences and write a cross next to the one you hear first.

a) 'You're an idiot, that's what,' she said.

a) What she said was good

b) 'You're an idiot', that's what she said.

b) What she said was 'Good!'

a) He said, 'Linda was married'.

b) He said Linda was married.

a) That's the thing she said.

b) 'That's the thing,' she said.

a) He wrote a letter to the president.

b) He wrote 'A letter to the president'

a) Who said 'Martin'?

b) 'Who?' said Martin.

OBJECTIVES

Students will learn how the meaning of a sentence can change depending on how it is pronounced.

CONTENT

- **Concepts:** sentence stress

- **Procedures:** (1) importance of stressing sentences correctly and (2) practice of listening skills

KEY COMPETENCES

- Competence in linguistic communication

- Learning to learn

MATERIALS

Photocopies (exercise 1, unit 48, page 105)

- CD (tape C37)

- Computer

TIMING

10 minutes

DEVELOPMENT

Students listen to the tape. Some pairs of sentences are read and they have to decide which one was said first. These sentences have the exact same words; the only thing that makes them different is intonation.

After listening to that we reflect upon what we have learnt with the exercise.

EVALUATION

They read when their turn arrives and participate in the conversation.

ACTIVITY 3: Grouping words

Read the following pairs of sentences. For each pair, cross out the one that does not make sense. Why do you think it happens?

Example:

- a) I bought a ticket and got/on the train.
- b) I bought a ticket / and got on the train.

1. It was a small car / with a red stripe along the side.
It was a small car with a red / stripe along the side.
2. Do you want chicken and chips / or fish and salad?
Do you want chicken / and chips or fish and salad?
3. Derek can wear the most / expensive suit but he never looks smart.
Derek can wear the most expensive suit / but he never looks smart.

| |
|--|
| OBJECTIVES |
| Students will learn the importance of grouping words so that the text is meaningful. |
| CONTENT |
| Procedures: (1) importance of grouping words correctly and (2) practice of their reading skills |
| KEY COMPETENCES |
| Competence in linguistic communication |
| MATERIALS |
| Photocopies (exercise 1, unit 43, page 95) |
| TIMING |
| 5 minutes |
| DEVELOPMENT |
| Students read 4 pairs of sentences aloud. They decide which of the two makes sense. |
| EVALUATION |
| They need to group the words correctly and read the sentences when their turn comes. |

ACTIVITY 4: Two sentences that look like one

Read the texts below. They are really two sentences, but there is no punctuation. The sentences you will hear are divided *before* or *after* the underlined expression. Draw a line indicating where the division is, according to the CD.

Example: They're leaving / soon it'll be quieter.

- There was nothing inside it was empty.
- We walked carefully downstairs it was dark.
- I watched him silently he opened the drawer.
- The rain didn't stop the next day it just carried on.
- The weather was hot at the weekend it was 40 degrees.
- I saw her clearly she was hungry.
- It was cold last night the roads were icy.

3.1. Now, read the sentences again aloud, once with the sentence break *before* the underlined expression and then with the sentence break *after* it.

OBJECTIVES

Students will see how stress and grouping words are closely related.

CONTENT

- **Concepts:** grouping words and sentence stress
- **Procedures:** relationship between sentence stress and groups of words

KEY COMPETENCES

Competence in linguistic communication

MATERIALS

- Photocopies (exercise 2, unit 42, page 93)
- CD (tape C10)
- Computer

TIMING

5 minutes

DEVELOPMENT

Students will listen to 8 sentences. Each one of them has a word highlighted. The meaning of the sentence changes depending on how you group the words. If the highlighted word goes with the first part of the sentence, it means one thing and if it goes with the second part, it means another one.

After doing this they read aloud the sentence that has not been said in the CD.

EVALUATION

They need to have grouped the words correctly and read if their turn arrives.

ACTIVITY 5: Text

Read this text and put the punctuation marks in order for the text to make sense. Then, listen to it and compare what you have done with what you heard'.

