

The Liaison of English

Part Two

英語の連声

第2部

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外国語としてのフランス語に対する伝来の教授法をさておかせてもらえば、日本で行われてきている外国語教育における liaison [連声] に対する注目度が未だに極めて低くいままである。英語の実際の発声方法に頻繁に見られる連声があまりに無視されてきているゆえに、いわゆる「カタカナ英語」という、英語らしくない発音様式が、日本で中等英語教育を音声の面では、逆効果をもたらせてきている。

では、拙稿は、十年余りに様々な教室で応用しながら、著者が徐々に改善してきたつもりで、連声中心の教材の第二部を提示する。内容は、最近著者が発見した、英語の連声において大切な役割を担う声門閉鎖音の実践についての効果的な指導方法に触れておいてから、滑らかな連声を醸し出すために必要である単独の子音の省略または置換（多少なりとも音声的变化）、ならびに1チャンクの中で隣接する子音の1対の融合にかかわる法則の詳細を解き明かして、そして当該の法則の能動的応用課題を列挙する。稿末に、その他の音声的变化に関する解説と個別の学習課題が列挙されてから、総ての法則の応用を（なるべく均一に）必要とする8つの総合課題が付加されている。

（課題それぞれの正解については、拙稿末の注釈を参照にしてみようように願う。）

Key words

- ① phonic word-linking
- ② glottal stop
- ③ omission or replacement of single consonants
- ④ merging pairs of adjacent consonants

キー・ワード

- ①語同士の音声の連結
- ②声門閉鎖音
- ③単独の子音の省略・置換
- ④隣接する子音の1対の融合

1.1. A prefatory note on executing the glottal stop

In the oral production of English, glottal stopping is required both **(a)** in the application of (certain rules of) **liaison** across the spectrum of varieties of English, and also **(b)** whenever a targeted variety (such as Cockney, or one of its Australasian descendants) employs this phoneme as a **deformation** of “standard” speech that is deliberate, because distinctive, and – in the sense that this application does not solve any physical problems concerning the production of consecutive phonemes – “excessive” (e.g. [li?l] as a pronunciation of /little/).

In the former case [(a)], a competent user of English will hear a competent rendering of [wɔ?di?] and, appropriately, then mentally register /*what did*/; and he will do this even though neither the /t/ nor the second /d/ has actually been pronounced. It follows, then, that **effective** execution of glottal stops is obviously an essential part of competent oral production. To express this in the opposite way, if a learner’s glottal stops are hesitant and indistinct, what the competent user will **register** may be not /*what did*/ but instead /*wadd*/ (as in /*wadded jacket*/), with unfavorable effect upon communicative success.

And in the latter case [(b)], a learner may for social reasons wish to be able to reproduce a certain variety of English, and this variety may require the consistent use of “excessive” glottal stopping. If, however, her glottal stops are hesitant and indistinct, what may result is a pattern of pronunciation that is intelligible as neither the targeted variety nor any form of “standard” speech.

Whenever the learner wishes – for whichever reason – to produce an effective glottal stop, not only is she well-advised (as has been suggested in 4.3. of Part One of this material¹¹) boldly to **prolong** the interval of silence created by firmly closing her glottis: she should also consider the matter of vocalic **sonic volume**. (Inevitably, this consideration applies more to glottal stopping following long vowels and diphthongs.)

A careful analysis of the possible causes of my own brain (that of a competent user of English) failing to register fully-**intended** glottal stops performed during lessons by year after year of learners has suggested that if, on one hand, a learner executes a theoretically-appropriate glottal stop **within the natural diminuendo** concluding the production of an extended vowel (as represented by diagram (i), below), then the likelihood that her glottal stop will be registered appropriately by her hearer **will be reduced**. If, however, the learner instead inserts the glottal stop **before** she starts to diminish the volume of her enunciation (as represented by diagram (ii), below), (and if, in addition, she slightly prolongs the resultant silence,) then the brain of a competent user of English will immediately register the glottal stop – but interpret it (as should happen) as the consonant that has in fact been left

unpronounced.



It seems that, for a glottal stop to be communicatively effective, it has to give an impression of **abruptness**.

In the case of (i), because the volume of sound that the stopping truncates has already become small, very little abruptness is generated; as a result, even if (and as does not of course happen in real-life communicative situations) the listener is a language-instructor anxious to check that her learner is at least placing glottal stops appropriately, when what the learner produces has something like the effect that (i) is intended to represent, that listener's brain will register either no glottal stop at all, or else uncertainty as to whether one was in fact used. And, needless to say, it is most likely that any hearer **outside** the learning situation will simply register a **lack** of whatever consonant the stop was intended to replace: he may well, for example, register /see by/ instead of the /seat by/ that was intended.

On the other hand, if, as shown in (ii), above, the glottal stop "slices off" the sound of a vowel at its point of greatest volume, then an effect of abruptness that is appropriately distinct will be produced.

(Diagram (iii) of course represents a **prematurely**-placed glottal stop – that is to say, one that is inserted before the vocalic volume has peaked; this, too, will be unlikely to be effective, since, as in the case of (i), the volume of sound that is interrupted will still be too small to create the necessary effect of abrupt truncation.)

1.2. Merging, omitting, or replacing consonants

While almost all of the varieties of English employ the insertion of extra (unwritten) **consonants** in order to more clearly articulate the boundaries between pairs of adjacent vowels (see Part One, 5.1.3.²⁾), what **no** variety of English that is not heavily influenced by backwash from another language seems to tolerate is the opposite method of generating smooth liaison: which is to say, the insertion of (unwritten) **vowels**, in order to make it easier to pronounce pairs of consonants that would otherwise be left adjacent. Given that the liaison of English frequently leads to the **omission** of (initial or medial) weak vowels (see 2.1., below), it is perhaps hardly surprising to find that the accidental **addition** of superfluous

vowels **is in all cases avoided**.

At least one important reason for this avoidance is obviously the need for clarity of communication. If one tries to say /bet them/, pronouncing each word as shown in dictionaries, and yet **as forming a single smooth chunk**, one will find it almost impossible not to introduce a brief neutral vowel ([ə]) between the [t] and the [ð]; but doing this also risks the strong possibility that one's hearer's brain will **register** /better them/.

