

SPEAKING, LISTENING AND PRONUNCIATION PROJECTS FOR ELLS - INTERMEDIATE LEVEL



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Book: Speaking, Listening and Pronunciation
Projects for ELLs - Intermediate Level (Zemlick)

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This text was compiled on 08/26/2026

Note to the Teacher

Thoughts on Use of Materials

This textbook was designed to support a pronunciation class; however, it could be used in any intermediate-level speaking and listening class. As you can see outlined in the table below, each unit of this book is centered around a model or mentor text and a corresponding project. There are at least two possible ways you can use these materials.

- Option 1: Follow the book in order, starting with the mentor text, progressing through pronunciation features and finishing each unit with the final project.
- Option 2: Start with the mentor text, then move directly to introduce the end of module project. Students can submit the final project and then the teacher could assign specific pronunciation feature tasks in order to support students who struggle in specific areas (for a "just-in-time" approach).

Outline

Module	Theme/Mentor Text	Pronunciation Features	Vocabulary and Functional Language	Assessment/ End of Module Project
1	Theme: People and Places Mentor Text: "25 Things to do in Berlin" (video tour of Berlin)	• counting syllables • syllable stress • vowel sounds and consonant sounds • linking consonants to vowels	• language for describing a place • language for giving a tour	Project 1: Students create a virtual tour of a place they know well. They provide pictures or video of at least 3 sites of interest within one tourist destination and provide commentary about each location.
2	Theme: Getting to Know You Mentor Texts: Interview and Personal Profile	• questions and intonation • voiced and unvoiced consonant endings • -s Endings	• asking questions • personal information • life story	Project 2a: Students make a video of themselves interviewing a friend, family member, or stranger. Project 2b: Students write a summary of the video using 3rd person 's' and plurals. Students record themselves reading the summary.

Module	Theme/Mentor Text	Pronunciation Features	Vocabulary and Functional Language	Assessment/ End of Module Project
3	Theme: Changing Planet Mentor Text: How to video - "How to make Zero Waste Toothpaste"	• rhythm • reduced words in sentences • content words in sentences	• language for explaining and ordering a process • environment, climate change and zero waste	Project 3: Students create a "how to" video (something they think the class would like to learn)
4	Theme: Education and Creativity Mentor Text: Anecdote from TED Talk "Do schools kill creativity?" by Sir Ken Robinson	• -ed endings • thought groups	• storytelling language • educational experiences	Project 4: Students share an anecdote. They talk about a memorable experience in which they learned something.

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Thank You

Special thanks to Joe Howlett for finding the "25 Things to do in Berlin" video and for his "city tour" project idea. It was our work together in Bogota, training teachers to use authentic materials in lessons, that initially inspired me to write this textbook. I learned so much working with you, Joe. Thank you!

Thank you to Sara Ferguson for introducing me to LibreTexts.

Thank you to Delmar, Josh, Jennifer and everyone at LibreTexts for your support and for allowing me the opportunity to put this book together.

Thank you to Chuck, Helen, Craig, and Sara at Grossmont for your support and mentorship.

Thank you to Andy for putting up with me :)

1: PEOPLE AND PLACES

1.1: Listening and Speaking- 25 Things to do in Berlin

1.2: Vocabulary Review

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1.1: Listening and Speaking- 25 Things to do in Berlin

Before You Watch

Discuss

Discuss the following questions with a partner. Then share your ideas with the class.

1. Have you ever visited Berlin? Where is it?
2. What do you know about this city?
3. What is the Berlin Wall? Why is it an important historical landmark?

Vocabulary

Vocabulary Task 1

Below are some pictures of words you might hear in the video. Match the words to the pictures.

- old vinyls
- hipster
- deer



Figure 1.1.1: Images by [Jacquelynn Kosmicki](#) from [Pixabay](#), [RitaE](#) from [Pixabay](#), and [Tibor Janosi Mozes](#) from [Pixabay](#) .

Vocabulary Task 2

Look at each of the photos of Berlin. Each picture is a place you can visit or an activity you can do in Berlin. Discuss each photo with your partner. Takes notes of all the English words you think of to describe each picture. Then share your ideas with the class. While you discuss the pictures, think about these questions:

1. What do you see in each photo?
2. Why do people go to these places?
3. What can people do there?



Figure 1.1.1: Images by [Valentin Baci](#) from [Pixabay](#), by [Chad Greiter](#) on [Unsplash](#), by [Luis Diego Hernández](#) on [Unsplash](#), and by [Claudio Schwarz | @purzlbaum](#) on [Unsplash](#))

While You Watch

Watch the Video: 25 Things to do in Berlin

YouTube Video

This interactive element is not available in this format. Visit the link or scan the QR code to access it online.

[View this YouTube Video online](#)



Listen for the Main Idea

1. Watch the video and put the pictures in the correct order. Write the number in the correct column in the table below.
2. Write the name of each place or activity on the line under the picture. Use the names from the box below.
3. Watch the video again and take notes on any new words you hear.

Use the words in the box to complete the table below.

Friedrichshain Brandenburg Gate Eat Currywurst

Mauer Park Tiergarten East Side Gallery

Watch the video, put the pictures in order, and write the name of the place or activity. Then take notes on any new words you hear.

Picture	Number	Name the Place or Activity	Notes
 (Image by Valentin Baciu from Pixabay)	4	Mauer Park	hipster hangout BBQ listening to music flea market old vinyls clothes
 (Photo by Chad Greiter on Unsplash)			



(Photo by [Luis Diego Hernández](#) on [Unsplash](#))



(Photo by [Claudio Schwarz](#) | [@purzlbaum](#) on [Unsplash](#))



(Photo by [Claudio Schwarz](#) | [@purzlbaum](#) on [Unsplash](#))



(Image by [Heike Georg](#) from [Pixabay](#))

Listen for Detail

Watch the video again and answer the multiple choice questions.

1. What is painted on the wall?
 - The wall is covered in white paint.
 - graffiti
 - a map of Germany
2. When was the Brandenburg Gate built?
 - in 1989

- in the 18th century
 - 1800
3. Why is the Hotel Adlon well known (famous)?
- They serve Currywurst in the restaurant.
 - It was the king's hunting grounds.
 - Michael Jackson held his baby over a balcony.
4. What was Tiergarten park in the past?
- a hipster hangout
 - the King's hunting grounds
 - a flea market
5. What can you buy at the Mauerpark flea market? Choose all correct answers from the video.
- vinyls
 - clothes
 - graffiti
6. What is there to do in Friedrichshagen neighborhood?
- drink coffee
 - see street art
 - visit art galleries
 - all of the above
7. True or False: The locals like eating Currywurst.
- True
 - False

Interactive: Check your Answers

Select the correct answer, click "check" to see if your answer is correct, and then click the arrow to move to the next question. When you have answered all of the questions, click "Finished." There are seven questions.

Query 1.1.1

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After You Watch

Post-Listening Discussion

Discuss and answer these questions with a partner. Be ready to explain **why** you chose each answer.

1. What is the genre of this video? *Choose the best answer.*
 - a video from YouTube
 - a magazine article
 - a news program
 - a talk show
2. Who is the most likely audience (Who will want to watch this video)? *Choose the best answer.*
 - young children in school
 - young people who like to travel
 - teachers
 - retired people
3. What is the purpose of this video (Why did the creators make this video)? *Choose the best answer.*
 - to tell people about interesting places to visit in Berlin

- to gossip about Michael Jackson and his baby
 - to teach people about the food in Berlin
4. Which of the places in the video would you like to visit? Why?
 5. Are the places you saw in the video similar to places you know in San Diego? How are the places in San Diego similar or different?
 6. Are the places in the video similar to places in your home country? How are they similar or different?

1.2: Vocabulary Review

Vocabulary Review 1: Definitions

Match each word with the correct definition.

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Vocabulary Review 2: Quizlet Flashcards

Go to Quizlet to review and practice the vocabulary words from this unit. Click on the link: quizlet.com/471274740/unit-1-people-and-places-25-things-to-do-in-berlin-flash-cards/

Watch the video to learn how to use Quizlet: [Quizlet.mp4](#)

Vocabulary Review 3: Sentence Completion

Using new vocabulary words in sentences will help you remember the new words, and it will help you practice your spelling. Use the words below to complete each sentence. Use the definitions from your "25 Things to do in Berlin" worksheet and your Quizlet flashcards to help you answer the questions. You must spell the words correctly.

Query 1.2.1

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1.3: Counting Syllables

Counting Syllables

Rules to Remember

Rules to Remember: Syllables

We can divide words into syllables to help us pronounce words clearly. Each syllable has only one vowel sound and usually one or more consonant sounds. Words have one, two, three or more syllables.

Examples:

One Syllable	Two Syllables	Three Syllables
sit	cit-y	beau-ti-ful
cook	cook-ie	ba-na-na
eat	eat-ing	eas-i-ly

Figure 1.3.1: The image gives examples of one, two and three-syllable words. One-syllable words: sit, cook, eat. Two-syllable words: city, cookie, eating. Three-syllable words: beautiful, banana, easily.

Answer the Questions

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Watch the Video: Syllables

YouTube Video

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[View this YouTube Video online](#)



Answer the Questions

Multiple Choice: Interactive

Decide whether each word has one, two, three, or four syllables. Choose the correct answer. Click on "check" to check your answers. Click on the arrow to advance to the next question. When you've answered all the questions, click on "finished."

Practice 1:

Query 1.3.1

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Practice 2:

Query 1.3.1

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Divide the Words into Syllables

Write the correct number of syllables for each word. Then divide each word into syllables.

Word	Number of Syllables	Divide the word into syllables
EXAMPLE: memorial	4	me-mor-i-al
graffiti		
infamous		

Word	Number of Syllables	Divide the word into syllables
dangle		
unity		
escape		
wild		
deer		
hangout		
vintage		

Think of your own words

Write a different word that has the number of syllables shown.

Number of Syllables	EXAMPLE	Your Word	Your Word
one-syllable words	desk		
two-syllable words	pencil		
three-syllable words	chocolate		

Recording

Instructions

- Listen to the video and read the transcript silently. If you don't understand the words, ask your teacher or use a dictionary. Then practice reading aloud.
- Read the text clearly and at a normal pace (not too fast).
- When you're ready, use a camera or a cell phone to record yourself reading the transcript.
- Listen to your recording and check for mistakes. Then record yourself again.
- Submit the recording to your teacher.

Listen and Read

Watch the video and read the transcript. Note: You will only read the introduction, and the first and second place to visit.

YouTube Video

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Transcript

We had heard Berlin was a city bursting with art and music and we were very excited to spend some time there. Here is our list of the 25 best things to do in Berlin.

1. *The East Side Gallery is the longest remaining strip of the former dividing wall between East and West Berlin. Today the 1.3 kilometer long wall stands as a memorial to freedom and it is covered in art and graffiti.*
2. *Right now we're visiting Brandenburg Gate. This gate dates back to the 18th century, and it used to be one of the old gates leading into the city. Now, after the wall came down in 1989 this became a symbol of unity between East and West Germany, so it's an important site to visit.*

1.4: Syllable Stress

Syllable Stress: Which syllable is the strongest?

Rules to Remember

Rules to Remember: Syllable Stress

In words with two or more syllables, one syllable is stronger than the others. The strongest syllable has the most stress or emphasis.

Listen

Listen to the speaker read the words in the figure below. [Syllable Stress Recording.m4a](#)

Two Syllables	Three Syllables	Four Syllables
ap ple	la dy bug	wa ter mel on
re peat	de li cious	a vo ca do
se ven	un der stand	a bi li ty

Figure 1.4.1: The image gives examples of syllable stress in two, three, and four-syllable words. Two-syllable words: apple, repeat, seven. Three-syllable words: ladybug, delicious, understand. Four-syllable words: watermelon, avocado, ability.

Notice:

- The stressed syllable is long and the vowel sound of the stressed syllable is clear.
- The other syllables are short and unclear.
- There is only one syllable with primary stress in each word. The other syllables usually take the schwa sound /ə/.

Watch the Video

Rachel's English - Word Stress in Two-Syllable Words

YouTube Video

This interactive element is not available in this format. Visit the link or scan the QR code to access it online.

[View this YouTube Video online](#)



Practice

Underline the stressed syllable in each of the words below.

Example: repeat

1. about
2. daughter
3. sleepy
4. unreal
5. question
6. relax
7. rely
8. quiet
9. perfect
10. allow
11. standard
12. delete

Check your Answers

Use the interactive quiz to check your answers. Select the correct answer, click "check" to see if your answer is correct, and then click the arrow to move to the next question. When you have answered all of the questions, click "Finished."

Query 1.4.1

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Watch the Video

Rachel's English - Word Stress in Three-Syllable Words

YouTube Video

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[View this YouTube Video online](#)



Practice

Underline the stressed syllable in each of the words below.

Example: computer

1. rational

2. popular
3. decided
4. example
5. everyday
6. eighty-one
7. sensation

Check your Answers

Use the interactive quiz to check your answers. Select the correct answer, click "check" to see if your answer is correct, and then click the arrow to move to the next question. When you have answered all of the questions, click "Finished."

Query 1.4.1

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Quiz

You will hear each word two times. Underline the strongest (or stressed) syllable. Click here for the audio: [Syllable Stress Quiz.m4a](#)
You can listen to the recording as many time as you need.

1. bursting
2. excited
3. memorial
4. dangle
5. escape
6. graffiti
7. dividing
8. covered
9. infamously
10. kilometer
11. explain
12. concoction
13. curry
14. powder
15. popular
16. delicious
17. present (noun)
18. present (verb)

Check your Answers

Use the interactive quiz to check your answers. Select the correct answer, click "check" to see if your answer is correct, and then click the arrow to move to the next question. When you have answered all of the questions, click "Finished."

Query 1.4.1

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Resources

Dictionaries: Finding the Stressed Syllable

Most dictionaries put a ['] before the syllable with the main stress. Sometimes one word can have more than one stress pattern.

Example

- 'pre-sent (noun) - People usually give a **present** for birthdays and weddings.
- pre-'sent (verb) - The scientists will **present** their research.

Click on the link to use the website The Merriam-Webster's Learner's Dictionary: <https://learnersdictionary.com/>

Watch the video to learn how to use The Merriam-Webster's Learner's Dictionary: [Merriam-Webster Learner Dictionary.mp4](#)

How to use [howmanysyllables.com](https://www.howmanysyllables.com/)

You can use the website <https://www.howmanysyllables.com/> to help you count the number of syllables. This website can also help you determine which syllable is stressed.

To use the website [How Many Syllables](#):

- Type the word into the search bar
- Find the number of syllables
- Find the stress
- Play the recording and practice saying the word

Watch the video to learn how to use the website: [How Many Syllables.mp4](#)

Click on the link to use the website: <https://www.howmanysyllables.com/>

Recording: Syllables and Syllable Stress

- Listen to the recording. [Syllable Stress Recording Task.m4a](#) Then say the following words.
- Use the correct stress. Remember that the vowel for the stressed syllable should be long and clear. The vowels in the other syllables are not stressed. They are quick and usually have a schwa sound.
- Submit your video recording to your teacher.
- You will receive one point for each correctly pronounced word.

Total Points: ____/16

1. **burst** ing
2. ex **ci** ted
3. me **mo** ri al

4. **dan** gle
5. es **cape**
6. gra **fi** ti
7. di **vid** ing
8. **cov** ered
9. **in** fa mous ly
10. **kil** o me ter
11. ex **plain**
12. con **coc** tion
13. **cur** ry
14. **pow** der
15. **pop** u lar
16. de **li** cious

1.5: Vowels

Introduction to Vowels

There are 5 vowels in the English alphabet: A E I O and U. Each vowel has a long and a short sound.

Watch the Video

Scratch Garden: Vowel Sounds

Watch the video about vowels and then take a short quiz to review what you've learned.

YouTube Video

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[View this YouTube Video online](#)



Quiz

Use the information in the video to answer the questions. Select the correct answer, click "check" to see if your answer is correct, and then click the arrow to move to the next question. When you have answered all of the questions, click "Finished."

Query 1.5.1

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Resources: American English Phonemes

- [American English Vowels](#)
- [American English Diphthongs](#)
- Access an [Interactive American English Phonemic Chart](#) with sounds and examples.
- For Teachers: Watch the video [Introduction to Teaching Pronunciation Workshop - Adrian Underhill](#) to learn the sounds in the phonemic chart.

Minimal Pairs: Ship and Sheep

Sometimes it is difficult to hear the difference between two vowel sounds. For example, the "i" in "ship" and the "ee" in "sheep" may sound very similar to you. The words "ship" and "sheep" are minimal pairs because they only have one sound that is different.

Warm Up: What do you see?

What do you see in each of these pictures? Tell your partner.

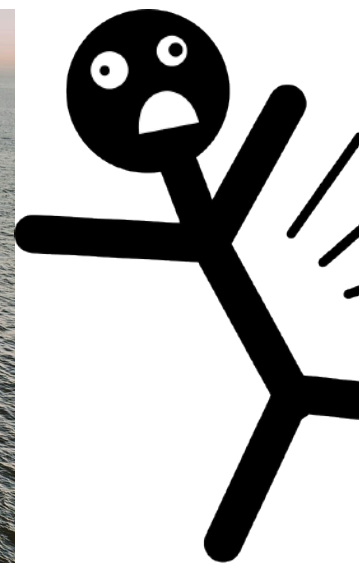


Figure 1.5.1: Photos by [Sam Carter](#) on [Unsplash](#), [Austin Neill](#) on [Unsplash](#), [OpenClipart-Vectors](#) from [Pixabay](#), and [Clay Banks](#) on [Unsplash](#)

Can you say it?

