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剑桥国际英语

语音教程

美音版·修订版

Pronunciation Pairs

New edition

An Introduction to
the Sounds of English

[英] 安·贝克 (Ann Baker)

[美] 莎伦·戈德斯坦 (Sharon Goldstein)

编著



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



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社图号 17152

Pronunciation Pairs: An introduction to the sounds of English [Second edition] [978-0-521-67808-7] by Ann Baker and Sharon Goldstein was first published by Cambridge University Press in 2008. All rights reserved.

This simplified Chinese edition for the People's Republic of China is published by arrangement with the Press Syndicate of the University of Cambridge, Cambridge, United Kingdom.

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北京市版权局著作权合同登记图字：01-2009-7509号

图书在版编目 (CIP) 数据

剑桥国际英语语音教程：美音版 / (英) 安·贝克
(Ann Baker), (美) 莎伦·戈德斯坦
(Sharon Goldstein) 编著. — 2 版. — 北京：北京语言
大学出版社，2017.12

ISBN 978-7-5619-4966-5

I. ①剑… II. ①安… ②莎… III. ①英语—语音—
美国—教材 IV. ① H311

中国版本图书馆 CIP 数据核字 (2017) 第 287288 号

剑桥国际英语语音教程：美音版（修订版）

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项目策划：李 亮 责任编辑：王春雨 美术设计：张 娜 责任印制：陈 辉

出版发行：北京语言大学出版社

社 址：北京市海淀区学院路 15 号，100083

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电 话：编辑部 8610-82300178

发行部 8610-82303650/3591/3648

北语书店 8610-82303653

网购咨询 8610-82303908

印 刷：北京中科印刷有限公司

版 次：2010 年 1 月第 1 版 2017 年 12 月第 2 版

印 次：2017 年 12 月第 1 次印刷

开 本：787 毫米 × 1092 毫米 1/16

印 张：14.5

字 数：435 千字

定 价：45.00 元

PRINTED IN CHINA

出版说明

相信很多读者对《剑桥国际英语语音教程（美音版）》(*Pronunciation Pairs*)这本教材并不陌生，它与《剑桥国际英语语音入门》(*Tree or Three?*)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1990年问世以来，本教材被引进到很多非英语国家。如今本教材经过修订，以全新的面孔来到了中国。一本好教材将近30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，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。

本教材的修订版在坚持原有的优点的基础上，对原来的语料进行了更新改编，使得教学内容更加丰富、更加突出重点、体现学术性；同时，采用更加灵活的学习方法，可操作性强。此外，这本教材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，也同样满足学习者自学的需要。

本教材的修订版具有如下特点：

• 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、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、系统的课堂练习

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听说的机会；书后附练习答案。

• 最小对立体 (minimal pairs) 的对比发音训练

本教材最大的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。

• 纯正美式语音 + 标准美式语调

全教材共含有50个独立的单元，其中42个为语音学习单元，每个单元对一个英语音素集中深入练习，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。

• 丰富的词汇、短语、短句及对话

本教材在语音、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，帮助学习者加深记忆，提高学习效率。

• 附赠 MP3 录音资源和单机版互动软件

MP3 录音录有所有语音听力材料，音质清晰；互动软件图、文、音结合，与学习者互动学习，帮助学习者掌握标准的美式英语发音。

• 更多的网上支持

登录 www.cambridge.org/elt/pronunciationpairs，有更多网上练习的机会和更多可以下载的学习资料。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 录音等相关资源。读者还可以通过扫描右侧或封底的二维码来获取本书的录音等相关资源。



友情提示：通常我们所学的传统的48个音标当中，本教材只涉及41个，没有包括元音 /eə/、/ɪə/、/ʊə/、/ɒ/、/ɑː/ 和辅音 /ts/、/dz/、/tr/、/dr/ 的讲解，因为美式英语的发音与我们传统的以英式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，/i/、/ɑ/、/ou/、/ɜ/、/ɔ/ 以及 /r/ 的讲解也有很大的差别，希望学习者注意。

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 xi–xv](#).

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 MP3 recordings, with excerpts from the class audio program
- Free Web site for extra practice and reference

Organization of the Student's Book

Pronunciation Pairs is divided into two sections – one on vowels and the other 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 book 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,** MP3 recordings, that contains all the examples and practice material marked with the  symbol in the Textbook
- **Free Web site** (www.cambridge.org/elt/pronunciationpairs and www.blcup.com) 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

本书为《剑桥国际英语语音教程（美音版）》的修订版，旨在帮助中等英语水平的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的学习，并涉及语音的重读、节奏、语调、连读以及连续话语中的其他特征的练习。本书可用于课堂教学或语言实验室教学，亦可用于自学。

本书共分为 50 个单元。至于如何使用本书，则可以遵循最有利于学习的方式：您可以按照本书的编写顺序安排教学；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 xi ~ xv 页安排了“诊断性测试”，您可以组织学生进行测试。