Of the following rules of liaison, at least **1.2.2.**, **1.2.3.**, **1.2.5.** and **1.2.11.** (all concerning problems created by [t/d]), **1.2.4.** (concerning [tʃ /dʒ]+[j]), **1.2.6.** (concerning [n]+[p/b]), perhaps **1.2.7.** (concerning [n]+[k/g]), **1.2.13.**, and above all **1.2.12.** (concerned with problems created by **plosive** consonants) represent the methods by which generations of English-speakers have come to deal with the need to combine smooth chunk-enunciation with the avoidance of superfluous vowels.

1.2.1. Initial or medial [h] may be omitted

This is **not** used in **formal speech**, because it is frequently associated with so-called 'non-standard' speech³⁾. Nevertheless, since it occurs in so many of the **non**-North-American varieties of English, for the sake of learners' **hearing-skills**, this phenomenon deserves due attention.

Omitting an initial or a medial [h] will, of course, leave the following vowel 'bare'. Therefore, if the preceding word ends in a vowel normally linked with [w] or, again, [ɪ] (see Part One, **5.1.3**⁴⁾), then that liaison may be used. If it ends in a consonant, then the **5.1.1.** link will be used. If that consonant is /r/, then it will be sounded; (**5.1.2.**).

Examples:

Formal version: ||He | **having** | **had** | reh**ab**ilitátion,|| let's | **hópe** | **he's** nó | **so** |
hórrible | **to** | **her** | **hús**band.||

Full liaison: ||:æv^hæd^hriːbilitiːfən|| leː^{sz}əuːpiːznoʔsəu^wɔrəbəl^htʊ^wəːrɪzən?||

Formal version: ||He shóuldn't | **have** | **hélped** | **his** móther | **húrt** | **her** bóy | **in** |
his lhéart.||

Full liaison: ||:ˈʃudən^hˈæ^hɪl^h?p^hɪz^hˌmʌðə^hˈɔː^hˌbɔɪ^hˈr^hɑː?||

Exercise (4)⁵⁾:

||During rehéarsals,|| gíve her hígh hópes howéver múch you have háted hídeous
inhibítions.||

[This exercise may require the application of liaison not only **between** words, but also **within**

one or more words.]

Liaison-version:⁶⁾

1.2.2. a [t] or a [d] is omitted whenever it is sandwiched between two consonants, unless the consonant that immediately follows it is (a) [l] or (b) [r]. In case (a), the [t/d] will be replaced (with, respectively, [tʃ] and [dʒ]; see 1.2.11., below); in case (b), the following [l] will become the ‘lateral’ //, [l]*

* This is produced by keeping the tip of the tongue pressed against the curve of the hard palate (as in producing a normal initial [l]), and trying to pronounce [k/g], **but without letting the tongue-tip leave its position on the palate**. The breath can only escape **between** the upper back molars and the parts of the edges of the tongue that are in contact with these: *i.e.*, sideways, hence the term ‘lateral’. In this explanation, I am using the following character to show this: I have enlarged it so that learners will notice the small stroke crossing the stem of the //:



Both [t] and [d] often prove awkward to pronounce in the position ~VCCCV~. Consequently, if the pace of utterance is relatively fast, they will be omitted, and, if it is extremely fast, **replaced** by a glottal stop [ʔ]:

Example:

Formal version: ||The fáct | that | you cóuld n't | fínd | the cóntract | tóld | them |
múch.||

Full liaison: || ðəˈfæktʔəˈtʃuːˈkʊdnʔfáɪnːdˈkɒntræktˈtəʊldəˈmʌtʃ||

As can be seen in the case of the pronunciation of /contract/ shown above, when [t/d] is followed by [r], then, if the pace of utterance is normally fast, these will be changed to [tʃ/dʒ], as in the pronunciation of /bentround robin/ shown in ‘Full liaison (i)’, following. If, however, the pace of utterance is extremely rapid, [t/d] will be replaced by glottal stops, or simply omitted, as shown in (ii), following.

When [t/d] is followed instead by an [l], in normally-fast utterance this is replaced by the lateral ‘l’, as in the pronunciation of /don’t like/ in (i), below⁷⁾. Again, if the pace of utterance

is extremely rapid, [t/d] will be replaced by glottal stops, or simply omitted, as shown in (ii), following:

Example:

Formal version: ||I múst | say | I dón't | líke | a bént | róund | róbin.||

Full liaison (i): (fast speech): ||Aí^mΛ^ser^ʃAí^dəunt^lar^kə^bén^traun^dr^obín.||

Full liaison (ii): (very fast speech): ||Aí^mΛ^ser^ʃAí^dəun^ʔl^ʔar^kə^bén^ʔraun^ʔr^obín||

Exercise (5):

||I cán't fínd my dróllest and dríest drínk though I have nó^t yét lóoked beneath the stríct cóver.||⁸⁾

Liaison-version:⁹⁾

1.2.3. [t]and [d] are merged with a following initial [j] (usually written /y/), to produce [tʃ] or [dʒ]

Initial/medial [j] (usually *written /y/*) is, to start with, a consonant that some Japanese learners of English find hard to produce. The 'trick' is to press **the sides of the tongue** firmly against **the edges of the upper back teeth**, and raise **the center of the body of the tongue** until it nearly but not quite **stops the breath** from escaping over the tongue into the cavity of the mouth. The position of the **sides** of the tongue is identical to that for [t] (as in /*church*/). As soon as the **vocal chords** have vibrated, the tongue at once moves to whatever position is needed to pronounce the vowel that follows.

Given that initial/medial [j] (usually written /y/) is produced with this tongue-position – while [t] and [d] are produced with a tongue-position relatively *distant* from it – it is perhaps not surprising to find that, when uttering very quickly, competent speakers frequently **compromise**. That is to say, instead of pronouncing a clear final [t] (or [d]) followed by a distinct initial/medial [j] (doing which risks accidentally producing a superfluous vowel), they **replace both phonemes** with [tʃ] (as in /*church*/), for [t+j], and [dʒ] (as in /*judge*/), for [d+j].

