

Learn Connected Speech with Matt Purland

Believe in the power of connected speech!

A new 8-part pronunciation course

by Matt Purland

Lesson 4: Moving Forward – Part 1

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This course may be adapted and used with students at any level.

This document is a slightly updated version of Lesson 4 of the online course.

The online course features **downloadable PowerPoint slides**, **interactive quizzes**, and **audio recordings** of each unit, as well as **discussion questions**, **practice activities**, and **links** to relevant additional information.

It is free and in the public domain.

You can access it [here](#).

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Quiz

- #1. Moving forward is the most _____ action in connected speech.
- sensible
 - common
 - serious
 - amazing
- #2. Moving forward a consonant sound removes it from the previous vowel sound which _____.
- makes that vowel sound easier
 - makes that consonant sound clearer
 - makes that vowel sound weaker
 - makes that vowel sound clearer
- #3. In CV and CC connections, we move forward the consonant sound _____.
- to make a bad connection
 - to make a VC connection
 - to make a friendly connection
 - to make a VC or friendly connection
- #4. If the connection is still bad, we _____.
- leave it
 - take action again
 - add a VC connection
 - use a friendly consonant sound
- #5. It is far easier for us to pronounce one or more consonant sound at the _____ of a _____.
- beginning, word
 - end, syllable
 - beginning, syllable
 - beginning, sentence

Discussion

- How do you feel about moving forward consonant sounds in English? How easy is it for you? Moving forward accounts for about 60% of our actions in connected speech, so it is something we have to get used to doing.

Practice

- Write down five two-word phrases with VC connections and five with friendly connections. Practice saying them out loud.
- Find examples of five two-word phrases with VC connections and five with friendly connections in a real text. Practice saying them out loud.
- Practice the phrase 'look at' on p.2. Which version feels easier to you? What is the difference when we move forward the k sound?
- Practice the phrases 'arrive at' and 'this man' on p.2. In each case, which version feels easier to you? What is the difference when we move forward the first consonant sound?

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5. Practice the three stages of the phrase 'Jack's friend' on p.2: Jack's friend >> Jack sfriend >> Ja cksfriend. Try jumping straight to stage 3 in a sentence, e.g., 'I know Ja cksfriend'.
6. Listen to a podcast or other English spoken text by native speakers. Slow down the play speed and try to hear when the speakers move forward consonant sounds. Write down a few phrases which demonstrate moving forward and practice saying them out loud.

Further Study

- [Lesson 8 – Multiple Actions](#)

Unit 4.2 The 8 voiced and unvoiced consonant pairs

Of the 48 individual phonemes (sounds) in English, there are 25 consonant sounds – 15 voiced and 10 unvoiced.

A consonant sound is **voiced** when the **vocal cords** in your **voice box (larynx)** vibrate while making it; a consonant sound is **unvoiced** when the vocal cords are still while making it. There is no sound, apart from the sound of air moving through the mouth, tongue, lips, and teeth.

There are **8 pairs of consonant sounds**, where one is voiced and the other is unvoiced. It could be said that these consonant sounds are in fact **the same sound**, just with a voiced and an unvoiced version.

The 8 pairs of sounds are, in order of frequency when **moving forward**:

Voiced consonant sound:	Unvoiced consonant sound:
z – zip	s – sun
d – dog	t – to
g – go	k – kit
v – van	f – fan
j – jam	ch – cheese
b – bag	p – put
th – this	tt – thick
zz – measure	sh – shop

In CV connections – voiced and unvoiced consonants do not change moving forward:

voiced consonant moves forward **without changing** to unvoiced:

big egg >> bi gegg

unvoiced consonant moves forward as it is – it cannot change:

duck egg >> du keg

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In CC connections:

voiced consonant moves forward and changes to unvoiced:

big day >> bi kday

unvoiced consonant moves forward as it is – it cannot change:

duck man >> du kman

Using a voiced consonant sound would draw attention to the bad connection and make the consonant sound more of the focus than the vowel sound, which – if the vowel sound is stressed – messes up the sound spine.

