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剑桥国际英语 语音教程 **英音版·第3版** **Ship or Sheep?**

An **intermediate**
pronunciation course

Third edition



Ann Baker 编著



北京语言大学出版社
BEIJING LANGUAGE AND CULTURE
UNIVERSITY PRESS

NEW

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语音教程

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出版说明

相信很多读者对《*Ship or Sheep?*》这本教材并不陌生，它与《*Tree or Three?*》为同一系列，是由剑桥大学出版社出版的最为经典的英语语音教材。自1977年问世以来，该教材被很多非英语国家引进，在全世界累计销量已达25万册。今天，《*Ship or Sheep?*》经过三次修订后，以全新的面孔来到了中国。一本好教材30多年后才与中国的英语学习者见面，有点遗憾，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。《*Ship or Sheep?*》可以帮助你掌握标准的英语发音，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。

《*Ship or Sheep?*》的最新版在坚持原有的特点的基础上，对原来的语料进行了更新和改编，使得教学内容更加丰富、重点突出、体现学术性；同时，采用了更加灵活的教学方法，可操作性强。此外，这不仅是一本不可多得的课堂用书，而且添加了很多网上自学内容，也同样适合学习者自学的需要。

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；书后附有练习答案；

- **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掌握容易混淆的音素的发音，使学习者在语音对比中更快更好地掌握英语发音的规律；

- **纯正的英式语音+标准的英式语调**

本教材共含50个独立的单元，其中的43个为语音学习单元，每个单元对一个英语发音集中强化练习，帮助你高效掌握纯正的英语发音，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**

MP3光盘录有所有语音听力材料，音质清晰，帮你掌握标准的剑桥英语发音；

- **更多的网上支持**

www.cambridge.org/elt/shiporsheep/，www.shiporsheep.com和www.blcup.com提供更多网上练习机会和可以下载的更多学习资料。

友情提示：在我们通常所学的传统的48个音标当中，本教材涉及到了43个，没有包括双元音/uə/和辅音/ts/、/dz/、/tr/、/dr/，因为本教材根据不同的标准，将/uə/(poor)音的讲解略去，因为这个音素在现在的英语口语中已经很少使用了，不过该音只出现在184页的小结中；而后四个当做是辅音的组合。

编者
2009年5月

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The publisher has used its best endeavours to ensure that the URLs for external websites referred to in this book are correct and active at the time of going to press. However, the publisher has no responsibility for the websites and can make no guarantee that a site will remain live or that the content is or will remain appropriate.

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INTRODUCTION FOR STUDENTS

- Seven of the 50 units in this book are review units. Each of the other units introduces a different English sound, as well as other aspects of pronunciation (e.g. stress, intonation) which are also important for successful communication in English.
- You can use this book either working alone or with a class + teacher.
- You will need:
 - equipment to listen to the **MP3**, and equipment to record your voice
 - a small mirror to compare your lip positions with the pictures
 - Your mask (cut it out from page 185). You will use it at the beginning of most units (but not Unit 1). You can also use it for extra practice of sounds that are difficult for you.
- First, find out which units are most important for you. To do this:
 - If possible, check your mother tongue in the *List of likely errors* (see website: <http://www.cambridge.org/elt/shiporsheep/likelyerrors.htm>) and make a printout of that part of the list.
 - Do at least one of the Diagnostic Tests (see pages xiii–xvi). If you are working alone, do Test A. Test B needs the help of a teacher, native speaker or near-native speaker. If you are working with a teacher, he/she will decide whether you do the tests.
- Decide whether you want to:
 - work first on the most important units for you, or
 - begin at the beginning and work through the book, spending more time on the most important units for you. You can choose to work simultaneously on Section A (vowels) and Section B (consonants). You can also do the seven review units.
- Read *Making English sounds* before beginning each section (see pages 1–2, 79–80). This introduces some essential vocabulary.
- Symbols used in the book:
 -  means this material is recorded.
 -  means the answers are in the Key (see pages 186–224).
 -  means this exercise is suitable for a group or pair of students. If you are a student working alone, you could try it by using your imagination, e.g. by imagining another student.
 -  means 'use the mask' (see page vii).
 -  means 'visit the website to practise'.
- Other symbols used:
 - Intonation is shown with arrows:  
 - The main word stress is shown in bold, e.g. pronunciation, **student**.
 - Sentence stress is shown with underlining, e.g. Sentence stress is shown with underlining, or sometimes with big and small circles: **OoOoOoooOo** (Sentence stress is shown with underlining).

