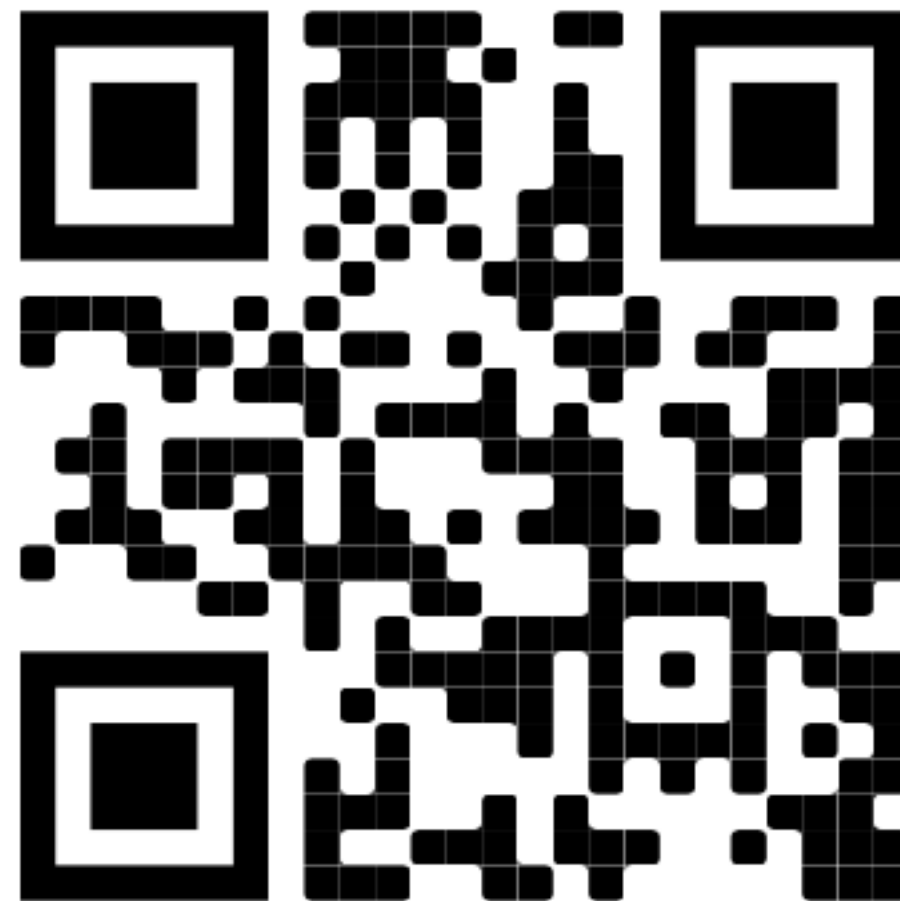


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I am **sounding**



**ENGLISH**





# Connected Speech

Getting you better understood

# Suprasegmental features

- Vowels
- Syllable stress in words
- Syllable stress in phrases
- Rhythm & Chunking
- Schwa
- Sentence chunking
- Intonation
- Connected Speech





Contrasting  
SY-l-la-ble



LATE

I was running





Contrasting  
SY-Ila-ble

**LATE**

I was running

Contrasting  
SY-Ila-ble

**LATE**

I was running

**LATE**



## Example Sentence

|   |       |
|---|-------|
| OS  | TS    |
| It is interesting but it is difficult for me to follow your explanations  |       |
| OS  | TS    |
| It is interesting but it is difficult for me to follow your explanations  |       |
| OS  | TS    |
| It is interesting but it is difficult for me to follow your explanations  |       |
| OS/TS   |       |
| It is interesting but it is difficult for me to follow your explanations  |       |
| OS/TS   | OS/TS |
| It is interesting/ but it is difficult for me to follow your explanations |       |
| OS/TS   | OS/TS |
| It is interesting/ but it is difficult for me to follow your explanations |       |

## Provide your sentence

|  |
|--|
|  |
|  |
|  |
|  |

## The intention

Neutral

Not easy

Not other students

Not boring

Not boring &amp; not easy

Not boring & not the other  
teacher's explanation

## The intention

|  |
|--|
|  |
|  |
|  |
|  |



# Limerick Poems



I once had a blind date with Cilla.



I took her to watch Aston Villa.



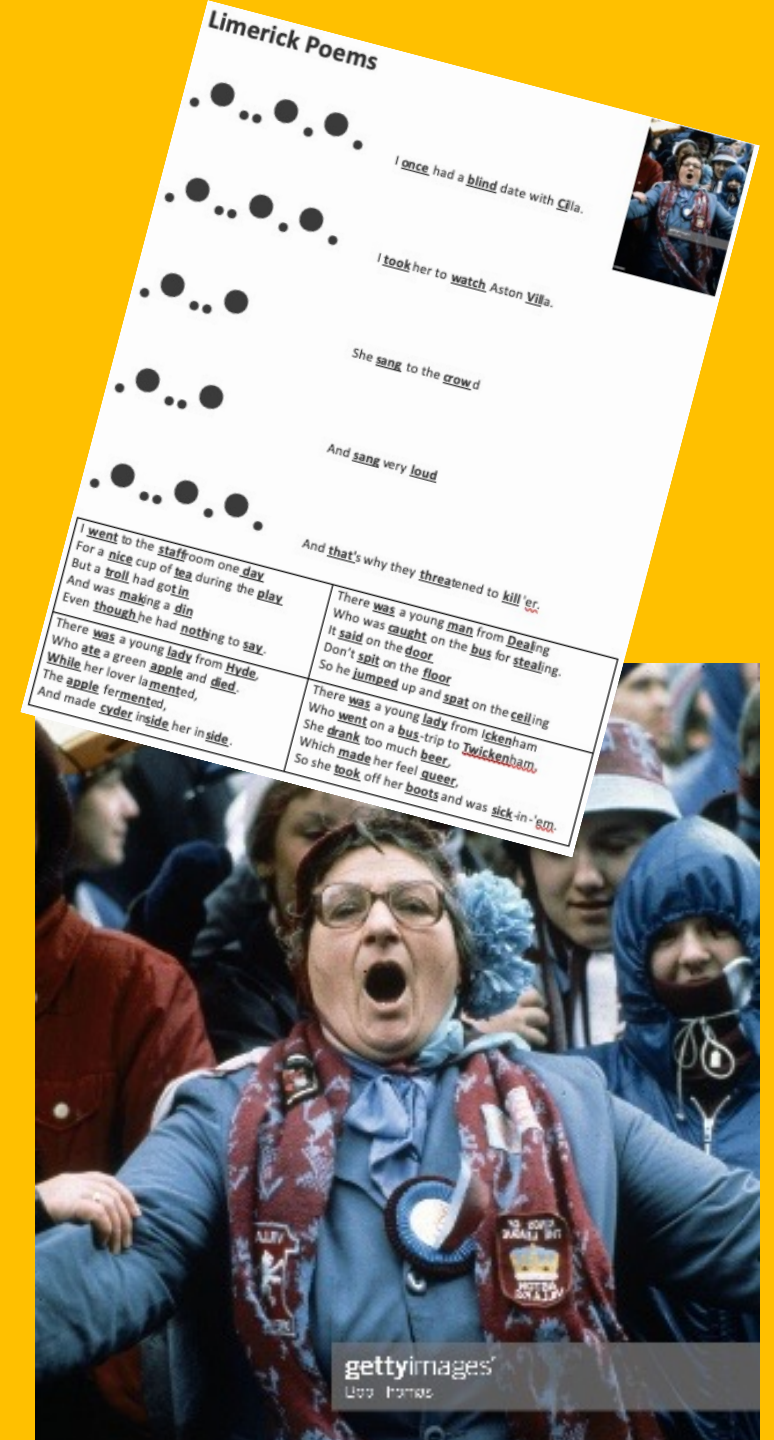
She sang to the crowd



And sang very loud



And that's why they threatened to kill 'er.



# Tongue Twisters – first lines

Peter Piper picked a peck of pickled peppers  
ə ə ə u ə ə

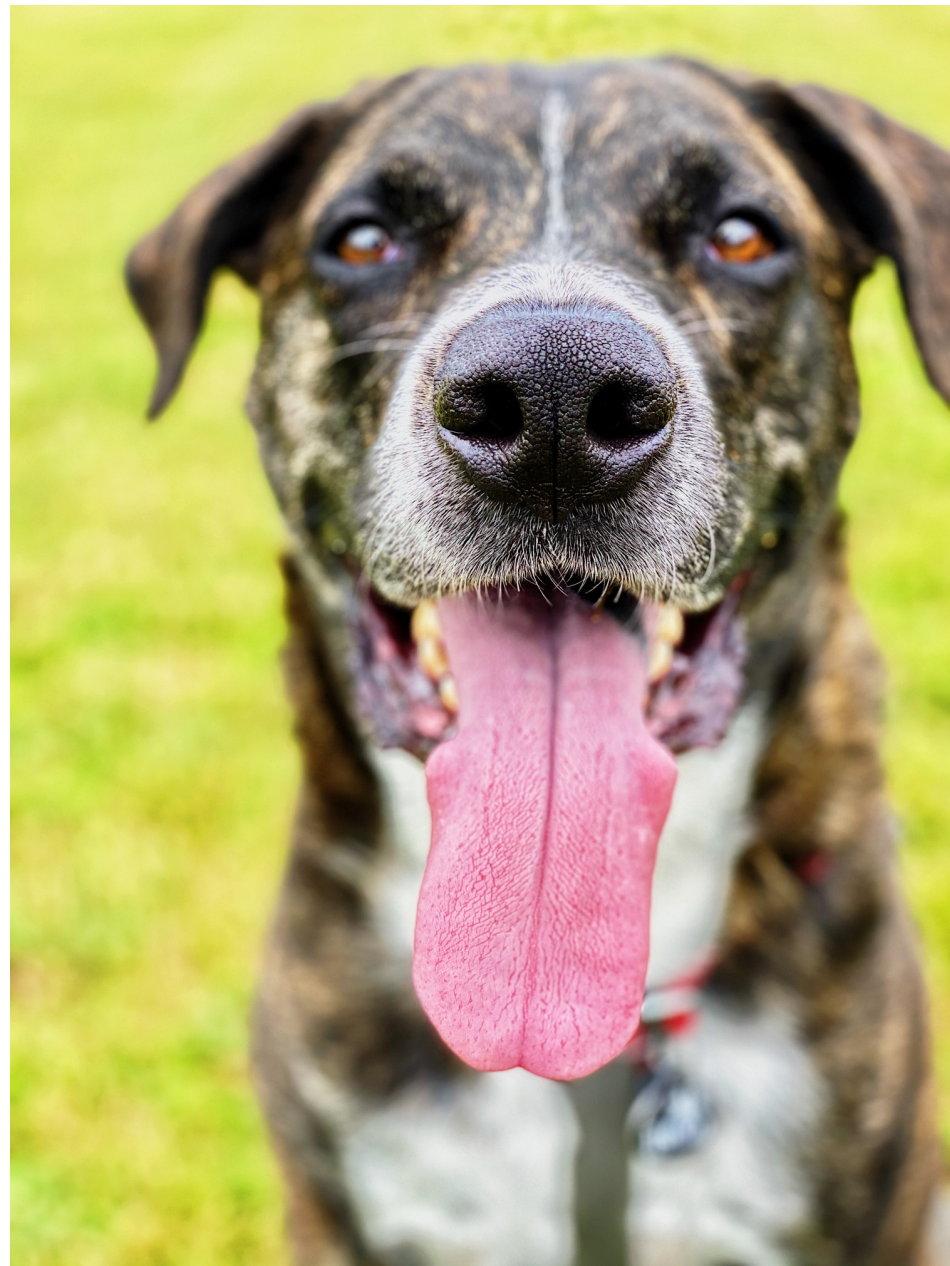
Betty Botter bought some bread and butter  
i ə u u ə