Using an unvoiced consonant sound makes the connection less obvious and helps to highlight the stressed vowel sound in the sound spine. It means the stressed vowel sound is heard more clearly than if a voiced consonant sound was pronounced after it.

For example:

big day >> bi kday

The k sound is soft and barely heard, which makes the i sound more obvious, whereas pronouncing the voiced g would draw attention to itself – and away from i. (See Lesson 1.)

Quiz

#1. There are _____ voiced consonant sounds and _____ unvoiced consonant sounds.

- a) 10, 15
- b) 20, 5
- c) 15, 10
- d) 5, 10

#2. A consonant sound is voiced when your _____ vibrate while producing it, and unvoiced when they are _____ while producing it.

- a) vocal cords, vibrating
- b) vocal cord, still
- c) tongue, vibrating
- d) vocal cords, still

#3. Which of these are not consonant pairs? (Choose up to three.)

Select all that apply:

- a) z – s
- b) d – t
- c) g – l
- d) v – f
- e) j – ch
- f) b – d
- g) th – tt
- h) zz – s

#4. True or false: voiced consonant sounds change to unvoiced when they moves forward in CC connections.

- a) True.
- b) False.

#5. Using a voiced consonant sound when moving forward in a CC connection _____.

- a) draws attention to the vowel sound, at the expense of the consonant sound.
- b) draws attention to the consonant sound, at the expense of the vowel sound.

Discussion

1. What did you know about the eight voiced and unvoiced consonant pairs in English before beginning this course?
2. If the answer is 'little' or 'nothing', why do you think this feature of English speech – so important for changing sounds in connected speech – is not more widely known?
3. How familiar are you with the 48 sounds of English?

Practice

1. Get familiar with the [48 sounds of English](#).
2. Practice saying the 8 voiced and unvoiced consonant pairs on p.5 out loud. What do you notice? Do you feel that they are connected – in fact the same sound – just with two different versions?
3. Practice saying the phrases on pp.5-6 ('big egg' to 'duck man') out loud. In CC connections, try to reduce the unvoiced consonant sounds as much as possible, to draw the attention away from them, and keep it on the preceding stressed vowel sound.
4. Write five more phrases with CC connections, e.g., 'bad news', and practice moving forward the first consonant sound, changing it to unvoiced, if necessary: 'ba tnews'. Make sure the t sound is very light – almost inaudible.
5. Find five examples of consonant sounds moving forward and changing to unvoiced in a real text, e.g., '...judge them' >> '...ju chthem'. Practice saying the phrases out loud.

Further Study

- [The 48 Sounds of English](#)
- [The 8 Voiced and Unvoiced Consonant Pairs](#)

Unit 4.3 Frequency of consonant sounds moving forward

7 out of 25 consonant sounds do not move forward, for various reasons:

r w y	are never pronounced at the end of a syllable. We use them for linking in VV connections (<i>Lesson 7</i>)
h	is never pronounced at the end of a syllable
hh	is not in general use in Standard English
zz	never appears at the end of a syllable in English
ng	never moves forward, as we learned in Lesson 3

In addition, **t** does not move forward in CC connections; it is deleted and usually replaced by a **glottal stop**.

