

## 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 speakers say vowels weakly.

**Example** Good to see you again → Good ~~t~~ see ~~y~~ ~~u~~ ~~a~~ ~~g~~ ~~a~~ ~~i~~ ~~n~~

Listen to the dialogue. Draw lines through vowels which are spoken *weakly*.

A: What do you do for a living?

B: I'm a teacher.

A: Really? Where?

B: At a junior high school in Tokyo.

A: Do you like it?

B: Yeah. It's an interesting job.

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

## 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 Two: Joined Sounds

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

**Example** Consonants and vowels often link in spoken English. →  
 Consonant sand vowel soften lin kin spoke nEnglish.

Work with your partner. Look at the sentences. Circle places where sounds may *join*. The first one is done for you.

1. What's up Alan? You look a bit pale.
2. I haven't seen you for ages.
3. I've been out of town for two weeks.
4. I'm enjoying my new job very much.
5. He's an interesting guy.
6. Mike just got a new job in Tokyo.

**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: Stressing New Information

When a speaker wants to show that information is new, s/he puts stress on the word which has the new information.

##### Example

A: Have you seen my hat?

B: Which one?

A: The blue hat. The hat with stripes.

Listen to the dialogue. Underline the words where the speaker puts stress to *show new information*. The first two are done for you.

A: Oh no! I can't find my wallet.

B: Is this it?

A: No. Mine's a brown wallet. Brown with a logo.

B: What kind of logo?

A: A bull. A bull with horns.

B: Ah! Here it is.

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

#### Listening Clinic Two: Stressing New Information

Work with your partner. Look at the sentences. Underline the words which the speaker may stress to *show new information*.

1. Did you say you lost a *Gucci* purse or was it a *Fendi*?
2. I bought a cheap briefcase, not an expensive one.
3. Have you seen my yellow shopping bag? It was near the black one.
4. I don't like those nylon wallets, but the leather wallets are nice.
5. Yes sir, but what kind of briefcase did you lose?
6. I left it on the morning bus, not the afternoon one.

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.

Examples	
	Third year → Thir jear
	In Britain → Im Britain
	Could you → coujew

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

- A: Hey Leslie. Do you know who that girl is over there?  
 B: You mean the pretty girl dressed in black? That's Annie.  
 A: She's gorgeous. I want you to introduce me to her.  
 B: Sure. But I should let you know—she's already got a boyfriend.

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 come from a very big family. I have seven brothers and sisters.
2. I think you know most of the people here, don't you?
3. This is my son, Brian. He'll be working with me this summer.
4. Ellen's new here. Would you show her around?
5. Hi. I don't think we've met yet. I'm Larry.
6. I'm sorry, I didn't catch your family name. Could you say it again?

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 predyy!

### Listening Clinic One: Changing Sounds

In natural speech, sounds in words can change from the spelling. This often happens with the /t/ sound.

**Example** LA to New York is a pretty busy route. → LA to New York is a predy busy route  
(the /t/ sound in *pretty* becomes a /d/).

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

Ladies and gentlemen, welcome aboard Flight 830 to Chicago via Portland. We'll be a little late taking off because of bad weather in Chicago. The flight should be pretty smooth most of the way but a storm is moving in our direction so please keep your seatbelts fastened. We'll be stopping briefly in Portland before arriving in Chicago.

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

### Listening Clinic Two: Changing Sounds

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

1. Please go to the East Asian Airways lounge.
2. We'll be arriving in Boston at 15:30.
3. A lot of people are afraid of flying.
4. Put all metal objects into the tray please.
5. The washrooms are out of order.
6. We're ready to begin boarding, ladies and gentlemen.

Listen and check. Now say the sentences.

## 一番重要な単語が強調される

In naturally spoken English, stress is placed on the most important words:

- This apple is sour.
- I need a larger size.

### Listening Clinic One: Stress In Sentences

Speakers put strong stress on words in the sentence which are most important.

**Example** The scenery was absolutely wonderful.

Listen to the dialogue. Underline the words in each sentence that are most *strongly stressed*.

