

“ is ”、“ have ”、“ will ”、“ not ”等の単語は
しばしば省略形になる

In naturally spoken English, words like *is*, *have*, *will* and *not* are often contracted:

- He is → He's
- We have → We've
- is not → isn't

Listening Clinic One: Contractions

Words like *is*, *are*, *have* and *not* are often contracted.

Examples	
	She is a painter. → She's a painter.
	We have met before. → We've met before.
	I do not know. → I don't know.

Listen to the dialogue. Circle the places where the speakers use *contractions*.

- A: Hello, My name is Susan Jeffers.
 B: Yang. Jeff Yang. Please call me Jeff. Are you a student here?
 A: No, I am visiting. I have a friend who is a teacher here, but I cannot find her.
 B: What is her name?
 A: Gabriella Rossini. Do you know her?
 B: I am afraid I do not.

Check your answers with your partner. Now say the dialogue together.

Listening Clinic Two: Contractions

Work with your partner. Look at the sentences. Circle places where words may *contract*.

1. Hello. The name is Lee. Peter Lee. I am a designer.
2. Have you met Professor Campbell? He is a very interesting man. I will introduce you.
3. Grace Fan! We have met before, I think. In Singapore. You are a dancer, right?
4. I am sorry. Susan could not come today. She is not feeling very well. She says "hello".
5. So, Nick. I hear you are very interested in astronomy.
6. You do not know my sister Katie, do you?

Listen and check. Now say the sentences.

音が混ざることがよくある

In naturally spoken English, sounds often mix together:

- Could you → “Could jew”
 - What you → “Wha chew”
 - Did you → “Di jew”
- “Where did you go?”

▶ Listening Clinic One: Mixed Sounds

Sometimes when two consonant sounds come together, one at the end of one word and one at the beginning of the next, they mix and make a new sound.

Example Would you → Woujew

Listen to the dialogue. Circle where you hear *mixed sounds*.

- A: Could you play that again please?
 B: Alright. Would you like to hear it all, or just the last bit?
 A: Just the last bit is okay... (TAPE) Thank you.
 B: No problem. Did you get it all?
 A: Well no. They speak so fast! How do you keep up? Could you slow it down?
 B: That'd be difficult 'coz it'd s-o-u-n-d l-i-k-e t-h-i-s.

Check your answers with your partner. Now say the dialogue together.

▶ Listening Clinic Two: Mixed Sounds

Work with your partner. Look at the sentences. Circle places where sounds may *mix*.

1. Is that your answer, Mei-Lun? Sorry, try again.
2. Candice. If I catch you cheating again, I'll take you to the Principal!
3. Would you like to tell me why you didn't do your homework, Susan?
4. Ashley, we can't hear you. Could you speak up?
5. What about you, Tyler? Do you know the answer?
6. What do you mean, you were too sleepy to study? Do you know how important this test is?

Listen and check. Now say the sentences.

重要な単語が強調される

In naturally spoken English, speakers put stress on important words:

- I will not be there.
- You need to bring a coat.

Listening Clinic One: Stressing Important Information

Speakers put stress on words which are important.

Example

Good evening sir. Can I help you?

Listen to the dialogue. Underline the words which are *stressed*.

The first part is done for you.

A: I'd like a single room, please.

B: Do you have a reservation?

A: Yes, I do.

B: Can I have your name, please?

A: It's Kim. Daniel Kim.

B: That's a single room for three nights.

Check your answers with your partner. Now say the dialogue together.

Listening Clinic Two: Stressing Important Information

Work with your partner. Look at the sentences. Underline words which may be *stressed*.

1. That's right. For myself and my son.
2. Ah yes. Mr. Clark. That's a twin room for two nights.
3. The room's \$85 per night, including breakfast.
4. My name's Rosen. I have a reservation for tonight.
5. How much is the room?
6. If you can fill in this form, I'll give you your key.

Listen and check. Now say the sentences.