- Phonetic symbols used in this book are the International Phonetic Alphabet (IPA) (the Contents page shows all the symbols used). You can use this book without knowing these symbols, but it is useful to learn them so that you can check the pronunciation of new words in a dictionary. The *Cambridge Advanced Learner's Dictionary* uses these symbols. The symbol /ʊə/ (poor) only appears in the summary on page 184 as this sound is rarely heard now in present day spoken English.
- In most units (but not in Unit 1), Exercise 2 *Minimal pairs* gives you practice in contrasting two sounds in words and sentences. If you don't have one of the two sounds in your language, practising the pairs of sounds can sometimes help you to hear – and then produce – the English sound.
- Dialogues are recorded. You can backtrack on the MP3 to repeat them as many times as you want. If you don't like backtracking, listen to the dialogue after you have done the dialogue tasks.

The Mask







There are two ways in which you can use the mask (which you cut out from page 185):

- 1 *At the beginning of the minimal pair exercises* Here, you are instructed to use the mask in most units after Unit 1. The mask symbol  at the beginning of the exercise indicates 'use the mask'. You can start the minimal pair practice with the mask covering the written words, just looking at the pictures and listening to the pair sounds (first in words and then in sentences). This will help you to focus on really listening to the sounds first. After you have listened for the first time, you can backtrack on the CD to listen again and repeat.
- 2 *Extra practice of difficult sounds* You can also use the mask, for example at the end of a unit, to enjoy extra practice of sounds that are difficult for you. Here, your task with the mask is to try to produce the contrasting sounds correctly while trying to remember the words and sentences. (e.g. 1 Mask on – listen and repeat. 2 Mask off – read aloud. 3 Mask on – remember and say aloud. 4 Mask off – read aloud to check.)

Other ways of having extra practice of difficult sounds

- 1 Make playing cards by photocopying the minimal pair charts (e.g. four copies) and cutting out the pairs. You can then play some of the card games described in the review units. If working alone, play *Pick up pairs*, Unit 7, page 27 or *Pick up same sounds*, Unit 14, page 52.
- 2 Check on the website (<http://www.cambridge.org/elt/shiporsheep/extrapractice.htm>) to see if there is any extra practice material for this sound.

致学生

- 此书共含50单元。其中有7个单元是复习单元，其他43个单元分别介绍43个英语音素以及发音过程中需要注意的问题（例如重读、语调等），这些对于成功地运用英语进行交流同样重要。
- 此书可用于课堂教学，也可用于自学。
- 使用此书你需要准备：
 - MP3播放机和录音设备；
 - 一面小镜子，用来观察发音时你的口型，以便与正确的发音图示进行比较；
 - 一个“遮片”（见本书第185页，将其剪下）。在大部分单元（第一单元除外）的开始部分，你可以使用此遮片。它也可以用于某些较难的音素的课外发音练习。
- 首先，找出你认为最为重要的几个单元。要做到：
 - 在“List of likely errors（容易读错的语音列表）”中，将你的母语与英语进行对比（网址：<http://www.cambridge.org/elt/shiporsheep/likelyerrors.htm>或者<http://www.blcup.com>），并将这一部分打印出来供学习参考。
 - 至少要做一次“Diagnostic Tests（诊断性测验）”（见本书xiii-xiv页）。如果你是自学，就做TEST A。TEST B需要课堂上老师的指导，老师必须是英语为母语者或者英语水平接近母语者。在老师的指导下，决定是否做课本上的测验。
- 其次，你需要决定：
 - 是从对你来说最为重要的单元开始学起，还是
 - 按照课本的编排顺序，依次进行，当遇到重点单元的时候再投入更多的时间。你可以选择同时学习Section A（元音）和Section B（辅音）。你也可以有选择性地学习七个复习单元。
- 在开始每一个部分之前，首先阅读“Making English sounds.（英语的发音）”版块（见本书1-2，79-80页），这一部分也介绍了一些重点的关于语音知识的术语。
- 本书中使用的符号：
 -  表示此段材料配有录音。
 -  表示有答案，参见附录答案部分（186页-224页）。
 -  表示供学生小组练习或者成对练习用。如果你是自学，那你可以充分发挥想象力，比如：想象一个同学在与你进行练习。
 -  表示“使用遮片”（见第viii页）。
 -  表示“上网进行练习”。
- 其他符号：
 - 用箭头表示语调：
 - 主要单词的重读用黑体表示，例如：pronunciation, student。