Order of frequency of consonant sounds that move forward:

*A reminder that, when discussing sound connections, we are focused on the **sounds**, rather than the **spelling** of words. Below you can see the various ways each sound may be spelled.*

Table – Part 1:

Frequency (%)	Sound: (voiced)	Examples of Spellings:	In CC connections, the sound changes to:
31%	z	hits, blouse, he's, showbiz, buzz	s
10%	d	head, made, could, add, she'd	t
10%	t	hot, mate, baked, might, watt, doubt	-
10%	v	have, l've, improv, of	f
8%	k	back, ink, make, mic, tech, plaque	-
8%	s	this, horse, boss, sauce, relax	-
7%	n	an, lane, inn, tonne, sign	(not in a pair)
5%	f	if, life, off, photograph, tough, half	-

Order of frequency of consonant sounds that move forward:

Table – Part 2:

Frequency (%)	Sound: (voiced)	Examples of Spellings:	In CC connections, the sound changes to:
3%	p	up, hope, app	-
3%	ch	beach, watch	-
2%	j	large, hedge	ch
2%	th	with, bathe	tt
1%	m	platform, programme, comb, palm, hymn, hmm	(not in a pair)
1%	g	big, egg, catalogue	k
1%	b	job, robe, ebb	p
1%	tt	mouth	-
1%	sh	fish	-
1%	l	musical, will, whistle, Elle	(not in a pair)
0%	zz	(does not appear)	sh

One of the aims of this course is to enable you to learn, just by looking at the sounds that meet between syllables, what action to take in terms of connected speech. As you become more familiar with and skilled in using connected speech, you will be able to do this while you are speaking too. For example, you see a VC connection like 'a book' and you know to take no action; you see a CV connection like 'take on' and you know to move forward the k, and so on.

Apart from the 7 sounds mentioned above, and friendly consonant sounds m, n, and l, all English consonant sounds can move forward – in both CV and CC connections. (Remember, friendly consonant sounds m, n, and l only move forward in CV connections, remaining in CC connections.)

So, when you see any of the above sounds at the end of the first syllable in a pair, you can be confident of moving forward.

Don't think twice about it – just move it forward!

If you are looking at a sound connection, and you see one of the spellings above, **you can be sure** that the sound moves forward – whether the connection is CV or CC. (CV only for friendly consonant sounds m, n, and l.) If the sound is voiced (in red), you need to change it to unvoiced in CC connections.

In this lesson we will focus on the **four most common pairs** of consonant sounds that move forward, according to our research:

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z (31%) / s (8%)
 d (10%) / t (10%)
 g (1%) / k (8%)
 v (10%) / f (5%)

In Lesson 5, we will explore the remaining consonant sounds.

Quiz

#1. There are 7 out of 25 consonant sounds that do not move forward. They are:

- a) h, hh, g, r, w, y, zz
- b) h, hh, ng, r, v, y, zz
- c) h, h, ng, r, w, y, zz
- d) h, hh, ng, r, w, y, zz

#2. Apart from these seven sounds, all English consonant sounds can move forward _____.

- a) in CV connections
- b) in CC connections
- c) in a few sound connections
- d) in both CV and CC connections

#3. The four most common pairs of consonant sounds that move forward are:

- a) z – s, d – t, y – k, v – f
- b) z – sh, d – t, g – k, v – f
- c) z – s, d – t, g – l, v – f
- d) z – s, d – t, g – k, v – f

#4. This course will help you to learn, just by looking at _____ connections, what to do to make a _____ connection.

- a) syllable, CV
- b) syllable, good
- c) friendly, good
- d) syllable, bad

#5. For example, you see a CV connection like ‘made of’ and you know to _____ the d sound: ‘ma dof’.

- a) delete
- b) add
- c) move forward
- d) change

Discussion

1. Research online and discuss: why does English spelling give us a variety of spelling patterns for the same sounds? Does your L1 do the same? If yes, why?
2. Before it is discussed in the next unit, speculate as to why z is – overwhelmingly – the most common sound to appear at the end of a syllable in English.

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Practice

1. Say the groups of words (Examples of Spellings) on pp.8-9 out loud. Notice the different ways of spelling the same sounds.
2. Choose a sound, e.g., v, and write two-word phrases with words in the group by adding words which start with either a vowel or consonant sound, e.g., 'have a cake' (CV) = HA VA CAKE and 'have lunch' (CC) = HA FLUNCH. Practice saying them out loud.
3. Write two-word phrases for each of the four sound pairs to show how the voiced consonant sound changes to unvoiced in CC connections, e.g., 'buzz which' = BU SWHICH.