In naturally spoken English, vowels are sometimes not stressed and therefore weak:

- I'd like ~~a~~ couple ~~of~~ hamburgers.
- How much ~~is~~ it?

Listening Clinic One: Strong or Weak?

Words are stressed when they are important. Words are not stressed when they are not important.

Examples

- A: A cup of coffee and a donut.
 B: A cup of coffee. Anything else?
 A: And a donut.

Listen to the dialogue. Draw a slash (/) through the words: *and*, *a* and *of* where they are spoken *weakly*.

- A: Can I help you?
 B: Yes, I'd like a piece of cheesecake.
 A: Large, or small?
 B: Small please. And a cup of coffee.
 A: A piece of cheesecake and a cup of coffee.
 B: That's right.

Check your answers with your partner. Now say the dialogue together.

Listening Clinic Two: Strong or Weak?

Work with your partner. Look at the sentences. Draw a slash (/) through words which may be spoken *weakly*.

1. I'd like a glass of milk and a sandwich please.
2. That's a cup of tea with milk, and a piece of rare cheesecake.
3. A glass of milk and a plate of cookies, please.
4. I said coffee with cream and a piece of lemon cheesecake.
5. That's an ice-cream sundae and a cream soda in a tall glass, right?
6. No, a glass of milk and a sandwich please.

Listen and check. Now say the sentences.

In naturally spoken English, consonants and vowels sometimes link together:

- It's on the tenth floor.
- I like it.

Listening Clinic One: Joined Sounds

When a word ends in a consonant sound and the next word starts with a vowel, the two sounds join together.

Example I have an idea. → I ha va nidea

Sometimes you might hear 'words' that were not said - e.g. 'van' or 'havan'!

Listen to the dialogue. Circle places where sounds *join*. Write any new words you hear. The first two lines are done for you.

- A: Can I help you?
 B: Yes. This is nice. Do you have it in a larger size?
 A: Here you are. Does it fit okay?
 B: It's a perfect fit. How much is it?
 A: \$30, with a discount of 10%.
 B: Thanks, I'll take it.

Check your answers with your partner. Now say the dialogue together.

Listening Clinic Two: Joined Sounds

Work with your partner. Look at the sentences. Circle places where sounds may *join*.

1. Can I try it on?
2. Yes, I want a shirt and tie.
3. We'll have to place an order, I'm afraid.
4. This is too small. Have you got it in a larger size?
5. I'd like it in blue. Have you got a blue one?
6. It's a perfect fit. Can I have a discount?

Listen and check. Now say the sentences.

子音は消滅することがあり、特に単語の最後が子音の時にはこの特徴がよく見られる

In naturally spoken English, sometimes consonants are lost often at the end of words:

- I didn't see him last night.
- What was that?

Listening Clinic One: Lost Sounds and Joined Sounds

When a word ends with a consonant and the next word begins with a consonant, we sometimes lose the last consonant of the first word.

Example My twenty-first birthday → My twenty-firs birthday

When a word ends in a consonant sound and the next word starts with a vowel, the two sounds join together.

Example I have an idea. → I ha va nidea.

Listen to the dialogue. Circle where word-end consonants are *lost*. Circle where sounds *join*.

- A: Okay, Tuesday business-class, night-flight Paris, depart 1:30am, arrive 4:30 local time, \$2,642.
 B: \$2,642. Is there any discount if I pay cash?
 A: That's the discount price.
 B: Is that your best price?
 A: That's the best I can give you. Would you like to make a booking?
 B: No thanks. I'll call you back later.

Check your answers with your partner. Now say the dialogue together.

Listening Clinic Two: Lost Sounds and Joined Sounds

Work with your partner. Circle where word-end consonant sounds may be *lost*. Circle where sounds may *join*.

