

万水英语口语教程系列

生活美语口语教程

Whaddaya
Say?

*Guided Practice in
Relaxed Speech, 2e*



[美] Nina Weinstein 著
懿心 等译



中国水利水电出版社
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内 容 提 要

美语会话中的缩略读法是一个学习难点。本书以快慢两种语速相对照的方式,帮助读者通过30课的学习掌握连读的基本规律和技巧,从而做到对美语的听用自如。

本书适合大中专院校学生、美语爱好者、短期美语培训班学员。

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前言

您想流利地用纯正的美语会话吗？您想听懂美国大片中主人公的精彩对白吗？您想摆脱看了很多书、学了很长时间英语却仍然是“哑巴”的尴尬吗？那么，请您尽快拥有这本《生活英语口语教程》吧。

当然，想通过这本书很快提高英语水平，还需要您有一定的语言基础。但是，只要您能认真揣摩教材内容，反复倾听、模仿与教材配套的教学磁带，您一定会有很大收获，许多您百思不得其解的语言难题会迎刃而解。要知道，您正在阅读的这本薄薄的教材，浓缩了尼娜·温斯坦教授 25 年的研究成果。

那么这本教材中到底有些什么特色呢？

简言之，这本书主要讲解美语中缩略语的读法，解决我们常说的连读难题。比如：want to 这个词组，有一定语言基础的人都知道什么意思，都会读。美国人在日常会话中却把这两个词连读为 wanna。不知道这一连读规律的人，肯定就会不知所云；又如：What do you want to do? (你想做什么?) 这句话美国人会说：Whaddaya wanna do? 是不是又有点莫名其妙？Whaddaya wanna do? 是作者对实际会话中无形发音变化的一种有形展示。这些关键的提示，作者在书中用星花逐一标注出来。这么实用、宝贵的内容在别的教材中很难找到。

除了内容宝贵外，这本书的另一特点是简单易学。书中以快慢两种语速相对照的方式，逐句展示发音的变化。同一段对话中，一种发音规律在不同的地方反复出现，有利于慢慢体会，仔细琢磨。请看下面一段对话。

Careful (Slow) Pronunciation

KENJI: What are you doing this weekend?

TIM: Not much. What do you have in mind?

KENJI: Bungee jumping.

TIM: Bungee jumping?

KENJI: What do you think?

TIM: Maybe. What do we need to bring?

KENJI: What do we need?

Well, a couple of bottles of water, some backpacks...

TIM: What are you thinking of having for food?

Relaxed (Fast) Pronunciation

KENJI: *Whaddaya *doin' this weekend?

TIM: Not much. *Whaddaya have in mind?

KENJI: Bungee jumping.

TIM: Bungee jumping?

KENJI: *Whaddaya think?

TIM: Maybe. *Whadda we need to bring?

KENJI: *Whadda we need?

Well, a couple *a bottles *a water, some backpacks...

TIM: *Whaddaya *thinkin' *a *havin' *fer food?

KENJI: Oh, fried egg sandwiches,
chocolate cake, soda ...

What are you doing?

TIM: I'm writing it down.

KENJI: Oh, fried egg sandwiches,
chocolate cake, soda ...

*Whaddaya *doin'?

TIM: I'm *writin' it down.

书中的对话内容丰富，生活气息浓厚。包括聊天、购物、看电影、换车、看牙医、预订房间、看电视等，让您学有所用。

这本教材不是单纯地训练口语，它对您的英语听、说、读、写四项技能进行全面的培训。看教材、听磁带可以练习英语阅读能力和英语听力，跟着磁带朗读、同学之间讨论可以练习英语口语，填空练习锻炼英文写作能力。

全书共分30课，每节课的内容都不长，只有3页的篇幅，非常适合作为大中专院校、英语口语培训班，特别是美语培训班的教材。

您正在寻找英语学习的教材吗？您想尽早、尽快地提升美语的会话能力吗？那么快点行动，从使用这本教材开始吧！

成功永远属于有决心、有毅力、能吃苦的人。只要您勤学苦练，多背单词，多与人用英语沟通，您一定会获得成功！

译者

2002年4月

Introduction

Whaddaya Say? Second Edition is the result of twenty-five years of research on reduced forms. It's an updated, easy-to-use listening book that teaches the most common reduced forms (*wanna, *gonna, *gotta, etc.) needed to understand natural spoken English. *Whaddaya Say?* presents each reduced form fully contextualized in practical, fun conversations.

