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剑桥国际英语

语音教程

美音版·第2版

Pronunciation Pairs



An Introduction to  
the Sounds of English

编著

ANN BAKER

SHARON GOLDSTEIN



北京语言大学出版社  
BEIJING LANGUAGE AND CULTURE  
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# 前言

相信很多读者对《*Pronunciation Pairs*》这本书并不陌生，它是一本与《*Tree or Three?*》和《*Ship or Sheep?*》为同一系列的世界上最为经典的美国英语语音教材，自1990年问世以来，这本书被引进到许多非英语国家。如今经过修订，它以全新的面孔来到了中国。一本好书20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到交流。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。《*Pronunciation Pairs*》可以帮助你掌握标准的美国英语发音，并了解英语中相似发音之间的区别，从语音入手，听说一起提高。

本书最新版在坚持原来的特点的基础上对原来的语料进行了更新和改编，其一，使得教学内容更加丰富、更加突出重点、体现学术性；其次，采用了更加灵活的学习方法，操作性更强。再有，这本书不仅是一本不可多得的课堂用书，而且添加了更多网上自学内容，更适合读者自学的要求。

本书的最新版具有如下特点：

- 明确的读者对象及适用课型

本书全文用英文撰写，适合大学英语专业初级、非英语专业中、高级的英语学习者在英语语音、英语听说、英语培训课堂使用，同时也是一本难得的自学用书；

- 科学、系统的语音练习

逼真的发音口型图，详细的发音指导，互动的语音、音节、连读、重读与弱读、句子重音、语调、句子节奏等语音练习，增加课堂上和自学时更多的听说机会；书后附练习答案；

- 最小对立体（*minimal pairs*）的对比发音训练

本教材的最大特点是设计了最小对立体（*minimal pairs*）的对比发音训练（即把只有一个音素不同、其他的音素完全相同的两个单词放在一起做发音对比的训练），特别适合中国学习者在语音学习过程中比较和纠正容易混淆的发音，使学习者在语音对比中更快更好地掌握英语发音的规律；

- 纯正的美式语音+标准的美式语调

全书50个独立的单元，其中的42个语音单元，每个单元对一个英语音素集中深入练习，帮助你高效掌握纯正的美式英语发音，快速突破标准语调；

- 丰富的词汇、短语、短句及对话

本书在语音、语调学习的同时，还提供了强化语音训练的近2000个单词以及相关的短语、短句和对话，编排精巧、贴近生活、轻松幽默；同时配有600余幅插图，帮你加深记忆，提高你的学习效率；

- 附赠MP3光盘

本书配套的MP3光盘录有所有语音听力材料，音质清晰，帮你掌握标准的美式英语发音；

- 更多的网上支持

[www.cambridge.org/pp/student/](http://www.cambridge.org/pp/student/) 和 [www.blcup.com](http://www.blcup.com) 有更多的网上练习机会和可以下载的更多学习资料。

友情提示：通常我们所学的传统48个音标当中，本书中只涉及41个，不包括元音/eə/、/ɪə/、/ʊə/、/ɒ/、/ɑː/和辅音/ts/、/dz/、/tʃ/、/dʒ/的讲解，因为美式英语的发音与我们传统的以英国英语发音为基础的标音方法还是有很大差别的。但实际的教学和自学当中可以自行添加这些音的讲解和学习内容。另外/e/、/o/、/ɜ/、/ɔ/以及/r/的讲解也有很大的差别，希望读者注意。

编者  
2009年12月

# To the Teacher

*Pronunciation Pairs*, Second Edition, is designed to help high beginning to intermediate students recognize and produce the sounds of North American English. It covers all the vowel and consonant sounds of the language, as well as stress, rhythm, intonation, linking, and other features of connected speech. The book can be used in the classroom, in a language lab, or for self-study.

The 50 units may be taught in whatever order seems most useful. You may want to work through the units in sequence, alternate vowel and consonant units, or choose only the units that are helpful for your students' particular pronunciation difficulties. A diagnostic test to help identify those difficulties appears in pages xiii–xvii.

