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剑桥国际英语 美语语音与听力速成 Clear Speech

Fourth edition

Pronunciation and Listening Comprehension in North American English

[美] 朱迪·B. 吉尔伯特 (Judy B. Gilbert) 编著

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出版说明

相信很多读者对《剑桥国际英语美语语音与听力速成》(*Clear Speech*)这本教材并不陌生,它与《剑桥国际英语语音入门》(*Tree or Three?*)、《剑桥国际英语语音教程(美音版)》(*Pronunciation Pairs*)和《剑桥国际英语语音教程(英音版)》(*Ship or Sheep?*)为同一系列,是由剑桥大学出版社出版的经典英语语音教材。自1984年问世以来,本教材被引进到很多非英语国家。本书是其第四版,由北京语言大学出版社独家引进,以全新的面孔来到了中国。一本好教材在30多年后才与中国读者见面,有点可惜,但犹未为晚。

英语听说能力强,首先体现在发音的准确。发音不标准往往会影响交流。你可能有过这样令人沮丧的经历——一些很普通的单词,你说出来对方就是听不懂。原因很简单,就是因为你的发音不准确。本教材可以帮助你掌握标准的美式英语发音,学到如何更清晰地发音、更有效地听其他人发音、猜测单词的发音,从语音入手,听说一起提高。

本教材具有如下特点:

- 明确的读者对象及适用课型

本教材适合大学英语专业初级,非英语专业中级的英语学习者在英语语音、英语听说课堂使用。本教材还适合喜爱美式英语,但一时不能很快掌握发音窍门的自学者使用。

- 最重要的内容优先学

本教材帮助学生优先关注最需要学习的要点,如说话者如何使听者注意到最重要的词语,单词中哪个元音需要说得额外清晰。本教材将这些要点以视觉和动态的方式展示,让学生更易掌握。

- “发音金字塔”提供更多学习支持

本教材精心设计的“发音金字塔”,帮助学生更加轻松地掌握意群、焦点词、重读音节、节拍元音等元素在说话过程中如何配合,提醒学生如何将学习的相关话题应用于整个英语口语表达中。

- 听说练习互动结合、互相促进

逼真的发音口型图,详细的拼写与发音规则的指导,互动的语音、音长、重音、连读、重读与弱读、韵律、语调、强调等发音技巧练习,额外的听说练习,帮助学生提高听说能力;书后附练习答案(书中 ① 符号表示书后附有本练习的参考答案)。

- 强调结对合作练习

本教材最大的特点是设计了大量的交流性挑战练习，让学生不仅有很多机会练习说的本领，还有机会练习去听不同人的语音和语调，切实提高英语语音与听力的实践能力。

- 纯正美式语音 + 标准美式语调

本教材共含有 15 个独立的单元，以及 2 套额外的听说练习，帮助学习者高效掌握纯正的美式英语发音，快速突破标准语调。

- 附赠 MP3 录音资源

MP3 录音录有所有语音听力材料，音质清晰。

- 更多的网上支持

登录 www.cambridge.org/clearspeech 或在我社网站 www.blcup.com 注册会员并登录，找到本书网页，在“资源下载”处下载本书配套的 MP3 录音以及更多练习的资源。读者还可以通过扫描右侧或封面的二维码，关注微信公众号“北语社外语书”，回复“52047”后在线收听本书的录音。



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And to all those whose dedicated professionalism has helped shape this new edition of *Clear Speech*.

To Jerry, who fixes things.

Letter to the Teacher

致教师的信

From the very first edition, *Clear Speech* has concentrated on the way that musical signals of spoken English are used to show emphasis – that is, stress, vowel lengthening, and pitch change. If the emphasis signals are clear, English listeners will understand the message even if there are errors in individual sounds. Conversely, even if the sounds are fairly clear, errors in emphasis or stress might confuse the listener.