——句子重读用下画线表示，例如：Sentence stress is shown with underlining.，有时也用大小圆圈表示，用这种标法，此句话的重读方式则表示如下：OoOoOoooOo。

- 此书采用国际音标（IPA）作为标音符号，目录里展示了本书使用的所有的符号（不包括/uə/）。如不认识这些符号你照样可以使用此书，但是认识这些符号将有助于你在词典中找到生词的准确发音。*Cambridge Advanced Learner's Dictionary*（《剑桥高阶学习词典》）也使用上述国际音标符号。注意英语中的/uə/（poor）只出现在184页的小结中，因为这个音素在现在的英语口语中已经很少使用了，因此本书没有涉及该音的讲解。
- 大部分单元（第一单元除外）的练习二“Minimal pairs（最小对立体对比发音）”部分提供了对单词和句子中两个不同的音素进行对比的练习。如果在你的母语中，“Minimal pairs”中的某一个音素不存在，通过练习对比这样的两组语音，可以帮助你有效地分辨出所学的音素。
- 书中的对话均配有录音。为了你使用方便，我们将MP3文件每一部分都拆分开。由于文件较多，我们将其分成A、B、C、D四个文件夹，在书中都有明确的标示。每个文件你可以多次回放，不断地反复练习发音。如果你不喜欢总是不停地回放，你可以在做完对话练习之后再听对话。

遮片：


- 1 使用遮片的两种场合（遮片自此书第185页剪下）：

“Minimal pairs”练习的开始部分。在第一单元以后的大部分单元，你需要使用遮片。在每一个练习前面的🕒符号表示要“使用遮片”。在你做“Minimal pairs”练习的时候，首先要用“遮片”遮住书上的文字部分，只看图画，听这一部分的录音（先是单词，然后是句子）。这样会帮助你首先把注意力只集中在听录音上。听过第一次之后，可以回放听力材料，反复进行发音练习。
- 2 困难语音的额外练习。你也可以在一个单元结束时，使用遮片，以便能够练习对你来说比较困难的语音。遮片此时的功能是：帮助你在记住单词和句子的同时，也使你能正确发出相互对照的两个音素（比如：第一步：用遮片遮住文字——听并且重复；第二步：揭开遮片——大声朗读；第三步：再次用遮片遮住文字——记住单词和句子并大声读出来；第四步：再次拿开遮片——大声读出来，与课本对照，看是否正确）。

练习困难语音的其他方法


- 1 复印课本上的“Minimal pairs”图片，做成游戏卡片（复印四张即可），然后将每一对图片裁开。这时你就可以做“复习单元”所描述的卡片游戏了。如果你是自学，那你可以做第27页第7章的“Pick up pairs”游戏，或者你也可以做第52页第14章“Pick up same sounds”的游戏。
- 2 点击网址（<http://www.cambridge.org/elt/shiporsheep/extrapractice.htm>或者<http://www.blcup.com>）查看是否有关于此音素的额外练习。