Taking two tickets to target the talented teacher  
i e e ə ə i ə

Donnah's Dinner was deadly and dangerous  
ə ə o i u ə u

Can you can a can as a canner can can a can?  
ə ə a ə ə ə ə

Go and get a gorgeous gift for Gordon's engagement  
u ə u ə u ə ə



Building  
up  
pressure  
of the  
stops







# Chunking and reduction

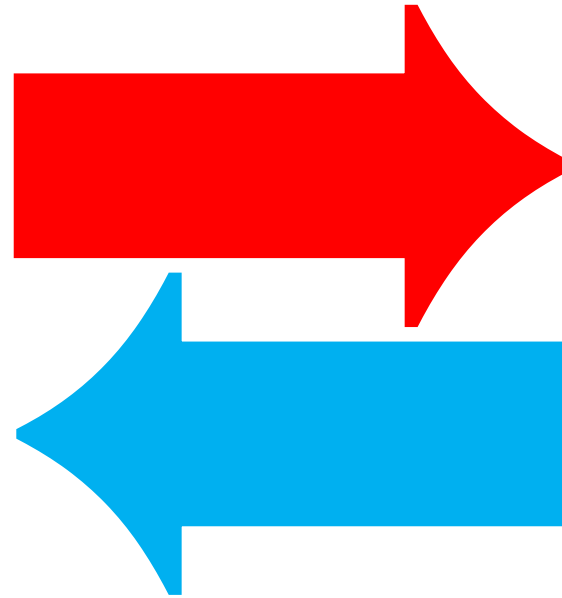




Individual exploration into pronunciation



# Macro



# Micro





<https://iamsoundingenglish.com>



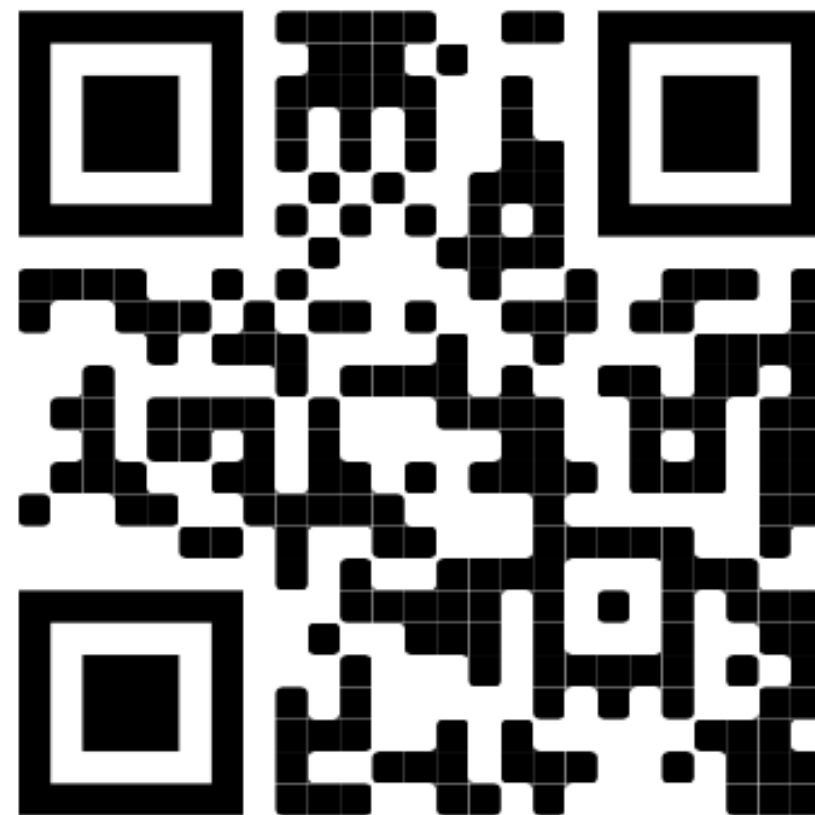
### Food: Phrases

1. my FAV'rite dish is SHABu-SHABu / WHIChis THINly SLICED BEEF / BOILed 'n' DIpped in a SAUCE
2. I LOVE SOba / WHIChis a KIN' duv WHEAT NOODle / bu' it NEE's t' be HAN'made
3. I KNO' wi' tis unHEALthy bu' I LOVE FISH 'n' CHIPS
4. I ALways reMEMber Havin' SEAfoo' paElla whe' nI WEN' t' BARceLOna
5. I LOVE Makin' TAcos toGEther wi' the FAm'ly aROUN' the DIinner TABLE
6. if y' Ever GE' the CHANCE / TRY PARma HAM / it's REALLY GOO' HAM from PARma / Italy
7. NOthin' BEATS m' MUM's HOMEmade leSAGna wi' FRESH t'MAtoes from the GARDen
8. FRESHly MADE CROIssants wi' Coffee is the BES' WAY t' START the MORning
9. YOU SHOU' TRY TOM yum / WHIChis a SPIcy, SWEE' tn' SOUR CURry / COOKED in COcenut MILK
10. CURry is by FAR m' FAV'rite food, eSPEC'ly i' fi' is COOKed 'n BUTter 'n' EAten wi' NAN BREAD
11. I JUS' LI' a SIMple SALad as I WAN' t' KEE' pin SHAPE
12. I LOVE SPRING rolls SERVED wi' SWEE' CHILLi SAUCE
13. f' ME / FRIday NIGH'means ONE THIN' / PIzza NIGHT

I am sounding



ENGLISH



<https://iamsoundingenglish.com>



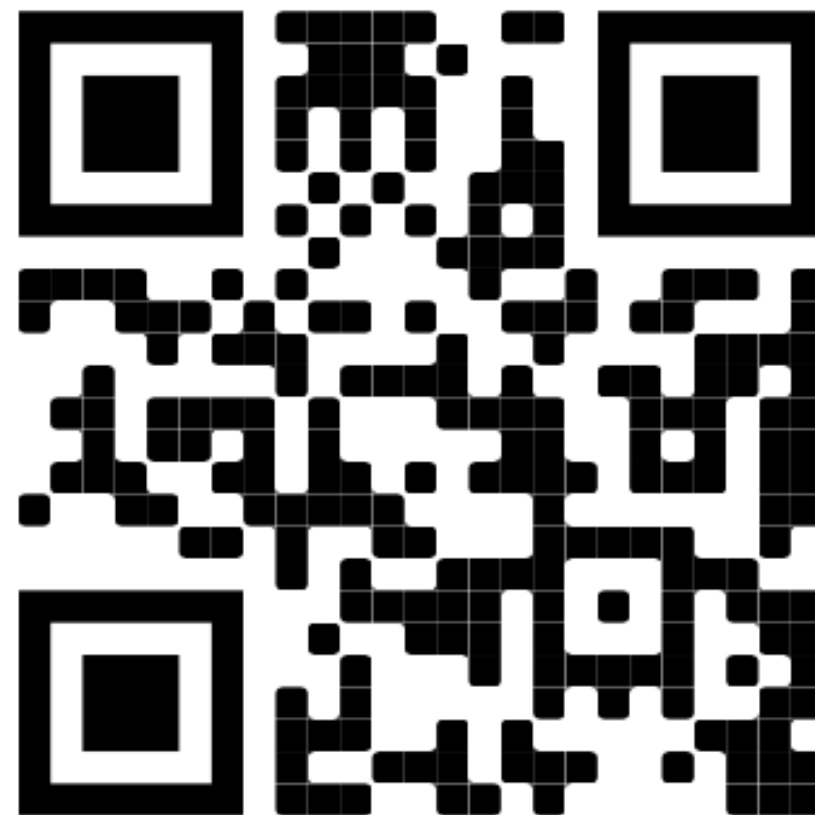
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I am sounding



ENGLISH



<https://iamsoundingenglish.com>



## Food: Improving your IELTS response

Read the example and think about how to improve it.

I will tell you foods.

First, I will tell you my favorite foods.

I like fruits. In my grand-parents garden, my family grow fruits.

For example, grapes, strawberries, watermelons, persimmons, and so on.

So, I often eat these fruits. I think fruits grown by myself are delicious better than other fruits. I especially like gummy fruit, it is called "Gumi-no-mi" in Japanese. Do you know this fruit? It likes cherry and the taste is very sweet. I think almost of people can't eat it, but I recommend it for you, if you like sweet fruits.

In addition, my family also grow a lot of vegetables.

For instance, cucumbers, Chinese cabbage, potatoes, onions, and so on.

Therefore, I think I like to eat fresh foods like fruits and vegetables grown by myself.

Second, I will tell you food I dislike.

I don't like tomatoes. My family also grows tomatoes in our garden. So, I know that tomatoes have a lot of nutrition and I want to get lycopene. However, I can't eat it, because I don't like tomato's texture and smell. And then, I also hate broad bean, it is called Soramame in Japanese. This smell is strong for me. I think I am sensitive to smell, but I would like to eat all foods in the future.

## How can you improve the writing?

The topic sentences needs to focus more on what the writer wants to say.

Needs to be put into two paragraphs: Food I like, food I don't like

Think of fruit if we are being general and fruits if you are thinking about several types.

e.g. I like fruit. The fruits I like are ...

noun which is ... - Good for giving more detail/extra information

The food I like are... / Things I don't like to eat are... (noun additional clause ...)

Like - love, enjoy,

Don't like - hate, avoid, can't stand

Even though - used as a counter argument

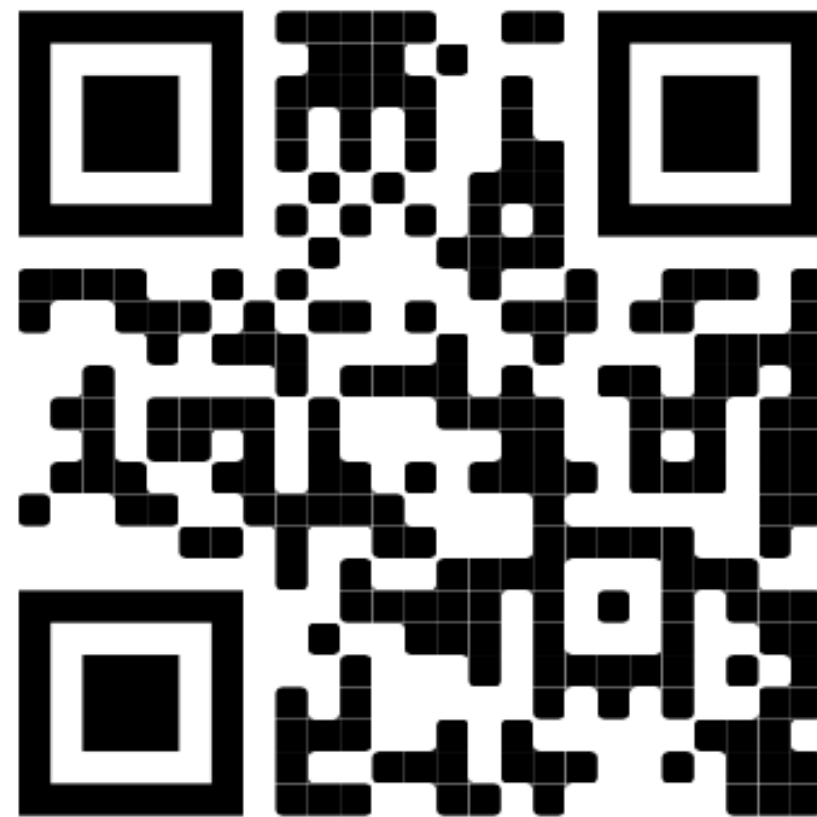
Let me introduce the types of food I like and the ones I avoid. My favorite food is fruit. I am lucky because in my grandparent's garden, we grow all kinds of fruit such as grapes, strawberries, watermelons, and persimmons. And so, I often eat these fruits daily. Homegrown fruit is really delicious and much better than fruits from the supermarket. I especially like *guminomi*, which is silverberry in English. It looks like cherry but is much sweeter. I think almost everyone won't enjoy this fruit but I recommend you to try it if you like sweet fruit. Actually, my family also grow a lot of vegetables. For instance, we grow cucumbers, Chinese cabbage, potatoes, and onion straight from the garden. As a result, I like to eat food which is fresh like fruit and vegetables.

However, there are things I don't like to eat. The one I really hate but know is good for us is the tomato. Even though my family grows this fruit in our garden, I can't eat it. Even though this fruit has a lot of nutrition and includes lycopene, which is an antioxidant, I can't eat it because I can't stand the texture or the smell. I also hate *Soramame*, which is broad bean in English. Again, this vegetable's smell is too strong for me. I think I am sensitive to smell but I would like to try all kinds of food in the future.

I am sounding



ENGLISH





<https://iamsoundingenglish.com>



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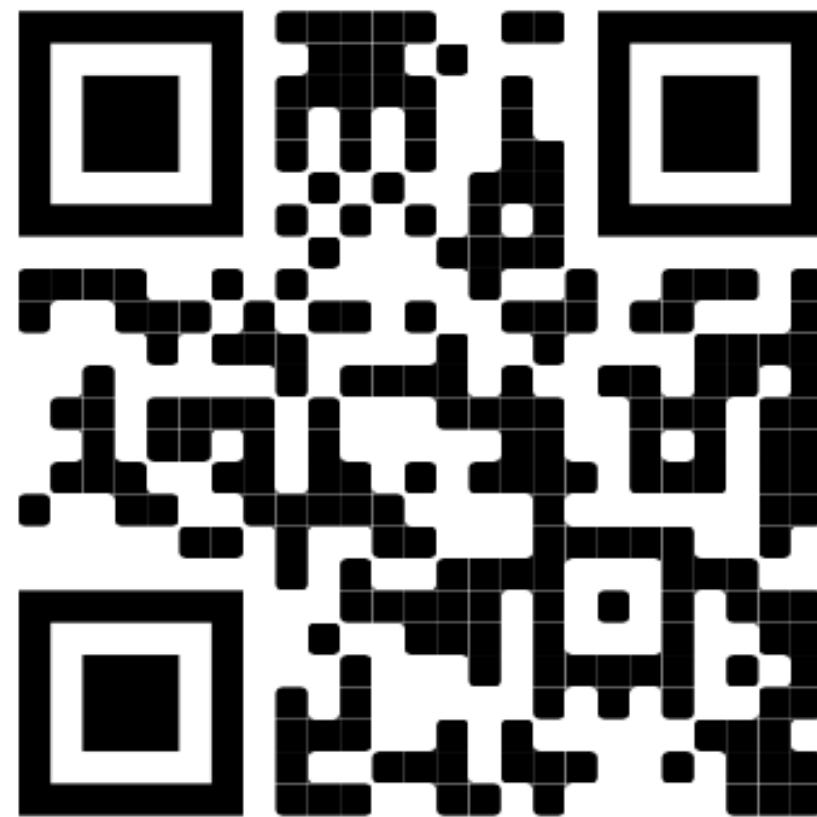
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I am sounding

