

PART V Connected Speech

Chapter **11** Linking and Sound Change

Chapter **12** Consonant Clusters



Dancers at a club in Kathmandu, Nepal.

CHAPTER 11 Linking and Sound Change

OBJECTIVES

In this chapter, you will learn how to:

- link or connect words within thought groups.
- identify common sound changes when words are connected in the stream of speech.

SUMMARY

In written English, there is space between words: *What is her name?*

In spoken English, there is no space between words: *Whatsername?*

Words in a thought group are linked or joined together and often sound like one long word. It is sometimes difficult to tell the end of one word from the beginning of the next.

When words are connected, sounds may change. Learning to recognize common sound changes will improve your ability to understand conversational English, and learning to make a smooth connection from the end of one word to the beginning of the next will improve your fluency.

Notice

EXERCISE 1 **A**  Listen. Do the phrases in each pair sound the same or different? Check *Same* or *Different*. [CD 3; Track 2](#)

		Same	Different
1. art class	arc class	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. ate breakfast	ape breakfast	<input type="checkbox"/>	<input type="checkbox"/>
3. bad credit	bag credit	<input type="checkbox"/>	<input type="checkbox"/>
4. made your bed	major bed	<input type="checkbox"/>	<input type="checkbox"/>
5. let her	letter	<input type="checkbox"/>	<input type="checkbox"/>
6. light green	like green	<input type="checkbox"/>	<input type="checkbox"/>
7. them all	the mall	<input type="checkbox"/>	<input type="checkbox"/>
8. all of her	Oliver	<input type="checkbox"/>	<input type="checkbox"/>

B Discuss your answers from part **A** with your class.

Rules and Practice

When we link one word with the next, sounds shift, change, and/or get dropped. As a result, phrases like *them all/the mall*, *light green/like green*, and *let her/letter* sound almost the same.

Linking Same Consonant Sounds

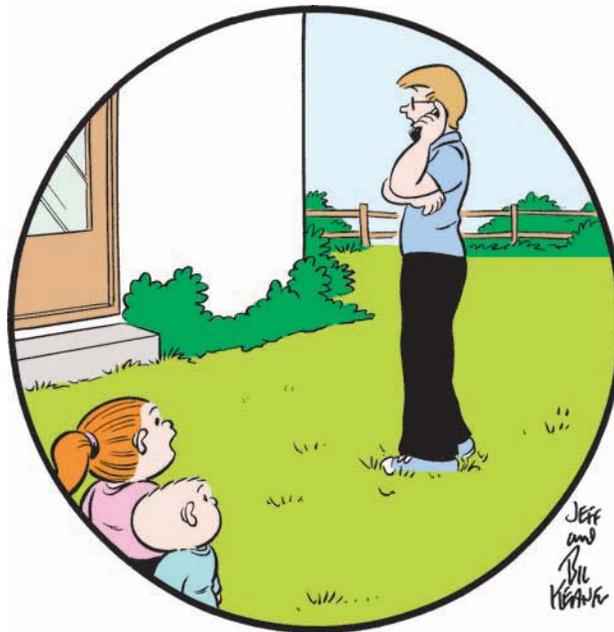
 Listen. What happens when you link a word ending with a consonant sound to another word beginning with the same consonant sound? [CD 3; Track 3](#)

classschedule we'lllook takeckontrol

Circle the correct answer to complete the rule.

RULE 11.1 When you link two consonant sounds that are the same, say the sound (once / twice), but hold it a little longer.*

*Note: When you link two consonant sounds that are *almost* the same (made in the same place), make only one tongue or lip placement for the two sounds: lateckdinner comeckback facecktime



“Daddy talks on that when he’s alone. It’s his self phone.”

Linking Consonant to Vowel

 Listen. What happens when you link a final consonant sound to a beginning vowel sound? **CD 3; Track 4**

beautifulueyes (*sounds like* beautifu-lies)

cleanuup (*sounds like* clea-nup)

jobuoffer (*sounds like* jo-boffer)

Circle the correct answer to complete the rule.

RULE 11.2 When you link a final consonant sound to a beginning vowel sound, it sounds like the (consonant / vowel) moves to the next word or is shared by both words.

EXERCISE 2 **A**  Close your book. Listen and repeat the phrases you hear. Say each phrase as if it were one word. **CD 3; Track 5**

B Open your book. With a partner, take turns reading each phrase.

baduday

classuschedule

lookugood

speakuclearly

businessuschool

comeuback

needutime

thinkuituover

checkuituout

loguon

pickuituup

webubased

EXERCISE 3 **A** With a partner, find the hidden words in the quotes. Then take turns saying the quotes.