Reduced forms are the pronunciation changes that occur in natural speech because of the environment or context in which a word or sound is found. The amount of reduction (the level) depends on how fast the word or sound is spoken.

Example:

Slow Speech	Faster	Fastest
Level 1: <i>want to</i>	Level 2: <i>want *ta</i>	Level 3: <i>*wanna</i>

Whaddaya Say? focuses on Level 3 reduced forms because, according to research, this level is the most common. A detailed list of reductions that have three or more levels is included on page 119.

DESIGN OF THE CHAPTERS

Whaddaya Say? Second Edition includes updated versions of the original twenty chapters, plus ten new chapters on additional reductions. Each lesson follows the same chapter outline given below. There's also a review test section (Test Yourself) at the back of the book. The review tests are intended for students to use as both additional practice and a self-check. They concentrate on reduced forms that are often confused with each other. All of the chapters and tests appear on the accompanying audio program. As a general rule, each chapter represents about fifty minutes of presentation and practice material.

Part 1: Introduction

CONVERSATION

In the conversations, students are introduced to the reduced forms for that lesson. After Chapter 1, previously learned forms are recycled in the conversations and throughout the chapters.

Students first listen to a segment of a conversation spoken with careful, slow pronunciation. They contrast this pronunciation with the same segment spoken with relaxed, fast speech that uses the target reduced forms. Afterward, the entire conversation is repeated using only relaxed, fast speech. Depending on their abilities, the students can follow along in their books or listen without looking at their books.

To remind students that the reduced forms are not to be used for written English, an asterisk (*) is used with every reduced form.

COMPREHENSION

The Comprehension questions check students' basic understanding of the conversation. Some questions ask the students to form opinions. Students can compare answers with a partner at the end of the exercise, and then share their answers with the class.

PRACTICE

Student books should be closed for the Practice section. This is basically a translation exercise in which students repeat only the slow, careful pronunciation of the relaxed, fast speech they hear. If students have difficulty, they can stop the tape recorder after each sentence to allow them to "translate" it in smaller, easier chunks.

Part 2: Expansion

COMPREHENSION

In this part, students hear a new conversation, usually a continuation of the opening conversation, but spoken in relaxed, fast pronunciation. The Comprehension questions can be used to ensure that students understand the key points of the second conversation. If students have difficulty answering these questions, they can listen to the audio program again. If students have difficulty understanding this conversation on the audio program, they can open their books to the Part 2 Practice section and follow along.

PRACTICE

In this section, students listen to the Part 2 conversation again, filling in the blanks with the missing reduced forms. They should use the conventional spellings of the reduced forms that they hear. For example, if they hear *'n', they should write *and*. After students have filled in all of the blanks, they listen again and check their answers before sharing the correct answers as a class.

DISCUSSION

Students can work in small groups to discuss the final questions on the chapter topic. The purpose of this section is to encourage students to bring their own experiences into the classroom and into their discussion of the chapter topic.

Test Yourself

Ten review tests for easily confused reduced forms appear at the back of the book and at the end of the audio program. Each test consists of a short conversation featuring the target reduced forms. Students should take each test after they finish the chapter that appears next to it. If students have difficulty with a particular test, they should re-do the chapters with the reduced forms that caused the difficulty. Students can also do the entire Test Yourself when they finish *Whaddaya Say?* to reinforce their understanding of relaxed speech.

An Answer Key for each Part 2, Practice and Test Yourself is provided at the back of the book.

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I'd especially like to thank all of my students at Toyota Motor Sales who helped to field-test *Whaddaya Say? Second Edition*, and the teachers and students I've met all over the world for sharing their success stories while using *Whaddaya Say?*

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1

How's Your Family?



your }
you're } → **yer*

Your and *you're* aren't pronounced **yer* if stressed.

Part 1 INTRODUCTION

CONVERSATION

Listen to each part of the conversation: first spoken with careful (slow) pronunciation; then spoken with relaxed (fast) pronunciation.