Examples:

Formal version: ||Wóuld | you have | líked | your gréat | yíeld | yésterday?||

Full liaison: ||Wu^du:^shəv^llaɪk^ʔɔ:grɛɪ^ʔɪəl^dɛstədəɪ||

Formal version: ||Whát | you | áll néed | is | a góod | yéar.||

Full liaison: ||Wɔ^ʔu:^wɔ:ⁿi:^dɪ^zə^gu^dɪə:^l||

(See also **1.2.4.**, following.)

Exercise (6):

||Cán't you find your light yéllow cóat you bóught yóuthfully yet yelling óut your náme?||¹⁰⁾

Liaison-version:¹¹⁾

1.2.4. Initial [j] (usually written /y/) **is merged with a preceding [tʃ]** (preceded by a glottal stop[ʔ]), **or into [dʒ]** (preceded by a lengthening of the **preceding** vowel [i], or – if the **preceding** phoneme is, instead, another consonant – by a glottal stop [ʔ])

Given that there is in use the liaison-pattern explained in **1.2.3.** just above, it can hardly come as a surprise to learners to discover that, when the preceding word ends in an **actual** [tʃ]- or [dʒ]-sound (however spelt), an initial [j] will be omitted. Instead, the vowel before the final [dʒ] is slightly drawn out, while the final [tʃ] is replaced by a brief glottal stop (shown as usual as [ʔ]) before the linking [tʃ] is pronounced.

Examples:

Formal version: ||Geóрге[,]¹²⁾ you | dón't | have | a bádge | yet.||

Full liaison: ||Dʒɔ:ː^{dʒ}u^dəʊn'tævə'bæʔ^{dʒ}et.||

Formal version: ||Wáтч | your | stép | or | you'll cáтч | your | déath | of cóld||

Full liaison: ||Wɔ:ʔ^{tʃ}ɔ:ː^stɛpɔ:ʃɔ:|l^kæʔ^{tʃ}ɔ:ː^dɛəv^kəu:d||

Exercise (7):

||Whích yóung júdge yáanked you into his chúтч yónder?||

Liaison-version:¹³⁾

1.2.6. [n] is replaced by [m] before a following initial [p/b]

The consonant [n] is produced by placing the front third of the surface of the tongue against the curve of the shelf of bone behind the upper front teeth (*i.e.*, the hard palate), while the lips remain **open**. On the other hand, [p/b] can only be produced by **closing** the lips, and then using the breath to force them apart, while also relaxing them so that, for an

instant, they part completely, if narrowly.

(The combinations [n+p] and [n+b] do not occur in simplex English words; and this is undoubtedly **because they are hard to say**. They only occur, as it were, either in compound words such as /*manpower*¹⁴⁾/, which happens to be made up of /*man*/ and /*power*/, in words (of non-Latinate origin) that include prefixes such as /*un*-/ (e.g. /*unbelievable*¹⁵⁾/ or /*non*-/ (e.g. /*nonplussed*¹⁶⁾/ and /*nonbeliever*¹⁷⁾/), or else between different words forming part of a single chunk.

In words that originate from the classical Latin language and have prefixes originally ending in /n/ (e.g. /*em*ploy/, /*im*balancel/, or at least have such Latinate prefixes attached to non-Latin stems (e.g. /*em*bed/ and /*em*body/), this liaison-pattern has already been incorporated into not just pronunciation but even orthography.)

Because the combinations [n+p] and [n+b] are troublesome to say, and because the start of the consonants [p] and [b] is formed in just the same way as is that of [m], the combinations [n+p] and [n+b] are changed to [m+p] and [m+b] (as we have already noted in Part One, 1.2.1.¹⁸⁾, this liaison-feature is also found in Japanese).

Example:

Formal version: ||Thín | bóys with fíne | plúmes | rún | báckwards.||

Full liaison: ||θ^mɔɪz[^]wiθ[^]fai^mplu:mz[^]rʌ^mbæ?wə?z||

Exercise (9):

||When bórn bóxers shún pátient óxen pláin bráwn bríngs mén páttering.||¹⁹⁾

[This exercise may require the application of liaison not only **between** words, but also **within** one or more words.]

Liaison-version:²⁰⁾

1.2.7. [n] is pronounced as [ŋ] before a following initial [k/g], and (sometimes) before a following initial [w]

Since [k] and [g] (as in /*garden*/) are pronounced with the tongue in almost the same position as is used to produce [ŋ] (as in /*thing*/), while [n] (as in /*thin*/) is produced with quite a different tongue-position, likewise [n+k] and [n+g] are changed to sounds that are, respectively, very close to [ŋk] and [ŋg].

Example:

Formal version: ||Thín | cáts | with píne | gín | can | cáctch | róttén | gángsters.||

Full liaison: ||θɪ^ʰkæɪz^ˆwɪð^ˆpai^ʰdʒɪ^ʰkə^ʰkæ?^ˆrɒtə^ʰgæŋstəzɪ||

Some speakers appear to do the same (but not always consistently) with [n+w], to produce [ʰw]; again, this appears to be one method of avoiding the generation of a superfluous vowel between the [n] and the [w]:

Example:

Formal version: ||Can | we burn | when | we design | one | wáin | wáirily?||

Full liaison: ||Kæ^ʰwɪ^ˆbə:^ʰwɛ^ʰwɪ^ˆdɪzai^ʰw^ʰeɪ^ʰwɛərəlɪ||

Exercise (10a):

||Bóne cúps are pláin géar when wán góats áll óny léarn gámes in quéens' árms.||²¹⁾

Liaison-version:²²⁾

Exercise (10b):

||Whén will your ówn wáy rún withóut lóne wánderers éating éven whéat?||²³⁾

[This exercise may require the application of liaison not only **between** words, but also **within** one or more words.]

Liaison-version:²⁴⁾

1.2.8. When followed by an initial [ʃ], a final [s] is joined to the [ʃ] (= [sʃ]), and when a final [s] is followed by and initial [j] (usually written as /y/), the result is, again, [sʃ]. On the other hand, when followed by an initial [j] (usually written as /y/), a final [z] is merged with that consonant, to produce [ʒ].

