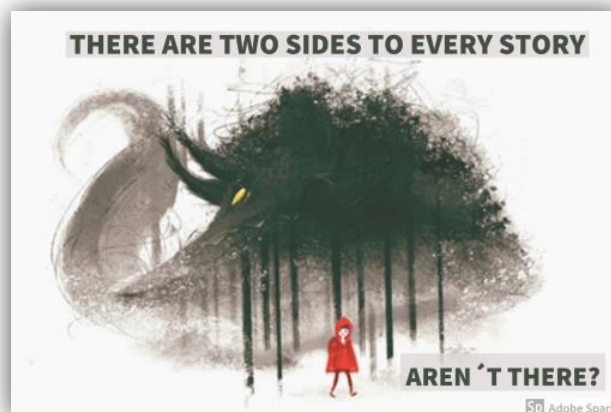


TRABAJOS PRÁCTICOS: CLASS 9

Weak and strong forms – integration.

On this occasion we are going to be working with a short story. We have already worked together with *Little Red Riding Hood*. This time, we have chosen *The Wolf's Tale*, by Louise Cooper.

Let's start working!



1. Read the beginning of the story and **transcribe** it. (ignore the highlighting at this point)

You all know the story **of** Little Red Riding Hood, right? Well, I'm sure of one thing. You don't know what really happened. No one **does**, except **me**. I know people don't believe in fairy tales these days, but the Riding Hood story happens to be true. I should know. You see, I'm the wolf. And the rest of them—the girl, the woodsman, all the other people—they got it wrong. All wrong.

Now check your transcription against the [audio](#), where the story is read aloud by the author herself!

- Why do you think “they got it all wrong”? What do you think “really happened”?

2. Read very carefully the options and **listen** to four extracts from the rest of the story. Which do you hear: A, B or C? (the key is provided at the end of this document)

1 - I wouldn't have harmed a hair of her head.

- A - /aɪ wʊdn̩t hæv hɑːmd ə hɛə r əv hɛ hɛd/
- B - /aɪ wʊd̩nt hæv hɑːmd ə hɛə r əv hɜː hɛd/
- C - /aɪ wʊdn̩t əv hɑːmd ə hɛə r əv hɛ hɛd/

2 - I can remember the pain; it was horrible.

- A - /aɪ kæn rɪmɛmbə ðə peɪn/ ɪt wəz hɔːrɪbl/
- B - /aɪ kən rɪmɛmbə ðə peɪn/ ɪt wəz hɔːrɪbl/
- C - /aɪ kən rɪmɛmbə ðə peɪn/ ɪt wɒz hɔːrɪbl/

3 - I can't be killed that way.

- A - /aɪ kɑːnt biː kɪld ðæt weɪ/
- B - /aɪ kɑːnt bi kɪld ðæt weɪ/
- C - /aɪ kɑːnt bi kɪld ðæt weɪ/

4 - A monster that no one can control.

- A - /eɪ mɒnstə ðæt nəʊwʌn kən kɒntrəʊl/
- B - /ə mɒnstə ðæt nəʊwʌn kən kɒntrəʊl/
- C - /ə mɒnstə ðæt nəʊwʌn kæn kɒntrəʊl/

- After reading the four extracts, how do you think the story continues?

3. Read the second part of the story and check your predictions.

They think I killed and ate old Granny. I didn't. I wouldn't **have**¹ harmed a hair of her head, but when I tried to tell them so, of course they **couldn't**² understand me. So the woodsman cut me open. Oh, how **that**³ hurt . I can remember **the**⁴ pain; it was horrible. Even now I **have**⁵ nightmares about it, and I shudder and cry out in my sleep, until I wake up screaming. They didn't kill **me**⁶, you see. They thought they did, but they didn't. I can't be killed that way. It **has**⁷ to be something else. A silver bullet, that's **the**⁸ only thing **that**⁹ will work. A silver bullet, for a werewolf. Because that's what I really **am**¹⁰. I was attacked by a werewolf one night, years ago. It bit me, and infected me with its curse. I'd give anything to be free. I'd rather die than live like this, changing every full moon into a monster that no one can control.

4. Analysis of weak and strong forms of function words.

- How would you account for the instances in **yellow**? Why are they weak or strong?
- Prepare your answers to be discussed in our next class.

>> Use expressions like the following to account for the realization of weak and strong forms in the text.

examples

OF in the line "*the story **of** Little Red Riding Hood*" is weak. It is produced with the unstressed vowel called schwa.

DOES in "*no one **does***" is strong because there is ellipsis. It is used elliptically replacing a longer stretch of language (*no one does=no one knows what really happened*).

ME in "*except **me***" takes its strong form because the pronoun is in contrast ("*me*" in implicit contrast with "*everyone else*")

5. Let's go back to previous weeks' assignments:

- How many instances of words with **silent letters** can you find in *The Wolf's Tale*? Transcribe them.
- How many instances of –ED and –S **inflectional endings** are there? Transcribe them.
- Find examples of the different kinds of **linking** we have worked on. Transcribe them. Can you find examples of all of them?

¹ have

² couldn't

³ that

⁴ the

⁵ have

⁶ me

⁷ has

⁸ the

⁹ that

¹⁰ am

6. Think ahead to our next class:
- How does the story end?

7. We will be discussing your answers and looking at your transcriptions next class.



KEYS

EX1

/ ðə wʊlfs teɪl/

/ju ɔ:l nəʊ ðə stɔ:ri əv lɪtl rɛd raɪdɪŋ hu:d raɪt / wɛl aɪm ʃʊə r əv wʌn θɪŋ / ju dəʊnt nəʊ
wɒt rɪəli hæpənd/ nəʊ wʌn dʌz / ɪksɛpt mi:/ aɪ nəʊ rɪ:pl dəʊnt bəli:v ɪn feəri teɪlz ði:z
deɪz / bət ðə raɪdɪŋ hu:d stɔ:ri hæpənz tə bi tru: / aɪ ʃʊd nəʊ / ju si:/ aɪm ðə wʊlf/ ən ð
ə rɛst əv ðəm / ðə ɡɜ:l / ðə wʊdzmən / ɔ:l ði lðə rɪ:pl / ðeɪ ɡɒt ɪt rɒŋ / ɔ:l rɒŋ /

EX2

- 1 – C
- 2 – B
- 3 – A
- 4 – B