“I can never guess the weather right if I wear a warm shirt the weather’s hot if I wear cool clothes there's a cold wind when I don't take my umbrella it rains if I take my umbrella does it rain of course not then I leave it on the bus oh well we all have our weaknesses I guess”

OBJECTIVES

| |
|---|
| <p>Students will practise how words are grouped in a text and how intonation can play the role of punctuation in the oral language.</p> |
| CONTENT |
| <ul style="list-style-type: none">- Concepts: grouping words- Procedures: (1) importance of grouping words correctly and (2) practice of their listening and writing skills. |
| KEY COMPETENCES |
| Competence in linguistic communication |
| MATERIALS |
| <ul style="list-style-type: none">- Photocopies (example A, unit 42, page 92)- CD (tape C6)- Computer |
| TIMING |
| 5 minutes |
| DEVELOPMENT |
| <p>Students listen to a text. In their paper they have this same text without punctuation marks. So they have to punctuate it according to what they hear. They can listen to it twice or even three times if they need it.</p> |
| EVALUATION |

They need to have grouped the words correctly, even if they have not put the same punctuation marks as in the book.

ACTIVITY 6: Role plays

With your partner, read this text aloud following the instructions:

A: Good morning

B: Hi. How are you?

A: Fine, thanks. You?

B: I've been a bit busy, but I'm fine.

A: Great! Well, I have to go. See you later.

B: Yeah. See you. Goodbye.

OBJECTIVES

- Students will practise how intonation affects communication.
- Students will practise their oral skills.

CONTENT

Procedures: (1) effects of intonation in oral language and (2) ability of expression in a foreign language in front of people.

KEY COMPETENCES

- Competence in linguistic communication
- Competence in social skills and citizenship.

MATERIALS

| |
|---|
| Photocopies |
| TIMING |
| 15 minutes (5 minutes to prepare themselves and 10 minutes to play it in front of the class) |
| DEVELOPMENT |
| Students group in pairs and each pair is given the same conversation. They are also given instructions (ANNEX 5) to read this conversation, but the instructions are different for each group. They go in front of the class and act the dialogue and their classmates have to guess which instructions were the actors given depending on how they behave. |
| EVALUATION |
| They participate by going in front of the class and acting their role the best they can. They must also participate in guessing the others' instructions. |

SESSION 2

ACTIVITY 1: Breaking the ice

| |
|---|
| OBJECTIVES |
| Students will reflect upon their knowledge of the English (language) accents. |
| CONTENT |

| |
|---|
| Concepts: English accents |
| KEY COMPETENCES |
| - Competence in linguistic communication - Cultural and artistic competence |
| MATERIALS |
| - Computer - Screen and projector |
| TIMING |
| 10 minutes |
| DEVELOPMENT |
| Students talk about which accents of the English language they know, what their characteristics are, how did they learn the difference, if they are able to recognise them when they hear them, if they like some of them more than the others, and any other thing that comes up in that moment. |
| EVALUATION |
| Participation by giving their opinion. |

ACTIVITY 2: Welsh man**OBJECTIVES**

Students will learn how intonation affects accents.

- They will also learn some characteristics of the Welsh accent.
- Students will practise the oral skills

CONTENT

Concepts: the Welsh accent

KEY COMPETENCES

- Competence in linguistic communication
- Cultural and artistic competence

MATERIALS

- Computer
- Screen and projector
- Clip 'Funny Welsh Man'

TIMING

12 min --> 3:43 + 3 (aprox. repetition) + 5 comments

DEVELOPMENT

Students hear a Welsh man talking (I will replay at least one part of the clip because it is very difficult to follow). Then, we comment on the characteristics of this accent (from what they have heard) and on how intonation plays a role in it.

EVALUATION

Participation in the conversation.

ACTIVITY 3: Burnistoun. Voice Recognition Elevator in Scotland

OBJECTIVES

- Students will revise how intonation affects the accents.
- They will also learn some characteristics of the Scottish accent.
- They will practise the oral skills

CONTENT

Concepts: the Scottish accent

KEY COMPETENCES

- Competence in linguistic communication
- Cultural and artistic competence

MATERIALS

- Computer
- Screen and projector
- Clip 'Burnistoun. Voice Recognition Elevator in Scotland'

TIMING

10 min --> 4: 23 + 5 (aprox.) comments

DEVELOPMENT

Students watch a funny sketch in which two Scottish men fight against an elevator because of their accent. After watching it, we discuss it and make sure that everybody has understood what is going on and then we talk about the importance of intonation to understand others and how sometimes we need time to get used to other people's accents.

EVALUATION

Participation in the conversation.

ACTIVITY 4: Discussion**OBJECTIVES:**

- Students will reach some conclusions about intonation and its importance

CONTENT

Attitudes: awareness of how other languages have prejudices when it comes to accents and how we do as well in Spanish.