Read the tongue twister:

The sheep on the ship slipped on the sheet of sleet.

- Can you say it 3 times quickly? Practice saying the sentence quietly to yourself or with a partner. Then try to say it 3 times quickly in front of the class.
- What do you notice about the sounds in the words: sheep, ship, slip, sheet, and sleet?

Sounds /ɪ/ and /i:/



ship

/ɪ/

- Open your mouth a bit.
- Don't stretch the sides of your lips out.
- Make the sound in your throat.



sheep

/i:/

- Open your mouth just a little bit.
- Stretch the sides of your lips out as far as you can.
- Make a sound in your throat.

Figure 1.5.1: The image above includes a picture of a ship and a sheep with instructions about how to form the sounds /ɪ/ and /i:/ using your mouth.

Rules to Remember

Rules to Remember: Ship vs. Sheep

To form the sound /ɪ/ as in "ship":

- Open your mouth a little.
- Don't stretch the sides of your lips out.
- Make the sound in your throat.

To form the sound /i:/ as in "sheep":

- Open your mouth a little.
- Smile: Stretch the sides of your lips out as far as you can.
- Make the sound in your throat.

Listen and Repeat

Read the words in the table below. Listen and repeat the words. [Vowel Sounds Ship and Sheep.m4a](#)

/ɪ/	/i:/
pill	peel
mitt	meat
fit	feet
lick	leak
hill	heel
chick	cheek
it	eat

Listening Practice 1

You will hear two words from the table above. If the words are the same, write "S." If the words are different, write "D." [Ship and Ship Listening Practice 1.m4a](#)

Example:

- If you hear "pill . . . pill" write S.
- If you hear "pill . . . peel" write D.

1. ____
2. ____
3. ____
4. ____
5. ____
6. ____
7. ____
8. ____

[Vowel Sounds Answers 1.docx](#)

Listening Practice 2

Listen. Circle the word you hear. [Vowel Sounds Ship and Sheep Listening Practice 2.m4a](#)

1. pill / peel
2. mitt / meat
3. fit / feet
4. lick / leak
5. hill / heel
6. it / eat
7. chick / cheek

[Vowel Sounds Answers 2.docx](#)

Pair work

Work with a partner. Partner A, read one of the words (example: say either "pill" or "peel"). Partner B, point to the word you hear. Do this for 1-7 and then switch roles.

Listen and Repeat

Read the words in the table below. Listen and repeat the words. [Vowel Sounds Ship and Sheep Listening Practice 2.m4a](#)

/ɪ/		/i:/	
fill		feel	
ship		sheep	
lip		leap	
hit		heat	
bin		bean	
live		leave	
slip		sleep	

/ɪ/	/i:/
Tim	team

Listening Practice 3

You will hear two words from the table above. If the words are the same, write "S." If the words are different, write "D." [Ship and Ship Listening Practice 3.m4a](#)

Example:

- If you hear "fill . . . fill" you write S.
- If you hear "fill . . . feel" you write D.

1. ____
2. ____
3. ____
4. ____
5. ____
6. ____
7. ____
8. ____

[Vowel Sounds Answers 3.docx](#)

Listening Practice 4

Listen. Circle the word you hear. [Ship and sheep listening practice 4.m4a](#)

1. fill / feel
2. ship / sheep
3. lip / leap
4. hit / heat
5. bin / bean
6. live / leave
7. slip / sleep
8. Tim / team

[Vowel Sounds Answers 4.docx](#)

Pair work

Work with a partner. Partner A, read one of the words (example: say either "pill" or "peel"). Partner B, point to the word you hear. Do this for 1-7 and then switch roles.

Game Time

Jump to the left/ jump to the right

Stand in a straight line facing the white board. Students should stand directly behind or in front of their classmates. The teacher will write the /ɪ/ sound on the left side of the board and the /i:/ sound on the right side of the board. The teacher will read some of the words you've been practicing. Jump to the left when you hear the /ɪ/ sound and jump to the right when you hear the /i:/ sound.

Listening Practice 5

You will hear sentence a or sentence b. Put an X next to the correct reply. [Ship and Sheep listening practice 5.m4a](#)

Number	Listen. Do you hear sentence a or sentence b?	Put an X next to the correct reply.
1	a. Did you feel the pot? b. Did you fill the pot?	____ Yes, it's hot. Ouch! ____ No. It was already full.
2	a. She wants to live here. b. She wants to leave here.	____ Yes, it's a beautiful place. ____ I know. She hates this place.
3	a. Did the baby sleep? b. Did the baby slip?	____ Yes, thank goodness! He was tired. ____ Yes, he fell, but he's ok now.
4	a. Is that your mitt? b. Is that your meat?	____ Yes, I like to play baseball. ____ No, I'm a vegetarian.
5	a. Is that an orange pill? b. Is that an orange peel?	____ Yes, that's my medication. ____ Yes, I had fruit salad for breakfast.
6	a. That's a tall hill. b. That's a tall heel.	____ I know. It's going to be hard to climb. ____ I know. These shoes are hard to walk in.

[Vowel Sounds Answers 5.docx](#)

Check

Check your answers with the class. Then practice saying both sentences and replies.

Picture Dictionary

Words you might need to know.



Figure 1.5.1: a baseball mitt. (Photo by Ben Hershey on Unsplash).



Figure 1.5.1: an orange peel (Image by congerdesign from Pixabay)



Figure 1.5.1: a shoe with a high heel (Image by Adriano Gadini from Pixabay)



Figure 1.5.1: orange pills (Image by Christina Victoria on Unsplash)

Practice Speaking

Work with a partner. Look again at each sentence. Student a, say sentence a or b. Student b, say the correct reply. Then switch roles.

Recording: /ɪ/ and /i:/

Practice reading each of the 12 sentence above. Have a friend read the answer to each sentence. Focus on making the /ɪ/ and /i:/ vowel sounds long and clear. When you're ready, record yourself and submit your recording to your teacher.

Notice Sounds in Real-World English

Watch the video "25 Things to do in Berlin." Remember to click the CC button so you can read the subtitles. Find at least 3 words with the /ɪ/ sound and 3 words with the /i:/ sound. Write them in the table below.

YouTube Video

This interactive element is not available in this format. Visit the link or scan the QR code to access it online.

[View this YouTube Video online](#)



/ɪ/	/i:/

[Some Possible Answers - ship and sheep.docx](#)

Spelling

Look at the list of words you've made with your class.

1. How do you spell the /ɪ/ sound?
2. How do you spell the /i:/ sound?

Minimal Pairs: Bed and Bad

Sometimes it is difficult to hear the difference between two vowel sounds. For example, the "e" in "bed" and the "a" in bad may sound very similar to you. The words "bed" and "bad" are minimal pairs because they only have one sound that is different.

Warm Up: What do you see?

What do you see? Tell your partner.



Figure 1.5.1: Images by [Tommy Lisbin](#) on [Unsplash](#) and Photo by [Vladimir Fedotov](#) on [Unsplash](#).

Can you say it?

Read the two sentences:

The man met his friend by the tents at the camp. "I can't see," said the man. But the friend didn't let him light the lamp.

- Underline the /e/ and /æ/ sounds in the sentences above.
- Practice saying the sentence quietly to yourself or with a partner. Practice making the /e/ and /æ/ sounds long and clear.

Rules to Remember

Rules to Remember: Bed vs. Bad

To form the sound /e/ as in "tent":

- Relax and open your mouth a little.
- Stretch the sides of your mouth out just a little more than you did for the /ɪ/ sound.
- Make the sound in your throat.

To form the sound /æ/ as in "camp":

- Relax and open your mouth a little.
- Drop your jaw slightly.
- Make the sound in your throat.

Listen and Repeat

Read the words in the table below. Listen and repeat the words. [Bed and bad vowel sounds.m4a](#)

/e/	/æ/
bed	bad
said	sad
set	sat
celery	salary
men	man
mess	mass
left	laughed

Listening Practice 1

You will hear two words from the table above. If the words are the same, write "S." If the words are different, write "D." [Bed Bad practice 1.m4a](#)

Example:

- If you hear "bed. . . bed" write S.
- If you hear "bed . . . bad" write D.

1. ____
2. ____

3. ____
4. ____
5. ____
6. ____
7. ____
8. ____

[Bed bad Vowel Sounds Answers 1.docx](#)

Listening Practice 2

Listen. Circle the word you hear. [Bed and bad listening practice 2.m4a](#)

1. bed / bad
2. said / sad
3. set / sat
4. celery / salary
5. men / man
6. mess / mass
7. left / laughed

[Bed bad Vowel Sounds Answers 2.docx](#)

Game Time

Jump to the left/ jump to the right

Stand in a straight line facing the white board. Students should stand directly behind or in front of their classmates. The teacher will write the /e/ sound on the left side of the board and the /æ/ sound on the right side of the board. The teacher will read some of the words you've been practicing. Jump to the left when you hear the /e/ sound and jump to the right when you hear the /æ/ sound.

Listening Practice 3

You will hear sentence a or sentence b. Put an X next to the correct reply. [Bed and bad practice 3.m4a](#)

Number	Listen. Do you hear sentence a or sentence b?	Put an X next to the correct reply.
1	a. Is that dead? b. Is that Dad?	____ I think you killed, it. ____ Yes, that's him.
2	a. Did you see the mess of papers? b. Did you see the mass of papers?	____ Yes, you need to clean that up. ____ Yes, there were a lot of papers.
3	a. They left. b. They laughed.	____ Why did they leave? ____ I don't think it was very funny.

Number	Listen. Do you hear sentence a or sentence b?	Put an X next to the correct reply.
4	a. She met the man at the cafe. b. She met the men at the cafe.	____ Was it a date? ____ How many men were there?

[Bed bad Vowel Sounds Answers 3.docx](#)

Check

Check your answers with the class. Then listen and repeat both sentences and replies.

Practice Speaking

Work with a partner. Look again at each sentence. Student a, say sentence a or b. Student b, say the correct reply. Then switch roles.

Recording: /e/ and /æ/

Practice reading each of the 8 sentence above. Have a friend read the answer to each sentence. Focus on making the /e/ and /æ/ vowel sounds long and clear. When you're ready, record yourself and submit your recording to your teacher.

Notice Sounds in Real-World English

Watch the video "25 Things to do in Berlin." Remember to click the CC button so you can read the subtitles. Find at least 3 words with the /e/ sound and 3 words with the /æ/ sound. Write them in the table below.

YouTube Video

This interactive element is not available in this format. Visit the link or scan the QR code to access it online.

[View this YouTube Video online](#)



/e/	/æ/

[Some Possible Answers - Bed and Bad.docx](#)

Spelling

Look at the list of words you've made with your class.

- How do you spell the /e/ sound?
- How do you spell the /æ/ sound?
- Why can you hear the /æ/ sound in "can't" but not in "can"? (Examples: We can't come to the party. / We can come to the party.)

1.6: Consonants

Objective

The purpose of this lesson is to help students become aware of the consonant sounds that exist in American English. (Students will work more with consonant sounds in other units and sections.)

Introduction to Consonants

There are 21 consonants in the English alphabet. Consonants include all letters that are not vowels (A,E,I,O and U).

The Phonemic Chart

Look at the [American English Phonemic Chart](#). The consonant sounds are found in the bottom three rows of the chart. downloadac13639

Notice

Sounds Move from Front to Back

Start with /p/ sound on row 4 of the phonemic chart. Make each sound on that line. Notice how the sound starts at the front of your mouth and moves backwards.

Voiced and Unvoiced Consonants

Notice that voiced and unvoiced sounds are paired. For example: /p/ is unvoiced, /b/ is voiced. You will learn more about Voiced and Unvoiced consonants in Unit 2.

Activity

Work with your teacher. Write a word that has the sound in each box. For example: words with a /p/ sound = people, place, pick, words with a /b/ sound = ball, bike, birthday.

Other Resources

- [American English Consonants](#)
- Access an [Interactive American English Phonemic Chart](#) with sounds and examples.
- For Teachers: Watch the video [Introduction to Teaching Pronunciation Workshop - Adrian Underhill](#) to learn the sounds in the phonemic chart.

1.7: Linking Consonants to Vowels

Linking Final Consonants to Words Beginning with a Vowel

Rules to Remember

Rules to Remember: Linking Consonants to Vowels

When a word with a final consonant is followed by a word beginning with a vowel, we link the consonant to the vowel in the next word.

Why?

- The final consonant will be easier to say.
- Your speech will sound more natural.
- Understanding this rule will help improve your listening skills because you will start to hear when native speakers do this.

Examples

- time off ---> ti-moff
- date of ---> da-tof
- keep up ---> kee-pup
- at a ---> a-ta

Note

When linking a final /t/ to a vowel, the /t/ sound often changes to a fast "d" sound.

- Examples:
 - date of = da-dəv
 - at a = a-də

Watch the Video

Rachel's English: Linking Consonants to Vowels

YouTube Video

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[View this YouTube Video online](#)



Recording 1: Linking Final Consonants to Words Beginning with a Vowel

Read the sentences below. Practice saying them out loud with your partner. Focus on linking the underlined phrases. When you're

ready, make a recording of yourself. Listen to the recording and make sure you have linked all the underlined phrases. Make a note of your mistakes, and then make the recording again. When your ready, submit your recording to your teacher.

___ / 11 points

1. What's up?
2. ten hours a day
3. That's what I thought.
4. What is it?
5. It's his anniversary.
6. I'm on the train.
7. This is too much.
8. Forget about it.

PowerPoint: Linking Consonants to Vowels

Review the PowerPoint with your teacher. [Linking Final Consonants to Vowels 2.pptx](#)

Remember the Rule: The final consonant of the previous word often sounds like it's attached to the vowel in the next word.

- In the following slides, you will see examples of phrases in which final consonants are linked to beginning vowels.
 - Look at the pictures and examples to help you understand the meaning of each phrase.
 - Practice saying each underlined phrase with your teacher so you can hear the consonant to vowel linking.

Quiz: Listening Practice

Listen to the recording and write in the missing words: [Linking Listening Practice.m4a](#). Make sure that you spell each word correctly. You can do this quiz as many times as you wish. This activity will help you to start to hear linking of consonants to vowels. (Look at the next page to check your answers.)

Query 1.7.1

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[View this Interactive Content online](#)



Notice: Linking Practice

Practice finding and drawing a pronunciation feature. Find the consonants and draw a line linking them to vowel in the next word. (Look at the next page to check your answers.)

1. The Berlin Wall is between East and West Berlin. It's covered in art and graffiti.
2. Brandenburg Gate is a symbol of unity between East and West Germany, so it's an important site to visit.
3. Tiergarten is one of the biggest parks in the city. It's a nice quiet green escape from the city. It's full of wild deer and other animals.
4. If you want to see some cool street art, then head over to Friedrichshain. There are a lot of old warehouses that are now cafes and art galleries.
5. You can't come to Berlin and not eat a Currywurst!

Recording 2: Linking Final Consonants to Words Beginning with a Vowel

Read the sentences below. Practice saying them out loud with your partner. Focus on linking the underlined phrases. When you're

ready, make a recording of yourself. Listen to the recording and make sure you have linked all the underlined phrases. Make a note of your mistakes, and then make the recording again. When your ready, submit your recording to your teacher.

___/20 points

1. The Berlin Wall is between East and West Berlin. It's covered in art and graffiti.
2. Brandenburg Gate is a symbol of unity between East and West Germany, so it's an important site to visit.
3. Tiergarten is one of the biggest parks in the city. It's a nice quiet green escape from the city. It's full of wild deer and other animals.
4. If you want to see some cool street art, then head over to Friedrichshain. There are a lot of old warehouses that are now cafes and art galleries.
5. You can't come to Berlin, and not eat a currywurst.

1.8: Unit Project- City Virtual Tour

Project: Three things to do in . . .

Task:

1. Give a presentation describing three interesting sites in a city you know well. Memorize your presentation and make a video of yourself talking about this interesting or important place.
2. Work in groups of 3. Each member of your group will be responsible for describing one of the 3 places in your city.
3. Include the following information in your video:
 - Give the name of the place and why it's important to you.
 - Describe three interesting sites within that place.
 - Use at least 3 phrases or vocabulary words you learned from the "25 Things to do in Berlin" video.
4. Include at least one picture for each location you describe (3 pictures minimum) that will help us better understand your presentation. You can use a PowerPoint or individual pictures. Include your visuals in your video.
5. Your presentation must be 2-4 minutes.

Purpose: Why are we doing this?

- You will practice speech giving skills including volume, eye contact, organization and presenting information about a place you know well.
- You will review and practice using pronunciation features we have learned in class including vowel and consonant sounds, syllable stress, and connected speech.

