YouGlish activity – *To be able to*

**Teacher’s notes**

This activity needs to be done after the concepts of the Greenhouse, Garden, and Jungle have been introduced (cf. *A Syllabus for Listening – Chapter 2*), and students are familiar with the word-crusher (Chapter 20).

It can be done in either of two modes: (1) a whole class activity where you control the playback, and students have a paper worksheet; (2) pairwork in computer lab, where students have access to the internet. The links to the extracts are embedded in the text of the cells in column 1.

**Answer Key**

<table>
<thead>
<tr>
<th>Column 1 word clusters</th>
<th>Column 2 Folk spellings</th>
<th>Column 3 Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 If you wanna keep your sanity, you have <em>to be able to</em> back away</td>
<td>(D) to be ell to</td>
<td></td>
</tr>
<tr>
<td>2 ... need <em>to be able to</em> decide for what’s what and the best way to do that is understand</td>
<td>(A) to be ebble to</td>
<td></td>
</tr>
<tr>
<td>3 They need <em>to be able to</em> adapt to situations</td>
<td>(B) to be abboo to</td>
<td></td>
</tr>
<tr>
<td>4 They need <em>to be able to</em> put all those together</td>
<td>(C) to be al to</td>
<td></td>
</tr>
</tbody>
</table>

Below are some comments that students might make about each extract, and the soundscape around it.

- **1 US English.**
  - The speaker seems to do a lip-closure for the \(|b|\) of *able*, but the effect of the lips is inaudible.
  - These words have prominences in the extract and the soundscape around it: *then, sanity, away*.

- **2 US English.**
  - The speaker repeats the words *to be able to* and has a stepping stone ‘ah’ after the repetition of *to be able to*.
  - The transcript contains a mondegreen: the transcript has *decide for* but the speaker says the word *decipher*.

- **3 British English.**
  - These words are less clear in the extract and the soundscape around it: *need, work, adapt situations*

- **4 Australian English**
  - The speaker repeats the syllables *all those to*.

**This activity is an updating of the activity in Chapter 24.1 of *A Syllabus for Listening – Decoding* (page 214)**

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