

母音はときどき弱く発音される

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: Weak Vowels

Sometimes vowels are pronounced more weakly than others.

Example Have you ever been to America? → Have ~~y~~/~~u~~ ever been ~~t~~/~~o~~ America?

Listen to the dialogue. Draw a slash (/) through vowels that are pronounced weakly.

A: I want to go to Thailand.

B: Really? Why?

A: They've got great beaches and spicy cooking and beautiful temples.

B: And things are not expensive, right?

A: Right.

B: And the nightlife's fantastic.

A: Yeah, I've heard.

B: Can I come too?

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

Listening Clinic Two: Weak Vowels

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

1. It's famous for beautiful beaches.
2. There's a huge festival every year.
3. Cafes are part of the popular culture.
4. There's an international film festival.
5. It's famous for international business.
6. It's between Mexico and Canada.

Listen and check. Now say the sentences.

子音と母音がときどき一つにつながる

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 and the next word starts with a vowel, the consonant jumps over and joins the vowel. This makes it easier to say.

Example She works in an old office. → She work si na nol doffice.

Listen to the dialogue. Circle places where sounds *join*. The first two are done for you.

- A: Have you met anyone interesting this week?
 B: I met a woman in the library.
 A: Is she a student?
 B: No, she works in a record store.
 A: What's her name?
 B: Kylie Reeves. She's from Australia.

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 the places where sounds may *join*.

1. We're in a couple of classes together.
2. She isn't here yet, is she?
3. I've got an appointment with an old friend.
4. I'd like you to meet an old friend of mine.
5. Can I get you a drink?
6. I'm here to meet a friend.

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

Sometimes speakers don't pronounce all the sounds in the words. They are lost.

Example How much is it? → How much is it? (The /t/ sound is lost)

Listen to the dialogue. Draw a line through the /t/ sounds which are *lost*.

A: What's the cheapest, simplest cell phone?

B: Buy a Tote. They're the best.

A: About how much does it cost to use?

B: Not that much. About sixty cents a day.

A: It's that cheap? That's great!

B: Yeah. It's a really good deal.

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

Listening Clinic Two: Lost Sounds

Work with your partner. Look at the sentences. Draw a line through any /t/ sounds that may be *lost*.

1. It can send email, text messages and get information online.
2. It's also very light; you won't have to recharge it very often.
3. I see, but I'm a student and I can't buy anything like that.
4. Well, it sounds like what you want is a basic service.
5. Yes, but the best thing is you get the phone for free.
6. Just send the card that comes with it back to the company.

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

When the speaker wants to show that he is giving new information, the word which has the new information also has heavy stress.

Example I bought a shirt on Saturday. A red shirt. (*red* is new information)

Listen to the dialogue. Underline the words which have heavy stress to *show new information*. The first two are done for you.

- A: I'd like to buy a present for my wife.
B: What kind of present?
A: Hmm. Maybe a scarf...
B: A scarf? Wool, silk or cotton?
A: Silk. She likes red.
B: A red silk scarf... let's see... How about this one?
A: That's nice.

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

Listening Clinic Two: Showing New Information

Work with your partner. Look at the dialogue. Underline words which may have heavy stress to *show new information*.

- A: Excuse me, where's the customer service counter?
B: The service counter's in the back of the store, beside the elevator.
A: In the back of the store, beside the elevator. Thanks. Can I exchange this there?
B: Exchange what?
A: This sweater. It was a gift, but it's too small.
B: Too small. Why don't you go to Ladieswear?

Listen and check. Now say the dialogue together.

Key:
Sounding Polite

高めの音で話すと、より丁寧に聞こえる

In naturally spoken English, speakers give higher pitch to words to sound more polite:

- **Could you wait a moment please?**
(all higher pitch)

▶ Listening Clinic One: Sounding Polite

When speakers want to show they are sounding polite, the pitch of the voice is higher.