1. Could you quote me a price for Jakarta, economy, for Wednesday next week?
2. What time is the first flight to Miami?
3. If it's a window seat an economy ticket is okay.
4. When did you say you wanted to fly, the 10th or the 11th?
5. Is that the best you can do?
6. Would you like to make a booking now?

Listen and check. Now say the sentences.

重要な単語が強調される

Listening Clinic One: Stressing Important Information

When the speaker wants to show that information is important, s/he puts extra stress on the word(s).

Example

I can't meet you until 8:30.

Listen to the messages. Underline the words which are *stressed most*. The first one is done for you.

1. Hello it's Marcus. I'm a bit late. Can we meet in the coffee shop in your hotel? Around 8:00? I'm with Jane. She really wants to meet you.
2. Hi, Lesley here. Could you get back to me? It's about Tom. He's not feeling very well.
3. This is Russell from Sunny Tours. Could you call our office on 482 754 336 to confirm your booking?
4. This is Karen calling. Look, I'm sorry, but I won't be able to make it tonight. Perhaps we could meet the same time, same day next week?
5. Hello Barry. It's Rick. I'm waiting in the lobby. Could you hurry up?
6. Hi James. Susie says she's waiting outside the library. Where are you?

Check your answers with your partner. Now say the messages.

Listening Clinic Two: Stressing Important Information

Work with your partner. Underline the words which may be *stressed most*.

1. I'm waiting for Willie, and he's late.
2. Could you meet me in front of the bank at 7:00?
3. Paul's going to be late. He says he's sorry.
4. I'm going to have to cancel Saturday. Can we make it another weekend?
5. Jane's lost. She's somewhere in the shopping centre. But Stephanie's fine. She's with me.
6. Could you call me?

Listen and check. Now say the sentences.



新たな情報を提示する最初の単語が
高めの音で発せられることがある

In naturally spoken English, speakers sometimes give higher pitch to words at the start of new information:

- Yesterday, I went to...
- Did you know that Greg has been...

Listening Clinic One: Showing New Information

Speakers stress a word and give it a higher pitch to show it is the start of new information.

Example ↑
And in swimming today. . .

Listen to the sports news. Draw arrows to show where the speaker's voice goes up to show new information.

Tennis, and local players had a bad day in the third round of the Canon Masters tournament. Daisy Choi and Isabel Kwok both lost their games. Finally boxing. And Jerry Moretti defends his world heavyweight title next spring. The prize money? 40 million dollars. Well!

Check your answers with your partner. Now read the sports news.

Listening Clinic Two: Showing New Information

Work with your partner. Look at the sentences. Draw arrows to show where the speaker's voice may go up to show new information.

1. Golf, and Chris Micklewood is now eight under par, and eleven strokes ahead of the tournament favourites.
2. In local matches, Hardcastle United beat Bingham City 2 to 1, while Wigan United drew nil-nil with Inter-Oslo.
3. In basketball, the Knicks beat the Titans 81 to 67.
4. Cricket, and Pakistan are on top against South Africa in the second Test at Durban.
5. Wrestling, Iran dominated the Asian wrestling championships today, taking four of the five gold medals on offer.
6. In the Canon Masters, Miss Lee leads Miss Lassiter by a set, and five games to three.

Listen and check. Now say the sentences.

隣り合う二つの単語の最後と最初が
同じ子音のとき、音を共有することがある

In naturally spoken English, words often share the same consonant sounds:

- I went to the fish shop.
- Some machines are not working.

Listening Clinic One: Shared Sounds

When a word finishes with a consonant sound and the next word starts with the same consonant sound, the two words share the sound.

Example a rock concert → a roc-k-oncert

Listen to the dialogue. Circle the places where two words *share* a sound. The first one is done for you.

- A: Excuse me, do you know where the police station is?
 B: The police station? Mm... It's on the next street.
 A: The next street? Down here?
 B: Yes, turn left, and left again. Why, is there a problem, or have you lost something?
 A: I've lost my bicycle. I left it outside the post office. I think someone stole it.
 B: Oh dear!