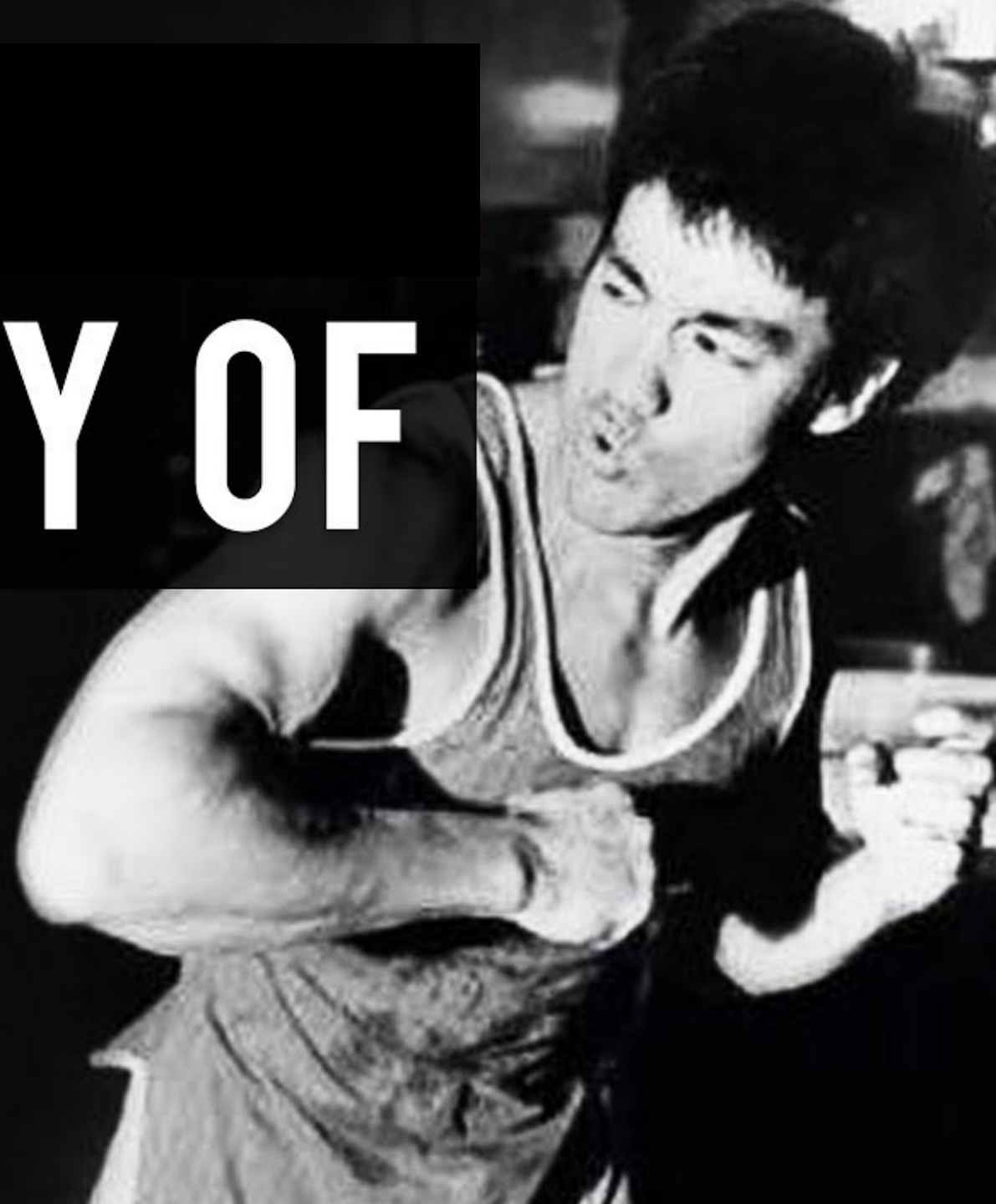


ENGLISH



**ECONOMY OF**

**MOTION**





| MANNER    |           |         | VOICING   | PLACE    |             |             |          |         |       |         |
|-----------|-----------|---------|-----------|----------|-------------|-------------|----------|---------|-------|---------|
|           |           |         |           | Bilabial | Labiodental | Interdental | Alveolar | Palatal | Velar | Glottal |
| Obstruent | Stop      |         | Voiceless | p        |             |             | t        |         | k     | ʔ       |
|           |           |         | Voiced    | b        |             |             | d        |         | g     |         |
|           | Fricative |         | Voiceless |          | f           | θ           | s        | ʃ       |       |         |
|           |           |         | Voiced    |          | v           | ð           | z        | ʒ       |       | h       |
|           | Affricate |         | Voiceless |          |             |             |          | tʃ      |       |         |
|           |           |         | Voiced    |          |             |             |          |         | dʒ    |         |
| Sonorant  | Nasal     |         | Voiced    |          |             |             | n        |         | ŋ     |         |
|           | Liquid    | Lateral | Voiced    | m        |             |             | l        |         |       |         |
|           |           | Rhotic  | Voiced    |          |             |             |          | r (ɹ)   |       |         |
|           | Glide     |         | Voiced    | w        |             |             |          | j       | (w)   |         |

## **Elision – disappearing sounds**

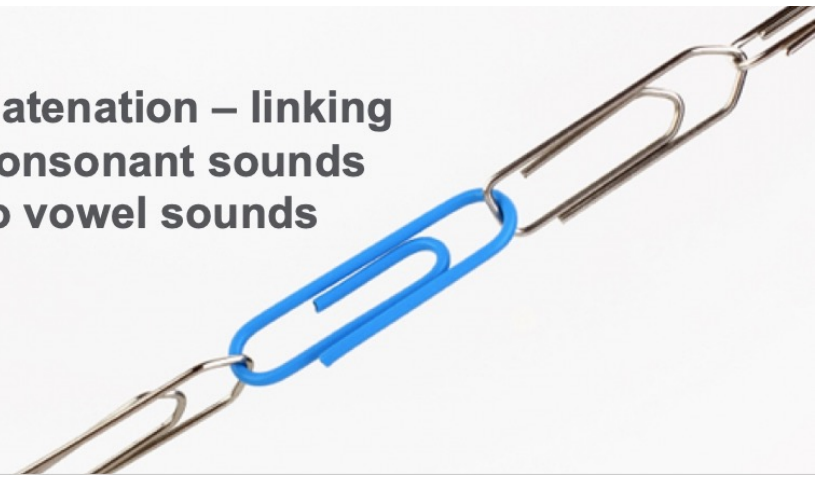
The strong syllable,  
or the syllable with  
emphasis, is the  
one after the  
apostrophe.



The schwa –  
small words that  
are barely  
pronounced



Catenation – linking  
consonant sounds  
to vowel sounds



Intrusion –  
inserting sounds



Assimilation –  
consonant  
combinations  
that change  
the sound of  
the word





# Elision – disappearing sounds

The strong syllable,  
or the syllable with  
emphasis, is the  
one after the  
apostrophe.



**singe' ladies**



**singe' ladies**



## Elision – disappearing sounds

The strong syllable, or the syllable with emphasis, is the one after the apostrophe.

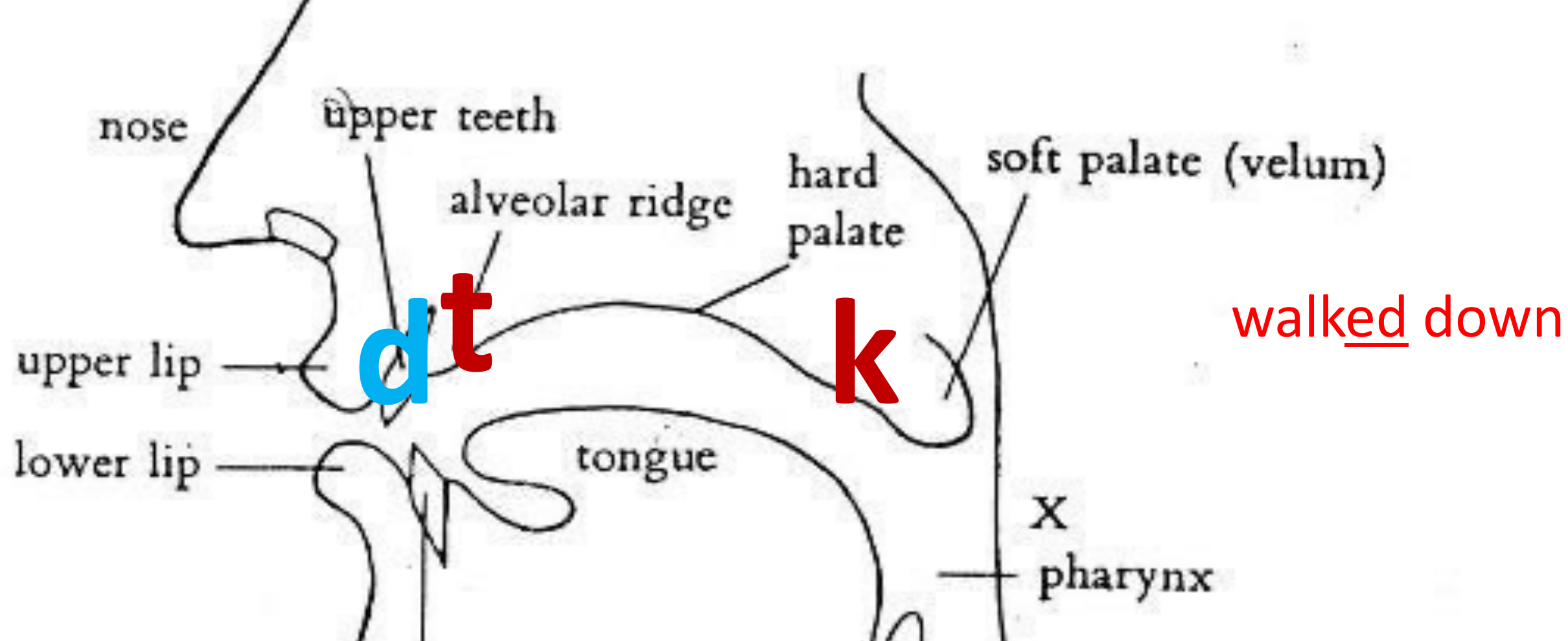
|                                    |             |             |            |
|------------------------------------|-------------|-------------|------------|
| A. He walked<br>down the<br>street | walked down | 'walk'down' | /wɔk'daʊn/ |
| B. We should<br>eat less sugar     | less sugar  | 'le'sugar'  | /lɛ'ʃʊgər/ |

### When does it happen?

When the end of one word has a similar consonant sound to the next word, fluent speakers of English usually do not pronounce the first consonant. The two consonants might be the same, as in example A above. Other times, the two consonant sounds are similar, as in example B.

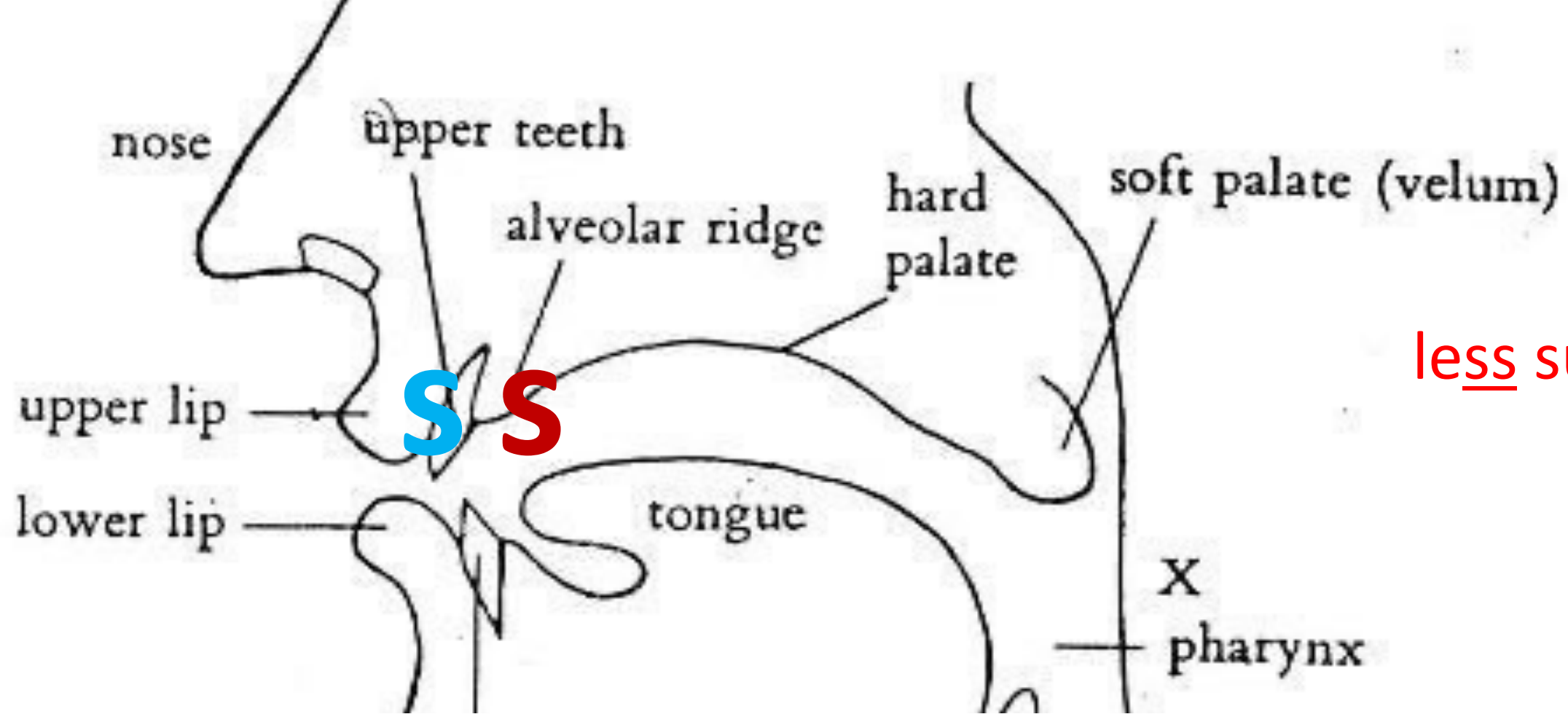
Beyoncé's 2008 song *Single Ladies* is dedicated to the benefits of not having a partner. She sings her advice to 'all the **single ladies**'.