Rubric

50 Points Possible

Criteria	Excellent	Good	Needs Improvement (Resubmission Required)	No Marks (Resubmission Required)
	10 points	7 points	5 points	0 points

Criteria	Excellent	Good	Needs Improvement (Resubmission Required)	No Marks (Resubmission Required)
Content • Name of the place and 3 interesting sites provided. • Reason why each place is important or interesting. • Student uses 3 phrases learned from "25 Things . . ." video. • The presentation is 2-4 minutes long.	The student meets all four requirements.	Student meets 3 of the 4 requirements.	Student meets 2 of the 4 requirements.	Student meets 1 or fewer requirements.
Speech organization and clarity (interesting, clear explanation)	The speech is well organized. The presentation is interesting and a clear explanation is given.	There are some errors in grammar, sentence structure and/or vocabulary that can occasionally cause confusion for the listener, but most of the presentation is clear.	There are some errors in grammar, sentence structure and/or vocabulary that often causes confusion for the listener.	The presentation is poorly organized and difficult to follow.
Delivery (volume, eye contact)	The student speaks loudly enough to be heard comfortably and the student looks directly at the camera. The student has memorized most of the presentation and speaks confidently with little aid from notes.	The student looks at the camera occasionally. The student is reading some of the presentation and has made some attempt to practice or memorize the presentation before recording.	The student is clearly reading most of the presentation and has made little attempt to practice or memorize the presentation before recording. The student is too reliant on notes.	The student's face is not seen during the video at any time and/or the student reads the entire presentation with little evidence that he/she understands what is being read.
Syllable Stress, Vowel and Consonant Sounds, Linking Consonants to Vowels	The student is very clear and easy to understand. Individual words are clear and understandable.	The student is mostly clear and easy to understand.	The student is understandable some of the time.	Most of the presentation is difficult to understand.
Visual (helps the presentation)	The student provides at least 3 pictures - one for each of 3 places.	Only 2 relevant pictures are provided.	Only one relevant picture is provided.	No visual is provided.

Criteria	Excellent	Good	Needs Improvement (Resubmission Required)	No Marks (Resubmission Required)
Total				

Example

Example Video: "Top Three Things to do in San Diego"

YouTube Video

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[View this YouTube Video online](#)



Video Transcript

I was born and raised in San Diego, and it's also a well-known tourist destination. I personally love spending time here. Here's my list of the 3 best things to do in San Diego.

1. Balboa Park is **one of the largest** parks in San Diego covering 1,200 acres. There are museums, green spaces, restaurants, fountains, theaters and a botanical garden.
2. Old Town, San Diego **dates back to** the 18th century and it's the site of the first Spanish settlement in California. The first California mission was established here in 1769. I love just walking around here. You can go on a tour of the haunted Whaley House, taste excellent Mexican food, and listen to live music.
3. **You can't come to** San Diego **and not** visit the beaches. My favorite beach is Mission Bay. It's the perfect place for Stand-Up Paddle Boarding and walking, and the Catamaran Hotel has an excellent bay-front sea food restaurant. You can also **head over to** Belmont Park to ride the roller coaster and eat amassment park snacks.

Brainstorm and Plan

1. Think of a city (or other interesting location) you and your partners know well.
2. Choose 3 places in that city.
3. Brainstorm some ideas of things a tourist can do in those 3 locations.

Functional Language

Look at the underlined phrases in the example presentation above. Try using them (and other phrases from the video "25 Things ...") in sentences to describe your chosen destination. Work with your group. Write your sentences in the table below.

Phrase	Your Sentence
one of the largest	Example: <i>The Empire State Building is one of the largest buildings in New York City.</i>
dates back to	
you can't come to ... and not ...	

Phrase	Your Sentence
head over to	
This . . .(place) actually used to be . . .	
Every . . .(day, week, month) people flock to . ..	

Write

Write your rough draft. Write 2-3 sentences describing each place. Use at least 3 of phrases in the table above.

Post-Project Discussion

Your classmates videos will be posted on an online forum. Watch two of your classmates' groups' videos. Post a thoughtful comment or question to each classmate or group.

2: GETTING TO KNOW YOU

- 2.1: Listening and Speaking- Interview - Andy's Job
- 2.2: Vocabulary Review
- 2.3: Review- Counting Syllables and Identifying Stress
- 2.4: Intonation- Statements and Questions
- 2.5: Unit Project Part 1- Interview
- 2.6: Voiced and Unvoiced Consonants
- 2.7: -S Endings
- 2.8: Unit Project Part 2- Personal Profile

2.1: Listening and Speaking- Interview - Andy's Job

Before You Watch

Discuss

You're going to watch a video interview about Andy. Before you watch, discuss the following questions in pairs or groups of three.

1. These are pictures of Andy. He is a farmer. What do you think he does every day?
2. Andy also cares a lot about the environment. Because of this, he practices sustainable agriculture. What is sustainable agriculture? If you don't know, you can guess.
3. In the video, Andy will talk about his values (the things that are most important to him in life). What are your values?



Figure 2.1.1: Images by Brittany Zemlick

Vocabulary

Vocabulary Task 1

Do you know these words? Discuss them with your partner. Then share what you know with the class. Use the pictures below to help you understand the ideas.

- sustainable
- sustainable agriculture
- industrial agriculture
- values



Figure 2.1.1: Images by [Demiah](#) from [Pixabay](#), [Photo Mix](#) from [Pixabay](#), [Craig Cooper](#) on [Unsplash](#), and [Simbarashe Takawira](#) on [Unsplash](#).

Notes:

- Windmills and solar panels are an example of sustainable energy sources because wind and sun cannot be used up completely or destroyed.
- Industrial agriculture is a type of farming that involves growing large numbers of plants and animals to be sold for food.
- Your values are the things that are most important to you. They can include family, money, education, music, art, etc. What is most important to you in life?

Vocabulary Task 2

Use these words to complete the table below:

plant crops	pull weeds	watering	harvesting	pickup truck	fence	produce
add carbon to the atmosphere	challenging	vegan	meat production	pollute waterways	destroy	habitat

Write the correct word or phrase next to each picture or definition.

Number	Picture or definition	Word or phrase
1	 Photo by Brittany Zemlick	
2	 Photo by Nikoline Arns on Unsplash	<i>plant crops</i>

Number	Picture or definition	Word or phrase
3	 Photo by Markus Spiske on Unsplash	
4	 Photo by duong chung on Unsplash	

Number	Picture or definition	Word or phrase
5	 raising animals for food Photo by Alison Marras on Unsplash	
6	 remove unwanted plants Photo by Nikoline Arns on Unsplash	

Number	Picture or definition	Word or phrase
7	 a radio or music program your can download to your phone or computer from the internet Photo by Juja Han on Unsplash	
8	 Photo by Juja Han on Unsplash	

Number	Picture or definition	Word or phrase
9	 Photo by Colby Ray on Unsplash	
10	 something that is difficult but may be interesting or enjoyable Photo by Jukan Tateisi on Unsplash	

Number	Picture or definition	Word or phrase
11	 a place where animals live; for example, these frogs live in the water Photo by Ken Goulding on Unsplash	
12	 to cause something to end or no longer exist Photo by Ken Goulding on Unsplash	

Number	Picture or definition	Word or phrase
13	 Photo by Alexandr Podvalny on Unsplash	
14	 a person who does not eat food that comes from animals (milk, meat, eggs) OR food that does not contain animal products Photo by Edgar Castrejon on Unsplash	

Number	Picture or definition	Word or phrase
15	 Photo by Marcin Jozwiak on Unsplash	

While You Watch

Watch the video about Andy

YouTube Video

This interactive element is not available in this format. Visit the link or scan the QR code to access it online.

[View this YouTube Video online](#)



Listen for the Main Idea

While you watch, answer the questions below. Takes notes. Then share your answers with your partner.

1. What does Andy do every day in his job?
2. What are his values?

Listen for Detail

Watch the video again and answer the multiple choice and fill in the gap questions.

1. What's the man's name? _____
2. Where did he grow up?
 - Oxford

- San Diego
- El Cajon
- 3. Where does he live now?
 - Oxford
 - San Diego
 - Scotland
- 4. How many brothers and sisters does he have?
 - 1
 - 2
 - 3
- 5. Where are his parents from?
 - England and Poland
 - El Cajon and San Diego
 - Scotland and Poland
- 6. What's his job?
 - He's a farmer.
 - He's a teacher.
 - He's a vegan.
- 7. What does he do every day? Choose all the correct answers.
 - He waters plants.
 - He pulls weeds.
 - He plants crops.
 - He repairs fences.
- 8. Why does he like his job? Choose all the correct answers.
 - He likes being outdoors in a beautiful place.
 - He likes nature.
 - He likes working to improve the environment.
 - He likes office work.
 - He likes working with the public.
- 9. What doesn't he like about his job? Choose all the correct answers.
 - He doesn't like being outdoors in a beautiful place.
 - He doesn't like nature.
 - He doesn't like working to improve the environment.
 - He doesn't like office work.
 - He doesn't like working with the public.
- 10. Which one of these is NOT his hobby?
 - He cooks.
 - He runs.
 - He plays the guitar.
 - He listens to pod cats.
 - He rides his bike.
- 11. Does he have any pets?
 - Yes, he does.
 - No, he doesn't.
 - He lives in a house with two cats.
- 12. What kind of car does he drive?
 - He drives a pick up truck.
 - He drives a Toyota Camry.
 - He drives a Jeep.
- 13. Does he like waking up early in the morning?
 - Yes, he does.
 - No, he doesn't.
- 14. Why doesn't he eat meat?
 - He doesn't like the taste of meat.
 - He feels eating meat hurts the environment.
 - He eats meat every day.
- 15. What are the most important things in his life? Choose all the correct answers.
 - His family.

- Making the world a better place.
- Playing music.
- Running.

Interactive: Check your Answers

Select the correct answer, click "check" to see if your answer is correct, and then click the arrow to move to the next question. When you have answered all of the questions, click "Finished."

Query 2.1.1

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After You Watch

Post-Listening Discussion

Discuss and answer these questions with a partner. Be ready to explain **why** you chose each answer.

1. What is the genre of this video?
 - a TikTok video
 - a movie
 - a presentation
 - an interview
2. Who is the most likely audience? (Who will watch this video?)
 - young children in school
 - young people who like to travel
 - teachers
 - ESL students
3. What is the purpose of this video?
 - to teach children about farmer
 - to persuade people to become vegans
 - to model an interview for English Language students
4. Would you like to have a job like Andy's? Why or why not?
5. Tell your partner something interesting you learned from this video.
6. If you interviewed a friend or family member about their job, what questions would you ask?
 - Write a list of questions here.
 - Then share your questions with your partner. Add some good questions from your partner's list.

This page titled [2.1: Listening and Speaking- Interview - Andy's Job](#) is shared under a [CC BY 4.0](#) license and was authored, remixed, and/or curated by [Brittany Zemlick](#).

2.2: Vocabulary Review

Vocabulary Review 1: Quizlet Flashcards

Go to [Quizlet](https://quizlet.com/513489336/interview-andys-job-flash-cards/?new) to review and practice the vocabulary words from this unit. Click on the link: quizlet.com/513489336/interview-andys-job-flash-cards/?new

Watch the video to learn how to use Quizlet: [Quizlet.mp4](#)

Vocabulary Review 2: Sentence Completion

Using new vocabulary words in sentences will help you remember the new words and it will help you practice your spelling. Use the words below to complete each sentence. Use the definitions from your Quizlet flashcards to help you answer the questions. You must spell the words correctly.

Query 2.2.1

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2.3: Review- Counting Syllables and Identifying Stress

Counting Syllables and Identifying stress.

1. Write the correct number of syllables for each word.
2. Then divide each word into syllables.
3. Underline the syllable with the most stress.

Write the correct number of syllables for each word. Then divide each word into syllables. Mark the stressed syllables.

Question Number	Word	Number of Syllables	Divide the word into syllables
EXAMPLE:	computer	3	com- <u>pu</u> -ter
1	sustainable		
2	industrial		
3	agriculture		
4	values		
5	harvest		
6	repair		
7	produce		
8	podcasts		
9	challenging		
10	vegan		
11	water		
12	environmental		
13	impact		
14	production		
15	pollutes		
16	fences		
17	carbon		
18	habitats		

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2.4: Intonation- Statements and Questions

Intonation: Statements and Questions

Rules to Remember

Rules to Remember: Intonation in Statements and Questions

1. In statements, the voice usually falls at the end of the sentence.
2. In wh- questions that ask for new information, the voice usually falls at the end of the question.
3. In yes/no question, the voice usually rises at the end of the question.

Watch the Video

Rachel's English - Questions and Intonation: Up or Down?

YouTube Video

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[View this YouTube Video online](#)



Answer the Questions

Listening Practice: End of Sentence Intonation

Listen to each word. Does the speaker's intonation rise or fall? Write "rise" or "fall" next to each word. [End of Sentence intonation.m4a](#)

Number	Word	Does the intonation rise or fall?
1 Example	car?	rise
2	yes.	
3	pets?	
4	no.	
5	job?	
6	farmer.	
7	free time?	
8	cooking.	

[End of Sentence Intonation AnswerS .docx](#)

Listening Practice: Intonation and Questions

Listen to each sentence. Does the speaker's intonation rise or fall at the end of each sentence? Write "rise" or "fall" next to each sentence. [Listening Practice - Intonation and Questions.m4a](#)

Number	Sentence	Does the intonation rise or fall?
1 Example	What's your name?	fall
2	Where did you grow up?	
3	Where are you living now?	
4	What's your job?	
5	What do you do each day?	
6	Why do you like your job?	
7	What do you not like about your job?	
8	Why is your job important to you?	
9	What do you like to do in your free time?	
10	Do you have any pets?	
11	Do you have a car?	
12	Are you a morning person?	
13	Do you eat meat?	
14	Are you a vegan?	
15	What does that mean?	
16	Why are you vegan?	

[AnswerS - Intonation in Questions .docx](#)

Listening Practice: Yes/No Questions

Listen to each sentence. Does the speaker's intonation rise or fall at the end of the sentence? Write "rise" or "fall" next to each sentence. [Intonation in Yes No Questions.m4a](#)

Number	Sentence	Does the intonation rise or fall?
1 Example	Do you have any pets?	rise
2	Do you have any brothers or sisters?	
3	Do you have a car?	
4	Are you a morning person?	
5	Do you eat meat?	
6	Are you a vegan?	
7	Do you have children?	

[AnswerS - Intonation in YES NO Questions .docx](#)

Pair Work

Work with a partner. Take turns asking and answering the questions above.

Write

Write 3 new yes/no questions to ask your teacher. Do not copy any of the questions you've already seen in this unit.

Listening Practice: Wh- Questions

Listen to each sentence. Does the speaker's intonation rise or fall at the end of the sentence? Write "rise" or "fall" next to each sentence. [Intonation in WH questions.m4a](#)

Number	Sentence	Does the intonation rise or fall?
1 Example	What's your name?	fall
2	Where did you grow up?	
3	Where are you living now?	
4	What do you usually eat for dinner?	
5	What's your job?	
6	Why do you like your job?	
7	What do you like to do in your free time?	

[AnswerS - Intonation in WH Questions .docx](#)

Pair Work

Work with a partner. Take turns asking and answering the questions above.

Write

Write 3 new Why- questions to ask your teacher. Do not copy any of the questions you've already seen in this unit.

Recording: Yes/No and Wh- Questions

Make a recording of yourself asking each question. Make sure that you use the correct intonation for yes/no and wh- questions. You will receive one point for each question.

___ / 15 points

1. What's your name?
2. Where did you grow up?
3. Where are you living now?
4. What's your job?
5. What do you do each day?
6. Why do you like your job?
7. What do you not like about your job?
8. Why is your job important to you?
9. What do you like to do in your free time?
10. Do you have a car?
11. Are you a morning person?
12. Do you eat meat?
13. Are you a vegan?
14. What does that mean?
15. Why are you vegan?

2.5: Unit Project Part 1- Interview

Project: Interview a Friend or Family Member

Task

1. Write at least 5 yes/no questions and 5 wh- questions. You can use some of the questions from this unit if you prefer. Practice reading the questions using correct intonation. Remember to use correct intonation for yes/no and wh- questions.
2. Make a video of yourself interviewing someone you know. Ask them about their job, their hobbies, their family and anything else that interests you.
3. Include the following in your video:
 - 5 yes/no questions
 - 5 wh- questions
 - Ask about the person's job.
 - Ask about the person's hobbies.
 - Ask about the person's family.
 - Ask about the person's values. (What is most important to the person?)
4. We must be able to see you and your interviewee in the video.
5. The interview must be conducted in English.
6. Provide a list of at least 10 questions you asked during the video interview. Make a note of which questions have rising intonation and which have falling intonation. You can write "rise" and "fall" or use arrows that point up and down.

Purpose: Why are we doing this?

- You will practice communication skills including asking questions and listening for replies in English.
- You will review and practice using pronunciation features we have learned in this unit including correct intonation in questions.

Rubric

50 Points Possible

Criteria	Excellent	Good	Needs Improvement (Resubmission Required)	No Marks (Resubmission Required)
	10	7	5	0

Criteria	Excellent	Good	Needs Improvement (Resubmission Required)	No Marks (Resubmission Required)
Content • Ask about the person's job. • Ask about the person's hobbies. • Ask about the person's family. • Ask at least 2 questions that were not in the example video.	The student meets all four requirements.	The student meets 3 of the 4 requirements.	The student meets 2 of the 4 requirements.	The student meets 1-0 of the requirements.
• Ask 5 yes/no questions • Ask 5 wh-questions	The student asks a minimum of 5 yes/no questions and 5 wh-questions.	The student asks 3-4 yes/no questions and 3-4 wh- questions.	The student asks 2 yes/no questions and wh- questions.	The students asks less than 3 questions.
Volume and eye contact	Both participants can be seen in the video. The student speaks loudly enough to be heard comfortably and the student looks at the interviewee often. The student has memorized most of the questions and speaks confidently with little aid from notes.	Both participants can be seen in the video. The student looks at the interviewee occasionally. The student is reading some of the questions and has made some attempt to practice or memorize the questions before making the video.	Both participants can be seen in the video. The student is clearly reading most of the questions and has made little effort to practice or memorize the questions before recording. The student is too reliant on notes and may not understand the questions he/she is asking.	The student's and interviewee's faces are not seen during the video at any time and/or the student reads all of the questions with little evidence that he/she understands what is being read.