KEY COMPETENCES

- Competence in linguistic communication
- Cultural and artistic competence

MATERIALS

| |
|--|
| <p>We do not need any material, as this is a conversation. We will probably make reference to the materials we have used for the other activities.</p> |
| <p>TIMING</p> |
| <p>15 min</p> |
| <p>DEVELOPMENT</p> |
| <p>We talk about accents, why they like some better than others and how this can affect the impressions they have of people. I ask them to tell the class some anecdote that may have happened to them and we talk about prejudices in our country in terms of language.</p> |
| <p>EVALUATION</p> |
| <p>Participation in the conversation.</p> |

ACTIVITY 5: Questionnaire

| |
|--|
| <p>OBJECTIVES</p> |
| <p>Students will answer some questions to give their opinion about the unit.</p> |
| <p>CONTENT</p> |
| <p>Attitudes: opinions and frankness</p> |
| <p>KEY COMPETENCES</p> |
| <p>Learning to learn</p> |

| |
|---|
| MATERIALS |
| Photocopies |
| TIMING |
| 5 min |
| DEVELOPMENT |
| Students are given a questionnaire (ANNEX 6) and they reflect on the two sessions, so that they, as well as I, see if these have been useful. |
| EVALUATION |
| Participation (i.e. filling in the questionnaire). |

5. RESULTS

Once the unit has been presented in a detailed manner, this section offers the results of the pre-activity, the middle activities and the post-activity. The answers to the questionnaires are especially interesting, as they show the students' previous knowledge on the subject (i.e. prosody) and their opinion about it after having worked on it during the two sessions.

5.1. Questionnaire 1

At the beginning of the first session, the fourteen students present in the classroom were asked to fill in a questionnaire. The results are the following:

Question 1

Have you ever been taught anything about English pronunciation?

| YES | | | NO |
|------------|-----------|-------------|----|
| Many times | Sometimes | Hardly ever | |
| X | | | |
| | | X | |
| | | X | |
| | X | | |
| X | | | |
| | | X | |
| | X | | |
| | | | X |
| | | | X |
| | X | | |
| | X | | |
| X | | | |
| | X | | |
| | X | | |

Question 2

This was only answered by those students who had answered ‘yes’ to the previous question, i.e. 12 students.

If you have, was it just a spontaneous explanation or did you do some exercises about it?

| | | | | | | | | | | | | |
|--------------------------------|---|---|---|---|---|---|--|---|---|---|---|---|
| SPONTANEOUS EXPLANATION | | X | X | | X | X | | X | X | X | | X |
| WORK ON PRONUNCIATION | X | | X | X | | | | | | | X | |

Question 3

Are you interested in learning 'the correct' pronunciation of the English language?

| | | | | | | | | | | | | | | | |
|-----|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| YES | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| NO | | | | | | | | | | | | | | | |

Question 4

a) Do you think intonation is important?

| | | | | | | | | | | | | | | | |
|-----|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| YES | X | X | X | X | X | X | X | X | X | X | X | X | | X | X |
| NO | | | | | | | | | | | | | X | | |

b) What is more important, the meaning of a word or how you say it?

| | | | | | | | | | | | | | | | |
|----------------|---|---|---|---|---|---|---|---|---|--|---|---|---|---|---|
| MEANING | | | | | | | | | | | X | X | X | | X |
| HOW YOU SAY IT | | | | X | X | | | X | X | | | | | X | |
| BOTH | X | X | X | | | X | X | | | | | | | | |

Most of the students (twelve out of fourteen) had been taught pronunciation in some way before but, in many cases (eight out of twelve), the explanations had been spontaneous and they did not do any exercises to practise them.

All of them were interested in learning the correct pronunciation of English and all but one thought that intonation is important. In fact, only four out of fourteen thought that meaning is more important than pronunciation. The other ten thought either that pronunciation was more important (five out of fourteen) or that one was as important as the other (five out of fourteen).

5.2. Sessions development

Students participated a lot during both sessions. They read when they were asked, they answered the questionnaires and acted the role play in front of the class, for which I am

very grateful.

However, some things did not go like planned. I had calculated too much time for the last conversation of the second session, in which I wanted them to tell anecdotes about themselves. They participated, it was just that they did not have so many anecdotes and I did not know how to fill in that time, so the teacher helped me asking them more questions.

Some of them thought that the activities had been too easy, and they were, in terms of content. However, what was said was not the important thing, but how was it said. The aim of the unit was for them to pay attention to prosody. Thus, if they did not need to devote time trying to guess what the sentences were about, they could focus all their attention in how things were pronounced and how intonation and stress were used.