**singe' ladies** → /sɪŋgə'leɪdiz/



|   | MANNER | VOICING   | PLACE    |             |             |          |         |       |         |
|---|--------|-----------|----------|-------------|-------------|----------|---------|-------|---------|
|   |        |           | Bilabial | Labiodental | Interdental | Alveolar | Palatal | Velar | Glottal |
| P | Stop   | Voiceless | p        |             |             | t        |         | k     | ʔ       |
|   |        | Voiced    | b        |             |             | d        |         | g     |         |

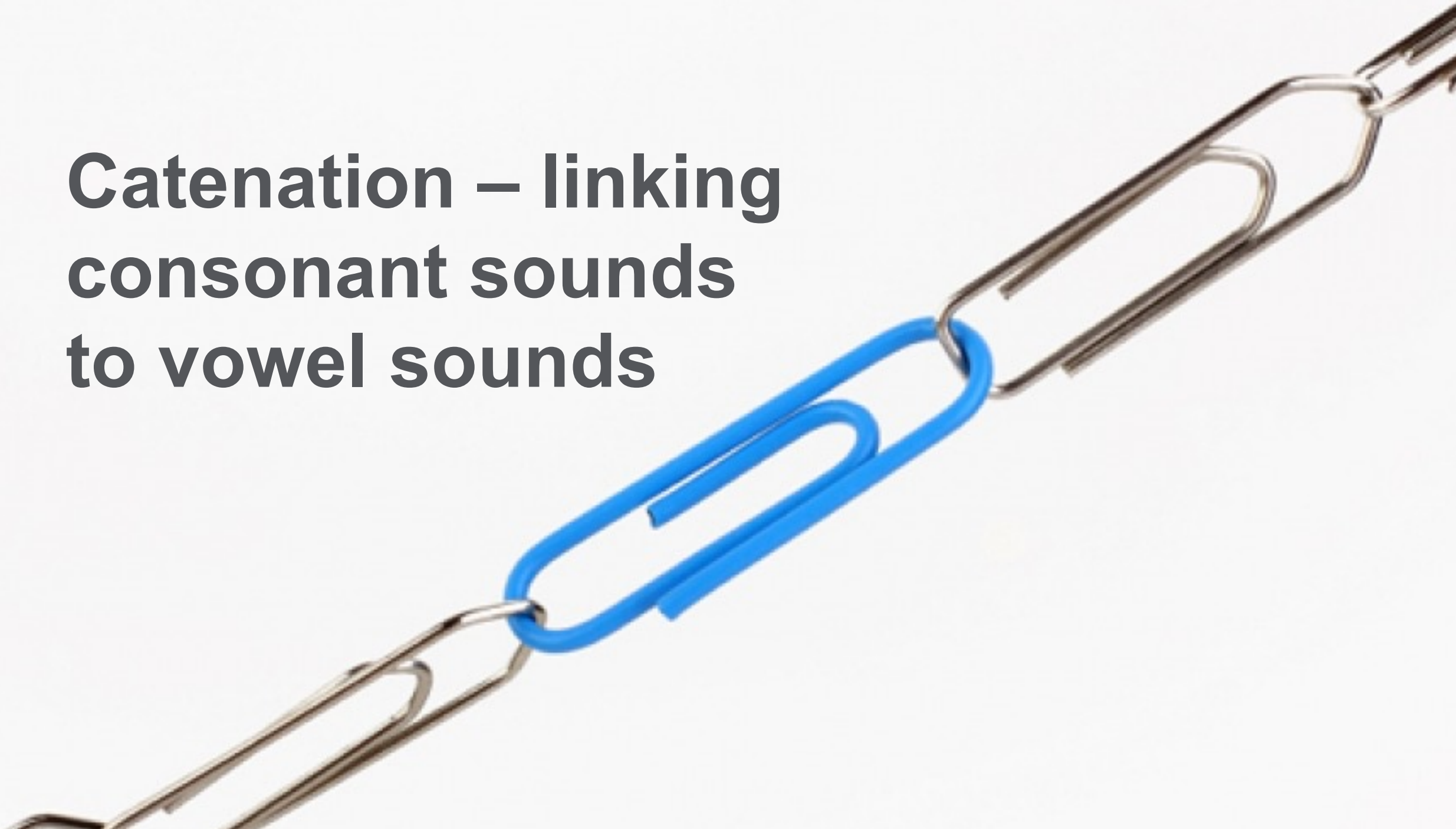




less sugar

|       | MANNER    | VOICING   | PLACE    |             |             |          |         |       |         |
|-------|-----------|-----------|----------|-------------|-------------|----------|---------|-------|---------|
|       |           |           | Bilabial | Labiodental | Interdental | Alveolar | Palatal | Velar | Glottal |
| trues | Fricative | Voiceless |          | f           | θ           | s        | ʃ       |       | h       |

**Catenation – linking  
consonant sounds  
to vowel sounds**



**shapov**



# shapov



## Catenation – linking consonant sounds to vowel sounds

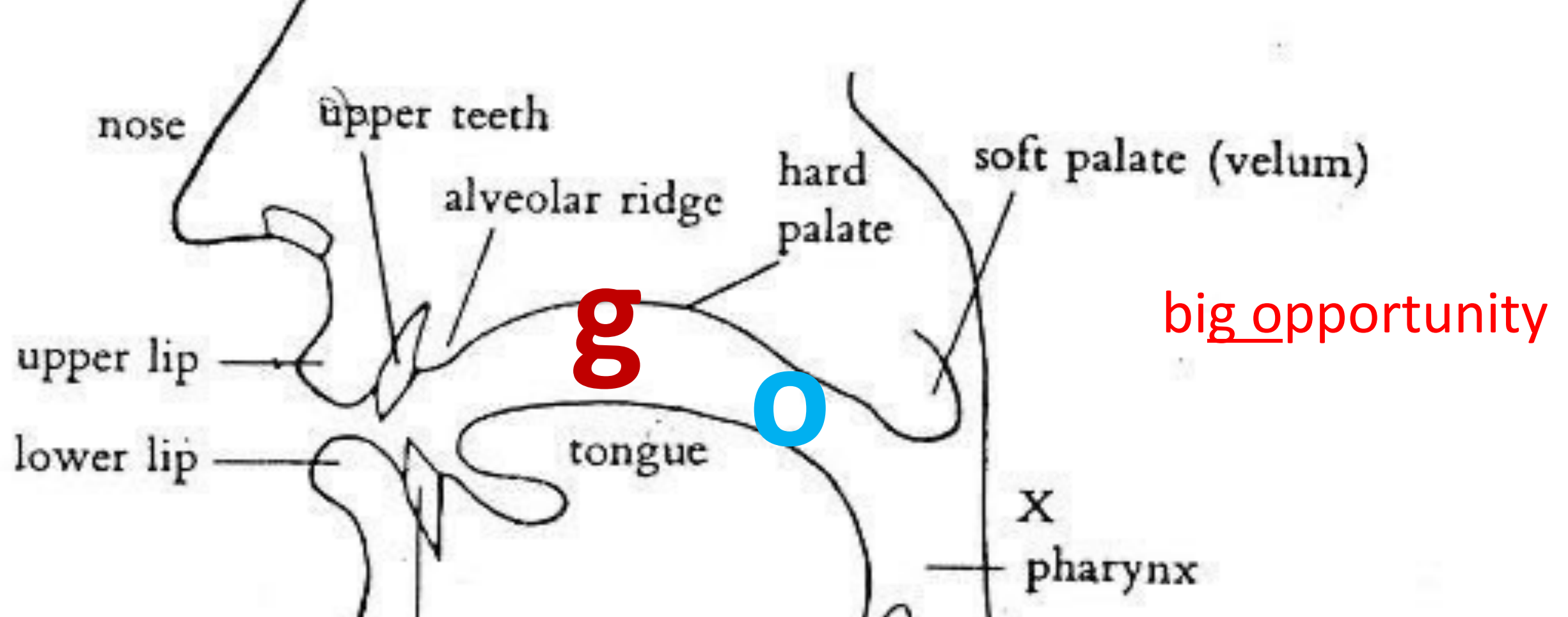
|                           |                 |                    |                   |
|---------------------------|-----------------|--------------------|-------------------|
| A. It's a big opportunity | big opportunity | 'bigoppor'tu nity' | /bɪgəpər'tu nəti/ |
| B. I woke up at 7.00      | woke up         | 'wok'up'           | /wɒʊ'kʌp/         |

### When does it happen?

When one word ends with a consonant sound and the next word begins with a vowel sound, the two words merge together with the consonant sound flowing directly into the vowel sound. You can notice this with phrasal verbs, as in example B.

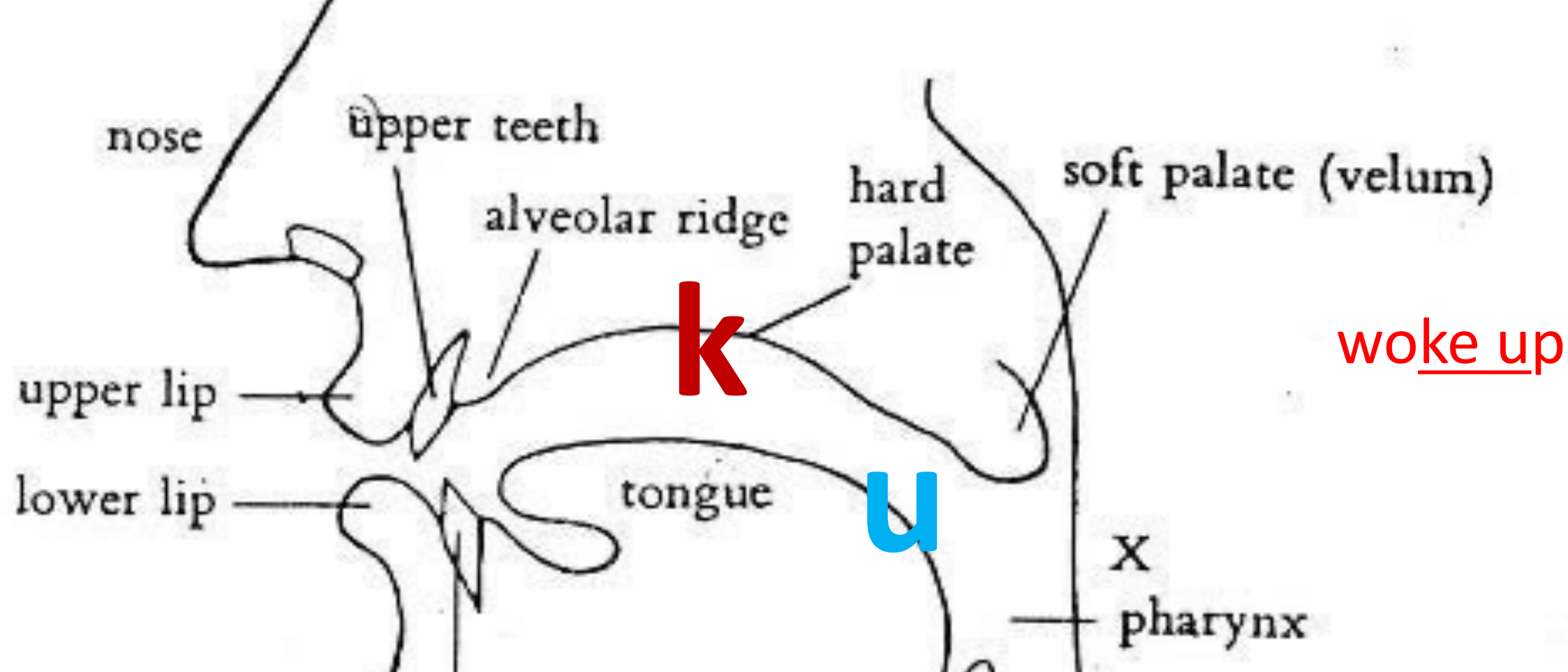
In the 2017 song Shape Of You, Ed Sheeran sings about being in love with his girlfriend's shapely figure as he tells her 'I'm in love with the **shape of** you'.

**shapof** → /'ʃeɪpən/



| MANNER | VOICING   | PLACE    |             |             |          |         |       |         |
|--------|-----------|----------|-------------|-------------|----------|---------|-------|---------|
|        |           | Bilabial | Labiodental | Interdental | Alveolar | Palatal | Velar | Glottal |
| Stop   | Voiceless | p        |             |             | t        |         | k     | ʔ       |
|        | Voiced    | b        |             |             | d        |         | g     |         |





| MANNER | VOICING   | PLACE    |             |             |          |         |       |         |
|--------|-----------|----------|-------------|-------------|----------|---------|-------|---------|
|        |           | Bilabial | Labiodental | Interdental | Alveolar | Palatal | Velar | Glottal |
| Stop   | Voiceless | p        |             |             | t        |         | k     | ʔ       |
|        | Voiced    | b        |             |             | d        |         | g     |         |

# Lets look at some example

- He SPEAKS Spanish
  - I LIKE it
  - I can UNDERSTAND it
  - The BIG Apple
  - He ATE up Everything
  - He WORKED up an Appetite
  - The RED door
- He SPEA(K) Spanish
  - I LI' kit
  - I ca' nUNDERSTAN' dit
  - The BI' GApple
  - He A' tup Everything
  - He WORK' tu' pa nAppetite
  - The RE' door

# Linking Consonants to Vowels

| <i><b>Word combination</b></i> | <i><b>Sounds like</b></i> |
|--------------------------------|---------------------------|
| Deep <b>p</b> end              |                           |
| I like it                      |                           |
| Hold <b>d</b> on               |                           |
| Get <b>u</b> p late            |                           |
| This guy                       |                           |
| Kicked <b>d</b> out            |                           |



| MANNER | VOICING   | PLACE    |             |             |          |         |       |         |
|--------|-----------|----------|-------------|-------------|----------|---------|-------|---------|
|        |           | Bilabial | Labiodental | Interdental | Alveolar | Palatal | Velar | Glottal |
| Stop   | Voiceless | p        |             |             | t        |         | k     | ʔ       |
|        | Voiced    | b        |             |             | d        |         | g     |         |

1. When a stop sound is followed by another consonant, you must hold the stop sound. What does this mean? Instead of releasing air after you create the sound with your lips or tongue, hold the pressure inside your mouth. This applies to both to linking words (ex. “Sit down”) and consonant combinations within words (ex. “lobster”)

2. Linking continuants is easier since you can just continue from one consonant to the next without stopping the airflow. For example, “aims to” sounds “aim Stu,” “it’s tall,” sounds like “it stall.”

