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A Connected speech: weak forms of short grammar words

1. Listen and show where the speaker inserts a noise using ▲.

Example:
1. going about in a T-shirt  
2. We were up there for a week.
3. I'd booked a room.

2. Listen and underline the words which the speaker stretches.

Notice there is often a pause after the stretched word.

Example:
1. going about in a T-shirt
2. We were up there for a week.
3. I'd booked a room.

3. How would you explain the mistakes in Exercise 2?

Example:
1. A cup of tea and a biscuit sounds like a cup of tea and a biscuit because:
   - the /f/ is cut from the word so it’s pronounced like a
   - the /d/ is cut from the word and.

B Spoken English: thinking time

Writers usually have time to plan what they’re going to put next. Speakers usually don’t. When speakers don’t know what to say next, they often:
- insert a noise such as um or er  
  Fish and, um, chips!
- stretch a word  
  Fish and chips!
- repeat a word  
  Fish and, and chips!

This is to give themselves thinking time.

4. Listen and show where the speaker inserts a noise using ▲.

Example:
1. … and it’s warm.
2. … but when the sun’s shining, excellent mood.
3. I thought I’d do a mushroom risotto.
4. … and we were up there for a week…
5. Indeed, yes, right, this is probably enough for two people.
6. … one day, you want to send your, your daughter…
7. … and family’s very important…
8. … the older I get as well, it obsesses me more and more.

5. Listen and underline the words which the speaker stretches.

Notice there is often a pause after the stretched word.

Example:
1. … and if you wanna go to an Italian deli, you’ll find that...
2. I guess you see, you know, there’s all these, sort of...
3. … then put in the rice.
4. … and I, I think it’s, er, it’s good for me...
5. I think, yeah, I, I would like to have the lifestyle…
6. … and then, so that’s how I knew that I absolutely loved it
7. ‘cause he was taking part in this, er, TV show
8. particularly in terms of the impacts of climate change and
9. so when the opportunity was presented to me
10. which is not that oil’s going to run out
11. in our local community to become more resilient
12. I now have to learn to like

6. Listen and circle the words or phrases which the speaker repeats.

Example:
1. (I think) it’s looking positive.
2. … with, er, a load of Chelsea supporters.
3. … I think it’s eight and a half metres…
4. … and that should be warmed then in a saucepan…
5. … to add to the risotto.
6. … and then just garnish it with, er, fresh parsley and then serve.
7. … especially maybe if you had children as well…
8. … for example, um, if you’re famous person…
9. … so that was incredible.
10. It’s like adding spice to food.
11. … the impact of increasing energy costs…
12. … and again how we depend on huge shopping centres…
13. … and begin to create that kind of, er, future for ourselves…
14. … and I think a lot of the ideas that are coming out of that…

7. Listen again to the audio extracts for Lessons 2 or 4. Try to identify where the speaker inserts a noise, stretches a word or repeats a word or phrase.