Criteria	Excellent	Good	Needs Improvement (Resubmission Required)	No Marks (Resubmission Required)
Pronunciation Focus • Vowel Sounds • Consonant Sounds • Linking Consonants to Vowels • Correct intonation used for Wh-Questions • Correct intonation used for yes/no questions	The student is very clear and easy to understand. Individual words are clear and easy to understand. Correct intonation is used for all of the questions.	The student is mostly clear and easy to understand. Correct intonation is used for most of the questions.	The student is understandable some of the time. Correct intonation is used for some of the questions.	Most of the presentation is difficult to understand. Student makes no attempt to use correct intonation when asking questions.
Transcript	A list of at least 10 questions is provided. Correct intonation noted for each question.		A list of at least 10 questions is provided. Correct intonation is NOT noted for each question.	Written questions are not provided.
Total				

Example

Example Video

Watch the video from the beginning of this unit to get some ideas for your own interview. You do not need to ask the same questions.

YouTube Video

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[View this YouTube Video online](#)



Example Transcript

1. What's your name? **(fall)**
2. Where did you grow up? **(fall)**
3. Where are you living now? **(fall)**
4. What's your job? **(fall)**

5. What do you do each day? **(fall)**
6. Why do you like your job? **(fall)**
7. What do you not like about your job? **(fall)**
8. Why is your job important to you? **(fall)**
9. What do you like to do in your free time? **(fall)**
10. Do you have a car? **(rise)**
11. Are you a morning person? **(rise)**
12. Do you eat meat? **(rise)**
13. Are you a vegan? **(rise)**
14. What does that mean? **(fall)**
15. Why are you vegan? **(fall)**

Brainstorm/Plan

1. Write the questions you might like to ask a friend or family member.
2. After you have a good list of questions, put them in order.

Post-Project Discussion

Your classmates videos will be posted on an online forum. Watch two of your classmates' videos. Post a thoughtful comment or question to each classmate or group.

2.6: Voiced and Unvoiced Consonants

Watch the Video

Accent Diet

YouTube Video

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Phonemic Chart

Review the consonant sounds on the [Phonemic Chart](#) or the [Interactive American IPA Chart](#). Which sounds are voiced and which sounds are unvoiced?

Practice

Are the Consonants Voiced or Unvoiced?

Which of these sounds is voiced and which is unvoiced? Write "voiced" or "unvoiced" on the line.

EXAMPLE: The "th" in "thumb." unvoiced

1. The "th" in "mother." _____
2. The "b" in "bag." _____
3. The "p" in "pack." _____
4. The "d" in "ride." _____
5. The "t" in "right." _____
6. The "ng" in "singing." _____
7. The "y" in "yacht." _____
8. The "s" in "sea." _____
9. The "z" in "zoo." _____
10. The "l" in "let." _____
11. The "r" in "read." _____
12. The "h" in "home." _____

Rules to Remember 1

Listen to each word pair. How are the vowel sounds different in these word pairs? [Rules to Remember 1.m4a](#)

The final consonant sound is unvoiced.	The final consonant sound is voiced.
rope	robe
coat	code

The final consonant sound is unvoiced.	The final consonant sound is voiced.
pick	pig
leaf	leave
price	prize

Rule

Vowels before final voiced consonants sound **longer** than vowels before unvoiced consonants.

Rules to Remember 2

Read each of these words out loud. Put your hand on your throat. Do you feel a vibration when you say the final sound of each word? Are the final sounds voiced or unvoiced?

- play
- go
- die
- knee

Rule

All the words above end with a vowel sound. **Vowel sounds** are always **voiced**.

Practice

Long or Short Vowel Sound?

Do you hear a long or short vowel sound? Circle the word you hear. [Practice - Long or Short Vowel Sound? .m4a](#)

1. lap / lab
2. seat / seed
3. coat / code
4. rack / rag
5. buck / bug
6. tack / tag
7. leaf / leave
8. proof / prove
9. peace / peas
10. price / prize

[AnswerS - Practice - Long or Short Vowel Sound?.docx](#)

Choose the correct reply

Listen to the speaker say sentence a or b. Put an X next to the correct reply. [Voiced or unvoiced - choose the corrects reply.m4a](#)

Number	Listen. Do you hear sentence a or b?	Put an X next to the correct reply.
1	a. Did you see the price? b. Did you see the prize?	____ Yes! It's very expensive! ____ Yes! Congratulations on winning!
2	a. He gave me a buck! b. He gave me a bug!	____ He gave you a dollar? Why? ____ He gave you an insect? Why?
3	a. We need peace. b. We need peas.	____ Yes. War is bad for everyone. ____ Ok. I will go to the store.
4	a. Can you get me a rack? b. Can you get me a rag?	____ Do you want something to hang clothes on? ____ Why? Do you need to clean something?
5	a. Get him a seat. b. Get him a seed.	____ Does he need to sit down? ____ What is he planting? Fruit or vegetables?
6	a. He bought a pick. b. He bought a pig.	____ Does he play the guitar? ____ Why did he buy an animal?

[AnswerS - Choose the correct reply.docx](#)

Check

Check your answers with the class. Then listen and repeat both sentences and replies.

Picture Dictionary

Do you know these words? Work with a partner to match the words with the pictures.

- pick
- rag
- rack
- seed



Figure 2.6.1: Photos by [MAYANK D](#) on [Unsplash](#), [Matthew Dockery](#) on [Unsplash](#), Photo by [Joshua Lanzarini](#) on [Unsplash](#), and Photo by [Artificial Photography](#) on [Unsplash](#)

Practice Speaking

Work with a partner. Look again at each sentence. Student a, say sentence a or b. Student b, say the correct reply. Then switch roles.

Notice Sounds in Real-World English

Watch the video of Andy's interview. Remember to click the CC button so you can read the subtitles. Find at least 3 words with an unvoiced consonant ending and 3 words with a voiced consonant ending. Write them in the table below.

YouTube Video

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Voiced Consonant Ending	Unvoiced Consonant Ending
Example: nam <u>e</u>	Example: ask <u>k</u>

More Practice 1: Voiced or Unvoiced?

Are the final sounds of each word voiced or unvoiced?

Query 2.6.1

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More Practice 2: Voiced or Unvoiced?

Are the final consonants of each word voiced or unvoiced?

Query 2.6.1

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Recording: Voiced and Unvoiced Consonants

Read each of the sentences below. Remember to make the vowel sound before a voiced consonant long and clear. Make the vowel before an unvoiced consonant shorter.

___ / 12 points

1. a. Did you see the price?
 ◦ b. Did you see the prize?
2. a. He gave me a buck!
 ◦ b. He gave me a bug!
3. a. We need peace.
 ◦ b. We need peas.
4. a. Can you get me a rack?
 ◦ b. Can you get me a rag?
5. a. Get him a seat.
 ◦ b. Get him a seed.
6. a. He bought a pick.
 ◦ b. He bought a pig.

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2.7: -S Endings

Warm Up: Notice the -S Endings

Funny Jobs

1. Look at the pictures of people who have funny or strange jobs. Match the name of each job with the picture.
2. What do they do? Write two sentences for each job. Your teacher will help you with the first one.

Funny Job Titles

Ice Cream Taster Train Pusher

Full-time Netflix Viewer Professional Cuddler

Match the job title to the picture. Then describe what each person does in his or her job.

Picture	Funny Job Title	What do they do? Write 2 sentences.
 By Chris 73 / Wikimedia Commons, CC BY-SA 3.0, https://commons.wikimedia.org/w/index.php?curid=1758523		

Picture	Funny Job Title	What do they do? Write 2 sentences.
 https://i1.pickpik.com/photos/530/38...side-thumb.jpg		
 Image by mohamed Hassan from Pixabay		

Picture	Funny Job Title	What do they do? Write 2 sentences.
 Image by Djapirri Mununggirritj from Pixabay		

Note: The strange jobs above are real. The images above are meant to help students understand the vocabulary; however, they do not all depict people doing those jobs.

Why is saying the final -S important?



Figure 2.7.1: Images by [Виктория Бородинова](#) from [Pixabay](#) and [Jessica Lewis](#) on [Unsplash](#).

Note

Sometimes the meaning is not clear if you don't pronounce the -s ending.

- Example: *Jen fell off her bike and broke her leg (s).*
- Did she break one leg or two legs?

Sometimes the meaning is clear, but the missing -s distracts the listener.

- Example: My teacher give two quiz every Friday.

Elemental English: -S Endings

Before You Watch

Vocabulary

What do these words mean? Ask your teacher or look them up in your online dictionary: <https://learnersdictionary.com/>

- vocal cords
- vibration
- lack of

Discuss

Answer the questions. Then share your answers with the class.

1. Where are your vocal cords and why are they important?
2. What are some examples of things that vibrate?
3. The student's problem is lack of sleep. Is she getting a lot of sleep or very little sleep? What else is there a "lack of" in your life or in the world?

Three types of -S Endings

Look at the following words and listen to your teacher say them out loud. How are the -s endings different?

- cats
- dogs
- horses

While You Watch

Watch the video and answer the questions.

YouTube Video

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[View this YouTube Video online](#)



1. What are the three ways of saying the plural "s" ending in English? Use a phonemic chart to write the sounds below.
<https://americanipachart.com/>

- _____
- _____

- _____
2. How do the plural "s" in these two words sound different? Write the phonemic chart symbol next to each -s ending.
 - dogs
 - cats
3. Why does the final "s" change for the two words "dogs" and "cats"? Choose the best answer.
 - so English speakers can speak efficiently
 - so English speakers can say the most in the shortest amount of time
 - so the vocal chords can continue to do the same thing
 - all of the above
4. Choose the best answer. The change in sound is caused by the sound . . .
 - before it
 - after it
5. What are examples of voiceless or unvoiced sounds? Write symbols from your phonemic chart.
 -
6. What are examples of voiced sounds? Write symbols from your phonemic chart.
 -
7. What are examples of sounds that cause the "s" ending to be pronounced with an additional syllable /əz/? Write symbols from your phonemic chart.
 -
8. How does the speaker link sounds in her speech in order to create linking and music in her speech?
 -
9. Why is it important to pronounce the -s ending accurately?
 -
10. The video makes one mistake. Did you notice it? Look at the sentence "There are bits of cake on the floor." What was the mistake?
 -

After You Watch

Rules to Remember: Voiced and Unvoiced

Put your hand on your throat. What do you feel when you say each of the sounds below? Do you feel vibration (movement or buzzing) or no vibration?

- You will feel a vibration in your throat if a word ends in a **voiced** consonant.
- You will NOT feel a vibration if a word ends in an **unvoiced** consonant.

Examples

Type of -S ending	Examples
Use /s/ after unvoiced final sounds such as /f/, /k/, /p/, and /θ/(th)	Words that end with an /s/ sound: • look - looks • ask - asks • help - helps • wait - waits

Type of -S ending	Examples
Use /z/ after voiced final sounds such as /b/, /g/, /v/, /m/, /n/, /r/, /ð/(th),/v/, and vowels	Words that end with a /z/ sound: • sob - sobs • roam - roams • believe - believes • need - needs • fill - fills • enjoy - enjoys
Use /əz/ or /ɪz/ after consonants that make a buzzing or hissing sound /tʃ/(ch), /ʃ/ (sh), /dʒ/(j), /s/, and /z/. Remember that /əz/ adds an extra syllable.	Words that end with an /əz/: • push - pushes • watch - watches • dress - dresses • judge - judges

Answer the Questions

Review voiced and unvoiced sounds.

Choose the best answer.

1. Is the sound /t/ voiced or unvoiced?
 - voiced: vibration (movement or buzzing)
 - unvoiced: no vibration (nothing)
2. Is the /d/ sound voiced or unvoiced?
 - voiced: vibration (movement or buzzing)
 - unvoiced: no vibration (nothing)
3. Is the /s/ sound voiced or unvoiced?
 - voiced: vibration (movement or buzzing)
 - unvoiced: no vibration (nothing)
4. Is the /z/ sound voiced or unvoiced?
 - voiced: vibration (movement or buzzing)
 - unvoiced: no vibration (nothing)

Practice: -S Endings

Does each word end with a /s/, /z/, or /əz/ sound?

Query 2.7.1

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Linking -S Endings

Rules to Remember

Rules to Remember: Linking -S Endings

Native speakers often link the -s ending to the first sound in the next word. Doing this can help your speech sound more natural and it can help you understand native speakers.

- Link the -s ending to a vowel sound.
 - Example: Andy works a lot. (Sounds like work-sa lot.)
- Link the -s ending to an /s/ sound.
 - Example: Brittany runs so fast. (Sounds like run-so fast.)
- Link the -s ending to another consonant sound.
 - Example: Jen likes poodles. (Sounds like like-spooodles.)

Practice

Linking

Draw a link from the word ending with -s to the first sound of the next word. Say the phrases silently as you link the words.

1. _____ often cooks at home.
2. _____ listens to podcasts.
3. _____ loves working outside.
4. _____ often loses stuff.
5. _____ wants to teach.
6. _____ always eats breakfast.
7. _____ never drinks coffee.
8. _____ avoids eating meat.
9. _____ repairs fences.
10. _____ plays the guitar.

Speaking

Look at the activities above. Walk around the classroom. Find someone who does each activity. Find as many people as you can in five minutes. Write their names on the lines above.

Example:

- Q: Do you often cook at home?
- A: Yes, I do.
- Q: What's your name?
- A: Sam.

Share your answers

Share one or two of your answers with the class. Remember to link the -s ending with the next word.

Example:

- Sam often cooks at home. (Sounds like: Sam often cook-sat home.)

Listening: Linking -S Endings

Listen to the statements about Andy. Remember the rules about linking -s endings to the next word. There are two words missing from each sentence. Listen to the recording, pause, and re-listen as many times as you need. (The purpose of this activity is to improve your awareness of connected speech.) [Listening Practice - Linking -S Endings.m4a](#)

Query 2.7.1

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Recording: Linking -S Endings

Read the sentences below. Focus on linking the -s endings to the following word. Remember the rules you learned above:

- Linking the -s ending to a vowel sound. (gets up ---> get-sup)
- Linking the -s ending to an /s/ sound/ (feels scared ---> feel-scared)
- Link the -s ending to another consonant sound. (drink ---> scoffee)

___ / 12 points

1. Andy is a farmer.
2. He lives in San Diego.
3. He avoids eating meat.
4. He loves working outside and taking lots of fresh air.
5. Andy teaches other farmers about sustainable agriculture.
6. He wants to teach them how to protect the environment.
7. He often loses stuff.
8. He never gets sad.
9. He often drinks coffee.
10. He listens to podcasts.
11. He repairs fences.

Communication Task: Describe Your Dream Job

Brainstorm

Imagine your dream job. What do you do each day? Write down the title of your job and at least 3 things you "do" in your dream job.

Example:

Job Title: Full-Time ESL Instructor

Daily Activities:

- help students
- attend committee meetings
- make materials

Pair work

Work with a partner. What do you do every day in your imaginary job? Describe your job and your job duties to your partner. Listen to your partner describe his or her job and take notes here.

Take notes about your partner's dream job

Share

Describe your partner's dream job to a small group or to the class. Tell what your partner does. (Remember to use the third person -s.)

Example:

Brittany's dream job is to be a full-time ESL teacher. In her imaginary job she helps students, she attends committee meetings, and she makes materials.

-S Endings: More Practice

Query 2.7.1

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Listening

Listen to the recording. Complete the paragraph about Andy's job. Use words that end with an "s" sound. [Summary - Andy's job.m4a](#)

Query 2.7.1

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Recording

Andy's Job and -s Endings

1. Listen to the recording and practice reading the text several times.
2. When you're ready, make a video of yourself reading the text. Listen to the recording. Did you pronounce all of the s endings correctly? Did you use the linking rules you learned?
3. Listen for mistakes and record yourself again.

4. When you're ready, submit your recording to the teacher for feedback.

____ / 25 points

Andy **is** from Oxford, but he **lives** in San Diego. In his free time, Andy **likes** to read and go running. He also **cooks**, **plays** the guitar, and **listens** to podcasts. He **avoids** eating meat because meat production **hurts** the environment. Andy **is** a farmer. He **drives** a pickup truck. Everyday he **works** outside. He **plants** and **waters** crops. He also **pulls** weeds and **does** harvesting, and he **repairs** fences. He **loves** working outside and taking lots of fresh air. Andy **teaches** other famers about sustainable agriculture. He **wants** to teach them how to protect the environment.

2.8: Unit Project Part 2- Personal Profile

Project: Personal Profile

Task

1. Write a 1-2 paragraph summary talking about the person you interviewed. Practice reading it several times. Memorize your presentation and make a video of yourself talking about this person.
2. Include the following:
 - Give the person's name.
 - Explain what the person does in his or her job each day.
 - Say what the person does in his/her free time.
 - Say what the person values most in life.
3. Make a note of -s endings and appropriate places to use linking in your transcript. You must submit your transcript along with your video.
4. Make a video of yourself presenting your summary. Focus on using correct pronunciation and making your speech clear. Listen to your recording, note your mistakes, then make your video again. When you're ready, submit your video.
5. Include at least one picture that will help us better understand your story. You can use a PowerPoint or a picture. Include your visual in your video.
6. Your summary should be a minimum of 8-10 sentences long.