Careful (Slow) Pronunciation

CARLOS: Maria? Maria Gonzalez?
My gosh! You're so tall now.
MARIA: Carlos! My old neighbor!
Wow! You're looking great.
CARLOS: Thanks. So . . . how's your family?
MARIA: They're fine. How about *your* family?
CARLOS: They're fine, too.
MARIA: That's good. Does your mother still volunteer at a school?
CARLOS: Yes, she does.
MARIA: That's great.
Your mother's a really nice person.
CARLOS: You're right. She is.
So, does your father still sing with his friends?
MARIA: Every weekend.

Relaxed (Fast) Pronunciation

CARLOS: Maria? Maria Gonzalez?
My gosh! *Yer so tall now.
MARIA: Carlos! My old neighbor!
Wow! *Yer looking great.
CARLOS: Thanks. So . . . how's *yer family?
MARIA: They're fine. How about *your* family?
CARLOS: They're fine, too.
MARIA: That's good. Does *yer mother still volunteer at a school?
CARLOS: Yes, she does.
MARIA: That's great.
*Yer mother's a really nice person.
CARLOS: *Yer right. She is.
So, does *yer father still sing with his friends?
MARIA: Every weekend.

Listen to the entire conversation again, spoken with relaxed (fast) pronunciation.

COMPREHENSION

Answer these questions about the conversation.

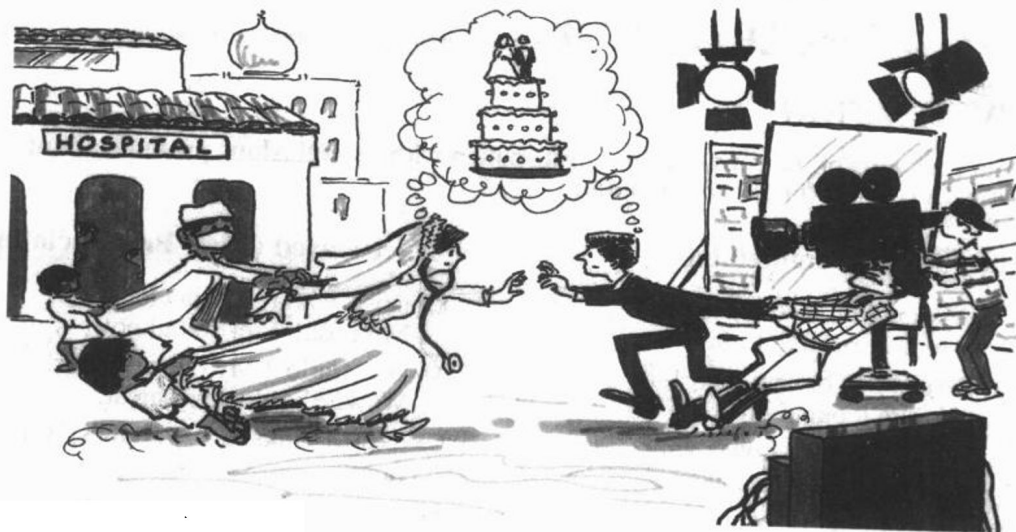
1. What's the relationship between Maria and Carlos?
2. How often do you think they see each other? Explain.
3. What do you know about each family?
4. What do you think Carlos' mother does at the school?
5. Where do you think Maria's father sings every weekend?

Now, work with a partner and compare your answers.

PRACTICE

Close your book. You'll hear each part of the conversation spoken with relaxed pronunciation. Repeat each part using careful pronunciation.

Part 2 EXPANSION



COMPREHENSION

Listen to the conversation. The speakers use relaxed pronunciation. Answer the questions.

1. Which family moved? When?
2. What do you know about Carlos' sister and Maria's brother?
3. Which family members don't know about the marriage plans?
4. Why do you think some family members don't know?
5. Do you think Carlos wants his sister to marry Maria's brother? Explain.
6. Should Carlos and Maria tell their parents about the marriage plans? Explain.
7. The best title for this conversation is
 - a. Good Friends
 - b. An Exciting Marriage
 - c. Invite Me to the Divorce
 - d. Other ____

Work with a partner. Compare your answers. Listen again if necessary.

PRACTICE

Listen again. The conversation is spoken with relaxed pronunciation. Complete the sentences with the words you would hear if they were spoken with careful pronunciation. Then, listen once more and check your answers.

MARIA: Carlos, _____ family moved two years ago, right?
1

CARLOS: Yes.

