

**Now
I Got It!**

**A Fun Guide to
English Pronunciation**

Junko Chujo

SANSHUSHA

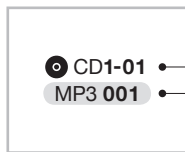
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■ 本書の音声ならびに動画の表示について



別売（採用時提供）の3枚組「教室用 CD」についての表示です。
(ハイフンの前がCDのディスク番号-ハイフンの後がトラック番号)

「音声ダウンロード&ストリーミングサービス」でのMP3ファイル番号です（通し番号になっています）。



ネイティブの専門家による発音モデル(動画)のご用意があります。
各ページのQRコードまたは下記URLからアクセスください。

*教室用に同内容のDVDのご用意もございます。

動画のモデル発音

Jenell Zamora, CCC-SLP

Speech Language Pathologist



01 : World Englishes

<https://www.youtube.com/watch?v=4K1-H2DLMmk>

02 : Model 1-1

<https://www.youtube.com/watch?v=nUjckRxn28M>

03 : Model 1-2

<https://www.youtube.com/watch?v=8p5tJAuXvhA>

04 : Model 1-3

<https://www.youtube.com/watch?v=PrVaRjAhZRY>

05 : Model 2-1

<https://www.youtube.com/watch?v=UmjMuwYO-5s>

06 : Model 3-1

<https://www.youtube.com/watch?v=AiJqyG9kk20>

07 : Model 4-1

<https://www.youtube.com/watch?v=rXqlrHzS4ls>

08 : Model 5-1

<https://www.youtube.com/watch?v=PI3kY3BKKKo>

09 : Model 8-1

<https://www.youtube.com/watch?v=ZgTIOEVFyOo>

10 : Model 10-1

<https://www.youtube.com/watch?v=cfylGMw0tqo>

11 : Model 11-1

https://www.youtube.com/watch?v=nss84_XZKcl

12 : Model 11-2

<https://www.youtube.com/watch?v=4UhEmNFwpyl>

はじめに

本書で学ぶみなさんへ

大学生であるみなさんは、英語をこれまで少なくとも6年間学習してきました。

大学生になった今、4技能のどの技能を特に伸ばしたいと思いませんか。大学で最も学びたいことは「話すこと」という大学生に対する調査結果もありました。しかし、みなさんも想像できるように、話す技能を身に着けるのはなかなか一朝一夕にできることではありません。

本書は、オーラル・コミュニケーションに必ず伴う「発音」に焦点をあてています。特に、日本人が注意して習得すべき発音要素を中心に勉強を進めます。本書を終えるころには、言いたいことが伝わりやすくなる英語が身についているはずですよ。

英語の発音が上手になるにはどのような勉強をすべきでしょうか。まず、日本語と英語の発音の構造的な違いを基礎知識として知ることが必要です。次に、身につけた知識を活かして実際に発音できるようになりましょう。教室の中で、頭と口と耳をしっかりと働かせて、個々の音を安定して出せるようになりましょう。そして英語らしいリズムやイントネーションに支えられた発音もできるようになりましょう。

このようなことができるようになるには、反復練習と練習の持続が必要です。練習を積み重ねること無しに安定した発音が身につくことはありません。

反復練習は、とすると単調で退屈になりがちです。本書では、皆さんが楽しみながら練習できるよう、早口言葉やチャンツ(曲のない歌)などリズム教材を多く用いました。また、発音とリスニングの勉強は平行して行うとより学習効果があがります。ですから、大部分の音声学習はリスニングを通して音のイメージをつかむことから始めます。

本書で勉強を続けると、次第に自分やクラスメートの発する音声について、その善し悪しや適切さ不適切さを判断でき、指摘できるようになります。クラスメートの発音を直してあげることもできます。この力はとても重要です。なぜなら、みなさんが今後授業外で英語の勉強を続けるときに大きな支えになるからです。また、実際のコミュニケーション場面で英語がうまく通じなくて困った時などに特に役に立つ力でもあるからです。