Further Study

- [5 Rules for Predicting Sounds from Spelling in English](#)
- [Spelling Rules](#)
- [Hard Words – FREE Online Course](#)

Unit 4.4 z / s

1. z (31%) / s (8%)

The most common consonant sound that moves forward is z, almost always written as 's', which then changes to s in a CC connection.

There are many reasons why z is the most common sound to move forward. Remember, the spelling is usually 's', but the sound is z:

The reasons are, in order of frequency:

- **common function words** that end in the letter 's', e.g., was, as, these, his, because:
was a as we these are his name because it
- **plural words**, e.g., parents, shoes, passports, friends, books:
parents are shoes that passports in friends with books at
- **contractions with 'is'**, e.g., brother's, Emma's, it's, he's, music's:
brother's old Emma's gone it's amazing he's late music's on
- **possessive 's'**, e.g., Jenna's, Sam's, doctor's, Marie's, women's:
Jenna's art Sam's time doctor's ink Marie's dress women's issues
- **s form in present simple**, e.g., lives, wears, plays, walks, pays:
lives in wears jeans plays a walks to pays in
- **common content words**, e.g., use, please, always, and names like, Falcons, Jules:
use a please the always input Falcons which Jules and
- **contractions with 'has'** (present perfect), e.g., she's, it's, he's, family's, Joanne's:
she's enjoyed it's been he's updated family's met Joanne's owed

Of course, in addition to words ending with the letter 's' which have the sound z, there is a much smaller group of English words which end with the letter 'z', which is always pronounced as z. For example:

jazz, buzz, fizz, quiz, waltz, quartz, showbiz, schmaltz, razzmatazz

Common words ending with the letter 's' which is pronounced as the sound s:

function words: this

content words: thinks, horse, audience, since, relax, ice, service, once, twice, dress

Practice: z / changes to s in CC connections

(CV) was eating brother's egg does it goes OK she's even

(CC) because they plays with girls get he's found was good

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Quiz

#1. The sound z is almost always written as the letter _____.

- a) z
- b) s
- c) f
- d) zz

#2. The voiced consonant sound z changes to the unvoiced consonant sound _____ in CC connections.

- a) z
- b) c
- c) f
- d) s

#3. Why is z the most common consonant sound at the end of a syllable? Choose three INCORRECT reasons:

Select all that apply:

- a) plural 's'
- b) many words end with the letter 'z'
- c) contractions with 'is'
- d) contractions with 'has'
- e) possessive 's'
- f) contractions with 'had'
- g) s form in present simple
- h) regular verbs

#4. Which word ends with the unvoiced consonant sound s?

- a) was
- b) horse
- c) his
- d) jazz

#5. In which sound connection does the voiced consonant sound z move forward and change to the unvoiced s?

- a) goes up
- b) goes on
- c) goes well
- d) goes OK

Discussion

1. Have you ever considered that the letter 's' at the end of many English words is usually pronounced z?

Practice

1. Practice reading the seven sets of example phrases on p.12 out loud.
2. Look at the categories in red on p.12. Write down five more two-word phrases in each category and practice saying them out loud. Differentiate between CV connections – z remains – and CC connections – z changes to s.

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3. Read the words ending with 'z' on p.12 out loud. Write down ten more common English words that end with the letter 'z'. Why do you think there are not as many as words ending in the letter 's'?
4. Look at the list of 'common words ending with the letter 's'...' on p.12. Try to find more everyday English words like this.
5. Practice the phrases at the bottom of p.12. Differentiate between CV connections – z remains – and CC connections – z changes to s.

