



# RealLife Radio **Fluency Circle**

## Power Lesson

### #84– *How to Revolutionize Your English With Podcasts*

#### Intro

*Hey there, citizens of the world! Welcome to the Real Life Podcast, where our mission is to inspire, connect and empower the world to learn English the fun, natural and real life way.*

*We believe that English should not be a dry and boring school subject, but an inspiring, enriching lifestyle that you can practice and enjoy whenever and wherever you want.*

*In this podcast you will have lots of fun, learn plenty of new expressions, and drastically improve your listening comprehension.*

*We'll also teach you the secrets of native pronunciation, connected speech, and help you tune in your listening and speaking to the rhythm and flow of English.*

*So sit back, relax, and let's get on with the show.*

**Red and light blue for Pronunciation - Blue for general Vocabulary**

**Green for Grammar - Purple for Phrasal Verbs**

CHAD: Aww yeah! What's going on **ladies and gentlemen**<sup>1</sup>? This is Chad from RealLife English, where we believe that listening to podcasts is a fun, natural, effective, convenient and...

JUSTIN: **Caffeinated**<sup>2</sup>.

CHAD: Way to learn English, so download this podcast now and listen to us while you're **stuck in**<sup>3</sup> traffic.

1. **ladies and gentlemen**  
lay-dee-zin-geh-null-men Linking >>

3. **stuck in**: stuh-kin Linking >>

ETHAN: Eating an **ice cream cone**<sup>4</sup>.

JUSTIN: Putting your arms **up in the air**.

CHAD: Or recycling plastic bags. I'm joined here today in the studio with my co-**hosts**<sup>5</sup> -plural. **First of all**<sup>6</sup>, we have Mr. V himself, which **is short for** Mister Vocabulary, **and** the man who never wears a watch because **time is always on his side**<sup>7</sup>: Justin Murray.

JUSTIN: Aww yeah!

CHAD: **How are** you guys feeling today?

JUSTIN: Feeling great. How **about** yourself?

CHAD: **Pretty** good. Nice day in Santiago, Chile, today. **Sun is** shining.

ETHAN: Yeah, after some rain yesterday. First rain we've seen since we've been here.

JUSTIN: Yeah, it was really **chilly**<sup>8</sup> in Chile.

CHAD: Chilly in Chile.

ETHAN: **What does** that mean?

JUSTIN: Well, chilly like chill is cold, right? [Exactly] Chile, and that's how

#### 4. ice cream cone



#### 5. hosts

Notice that it actually takes a good deal of energy to fully articulate the consonant cluster /sts/. That's why most of the times in informal speech, native speakers don't actually care all that much for the /t/ in between two Ss. Unless it is formal (where enunciating words correctly matters), or emphatic speech (as it is in this case), natives will tend to say /hoss/.

#### 6. first of all: firs-tuh-vaw

Linking



7. **time is (not) on someone's side**: if time is on your or someone else's side, it means you or someone else don't need to worry about doing something quickly because there's plenty of time. >> *Relax, no need to rush. Time is one our side.* >> *Do it ASAP (as soon as possible). Time isn't on your side.*



8. **chilly**: moderately cold.



we pronounce the country -Chile- in English.

CHAD: Aww yeah!

JUSTIN: All right guys we have a really **exciting**<sup>9</sup> present for you today, something that t is actually a product that we give to the *Fluency Circle* and we're **going to** let you **try it out**<sup>10</sup> for this week with this awesome episode on **how to learn**<sup>11</sup> English with a podcast. How to understand **native**<sup>12</sup> speakers, and we're really **going to** show you some amazing techniques that are **going to help you**<sup>13</sup> **take your English to next level.**

CHAD: Aww yeah! But before we get to **all of** that, like every other episode of RealLife Radio let's **start off** with the today's shout out.

9. **exciting**: ek-cy-ding

American

T

10. **try it out**: try-ih-dout

American

T

11. **how to learn**  
how-duh-learn

American

T

12. **native**: nay-div

13. **help you**: hel-pyou

Linking

>>

14. **linking a consonant into you/your**

You probably already link some consonants with /y/. We don't say **thank you** as **thank...you**, but we actually say like: /thAn-kyou/ linking that last **K consonant** with the **Y sound**. So, from now on make sure you do link a consonant to /y/, as in phrases like:

>> clap your hands /clA-pyur/

>> I thought you /I-thaw-tyu/

>> beneath you /be-nee-thyu/

>> when you /weh-nyu/





Let's say hi to a special RealLife member!!

CHAD: Today we have a special **shout out**<sup>1</sup>. I believe it's from a Fluency Circle member and **also** a **long-time** RealLife Radio fan, Rawda, so **what** **does** she **got to** say **for us** today, Ethan, Mr. **Vocabulary**<sup>2</sup>?

ETHAN: So I'm really **excited** about this guys. She **gave us** a really awesome **shout out**, so here we go... So Rawda says "If I were to give three **pieces of advice**<sup>3</sup> to a serious English learner -I'm saying serious, so if you're **not a**<sup>4</sup> serious English learner, **then**<sup>5</sup> I'm sorry this advice is not for you. But **here we go**<sup>6</sup>: one, join the RealLife English Fluency Circle; two, join RealLife English Circle; three, join RealLife English Circle. Since I've joined the RealLife English Fluency **Circle**<sup>7</sup> I've **noticed** that my English has improved **dramatically**<sup>8</sup>, **not** only in one aspect but in almost every aspect: writing, listening, speaking and reading. These Power Lessons are like a beautiful magic; of course not like that fake magic, which you **watch on** television, but it's a real magic, man. Real magic..." [She wrote man?] Yeah [Cool] "... You

1. **shout out**: shau-**d**aut

American

T

2. **vocabulary**

vou-kA-**byou**-lAre-ee

**you** rhymes with "grow"

**lare** rhymes with "care"

How  
to  
pronounce

3. **common mistake**: ~~an~~ **advice**

As **advice** is an **uncountable** noun, you can't say **an advice**, **three advices**, etc. If you want to make it singular you might say **a piece of advice**, and if it is what you want to express plural you can say **two pieces of advices**.

4. **not a**: naw-**d**uh

American

T

Chad explains this and other uses of the word **then** in this [video lesson](#).



6. **here we go**: used before saying something or doing something that was being anticipated. >> *The time has finally come! The game is about to start. **Here we go!***

7. **circle**: sir-ku**l**

Dark

L

With a **dark L**, your tongue doesn't touch the upper part of your mouth. (more on this later)

8. **dramatically**: a lot. >> *Inflation has gone up **dramatically**.*

**won't**<sup>9</sup> feel the magic of RealLife Power Lessons until you try it and see its wonderful results by yourself. You **want** t to get inspired about different aspects of life? Listen to RealLife Radio. You **want to get rid of**<sup>10</sup> your laziness and be motivated while learning English? Listen to RealLife Radio. You want to speak better than Barack Obama? Listen to RealLife Radio. Thanks so much RealLife teachers for your '**hella**<sup>11</sup> **dope**<sup>12</sup> work, you're **wicked**<sup>13</sup> awesome. **Way to go!**<sup>14</sup>'

JUSTIN: Wow!

CHAD: Aww yeah! So **there you have it**, if you **want to** speak **better** than Obama... Well, thank you so much Rawda for that amazing shout out.

JUSTIN: So **let me**<sup>15</sup> **ask you** this, what is the Fluency Circle?

CHAD: So the Fluency Circle is a group of language learners who are receiving the RealLife Radio Power Lessons. **This is**<sup>16</sup> something that we are **giving away**<sup>17</sup>, like Justin said at the **start of** this episode, for free just for this episode so you guys can check **it out**. It is a transcript lesson which **focuses**<sup>18</sup> on connected speech, pronunciation, but **it also** gives you a lot of **insight** into **all of our** colloquialisms, slang, all the words that we're using in each episode, and it's filled with awesome pictures.

