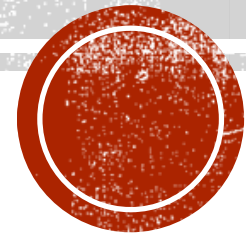


WELCOME TO ACADEMIC
ENGLISH ADVANCED (AEA)
LESSON 6

Welcome Back



Day

Period

Room

- Good morning, good evening, and good night. → Good Day.
- Hey there. → Hey, how are you?
- What's up? → Not much, how are you doing?
- What's going on? → Oh, super busy these days, but good. How about you?
- How's the day treating you? → It is treating me well. The weather is great
- How have things been going? → They have been going well. How about you?
- Hey, long time no see. → I know, really. How have you been?



MY DOG USED TO CHASE PEOPLE ON A BIKE A LOT.

- Finally it got so bad
- I had to take away his bike.



DAILY AGENDA

- 1. Gaps, pauses, and blends
- 2. Activity
- 3. Presentation 2 Directions
- 4. Example Presentation



COMMON BLENDS: FINAL SOUND BECOMES BEGINNING SOUND OF NEXT WORD

▪ <http://pronuncian.com/Linking/>

▪ Don't you → don tʃy̆u or don tʃy̆ə

▪ Did you → dɪ dʒy̆u or dɪ dʒy̆ə

▪ Have to → hæftə (you have to do it this way)

▪ Has to → hæstə (she has to go)

▪ Had to → hadtə (Yesterday I had to help my friend)



PRONUNCIATION OF A SOUND CHANGES

Depends on what come before and after

- You do not want to go to that restaurant → you don't wanna go to that restaurant.