Check your answers with your partner. Now say the dialogue together.

Listening Clinic Two: Shared Sounds

Work with your partner. Look at the sentences. Circle the places where words may *share* sounds.

1. The car park is between the news stand and the fish shop.
2. Excuse me, do you know where the nearest bus stop is?
3. Hello I'm looking for this newspaper office, *The Newtown News*. Do you know where it is?
4. Which shop round here sells the best sausages?
5. Excuse me, is there a gas station on this street?
6. The drugstore? It's next to the convenience store.

Listen and check. Now say the sentences.

隣り合う二つの単語の最後と最初が共に
母音の時、補助音が挟まれることがある

In naturally spoken English, when a word ends in a vowel and the next word starts with a vowel sometimes a helping sound is added between the two words:

- He met two (w)old friends yesterday.
- The (y)end.

Listening Clinic One: Helping Sounds

When a word ends in a vowel and the next word starts with a vowel, a helping sound sometimes comes between them so they are easier to say.

Examples	She isn't here. → She-y-isn't here.
	I want to open my presents. → I want to-w-open my presents.
	Austria is in Europe. → Austria-r-is in Europe.

Listen to the dialogue. A *helping sound* may appear between the vowels in bold. Decide if the sound is *w*, *r* or *y*.

- A: I heard there's a wonderful chocolate cake.
 B: All gone, I'm afraid.
 A: All gone? Who **ate** it?
 B: I don't know, I think Erica **ate** it.
 A: Erica?
 B: No, I'm just kidding. **I** ate it. Finished it all.
 A: Well, we'll have to put **you on** a diet.

Check your answers with your partner. Now say the dialogue together.

Listening Clinic Two: Helping Sounds

Work with your partner. Circle the places where you think *helping sounds* may appear. Decide if the helping sound is *w*, *r*, or *y*.

1. You went to Athens? How is the weather in Athens?
2. I don't really see her too often.
3. Have you seen *High and Low*? It's a really good film.
4. Lee and Bobby aren't coming.
5. Sorry? Who isn't coming tomorrow?
6. We went to Australia and saw a koala in a friend's garden.

Listen and check. Now say the sentences.

他者が言ったことと相違することを言う時、その部分を強調する

In naturally spoken English, when we want to say something different from someone else, stress is put on the contrasting word:

A: There's a meeting on Tuesday.

B: The meeting's on Wednesday.

Listening Clinic One: Contrasting Information

When we say something that is completely opposite of what someone expects, we put a very heavy high stress on it.

Examples
 A: You're married, aren't you?
 B: No, I'm single. My sister's married.

Listen to the dialogue. Circle the word(s) in each line "B" says which has *heavy stress*.

- A: So you want to have a small family, right?
 B: No a big one. Lots and lots of kids.
 A: Sounds good. And all girls?
 B: Oh no. All boys!
 A: But girls are sweeter, less trouble.
 B: But boys are cheaper than girls.

Check your answers with your partner. Now say the dialogues together.

Listening Clinic Two: Contrasting Information

Work with your partner. Look at the sentences. Circle the word that you think may have *heavy stress*.

1. No, I'd like a white wedding.
2. No, I think mid thirties is too late to get married.
3. No, I'd like to marry a foreigner.
4. No, I'd love to live with my parents in the future.
5. No, I'd only marry for love.
6. No, I said at least two kids, not at most.

Listen and check. Now say the sentences.

お願いや質問のときには語尾が上がり
命令するときには語尾が下がる

In naturally spoken English, when you ask someone to do something your intonation usually goes up. When you order someone to do something your intonation usually goes down:

- Sit down. (Command)
- Sit down. (Question or request)

Listening Clinic One: Requests and Commands

When the speaker wants to make a request, the intonation often goes up.

When the speaker wants to give a command, the intonation often goes down.

Example

Request: Can I sit down?
Command: Sit down please.

