

Connected Speech Processes II

(linking, flapping, regressive assimilation)

Resource 1: Consonant + vowel linking

Task 1: Think of verbs ending in consonants that would complete the following phrases. Write one verb in each blank and practice saying the phrases.

_____ it in.	_____ at me.
_____ it down.	_____ out.
_____ up.	_____ on it.



Task 2: Where would you expect such linking in two of the scenes from our TV program corpus?

Sample 3: “What I believe is none a yer damn business. “

Sample 17: “See ya in a couple a days.”

Resource 2: Consonant + vowel linking: Flapping – Analysis

Task 1: Take the words from the orange box below and add possible endings so that a flap will emerge.

past participles	present participle	comparative or superlative adjectives	nouns endings in -er or -ity

Words

educate, excite, ignite, contribute, get, vote, eat, complete, proceed, defeat, write
great, smart, short, bright, sweet
active, wait, able, grave, heat

Task 2.1: The same happens across word boundaries. First, take the question word “what” and add auxiliary verbs (forms of “to be” and “have”) so that a flap emerges (there are 6 possibilities). Ask your partner one simple question with each of the 6 combinations (note /h/ deletion in forms of “have”!).

Task 2.2: Another usual environment for V+C linking with flaps presents itself in phrasal verbs. Try to come up with a number of phrasal verbs (verb [+ pronoun] + preposition) based on the main verbs below.



Resource 3: Flapping – Controlled & guided practice

Task 1: Try to predict all occurrences of the flap allophone in the dialogue below. Then listen to the dialogue and check your predictions. Finally, perform the dialogue with a partner.

Betty:	Peter, what are you doing tonight?
Peter:	Nothing exciting, Betty. What about you?
Betty:	Well, Sally and I are meeting some students from our class at a restaurant downtown. Can you come?
Peter:	What time?
Betty:	Oh, about eight o'clock.
Peter:	Sounds great! A lot better than eating at home! Thanks for inviting me.

Task 2: Below you find 9 names and pictures. Have a little exchange with your partner in the following mode:

A: What is NAME doing? B: NAME is doing x.

On your own sheet, mark which person is doing what so that no name occurs twice. Do this in exchange. After you finished, check again on the names you got from your partner in a mode like "So, Betty was patting her dog, right?".

- Natalie
-
- Betty
-
- Rita
-
- Natty
-
- Katie
-
- Heidi
-
- Patty
-
- Felicity
-
- Anetta
-



Resource 4: Vowel + vowel linking – Analysis, controlled & guided practice

Task 1.1: In the following idioms, where do vowels come together with other vowels?

idioms			
play it by ear		talk through one’s hat	
get the show on the road		give me [gimme] a break	
go belly up		stay up	
		go into (business)	

 Task 1.2: Now listen to the idioms. How are the vowels linked? Mark the idioms for their linking process.

 Task 2: Listen to a list of words and phrases and put them in the two categories. Make up some more examples and test each other by saying some of the words while your partner monitors for correct linking.

Task 3: Match the idioms in context on the left with their definitions on the right. Which of these idioms could be useful for you? Can you think of any “personal” examples, i.e. in which context you might say them?

1	“Will they? Won't they? And then they finally do and they're happy forever – give me [gimme] a break.”	to act according to the circumstances; improvise.	a
2	“Harriett and Jane sell homemade snack chips. They hope one day a big company will buyout their business.”	just barely; very narrowly; by a small amount	b
3	“The man's just talking through his hat. He doesn't know the first thing about banking.”	not to go to bed; to stay awake	c
4	“Ted and Amber love to stay up all night talking about their lives.”	to purchase an entire business or someone's share of a business	d
5	“Kids, let's get the show on the road. We don't want to be late for the movie!”	to start working; to begin an undertaking	e
6	"He plays his negotiations by ear, going into them with no clear or fixed plan"	to lose an opportunity	f
7	“Most people think Congress blew it on the environment by not acting.”	to go bankrupt	g
8	“Eva wants to go into business selling her muffins.”	that's ridiculous; that's outrageous	h
9	“Larry won the bicycle race by a hair. The second-place winner came in just a second behind him.”	to talk nonsense, especially about sth. one professes to be knowledgeable about but in fact is ignorant of	i
10	“Many people lost their jobs when Enron went belly-up.”	to start a business	j

Resource 5: Consonant + consonant linking – Analysis & controlled practice

Task 1: Read these word pairs together and try to employ appropriate linking.

stop consonant + stop consonant	consonant + consonant (identical)
stop trying	played darts
pet cat	with thanks
bad judge	ice skating
left field	far reaching
next month	big girls
deck shoes	fall leaves

Task 2.1: Add nouns to the color terms below that fit the pattern described above.

red _____	purple _____
black _____	green _____
white _____	pink _____
violet _____	gold _____

Task 2.2: Think of other adjectives that collocate with the nouns you used and that follow one of the two patterns.