Unit 4.5 d / t

2. d (10%) / t (10%)

The sound **d** often appears at the end of a syllable due to common words like 'and', the high frequency of **regular verbs** with '-ed' endings, and common function words, like **modal verbs** could, would, should, and **past perfect/continuous** endings with 'had', e.g., he'd, she'd, we'd, they'd, etc.

When **d** moves forward in a **CV connection**, it joins the next sound as **d**. In a **CC connection**, we usually move it forward as a very light **t**, e.g., 'made some' becomes 'ma tsome'.

The exception is when the next sound is **t**, in which case we delete the **d** without adding a glottal stop, e.g., 'head teacher' > 'hea teacher'.

This is because, as it moves forward in a **CC connection**, **d** changes into **t**, creating a **duplicate pair**.

We also delete **d** when it is part of a consonant blend, e.g., 'seemed to' > 'seem to'. See Lesson 6.

The first sound in a duplicate pair is always deleted.

For example: 'had to' becomes 'ha to' and 'need the' becomes 'nee the'.

There is no need to add a glottal stop, but you must say the phrases quickly, without drawing attention to the deleted **d**. Don't linger over them – and don't leave a gap!

Because the word 'and' has **d** in a blend ('-nd'), we delete the **d** in a **CC connection**. For example:

'fish and chips' becomes 'fish 'n' chips'

'his and hers' becomes 'his 'n' hers'

'fruit and veg' becomes 'fruit 'n' veg'

t only moves forward in **CV connections**. In **CC connections** it is always **deleted** and usually replaced by a **glottal stop**. **t** is very common at the end of a syllable due to high frequency words like:

function words: that, it, not, at, but, what, out, about, (a) lot, (a) bit, etc.

content words: get, got, just, first, want, most, quite, great, eat, last, bought, test, quiet, etc.

Practice: **d** / changes to **t** in **CC connections**

(CV) had a would it wanted a you'd ask had I

(CC) made some bid for had found I'd gone we'd get

Quiz

#1. The sound *d* is common at the end of a syllable because of _____. Choose up to three INCORRECT answers:

Select all that apply:

- a) high-frequency words like 'and'
- b) '-ed' endings of regular verbs
- c) future perfect endings
- d) common function words like 'could'
- e) common adjectives
- f) past perfect endings with 'had'
- g) common function words like 'that'

#2. In a CV connection, *d* moves forward as _____, while in a CC connection it changes to _____.

- a) *t*, *t*
- b) *d*, *t*
- c) *d*, *d*
- d) *t*, *d*

#3. When *d* meets *t* as it moves forward in a CC connection, we _____ the *d*, e.g., 'good to' becomes 'goo to'.

- a) move forward
- b) add
- c) change
- d) delete

#4. Which phrase is correct in spoken English?

- a) fish 'n' chip
- b) fish 'n' chips
- c) fish and chips
- d) fish with chips

#5. In which sound connection does the voiced consonant sound *d* move forward and change to the unvoiced *t*?

- a) had gone
- b) had eaten
- c) had asked
- d) had opened

Discussion

1. Did you know that the consonant sounds *d* and *t* are the most difficult sounds for native speakers of English to pronounce in fast speech? That is why we always delete *t* in CC connections, and often delete *d* too.
2. Which sounds do *you* find difficult to pronounce in English? Which sounds are the most difficult for native speakers to pronounce in your L1?

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Practice

1. Practice saying the phrases 'made some' and 'head teacher' on p.15 out loud.
2. Practice the three phrases with 'and' on p.15 out loud. Note that 'and' becomes simply a schwa sound followed by n. Write and practice saying out loud five more phrases where 'and' is similarly reduced.
3. Find a short real text and count how many times the t sound is present at the end of words. Count the words in the text and work out the percentage of words with t at the end. (For example, in the previous sentence that number is 4 times out of 17 words, giving us a percentage of 24% – almost a quarter. 3 out of 4 – 'count the', 'out the', and 'at the' – will be deleted due to CC connections.)
4. Write short phrases with function and content words ending in t – for example, the words on p.15 (or the handout below). Practice saying them out loud. See how long the phrases can get with CC connections and t at the end of each syllable. Add glottal stops when necessary. For example, 'that quiet fat cat just sat...' (Six consecutive words ending in t.) Practice saying them out loud – deleting t at the end of each syllable and adding glottal stops where needed.
5. Practice the phrases at the bottom of p.15. Differentiate between CV connections – d remains – and CC connections – d changes to t.

