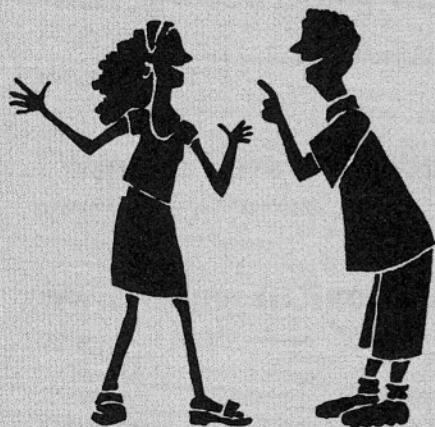


**SECOND EDITION**

# Whaddaya Say?

*Guided Practice  
in Relaxed Speech*



**NINA  
WEINSTEIN**



## **Dedication**

I dedicate this book to my husband, David, and son, Joshua, for being patient with my busy schedule and understanding why this book is so important.

### **Whaddaya Say? Guided Practice in Relaxed Speech, Second Edition**

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Cover design: Ann France  
Text design: Patricia Woszczyk  
Text composition: Carlisle Communications  
Text art: Don Robb, Penny Carter

### **Library of Congress Cataloging-in-Publication Data**

Weinstein, Nina J.

Whaddaya say? Guided Practice in Relaxed Speech / Nina Weinstein.—2nd ed. p. cm.  
ISBN 0-201-67040-2

1. English language—Textbooks for foreign speakers. 2. English language—Spoken English—Problems, exercises, etc. 3. English language—Idioms—Problems, exercises, etc.  
I. Title.

PE1128 .W4264 2000  
428.3'4—dc21

00-051447

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Where will	→	*Where'll
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Why will	→	*Why'll

## Unusual Contractions

Who are	→	*Who're
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# 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.

### **ACKNOWLEDGMENTS**

I’d like to thank my development editor, Megan Webster, for her careful comments, and the wonderful production staff for their detailed work. Penny Laporte is an incomparable joy to work with, and her important comments certainly focused the material. Louisa Hellegers and Eleanor Barnes were very helpful and insightful at every turn.

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?*

## 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 <sup>1</sup> is a great job.

TIM: It doesn't pay very well.

LINDA: <sup>2</sup> job helps people. That's important.

TIM: <sup>3</sup> right, but <sup>4</sup> pays well.

LINDA: Money isn't everything. <sup>5</sup> co-workers are nice.

TIM: <sup>6</sup> are really intelligent.

LINDA: So are <sup>7</sup>.

TIM: <sup>8</sup> job is fun.

LINDA: <sup>9</sup> isn't fun?

TIM: Yeah, <sup>10</sup> right. <sup>11</sup> pays better, but my job is really fun.

## DISCUSSION

Work in small groups.

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

# 3

## I Have the Perfect Car for You



for → \*fer

**For** doesn't become **\*fer** if stressed or if it's not followed by another word. EXAMPLE:  
**Who's this for?**

### 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

JOHN: I'm looking for a car.

SALESPERSON: Okay. For a new car?

JOHN: No. For a used car.

SALESPERSON: For a recent model?

JOHN: Yes. For a late model economy car.

SALESPERSON: What price do you have in mind for the car?

JOHN: Around \$8,500. What's your price range for economy cars?

SALESPERSON: You can't buy a late model for \$8,500.

JOHN: You're sure?

SALESPERSON: Yes, sir. But I have a very nice late model for \$11,900.

##### Relaxed (Fast) Pronunciation

JOHN: I'm looking \*fer a car.

SALESPERSON: Okay. \*Fer a new car?

JOHN: No. \*Fer a used car.

SALESPERSON: \*Fer a recent model?

JOHN: Yes. \*Fer a late model economy car.

SALESPERSON: What price do you have in mind \*fer the car?

JOHN: Around \$8,500. What's \*yer price range \*fer economy cars?

SALESPERSON: You can't buy a late model \*fer \$8,500.

JOHN: \*Yer sure?

SALESPERSON: Yes, sir. But I have a very nice late model \*fer \$11,900.

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

## COMPREHENSION

Answer these questions about the conversation.

1. What kind of car is John looking for?
2. How much does he want to spend?
3. Do you think this is enough money to buy a late model car? Explain.
4. Does the salesperson think this is enough money? Explain.
5. What does the salesperson offer John?
6. What do you think John will say next?

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. Is John happy when he sees the car? Explain.
2. What does the salesperson say about each problem with the car?
3. What would John have to do to fix the car?
4. Would you buy a car from this salesperson? Why or why not?

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.

SALESPERSON: Looking \_\_\_\_\_ a car, sir?  
1

JOHN: Yes. \_\_\_\_\_ a used car.  
2

SALESPERSON: \_\_\_\_\_ a used car? \_\_\_\_\_ in the right place.  
3 4

JOHN: A late model economy car \_\_\_\_\_ city driving. It's  
5  
\_\_\_\_\_ my family.  
6

SALESPERSON: Say no more. I have the perfect car \_\_\_\_\_ city  
driving. \_\_\_\_\_ family will love it. Follow me.  
7 8

JOHN: Is *this* it?

SALESPERSON: This is the one. Isn't it beautiful?

JOHN: But the paint's chipped.

SALESPERSON: No problem. \_\_\_\_\_ a few extra dollars, we'll fix  
9  
that \_\_\_\_\_ you. It'll look just like new.  
10

JOHN: How many miles has it got?

SALESPERSON: Oh, around 95,000. But \_\_\_\_\_ a few extra dollars,  
11  
we'll rebuild the engine. It'll be just like new.

JOHN: The tires are bald.

SALESPERSON: \_\_\_\_\_ right. But \_\_\_\_\_ a few more dollars, we'll  
12 13  
put on new tires. This will be a beautiful car \_\_\_\_\_ family.  
14 15

## DISCUSSION

Work in small groups.

Compare this salesperson to salespeople you've met.

# 4

## Where Are the Bags of Chips?



*of* ————— \**a*

*Of* doesn't become \**a* if stressed, or if it's not followed by another word. EXAMPLE:

- A: Is it 3:00?  
B: No. It's ten *of*.

### 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

JULIE: The party's tonight. I've invited a lot of people.

SHOKO: Then, let's go shopping. It's already a quarter of three.

JULIE: You're right. It's late. Let's make a list.

SHOKO: Okay. We need a case of soda.

JULIE: Right. We also need a bag of pretzels.

SHOKO: What about a few bags of chips?

JULIE: Okay. And a couple of packages of cheese for the dip.

SHOKO: Great. Your cheese dips are always so good.

JULIE: Thanks. We need a couple of other things, too.

SHOKO: Wait. I don't have my credit card. Do you have yours?

##### Relaxed (Fast) Pronunciation

JULIE: The party's tonight. I've invited a lot \*a people.

SHOKO: Then, let's go shopping. It's already a quarter \*a three.

JULIE: \*Yer right. It's late. Let's make a list.

SHOKO: Okay. We need a case \*a soda.

JULIE: Right. We also need a bag \*a pretzels.

SHOKO: What about a few bags \*a chips?

JULIE: Okay. And a couple \*a packages \*a cheese \*fer the dip.

SHOKO: Great. \*Yer cheese dips are always so good.

JULIE: Thanks. We need a couple \*a other things, too.

SHOKO: Wait. I don't have my credit card. Do you have \*yers?

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

## COMPREHENSION

Answer these questions about the conversation.

1. What are Julie and Shoko planning to do? When?
2. What do you think their relationship is?
3. How much cheese will they buy?
4. What other food do they need?
5. Who will pay for the food? Why?
6. Do you think they planned well for the party? 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 food does Julie buy?
2. In which aisles does she find each kind of food?
3. Do you think Julie's party food is nutritious? Explain.
4. What party food would be more nutritious?
5. What time is the party?
6. What does Julie need to do before the party?

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.

JULIE: Excuse me. Where's the milk?

CHECKER: It's down aisle 15.

JULIE: Thanks.

CHECKER: Excuse me, Miss. \_\_\_\_\_ going the wrong way. Aisle  
15 is on \_\_\_\_\_ left.  
2

JULIE: Oh! Thank you. (*to herself*) I need three cartons \_\_\_\_\_  
milk and a few cartons \_\_\_\_\_ orange juice.  
4

(*to clerk*) Excuse me. Where are the boxes \_\_\_\_\_ cookies?  
5

CLERK: Go down aisle 10. They're at the end \_\_\_\_\_ the aisle.  
6  
They're beside the cans \_\_\_\_\_ nuts.  
7

JULIE: Thanks. Oh! I also want meat \_\_\_\_\_ hamburgers.  
8

Where's the meat section?

CLERK: It's at the end \_\_\_\_\_ aisle 1. Aisle 1 is on \_\_\_\_\_  
9 right, in the corner \_\_\_\_\_ the store.  
11

JULIE: One more thing. I need buns \_\_\_\_\_ the hamburgers.  
12

CLERK: Hamburger buns are at the end \_\_\_\_\_ aisle 2, near the crackers.  
13

JULIE: Thank you. (*to another shopper*) Excuse me. What time is it?

SHOPPER: It's ten \_\_\_\_\_ four.  
14

JULIE: (*to herself*) Oh, my gosh! I need to make all \_\_\_\_\_ the food \_\_\_\_\_  
15 the party in two hours!  
16

## DISCUSSION

Work in small groups.

What food do you usually have at parties? Discuss.

# 5

## Do You Like the Internet?



*you* ————— \*ya

*You isn't pronounced \*ya 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

JOSH: Grandpa, do you like the Internet?

GRANDPA: No. You can't do anything on the Internet.

JOSH: Do you know how to use the Internet?

GRANDPA: Well, no. Do *you*?

JOSH: Sure. I'll show you.

GRANDPA: No, thanks. The Internet's for young people.

JOSH: The Internet's for everybody.

GRANDPA: Okay. How do you use the Internet?

JOSH: Well, first, you find your Internet software on your computer screen.

GRANDPA: Internet software? What are you talking about?

##### Relaxed (Fast) Pronunciation

JOSH: Grandpa, do \*ya like the Internet?

GRANDPA: No. \*Ya can't do anything on the Internet.

JOSH: Do \*ya know how to use the Internet?

GRANDPA: Well, no. Do *you*?

JOSH: Sure. I'll show \*ya.

GRANDPA: No, thanks. The Internet's \*fer young people.

JOSH: The Internet's \*fer everybody.

GRANDPA: Okay. How do \*ya use the Internet?

JOSH: Well, first, \*ya find \*yer Internet software on \*yer computer screen.

GRANDPA: Internet software? What are \*ya talking about?

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

## COMPREHENSION

Answer these questions about the conversation.

1. How old do you think Josh's grandfather is? Why?
2. How old do you think Josh is? Why?
3. Do you think his grandfather has used a computer before? Explain.
4. Is his grandfather interested in the Internet? Explain.

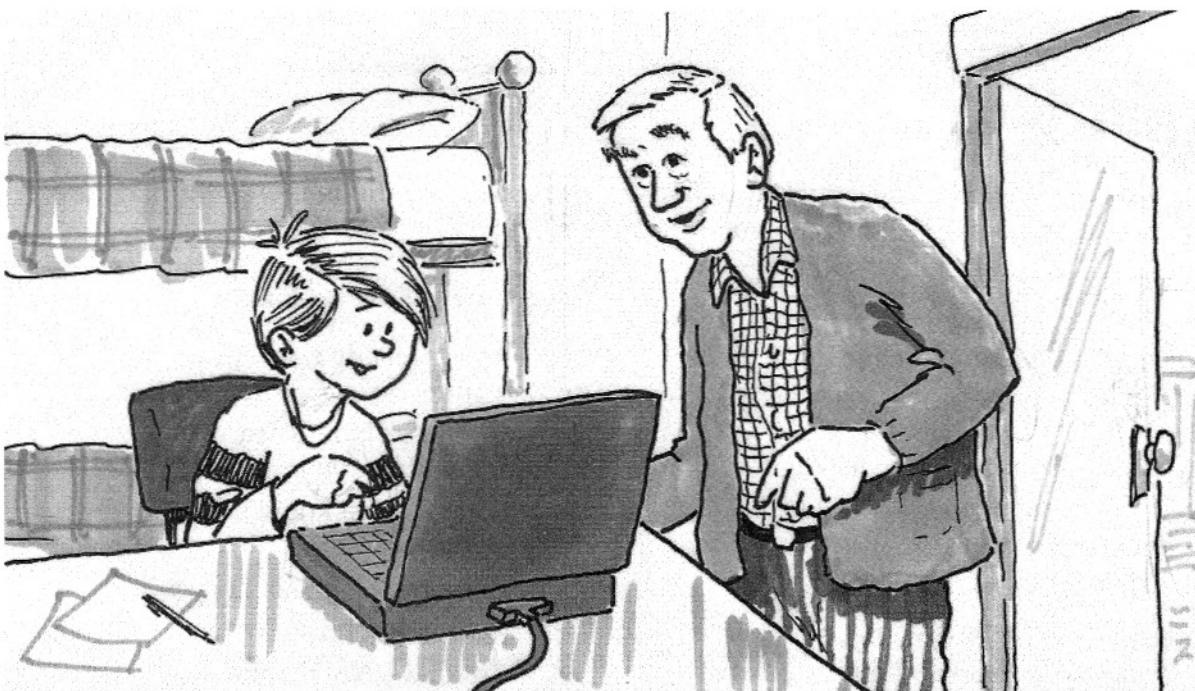
Now, work with a partner and compare your answers.

## 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. Why doesn't Josh's grandfather want to find his movie on the Internet?
2. How do you get on the Internet?
3. Why does Josh's grandfather say, "You're almost ready to retire and buy a home in Florida"? Is he serious?
4. How does Josh's grandfather feel about the Internet by the end of the conversation?

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.

GRANDPA: Let's do something fun today. Let's see Jackie Chan's new movie.

JOSH: Okay. Let me find <sup>1</sup> movie on the Internet.

GRANDPA: Thanks, but that'll take <sup>2</sup> too long. I just want—

JOSH: Look! There's Jackie Chan's latest movie! *Trading Kicks*.

GRANDPA: Wow! How do <sup>3</sup> do that so fast?

JOSH: It's easy. First <sup>4</sup> open <sup>5</sup> Internet software like this. Then <sup>6</sup> type "Jackie Chan" here. That's all.

GRANDPA: <sup>7</sup> just a child, and <sup>8</sup> already know so much about the Internet.

JOSH: Grandpa, I'm ten years old, <sup>9</sup> know!

GRANDPA: Right. <sup>10</sup> ten years old. <sup>11</sup> almost ready to retire and buy a home in Florida.

JOSH: Very funny, Grandpa.

GRANDPA: Look at this! The Internet gives <sup>12</sup> information about all <sup>13</sup> Jackie Chan's movies!

(Twenty minutes later)

JOSH: Grandpa, are <sup>14</sup> still on the Internet? When will <sup>15</sup> be ready to leave <sup>16</sup> the movie?

## DISCUSSION

Work in small groups.

Do you know many elderly people who like the Internet? What do you think is the most interesting part of the Internet? Explain.



# Let's Go Shopping

**-ing endings → \*-in'**

**Most native English speakers do not use the \*-in' pronunciation for all -ing endings. The \*-in' pronunciation is most often used with continuous verb tenses. The \*-in' pronunciation is very informal.**

## 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

NANCY: Well, hi! You're shopping here, too!

KIM: Not really. I'm just looking around. So, how have you been?

NANCY: Great. I'm shopping with my sister. She's over there.

KIM: Is that your sister? The tall woman in front of the jackets?

NANCY: Yes. She's looking for a jacket for work.

KIM: Are you shopping for work clothes, too?

NANCY: No. I'm looking for a pair of jeans like yours.

KIM: Oh. I found these here last week for 30 percent off.

NANCY: For 30 percent off? Thanks for telling me.

KIM: Well, nice seeing you again. I hope you find what you're looking for.

#### Relaxed (Fast) Pronunciation

NANCY: Well, hi! \*Yer \*shoppin' here, too!

KIM: Not really. I'm just \*lookin' around. So, how have \*ya been?

NANCY: Great. I'm \*shoppin' with my sister. She's over there.

KIM: Is that \*yer sister? The tall woman in front \*a the jackets?

NANCY: Yes. She's \*lookin' \*fer a jacket \*fer work.

KIM: Are \*ya \*shoppin' \*fer work clothes, too?

NANCY: No. I'm \*lookin' \*fer a pair \*a jeans like \*yers.

KIM: Oh. I found these here last week \*fer 30 percent off.

NANCY: \*Fer 30 percent off? Thanks \*fer \*tellin' me.

KIM: Well, nice \*seein' \*ya again. I hope \*ya find what \*yer \*lookin' for.

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

## COMPREHENSION

Answer these questions about the conversation.

1. What's Nancy doing?
2. How does Nancy greet Kim?
3. What are other ways to greet someone?
4. How well do you think Nancy and Kim know each other? Explain.
5. Why does Nancy thank Kim?
6. How does Kim say "good-bye"?
7. What are other ways to say "good-bye" in this situation?

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 kind of jeans does Nancy want?
2. Does Nancy know where the dressing room is at first? Explain.
3. How does she ask for more information about the dressing room?
4. What are other ways to ask for more information if you don't understand something?
5. Does Nancy like the fitted jeans? Explain.
6. Why does the salesperson suggest designer jeans?
7. What do you think Nancy will say next?

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.

SALESPERSON: May I help \_\_\_\_\_? 1

NANCY: Yes. I'm \_\_\_\_\_ some jeans. 2 3

SALESPERSON: Are \_\_\_\_\_ fitted 4 5 6  
jeans, baggy jeans . . .

NANCY: Fitted jeans in a size 12.

SALESPERSON: We have two styles in \_\_\_\_\_ size. Here \_\_\_\_\_  
are. Why don't \_\_\_\_\_ try them on in the dressing room over there? 7 8 9

NANCY: Excuse me. *Where's* the dressing room?

SALESPERSON: Over there. In the corner \_\_\_\_\_ the store, on  
\_\_\_\_\_ right. 10 11

(*A few minutes later*)

SALESPERSON: So, how were they?

NANCY: They were a little big, but that's okay. I'm really \_\_\_\_\_  
\_\_\_\_\_ dressier jeans. 12 13 14 15  
to a play, \_\_\_\_\_ to a movie . . . 16

SALESPERSON: Dressy jeans . . . Well, \_\_\_\_\_ might be interested in  
\_\_\_\_\_ a look at our designer jeans. A lot \_\_\_\_\_  
\_\_\_\_\_ people are \_\_\_\_\_ designer jeans \_\_\_\_\_ evening wear. 17 18 19 20 21

NANCY: Okay. Where are they?

SALESPERSON: Behind \_\_\_\_\_. 22 23 24  
in front \_\_\_\_\_ them. 25

## DISCUSSION

Work in small groups.

What do people you know wear to go out at night? Discuss.

## 7

# What Are You Doing This Weekend?



*What do you* }  
*What are you* } → \*Whaddaya

A related form, \*Whadda, is used when *What do* is followed by either *we* or *they*. EXAMPLES:

\*Whadda we need?  
 \*Whadda they want?

## 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

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?

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

What are you doing?

TIM: I'm writing it down.

#### 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 . . .

\*Whaddaya \*doin'?

TIM: I'm \*writin' it down.

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

## COMPREHENSION

Answer these questions about the conversation.

1. What does Kenji want to do?
2. Does Tim want to do this? Explain.
3. Do you think Tim has ever gone bungee jumping? Explain.
4. What food does Kenji suggest?
5. Do you think this food is a good choice for bungee jumping? Explain.

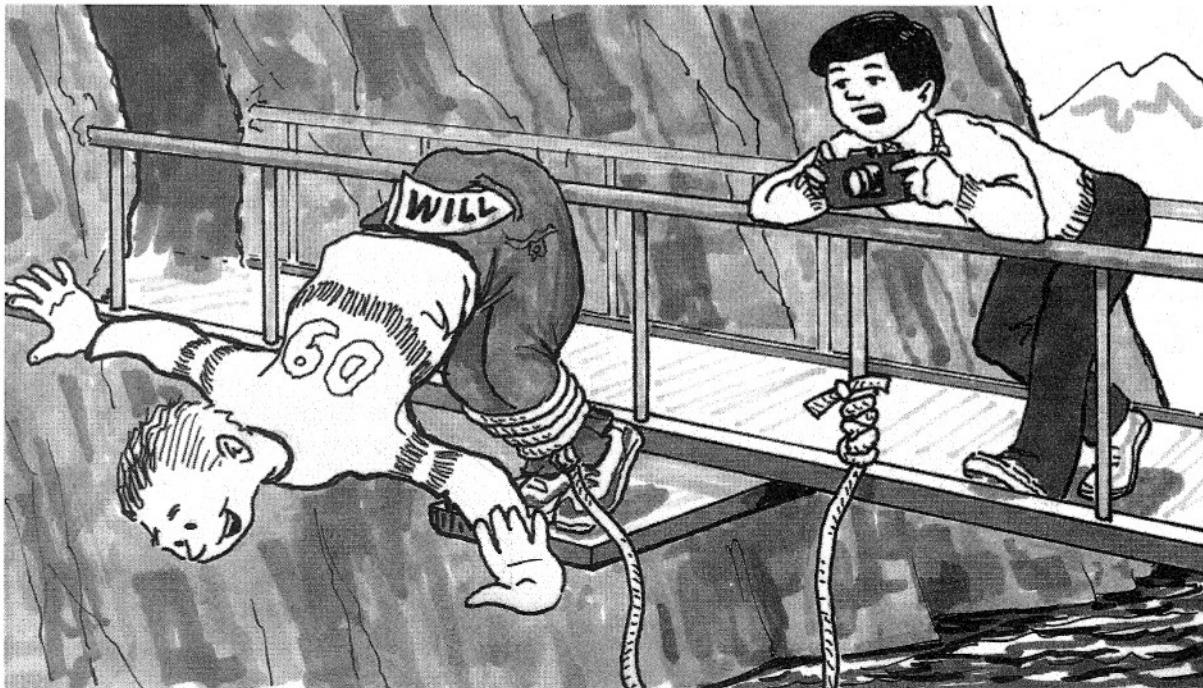
Now, work with a partner and compare your answers.

## 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 Kenji's advice about food and drink before the jump?
2. Why do you think Kenji gives this advice?
3. Who wants to jump first? Explain.
4. Why do you think Tim's writing a "will"?

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.

KENJI: So, \_\_\_\_\_ think we  
1                    2                    3  
should do first?

TIM: \_\_\_\_\_ say to  
4                    5                    6  
7                    some lunch? Should we eat before we bungee jump?

KENJI: No, that's not a good idea. Tim, \_\_\_\_\_  
8                    9  
10                  11                  ?

TIM: Soda.

KENJI: Water is better.

TIM: I drank all \_\_\_\_\_ my water. Could I have some \_\_\_\_\_  
12                  13  
14                  ?

KENJI: Sure, but don't drink too much before \_\_\_\_\_ jump. Now, let's get ready.  
15

TIM: \_\_\_\_\_ we need to do?  
16                  17

KENJI: Decide who's \_\_\_\_\_ first. You look ready.  
18

TIM: \_\_\_\_\_ mean? I'm not ready.  
19                  20                  21

KENJI: Tim, \_\_\_\_\_  
22                  23                  24  
25                  ?