## New Features of the Second Edition

Changes from the first edition of *Pronunciation Pairs* include:

- More active listening tasks
- More interactive speaking tasks
- Updated dialogs with related practice tasks
- Practice of stress, rhythm, intonation, or other features of connected speech in every unit
- Lists of common expressions for each target sound
- More realistic mouth illustrations and detailed directions for producing sounds
- Review units for both the vowel and consonant sections
- All new illustrations and two-color design
- Updated illustrations and two-color interior design
- Free audio CD in the Student's Book
- Free Web site for extra practice and reference

## Organization of the Textbook

*Pronunciation Pairs* is divided into two sections – one on vowels and one on consonants. Each section begins with an introductory unit that shows the basic mouth positions and movements needed to produce the sounds in that section. After the introductory unit, each unit presents a specific sound through a variety of tasks. The tasks move from highly structured practice of the target sound in individual words to more communicative practice of the sound in connected speech, including guided conversations, games, puzzles, and interactive speaking tasks. There are also eight review units.


The units in the Textbook generally follow this format:

- **Mouth illustrations and directions.** Each unit begins with an illustration of the position of the tongue and other parts of the mouth for the target sound. The illustration is accompanied by directions for making the sound.
- **Word pairs.** Illustrated word pairs appear in almost every unit. Word pairs (also known as *minimal pairs*) are pairs of words, like *ship* and *sheep*, that differ by only one sound. Each set of word pairs contrasts the target sound with another very similar sound. The words are illustrated to make the

difference in meaning clear. Making it visually obvious that changing a single sound in a word can completely alter the meaning helps students understand the importance of accurate pronunciation.

- **Sound recognition tests.** Every unit that presents illustrated word pairs then tests students' ability to distinguish between the sounds being contrasted, first in isolated words and then within sentences. This gives students practice in hearing and identifying the target sound in connected speech.
- **Vocabulary.** Each unit includes a list of words or phrases containing the target sound. The vocabulary words prepare students for the dialog and tasks that follow. An attempt has been made throughout to use simple, everyday words.
- **Dialog.** Each unit contains a dialog or other listening selection with a high concentration of the sound (or sounds) being practiced in the unit. The dialogs are written to sound as natural as possible, and students do not need to understand every word. Each dialog includes a guided listening task that involves use of the target sound.
- **Stress, rhythm, and intonation.** In addition to practicing a particular sound, each unit practices stress, rhythm, intonation, or some other feature of connected speech. The unit subtitle highlights this feature.
- **Practice activities.** Every unit includes one or more interactive speaking tasks, including games, role plays, guided conversations, discussions, or surveys that practice both the target sound and the feature of connected speech presented in the unit.
- **Spelling.** Each unit includes a spelling section that lists the basic spelling patterns for the sound being practiced, using words from the unit as examples.
- **Common expressions.** Each unit concludes with a summary of common phrases and sentences that contain the sound taught in the unit. Practicing these expressions can help improve fluency and encourage students to use the target sound outside the classroom.

### Components of the Second Edition

- **Textbook**
- **Classroom audio program**, available on one audio CD, that contains all the examples and practice material marked with the  symbol in the Textbook
- **Free Web site** ([www.cambridge.org/pp/student](http://www.cambridge.org/pp/student)) with additional practice material for each unit of the Textbook, a chart of the IPA sound symbols, and a List of Likely Errors that gives information on the difficulties speakers of different languages are likely to have

# 致教师

本书为《*Pronunciation Pairs*》第二版，旨在帮助中等英语水平学生识别并练习美式发音。书中包含美式英语中所有的元音和辅音，并涉及重读、节奏、语调、连读以及连续话中的其他特点。本书可用于课堂教学或语言实验室，亦可用于自学。

本书共分为50个单元。至于如何使用本书，则以最有利于学习为准：您可以按照本书编写的顺序安排教学；或者将元音、辅音的教学交替进行；也可以针对学生特殊的语音难点，仅挑选有针对性的章节用于教学。关于如何判定学生的语音难点，在正文前第xiii~xvii页有“诊断性测试（Diagnostic Test）”，可以组织学生进行测试。