9. **won't**: wo-nt  
"wo" rhymes with "low"

Stop

T

In English the **stop T** stands in contrast to the **regular T**. The **stop T** is different from the **regular T** in that there's no air release from your mouth. To pronounce a T sound, you bring the tip of your tongue up to the front, upper part of your mouth, but then you stop the air from actually escaping your mouth. Watch a [Pronunciation Lesson](#) by Rachel's English

10. **get rid of something**: to discard, to do away with; to decide to stop having possession of something; to dispose of it. >> *I need to **get rid of** all these things that I no longer need. >> She decided to **get rid of** all the negativity that surrounded her.*

11. **hella**: very, really (very colloquial northern California contraction of the slang expression **hell of a** – but "hella" is used differently- as an adverb) >> *That's a **hell of a/hella** great song.*

12. **dope**: cool, awesome, sick. >> *Dope shoes!*

As a noun, **dope** is a slang word for drugs.

13. **wicked**: cool, great, dope.

14. **way to go!**: we use this expression to tell someone that they've been doing an amazing job. >> *So you landed that awesome job?! **Way to go man!** I knew you would pull it off. (**Way-duh-go**)*

15. **let me**: lemme

Shrinking

<<

16. **this is**: **thih-siz**

Linking

>>

17. **give away** (for free): to give something for free; to give something as a gift. >> *I'm moving houses so I've got some stuff I'd like to **give away**.*

18. **common mistake**: a lot of people tend to pronounce **focus** as /fuh-kuhs/, but the actual way it is pronounced in American English is /fo-cus/. Notice that the "O" is hard- Fo in this word rhymes with No.

JUSTIN: It comes **with a**<sup>19</sup> vocabulary learning tool as well.

ETHAN: And **as you** can see Rawda has definitely been using this, as she's using **a lot of**<sup>20</sup>...

CHAD: 'Hella' dope language.

ETHAN: **Exactly**<sup>21</sup>.

CHAD: Yeah. So we're **going to go into more detail** about our podcast and just other podcasts in general in today's conversation topic, but let's **move on**<sup>22</sup> with today's episode and go into the kick ass quote.

19. **with a**: wih-**thuh**

Linking

>>

20. **a lot of**: uh-law-**duv**



21. **exactly**: egg-zAkt-lee

How  
to  
pronounce

22. **move on** (to / with): to continue onto the next thing, whether it is a topic of conversation, a new thing, a new phase in your life >> *It's time to **move on** to the next topic.* >> *Stop dwelling on your past and **move on** with your life.*



# KICK ASS Quotes

JUSTIN: So this is **one of my favorite**<sup>1</sup> quotes, something I always try **to** remember in anything I'm doing, but it's actually by **my man**<sup>2</sup>, Benjamin Franklin: "*Tell me and I'll forget; teach me and I'll remember; involve me and I'll learn.*"

CHAD: Oh, that's deep man. You **want to repeat it**<sup>3</sup>?

1. **one of** my favorite  
wuh-**nuv**-my-fei-vrit

Linking

>>

2. **my man**: muh-mAn

Reduction

<<

The diphthong /ai/ in **my** isn't actually completed. You hear /**muh**/ instead of /**my**/. This is often characteristic of rapid, informal speech. Example: try it /**truh-ih**/.

3. **repeat it**: ruh-pee-**dit**

Stop

T

JUSTIN: "Tell<sup>4</sup> me and I'll<sup>4</sup> forget; teach me and I may remember; involve me and I'll learn" [Wow] Kind of the different levels of learning, right, because a lot of times somebody will tell you something, and you have to work hard to remember and learn it, right? Somebody will teach you something, like we all did in school, right? You have to study to learn.

CHAD: Are you referring to language in general or just<sup>5</sup> anything.

JUSTIN: Anything. I think it's<sup>6</sup> particularly important in language learning, and when you're involved -it says involve me and I'll learn. And so, it's definitely a special type of<sup>7</sup> learning experience when you're involved in it.

CHAD: Especially for language learning, I mean that's what we try to do with a lot of our<sup>8</sup> students. We get them connected, we get them using their language as opposed to just studying it, you know, theoretically.

JUSTIN: You become a participant in the process.

CHAD: Exactly. I think that's true with a lot of other things. I noticed, you know, maybe music is something that's very -you have to be involved to really know how to play music, right?

4. tell: tell I'll: all

Dark

L

The dark L is the type of L sound that occurs when it is after the vowel sound. The light L, on the contrary, is the L sound occurring before a vowel sound.

To articulate a dark L your tongue barely, if at all, touches the upper part of your mouth. However, the light L is pronounced with your tongue making full contact with the upper part of your mouth. With is this in mind, pronounce the examples below and see if you can make these two sounds differently.

Dark L (after vowel)	Light L (before vowel)
pill	lip
people	light
milk	laugh
little	little
metal	apology
owl	law
tell	please
whole	long

5. just: juss

ST

assimilation

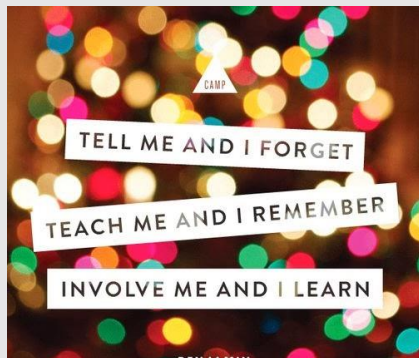
6. think it's: thin-kits

7. type of: ty-puv

Linking

>>

8. a lot of our  
uh-law-duv-aar



ETHAN: You can't play guitar without touching the guitar, getting some **calluses**<sup>9</sup> on your fingers.

CHAD: Yeah, that's true, that's true.

JUSTIN: And that's actually **one of the**<sup>10</sup> big goals. Hopefully, we're involving you in this podcast in RealLife Radio by making you laugh, by **engaging**<sup>11</sup> you in this culture, and by having fun.

CHAD: Yeah, and now we're also doing the weekly challenges so that's another way you can even get involved even more so by doing **whatever**<sup>12</sup> challenge we suggest at the end of each podcast.

JUSTIN: And of course, we always **love to**<sup>13</sup> hear from m you. We're always open to your emails, comments...

CHAD: Maybe some suggested quotes for future podcasts, conversation topics.

ETHAN: Yeah, Rawda actually sent that testimonial right to my email, so...

CHAD: Oh. Ok. So **that is**<sup>14</sup> today's kick ass quote. Let's move on to today's conversation topic.

ETHAN: Aww yeah!

## 9. guitar calluses



10. **one of the**  
wuh-**nuh**-thu:h

Linking

>>

11. **engage**: to involve someone in something, or to cause someone to have a relevant role in something. >> *I got **engaged** in the conversation they were having about vegetarianism.* >> *Come here and **engage** in the activities.*



## 12. wh+ever

**Whatever, who(m)ever, whenever, whichever.** Know that when those **wh words** come together with **ever**, the meaning becomes something less specific and random. **However** is another word that works the same way, but when it means **in any way** (not **nevertheless**). Look at this example: **A:** *How should I do it?* **B:** **However** you please!

13. **love to**: luv-**duh**

American

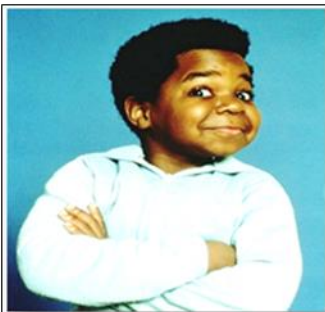
T

14. **that is**: thA-**diz**

American

T





# Wha-choo talkin Bout Willis?

What are you talking about Willis?

## Conversation Topic

CHAD: All right, guys, so **today's topic<sup>1</sup>** is very relevant **especially<sup>2</sup>** for podcast listeners because today's topic is **all about** how to learn English with podcasts, and to celebrate that **we're actually giving you** our transcript, our Power Lesson to use with this podcast, which I guess we're **going to** talk a little bit more about **later on**, but **first of all, what the hell<sup>3</sup>** is a podcast and why are they so awesome?

JUSTIN: Well, it's something that we've discovered, **each of us<sup>4</sup> in our** our lives and it really made a big impact **in our** lives and **in our** language learning as well. So, when we **start<sup>ed</sup>** RealLife English and **start<sup>ed</sup>** helping people learn English in dynamic, **innovative**, new ways we discovered that podcasts is one of the best ways that we could do that.