Hidden Words

Quotes

1. lit

Why do they call it rush hour when nothing moves?
—Robin Williams

2. sit

Let's face it. Friends make life a lot more fun.
—Charles R. Swindoll

3. doubt

How can you get burned out doing something you love?
—Tommy Lasorda

4. fizz

Life is a crazy ride and nothing is guaranteed.
—Eminem

5. fin

In the end, it's not the years in your life that count. It's the life in your years.
—Abraham Lincoln

6. kit

As a child, my family's menu consisted of two choices: take it or leave it.
—Buddy Hackett

Linking Consonant to Consonant

🔊 What happens when you link one word ending with a consonant sound to the next word beginning with a different consonant sound? Listen and circle the sound you hear at the end of the first word. **CD 3; Track 6**

I already ate breakfast. /t/ /p/

He has bad credit. /d/ /g/

She's still in in Boston. /n/ /m/

RULE 11.3 When you link two consonant sounds that are different, the first sound often changes to be more like the next sound.*

*Note: The final consonant sounds most likely to change are /t/, /d/, and /n/.

DID YOU KNOW ?

Linking and sound change are natural parts of spoken English. The amount depends on the speaker, the formality of the situation, and the rate of speech.

EXERCISE 4 **A** Work with a partner. The underlined word in each sentence sounds like one of the words in the box above it. Write the word in the blank.

1. **cheek** **cheap**

a. They cheat by copying other peoples' work. cheap

b. Don't go there. They cheat customers. cheek

2. **ache** **ape**

a. There are eight girls on the team. _____

b. There are eight boys on the team. _____

3. **quip** **quick**

a. They need to quit being critical. _____

b. They need to quit complaining. _____

4. **sung** **some**

a. You need sun protection. _____

b. You need sun cream. _____

B Discuss your answers to part **A** with your class. Practice saying the sentences with the words you wrote in the blanks.

EXERCISE 5 **A**  Listen to the sentences with natural pronunciation. Then write the proper spelling of each underlined word. **CD 3; Track 7**

- | Sound | Spelling |
|---|------------|
| 1. The jury found the man <u>knock</u> guilty. | <u>not</u> |
| 2. Did the police catch the <u>bag</u> guy? | _____ |
| 3. These are <u>grape</u> papers. | _____ |
| 4. John's not a dog person. He's more of a <u>cap</u> person. | _____ |

B Discuss your answers to part **A** with the class. Then, with your partner, take turns saying each sentence with the spoken and written forms. Which way is easier to say?

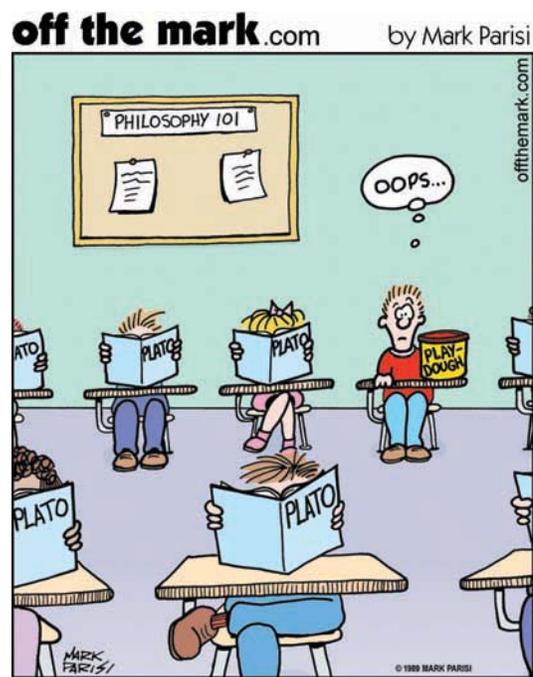
DID YOU KNOW?

In North American English, the voiceless /t/ sometimes sounds like a quick, voiced /d/ called a "flap /t/" because the tongue taps or flaps against the back of the front teeth. The flap /t/ occurs when /t/ is between two vowel sounds and the second vowel is unstressed.