They grasped the main idea of the unit through the exercises and the videos. They understood that intonation plays a role in communication and that it even affects the way we sound. In fact, intonation –among other things– can indicate even where you are from. This means that students also practised some cultural aspects of the language, and not only of English, but also of Spanish, as they named some accents of our language and talked about the difficulty or the lack of it to understand their speakers.

The teacher told me he had not thought to talk about this during the year, and he found it really interesting and useful for the students. This teacher tried hard to make his classes communicative, which is really good, however, his statement shows how he was more worried about other things rather than about teaching his students how to speak. This step cannot be skipped if we want our students to communicate effectively. As we do not let them study grammar by themselves, we should not let them learn pronunciation alone neither.

5.3. Questionnaire 2

Only twelve students came to this session. Like they had done at the beginning, at the end of both sessions, students had to fill in another questionnaire the results of which are as follow:

Question 1

Had you ever thought about the importance of intonation in the spoken language?

| | | | | | | | | | | | | |
|------------|---|---|---|---|---|---|---|---|---|---|---|---|
| YES | X | X | X | X | X | X | X | X | X | | X | X |
| NO | | | | | | | | | | X | | |

Question 2

Did you know many of the things we have been working on during these sessions?

| | | | | | | | | | | | | |
|-------------|---|---|---|---|---|---|---|---|---|---|---|---|
| NONE | | X | X | | | | | | | | | |
| SOME | X | | | | | X | X | X | X | X | X | |
| ALL | | | | X | X | | | | | | | X |

Question 3

For those students who did not answer one part of the question there is a hyphen in the corresponding box.

Did you find the exercises interesting? Were they too repetitive?

| INTERESTING | | REPETITIVE | |
|--------------------|-----------|-------------------|-----------|
| YES | NO | YES | NO |
| X | | | X |
| X | | | X |
| X | | - | - |
| X | | - | - |
| X | | | X |
| X | | | X |
| X | | | X |
| X (too easy) | | - | - |
| X (too easy) | | - | - |
| X | | - | - |
| X | | X | |
| X | | | X |

Question 4

Do you think being aware of intonation and how it works in English will make it easier for you to understand native speakers?

| | | | | | | | | | | | | |
|------------|---|---|---|---|---|---|---|---|---|---|---|---|
| YES | X | X | X | X | X | X | X | X | X | X | X | |
| NO | | | | | | | | | | | | X |

Eleven out of twelve had thought about the importance of intonation before these sessions. From the twelve, two did not have any previous knowledge about the things we had dealt with during these classes; three of them knew them all; and seven of them knew some of them already.

All twelve found the exercises interesting and one found them also too repetitive. Only one of them thought that intonation was not going to help him/her in the process of communication. The others however were able to understand the importance of prosody.

6. CONCLUSIONS

This research project was based on the assumption that the oral skills were not properly taught in high-school levels. I thought there was something missing when teaching pronunciation, which was prosody, and this, among other things, resulted in a deficient ability to communicate for students. Nevertheless, I knew there were many reasons that led to this inability.

First of all, I thought oral skills, specially speaking, were given much less importance than the others in the foreign language classrooms in high-schools. In fact, I thought that they were almost ignored and that this happened mainly due to three reasons: the unwillingness of some teachers, the number of students per teacher and the lack of time.

This was not completely true. My own experience in the high-school during the period of my internship gave me proof that some teachers were trying very hard to give their

students the opportunity to work on these skills, as they considered them the basis of communication.

For those teachers who had fought against and –at least in part– overcome these barriers, I still thought the teaching of the oral skills needed some improvements. I expected them to be practised without any kind of previous explanations apart from vocabulary and grammar tips.

This was a wrong assumption to an extent as well. The textbook I analysed, which is the one used for the first year of Bachillerato in this school, included many pronunciation explanations and exercises. However, they were not taught in the classroom, probably because of lack of time and the high number of students per class.

This is where I introduced my proposal for improvement, which was to include prosody in the teaching of the oral skills, even if it implies to devote less time to grammar. I suggested working on tonicity, tonality and tone because these aspects of language provide a lot of meaning.

The students filled in one questionnaire before the first class from which I learnt that most of them had already been taught some aspects of pronunciation, though the explanations had been spontaneous and they did not work on this aspect very much. Some of them had never been taught anything about pronunciation. Nevertheless, all of them showed interest in learning about intonation and, in fact, most of them thought that this was an important part of communication.