INTRODUCTION FOR TEACHERS

- Please read the Introduction for Students.
- **Level** This book is written for intermediate students, but previous editions have also been used by students at other levels. *Tree or Three?* is written for beginner–elementary level.
- **Class/Student working alone** The instructions are written for a student working alone, but can be used for classroom teaching as well. See the symbols in the students' introduction, especially .
- **Diagnostic Tests** You can use these if you need to assess students' difficulties. But if you already know this for your class, you can choose to skip the tests and decide whether you want the students to work through the book or focus only on some units.
Students working alone can self-administer Test A with or without your input. To administer Test B, students can be asked to record their individual performances for your assessment. Or you may prefer to do this with them so that you can immediately check possible 'reading' rather than pronouncing mistakes, by asking them to listen and repeat the item.
- **List of likely errors** This is on the website so that it can be added to. It can be found at <http://www.cambridge.org/elt/shiporsheep/likelyerrors.htm>. It would be useful for each student to have a printout of the relevant part of this list.
- **Minimal pairs** In this book, these are pairs of words/sentences which differ by only one sound, e.g. *Bill bought a sheep./Bill bought a ship*. These sometimes help students to hear – and then pronounce – sounds that are difficult for them. You may want to extend students' class practice of particular minimal pairs by inventing games or playing the following:
 - **Card games** These are described in Exercise 1 of the review units. Make more copies if using pairs from only one unit. This book is copyright, but permission is granted to make a single copy of the cards described in the review units, for the sole purpose of playing the card games outlined.
 - **'Fingers'** For each pair, say words rapidly at random, e.g. *sheep sheep sheep ship ship sheep ship*. Students show with one or two fingers if they hear sound 1 or sound 2. Students practise in pairs and then back to back.

- *'Mingling'* Each student has one of the minimal pair cards. Students mingle (move around randomly), not showing their cards but repeating their word to find the others with the same sound. They form a group, which checks correct membership. The first group to complete their set of words with the same sound wins. Students swap cards within their group and check pronunciation of new words before all mingling again to find the person in the other group with the other half of their minimal pair. Students change cards with that person and check each other's pronunciation. Then start the mingling game from the beginning so both sounds are used.
- **The mask** (See Introduction for Students.) The purpose of the mask is twofold:
 - to allow students to listen to and practise the minimal pair sounds first in words and then in sentences without being distracted by the written word
 - for extra practice of sounds they find difficult.

致教师

- 请阅读“致学生”。
- **适用对象**。本书适用于中、高级英语水平的学生。本套系列教材的另一本书《剑桥国际英语语音入门——*Tree or Three?*》面向初级水平的学生。
- **课堂教学/学生自学**。编写使用指导是为了学生更好的自学，但本书也可用于课堂教学。参考“致学生”中的符号，尤其是 。
- **Diagnostic Tests(诊断性测验)**。您可以使用此诊断性测验来确定学生学习过程中的发音难点。如果您已经知道了所有学生的发音难点，就可以略过这部分练习，自行决定是否从头到尾学完此书，还是重点学习某些单元。自学的学生可以自行实施TEST A，教师可以不参与。对于TEST B，要求每个学生将自己的发音练习录下来，以便评估使用。教师也可以和学生一起做TEST B，让学生反复地听并重复某个音素，这样就能首先纠正学生的“朗读错误”，然后纠正其“发音错误”。
- **List of likely errors (容易读错的语音列表)**。此表为网络版，请登陆网址：
<http://www.cambridge.org/elt/shiporsheep/likelyerrors.htm>或者<http://www.blcup.com>学生可在列表找出英语与本国语言进行对比的部分，将其打印出来，这对于学生的学习将大有裨益。
- **Minimal pairs (最小对立体对比发音)**。此书中所有成对出现的单词和句子，都只有一个音素的差异。例如: Bill bought a sheep. / Bill bought a ship.。朗读这些成对的单词和句子，有助于学生听出并读出对于他们来说比较困难的语音。教师可以通过自己设计的游戏或者通过以下的方式来扩展关于Minimal pairs的课堂练习：
 - “**卡片游戏**”。关于卡片游戏的具体描述，请见复习单元的第一部分。如果只使用一个单元的图片，那就多复印几份。可以根据复习单元所描述的游戏进行图片复印（仅为学习使用）。
 - “**伸手指**”。随意快速说出Minimal pairs练习中的某一个单词，例如：sheep sheep sheep ship ship sheep ship。学生通过伸手指来表示他们听到的是语音1还是语音2。学生可以分组反复练习。
 - “**混合卡片游戏**”。每个学生持一张Minimal pairs卡片。学生可以自由移动去寻找持相同发音卡片的学生。在此过程中不能出示所持卡片，而是不断重复卡片上单词的发音。找到之后，结为小组，核对结组是否正确。首先准确完成卡片匹配的小组获胜（卡片上单词发音应相同）。同组的学生先交换卡片，读新单词并互相检查发音，之后学生再次混合，并开始寻找Minimal pairs的另一半。找到之后交换卡片，朗读并互相检查发音。然后再从头开始此游戏，这样两个发音就都练习到了。
- **遮片 (参阅“致学生”)**。遮片具有双重目的：
 - 让学生听Minimal pairs，并练习发音，首先是单词练习，然后是句子练习，同时防止学生看到书面文字而分心。
 - 便于学生课外练习困难的发音。