Further Study

- [200 One-Syllable Words that End with 't'](#)
- [Lesson 6 – Deleting Sounds](#)

Unit 4.6 g / k

3. g (1%) / k (8%)

The **voiced** version of the sound g is much less frequent than its **unvoiced** partner k, because it is rare for the sound g to end a word. However, g *can* be found at the end of some common words, e.g.:

bag, big, blog, bug, clog, crag, dig, dog, egg, fig

fog, jog, leg, log, mug, pig, plug, slug, tag, wig

In contrast, k appears at the end of plenty of high-frequency words, for example:

function words: back

content words: make, like, take, think, work, talk, week, ask, look, walk, music, black, etc.

phrasal verbs: make up, take out, take on, take back, pick up, back up, break in, break down, check in, look out, think over, wake up, work out, etc.

Practice: g / changes to k in CC connections

(CV) mug of jog around dig into log onto nag every

(CC) egg box drug store big one bag with flag down

Practice: phrasal verbs ending in k:

(CV) make up walk on take off think up pick up
take on back out look around wake up make over

(CC) take back work towards break down make for take down
look down hark back to flick through blink back walk through

Quiz

#1. True or false: the voiced consonant sound g ends a syllable more often than its unvoiced partner k.

- a) True.
- b) False.

#2. k appears at the end of many common _____, such as: work, talk, ask, and look.

- a) function words
- b) content words
- c) words
- d) adverbs

#3. k creates CV connections in many common _____, e.g., 'make up', 'take out', and 'think over'.

- a) verbs
- b) idioms
- c) phrases
- d) phrasal verbs

#4. Which word ends with the voiced consonant sound g?

- a) check
- b) eggs
- c) egg
- d) edge

#5. In which sound connections does the voiced consonant sound g move forward as g?
(Choose two.)

Select all that apply:

- a) mug of
- b) mug that
- c) mug is
- d) mug which

Discussion

1. Have you ever associated g and k together in English? If not, why not? Can you accept them as being two versions of the same sound?
2. How do you feel about letters that change their sounds, i.e., they are not pronounced as they look and you have to remember to say them differently – e.g., g becomes k in a CC connection. Does your L1 have this feature?

Practice

1. Read the words ending in g on p.18 out loud. Make up new CC phrases with these words followed by words beginning with a consonant sound, e.g., 'bag was'. Say them out loud and practice moving forward the g and changing it to a very light k.
2. Make up phrases with the function and content words on p.18 that end in k – both CV and CC connections – and practice them out loud. Pay particular attention to when the k moves forward to meet another consonant sound, e.g., 'work with'. Make the k light – almost non-existent.
3. Read the phrasal verbs on p.18 out loud. Focus on making the CV and CC connections as unobtrusive as possible. Notice that in CV connections we can make up 'nonsense' phrases when we use connected speech, e.g., 'make up' = MAY CUP, and 'think up' = THING CUP. But that is how we speak!
4. Practice the phrases with g on p.18. Differentiate between CV connections – g remains – and CC connections – g changes to k.

Further Study

- [Phrasal Verbs](#)

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Unit 4.7 v / f

4. v (10%) / f (5%)

The word 'of' – pronounced *ov* – is the number 4 most frequent word in written English, meaning that we often have to move forward the *v* sound.

As a VC-shaped word (*Lesson 2*), 'of' frequently creates a bad connection in many sentences. Although it ends with the letter 'f', the sound is *v*.