Listen to the dialogue. Draw lines to show where the intonation goes up or goes down.

A: Could you open your mouth? Say *aah*.

B: *Aah*.

A: Does this hurt?

B: Yes. Am I going to die?

A: You have a mouth infection. I want you to take this medicine three times a day and stay in bed.

B: Can I take walks in the garden?

Find one request. Find two commands.

Check your answers with your partner. Now say the dialogue together.

Listening Clinic Two: Requests and Commands

Work with your partner. Circle *D* if the question is said by the doctor. Circle *P* if the question is said by the patient. Then draw an arrow to show if the intonation will probably go up or down at the end.

- | | | | |
|-----------------------------------------------|---|---|-------|
| 1. Can I go out tonight to my ballet lesson? | D | P | |
| 2. Can you give me some medicine? | D | P | |
| 3. Can you touch your toes? | D | P | |
| 4. Is it alright if I drink wine with dinner? | D | P | |
| 5. Could you breathe in? | D | P | |
| 6. Can you get dressed now? | D | P | |

Listen and check. Now say the sentences.



子音は消滅することがあり、特に単語の最後が子音の時にはこの特徴がよく見られる



隣り合う二つの単語の最後と最初が同じ子音のとき、音を共有することがある

Listening Clinic One: Shared Sounds and Lost Sounds

Sounds can be shared between words and sounds can be lost.

Examples

a rock concert → a roc-k-oncert.

My twenty-first birthday → My twenty-firs birthday

Listen to the dialogue. Circle the places where sounds are *lost* at the end of a word. Circle the places where words *share* a sound.

A: Hello, is that Room Service?

B: Yes sir. How can I help you?

A: Erm, could you bring up some champagne and smoked salmon to Room 405 please?

B: Yes, certainly, sir. That's champagne and smoked salmon for Room 405.

What kind of champagne would you like, sir?

A: Just your house style.

B: Very well, sir.

Check your answers with your partner. Now say the dialogue together.

Listening Clinic Two: Shared Sounds and Lost Sounds

Work with your partner. Look at the sentences. Circle places where words may *share* a sound. Circle places where sounds may be *lost* at the end of a word.

1. What type of tea would you like, sir?

2. Just a second, ma'am. I need to talk to the manager about this.

3. Can I have some more coffee?

4. What kind of wine is it?

5. I'd like a cup of coffee and a sandwich.

6. Put it beside that chair over there.

Listen and check. Now say the sentences.

語尾を上げると丁寧に聞こえ、
語尾を下げると失礼に聞こえることがある

In naturally spoken English, when someone wants to sound polite their intonation goes up. When intonation goes down, it can sound rude.

- You don't understand, do you? (polite)
- You don't understand, do you? (rude)

Listening Clinic One: Sound Polite, Sound Rude

Speakers can use intonation to sound polite or rude. When the voice is high and intonation goes up, the speaker can sound polite. When the voice is low and intonation goes down, the speaker can sound rude.

Example

Polite: Could you open your bag?

Rude: Could you open your bag?

Listen to the dialogues. Draw arrows to show if Speaker A's voice goes up or down.

Dialogue 1

A: Wait by the line. What is the purpose of your trip?

B: Sightseeing.

A: How long do you intend to stay?

Dialogue 2

A: Stop by the line. What's the purpose of your trip?

B: Sightseeing actually.

A: How long do you intend to stay?

Check your answers with your partner.

Dialogue 1

Dialogue 2

Which immigration officer sounds polite?

Which immigration officer sounds rude?

Now say dialogues together.

Listening Clinic Two: Sound Polite, Sound Rude

Listen to the sentences. Circle the arrows to show if the intonation goes up or down.

1. Can I see your visa?



2. How much money do you have?



3. How long do you intend to stay?



4. Can I see your visa?



5. Could you open your bag?



6. How much money do you have?



Now say the sentences and sound polite. Say them again and sound rude!