与第一版相比较而言，第二版做了如下改进：

- 更活泼的听力活动
- 更丰富的交互式对话任务
- 新颖的对话材料，配以相关的听力练习
- 为每个单元安排诸如重读、节奏、语调及其他语音项目的练习
- 为每个单元所学的音素列举常用表达方式
- 更直观的发音部位图示、更详尽的发音指导
- 设有专门的复习单元对元音、辅音两大部分进行回顾
- 全新的插图与双色设计
- 新颖的图示，采用双色印刷，更为直观
- 书中附赠CD光盘，内容为课堂教学使用的音频材料
- 可免费访问的网站，提供额外练习与参考

## 本书的编排

本书包含两大部分：元音部分与辅音部分。每个部分以语音概要开始，讲述该部分将涉及的所有音素的发音部位及发音方法。其后的每个单元介绍一个音素，通过各种学习任务帮助学生练习并掌握这个音素的准确发音。学习任务是经过精心设计的：针对同一个音素，先在单词中练习，然后在实际对话交流中练习；练习内容包括根据要求进行会话、游戏、猜谜以及交互对话任务等等。另外，有八个单元用于复习所学内容。

本书的每个单元大致按如下体例编写：

- **发音部位图示与发音指导。**在每个单元的开头，均有表明发音时舌位及其他口腔器官位置的图示，并辅以文字说明，讲解如何发音。
- **单词对。**几乎每个单元都列有附插图的单词对。所谓“单词对”（亦称“最小对立体”），是指音标中只有一个音素不同，而其他音素均相同的两个单词，如ship和sheep。每组单词对将该单元涉及的音与另一个极为相似的音进行对照，同时每个单词都有配图。这样可以直观地表明，单词中一个音素的不同可以完全改变词义，旨在帮助学生认识到标准发音的重要性。
- **音素识别测试。**每个单元介绍单词对并配以图示，用来测试学生识别相互对照的不同音素的能力，先是孤立的单词，然后是句子。这可以让学生练习在语流中听到和识别该单元所要学习的音。

• **词汇**。每单元有一个包含所学音素的单词和词组列表。学习这些单词和词组，是为接下来的会话和任务做准备。本书尽量使用简单的常用词语。

• **对话**。每单元针对所学习的音素都包含一个对话或是其他听力材料。对话的编写力求接近自然的对话，学生只需了解大意，不必字斟句酌。每段对话后都安排了有指令的听力任务，帮助学生巩固所学音素的用法。

• **重读、节奏和语调**。除了特定的发音练习，每单元还安排了诸如重读、节奏、语调及其他语音练习。每单元的副标题提示该单元将涉及的语音学习项目。


• **练习活动**。每单元都安排了一个或多个交互性会话任务，比如做游戏、角色扮演、根据要求进行会话、小组讨论或小调查，以练习该单元所学的音素及其他语音项目。

• **拼写**。每单元都有一个拼写环节，以该单元里出现的单词为例，列举所学音素的基本拼写方式。

• **常用表达**。每个单元末尾是对含有所学音素的常用短语和句子的概括和总结。常用表达的练习使学生的口语表达更加流利，并鼓励学生在课外练习时使用课上所学的音素。

第二版由以下几部分组成：

• **课本**，书中带有  标示的内容表示书后都附有参考答案；

• **用于课堂教学的录音资料**，CD光盘一张，包括课堂用所有录音材料，录有课本中  标示的所有例子和练习材料；

• **可免费访问的网站**（[www.cambridge.org/pp/student](http://www.cambridge.org/pp/student) 或者 [www.blcup.com](http://www.blcup.com)），针对课本中每个单元，提供更多练习材料；同时附有国际音标表，以及一张“可能出现的错误”表，列举了使用不同母语的学习者在语音学习中可能会遇到的难点。



# To the Student

*Pronunciation Pairs*, Second Edition, will help you recognize and pronounce all the vowel and consonant sounds of North American English. Each unit practices a different sound or reviews a group of sounds. Each unit also practices a speech feature such as stress, intonation, rhythm, or linking words together. These features are as important as individual sounds for speaking and understanding English.

