

# Premier Skills English

## Perfect Pronunciation - Weak forms

<b>Introduction</b>	This lesson focuses is based on the Premier Skills English Podcast - Perfect Pronunciation - Weak forms. The focus is weak forms and contractions used in fast natural speech.
<b>Level</b>	B1/B2 (Intermediate/upper-intermediate)
<b>Age group</b>	Teenagers and adults
<b>Aims</b>	<ol style="list-style-type: none"><li>1. To raise awareness of weak forms and contractions in natural spoken English.</li><li>2. To practise listening; focusing on weak forms.</li></ol>
<b>Approximate time</b>	40 - 60 mins. This lesson is flexible, and the length will depend on the level of your learners. If your students are stronger, you may want to drop the language focus.
<b>Materials</b>	<ul style="list-style-type: none"><li>• Worksheet: Weak forms</li><li>• Premier Skills English Podcast: Perfect Pronunciation - Weak forms</li></ul>
<b>Preparation</b>	<ul style="list-style-type: none"><li>• Read this plan, and familiarise yourself with the topic.</li><li>• Make copies of worksheet.</li><li>• Download the podcast to play on a phone / tablet or listen to it online.</li></ul>
<b>Procedure</b>	<ol style="list-style-type: none"><li>1. <b>Introduction:</b> Tell your students that they are going to listen to the Premier Skills English Podcast but first they have to complete a speaking activity.  The first activity on the worksheet is a 'find someone who ...!' Show your students the worksheet. Explain that there are four sentences with missing subjects. Ask your students to think of questions they could ask each to find people in the class so they can complete the sentences.  Give your students a few minutes to plan their questions. Tell them that they will have one minute to interview to interview each other. After a minute, you will shout change and your students will have to find a new partner.  When they are ready, ask them to stand up and find a partner. Shout change to repeat the interview four or five times.</li><li>2. <b>Listening:</b> Play the Premier Skills English Podcast: Perfect Pronunciation - Weak forms from 00:00 to 02:35.</li></ol>

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### Procedure continued

3. **Activity 2 - Find the schwa:** Draw a schwa on the board. Ask your students if they know what it is. Write the word player on the board. Ask the class: *How many syllables? What are the vowels? Which syllable is stressed? Which vowel is a schwa? Ask your students to complete activity 2. Give them a few minutes to complete. Check in pairs then open class.*

a. player

b. referee

c. final

d. assistant

e. keeper

f. possession

g. equaliser

h. defender

i. promotion

j. penalty

4. **Listen:** Play the next part of the podcast - 02:35 > 07:45. In this section, Rich and Jack talk about weak forms. When you stop the podcast, ask the class what sort of words are usually weak forms?  
*Grammar words: auxiliary and modal verbs, pronouns, prepositions, conjunctions, articles and indefinite adjectives*  
Write the following on the board:  
Where do you live?  
Ask the class which words are most important for the meaning of the question; underline them. Ask if there are any grammar words in the sentence; draw a dot over them.  
Elicit the correct pronunciation: /weə.də.jə.lɪv/
5. **Activity 3 - Mark the stress and weak forms:** Ask your students to work in pairs. Tell them that they need to go through the sentences on the worksheet and underline the words that are important for meaning and put dots over the grammar words.
6. **Listen:** Play the next part of the podcast - 07:45 > 10:30. In this section, Rich and Jack look at some famous quotes from films that have weak forms. They then set up Activity 4. Stop the podcast at 10:30 and draw your students' attention to Activity 4.
7. **Activity 4 - Write the complete sentences:** Ask your students to look at the sentences in Activity 4. There are words missing. Your students need to listen to the next part of the podcast and try to complete the sentences. Play the podcast from 10:30 till the activity is finished. You could let the podcast play until the end. After the podcast, ask your students to check the answers in groups.
8. **Activity 5 - Find someone else who ... :** Ask your students to look at the questions they prepared for activity 1. Tell them to practise saying the questions using weak forms. Finally rerun the activity but this time, ask them to find different names for the sentences.

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1. Find someone who ...

Look at the statements below. The subjects are missing. Prepare questions to ask your classmates questions to complete the sentences. Ask your classmates.

- \_\_\_\_\_ likes football.
- \_\_\_\_\_ has watched a football match this week.
- \_\_\_\_\_ has two brothers.
- \_\_\_\_\_ wants to be a doctor.

3. Mark the stress and weak forms.

For the following sentences, underline the most important words then put a dot over the words that are normally weak forms. The first one has been done for you.

- Where are you from?
- What do you want for lunch?
- I have left my bag at school.
- I was born in London.
- Manchester is a great city to visit.
- I stayed at my friends house.
- I want to be a footballer.
- Do you want to go to the stadium?

Now practise saying the sentences aloud.

2. Find the schwa.

For each of the words, draw circle to show which syllable is stressed and a schwa over the weak syllable. The first one has been done for you.

- |  |   |  |
|--|---|--|
| a. <input checked="" type="radio"/> player                                     | b. <input type="radio"/> <input type="radio"/> referee  | c. <input type="radio"/> <input type="radio"/> final                           |
| d. <input type="radio"/> <input type="radio"/> assistant                       | e. <input type="radio"/> <input type="radio"/> keeper   | f. <input type="radio"/> <input type="radio"/> <input type="radio"/> posession |
| g. <input type="radio"/> <input type="radio"/> <input type="radio"/> equaliser | h. <input type="radio"/> <input type="radio"/> defender | i. <input type="radio"/> <input type="radio"/> <input type="radio"/> promotion |
| j. <input type="radio"/> <input type="radio"/> <input type="radio"/> penalty   |   |  |

4. Listen to weak forms.

Listen to five sentences that include weak forms. Write the complete sentences. There are spaces to help you.

- \_\_\_ mind \_\_\_ watch \_\_\_ results?
- \_\_\_ go \_\_\_ match?
- \_\_\_ missed anything?
- \_\_\_ going \_\_\_ watch \_\_\_ game later?
- \_\_\_ won \_\_\_ scored that penalty.

5. Find someone who ...

Look at the questions you wrote for the first activity. Which of the words in the sentences should be weak forms?

Practise saying the questions then ask your classmates again. Try to find different subjects this time.