ETHAN: And why is that?

JUSTIN: Because it involves you,

### 1. possessive 's

Even though it is called **possessive 's**, it is not always strictly limited to the sense of ownership. It can also be associated with a period of time, like for example:

- >> *The Hundred Years' War.*
- >> *Two hours' notice.*
- >> *This year's candidate.*

### 2. common mistake: especially vs specially

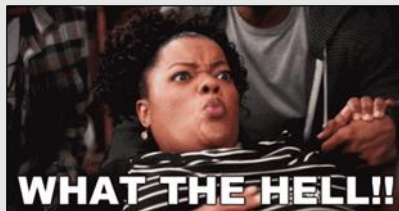
These two words look alike but don't mean the same thing. **Especially** is used to determine something that has more relevance than other things:

- >> *He really likes doing sports, especially basketball.*

**Specially** comes from special and it means with a special purpose or in a special manner.

- >> *I made this dress specially for you. It will fit you perfectly.*

3. **what the hell / heck / fuck...?**: we put the word hell, heck or fuck to make a question more emphatic, or to show surprise.



4. **each of us**: ee-**chuh**-vus

Linking

>>

because I **felt**<sup>5</sup> involved in my podcast learning. You can do it in **convenient**<sup>6</sup> moments, it feels natural, you **can** connect with things that you like as well.

ETHAN: I think for me -the biggest thing is **definitely** the convenience of **it** because like we always say **you can use it**<sup>7</sup> anywhere, so I generally just listen to them while I'm exercising or doing some shopping, or anything like that when I would normally just be bored.

CHAD: Yeah, stuck **in line** at the bank, all those kind of tedious things as well.

ETHAN: Exactly, it takes it from being a boring, painful experience into being a fun and learning experience.

JUSTIN: Exactly, and we're probably making the world a **better** place by **alleviating road rage**<sup>8</sup>.

ETHAN: **What's** road rage?

JUSTIN: Road rage is when people gets angry on the **highway** and traffic.

JUSTIN: Do you tend to get a lot of road rage if you're not **listening** to some inspirational podcasts.

#### 5. felt vs fell

Because of the **Stop T** at the end of the word, natives tend to pronounce **felt** /felt/, in a way that is often hard to distinguish from **fell** (past tense of fall).

Very rarely will this create confusion because the contexts in which these two words occur are generally quite different. If you think you're saying /fel/ as felt and it will confuse the listener, make sure you pronounce /t/ at the end.

**6. convenient:** easy to do and suitable to one's needs.

**Convenience stores** are small stores that sell everyday items like groceries, candy, beverages, etc. and as opposed to a supermarket, you can do your shopping faster there. Because of these advantages they're **convenient**, so that's the reason they're called **convenience stores**.



#### 7. you can use it you-kin-use-it

**How  
to  
pronounce**

In connected speech, **CAN** usually has its strong vowel reduced to /ih/ or a /uh/. Exceptions to this are when the vowel would be a **big A** /kAn/- when **can** is the first word in a **question** ("Can you call me?") or **emphatically** (>> **You CAN do it!**). [Watch](#) Justin teach this topic in a RealLife TV [One Minute Video](#)

#### 8. road rage



JUSTIN: I **went through**<sup>9</sup> that **phase**<sup>10</sup> but I cured **it**. **Meditation**<sup>11</sup>.

CHAD: But you're **probably**<sup>12</sup> don't suffer from road rage because you don't have a car.

JUSTIN: True, true, but **I** do feel the pain of really not having the time to learn, so it's a really great solution to be able to learn while exercising or shopping or **wait**ing in line or traffic, so...

CHAD: You could say you're **kill**ing **two birds with one stone**<sup>13</sup>.

ETHAN: What **do**es that mean?

CHAD: I'm glad you asked, Mr. Vocabulary. To kill two birds with one stone means that do two things with the **effor**t of doing one.

JUSTIN: And like we always say it's really, really important **to** have daily contact with the language that you're learning, to **maintain it**<sup>14</sup> and make it **better**<sup>15</sup> and if you can do something you're really liking at the same time, it's three birds with one stone.

CHAD: Yeah, those poor birds, man. Stop killing them.

JUSTIN: You can be exercising, learning English, and learning **about** something cool.

**9. go through**: to experience something difficult. >> I'm **going through** a lot of problems right now. >> She's **gone through** depression in the past.

#### 10. minimal pairs

<b>phase</b> /feiz/	<b>face</b> /feis/
------------------------	-----------------------

/z/ and /s/ are pronounced in the same location in your mouth. The only difference is that /z/ is voiced (you throat vibrates) while /s/ is unvoiced (there's no vibration).

#### 11. meditation

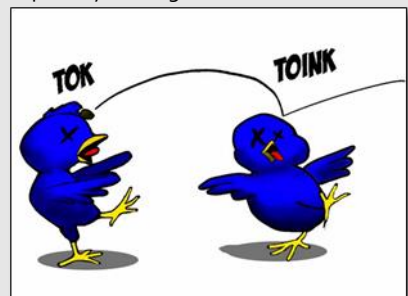


**12. proba**bly: praw-blee

Shrinking



**13. kill two birds with one stone**: to do something that solves two problems or creates two benefits with just one effort, like for example reading a novel which is both fun/ relaxing AND it helps you improve your English.



**14. maintain it**:

main-tay-**nit**  
"tay" rhymes with "bay"

Linking



**15. bet**ter: beh-**d**ir

American

T

ETHAN: And laughing. Didn't we have someone like say as in response to **one of our** podcast that people think she's crazy while driving because she's alone in the car laughing.

CHAD: I never know if people are **laughing with us** or **at us**<sup>16</sup> because we're also talking **about** some embarrassing **situations**<sup>17</sup> and all the ways that **we've embarrassed ourselves**<sup>18</sup> speaking other languages.

JUSTIN: That's real life.

CHAD: That's real life, baby. Yeah, so that's what **our** podcast is really **all about** we **want to** give you guys a real experience, how we really speak English, we know a **lot of** other language learning, English learning podcasts, they're very structured, and kind of formal and they tell you how to say this phrase and that phrase but doesn't have that **natural** kind of flow that we really **try to do**<sup>19</sup> **in our** podcast. It's just say stuff as it **comes up**<sup>20</sup>, use our everyday expressions, use colloquial language, like we would in a general conversation, right?

ETHAN: Yeah, show you how we actually talk together, even when **we're off the mic**<sup>21</sup>.

JUSTIN: And that's important to know in business English I would say

### 16. laugh **with** someone vs **at** someone

If you laugh **at** someone it means that you're laughing because someone has done something silly or embarrassing. You make fun of them.



If you laugh **with** someone, it means the you and that person think something is funny and are having a good time.



### 17. **situations**: sih-**ch**u-ei-shun

Similar to the **/t/** becoming a **/d/** when surrounded by vowel (The American D), it also often becomes **/ch/** when surrounded by vowels.

To become a **/ch/**, the vowel after it has to be a **/u/** or an **/ir/** sound >> **feature** /fee-**ch**ir/; **literature** /lih-teh-ruh-**ch**ir/; **ritual** /rih-**ch**u-ul/; **perpetual** /per-peh-**ch**u-ul/, etc.

### 18. **we've embarrassed ourselves** weev-im-bair-**uhs-dar**-selvz

### 19. **try to do**: try-**d**uh-do

American  
**T**

20. **come up**: to be mentioned in a conversation. >> *His name **came up** in the conversation.*

21. **off the mic / camera**: if something happens off the mic or off camera it is not recorded or filmed.

because colloquial English is the base of business English and it's really how you connect with somebody. You're not **going to** speak just in a structured, rigid, formal way even in business **settings**<sup>22</sup>.

ETHAN: You make people feel more like **you're**, you know, a **colleague**<sup>23</sup> rather than, you know, maybe a **foreigner**<sup>24</sup>, someone who **doesn't** quite **have a good grip over**<sup>25</sup> the language.

CHAD: You mean like if someone is like very formal in the way that they speak, so they don't have that **kind of** colloquial way of being very friendly and things like this.