A: So how was your vacation at Club Tropicana?

B: It was really amazing. The weather was absolutely brilliant, the food was delicious and the staff were so friendly.

A: Sounds like you had a great time.

B: I did. But hey, everyone has a great time at Club Tropicana.

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

### Listening Clinic Two: Stress In Sentences

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

1. It's a really amazing album.
2. He's an absolutely brilliant guitarist.
3. This camera is incredibly cheap.
4. The Cortina is a lot faster than the Allegro.
5. It's the most exciting movie of the year.
6. This is a much better deal.

Listen and check. Now say the sentences.



# 母音はときどき弱く発音される

## Listening Clinic One: Weak Vowels

Sometimes speakers say vowels weakly.

**Example** I'd like to make a complaint. → /ɪ'd like t̩/ make /ə/ complaint.

Listen and complete the dialogue.

- A: What seems ..... the problem, sir?  
 B: ..... balcony window. .... can't open it.  
 A: Sorry, ma'am. .... send someone right away.  
 B: Thanks very much.

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

## Listening Clinic Two: Weak Vowels

Listen to six sentences. How many words are there? Circle your answer.

Contractions (for example *she's* or *I'm*) count as two words.

- |    |   |   |   |
|----|---|---|---|
| 1. | 5 | 6 | 7 |
| 2. | 5 | 6 | 7 |
| 3. | 5 | 6 | 7 |
| 4. | 6 | 7 | 8 |
| 5. | 6 | 7 | 8 |
| 6. | 6 | 7 | 8 |

Now turn to page 88. Check your answers and 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

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

**Example** Half past seven → Half past seven

Listen to the dialogue. Circle the places where sounds are *lost*.

- A: I got a great deal on this car.  
 B: How much did it cost?  
 A: They usually cost 30,000 dollars, but I got mine for twenty three.  
 B: So you saved seven thousand dollars. Wow!

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

### Listening Clinic Two: Lost Sounds

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

1. He earned ten thousand pounds for ten minutes work.
2. This idea could be worth millions of dollars.
3. They will invest more than eighty million in the next few months.
4. Venus is forty million kilometers from Earth. It's our closest neighbor.
5. The world's population may reach nine billion in the twenty-first century.
6. Recently, the stock market has been doing badly.

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

### Listening Clinic One: Lost Sounds

Sometimes speakers don't pronounce all the sounds in the words. Sounds can be lost.

**Example** I didn't see him last night. → I didn see im las night.  
The /t/ sounds and the /h/ are lost

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

- A: Hey, Bobbie. What time do we start?  
B: What? You forgot? Rocky, we've been over it and over it.  
A: Yeah, I know. I just forgot.  
B: Okay. We start at eight.  
A: What was that?  
B: Eight, Rocky! Eight.

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/ or /h/ sounds that may be *lost*.

1. I might get lost if I don't have a map.
2. I can't see him tomorrow night.
3. We'll probably stop in at the Service Counter.
4. He's not going to eat some more, is he?
5. The plan's pretty good, isn't it?
6. I don't think I can meet her tonight.

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:

- Can you come here. (Command)
- Can you come here. (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.

#### Examples

Request: Can you sit here please?

Command: Can you sit here please?

Listen to the dialogue. Circle the arrow to show if the speaker's voice goes up and is *making a request* or goes down and is *giving a command*.

A: Could you try to move it for me?



B: It's a bit painful, doctor.

A: Try to move your toes one at a time.



B: Ouch!

A: Okay. Could you try with the other foot now?



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

## Listening Clinic Two: Requests and Commands

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

1. Can you come with me please?
2. Can I see your boarding pass?
3. Would you mind smoking over there?
4. Can I have some water please?
5. Can you write that down for me?
6. Could you look after my bag for a minute?



**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

Sometimes speakers put heavy stress on words to show they are very important.

**Example** Actually, I wasn't born in Vancouver, but I went to school there.

**Listen to the dialogue. Underline the words which have *heavy stress*.**

A: Billy! I said turn that TV off, not turn it down. It's time for bed.