TIM: My "will."

## DISCUSSION

Work in small groups.

What's the most exciting outdoor activity you like or would like to do? Explain.



# I Want to Have a Hamburger

*want to* → \**wanna*

## 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

JACK: What do you want to do?

KAREN: I'm starving. I want to eat out.

JACK: Okay. Where do you want to eat?

KAREN: I'm not sure. I don't want to spend a lot of money.

JACK: Hmm. Do you want to try Tom's Burgers?

KAREN: Maybe. Do they have low-fat lunches?

JACK: Sure. What do you want to have?

KAREN: I want to see the menu first.

JACK: When do you want to go there?

KAREN: I'm really hungry. I want to go there right now.

#### Relaxed (Fast) Pronunciation

JACK: \*Whaddaya \*wanna do?

KAREN: I'm \*starvin'. I \*wanna eat out.

JACK: Okay. Where do \*ya \*wanna eat?

KAREN: I'm not sure. I don't \*wanna spend a lot \*a money.

JACK: Hmm. Do \*ya \*wanna try Tom's Burgers?

KAREN: Maybe. Do they have low-fat lunches?

JACK: Sure. \*Whaddaya \*wanna have?

KAREN: I \*wanna see the menu first.

JACK: When do \*ya \*wanna go there?

KAREN: I'm really hungry. I \*wanna go there right now.

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

### COMPREHENSION

Answer these questions about the conversation.

1. In choosing a restaurant, what's important to Karen?
2. What kind of place is Tom's?

3. What kinds of food do you think you would find there?
4. How much do you think this food would cost?
5. Has either Karen or Jack been to Tom's before? 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 do Jack and Karen order for lunch?
2. Whose lunch is better? Why?
3. What doesn't Karen want to have? What could be the reason?
4. Who should pay for the lunches?
5. What's another way to offer to pay for someone's lunch?
6. Choose a more nutritious lunch for Jack and Karen. Explain your choices.
7. What would you order if you were eating at Tom's Burgers?

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.

JACK: \_\_\_\_\_  
1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_  
\_\_\_\_\_ have?  
5

KAREN: Let's see. I \_\_\_\_\_ try a chicken sandwich.  
6 \_\_\_\_\_ 7

JACK: I \_\_\_\_\_ have a cheeseburger and some fries.  
8 \_\_\_\_\_ 9 \_\_\_\_\_  
10 \_\_\_\_\_ 11 \_\_\_\_\_ 12 \_\_\_\_\_ 13 \_\_\_\_\_  
\_\_\_\_\_ drink?  
14

KAREN: I don't \_\_\_\_\_ have a lot \_\_\_\_\_  
15 \_\_\_\_\_ 16 \_\_\_\_\_ 17 \_\_\_\_\_  
sugar. I'll have a large apple juice.

JACK: I \_\_\_\_\_ try a chocolate shake. I hear the  
18 \_\_\_\_\_ 19 \_\_\_\_\_  
shakes here are very good.

CLERK: Can I help \_\_\_\_\_ ?  
20

KAREN: We \_\_\_\_\_ order a chicken sandwich, a  
21 \_\_\_\_\_ 22 \_\_\_\_\_  
cheeseburger, one order \_\_\_\_\_ fries, a large apple juice, and a  
23 \_\_\_\_\_  
chocolate shake.

CLERK: That'll be \$11.15.

JACK: Here \_\_\_\_\_ are.  
24

KAREN: (to Jack) No, no. I \_\_\_\_\_ pay  
25 \_\_\_\_\_ 26 \_\_\_\_\_  
lunch. You paid \_\_\_\_\_  
27 \_\_\_\_\_ 28 \_\_\_\_\_ 29 \_\_\_\_\_  
my lunch last time.

JACK: But—

KAREN: No. I insist.

JACK: Thank you. That's really nice \_\_\_\_\_ .  
30 \_\_\_\_\_ 31

KAREN: (*to the clerk*) Here \_\_\_\_\_ are. (*She hands the clerk a \$20 bill.*)  
32

CLERK: (*counting back the change*) \$11.20, \$.25, \$.50, \$.75, \$12.00, \$13.00, \$14.00, \$15.00 and \$20.00.

Thank \_\_\_\_\_ very much.  
33

KAREN: Thank you.

## DISCUSSION

**Work in small groups.**

Make a list of everything you ate yesterday. How nutritious was this food? Discuss.

## 9

# We're Going to See "The Monster That Ate Cleveland"



*going to + verb* → \**gonna*

The \**gonna* pronunciation isn't used when there's no verb following *to*. EXAMPLE:  
*I'm going to a movie.*

## 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

LISA: Oh, are you going to pay our bills tonight?

ANN: I'm going to try.

LISA: Thanks. I want to handle our money soon, but I'm so busy. So, what are you going to pay first?

ANN: First? Well, we're not going to have enough money for this month's electric bill.

LISA: You're not going to pay this month's electric bill?

ANN: Oh, I'm going to pay it, but not right now.

LISA: When are you going to pay it?

ANN: I'm going to pay it after I pay last month's water bill.

LISA: You haven't paid last month's water bill?

ANN: No. I'm going to pay last month's rent first.

#### Relaxed (Fast) Pronunciation

LISA: Oh, are \*ya \*gonna pay our bills tonight?

ANN: I'm \*gonna try.

LISA: Thanks. I \*wanna handle our money soon, but I'm so busy. So, \*whaddaya \*gonna pay first?

ANN: First? Well, we're not \*gonna have enough money \*fer this month's electric bill.

LISA: \*Yer not \*gonna pay this month's electric bill?

ANN: Oh, I'm \*gonna pay it, but not right now.

LISA: When are \*ya \*gonna pay it?

ANN: I'm \*gonna pay it after I pay last month's water bill.

LISA: \*Ya haven't paid last month's water bill?

ANN: No. I'm \*gonna pay last month's rent first.

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

## COMPREHENSION

Answer these questions about the conversation.

1. What do you think the relationship between Lisa and Ann is?
2. Why doesn't Lisa pay their bills?
3. Does Ann do a good job with their money? Explain.
4. Should Lisa let Ann pay their bills? Explain.
5. Did Lisa know about the problems with their bills? Explain.
6. What do you think Lisa will say next?

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. How old do you think Linda and Lisa are? Why?
2. Is Lisa sad? Explain.
3. What kind of movie are Linda and her sister going to see?
4. Why do you think Lisa asks if it's a comedy?
5. Why does Lisa want Ann to come to the movie?

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.

LINDA: So Lisa, \_\_\_\_\_ 1 \_\_\_\_\_ 2 \_\_\_\_\_ 3  
\_\_\_\_\_ do tonight?

LISA: Nothing. I'm just \_\_\_\_\_ stay home.

LINDA: \_\_\_\_\_ sound like \_\_\_\_\_ depressed. What's wrong?  
8 9

LISA: Oh, I just have a couple \_\_\_\_\_ problems with my roommate. It's  
nothing. Are you \_\_\_\_\_ do anything tonight?

LINDA: My sister and I are \_\_\_\_\_ to a movie. Do \_\_\_\_\_  
\_\_\_\_\_ come with us?

LISA: Well, maybe I should. \_\_\_\_\_ 15 \_\_\_\_\_ 16 \_\_\_\_\_ 17 \_\_\_\_\_ 18 \_\_\_\_\_ 19  
\_\_\_\_\_ see?

LITERATURE: The Monster That Ate Cleveland

LISA: Is that a comedy?

LINDA: No. It's a horror movie.

LISA: The monster ate all \_\_\_\_\_ Cleveland? Wow! I don't \_\_\_\_\_  
22 23  
\_\_\_\_\_ miss that. How soon are \_\_\_\_\_  
24 25 26  
\_\_\_\_\_ leave?

LINDA: We're \_\_\_\_\_ 30 \_\_\_\_\_ 31 \_\_\_\_\_ 32  
\_\_\_\_\_ 33 leave in about fifteen minutes. Does \_\_\_\_\_ 34  
roommate \_\_\_\_\_ 35 \_\_\_\_\_ 36 come with us?

LISA: Ann? That's a good idea. Maybe we'll be able to talk about our problems after the movie.

## **DISCUSSION**

**Work in small groups.**

What's your favorite movie? Why?

# 10

# Can You See the Stage?



*can* → \*kin  
*can't* → \*kant

## 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: I'm going to take a singing class. Do you want to take it with me?

TINA: I don't need a class. I can sing. My mother says I sound great.

CARLOS: Really? I want to hear you.

TINA: I can't sing *now*.

CARLOS: Can't you just sing a few notes?

TINA: All right. *I'm going to love you for the rest of my life. You're my beautiful stranger.*

CARLOS: You can't sing.

TINA: What do you mean I can't sing? I sing with the car radio every day. I can sing.

CARLOS: I'm sorry. You're right. You sound really great. Can you write songs, too?

TINA: No. I can sing, but I can't write songs.

#### Relaxed (Fast) Pronunciation

CARLOS: I'm \*gonna take a singing class. Do \*ya \*wanna take it with me?

TINA: I don't need a class. I \*kin sing. My mother says I sound great.

CARLOS: Really? I \*wanna hear \*ya.

TINA: I \*kant sing *now*.

CARLOS: \*Kant \*ya just sing a few notes?

TINA: All right. *I'm \*gonna love \*ya \*fer the rest \*a my life. \*Yer my beautiful stranger.*

CARLOS: \*Ya \*kant sing.

TINA: \*Whaddaya mean I \*kant sing? I sing with the car radio every day. I \*kin sing.

CARLOS: I'm sorry. \*Yer right. \*Ya sound really great. \*Kin \*ya write songs, too?

TINA: No. I \*kin sing, but I \*kant write songs.

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

## COMPREHENSION

Answer these questions about the conversation.

1. Can Tina sing? Explain.
2. Why do you think Tina insists she can sing?
3. Why do you think Carlos says that she can't sing?
4. Why does Carlos apologize to Tina?
5. What are other ways for Carlos to apologize?

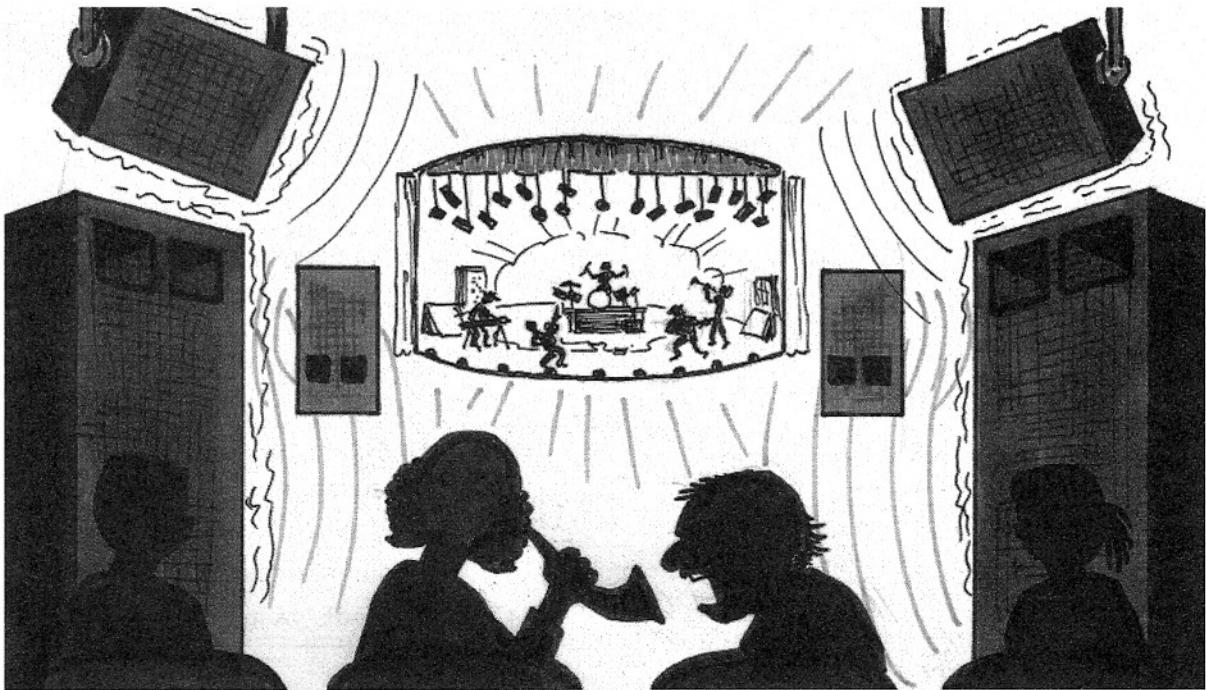
Now, work with a partner and compare your answers.

## 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 do you think the relationship between Carlos and Tina is? Explain.
2. Where are they?
3. Why can't they hear each other?
4. What kind of music do you think they're listening to? Explain.
5. What does Tina need Carlos to do with her popcorn? Why?
6. What does Carlos think she needs? Why?

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.

CARLOS: \_\_\_\_\_ see the stage, Tina?

CARLOS: Sure. \_\_\_\_\_ see better now?

TINA: Yes. Thanks. Look! The band's \_\_\_\_\_ start  
10 \_\_\_\_\_ 11  
\_\_\_\_\_ .  
12

CARLOS: Aren't they great? Do \_\_\_\_\_ like the music?

TINA: \_\_\_\_\_ 14 \_\_\_\_\_ 15 \_\_\_\_\_ 16 \_\_\_\_\_ 17 ?  
I \_\_\_\_\_ hear \_\_\_\_\_ . 18 19 20  
\_\_\_\_\_ speak up?  
21

CARLOS: Are \_\_\_\_\_ the music?

TINA: \_\_\_\_\_ speak up? The Raging Onions  
are \_\_\_\_\_ so loudly, we \_\_\_\_\_ hear each other!  
\_\_\_\_\_

TINA: I love the music! I \_\_\_\_\_ take a picture, but I  
\_\_\_\_\_ hold the popcorn at the same time. \_\_\_\_\_  
\_\_\_\_\_ hold my popcorn \_\_\_\_\_ a minute?  
\_\_\_\_\_

CARLOS: Sure. I <sup>26</sup> get <sup>27</sup> more popcorn.

## DISCUSSION

**Work in small groups.**

Who's your favorite singer? Why?

# 11

## What Can I Get You for Your Cold?



get → \*git

### 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

JEAN: Can I get you some chicken soup, honey?  
NICK: No, I don't want to eat anything. My stomach's really hurting.  
JEAN: Okay, but I'm going to get you some juice. You need liquids for your cough.  
NICK: Can you get me some apple juice?  
JEAN: Okay.  
NICK: Oh, get me a straw, too.  
JEAN: Sure.  
NICK: Can I get up now, Mom?  
JEAN: You can't get up until your fever goes away, honey.  
NICK: Then, Mom, can you get me something to do? I'm *really* bored.

##### Relaxed (Fast) Pronunciation

JEAN: \*Kin I \*git \*ya some chicken soup, honey?  
NICK: No, I don't \*wanna eat anything. My stomach's really \*hurtin'.  
JEAN: Okay, but I'm \*gonna \*git \*ya some juice. \*Ya need liquids \*fer \*yer cough.  
NICK: \*Kin \*ya \*git me some apple juice?  
JEAN: Okay.  
NICK: Oh, \*git me a straw, too.  
JEAN: Sure.  
NICK: \*Kin I \*git up now, Mom?  
JEAN: \*Ya \*kant \*git up until \*yer fever goes away, honey.  
NICK: Then, Mom, \*kin \*ya \*git me something to do? I'm *really* bored.

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

## COMPREHENSION

Answer these questions about the conversation.

1. What's the relationship between Jean and Nick?
2. How old do you think Nick is? Explain.
3. Who can you call "honey"?
4. What are Nick's symptoms?
5. Why do you think Nick is bored?

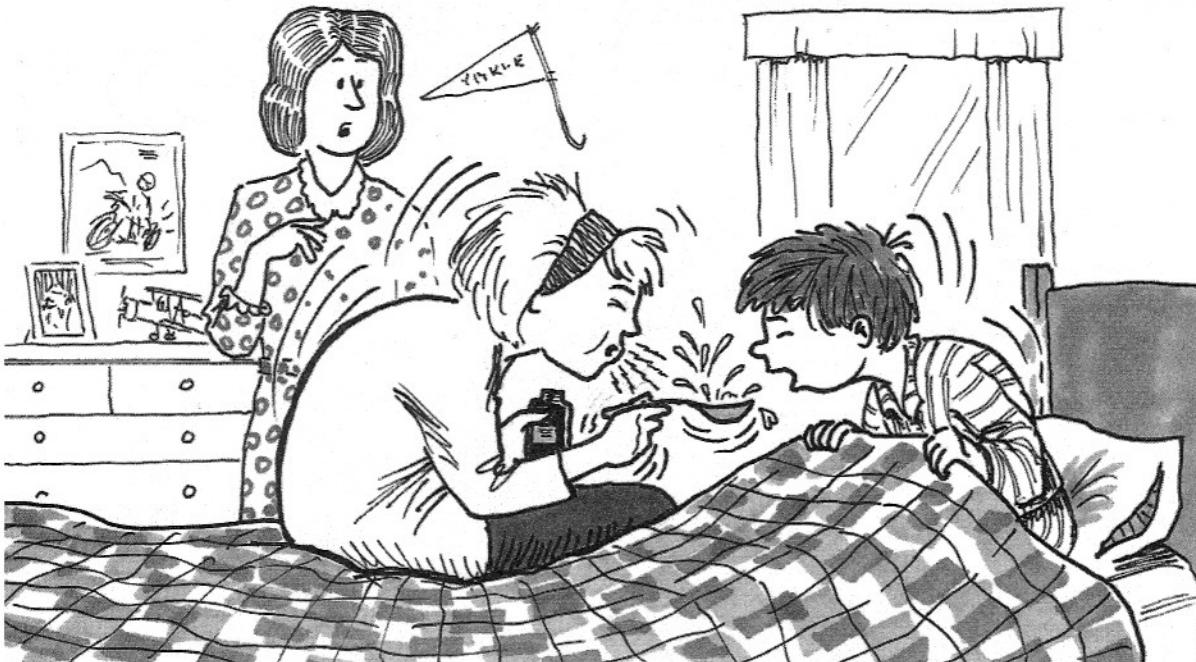
Now, work with a partner and compare your answers.

## 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

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## COMPREHENSION

Listen to the conversation. The speakers use relaxed pronunciation.

Answer the questions.

1. What's the relationship between Jean and Andrea?
2. Do you think it's a good relationship? Explain.
3. Who is sick?
4. What medicines does Jean need?
5. What's each medicine for?
6. Why do you think Jean needs sleep?

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.

ANDREA: Hi, Jean.

JEAN: Hi, Andrea. Come in.

JEAN: I'm fine, but Nick's still sick.

ANDREA: Oh? That's too bad. Kids                          sick a lot.                          I  
                        <sup>3</sup>                         <sup>4</sup>  
   anything at the pharmacy? I'm  
                        <sup>5</sup>                         <sup>6</sup>  
   go there, anyway.  
                        <sup>7</sup>                         <sup>8</sup>

JEAN: You are? Thanks so much. \_\_\_\_\_ a great sister.

ANDREA: No problem. You'd do the same \_\_\_\_\_ me. So, \_\_\_\_\_  
\_\_\_\_\_ need?  
12 12 10 11

JEAN: \_\_\_\_\_ some children's  
14 15 16  
cough syrup? Oh! And \_\_\_\_\_  
17 18 19  
me some antacid \_\_\_\_\_ Nick's stomach?  
20

ANDREA: I'd better \_\_\_\_\_ some Tylenol, too. I borrowed \_\_\_\_\_  
21 \_\_\_\_\_ 22  
\_\_\_\_\_ my kids last week, remember? It's at my house.  
23

JEAN: Oh, okay. Great. I guess that's it.

ANDREA: Not quite. What \_\_\_\_\_ I \_\_\_\_\_  
\_\_\_\_\_ your cough?  
\_\_\_\_\_

JEAN: What cough?

ANDREA: That cough. What \_\_\_\_\_ I \_\_\_\_\_ ?  
28 29 30  
JEAN: \_\_\_\_\_ me some sleep?  
31 32 33

That's what I really need!

## **DISCUSSION**

## Work in small groups.

What do you do for a cold? What medicines do you take? What foods do you eat?

# 12

## Take Bus 4 to Second Street



*to* —————→ \*ta

**To isn't pronounced \*ta if it's stressed or if it's not followed by another word. EXAMPLE:  
Who do I give it to?**

### 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

KATHY: Excuse me. I'm going to the mall. What bus do I take?

MAN: Take Bus 4 to Second Street. Then you need to transfer to another bus.

KATHY: What bus do I need to transfer to?

MAN: You want to take Bus 89. It goes straight to the mall.

KATHY: Do I need to have exact change?

MAN: Yes. You need to put the exact change in the fare box on Bus 4.

KATHY: Do I need to pay again on Bus 89?

MAN: No. Ask the driver of Bus 4 to give you a transfer to Bus 89.

KATHY: What do you do with the transfer? Do you put it in the fare box?

MAN: No. You give it to the driver of Bus 89.

##### Relaxed (Fast) Pronunciation

KATHY: Excuse me. I'm \*goin' \*ta the mall. What bus do I take?

MAN: Take Bus 4 \*ta Second Street. Then \*ya need \*ta transfer \*ta another bus.

KATHY: What bus do I need \*ta transfer to?

MAN: \*Ya \*wanna take Bus 89. It goes straight \*ta the mall.

KATHY: Do I need \*ta have exact change?

MAN: Yes. \*Ya need \*ta put the exact change in the fare box on Bus 4.

KATHY: Do I need \*ta pay again on Bus 89?

MAN: No. Ask the driver \*a Bus 4 \*ta give \*ya a transfer \*ta Bus 89.

KATHY: \*Whaddaya do with the transfer? Do \*ya put it in the fare box?

MAN: No. \*Ya give it \*ta the driver \*a Bus 89.

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

## COMPREHENSION

Answer these questions about the conversation.

1. Where's Kathy going?
2. Do you think she often goes there by bus? Explain.
3. Which buses does she have to take to get there?
4. What does she need to do with the exact change for the fare?
5. How many times does she have to pay the fare? 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. Why does Kathy say, "Excuse me"?
2. What do you think are other situations where you use "excuse me"?
3. What does Kathy need?
4. What's her "problem"?
5. How does the woman respond to Kathy's problem?

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.

KATHY: Excuse me. Is this Bus 89?

WOMAN AT THE BUS STOP: Yes. Where do 1 need 2 go?

KATHY: 3 the mall. Is it far?

WOMAN: The Nature Mall?

KATHY: Yes.

WOMAN: I work part time at the mall. It's not far. I'll tell 4 when 5 6 off.

KATHY: Thanks. That's really nice. 7 8 answer a question 9 me?

WOMAN: Sure. 10 11 12 know?  
13 14

KATHY: 15 16 17 think is the best place 18 shop at the mall?

WOMAN: Well, it depends. 19 20 21 22 23 24 25 buy?

KATHY: I need 26 27 some shoes. But my feet are a little big. I need 28 find one 29 those large-size shoe stores.

WOMAN: 30 feet don't look big. They look fine.