| MANNER | VOICING   | PLACE    |             |             |          |         |       |         |
|--------|-----------|----------|-------------|-------------|----------|---------|-------|---------|
|        |           | Bilabial | Labiodental | Interdental | Alveolar | Palatal | Velar | Glottal |
| Stop   | Voiceless | p        |             |             | t        |         | k     | ʔ       |
|        | Voiced    | b        |             |             | d        |         | g     |         |

up top  
help now

baked buns  
fried beans

great day  
big dog

cookbook  
dark night

# Intrusion – inserting sounds





**me'yout**

me'yout



## Intrusion – inserting sounds

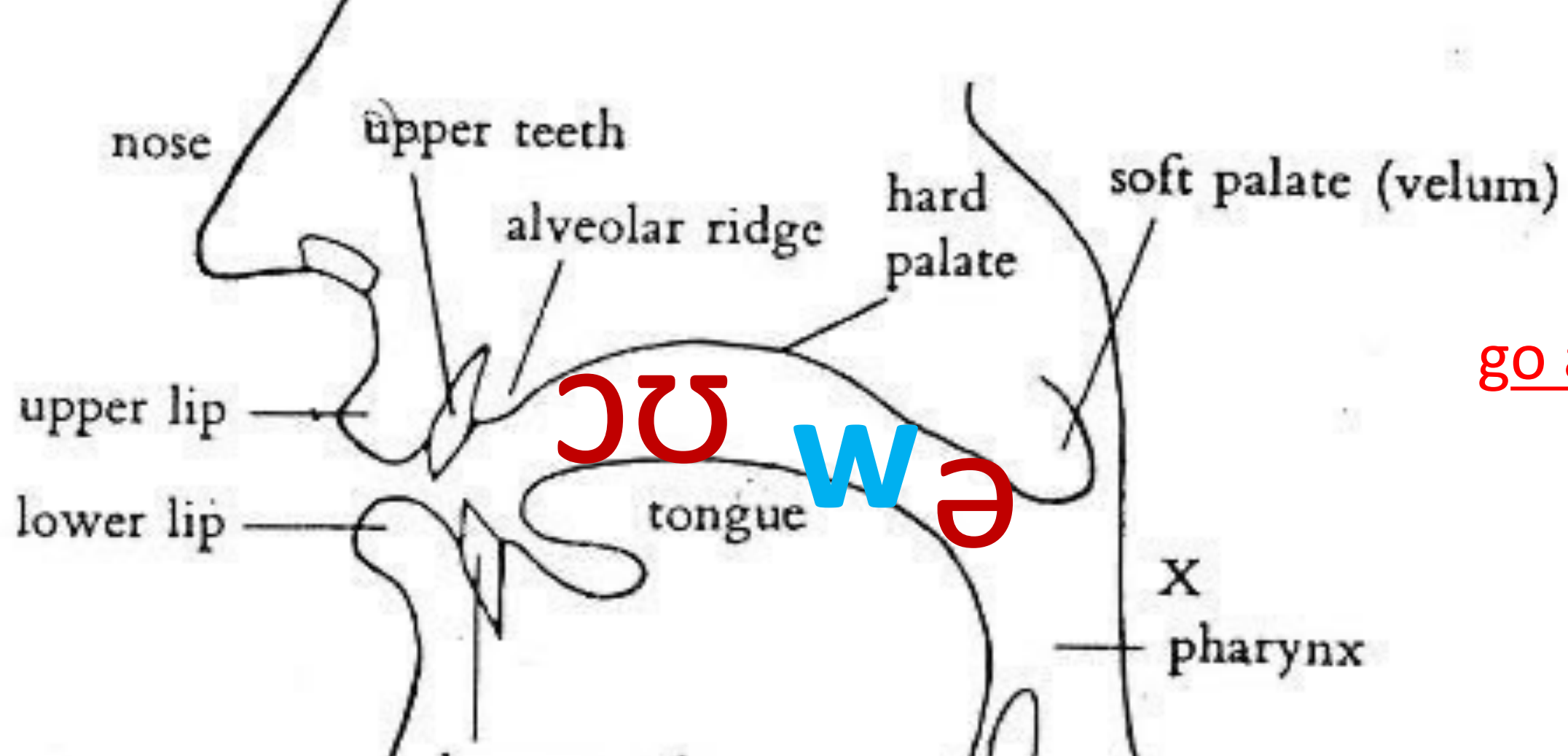
|                                  |          |             |             |
|----------------------------------|----------|-------------|-------------|
| A. You go ahead and I'll follow. | go ahead | 'gowa'head' | /goʊwə'hɛd/ |
| B. I ate a sandwich.             | I ate    | 'i'yate'    | /aɪ'jeɪt/   |

### When does it happen?

When one word ends with a vowel sound and the next word begins with a vowel sound, fluent speakers often insert a mild consonant sound to make the sentence flow more easily.

Take Me Out was a 2004 hit for Franz Ferdinand, in which the singer meets a stranger at a party and wants them to go on a date. He asks the other person to 'take **me out**'.

**me'yout** → /mi:'jaʊt/

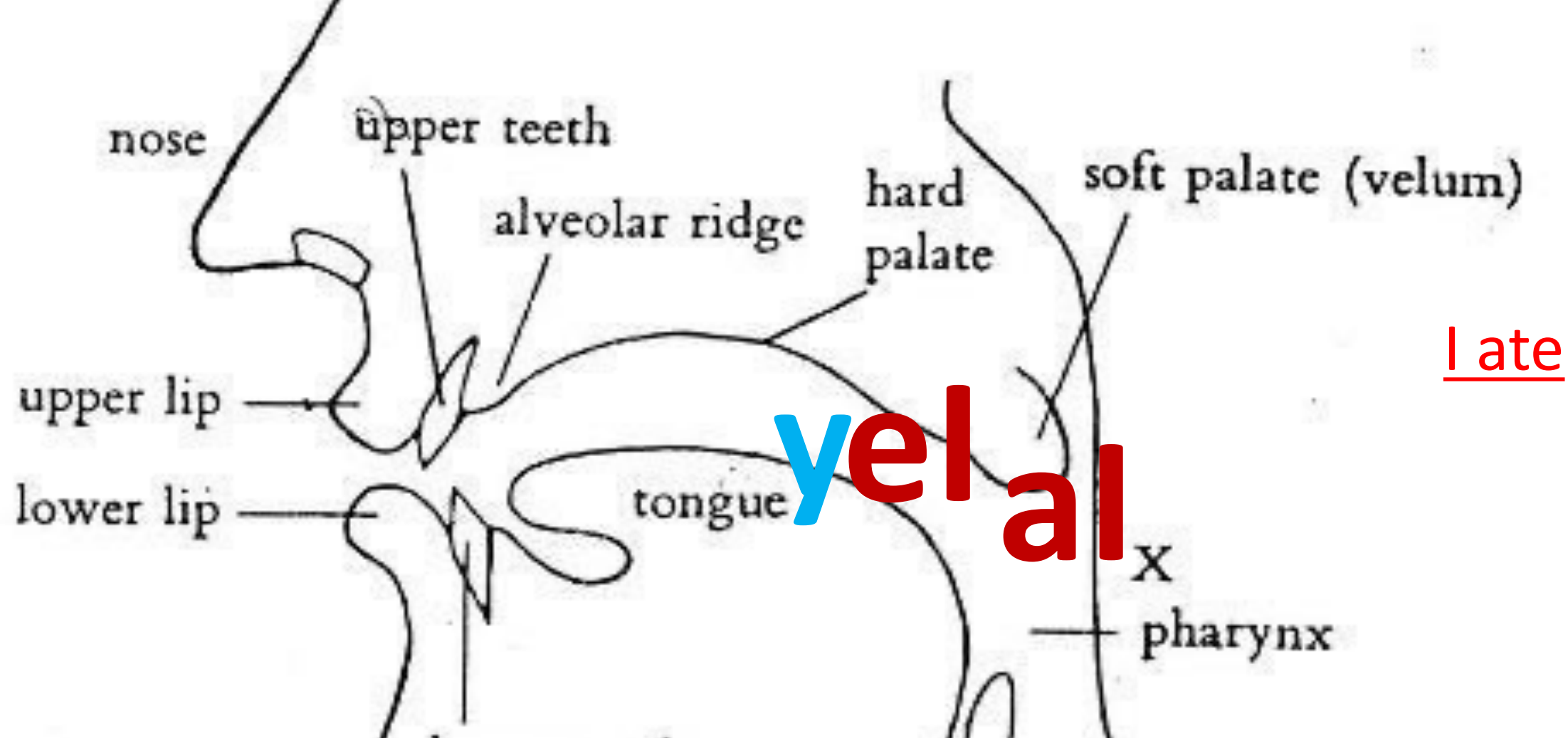


go ahead

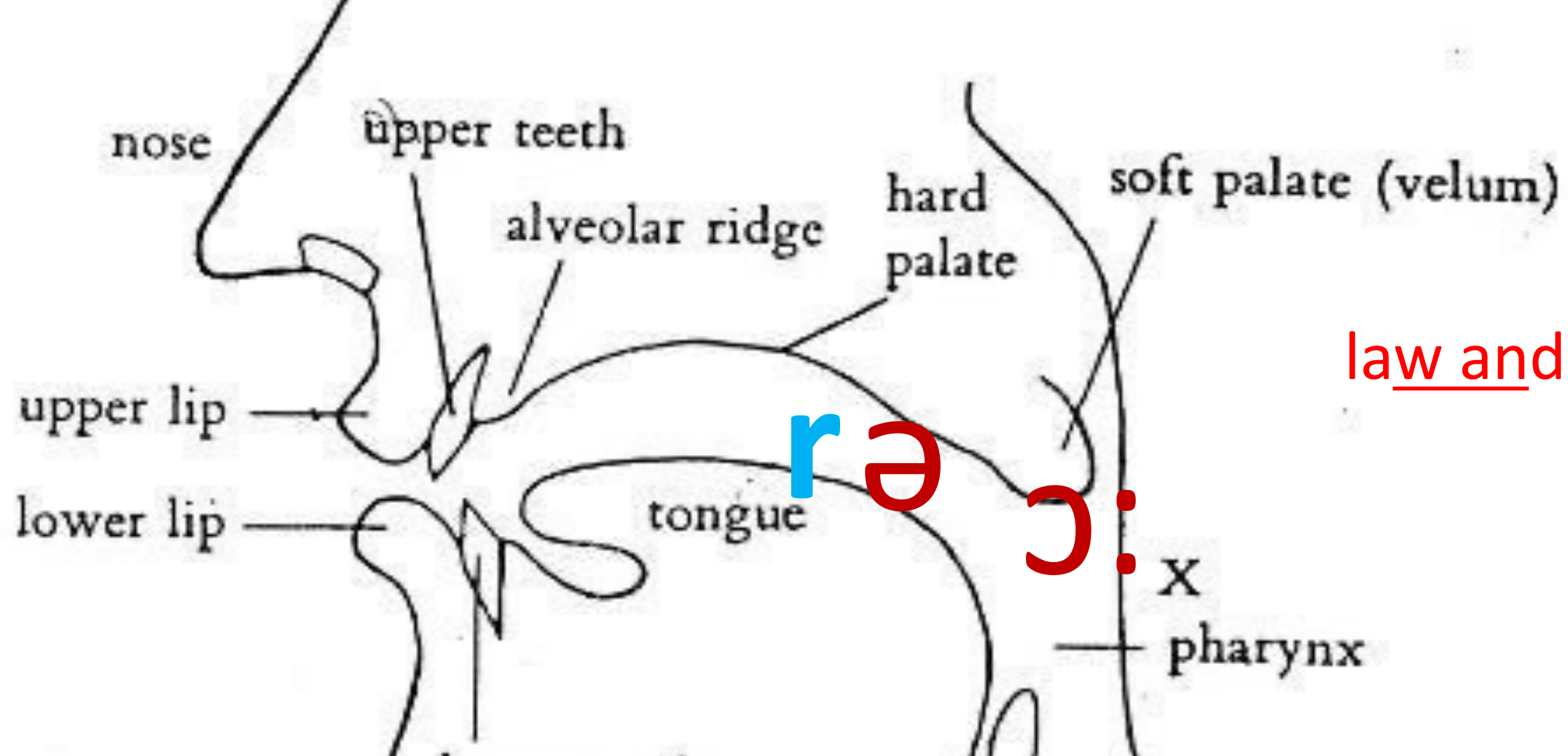
ɔʊ w ə

|    | MANNER | VOICING | PLACE    |             |             |          |         |       |
|----|--------|---------|----------|-------------|-------------|----------|---------|-------|
|    |        |         | Bilabial | Labiodental | Interdental | Alveolar | Palatal | Velar |
| ɔʊ | Glide  | Voiced  | w        |             |             |          | j       | (w)   |





|   | MANNER | VOICING | PLACE    |             |             |          |         |       |
|---|--------|---------|----------|-------------|-------------|----------|---------|-------|
|   |        |         | Bilabial | Labiodental | Interdental | Alveolar | Palatal | Velar |
| ʋ | Glide  | Voiced  | W        |             |             |          | j       | (w)   |



law and order

rə ɜ:

|   | MANNER | VOICING | PLACE    |             |             |          |         |       |
|---|--------|---------|----------|-------------|-------------|----------|---------|-------|
|   |        |         | Bilabial | Labiodental | Interdental | Alveolar | Palatal | Velar |
| ʊ | Glide  | Voiced  | W        |             |             |          | j       | (w)   |

## Intrusive /w/ sound:

- Pronounce *go over* as “go-wover”
- Pronounce *How are you?* as “how-warr you”

## Intrusive /j/ (y) sound

- Pronounce *I ate* as “I yate”
- Pronounce *he is* as “he yis”

1. We **y**ate in.

2. Go **w**on.

3. They **y**allow it.

4. You know **w**it.

5. May **y**I go now?

6. That's so **w**amazing!

7. We'll buy **y**it!

8. She **y**ate out.

Linking r (or intrusive r if there is NO spelling )

The sofa rin the catalogue

My idea ruv heaven

We saw ra film

We went via rAustralia



**Assimilation –  
consonant  
combinations  
that change  
the sound of  
the word**



**coujou**

coujou



## Assimilation – consonant combinations that change the sound of the word

|                                   |            |            |             |
|-----------------------------------|------------|------------|-------------|
| A. You live near here, don't you? | don't you' | 'donchyou' | /'dɒntʃu/   |
| B. Did you finish the plan?       | did you    | 'dijou'    | /'dɪdʒu/    |
| C. How's your meal?               | how's your | 'howjyour' | /'haʊzjʊər/ |

### When does it happen?

Due to connected speech, many words that start with the letter 'y' (or simply with a /j/ sound) can cause confusion for English learners. This is because the initial sound of the word often combines with the final consonant sound of the previous word, creating an entirely new consonant sound.