There are many types of listening and speaking activities in the book. Most of the units include word pairs that contrast two sounds. Word pairs are pairs of words, such as *night* and *light*, that are the same except for one sound. If your first language does not have one or both of the different sounds in the word pair, practicing the word pairs can help you learn to hear – and produce – the two different sounds.

*Pronunciation Pairs* has two main sections – one on vowels and one on consonants. Each section has an introduction to making the sounds in that section. You can work through the book from beginning to end or you can choose units that practice the sounds or other pronunciation features that are difficult for you.

In each unit, a vocabulary list gives you practice saying the sound in everyday words, and a spelling section shows you how the sound is spelled. A dialog or other listening selection gives you practice in hearing the sound in conversation. You will also have the opportunity to practice the sound with other students in conversations, games, or other activities. Each unit ends with a list of some common words and sentences that use the sound. Practicing these expressions can help you improve your fluency and remind you when to use the sound outside the classroom.

You can use this book in a class with a teacher or in a language lab. You can also use many of the tasks for self-study. If you are using the book for self study, find a partner to practice the conversations, games, or other activities. An audio CD is included in your book. This audio CD has all the material from the full class audio program.

You will find the following equipment helpful:

- a CD player or computer for listening to the recordings on the Textbook audio CD
- equipment for recording your own voice
- a mirror for comparing the position of your mouth with the pictures of the mouth in each unit

You can find extra practice for each unit on the Web site for *Pronunciation Pairs* at [www.cambridge.org/pp/student](http://www.cambridge.org/pp/student)

《*Pronunciation Pairs*》第二版将教你辨别并学会美式英语中所有的元音和辅音。每个单元练习一个不同的音素，在复习单元中复习一组语音特征相近的音素。每个单元还将涉及一个语音项目的练习，如重读、语调、节奏、连读等等。这些项目的练习与单个音素的练习同样重要，都有助于你英语的表达与理解。

本书中设计了各种各样的听说练习。大多数单元列有区别两大音素的单词对。所谓“单词对”，就是指音标中只有一个音素不同，而其他音素均相同的两个单词，如night和light。如果你的母语中没有单词对中的某个音素，或者干脆两个音素都没有，那么多做单词对的听力练习有助于你辨别两个不同音素并掌握它们的发音。

本书分为两大部分——元音和辅音。每一部分都有语音概要，简要介绍该部分所涉及的所有音素。你可以从头到尾按顺序学习本书；也可以只选择其中几个单元，重点练习你觉得是难点的音素或语音项目。

本书每个单元都有一个单词表，有助于你通过学习常用词语来练习本单元所学的音素。然后，拼写环节会告诉你这个音素的拼写规则。此外，还有对话和其他听力材料，以练习听对话中的这个音素。你还有机会通过与其他同学会话、做游戏或完成其他任务来练习这个音素。每个单元末尾都总结了所学音素的常用单词和表达；练习这些习惯表达法，可以使你的口语更加流利，并提醒你在课堂之外何时运用所学的音素。

本书既可用于在课堂、语音实验室跟随教师学习，也可以通过做每单元的练习来自学。如果是用于自学，建议你找一位语伴，一起练习会话、做游戏，以及进行其他练习。书中附赠CD光盘一张，录有用于课堂教学的所有录音材料。

以下辅助设备将有助于你的学习：

- CD播放机或电脑，用于听附赠光盘中的录音；
- 录音设备，用于记录自己的发音，以便对比和纠正发音；
- 一面镜子，用于对比你的口型、舌位等与书中的图示是否一致。

要获取更多练习，请登录《*Pronunciation Pairs*》的网址：[www.cambridge.org/pp/student](http://www.cambridge.org/pp/student)或者[www.blcup.com](http://www.blcup.com)进行更多的练习。

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# Diagnostic Test

The purpose of this test is to identify students' difficulties with pronunciation, in order to determine which sounds need the most attention. The test can also be used at the end of the course to check students' progress.

Each item in the *Shopping List* tests one or two sounds, as indicated on the *Results* sheet. In item 1 in the *Shopping List*, for example, the *Results* sheet indicates that the teacher should listen for the sounds /i/ (as in *tea*) and /tʃ/ (as in *chips*) and evaluate the student's pronunciation of those sounds. The sound /i/ occurs in the words *Chinese, tea, cheese, cheapest, and please*. The sound /tʃ/ occurs in the words *Chinese, French, cheese, and cheapest*. Some items also show an additional feature to listen for, such as stress or intonation.