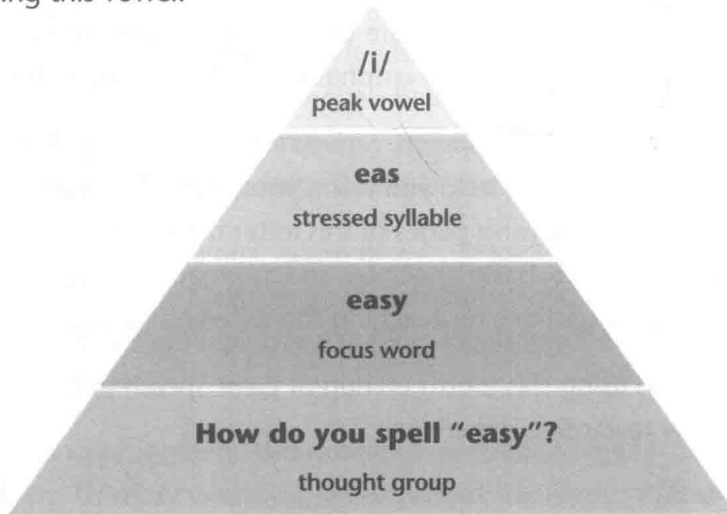
Now the fourth edition of *Clear Speech*, revised with valuable feedback from teachers, adds new support to help you teach your students these musical signals of spoken English. The following pages of this letter outline the new features and how they work with the six basic principles and approach of *Clear Speech*. The letter also provides suggestions for teaching the different types of activities.

I hope that you find using this fourth edition of *Clear Speech* to be an enjoyable and professionally rewarding experience.

Judy B. Gilbert

New Features of *Clear Speech*, Fourth Edition

- **A pronunciation pyramid adds new support.** This concept makes it easier for students to understand how the various aspects of spoken English work together. The pyramid is divided into four levels. The base, or foundation, level of the pyramid is the *thought group* (a short sentence, a clause, or a phrase). Within that base, there is a *focus word*, which is the most important word in the thought group. Within the focus word, there is one *stressed syllable*. The vowel at the center of this syllable is the *peak vowel*, which is the top of the pyramid and the peak of information. Accuracy is necessary when pronouncing this vowel.

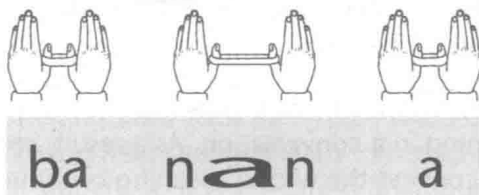


Throughout the book, the pyramid appears at appropriate points to remind students how the specific topic being taught fits into the whole system of spoken English.

- **More support for vowel rules is given.** Sound symbols are used in specific tasks to help students recognize how pronunciation of sounds relates to the spelling rules. Also, the percentage of time these rules actually work is given directly with the practice tasks.
- **A two-color design adds visual appeal and clarity to presentation and practice.** A color design as well as updated illustrations and graphics make the presentations even clearer and provide more support for the practice tasks.
- **The audio program is available for students to download.** The complete audio program for the listening tasks in the Textbook is available as MP3s on the Clear Speech Website (www.cambridge.org/clearspeech) and www.blcup.com. Students can now download the audio for further practice outside the classroom.

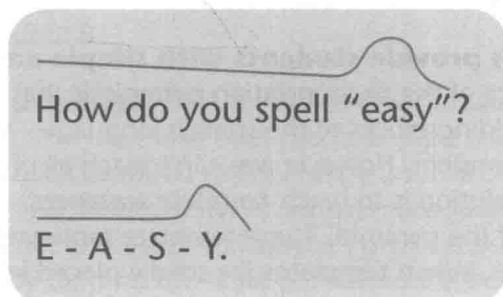
Six Principles of *Clear Speech*

- 1 Topics that are the most important are taught first.** This allows you to focus on the elements your students need most, such as how English speakers call attention to the most important words or which vowels need to be extra clear.
- 2 Teaching points are designed to help students with both listening comprehension and intelligibility.** Tasks are presented with plenty of listening preparation before students are asked to speak. Words are presented both in regular spelled form and in special word boxes that show how they sound.
- 3 Spelling and phonics rules are presented to help students guess pronunciation.** Vowel rule boxes provide the spelling and phonics rules adapted to English language students' needs. These rules can help students guess the pronunciation of unknown words and make them much more autonomous learners.
- 4 Visual and kinesthetic modes emphasize key points.** For example, the lengthening of strong (stressed) vowels is presented in the following manner.



This makes the presentation clearer and more memorable for learners, especially visual and kinesthetic ones.

- 5 Signals of spoken English are combined into simple, memorable phrases and sentences.** The Music of English boxes show these simple, yet common phrases and sentences, along with lines that illustrate the use of pitch for emphasis. Practice with these phrases and sentences help fix patterns in memory. In these boxes, all the levels of the pronunciation pyramid are being practiced at the same time.