As in the examples above, the resulting new sound depends on the combination:

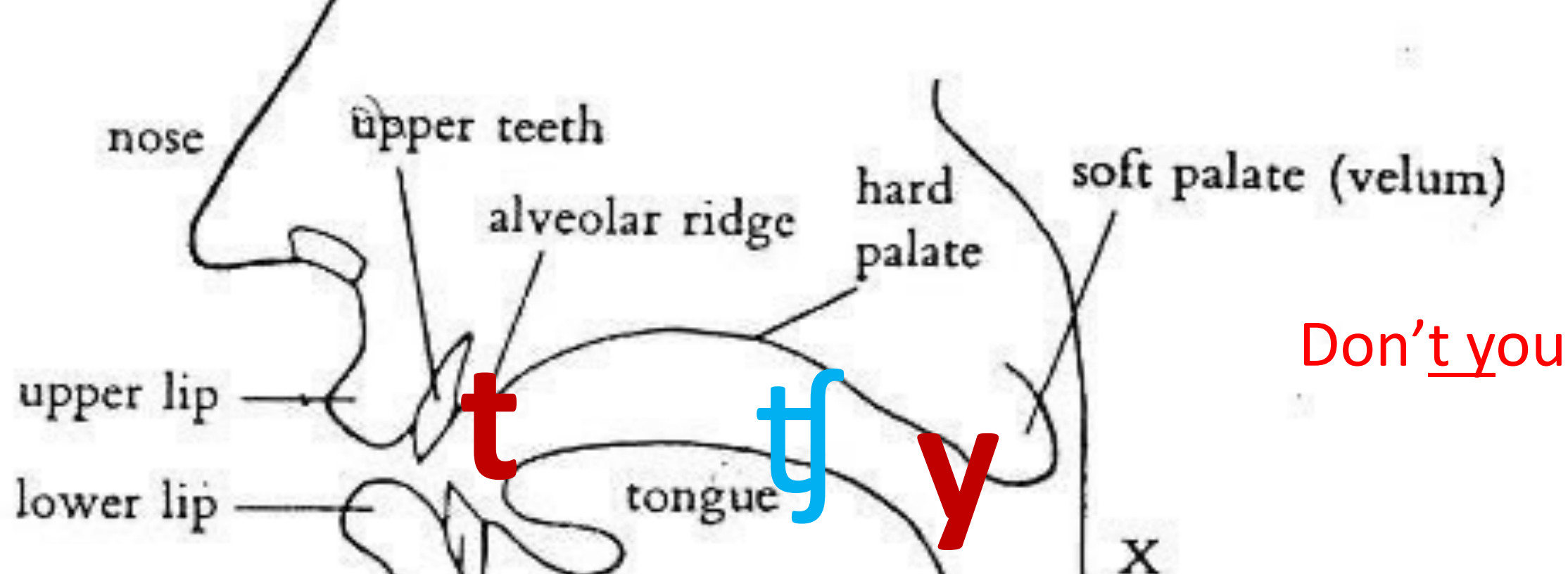
t + y = ch

d + y = 'hard' j

'hard' s + y = 'soft' j

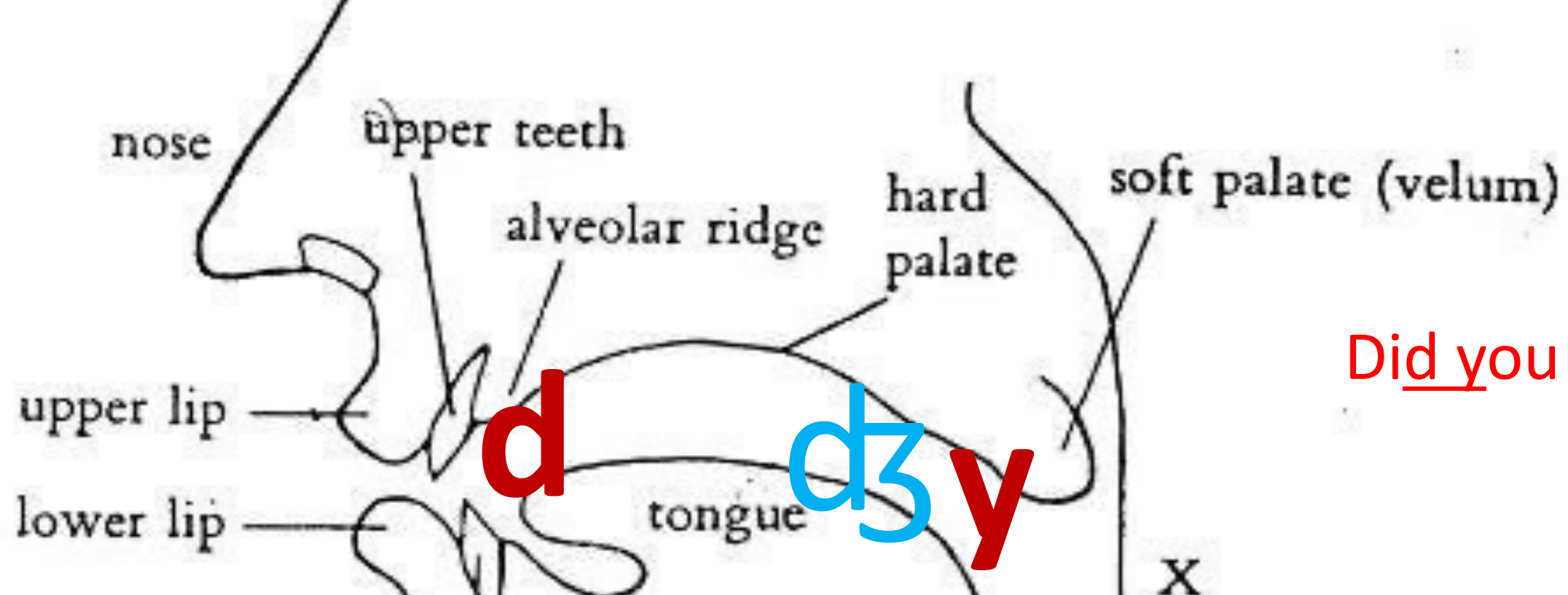
In the 1980 song *Could You Be Loved?*, Bob Marley wonders if people can learn to love freely and allow themselves to be loved by others. He asks '**Could you** be loved and be loved?'.  
'**coujou** → /'kʊdʒu:/





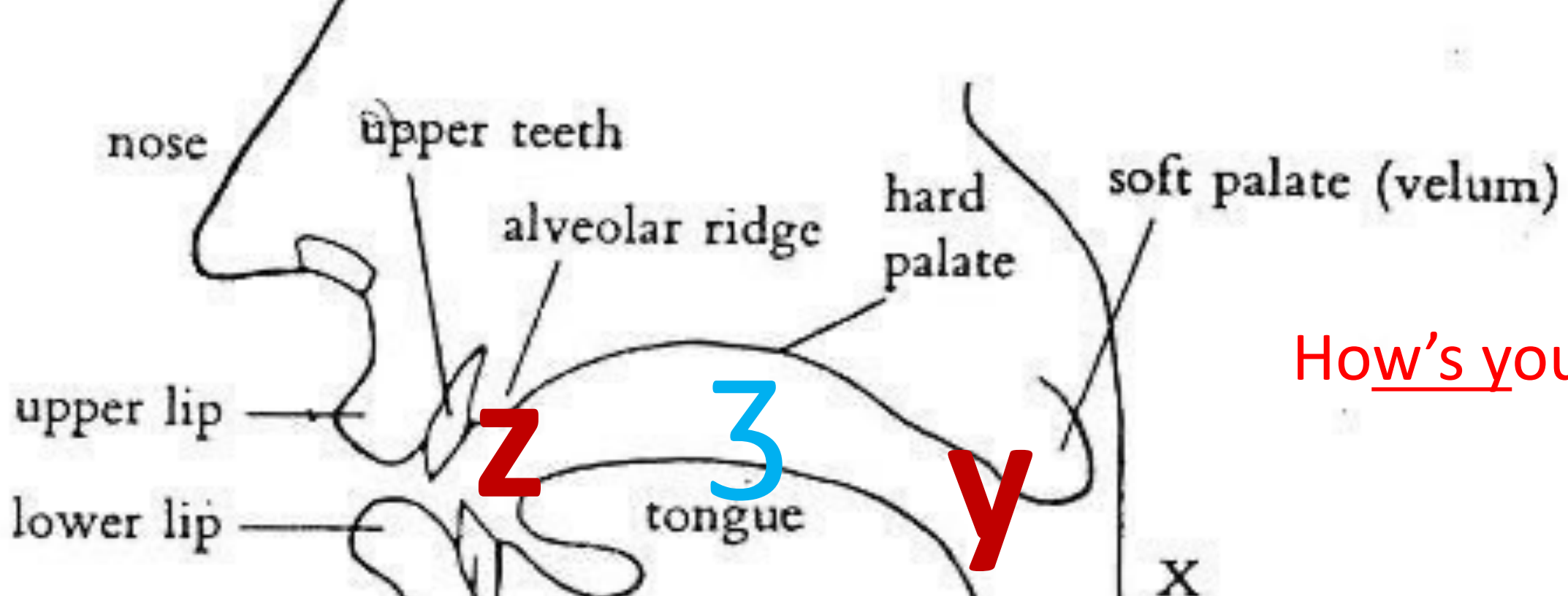
Don't you

|           |           | MANNER  | VOICING   | PLACE    |             |             |          |         |       |         |
|-----------|-----------|---------|-----------|----------|-------------|-------------|----------|---------|-------|---------|
|           |           |         |           | Bilabial | Labiodental | Interdental | Alveolar | Palatal | Velar | Glottal |
| Obstruent | Stop      |         | Voiceless | p        |             |             | t        |         | k     | ʔ       |
|           |           |         | Voiced    | b        |             |             | d        |         | g     |         |
|           | Fricative |         | Voiceless |          | f           | θ           | s        | ʃ       |       | h       |
|           |           |         | Voiced    |          | v           | ð           | z        | ʒ       |       |         |
|           | Affricate |         | Voiceless |          |             |             |          | tʃ      |       |         |
|           |           |         | Voiced    |          |             |             |          | dʒ      |       |         |
| Sonorant  | Nasal     |         | Voiced    | m        |             |             | n        |         | ŋ     |         |
|           | Liquid    | Lateral | Voiced    |          |             |             | l        |         |       |         |
|           |           | Rhotic  | Voiced    |          |             |             |          | r (ɹ)   |       |         |
|           |           | Glide   | Voiced    | w        |             |             |          | j       | (w)   |         |



Did you do it

|           |           | MANNER  | VOICING   | PLACE    |             |             |          |         |       |         |
|-----------|-----------|---------|-----------|----------|-------------|-------------|----------|---------|-------|---------|
|           |           |         |           | Bilabial | Labiodental | Interdental | Alveolar | Palatal | Velar | Glottal |
| Obstruent | Stop      |         | Voiceless | p        |             |             | t        |         | k     | ʔ       |
|           |           |         | Voiced    | b        |             |             | d        |         | g     |         |
|           | Fricative |         | Voiceless |          | f           | θ           | s        | ʃ       |       | h       |
|           |           |         | Voiced    |          | v           | ð           | z        | ʒ       |       |         |
|           | Affricate |         | Voiceless |          |             |             |          | tʃ      |       |         |
|           |           |         | Voiced    |          |             |             |          | dʒ      |       |         |
| Sonorant  | Nasal     |         | Voiced    | m        |             |             | n        |         | ŋ     |         |
|           | Liquid    | Lateral | Voiced    |          |             |             | l        |         |       |         |
|           |           | Rhotic  | Voiced    |          |             |             |          | r (ɹ)   |       |         |
|           | Glide     |         | Voiced    | w        |             |             |          | j       | (w)   |         |



How's your food?

|           |           | MANNER  | VOICING   | PLACE    |             |             |          |         |       |         |
|-----------|-----------|---------|-----------|----------|-------------|-------------|----------|---------|-------|---------|
|           |           |         |           | Bilabial | Labiodental | Interdental | Alveolar | Palatal | Velar | Glottal |
| Obstruent | Stop      |         | Voiceless | p        |             |             | t        |         | k     | ʔ       |
|           |           |         | Voiced    | b        |             |             | d        |         | g     |         |
|           | Fricative |         | Voiceless |          | f           | θ           | s        | ʃ       |       | h       |
|           |           |         | Voiced    |          | v           | ð           | z        | ʒ       |       |         |
|           | Affricate |         | Voiceless |          |             |             |          | tʃ      |       |         |
|           |           |         | Voiced    |          |             |             |          | dʒ      |       |         |
| Sonorant  | Nasal     |         | Voiced    | m        |             |             | n        |         | ŋ     |         |
|           | Liquid    | Lateral | Voiced    |          |             |             | l        |         |       |         |
|           |           | Rhotic  | Voiced    |          |             |             |          | r (ɹ)   |       |         |
|           |           | Glide   | Voiced    | w        |             |             |          | j       | (w)   |         |

## D becomes B

When followed by /p/, /b/ or /m/, the /d/ becomes /b/

- **could be better** → “coub be bedder” /kʊb bi 'bedər/
- **You could publish it.** → “coub publi-shit” /kʊb 'pʌblɪʃ ɪt/
- **They could make it.** → “coub may-kit” /kʊb meɪk ɪt/



## **D becomes G**

When followed by /k/ or /g/, /d/ becomes /g/

- **You should come.** → “shoug come” /ʃʊg 'kʌm/
- **We could go.** → “coug go” /kʊg 'goʊ/

## **D becomes /dʒ/ (The “dr” sound)**

When *d* is followed by an *r*, the combinations blend to create a /dʒr/ sound where the /dʒ/ sounds like the *j* in Joe.