B: But, Mom, you let me stay up late last night. Why can't I stay up late tonight?

A: Last night was Saturday night. Tonight is Sunday night, and you've got school tomorrow.

B: But I want to...

A: No arguing. It's time for bed.

**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 you think may have *heavy stress*. The first one is done for you.**

1. You can't go today, but you can go tomorrow.
2. You let her do it, but you never let me do it.
3. You're supposed to be reading school books, not comic books.
4. Ten dollars would be okay, but I really need twenty.
5. He's more than just a good dad, he's a good friend, too.
6. It's ten o'clock. You said you'd be home at nine.

**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 comes between them so they are easier to say.

Examples	
	Alaska and China → Alaska- <i>r</i> -and China
	She isn't here. → She- <i>y</i> -isn't here.
	I want to open my presents. → I want to- <i>w</i> -open my presents.

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

- A: Did you see **any**thing interesting in the paper?  
 B: Not much. I don't like this paper much.  
 A: **I** agree. It's **too** expensive as well.  
 B: The sports section's okay.  
 A: Not really. It only covers America **and** Canada.

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

### Listening Clinic Two: Helping Sounds

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

1. Can I ask you another question?
2. The country's had two elections this year already.
3. I can't remember the exact place.
4. The reporter had a camera inside his bag.
5. I'd like to go over the details once more.
6. I think I left my umbrella on the train.

Listen and check. Now say the sentences.

### Listening Clinic One: Weak Vowels

Sometimes speakers say vowels weakly.

**Example** I want to go to Panama. → uh wana go du Panuma.

**Listen to the dialogue. Circle words where vowels are spoken *weakly*.**

A: Can I speak to Bob Taylor, please?

B: Can I ask who's calling?

A: Yes. This is Carol James.

B: Just a moment Ms. James... Um... I'm afraid he's out of the office today.

A: I see. Can you get him to call me back tomorrow?

B: Certainly.

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

### Listening Clinic Two: Weak Vowels

**Work with your partner. Look at the sentences. Circle any words where vowels may be spoken *weakly*.**

1. I'll get him to call you as soon as he's free.
2. I'm sorry, she's out on a job at the moment.
3. This is Tom Shepard.
4. I'd like to speak to Mr. Fairweather, please.
5. I want to arrange a meeting with Mr. Fairweather.
6. She's out I'm afraid. Can I take a message?

**Listen and check. Now say the sentences.**

## 重要な単語が強調される

### Listening Clinic One: Stressing Important Information

Speakers sometimes put heavy stress on words to show they are more important.

#### Examples

Press the red button (don't turn it).

Press the red button (not the green one).

Press the red button (not the icon).

Listen to the dialogue. Underline the words the speakers use heavy stress to show they are *more important*.

A: Click on the right button, then a dialogue box will come up.

B: Like this?

A: No, no. The right button.

B: Oh, like this?

A: Yeah. Now select *Save to Disk*.

B: This?

A: No. *Save to Disk*.

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 the words where the speaker may use heavy stress to show they are *more important*.

1. Well, that's a whole lot better than my old machine.
2. Do you want to dub the whole album?
3. Do you see the arrow on the side?
4. Now press the button with the red dot on it.
5. How can I remember all that?
6. Now take the remote control and press the program button.

Listen and check. Now say the sentences.

## 音が混ざることがよくある

## 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** Where did you use to live? → Whereju use to live?

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

- A: So what do you think about the old town?  
 B: Well, it's great being back.  
 A: It's changed a lot you know.  
 B: What do you mean?  
 A: Do you remember the Odeon theater on First Avenue?  
 B: Yeah. I saw it yesterday. Now it's an office building.

**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 the places where sounds may *mix*.**

1. What are you going to do?
2. Who did you say we were meeting?
3. You used to play the piano didn't you?
4. How about you?
5. What did you use to play?
6. Didn't you say she was coming at seven?

**Listen and check. Now say the sentences.**