While, in English, the consonant [ʒ] is normally found only **medially**, as in the (mostly French-derived) nouns, /*Asi*al/, /*pleas*urel/, /*leis*urel/, /*meas*urel/, /*treas*urel/, /*clos*urel/, /*incis*ionl/, /*decis*ionl/, etc, this pattern of liaison requires its use **initially**.

Examples:

Formal version: ||This | yácht | cárries | yéllow cáses | yéarly.||

Full liaison: ||θɪ^ʰʃ^ʰ?kæri^ʰgləu^ˆkeɪsɪ^ʰj^ˆ:ɪ:^ʰ||

Formal version: ||This | sháwl | drápes | shórt | of Pát's | shóes.||

Full liaison: ||θɪ^ʰʃ^ʰ:l^ˆd^ʰreɪp^ʰʃ^ʰ:t^ˆɒv^ˆpæ?^ʰʃ^ʰju:^ʰzɪ||

Exercise (11):

||Wás she often cóarse you will ásk, || or has yárow álways yíelded fáts she cóuld not déal with?||²⁵⁾

Liaison-version:²⁶⁾

1.2.9. Final (unvoiced) [s] is merged with a following initial (unvoiced) [s], and likewise a final (voiced) [z] with a following initial (voiced) [z], while a final [z] is simply joined to an initial [s], and a final [s] to an initial [z]

The same rule can be shown more simply, and memorably, in the following manner:

$$\begin{array}{ll} [s] + [s] = [s:] & [z] + [z] = [z:] \\ [s] + [z] = [sz] & [z] + [s] = [zs] \end{array}$$

The handling of (**unvoiced**) final [s] before (**unvoiced**) initial [s] differs from individual speaker to individual speaker, and also with speed of utterance; but it is most commonly **merged** with the following initial [s], thus producing an [s]-sound **that continues for rather longer than usual** (= [s:]). The same applies to (**voiced**) final [z] before initial [z] (*i.e.* [z:] is produced).

To ensure complete success in oral communication, the learner should always make sure that her [s:]- and [z:]-sounds continue for **at least** the amount of time it would take to pronounce the two consonants quickly and yet separately. For example, in pronouncing */this stylel/*, if she produces not the (requisite) [thi:^staɪl] but , instead, [this[^]taɪl], what her listener will register is most likely to be, instead, */this tilel/*.

When, however, one of the consonants **is** voiced and the other **is not**, they are merely pronounced **continuously**, with the vocal chords **ceasing** ([z] → [s]), or **beginning** ([s] → [z]), to vibrate halfway through the sound, but without any insertion of a moment's silence just before this change.

Note, however, that, as in the second example below, when omission of an inconvenient [t] from the combination [st+s] leaves only an unvoiced final [s], the two [s]-sounds will more often be separated by a brief glottal stop^[sʔs], the exception being the cases of relatively **high-frequency** collocations such as */I must say .../*, as seen in the same example:

Examples:

Formal version: ||Those | zóos | séldom céase | stéaling thínks | sóld | by this | zéalous | sérvant.||

Full liaison: ||ðəu:^zu:^zsɛldəm[^]si:^sti:lɪŋ[^]θɪŋ^zəʊ?baɪ[^]ðɪ:^{sz}clə:^svəntl||

Formal version: || múst | say dúst | stóps | cýclists | sinking. ||

Full liaison: ||Aɪ^mΛ^sei^dΛ^stɔp^sáiklɪ^sɪŋkɪŋ||

Exercise (12):

||Céase síghing and increáse síngles cértified to aróuse zéalous suppórt.||²⁷⁾

Liaison-version:²⁸⁾

1.2.10. Unvoiced final /s/ or /ce/ (= [s]) gains a extra, voiced [ʔ] when followed by an initial vowel

This rule applies to any final /ce/, but only to a **single** final, unvoiced /s/; thus, while /ice is/ is pronounced [aɪs^sɪz], /pass off/ is pronounced [pa:s^of]; and, while /this artist/ is pronounced [θɪs^za:tɪsʔ], /piss-artist/ comes out as [pɪs^a:tɪsʔ].

The combination [sʔ] is pronounced as a smooth shift from a **clear, full** unvoiced [s] to a **brief trace** of a (voiced) [ʔ]. This voicing indicates to the competent listener that the spelling of the final consonant is not /ss/, but a single /s/, usually following either a vowel or an **unvoiced** consonant (*i.e.* [f], [k], [p], [t] or [θ]); before a [w] – the consonant closest to a vowel – in fast utterance the same pattern may or may not be employed: thus, for /this will/, both [θɪs^wɪll] and [θɪs^zwɪll] are equally possible (pre-conscious) choices.

Example:

Formal version: ||This | crass | sǒurce | of | élegance | ínterests | unúsual | lífts | and
| políce | eights | with | théories. ||

Full liaison: ||ðɪs^kræ^sːs^zv^zeləgəns^zɪnt^ræst^{sz}ʌŋju:z^uə^hɪft^{sz}ə^mp[ə]li:sz^et^sw^zɪθ^zːiəri:z||

Exercise (13):

||Blíss is ónce experienced,|| and íce ónly ínvítes wórse rísks ínto íts ótíose úmbrage.||²⁹⁾

Liaison-version:³⁰⁾

1.2.11. [t/d] is changed to [tʃ/dʒ] whenever preceding [r]

Because the tongue-position with which standard English initial or medial [r] is produced is almost identical to that used for [tʃ/dʒ] (as in /church/ and /judge/), while [t/d] require a very different position, before an initial or medial [r] a preceding [t] is always pronounced as

[⁶], and a preceding [d] as [^{d5}].

