Sample Linking Lesson

Objectives:

- Students should be able to identify and practice the three linking patterns of English by predicting linking patterns in a text.
- Students should be able to comprehend phrases with linked words through listening discrimination, and information gaps.

Introduction (3 minutes)

Play the first of the video “Connected Speech Consonants.”

Ask students: What do you think is important in this video clip? What do you think is the most useful? (Anticipated Student responses: Perfect English isn’t the goal. Progress is the Goal. English speakers use efficient speech. They don’t only speak fast, but they connect words.)

Have students read the first four slides of the Powerpoint aloud.
Activating Prior Knowledge (5 minutes):

Ask students about voicing. What is it? They can look at the example. Have students look at the consonants on the slide and complete #3-9 by matching the voiced and unvoiced pairs.

Check the answers and then ask students to provide a few example words that use each of the vowel letter but have different vowel pronunciation.

(Example: ant, another, etc.)
Content (10 minutes):
Pass out Linking Handout and tell students that they will watch each video twice. They should listen, watch, and fill in the blanks about linking rules. Also, if the video asks them to listen and repeat, they should do so.

Play Connected Speech: Consonants + Consonants twice.

**Rule: Consonant + Consonant (C + C)**
When the end of a word is a consonant sound and the beginning of the next word is a consonant sound, if they are the same consonant or a voiced/unvoiced pair, you only say the sound once, not twice.

Big grape → bigrape


**Rule: Consonant + Vowel (C + V)**
When a word ends in a consonant sound and the next word begins with a vowel sound, the ending consonant sound becomes the beginning of the vowel word.

Turn off → tur noff

There is no video for the third rule, so the instructor should write the examples from the Linking Handout on the board. The third rule is vowel + vowel. If a word ends in “ee” like “see,” a long a, like “play” or a long “I,” like “my,” and the next word starts with a vowel, connect the two words with a “y” (/j/) sound. The teacher should read examples 1-3 on the Linking Handout for the vowel + vowel word and have students repeat.

Also, if a word ends in a vowel sound: “ow” like “how,” “ou” like “know” and “u” like “to,” and the first sound of the next word is another vowel, then connect the two with a “w” sound.

Listening Practice (13 minutes)

Minimal Pair Listening Discrimination (4 minutes)

Read four pairs of sentences. In each pair, read one sentence with linking and one sentence without linking. Students listen and show which sentence is linked by raising one or two fingers for sentence one or sentence two.
Dictation Marking/Listening (9 minutes)  
Pass out “Linking in a Text – Listen and Write Worksheet”  

The instructor reads the paragraph twice. Students underline C+C and C+V linking. Where there is V+V linking they need to insert in a “W” or a “Y” according to the rules. Students can look at their Linking Handout for help and compare answers with each other.  

The first time the instructor reads, it should be at a moderate pace, but the second reading should be completely natural.  

Students can call on each other, sentence by sentence, and explain where and how they marked the linking rules in the paragraph.  

Predicting Linking and Production Practice (10 minutes) controlled practice  

Pass out “Linking in a text (Pair Work)” worksheet.  

Working in pairs, students need to read the paragraph out loud and mark linking, just as they did in the previous exercise. This time, however, they are reading it themselves, but they can ask the teacher for help at any time.
Production Practice (20 minutes)

Marking Text in Pairs with Q&A (10 minutes) guided practice

Pass out “Linking Speaking Practice –Pairs” worksheets at random. (Mix up A & B sheets)

Students A and B have to find each other and make a pair. Together they can mark the linking in #1-6. Then they have to find another group that is finished marking the linking and make two new pairs (A/B) and (A/B). Ask your questions to each other and answer according to your opinion. When you ask a question, you need to circle your partner’s answer on your sheet. Students should be practicing both linking and communication here.

Check answers by asking a pair to read the question and answer for #1, then a different pair for #2, etc.

Listen and Discuss Answers  (10 minutes)

Students will need to be in pairs and each student needs his or her own sheet of paper.

They should be in pairs and will listen for the interview questions in the video. They should write down the interview question and then discuss how they would answer it.

3 Interview Questions and Answers - How To Answer 3 Of The Toughest Interview Questions You'll Face.  http://www.youtube.com/watch?v=1u1zqVmGeIM

Question 1  (1 minute 10 – 1 minute 20)
Question 2  (1 minute 30 – 1 minute 45 )

After students have discussed their answers, ask them as a group what the two questions were and type them on the Powerpoint, then ask for volunteers to share their answers and take notes on the Powerpoint slide.
Conclusion (2 minutes)

Ask students to define what linking is. When do they use it? How do they use it? Why? What are the rules? Take notes about what students say on the Powerpoint. They should be able to give the three rules and say that it is useful and natural in speaking at native-speaker speed.
Sample Verb Phrase Reduction Lesson

Objectives:

- Students should be able to differentiate between content and function words by separating them on a graphic organizer and predicting stress and reduction in written phrases.
- Students should be able to comprehend common reduced phrases in English through listening discrimination and dictation.
- Students should begin producing phrase level stress and reductions by reading aloud and information gap activities.