## Administering the Test

Prepare a copy of the test for students. The test can be used in two forms, depending on the level of the class (or of individual students in a multi-level class). The *Shopping List* with the material in parentheses can be photocopied and given to more advanced students. The *Shopping List* without the material in parentheses can be given to less advanced students.

Allow students to read and practice saying the *Shopping List* until they are familiar with it. Have each student read the *Shopping List* aloud. If at all possible, record their performance, so that you can replay an item as many times as necessary to note the results. If necessary, students at a more elementary level could be asked to repeat the items in the *Shopping List* rather than read them.

Since errors in pronunciation are often due to confusion caused by spelling, it is a good idea to check errors by saying the mispronounced words correctly and asking the student to repeat them.

Suggested symbols for evaluating pronunciation

- ✓ = no difficulty with this sound
- ×✓ = minor difficulty
- × = moderate difficulty
- ×× = extreme difficulty

## **Pronunciation Test**

### ***Shopping List***

1. some Chinese tea; some French cheese (Get the cheapest cheese, please.)
2. milk; some little dishes; fish or chicken for dinner (If you get fish, make sure it's fresh.)
3. ten green peppers; eggs for breakfast (Get the biggest eggs again.)
4. eight potatoes; eight tomatoes; two steaks (Let's try to make the steak tonight.)
5. a jar of jam; a head of cabbage; a can of orange juice
6. cold soda; dog food; some good bread
7. some gum; mustard; maybe some mushrooms
8. a can of tuna; a pound of bananas; nine lemons; some bacon (I can make bacon and eggs in the morning.)
9. another sweater for my mother; a leather jacket for my father (not the one with the zipper)
10. a laptop; a box of pasta; a lot of popcorn for the party, please
11. some strong string; four long forks; more coffee for the morning
12. frozen yogurt; yellow onions (just a few)
13. a newspaper; two soup spoons; some fruit juice (maybe grapefruit juice)
14. a cookbook; a box of sugar cookies; cream to put in coffee
15. a watch; a white wool sweater (I want a warm one.)
16. ice cream; rice for making fried rice (Try to buy brown rice, not white rice.)
17. baby oil; some toys for the boys (maybe a blue ball for Bob)
18. about four pounds of ground beef; half a pound of coffee; some flowers for the house
19. some frozen peas; a dozen roses, please
20. a vegetable to have this evening; vitamins for everyone; a couple of DVDs (What's your favorite movie?)
21. a purple shirt; a purse; a skirt (to wear to work)
22. lettuce for a salad; plastic glasses; a bottle of olive oil (a small bottle, please)
23. spaghetti; strawberries; six steaks; some snacks (Let's stop at the drugstore first.)
24. honey; hot dogs; a whole ham (I hope they have it.)
25. three things: toothpaste, bath soap, and something for Kathy (I think her birthday is on Thursday.)
26. pears; more beer; cereal; flour; four chairs for the party
27. a television; a tape measure

## Pronunciation Test

### *Shopping List*

1. some Chinese tea; some French cheese
2. milk; some little dishes; fish or chicken for dinner
3. ten green peppers; eggs for breakfast
4. eight potatoes; eight tomatoes; two steaks
5. a jar of jam; a head of cabbage; a can of orange juice
6. cold soda; dog food; some good bread
7. some gum; mustard; maybe some mushrooms
8. a can of tuna; a pound of bananas; nine lemons; some bacon
9. another sweater for my mother; a leather jacket for my father
10. a laptop; a box of pasta; a lot of popcorn for the party, please
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21. a purple shirt; a purse; a skirt
22. lettuce for a salad; plastic glasses; a bottle of olive oil
23. spaghetti; strawberries; six steaks; some snacks
24. honey; hot dogs; a whole ham
25. three things: toothpaste, bath soap, and something for Kathy
26. pears; more beer; cereal; flour; four chairs for the party
27. a television; a tape measure