ETHAN: Exactly, it's a lot harder to connect to someone who speaks in that way, whereas **if you're** more like Rawda and you're saying some like fun expressions, you're calling someone like man or dude or something like that it's instantly you kind of, you **have to**<sup>26</sup> know when it's appropriate to use this and when not, but **instantly** you can make people feel a lot more comfortable talking to you.

JUSTIN: Yeah, so a **lot of** these expressions and words we actually provide a file for Anki Vocabulary in Anki is a spaced repetition software

22. **setting**: seh-ding

American

T

23. **colleague**: kall-leeeg

How  
to  
pronounce

Perhaps a mistake many make is to stress this word on the second syllable. It's **CO-llleague** and not **co-LLEAGUE**

24. **foreigner**: for-in-ir

Silent

G

25. **have a grip on something**: to have firm control over something. >> *When I first came to this country I didn't have a grip on its culture.*

**grip** is the act of holding something firmly with your hands. It's also the area of an object to which it's intended to be held, like the grip of a gun, of a golf stick, of a cam recorder, etc.



26. **have to**: haf-tuh

Shrinking

><

(SRS) program. Which systematically teaches you vocabulary so you can learn it in a really, really quick and efficient way.

ETHAN: You can use this either like on your computer or<sup>27</sup> there's also an application you can download for Android, it's free for Android, you have to pay it for iPhone, but the awesome thing about **that** is **that**<sup>28</sup> you can use it anywhere so **if you have**<sup>29</sup> five minutes while you're waiting in line at the bank or the grocery store or while you're waiting for your friend maybe, you can just **pull out**<sup>30</sup> your phone, **switch on**<sup>31</sup> Anki and study some vocabulary that you've learned.

JUSTIN: Exactly, and this is how Ethan became Mr. Vocabulary because he's a big fan of it

CHAD: Well you got me onto this, like recently with my Spanish, and just every time now that I've learnt a new word I just **whack it into**<sup>32</sup> Anki.

JUSTIN: What do you mean by whack? Whack it into?

CHAD: I mean, put it into the... Put it into the program, to the software there. Whack I guess is a very informal way **to** say like just to put it there, whack it on the table.

### 27. either...

These two words function together. **Either...or** works in a similar way as to say just **or** but it has an added layer of meaning.

You can say **you can do it on Friday or Saturday**, or if you want to put more emphasis on the fact that two (or more options) are being presented you can use **either** and say **you can do it either on Friday or Saturday**.

28. The first **that** is /thAt/ (with a wide A) and the second **that** is /thuht/ (with a schwa).

The first "that" (demonstrative adjective) is used to signal something (>> **that thing over there**) and has a stronger wide A sound- /thAt/.

When it's after a verb, like *say* or *think* (>> *say that, think that, the thing is that*, etc.) it is often said with a schwa sound /thuht/

29. **if you have**: if-you-Av

Shrinking

<<

30. **pull something out**: to take something out of your pocket, backpack or basically out of anything that contains the object

31. **switch on**: turn something on, especially when it's by moving a switch button. In a figurative sense (as used here), it means to start using something like a piece of software.



32. **whack something into something (or on/in some place)**: to quickly put something into a container or some other place (colloquial). >> *I got home and whacked my dirty clothes into the washing machine.*

JUSTIN: **But it**<sup>33</sup> means **hit**<sup>34</sup> normally, **right**<sup>35</sup>?

CHAD: Yeah, he **whacked**<sup>35</sup> me in the head. You're right.

ETHAN: Who whacked you in the head?

CHAD: I don't know I can't remember any **more**. You might even say someone's very whacky.

ETHAN: Ah yeah, what does that mean?

CHAD: That means they're a little bit crazy, or they're a little bit **loopy**<sup>36</sup>.

JUSTIN: Yeah, so vocabulary, colloquial language **these**<sup>37</sup> are all really, really important aspects of language and that tool and [Anki vocabulary](#), it is a really awesome tool. So, if you haven't **checked it out**... We have some articles that Ethan **wrote about**<sup>38</sup> it, and a [guide](#) – We'll link this in the show notes and on the Power Lessons, so check that out. But, **another** aspect we're really, really trying to do a good job teaching in this is connected speech. So **what exactly** is connected speech?

CHAD: So connected speech is pretty much how **most** native speakers actually talk. It's the way we join a lot

33. **but it**: buh-dit

Linking

>>

34. **hit**: hit

Stop

T

35. **right**: right

There's a game called **whack a mole** and here the meaning of **whack** is to hit.



[Watch this hilarious Ali G video where he uses the word whack meaning bad](#)

36. **loopy**: crazy, mad. >> *He's gone loopy!*

### 37. these vs this

**These** is different from **this** in the fact that it has a longer **I vowel** sound (and also a z sound at the end).

/theez/

/this/

However, in rapid speech the long **I sound** of **these** may not be easily perceived, so the distinction can also be made from the surrounding grammar; that is, you will know it is **these** and not **this** because the accompanying noun is in plural.

### 38. **wrote about**:

ro-**duh**-bout  
"ro" rhymes with "go"

Linking

>>

of our words together, **often**<sup>39</sup> we minimize the pronunciation for **certain**<sup>40</sup> words, and this is usually why a lot of people don't understand native speakers and they think that in a word we're saying ten words all together, it can sometimes sound like we're actually saying one giant word.

JUSTIN: This is how we call it, sound morphing, it's called shrinking and linking, **cutting** words, reducing words, and it's one of the **biggest**<sup>41</sup> obstacles that people have to fluency.

ETHAN: Especially because in most other languages people speak each word very clearly, and so depending on which language you speak, you might not be used to this **at all**<sup>42</sup> in English, it might be a completely new experience for you.

CHAD: **What are you talking about**<sup>43</sup>, Willis?

JUSTIN: So **what are**<sup>44</sup> some more examples of connected speech that we might use, we **might highlight**<sup>45</sup> on the Power Lesson.

ETHAN: So what Chad just said...

CHAD: **What are you talking about**<sup>46</sup>, Ethan?

ETHAN: So that would mean "what are you talking about?"

### 39. often

Indistinctively of the region, some natives speakers pronounce **often** as /**o**ft**e**n/ (with a full t) while others say /**o**ff**e**n/ (no t).

### 40. certain: sir-tuhn

How  
to  
pronounce

To articulate that "ir" sound, you need to raise your tongue and then tilt it backwards. You should be able to see the back of your tongue if you open your mouth and look at yourself in the mirror.

This is an English sound that takes a lot of muscle movement, so it's important you are aware of how to get your tongue in the proper position. It's the same sound you hear in words like **girl, world, word, bird, curl, person, thirty**, etc.

### 41. biggest: biggess

ST  
assimilation

In rapid speech, we sometimes don't pronounce /t/ when it's after /s/.

### 42. at all: uh-dawl

American  
T

### 43. ~~what~~ are you talking about /wuh-**chuh**-talkin-bout/

### 44. ~~what~~ are: wha-dar

American  
T

### 45. ~~might~~ highlight mit**e**-hi-l**i**t**e**

Stop  
T

### 46. ~~what~~ are you talking about /wuh-**chuh**-talkin-bout/



CHAD: "Watcha," "watcha talkin 'bout?" "Hey, watcha talkin' 'bout man?"

JUSTIN: But you might say...

CHAD: "What are you talking about man" is like it sounds like "Watcha talkin' 'bout man?"

JUSTIN: But you might also hear like "Hey **what are you talking about**<sup>47</sup>," it's not "**what are you talking about**" it's "what are you talk ing about?" right?

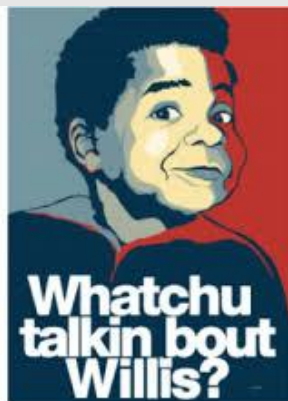
CHAD: Yeah, and that kind of changes a little bit and something you might say "watcha?" somebody might say "what are you?" It kind of changes sometimes regionally but I think the fundamental rule kind of stays the same.