- |          |            |            |             |             |
|----------|------------|------------|-------------|-------------|
| 1. drive | 3. drip    | 5. hundred | 7. drama    | 9. syndrome |
| 2. dream | 4. address | 6. drain   | 8. children | 10. drink   |

**D becomes /dʒ/** (The “du” and “d + y” sound)

When d is followed by a *u* or *y*, the combinations blend to create a /dʒ/ sound which sounds like the *j* in Joe

1.durable

4. educate

7. Did you

2.gradual

5. schedule

8. Had you

3.graduate

6. individual

9. Should you

## Assimilation of T

**T becomes /tʃ/** (The “tu” and “t + y” sound)

When a *t* is followed by a *u* or a *y*, the combination often results in a /tʃ/ sound, like the *ch* in chick. This is the phenomenon we hear when “Got you” is pronounced as “Gotcha” (meaning “I understand.”)

- |              |            |            |               |               |
|--------------|------------|------------|---------------|---------------|
| 1. actual    | 3. ritual  | 5. virtue  | 7. picture    | 9. Don't you  |
| 2. situation | 4. venture | 6. fortune | 8. Aren't you | 10. Can't you |

**T becomes /tʃr/** (The “tr” sound)

When an /r/ follows a /t/, the *t* sound changes and becomes a /tʃ/ or “ch” sound. To create this sound correctly, say /tʃ/ as in chair, but tense up the tip of the tongue when it touches your upper gums, and focus on creating a stop of air. The /tʃr/ “tr” sound is found in the following words:

- |           |              |             |            |             |
|-----------|--------------|-------------|------------|-------------|
| 1. travel | 3. contract  | 5. trick    | 7. try     | 9. turn     |
| 2. True   | 4. introduce | 6. interest | 8. extreme | 10. Traffic |

# Assimilation of N

## N becomes M

When it's followed by /p/, /b/ or /m/, the /n/ becomes /m/

- **One percent.** → “wom percent” /wΛm pərsent/
- **Ten bills** → “tem bills” /tem 'bɪlz/
- **Better than me.** → “bedder tham-me” /bedər ðəm 'mi/

## N becomes NG (/n/ → /ŋ/)

When followed by /k/ or /g/, the /n/ becomes /ŋ/

- **Ten cups.** → “teng cups” /tɛŋ 'kʌps/
- **Then go!** → “theng go” /ðɛŋ goʊ/



|           |           | MANNER    | VOICING | PLACE    |             |             |          |         |       |         |
|-----------|-----------|-----------|---------|----------|-------------|-------------|----------|---------|-------|---------|
|           |           |           |         | Bilabial | Labiodental | Interdental | Alveolar | Palatal | Velar | Glottal |
| Obstruent | Stop      | Voiceless | p       |          |             | t           |          | k       | ʔ     |         |
|           |           | Voiced    | b       |          |             | d           |          | g       |       |         |
|           | Fricative | Voiceless |         | f        | θ           | s           | ʃ        |         | h     |         |
|           |           | Voiced    |         | v        | ð           | z           | ʒ        |         |       |         |
|           | Affricate | Voiceless |         |          |             |             | tʃ       |         |       |         |
|           |           | Voiced    |         |          |             |             | dʒ       |         |       |         |
| Sonorant  | Nasal     |           | Voiced  | m        |             |             | n        |         | ŋ     |         |
|           | Liquid    | Lateral   | Voiced  |          |             |             | l        |         |       |         |
|           |           | Rhotic    | Voiced  |          |             |             |          | r (ɹ)   |       |         |
|           | Glide     |           | Voiced  | w        |             |             |          | j       | (w)   |         |

Final alveolars are replaced by  
bilabials (preceding /p b m/)

woodpecker -----> woobecker

wet blanket -----> wep blanket

statement -----> stapement

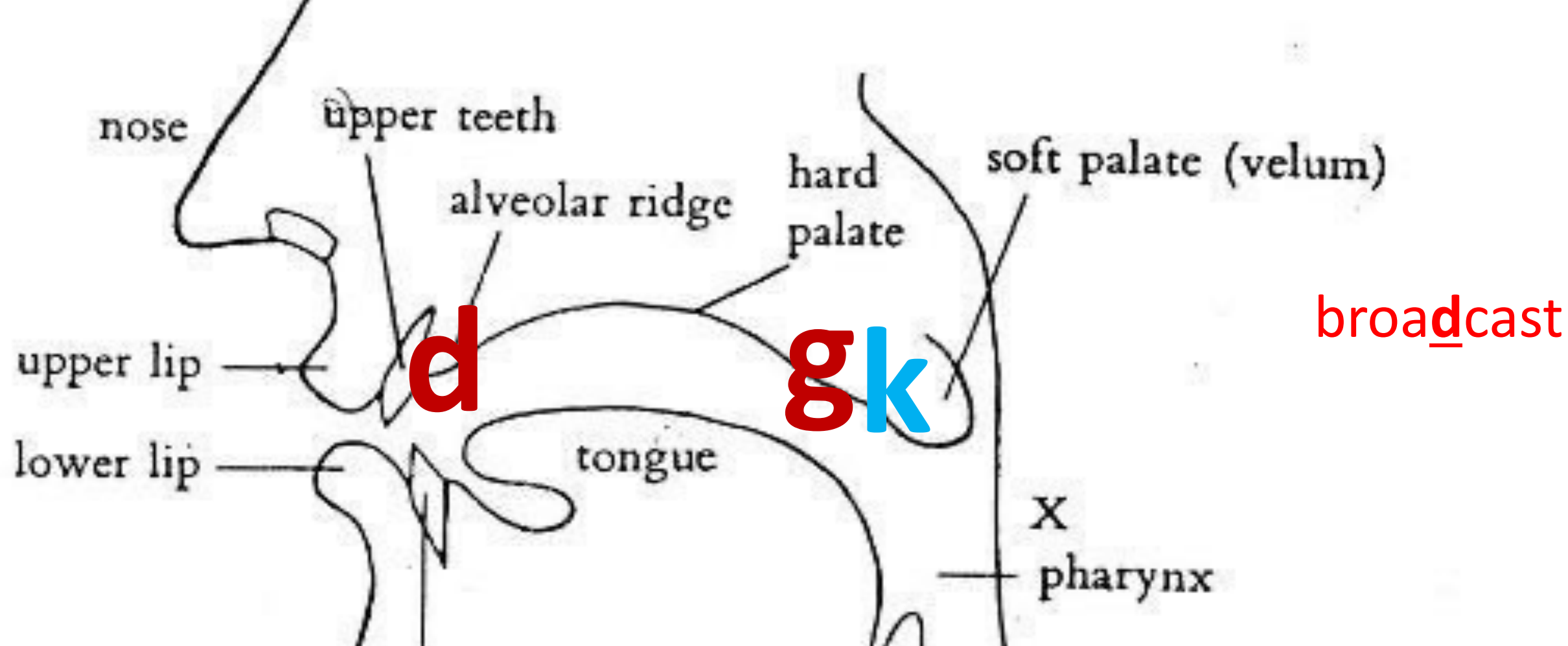
velars (preceding /k g/

night-cap -----> nighk-cap

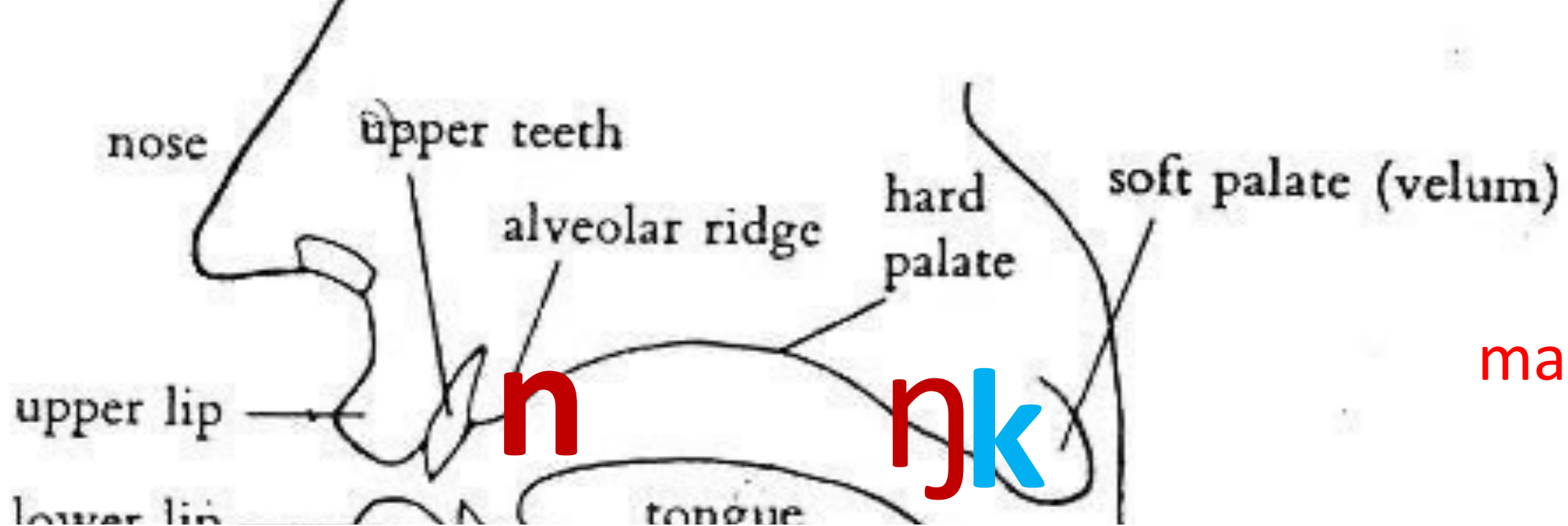
weedkiller -----> weegkiller

palatto-alveolars (preceding /ʃ/)

good shot -----> googshot

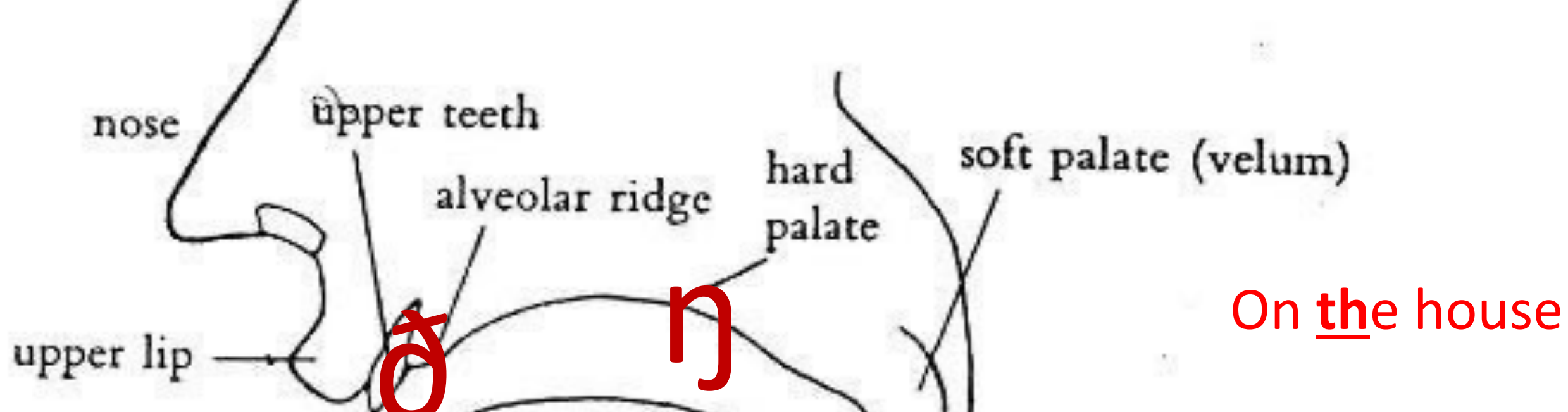


|   | MANNER | VOICING   | PLACE    |             |             |          |         |       |         |
|---|--------|-----------|----------|-------------|-------------|----------|---------|-------|---------|
|   |        |           | Bilabial | Labiodental | Interdental | Alveolar | Palatal | Velar | Glottal |
| P | Stop   | Voiceless | p        |             |             | t        |         | k     | ʔ       |
|   |        | Voiced    | b        |             |             | d        |         | g     |         |