<i>metal</i>	sounds like	<i>medal</i>
<i>data</i>	sounds like	<i>dada</i>

The flap also occurs across words that are linked:

<i>right away</i>	sounds like	<i>right-daway</i>
<i>put it on</i>	sounds like	<i>pu-di-don</i>



EXERCISE 6

A  Listen to phrases with the flap /t/. Fill in the blanks with the phrases you hear. **CD 3; Track 8**

1. Sorry your order is taking so long. It should be _____ .
2. Laila _____ her cold in three days.
3. Don't let this stress you out. Take _____ .
4. This is my sister. I don't think you've ever _____ .
5. Ray had his cell phone out and his teacher told him to _____ .
6. I had an awful morning, but I need to _____ go and move on.

B Check your answers to part **A** with your class. With a partner, take turns saying each sentence in part **A** with a flap /t/.

Linking /t/ to /y/

 Listen. What sound do you hear when /t/ is linked with /y/? **CD 3; Track 9**

Don't you know?

Haven't you heard?

Can't you go?

RULE 11.4 When a word ends in /t/ and the next word begins with /y/, the resulting sound is /tʃ/, as in choose.

*Note: The /tʃ/ sound is common in negative questions with *you*. For example, *Don't you* sounds like *don-cha*.

Linking /d/ to /y/

 Listen. What sound do you hear when /d/ is linked with /y/? **CD 3; Track 10**

Did you know?

Would you help?

made your bed

RULE 11.5 When a word ends in /d/ and the next word begins with /y/, the resulting sound is /dʒ/, as in job.*

*Note: The /dʒ/ sound is common in affirmative questions with *you*. For example, *Did you* sounds like *di-jə*.

EXERCISE 7 **A**  Listen to each sentence. Does the speech sound linked or unlinked? Check the form you hear. **CD 3; Track 11**

	Linked	Unlinked
1. Did you go out for dinner?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. Where did you go?	<input type="checkbox"/>	<input type="checkbox"/>
3. What did you order?	<input type="checkbox"/>	<input type="checkbox"/>
4. Didn't you like the food?	<input type="checkbox"/>	<input type="checkbox"/>
5. Did you eat your vegetables?	<input type="checkbox"/>	<input type="checkbox"/>
6. Why didn't you call me?	<input type="checkbox"/>	<input type="checkbox"/>
7. Could you please bring the check?	<input type="checkbox"/>	<input type="checkbox"/>
8. Would you like dessert, sir?	<input type="checkbox"/>	<input type="checkbox"/>

B Compare your answers to part **A** with your class. Practice saying the sentences. Which ones are easier to pronounce—the ones with linking or without linking?

TIP ▼ Using *di-jə* and *don-chə*

It is not necessary to use *di-jə* or *don-chə* in your own speech. It is more important that you recognize common changes like this in the connected speech of others. If you practice saying these forms, however, you will likely get better at identifying them.

Communicative Practice Rules of the Road

A With a partner, take turns reading the following questions about driving rules. Link the words in the highlighted phrases.

1. On which side of the road / should you drive?
2. If you see a police car with flashing lights behind you, what should you do?
3. If you start to fall asleep while driving, / what should you do?
4. How should you set your car's headlights / in foggy weather?
5. If you're feeling dizzy / and need to get home, / what should you do?
6. If your gas tank is almost empty, / what should you do?
7. If you need to make a turn, / what should you do?
8. What should you do with your phone / while driving?

B Student A, ask the questions in part **A**. Student B, select answers from the box. Each answer should sound like one word.

fill it up	put it away	take a break	the right side
set them on low	take a taxi	turn on your signal	pull over

Note: Driving laws vary from state to state and country to country. Consult your local government's traffic laws if you have questions about driving in your area.

Pronunciation Log Linking and Sound Change

Knock! Knock! jokes are often based on two features of spoken English: reductions and connected speech.

A With a partner, read the jokes. The underlined word in each joke sounds like a phrase in connected speech. Write that phrase on the lines.

X: Knock! Knock!

Y: Who's there?

X: Letter.

Y: Letter who?

X: Letter in. It's cold out. ("Letter" = _____)

X: Knock! Knock!

Y: Who's there?

X: Oliver.

Y: Oliver who?

X: Oliver friends are coming over. ("Oliver" = _____)

X: Knock! Knock!

Y: Who's there?

X: Dewey.

Y: Dewey who?

X: Dewey have to keep telling these silly jokes? ("Dewey" = _____)

B Practice saying the jokes with your partner.

C Record yourself saying the jokes. Listen to your recording. Are the words in each line smoothly linked? If not, re-record. Submit the recording to your teacher.