1A Linking across word boundaries

Linking or liaison is a characteristic of connected English speech. Unlike in German, English words are linked ‘seemlessly’, with no separate onset at the beginning. A word starting with a vowel is attached to the preceding consonant (cf. not, all or far away), or, if the preceding word ends in a vowel, a glide (/j/ or /w/) may be inserted (cf. be, it as it may or you, are).

Note that the phenomena of linking /r/ and intrusive /r/ are products of the feature of liaison.

>> linking of consonant + vowel across word boundaries (p 183)
>> special case: linking [r] (pp 184-5)
>> vowel-to-vowel linking: intrusive [r], intrusive glides [j w] (pp 185-6)

1B Definitions: linking [r] and intrusive [r]

Linking [r] is a phenomenon in non-rhotic accents of English, whereby a non-prevocalic orthographic <r> is actually pronounced before another word starting with a vowel to achieve linking (liaison). Cf. for a while or where is Joe.

In a similar way to linking [r], the so-called intrusive [r] is a linking phenomenon, whereby a non-orthographic [r]-sound is inserted to facilitate fluent articulation. Intrusive [r] occurs between a word ending in /æː æː / and another beginning with a vowel. Cf. vanilla [r] ice or law [r] and order.
2A Weakening: a phonetic process in unstressed syllables

Weak forms are the result of a very marked contrast between stressed and unstressed syllables in English. In naturally spoken English, unstressed short vowels are reduced to shwa /ə/.
Weak forms typically occur in monosyllabic function words (cf. and /ænd/) and in the unstressed syllables of polysyllabic words (cf. collection /kəˈlekJən/).
Monosyllabic content words always get the full vowel value, i.e. they are not reduced.

>> reduction of unstressed vowels to [ə] (shwa)

>> concerns unstressed syllables in polysyllabic words ...

>> as well as unstressed monosyllabic words in a sentence

cf. wot wəz əf əst ən ḷə sprəŋ tə mənd

2B Weakening: weak forms vs strong forms

>> monosyllabic function words are usually reduced

was [wəz] — weak form [wəz]
that [ðæt] — weak form [ðæt]
to [tə] — weak form [tə]

>> monosyllabic content words are not reduced

first [faːst] thing [θɪŋ]
sprang [sprəŋ] mind [maɪnd]

>> many function words have more than one weak form (cf. pp 216f)

>> weakening can lead to vowel elision and contraction (cf. pp 219f)

>> the strong form of monosyllabic function words is used when it signals grammatical or communicative prominence (cf. pp 220f)
English Phonetics – Connected Speech

3A Assimilation and elision

Compare careful vs fluent pronunciation of the following exclamations:

> Come and get it!  Stand back!  I can do it!

'kæmənd 'gett  stænd bæk  ǝt kǝn du: ıt
‘kæməŋ ‘gett  stæm: bæk  ǝt kǝ n ˈdu:ɪt

>> elision of /d/  elision of /d/  elision of /a/
assimilation from /n/ to /ŋ/  /n/ to /m/  /n/ to /ŋ/ (syllabic)

In connected speech, the articulation of a sound is sometimes influenced by another sound nearby and adopts one of its features. In the above examples, /n/ changes to /ŋ/ or /m/, thereby keeping its manner of articulation (nasal) and adopting place (velar and bilabial).

>> Practice (p 226)

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3B Morphophonology: ‘grammaticalised assimilation’

(1) Suffix [ED]

- after voiceless consonant > realised as /t/
- after voiced C and vowels > realised as /d/
- after /t d/ > realised as /td/

apply to:
pletd  |  helpt  |  æddɪd  |  tɔ:d  |  hʌmd  |  rəʊstɪd  |  reɪzd  |  pɔ:st  |  lʌvɪd

exceptions:
+ ed-adjectives, such as wretched /ˈretʃɪd/ or beloved /ˈbɛlɪvɪd/
+ archaic usage, such as blessed (are the meek) /ˈblesɪd/
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3C Morphophonology: ‘grammaticalised assimilation’

(2) Suffix [s]
  - after voiceless consonant > realised as /s/
  - after voiced C and vowels > realised as /z/
  - after /s z tʃ dʒ/ > realised as /IZ/

apply to:
‘twitʃIZ | helps | pɑː siz | təz | lɔvz | ‘blizIZ | ‘reizIZ | kɔfs | ‘badʒIZ

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3D Morphophonology: final note

What is the difference?

singer – ringer – swinger – stinger  /-ŋ/ + /r/ > /-ŋə/
  versus
finger – linger – malinger  one morpheme
  /-ŋə/
English Phonetics – Connected Speech

4A Stress: a short introduction

In connected speech, the rhythm we hear is a succession of stressed and unstressed syllables. A stressed syllable tends to be marked by greater loudness than unstressed ones, and often by pitch prominence, greater duration, and more clearly defined vowel quality.

The rhythm of English (British English in particular) is said to be that of a stress-timed language, where the stresses occur at roughly the same regular intervals – so that you can clap along:

>> Which is the \_ train to \_ Crewe, \_ please? \_ 

As a result of this regular beat, unstressed syllables are shortened to fit the rhythm (> weakening).

4B Primary word stress

+ One-syllable (monosyllabic) words
  - content words are usually stressed
  - function words tend to be unstressed

+ Words of two or more syllables (polysyllabic words)
  - always contain at least one stressed syllable (primary stress)
  - stress tends to be on long vowel/diphthong (if there is one)
  - unmarked case: stress on S1
  - sometimes stress is changed to mark word class

compare:  
- present (n) vs present (v)  
- export (n) vs export (v)  
- produce (n) vs produce (v)  
- contrast (n) vs contrast (v)
## English Phonetics – Connected Speech

### 4C Secondary word stress

**Case 1: often in words of four or more syllables**
- usually secondary before primary stress
- two stresses usually not next to each other
- compare: *academic* /əˈækədemɪk/
  - *primary stress* on /əˈæk-
  - another full vowel (strong form)
  - > *secondary stress* on /əˈæk-

**Case 2: in compounds and word combinations with stress shift**
- words sometimes lose some of their stress in connection with other words that carry more emphasis:
- compare: *fundamental* > *fundamental mistake*
- further interesting cases of stress shift: see p. 201, E3

## English Phonetics – Connected Speech

### 4D Stress placement: rules of thumb

<table>
<thead>
<tr>
<th>Word type</th>
<th>Where is the stress?</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two syllables</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nouns</td>
<td>on the first syllable</td>
<td>common, object, flower</td>
</tr>
<tr>
<td>Verbs</td>
<td>on the last syllable</td>
<td>如实, admit, arrange</td>
</tr>
<tr>
<td>Compound</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nouns (N × N)</td>
<td>on the first part</td>
<td>desktop, pencil case, bookshelf, greenhouse</td>
</tr>
<tr>
<td>Adjectives (Adj. × P.P.)</td>
<td>on the last part</td>
<td>wall-moist, hard-headed, overclock, underlock, superform</td>
</tr>
<tr>
<td>Verbs (prep. × verb)</td>
<td>on the last part (the verb part)</td>
<td></td>
</tr>
<tr>
<td>Plural Verbs</td>
<td>on the particle</td>
<td>ham, all, buckle, up, hand, not</td>
</tr>
<tr>
<td>Word with added ending</td>
<td>the syllable before the ending</td>
<td>economic, geometric, electrical, technician, graduation, collection</td>
</tr>
<tr>
<td></td>
<td>the third from the last syllable</td>
<td>photography, biology, geometry, perimeter, thermometer, barometer</td>
</tr>
</tbody>
</table>