Example

Could you please hold while I check on tickets? (polite pitching)

Of course. (standard pitching)

Listen to the mini-dialogues. One speaker's voice is pitched higher than the other's to sound polite. Place a check (✓) in front of these sentences.

1. ___ A: Yes, I'd like some ticket information, please.
___ B: Of course. What event are you interested in?
2. ___ A: I'm sorry to keep you waiting. I've reserved your tickets.
___ B: Great. Can I pick them up at the box office?
3. ___ A: Which concert are you interested in, sir?
___ B: The *Jazz All Stars* concert in February.
4. ___ A: Thank you very much. Will there be anything else?
___ B: No, that'll be all.

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

Listening Clinic Two: Sounding Polite

Work with your partner. Look at the dialogues. Place a check (✓) in front of the sentences which may be spoken in a higher voice to show the speaker is *sounding polite*.

1. ___ A: May I help you?
 ___ B: Yes, I'd like some information about a concert.
2. ___ A: I'll just check. Could you hold please?
 ___ B: Of course.
3. ___ A: Can I use my MasterCard?
 ___ B: Of course. Could I have your credit card number, please?
4. ___ A: I'd like four tickets for Saturday night's performance.
 ___ B: I'm sorry. Was that this Saturday's performance, ma'am?

Listen and check. Now say the dialogues together.

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 Do you want something to drink? → Ju want something to drink?

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

- A: Would you like to order?
 B: Can I have a deluxe cheeseburger set, fries and cola to go?
 A: Did you want anything else with that?
 B: Do you have any ice cream?
 A: Do you want chocolate, vanilla or strawberry?
 B: Chocolate. Could you give me some extra napkins?

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. I'm sorry, could you give me a minute?
2. And would you like some fries to go with that shake?
3. And what did you want to drink?
4. You get a side dish. Do you want soup, salad or french fries?
5. What else would you like with that?
6. Did you want that for here or to go?

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 a speaker wants to show that information is new or different from something said earlier, s/he puts stress on the word with the new information.

Example I'll have the chicken. What would you like?

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

A: Could I have a small Coke please?

B: I'm sorry, we don't have Coke. We have Pepsi, though.

A: Pepsi? In a bottle?

B: No, in a can. Do you want one?

A: Yeah, if that's all you have.

Check your answers with your partner.

Circle the stressed words that carry new information.

Now say the dialogue together.

Listening Clinic Two: Contrasting Information

Work with your partner. Look at the sentences. Underline two words in each sentence which may be stressed to *contrast information*.

1. I ordered the chicken, he ordered the pasta.

2. I'm sorry, we don't have Coke. Is Pepsi alright?

3. Excuse me, this is the lunch menu. Could we see the dinner menu?

4. I'm afraid my glass is cracked. Could I have another one?

5. I'm sorry, this must be their order. I'll have yours in just a minute.

6. I asked for a fish knife. This is a butter knife.

Listen and check. Now say the sentences.

“ may ”、 “ might ”、 “ maybe ” 等の単語を強調すると、その文の確実性が弱まる。

Stressing words like “may”, “might”, “maybe” etc. makes the sentence less certain:

- I may be a little late. (less sure)
- I may be a little late. (more sure)

Listening Clinic One: Stress and Certainty

Speakers can show how sure they are by where they put stress.

Examples It may rain this evening. (more certain)
It may rain this evening. (less certain)

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

- A: You ready for the soccer game tomorrow?
B: But it's going to rain, isn't it?
A: No. But it might rain in the afternoon, so...
B: The weatherman said it will rain. And it'll snow as well.
A: I don't think you want to play, do you?
B: I could play but I may be seeing Jill tomorrow.

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

Listening Clinic Two: Stress and Certainty

Work with your partner. Listen to the sentences. Underline the stressed word(s) then decide together how sure the speaker is. Circle *More certain* or *Less certain*.