与第一版相比，教材修订版做了如下改进：

- 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
- 为每个单元编写了诸如重读、节奏、语调及连续话语的其他特征的练习
- 为每个单元所学的音素列举常用表达方式
- 更直观的发音口型图示、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
- 可免费下载的 MP3 录音，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资料

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，展示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编排的：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；练习内容包括按要求会话、做游戏、猜谜以及进行交互对话任务等。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结构编写：

- **发音口型图示与发音指导。**在每个单元的开头均有标明发音时的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”），是指发音时只有一个音素不同，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素与另一个极为相似的音素进行对照，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。**每个介绍单词对并配以图示的单元都配有测验，用来测试学生识别相互

对照的不同音素的能力，先是独立的单词，然后是句子。这可以让学生练习在语流中听到并识别该单元所学习的音素。

- **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日常用语。
- **对话。**针对所学习的音素，每单元都包含一个对话或是其他听力材料，高密度地练习这个（或这些）音素。对话的编写力求接近日常生活中自然的对话，学生只需了解大意，不必全部理解。每段对话后面都安排了带指令的听力任务，帮助学生进一步使用所学的音素。
- **重读、节奏和语调。**除了特定的音素练习，每单元还设计了诸如重读、节奏、语调及连续话语的其他特征的练习。每单元的副标题提示该单元将涉及的语音学习重点。
- **练习活动。**每单元都安排了一个或多个交互会话任务，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和连续话语的特征。
- **拼写。**每单元都有一个拼写环节，以该单元出现的单词为例，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本单元所学音素的常用短语和句子的概括和总结。让学生练习使用这些常用表达有助于他们的口语表达更加流利，并鼓励他们在课外练习时使用课上所学的音素。

修订版由以下几部分组成：

- **课本**，书中  符号表示书后附有本练习的参考答案；
- **用于课堂教学的录音资料**，MP3 格式，录有课本中  标示的所有例子和练习材料；
- **可免费下载的网上资源**（www.cambridge.org/elt/pronunciationpairs），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，列举了中国学习者在语音学习中可能会遇到的难点。

注意：请注册会员并登录我社官网 www.blcup.com，找到本书的网页，在“资源下载”处下载“**教师手册**”等资料。您还可以通过扫描下方二维码来获取本书的录音等相关资源。因为本书内容对一些音标的写法做了改编，而“教师手册”里并没有进行改动，请以本书内容为准。原来的音标如下（右边）所示，供您参考：

/i/ → /iy/	/eɪ/ → /ey/
/ou/ → /ow/	/u/ → /uw/
/aɪ/ → /ay/	/ɔɪ/ → /oy/
/aʊ/ → /aw/	



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 the other 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. You can download the MP3 recordings from our Web site (www.blcup.com). The recordings have some of the material from the full class audio program.

You will find the following equipment helpful:

- an MP3 player or computer for listening to the recordings
- 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/elt/pronunciationpairs or www.blcup.com.

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

Acknowledgments

Pronunciation Pairs, Second Edition, is based on the British text *Ship or Sheep?* by Ann Baker.

Many people contributed to the new edition. Thanks are particularly owed to:

The reviewers Ruth Chavez, Leslie Neal, Sarah Plews, Ruth Wagner, and Duncan White, who used and commented on the first edition of *Pronunciation Pairs*. Their suggestions were very helpful in developing the second edition.

The design team at Adventure House, including Jason Fortuna, Rachel Smith, and Jamey O'Quinn, who are responsible for the eye-catching look of this new edition.

The illustrators, Adam Hurwitz, who skillfully rendered all the mouth diagrams, and William Waitzman, who worked tirelessly to produce the hundreds of illustrations.

Mary Sandre, the Web site developer, and Kimley Maretzo, the Web site designer, who created the *Pronunciation Pairs* Web site.

Richard LePage, for his keen ear and professionalism in producing the audio program.

Jane Mairs, the commissioning editor, who initiated and expertly supervised the project. Danielle Powers, Cindee Howard, and particularly Brigit Dermott, the senior project editors who ably guided the book through production.

Thanks, especially, to my development editor, Karen McAlister Shimoda, for her unfailing patience, meticulous attention to detail, and astute advice.

And thanks to Jim and Louisa, who helped me in more ways than they know.