Examples:

Formal version: ||Selécted | ráisins | tréated | ríght | réally | créate | wrétched | rhýthms.||

Full liaison: ||S_ele?tu^{d5}reisənz[^]t_ri:ti^{d5}raɪ?⁶r^hə[^]kri:et_rf_i^{d5}rɪðmz||

Naturally – and regardless of the quite unrealistic pronunciations that learners will find indicated in most dictionaries – this also always happens when a single word (whether simplex or compound) begins with, or includes medially, [t+r], or [d+r]:

trap → [t _r æp]	attráct → [ə _t rækt]
tread → [t _r ɛd]	ínteresting → [ɪn _t rɛstɪŋ]
trick → [t _r ɪk]	útterance → [ʌ _t rɛns]
treat → [t _r i:t]	átttribute → [ə _t rɪbjʊ:t]
true → [t _r u:]	strict → [st _r ɪkt]
tróuble → [t _r ʌbəl]	áttrophy → [æ _t rɒfi]
trómbone → [t _r ɒmbəʊn]	rétro → [re _t rəʊ]
trúth → [t _r u:θ]	contrást → [kɒn _t rɑ:st]
draw → [d _z rɔ:]	Ándrew → [ɛn _d zru:]
drums → [d _z rʌmz]	adréss → [ə _d zrɛs]
dream → [d _z ri:m]	adríft → [ə _d zrɪft]
drop → [d _z rɒp]	andrógynous → [ənd _z rɒdʒənəs]
droop → [d _z ru:p]	báck-draught → [bæk _d zra:ft]
drown → [d _z raʊn]	bédridden → [be _d zrɪdən]
drink → [d _z rɪŋk]	fédéral → [fe _d zrəl]
dress → [d _z rɛs]	Mr. Chíldren → [Mɪstə [^] Tʃɪl _d zrɛn]
drive → [d _z raɪv]	bédroom → [be _d zrum]

Again, this is done because doing so makes these combinations of consonants far easier to pronounce. It is also something that Japanese learners of English **are recommended to make some effort to cultivate** in their own speech, as it makes unnecessary (and therefore counteracts) such *katakana*-pronunciations as [アン・ドレィユー] for /Andrew/, [アドレス] for /address/, and [チルドレン] for /children/, which quite frequently cause difficulties in

communication.

(And, if the learner already is, or is thinking of becoming, a teacher of English language, she should perhaps take good note that, because this **is not a variation**, but the **standard pronunciation** for anyone that uses standard-English initial or medial [r], it **should be taught and reinforced**, along with other sounds that are **peculiar to English** yet absent from Japanese, **from as early a stage as possible**.)

Exercise (14):

||That rótted ráft réeled róund rápid rípples as a clóud róde real héight revéaled.||³¹⁾

Liaison-version:³²⁾

1.2.12. When it is followed by any consonant except [l], [r], non-final [s/z] and [ʃ], each of final [p/b], [k/g], and [t/d] (the consonants placed in Group A in 2.2. of Part One³³⁾) is replaced by glottal stop [ʔ],

Although I have placed this liaison-pattern almost last, its application is, except in careful or formal speech, a very common practice (but will be avoided if the meaning of the word heard is likely to be changed for the hearer). Its application can also act as an excellent remedy for *katakana* English, which, for example, turns /ended by/ into /エンデッ トバイ/.

Examples:

Formal version: ||Bát | man | at | hót | spóts | got | gróunded | by tóp | políce | and | cráck | crooks.||

Full liaison: ||Bæ?mən?hɔ?spɒtszɡo?ɡraʊndɪ?baɪ?tə?pɒli:szə?krá?kruks||

The same inconvenience felt with managing [t/d] in fast utterance is obviously responsible for the complete omission of those consonants that is found in [wɔnə] for /want to/and [gənə] for /going to/:

Examples:

Formal version: ||Whát | we wánt | to dó | ís | énd | thát | wár.||

Full liaison: ||Wɔ?wɪ?wɔn?tə?du?rɛn?ðæ?wɔ:||

Full liaison and very swift utterance: ||Wɔ?wɪ?wɔnə?du?rɛn?ðæ?wɔ:||

Formal version: ||Whát | are | you góing | to dó?||

Normal liaison: ||Wɔ?tə?ju?gəʊɪŋ?tə?du:||

Full liaison and very swift utterance: ||Wɔʔ^uə[^]gə^{nə}ˈdu:ll

(Here, perhaps learners should note that contractions such as [wɔnə] and [gənə] are **less common** in **British** and **Australian/New Zealand** Englishes than in **Northern American**; and that more “educated” versions of almost all Englishes may instead change [wɔn[^]tə] to [wɔnʔ^utə], and [gəu^wɪn[^]tə] to [gəu_ɪn[^]tə]. Also, except if they are representing liaison in an utterance presented in **Direct Speech** (for example, when writing conversation for **fiction** or **drama**), such forms (*i.e.* /wɔnənəl/ and /gɔnənəl/) are **almost never written**, and doing so may seem not so much informal as simply **affected**, or **childish**.)

A similar awkwardness attending on [kʃ] appears to have lead to the U.S.A. regional pronunciation of /pictʃərə/ as [pɪtʃər], and such common uses of medial glottal stops as [fəʔ^uʃən] for /faction/ and [fɪʔ^uʃən] for /fiction/.

Exercise (15):

||Déad mothers and quíck thóughts would shoot préttý cómíc matters,||
when bréad bóre búrdens nó^t to be léft recalled but ráthér covered dówn.||³⁴⁾

Liaison-version:³⁵⁾

1.2.13. When one word ends in any one of the consonants placed in Group B in 2.2. of Part One³⁶⁾ – that is to say, [f/v], [l], [m], [n], [r], [s/z], [ʃ/ʒ], or [θ/ð], and the next word begins with the *same* consonant, the two consonants are joined, to produce a single *long* consonant, here shown with a colon [:] placed after that consonant.

This liaison-feature is applied because **immediate repetition** of any of these consonants is extremely awkward to pronounce. Application almost always produces a consonant sounded for slightly longer than usual; to be sure of complete communication, learners should perhaps make sure to make the length of their doubled consonants **slightly longer** than extremely competent speakers of English may in fact do, and **at least as long** as it would take to pronounce the two consonants separately.

Example:

Formal version: ||Íf | fúll | lífe | fáils | zónes’ | zips, || séveral | léan | newts | strúm
| mélodies | of | vóvells for | rábbits | with | thóngs.||

Full liaison: ||l^fu^lfa^leul^zəun^zips || sev[ə]rə^li:ju:t^stræ^melədɪ^zə^vauw_ə |z[^]
fə^ræbɪt^swɪ^θɔŋgz||

Exercise (16):

||Where really nó one nótrices zódiac sígns zéro bláme mákes íll ládies féel off form
beneath theory.||³⁷

Liaison-version:³⁸⁾

2. Other omissions

2.1. An initial or (more commonly) a **medial weak syllable**, the vowel of which is pronounced as, or as a phoneme very close to, **the neutral vowel** [ə], or just that **vowel**, is frequently omitted, especially in very fast speech, as is the **vowel** of an **initial weak syllable**. This medial weak syllable is extremely frequently a **penultimate** one, where the final syllable that follows it is likewise weak.

