Connected Speech Processes I *(some resources)*
(listening discrimination, coalescent assimilation, deletion)

Lead-in revision

▲ Which kinds of connected speech processes have we come across so far, or can you think of generally?

▲ Why does this happen / what conditions them?

▲ Why, do you think, did we do rhythm, sentence stress, thought groups and prominence first?

Resource 1: General listening discrimination

👂 *Task 1:* Watch a set of about 25 scenes from several TV shows and listen for any connected speech process you may notice (some clips contain several instances).

Instances of Connected Speech Reduction

Task 2: Can you think of any larger categories for the reduction processes you noticed?

Resource 2: Detailed listening discrimination + controlled practice

👂 *Task 1:* Now listen to all the scenes again, one by one. Try to catch every reduction process and put them into the following categories (on an extra sheet). Transcribe relevant words or sounds and add the number of the video file for reference.

1. Sounds merging/becoming other sounds (*assimilation*)
2. Very clear cases of linking
3. Deletion (*elision*) & unreleased 't'
4. Vowel reduction (to /ə/) ⟍
   often occurring together
5. 't' becoming a short 'd' (*flapping*)

Task 1.1: Compare with your partner and add the corresponding citation form, saying the two versions in contrast as you do [æʒədu]. Then check with the list on the board for missing ones.

Task 2: Having this corpus of speech samples, try to figure out the **rules**, i.e. when/in which environment each reduction process probably happens, or, to put it differently, which phonetic environment conditions them.

Resource 3: Coalescent assimilation (palatalization) - analysis

Task 1: Identify sentences from the orange box below that have the same assimilation pattern as the words (or sentences) in the right column. Note: Both final *and* resulting *consonants can comprise two sounds.*

Example

/z/   + /j/ (y) →   /ʃ/   mea**su**re
                                       – A**s y**ou please (**æʒə**pliz)

Final consonant of the first word	Initial consonant of the second word	Resulting consonant	
/s/		/ʃ/	issue –
?		?	pleasure –
?	+ /j/ →	?	stature –
?		?	He hates you –
?		?	procedure –
?		?	The hospital needs you –

Sentences
He's coming this year. | Please close your eyes.
Is that your dog? | She lets you stay up late.
Would you mind moving? | She never heeds your advice

Task 1.1: Can you think of any more full-sentence examples?

Resource 4: Guided practice

Task: Prepare a set of questions you can ask your partner utilizing this process. Feel free to answer questions authentically, but make sure you ask most of your your questions.

Help: You will want to use the following structures:
         -(Wh-) did you-   -(Wh-) could you-   -(Wh-) would you-   -(Wh-) didn't you-

Some possible topics could be:
Information about school/college subjects/courses; general information about each other's life; information about your last job/your dream job.

Resource 5: Free practice

Task 1: Discuss the following question:

🔺 What annoys you in your life in living with other people (roommates, neighbors) or, generally, in interaction with others (parents, bosses, teachers/professors)?

Task 1.1: Now that you listened to your partner's problems, what advice could you [kʊdʒu] give him/her?

Task 2: Imagine the person concerned was aware of the problem and openly asked for some personal feedback in order for him/her to be able to improve the situation. Simulate a "possible" conversation.

Resource 6: Deletion with function words – analysis & guided practice

Task 1: Make a number of sentences with pronouns starting with /h/ or / ð/. Introduce a person/group of people and say what you like/dislike etc. about them [əˈbaʊɒəm], what you think of them or what you'd like them to do.

Example:
My brother is a pretty cool guy. What I like abou**t ~~h~~im** is tha**t ~~he~~** always knows wha**t ~~he~~** wants, though sometimes I'd really lo**ve ~~h~~im** not to be so stubborn. Still, whenever I as**k ~~h~~im** for help, I know I can count o**n ~~h~~im**.

Task 2: All of the following words are characterized by a loss of an unstressed medial vowel following a strong stressed syllable (a process referred to as "syncope"). Identify that vowel and strike it through.

> **choc~~o~~late, every, evening, camera, mystery, history, vegetable, comparable, laboratory, interesting, miserable, generally, aspirin, different, favorite, restaurant, beverage, family, reasonable, emerald**

Task 2.1: Take the phrases "kind of", "couple of", "sort of", "bit of", "lots of", "NOUN of", "MODAL VERB have" and try to make some dialogues with them. Use the syncope words for content.

Resource 7: Consonant cluster reduction – analysis & controlled practice

🔺 Do you know of cases where learners produce consonant clusters that are impermissible in English?

Task 1: Collect as many words as you can ending in <ction> [/kʃņ/] (and <pture/cture>)

Task 2: Sometimes impermissible consonant clusters emerge through suffixes. Add suffixes to the following words so that the resulting consonant clusters would necessitate /t/ or /d/ deletion. Can you think of more?

fact	exact	band	wild	rest
pact	perfect	hand	kind	haste
act	(intellect)	brand	mild	waste
artifact		land	blind	taste
				wind

*Task 2.1: The same thing also happens across word boundaries (if the following word starts with a consonant that is not /h, j, w, r/). For example: Ea**st s**ide ([isːaɪd]). Try to make phrases that will necessitate deletion.*

Task 3: Write a little contrived "story" in which you use as many of these words (with endings or in phrases) as you possibly can (this is just for fun and doesn't have to be very meaningful, but it should make sense).