DIAGNOSTIC TESTS

All students should do Test A.

Test B requires the help of a teacher, native speaker or near-native speaker of English.

The tests are not to give you a mark. They may help you to find out which sounds and other aspects of English pronunciation could be the most difficult for you. You should also check this in the *List of likely errors* on the website: <http://www.cambridge.org/elt/shiporsheep/likelyerrors.htm>.

TEST A

Section 1 Sound discrimination

- ➔ A2 Do not stop the recording or repeat. In each item you will hear two words. Sometimes the two words are the same. Sometimes they have one sound that is different. Listen once only to each item and tick the S (same) column or the D (different) column. If you are not sure, tick the question mark (?) column.

EXAMPLE If you hear, 'sheep sheep' tick the S column.

If you hear, 'sheep ship' tick the D column.

If you are not sure, tick the ? column.

	S	D	?
	✓		
		✓	
			✓

	S	D	?		S	D	?		S	D	?		S	D	?
1a				6a				12a				17a			
1b				6b				12b				17b			
2a				7a				13a				18a			
2b				7b				13b				18b			
2c				7c				14a				19a			
3a				8a				14b				19b			
3b				8b				14c				20a			
4a				9a				14d				21a			
4b				9b				15a				22a			
5a				10a				15b				22b			
5b				10b				16a				23a			
5c				11a				16b				23b			
				11b				16c				24a			

Section 2 Intonation

A3 Do not stop the recording or repeat. Listen to Lucy talking to Lesley on the telephone. In some items her voice goes up (↗) at the end. In some items her voice goes down (↘). Tick the ↗ or ↘ column for each item. If you are not sure, tick the ? column. Listen to the example first.

EXAMPLE a) That's Lesley, isn't it?
 b) That's Lesley, isn't it?

	↗	↘	?
	✓		
		✓	

	↗	↘	?		↗	↘	?
1				6			
2				7			
3				8			
4				9			
5				10			

Section 3 Word stress

A4 Do not stop the recording or repeat. In each item, tick the one word that is different from the others.

EXAMPLE items column number alone ✓ listen

- 1 nowhere birthday mistake toilet postcard
- 2 guitar eighteen today machine English
- 3 away brother breakfast frightened valley
- 4 comfortable vegetables photograph lemonade minimal
- 5 telephoning supermarket conversation exercises helicopter

TEST B

(Note: This test requires the help of a teacher, native speaker, or near-native speaker of English.)

Ask the student to read each test item, and record the grading on the result sheet (page xvi).