This omission of a vowel will cause the two consonants that originally adjoined it to have to be pronounced sequentially; and so the same liaison-features as are normally applied to join a final consonant to an initial one **within a chunk** are applied **within a single word**:

Examples:

[The phonemes shown as _[p] may or may not just perceptibly be pronounced.]

- ínterest → [in^t_[r]ɛst]
- dífferent → [dɪf_[r]ənt]
- seléction → [s_[ə]lɛ?_[k]ʃən]
- símilar → [sɪm_[l]ɪə:]
- perháps → [p_[ə]ræps]
- políce → [p_[ə]lɪ:s]
- líbrary → [laɪb_[r]ɪ]
- sécretary → [sek_[r]ɹət_[r]] OR [sek_[r]ət_[r]]³⁹⁾
- Fébruary → [Fɛ_[r]brɹɪ] OR [Fɛ_[b]ju_[r]] OR [Fɛ?_[b]ɹɪ]
- appréciative → [əpri:ʃ_[ə]tɪv]
- dífficult → [dɪf_[ə]ɪk_[ə]əlt]
- áccident → [a?_[k]s_[ə]ɪd_[ə]ənt]
- twopenny-há'penny → [tʌ?_[p]n^hɛɪ_[p]n_[n]]
- márvellous → [ma:_[v]ɪl_[ə]s]
- terrific → [t_[ə]ɹɪfɪk]

ferocious → [fɛ̃rəʊʃəs]

tólerate → [toləreit]

réveller → [revɛ̃lɛ:]

hístory → [hisʰrɪ]

víctory → [viʰkʰrɪ]

fáctory → [fæʰkʰrɪ]

mástery → [masʰrɪ]

próably → [prɔ̃bʰ]

póssibly → [pɔ̃sʰ]

finally⁴⁰⁾ → [fanɛ̃lɪ]

(etc.)

2.2. High-frequency items from which a medial, pre-consonant [l] following the long vowel [ɔ:] (as in /all/) is usually, or often, **replaced by an increased lengthening of the preceding vowel**; this I shall show as [ɔ:]

Examples:

almighty → [ɔ̃ːmaɪtɪ]

alréady → [ɔ̃ːrɛdɪ]

alright → [ɔ̃ːraɪt]

álsó → [ɔ̃ːsəʊ]

altérnate → [ɔ̃ːtɔːnət]

álwáys → [ɔ̃ːweɪz]

All the bétter → [ɔ̃ːðəˈbetɔ:]

(etc.)

Exercise (17):

Without looking back at the preceding explanation, learners should think about which words in the following two exercises may have either **initial weak-syllable vowels**, whole **medial weak syllables**, or just the **vowels** of the latter, or pre-consonant [l]s omitted, as well as any other liaisons they may find.

a) ||Different ínterests may álwáys allów símilar hístories.||

Liaison-version:⁴¹⁾

b) ||Perháps the dífficult sécretary of the Víctory líbrary ought álsó to seléct a fáctory
for the already-tólerant pólice.||

Liaison-version:⁴²⁾

3. Other changes

3.1. Just as, in a certain group of words, [**k+u:**] produces [**kju:**] (as in /*cutel*/), and [**p+u:**] produces [**pju:**] (as in /*pupil*/), so, in certain other groups of words, [**t+u:**] produces either (i) the Modern American variant [**tu:**] or else, *theoretically*, (ii) [**tju:**] (as in /*tutor*/); likewise, [**d+u:**] produces (iii) the Modern American variant [**du:**] or else, *theoretically*, (iv) [**dju:**] (as in /*duty*/). Thus, dictionaries indicate the respective pronunciations [t(j)u:tə(r)] and [d(j)u:tɪ]. Nevertheless, when speaking normally – and despite no indication of this in the majority of dictionaries – in the case of (ii), the pronunciation almost always pre-consciously chosen is [^t**ju:**], and, in that of (iv), [^d**ju:**] – resulting respectively in [^t**ju:** tə(r)] and [^d**ju:** tɪ].

Example:

||Túnésmiths dúrably prodúce túbular déw for dútiful dúvets.||

Normal result: ||^t**ju:**nsmiθs ^d**ju:**rəbli ^p**r**ə^d**ju:**s ^t**ju:**bjulə ^d**ju:**fə ^d**ju:**tɪfəl ^d**ju:**veɪz||

Exercise (18):

||Under my tútion,|| in his Tunísian dúplex apártment,|| and with due if dúbious
grátitude,|| the tubércular duke,|| amid a túmult of dúrable túlips and dúplicate tést-
tubes,|| under duréss dánces a dúel-like duét with a dúty-free túna-fish.||⁴³⁾

Liaison-version:⁴⁴⁾

4. Combined Exercises

Exercise (19):

||Fit what you éarn into an éasy-order páttern-box and kéeep it sáfe.||

Liaison-version:⁴⁵⁾

Exercise (20):

||Let reálicity ópen pérfect tán gróups among éastern péople líving éverywhere.||

Liaison-version:⁴⁶⁾

Exercise (21):

||Blíiss shóws éach yóung gírl lóng gámes || since sénses zóom márvellously ópenly.||

Liaison-version:⁴⁷⁾

Exercise (22):

||It pláys a stríct dráma and blámes ónly oríginal lóans úseful léast símilarly.||

Liaison-version:⁴⁸⁾

Exercise (23):

||Lénd me an unúsual lámp préssently, || if fóreign níghts séem móre réal and rích.||

Liaison-version:⁴⁹⁾

Exercise (24):

|| Wóuld you líke a royal lóaf or an órdinary yóung nável órange grówn in Okináwa? ||

Liaison-version:⁵⁰⁾

Exercise (25):

||Séarch your wáallet to fínd impórtant dócuments of válué to áll lósters that turn bóth

mónths and mínutes.||

Liaison-version:⁵¹⁾

Exercise (26):

||Did Pául léarn nórmal lánguage during drifts in tutelary áttitudes?||

Liaison-version:⁵²⁾

In conclusion: a beneficent habit-of-mouth

Last autumn, an extremely-intelligent student in the Law Faculty of Kansai University, whom I had originally taught during his second year, and was now in the autumn semester of his fourth and last year, suddenly reappeared before me, and asked me if he might retake some English-language class with me, to whatever degree his busy schedule (not only has he been accepted for employment by a first-rate bank; he is also an active Classical guitarist) might permit.