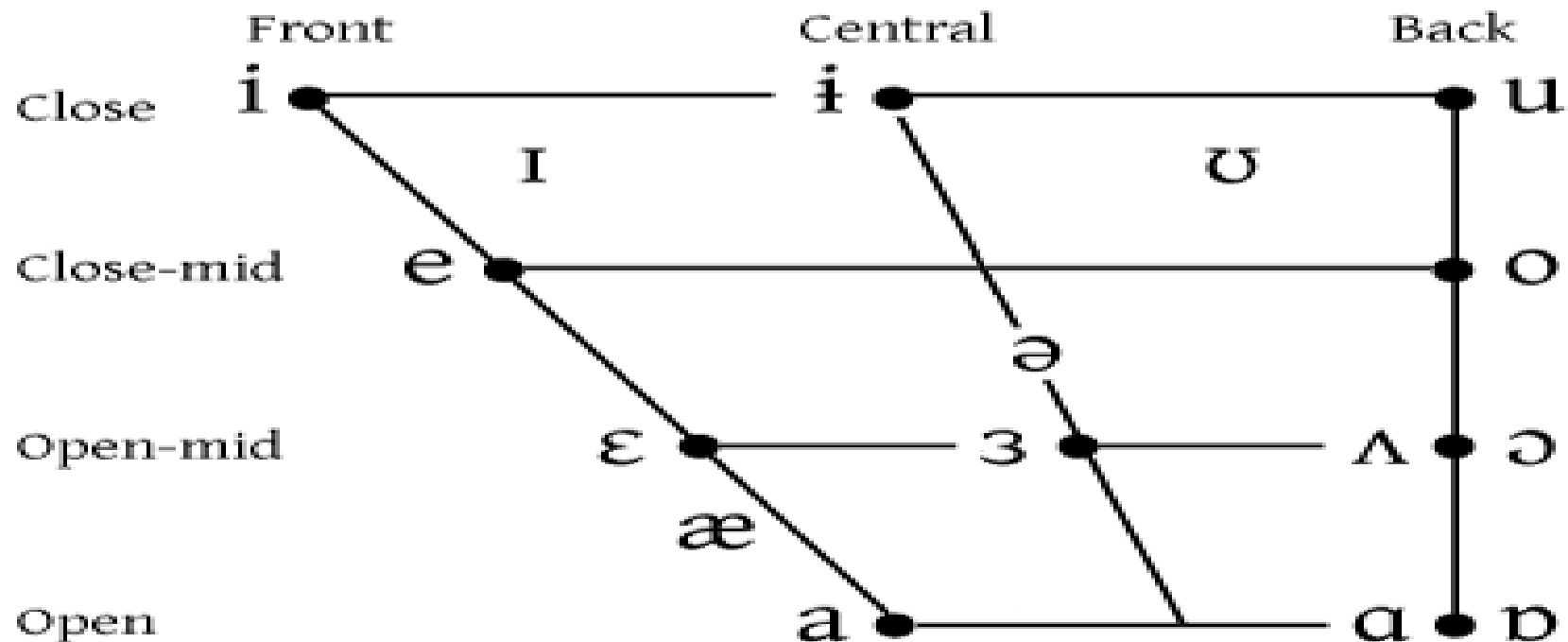
Change to question

- Don't you want to go to that restaurant → don chya wanna go to that restaurant



THE VOWEL SCHWA [ə]

- Many unstressed vowels in English turn into this vowel



<http://www.dsl.ac.uk/about-scots/history-of-scots/abbreviations/>



ARTICLES AND PREPOSITIONS OFTEN CHANGES TO SCHWA

- the book → th[i] book or th[ə] book
- a book → [eɪ] book or [ə] book

- The man saw a book above some desks around him.
- The man saw a [ə] book a[ə]bo[ə]ve so[ə]me desks a[ə]round him.



SOUNDS DISAPPEAR AT THE END OF WORDS

- I have a new pet. This often sounds like [pɛ] instead of [pɛt]
- I saw my dad. → [dæ] instead of [dæd]

[h] [th --θð] sound often disappears at the beginning of pronouns

- I got her a new car. This often sounds like { I got-ter a new car }
- I bought them already. {I boughttem already }



AND

- This often gets reduced to [n]
- You gotta blend n reduce grammatical words.



SOME PROBLEMATIC CONSONANT CLUSTERS

- ths → months → nts [mɒnts]
- Fifty vs. fifteen (not the same sounds)
- fif fri vs. fif tin



THÆDL BI AL

That will be all.



BLEND AND REDUCE WITH A PARTNER

- Look at the sheet and practice pronouncing these sounds
- What's up
- Not much, “wudjya” like to practice blends?



MAKING YOUR REACTION PARAGRAPHS AND PRESENTATIONS BETTER

- Make a claim: it should be either true or false.
- I am going to investigate earthquakes in Japan.
- (No claim here)
- Earthquake damage will be reduced if we use flexible, light weight building materials.



WEAK CLAIMS

- 1. There is no claim (we are examining the history of Okinawa)
- 2. The claim is clearly true. (Fast food is unhealthy)
- 3. Personal belief as a reason for the claim (Italian food is the most delicious). Uses subjective language.
- 4. Conventional wisdom (people are eating too much fast food -- judgement)
- 5. Thesis is too broad and far reaching (we will understand the people of Thailand, free society from problems, change the world)



REMEMBER TO CONNECT WITH YOUR AUDIENCE

- Rhetorical or Tag questions
- Jokes
- Observation about the audience or previous speaker

- Make who you are relevant for the presentation.

- I have been working with musicians for 7 years and I can say this confidently: “.....” ← Insert your claim.



REMEMBER SIGNPOSTING

- Understanding my topic requires examining 3 key points
- **First,** Take for example
- **Following the point, ...** In other words,
- **Lastly,** To restate
- **So it should now be clear** that A, B and C are crucial when thinking about my
- topic.



REACTION PARAGRAPHS

WHERE ARE THESE THINGS IN YOUR WRITING

- Do you make a claim ?
- Do you have evidence for your claim ?
- Do you have a citation with attribution ?



MODEL PRESENTATION 2

- Listen to Model Presentation 2

- Look for the elements covered in Class
 1. Connecting with the audience
 2. Engaging the audience
 3. Making a clear claim
 4. Evidence for claim
- 5. Repeating the claim in the conclusion