KATHY: Thanks. That's nice 31 hear. I need 32 find some casual shoes. I also need 33 34 some dress shoes.

WOMAN: Well, there are plenty 35 places 36 shop. I'm sure you'll be able 37 find some nice shoes.

## DISCUSSION

Work in small groups.

What's the best kind of transportation you've ever used? Why?

# 13

## I'm Going to Try to Find a Job



**to after a vowel sound → \*da**

The reduced form **\*da** is common after *go*. *To* isn't pronounced **\*da** if stressed or if it's not followed by another word. EXAMPLE:

A: \*Kin \*ya fix this?  
B: There's no way *to*.

### 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

BILL: I want to go to Spain.  
DAD: You want to go to Spain?  
BILL: Yes.  
DAD: Why do you want to go to Spain?  
BILL: I want to try to learn about other cultures.  
DAD: That's a really good idea, but who's going to pay for your trip?  
BILL: Well, *you* are.  
DAD: You want *me* to pay for it?  
BILL: Well, I already tried to get the money from Mom.  
DAD: I know a better way to get the money. Try to find a job.

##### Relaxed (Fast) Pronunciation

BILL: I \*wanna go \*da Spain.  
DAD: \*Ya \*wanna go \*da Spain?  
BILL: Yes.  
DAD: Why do \*ya \*wanna go \*da Spain?  
BILL: I \*wanna try \*da learn about other cultures.  
DAD: That's a really good idea, but who's \*gonna pay \*fer \*yer trip?  
BILL: Well, *you* are.  
DAD: \*Ya want *me* \*da pay \*fer it?  
BILL: Well, I already tried \*ta \*git the money from Mom.  
DAD: I know a better way \*da \*git the money. Try \*da find a job.

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

## COMPREHENSION

Answer these questions about the conversation.

1. What does Bill want to do? Why?
2. How old do you think he is? Explain.
3. What's Bill's problem?
4. How does he try to solve his problem?
5. What's his father's solution to the problem?
6. Do you think this is a good solution? 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. Where do you think Bill and Mohammed are? Explain.
2. What does Bill want? Why?
3. What do you think are other ways to find what Bill wants?
4. How does Bill look for a job on the Internet?
5. Is a dog trainer a job in the movie industry? Explain.
6. Do you think Bill wants this job? 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.

BILL: Mohammed, I'm \_\_\_\_\_  
\_\_\_\_\_ 1 \_\_\_\_\_ 2 \_\_\_\_\_ 3  
the market \_\_\_\_\_  
\_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_ 6  
I need \_\_\_\_\_ 7 try \_\_\_\_\_ 8 find a job.

MOHAMMED: Why, Bill?

BILL: Because I \_\_\_\_\_  
\_\_\_\_\_ 9 \_\_\_\_\_ 10 \_\_\_\_\_ 11  
Spain. It costs a lot \_\_\_\_\_  
\_\_\_\_\_ 12 \_\_\_\_\_ 13 \_\_\_\_\_ 14  
go there.

MOHAMMED: So, ask \_\_\_\_\_ dad.  
\_\_\_\_\_ 15

BILL: I did. He wants me \_\_\_\_\_ pay \_\_\_\_\_ the trip.  
\_\_\_\_\_ 16 \_\_\_\_\_ 17

MOHAMMED: Oh. Well, do \_\_\_\_\_  
\_\_\_\_\_ 18 \_\_\_\_\_ 19 \_\_\_\_\_ 20  
try \_\_\_\_\_ 21 find a job on the Internet?

BILL: I don't know how \_\_\_\_\_ do that.  
\_\_\_\_\_ 22 \_\_\_\_\_ 23  
\_\_\_\_\_ 24 help me?

MOHAMMED: Sure. It's easy. First, go \_\_\_\_\_ the Internet. Type the word "job."  
\_\_\_\_\_ 25  
Then choose the kind \_\_\_\_\_ jobs \_\_\_\_\_  
\_\_\_\_\_ 26 \_\_\_\_\_ 27 \_\_\_\_\_ 28  
\_\_\_\_\_ 29 try \_\_\_\_\_ 30 find — education, health care, business . . .

BILL: Could I try \_\_\_\_\_ find something in the movie industry?  
\_\_\_\_\_ 31

MOHAMMED: Sure.

BILL: Okay. I did it.

MOHAMMED: Now choose the city \_\_\_\_\_  
\_\_\_\_\_ 32 \_\_\_\_\_ 33  
\_\_\_\_\_ 34 work in. See? It's really easy \_\_\_\_\_ 35 do.

There's the first one!

BILL: Dog trainer? Maybe I should look \_\_\_\_\_ something in sales.  
\_\_\_\_\_ 36

## DISCUSSION

Work in small groups. When is someone old enough to get a job? Explain.

# 14

## I've Got to Check Your Teeth



<i>got to</i>	→	<i>*gotta</i>
<i>have to</i>	→	<i>*hafta</i>
<i>has to</i>	→	<i>*hasta</i>

### 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

JOE: My tooth's driving me crazy.

GEORGE: Then you've got to make an appointment with a dentist.

JOE: I've got to find one first.  
I don't have a dentist.

GEORGE: I have to go downtown.  
Come on. Let's go to my dentist.

JOE: I can't. I have to study.

GEORGE: Are you going to go to the dentist after that?  
Your tooth has to be taken care of.

JOE: I know it has to be taken care of. But I've got to get some gas.

GEORGE: *Then* are you going to go to the dentist?

JOE: Well, no. After that, I have to go to the bank.

GEORGE: Okay, but after you go to the bank, you've got to go to the dentist!

##### Relaxed (Fast) Pronunciation

JOE: My tooth's \*drivin' me crazy.

GEORGE: Then you've \*gotta make an appointment with a dentist.

JOE: I've \*gotta find one first.  
I don't have a dentist.

GEORGE: I \*hafta go downtown.  
Come on. Let's go \*da my dentist.

JOE: I \*kant. I \*hafta study.

GEORGE: Are \*ya \*gonna go \*da the dentist after that?  
\*Yer tooth \*hasta be taken care of.

JOE: I know it \*hasta be taken care of. But I've \*gotta \*git some gas.

GEORGE: *Then* are \*ya \*gonna go \*da the dentist?

JOE: Well, no. After that, I \*hafta go \*da the bank.

GEORGE: Okay, but after \*ya go \*da the bank, you've \*gotta go \*da the dentist!

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

## COMPREHENSION

Answer these questions about the conversation.

1. What's Joe's problem?
2. Why can't Joe make an appointment with a dentist?
3. Do you think Joe is really too busy to see the dentist? Explain.
4. Do you think Joe visits the dentist often? 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 Joe worried about?
2. What did the dentist do?
3. What's the dentist going to do tomorrow?
4. How often do you think Joe should see the dentist? Why?

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.

JOE: The dentist has \_\_\_\_\_ see me soon. My tooth  
1 2  
really hurts! He \_\_\_\_\_ do something about it.  
3 4

GEORGE: Don't worry, Joe. I'm sure the dentist is \_\_\_\_\_ 5 \_\_\_\_\_ 6  
be able \_\_\_\_\_ 7 help \_\_\_\_\_ 8 . \_\_\_\_\_ 9 won't  
\_\_\_\_\_ wait very long.

JOE: \_\_\_\_\_ don't think the dentist is \_\_\_\_\_  
12 13 14  
tell me he \_\_\_\_\_ pull my tooth, do \_\_\_\_\_ ?  
15 16 17

GEORGE: I'm not sure. If the dentist \_\_\_\_\_ pull it, he  
18 \_\_\_\_\_ 19  
will, but I'm sure he'll try \_\_\_\_\_ save it if he \_\_\_\_\_.  
20 \_\_\_\_\_ 21

JOE: Well, I guess I won't <sup>22</sup> wait any longer  
<sup>23</sup>  
find out. He's ready <sup>24</sup> see me now.

(Later)

GEORGE: What happened?

JOE: Well, first he said he'd \_\_\_\_\_ check the tooth.

GEORGE: Then what happened? Did he \_\_\_\_\_ pull it?

GEORGE: You've \_\_\_\_\_ see the dentist more often!

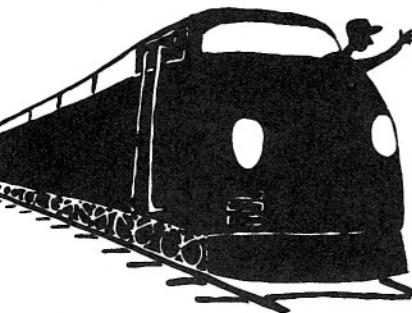
## DISCUSSION

**Work in small groups.**

Do your family and friends go to the dentist regularly? How often do you go to the dentist? How often should you go? Discuss.

# 15

## I Used to Be an Engineer for the Railroad



<b><i>used to</i></b>	→	<b>*useta</b>
<b><i>supposed to</i></b>	→	<b>*supposta</b>

### 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

HENRY: Is my breakfast ready yet? I want to go to the park.

OLGA: Not yet. You know, before he died, my first husband used to cook breakfast for me every Sunday.

HENRY: Manuel used to cook for *you*? Men aren't supposed to cook.

OLGA: What do you mean, men aren't supposed to cook?

HENRY: Women are supposed to cook.

OLGA: He used to sew curtains for us, too.

HENRY: You're kidding, right? Men aren't supposed to sew. Before my first wife died, she used to always say—

OLGA: Nina used to ride a Harley-Davidson motorcycle to work, didn't she?

HENRY: Well, yes, but she used to ride it *after* she made my breakfast.

##### Relaxed (Fast) Pronunciation

HENRY: Is my breakfast ready yet? I \*wanna go \*da the park.

OLGA: Not yet. \*Ya know, before he died, my first husband \*useta cook breakfast \*fer me every Sunday.

HENRY: Manuel \*useta cook \*fer *you*? Men aren't \*supposta cook.

OLGA: \*Whaddaya mean, men aren't \*supposta cook?

HENRY: Women are \*supposta cook.

OLGA: He \*useta sew curtains \*fer us, too.

HENRY: \*Yer \*kiddin', right? Men aren't \*supposta sew. Before my first wife died, she \*useta always say—

OLGA: Nina \*useta ride a Harley-Davidson motorcycle \*ta work, didn't she?

HENRY: Well, yes, but she \*useta ride it *after* she made my breakfast.

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

## COMPREHENSION

Answer these questions about the conversation.

1. What do you think the relationship between Henry and Olga is?
2. What does Henry think a woman should do?
3. What does Olga think a man should do?
4. Have Henry and Olga been married before? Explain.
5. What do you know about Olga's first husband?
6. What do you know about Henry's first wife?

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

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## COMPREHENSION

Listen to the conversation. The speakers use relaxed pronunciation.

Answer the questions.

1. Where do you think Henry and Jack are?
2. How old do you think they are? Explain.
3. In what ways is the world changing too fast for them?
4. Do you think they know each other well? Why or why not?
5. What do you know about Henry?
6. What do you know about Jack?

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.

HENRY: \_\_\_\_\_ ask \_\_\_\_\_ a better day  
1 2 3  
than today.

JACK: No. \_\_\_\_\_ .  
4 5

HENRY: I was \_\_\_\_\_ stay home and cook breakfast  
6 7  
this morning. My wife doesn't \_\_\_\_\_ cook  
8 9  
breakfast on Sundays. But it's too nice a day \_\_\_\_\_ stay home.  
10

JACK: \_\_\_\_\_ right. It's a beautiful day. \_\_\_\_\_ not  
11  
\_\_\_\_\_ stay inside on a day like today.  
13 14

HENRY: I completely agree. \_\_\_\_\_ know, I \_\_\_\_\_  
15 16  
\_\_\_\_\_ go \_\_\_\_\_ the park on Seventh Avenue.  
17 18  
Do \_\_\_\_\_ remember that park? They tore it down \_\_\_\_\_  
19 20  
build a shopping mall.

JACK: Yeah. That was terrible. I \_\_\_\_\_ go there after work.  
21 22

HENRY: Aren't we \_\_\_\_\_ care more about parks than  
23 24  
buildings?

Jack: We're \_\_\_\_\_ . Yeah. The world's \_\_\_\_\_  
25 26 27  
too fast \_\_\_\_\_ me.  
28

HENRY: Me, too. By the way, my name's Henry.

JACK: Nice \_\_\_\_\_ meet \_\_\_\_\_ , Henry. My name's Jack.  
29 30

HENRY: So, Jack, what kind \_\_\_\_\_ work did \_\_\_\_\_ do?  
31 32

JACK: I \_\_\_\_\_ be a farmer. I raised wheat.  
33 34

HENRY: Oh? I \_\_\_\_\_ be an engineer \_\_\_\_\_  
35 36 37  
the railroad. I was an engineer \_\_\_\_\_ fifty years.  
38

JACK: I \_\_\_\_\_ be married \_\_\_\_\_ a  
39 40 41  
wonderful woman.

HENRY: Was she a good cook?

JACK: Oh, yeah. She \_\_\_\_\_ cook wonderful meals.  
42 43

HENRY: Wives are \_\_\_\_\_ cook \_\_\_\_\_  
44 45 46  
their husbands, aren't they?

JACK: Oh, yeah. Definitely. They're \_\_\_\_\_ cook,  
47 48  
clean, sew, all \_\_\_\_\_ that stuff.  
49

HENRY: That's not an old-fashioned idea, is it?

JACK: Not \_\_\_\_\_ me.  
50

## DISCUSSION

### Work in small groups.

Should a man cook, sew, or clean the house? Should a woman make money, fix a car, or ride a motorcycle? Explain.

# 16

## What's the Fastest Way to Send His Packages?



he	→ *'e
his	→ *'is
him	→ *'im
her	→ *'er
them	→ *'em

These pronunciations are not used when *he*, *his*, *him*, *her*, and *them* are 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

- MICHIKO: Can you help me?  
PAULA: Sure. What do you need?  
MICHIKO: Well, I'm going to mail these packages to my parents. I want them to get them as soon as possible.  
PAULA: How fast do you want them to get them?  
MICHIKO: Faster than my brother got the package I sent *him*.  
PAULA: When did he get it?  
MICHIKO: Well, I sent him the package last month. Do you know when he got it? Last week!  
PAULA: How did you send it?  
MICHIKO: I sent his package first class.  
PAULA: Wow. I sent my sister a package, and it only took her four days to get it.

##### Relaxed (Fast) Pronunciation

- MICHIKO: \*Kin \*ya help me?  
PAULA: \*Whaddaya need?  
MICHIKO: Well, I'm \*gonna mail these packages \*ta my parents. I want \*'em \*ta \*git \*'em as soon as possible.  
PAULA: How fast do \*ya want \*'em \*ta \*git \*'em?  
MICHIKO: Faster than my brother got the package I sent *him*.  
PAULA: When did \*'e \*git it?  
MICHIKO: Well, I sent \*'im the package last month. Do \*ya know when \*'e got it? Last week!  
PAULA: How did \*ya send it?  
MICHIKO: I sent \*'is package first class.  
PAULA: Wow. I sent my sister a package, and it only took \*'er four days \*ta \*git it.

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

## COMPREHENSION

Answer these questions about the conversation.

1. What's Michiko's problem?
2. Michiko says, "I want them to get them as soon as possible." Who or what is the first "them"? Who or what is the second "them"?
3. Why could Michiko's package have taken so long to get to her brother?
4. How do you think Paula sent the package to her sister?
5. Does Paula help Michiko with her problem? 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. Where are Michiko and the clerk?
2. Why does the clerk want to talk to his supervisor?
3. What are the two best ways to send Michiko's packages?
4. Which packages have to arrive first—her parents' or her uncle's? Explain.
5. Why do you think the packages to Michiko's uncle have to arrive by Friday?

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.

MICHIKO: Hi. I \_\_\_\_\_ send these packages  
1 \_\_\_\_\_ 2  
\_\_\_\_\_ New York.  
3

CLERK: How do \_\_\_\_\_ send  
4 \_\_\_\_\_ 5  
\_\_\_\_\_ ?  
7

MICHIKO: I'm not sure. I'm \_\_\_\_\_  
8 \_\_\_\_\_ 9 \_\_\_\_\_ 10  
my uncle, and I \_\_\_\_\_  
11 \_\_\_\_\_ 12 \_\_\_\_\_ 13  
\_\_\_\_\_ to \_\_\_\_\_ by Friday.  
14 \_\_\_\_\_ 15 \_\_\_\_\_ 16  
17 \_\_\_\_\_ 18 suggest?

CLERK: I'm new here. I'll go talk \_\_\_\_\_ my supervisor. I'll ask  
19  
\_\_\_\_\_ what the fastest way would be.  
20

MICHIKO: Tell \_\_\_\_\_ that they \_\_\_\_\_  
21 \_\_\_\_\_ 22 \_\_\_\_\_ 23  
\_\_\_\_\_ my uncle as soon as possible, and  
24 \_\_\_\_\_ 25  
that \_\_\_\_\_  
26 \_\_\_\_\_ 27 \_\_\_\_\_ 28 \_\_\_\_\_ 29  
\_\_\_\_\_ no later than Friday.  
30

CLERK: I'll tell \_\_\_\_\_.  
31

*(A few minutes later)*

MICHIKO: What's \_\_\_\_\_ advice?  
32

CLERK: She says \_\_\_\_\_ should send \_\_\_\_\_ to  
33 \_\_\_\_\_ 34  
\_\_\_\_\_ by Priority Mail or Express Mail. Express Mail's the fastest, but it's  
35 expensive. If \_\_\_\_\_ send \_\_\_\_\_  
36 \_\_\_\_\_ 37 \_\_\_\_\_ 38  
\_\_\_\_\_ uncle by Priority Mail, it's cheaper, but \_\_\_\_\_  
39 \_\_\_\_\_ 40  
might not \_\_\_\_\_ a few days.  
41 \_\_\_\_\_ 42 \_\_\_\_\_ 43

MICHIKO: If I send \_\_\_\_\_ packages to \_\_\_\_\_ by Priority Mail,  
44 \_\_\_\_\_ 45  
will \_\_\_\_\_ by Friday?  
46 \_\_\_\_\_ 47 \_\_\_\_\_ 48

CLERK: Maybe. If \_\_\_\_\_ luck's good, \_\_\_\_\_ will, but I  
49 50  
promise anything.  
51

MICHIKO: Then I'll send my uncle \_\_\_\_\_ packages by Express Mail.  
52  
I'm also \_\_\_\_\_ 53 54 send some packages \_\_\_\_\_  
55  
my parents. I guess I'll send my parents' packages by Priority Mail. Thanks.

CLERK: \_\_\_\_\_ welcome.  
56

## DISCUSSION

Work in small groups.

What's the worst experience you've ever had sending or receiving mail? Explain.

# 17

## We Arrive on Tuesday and Leave on Thursday



*and* → \*'n'

*And* isn't pronounced \*'n' 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

JULIE: I want to make a reservation for Tuesday, April 6.

RESERVATIONS: We have a single room and a double room available for the sixth.

JULIE: Does the double have a refrigerator and an extra bed?

RESERVATIONS: It has a refrigerator, and we can get you a rollaway bed.

JULIE: Is it quiet? And is there a charge for children under three?

RESERVATIONS: Yes, it's very quiet, and there's no charge for children.

JULIE: Great. I'll take it. There'll be four people: myself, my husband, and two children.

RESERVATIONS: Fine. I'll need your name and a credit card number to hold that room.

##### Relaxed (Fast) Pronunciation

JULIE: I \*wanna make a reservation \*fer Tuesday, April 6.

RESERVATIONS: We have a single room \*'n' a double room available \*fer the sixth.

JULIE: Does the double have a refrigerator \*'n' an extra bed?

RESERVATIONS: It has a refrigerator, \*'n' we \*kin \*git \*ya a rollaway bed.

JULIE: Is it quiet? \*'N' is there a charge \*fer children under three?

RESERVATIONS: Yes, it's very quiet, \*'n' there's no charge \*fer children.

JULIE: Great. I'll take it. There'll be four people: myself, my husband, \*'n' two children.

RESERVATIONS: Fine. I'll need \*yer name \*'n' a credit card number \*ta hold that room.

JULIE: My name is Julie Kim,  
K-I-M, and my credit card  
number is 453. . . .

RESERVATIONS: Excuse me. An  
airplane flew overhead, and I  
couldn't hear. What's your . . .

JULIE: My name is Julie Kim,  
K-I-M, \*'n' my credit card  
number is 453. . . .

RESERVATIONS: Excuse me. An  
airplane flew overhead, \*'n' I  
couldn't hear. What's \*yer . . .

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

## COMPREHENSION

Answer these questions about the conversation.

1. What does Julie want? When?
2. How old do you think Julie's children are? Explain.
3. What do you know about the room?
4. Why will Julie have to repeat her credit card number?
5. Do you think Julie will like the room? Explain.

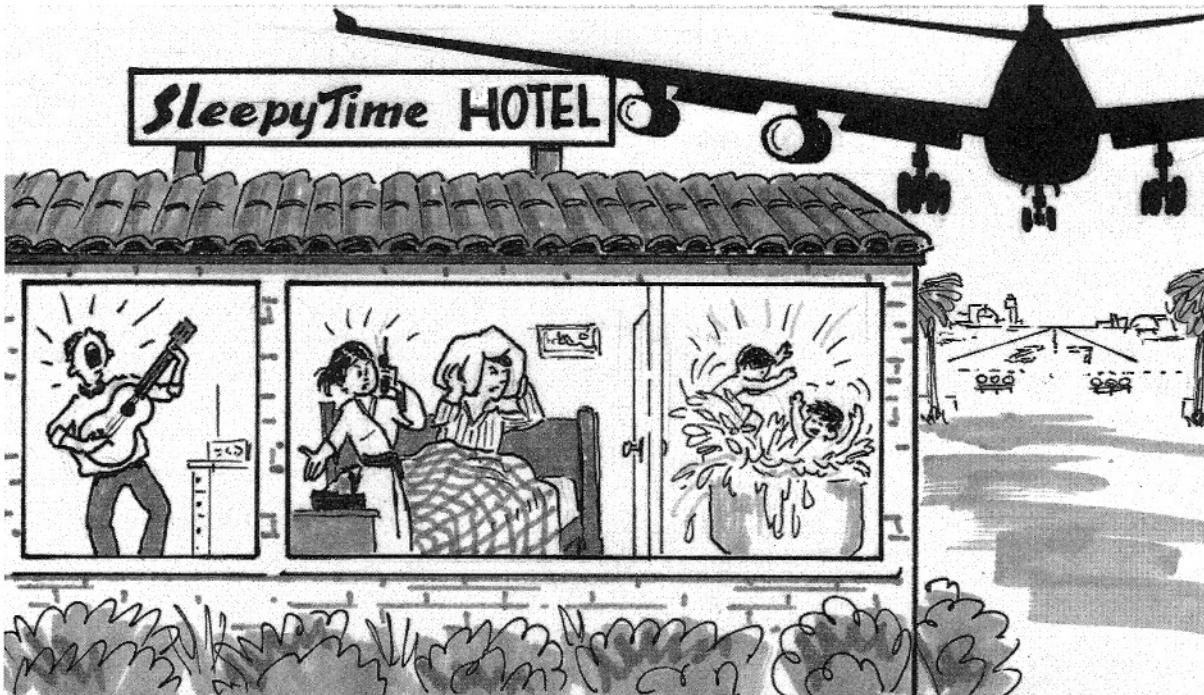
Now, work with a partner and compare your answers.