本書では、日本人大学生 Emi がアメリカのボストンを初めて訪ね、そこで世界から集まる同世代の人々と出会い、英語を共通語として交流を深めるというストーリーが展開されます。授業で学ぶ表現は、みなさんが旅行した時にそのまま現地で役立つ表現です。毎回の授業が近い将来の旅行のリハーサルという気持ちで一緒に楽しみましょう。

毎回の授業で“Now I got it!”と感じてもらうことを期待して。

Table of Contents

PREPARATORY INTRODUCTION UNIT	7
World Englishes	
• Recording Assignment 1	
UNIT 1 Eating Out – Fried Rice or Fried Lice?	13
• Consonants /l/, /r/ She sells seashells down by the seashore.	
CHANTS Seashells / Real Lemons	
UNIT 2 Check In – Woof! Woof! What is this sound?	24
• Consonant /w/ How much wood would you chuck if you could chuck wood?	
CHANTS Woodchuck	
UNIT 3 Sightseeing – Do you need a fan or a van, a vase or a base?	31
• Consonants /f/, /v/ A flea and a fly flew up in a flue.	
CHANTS Flea and Fly	
UNIT 4 Getting Directions – Thank you or sank you?	39
• Consonants /θ/, /ð/ 1. Thank the other three brothers of their father's mother's brother's side. 2. I thought a thought but the thought that I thought was not the thought that I thought that I thought.	
CHANTS Weather	
UNIT 5 Shopping – I'm on a seafood diet. I see food and I eat it.	48
• Consonants /s/, /z/, /ʃ/ She sells seashells down by the seashore.	
CHANTS Seashells	
UNIT 6 Review I (Units 1 – 5) – Let's check your progress!	57

UNIT 7 **Monitoring 1 / Presentation** 61

- Recording Assignment 2 • Self & Peer Monitoring 1
- Presentation Contest

UNIT 8 **Phone Calls – Do you need a cab or a cap?** 63

- Consonants /p/, /b/, /t/, /d/, /k/, /g/
 1. Peter Piper picked a peck of pickled peppers.
 2. A big black bug bit a big black bear!
 3. Can you can a can as a canner can can a can?

CHANTS Peter Piper

UNIT 9 **A Date? – What are English stress, rhythm and intonation?** 73

- English Pronunciation

CHANTS The ABC

UNIT 10 **Language School** – Do you know the most common English vowel called “schwa”? 82

- Vowels /æ/, /a/, /ə/
 1. Swan swam over the sea, swim, swan, swim!
 2. A big black bug bit a big black bear!
 3. Can you can a can as a canner can can a can?

CHANTS Swan

UNIT 11 **Hello From Japan – A horse says neigh, neigh, neigh.** 90

- Vowels /eɪ/, /iə/, /ɛə/, /uə/
 1. I ate eight eggs at eight.
 2. Their rare deer appeared near here.

CHANTS Dream

UNIT 12 **Review II (Units 1 – 11) / Monitoring 2** 96

- Review Activities
- Recording Assignment 3 • Self & Peer Monitoring 2

Assignments 101

Unit 1 ~ Unit 12

本書の構成

本書は、「本編 (Preparatory Unit ならびに Unit 1～Unit 12)」と「巻末付録 (Assignments)」で構成されています。

本編では、**16の子音**(Unit 1～Unit 5、Unit 8)、**超分節音(ストレス、リズム、イントネーション)**(Unit 9)、**7つの母音(二重母音を含む)**(Unit 10、Unit 11)の順に練習をします。練習する要素は、日本人が練習により音声コミュニケーションの障害を減らすことのできるものに絞っており、また、とくに焦点を当てているのが子音です。そして、発音についての気づきと理解が深まるよう、本編の中盤(Unit 9)で**英語の発音について要点を解説**しています。習得モデルは、**アメリカ標準英語**です。また、発音をモニターし、修正できるようになっているかを知識と技術の両面で確認する**復習ユニット**を配列しています (Unit 6、Unit 7、Unit 12)。とくに Unit 7 と Unit 12 の Monitoring コーナーでは、日頃練習した自分の発音を録画し、それをもとに自己チェックとクラスメイトとの相互チェックを行います (準備とやり方は、下記の Weekly Self-Training と p.12 の Recording Assignments ならびに、Unit 7、Unit 12 に指示されています)。