Purpose: Why are we doing this?

- You will practice speech giving skills including volume, eye contact, organization, and presenting information.
- You will review and practice using pronunciation features we have learned in class including stress in individual words, -s endings and connected speech.

Rubric

60 Points Possible

Criteria	Excellent	Good	Needs Improvement (Resubmission Required)	No Marks (Resubmission Required)
	10	7	5	0

Criteria	Excellent	Good	Needs Improvement (Resubmission Required)	No Marks (Resubmission Required)
Content • Give the person's name. • Explain what the person does in his or her job each day. • Say what the person does in his/her free time. • Say what the person values most in life. • The summary is a minimum of 8-10 sentences.	The student meets all 5 requirements.	The student meets 3-4 of the 5 requirements.	Student meets 2 of the 4 requirements.	Student meets 1 or fewer requirements.
Speech organization and clarity (interesting, clear explanation)	The speech is well organized. The presentation is interesting and a clear explanation is given.	There are some errors in grammar, sentence structure and/vocabulary that can occasional cause confusion for the listener, but most of the presentation is clear.	There are some errors in grammar, sentence structure and/or vocabulary that can occasionally cause confusion for the listener, but most of the presentation is clear.	The presentation is poorly organized and very difficult to follow.
Volume and eye contact	The student speaks loudly enough to be heard comfortably and the student looks directly at the camera. The student has memorized most of the presentation and speaks confidently with little aid from notes.	The student looks at the video occasionally. The student is reading some of the presentation and has made some attempt to practice or memorize the presentation before recording.	The student is clearly reading most of the presentation and has made little attempt to practice or memorize the presentation before recording. The student is too reliant on notes.	The student's face is not seen during the video at any time and/or the student reads the entire presentation with little evidence that he/she understands what is being read.

Criteria	Excellent	Good	Needs Improvement (Resubmission Required)	No Marks (Resubmission Required)
Pronunciation Focus • Vowel Sounds • Consonant Sounds • Linking Consonants to Vowels • -S Endings • Linking - endings to the next word	The student is very clear and easy to understand. Individual words are clear. Student successfully uses linking between -s endings and the next word.	The student is mostly clear and easy to understand. Student usually uses linking between -s endings and the next word.	The student is understandable some of the time. Student occasionally uses linking between -s endings and the next word.	Most of the presentation is difficult to understand. Student does not pronounce the majority of -s endings correctly and doesn't make any attempt at linking.
Transcript	Transcript is provided. -S endings and linking are correctly identified.	Transcript is provided. Most -s endings and linking are correctly identified.	Transcript is provided. Some -s endings and linking are correctly identified.	Transcript is not provided OR no -s endings and linking are correctly identified.
Visual	Student provides a picture.			No visual is provided.
Total				

Example

Example Transcript

Andy **is** from Oxford, but he **lives** in San Diego. In his free time, Andy **likes** to read and go running. He also **cooks**, **plays** the guitar, and **listens** to podcasts. He **avoids** eating meat because meat production **hurts** the environment. Andy **is** a farmer. He **drives** a pickup truck. Everyday he **works** outside. He **plants** and **waters** crops. He also **pulls** weeds **and** **does** harvesting, and he **repairs** fences. He **loves** working outside and taking **lots** of fresh air. Andy **teaches** other farmers **about** sustainable agriculture. He **wants** to teach them how to protect the environment.

Andy is from Oxford, but he lives in San Diego. In his free time, Andy likes to read and go running. He also cooks, plays the guitar, and listens to podcasts. He avoids eating meat because meat production hurts the environment. Andy is a farmer. He drives a pickup truck. Everyday he works outside. He plants and waters crops. He also pulls weeds and does harvesting, and he repairs fences. He loves working outside and taking lots of fresh air. Andy teaches other farmers about sustainable agriculture. He wants to teach them how to protect the environment.

Analyze for Organization

What information is included in the summary about Andy? Take notes in the table below. You do not need to write complete sentences.

Questions	Your notes
Background information: - Name - Where's he from? - Where does he live?	
Hobbies:	
Food: - What does he like/not like? - What does he eat/not eat?	
Job: - What's his job? - What does he do every day? - Why does he like his job?	
Values: What is important to Andy?	

Questions	Your notes
Other: Did you learn any additional, important, or interesting information about him?	

Brainstorm/Plan

Watch the video interview you made for Part 1 of the Unit 2 Project. Take notes on the important or interesting information you learned from your interview. Note: If you didn't get enough information from the first interview, you might want to go back and ask your interviewee more questions.

Questions	Your notes
Background information: - Name - Where's he/she from? - Where does he/she live?	
Hobbies:	
Food: - What does he/she like/not like? - What does he/she eat/not eat?	
Job: - What's his/her job? - What does he/she do every day? - Why does he/she like his/her job?	
Values: What is important to this person?	
Other: Did you learn any additional, important, or interesting information about the person you interviewed?	

Write

Write a rough draft of your summary. Submit it to your teacher for feedback before you make your video.

Post-Project Discussion

Your classmates videos will be posted on an online forum. Watch two of your classmates' videos. Post a thoughtful comment or question to each classmate or group.

3: ZERO WASTE

- 3.1: Listening and Speaking- Zero Waste "How To" Video
- 3.2: Vocabulary Review
- 3.3: Review- Voiced and Unvoiced Consonants and -S Endings
- 3.4: Content Words
- 3.5: Reduced Words
- 3.6: Connected Speech
- 3.7: Unit Project- Make a "How to" Video

3.1: Listening and Speaking- Zero Waste "How To" Video

Before You Watch

Discuss

Discuss the pictures and answer the questions with a partner. Then share your ideas with the class.

1. What do you see in these pictures?
2. Why is there so much trash? Where does it come from?
3. What do you think is the solution? How can you reduce the amount of trash you produce?



Figure 3.1.1: Photos by [Antoine GIRET](#) on [Unsplash](#) and [Dustan Woodhouse](#) on [Unsplash](#).

Note: Another word for "trash" is "waste."

Lauren Singer

This is Lauren Singer. She lives a Zero Waste lifestyle. That means she produces very little or no trash.

1. All of her trash from the past 5 years can fit in one mason jar. How do you think she does this?
2. Watch **the first 27 seconds** of the video above. What did you learn about Lauren Singer?

YouTube Video

This interactive element is not available in this format. Visit the link or scan the QR code to access it online.

[View this YouTube Video online](#)



Zero Waste Tips

What can you do to reduce the amount of trash your produce? Below are some tips to give you ideas. Match the tips with the pictures.

Tips

- use a bamboo toothbrush (not plastic)
- take a reusable grocery bag when you go shopping
- bring your own containers when you go shopping
- use a reusable cutlery (not disposable)



Figure 3.1.1: Photo by [Sara Groblechner](#) on [Unsplash](#), [Maria Ives](#) on [Unsplash](#), [Artur Konik](#) from [Pixabay](#), and [Laura Mitulla](#) on [Unsplash](#).

Discuss

Look at the tips above and discuss the following questions with your partner.

1. Do you already do some of these things?
2. Which new tip would you like to try? Why?

Vocabulary

Use these words to complete the table below

recycle toothpaste recipe alternative upcycle combine
coconut oil baking soda essential oils cinnamon peppermint
chopstick foam up liquid stir tablespoon

Write the correct word or phrase next to each picture or definition.

Number	Picture or definition	Word or phrase
1	 Photo by Bernard Hermant on Unsplash	
2	 Image by imordaf from Pixabay	

Number	Picture or definition	Word or phrase
3	 Photo by Tijana Drndarski on Unsplash	
4	 Image by Natalia Ovcharenko from Pixabay	

Number	Picture or definition	Word or phrases
5	 Image by Evita Ochel from Pixabay	
6	 Image by Bruno /Germany from Pixabay	

Number	Picture or definition	Word or phrase
7	 Image by Henrik Larsen from Pixabay	
8	 natural oils that have different flavors and smells Photo by Sarah Gualtieri on Unsplash	

Number	Picture or definition	Word or phrase
9	 A list of instructions and ingredients for making food. Photo by Dan Gold on Unsplash	
10	 another option; for example, we can use wind energy instead of coal Photo by Jason Blackeye on Unsplash	

Number	Picture or definition	Word or phrases
11	 Photo by Mae Mu on Unsplash	
12	 add together Image by Moirra Nazzari from Pixabay	

13



mix

Image by [Kelsey Vere](#) from [Pixabay](#)

14



Photo by [Anna Hliamshyna](#) on [Unsplash](#)

Number	Picture or definition	Word or phrase
15	 Image by rony michaud from Pixabay	
16	 Image by 이동원 lee from Pixabay	

While You Watch

Zero Waste Toothpaste

One of the ways Lauren reduces her waste is by making her own products. Watch the video to learn how she does this.

YouTube Video

This interactive element is not available in this format. Visit the link or scan the QR code to access it online.

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Listen for the Main Idea

Watch the video and discuss the questions with your partner.

1. What do you see in the video? Make a note of everything you see and understand in the video.
2. Then explain what you saw and heard to your partner.
3. Share with the class.

Listen for Detail

Watch the video again. Choose the correct answer for each question.

1. What does Lauren teach us to make in this video?
 - lotion
 - toothpaste
 - trash
 - cookies
2. What are the benefits of learning to make this product?
 - Toothpaste tubes are difficult to recycle.
 - It works really well.
 - It's easy and fast to make.
 - All of the above.
3. Is it difficult to make?
 - yes
 - no
4. Does it take a long time to make?
 - yes
 - no
5. What are the three ingredients included in the recipe? Choose all correct answers.
 - coconut oil
 - baking soda
 - essential oils
 - flour
6. What does Lauren use to stir the toothpaste?
 - a spoon
 - a chopstick
 - a fork
7. How is this toothpaste different from toothpaste you buy in the store?
 - it doesn't foam up
 - it's not salty
 - it always has a good consistency (it's not too hard or too soft)
8. Lauren says the consistency of the toothpaste might change because of temperature. What do you do if the toothpaste is too hard?
 - put it under some warm water
 - put it in the freezer
9. What do you do if the toothpaste is too liquid?

- put it under some warm water
- put it in the freezer

Interactive: Check your Answers

Select the correct answer, click "check" to see if your answer is correct, and then click the arrow to move to the next question. When you have answered all of the questions, click "Finished."

Query 3.1.1

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[View this Interactive Content online](#)



After You Watch

Post-Listening Discussion

Discuss and answer these questions with a partner. Be ready to explain **why** you chose each answer.

1. What is the genre of this video?
 - a children's movie
 - a "how to" video on YouTube
 - a presentation
 - an interview
2. Who is the most likely audience?
 - young children in school
 - young people who like to travel
 - people who care about the environment
 - ESL students
3. What is the purpose of this video? Choose all the correct answers.
 - to encourage people to reduce the amount of trash they make
 - to teach people to make their own products
 - to teach children about farming
 - to persuade people to become vegans
 - to model an interview
4. Do you think it's a good idea to make your own toothpaste? Why or why not?
5. Would you try making the recipe in the "How to" video?
6. What other products would you like to learn to make? Why?

This page titled [3.1: Listening and Speaking- Zero Waste "How To" Video](#) is shared under a [CC BY 4.0](#) license and was authored, remixed, and/or curated by [Brittany Zemlick](#).

3.2: Vocabulary Review

Vocabulary Review 1: Quizlet Flashcards

Go to Quizlet to review and practice the vocabulary words from this unit. Click on the link: quizlet.com/513857903/unit-3-zero-waste-flash-cards/

Watch the video to learn how to use Quizlet: [Quizlet \(1\).mp4](#)

Vocabulary Review 2: Sentence Completion

Using new vocabulary words in sentences will help you remember the new words and it will help you practice your spelling. Use the words below to complete each sentence. Use the definitions from your Quizlet flashcards to help you answer the questions. You must spell the words correctly.

Query 3.2.1

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3.3: Review- Voiced and Unvoiced Consonants and -S Endings

Practice: Voiced or Unvoiced?

Is the final sound of each word voiced or unvoiced?

Write the words in the correct columns of the table below

toothpaste recipe alternative cinnamon chopstick combine tablespoon
coconut liquid foam fluctuate waste

Write the words above in the correct column.

Unvoiced	Voiced

Check your answers

Query 3.3.1

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Practice: -S Endings

Does the final sound of each word have an /s/ sound or a /z/ sound?

Write the words in the correct columns of the table below

recipes makes alternatives chopsticks combines tablespoons takes benefits
coconuts liquids oils foams fluctuates wastes stirs forks ingredients

Write the words above in the correct column.

/s/	/z/
	EXAMPLE: recipes

Check your answers

Query 3.3.2

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3.4: Content Words

Content Words

Rules to remember

Rules to Remember: Content Words

1. Content words are usually stressed. Content words give the most important information in the sentence.
2. Function words are usually NOT stressed. Function words make your sentences grammatically correct.

Watch the Video

Content Words - Rachel's English

Watch the video about content words from Rachel's English. Then answer the questions below.

YouTube Video

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[View this YouTube Video online](#)



Video Questions 1

Write the correct answer on the lines below.

1. What are the four types of content words she mentions?
 - _____
 - _____
 - _____
 - _____

Video Questions 2

1. Content words give the _____ in a sentence.
 - information
 - grammar
2. Function words give the _____ in a sentence.
 - information
 - grammar
3. Content words are _____.
 - stressed
 - not stressed
4. Content words are _____ in pitch.

- higher
 - lower
5. Function words are _____.
- stressed
 - not stressed
6. Function words are _____ in pitch.
- higher
 - lower

Video Questions 3

1. Dad's at the bank.
2. She went to the store.
3. He'll be here soon.
4. She took the red car.
5. Sometimes it's hard to walk in a single woman's shoes.
6. Bob and I finally received our wedding gift from Michael.

Types of Content Words

Below is a chart that contains different types of content words. Work with a partner. Complete the chart with an additional example of each type of content word. Write your example on the line in each box. Then check your answers with the class.

Type of Content Word	Nouns	Verbs	Adjectives	Adverbs	Interjections	Wh- Words	Negative Auxiliaries
Examples	friend	eat	beautiful	always	Wow!	why	can't
	Bob	play	good	cheerfully	Oops!	where	isn't
	work	run	angry	easily	_____	what	don't
	_____	_____	_____	_____		_____	_____

Types of Function Words

Below is a chart that contains different types of function words. Work with a partner. Complete the chart with an additional example of each type of function word in each section. Write your example on the line in each box. Then check your answers with the class.

Type of Function Word	Articles	Prepositions	Pronouns	Auxiliaries	Conjunctions
Examples	a, an	of, to, for, with	he, she, I, you	can, have, is	but, or, so
	<u>the</u>	_____	_____	_____	_____

Review: Watch the Video

Elemental English - Stress and Rhythm in English: A Quick Overview

Watch the video.

YouTube Video

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[View this YouTube Video online](#)



Nursery Rhymes

It's easiest to hear the rhythm of English in songs and nursery rhymes. Read and listen to the nursery rhymes.

1. Clap your hands to the beat of the song. Which words land on the beat? Which words are emphasized? Underline them.
2. Which words are weak and less easy to hear? Write some examples here:
3. Is the entire content word stressed, or just one syllable? Which syllable is stressed? Circle the stressed syllable in each content word.

Twinkle, twinkle, little star

Twinkle, twinkle, little star,

How I wonder what you are.

Up above the world so high,

Like a diamond in the sky.

The incy wincy spider

The incy wincy spider

Climbed up the water spout

Down came the rain

And washed the spider out

Out came the sun

And dried up all the rain

So the incy wincy spider

Climbed up the spout again

Recording: Nursery Rhymes

Practice saying each of the nursery rhymes above. Then record yourself reading both nursery rhymes, and submit your video to your teacher.

Recording: Sentences

1. Read the sentences below. Circle the content words.

2. Compare the words you circled with your partner.
3. Practice reading the sentences aloud. Then make a video of yourself reading the sentences.

Read and Record

1. Toothpaste usually foams up in your mouth when you brush your teeth.
2. When you upcycle something, that means you find a new way to use it instead of throwing it in the trash.
3. If you lead a zero waste lifestyle, that means you don't make any trash.
4. Lauren said the consistency of the toothpaste can fluctuate a lot. When it's cold, the toothpaste gets hard and when it's hot, the toothpaste can become liquid.
5. Peppermint and cinnamon are two examples of flavors you can put in your toothpaste.
6. I use baking soda in cookie and cake recipes, but you can also use it in your toothpaste recipe.

Zero Waste Toothpaste

Read this paragraph from the video Zero Waste Toothpaste.

1. Work with a partner and circle all the content words.
2. Listen to the first 23 seconds of the video. Listen for the words that are stressed and higher in pitch. Did Lauren emphasize the words you circled? Did you follow all the rules you learned about content words in this unit? Are there any exceptions? Why?

Hey everybody, this is Lauren from Trash is for Tossers and today I'm going to show you how to make Zero Waste Toothpaste! I absolutely love this recipe. It's a great alternative to buying toothpaste in tubes that are either difficult or impossible to recycle. It also works extremely well! I've been using it for years and I still have almost all my teeth!

YouTube Video

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[View this YouTube Video online](#)



Recording: Content Words

1. Practice reading the excerpt below. Remember to stress the content words (in bold) and reduce the function words.
2. When you're ready, make a video of yourself reading the paragraph.