## 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

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# COMPREHENSION

Listen to the conversation. The speakers use relaxed pronunciation.

Answer the questions.

- Where's Julie?
- What's wrong with the room?
- Why can't Julie order something from Room Service?
- Do you think the front desk clerk is doing a good job? Explain.
- Do you think Julie should complain to the manager about the hotel? 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.

JULIE: Excuse me. It's 10 P.M., \_\_\_\_\_ the man next door is \_\_\_\_\_  
1 \_\_\_\_\_ 2  
\_\_\_\_\_ 3 \_\_\_\_\_ 4 the guitar.

FRONT DESK: He's \_\_\_\_\_ 5 \_\_\_\_\_ 6 \_\_\_\_\_ 7 the guitar?

JULIE: Yes. \_\_\_\_\_ 8 \_\_\_\_\_ 9 hear \_\_\_\_\_ 10 ?

FRONT DESK: I'll send somebody \_\_\_\_\_ 11 talk \_\_\_\_\_ 12  
\_\_\_\_\_ 13 right away.

JULIE: Thank you.

FRONT DESK: Excuse me. I \_\_\_\_\_ 14 hear \_\_\_\_\_ 15 . There's an  
airplane—

JULIE: Thank you! \_\_\_\_\_ 16 we have a rollaway bed?  
17  
The reservations clerk said you'd have a rollaway bed \_\_\_\_\_ 18 me,  
\_\_\_\_\_ 19 it's not here.

FRONT DESK: I'll check . . . Okay, we have a rollaway bed reserved \_\_\_\_\_ 20  
Room 27, \_\_\_\_\_ 21 then \_\_\_\_\_ 22 is right here. I'll send it up.

JULIE: \_\_\_\_\_ 23 the refrigerator doesn't work. \_\_\_\_\_ 24 we  
order some sandwiches \_\_\_\_\_ 25 sodas from Room Service?

FRONT DESK: I'm sorry. Room Service closes at 10 P.M.

JULIE: We \_\_\_\_\_ 26 order just one sandwich \_\_\_\_\_ 27 a soda?

FRONT DESK: Excuse me. Another airplane just—

JULIE: \_\_\_\_\_ we order a sandwich \_\_\_\_\_ a soda?  
28 29

FRONT DESK: I'm really sorry. There's a vending machine with chips \_\_\_\_\_  
candy at the end \_\_\_\_\_ the hall.  
30 31

JULIE: Chips \_\_\_\_\_ candy? That's it?  
32

FRONT DESK: Room Service opens at 8:00 A.M., \_\_\_\_\_  
\_\_\_\_\_ order breakfast then. I'm really sorry.  
33 34  
35

JULIE: All right. Oh, \_\_\_\_\_ one more question. Who \_\_\_\_\_  
I complain \_\_\_\_\_ about this hotel?  
36 37  
38

## DISCUSSION

**Work in small groups.**

Describe the best hotel or motel you've ever stayed at. Then describe the worst.

# 18



## Do You Want a Chocolate or Lemon Birthday Cake?

or → \*er

Or isn't pronounced \*er 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

DAVID: So, do you want to have your birthday party at the park or a restaurant?

JAMIE: Both.

DAVID: Honey, you can't have both. The park or a restaurant?

JAMIE: I want to go to . . . the park.

DAVID: Okay. Do you want a chocolate or a lemon birthday cake?

JAMIE: Uh . . . both.

DAVID: Honey, you have to make a choice—chocolate or lemon?

JAMIE: Chocolate.

DAVID: Good. And which toy do you want to bring—the truck or the airplane?

JAMIE: I don't want to bring the truck *or* the airplane. I want to get a new toy.

##### Relaxed (Fast) Pronunciation

DAVID: So, do \*ya \*wanna have \*yer birthday party at the park \*er a restaurant?

JAMIE: Both.

DAVID: Honey, \*ya \*kant have both. The park \*er a restaurant?

JAMIE: I \*wanna go \*da . . . the park.

DAVID: Okay. Do \*ya want a chocolate \*er a lemon birthday cake?

JAMIE: Uh . . . both.

DAVID: Honey, \*ya \*hafta make a choice—chocolate \*er lemon?

JAMIE: Chocolate.

DAVID: Good. \*'N' which toy do \*ya \*wanna bring—the truck \*er the airplane?

JAMIE: I don't \*wanna bring the truck *or* the airplane. I \*wanna \*git a new toy.

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

## COMPREHENSION

Answer these questions about the conversation.

1. What do you think the relationship between David and Jamie is?
2. What's David planning?
3. What decisions does Jamie have to make?
4. How old do you think Jamie is? Explain.
5. Why do you think Jamie wants to get a new toy?

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. Where do you think David, Brenda, and Jamie are?
2. What do you think their relationship to each other is?
3. What are they celebrating?
4. What are all of the things they do to celebrate?
5. What's Jamie's wish?
6. Why shouldn't Jamie tell anybody the wish?

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.

DAVID: So, Jamie, do \_\_\_\_\_ play on  
the swings first \_\_\_\_\_ do \_\_\_\_\_  
\_\_\_\_\_ eat?  
\_\_\_\_\_

JAMIE: I \_\_\_\_\_ eat first.  
\_\_\_\_\_

BRENDA: Okay, honey. \_\_\_\_\_ want?  
A hot dog \_\_\_\_\_ a hamburger?  
\_\_\_\_\_

JAMIE: Both.

DAVID: Both? Where are \_\_\_\_\_ put  
all \_\_\_\_\_ that food?  
\_\_\_\_\_

JAMIE: It's my birthday. I've \_\_\_\_\_ eat more now  
because I'm older.  
\_\_\_\_\_

BRENDA: I \_\_\_\_\_ argue with that. Do \_\_\_\_\_ want ketchup  
mustard on \_\_\_\_\_ hot dog?  
\_\_\_\_\_

JAMIE: I want mustard. \_\_\_\_\_ I don't want anything on my hamburger.  
\_\_\_\_\_

BRENDA: Okay. Here \_\_\_\_\_ are.  
\_\_\_\_\_

*(Ten minutes later)*

BRENDA: \_\_\_\_\_ think, Jamie?  
Should we open \_\_\_\_\_ presents now \_\_\_\_\_ after we eat  
the cake?  
\_\_\_\_\_

JAMIE: After we eat the cake.

BRENDA: David, \_\_\_\_\_ light the candles,  
do \_\_\_\_\_ want me \_\_\_\_\_ do it?  
\_\_\_\_\_

DAVID: I'll do it.

BRENDA: Okay, Jamie, close \_\_\_\_\_ eyes, make a wish, \_\_\_\_\_  
blow out the candles.  
\_\_\_\_\_

DAVID: Wow! \_\_\_\_\_ blew \_\_\_\_\_ all out! Now  
38 39 \_\_\_\_\_ wish.

BRENDA: Honey, \_\_\_\_\_ not \_\_\_\_\_ tell us  
                        45                       46                       47  
                        wish, \_\_\_\_\_ it won't happen.  
                        48                       49

JAMIE: But, if I don't tell \_\_\_\_\_ my wish, how \_\_\_\_\_  
50 \_\_\_\_\_ 51  
\_\_\_\_\_ give it \_\_\_\_\_ me?  
52 53

## DISCUSSION

**Work in small groups.**

What do you do to celebrate your birthday? Explain.

# 19

## I Don't Know What Classes to Take



*don't know* —————→ \**donno*

### 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

TONY: I don't know what classes to take next semester.

LISA: Well, what are you thinking of taking?

TONY: I don't know. The problem is that I'm going to be working afternoons.

LISA: Are you going to be working all semester?

TONY: I don't know right now.

LISA: What do you want to do when you finish school?

TONY: That's another problem. I don't know.

LISA: Do you want to talk with a counselor?

TONY: I don't know. What do you think?

LISA: If you don't know what to do, you have to talk to somebody.

##### Relaxed (Fast) Pronunciation

TONY: I \*donno what classes \*ta take next semester.

LISA: Well, \*whaddaya \*thinkin' \*a \*takin'?

TONY: I \*donno. The problem is that I'm \*gonna be \*workin' afternoons.

LISA: Are \*ya \*gonna be \*workin' all semester?

TONY: I \*donno right now.

LISA: \*Whaddaya \*wanna do when \*ya finish school?

TONY: That's another problem. I \*donno.

LISA: Do \*ya \*wanna talk with a counselor?

TONY: I \*donno. \*Whaddaya think?

LISA: If \*ya \*donno what \*ta do, \*ya \*hafta talk \*ta somebody.

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

## COMPREHENSION

Answer these questions about the conversation.

1. What's Tony's problem?
2. What do you think the relationship between Tony and Lisa is?
3. How old do you think Tony is? Explain.
4. Why do you think Lisa asks him what he wants to do after he finishes school?
5. What do you think Tony finally decides to do? Why?

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. Why isn't Tony sure about taking engineering classes?
2. Do you think Tony has confidence in himself? Explain.
3. Do you think Tony really wants to be an engineer? Explain.
4. Do you think a lot of people have the same problem as Tony? Explain.
5. What would your advice to Tony be?

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.

COUNSELOR: So, Tony, how are \_\_\_\_\_ 1 \_\_\_\_\_ 2 today?

TONY: I \_\_\_\_\_ 3 \_\_\_\_\_ 4 .

COUNSELOR: Well, what \_\_\_\_\_ 5 I help \_\_\_\_\_ 6 with?

TONY: I \_\_\_\_\_ 7 \_\_\_\_\_ 8 what classes \_\_\_\_\_ 9 take  
next semester.

COUNSELOR: \_\_\_\_\_ 10 a freshman, right?

TONY: Yes.

COUNSELOR: Okay, \_\_\_\_\_ 11 \_\_\_\_\_ 12 \_\_\_\_\_ 13  
\_\_\_\_\_ 14 \_\_\_\_\_ 15 do after \_\_\_\_\_ 16 graduate?

TONY: I \_\_\_\_\_ 17 \_\_\_\_\_ 18 .

COUNSELOR: There's nothing \_\_\_\_\_ 19 \_\_\_\_\_ 20 \_\_\_\_\_ 21 do?

TONY: Well, my grandfather \_\_\_\_\_ 22 \_\_\_\_\_ 23 be an engineer.  
I'm \_\_\_\_\_ 24 about studying engineering, but I \_\_\_\_\_ 25  
\_\_\_\_\_ 26 if I'll do well.

COUNSELOR: We have some excellent engineering classes \_\_\_\_\_ 27  
\_\_\_\_\_ 28 take. Have \_\_\_\_\_ 29 talked \_\_\_\_\_ 30  
\_\_\_\_\_ 31 parents about this, Tony?

TONY: No. They \_\_\_\_\_ 32 \_\_\_\_\_ 33 yet.

COUNSELOR: Well, if \_\_\_\_\_ 34 really \_\_\_\_\_ 35 about being an  
engineer, \_\_\_\_\_ 36 \_\_\_\_\_ 37 \_\_\_\_\_ 38 at least try.

Then if \_\_\_\_\_ 39 don't like it, \_\_\_\_\_ 40 \_\_\_\_\_ 41 try  
something else.

TONY: All right. Do \_\_\_\_\_ 42 have any engineering classes in the mornings?

COUNSELOR: I \_\_\_\_\_ 43 \_\_\_\_\_ 44 . I'll check.

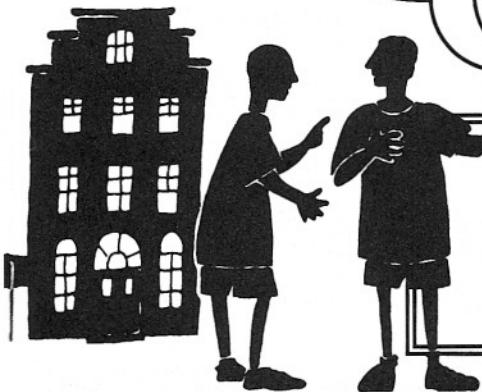
## DISCUSSION

Work in small groups.

What can people do to increase their confidence?

# 20

## Can't You Find an Apartment?



/t/ + *you* → \*cha  
 /t/ + *your* } → \*cher  
 /t/ + *you're* } → \*cher

### 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

HIRO: Can't you find an apartment?

SAM: No, I can't. The rent you have to pay is too high.

HIRO: You know, I have a friend who could try to get you an apartment.

SAM: You do?

HIRO: Yeah. He used to be a real estate salesperson.

SAM: Well, I don't want your friend to spend a lot of time on it.

HIRO: No problem. I'll tell him that you're new in town.

SAM: Great. Thank him in advance for me, okay?

HIRO: Sure. Tell me what you're looking for. Do you want a furnished or unfurnished apartment?

SAM: I don't know. Don't you think a furnished apartment would be expensive?

##### Relaxed (Fast) Pronunciation

HIRO: \*Kant \*cha find an apartment?

SAM: No, I \*kant. The rent \*cha \*hafta pay is too high.

HIRO: \*Ya know, I have a friend who could try \*da \*git \*cha an apartment.

SAM: \*Ya do?

HIRO: Yeah. He \*usetab be a real estate salesperson.

SAM: Well, I don't want \*cher friend \*ta spend a lot \*a time on it.

HIRO: No problem. I'll tell \*im that \*cher new in town.

SAM: Great. Thank \*im in advance \*fer me, okay?

HIRO: Sure. Tell me what \*cher \*lookin' for. Do \*ya want a furnished \*er unfurnished apartment?

SAM: I \*donno. Don't \*cha think a furnished apartment would be expensive?

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

## COMPREHENSION

Answer these questions about the conversation.

1. What does Sam want?
2. Why can't Sam find what he wants?
3. Is Hiro's friend still a real estate salesperson?
4. Do you think Hiro's friend can help Sam? 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

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## COMPREHENSION

Listen to the conversation. The speakers use relaxed pronunciation.

Answer the questions.

1. How do the speakers introduce themselves?
2. What are other ways they could introduce themselves?
3. What are possible reasons that Sam doesn't want a roommate?
4. What does Mark know about Sam?
5. Do you think it will take a long time to find an apartment for Sam? Explain.
6. Do you think Sam has a job? 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.

SAM: Hi. I'm Sam Trump.

MARK: How are \_\_\_\_\_? I'm Mark Baker.  
1

SAM: Nice \_\_\_\_\_ meet \_\_\_\_\_.  
2 3

MARK: Nice \_\_\_\_\_ meet \_\_\_\_\_, too.  
4 5

SAM: My friend, Hiro, said that \_\_\_\_\_ could help me. I \_\_\_\_\_  
6 7  
\_\_\_\_\_ find an apartment.  
8

MARK: Sure. Hiro told me about \_\_\_\_\_. Do \_\_\_\_\_ know  
9 10  
\_\_\_\_\_ for?  
11 12 13

SAM: A one-bedroom apartment, but it's \_\_\_\_\_ be cheap.  
14 15

MARK: Then why \_\_\_\_\_ try \_\_\_\_\_ find a  
16 17 18  
roommate? That would make it cheaper \_\_\_\_\_ both \_\_\_\_\_  
19 20  
\_\_\_\_\_.  
21

SAM: \_\_\_\_\_ is true, but right now, I  
22 23 24  
don't \_\_\_\_\_ have a roommate.  
25 26

MARK: Okay. That reminds me. Hiro said that \_\_\_\_\_  
27 28  
motel, there's a refrigerator \_\_\_\_\_ a stove. \_\_\_\_\_  
29 30  
\_\_\_\_\_ find  
31 32 33 34  
a place that has those, too, \_\_\_\_\_ ?  
35 36

SAM: I \_\_\_\_\_ . I \_\_\_\_\_  
37 38 39  
\_\_\_\_\_ find a *cheap* apartment!  
40

MARK: Okay. Don't worry. We'll find just \_\_\_\_\_  
41 42  
43 44 45 sooner \_\_\_\_\_ later.

## DISCUSSION

Work in small groups.

What's the best way to find a place to live? Explain.

# 21

## Could You Check My Sink?



/d/ + *you* → \*ja  
/d/ + *your* → \*jer

### 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

KARL: Jim, where are you?  
I knocked twice, but you  
didn't answer your door.

JIM: Karl! Could you come  
into the kitchen? Quick!

KARL: Oh, my gosh! Look at all  
of that water!

JIM: Would you get me some  
towels?

KARL: Sure. Did your pipe  
break?

JIM: I can't hear you. What  
did you say?

KARL: I said, "Did your pipe  
break?"

JIM: Yes. Could you call your  
brother? He's a plumber,  
right?

KARL: I told you he moved last  
year, remember?

JIM: Then could you call  
somebody else? This is  
an emergency!

##### Relaxed (Fast) Pronunciation

KARL: Jim, where are \*ya?  
I knocked twice, but \*cha  
didn't answer \*yer door.

JIM: Karl! Could \*ja come  
into the kitchen? Quick!

KARL: Oh, my gosh! Look at all  
\*a that water!

JIM: Would \*ja \*git me some  
towels?

KARL: Sure. Did \*jer pipe  
break?

JIM: I \*kant hear \*ya. What  
did \*ja say?

KARL: I said, "Did \*jer pipe  
break?"

JIM: Yes. Could \*ja call \*yer  
brother? He's a plumber,  
right?

KARL: I told \*ja he moved last  
year, remember?

JIM: Then could \*ja call  
somebody else? This is  
an emergency!

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

## COMPREHENSION

Answer these questions about the conversation.

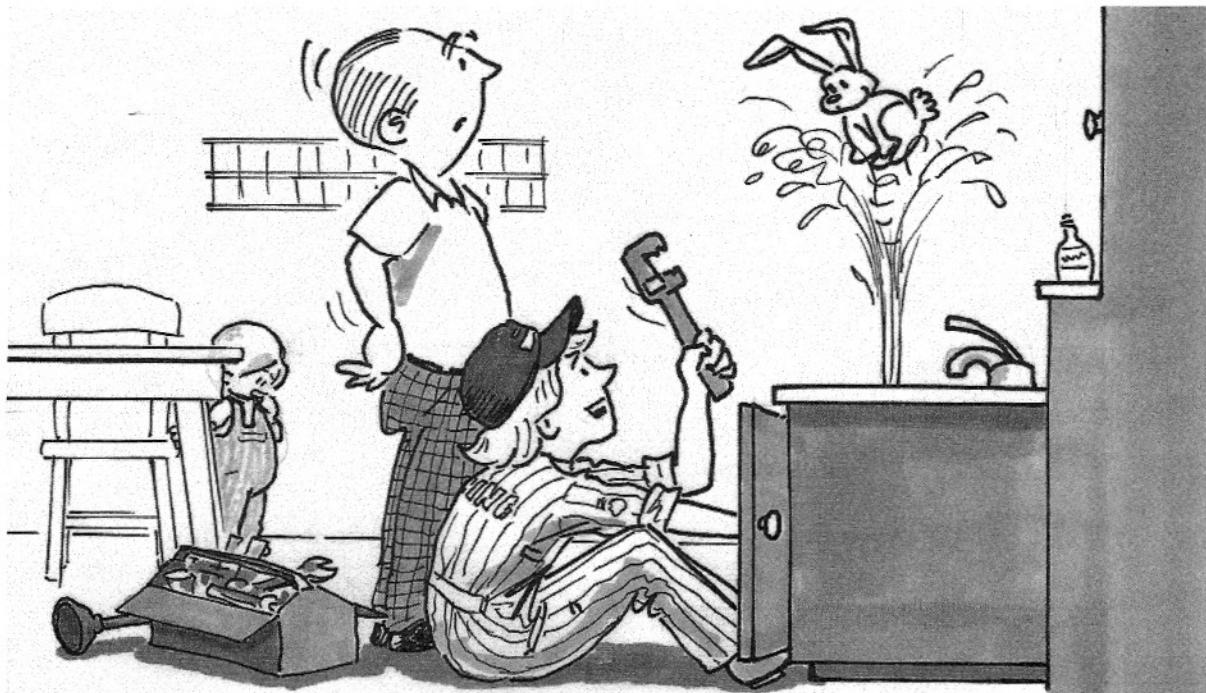
1. Where are Jim and Karl?
2. Do you think Karl is a neighbor? Explain.
3. What's Jim's problem?
4. What does he want to do?
5. Why is this an emergency?

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. Is the plumber a man or a woman?
2. What's wrong with Jim's plumbing?
3. Why does Jim want the plumber to fix the plumbing cheaply?
4. Why doesn't Jim pay with a credit card?
5. What do you think will happen next?

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.

HELEN: I think I found \_\_\_\_\_ leak.  
1

JIM: What did \_\_\_\_\_ say?  
2

HELEN: I think I found \_\_\_\_\_ leak! I'm \_\_\_\_\_  
3 4 5  
\_\_\_\_\_ turn off \_\_\_\_\_ water!  
6 7 8

When was the last time \_\_\_\_\_ had \_\_\_\_\_ pipes checked?  
9 10

JIM: I had \_\_\_\_\_ checked maybe six \_\_\_\_\_ seven years ago.  
11 12

Are they that bad?

HELEN: \_\_\_\_\_ kitchen pipes \_\_\_\_\_ be  
13 14 15  
replaced, \_\_\_\_\_ really need \_\_\_\_\_  
16 17 18  
faucets changed. \_\_\_\_\_ like me \_\_\_\_\_  
19 20 21  
start now?

JIM: \_\_\_\_\_ change the pipes?  
22 23 24  
\_\_\_\_\_ just fix \_\_\_\_\_ ?  
25 26 27

HELEN: \_\_\_\_\_ know there was a toy rabbit in  
28 29  
\_\_\_\_\_ drain? I'm a plumber, not a magician.  
30

JIM: Well, I don't have much money. Would \_\_\_\_\_ do it as cheaply  
31  
as \_\_\_\_\_ ?  
32 33

HELEN: Of course.

(Several hours later)

HELEN: That's \_\_\_\_\_ be \$347.63 \_\_\_\_\_ the  
34 35 36  
new pipes \_\_\_\_\_ faucets.  
37

JIM: \$347.63?

HELEN: Yes. Plus tax.

JIM: I only have \$20. \_\_\_\_\_ take a credit card? Most  
38 39  
businesses take credit cards, right?

HELEN: I'm sorry. We don't take credit cards.

JIM: Oh. Then, we've got a problem!

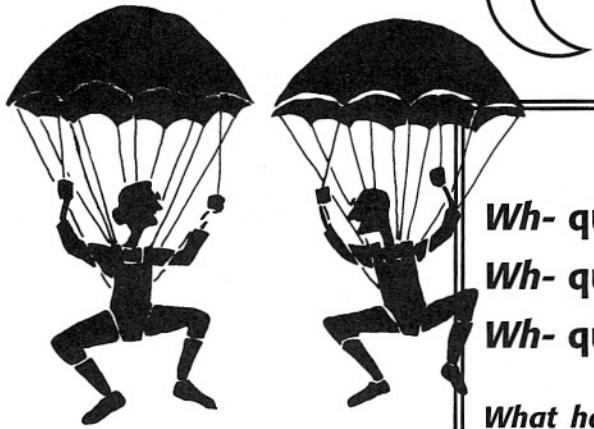
## **DISCUSSION**

**Work in small groups.**

Is a plumber an unusual job for a woman? What's an unusual job for a man? Explain.