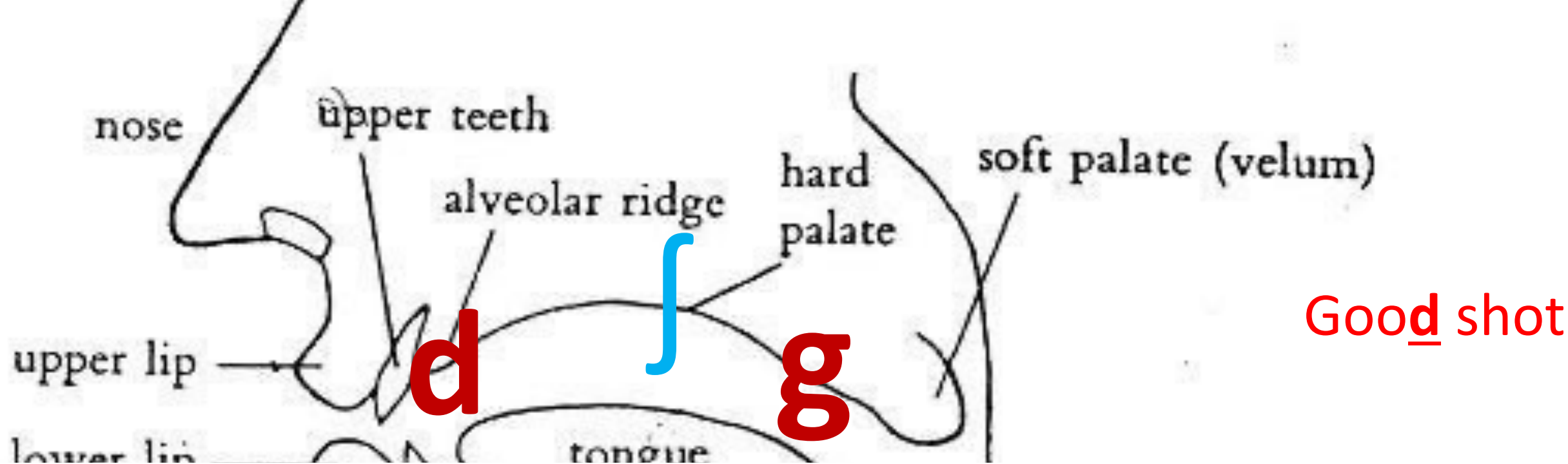
maincourse

|           | MANNER    | VOICING   | PLACE    |             |             |          |         |       |
|-----------|-----------|-----------|----------|-------------|-------------|----------|---------|-------|
|           |           |           | Bilabial | Labiodental | Interdental | Alveolar | Palatal | Velar |
| Obstruent | Stop      | Voiceless | p        |             |             | t        |         | k     |
|           |           | Voiced    | b        |             |             | d        |         | g     |
|           | Fricative | Voiceless |          | f           | θ           | s        | ʃ       | h     |
|           |           | Voiced    |          | v           | ð           | z        | ʒ       |       |
|           | Affricate | Voiceless |          |             |             |          | tʃ      |       |
|           |           | Voiced    |          |             |             |          | dʒ      |       |
| Ant       | Nasal     | Voiced    | m        |             |             | n        |         | ŋ     |



|           | MANNER    | VOICING   | PLACE    |             |             |          |         |       |
|-----------|-----------|-----------|----------|-------------|-------------|----------|---------|-------|
|           |           |           | Bilabial | Labiodental | Interdental | Alveolar | Palatal | Velar |
| Obstruent | Stop      | Voiceless | p        |             |             | t        |         | k     |
|           |           | Voiced    | b        |             |             | d        |         | g     |
|           | Fricative | Voiceless |          | f           | θ           | s        | ʃ       | h     |
|           |           | Voiced    |          | v           | ð           | z        | ʒ       |       |
|           | Affricate | Voiceless |          |             |             |          | tʃ      |       |
|           |           | Voiced    |          |             |             |          | dʒ      |       |
| Ant       | Nasal     | Voiced    | m        |             |             | n        |         | ŋ     |





|           |           | MANNER    | VOICING | PLACE    |             |             |          |         |       |
|-----------|-----------|-----------|---------|----------|-------------|-------------|----------|---------|-------|
|           |           |           |         | Bilabial | Labiodental | Interdental | Alveolar | Palatal | Velar |
| Obstruent | Stop      | Voiceless | p       |          |             | t           |          | k       | ʔ     |
|           |           | Voiced    | b       |          |             | d           |          | g       |       |
|           | Fricative | Voiceless |         | f        | θ           | s           | ʃ        |         | h     |
|           |           | Voiced    |         | v        | ð           | z           | ʒ        |         |       |
|           | Affricate | Voiceless |         |          |             |             | tʃ       |         |       |
|           |           | Voiced    |         |          |             |             | dʒ       |         |       |

**The schwa –  
small words that  
are barely  
pronounced**



**təθə'rain**

təθə'rain



## The schwa – small words that are barely pronounced

|                                  |          |       |
|----------------------------------|----------|-------|
| A. He's visiting from France.    | from     | frəm  |
| B. I'm going to visit my aunt.   | going to | 'gənə |
| C. You should have studied more. | have     | əv    |

### When does it happen?

The schwa plays a huge role in connected speech. It is a very short vowel sound, somewhere between an 'a' and an 'e'.

In individual words, we find it in syllables that don't contain the stress. For example, in the word 'amazing' the emphasis is on the second syllable. So, in the first syllable the letter 'a' becomes very small:

**ə'mazing** → /ə'meɪzɪŋ/

Set Fire To The Rain was a huge song for Adele in 2011. She sings about the contradictions of a past relationship, saying that when she was with her ex, she 'set fire **to the rain**, watched it pour ...'.

**təθə'reɪn** → /təðə'reɪn/



## **Elision – disappearing sounds**

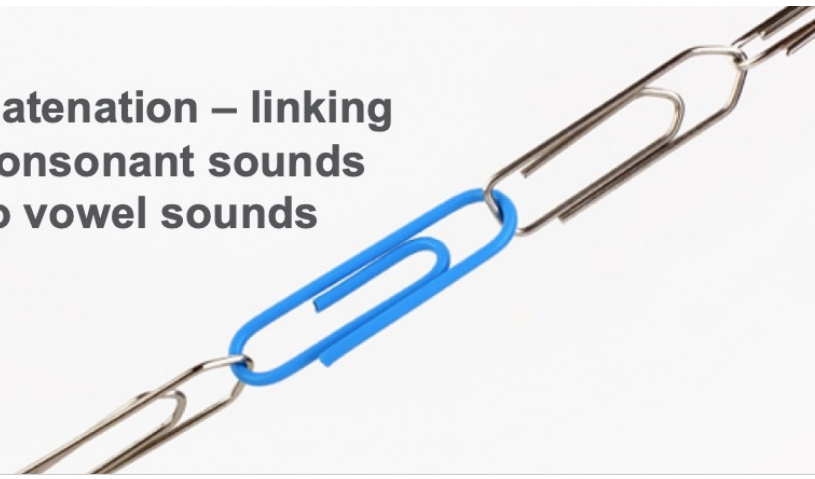
The strong syllable,  
or the syllable with  
emphasis, is the  
one after the  
apostrophe.



**The schwa –  
small words that  
are barely  
pronounced**



**Catenation – linking  
consonant sounds  
to vowel sounds**



**Intrusion –  
inserting sounds**



**Assimilation –  
consonant  
combinations  
that change  
the sound of  
the word**





# Dua Lipa

[lipa](https://genius.com/artists/Dua-lipa)

[https://genius.com/artists/Dua-](https://genius.com/artists/Dua-lipa)

⌚ British singer-songwriter

⌚ 10th place on Billboard artist 100 (9/9/2021)

⌚ Awards she has recieved

61st GRAMMY Awards: Best New Artist, Best Dance Recording  
- Electricity (Dua Lipa & Silk City)

48th Annual American Music Awards - Favourite Song Award -  
Pop/Rock - "Don't Start Now"

63rd GRAMMY Awards - Best Pop Vocal Album, Future  
Nostalgia



## Points

1. Using pronunciation rule as **linking, reduction and assimilation**  
ex) You want<sup>t</sup> me, I want<sup>t</sup> you, baby
2. Rising and falling of tone like **emphasis** or not.... Keep the rhythm
3. The same letter is followed by a letter, **pronounce it together**.  
ex) we're **re**negading
4. **Pronunciation focus** ex) hand-drum, to work on the beats and practice
5. When you find some **same or similar pronunciation**, you try to keep the rhythm

Let's sing :)

【Pre-Chorus】

**You** want<sup>+</sup> me, **I** want<sup>+</sup> you, baby

**My** sugarboo, **I**'m levitating

**The** Milky Way, **we're** renegading

Yeah, yeah, yeah, yeah, yeah





【Chorus】 Pronunciation Focus



I got **you**, **moonlight**, you're my **starlight**

I need **you** **all night**, **come on**, dance with **me**

I'm levitating

**You** **moonlight**, you're my **starlight**

I need **you** **all night**, **come on**, dance with **me**

I'm levitating

**Let It Go**







# How to sing well -pronunciation

\*Elision-disappearing sounds

ex) And ~~it~~ looks like I'm the queen.

\*Catenation-linking consonant sounds to vowel sounds

ex) The wind is ... ⇒ ðə windəz ...

\*Assimilation-Changing consonant sounds

ex) Let it go ⇒ le i gou



[Chorus]

Let it go, let it go Can't hold it back anymore  
Let it go, let it go Turn away and slam the door  
I don't care what they're going to say  
Let the storm rage on  
The cold never bothered me anyway

Let's try  
anyway!!!



## Student exercise

I think that I am not an environmentally friendly person. I neither save water when I take shower nor save electricity, but I always feel that I should concern more about the environment. Therefore, I would like to indicate three things which help us to be environmentally friendly in order to leave clean earth for the bright future. First, we should gradually stop using cars which exhaust greenhouse gas and introduce cars which use Hydrogen instead of using gasoline. It is extremely friendly to the environment because, they don't exhaust any greenhouse gas. Second, We'd better install renewable energy sources such as water power, wind power or solar power. We have spent too much energy on the earth since the industrial revolution began in twenty century all over the world. It's time to urgently reduce consumption of last resources. Therefore, it is necessary to install renewable energy sources to continue our productive life. Third, we need to stop burning waste. all we have to do is promote "The three Rs" consist of "reuse, reduce recycle". This term shows how we should act on the environment with waste management. In conclusion, The idea "the three Rs" is the most easy way to be environmental friendly because, we don't even have to install any equipment to follow this idea. It is not easy to concern about the environment without the explanations of the importance but, the environmental issue is relied on us, human beings.

### Providing examples

#### Alternative ways to say have to

water I use

electricity I consume

Indicate (hinting) – propose (ideas)

Exhausts - omits

I do not think I am an environmentally friendly person. Although I do not take baths, I also forget to consider the amount of water I use *when taking shower*. Another clear example of how I am not eco-friendly is the amount of electricity I consume as *I often forget to turn my electrical devices off*. I always feel guilty about this and recognize that I should be more concerned about our precious environment and be more proactive in my actions.

I would like to propose three ideas to help us become more environmentally friendly in order to leave our Earth cleaner and allow our children to have a brighter future. First, we **should** gradually stop using cars *which run on petrol* and result in carbon dioxide fumes being omitted into the atmosphere. Instead, we **need to** introduce vehicles *which run on the more eco-friendly hydrogen fuel* as it does not release any greenhouse gases. Second, we **have to** use more renewable energy sources such as water power, wind power or solar power. Since the industrial revolution, *we have used too much and still keep using fossil fuels* to generate our energy needs. **It is time to** urgently reduce our consumption of these old resources. By using renewable energy sources, cleaner energy can be used in our homes to continue our comfortable lifestyles. Finally, **we have to** stop burning waste *as this is also affecting the atmosphere*. By promoting the *Three R's*: reuse, reduce and recycle, the government **should** improve the methods of waste management. Unfortunately, we still use incinerators on an industrial scale. It is not going to be easy to resolve the environmental issues but we are responsible for this situation and **we must** make changes so that future generations can enjoy their clean Earth.

I would like to propose / three ideas to help us become more environmentally friendly / in order to leave our Earth cleaner / and allow our children to have a brighter future. // First, / we should gradually stop using cars / which run on petrol / and result in carbon dioxide fumes being omitted into the atmosphere. // Instead, / we need to introduce vehicles / which run on the more eco-friendly hydrogen fuel / as it does not release any greenhouse gases. // Second, / we have to use more renewable energy sources / such as water power, / wind power / or solar power. // Since the industrial revolution, / we have used too much / and still keep using / fossil fuels to generate our energy needs. // It is time / to urgently reduce our consumption of these old resources. // By using renewable energy sources, / cleaner energy can be used in our homes / to continue our comfortable lifestyles. // Finally, / we have to stop burning waste / as this is also affecting the atmosphere. // By promoting the Three R's: / reuse, reduce and recycle, / the government should improve the methods of waste management. // Unfortunately, / we still use incinerators on an industrial scale. // It is not going to be easy / to resolve the environmental issues / but we are responsible for this situation / and we must make changes / so that future generations can enjoy their clean Earth. //

Summer Plan (will) – Underline the important words

I plan on making the most of this summer as I have a long vacation of two months. I hope to work hard over the summer and save money as I want to study abroad. Although my English is not so strong, I would like to strengthen my language skills so that I can speak to others confidently in English if I decide to study abroad. And so at the moment, I am saving up to pay for this trip and to have enough money to live off when I stay in that country.

However, I would also like to go back to my hometown again. Of course, it would be great to see my parents again in Shizuoka. There, I can also meet my grandparents who I haven't seen for a long time. I will also meet up with my local friends and hit the beach. I could not see them last summer because I was studying for the entrance exam. As I do not have to worry about exams this year, I would like to make up for lost time and do something with them. We are close and so one idea would be to travel somewhere with them. However, with money issues and covid concerns, this might be too much to imagine.







# Longer piece of student work on being environmentally friendly

I would like to propose / three ideas to help us become more environmentally friendly / in order to leave our Earth cleaner / and allow our children to have a brighter future. // First, / we should gradually stop using cars / which run on petrol / and result in carbon dioxide fumes being omitted into the atmosphere. // Instead, / we need to introduce vehicles / which run on the more eco-friendly hydrogen fuel / as it does not release any greenhouse gases. // Second, / we have to use more renewable energy sources / such as water power,/ wind power / or solar power. // Since the industrial revolution, / we have used too much / and still keep using / fossil fuels to generate our energy needs. // It is time / to urgently reduce our consumption of these old resources. // By using renewable energy sources, / cleaner energy can be used in our homes / to continue our comfortable lifestyles. // Finally,/ we have to stop burning waste / as this is also affecting the atmosphere. // By promoting the Three R's: / reuse, reduce and recycle, / the government should improve the methods of waste management. // Unfortunately, / we still use incinerators on an industrial scale. // It is not going to be easy / to resolve the environmental issues / but we are responsible for this situation / and we must make changes / so that future generations can enjoy their clean Earth.//

How to observe and evaluate?







Keep  
working  
at it





Remember to explore and have fun



Getting you  
better  
understood

<https://iamsoundingenglish.com>

I am **sounding**



**ENGLISH**