***Hey** everybody, this is **Lauren** from **Trash** is for **Tossers** and **today** I'm going to **show** you how to make **Zero Waste Toothpaste**! I **absolutely love** this **recipe**. It's a **great** alternative to **buying** **toothpaste** in **tubes** that are either **difficult** or **impossible** to **recycle**. It also works **extremely well**! I've been **using** it for **years** and I **still** have **almost all** my **teeth**!*

3.5: Reduced Words

Watch the Video

Elemental English: De-Stressed Function Words

YouTube Video

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[View this YouTube Video online](#)



Commonly Reduced Function Words

Listen to each of the function words and the example sentences in the table below. Practice saying the sentences with a partner.

[Reduced Words Examples.m4a](#)

Word	What it sounds like	Example Sentence
to	/tə/	You should talk to Charlie.
for	/fər/	I had eggs for breakfast.
at	/ət/	I'll see you at school.
and	/ən/ /In/ /n/	I'll have the soup and sandwich, please.
or	/ər/	Tea or coffee?
you	/yə/	Do you like it?
him/her	/əm/ /ər/	I called him last night. / I called her last night.
have	/əv/ /ə/	Where have you been?
can	/kən/	I can sing. Can you?
do	/də/	What do you want?
as	/əz/	Light as a feather, stiff as a board.
of	/ev/ /ə/*	I'd like a cup of tea, please. / He gave me a box of apples.

*Note: /əv/ is often used before a word that starts with a vowel sound (example: All /əv/ our friends were there. /ə/ is often used before a consonant sound: (Example: There were a lot /ə/ people.)

Listening Practice: Reduced Function Words

Read the sentences below. One of the function words is missing in each sentence. Listen to the recording, and write the missing function word. [Listening Practice - Reduced Function Words.m4a](#)

Query 3.5.1

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Listening: Function Words and Andy's Job

Listen to the recording from Unit 2. Complete the paragraph about Andy with the missing function words. Notice how the function words are reduced. They might be a little difficult to hear. [Summary - Andy's job.m4a](#)

Query 3.5.1

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When you're finished, look at the transcript from your Unit 2 recording to check your answers.

Drop the "h"

Watch the Video: Elemental English - "h" deletion with connected speech

YouTube Video

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[View this YouTube Video online](#)



Rules to Remember

Rules to Remember: Drop the H

When structure words such as her, he, him, his, have, has or had occur in the middle of a phrase, the h sound is often dropped.

Examples:

- What did he do? ... *sounds like* ... What didee do?
- Will he call me? ... *sounds like* ... Willy call me?

Note: You do not need to drop the "h" for others to understand you. However, many native speakers often drop the "h" so understanding that the "h" is often dropped will help you with your listening skills.

Practice

1. Cross out the "h" and draw a line linking the vowel sound of the h word with the previous word. Then rewrite the sentence the way it sounds.
2. Practice reading the sentences. Remember to drop the "h" and link the vowel sound to the previous word. When you're ready, record yourself reading each of the sentences.

Example: Send her an application. = Sender an application.

1. Say goodbye before he leaves. = _____
2. What did he get her for her birthday? = _____
3. She has a lot to do today. = _____
4. Take him out for a walk before dinner. = _____
5. You'll have a lot of friends there. = _____
6. He danced his heart out tonight. = _____

Watch the Video: How to link words that begin with H - Rachel's English

YouTube Video

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[View this YouTube Video online](#)



Listening Practice: Drop the "h"

Listen to the speaker read each of the sentences. Complete each sentence with the missing words. There are two words missing from each sentence. [Listening Practice - Drop the H.m4a](#)

Query 3.5.1

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[View this Interactive Content online](#)



Can vs Can't

Watch the Video: Elemental English - Can vs. Can't

YouTube Video

This interactive element is not available in this format. Visit the link or scan the QR code to access it online.

[View this YouTube Video online](#)



Rules to Remember: Can vs Can't

Rules to Remember: Can vs Can't

What's the difference between the pronunciation of "can" and "can't? Listen to the sentences below.

- Lauren can make toothpaste. I can't make toothpaste.
- Andy can grow vegetables. I can't grow vegetables.

The word "can" is usually reduced. That means you say it with a schwa /ə/ (/kən/). The word "can't" is usually said with a clear /æ/ sound like in "apple" or "answer".

Listening Practice 1: Can vs Can't

Listen to the person talking about videos you've seen this semester. Is she saying "can" or "can't"? Underline the word you hear.

[Listening Practice 1 Can vs Can't.m4a](#)

Example: Lauren (can/can't) make toothpaste.

1. In Berlin, you (can/can't) try curry wurst. It's delicious!
2. You (can/can't) come to Berlin, and not try a curry wurst.
3. You (can/can't) use peppermint or cinnamon flavor in your toothpaste recipe.
4. You (can/can't) use whatever you want to stir the toothpaste.
5. (Can/Can't) you reduce the amount of trash you make?
6. Andy loves to grow vegetables. He (can/can't) grow any vegetables you want.

Compare your answers with a partner and then check them with the class.

Listening Practice 2: Can vs Can't

Listen to more sentences. Do you hear "can" or "can't"? Underline the word you hear. [Listening Practice 2 Can vs Can't.m4a](#)

1. We (can/can't) help them, but we (can/can't) do it for them.
2. We (can/can't) eat food in the classroom.
3. Students (can/can't) turn in assignments early, but they (can/can't) turn them in late.
4. (Can/ Can't) you show it to me?
5. I (can/can't) do it.
6. I (can/can't) understand.
7. Question: (Can/Can't) you help later? Answer: I (can/can't).
8. Question: (Can/Can't) you come to the party? Answer: I (can/can't).

9. She (can/can't) see him.
10. He (can/can't) see her.
11. I don't know where you came from, but you (can/can't) stay here.
12. We (can/can't) go.
13. I (can/can't) be there by twelve.
14. I (can/can't) make it on Saturday, but I (can/can't) go on Sunday.
15. He (can/can't) understand what I'm saying.
16. She (can/can't) wear a size small.
17. You (can/can't) have all the dessert you want.
18. They (can/can't) do it.

[AnswerS - Can vs Can't.docx](#)

Speaking Practice: Can vs Can't

Find someone who can or can't do the following things. Walk around and ask your classmates: "Can you . . .?" Write their names on the lines below and underline "can" or "can't."

Example:

- Q: Can you play the guitar?
- A: Yes, I can.

___Andy___ (can/can't) play the guitar.

Interview your classmates

1. _____ (can/can't) play the guitar.
2. _____ (can/can't) cook.
3. _____ (can/can't) ride a horse.
4. _____ (can/can't) tap dance.
5. _____ (can/can't) sing.
6. _____ (can/can't) fly an airplane.
7. _____ (can/can't) eat spicy food.
8. _____ (can/can't) swim.
9. _____ (can/can't) run fast.
10. _____ (can/can't) sew.

Share what you learned

What did you learn about your classmates? Share your answers with the class?

Example:

I learned that Andy can play the guitar, but Brittany can't sew.

Review: Reduced Words

Listen to the recording. Complete the sentences with the missing words. [Review Reduced Words.m4a](#)

1. It's super quick _____ easy _____ make.
2. Combine two tablespoons _____ coconut oil, one tablespoon _____ baking soda, _____ fifteen to twenty drops _____ essential oil.
3. I like _____ use peppermint, _____ you _____ use cinnamon _____ spearmint.
4. I like to use _____ compostable toothbrush _____ a spoon.
5. If it's too hard, put _____ under some warm water _____ _____ few minutes.

Recording: Reduced Words

1. Read the sentences below. Underline the function words.
2. Listen to these sentences. Then practice reading the sentences out loud.
3. When you're ready, record yourself reading each sentence. Remember to stress the content words and reduce the function words.

Transcript

1. It's **super quick** and **easy** to **make**.
2. **Combine two** tablespoons of **coconut oil**, **one** tablespoon of **baking soda**, and **fifteen** to **twenty drops** of **essential oil**.
3. **I like** to use **peppermint**, but **you** can **use cinnamon** or **spearmint**.
4. **I like** to use a **compostable toothbrush** and a **spoon**.
5. If it's **too hard**, put it **under** some **warm water** for a **few minutes**.

3.6: Connected Speech

In this section, you will learn about four rules of connected speech. You have already seen some of these rules in previous units, so some of this information may be review.

Linking: Final Consonant to Beginning Vowel

Rules to Remember

Rules to Remember: Linking Final Consonant to Beginning Vowel

When a word with a final consonant is followed by a word beginning with a vowel, link the consonant to the vowel in the next word. Why?

- The final consonant will be easier to say.
- Your speech will sound more natural.
- This will improve your listening skills because you will start to hear when native speakers link consonants to vowels.

Examples:

- them all -----> thə-mall
- an apple -----> a-napple
- walk away ----> wal-kəway

Listening Practice

Listen to these sentences from the interview with Andy in Unit 2. Pay attention to the words in bold. Notice that the final consonant attaches to the beginning vowel of the next word. The pronunciation of the words in bold is written to the right of each sentence.

[Listening - Sentences from Unit 2.m4a](#)

1. I'd like to ask you some **questions if** that's ok? = question -sif
2. Tell me a little **bit about** yourself. = bi-təbout
3. I **live in** San Diego. =li-vin
4. I have a younger brother **and an** older sister. =an-dən
5. I work **outside on** the farming plots. =outsī-don
6. What do you **like about** your job? =li-kəbout

Linking Practice

Listen to the short conversations. Draw a link from the underlined sounds to the vowel in the next word. [Linking Practice.m4a](#)

1. a. Where do you live? b. I live in San Diego.
2. a. What do you like about your job? b. I like working outside in the sun.
3. a. Do you have any pets? b. I don't own a pet.
4. a. Do you like to get up early? b. No, I prefer to stay up late.
5. a. Do you eat meat? b. No, I avoid eating meat.

Recording: Linking Final Consonant to Beginning Vowel

Practice the conversations above with a partner. When you're ready, record yourself reading each of the conversations. Remember to link the final consonant vowel to the next word.

Linking: Final Consonant to the Same Consonant

Rules to Remember

Rules to Remember: Linking Consonant to Consonant

When a word that ends with a consonant sound is followed by the same (or similar) consonant sound in the next word, you only say that sound once. Look at the examples below.

Examples:

- black coffee ----> blakoffee
- one night ----> wonight
- weather report ----> weatherəport

Listening Practice

Listen and repeat the phrases in the box below. [Listening Practice - Linking Consonant to Consonant .m4a](#)

Listen and repeat the phrases.

black coffee some more need to good day

bus stop sit down book club gas station

Complete the sentences using the phrases from above.

1. Thanks for coming. Have a _____.
2. I'm going to a _____ meeting today. I love reading.
3. I'm going to stop at the _____ before I go to work.
4. I _____ go to the store.
5. I like to drink my coffee with milk, but my husband prefers _____.
6. Can I have _____ cake please? It's so good!
7. Please _____ The show will begin soon.
8. The bus was very late. We had to wait at the _____ all morning.

Recording: Linking Consonant to Consonant

Listen to each of the sentences and repeat them with a partner. When you're ready, make a recording of yourself reading the sentences. Remember to link the phrases that end and begin with the same consonant sound. [Linking Consonant to Consonant .m4a](#)

Review: Linking Final Consonant to Beginning Vowel & Final Consonant to Same Consonant

Watch the Video: Connected Speech and Linking - Elemental English

YouTube Video

This interactive element is not available in this format. Visit the link or scan the QR code to access it online.

[View this YouTube Video online](#)



Answer the Questions

After you watch the video, answer the questions below. Choose True or False.

1. The goal of learning English pronunciation is to sound exactly like a native English speaker.
 - True
 - False
2. The goal of learning English pronunciation is to understand other English speakers, and to be easily understood.
 - True
 - False
3. English is sometimes difficult to understand because Americans speak fast.
 - True
 - False
4. English is sometimes difficult to understand because Americans connect words and change sounds when they speak.
 - True
 - False
5. English speakers use connected speech because they want to make themselves difficult to understand.
 - True
 - False
6. English speakers use connected speech because it allows them to speak efficiently and with rhythm.
 - True
 - False
7. When we speak, we connect the final consonant of a word to the vowel of the next word. For example: “drop it” sounds like “dro-pit.”
 - True
 - False
8. When the final consonant sound of a word and the beginning consonant sound of the next word are the same, you only say that sound one time. Example: “book club” sounds like “booklub.”
 - True
 - False

Check your Answers

Query 3.6.1

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Linking and Sound Change: /t/ = /d/

Rules to Remember

Rules to Remember: Linking and Sound Change /t/ = /d/

When the /t/ sound comes between two vowels, it sounds like a quick /d/.

Examples:

- matter ----> madder
- a lot of ----> əlɒdə

Listening Practice: Changing /t/ to /d/

Listen to the conversations. Write the missing words on the line to complete each sentence. Each word or phrase has a /t/ sound between two vowels, so it sounds like a /d/. Remember to spell the words and phrases correctly. [Changing t to d.m4a](#)

Query 3.6.1

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Recording: Changing /t/ to /d/

Practice the conversations with a partner. When you're ready, record yourself reading each of the conversations. Remember to change the /t/ sound to a /d/ sound when the /t/ sound is between two vowels.

1. a. I'm going to a party and Saturday. Do you want to come? b. No, thanks. I have a lot of homework to do.
2. a. What are you doing? b. I'm writing a letter to my aunt. She doesn't use email.
3. a. Would you like butter on your toast or just jam? b. Just a little butter, please.
4. a. Did you meet the new boss? b. No, I'm meeting her this afternoon.
5. a. Would you like water or soda to drink? b. Just a water bottle, please, but with a lot of ice.
6. a. Could you get the door please? b. Wait a minute.

Linking and Sound Change: Final /d/ + /y/

Rules to Remember

Rules to Remember: Linking and Sound Change Final /d/ + /y/

When the /d/ sound (as in "did") comes before the /j/ sound (as in "you"), it becomes a /dʒ/ sound (as in "juice.")

Examples:

- did you ----> dɪdʒə
- read you ----> ri:dʒə

Watch the Video: Transforming d + y in English Pronunciation - Elemental English

YouTube Video

This interactive element is not available in this format. Visit the link or scan the QR code to access it online.

[View this YouTube Video online](#)



Listening Practice: d + y

Listen. Complete the sentences with the missing words. [Listening Practice d + y.m4a](#)

Query 3.6.1

This interactive element is not available in this format. Visit the link or scan the QR code to access it online.

[View this Interactive Content online](#)



Recording: Connected Speech

Practice the questions with a partner. When you're ready, record yourself reading each of the questions. Remember to change the d + y to a /dʒ/ sound.

1. Where did you grow up?
2. Would you help me please?
3. Did you go?
4. Could you close the window?
5. They called you yesterday.
6. Did you hear what I said?
7. Would you like tea or coffee?

3.7: Unit Project- Make a "How to" Video

Task

1. You are going to make a video that teaches your classmates how to do something. You can teach the class how to do anything that interests you. Try to pick something you think other students would be interested in learning about.
2. Include the following:
 - Give an introduction: Explain what you will teach the class to do.
 - Explain why this skill is important, helpful or interesting for your classmates to learn.
 - Your instruction video must include at least 3 steps.
 - Make a video of yourself doing the task and explaining each of the steps.
 - Conclusion: End with some final tips and/or summary of your presentation.
 - Include a transcript: Write down what you're doing to say. Circle the content words in each sentence. Draw lines between words that are linked. Practice reading your transcript with the correct pronunciation.

Possible topics:

How to . . .

- make the perfect cup of coffee.
- change a bicycle tire.
- post on Instagram.
- make a TikTok video.
- make or do something from your country or culture.

Purpose: Why are we doing this?

- You will practice speech giving skills including volume, eye contact, organization and presenting information about a place you know well.
- You will review and practice using pronunciation features we have learned in class including stress and rhythm when saying content words and function words as well as linking in connected speech.

Rubric

50 Points Possible

Criteria	Excellent	Good	Needs Improvement (resubmission required)	No Marks (resubmission required)
	10	7	5	0

Criteria	Excellent	Good	Needs Improvement (resubmission required)	No Marks (resubmission required)
Content • Give an introduction. • Explain why learning this skill is important. • Include at least 3 steps. • Conclusion	The student meets all 4 requirements.	Student meets 3 of the 4 requirements.	Student meets 2 of 4 requirements.	Student meets 1 or fewer requirements.
Speech organization and clarity (interesting and clear explanation given)	The speech is well organized. The presentation is interesting and a clear explanation is given.	There are some errors in grammar, sentence structure and/or vocabulary that can occasionally cause confusion for the listener, but most of the presentation is clear.	There are some errors in grammar, sentence structure and/or vocabulary that can occasionally cause confusion for the listener, but most of the presentation is clear.	The presentation is poorly organized and difficult to follow.
Delivery (volume, eye contact)	The student speaks loudly enough to be easily heard and the student looks directly at the camera. The student has memorized most of the presentation and speaks confidently with little aid from notes.	The student looks at the video occasionally. The student is reading some of the presentation and has made some attempt to practice or memorize the presentation before recording.	The student is clearly reading most of the presentation and has made little attempt to practice or memorize the presentation before recording. The student is too reliant on notes.	The student's face is not seen during the video at any time and/or the student reads the entire presentation with little evidence that he/she understands what is being read.
Pronunciation Focus • Rhythm: Content and Function words • Connected speech	The student is very clear and easy to understand. The student uses rhythm and connected speech effectively.	The student is mostly clear and easy to understand. The student uses rhythm and connected speech effectively most of the time.	The student is understandable some of the time. The student attempts to use rhythm and connected speech some of the time but is not always successful. The student may sound robotic at times.	Most of the presentation is difficult to understand and/or the student does not attempt to use rhythm or connected speech. The student reads individual words, and sounds very robotic.
Visual (helps the presentation)	The student clearly models 3 or more steps while explaining each step.			No visual is provided.
Transcript	A transcript is included with content words and linking identified.			No transcript is provided.
Total				

Example

Analyze for Organization

Below are questions that will help you notice:

- the typical information usually included in a "How to" video
- the order in which information is usually presented

Watch the video again and complete the table.