# 22

## Who Have You Asked to Fly the Plane?



### Deletion of Initial /h/

**Wh- question words + have** → \*'ave  
**Wh- question words + has** → \*'as  
**Wh- question words + had** → \*'ad

**What have you** can also become **\*Whaddaya**. A related form, **\*Whadda**, can be used when **What have** is followed by either **we** or **they**. EXAMPLE:

**\*Whadda they done?**

## 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

ELIZABETH: Well, hello! What have you been doing lately?

TOM: Oh, I've been hiking a lot.  
So, where has your sister been?  
I haven't seen her.

ELIZABETH: She's gone to Shanghai.

TOM: Shanghai? Why has she gone to Shanghai?

ELIZABETH: To visit some friends. So, who have you been hiking with?

TOM: Mostly my grandson. And how have your grandchildren been?

ELIZABETH: Great. I gave my granddaughter some skydiving lessons for her graduation.

#### Relaxed (Fast) Pronunciation

ELIZABETH: Well, hello! \*Whaddaya been \*doin' lately?

TOM: Oh, I've been \*hikin' a lot.  
So, where \*'as \*yer sister been?  
I haven't seen \*er.

ELIZABETH: She's gone \*ta Shanghai.

TOM: Shanghai? Why \*'as she gone \*ta Shanghai?

ELIZABETH: \*Ta visit some friends. So, who \*'ave \*ya been \*hikin' with?

TOM: Mostly my grandson. \*'N' how \*'ave \*yer grandchildren been?

ELIZABETH: Great. I gave my granddaughter some skydiving lessons \*fer \*er graduation.

TOM: Really? When had she become interested in skydiving?

ELIZABETH: Oh, a few months ago. We're, uh, doing it together.

TOM: You're jumping out of airplanes? What have your children said about that?

TOM: Really? When \*'ad she become interested in skydiving?

ELIZABETH: Oh, a few months ago. We're, uh, \*doin' it together.

TOM: \*Yer \*jumpin' out \*a airplanes? \*Whadda \*yer children said about that?

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

## COMPREHENSION

Answer these questions about the conversation.

1. How well do you think Tom and Elizabeth know each other? Explain.
2. Where has Elizabeth's sister gone? Why?
3. How old do you think Tom and Elizabeth are? Why?
4. Do you think Elizabeth is too old to skydive? Explain.
5. Do you think Tom and Elizabeth are healthy? 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

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## COMPREHENSION

Listen to the conversation. The speakers use relaxed pronunciation.

Answer the questions.

- Where are Robert and Elizabeth?
- What do you think the relationship between them is?
- Who didn't like airplanes?
- Who took the skydiving class?
- Did Elizabeth misunderstand something? Explain.
- How often do you think Robert and Elizabeth see each other? 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.

ELIZABETH: Robert!

ROBERT: Elizabeth! \_\_\_\_\_  
\_\_\_\_\_ at the tennis courts?  
\_\_\_\_\_

ELIZABETH: I'm with a friend. So, how \_\_\_\_\_ been?  
\_\_\_\_\_

ROBERT: Great. How \_\_\_\_\_ you been?  
\_\_\_\_\_

ELIZABETH: Terrific. So, \_\_\_\_\_ been  
\_\_\_\_\_ lately?  
\_\_\_\_\_

ROBERT: Oh, \_\_\_\_\_, \_\_\_\_\_ tennis . . . \_\_\_\_\_ I've  
decided \_\_\_\_\_ go skydiving again.  
\_\_\_\_\_

ELIZABETH: Really? When \_\_\_\_\_ decided  
\_\_\_\_\_ go skydiving?  
\_\_\_\_\_

ROBERT: I'm \_\_\_\_\_ go next week. \_\_\_\_\_ know,  
when my wife was alive, she wouldn't even fly in airplanes. We \_\_\_\_\_  
\_\_\_\_\_ take trains everywhere.  
\_\_\_\_\_

ELIZABETH: When my husband was alive, he wouldn't even watch skydiving on TV. So,  
who \_\_\_\_\_ decided \_\_\_\_\_ jump with?  
Our skydiving teacher?  
\_\_\_\_\_

ROBERT: No. My son.

ELIZABETH: Oh? Why \_\_\_\_\_ decided \_\_\_\_\_  
29 30 31  
do this? I thought \_\_\_\_\_ didn't like skydiving.  
32

ROBERT: Why \_\_\_\_\_ thought that? He took the skydiving  
33 34  
class after we did, \_\_\_\_\_ loved it.  
35 36

ELIZABETH: Why \_\_\_\_\_ I thought that? I \_\_\_\_\_  
37 38  
\_\_\_\_\_. I guess I misunderstood what \_\_\_\_\_ told me in class.  
39 40

ROBERT: Well, maybe \_\_\_\_\_ didn't want me \_\_\_\_\_ take the class at  
41 42  
first, but when \_\_\_\_\_ a son ever wanted \_\_\_\_\_ father  
43 44  
\_\_\_\_\_ do something dangerous?  
45

ELIZABETH: My children feel the same way. So, who \_\_\_\_\_  
46 47  
asked \_\_\_\_\_ fly the plane?  
48

ROBERT: My younger daughter.

ELIZABETH: Jane? That's great. Where \_\_\_\_\_ she been \_\_\_\_\_  
49 50  
flying lessons?

ROBERT: At a local airport. She just got \_\_\_\_\_ license.  
51

Do \_\_\_\_\_ join us?  
52 53 54

ELIZABETH: Sure. I'd love to.

## DISCUSSION

**Work in small groups.**

Should elderly people date? Should they hike or skydive? Explain.

# 23

## Could I Have an Appointment with Dr. Okamoto?



### Deletion of Initial /h/

<b>Subject</b>	+	<i>have</i>	→	*'ave
<b>Subject</b>	+	<i>has</i>	→	*'as
<b>Subject</b>	+	<i>had</i>	→	*'ad
		<i>haven't</i>	→	*'aven't
		<i>hasn't</i>	→	*'asn't
		<i>hadn't</i>	→	*'adn't

Although Subject + \*'ave can be pronounced \*of, have doesn't reduce further to \*a.

## 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

RECEPTIONIST: Hello. Dr. Okamoto's office.

TONY: This is Tony Lamotta. I have a terrible backache.

RECEPTIONIST: We have an opening tomorrow morning at 10:00.

TONY: I had to stay home from work today. You haven't got anything sooner?

RECEPTIONIST: Wait a minute. The doctor has a cancellation at 3:00 today. Can you come in then?

TONY: She has an opening at 3:00? Thank you so much.

#### Relaxed (Fast) Pronunciation

RECEPTIONIST: Hello. Dr. Okamoto's office.

TONY: This is Tony Lamotta. I \*'ave a terrible backache.

RECEPTIONIST: We \*'ave an opening tomorrow morning at 10:00.

TONY: I \*'ad \*ta stay home from work today. \*Ya \*'aven't got anything sooner?

RECEPTIONIST: Wait a minute. The doctor \*'as a cancellation at 3:00 today. \*Kin \*ya come in then?

TONY: She \*'as an opening at 3:00? Thank \*ya so much.

RECEPTIONIST: You're welcome.

What kind of insurance do you have?

TONY: What kind of insurance do I have?

RECEPTIONIST: The doctors have a policy. If you don't have insurance, we can't bill you.

TONY: You mean, I'm going to have to pay her today? I hadn't planned for that.

RECEPTIONIST: \*Yer welcome.

What kind \*a insurance do \*ya \*ave?

TONY: What kind \*a insurance do I \*'ave?

RECEPTIONIST: The doctors \*'ave a policy. If \*ya don't \*'ave insurance, we \*kant bill \*ya.

TONY: \*Ya mean, I'm \*gonna \*hafta pay \*'er today? I \*'adn't planned \*fer that.

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

## COMPREHENSION

Answer these questions about the conversation.

1. What's Tony's problem?
2. When do they first offer him an appointment?
3. Why does he want an appointment sooner?
4. Do you think Tony has medical insurance? Explain.
5. What do you think the receptionist will say next?

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. Why do you think the doctor wants to listen to Tony's heart?
  2. What's too cold for Tony?
  3. How old is Tony?
  4. How did Tony injure his back?
  5. How old was Tony when he had his son?
  6. What does Tony have to do to get better?

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 again and check your answers.

DOCTOR OKAMOTO: Okay. Do                                   any pain here?

TONY: No. I \_\_\_\_\_ pain there last night, but not now.

TONY: Oh, my gosh!

TONY Sorry. It's just cold.

DOCTOR: I'm really sorry. Sometimes, I forget                          warm the stethoscope.

TONY: That's okay.

DOCTOR: Okay, now I want \_\_\_\_\_ take a deep breath;  
then, breathe out. Okay, good. We \_\_\_\_\_ a couple \_\_\_\_\_  
tests we need \_\_\_\_\_ do now. \_\_\_\_\_  
touch \_\_\_\_\_ toes \_\_\_\_\_ me?  
\_\_\_\_\_

TONY: My toes? I <sup>23</sup> an injured back. I <sup>24</sup> even touch my knees.

DOCTOR: How old are \_\_\_\_\_, Tony?

TONY: Forty-nine. I \_\_\_\_\_ a birthday last month.

DOCTOR: Sometimes, as we \_\_\_\_\_ older, we \_\_\_\_\_ a little pain  
27 in the lower back. How is it when I touch \_\_\_\_\_ here?  
28

TONY: Ouch! \_\_\_\_\_ that all older people  
30 31  
32 this kind \_\_\_\_\_ pain?  
33

DOCTOR: No. Not as bad as this. How \_\_\_\_\_ hurt  
34 35  
36 back?

TONY: \_\_\_\_\_ baseball with my eleven-year-old son. \_\_\_\_\_  
37 38  
39 40 practice.

DOCTOR: Do \_\_\_\_\_ usually \_\_\_\_\_ this much pain?  
41 42

TONY: Well, no. We played \_\_\_\_\_ three hours. \_\_\_\_\_  
43 44  
45 a play-off game soon. \_\_\_\_\_  
46 47  
been in the play-offs before.

DOCTOR: Well, no baseball \_\_\_\_\_ you \_\_\_\_\_ awhile.  
48 49  
50 51 52 53  
54 rest \_\_\_\_\_ a few weeks.  
55

## DISCUSSION

Work in small groups.

Is it better to be a younger or an older parent? Explain.



## We Should Have Taken a Left

<i>should</i> <i>could</i> <i>would</i> <i>must</i> <i>may</i> <i>might</i>	+ <b>have + past participle</b>	<i>*shoulda</i> <i>*coulda</i> <i>*woulda</i> <i>*musta</i> <i>*maya</i> <i>*mightha</i>
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<i>shouldn't</i> <i>couldn't</i> <i>wouldn't</i>	+ <b>have + past participle</b>	<i>*shouldna</i> <i>*couldna</i> <i>*wouldna</i>
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The pronunciations *\*shoulda*, *\*coulda*, etc. are very informal.

### 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

HERMAN: Oh no! We should have been at Judy's house at a quarter of seven!

ZELDA: Well, you could have gotten directions ahead of time.  
That would have helped.

HERMAN: I must have been crazy to try to find her house out here.

ZELDA: Look, I think there may have been a gas station back there.

HERMAN: Zelda, we couldn't have driven by a gas station.

ZELDA: Well, I think we did. It might have been back a mile or so.

##### Relaxed (Fast) Pronunciation

HERMAN: Oh no! We \*shoulda been at Judy's house at a quarter \*a seven!

ZELDA: Well, \*ya \*coulda gotten directions ahead \*a time.  
That \*woulda helped.

HERMAN: I \*musta been crazy \*da try \*da find \*er house out here.

ZELDA: Look, I think there \*maya been a gas station back there.

HERMAN: Zelda, we \*couldna driven by a gas station.

ZELDA: Well, I think we did. It \*mightha been back a mile \*er so.

HERMAN: No. I would have seen it.

ZELDA: Oh, Herman, you might have driven by the gas station while we were talking.

HERMAN: Where's the map? I knew I shouldn't have given the map to *you*.

ZELDA: Okay. So I forgot the map. We wouldn't have missed the gas station if you hadn't been talking so much.

HERMAN: No. I \*woulda seen it.

ZELDA: Oh, Herman, \*ya \*mighta driven by the gas station while we were \*talkin'.

HERMAN: Where's the map? I knew I \*shouldna given the map \*ta *you*.

ZELDA: Okay. So I forgot the map. We \*wouldna missed the gas station if \*ya \*adn't been \*talkin' so much.

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

## COMPREHENSION

Answer these questions about the conversation.

1. What do you think the relationship between Zelda and Herman is?
2. What's their problem?
3. Do they have directions to Judy's house?
4. Why didn't they see the gas station?
5. Do they have a map? 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

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## COMPREHENSION

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

1. How long do you think Zelda and Herman have been lost?
2. Should Herman have turned right at the market? Why or why not?
3. What are the directions to Lewis Street?
4. Why do you think they got lost?
5. Do you think Herman and Zelda have a good relationship? 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.

ZELDA: We're lost. We're *really* lost. Maybe we \_\_\_\_\_ 1 \_\_\_\_\_ 2

taken a left on Clark Street.

HERMAN: We \_\_\_\_\_ 3 \_\_\_\_\_ 4 done that. \_\_\_\_\_ 5  
\_\_\_\_\_ 6 see the construction in front \_\_\_\_\_ 7 the entrance  
\_\_\_\_\_ 8 the street?

ZELDA: Oh, Herman, what construction? If there \_\_\_\_\_ 9 been any construction,  
I \_\_\_\_\_ 10 \_\_\_\_\_ 11 seen it. It \_\_\_\_\_ 12  
\_\_\_\_\_ 13 been another street.

HERMAN: It \_\_\_\_\_ 14 \_\_\_\_\_ 15 been. I \_\_\_\_\_ 16  
\_\_\_\_\_ 17 .

ZELDA: Turn right! Turn right at the market!

HERMAN: Okay, okay!

(Ten minutes later)

ZELDA: I think we need \_\_\_\_\_ 18 find a gas station. There \_\_\_\_\_ 19  
\_\_\_\_\_ 20 been one back there somewhere. There \_\_\_\_\_ 21  
\_\_\_\_\_ 22 been one back a mile \_\_\_\_\_ 23 so.

HERMAN: I knew we \_\_\_\_\_ 24 turned right at the market.  
Why were \_\_\_\_\_ 25 \_\_\_\_\_ 26 at me, "Turn right! Turn right!"?

(Ten minutes later)

GAS STATION ATTENDANT: \_\_\_\_\_ I help \_\_\_\_\_ ?  
28 29

ZELDA: Yes. We're lost.

HERMAN: I think we \_\_\_\_\_ turned at the wrong  
30 31  
street. We're \_\_\_\_\_ Lewis Street.  
32 33

ATTENDANT: \_\_\_\_\_ turned left on  
34 35 36  
Clark Street. Then \_\_\_\_\_ seen  
37 38 39  
Lewis Street on \_\_\_\_\_ left.  
40

ZELDA: Herman, \_\_\_\_\_ driven right  
41 42 43  
by it \_\_\_\_\_ not seen it.  
44

HERMAN: I \_\_\_\_\_ done that, could I?  
45 46

ATTENDANT: The street sign \_\_\_\_\_ been down. Anyway,  
47 48  
take a right out \_\_\_\_\_ the gas station. Go straight \_\_\_\_\_  
49 50  
about ten miles. Then turn left on Clark Street. Lewis Street will be on  
\_\_\_\_\_ left.  
51

HERMAN: Thank you. (to Zelda) Zelda, next time, don't yell at me. We \_\_\_\_\_  
52  
\_\_\_\_\_ been driving around \_\_\_\_\_ around if  
53 54  
\_\_\_\_\_ yelled at me. \_\_\_\_\_  
55 56 57  
made me nervous.

## DISCUSSION

Work in small groups.

What should people do when they're lost? What do you usually do? Explain.

# 25

## What Are You Doing to My Hair?



***What are you*** → \****Whacha***

\****Whacha*** is more informal than \****Whaddaya***.  
\****Whacha*** is occasionally used for ***What do you***.

### 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

BILL: What are you doing this afternoon?

GEORGETTE: I'm going to go to my cousin's new hair salon. He's going to do my hair.

BILL: What are you going to do to your hair? I love your hair.

GEORGETTE: I don't know. Don't you think I should change my hairstyle?

BILL: What do you want to do that for? Our hairstyles are the same.

GEORGETTE: I see what you mean. But what are you going to do about finding a job?

BILL: I don't know. What do you think I should do?

GEORGETTE: Well, maybe we should try to look a little more professional.

BILL: Why?

GEORGETTE: Well, we're both looking for jobs, and we need to change our "look."

##### Relaxed (Fast) Pronunciation

BILL: \*Whacha \*doin' this afternoon?

GEORGETTE: I'm \*gonna go \*da my cousin's new hair salon. He's \*gonna do my hair.

BILL: \*Whacha \*gonna do \*da \*yer hair? I love \*yer hair.

GEORGETTE: I \*donno. Don't \*cha think I should change my hairstyle?

BILL: \*Whacha \*wanna do that for? Our hairstyles are the same.

GEORGETTE: I see what \*cha mean. But \*whacha \*gonna do about \*findin' a job?

BILL: I \*donno. \*Whaddaya think I should do?

GEORGETTE: Well, maybe we should try \*da look a little more professional.

BILL: Why?

GEORGETTE: Well, we're both \*lookin' \*fer jobs, \*'n' we need \*ta change our "look."

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

## COMPREHENSION

Answer these questions about the conversation.

1. What do you think the relationship between Bill and Georgette is? Explain.
2. Do Bill and Georgette like their hairstyles? Explain.
3. What does Georgette think Bill should do to get a job?
4. Do you think this is a good idea? Explain.
5. How old do you think Bill and Georgette are? Why?

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

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## COMPREHENSION

Listen to the conversation. The speakers use relaxed pronunciation.

Answer the questions.

1. Did Georgette's cousin cut off a lot of hair? Explain.
2. Why do you think George says, "Hair grows so fast"?
3. Do you think Georgette should have let George continue to cut her hair? Explain.
4. What do you think George's biggest problem is?
5. Would you go to George to get your hair cut? 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.

GEORGETTE: George, \_\_\_\_\_  
\_\_\_\_\_ 1 \_\_\_\_\_ 2 \_\_\_\_\_ 3  
\_\_\_\_\_ back there?  
\_\_\_\_\_ 4

GEORGE: I'm \_\_\_\_\_  
\_\_\_\_\_ 5 \_\_\_\_\_ 6 \_\_\_\_\_ 7 told me  
\_\_\_\_\_ do. I'm \_\_\_\_\_ hair.  
\_\_\_\_\_ 8 \_\_\_\_\_ 9 \_\_\_\_\_ 10

GEORGETTE: I didn't say \_\_\_\_\_ cut it! I said \_\_\_\_\_ trim it. Look,  
\_\_\_\_\_ 11 \_\_\_\_\_ 12  
\_\_\_\_\_ my cousin, \_\_\_\_\_ I love \_\_\_\_\_, but are  
\_\_\_\_\_ 13 \_\_\_\_\_ 14 \_\_\_\_\_ 15  
\_\_\_\_\_ sure \_\_\_\_\_ know \_\_\_\_\_  
\_\_\_\_\_ 16 \_\_\_\_\_ 17 \_\_\_\_\_ 18  
\_\_\_\_\_ 19 \_\_\_\_\_ 20 \_\_\_\_\_ ?  
\_\_\_\_\_ 21

GEORGE: Don't worry. Short hair is very popular this year.

GEORGETTE: How much did \_\_\_\_\_ cut off?  
\_\_\_\_\_ 21

GEORGE: Not much. Just six \_\_\_\_\_ seven inches.  
\_\_\_\_\_ 22

GEORGETTE: Oh. \_\_\_\_\_  
\_\_\_\_\_ 23 \_\_\_\_\_ 24 \_\_\_\_\_ 25  
\_\_\_\_\_ off the top now?  
\_\_\_\_\_ 26

GEORGE: About four \_\_\_\_\_ five inches.  
\_\_\_\_\_ 27

GEORGETTE: I told \_\_\_\_\_ two inches!  
\_\_\_\_\_ 28

GEORGE: Oh, hair grows so fast. \_\_\_\_\_  
\_\_\_\_\_ 29 \_\_\_\_\_ 30  
\_\_\_\_\_ look great.  
\_\_\_\_\_ 31

GEORGETTE: I \_\_\_\_\_  
\_\_\_\_\_ 32 \_\_\_\_\_ 33 \_\_\_\_\_ 34 \_\_\_\_\_ do  
\_\_\_\_\_ 35 \_\_\_\_\_ 36 \_\_\_\_\_ 37 \_\_\_\_\_ 38  
\_\_\_\_\_ the bangs?  
\_\_\_\_\_ 39

GEORGE: I've \_\_\_\_\_ even \_\_\_\_\_ out a little.  
\_\_\_\_\_ 40 \_\_\_\_\_ 41 \_\_\_\_\_ 42

GEORGETTE: \_\_\_\_\_  
\_\_\_\_\_ 43 \_\_\_\_\_ 44 \_\_\_\_\_ 45  
\_\_\_\_\_ now?  
\_\_\_\_\_ 46

GEORGE: I'm just \_\_\_\_\_ this big . . . piece . . . here. \_\_\_\_\_ don't  
47 \_\_\_\_\_ 48

GEOGETTE: Well, \_\_\_\_\_ decided  
                        50                       51                       52  
\_\_\_\_\_ do \_\_\_\_\_ the sides \_\_\_\_\_ my hair?  
                        53                       54                       55

Maybe it'll look better when it's finished.

GEORGE: It is finished.

## **DISCUSSION**

**Work in small groups.**

How should people look when they go on a job interview or start a new job? Which things are the most important? Why?

# 26

## Give Me a Paintbrush



*let me* → \**lemme*  
*give me* → \**gimme*

\**Lemme* and \**gimme* are very informal.

### 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

DAN: My brother's going to give me some paint for my birthday.

LISA: Let me guess. You're finally going to paint your living room.

DAN: Yeah. Can you give me some advice? I can't decide on a color.

LISA: Well, I used to work in a paint store. Let me see the color samples.

DAN: Okay. I have to choose from these.

LISA: No problem. Give me the samples and tell me what colors you like.

DAN: Well, let me see the grays. What do you think about dark gray?

LISA: It's too dark for me. Let me show you this light brown. Do you like it?

##### Relaxed (Fast) Pronunciation

DAN: My brother's \*gonna \*gimme some paint \*fer my birthday.

LISA: \*Lemme guess. \*Yer finally \*gonna paint \*cher living room.

DAN: Yeah. \*Kin \*ya \*gimme some advice? I \*kant decide on a color.

LISA: Well, I \*useta work in a paint store. \*Lemme see the color samples.

DAN: Okay. I \*hafta choose from these.

LISA: No problem. \*Gimme the samples \*n' tell me what colors \*ya like.

DAN: Well, \*lemme see the grays. \*Whaddaya think about dark gray?

LISA: It's too dark \*fer me. \*Lemme show \*ya this light brown. Do \*ya like it?

DAN: I don't know. Give me a minute to think about it.

LISA: Did you see this beautiful yellow? We should have looked at this one first.