A student's performance can be recorded, or the student can be asked to repeat an item as many times as necessary to record a result. The reasons for mispronunciation are many, and some may be caused by reading difficulty. To check this, say the mispronounced word correctly and ask the student to repeat it. If the student can then say it correctly, add the symbol R to your grading on that item, indicating that the student can pronounce this sound but may have difficulty when reading it.

Suggested symbols for grading: ✓ no difficulty with this sound
 X difficulty with this sound
 R may have difficulty reading this sound

Shopping list

- 1 some cheese (cheap cheese); some tea (Chinese tea)
- 2 fifty biscuits; four fish
- 3 ten eggs (big eggs)
- 4 jam; apples and oranges; a cabbage
- 5 ten tomatoes (large tomatoes)
- 6 five kilos of veal (very good veal)
- 7 some strong string (long string)
- 8 four forks (small forks); spoons; cups; small paper plates
- 9 some good sugar; milk; coffee; a cake
- 10 pick up Jude's blue shoes at the shoe shop; two kilos of brown rice; a grapefruit
- 11 nuts; honey; half a dozen hot buns
- 12 one lemon; nine brown onions; flowers for the house
- 13 some paper for my mother's letters; collect Grandfather's leather jacket from the cleaner's
- 14 a girl's shirt and skirt (size thirteen); cold drinks (don't get dry ginger); some good bread
- 15 eight small cakes and paper plates; some sausages for supper
- 16 some yellow roses for your sister
- 17 white wine (sweet wine); some ice
- 18 beer for Bob (buy it from the pub near here)
- 19 some shampoo for Claire's hair; some pears
- 20 some tins of New Zealand peas, or frozen beans
- 21 fresh English fish from the fish shop
- 22 a toy for the little boy (a blue or yellow ball)
- 23 something for Mr Smith (it's his birthday on Thursday)
- 24 a small cheap television for the garage

RESULTS SHEET AND FINDINGS from *List of likely errors*

In any of the three columns, place a cross against the sound where there may be difficulty.

SOUNDS	(Diagnostic <i>page</i> Test B)	Diagnostic Test A	Findings from <i>List of likely errors</i>
1 /i:/ (sheep)	3	1a	
/tʃ/ (chip)	120	1b	
2 /ɪ/ (ship)	7	2a	
/f/ (fan)	131	2b, 2c	
3 /e/ (pen)	11	3a	
/g/ (girl)	101	3b	
4 /æ/ (man)	15	4a	
/dʒ/ (jam)	124	4b	
5 /ɑ:/ (heart)	23	5a, 5b	
/t/ (table)	89	5c	
6 /v/ (van)	135	6a, 6b	
7 /ɒ/ (clock)	29	7a	
/ŋ/ (ring)	168	7b, 7c	
8 /ɔ:/ (ball)	174	8a	
/p/ (pen)	81	8b	
9 /ʊ/ (book)	36	9a	
/k/ (key)	97	9b	
10 /u:/ (boot)	39	10a	
/r/ (rain)	176	10b	
11 /ʌ/ (cup)	19	11a	
/h/ (hat)	147	11b	
12 /n/ (nose)	165	12a	
/aʊ/ (house)	63	12b	
13 /ə/ (camera)	48	13a	
/ð/ (the feather)	155	13b	
14 /ɜ:/ (girl)	43	14a, 14b, 14c	
/d/ (door)	93	14d	
15 /eɪ/ (male)	54	15a	
/s/ (sun)	107	15b	
16 /əʊ/ (phone)	66	16a, 16b	
/j/ (yellow)	143	16c	
17 /aɪ/ (fine)	57	17a	
/w/ (window)	139	17b	
18 /ɪə/ (year)	70	18a	
/b/ (baby)	85	18b	
19 /eə/ (chair)	73	19a	
/m/ (mouth)	162	19b	
20 /z/ (zoo)	110	20a	
/ʃ/ (shoe)	114	21a	
22 /ɔɪ/ (boy)	60	22a	
/l/ (letter)	172	22b	
23 /θ/ (thin)	151	23a, 23b	
24 /z/ (television)	117	24a	

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