本編各 Unit の後半は、日本人大学生 Emi のボストン滞在を描いた **TOPIC DIALOGUE** です。会話の穴埋め問題に取り組みながら、実際のな会話を学ぶことができます。

巻末の Assignment は切り離して提出できるようになっています。**目標音を多く含んだリスニング問題**を用意しました。また、教室内での英語の学習を実世界と結びつけるよう、インターネットを使用し、オーセンティックな情報を取得することで完成するような課題も盛り込みました。英語のサイトから実際の情報を得ることで真の英語使用の経験と意味を感じ、英語学習に意義を見出してほしいと思います。

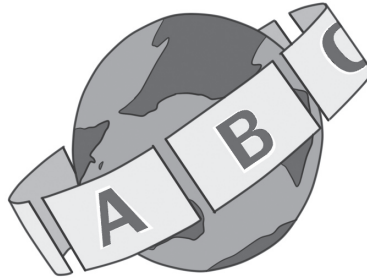
Practice makes perfect!

Weekly Self-Training

1. Underline the target sounds on the recording scripts. (Recording scripts ⇨ p. 12)
2. Practice reading aloud.
3. Record your reading.
4. Listen to your reading.
5. Listen to the model reading.
6. Compare the sounds and compare your performance with the model.
7. Practice again.
8. Record again.
9. Save the sound file when you feel comfortable with your performance.



World Englishes



1

Listen to the following explanation of World Englishes. Then, write down the missing words in the blanks.

CD1-01
MP3 001

There are an estimated (1.) billion people using English all over the globe. Some use it as their first language, some use it as a second language, and some as a (2.) language, like Japanese people. The ability of these English speakers differs. However, among these 2 billion English users, (3.) percent are non- (4.) speakers of English. In our current era, English is not just for the people of Great Britain, the United States, Canada, Australia and New Zealand. English is used by all people as the (5. 1 f) around the globe for (6.) communication.

A number of English varieties exist and Japanese English is one of the many varieties of English. Nevertheless, in actual communication, Japanese people often encounter difficulties in oral communication in English. Why is this so? There are a number of reasons, but one of the main reasons is (7.) . There are pronunciation points that Japanese English speakers need to acquire in order to be understood. Needless to say, the ability to (8.) other English speakers is also crucial in order to engage in spoken communication.

Let's develop your oral communication (9.) and join the community of World Englishes! Don't hesitate to (10.) in English!

2 Which of the following statements apply to the term “lingua franca”? Choose the appropriate statement from **A - D**.

- A. English has always been a lingua franca for international communication.
- B. Lingua franca is the language which Americans, Canadians, British, Australians, and New Zealanders speak.
- C. Lingua franca is a language spoken as first language in a particular part of the world.
- D. English is a lingua franca for international communication in today’s world.

3 Here are some messages from students from all over the world who were visiting Boston. Listen to the messages and let’s find out about them.



CD1-02 MP3 002

1 Sada

- Country** A. Germany B. Scotland C. New York
- Stay in Boston**
- A. A month B. A weekend C. Ten days



CD1-03 MP3 003

2 Georgia

- Country** A. Norway B. India C. Italy
- Hello in Her Language**
- A. Olá B. Buon giorno C. Ciao
- Major** A. Physics B. Psychology C. Science
- Hobby** A. Volleyball B. Basketball C. Badminton



CD1-04 MP3 004

3 Wesley

- Country** A. Brazil B. Venezuela C. Bosnia
- Hello in His language**
- A. Ciao B. Namaste C. Olá
- Occupation** A. Singer B. Student C. Engineer
- Major** A. Art B. Engineering C. Communication