Other problems with *v* are caused by contractions with main verb and auxiliary verb 'have', including present perfect sentences, i.e., *I've*, *you've*, *we've*, and *they've*. 'Have' is the 9th most common word in written English.

Common content words that end in *v* include:

give, love, five, drive, live, save, arrive, etc.

The *f* sound is less common at the end of a syllable than its voiced partner. We frequently hear it in the conjunction 'if' and the adverb/conjunction 'off', along with words ending in '-self', i.e., *myself*, *yourself*, *herself*, *himself*, *self* – and the number *half*.

Practice: *v* / changes to *f* in CC connections

(CV) we've all of it have a I've always save up

(CC) you've got they've said leave them five times of the

Quiz

#1. True or false: the letter 'f' in 'of' is pronounced with a voiced consonant sound: *v*.

- a) True.
- b) False.

#2. The word 'of' is unhelpful in connected speech because it is a _____ function word with a _____ shape.

- a) high-frequency, C-V
- b) high-frequency, V-C
- c) high-frequency, C-C
- d) short, V-C

#3. The _____ sound is less common at the end of a syllable than _____.

- a) *v*, *f*
- b) *f*, *v*

#4. The most common words that end in *f* include: (Choose up to three.)

Select all that apply:

- a) if
- b) scarf
- c) self
- d) half
- e) loaf

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#5. In which sound connection does the voiced consonant sound *v* move forward and change to the unvoiced *f*?

- a) five of
- b) five and
- c) five times
- d) five or

Discussion

1. Are you aware that there are 'bad' words in English which raise red flags? I mean, words with bad syllable shapes that make it impossible to get a good connection on either side? (Unit 2.3.) 'Of' is one of these, because it is a V-C syllable shape. We cannot get a good VC connection on either side, so there will be two 'errors' to correct. For example, 'made of' = a CV connection, while 'of stone' = a CC connection, with *v* changing to *f* as it moves forward. 'Made of stone' has two bad connections and requires three actions – all caused by the word 'of'.

Practice

1. Write five phrases with 'of' + a word beginning with a vowel sound (CV). Practice saying them out loud, moving forward *v* and connecting it to the next vowel sound.
2. Write five phrases with 'of' + a word beginning with a consonant sound (CC). Practice saying them out loud, moving forward *v* and changing it to *f*.
3. As a word with a V-C syllable shape, 'of' is very much a red flag word in English. The red flag warns us that action will need to be taken to correct the errors caused by this word. Write down five more V-C shaped words and practice making CV and CC connections with them.
4. Read the contractions with 'have' on p.20. Write down five CC phrases with 'have' contractions, e.g., 'I've been', 'We've met', etc. Practice saying them out loud.
5. Make up CV and CC phrases with the words ending in *f* on p.20, e.g., 'myself and Lauren' (CV) and 'myself with Lauren' (CC). Practice saying them out loud. Notice that *f* moves forward in both connections without changing.
6. Practice the phrases with *v* on p.20. Differentiate between CV connections – *v* remains – and CC connections – *v* changes to *f*. Which are easier for you to pronounce? Why?

Further Study

- [Syllable shapes and red flags](#)

Answers to quizzes:

P.3	Unit 4.1	1. b) 2. d) 3. d) 4. b) 5. c)
P.6	Unit 4.2	1. c) 2. d) 3. c), f), h) 4.a) 5. b)
P.10	Unit 4.3	1. d) 2. a) 3. d) 4. b) 5. c)
P.13	Unit 4.4	1. b) 2. d) 3. b), f), h) 4. b) 5. c)
P.16	Unit 4.5	1. c), e), g) 2. b) 3. d) 4. b) 5. a)
P.18	Unit 4.6	1. b) 2. b) 3. d) 4. c) 5. a), c)
P.20	Unit 4.7	1. a) 2. b) 3. b) 4. a), c), d) 5. c)