JUSTIN: Another one is like "Hey **would you go to the bank**<sup>48</sup>?" "Would you go to the bank?"

ETHAN: Would you.

JUSTIN: Would you go to the...

ETHAN: This changes depending on which accent you're learning but all types of English do that, whether it's British, American, Australian or any other kind.



#### 47. rapid speech vs connected speech

In reality, **rapid speech** is no different from **connected speech**. Both differ from **artificial, fully enunciated speech** in that there's a lot of sound blending that makes it easier for natives to move from one sound to another smoothly and with ease.

**Rapid speech** is actually **connected speech** taken to an extreme of sound blending; in other words, **rapid speech** is built on **connected speech** but there's much more sound dropping, and much more sound morphing.

Here's Chad version of **rapid speech**:

**what are you talking about**  
/cha-talkin-bout/

And here's Justin's **connected speech**:

**what are you talking about**  
/wuh-duh-yuh-talkin-about/

#### 48. would you go to the bank

/wou-juh-go-duh-the-bank/

CHAD: And so why do we do this Justin? Why do we speak with connected speech?

JUSTIN: Well, this has more to do with kind of like the guiding rhythm to the English language. It's a stressed language.

ETHAN: What does that mean?

JUSTIN: It has to do with **content words**<sup>49</sup> and **function words**<sup>49</sup>, which are the building blocks of the language. Content words are the words that have more meaning and they have more stress, for example...

ETHAN: Kind of like the big ideas, right?

JUSTIN: Yeah, and so you hear those more clearly, so for example nouns, adverbs, adjectives, and then the function words which are more like the fillers, the connectors.

ETHAN: Articles, prepositions, pronouns, all those kind of things that don't really add as much meaning to the phrase but they help **kind of** give it that flow and connect those big ideas that you're giving.

JUSTIN: And those a lot of time are the building blocks to grammar and we shrink those.

#### 49. Content vs Function Words

### Content Words

- Nouns
- Verbs
- Adjectives
- Adverbs
- Question Words (what, when)

### Function Words

- Determiners (the, that)
- Prepositions (in, on)
- Articles (a, an, the)
- Conjunctions (and, but)
- Auxiliary Verbs (do, be)
- Modals (could, would)
- Quantifiers (some, both)
- Verb Endings (ing)

Content words are generally stressed, and function words are generally unstressed. [Watch this video on this topic.](#)

#### Content vs Function Grammar Focus

To help you get a clearer idea about this, there are some words that are both content and function words. Some of these are: **that, have, do.**

We've talked about **that** before. When it signals something (>> **that man**).

As a relative **pronoun** though (>> **I think that he's right**) is a function word. The reason why this is important to know is because content words are said with vowels other than schwa. And function words are always said with schwa.

	content words	function words
that	/th <u>At</u> /	/th <u>uh</u> t/
have	/h <u>Av</u> /	/h <u>uh</u> v/
do	/d <u>oo</u> /	/d <u>uh</u> /

**Have** as a content word means to possess (>> **I have a computer**); as a function word it's used as an auxiliary verb (>> **I have been...**). **Do** as a content word means to perform an action (>> **do something**); as a function word it's used in questions (>> **what do you think?**).

ETHAN: **Exactly.**

JUSTIN: So, let's give an example **just to** help really clarify this for people.

ETHAN: **What are you doing<sup>50</sup> later<sup>51</sup>** Justin?

JUSTIN: "What are you doing later Justin?" **right?**

ETHAN: And I said "What **are you** doing later Justin?"

JUSTIN: So the "what" is actually stressed because it's a question word?

ETHAN: Yeah, so right there at the beginning you have the emphasis that **it's a** question "what" so **right away<sup>52</sup>** you know that is a question.

JUSTIN: "Are you" becomes "cha."

ETHAN: Yeah, so that gets super -not just reduced, it also gets **morphed<sup>53</sup>**, which can happen a lot in English too. If you've only **learned<sup>53</sup>** by traditional language teaching methods, you're **not going to be used to this<sup>54</sup>** because they are just going to teach you the most formal language which would be "what are you" so people, the **first time<sup>55</sup>** they're **exposed to<sup>56</sup>** the language spoken by **na<sup>t</sup>ive** speakers can be completely **left in the blank<sup>57</sup>**, they don't understand...

**50. what are you doing**  
/wat-**chuh**-doin/

**51. later:** lay-**d**er

American

T

**52. right away:** immediately. >> *I told him to call my clients, and he did it **right away**.*

### 53. pronouncing -ed

You can pronounce **-ed**, the past tense or adjective suffix, in one of three ways, and here Ethan uses words that are pronounced in one of these two ways: -ed as /d/, /t/.

**learned** /lern**d**/  
**morphed** /mor-**ft**/  
**hooked** /hook**t**/

If the last letter of a word is vowel or a *voiced* sound, (those who make your throat vibrate), **-ed** sounds as /d/.

>> happen**ed** /happ**end**/ > play**ed** /play**d**/

If the last letter is an unvoiced sound (no vibration in your throat), **-ed** sounds as /t/.

>> kiss**ed** /kist/

If the last letter is either d or t, **-ed** sounds as /id/.

> tweet**ed** /tweet**id**/ > end**ed** /end**id**/

**54. used to this**  
you-**stuh**-this

**55. first time**  
firs-**time**

**56. exposed to**  
eks-pow-**stuh**

"pow" rhymes with "grow"

Even though you see a **d** in the spelling of **used** and **exposed**, it actually is pronounced as /t/ (as seen in the chart above). And because the next sound is also /t/ you aren't going to pronounce two /t/ sounds differently. These two sounds are just pronounced as one

**57. to be in the blank:** to not know anything about the subject.

Assimilation

T

JUSTIN: And they expect US to speak like "what are you doing" but we say "whatcha doin?" or "**what are you doing**<sup>58</sup>?"

CHAD: Hey, **do you want to grab a**<sup>59</sup> beer **after this**<sup>60</sup>?

JUSTIN: Well, people **might even**<sup>61</sup> say like "**want to grab a beer**<sup>62</sup>," right?

CHAD: That's what I said, "**Do you**<sup>63</sup> **want to grab a** beer after this man?" It just sounded like one big phrase, **didn't it**<sup>64</sup>? One big word, I mean "Do you want to grab a beer after this?" "do you want to grab a..." "**do you want to grab a beer after this?**"

ETHAN: I thought you were just thirsty.

JUSTIN: But this is actually **quite a**<sup>65</sup> complex topic, but we can make it much simpler but it's really hard to do in these **couple of**<sup>66</sup> minutes.

ETHAN: But the awesome thing is that you're getting the Power Lesson with this episode and we show you in **writing**<sup>67</sup>, and not using **IPA**, which can kind of confusing if you don't know it, if you havent learned that.

CHAD: Just people out there know what you're talking about, IPA is what?

58. **what are you doing**  
/wuh-duh-ryou-doin/

Linking

>>

59. ~~do~~ **you want to grab a**  
/you-wanna-grabba/

60. ~~after~~ **this**: af-tuh-this

Shrinking

<<

61. **might even**: my-deven

American

T

62. Sometimes in order to speak faster in not so formal situations, we omit certain function words.

So, instead of asking a question as "**do you want to...**" we say "**wanna...**" This is rapid speech, and in rapid speech dropping words is very common.

63. **do you**: jew

Linking

>>

64. ~~didn't~~ **it**: dih-dih-nit

65. **quite a**: kwy-duh

American

T

66. **couple of**: kup-luv

Linking

>>

67. **writing**: ry-ding

Silent

R

### IPA

I:	ɪ	ʊ	U:	ɪə	eɪ		
eave	hit	put	too	fear	say		
e	ə	ɜ	ɔ:	ʊə	ɔɪ	əʊ	
bet	about	word	caught	poor	toy	no	
æ	ʌ	ɑ:	ɒ	eə	aɪ	aʊ	
hat	cut	part	dot	hair	pie	cow	
p	b	t	d	tʃ	dʒ	k	g
pit	bit	tea	day	church	jog	cat	get
f	v	θ	ð	s	z	ʃ	ʒ
few	vet	think	the	seven	zoo	shoe	beige
m	n	ŋ	h	l	r	w	j
men	new	bring	hi	let	red	west	yellow

ETHAN: International phonetic alphabet. If you've learned like linguistics, if you studied this, then you would learn that t but most people who are learning a language aren't necessarily **well-versed**<sup>68</sup> in that, they don't know about it so we just try to **spell it out** in kind of a very internationally recognizable way, so that you can see, for example, that "what are you" that we pronounce "watcha" we probably we would just write that, maybe like wuh-chuh, so "wuh-chuh" and those two sounds are very well connected. So, it's **also** in the Power Lessons, you're going to be able to actually not only hear this in the podcast but also see it **written**<sup>69</sup> out. So it'll **make perfect sense** for you, and you'll be able to start using this in your speaking.

