HOW TO ENGLISH / GAV & EM

Hear the words that run together

B1–B2 / Teens and adults / 25 minutes / Listening and pair speaking

1 What did your friend ask?

You're making weekend plans. Your friend asks a quick question.
What might the question be? Tell your partner one idea.

Open the Gav & Em clip. Listen from 0:54 to 1:00 without reading the captions. What question do you hear? Write the full question.

Listen again. How many times do you hear the question? Which words are harder to hear the second time? Check with the captions.

What changes in quick speech?

In **What do you want to do?**, **do you** may sound like "d'you" and **want to** may sound like "wanna". Speakers vary. When you hear these forms, listen for the full question and what the speaker wants to know.

2 Hear the missing words

Listen to the first version of the exchange. Write what you hear in each gap. Then listen to the conversational version and circle the gap that sounds least clear.

A What _____ do on Saturday?

B Let's go to the cinema. When _____ meet?

Compare in pairs. Where do the words run together? Your teacher will say both versions again.

New exchange. Listen to two new questions. Write the complete second question, then answer it with a place.

Make a weekend plan

Student page 2 / Pair speaking and a final listening check

3 Agree on a plan in two minutes

Student A
You're free after 2 pm. Suggest the park or the cinema. Find out when B can meet and agree on a place.

Student B
You need to be home by 5 pm. Suggest a time and find out what A wants to do. Ask where you should meet.

Try these questions
What do you want to do? / When do you want to meet?
Do you want to go to the park? / Where do you want to meet?

If you miss something, ask "Could you say that again?" or check "Did you say two or three?"

Our plan What are we doing? When and where are we meeting?

4 Swap roles and make a new plan

It's raining. This time you have to meet indoors. Change the activity and the meeting place, then tell another pair what you agreed.

Before you go

Listen to your teacher's last question. Write the full question, then give your partner a short answer.

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Teacher notes and key

Aim / Recognise common reduced forms and respond to the meaning

1 Notice the difference · 7 min

Set the weekend context. The line occurs twice at about **0:58**. For the first listen, keep the video out of sight because the captions are on screen. Replay with the captions to check the words. Ask which version sounds quicker and what stays the same. **Key:** “What do you want to do?” twice. Ask learners what differences they notice.

2 Hear the missing words · 7 min

Read the exchange twice. First say each word clearly without pausing between words. Then use a natural rhythm. Keep the same words. Let **do you want to** run together naturally. The spelling “d’you wanna” is a guide to what learners may hear.

First and second read
A: What **do you want to** do on Saturday?
B: Let’s go to the cinema. When **do you want to** meet?

New exchange
A: When do you want to meet? B: At three.
A: Where do you want to meet? **Key:** the full second question and a place.

Compare what learners heard in the gaps. Repeat the conversational version once, then read the new exchange at natural speed.

3–4 Speak, clarify and report · 9 min

Pairs agree a plan, swap roles and change it. In one-to-one lessons, take the other role. Listen for accurate responses and useful repair questions. If a learner gets stuck, repeat the whole chunk once before slowing down.

Closing check · 2 min

Ask at conversational speed, “When do you want to start?” **Key:** the full question, plus any sensible time. If learners hear “where”, replay it and check the question word before repeating the full line.

Open the connected-speech article and captioned clip