The activities I had prepared were meant to teach them through practical examples how important is intonation. They understood this very well, as they showed in the last questionnaire. Most of them already knew some of the things we had seen during the sessions, though they could reflect upon them in a conscious way. Those who did not know anything about it learnt the importance of grouping words in order to create sentences that make sense and they also learnt the usefulness of stress.

For all this, I really think teaching prosody is essential in any foreign language class. Time should be devoted to it, as it is a part of speech that provides a lot of information. Moreover, it can even be used to teach some cultural aspects, as the different accents of the language, which are very influenced by prosodic features.

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ANNEX 1

LISTENING

Hobbies



STRATEGY Predicting content
Use the photographs or illustrations and the questions to predict what the listening is about.

- 1** **Answer the questions and practise the strategy.**
 - 1 Look at the photos. What can you see?
 - 2 Read the questions in 3 and 4. How many people are talking?
 - 3 What are they talking about?
- 2** **1.5 Listen and check your predictions in 1.**
- 3** **Listen again. Are the statements True or False?**
 - 1 Gill reads a lot of books, but she never reads magazines.
 - 2 Her friend Suzanne loves Robert Louis Stevenson and H. G. Wells.
 - 3 Tommy usually travels on his own or with friends.
 - 4 He has visited Canada and Athens.
 - 5 Pat has a small collection of James Bond films.
 - 6 She'd rather watch a Bond film than read a Bond novel.
- 4** **Listen and choose the correct option. Only ONE answer is possible.**
 - 1 Gill recommends *The War of the Worlds* and *The Time Machine* to people...
 - a who read online.
 - b who enjoy science fiction.
 - c who don't mind sad endings.

- 2** Tommy enjoys travelling because...
 - a he visits museums.
 - b he loves visiting islands.
 - c he meets new people and eats different foods.
- 3** Pat thinks that...
 - a Daniel Craig is better than Sean Connery.
 - b Sean Connery is better than Daniel Craig.
 - c *Casino Royale* is better than *Goldfinger*.

- 5** **Answer the questions using your own words.**
 - 1 What problem does Gill have with choosing books to read?
 - 2 Why did Tommy go to Greece? Who did he go with?
 - 3 What reasons does Pat give for enjoying Bond films?

PRONUNCIATION

The -s and -es endings in plural nouns and third person verbs are pronounced in three different ways: /s/, /z/ and /ɪz/.

- 6** **1.6 Do you hear /s/, /z/ or /ɪz/? Categorize the words.**

• books • bridges • friends • games • messages
• museums • parents • photographs • places

| /s/ | /z/ | /ɪz/ |
|-------|-------|-----------|
| jumps | loves | languages |

- 7** **1.7 Say the sentences aloud with the correct pronunciation of -s or -es.**

- 1 Gill read_s novels, email message_s and storie_s.
- 2 She love_s science fiction book_s like *The War of the World_s*.
- 3 Tommy visit_s temple_s, museum_s and island_s when he goe_s to Greece.
- 4 He travel_s with his parent_s or his school friend_s.
- 5 James Bond film_s have lot_s of stunt_s and spectacular scene_s.
- 6 The actor jump_s off bridge_s and travel_s to dangerous place_s.

→ Pronunciation Reference pages 113-115

ANNEX 2

Pronunciation Reference

International Phonetic Alphabet

| vowel sounds | | consonant sounds | |
|-------------------------|-------------|------------------|-----------|
| i: | bee | p | piano |
| ɪ | pig | b | balloon |
| i | party | t | tennis |
| e | bed | d | dinosaur |
| æ | bat | k | koala |
| ɑ: | farmer | g | guitar |
| ɒ | dog | f | flag |
| ɔ: | ball | v | volcano |
| u | book | θ | theatre |
| u: | boots | ð | mother |
| ʌ | sun | tʃ | church |
| ɜ: | surfer | dʒ | judge |
| ə | sailor | s | snake |
| diphthong sounds | | z | nose |
| eɪ | gate | ʃ | sheep |
| aɪ | eye | ʒ | treasure |
| ɔɪ | cowboy | m | motorbike |
| aʊ | house | n | nest |
| əʊ | coat | ŋ | king |
| ɪə | mountaineer | h | hand |
| eə | bear | l | lamp |
| ʊə | tourist | r | robot |
| | | j | yo-yo |
| | | w | whale |

PRONUNCIATION TASKS

1 Vowel sounds

1 **3.25** Look at the chart. Listen and repeat the short vowel sounds.