Activating Prior Knowledge/Introduction: 5 minutes

Stress/Reductions from Content Words
Ask students: Some syllables were stressed and some were reduced.
1. What is stress? How do you use it?
2. What is reduction?
3. Please give an example.

Stress/Reductions in Verb Phrases
Tell students:

Objective/Rationale: Today we are going to practice stress/reduction in phrases. We are going to focus on verb phrases because they are very common in spoken English. You need to understand these to communicate well in English with your professors, cashiers, waiters, doctors, etc. (native speakers outside of class)

Verb Phrase Reductions

By the end of the lesson:
You should be able to understand common verb phrase reductions and start using them.

Reason:
Native English speakers use these reductions frequently and you need to understand them in conversation.
Guide students through the example: You know “has not” can become “hasn’t.” We can do this in phrases with two or more verbs when we are talking. We use reductions and stress to do this.

Have you heard: I wanna go shopping.
How would you write this? : I want to go shopping.

What words can you see? What are the content words? Content words carry meaning and communicate a message. They are usually: nouns, adjectives, and main verbs. They also carry stress and rhythm, as we already learned through clapping and chanting.

I wanna go shopping. ← This is where the stress is happening.

What words don’t you see? What is missing? I wanna go shopping.
I want to go shopping. ← These are words being reduced. These are words that aren’t essential for communicating the message. These are usually function words, like prepositions and modal/helping verbs. We know they don’t carry a beat in rhythm.
Content: 10 minutes
Worksheet Examples
Pass out worksheet and using matching Powerpoint.
Listen/Repeat the “TO Reductions” section and students fill in blanks.
MODAL VERB Section – Teacher models first example in each subsection and students attempt to model based on the rule the 2nd-Xth example in the subsections. Students fill in blanks.
Listen/Repeat of “WHAT +DO/BE + YOU” section and students fill in blanks.
Controlled Listening Discrimination -10~15 minutes

Listening Discrimination 8 minutes
Teacher: Now I am going to say both kinds of sentences back to back and you are going to hold up one finger if you think the first sentence has reductions and hold up two fingers if you think the second sentence is reduced.
Ask a student to rephrase my directions.

1. He oughta do his homework, ’cuz then he wouldn’t hafta miss the party later. / I ought to have done his homework, because he wouldn’t have to miss the party later.
2. I usta like vanilla ice cream best, but now I only wanna eat chocolate ice cream. / I used to like vanilla ice cream best, but now I only want to eat chocolate ice cream.
3. I shouldna eaten so much ice cream. / I should not have eat so much ice cream.

Information Gap Discrimination/Production 10 minutes

Introduce the materials to the students: Do you know what M&M’s are? Do you have them in your country? Listen to how I say the candy’s name. How would you expand the name? (Use PP)

Give directions: I’m going to give you a worksheet and some M&M’s. Student A will be the reader and read while student B will be the listener and place M&Ms on reduced phrases. Compare answers by removing the M&Ms and circling the reduced phrases. Then switch roles of reader and listener. You can use the Common Verb Phrase Reduction Worksheet if you need to, but try not to use it.
I will give you rubber bands, like we used last week. You can use them if that helps you find the stressed and reduced phrases.

Pass out pair worksheet, M&Ms, rubber bands and ask students to paraphrase my directions.

Check by having a pair demo 1, 2, and 3 while the teacher puts up PP slides with answers.

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**M&Ms in Pairs: Controlled Practice**

Student A is the reader. Read and use the rubber band to find the stress/reductions.

Student B is the listener. Listen for the reductions. Put an M&M on top of the reduction.

Check your answers and switch roles. When you check your answers, pick up the M&M and circle the words with your pencil.

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**M&Ms in Pairs: A answers**

1. What are you doing there?
2. Who is going to cook dinner this evening?
3. I was supposed to go to the beach yesterday, but it was raining.

**M&Ms in Pairs: B answers**

1. I want to eat these M&Ms now.
2. What do you mean you're not going to the party?
3. You could have told me sooner.

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**Communicative Practice 15~20 minutes**

**Talk show/ Interview**

T: Work with a partner. One of you is a host and one of you is being interviewed. The host is going to ask the interviewee questions, such as:

- What are some things you wish you didn’t do or could do?
- What are some things you should have (shoulda) done as a child?
- What do you wanna (want to) do? In the U.S.? In your life?