## Results

1. /i/ (tea) \_\_\_\_\_  
/tʃ/ (chips) \_\_\_\_\_
2. /ɪ/ (sit) \_\_\_\_\_  
/ʃ/ (shoe) \_\_\_\_\_  
Intonation in long sentences \_\_\_\_\_
3. /ɛ/ (yes) \_\_\_\_\_  
/g/ (good) \_\_\_\_\_
4. /e/ (day) \_\_\_\_\_  
/t/ (two) \_\_\_\_\_
5. /æ/ (hat) \_\_\_\_\_  
/dʒ/ (joke) \_\_\_\_\_  
Linking a final consonant to a vowel \_\_\_\_\_
6. /d/ (did) \_\_\_\_\_
7. /ʌ/ (cup) \_\_\_\_\_  
/m/ (me) \_\_\_\_\_
8. /ə/ (a banana) \_\_\_\_\_  
/n/ (no) \_\_\_\_\_  
/ə/ in unstressed words \_\_\_\_\_
9. /ər/ in unstressed syllables and words \_\_\_\_\_  
/ð/ (the other) \_\_\_\_\_  
Weak pronunciation of *the* \_\_\_\_\_
10. /ɑ/ (hot) \_\_\_\_\_  
/p/ (pop) \_\_\_\_\_
11. /ɔ/ (ball) \_\_\_\_\_  
/ŋ/ (sing) \_\_\_\_\_
12. /o/ (go) \_\_\_\_\_  
/j/ (yes) \_\_\_\_\_

13. /u/ (too) \_\_\_\_\_  
 Stress in compound nouns \_\_\_\_\_
14. /ʊ/ (book) \_\_\_\_\_  
 /k/ (key) \_\_\_\_\_
15. /w/ (wet) \_\_\_\_\_
16. /aɪ/ (fine) \_\_\_\_\_  
 /r/ (right) \_\_\_\_\_  
 Using stress to show a contrast \_\_\_\_\_
17. /ɔɪ/ (boy) \_\_\_\_\_  
 /b/ (baby) \_\_\_\_\_
18. /aʊ/ (house) \_\_\_\_\_  
 /f/ (fan) \_\_\_\_\_
19. /z/ (zoo) \_\_\_\_\_
20. /v/ (very) \_\_\_\_\_  
 Silent syllables \_\_\_\_\_
21. /ɜr/ (word) \_\_\_\_\_
22. /l/ (light, fall) \_\_\_\_\_
23. /s/ (sun) \_\_\_\_\_  
 Consonant clusters with /s/ \_\_\_\_\_
24. /h/ (how) \_\_\_\_\_
25. /θ/ (think) \_\_\_\_\_  
 Phrase groups \_\_\_\_\_
26. /r/ after vowels \_\_\_\_\_
27. /ʒ/ (television) \_\_\_\_\_



# Sound Symbols

## Vowels

<i>Pronunciation Pairs</i> Symbol	Key Words
/ɪ/	tea, meet
/ɪ/	sit, if
/ɛ/	yes, well
/e/	day, wait
/æ/	hat, man
/ʌ/	cup, love
/ə/	banana, chicken
/ɚ/	letter, doctor
/ɑ/	hot, father
/ɔ/	ball, caught
/o/	go, coat
/u/	too, blue
/ʊ/	book, put
/aɪ/	fine, high
/ɔɪ/	boy, oil
/aʊ/	house, now
/ɜr/	word, turn, girl

## Consonants

<i>Pronunciation Pairs</i> Symbol	Key Words
/p/	pop, happy
/b/	baby, robber
/t/	two, get
/d/	did, add
/k/	key, call
/g/	good, dog
/s/	sun, nice
/z/	zoo, these
/ʃ/	shoe, information
/ʒ/	television, beige
/tʃ/	chips, watch
/dʒ/	joke, bridge
/j/	yes, use
/f/	fan, off, phone
/v/	very, leave
/w/	wet, away, one
/h/	how, who
/θ/	think, month
/ð/	other, that
/m/	me, summer
/n/	no, nine, know
/ŋ/	sing, think
/l/	light, fall
/r/	right, here