4 **Jade**

Country A. Philippines B. Thailand
C. South Korea

Hello in Her Language

A. An-nyeyong B. Namaste C. Sawatdi

Occupation A. Singer B. Student C. Novelist

Major in Her Country

A. Music B. Accounting C. Architecture



5 **Pia**

Country A. Jamaica B. Switzerland C. Germany

Hello in Her Language

A. Guten Tag B. Ni hao C. Hej

Occupation A. Doctor B. Ph.D. student & scientist

C. Yoga instructor

Hobby A. Singing B. Sailing C. Dancing



6 **Amy**

Country A. Austria B. U.S.A. C. Australia

Major in Her Country

A. Media & communications B. Arts

C. Music

Hobby A. Fishing B. Watching movies

C. Singing



7 **Nicole**

Country A. Australia B. U.S.A. C. Austria

Current Place to Study

A. New England B. Mexico C. New York

Hobby A. Visit cafés B. Open cafés C. Shopping



8

Salma

- Country** A. Canada B. U.S.A. C. France
City A. San Jose B. San Francisco
 C. New York
Specialized Field of Study
 A. Clinical psychology B. Medicine C. Math



9

Emi

Konnichiwa! I'm Emi from Japan. I am a freshman at a Japanese university. I am majoring in education. I am hoping my first visit to the U.S. will be a wonderful experience. It's nice to meet you all! Let's have a good time together!



4

Write your own self introduction and join the community of World Englishes! Find a partner and introduce yourself to him / her. Then write down your partner's introduction.

10

Hello! My name is _____

11

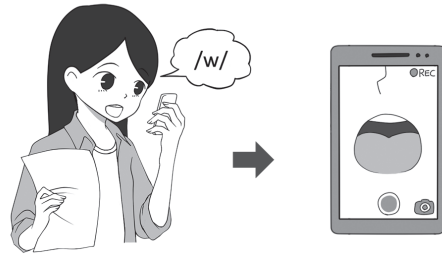
My partner's name is _____

Recording Assignment 1

Due Date

First (1) :

- 1 Using your own voice, video record the following script with a computer or a cellular phone.



- 2 Save the files and send them to the following email address as attachment files:

✉ Email address

The subject of the email and file name should be as follows: day of the week, class period, name, English student identification number (ESIDN) and First (1) recording.

Ex: The subject of the email → Mon-3-Emi Hirata-38-(1)

The file name → File1-Mon-3-Emi Hirata-38-(1)

- 3 If you were not successful either in recording or in sending the file, please do not worry. We can find a solution in the next class. Just save your files.

Recording Scripts

File 1

fa wa tha la sha ra va sa tha wa za
(thank) (that)

ra fa tha sa tha la va za sha
(thank) (that)

File 2

lead wood van those sip sheet light fast
sink right vase think these what zero read
ship thought fan zest

Woof! Woof! What is this sound?

TONGUE TWISTER

CD1-28

MP3 028

Listen to the following tongue twister and try to say it five times.

How much wood would you chuck if you could
chuck wood?

How many sounds of /w/ do you hear? → /w/ ()

PRONUNCIATION FOCUS

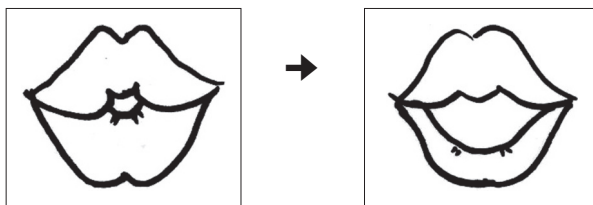
CD1-29

MP3 029

Step ① Here is today's pronunciation point: /w/. This sound is used in words such as "what" and "swim."