Feel free to write down some questions and/or the answers because you may be asked to introduce your partner to the class!
After five minutes you will be asked to switch roles.
If you don’t want to talk about something that really did happen, make something up. You don’t have to be yourself. You can pretend to be a movie star if you want.

Example: I shouldna put off cleaning my room. It started to stink… I wanna go to Las Vegas and spend $10,000.

After 10 minutes have passed T will ask for volunteers and/or call on students at random to introduce their partner.

**Talk Show Interview: Free Activity**

A is a talk-show host. B is being interviewed. B can be yourself or a celebrity.
- A will ask questions with reductions and B should answer in full sentences with reductions.
- After 5 minutes, switch roles.
Example:
What are some things you shoulda done as a child?
I shouldna broke my Mom’s dishes. She was so angry.
What do you wanna do in the U.S.? In your life?

**Formal Evaluation: Homework**

On Blackboard tonight you have to:
- Listen to 5 sentences with verb phrase reductions and write them in “full” English.
- Read 5 sentences in “full English” and record them with verb phrase reductions.
- You will need record 2 original sentences too.
Homework/Assessment

Students will have 5 listening exercises online. Students can use the Common Verb Phrase Reduction Worksheet if they need to, but try not to use it. These exercises are of reduced verb phrases that students must write as dictations in “full” unreduced forms then submit on Blackboard.

1. Whaddaya mean you can’t come to the party?
2. I usta play with my brother all the time, but now I hafta study every night.
3. Whatcha doing tomorrow?
4. She woulda written a longer paper, but she had to work last night.
5. You mighta done it and you shoulda done it, but you didn’t.

Students will also be given the following 5 sentences that they must record and submit on Blackboard in reduced form.

1. He must have taken the book with him.
2. You shouldn’t have done that because now Mom is going to yell at you!
3. The dog couldn’t have broken the vase because he was sleeping.
4. What do you want to eat?
5. I’m going to have to go to my teacher’s office hours.
ENGLISH PRONUNCIATION: LINKING

Video 1: Linking (Consonant + Consonant)

Big green monster
Bigreenmonster.

1. C + C (__________________ + ____________________)

Listen & Repeat Examples:
1. He drives a black car.
2. Bed dog.
3. He took the night train to Georgia.
4. I love fries.
5. What a beautiful, still lake that is.

Video 2: Consonant + Vowel

2. C + V (__________________ + ____________________)

1. Drop it → Dro pit
2. Stop it → Sto pit
3. I need it → I nee dit
4. Play a song → pla ya song
5. Read a book → rea da book

More C + C Examples
1. Best time → bestime
2. Big grape → Bigrape
3. Good day → gooday
4. Sit down → sitdown

Listen & Repeat with the video!
3. V + V (________________ + __________________)


When a word ends in /i/, /AI/, or /EI/ + vowel → insert Y

/i/, like see
/Al/, like my
/El/, like play

1. I see eggs. → I see(y)eggs.
2. Let’s try my idea. → Let’s try my(y)idea.
3. Don’t play over there. → Don’t play(y)over there.

When a word ends in /ow/, /ou/, or /u/ + vowel → insert W

/ow/, like how
/ou/, like know
/u/, like to

/ow/, /ou/, /u/ + (w) + vowel

1. How is he? → How(w)is he?
2. He doesn’t know us. → He doesn’t know(w)us.
3. I want to answer the question. → I want to(w)answer the question.
I’m really looking forward to tonight. For my best friend’s birthday, I bought us concert tickets to see Ben Folds in Washington D.C. He is a pianist, singer and composer. Some of his songs are very beautiful, but some are really funny. His songs sometimes have bad language in them though. Anyway, I think we are going to have a ton of fun!
LINKING in a Text  (Pair work)

Linking types: C + V  V + V  C + C

Work with a partner. You may use your notes. Underline where linking occurs in the text. Write in (w) or (y) when needed.