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
11. some strong string; four long forks; more coffee for the morning
12. frozen yogurt; yellow onions
13. a newspaper; two soup spoons; some fruit juice
14. a cookbook; a box of sugar cookies; cream to put in coffee
15. a watch; a white wool sweater
16. ice cream; rice for making fried rice
17. baby oil; some toys for the boys
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
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

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

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) _____

Results

1. /i/ (tea) _____
/tʃ/ (chips) _____
2. /ɪ/ (sit) _____
/ʃ/ (shoe) _____
Intonation in long sentences _____
3. /ɛ/ (yes) _____
/g/ (good) _____
4. /eɪ/ (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. /oʊ/ (go) _____
/j/ (yes) _____

Contents

To the Teacher	iv	致教师	vi
To the Student	viii	致学生	ix
Acknowledgments	x	Diagnostic Test	xi
Sound Symbols	xvi		

Section A · Vowels 1

UNIT 1 /i/ tea	Stressed Syllables in Words	4
UNIT 2 /ɪ/ sit	Stress in Numbers; Moving Stress	8
UNIT 3 /ɛ/ yes	Falling and Rising Intonation	12
UNIT 4 /eɪ/ day	Stress in Sentences	16
UNIT 5 /æ/ hat	The Most Important Word	20
UNIT 6 Review	/i/, /ɪ/, /ɛ/, /eɪ/, and /æ/	24
UNIT 7 /ʌ/ cup	Strong and Weak Pronunciations	26
UNIT 8 /ə/ a banana	/ə/ in Unstressed Syllables and Words; <i>can</i> and <i>can't</i>	30
UNIT 9 /ər/ letter	/ər/ in Unstressed Syllables and Words; Intonation in Choice Questions with <i>or</i>	34
UNIT 10 /ɑ/ hot	Phrase Groups	38
UNIT 11 /ɔ/ ball	Using Stress and Intonation to Show a Contrast	42
UNIT 12 /oʊ/ go	Linking Vowel Sounds	47
UNIT 13 /u/ too	Stress and Pronouns	51
UNIT 14 /ʊ/ book	Negative Contractions	54
UNIT 15 Review	/ʌ/, /ɑ/, /ɔ/, /oʊ/, /u/, /ʊ/, and /ə/	58
UNIT 16 /aɪ/ fine	Stress in Compound Nouns	60
UNIT 17 /ɔɪ/ boy	Sentence Rhythm and Timing	64
UNIT 18 /aʊ/ house	Stress and Linking in Phrasal Verbs	67
UNIT 19 Review	/aɪ/, /ɔɪ/, and /aʊ/	71
UNIT 20 Review	The Unstressed Vowels /ə/ and /ər/	73
UNIT 21 /ɜr/ word	Tag Questions with Falling Intonation	75

Section B • Consonants 79

UNIT 22 /p/ pop	Intonation in Lists	82
UNIT 23 /b/ baby	Stress in Compound Nouns and Phrases	86
UNIT 24 /t/ two	Linking a Final Consonant	90
UNIT 25 /d/ did	-ed Endings	95
UNIT 26 /k/ key	Stress in Noun Phrases with Compounds	99
UNIT 27 /g/ good	Gonna (<i>going to</i>)	103
UNIT 28 Review	/p/, /b/, /t/, /d/, /k/, and /g/	107
UNIT 29 /s/ sun	Linking a Final Consonant Cluster	109
UNIT 30 /z/ zoo	-s Endings	113
UNIT 31 /ʃ/ shoe	Linking Words with /ʃ/	117
UNIT 32 /z/ television	Stress in Words with -ion	121
UNIT 33 /tʃ/ chips	Silent Syllables	125
UNIT 34 /dʒ/ joke	Didja (<i>did you</i>); Wouldja (<i>would you</i>); Didncha (<i>didn't you</i>); Doncha (<i>don't you</i>)	129
UNIT 35 Review	/s/, /z/, /ʃ/, /z/, /tʃ/, and /dʒ/	133
UNIT 36 /j/ yes	Useta (<i>used to</i>)	135
UNIT 37 /f/ fan	Intonation in Long Sentences	139
UNIT 38 /v/ very	Weak and Strong Pronunciations of <i>have</i>	143
UNIT 39 /w/ wet	Wh- Questions with Rising Intonation	148
UNIT 40 /h/ how	Dropped /h/; Intonation in Exclamations	152
UNIT 41 /θ/ think	Using Stress and Intonation to Show Surprise	156
UNIT 42 /ð/ the other	Weak Pronunciations for <i>the</i> and <i>than</i>	160
UNIT 43 Review	/j/, /f/, /v/, /w/, /h/, /θ/, and /ð/	165
UNIT 44 /m/ me	Using Intonation to Change Meaning	167
UNIT 45 /n/ no	Syllabic /n/	169
UNIT 46 /ŋ/ sing	Weak Pronunciation and Contraction of <i>be</i>	173
UNIT 47 /l/ light, fall	Weak Pronunciation and Contraction of <i>will</i>	178
UNIT 48 /r/ right	Stress in Long Words	183
UNIT 49 /r/ after vowels	Intonation in Polite Questions	187
UNIT 50 Review	/m/, /n/, /ŋ/, /l/, and /r/	191
KEY		193