- 6 Student pair work is emphasized.** This provides a communicative challenge and gives students the opportunity to practice not only speaking but also practice listening to different voices and pronunciations.

The *Clear Speech* Approach

The relationship between speaking and listening comprehension is made clear. Students who learn to recognize important signals of the natural rhythms and melodies of English often report improved understanding of speech on TV, in movies, and in face-to-face conversations.

English learners regularly complain, “Native speakers talk too fast.” This often means that learners are unable to recognize the meaning of contractions (“isn’t”) or to notice grammar signals like the final sounds for plural nouns (“tickets”) or past tense verbs (“planned”). Furthermore, difficulty keeping up with what was said also results from students failing to recognize the signals of emphasis or of word grouping. An example of missing the signals of grouping would be failing to recognize who is being spoken about in a remark like, “‘John,’ said the boss, ‘is lazy.’” This is a quite different sentence from “John said, ‘The boss is lazy.’”

Students learn how rhythm and melody are used as signals. In English, rhythm and melody serve as signals to help the listener follow the intentions of the speaker. These signals communicate emphasis and make clear the relationship between ideas so that listeners can readily identify these relationships and better understand the speaker’s meaning.

Learners typically do not notice these signals that native listeners count on to help them follow the meaning in a conversation. As a result, conversational breakdowns occur. Emphasis that conveys the wrong meaning or thought groups that either run together or break in inappropriate places make it difficult for the listener to follow the speaker’s meaning. If the burden becomes too great, the listener simply stops listening. The principle of “helping the listener to follow,” therefore, is a vital one. It is essential to helping students develop “listener-friendly” pronunciation.

Students are given rhythm training. It is not usually efficient to teach individual sounds without establishing some basic understanding of the English system of rhythm. People learning new languages tend to practice new sounds in the rhythm of their first language, and this makes it harder to get the target sounds right. Mastering the new rhythm will make it easier for students to say the new sounds clearly.

Template sentences provide students with simple and transferable patterns. The essence of the pronunciation pyramid is that all of the levels of the pyramid – the building blocks of the spoken language – work at the same time and are interdependent. However, we can’t teach all of these elements simultaneously. The solution is to teach *template sentences* – the thought group that forms the base of the pyramid. These template sentences are found in the Music of English boxes. When templates are solidly placed in long-term memory, they can serve as an accurate resource for analysis of specific aspects of a flowing piece of spoken English.

Choral repetition reinforces the templates. The best way to teach template sentences is through *quality repetition*. Repetition, a truly ancient teaching method, fell into disfavor decades ago because teachers felt that it was boring. Repetition practice can indeed be boring, but *quality* repetition creates a momentum that is the opposite of boring and gives the students confidence.

To practice quality repetition, students first need to hear the template a number of times – in varying ways (loud, soft, whisper, etc.) but always at a normal speed retaining all the melodic and rhythmic features of natural English. If the sentence is slowed down, it will tend to lose these essential features. Choral response gives support to each speaker who, if speaking alone, might falter and lose the rhythm. The auditory support of choral sound and the strengthening effect of repetition give the students confidence and the satisfaction that they are mastering a useful template of spoken English.

Teaching the Activities in *Clear Speech*

Clear Speech was designed to be used in a wide range of teaching situations; therefore, you should feel free to choose those activities that are most appropriate for your students. You may also wish to shorten some activities if further practice is unnecessary.

Listening activities: Listening tasks such as “Which word do you hear?” and “Which word is different?” can help students learn to recognize particular sounds and stress patterns. When students practice hearing final sounds that make a grammar difference – for example, past tense such as “closed” or plural endings such as “books” – both listening comprehension and pronunciation will improve.

Student pair work: The pair-work practice is particularly important, as it gives the students a great deal of realistic interactive speaking and listening. Pair work offers the immediate feedback so important to motivation. Moreover, it places more responsibility for learning where it belongs – with the student. While students work together in pairs, you can circulate among them, giving help on a more personal basis. To provide variety, the pair-work activities can be used as a listening exercise, with the teacher playing the part of Student A and the whole class playing Student B. Alternatively, one student can be Student A and the rest of the class can be Student B.

Additional rhythm practice: While rhythm is taught mainly through the Music of English boxes, there are also brief pieces of light poetry throughout the book, which have been included to encourage a sense of the flow of English rhythm. You may also find other poetry, or songs, more suited to your particular students. Rhythm practice is most effective when physical activity is included, such as marking time by tapping the table or moving the body in some way.