- | | | |
|---|--------------|--------------|
| 1. It's probably going to snow tonight. | More certain | Less certain |
| 2. It's probably stopped raining. | More certain | Less certain |
| 3. It's supposed to warm up later. | More certain | Less certain |
| 4. It might get windy in the afternoon. | More certain | Less certain |
| 5. Looks like we'll probably have a thunderstorm. | More certain | Less certain |
| 6. It's likely to clear up later today. | More certain | Less certain |

Now say the sentences.

子音はときどき消滅し、また単語がまるごと一つ消滅することもある。

In naturally spoken English, sometimes consonants are lost and sometimes whole words are lost:

- **Where did he go?**
→ **Where ~~di~~ ~~he~~ go? (Where di go?)**

Listening Clinic One: Lost Sounds and Lost Words

Sounds in and at the end of words are sometimes not spoken. Sometimes whole words are not spoken. They are lost.

Example Have you seen Pete anywhere? → You seen Pete anywhere?
(the word "have" is lost)

Listen to the dialogue. Draw lines through any words which are *lost*. Draw a slash (/) through any sounds which are *lost*.

- A: Hello?
B: Jamie, this is Allen.
A: Allen. How are you doing?
B: Good. How about you?
A: Not bad. So, what's up?
B: You doing anything special this afternoon?
A: I don't know. Why?

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

Listening Clinic Two: Lost Sounds and Lost Words

Work with your partner. Look at the sentences. Draw lines through any words and draw a slash (/) through any sounds that may be *lost*.

1. When are you going to be ready?
2. Where did he go yesterday?
3. Is John there?
4. Is it time to leave yet?
5. When did you get back?
6. What did he say?

Listen and check. Now say the sentences.

音が他の音に変わることがある。
例えば、 /t/ の音はしばしば /d/ に変わる。

In naturally spoken English, especially American English sounds sometimes change to another sound, for example /t/ → /d/ or /k/ → /g/:

- That's pretty! That's predy!

Listening Clinic One: Changing Sounds

Sounds in words sometimes change in natural speech. This is especially common with the /t/ sound.

Example I'd like you to meet our president → I'd like you to meed our president
(the /t/ in *meet* changes to a /d/)

Listen to the dialogue. Circle the places where sounds *change*.

- A: Kathi. Hi. Have you got a minute?
B: Can you wait a second?
A: Sure. Take your time.
B: I've just got to put away my files. Okay. Sorry about that.
A: I want you to meet our new staff member, Paul.
B: Good to meet you. I'm Kathi.

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

Listening Clinic Two: Changing Sounds

Work with your partner. Look at the sentences. Circle the places where a /t/ may change to a /d/.

1. What is he going to say at the meeting?
2. I've got to turn off my computer.
3. She went downstairs to get a package they sent us.
4. I'm sorry, but I've got a meeting right now.
5. We've got a lot to do today.
6. Let's start out with the easy stuff first.

Listen and check. Now say the sentences.

ある質問に対して考えられる答が多いか少ないかを表すために、その質問にイントネーションがつけられる

In naturally spoken English, intonation is used to show if a question has many possible answers or only a few:

- How much is it? (few possible answers)
- What did you say? (many possible answers)

Listening Clinic One: Intonation in Questions

Closed questions are when the number of possible replies is limited. They usually have a falling intonation.

Example What time is it? It's 9:15.



Open questions are when the number of possible responses is large. They usually have a rising intonation.

Example Is she here? No, she's isn't.
She's just gone out.
I don't know.
She'll be back in a few minutes.



Listen to the dialogue. Draw (↘) if the speaker's intonation falls on the questions. Draw (↗) if the speaker's intonation rises on the questions.

A: May I help you?

B: Yes, I think I'd like to take a course.

A: Which one?



B: General English. When does the course begin?

A: The next one starts in three weeks.

B: Do I need a student visa?

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

Listening Clinic Two: Intonation in Questions

Work with your partner. Look at the sentences. Draw () if the speaker's intonation may *fall* on the questions. Draw () if the speaker's intonation may *rise* on the questions.