Resource 6: Consonant + consonant linking: Regressive assimilation - Analysis

Task 1: Take the following word pairs and try to figure out how they could be linked following the assimilation rule of “two sounds becoming one”.

his shirt	good boy	in pain	good girl
	one’s shadow	in Kansas	
pet kitten	in May	at peace	
on guard			



Task 2.1: Listen for confirmation.

Task 2.2: These cases could be put into three categories depending on which sound changes. Try to figure them out.

Task 3: Make a sentence with each possible case and exchange them orally with your partner.

Resource 7: Consonant + consonant linking: Linking with /ʃ:/ – Controlled practice

Task 1: Link the words below according to the rule and practice saying them.

English <u>s</u> heets	/ʃ/ + /ʃ/
this <u>s</u> hirt	/s/ + /ʃ/
these <u>s</u> hirts	/z/ + /ʃ/
these <u>s</u> hirts always <u>s</u> hrink	/z/ + /ʃ/

Task 2: What is another way to say the phrases below? Use an adjective to describe the nationality. Ask and answer the question.

- | | |
|---------------------------|--------------------------|
| 1. ships made in Denmark? | 5. sugar from Turkey? |
| 2. shoes made in Spain? | 6. shirts from China? |
| 3. shells found in Japan? | 7. sheep from Scotland? |
| 4. shampoo from Sweden? | 8. shops in Switzerland? |

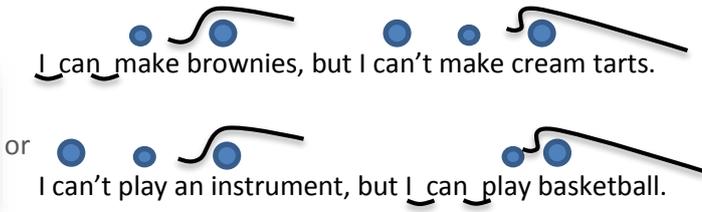
Example:
 A: What do you call ships made in Denmark?
 B: Danish ships.

Resource 8: Consonant + consonant linking: /n/ linking – Controlled & guided practice

Task 1: Fill the gaps with “can” and an appropriate verb and check (✓) the boxes according to your abilities. Then tell your partner about your selection.

1. I _____	<input type="checkbox"/>	the guitar.	<input type="checkbox"/>	the piano.	<input type="checkbox"/>	chess.
2. I _____	<input type="checkbox"/>	French food.	<input type="checkbox"/>	traditional dishes.	<input type="checkbox"/>	healthy snacks.
3. I _____	<input type="checkbox"/>	bay (reverse)	<input type="checkbox"/>	perpendicular (forward)	<input type="checkbox"/>	parallel _____.
4. I _____	<input type="checkbox"/>	cheese cake.	<input type="checkbox"/>	brownies.	<input type="checkbox"/>	cream tarts.
5. I _____	<input type="checkbox"/>	beautiful pictures.	<input type="checkbox"/>	houses.	<input type="checkbox"/>	portraits.

Task 2: Talk about things you can and can't do. Note the different stress pattern for “can” and “can't”.



Resource 9: Linking – Knock-knock jokes

Resource 10: Linking – Free practice

Write your own knock-knock jokes!		Knock, knock template
<i>Task: Using the template to the right and the suggested names below, write your own knock-knock jokes.</i>		Knock, knock. Who's there? _____ _____ who? _____
Suggested Names:	Example:	
Ida	Andy	Knock, knock. Who's there? <u>Justin</u> _____.
Izzy	Justin	<u>Justin</u> _____ who?
Willy	Jamaica	<u>Justin time for dinner!</u> _____
Adam	Lemmy	
Stu	Anita	

Task 1: In preparation, first go back to the idioms in R4 and mark a) thought groups and b) any linking process you can make out.

Task 2: Also drawing on your previous notes, make a number of fictional conversations incorporating some of these idioms and act them out.

Notes: You can produce notes/stage cues, but don't read anything out.

You can have two characters or several, in which case you should indicate who is speaking at what time.

Some possibilities:

- A set of conversations at different times
- A conversation in which people discuss the past weeks/months/years
- Unrelated dialogues