DAN: I \*dono. \*Gimme a minute \*ta think about it.

LISA: Did \*ja see this beautiful yellow? We \*shoulda looked at this one first.

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

## COMPREHENSION

Answer these questions about the conversation.

1. What do you think the relationship between Dan and Lisa is? Explain.
2. Why do you think Dan is getting paint for his birthday?
3. Who do you think knows more about choosing colors to paint a room, Dan or Lisa? Explain.
4. What do you think is the best color to paint Dan's living room? Why?

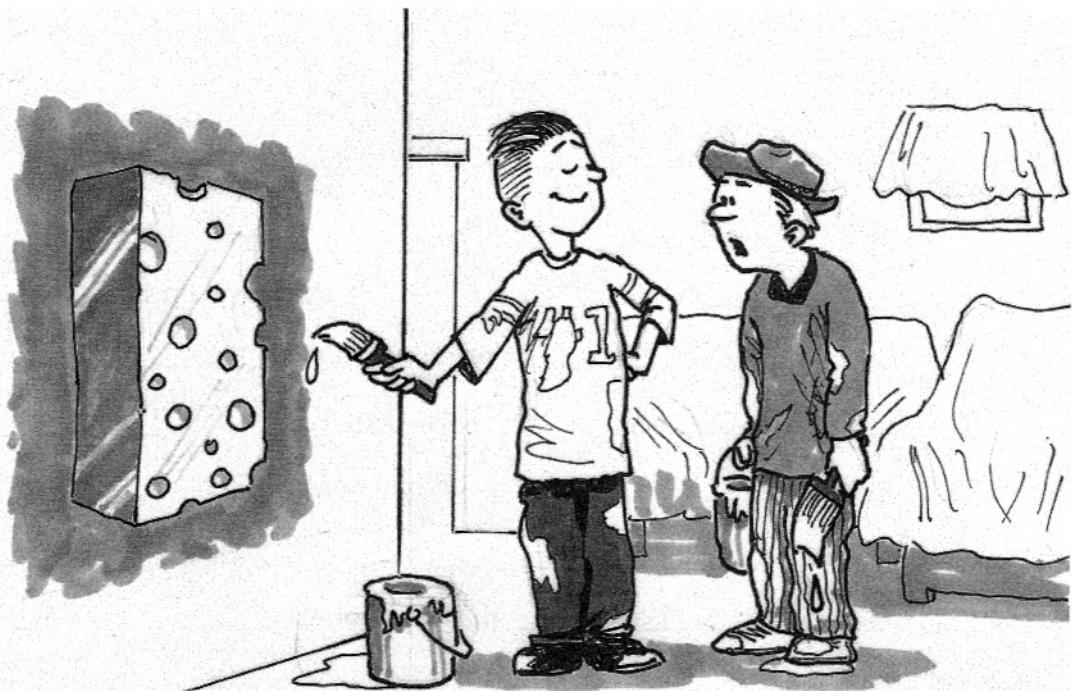
Now, work with a partner and compare your answers.

## 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

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## COMPREHENSION

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

1. What's the relationship between Dan and Leonard?
2. What are the steps in painting a room?
3. Does Leonard know how to paint a room? Explain.
4. Why do you think Dan felt that Leonard was a *house* painter?
5. Do you think Leonard made a lot of money as an artist? Why or why not?

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.

DAN: I \_\_\_\_\_ 1 \_\_\_\_\_ 2 paint our living room, Leonard. Do  
\_\_\_\_\_ 3 know how \_\_\_\_\_ 4 paint?

LEONARD: Do I know how \_\_\_\_\_ 5 paint? Do I know how \_\_\_\_\_ 6  
paint? Now, I sell computers \_\_\_\_\_ 7 pay my half \_\_\_\_\_ 8 our  
rent, but I \_\_\_\_\_ 9 \_\_\_\_\_ 10 be a painter.

DAN: \_\_\_\_\_ 11 did? Great! I \_\_\_\_\_ 12 \_\_\_\_\_ 13 anything  
about painting.

LEONARD: Here, Dan. \_\_\_\_\_ 14 \_\_\_\_\_ 15 open that paint can.

DAN: Oh, my gosh! \_\_\_\_\_ 16 spilled it!

LEONARD: \_\_\_\_\_ 17 \_\_\_\_\_ 18 a rag. I'll clean it up. See? No problem.  
\_\_\_\_\_ 19 \_\_\_\_\_ 20 a paintbrush. Let's \_\_\_\_\_ 21 started.

DAN: Shouldn't we cover the furniture with sheets first? We don't \_\_\_\_\_  
\_\_\_\_\_ 22 \_\_\_\_\_ 23 paint on our furniture.

LEONARD: Yes. Good idea. \_\_\_\_\_ 25 \_\_\_\_\_ 26 help \_\_\_\_\_ 27  
\_\_\_\_\_ 28 \_\_\_\_\_ 29 the other corner \_\_\_\_\_ 30  
the sheet.

(A few minutes later)

LEONARD: \_\_\_\_\_ a paintbrush. Let's  
31 32  
\_\_\_\_\_ started.  
33

DAN: But, shouldn't we sand the walls first?

LEONARD: Sand the walls? Good idea.

*(Thirty minutes later)*

LEONARD: Okay. We sanded the walls. What a great idea! Now, \_\_\_\_\_

34

35 a paintbrush. 36 37 paint this  
wall. You paint the other one.

DAN: Sure. \_\_\_\_\_ the painter.

*(An hour later)*

DAN: My wall's finished. \_\_\_\_\_ see \_\_\_\_\_ .

LEONARD: There it is. Isn't it beautiful?

DAN: \_\_\_\_\_ said \_\_\_\_\_ were a painter! \_\_\_\_\_  
\_\_\_\_\_ 42 \_\_\_\_\_ 43 \_\_\_\_\_ 44  
\_\_\_\_\_ 45 \_\_\_\_\_ 46 \_\_\_\_\_ 47 \_\_\_\_\_ wall?

LEONARD: Cheese. The yellow paint made me think \_\_\_\_\_ cheese.

49 \_\_\_\_\_ 50 \_\_\_\_\_ explain. I was never a *house*  
painter. I \_\_\_\_\_ 51 \_\_\_\_\_ 52 \_\_\_\_\_ be an *artist*.

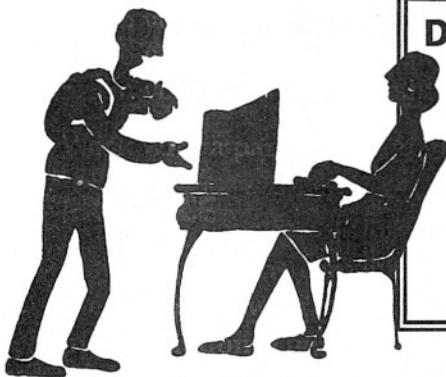
## **DISCUSSION**

**Work in small groups.**

What are the best colors for a room where you spend a lot of time? Explain.

# 27

# I Couldn't Take the Test Because I Was Sick



## Deletion of Syllables:

<i>about</i>	→	<i>*'bout</i>
<i>because</i>	→	<i>*'cause</i>
<i>come on</i>	→	<i>*c'mon</i>

*\*'Bout, \*'cause, and \*c'mon are very informal.*

## 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

JUAN: Can you give me  
a ride to school?

MRS. RODRIGUEZ: I can't because I  
have to finish a report before I  
leave.

JUAN: Well, how long is it  
going to take you?

MRS. RODRIGUEZ: Oh, about  
thirty or forty minutes.

JUAN: Come on, Mom. I don't  
want to be late for my makeup  
test.

MRS. RODRIGUEZ: Makeup test?  
What are you talking about?

JUAN: I forgot to tell you. I  
missed a test because I was sick.

MRS. RODRIGUEZ: You missed  
the test when you had the flu?

JUAN: Yeah. Mom, can you  
give me some money, too? I  
won't have time to make my  
lunch now—

#### Relaxed (Fast) Pronunciation

JUAN: \*Kin \*ya \*gimme  
a ride \*ta school?

MRS. RODRIGUEZ: I \*kant \*'cause I  
\*hafta finish a report before I  
leave.

JUAN: Well, how long is it  
\*gonna take \*ya?

MRS. RODRIGUEZ: Oh, \*'bout  
thirty \*er forty minutes.

JUAN: \*C'mon, Mom. I don't  
\*wanna be late \*fer my makeup  
test.

MRS. RODRIGUEZ: Makeup test?  
\*Whaddaya \*talkin' \*bout?

JUAN: I forgot \*ta tell \*ya. I  
missed a test \*'cause I was sick.

MRS. RODRIGUEZ: \*Ya missed  
the test when \*ya \*'ad the flu?

JUAN: Yeah. Mom, \*kin \*ya  
\*gimme some money, too? I  
won't have time \*ta make my  
lunch now—

MRS. RODRIGUEZ: —because of  
the makeup test. Here's your  
money. Come on. Let's go.

MRS. RODRIGUEZ: —\*'cause \*a  
the makeup test. Here's \*yer  
money. \*C'mon. Let's go.

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

## COMPREHENSION

Answer these questions about the conversation.

1. Why is Juan taking a makeup test?
2. Why does he want a ride to school?
3. Why does he need money?
4. What's Juan's last name?
5. What time of day do you think it is? Explain.
6. Do you think his mother should drive him to school? 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

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## COMPREHENSION

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

1. Where are Juan and Martin? Explain.
2. What are they going to do? Why?
3. What does Martin have to do to get a scholarship? Why?
4. Does Juan work? Why or why not?

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.

MARTIN: Hi, Juan. Where are \_\_\_\_\_ ?  
1 2

JUAN: Well, I \_\_\_\_\_ take a makeup test in our history  
3 4  
class \_\_\_\_\_ I was sick.  
5

MARTIN: A lot \_\_\_\_\_ people missed the test. \_\_\_\_\_  
6 7  
\_\_\_\_\_. I \_\_\_\_\_ take it, too.  
8 9 10

JUAN: You missed it, too?

MARTIN: Yeah.

JUAN: How long do \_\_\_\_\_ think it'll take?  
11

MARTIN: \_\_\_\_\_ an hour.  
12

JUAN: So, did \_\_\_\_\_ study?  
13

MARTIN: I studied a lot. I \_\_\_\_\_  
14 15 16  
an "A" in this class \_\_\_\_\_ I \_\_\_\_\_  
17 18 19  
\_\_\_\_\_ a scholarship. I \_\_\_\_\_  
20 21 22 23  
\_\_\_\_\_ graduate school.  
23

JUAN: I \_\_\_\_\_ a scholarship, Martin, but I still \_\_\_\_\_  
24 25  
\_\_\_\_\_ work \_\_\_\_\_ college is so expensive.  
26 27

MARTIN: \_\_\_\_\_ right. I've been \_\_\_\_\_  
28 29 30  
\_\_\_\_\_ a year. If I \_\_\_\_\_ a scholarship, I'll still  
31 32

33 \_\_\_\_\_ work, but my parents won't \_\_\_\_\_ 35

34 \_\_\_\_\_ pay so much. Anyway, \_\_\_\_\_ .

36 Let's go. We're \_\_\_\_\_ be late.

37 38  
39 40

JUAN: You go ahead. I've \_\_\_\_\_ go \_\_\_\_\_

41 42 43

my locker \_\_\_\_\_ I've \_\_\_\_\_

44 45 46

47 some books.

MARTIN: How long will \_\_\_\_\_ be?

48

JUAN: \_\_\_\_\_ ten minutes.

49

MARTIN: Okay. See \_\_\_\_\_ at the test.

50

JUAN: Yeah. See \_\_\_\_\_ there.

51

## DISCUSSION

Work in small groups.

Who do you think should pay for a student's education? Explain.

# 28

## Been to the Circus Lately?



### Deletion of Words in Questions:

- Do you want some . . .*** → ***Want some . . .***  
***Are you going to see . . .*** → ***\*Gonna see . . .***  
***Would you like to . . .*** → ***Like to . . .***  
***Have you seen the . . .*** → ***Seen the . . .***

These forms are very informal. We can delete the first one or two words of these questions. EXAMPLES:

- Do you want some popcorn?**  
**\*Ya want some popcorn? OR Want some popcorn?**
- Have you seen any good movies?**  
**\*Ya seen any good movies? OR Seen any good movies?**

## 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

- PAUL: Have you seen any good shows for kids lately?
- ANNE: Are you thinking about your son, Joey?
- PAUL: Yeah. Do you know what I did last week?
- ANNE: What did you do?
- PAUL: I got tickets to see the circus. Have you been to the circus lately?
- ANNE: No. I've never been to the circus.
- PAUL: Would you like to go with us? I really want Joey to meet you.

#### Relaxed (Fast) Pronunciation

- PAUL: Seen any good shows \*fer kids lately?
- ANNE: \*Ya \*thinkin' \*'bout \*cher son, Joey?
- PAUL: Yeah. Know what I did last week?
- ANNE: What did \*ja do?
- PAUL: I got tickets \*ta see the circus. Been \*ta the circus lately?
- ANNE: No. I've never been \*ta the circus.
- PAUL: Like \*ta go with us? I really want Joey \*da meet \*cha.

ANNE: Sounds great. Are you going to leave early?

PAUL: I was thinking about leaving around 9:00 A.M.  
Do you want to leave earlier?

ANNE: No, that's fine. Do you need me to bring anything?

ANNE: Sounds great. \*Ya \*gonna leave early?

PAUL: I was \*thinkin' \*/bout \*leavin' around 9:00 A.M.  
\*Ya \*wanna leave earlier?

ANNE: No, that's fine. Need me \*da bring anything?

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

## COMPREHENSION

Answer these questions about the conversation.

1. What do you think the relationship between Paul and Anne is? Explain.
2. Do you think they've known each other a long time? Explain.
3. Where are they planning to go? Why?
4. When do you think the performance is: in the morning, afternoon, or evening? Explain.

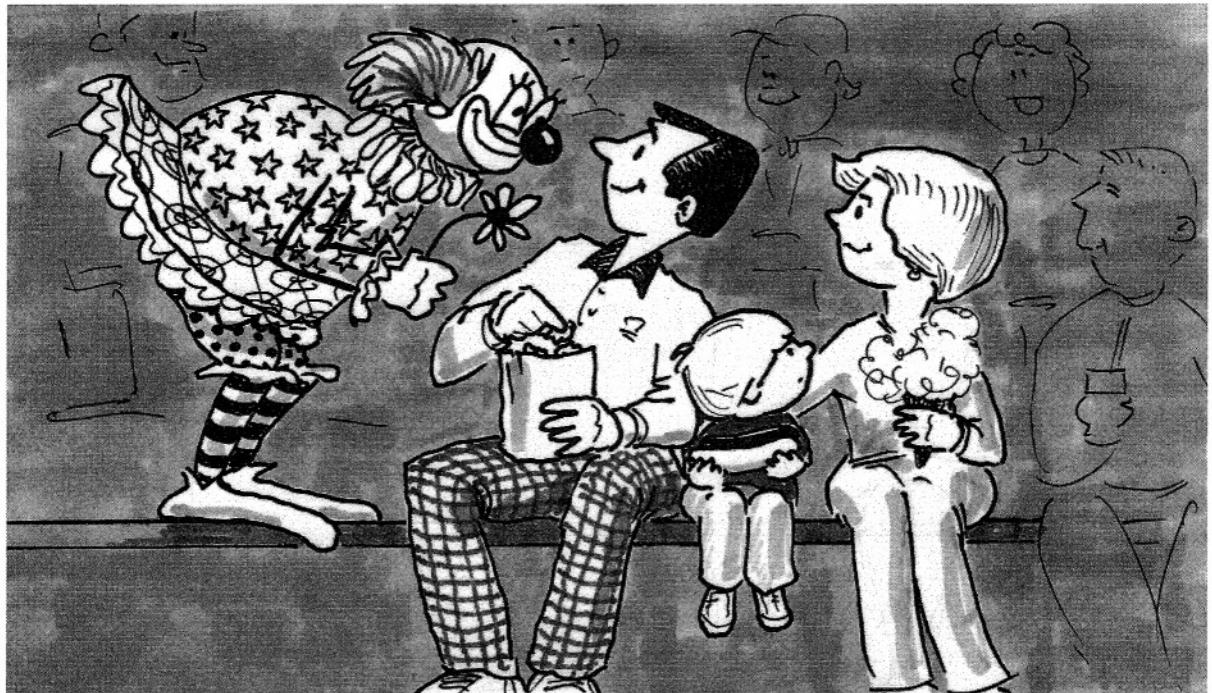
Now, work with a partner and compare your answers.

## 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

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## COMPREHENSION

Listen to the conversation. The speakers use relaxed pronunciation.

Answer the questions.

1. How old do you think Joey is? Why?
2. Do you think Joey likes Anne at first? Explain.
3. Do you think Joey's mother really said he shouldn't see the tigers? Explain.
4. Do you think Joey's behaving badly? Explain.
5. Do you think Joey's feelings about Anne change? 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.

PAUL: Anne, this is Joey. Joey, I \_\_\_\_\_  
\_\_\_\_\_ 1 \_\_\_\_\_ 2  
\_\_\_\_\_ 3 meet Anne. We're \_\_\_\_\_  
\_\_\_\_\_ 4 \_\_\_\_\_ 5  
have a great time today.

ANNE: Nice \_\_\_\_\_  
\_\_\_\_\_ 6 \_\_\_\_\_ 7 \_\_\_\_\_ 8 .

JOEY: Hi.

ANNE: This is my first time at the circus \_\_\_\_\_  
\_\_\_\_\_ 9 I'm really excited.  
( \_\_\_\_\_  
\_\_\_\_\_ 10 \_\_\_\_\_ 11 ) \_\_\_\_\_  
\_\_\_\_\_ 12 \_\_\_\_\_ 13  
see the elephants, Joey?

JOEY: No.

ANNE: Okay. \_\_\_\_\_ like animals, \_\_\_\_\_  
\_\_\_\_\_ 14 \_\_\_\_\_ 15 \_\_\_\_\_ 16 ?

JOEY: I \_\_\_\_\_  
\_\_\_\_\_ 17 \_\_\_\_\_ 18 .

PAUL: Joey.

ANNE: It's okay, Paul. (to Joey) ( \_\_\_\_\_  
\_\_\_\_\_ 19 \_\_\_\_\_ 20 )  
\_\_\_\_\_ 21 \_\_\_\_\_ 22 have a hot dog?

JOEY: No, thanks.

ANNE: Well, ( \_\_\_\_\_  
\_\_\_\_\_ 23 \_\_\_\_\_ 24 ) \_\_\_\_\_ 25 the tigers  
before? They're really exciting \_\_\_\_\_  
\_\_\_\_\_ 26 watch. \_\_\_\_\_  
\_\_\_\_\_ 27  
\_\_\_\_\_ 28 . I'll take \_\_\_\_\_  
\_\_\_\_\_ 29 \_\_\_\_\_ 30 see  
\_\_\_\_\_ 31 .

JOEY: My mom doesn't want me \_\_\_\_\_ see the tigers.  
32

ANNE: But this is the circus.

PAUL: (to Anne) He's just a little shy. Give \_\_\_\_\_ some time.  
33

(to Joey) ( \_\_\_\_\_ ) \_\_\_\_\_ what I  
34 35 36  
37 38  
do?  
39 40

JOEY: What?

PAUL: I \_\_\_\_\_ see the clowns.  
39 40

JOEY: Yeah! Let's see the clowns! (to Anne) ( \_\_\_\_\_ ) \_\_\_\_\_  
41 42  
43 44  
come with us?  
45 46 47  
48 49

ANNE: ( \_\_\_\_\_ ) \_\_\_\_\_ me  
45 46 47  
48 49  
come with \_\_\_\_\_ ?  
49

JOEY: Yeah.

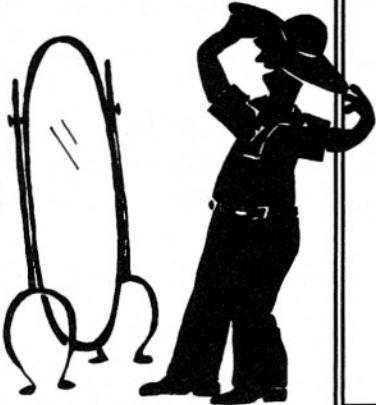
## DISCUSSION

**Work in small groups.**

Do you think a husband and wife should stay married forever if they have children?  
Explain.

# 29

## Where Are Your Extra-Large Hats?



### Unusual Contractions:

<b>What are</b>	→	<b>*What're</b>
<b>What will</b>	→	<b>*What'll</b>
<b>Where are</b>	→	<b>*Where're</b>
<b>Where will</b>	→	<b>*Where'll</b>
<b>Why are</b>	→	<b>*Why're</b>
<b>Why will</b>	→	<b>*Why'll</b>

### 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

HENRY: What are you doing?

FRANK: I'm looking in the phone book for stores that sell extra-large hats.

HENRY: Why are you looking for a hat?

FRANK: I'm going to go to a soccer game. If I can't find a hat, what will I wear to protect my head?

HENRY: Why will you need an *extra-large* hat?

FRANK: Because I have a really big head.

HENRY: No, you don't. Anyway, where will you be sitting?

FRANK: In the stands. In the sun. Where are some good hat stores?

##### Relaxed (Fast) Pronunciation

HENRY: \*What're \*ya \*doin'?

FRANK: I'm \*lookin' in the phone book \*fer stores that sell extra-large hats.

HENRY: \*Why're \*ya \*lookin' \*fer a hat?

FRANK: I'm \*gonna go \*da a soccer game. If I \*kant find a hat, \*what'll I wear \*ta protect my head?

HENRY: \*Why'll \*ya need an *extra-large* hat?

FRANK: \*'Cause I \*ave a really big head.

HENRY: No, \*ya don't. Anyway, \*where'll \*ya be \*sittin'?

FRANK: In the stands. In the sun. \*Where're some good hat stores?

HENRY: I don't know, but why are you doing this now? You should have done it a few days ago.

FRANK: What are you talking about? I started looking for a hat last week.

HENRY: I \*donno, but \*why're \*ya \*doin' this now? \*Ya \*shoulda done it a few days ago.

FRANK: \*What're \*ya \*talkin' \*'bout? I started \*lookin' \*fer a hat last week.

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

## COMPREHENSION

Answer these questions about the conversation.

1. What do you think the relationship between Frank and Henry is? Explain.
2. What's Frank looking for in the telephone book?
3. Why does he need an extra-large hat?
4. When did Frank start looking for a hat?

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

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## COMPREHENSION

Listen to the conversation. The speakers use relaxed pronunciation.

Answer the questions.

1. What's Frank trying to do?
2. Why doesn't Frank call one of the departments directly?
3. How many departments does Frank talk to?
4. Why does each department transfer him to another department?
5. How do you think Frank feels at the end of the telephone call? Why?

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.

RECORDING: LaPorte Department Store. \_\_\_\_\_ our main directory,  
1  
please press 1 now. Thank you. \_\_\_\_\_ speak \_\_\_\_\_ an  
2  
operator, please stay on the line. Thank you.  
3

OPERATOR: May I help \_\_\_\_\_ ?  
4

FRANK: Yes. \_\_\_\_\_ I find extra-large hats?  
5  
6

OPERATOR: I'll \_\_\_\_\_ Men's Clothing.  
7  
8  
9

FRANK: Thank you.