/w/ の発音

- ① □を軽くすぼめて、スタートの形を作ります（日本語の「ウ」よりも□をすぼめます。□笛を吹くことができるくらいの緊張した状態です。舌は引いた状態です）。
- ② 喉の奥の筋肉を絞り、うなり声を出します。
- ② **急速に緊張を解く**と同時に息を吐きながら、次の母音を出します。



Lip movement change

- ♪ /w/ の音は持続されず、すぐに次の母音の構えに移行します。そのため、音声学の用語では「移行音」(glide) または「半母音」(semi-vowel) と呼ばれています。小さくせぼめられた息の通り道が急に広くなるという点がこの音の特徴です。
- ♪ Unit 1 で練習した /l/ と /r/ はどこでそれぞれの音を出すのかつづりで判断できました。/w/ の場合、語中で “w” とつづられていても /w/ の音を出すとは限りません（例、how, two, window）。また、“**o**nce”, “**qu**ick”, “**di**stinguish” などは、“w” のつづりが含まれていませんが、/w/ の音が含まれています。
- ♪ /w/ は語尾には現れません。

Evaluate Yourself!

Use a mirror and check your articulation.

Read aloud!

/w/ wa wi wu we wo



How is your articulation?

Not good... or Good!

If you are not doing well, ask for help **now!**

Your classmates or teacher will be happy to help you.



Model 2-1

Step ② Take a look at the video clip and imitate the modeling.

Step ③ Practice saying A below with the beat. Then, create B and model it for your partner. Exchange the textbook with your partner and practice his/her B.

Rhythmic Reading Aloud Practice

A	wa we wi wu / wa we wi wu we wo wa wo / we wi wo wu / wa we wi wo wu we wa wo / <u>wu wi wa wo</u> / we
B	

Step ④ Find the sound of /w/ in the **TONGUE TWISTER** section and write how many times you hear it in the blank. Then, try to say it carefully and slowly.

Step ⑤ Listen and write down the following words and phrases that contain the sound of /w/ in the blanks. Then, underline all the sounds of /w/. Each word and phrase is repeated twice.

CD1-30
MP3 030

1	2	3	4
5	6	7	8
9	10	11	12
13	14	15	16
17	18	19	20
21	22		

23

24

25

26

(Your Score / 26 Points)

Step ⑥ Keep practicing the /w/ sound. Practice the previous words and phrases in **Step ⑤** with the beat.

CD1-31
MP3 031

CHANTS

Listen to the following chant and fill in the blanks. Then, underline all the /w/ sounds.

CD1-32
MP3 032

Woodchuck

How much wood (1.) a woodchuck chuck
(2.) (3.) woodchuck (4.) chuck wood?

A woodchuck would (5.) as much (6.) (7.)
(8.), if a woodchuck (4.) chuck (8.).

Word List

a wood he chuck as would if could



Woodchuck

Since woodchucks dig holes and live underground, they are also called “groundhogs.”

EXERCISE 1

Listen to the words and circle the one you hear. Then, write the meaning. Each word is repeated twice.

EXERCISE

A&B

CD1-33

CD1-34

MP3 033

MP3 034

	A	B		A	B
1	will (意志)	ill ()	2	wool ()	cool ()
3	would ()	could ()	4	rule ()	wool ()
5	tall ()	wall ()	6	met ()	wet ()
7	he ()	we ()	8	wood ()	hood ()

(Your Score / 8 Points)

EXERCISE 2

The following sentences from one to five give the **definitions** of English words that all contain /w/ sounds. Find the word and write in the missing letters.

CD1-35

MP3 035

- The woman that a man is married to: a married woman. ⇒ __ F __
- The fourth day of the week. ⇒ _____
- The wife of a king. ⇒ ___ E _
- The planet earth. ⇒ ___ L _
- To move through the water by movements of the arms and legs or of flippers, fins, tail, etc.
⇒ _____



TOPIC DIALOGUE

After Emi has a meal at the airport, she is ready to leave. She decides to take a taxi. She shows the address and a map to the driver and arrives at the hostel. Then, after she checks in, she meets one of her roommates.