To get to the Ben Folds concert, my friends and I took the D.C. Metro. I didn’t know that the Metro fare is higher during peak hours, so it was five dollars and fifty-five cents to go to the concert and only four dollars and fifty-five cents to come back. The concert was at George Washington University. I’ve never been there before. Before the concert we wanted to have dinner, but there weren’t many restaurants. Instead, there were about ten street vendors! It was an unusual sight for me. The food was cheap, but very unhealthy and it didn’t taste very good.
A

**Linking Speaking Practice – Pairs**

1. Have you been to Ocean City?  
   (Yes / No)
2. When will you take the ESL research and writing course?  
   (Next term / Already took it)
3. How do you like the university?  
   (Nice / People are kind)
4. a. I’m planning a trip to Florida in August.  
    b. I’m thinking about going to New York for the fourth of July.
5. a. Sorry, I have to study all weekend.  
    b. Maybe I can go. I have to check my schedule.
6. a. Yes, it’s on the fourth floor.  
    b. Yes, it’s on the first floor.

B

**Linking Speaking Practice – Pairs**

1. a. Yes, I go about once a year.  
    b. No, but I want to go soon.
2. a. I’ll take it next term.  
    b. I already took it.
3. a. It’s so nice and I think the library coffee shop has tasty pastries.  
    b. The students and faculty are kind, but the courses are difficult.
4. What are you doing this summer?  
   (New York / Florida)
5. I’m going to see another concert this weekend and I was hoping you would go with me.  
   (Sorry / Maybe)
6. Do you know where this reference book is?  
   (first floor / fourth floor)
**Teacher answers for pair work**

**A  Linking Speaking Practice – Pairs**

1. Have you been to(w) Ocean City? (Yes / No)
2. When will you take the(y) ESL research and writing course? (Next term / Already took it)
3. How do you like the(y) university? (Nice / People are kind)

4. a. I’m planning a trip to Florida in August.
   b. I’m thinking about going to New York for the fourth of July.
5. a. Sorry, I have to study(y) all weekend.
   b. Maybe(y) I can go. I have to check my schedule.
6. a. Yes, it’s on the fourth floor.
   b. Yes, it’s on the first floor.

**B  Linking Speaking Practice – Pairs**

1. a. Yes, I go(w) about once a year.
   b. No, but I want to go soon.
2. a. I’ll take it next term.
   b. If(y) already took it.
3. a. It’s so nice and I think the library coffee shop has tasty pastries.
   b. The students and faculty(y) are kind, but the courses are difficult.
4. What are you doing this summer? (New York / Florida)
5. I’m going to see(y) another concert this weekend and I was hoping you would go with me. (Sorry / Maybe)
6. Do you know where this reference book is? (first floor / fourth floor)
**Answer Sheet** COMMON REDUCTION IN VERB PHRASES

(Must) Got to → gotta
Have to → hafta *v→f
Has to → hasta
Want to → wanna *no ‘t’
Going to → gonna *no ‘t’

**TO Reductions**
“to” → “ta” or “ta”

**MODAL VERBS**
Should have → shoulda
Would have → woulda
Could have → coulda
Must have → musta
May have → maya
Might have → mighta

**HAVE Reductions**
have → “a” or “a”

**TO Reductions**
Used to → usta
Supposed to → supposta
Ought to → oughta

**HAVE NOT Reductions**
not have → “na” or “na”

**WHAT + BE/DO + YOU ~**
What are you (doing)? → whatcha (doin’)?
What do you (mean/want)? → whaddaya (mean/want)?

**OTHER COMMON REDUCTIONS**
You → ya
-ing → -in’

Don’t know → dunno
And → ‘n
Because → ‘cause or ‘cuz
# COMMON REDUCTION IN VERB PHRASES

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<td>Want to</td>
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**MODL VERBS**

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**TO Reductions**

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**HAVE Reductions**

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**HAVE NOT Reductions**

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**WHAT + BE/DO + YOU ~**

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<th>What are you (doing)?</th>
<th>→ whatcha (doin’)?</th>
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<tr>
<td>What do you (mean/want)?</td>
<td>→ whaddaya (mean/want)?</td>
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**OTHER COMMON REDUCTIONS**

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<td>Because</td>
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<td>You</td>
<td>ya</td>
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STUDENT A

Name: _______________________

Read these phrases to your partner. Use the rubber band to help you find the stress when you need to.

1. I wanna eat these M&M's now!
2. Whaddaya mean your not goin' to the party?
3. You coulda told me sooner.

Now place M&M's over the words you hear as reduced.

1. What are you doing there?
2. Who is going to cook dinner this evening?
3. I was supposed to go to the beach yesterday, but it was raining.

STUDENT B

Name: _______________________

Place M&M's over the words you hear as reduced.

1. I want to eat these M&M's now!
2. What do you mean you're not going to the party?
3. You could have told me sooner.

Now read these phrases to your partner. Use the rubber band to help you find the stress when you need to.

1. Whatcha doin' there?
2. Who's gonna cook dinner this evening?
3. I was supposta go to the beach yesterday, but it was rainin'.