MARIA: _____ twenty now?
2

CARLOS: Yes. And _____ seventeen?
3

MARIA: No. Eighteen.

CARLOS: Oh. _____ a mechanic now, right?
4

MARIA: That's right. So . . . _____ sister is a doctor in the Peace Corps, isn't she?
5

CARLOS: Uh huh.

MARIA: Is she still in India?

CARLOS: Yes. She loves India. Is _____ brother still an actor in Hollywood?
6

MARIA: Yeah. He does a soap commercial on TV. He e-mails _____ sister
7
every day.

CARLOS: Do _____ parents know they plan to get married?
8

MARIA: No. Do _____ parents know?
9

CARLOS: I don't think so. _____ brother and my sister have really different
10
lives.

MARIA: _____ not happy about their engagement?
11

CARLOS: I'm just worried. They're so different.

MARIA: _____ right. They are.
12

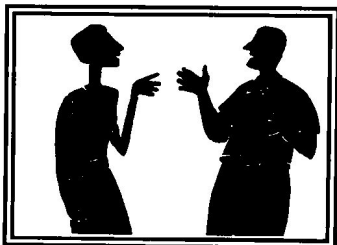
DISCUSSION

Work in small groups.

Is it better for a husband and wife to be interested in the same things? Explain.

2

Yours Is a Great Job!



yours → **yers*

Part 1 INTRODUCTION

CONVERSATION

Listen to each part of the conversation: first spoken with careful (slow) pronunciation; then spoken with relaxed (fast) pronunciation.

Careful (Slow) Pronunciation

LINDA: I just got a raise at work.
 TIM: Really? I love your job.
 LINDA: I love yours.
 TIM: Your job pays really well.
 LINDA: Yours is interesting.
 TIM: Your boss teaches the employees new things.
 LINDA: But yours is funny.
 TIM: You're right, but your job is near your home.
 LINDA: Yours is near your father-in-law's house.
 TIM: Yeah. Yours is far from my father-in-law's house . . . I love your job.

Relaxed (Fast) Pronunciation

LINDA: I just got a raise at work.
 TIM: Really? I love *yer job.
 LINDA: I love *yers.
 TIM: *Yer job pays really well.
 LINDA: *Yers is interesting.
 TIM: *Yer boss teaches the employees new things.
 LINDA: But *yers is funny.
 TIM: *Yer right, but *yer job is near *yer home.
 LINDA: *Yers is near *yer father-in-law's house.
 TIM: Yeah. *Yers is far from my father-in-law's house . . . I love *yer job.

Listen to the entire conversation again, spoken with relaxed (fast) pronunciation.

COMPREHENSION

Answer these questions about the conversation.

1. Who got a raise?
2. What do you know about Linda's job?

3. What do you know about Tim's job?
4. Do you think Tim likes his father-in-law? Explain.

Now, work with a partner and compare your answers.

PRACTICE

Close your book. You'll hear each part of the conversation spoken with relaxed pronunciation. Repeat each part using careful pronunciation.

Part 2 EXPANSION



COMPREHENSION

Listen to the conversation. The speakers use relaxed pronunciation. Answer the questions.

1. What's Tim's problem?
2. How do you think he feels about the problem?
3. What does Linda like about Tim's job?
4. What does Tim like about Linda's job?
5. Guess what Tim's job is. Explain.
6. Guess what Linda's job is. Explain.

Work with a partner. Compare your answers. Listen again if necessary.

PRACTICE

Listen again. The conversation is spoken with relaxed pronunciation. Complete the sentences with the words you would hear if they were spoken with careful pronunciation. Then, listen once more and check your answers.

TIM: I didn't get a raise.

LINDA: Oh, Tim. I'm really sorry. But _____ is a great job.
1

TIM: It doesn't pay very well.

LINDA: _____ job helps people. That's important.
2

TIM: _____ right, but _____ pays well.
3 4

LINDA: Money isn't everything. _____ co-workers are nice.
5

TIM: _____ are really intelligent.
6

LINDA: So are _____.
7

TIM: _____ job is fun.
8

LINDA: _____ isn't fun?
9

TIM: Yeah, _____ right. _____ pays better, but my job is really fun.
10 11

DISCUSSION

Work in small groups.

Which is more important in a job—to make good money, to help people, or to have fun? Explain.