

## Phonetics and Phonology

FF1B

### Lecture 6 Worksheet

#### LINKING / RHYTHM

**Print this worksheet and bring it with you to the lecture.**

- **Linking**

*applies only to what happens at word-boundaries where either two vowels or a consonant and a vowel meet*

“Real speech” is not mechanical, words are often linked together (unlike in Czech, where glottal stop is often used to separate words – a sign of correct pronunciation).

#### Rule 1:

final consonant in W1 + initial vowel in W2 => **always link (C + V) !**

*(a hat + on + a head, the boys + are here, etc.)*

#### Rule 2:

a) **linking /r/** : W1 finishes with ‘r’ in spelling, W2 starts with a vowel

*(there + are + a lot of people, for + a trip, more + or less, etc.)* – spelling justification

b) **intrusive /r/**: basically a link between two vowels where /r/ is sometimes added to make pronunciation easier

*(Africa +r+ and Asia, law +r+ and order, formula +r+ A, etc.)*

#### Rule 3:

##### **Vowel + vowel links**

a) **/j/ bridge**: the final vowel in W1 is located in the (close)-front area, especially /ɪ/

*(she +j+ is, my +j+ aunt, etc.)*

b) **/w/ bridge**: the final vowel in W1 is located in the (close)-back area, especially /ʊ/

*(you +w+ are, who +w+ owns, etc.)*

c) **intrusive /r/**: see above

**Now see the handout on liaison below (p 3).**

#### Practice 1:

1. Say these phrases and notice how you join the words together:

*you are*

*go off*

*Sue always wants to eat*

*(You probably find that you insert /w/: intrusive /w/ follows a final /u:/ or a diphthong ending in /ʊ/ where the next word begins with a vowel sound, it's connected with lip rounding)*

2. Say these phrases and notice how you join the words together:

**he is**

**they are**

**she always takes my arm**

(You probably find that you insert /j/: intrusive /j/ follows a final /i:/ or a diphthong ending in /I/, where the next word begins with a vowel sound.)

3. Say the following pairs of phrases. Can you distinguish between them? And if so, how? Try them both first to yourself, and also with another person.

**mice pies**

**my spies**

**it's an aim**

**it's a name**

**grey tapes**

**great apes**

**grade 'A'**

**grey day**

**car pit**

**carpet**

**ice cream**

**I scream**

### Practice 2:

*Read these sentences to your partner and pay special attention to smooth linking.*

1. I was better off on my own.
2. Don't argue with anyone as old as I am.
3. How awful it is to be ill when everyone else is all right.
4. The hungrier I am, the more I eat.
5. Is there any flaw in my argument, Oscar?
6. Have you ever asked Ann about Arthur and Amy?
7. I owe everything I am to my uncle and aunt.
8. Come over to our house for an evening.
9. I haven't set eyes on Alec for ages and ages.
10. I ended up owing eighty-eight pounds.
11. You always ought to earn an honest living.

### Practice 3:

*Say phrase A aloud and rather slowly, with emphasis on each of the words. Then say the other 3 sentences but try to make sure they take the same amount of time as sent A.*

- |   |            |               |           |               |            |               |            |
|---|------------|---------------|-----------|---------------|------------|---------------|------------|
| A | <u>You</u> |               | <u>me</u> |               | <u>him</u> |               | <u>her</u> |
| B | <u>You</u> | and           | <u>me</u> | and           | <u>him</u> | and           | <u>her</u> |
| C | <u>You</u> | and then      | <u>me</u> | and then      | <u>him</u> | and then      | <u>her</u> |
| D | <u>You</u> | and then it's | <u>me</u> | and then it's | <u>him</u> | and then it's | <u>her</u> |