CD1-36
MP3 036



LISTENING

Listen to the dialogue without looking at your textbook.



DICTATION

Listen to the dialogue again and fill in the blanks. Answer choices are listed at the end of the section.

CD1-37
MP3 037

Taxi Driver: Where to?

Emi: **Boston International Hostel, please. Here is the address.**

Taxi Driver: Let's see... All right.

Emi: **How long will it take?**

Taxi Driver: Um.... About twenty minutes or so.

Emi: **All right.**

The taxi arrives at the hostel.

Taxi Driver: Here we are. That will be twelve-twenty.

Emi: **Here you go. Keep the change, please.**



Emi receives her luggage and enters the hostel.

Emi: **Hello.**

Receptionist: Hi! May I help you?

Emi: Yes, (1.) . **My name is Emi Hirata. I have a reservation here.**

Here is the (2.) form.

Receptionist: What's your last name again?

Emi: **Hirata. H, I, R, A, T, A.**

Receptionist: Oh, Hirata. (3.) to Boston. Let me see.... (Checking the computer...) Yes, you have a reservation for 8 nights, 9 days.

Emi: **Yes, that's right.**

Receptionist: Ok, you are in (4.) 211, bed number one. I will write it down for you. And... the (5.) is \$280.

Emi: Ok. Umm... can I use a credit card?

Receptionist: Sure. Do you remember your PIN number?

Emi: Yes I do remember.

Receptionist: Great. Enter it (6.), please. Thank you. Here is your receipt ... and the key. Also I will give you the linens and towels. Please (7.) them back here when you (8.) out.

Emi: All right, thank you.

Emi goes upstairs, knocks on the door, and is ready to open the door with her key card.

Emi: Hello!

Yan: Hi!

Emi: Let's see... My bed number is (9.)... Which one is it?

Yan: This is yours. It says one, (10.).

Emi: Oh, thank you. I'm Emi.

Yan: Hi, I am Yan from (11.).

Emi: I'm from Japan. Nice to meet you.

Yan: Nice to meet you, too. So, how long will you (12.) here?

Emi: Ah... for eight nights. And you?

Yan: I (13.) stay long. I'll be here (14.) Wednesday. Then, I am going to Washington D.C. to visit my friends.

Emi: Oh, how nice! So, how do you like Boston so far?

Yan: I like it very much. It's a beautiful city. Just the weather hasn't been very good. It has been raining and the (15.) been so strong. But the (16.) forecast says tomorrow (17.) be a beautiful day.

Emi: Oh, I'm glad to hear that. So, are you ready to go to bed?

Yan: Yes, I (18.) around all day, so I am pretty (19.).

Emi: Ok, well.... good night.

Yan: See you in the (20.).

Word List

total won't please walked here(2) check will reservation weather
until welcome bring tired room be one Malaysia wind's morning



COMPREHENSION CHECK

Listen to the dialogue again and answer the questions.

CD1-38
MP3 038

- Q1. How many days does Emi plan to stay in the hostel?
(A) nine (B) five (C) ten (D) seven
- Q2. Circle the item Emi does NOT receive after she pays the money at the reception.
(A) card key (B) voucher (C) linens (D) towels
- Q3. Where is Yan from?
(A) Indonesia (B) Mexico (C) Malaysia (D) Portugal
- Q4. Why will Yan go to Washington D.C. after visiting Boston?
To _____.
- Q5. How much in U.S. dollars **per night** does it cost for Emi to stay in this hostel?
_____ dollars.



TRAVEL TIPS

- Tipping the taxi driver is not a familiar custom in Japanese society. In the U.S., however, it is considered a courtesy to give 10 to 15 percent when you leave the car or after receiving help with your luggage.
- When you get out of the taxi, please make sure you close the door by yourself. Unlike taxis in Japan, the door will not open or close automatically.

Congratulations!

Now, you can ride in a taxi
and get around!