MEN'S CLOTHING: Men's Clothing. \_\_\_\_\_ I help \_\_\_\_\_ ?  
10  
11

FRANK: Yes. \_\_\_\_\_ extra-large hats?  
12  
13  
14

MEN'S CLOTHING: Extra-large hats? Hmm. I'm \_\_\_\_\_  
15  
16  
17  
18  
19  
20  
transfer \_\_\_\_\_  
Accessories.

ACCESSORIES: Accessories. \_\_\_\_\_ I help \_\_\_\_\_ ?  
21  
22

FRANK: Uh, \_\_\_\_\_ I find extra-large hats?  
23  
24

ACCESSORIES: Extra-large hats? \_\_\_\_\_ transfer  
25  
26  
27  
28  
Sporting Goods.

FRANK: Thanks.

SPORTING GOODS: Sporting Goods. May I help \_\_\_\_\_ ?  
29

FRANK: \_\_\_\_\_ operators

30

31

32

transferring me all over the store?

SPORTING GOODS: I'm sorry, sir. \_\_\_\_\_

33

34

for?

35

36

FRANK: Extra-large hats. \_\_\_\_\_ I find \_\_\_\_\_ ?

37

38

39

SPORTING GOODS: I'm sorry. I'll \_\_\_\_\_ transfer  
40 \_\_\_\_\_ Men's Clothing.

41

42

43

FRANK: What? \_\_\_\_\_ I \_\_\_\_\_  
44 \_\_\_\_\_ be transferred \_\_\_\_\_ Men's Clothing? I just  
45 \_\_\_\_\_  
46 talked \_\_\_\_\_ . I've been \_\_\_\_\_  
47 \_\_\_\_\_ 48 \_\_\_\_\_  
49 people all over \_\_\_\_\_ 50 \_\_\_\_\_ store.  
51 \_\_\_\_\_  
52 \_\_\_\_\_ 53 \_\_\_\_\_  
54 \_\_\_\_\_  
55 I \_\_\_\_\_ 56 \_\_\_\_\_ do  
57 \_\_\_\_\_  
58 find an extra-large hat?

SPORTING GOODS: We don't sell extra-large hats in my department. I'm really sorry.

I'll transfer \_\_\_\_\_ the operator. Maybe she  
59 \_\_\_\_\_ 60 \_\_\_\_\_  
61 help \_\_\_\_\_ .

RECORDING: Our lines are all busy. \_\_\_\_\_ call is important  
62 \_\_\_\_\_ 63 \_\_\_\_\_ us. Please stay on the line.

64

FRANK: I got disconnected! I \_\_\_\_\_ believe it!  
65

## DISCUSSION

Work in small groups.

Is the telephone the best way to get information? Why or why not? What are other ways to get information about department stores? Explain.

# 30

## When Will Your TV Program Be Over?



### Unusual Contractions:

<b>Who are</b>	→	<b>*Who're</b>
<b>Who will</b>	→	<b>*Who'll</b>
<b>When are</b>	→	<b>*When're</b>
<b>When will</b>	→	<b>*When'll</b>
<b>How are</b>	→	<b>*How're</b>
<b>How will</b>	→	<b>*How'll</b>

## 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

ELLEN: How will we get this box inside of the house? We'll have to ask the kids to help us.

DAVID: How are they going to help us? They're not even home.

ELLEN: Oh, I forgot. So, when will we tell them your parents gave them their spare TV?

DAVID: Come on. Let's get it inside. We'll talk about that later.

ELLEN: Who will set up the TV? I don't know how to do that.

DAVID: You don't? What do we need to do?

ELLEN: It's in a box. We've got to ask somebody.

DAVID: Who are we going to ask?

#### Relaxed (Fast) Pronunciation

ELLEN: \*How'll we \*git this box inside \*a the house? We'll \*hafta ask the kids \*ta help us.

DAVID: \*How're they \*gonna help us? They're not even home.

ELLEN: Oh, I forgot. So, \*when'll we tell \*em \*yer parents gave \*em their spare TV?

DAVID: \*C'mon. Let's \*git it inside. We'll talk \*bout that later.

ELLEN: \*Who'll set up the TV? I \*donno how \*da do that.

DAVID: \*Ya don't? \*Whadda we need \*ta do?

ELLEN: It's in a box. We've \*gotta ask somebody.

DAVID: \*Who're we \*gonna ask?

ELLEN: The kids. After all,  
Joan's going to be fifteen and  
Keith is almost sixteen.

DAVID: The kids? When are  
kids shown how to set up the  
cable and all of that?

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

## COMPREHENSION

Answer these questions about the conversation.

1. What do you think the relationship between Ellen and David is?
2. Is the TV new or old? Explain.
3. What do you know about Joan and Keith?
4. Do Ellen and David both have confidence in their children? Explain.

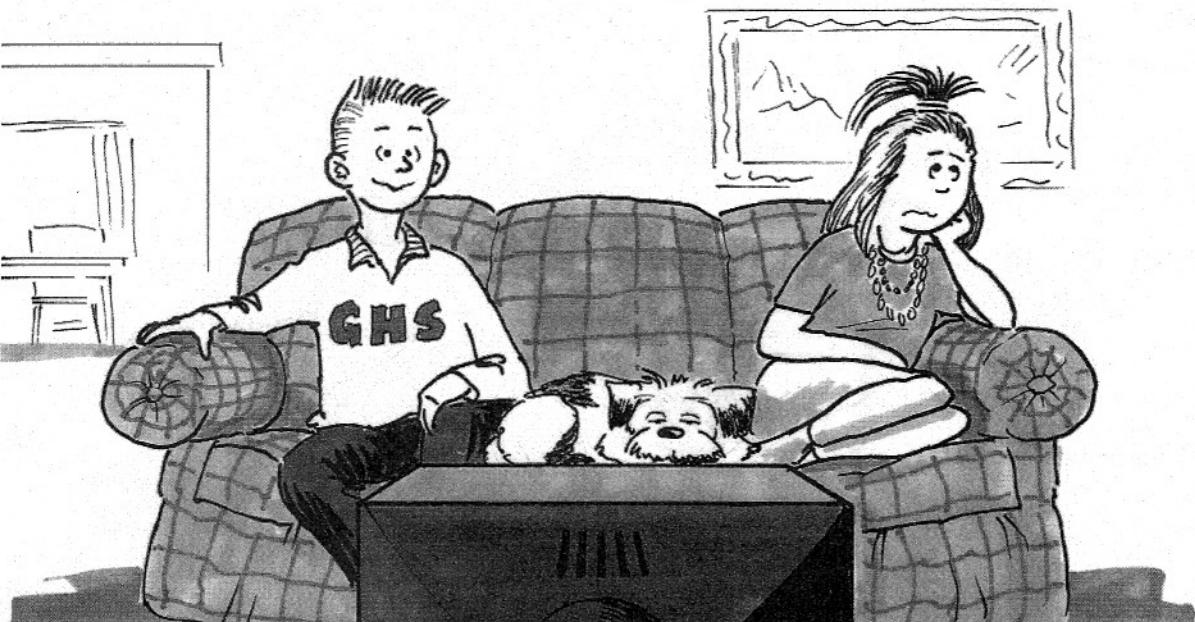
Now, work with a partner and compare your answers.

## 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

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ELLEN: The kids. After all,  
Joan's \*gonna be fifteen \*'n'  
Keith is almost sixteen.

DAVID: The kids? \*When're  
kids shown how \*da set up the  
cable \*'n' all \*a that?

## COMPREHENSION

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

1. Who set up the TV?
2. Why do you think Keith wants to watch *Accountants from Mars*?
3. Why do you think Joan wants to watch *Teen Issues*?
4. Why do Joan and Keith have to agree on a program?
5. What did they finally agree to watch? Why?
6. Do you think Joan and Keith get along well? 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.

JOAN: I'm the one who set up the TV, Keith. \_\_\_\_\_ 1 \_\_\_\_\_ 2 \_\_\_\_\_

\_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_ be done with  
\_\_\_\_\_ 6 \_\_\_\_\_ program?

KEITH: Shh! I'm \_\_\_\_\_ 7 \_\_\_\_\_ Accountants from Mars.

JOAN: So. \_\_\_\_\_ 8 \_\_\_\_\_ 9 \_\_\_\_\_ it be over? I \_\_\_\_\_ 10 \_\_\_\_\_  
\_\_\_\_\_ 11 \_\_\_\_\_ watch something.

KEITH: \_\_\_\_\_ 12 \_\_\_\_\_ 13 \_\_\_\_\_ 14 \_\_\_\_\_ 15 \_\_\_\_\_  
\_\_\_\_\_ 16 \_\_\_\_\_ watch?

JOAN: *Teen Issues*.

KEITH: Oh, no! I'm not \_\_\_\_\_ 17 \_\_\_\_\_ 18 \_\_\_\_\_ watch a bunch  
\_\_\_\_\_ 19 \_\_\_\_\_ girls \_\_\_\_\_ 20 \_\_\_\_\_ 21 \_\_\_\_\_ how they feel.

JOAN: \_\_\_\_\_ 22 \_\_\_\_\_ know, we're \_\_\_\_\_ 23 \_\_\_\_\_ 24 \_\_\_\_\_ share  
this TV.

KEITH: \_\_\_\_\_ 25 \_\_\_\_\_ 26 \_\_\_\_\_ we \_\_\_\_\_ 27 \_\_\_\_\_  
\_\_\_\_\_ 28 \_\_\_\_\_ do that?

JOAN: \_\_\_\_\_ 29 \_\_\_\_\_ could watch *Teen Issues*.

KEITH: No. I'd rather \_\_\_\_\_ 30 \_\_\_\_\_ surgery. You could watch *Accountants from Mars*.

JOAN: No. I really couldn't.

KEITH: Well, I offered \_\_\_\_\_ a compromise.  
31

JOAN: \_\_\_\_\_ 32 \_\_\_\_\_ 33 \_\_\_\_\_ 34 \_\_\_\_\_ 35 ?  
That was no compromise.

KEITH: Look, we \_\_\_\_\_ 36 \_\_\_\_\_ 37 agree on a program.

JOAN: \_\_\_\_\_ 38 \_\_\_\_\_ 39 we do that?

KEITH: Well, I guess we've \_\_\_\_\_ 40 \_\_\_\_\_ 41 find something we  
both like.

JOAN: Yeah, right. \_\_\_\_\_ 42 \_\_\_\_\_ 43 decide if we \_\_\_\_\_ 44  
agree?

KEITH: We've \_\_\_\_\_ 45 \_\_\_\_\_ 46 agree.

JOAN: Okay. ( \_\_\_\_\_ 47 \_\_\_\_\_ 48 ) \_\_\_\_\_ 49 Music Fever?

KEITH: Is that the one where they let all \_\_\_\_\_ 50 these people with  
terrible voices sing?

JOAN: Yeah.

KEITH: I love that show!

## DISCUSSION

**Work in small groups.**

What's your favorite television program? Why?

# Test Yourself

Each of the following ten tests gives additional practice with reduced forms that are often confused. Take each test after you complete the chapter that is mentioned. When you finish *Whaddaya Say?* take all ten tests together to reinforce your understanding of spoken English.

## Test 1: Do \*ya/Are \*ya (Do after Chapter 5.)

Listen to the short conversation. Which do you hear: *Do you* or *Are you*? Circle the correct words.

1. Do you Are you
2. Do you Are you
3. Do you Are you
4. Do you Are you
5. Do you Are you

## Test 2: \*wanna/\*gonna (Do after Chapter 9.)

Listen to the short conversation. Which do you hear: *want to* or *going to*? Circle the correct words.

1. want to going to
2. want to going to
3. want to going to
4. want to going to
5. want to going to  
want to going to

## Test 3: \*kin/\*kant (Do after Chapter 10.)

Listen to the short conversation. Which do you hear: *can* or *can't*? Circle the correct word.

1. can can't
2. can can't  
can can't
3. can can't  
can can't
4. can can't
5. can can't  
can can't

**Test 4: \*hafta/\*hasta**

(Do after Chapter 14.)

Listen to the short conversation. Which do you hear: *have to* or *has to*? Circle the correct words.

1. have to                  has to
2. have to                  has to  
    have to                  has to
3. have to                  has to
4. have to                  has to

**Test 5: \*'im/\*'em**

(Do after Chapter 16.)

Listen to the short conversation. Which do you hear: *him* or *them*? Circle the correct word.

1. him                  them
2. him                  them
3. him                  them
4. him                  them  
    him                  them
5. him                  them  
    him                  them

**Test 6: \*'n'/\*er**

(Do after Chapter 18.)

Listen to the short conversation. Which do you hear: *and* or *or*? Circle the correct word.

1. and                  or
2. and                  or
3. and                  or  
    and                  or
4. and                  or
5. and                  or  
    and                  or

**Test 7: \*er/\*fer/\*'er**

(Do after Chapter 18.)

Listen to the short conversation. Which do you hear: *or*, *for*, or *her*? Circle the correct word.

1. or                  for                  her  
    or                  for                  her
2. or                  for                  her
3. or                  for                  her  
    or                  for                  her
4. or                  for                  her  
    or                  for                  her
5. or                  for                  her

**Test 8: \*Whaddaya**

(Do after Chapter 22.)

Listen to the short conversation. Which do you hear: *What do you*, *What are you*, or *What have you*? Circle the correct words.

- |                |              |               |
|----------------|--------------|---------------|
| 1. What do you | What are you | What have you |
| 2. What do you | What are you | What have you |
| 3. what do you | what are you | what have you |
| 4. What do you | What are you | What have you |
| 5. What do you | What are you | What have you |

**Test 9: \*'ave/\*'as/\*'ad**

(Do after Chapter 23.)

Listen to the short conversation. Which do you hear: *have*, *has*, or *had*? Circle the correct word.

- |         |     |     |
|---------|-----|-----|
| 1. have | has | had |
| 2. have | has | had |
| have    | has | had |
| 3. have | has | had |
| have    | has | had |
| 4. have | has | had |
| have    | has | had |

**Test 10: \*shoulda/\*shouldna**

(Do after Chapter 24.)

**\*coulda/\*couldna****\*woulda/\*wouldna**

Listen to the short conversation. Which do you hear: *should have*, *shouldn't have*; *could have*, *couldn't have*; *would have* or *wouldn't have*? Circle the correct words.

- |                |                |
|----------------|----------------|
| 1. should have | shouldn't have |
| should have    | shouldn't have |
| 2. could have  | couldn't have  |
| 3. would have  | wouldn't have  |
| should have    | shouldn't have |
| 4. could have  | couldn't have  |
| would have     | wouldn't have  |
| 5. could have  | couldn't have  |

# Test Yourself Tapescript

## Test 1: Do \*ya/Are \*ya

Listen to the short conversation. Which do you hear: *Do you* or *Are you*? Circle the correct words.

1. MALE: Do you like the eggs?  
FEMALE: Oh, yeah!
2. MALE: Are you finished?  
FEMALE: Yeah.
3. MALE: Do you want anything else?  
FEMALE: No.
4. MALE: Do you want the check?  
FEMALE: The check?
5. MALE: Yeah. Are you paying by credit card?  
FEMALE: Uh, no. Cash.

## Test 2: \*wanna/\*gonna

Listen to the short conversation. Which do you hear: *want to* or *going to*?

Circle the correct words.

1. TEENAGER: I want to use your credit card.
2. MOM: You're not going to use my credit card.
3. TEENAGER: I'm not going to spend much.
4. MOM: You're not going to spend *anything*.
5. TEENAGER: I just want to buy a jacket. I don't want to spend a lot. Really.

## Test 3: \*kin/\*kant

Listen to the short conversation. Which do you hear: *can* or *can't*? Circle the correct word.

1. MALE #1: Can you sing opera?
2. MALE #1: You can't sing opera, can you?
3. MALE #2: No, I can't, but I can dance.
4. MALE #1: Can you tap dance?
5. MALE #2: Well, no, I can't, but I can learn.

## Test 4: \*hafta/\*hasta

Listen to the short conversation. Which do you hear: *have to* or *has to*?

Circle the correct words.

1. FEMALE #1: What do you have to do?
2. FEMALE #2: I have to help my brother. He has to write a report.
3. FEMALE #1: He has to write a report?
4. FEMALE #2: Yes, and I have to help him.

## Test 5: \*'im/\*'em

Listen to the short conversation. Which do you hear: *him* or *them*? Circle the correct word.

1. FEMALE: Tell him what you want.
2. MALE: I can't tell him. I need to tell the whole class.
3. FEMALE: Okay, tell them what you want.
4. MALE: I don't want to tell them now. I'll tell them later.
5. FEMALE: Oh, all right. Tell him when you tell all of them.

**Test 6: \*'n/\*er**

Listen to the short conversation. Which do you hear: *and* or *or*? Circle the correct word.

1. MALE: I want some chips and dip for the party.
2. FEMALE: Do you want cheese or onion dip?
3. MALE: Onion dip. And how about some sandwiches and sodas?
4. FEMALE: Do you want turkey sandwiches or chicken?
5. MALE: Chicken. And I want them on wheat or rye bread.

**Test 7: \*'er/\*fer/\*'er**

Listen to the short conversation. Which do you hear: *or*, *for*, or *her*? Circle the correct word.

1. FEMALE: Do you want to go with her, or should I?
2. MALE: Does she want to go shopping, or does she want to go to a movie?
3. FEMALE: She wants to go shopping for an hour or two.
4. MALE: I'll go shopping with her. I'd like to do something for a few hours.
5. FEMALE: All right. I'll tell her.

**Test 8: \*Whaddaya**

Listen to the short conversation. Which do you hear: *What do you*, *What are you*, or *What have you*? Circle the correct words.

1. MALE #1: What are you doing?
2. MALE #2: Nothing. What do you have in mind?
3. MALE #1: Well, what are you watching on TV?
4. MALE #2: It's almost 8:00 P.M. What do you think I'm watching?
5. MALE #1: I don't know. What have you decided to watch?

**Test 9: \*'ave/\*'as/\*'ad**

Listen to the short conversation.

1. MALE #1: What have you done?
2. MALE #2: Nothing. I had just finished reading my book when I saw it.  
What has *she* done?
3. MALE #1: She's only three years old. What do you mean, "What has *she* done?"  
What have *you* done? You're supposed to be watching her.
4. MALE #2: What have *they* done? She had to draw on the *wall*. They didn't give her any paper.

**Test 10: \*shoulda/\*shouldna****\*coulda/\*couldna****\*woulda/\*wouldna**

Listen to the short conversation. Which do you hear: *should have*, *shouldn't have*; *could have*, *couldn't have*; *would have* or *wouldn't have*? Circle the correct words.

1. MALE: I should have just had coffee. I shouldn't have eaten those two pieces of pie and the rest of the cake.
2. FEMALE: You couldn't have eaten all of that!
3. MALE: Well, I did. I wouldn't have eaten the pie, but it was chocolate. I shouldn't have eaten the cake, too.
4. FEMALE: I couldn't have eaten all of that. I would have stopped after the pie.
5. MALE: I could have tried, but the cake was also chocolate.

# **Answer Key (Part 2, Practice)**

## **1. How's Your Family? (\*yer)**

Practice, Page 3

- |           |           |         |         |          |            |
|-----------|-----------|---------|---------|----------|------------|
| 1. your   | 3. you're | 5. your | 7. your | 9. your  | 11. You're |
| 2. You're | 4. You're | 6. your | 8. your | 10. Your | 12. You're |

## **2. Yours Is a Great Job! (\*yers)**

Practice, Page 6

- |          |           |          |          |            |           |
|----------|-----------|----------|----------|------------|-----------|
| 1. yours | 3. You're | 5. Your  | 7. yours | 9. Yours   | 11. Yours |
| 2. Your  | 4. yours  | 6. Yours | 8. Your  | 10. you're |           |

## **3. I Have the Perfect Car for You (\*fer)**

Practice, Page 9

- |        |           |         |         |            |          |
|--------|-----------|---------|---------|------------|----------|
| 1. for | 4. You're | 7. for  | 10. for | 12. You're | 14. for  |
| 2. For | 5. for    | 8. Your | 11. for | 13. for    | 15. your |
| 3. For | 6. for    | 9. For  |         |            |          |

## **4. Where Are the Bags of Chips? (\*a)**

Practice, Page 12

- |           |       |        |          |        |         |
|-----------|-------|--------|----------|--------|---------|
| 1. You're | 4. of | 7. of  | 10. your | 13. of | 15. of  |
| 2. your   | 5. of | 8. for | 11. of   | 14. of | 16. for |
| 3. of     | 6. of | 9. of  | 12. for  |        |         |

## **5. Do You Like the Internet? (\*ya)**

Practice, Page 15

- |         |         |           |            |         |         |
|---------|---------|-----------|------------|---------|---------|
| 1. your | 4. you  | 7. You're | 10. You're | 13. of  | 15. you |
| 2. you  | 5. your | 8. you    | 11. You're | 14. you | 16. for |
| 3. you  | 6. you  | 9. you    | 12. you    |         |         |

## **6. Let's Go Shopping (\*in')**

Practice, Page 18

- |            |         |             |           |             |              |
|------------|---------|-------------|-----------|-------------|--------------|
| 1. you     | 6. for  | 10. of      | 14. For   | 18. taking  | 22. you      |
| 2. looking | 7. your | 11. your    | 15. going | 19. of      | 23. You're   |
| 3. for     | 8. you  | 12. looking | 16. going | 20. wearing | 24. standing |
| 4. you     | 9. you  | 13. for     | 17. you   | 21. for     | 25. of       |
| 5. looking |         |             |           |             |              |

## **7. What Are You Doing This Weekend? (\*Whaddaya)**

Practice, Page 21

- |         |           |              |           |             |             |
|---------|-----------|--------------|-----------|-------------|-------------|
| 1. what | 6. you    | 10. you      | 14. yours | 18. jumping | 22. what    |
| 2. do   | 7. having | 11. drinking | 15. you   | 19. What    | 23. are     |
| 3. you  | 8. what   | 12. of       | 16. What  | 20. do      | 24. you     |
| 4. What | 9. are    | 13. of       | 17. do    | 21. you     | 25. writing |
| 5. do   |           |              |           |             |             |

## **8. I Want to Have a Hamburger (\*wanna)**

Practice, Page 24

- |         |          |          |          |          |         |
|---------|----------|----------|----------|----------|---------|
| 1. What | 7. to    | 13. want | 19. to   | 24. you  | 29. for |
| 2. do   | 8. want  | 14. to   | 20. you  | 25. want | 30. of  |
| 3. you  | 9. to    | 15. want | 21. want | 26. to   | 31. you |
| 4. want | 10. What | 16. to   | 22. to   | 27. for  | 32. you |
| 5. to   | 11. do   | 17. of   | 23. of   | 28. your | 33. you |
| 6. want | 12. you  | 18. want |          |          |         |

## **9. We're Going to See "The Monster That Ate Cleveland" (\*gonna)**

Practice, Page 28

- |          |           |           |           |           |          |
|----------|-----------|-----------|-----------|-----------|----------|
| 1. what  | 7. to     | 13. going | 19. you   | 25. you   | 31. to   |
| 2. are   | 8. You    | 14. you   | 20. going | 26. going | 32. want |
| 3. you   | 9. you're | 15. want  | 21. to    | 27. to    | 33. to   |
| 4. going | 10. of    | 16. to    | 22. of    | 28. want  | 34. your |
| 5. to    | 11. going | 17. What  | 23. want  | 29. to    | 35. want |
| 6. going | 12. to    | 18. are   | 24. to    | 30. going | 36. to   |