CHAD: Awesome, that's awesome. So, yeah, today's podcast is all about how t learn English with a podcast but more like how to learn English with our podcast so why don't we go into a little bit more detail and how these guys can make the most of the RealLife Radio Power Lesson, **what do you** guys think is the best way to get the **most** t benefit t from this podcast.

ETHAN: So we **recently**<sup>70</sup> did a survey where we asked this question and the people **who are** already using these

### 68. different ways to say you're knowledgeable about something

If, first of all, you're **knowledgeable** (*/naw-luh-juh-bull/*) about something, it simply means you know about something or you have a lot of information about something. Here are some other ways.

**he knows his stuff**: (informal) used to say someone knows a lot about something, like "he knows what he's doing." >> *I trust him; he knows his stuff.*

**he knows a thing or two about**: used ironically to say that someone is very knowledgeable in something. >> *Robert knows a thing or two about cycling.*

**well-versed (in something)**: saying that someone is well-versed in something implies that someone has studied and read a lot about something. More specifically, it means they know how to talk about something very well. >> *He's a very well-versed English professor.*

**connoisseur**: this is a more fancy way to say that someone who is an expert or even an authority in a field of knowledge, especially when it's something relating art. They've explored the topic thoroughly >> *He's a wine connoisseur.*



**savvy**: having a lot of knowledge and practical experience in something. We put this word after the field or thing someone is an expert in. >> *I'm a tech-savvy guy* (I'm skilled with technology). >> *I'm not very music savvy.* >> *He has is very savvy with money.*

### 69. **written**: rih-tin

Stop  
T

This is a special case of the **stop T**. This is an exception to the rule. When **/t/** is followed by an ending sequence of **vowel + n**, the **T** is a **Stop T**. >> *satan*, *Manhattan*, *titan*, *forgotten*, *certain*, etc.

Power Lessons, our Fluency Circle Members, tend to have different ways that they like to do it but I think **one of the**<sup>71</sup> most common ways that I saw was that a lot of people like to listen to it first in their convenient moments, maybe while they're going to work or doing their shopping or whatever and then later when they get home and they're wanting to go more into their study mode they spend just **a little bit**<sup>72</sup> more time listening to **it again**<sup>73</sup>, while reading the transcript so that they can get all that connected speech, the difficult vocabulary, expressions **all that good stuff**.

JUSTIN: Or maybe just parts that they had more trouble with, right?

ETHAN: Exactly.

CHAD: Yeah **a lot of** my students, they tend to actually do it like **what** you just said, they say they get a lot of benefit **because** they're testing their hearing first, and then sometimes when they go back and just listen to it again and read through the Power Lesson like "Oh, that's what they said" you get one of those **Aha! Moments**<sup>74</sup>.

ETHAN: They might realize like a lot of it just **went over their head**<sup>75</sup>.

70. **recently**: recenly

Softened T

Nr

When there is a /t/ after a /n/ sound, some natives do not pronounce it. For example:

**Apparently**: /appuh-renly/

**Internet**: /inner-net/

**Atlanta**: /atlana/

71. **one of the**  
wuh-nuh-thuh

Linking

>>

72. **a little bit**  
uh-lih-dull-bit

Dark

L

73. **it again**: ih-duh-gen

Linking

>>

74. **aha! moment**: a moment of revelation when you realize about something you've been overlooking.



75. **go over one's head**: if something goes over your head, you just fail to understand it. >> *I know you gave me clear instructions but, still, some parts just went over my head.*



CHAD: Yea, what do you mean by that Mr. Vocabulary?

ETHAN: So, if it goes over your head that means that you just **completely**<sup>76</sup> missed something. You didn't understand it.

CHAD: Aww yeah! We're getting a lot of great feedback from people who seem to be really improving with this, especially pronunciation, just like general vocabulary, a lot of phrasal verbs as well I've noticed a lot of people told me they're loving that part of fit as well. All the vocabulary.

JUSTIN: And another really cool thing we've been working really hard and actually creating a mini-course teaching a lot of these things, mainly like the connected speech. It's really, really hard for you to grasp<sup>77</sup> in one episode, or just a couple of minutes, but we're going to actually create a mini-course, with a couple of videos doing a really in-depth<sup>78</sup> job teaching this.

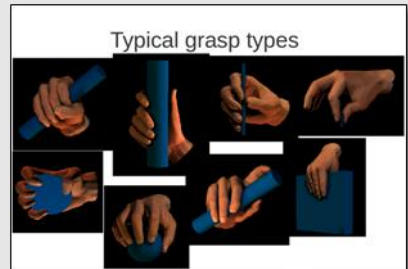
CHAD: Aww yeah! And just last, I know a lot of people have -you know, we mentioned their frustrations like phrasal verbs and pronunciation... What is your approach<sup>79</sup> to, you know, speaking. How can these people speak more? Obviously the podcast hasn't given them an

76. **completely**  
kum-plee-ly

Shrinking

><

77. **grasp**: [literally] to take hold of something firmly. [figuratively] To understand something. >> *I couldn't **get a good grasp on** everything he explained.*



78. **in-depth**: if something is done in-depth, it is done paying close attention to the smaller details and analyzing something thoroughly.



79. **approach** (to something / of doing something): way of doing something; method. >> (as a noun) *You need to change your **approach** to dealing with annoying people. >> **Approach** to life. >> (as a verb) *We're going to **approach** the situation in a different way.**

opportunity to speak, though, **does it**<sup>80</sup>?

JUSTIN: Well, I would say **first of all**, like say, having daily contact with the language. This is really going to -it's going to improve your speaking **automatically**<sup>81</sup>. Just like writing every day is really **going to** help you think in English, so there's going to be definitely that effect, for one. But, developing **strategies**<sup>82</sup> that help your speaking **apart from**<sup>83</sup> this podcast is really important, like for example, I hear Ethan every morning like singing in **Catalan**, right? [Yeah.] I think that that's an **excellent** way. And it's really **linked to** connected speech as well because songs are great way to use connected speech.

CHAD: The more I **go in-depth into** the pronunciation of a language I feel I can **just** speak more because you're just more aware of how to speak, like you have more just insight into like the specific little sounds, and that's exactly what we're teaching guys with this podcast- that more so insightful, specific information about pronunciation.

JUSTIN: Well, **because** first you have to remove the obstructions in your listening. That's the first step, and once you realize it we're not actually saying "what are you going to do

### 80. question tags

We use question tags to get a confirmation from the other person on something we said.

>> *It's such a hot day, **isn't it?***

>> *You didn't do your homework, **did you?***

>> *You wouldn't really gamble again, **would you?***

If the statement is affirmative, the question mark is in the negative (first example); if the statement is negative, the question mark is affirmative. (Second and third example).

81. **automatically**  
aw-duh-mA-dik-lee

82. **strategy**  
strA-duh-gee

Stop  
T

83. **apart from something**: outside of something. >> **Apart from** her day job, she's also doing charity work.

### Catalan



Read more about this in [Is Bad Pronunciation Killing Your Fluency](#)



tomorrow" we say "what t are you going to do tomorrow." Then you can start **imitating**<sup>84</sup>, you can start playing with the language.

ETHAN: Kind of learning like a baby, right?