YouTube Video

This interactive element is not available in this format. Visit the link or scan the QR code to access it online.

[View this YouTube Video online](#)



Questions	Your notes
What is the video about ?	<i>This video is about how to make _____.</i>
What are the benefits of learning to do this?	
What tools or ingredients do you need?	
What are the steps ?	
What tips , helpful advice or important information were included?	
How does the video end ?	

[AnswerS- Organizing a How To Video.docx](#)

Brainstorm and Plan

Complete the table with information for your own video.

Questions	Your notes
What is the video about ?	<i>This video is about how to _____.</i>
What are the benefits of learning to do this?	
What tools or ingredients do you need?	
What are the steps ?	
What tips , helpful advice or important information were included?	
How does the video end ?	

Story Board

Complete the storyboard before you make your video. Decide what you're going to say. Write your script in the first column. In the second column, make a sketch or take notes on what you will do in each part of the video.

	Script: What are you going to say?	Video: What will you see on the camera?
1		
2		
3		
4		
5		
6		

Post-Project Discussion

Your classmates' videos will be posted on an online forum. Watch two of your classmates' videos. Post a thoughtful comment or question to each classmate.

4: EDUCATION AND CREATIVITY

4.1: Listening and Speaking- Schools and Creativity

4.2: Vocabulary Review

4.3: Review- Reduced Words in Sentences

4.4: - Ed Endings

4.5: Thought Groups

4.6: Unit Project Option 1- Tell an Anecdote

4.7: Unit Project Option 2- Tell a Personal Story

4.1: Listening and Speaking- Schools and Creativity

Before You Watch

Discuss

Discuss these questions with a partner and then share your ideas with the class.

1. What is creativity? Give examples of creative things you can do.
2. What is a learning disorder?
3. What is ADHD?
4. Do you know someone who has a learning disorder? What are some of the problems people with learning disorders might experience?

Vocabulary

Use the words to complete the table below.

fidgeting concentrate learning disorder invent a specialist radio ballet
 tap dance soloist musical theater production multimillionaire calm down medication

Number	Picture or definition	Word or phrase
1	 focus; think about something; to give all your attention to what you're doing Photo by Santi Vedri on Unsplash	

Number	Picture or definition	Word or phrase
2	 to create or produce something for the first time Image by OpenClipart-Vectors from Pixabay	
3	 Little girls practicing a tap dance routine by simpleinsomnia (CC by 2.0) https://www.flickr.com/photos/simpleinsomnia/25000565599	

Number	Picture or definition	Word or phrase
4	 Image by pbecjman2008 Attribution-NonCommercial-ShareAlike 2.0 Generic (CC BY-NC-SA 2.0) https://www.flickr.com/photos/23083895@N06/2381217148	
5	 to make a lot of small, restless movements because you are nervous or bored Photo by Husniati Salma on Unsplash	

Number	Picture or definition	Word or phrase
6	 Photo by Nihal Demirci on Unsplash	
7	 Photo by Christina Victoria Craft on Unsplash	

Number	Picture or definition	Word or phrase
8	 a person who has a lot of money Image by Clker-Free-Vector-Images from Pixabay	
9	 Image by mohamed Hassan from Pixabay	

Number	Picture or definition	Word or phrase
10	 problems or difficulty with learning Photo by CDC on Unsplash	
11	 someone who dances alone on the stage - soloists are usually the most talented dancers Photo by David Hofmann on Unsplash	

Number	Picture or definition	Word or phrase
12	 to stop being angry, upset, excited, or nervous Photo by Sam Carter on Unsplash	
13	 Photo by Anmol Arora on Unsplash	

While you Watch

Watch 15:23 - 17:32 of the TED Talk: Do Schools Kill Creativity? by Sir Ken Robinson

https://www.ted.com/talks/sir_ken_robinson_do_schools_kill_creativity?language=en#t-7016

YouTube Video

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Listen for the Main Idea

Discuss

Listen to Sir Ken Robinson's story about Gillian Lynne. Then discuss these questions with your partner.

1. Who is Gillian and what problem did she have as a child?
2. Gillian's mother took her to see a doctor. What did the doctor do? What was his advice?
3. Was Gillian successful in life? How do you know?

Put it in order

This is a summary of the video, but it is not in the correct order. Watch the video and put the story in the correct order. Put the correct number next to each paragraph.

Number	Paragraph
	After that, Gillian went to a dance school and it was wonderful. There were many children at the school just like Gillian. They all needed to move in order to think. They did many kinds of dance including tap, jazz, ballet, modern and contemporary. Gillian became a very successful dancer. She helped create some very successful musical theater productions and she became very wealthy.
	Her mother took Gillian to see a special doctor. Gillian's mother talked to the doctor for 20 minutes. She told the doctor about all the problems Gillian was having in school. Her mother explained that Gillian was bothering other people and she turned in her homework late. Then the doctor told Gillian he needed to speak to her mother privately, and the doctor and Gillian's mother went outside.
1	Sir Ken Robinson has a friend called Gillian. One day, they were having lunch, and he asked her why she became a dancer. Gillian said she had a lot of problems in school when she was little. She couldn't concentrate or sit still, so the school thought Gillian had a learning disorder.
	Before he left the room, the doctor turned on the radio. After they left the room, the doctor and Gillian's mom watched Gillian. Gillian immediately started to dance to the music. The doctor told Gillian's mom: "Gillian isn't sick. She's a dancer. Take her to dance school."

Listen for Detail

Watch the video again. Then answer the multiple choice questions below.

1. Who is Gillian? Choose all correct answers.
 - a famous dancer
 - Sir Ken Robinson's friend
 - a doctor
2. How old was Gillian when this story took place?
 - 10
 - 8
 - 6
3. When was Gillian in school?
 - The 1930s
 - 2006
 - The 1960s
4. Why did Gillian's school think she had a learning disorder?
 - She fidgeted.
 - She couldn't concentrate.
 - She turned in her homework late.
 - All of the above.
5. Where did Gillian's mother take her?
 - to see her father
 - to see a special doctor
 - to see Sir Ken Robinson
6. What did the doctor do before he left the room?
 - he gave Gillian medication
 - he gave Gillian food
 - he turned on the radio
 - he turned on the lights
7. Why did the doctor turn on the music? Choose all correct answers.
 - He wanted to show Gillian's mom that she had a special talent.
 - He thought Gillian was a dancer.
 - He thought Gillian might like music.
8. The doctor told Gillian's mother to . . .
 - give her medication
 - take her to a dance school
 - give her more homework
9. Gillian became a famous dancer.
 - True
 - False
10. Gillian was not successful in her career.
 - True
 - False
11. Gillian earned a lot of money as a dancer and choreographer.
 - True
 - False
12. The doctor told Gillian to "calm down."
 - True
 - False

Interactive: Check your Answers

Select the correct answer, click "check" to see if your answer is correct, and then click the arrow to move to the next question. When you have answered all of the questions, click "Finished."

Query 4.1.1

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After You Watch

Post-Listening Discussion

Part 1: Genre, Audience and Purpose

Answer the questions below. Then discuss them with the class and your teacher. Be ready to explain why you chose each answer.

1. What is the genre of this video?
 - TED Talk
 - video from YouTube
 - news program
 - talk show
2. Who is the most likely audience? (Who will watch this video?)
 - young children in school
 - young people who like to travel
 - teachers
 - people who think education isn't important
3. What is the purpose of this story? Choose all the correct answers.
 - to help listeners understand the importance of creativity
 - to help listeners understand that different people learn in different ways
 - to persuade listeners to go to dance school

Part 2: Group Discussion

Discuss these questions in a group of 3. Take notes and be prepared to tell the class about your answers.

1. What did you think of this story? Did you like it? Why or why not?
2. What does Sir Ken Robinson want us to learn from this story?
3. Do you know someone who has trouble concentrating in school? Is that person creative?
4. Does moving help you think?
5. Is learning science, English, and math more important than learning art, music, and dance? Why?

4.2: Vocabulary Review

Vocabulary Review 1: Quizlet Flashcards

Go to Quizlet to review and practice the vocabulary words from this unit. Click on the link: quizlet.com/513616908/do-schools-kill-creativity-gillian-lynne-anecdote-flash-cards/?new

Watch the video to learn how to use Quizlet: [Quizlet \(1\).mp4](#)

Vocabulary Review 2: Sentence Completion

Using new vocabulary words in sentences will help you remember the new words and it will help you practice your spelling. Use the words below to complete each sentence. Use the definitions from your Quizlet flashcards to help you answer the questions. You must spell the words correctly.

Query 4.2.1

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4.3: Review- Reduced Words in Sentences

Listen to the first part of Sir Ken Robinson's story (15:14-15:38). Complete the story with the missing structure words.

https://www.ted.com/talks/sir_ken_robinson_do_schools_kill_creativity?language=en#t-4371

Query 4.3.1

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4.4: - Ed Endings

Final -Ed Sound

Rules to Remember

We pronounce the final -ed in three ways. Listen to the words from the Ted Talk "Do schools kill creativity?" Do you hear a /d/, /t/, or /əd/? [Rules to Remember - ed endings.m4a](#)

Circle the sound you hear:

1. needed, started, graduated /d/ /t/ /əd/
2. talked, watched, helped /d/ /t/ /əd/
3. explained, bothered, turned /d/ /t/ /əd/

Rules: -Ed Endings

1. If the word ends in /t/ or /d/ (need, start), add the syllable /əd/ or /ɪd/.
2. If the word ends in an unvoiced sound (talk, watch), add a /t/ sound.
3. If the word ends in a voiced sound (bother, explain), add a /d/ sound.

Review: Voiced and Unvoiced

If you're not sure which word endings are voiced or unvoiced, put your hand on your throat.

- You will feel a vibration on your throat and your hand if words end in voiced consonants.
- You will NOT feel a vibration on your throat and your hand if words end in unvoiced consonants.

Examples: -Ed Endings

Types of -Ed Endings	Examples
Use /t/ after unvoiced final sounds /f/, /k/, /p/, /s/, /tʃ/(ch), /ʃ/(sh), /θ/(th)	Words that end with a /t/ sound: • look - looked • push - pushed • ask - asked • watch - watched • help - helped • dress - dressed
Use /d/ after voiced final sounds /b/, /g/, /dʒ/(j), /v/, /m/, /n/, /ŋ/, /r/, /ð/(th), /l/, /z/, + vowels	Words that end with a /d/ sound: • sob - sobbed • roam - roamed • believe - believed • judge - judged • fill - filled • enjoy - enjoyed

Types of -Ed Endings	Examples
Use /əd/ or /ɪd/ after final /d/ and /t/. Remember that /əd/ adds an extra syllable	Words that end with an /əd/ sound: • need - needed • wait - waited

Practice -Ed Endings

Listen and repeat the words in the table. [Practice -Ed endings.m4a](#)

/t/	/d/	/əd/ or /ɪd/
• talked • watched • helped	• explained • bothered • turned	• needed • started • graduated • founded

Change the following words to past tense (add ed), and then add them to the table in the correct column above.

Change the words to past tense and then add them to the table above.

dance invent cook vaccum marry wash

join create live belong end

Watch the Video

Elemental English: -Ed Endings

YouTube Video

This interactive element is not available in this format. Visit the link or scan the QR code to access it online.

[View this YouTube Video online](#)



Video Questions 1

Choose the correct answer.

1. What is the final sound you hear when you say walked?
 1. /d/
 2. /t/
 3. /əd/ or /ɪd/
2. What is the final sound you hear when you say smelled?
 1. /d/
 2. /t/
 3. /əd/ or /ɪd/
3. What is the final sound you hear when you say visited?
 1. /d/
 2. /t/
 3. /əd/ or /ɪd/
4. When a sound is voiced (like /v/, / g/, / p/, or /d/) you . .
 1. don't feel a vibration in your throat
 2. feel a vibration in your throat
5. When a sound is unvoiced (like /f/, /k/, /b/, or /t/) you . . .
 1. don't feel a vibration in your throat
 2. feel a vibration in your throat
6. "Unvoiced" and "voiceless" mean the same thing.
 1. true
 2. false
7. Is the final sound in the word "vow" voiced or unvoiced?
 1. unvoiced
 2. voiced
8. Is the final sound in the word "fake" voiced or unvoiced?
 1. unvoiced
 2. voiced
9. Is the final sound in the word "tape" voiced or unvoiced?
 1. unvoiced
 2. voiced
10. Is the final sound in the word "gaze" voiced or unvoiced?
 1. unvoiced
 2. voiced

Video Questions 2

Choose the correct "ed" ending sound for each word.

1. vowed
 1. /d/
 2. /t/
 3. /əd/ or /ɪd/
2. faked
 1. /d/
 2. /t/
 3. /əd/ or /ɪd/
3. gazed
 1. /d/
 2. /t/
 3. /əd/ or /ɪd/
4. taped
 1. /d/
 2. /t/
 3. /əd/ or /ɪd/
5. decided
 1. /d/
 2. /t/
 3. /əd/ or /ɪd/
6. waited
 1. /d/
 2. /t/
 3. /əd/ or /ɪd/

Linking: -Ed Endings

Rules to Remember

Rules to Remember: Linking -Ed Endings

- When the word after -ed begins with a vowel, the past tense ending is clear.
 - Example: I lived in Thailand. (sounds like live-din)
- When the word after -ed begins with /d/ or /t/, the past tense ending is difficult to hear.
 - Example: Tommy looked tired. (sounds like (look-tired)



Figure 4.4.1: Photos by [Sumit Chinchane](#) on [Unsplash](#) and [Annie Spratt](#) on [Unsplash](#).

Listening Practice: Linking -Ed Endings

1. Listen. Circle the sentence you hear.
2. Share your answers with a partner. Which sentences were most difficult to hear?
3. Listen to your teacher read both sentences in each question. Repeat and listen to the differences in each sentence.
4. In pairs, partner A read either a or b. Partner B, guess which sentence your partner read. When you're finished, change roles.

Number	Sentence
1	a. We always bother other students. b. We always bothered other students.
2	a. I talk to the doctor every day. b. I talked to the doctor every day.
3	a. You turned in your homework. b. You turn in your homework.
4	a. They started to dance. b. They start to dance.
5	a. I study every night. b. I studied every night.

Number	Sentence
6	a. You work too much. b. You worked too much.
7	a. I need to speak with him. b. I needed to speak with him.
8	a. The doctor turned on the radio. b. The doctor turns on the radio.
9	a. You look tired. b. You looked tired.
10	a. I live in Thailand. b. I lived in Thailand.

[AnswerS - Linking -ed endings.docx](#)

Recording: Linking -ed Endings to Vowels and Consonants

Read each of the sentences. Focus on linking the -ed ending to the following word.

1. Gillian's mother talked to the doctor.
2. She explained that Gillian was having problems in school.
3. Gillian bothered other students.
4. She turned in her homework late.
5. The doctor turned on the radio.
6. She started to dance.

Talk about a Timeline

Brittany's Timeline

1. Look at Brittany's timeline and listen to her talk about important events in her life.
2. Use Brittany's timeline. Practice telling your partner about her life. Use the correct -ed endings.

Example: *She graduated from university in 2006. Then she worked on a farm from 2006 to 2007. . . .*

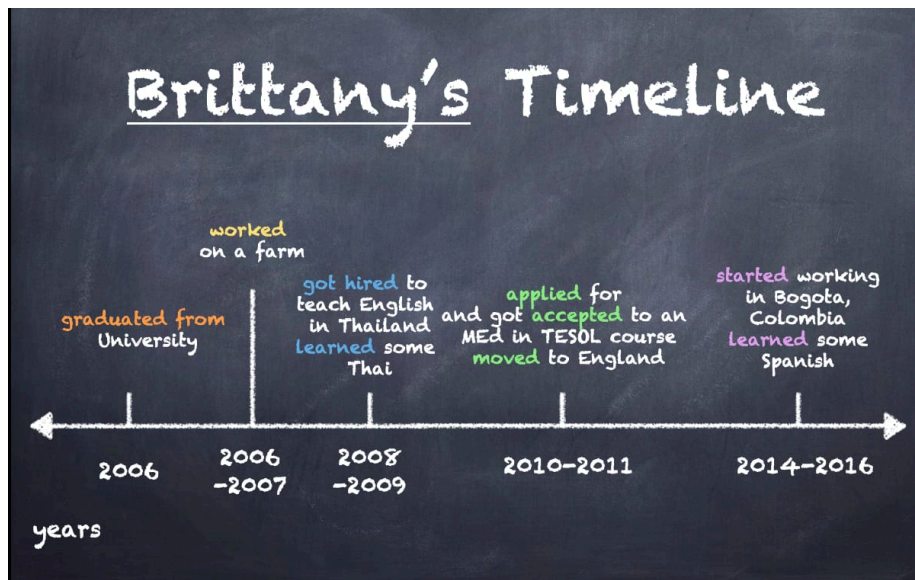


Figure 4.4.1: Image by Brittany Zemlick

Caption: Above is an image of a timeline that describes important events in Brittany's life. The following information is included:

Important Events	graduated from university	worked on a farm	got hired to teach English in Thailand and learned some Thai	applied for and got accepted to an MED in TESOL course and moved to England	started working in Bogota, Colombia and learned some Spanish
Year	2006	2006-2007	2008-2009	2010-2011	2014-2016

Your Timeline

1. Draw your own timeline like the ones above.
2. Make a video of yourself describing the timeline of important events in your life. Then post your video in your class's online forum.
3. Watch your classmate's videos. Write a comment or questions to at least 2 classmates.