## **10. Can You See the Stage? (\*kin, \*kant)**

Practice, Page 31

- |          |             |            |              |             |           |
|----------|-------------|------------|--------------|-------------|-----------|
| 1. Can   | 8. Can      | 14. What   | 20. Can      | 26. playing | 32. can't |
| 2. you   | 9. you      | 15. are    | 21. you      | 27. can't   | 33. Can   |
| 3. can't | 10. going   | 16. you    | 22. you      | 28. you     | 34. you   |
| 4. of    | 11. to      | 17. saying | 23. enjoying | 29. can't   | 35. for   |
| 5. of    | 12. playing | 18. can't  | 24. Can      | 30. want    | 36. can   |
| 6. Can   | 13. you     | 19. you    | 25. you      | 31. to      | 37. you   |
| 7. you   |             |            |              |             |           |

## **11. What Can I Get You for Your Cold? (\*git)**

Practice, Page 34

- |          |           |         |           |         |         |
|----------|-----------|---------|-----------|---------|---------|
| 1. you   | 7. going  | 13. you | 19. get   | 24. can | 29. get |
| 2. doing | 8. to     | 14. Can | 20. for   | 25. get | 30. you |
| 3. get   | 9. You're | 15. you | 21. get   | 26. you | 31. Can |
| 4. Can   | 10. for   | 16. get | 22. yours | 27. for | 32. you |
| 5. get   | 11. what  | 17. can | 23. for   | 28. can | 33. get |
| 6. you   | 12. do    | 18. you |           |         |         |

## **12. Take Bus 4 to Second Street (\*ta)**

Practice, Page 37

- |        |          |          |           |          |         |
|--------|----------|----------|-----------|----------|---------|
| 1. you | 8. you   | 14. to   | 20. are   | 26. to   | 32. to  |
| 2. to  | 9. for   | 15. What | 21. you   | 27. get  | 33. to  |
| 3. To  | 10. What | 16. do   | 22. going | 28. to   | 34. get |
| 4. you | 11. do   | 17. you  | 23. to    | 29. of   | 35. of  |
| 5. to  | 12. you  | 18. to   | 24. want  | 30. Your | 36. to  |
| 6. get | 13. want | 19. What | 25. to    | 31. to   | 37. to  |
| 7. Can |          |          |           |          |         |

### **13. I'm Going to Try to Find a Job (\*da)**

Practice, Page 40

- |          |         |          |          |          |          |
|----------|---------|----------|----------|----------|----------|
| 1. going | 7. to   | 13. of   | 19. want | 25. to   | 31. to   |
| 2. to    | 8. to   | 14. to   | 20. to   | 26. of   | 32. you  |
| 3. go    | 9. want | 15. your | 21. to   | 27. you  | 33. want |
| 4. to    | 10. to  | 16. to   | 22. to   | 28. want | 34. to   |
| 5. to    | 11. go  | 17. for  | 23. Can  | 29. to   | 35. to   |
| 6. get   | 12. to  | 18. you  | 24. you  | 30. to   | 36. for  |

### **14. I've Got to Check Your Teeth (\*gotta, \*hafta, \*hasta)**

Practice, Page 43

- |          |           |         |          |          |         |
|----------|-----------|---------|----------|----------|---------|
| 1. got   | 8. you    | 15. has | 21. can  | 27. to   | 33. got |
| 2. to    | 9. You    | 16. to  | 22. have | 28. have | 34. to  |
| 3. has   | 10. have  | 17. you | 23. to   | 29. to   | 35. has |
| 4. to    | 11. to    | 18. has | 24. to   | 30. to   | 36. to  |
| 5. going | 12. You   | 19. to  | 25. to   | 31. got  | 37. got |
| 6. to    | 13. going | 20. to  | 26. have | 32. to   | 38. to  |
| 7. to    | 14. to    |         |          |          |         |

### **15. I Used to Be an Engineer for the Railroad (\*useta, \*supposta)**

Practice, Page 46

- |             |              |              |              |          |              |
|-------------|--------------|--------------|--------------|----------|--------------|
| 1. You      | 10. to       | 19. you      | 27. changing | 35. used | 43. to       |
| 2. can't    | 11. You're   | 20. to       | 28. for      | 36. to   | 44. supposed |
| 3. for      | 12. You're   | 21. used     | 29. to       | 37. for  | 45. to       |
| 4. You      | 13. supposed | 22. to       | 30. you      | 38. for  | 46. for      |
| 5. can't    | 14. to       | 23. supposed | 31. of       | 39. used | 47. supposed |
| 6. supposed | 15. You      | 24. to       | 32. you      | 40. to   | 48. to       |
| 7. to       | 16. used     | 25. supposed | 33. used     | 41. to   | 49. of       |
| 8. want     | 17. to       | 26. to       | 34. to       | 42. used | 50. to       |
| 9. to       | 18. to       |              |              |          |              |

### **16. What's the Fastest Way to Send His Packages? (\*'e, \*'is, \*'im, \*'er, \*'em)**

Practice, Page 50

- |            |          |          |          |          |            |
|------------|----------|----------|----------|----------|------------|
| 1. want    | 11. have | 21. her  | 30. them | 39. your | 48. them   |
| 2. to      | 12. to   | 22. have | 31. her  | 40. he   | 49. his    |
| 3. to      | 13. get  | 23. to   | 32. her  | 41. get  | 50. he     |
| 4. you     | 14. them | 24. get  | 33. you  | 42. them | 51. can't  |
| 5. want    | 15. him  | 25. to   | 34. them | 43. for  | 52. his    |
| 6. to      | 16. What | 26. he   | 35. him  | 44. his  | 53. going  |
| 7. them    | 17. do   | 27. has  | 36. you  | 45. him  | 54. to     |
| 8. sending | 18. you  | 28. to   | 37. them | 46. he   | 55. to     |
| 9. them    | 19. to   | 29. get  | 38. to   | 47. get  | 56. You're |
| 10. to     | 20. her  |          |          |          |            |

### **17. We Arrive on Tuesday and Leave on Thursday (\*'n')**

Practice, Page 54

- |            |           |         |           |           |         |
|------------|-----------|---------|-----------|-----------|---------|
| 1. and     | 8. Can't  | 15. you | 21. and   | 27. and   | 33. and |
| 2. singing | 9. you    | 16. And | 22. yours | 28. Can't | 34. you |
| 3. and     | 10. him   | 17. can | 23. And   | 29. and   | 35. can |
| 4. playing | 11. to    | 18. for | 24. Can   | 30. and   | 36. and |
| 5. singing | 12. to    | 19. and | 25. and   | 31. of    | 37. can |
| 6. and     | 13. him   | 20. for | 26. can't | 32. and   | 38. to  |
| 7. playing | 14. can't |         |           |           |         |

## **18. Do You Want a Chocolate or Lemon Birthday Cake? (\*er)**

**Practice, Page 58**

- |         |           |           |          |            |              |
|---------|-----------|-----------|----------|------------|--------------|
| 1. you  | 10. What  | 19. to    | 28. you  | 37. and    | 46. supposed |
| 2. want | 11. do    | 20. can't | 29. your | 38. You    | 47. to       |
| 3. to   | 12. you   | 21. you   | 30. or   | 39. them   | 48. your     |
| 4. or   | 13. or    | 22. or    | 31. can  | 40. you    | 49. or       |
| 5. you  | 14. you   | 23. your  | 32. you  | 41. get    | 50. you      |
| 6. want | 15. going | 24. And   | 33. or   | 42. your   | 51. can      |
| 7. to   | 16. to    | 25. you   | 34. you  | 43. You    | 52. you      |
| 8. want | 17. of    | 26. What  | 35. to   | 44. can    | 53. to       |
| 9. to   | 18. got   | 27. do    | 36. your | 45. you're |              |

## **19. I Don't Know What Classes to Take (\*donno)**

**Practice, Page 62**

- |          |            |           |              |              |           |
|----------|------------|-----------|--------------|--------------|-----------|
| 1. you   | 9. to      | 17. don't | 24. thinking | 31. your     | 38. to    |
| 2. doing | 10. You're | 18. know  | 25. don't    | 32. don't    | 39. you   |
| 3. don't | 11. what   | 19. you   | 26. know     | 33. know     | 40. you   |
| 4. know  | 12. do     | 20. want  | 27. you      | 34. you're   | 41. can   |
| 5. can   | 13. you    | 21. to    | 28. can      | 35. thinking | 42. you   |
| 6. you   | 14. want   | 22. used  | 29. you      | 36. you      | 43. don't |
| 7. don't | 15. to     | 23. to    | 30. to       | 37. have     | 44. know  |
| 8. know  | 16. you    |           |              |              |           |

## **20. Can't You Find an Apartment? (\*cha, \*cher)**

**Practice, Page 65**

- |         |             |            |            |            |             |
|---------|-------------|------------|------------|------------|-------------|
| 1. you  | 9. you      | 17. you    | 25. want   | 32. to     | 39. want    |
| 2. to   | 10. you     | 18. to     | 26. to     | 33. want   | 40. to      |
| 3. you  | 11. what    | 19. for    | 27. at     | 34. to     | 41. what    |
| 4. to   | 12. you're  | 20. of     | 28. your   | 35. aren't | 42. you're  |
| 5. you  | 13. looking | 21. you    | 29. and    | 36. you    | 43. looking |
| 6. you  | 14. got     | 22. What   | 30. You're | 37. don't  | 44. for     |
| 7. want | 15. to      | 23. you're | 31. going  | 38. know   | 45. or      |
| 8. to   | 16. don't   | 24. saying |            |            |             |

## **21. Could You Check My Sink? (\*ja, \*jer)**

**Practice, Page 68**

- |          |          |           |           |          |           |
|----------|----------|-----------|-----------|----------|-----------|
| 1. your  | 8. your  | 15. to    | 22. You   | 28. Did  | 34. going |
| 2. you   | 9. you   | 16. and   | 23. have  | 29. you  | 35. to    |
| 3. your  | 10. your | 17. you   | 24. to    | 30. your | 36. for   |
| 4. going | 11. them | 18. your  | 25. Can't | 31. you  | 37. and   |
| 5. to    | 12. or   | 19. Would | 26. you   | 32. you  | 38. Could |
| 6. have  | 13. Your | 20. you   | 27. them  | 33. can  | 39. you   |
| 7. to    | 14. have | 21. to    |           |          |           |

## **22. Who Have You Asked to Fly the Plane? (\*'ave, \*'as, \*'ad)**

### **Practice, Page 72**

- |          |             |           |         |           |            |
|----------|-------------|-----------|---------|-----------|------------|
| 1. What  | 10. you     | 19. going | 28. to  | 37. had   | 46. have   |
| 2. are   | 11. doing   | 20. to    | 29. has | 38. don't | 47. you    |
| 3. you   | 12. jogging | 21. You   | 30. he  | 39. know  | 48. to     |
| 4. doing | 13. playing | 22. used  | 31. to  | 40. you   | 49. has    |
| 5. have  | 14. and     | 23. to    | 32. he  | 41. he    | 50. taking |
| 6. you   | 15. to      | 24. have  | 33. had | 42. to    | 51. her    |
| 7. have  | 16. have    | 25. to    | 34. you | 43. has   | 52. you    |
| 8. what  | 17. you     | 26. have  | 35. and | 44. his   | 53. want   |
| 9. have  | 18. to      | 27. you   | 36. he  | 45. to    | 54. to     |

## **23. Could I Have an Appointment with Dr. Okamoto? (\*'ave, \*'as, \*'ad)**

### **Practice, Page 76**

- |               |          |           |             |          |            |
|---------------|----------|-----------|-------------|----------|------------|
| 1. you        | 11. to   | 20. you   | 29. you     | 38. He   | 47. hasn't |
| 2. have       | 12. your | 21. your  | 30. You're  | 39. had  | 48. for    |
| 3. had        | 13. to   | 22. for   | 31. saying  | 40. to   | 49. for    |
| 4. your       | 14. you  | 23. have  | 32. have    | 41. you  | 50. You're |
| 5. want       | 15. to   | 24. can't | 33. of      | 42. have | 51. going  |
| 6. to         | 16. have | 25. you   | 34. did     | 43. for  | 52. to     |
| 7. to         | 17. of   | 26. had   | 35. you     | 44. He   | 53. have   |
| 8. your       | 18. to   | 27. get   | 36. your    | 45. has  | 54. to     |
| 9. haven't    | 19. Can  | 28. have  | 37. Playing | 46. He   | 55. for    |
| 10. listening |          |           |             |          |            |

## **24. We Should Have Taken a Left (\*shoulda, \*coulda, \*woulda, \*musta, \*maya, \*mighta, \*shouldna, \*couldna, \*wouldna)**

### **Practice, Page 80**

- |             |           |               |             |              |              |
|-------------|-----------|---------------|-------------|--------------|--------------|
| 1. should   | 11. have  | 21. may       | 31. have    | 40. your     | 49. of       |
| 2. have     | 12. must  | 22. have      | 32. looking | 41. you      | 50. for      |
| 3. couldn't | 13. have  | 23. or        | 33. for     | 42. must     | 51. your     |
| 4. have     | 14. could | 24. shouldn't | 34. You     | 43. have     | 52. wouldn't |
| 5. Didn't   | 15. have  | 25. have      | 35. should  | 44. and      | 53. have     |
| 6. you      | 16. don't | 26. you       | 36. have    | 45. couldn't | 54. and      |
| 7. of       | 17. know  | 27. yelling   | 37. you     | 46. have     | 55. you      |
| 8. to       | 18. to    | 28. Can       | 38. would   | 47. might    | 56. hadn't   |
| 9. had      | 19. must  | 29. you       | 39. have    | 48. have     | 57. You      |
| 10. would   | 20. have  | 30. might     |             |              |              |

## **25. What Are You Doing to My Hair? (\*Whatcha)**

### **Practice, Page 84**

- |            |            |            |            |           |             |
|------------|------------|------------|------------|-----------|-------------|
| 1. what    | 11. to     | 20. doing  | 29. You're | 38. to    | 47. cutting |
| 2. are     | 12. to     | 21. you    | 30. going  | 39. to    | 48. You     |
| 3. you     | 13. you're | 22. or     | 31. to     | 40. got   | 49. to      |
| 4. doing   | 14. and    | 23. What   | 32. don't  | 41. to    | 50. what    |
| 5. doing   | 15. you    | 24. are    | 33. know   | 42. them  | 51. have    |
| 6. what    | 16. you    | 25. you    | 34. What   | 43. What  | 52. you     |
| 7. you     | 17. you    | 26. taking | 35. are    | 44. are   | 53. to      |
| 8. to      | 18. what   | 27. or     | 36. you    | 45. you   | 54. to      |
| 9. cutting | 19. you're | 28. you    | 37. going  | 46. doing | 55. of      |
| 10. your   |            |            |            |           |             |

## **26. Give Me a Paintbrush (\*lemme, \*gimme)**

### **Practice, Page 88**

- |         |           |          |          |            |          |
|---------|-----------|----------|----------|------------|----------|
| 1. want | 10. to    | 19. Give | 28. Give | 37. me     | 45. have |
| 2. to   | 11. You   | 20. me   | 29. me   | 38. You're | 46. you  |
| 3. you  | 12. don't | 21. get  | 30. of   | 39. Let    | 47. your |
| 4. to   | 13. know  | 22. want | 31. Give | 40. me     | 48. of   |
| 5. to   | 14. Let   | 23. to   | 32. me   | 41. yours  | 49. Let  |
| 6. to   | 15. me    | 24. get  | 33. get  | 42. You    | 50. me   |
| 7. to   | 16. You   | 25. Let  | 34. give | 43. you    | 51. used |
| 8. of   | 17. Give  | 26. me   | 35. me   | 44. What   | 52. to   |
| 9. used | 18. me    | 27. you  | 36. Let  |            |          |

## **27. I Couldn't Take the Test Because I Was Sick (\*'bout, \*'cause, \*c'mon)**

### **Practice, Page 92**

- |            |             |             |             |           |             |
|------------|-------------|-------------|-------------|-----------|-------------|
| 1. you     | 10. to      | 19. to      | 28. You're  | 36. to    | 44. because |
| 2. going   | 11. you     | 20. get     | 29. working | 37. come  | 45. got     |
| 3. have    | 12. About   | 21. want    | 30. for     | 38. on    | 46. to      |
| 4. to      | 13. you     | 22. to      | 31. about   | 39. going | 47. get     |
| 5. because | 14. have    | 23. to      | 32. get     | 40. to    | 48. you     |
| 6. of      | 15. to      | 24. have    | 33. have    | 41. got   | 49. About   |
| 7. Come    | 16. get     | 25. have    | 34. to      | 42. to    | 50. you     |
| 8. on      | 17. because | 26. to      | 35. have    | 43. to    | 51. you     |
| 9. have    | 18. want    | 27. because |             |           |             |

## **28. Been to the Circus Lately? (Deletions of Words in Questions)**

### **Practice, Page 96**

- |          |           |           |          |          |           |
|----------|-----------|-----------|----------|----------|-----------|
| 1. want  | 10. Do    | 18. know  | 26. to   | 34. Do   | 42. You   |
| 2. you   | 11. you   | 19. Would | 27. Come | 35. you  | 43. going |
| 3. to    | 12. Want  | 20. you   | 28. on   | 36. Know | 44. to    |
| 4. going | 13. to    | 21. Like  | 29. you  | 37. want | 45. Do    |
| 5. to    | 14. You   | 22. to    | 30. to   | 38. to   | 46. you   |
| 6. to    | 15. don't | 23. have  | 31. them | 39. want | 47. Want  |
| 7. meet  | 16. you   | 24. you   | 32. to   | 40. to   | 48. to    |
| 8. you   | 17. don't | 25. seen  | 33. him  | 41. Are  | 49. you   |
| 9. and   |           |           |          |          |           |

## **29. Where Are Your Extra-Large Hats? (Unusual Contractions)**

### **Practice, Page 100**

- |            |           |           |             |             |           |
|------------|-----------|-----------|-------------|-------------|-----------|
| 1. For     | 12. Where | 23. where | 34. are     | 45. will    | 56. have  |
| 2. To      | 13. are   | 24. will  | 35. you     | 46. have    | 57. to    |
| 3. to      | 14. your  | 25. Let   | 36. looking | 47. to      | 58. to    |
| 4. you     | 15. going | 26. me    | 37. Where   | 48. to      | 59. you   |
| 5. Where   | 16. to    | 27. you   | 38. will    | 49. to      | 60. to    |
| 6. will    | 17. have  | 28. to    | 39. them    | 50. them    | 61. can   |
| 7. connect | 18. to    | 29. you   | 40. have    | 51. talking | 62. you   |
| 8. you     | 19. you   | 30. Why   | 41. to      | 52. to      | 63. Your  |
| 9. to      | 20. to    | 31. are   | 42. you     | 53. your    | 64. to    |
| 10. Can    | 21. Can   | 32. your  | 43. to      | 54. What    | 65. can't |
| 11. you    | 22. you   | 33. What  | 44. Why     | 55. will    |           |

### **30. When Will Your TV Program Be Over? (Unusual Contractions)**

#### **Practice, Page 104**

- |             |           |              |              |             |           |
|-------------|-----------|--------------|--------------|-------------|-----------|
| 1. When     | 10. want  | 19. of       | 27. supposed | 35. kidding | 43. will  |
| 2. are      | 11. to    | 20. talking  | 28. to       | 36. have    | 44. can't |
| 3. you      | 12. What  | 21. about    | 29. You      | 37. to      | 45. got   |
| 4. going    | 13. do    | 22. You      | 30. have     | 38. How     | 46. to    |
| 5. to       | 14. you   | 23. supposed | 31. you      | 39. will    | 47. Have  |
| 6. your     | 15. want  | 24. to       | 32. Who      | 40. got     | 48. you   |
| 7. watching | 16. to    | 25. How      | 33. are      | 41. to      | 49. Seen  |
| 8. When     | 17. going | 26. are      | 34. you      | 42. Who     | 50. of    |
| 9. will     | 18. to    |              |              |             |           |

# Test Yourself Answer Key

## Test 1: Do \*ya/Are \*ya

1. Do you
2. Are you
3. Do you
4. Do you
5. Are you

## Test 2: \*wanna/\*gonna

1. want to
2. going to
3. going to
4. going to
5. want to  
want to

## Test 3: \*kin/\*kant

1. Can
2. can't  
can
3. can't  
can
4. Can
5. can't  
can

## Test 4: \*hafta/\*hasta

1. have to
2. have to  
has to
3. has to
4. have to

## Test 5: \*'im/\*'em

1. him
2. him
3. them
4. them  
them
5. him  
them

## Test 6: \*'n'/\*er

1. and
2. or
3. And  
and
4. or
5. And  
or

## Test 7: \*er/\*fer/\*'er

1. her
2. or
3. or
4. for  
or
5. her  
for

## Test 8: \*Whaddaya

1. What are you
2. What do you
3. What are you
4. What do you
5. What have you

## Test 9: \*'ave/\*'as/\*'ad

1. have
2. had  
has
3. has  
have
4. have  
had

## Test 10: \*shoulda/\*shouldna

\*coulda/\*couldna  
\*woulda/\*wouldna

1. should have  
shouldn't have
2. couldn't have
3. wouldn't have  
shouldn't have
4. couldn't have  
would have
5. could have

# Alternate Levels of Reductions

The pronunciation levels will be shown as Levels 1, 2, 3, and 4.

Example:

Chapter	Level 1: <i>Slowest</i>	Level 2: <i>Slow</i>	Level 3: <i>Faster</i>	Level 4: <i>Fastest</i>
9	going to + verb	going *ta	*gonna	*'onna (only after "I'm")

In my research, which consisted of recordings of unscripted speech by highly educated native English speakers, Level 1 speech occurred 8 times, Level 2 reductions occurred 47 times, and Level 3 reductions occurred 258 times.

Therefore, when there is more than one level of reduction possible, *Whaddaya Say?, Second Edition*, focuses on Level 3 reductions, which are the most common.

Chapter	Level 1	Level 2	Level 3	Level 4
7	What do you What do {we they What are you	*Whadda you *Wha do {we they *What're *ya	*Whaddaya *Whadda *Whaddaya	
8	want to	want *ta	*wanna	
9	going to + verb	going *ta	*gonna	*'onna (only after "I'm")
13	to after vowel sound	*ta	*da	
14	got to have to has to	got *ta have *ta haf to has *ta	gotta *hafta *hasta	*'afta *'asta
15	used to supposed to	used *ta supposed *ta	*useta *supposta	*s'posta
20	/t/ + you /t/+ your, you're	*ya *chou *yer	*cha *cher	
21	/d/ + you /d/ + your	*ya *jou *yer	*ja *jer	
22	What have you What have { we they	What *'ave you What *'ave	What *of you What *of	*Whaddaya *Whadda
23	Subject + have	*'ave	*of	
24	modals + have + past participle	should *of could *of (etc.)	*shoulda *coulда (etc.)	
25	What are you	What *chou	*Whacha	