CHAD: Aww yeah! So, there you go guys. This is some great information. We really hope you guys **take this to heart**<sup>85</sup> and you know, really use the Power Lessons that you're going to be **getting**<sup>86</sup> today. It's a present from us. We're sure you guys you'll get a lot of benefit from it and we're also going to, you know, put some links even some more information and if you're **interested**<sup>87</sup> in joining in the Fluency Circle, we're sure you'll not **regret** it. So, let's start **wrapping** this **up**<sup>88</sup> and we're going to quickly **move on** to something that we have in every other podcast, and that is today's question.

84. **imitating**  
ih-mih-tay-ding

American

T

85. **take something to heart**: to think of something seriously and internalize it; to give something a lot of importance and significance. >> *When she was a child someone maliciously told her she wasn't good at anything and she **took that to heart**.* >> *It's your decision whether to **take that advice to heart** or not.*

86. **getting** geh-tin

Stop

T

Chad pronounces **getting** /**gett**ing/ here with a **stop T** even though most of the times it's pronounced /geh-ding/ with an **American T**.

87. **interested**: in-tres-tid

Shrinking

><

Words that contain **vowel + R + vowel** often get the **first vowel** reduced down: military /mi-lih-tree/; every /ev-ree/

88. **wrap something up**: to conclude something. >> *Let's **wrap the party up**. The neighbors are complaining about the noise >> To **wrap up** today's lesson, we're going to do a final exercise.*



# The Question

## No more monkey business!



CHAD: All right guys, so on a lighter note, what's today's question?

JUSTIN: What are the different ways to say laugh.

CHAD: **Laugh** or **laugh**<sup>1</sup>? Ha, ha, ha, ha, ha! Little pronunciation difference between American and British English there. Laugh and laugh. But, ok, sorry to correct you with my proper English pronunciation.

JUSTIN: Yeah, I'm really **cracking up**<sup>2</sup> over here.

CHAD: Well, there you go. It seems like the games have already started, so laugh obviously everyone knows what that is "ha, ha, ha." To laugh. What did you say exactly there Justin?

JUSTIN: I said to **crack up**<sup>3</sup>.

CHAD: What does that mean? To crack up.

JUSTIN: [laughs]

CHAD: That was kind of scary.

1. Chad makes a distinction here between the American and British way to pronounce the word *laugh*.

Laugh is pronounced with a **wide A** in American English - you have to open your mouth wide (as if smiling) to pronounce this type of A: **/IAf/**. In British English, it is pronounced with a **long A**: **/laaf/**.

Though both sounds exist in both variants of English, the **wide A** is used more in American English, and the **long A** is used more in British English.

2. **crack up**: (informal) if something cracks you up, it makes laugh really hard.



3. **crack up**: krA-**kup**

Linking

>>

ETHAN: Were you cracking up or was that more of **f\_a cackle**<sup>4</sup>?

CHAD: He was kind of cackling, **wasn't he**? So yeah, **crack up** I guess is just -These are all to laugh, right, crack up means to laugh. I **cracked up**<sup>5</sup>.

JUSTIN: Well, to crack is something, you break something, right [like an egg] Yeah, you **crack an egg**.

ETHAN: Yeah, so you think you're laughing so hard that you might actually be cracking. Yeah, it's kind of maybe like another expression **to split one's sides**. To split your sides.

CHAD: To split your sides. It's kind of an **old-school**<sup>6</sup> expression, **isn't it**?

ETHAN: It is a little bit, it's maybe like something more that my grandparents **would have** said, but...

CHAD: Yeah, you could also use that as an adjective, like that was **side-splitting**.

ETHAN: That was sides-splitting, exactly. But you hear that **once in a while**<sup>7</sup>, right?

CHAD: You do hear it once in a while for sure.

4. **cackle**: to make an evil laugh.



5. **cracked up**: krAk-tup

Linking

>>

**you crack me**



6. **old-school**: retro; from the past

7. **once in a while**: every now and then but not too often. >> *Once in a while I go to the beach.*

If you say something happens **once in a blue moon** then you mean that it rarely happens, almost never.

JUSTIN: You can say L-O-L –**LOL**<sup>8</sup>.

ETHAN: Laugh **out loud**<sup>9</sup>.

CHAD: Yeah, I don't know. Do people actually say that? Is that **becoming a thing**<sup>10</sup> to say that?

JUSTIN: What **about** our friend Josh, the Brazilian gringo?

ETHAN: I know people who say that as well.

CHAD: They do say it?

ETHAN: If you say something that's kind of funny then I might say LOL instead of actually laughing which is...

CHAD: That's horrible. Takes out the human element of actually laughing, you know.

JUSTIN: It **sort of**<sup>11</sup> lost its meaning, and now people say, you know, in typing it's text-speak L-M-A-O: laughing my ass off.

ETHAN: Or ROFL --R-O-F-L: rolling on the floor laughing.

JUSTIN: I've never used that, just so you know.

ETHAN: That's good.

8. On the internet it's more common to write "LOL" than to write out "ha, ha, ha."

Different ways to laugh on the internet.

What you wrote	What you meant	What you actually did
LOL		
ROFL		
LMAO		

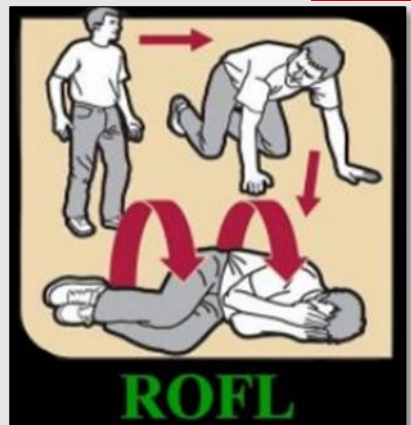
9. **out loud**: using your voice. You can **read out loud** so that others can hear you, as opposed to reading in silence or by yourself. Also, you might **think out loud**, meaning you say what you're thinking.

10. **become a thing**: to become a trend. If something that was generally unused, or unknown **becomes a thing**, it gets popular.

11. **sort of**: sor-**duv**

Linking

>>



CHAD: But you mentioned earlier that Justin didn't sound like he was cracking up, he sounded like he was cackling.

ETHAN: Yeah, so cackle is also a laugh but I think it's kind of specific for someone that's kind of like an evil **laughter**<sup>12</sup>, a little bit sinister like a **witch**<sup>13</sup>. **Witches**<sup>14</sup> cackle.

JUSTIN: Well, actually my **aunt**<sup>15</sup> is a really good person and she cackles. Some people have cackles just for their normal **laughs**<sup>16</sup>.

ETHAN: I've always just heard it, them with witches, so...

CHAD: Maybe even like -Have you ever seen Austin Powers? And you have **Doctor Evil** it's like "MH-MH-MH" like with this...

ETHAN: With his **pinky**<sup>17</sup> [with his pinky finger]

JUSTIN: Is that really -Is that a cackle?

CHAD: Yes, it's not really a cackle, what would you call that?

JUSTIN: [laughter] something like that.

CHAD: Yeah, that's a cackle, yeah.

**12. Laughter** is the general word to refer to the act of laughing. It's uncountable. However, you can say just laugh or "laughs" in plural.

**13. homophones**

<b>witch</b> <b>/wich/</b>	<b>which</b> <b>/wich/</b>
-------------------------------	-------------------------------

**14. witch**



**15. aunt:** the sister of one of your parents.

**16. laughs:** lAvz

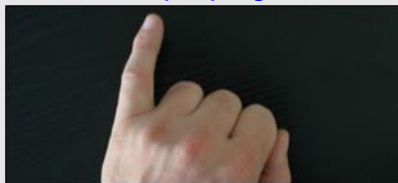
**How**  
to  
**pronounce**

Laugh (in the singular) is pronounced **/lAf/** with **/f/** at the end. When **/f/** is followed by **/s/** or **/z/** it becomes **/v/**. That's why in spelling, nouns ending in **/f/** like **wife**, **knife**, **half** are pluralized as **wives**, **knives** and **halves**.

**Doctor Evil**



**17. pinky finger**



JUSTIN: People laugh in just like really unique ways, you know. They're very characteristic of these people sometimes. **Do you guys** have any family members that have really interesting laughs?