In the course of explaining to me why he wished to do this, he observed – and quite without any evidence of intention of currying favor (for of course I had already assented) – that, while on one hand many of his then-sophomore class-mates had not really understood why I was demanding that they should acquire a working-knowledge of English liaison, he himself had found applying it ultimately liberating – because, once he was doing this, he no longer sounded to himself like (to translate his words) ‘a *fake* English speaker; instead, what I was producing orally was beginning to resound to my own ears very much as had the utterances of competent user of English, encountered mainly through movies, long resonated for me. I think I may be a little rare in realizing this; but I have come to be convinced that making English liaison one’s own habit-of-mouth [口癖^{くちぐせ}] allows one to gain confidence concerning both the sounds one, oneself, produces, and also correctly interpreting even the most casual utterances of competent users of English. And – for me, at least – the result has been, as it were, a beneficently-upward spiral.’

Postscript

Any notion of teaching *only* liaison is – it goes without saying – ludicrous. Class-time is precious, and there are so very many quite other things that one wishes to cause one’s students gradually to learn. My experience so far suggests that, should one become inspired

also to teach liaison, one therefore needs to do four things.

The first is to contact the present writer by e-mail [at **tsuki_wo_kumou13@ezweb.ne.jp**], so that he can attach to you the teaching-materials that he has here had to adapt for presentation to a peer-readership.

The second is to divide the class[es] in question into learning-groups, and require them to state where and when they shall regularly meet, outside class-time, so as together to solve each week's liaison learning-task.

The third is, lesson by lesson, to redivide that class, so that no member of the same learning group is now regrouped with any other member of the same.

And the fourth is (alas), to discern class-members that increasingly turn up unprepared, and find out why this has come about. For, if a general tendency to address the next among the above exercises only once back in class on the following class-day, the study of liaison can come to occupy far more class-time than it actually merits. Therefore one has to become severe, and, in whatever way, make it disadvantageous for any student to find her/himself a member of a re-mixed, in-class group that requires an undue amount of time to come to an agreement as to the liaison appropriate.

On the other hand, proper speed in reaching a group-agreement should of course be duly praised, and all success in producing the smooth chunking that is ideal must be unstintedly rewarded.

Above all, the instructor needs, I believe, again and again to reinforce how very “natural”/ **natural** the application of liaison actually strikes the brain of a competent user of English as being. (I myself sometimes resort to using Japanese, parodically to say 「あれま、^{がいじん}外人たちみたい！」; or, with more advanced classes, ‘You do by now come over as **pretty** authentic!’ – as the ones that really strive to take the liaison of English on board truly do come to strike the ear as sounding.

As so I wish to conclude this presentation of one means by which to teach English liaison with an expression of thanks to that student – Mr. Y. K. – for he was so generous as to express to me what was evidently his mind, and just when I, for my own part, was despondently beginning to think that this whole endeavour was suited only to the more earnest learners to be encountered in graduate-school.

Mr. Y. K.: you have my entire gratitude.

Notes

- 1) Gibbs, A.S. (October 2008). 'The Liaison of English; Part One'. 『外国語教育研究』 第16号. 関西大学外国語教育研究機構. 大阪. p. 40
- 2) Ibid. p. 41~43.
- 3) In the United Kingdom, it used to be known as “dropping one’s aitches” .
- 4) Idem.
- 5) Exercises (1)~(3c) have been presented in idem.
- 6) **Liaison-version:** ||Dʒʊərɪŋ ˈrɪə:səlz ɡrɪvəˈrɑːlɪps ˈaʊwəvə ˈmɑːtʃ uːwɪtɪ dɪdʒəˈbɪjənz.||
- 7) **Teaching-point:** One should remind learners that they have already encountered this in considering the pronunciation-problem constituted by /Aʊlʌnta/, in Exercise 3c, (included in Part One of this material; ibid. p.43.).
- 8) **Teaching-point:** the pronunciation and meaning of /beneath/, for most Japanese learners do not know this common preposition, and assume that it is pronounced [bɛnɛɪsʊ].
- 9) **Liaison-version:** ||Aɪˈkɑːn*ːn?faɪˈaɪˈdʒrɔləsˈan?dʒrɑrəs?dʒrɪn?ðəuˈAɪˈhæv ˈnɔːtʃɛˈlʊk?bɛniːðːəˈstʃrɪ?kʌvəl||
 * **Northern American English:**[aɪˈkæn?]
- 10) **Teaching-points:** Point out (i) that, between /coat/ and /you/, there has been omitted the relative pronoun /that/, (ii) the difference in pronunciation between /coat/ and /court/, and (iii) that /yell out/ constitutes a phrase-verb, and so it has just one primary stress, on the unabbreviable adverb.
- 11) **Liaison-version:** ||Kɑːn*ːnʃuˈfaɪˈdʒɔ:laiˈtʃɛləʊˈtʃuˈbɔːtʃuːðfɪlɪrɛˈtʃɛɪˈlʌtʃuːˈneɪm||
 * **Northern American English:**[kæntʃu]
- 12) **Teaching-point:** Although **vocative appellations** such as /Georgel/, here, are **in writing** customarily shown as a forming a separate chunk by use of a comma, in normally-fast utterance such chunking is by no means always actually observed.
- 13) **Liaison-version:** ||Wɪ?ˈtʃʌŋ dʒʌˈdʒænk?ˈtʃuˈwɪntəˈhɪz ˈklʌ?ˈtʃʌnd əː||
- 14) [mæˈpauwə:]
- 15) [ˈlʌːbəlɪ:vəbəl]
- 16) [nɔˈplʌsd]
- 17) [nɔˈbəlɪ:və:]
- 18) Ibid., pp. 29~31.
- 19) **Teaching-points:** (i) the meaning of /a born ~/; (ii) the archaic pluralizing suffix /-en/ (cf. /children/, /brethren/; (iii) the construction /bring [←→send]+[Object capable of movement]+~ing/.
- 20) **Liaison-version:** ||Wɛːmˈbɔːmˈbɔːxəˈzʃl ˈmpeɪtənˈtɔksəˈpleɪmˈbrɔːmˈbrɪŋz ˈmɛːmpæˈtʃrɪŋ||
- 21) **Teaching-points:** (i) the manufacture of bone china; (ii) the respective pronunciations of /bone/ and /born[e]/; (iii) the pronunciation of /learn/; (iv) the respective pronunciations of /wan/ and /won/.
- 22) **Liaison-version:** ||Bəʊˈklʌpˈsɪəˈpleɪˈɡrɪəˈwɛːwɔˈgəʊˈzɔːtʃʌnɪˈləːˈɡeɪmˈtʃɪkwɪnˈɑːmz||
- 23) **Teaching-points:** (i) the pronunciation of /own/; (ii) those of /lone/ and /lorn/; and (iii) those of /wander/ and /wonder/.
- 24) **Liaison-version:** ||Wɛːwɪlˈjɔːtʃuˈweɪˈrʌˈwɪdaʊˈləʊˈwɔnˈdɪːrɔːtʃɪˈtʃɪvəˈwɪːtɪl||