Listening Practice

Listen to a summary of the story Sir Ken Robinson told about Gillian. Complete the story with the missing words. [Summary of Gillian Lynne Story.m4a](#)

Query 4.4.1

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[View this Interactive Content online](#)



Recording: -Ed Endings

___ / 24 points

1. Read the summary of Sir Ken Robinson's story about Gillian Lynne. Decide if each "ed" ending should be pronounced as a

/t/, /d/, or /əd/.

2. Practice reading the story out loud with a partner.
3. When you're ready. Record yourself reading the story and submit your video. You will receive one point for each -ed ending that you pronounce correctly and one point for each -ed ending that is correctly linked to the following word.

Summary

Gillian had a lot of problems in school. She couldn't concentrate or sit still, so the school thought Gillian had a learning disorder.

Her mother took Gillian to see a special doctor. Gillian's mother **talked** to the doctor for 20 minutes. She **explained** that Gillian **bothered** other students and she **turned** in her homework late. Then the doctor told Gillian he **needed** to speak to her mother privately, and the doctor and Gillian's mother went outside.

Before he left the room, the doctor **turned** on the radio. After they left the room, the doctor and Gillian's mom **watched** Gillian. Gillian immediately **started** to dance. The doctor told Gillian's mom: "Gillian isn't sick. She's a dancer. Take her to dance school."

After that, Gillian went to a dance school and it was wonderful. There were many children at the school just like Gillian. They all **needed** to move in order to think. They did many kinds of dance including tap, jazz, and ballet. Gillian became a very successful dancer. She **graduated** from the Royal Ballet School, and **founded** the Gillian Lynne Dance Company. She **helped** create some very successful musical theater productions and she became very wealthy.

4.5: Thought Groups

Thought Groups

English speakers divide language into phrases called "thought groups."

Warm Up

Listen to the speaker read the sentences in two different ways. Which one is easier to understand? [Thought Groups Warm Up.m4a](#)

1. While I love learning English, I don't have time to do the homework, and taking tests makes me nervous.
2. While I love learning English, /I don't have time to do the homework,/ and taking tests makes me nervous.

Which words are stressed in sentence 2? Underline them. Why are they stressed?

Rules to Remember

Rules to Remember: Thought Groups

1. Thought groups usually have one focus word.
2. The focus word (the word with the strongest stress/ most importance) is often at the end of the thought group.
3. The intonation usually goes up on the focus word and then down at the end of each thought group.
4. Thought groups are usually followed by a brief pause.

Watch the Video

Pausing within Sentences - Elemental English

YouTube Video

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Practice: 25 Things to do in Berlin

1. Listen to the recording and read the transcript. Work with a partner to draw a line each time the speaker pauses.
2. Check and compare your answers with the class.
3. Which words are stressed in each thought group? Underline them and compare with a friend. Did you underline the same words?

YouTube Video

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[View this YouTube Video online](#)



Transcript

(00:00-00:33)

We had heard Berlin was a city bursting with art and music and we were very excited to spend some time there. Here is our list of the 25 best things to do in Berlin.

The East Side Gallery is the longest remaining strip of the former dividing wall between East and West Berlin. Today the 1.3 kilometer long wall stands as a memorial to freedom and it is covered in art and graffiti.

Practice: Andy's Job

1. Listen to the recording and read the transcript. Work with a partner to draw a line each time the speaker pauses.
2. Check and compare your answers with the class.
3. Which words are stressed in each thought group? Underline them and compare with a friend. Did you underline the same words?

YouTube Video

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Transcript

(1:06-2:39)

A: On a day to day basis, I work outside on the farming plots in the South Bay area doing basic farming tasks like planting crops, watering, weeding, harvesting crops, and fence repair.

B: And what do you like about your job?

A: I like most of all, working outside in a beautiful environment and taking lots of fresh air and also doing a job that is in line with my values.

B: Tell me a little more about that. What are your values and how does that align with your job?

A: So my job is specifically looking at sustainable agriculture. And it's a demonstration project to teach other farmers how to use more sustainable growing practices. And one of my fundamental values is that we should be trying to practice farming in an environmentally responsible way, that is sustainable, so that future generations can continue to use the land productively.

Practice: Zero Waste Toothpaste

1. Listen to the recording and read the transcript. Work with a partner to draw a line each time the speaker pauses.
2. Check and compare your answers with the class.
3. Which words are stressed in each thought group? Underline them and compare with a friend. Did you underline the same words?

YouTube Video

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[View this YouTube Video online](#)



Transcript

(00:00-00:22)

Hey everybody, this is Lauren from Trash is for Tossers and today I'm going to show you how to make Zero Waste Toothpaste! I absolutely love this recipe. It's a great alternative to buying toothpaste in tubes that are either difficult or impossible to recycle. It also works extremely well! I've been using it for years and I still have almost all my teeth!

Practice: TED Talk - Do Schools Kill Creativity?

1. Listen to the recording and read the transcript. Work with a partner to draw a line each time the speaker pauses.
2. Check and compare your answers with the class.
3. Which words are stressed in each thought group? Underline them and compare with a friend. Did you underline the same words?

https://www.ted.com/talks/sir_ken_ro...ill_creativity

Transcript

(15:19-15:43)

Gillian and I had lunch one day. I said, "How did you get to be a dancer?" It was interesting. When she was at school, she was really hopeless. And the school, in the '30s, wrote to her parents and said, "We think Gillian has a learning disorder." She couldn't concentrate; she was fidgeting. I think now they'd say she had ADHD. Wouldn't you? But this was the 1930s, and ADHD hadn't been invented at this point. It wasn't an available condition. People weren't aware they could have that.

Recording: Thought Groups

Read the paragraph from Sir Ken Robinson's TED Talk: Do schools kill creativity? Listen to the video again.

1. Write a "/" when he pauses and underline the stressed word in each thought group.
2. Then practice reading the paragraph out loud.
3. When you're ready, make a video of yourself reading the paragraph. Remember to pause in the correct place and emphasize the most important word one each thought group.

https://www.ted.com/talks/sir_ken_robinson_do_schools_kill_creativity

Transcript

(15:19-15:43)

Gillian and I had lunch one day. I said, "How did you get to be a dancer?" It was interesting. When she was at school, she was really hopeless. And the school, in the '30s, wrote to her parents and said, "We think Gillian has a learning disorder." She couldn't concentrate; she was fidgeting. I think now they'd say she had ADHD. Wouldn't you? But this was the 1930s, and ADHD hadn't been invented at this point. It wasn't an available condition. People weren't aware they could have that.

4.6: Unit Project Option 1- Tell an Anecdote

Anecdotes

Note to the Teacher

Learning about anecdotes can be a good way to challenge a stronger group of students. For students who need more support, it may be best to skip the lesson on anecdotes and focus on Unit Project Option 2: Tell a Personal Story.

Learn about Anecdotes

An anecdote is a short amusing or interesting story. Usually something surprising or unexpected happens, and often the speaker has learned something from the story.

Pair Work

Look at the transcript of the story told by Sir Ken Robinson (15:19-17:29). What is the main idea or most important information given in each paragraph? Make notes next to each paragraph then share your ideas with the class. https://www.ted.com/talks/sir_ken_robinson_do_schools_kill_creativity/transcript

Rules to Remember

Anecdotes usually have four parts:

- **Background information:** Who? When? Where? (description of setting and people)
- **The set-up:** The problem is introduced and sometimes a possible solution is presented.
- **The surprise:** Something surprising or unexpected happens.
- **Lesson or moral:** The story is resolved and we usually learn something important from it.

Practice

Complete the table below with information from Sir Ken Robinson's anecdote.

1. What was the surprise in the story?
2. What can we learn from the story?

Part of the Anecdote	Summarize each section of the anecdote in your own words.
Background Information	Gillian's school told her mother that Gillian had a learning disorder.
The Set-Up	Gillian's mother took her to a special doctor. The doctor listened to the problem. Then he turned on some music and asked Gillian's mom to leave the room with him. They left Gillian alone in the room with the music.
The Surprise	
The Lesson	

Task: Tell an Anecdote

1. Tell a short story about a memorable experience in which you or someone you know learned something. Memorize your story and make a video of yourself talking about your experience.
2. Use some of the -ed verbs you learned in this unit. Check that you have used the past tense correctly.
3. Include a transcript in which you identify -ed endings, connected speech, and thought groups. Draw a / between thought groups and remember to pause between thought groups when you're telling your story.
4. Include a visual that will help us better understand your story. You can use a PowerPoint or a picture. Include your visual in your video.
5. Your speech must be 2-3 minutes long.

Purpose: Why are we doing this?

- You will practice speech giving skills including volume, eye contact, organization and telling an interesting story.
- You will review and practice using pronunciation features we have learned in class including -Ed endings, thought groups, and connected speech.

Rubric

60 points possible

Criteria	Excellent	Good	Needs Improvement (Resubmission Required)	No Marks (Resubmission Required)
	10	7	5	0
Content • Tell a story about a memorable experience. • Say what you learned from the story. • Your story should include the four parts of an anecdote: background info, set-up, surprise, lesson.	The student tells a story about a memorable experience from which he/she learned something. All four parts of an anecdote are included.	The student tells a story about a memorable experience but only three parts of the anecdote are included.	The student tells a story about a memorable experience but doesn't only two parts of the anecdote are included.	The story is too short. Not enough information is provided.

Criteria	Excellent	Good	Needs Improvement (Resubmission Required)	No Marks (Resubmission Required)
Speech organization and clarity (interesting, clear explanation)	The speech is well organized. The presentation is interesting and a clear explanation is given.	There are some errors in grammar, sentence structure and/or vocabulary that can occasionally cause confusion for the listener, but most of the presentation is clear.	There are some errors in grammar, sentence structure and/or vocabulary that can occasionally cause confusion for the listener, but most of the presentation is clear.	The presentation is poorly organized and difficult to follow.
Delivery (volume, eye contact)	The student speaks loudly enough to be understood comfortably and the student looks directly at the camera. The student has memorized most of the presentation and speaks confidently with little aid from notes.	The student looks at the video occasionally. The student is reading some of the presentation and has made some attempt to practice or memorize the presentation before reading.	The student is reading most of the presentation and has made little effort to practice or memorize the presentation before recording. The student is too reliant on notes.	The student's face is not seen during the video at any time and/or the student reads the entire presentation, providing little evidence that he/she understands what is being read.
Pronunciation -Ed Endings - Connected Speech - Thought Groups	The student is very clear and easy to understand. Student successfully uses most -ed endings, connected speech, and thought groups.	The student is mostly clear and easy to understand. The student uses two of the three pronunciation features successfully.	The student is understandable some of the time. The student uses one of the pronunciation features successfully.	Most of the presentation is difficult to understand. The student makes little effort to use -ed endings, connected speech and thought groups effectively.
Visual (helps the presentation)	Student provides a picture that helps the presentation.			No visual is provided or the image is not relevant to the story.
Transcript	Transcript is provided. All -ed endings, connected speech, and thought groups are correctly identified.	Transcript is provided. Most -ed endings, connected speech, and thought groups are correctly identified.	Transcript is provided. A few -ed endings, connected speech, and thought groups are correctly identified.	Transcript is not provided OR no -ed endings, connected speech, and thought groups are correctly identified.
Total				

Brainstorm

Complete the table with ideas for your story. You do not need to write complete sentences.

Questions	Your Notes
What happened? Who was involved? When and where did the story happen?	

Questions	Your Notes
What was the problem?	
What was surprising?	
What did you learn from this experience?	

Write

Write a rough draft of your anecdote here. Remember to include all four parts of an anecdote. When you're finished, give your rough draft to your teacher for feedback.

Post-Project Discussion

Your classmates videos will be posted on an online forum. Watch two of your classmates' videos. Post a thoughtful comment or question to each classmate.

4.7: Unit Project Option 2- Tell a Personal Story

Task: Tell a Personal Story

1. Talk about a memorable experience you've had. Memorize your story and make a video of yourself talking about your experience.
2. Answer the following questions:
 - What happened?
 - Who was involved?
 - When and where did the story happen?
 - Why was the experience memorable?
3. Use some of the -ed verbs you learned in this unit. Check that you have used the past tense correctly.
4. Include a transcript in which you identify -ed endings and connected speech. Draw a / between thought groups and remember to pause.
5. Include a visual that will help us better understand your story. You can use a PowerPoint or a picture. Include your visual in your video.
6. Your speech must be 2-3 minutes.

Purpose: Why are we doing this?

- You will practice speech giving skills included volume, eye contact, organization and telling an interesting story.
- You will review and practice using pronunciation features we have learned in class including -Ed endings, thought groups, and connected speech.

Rubric

60 points possible

Criteria	Excellent	Good	Needs Improvement (Resubmission Required)	No Marks (Resubmission Required)
	10	7	5	0

Criteria	Excellent	Good	Needs Improvement (Resubmission Required)	No Marks (Resubmission Required)
Content • Tell a story about a memorable experience. • Your story should include answers to the following questions: Who? What? When? Where? Why? (see task instructions)	The student tells a story about a memorable experience. All five questions are answered in the presentation.	The student tells a story about a memorable experience. Four of the questions have been answered.	The student tells a story about a memorable experience. Three questions have been answered.	The story is too short. Not enough information is provided. Two or fewer questions have been answered.
Speech organization and clarity (interesting, clear explanation)	The speech is well organized. The presentation is interesting and a clear explanation is given.	There are some errors in grammar, sentence structure and/or vocabulary that can occasionally cause confusion for the listener, but most of the presentation is clear.	There are some errors in grammar, sentence structure and/or vocabulary that can occasionally cause confusion for the listener, but most of the presentation is clear.	The presentation is poorly organized and difficult to follow.
Delivery (volume, eye contact)	The student speaks loudly enough to be understood comfortably and the student looks directly at the camera. The student has memorized most of the presentation and speaks confidently with little aid from notes.	The student looks at the video occasionally. The student is reading some of the presentation and has made some attempt to practice or memorize the presentation before reading.	The student is reading most of the presentation and has made little effort to practice or memorize the presentation before recording. The student is too reliant on notes.	The student's face is not seen during the video at any time and/or the student reads the entire presentation, providing little evidence that he/she understands what is being read.
Pronunciation • -Ed Endings • Connected Speech • Thought Groups	The student is very clear and easy to understand. Student successfully uses most -ed endings, connected speech, and thought groups.	The student is mostly clear and easy to understand. The student uses two of the three pronunciation features successfully.	The student is understandable some of the time. The student uses one of the pronunciation features successfully.	Most of the presentation is difficult to understand. The student makes little effort to use -ed endings, connected speech and thought groups effectively.
Visual (helps the presentation)	Student provides a picture that helps the presentation.			No visual is provided or the image is not relevant to the story.

Criteria	Excellent	Good	Needs Improvement (Resubmission Required)	No Marks (Resubmission Required)
Transcript	Transcript is provided. All -ed endings, connected speech, and thought groups are correctly identified.	Transcript is provided. Most -ed endings, connected speech, and thought groups are correctly identified.	Transcript is provided. A few -ed endings, connected speech, and thought groups are correctly identified.	Transcript is not provided OR no -ed endings, connected speech, and thought groups are correctly identified.
Total				

Example

Look at the teacher's example. Work with a partner to identify -ed endings, connected speech, and thought groups. The first few pronunciation features have been identified for you as an example.

Transcript

I was **hired** to teach English /at a school in Thailand /from 2008-2009. /While I was there, /I **traveled** a lot. / I went to many beaches /and beautiful places. /I swam in rivers /with waterfalls.

One of my most memorable experiences in Thailand was when I went to Kanchanaburi and I visited the Tiger Temple. The Tiger Temple is a place where monks have taken in tigers to protect them from poachers. I went to the Tiger Temple with a friend. We ate breakfast together, and then they brought out the baby tigers. We played with the baby tigers and gave them bottles of milk. I also gave some milk to the bigger tigers.

Then we played with the tigers in the water, and we gave them baths. We also took one of the tigers for a walk. Finally we watched the big tigers play, and we took pictures with them. This was a memorable experience because I had the opportunity to spend time with real tigers.

I spent a year teaching English in Thailand, and it was during my experience there that I realized I wanted to be an ESL teacher. After that, I decided to get my Master in TESOL, so that I could teach ESL at colleges and universities.

Brainstorm

Complete the table with ideas for your story. You do not need to write complete sentences.

Questions	Your Notes
What happened?	
Who was involved?	
When and where did the story happen?	
Was there a problem?	
Did anything surprising happen?	
Why was the experience memorable?	
Did you learn anything from the experience?	

Write

Write a rough draft of your story here. Remember to include all four parts of an anecdote. When you're finished, give your rough draft to your teacher for feedback.

Post-Project Discussion

Your classmates videos will be posted on an online forum. Watch tow of your classmates' videos. Post a thoughtful comment or question to each classmate.

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