2 **3.26** Listen and complete the transcriptions with the correct symbols.

- 1 fʌn/ /f...n/
- 2 cɒk /k...k/
- 3 hæpi /hæp.../
- 4 stɒp /st...p/
- 5 mæp /m...p/
- 6 mʌðə /mʌð.../
- 7 brɛd /br...d/
- 8 tʃɛk /t...k/

3 **3.27** Look at the chart. Listen and repeat the long vowel sounds.

4 **3.28** Listen and match the words with the correct phonetic symbols.

- | | |
|----------|--------|
| 1 please | a /ɔ:/ |
| 2 talk | b /ɑ:/ |
| 3 shoe | c /i:/ |
| 4 work | d /u:/ |
| 5 calm | e /ɜ:/ |

2 Diphthong sounds

1 **3.29** Look at the chart. Listen and repeat the diphthong sounds.

2 **3.30** Listen. Which word is the odd one out?

- | | | | | |
|--------|-------|-------|-------|--------|
| 1 /aɪ/ | write | light | fair | find |
| 2 /aʊ/ | how | show | mouse | hour |
| 3 /eə/ | fair | hear | wear | share |
| 4 /eɪ/ | sand | make | wait | eight |
| 5 /ɪə/ | deer | fear | pier | pear |
| 6 /ɔɪ/ | boy | coin | bow | noise |
| 7 /əʊ/ | note | too | toe | boat |
| 8 /ʊə/ | hour | tour | poor | endure |

3 Consonant sounds

1 **3.31** Look at the chart. Listen and repeat the voiced consonant sounds.

2 **3.32** Look at the chart. Listen and repeat the unvoiced consonant sounds.

3 **3.33** Listen and repeat the consonant sounds. Which is voiced? Which is unvoiced?

- | | | | |
|---------|-------|----------|--------|
| 1 a /p/ | b /b/ | 3 a /tʃ/ | b /dʒ/ |
| 2 a /f/ | b /v/ | 4 a /k/ | b /g/ |

4 **3.34** Listen and repeat the words. Be careful with the final consonant sounds.

- | | | | |
|-----------|---------|---------|---------|
| 1 a cap | /kæp/ | b cab | /kæb/ |
| 2 a leaf | /li:f/ | b leave | /li:v/ |
| 3 a batc | /bætʃ/ | b badge | /bædʒ/ |
| 4 a back | /bæk/ | b bag | /bæg/ |
| 5 a rope | /rəʊp/ | b robe | /rəʊb/ |
| 6 a proof | /pru:f/ | b prove | /pru:v/ |
| 7 a March | /mɑ:tʃ/ | b Marge | /mɑ:dʒ/ |
| 8 a pick | /pɪk/ | b pig | /pɪg/ |

5 **3.35** Listen. Which words in 4 do you hear?

Pronunciation Reference

4 Silent letters

1 **3.36** Listen and repeat the words. Which letters are not pronounced?

- | | |
|-------------|------------|
| 1 climb | /klaɪm/ |
| 2 talk | /tɔ:k/ |
| 3 Wednesday | /'wenzdeɪ/ |
| 4 sign | /saɪn/ |
| 5 light | /laɪt/ |
| 6 hour | /aʊə/ |
| 7 know | /nəʊ/ |
| 8 castle | /kɑ:sl/ |
| 9 guess | /ges/ |
| 10 write | /raɪt/ |

2 **3.37** Listen and identify the letters that are not pronounced.

- 1 wrong
- 2 often
- 3 foreign
- 4 comb
- 5 would
- 6 knife
- 7 handkerchief
- 8 thought
- 9 honour
- 10 guitar

5 Contractions

1 **3.38** Match the contractions with the transcriptions. Listen, repeat and check your answers.

- | | |
|-----------|----------|
| 1 we're | a /ju:d/ |
| 2 I'll | b /ðeəl/ |
| 3 she'd | c /ðeɪd/ |
| 4 they'll | d /aɪəl/ |
| 5 I'd | e /hi:z/ |
| 6 they're | f /wɪə/ |
| 7 you'd | g /aɪd/ |
| 8 he's | h /juə/ |
| 9 they'd | i /ðeə/ |
| 10 you're | j /fi:d/ |

2 **3.39** Listen and repeat the sentences. Be careful with the contractions.

- 1 We're leaving tomorrow.
- 2 I'll go first.
- 3 She'd like a coffee.
- 4 They'll be late.
- 5 I'd tell her.
- 6 They're talking.
- 7 You'd already left.
- 8 He's French.
- 9 They'd like some water.
- 10 You're the winner.