Linking final sounds: Linking practice helps with listening comprehension, since words in thought groups typically run together and are linked as much as possible to keep the group together. Also, this kind of practice helps students concentrate on the particular sound being studied. Linking is shown in this book by linking lines within printed words or by running words together in the gray word boxes.

Another good use for linking practice is to choose any difficult sound, such as /l/. For instance, sometimes it is difficult for learners to combine “tell” with a word that begins with a vowel, like “everybody.” It should sound like “tellev everybody.” The reason this approach can help with a troublesome sound is that it may be easier for students to say this sound at the beginning of a word rather than at the end.

Pitch patterns: English language learners usually do not hear intonation very well. When they listen to speech, they are powerfully distracted from paying attention to pitch changes because they are struggling to understand sounds, vocabulary, and grammar. The pitch lines in the Music of English boxes remind students of the importance of pitch patterns in English.

Dictation: One of the most useful general techniques for improving listening comprehension is to dictate sentences containing the specific element the student is working on. Repeat the dictation sentence only twice. Then give students the opportunity to check their work against the original sentences. This can alert them to areas of listening perception that still need improvement.

Interest can also be enhanced by using dictation material from the students' own fields of work or study or from current topics.

Extra practice: If your students need additional work with problem sounds, use the exercises in Extra Practice 1, “More consonant work,” at the end of the book. If your students have caught on quickly to the material in the basic units, use the exercises in Extra Practice 2, “Advanced tasks.”

Use as many visual, kinesthetic, and auditory tools with these tasks as you can think of.

Components of *Clear Speech*, Fourth Edition

In addition to this Textbook, this fourth edition of *Clear Speech* also includes the following components:

- **Assessment Book** with a listening diagnostic test, a speaking diagnostic test and a student pronunciation profile form, 15 unit quizzes, and all the audio scripts and answer keys.
- **Audio Recordings** with the audio for all the listening tasks in the book and the audio for all the tasks in the listening test and quizzes.
- **Websites** (www.cambridge.org/clearspeech and www.blcup.com) with extra materials and information about the series, including the complete audio for all the listening activities in the book as downloadable MP3s. You can also download the PDF version of Assessment Book.

Sound Symbols

VOWELS (元音)			
Key words (关键词)	Clear Speech (本书音标)	Cambridge Dictionary of American English/ International Phonetic Alphabet (国际音标)	Your dictionary (你的词典)
cake, mail, pay	/eɪ/	/eɪ/	
pan, bat, hand	/æ/	/æ/	
tea, feet, key	/i/	/i:/	
ten, well, red	/ɛ/	/e/	
ice, pie, night	/aɪ/	/aɪ/	
is, fish, will	/ɪ/	/ɪ/	
cone, road, know	/oʊ/	/əʊ/	
top, rock, stop	/ɑ/	/ɑ/	
blue, school, new, cube, few	/u/	/u:/	
cut, cup, us, rust, love	/ʌ/	/ʌ/	
house, our, cow	/aʊ/	/aʊ/	
saw, talk, applause	/ɔ/	/ɔ:/	
boy, coin, join	/ɔɪ/	/ɔɪ/	
put, book, woman	/ʊ/	/ʊ/	
alone, open, pencil, atom, ketchup	/ə/	/ə/	

音 标

CONSONANTS (辅音)

Key words (关键词)	Clear Speech (本书音标)	Cambridge Dictionary of American English/ International Phonetic	
		Alphabet (国际音标)	Your dictionary (你的词典)
bid, job	/b/	/b/	
do, feed	/d/	/d/	
food, safe, leaf	/f/	/f/	
go, dog	/g/	/g/	
home, behind	/h/	/h/	
kiss, back	/k/	/k/	
load, pool, fail	/l/	/l/	
man, plum	/m/	/m/	
need, open	/n/	/n/	
pen, hope	/p/	/p/	
road, card	/r/	/r/	
see, recent	/s/	/s/	
show, nation, wash	/ʃ/	/ʃ/	
team, meat	/t/	/t/	
choose, watch	/tʃ/	/tʃ/	
think, both, teeth	/θ/	/θ/	
this, father, teethe	/ð/	/ð/	
visit, save, leave	/v/	/v/	
watch, away	/w/	/w/	
yes, onion	/j/	/j/	
zoo, these, ease	/z/	/z/	
beige, measure, Asia	/ʒ/	/ʒ/	
jump, bridge	/dʒ/	/dʒ/	

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