

A

B79

## Leaving out /d/ in consonant clusters

Important  
for listening

When a word with a final consonant cluster ending /d/ is followed by another word beginning with a consonant sound, /d/ is often left out (see also Unit 9):

An old car. I changed clothes. Can you find Mark?

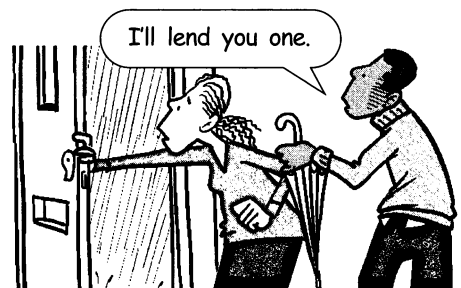
Notice, however, that –

- we don't usually leave out /d/ before vowel sounds or /h/  
Hand it over. They served apple pie. She seemed happy.
- we don't usually leave out /d/ before the sounds /l/, /w/, /r/ and /s/  
Do you mind walking? (compare: Do you mind giving me a lift?)



Note: When a word ending with /d/ is followed by a word beginning with /j/ ('y'), the /d+/j/ is usually pronounced /dʒ/ (as in 'June'). This happens both in consonant clusters and when the word ends with the single consonant sound /d/:

Had you met before? I'll lend you one.  
/dʒ/ /dʒ/



B

B80

## Leaving out /h/

Important  
for listening

We often leave out /h/ at the beginning of –

- the pronouns *he, her, his, him*  
I thought ~~he~~ was. Did you meet ~~her~~? Ask ~~him~~.
- the auxiliary verbs *have, has, had*  
The students ~~have~~ all left. Karen ~~had~~ already left.
- the question word *who*  
Can you describe the person ~~who~~ did it?

However, /h/ is not left out if it is stressed or at the beginning of an utterance:

It's not mine, it's his. It's him! Has Ken arrived? Who did it?

C

B81

## Leaving out /l/ after /ɔ: /

Important  
for listening

Many speakers leave out /l/ after the vowel /ɔ:/ in words such as:

ɑlmost    ɑlready    ɑlright    ɑlso    ɑlthough    ɑlways

D

B82

Leaving out /d/ in *and* and /v/ in *of*Important  
for listening

Before consonant sounds, *and* is usually pronounced /ən/ or /n/ and *of* is pronounced /ə/:

red ən blue    now ən then    a bottle əf water    a waste əf time

Before vowel sounds, *and* is usually pronounced /ən/ or /n/ but *of* is pronounced /əv/:

pen ən ink    Adam ən Eve    a bag əf apples    a can əf oil

## Exercises

- 30.1** Say these sentences aloud and cross out any letters representing /d/ at the ends of words that you think are likely to be left out.

EXAMPLE Hold~~d~~ tight.

- |                         |                          |                         |
|-------------------------|--------------------------|-------------------------|
| 1 She's world champion. | 5 I was pleased with it. | 9 We climbed over.      |
| 2 We sailed slowly.     | 6 She arrived there.     | 10 It moved towards us. |
| 3 She changed clothes.  | 7 Can you hold it?       | 11 They're second-hand. |
| 4 I'll send Lucy.       | 8 I understand that.     | 12 He turned round.     |

**B83** Now listen, check your answers and repeat.

- 30.2** The /h/ sounds at the beginnings of words are highlighted in these conversations. Cross them out if you think they are likely to be left out in fast speech.

EXAMPLE A: Is that ~~h~~im over there?

B: Who?

A: The man ~~wh~~o took your bag.

- |   |   |
|---|---|
| 1 A: He wasn't at home.<br>B: No, I think he's on holiday.  | 3 A: How's Tom these days?<br>B: Haven't you heard about his heart attack?                              |
| 2 A: It says here, the President's coming.<br>B: Where?<br>A: Here.<br>B: I really hope we'll get to see her. | 4 A: Kate says she left her handbag here.<br>Have you seen it?<br>B: This one? But Judy says it's hers. |

**B84** Now listen and check your answers. Then repeat each line of the conversations.

- 30.3** Make sure you have studied both Units 29 and 30 before doing this exercise. You will hear a conversation in which two students are talking about their teachers. Listen as many times as you need. Focus on the words in **bold** and –

**B85**

- (i) cross out any letters representing sounds that are missed out;  
(ii) write ? above any /t/ sounds replaced by a glottal stop;  
(iii) note any other changes to sounds at the end of the highlighted words.

A: Have you ~~g~~ot<sup>?</sup> much work on ~~ju~~st now?

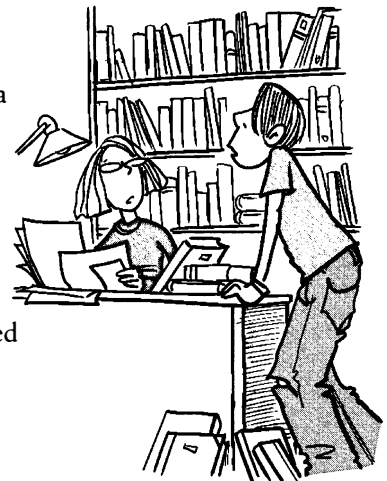
B: Dr Thomas **has** given us a very hard essay, but I **mustn't** get a low mark this time.

A: I had an **argument** with my tutor **last** week.

B: **What** happened?

A: Well, I **couldn't** **find** my coursework, so I asked for a couple of days extra. She **got** really annoyed with me **and** **complained** I was **always** late for lectures. Anyway, I told **her** I thought **her** course was a waste of time.

B: **Did** you? Well, **at least** Dr Thomas **doesn't** shout at us, **although** I'm **not** very **confident** that I'll pass **his** exam.



Now check your answers in the Key.