CHAD: My grandma had a really interesting laugh, it was just like really loud. You know those people that just laugh and you can hear them from a mile away.

ETHAN: Like Janice from Friends

JUSTIN: [laughs]

ETHAN: That's not a cackle.

JUSTIN: What is it then?

CHAD: She kind of sounds like Sponge Bob square pants when he laughs.

ETHAN: I think Sponge Bob kind of **giggles**<sup>18</sup>.

CHAD: He giggles, you're right. Yeah. What is a giggle?

ETHAN: It's kind of like a little, like **high-pitched**<sup>19</sup> laugh like sometimes also something is like really funny, maybe you're trying not to laugh you end up kind of giggling.

Janice from Friends

[Watch this video of Janice's laugh](#)



**18. giggle:** to laugh in a silly way.



**19. high-pitched:** characterized by a very sharp sound.

CHAD: It's kind of **girly**<sup>20</sup> thing?

ETHAN: You've been **tickled**<sup>21</sup>.

JUSTIN: We also have the expression **for shits and giggles**<sup>22</sup>.

CHAD: For shits and giggles, yeah.

JUSTIN: I just **did it** for shits and giggles.

ETHAN: Just for fun.

CHAD: Yeah, that's what **it** means. To do something fun is to do it for shits and -I don't know why they say shits because for giggles is like laugh, but **would you** do something for shits and giggles. Any ideas?

JUSTIN: No idea.

CHAD: Mr. Vocabulary, **do** you know **where that one comes from**?

ETHAN: **I have no idea**<sup>23</sup>. Hopefully you're not actually like -maybe you're laughing so hard that you shit yourself?

CHAD: Well, maybe you might laugh so hard that you pee yourself, like I **peed my pants** it was so funny.

ETHAN: Yeah, I guess you say something more shit for like you're scared like you're **scared shitless**<sup>24</sup>.

**20. girly**: something that's girly is usually done by girls. It's often used to address something effeminate a man does.

**21. to tickle**



**22. for shits and giggles**: just for fun; for the heck of it; just because.

In his part of the audio, Ethan is **giggling**!

**23. I have no idea**  
I-av-no-idea



**24. scared shitless**: extremely scared.



CHAD: You're right, **there you go**<sup>25</sup>. That could be another question maybe next week. Different ways of saying how **to** say you're scared. What **about** when you're really laughing hard. What are some -What's some way we can say someone is laughing really loudly?

ETHAN: You might just suddenly **burst out**<sup>26</sup> laughing.

CHAD: To burst out, yeah, to burst out laughing.

JUSTIN: People say burst out too, **bust out laughing**<sup>27</sup>.

ETHAN: You can bust out laughing.

CHAD: That expresses a very kind of explosive laugh, **isn't it**<sup>28</sup>?

JUSTIN: **Because** to bust out, right, bust to is to break, right, you could **break out laughing**<sup>27</sup> too.

CHAD: Like to burst is also -it's kind of break, to explode, like **to burst a balloon**<sup>29</sup>.

JUSTIN: Yeah, but always is sort of the same meaning, yeah.

CHAD: Yes.

ETHAN: Nice.

**25. there you go:** used to acknowledge new information.

**26. burst out:** to have a sudden reaction to something; to suddenly release an expression of your feelings. >> *I couldn't help but to **burst out laughing**.* >> *At the end of the movie she **burst out** in tears (or **burst out** crying).* >> *Upon learning about the situation he **burst out** in anger.*

### 27. bust / burst / break out laughing



**28. isn't it:** ih-sih-nit

Softened T

Nt

### 29. to burst a balloon





CHAD: Nice. So there you have it, ladies and **gentlemen**<sup>30</sup>. Hopefully you guys are laughing enough in your life. It's always nice to laugh, isn't it? **Laughing makes the world go around**<sup>31</sup>, isn't that an expression?

ETHAN: Yeah, hopefully you're **laughing your ass off**<sup>32</sup> at this podcast.

CHAD: Sure. All right guys so that's it for today's question. So today we're going to play you guys out with Eddie Vedder's song *Hard Sun*, and we're going to give you guys today's weekly challenge.

30. **gentlemen**  
ge-null-men

Softened T  
**Nt**

31. There are quite a few things we say with **make the world go round**. Laughter is indeed one of them, but two more of the most common ones are **love makes the world go round**, and **money makes the world go round**.



32. **laugh one's ass off**: if you laugh your ass off, you laugh very loudly because you find something hilarious.

# WEEKLY CHALLENGE

Will you accept?



CHAD: So, Mr. Vocabulary what **is** the **weekly**<sup>1</sup> challenge for today?

ETHAN: So, this week's weekly challenge, if you **haven't**<sup>2</sup> already downloaded the Power Lesson, if you're not looking **at that** right **now**, then we **want you**<sup>3</sup> **to** go to the page [reallifeglobal.com/PowerLesson](http://reallifeglobal.com/PowerLesson).

CHAD: What **was that** again?

1. **weekly**: we add the suffix **ly** at the end of words that specify a period of time to make it an adverb. We say **daily, weekly, monthly, and yearly**.

2. **haven't**: hA-vun

Softened T  
**Nt**

3. **want you**: wan-chu

morphing  
**Ch**

ETHAN: [reallifeglobal.com/powerlesson](http://reallifeglobal.com/powerlesson)  
So you're **going to** go there, you're **going to** download the transcript and you're going to listen to this podcast again while reading that absorbing some connected speech, learning some slang, having a little bit more fun **with this**.

CHAD: Aww yeah!

JUSTIN: And **trying out**<sup>4</sup> Anki - vocabulary tool.

ETHAN: And since we're playing you out right now with that song "Hard Sun," that's an awesome movie! If you haven't seen the movie "*Into the Wild*" and you want to practice your English listening a **little** bit more, **definitely** recommend you go watch that.

CHAD: Yeah, awesome. It's also a great soundtrack. This song is actually from the soundtrack; Eddie Vedder I think he wrote all of these songs just for that movie.

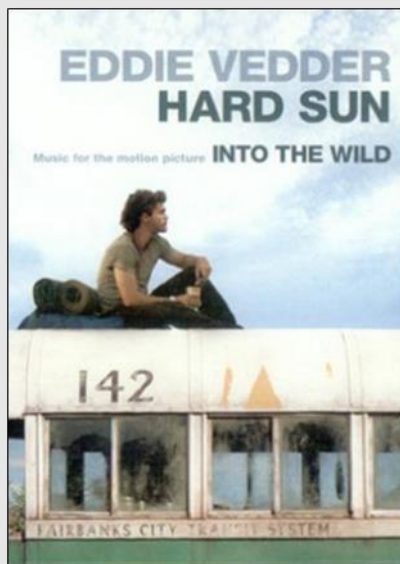
ETHAN: **It's an awesome** movie.

CHAD: Yeah. All right guys, so thanks for joining us today. Hope you guys enjoyed as much as we did, and you'll be hearing from us next week on RealLife Radio.

ETHAN & JUSTIN: Aww yeah!

CHAD: Aww yeah!

4. **try something out**: to test how good or how useful something is for you.



[Click Here](#) to Learn More About How You Can Join the **RealLife Radio Fluency Circle** and Receive These **Power Lessons**, including **Vocab & Audio Lessons** Every Single Week



## Lyrics

**"Hard Sun"**  
Eddie Vedder

When I walk beside her, I am the better man  
When I look to leave her, I always stagger back again  
Once I built an ivory tower so I could worship from above  
When I climbed down to be set free, she took me in again

*[Chorus:]*

There's a big, a big hard sun  
Beating on the big people  
In the big hard world

When she comes to greet me, she is mercy at my feet  
When I see her bitter charm, she just throws it back again  
Once I dug an early grave to find a better land  
She just smiled and laughed at me and took her blues back again

*[CHORUS X2]*

When I go to cross that river, she is comfort by my side  
When I try to understand, she just opens up her hands

*[CHORUS]*

Once I stood to lose her when I saw what I had done

Bound down and threw away the hours of her garden and her sun  
So I tried to warn her, I turned to see her weep  
Forty days and forty nights and it's still coming down on me

*[CHORUS X8]*