1. May I help you?
2. Do I need a visa?
3. Does it take long?
4. So it could be longer?
5. Is that five days a week?
6. What time does the class start?

Listen and check. Now say the questions.

Lost Sounds

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

Weak Forms

母音はときどき弱く発音される

Listening Clinic One: Lost Sounds and Strong or Weak?

Speakers put stress on words which are important. Sometimes speakers don't pronounce all the sounds in the words.

Example

What do we need to do at the airport?
→ Whu du we need tu do ut the airport?

Listen to the dialogue. Circle the words that are *stressed*. Draw a slash (/) through sounds that are *lost*.

- A: ... and your first name was?
B: Aaron.
A: ... and what's your nationality?
B: Canadian.
A: ... and your date of birth?
B: It's the 26th of June, 1964.
A: Okay, let's see what we can do for you.

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

Listening Clinic Two: Lost Sounds and Strong Or Weak?

Work with your partner. Look at the sentences. Underline the vowels which may become *weak*. Draw a slash (/) through sounds which may be *lost*.

1. When you get to the airport, go to the counter.
2. Show your tickets and passports to the agent.
3. Check your bags, and get your boarding cards.
4. Don't put the passports in your suitcase.
5. And don't lose your baggage claim tickets.
6. When you arrive, they'll give you a tourist visa.

Listen and check. Now say the sentences.

Intonation:
Finished or
Not finished?

大体において、話し終わるときには語尾が
下がり、話しの途中のときは語尾が上がる。

In naturally spoken English, if the speaker's intonation falls they are finishing their speaking turn:

- That's too bad. (finished speaking)
- That's too bad. (more to say)

Listening Clinic One: Intonation: Finished or Not Finished?

When the speaker's voice falls, it usually means s/he has finished speaking. When the speaker's voice is going up, it usually means s/he has not finished speaking.

Examples

I'm sorry...	I didn't...	Could I possibly...	Excuse me... (not finished)
I'm sorry...	That's okay...	Excuse me... (finished)	

Listen to the dialogue. Circle *F* if the speaker has *finished speaking*. Circle *UF* if the speaker has *not finished speaking*.

A: Sure. Is there anything else?	F	UF
B: Well, there is one more thing.	F	UF
A: What?	F	UF
B: Would it be okay to have some friends over?	F	UF
A: Today? I'd rather you didn't, not today, anyway.	F	UF
B: Okay, I see.	F	UF

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

Listening Clinic Two: Intonation: Finished or Not Finished?

Work with your partner. Look at the dialogue. Write *F* where you think the speaker may have *finished speaking*. Write *UF* where you think the speaker has *not finished speaking*.

.....	A: If everyone's ready... First, does anyone have any questions? Okay then
.....	B: Excuse me
.....	A: I'm sorry. Do you have a question
.....	B: I want to know
.....	A: I'm sorry, you want to know
.....	B: I want to know if we have to be here at 9:00 tomorrow

Listen and check. Now say the dialogue together.

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 ends with the a sound and the next word starts with the same sound, the two words usually share the sound.

Example

I found a magazine with these pictures of famous celebrities
→ I found a magazine wi-th-ese pictures of famou-s-ebrities

Listen to the dialogue. Circle places where two words *share a sound*.

- A: I really eat too much. I've got to go on a diet.
B: You ought to get some more exercise, too.
A: Exercise? I've got too much to do already.
B: You ought to swim, maybe even try jogging?
A: I ought to get some rest!
B: If you don't at least try to exercise, you won't take off any weight.

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 places where two words may *share a sound*.

1. He's so thin, now.
2. She's still not too tall for her age.
3. He's still quite good-looking.
4. She's short, with thick, curly red hair.
5. I've got to go on a another diet. I'll start tomorrow.
6. There really isn't much chance he'll lose weight.

Listen and check. Now say the sentences.