6 Word stress

1 **3.40** Choose the correct word stress patterns. Listen, repeat and check your answers.

- | | | |
|-----------|------|------|
| 1 happy | a ●● | b ●● |
| 2 concert | a ●● | b ●● |
| 3 explain | a ●● | b ●● |
| 4 agree | a ●● | b ●● |
| 5 people | a ●● | b ●● |
| 6 famous | a ●● | b ●● |
| 7 invent | a ●● | b ●● |
| 8 money | a ●● | b ●● |

2 Look at the words in 1 and choose the correct options.

- a Most two-syllable nouns are stressed on the *first* / *second* syllable.
- b Most two-syllable adjectives are stressed on the *first* / *second* syllable.
- c Most two-syllable verbs are stressed on the *first* / *second* syllable.

3 **3.41** Listen and repeat the compound words. Choose the correct word stress pattern.

- | | |
|-------------------|-----------------|
| 1 a TOOTHpaste | b toothPASTE |
| 2 a DOWNload | b downLOAD |
| 3 a OLD-fashioned | b old-FASHioned |
| 4 a BLACKboard | b blackBOARD |
| 5 a ONE-way | b one-WAY |
| 6 a MOtorcycle | b motorCYCle |
| 7 a UNderline | b underLINE |
| 8 a COLD-hearted | b cold-HEARTed |
| 9 a BEDroom | b bedROOM |
| 10 a UPgrade | b upGRADE |

7 Rhythm

1 3.42 Listen and repeat the sentences. Which words are stressed?

- 1 Petrol will be replaced with alternative energy in the future.
- 2 Caroline had just come home from the shops.
- 3 Annie was staring at something in the street.
- 4 He couldn't explain what had happened that day.

2 Look at the sentences in 1 and choose the correct options.

- a** Content words like nouns, verbs and adjectives are usually *stressed / unstressed* in speech.
- b** Grammar words like prepositions, auxiliary verbs and determiners are usually *stressed / unstressed* in speech. These words are usually pronounced with a weak form of the vowel.

3 3.43 Listen and repeat the sentences. Be careful with the weak forms.

- 1 MARTIN TOOK the BUS to the END of the LINE.
/ðə/ /tə//ðə/ /əv//ðə/
- 2 HELEN can SPEAK GERMAN and FRENCH, but NOT JAPANESE.
/kæn/ /ən/ /bət/
- 3 KATHY was SITTING as QUIET as a MOUSE at the TOP of the STAIRS.
/wəz/ /əz/ /əz//ə/ /ət//ðə/ /əv/
/ðə/

8 Sentence stress

1 3.44 Listen and repeat the sentences. Which words are stressed?

- 1 I gave Rachel five tomatoes from my garden.
- 2 I gave Rachel five tomatoes from my garden.
- 3 I gave Rachel five tomatoes from my garden.
- 4 I gave Rachel five tomatoes from my garden.
- 5 I gave Rachel five tomatoes from my garden.
- 6 I gave Rachel five tomatoes from my garden.

2 Match the sentences in 1 with the meanings.

- a The tomatoes were a present.
- b The tomatoes were for Rachel and not for anyone else.
- c It was me who gave the tomatoes to Rachel.
- d I gave her five tomatoes, not one or two.
- e The tomatoes were not from a shop.
- f I gave Rachel tomatoes, not beans or lettuce.

3 3.45 Listen. Which words are stressed?

- 1 Jim's wearing a blue jacket. (*not a red one*)
- 2 Jim's wearing a blue jacket. (*not Henry*)
- 3 The party is at ten o'clock. (*not 8.30*)
- 4 The party is at ten o'clock. (*not the concert*)
- 5 She didn't buy that dress. (*she made it*)
- 6 She didn't buy that dress. (*she bought the other one*)

9 Intonation

1 3.46 Listen. Which sentences sound polite?

- 1 Would you mind turning down the television?
- 2 Why don't we go to the cinema tonight?
- 3 Can you tell me what time it is?
- 4 Could I have some water, please?
- 5 Shall we meet at the bus stop?
- 6 Do you think you could open the window, please?

2 Listen again to the sentences in 1 and choose the correct options.

- a** We use *rising / falling* intonation to sound polite.
- b** We use neutral or falling intonation to sound *less interested or impolite / interested and polite*.

3 3.47 Listen and repeat the sentences in 1 with polite intonation.