- 25) **Teaching-points:** (i) /you will ask/ is, of course, a parenthetical insertion; though it is normally **written** as separate chunk, it is not in fact timed in that way; (ii) /yarrow/ is 「西洋ノコギリソウ」 (!); (iii) the respective pronunciations of the words beginning with /y/ (i.e., [j]) will need practice: /yield/ is not /eeled /; (iv) /deal with ~/ is a useful piece of everyday vocabulary that most Japanese learners seem not to know.
- 26) **Liaison-version:** ||Wəʒfɪfəʳkɔ:ʃuːwɪˈɑ:sk,|| ɔ:ˈhæzɹæruːwɔ:weɪzɪəldɪ?fæ?ʃɪˈku?nɔ?diəlˈwɪð||
- 27) **Teaching-points:** (i) the respective meanings and pronunciations of /cease/ and /sigh/; (ii) the various meanings of the noun /single/; (iii) between /singles/ and /certified/, the relative pronoun /that/ + /are/ [OR *have been*] have been omitted; the respective pronunciations of /zealous/ and /zeal/
- 28) **Liaison-version:** ||Si:ˈaɪjənˈdɪŋkri:ˈsɪŋgəlʒɔ:tɪfaɪ?tuːwəraʊˈɛləʒɔ:tl||
- 29) **Teaching-points:** (i) the pronunciation of /oncel/; (ii) the respective pronunciations of /experience/ and /experiment/; (iii) the pronunciation of /worse/ (it is **not** /wa:s/; the relation between /umbrage/ and /umbrella/(?).
- 30) **Liaison-version:** ||Blɪˈzˌwɑːnˈɪkspəriənsd || ənˈdɑ:ʊnlɪˈnvaɪˈwɔ:sˈrɪskˌɪntuːɪˈəʊtʃuːˈlɑːmbɪdʒ||
- 31) **Teaching-points:** (i) the meaning of /raft/ (relate it to /white-water rafting/?); the meanings of /reel/; the (exceptional) pronunciations of /rapid/ and /vapid/; between /height/ and /revealed/ have been omitted the words /that was/.
- 32) **Liaison-version:** ||ðæˈtʃɔ:tiːdʒˌræfˌrɪ:ˌdʒˌraʊnˌdʒˌræpɪˌdʒˌrɪpəlzˌæzˌˈklaʊˌrɔ:ˌdʒˌrɪəlˈhaɪˌrɪviəld||
- 33) Ibid., p. 34
- 34) **Teaching-points:** (i) the nuance of this use of /pretty/; (ii) the various developments in the meaning of /comic/, as both adjective and noun, and its relation to /tragic/; (iii) the pronunciation of /burden/ (it is not [ba:dən]); (iv) the meaning and use of /rather/ as used here; (v) /cover down/ is a (nautical) phrase-verb, and therefore has but a single primary stress.
- 35) **Liaison-version:** ||Deːˌmʌðəˌzəˈkwɪθɔ:z? ʒˌwʊˌfju:ˌpɪrtɪˈkómuˌmætəz||
wɛˈbrɛˌbɔ:ˈbɔ:dənzˌnɔ?təˈbɪˈleɪˌrɛkɔ:l?bə?ˌrɑ:ðəˌˈcʌvəˌdaʊn||
- 36) Idem.
- 37) **Teaching-points:** (i) In Anglophone cultures (Japanese learners may be mildly surprised to discover), fortune-telling and character-prediction based on blood-type [血液型] has virtually no currency; on the other hand, while they understand something of Western astrology [星占い], Japanese learners also seem never to have encountered the terms /zodiac/ and /zodiac signs/; for a young person, /What sign are you?/ may be a useful question to understand and learn to recognize; and each learner should perhaps find out how to express her or his own sign in English; (ii) /ill/ and /sick/; (iii) the complications now attendant upon using (or not) the noun /lady/; (iv) /off form/ ←→ /on form/, and their origins in horse-racing, spread throughout athletic sports, and entry into general usage ('Doctor, I'm feeling just a little off form...'); (v) reinforcement of the meaning and pronunciation of /beneath/.
- 38) **Liaison-version:**
||Wɛəˌɪəlɪˈnəʊˈwɛˌəʊtɪsɪˌʊdiə? ʃɪˌsɑːmˌɪərəʊˈbleɪˌmɛkˌlɛɪdɪˌzˌfɪəˌɔ:ˌɔ:ˌbɔ:niˌtʃɪrɪll||
- 39) Although this pronunciation is considered to be sub-standard, among Northern American speakers it is extremely common.