ANNEX 3

SPEAKING

Unit 1
SPEAKING

Talking about music

1 Look at the photos. What's the connection between them? What things are different?



2 Answer the questions. Ask a partner.

- 1 What kind of concerts can you see in the photos?
- 2 What sort of music are the groups playing?
- 3 What musical instruments are they playing?
- 4 Do you like these types of music? Why/not?
- 5 What's the most popular band in your country?
- 6 Why are they so popular? Do you like them?

3 1.8 Listen and match the sentence halves.

- | | |
|-------------------------|------------------------------------|
| 1 I'm really keen on... | a singing. |
| 2 I usually listen... | b hip-hop music. |
| 3 I love... | c listening to jazz. |
| 4 I'm not mad about... | d to music with earphones in. |
| 5 We want to... | e writing my own songs. |
| 6 I can't stand... | f record some songs in the future. |

4 Work in groups. Describe your musical likes and dislikes.

STRATEGY Keeping it simple

Use a variety of simple expressions when you are speaking. Don't try to be too complicated.

Useful Language

Types of music

| | |
|-------------|---------|
| classical | new age |
| heavy metal | pop |
| hip-hop | reggae |
| indie rock | rock |
| jazz | |

People

| | |
|----------|----------|
| artist | fan |
| band | megastar |
| composer | musician |

Instruments

| | |
|-------------|---------------|
| bass guitar | keyboard |
| drums | rhythm guitar |
| piano | double bass |

Useful verbs and expressions

| | |
|-------|---------|
| enjoy | dislike |
| like | hate |
| love | prefer |

I'm keen on (hip-hop).
I'm fond of (**listening** to orchestral music).
I'd rather (**go** to a concert than **listen** to a CD).

I don't mind (**singing**).
I'm not mad about (**playing** the piano).
I can't stand (**listening** to heavy metal).

DID YOU KNOW?

Ian Fleming wrote twelve novels and nine short stories about James Bond. The first one, published in 1953, was *Casino Royale*.

When was the first concert in the Royal Albert Hall?
www.royalalberthall.com

Speaking Reference page 116

ANNEX 4

PRONUNCIATION

QUESTIONNAIRE 1

1. Have you ever been taught something about English pronunciation?

2. If you have, was it just a spontaneous explanation or did you do some exercises about it?

3. Are you interested in learning 'the correct' pronunciation of English language?

4. Do you think the intonation is important? What is more important, the meaning of a word or how you say it?

ANNEX 5

Instructions for activity 6 (session 1)

Group 1

A --> You are walking in the street and you run into a friend you haven't seen for many years. You are really glad to see him/her. You are all enthusiasm.

B --> You are going to work and you run into a friend you haven't met in many years. You are not in the mood of talking to him/her, but you pretend to be excited.

Group 2

A --> You are walking in the street and you run into someone you haven't seen for many years. You don't like her/him very much, but s/he's seen you, so you have to stop. You speak without enthusiasm.

B --> You are going to work and you run into someone you haven't met in many years. You are not very fond of him/her, but you behave politely.

Group 3

A --> You are walking in the street and you run into someone you haven't seen for many years. You don't care about his/her life, so you just pretend to be in a hurry.

B --> You are going to work and you run into someone you haven't met in many years. You are happy to see him/her, but s/he seems to be in a hurry, so you don't stop her/him.

Group 4

A --> You are walking in the street and you run into someone you haven't met in many years. You don't like him/her, so you are serious all the time and you speak curtly.

B --> You are going to work and you run into someone you haven't met in many years. You don't like him/her, so you are serious all the time and you speak curtly.

Group 5

A --> You are walking in the street and you run into someone you haven't met in many years. You don't like him/her, so you speak ironically all the time.

B --> You are going to work and you run into someone you haven't met in many years. You don't like him/her, so you speak ironically all the time.

Group 6

A --> You are walking in the street and you run into someone you haven't met in many years. You are so glad to find him/her that you speak very excitedly and using a lot the body language.

B --> You are going to work and you run into someone you haven't met in many years. You are so glad to find him/her that you speak very excitedly and using a lot the body language.

ANNEX 6

PRONUNCIATION**QUESTIONNAIRE 2**

1. Had you ever thought about the importance of intonation in the spoken language?
2. Did you know many of the things we have been working on during these sessions?
3. Did you find the exercises interesting? Were they too repetitive?
4. Do you think being aware of intonation and how it works in English will make it easier for you to understand native speakers?