

揭阳职业技术学院



教案

课程： 英语语音 任课教师： 陈露露

专业： 商务英语

班级： 商英 251、商英（3+证书）251、
商英跨境电商订单班 251

学期授课计划时数： 32 课时

Unit 1 Organs of Speech
Theory &
Unit 2 Cardinal Vowels
Lesson Plan (计划课时: 2)
教案: 附要点、重点和难点)

Teaching Objectives:

The students will learn some basic concepts in English pronunciation. We are going to learn something about syllables, stress and rhythm in English. At the same time, they will learn to say greetings and farewell with appropriate pronunciation and intonation in English.

Ideological Objectives:

In the English pronunciation class, we emphasize the correct view of English learning.

Teaching point and difficulties :

1. Define - in their own words a definition for “syllable” and “stressed syllable”, then a definition for “rhythm” and “rhythmic pattern”;
2. Compare – based on the understanding of the basic concept, compare the degrees of stress and different rhythmic patterns;
3. Practice – imitate the typical stress patterns and rhythmic patterns in English.

Resources/Materials:

1. Textbook: Wang, Guizhen, *An English Pronunciation Course*, Higher Education Press, Beijing, 2000;
2. Handouts: illustration of stress patterns and rhythmic pattern;
3. Recordings of native speakers

Teaching Method: Teaching and practicing

Teaching Activities and Procedures:

1. Begin by asking the class to find out how much the students know about stress patterns and rhythmic patters in English, make sure that it serves the purpose of stimulating the students to think about the issue and have the desire to find out the answers themselves.
2. Display examples by playing the recording of the native speakers showing the typical stress patters and rhythmic patterns in English.
3. Ask the students to listen to the tapes to mark out the stressed syllables in words.
4. Ask the students to listen to the tapes to mark out the stressed words in sentences.
5. Have the students imitate the stress patterns and rhythmic patterns to experience the rhythm in speech.
6. Have the students share what they have learned by reading out the practice

materials in pairs.

7. Have the students listen to the conversations recorded by native speakers of English and try to get the rhythmic patterns in their speech.
8. Have the students practice the guided conversation. Ask them to pay special attention to the stress the rhythm in speech.
9. Highlight the language function in the conversation in the practice.
10. Have several pairs of the students present their conversation in the class.
11. Comment on the students' performance by highlighting the achievement of the students and the efforts they need for the improvement.
12. Ask the students to do more practice after class and get ready for presentation during the next session.

Homework: Exercises on the book.

附: 要点、重点和难点

**Unit 1 Organs of Speech
Theory &
Unit 2 Cardinal Vowels**

Basic Concepts: Syllables, Stress & Rhythm & Cardinal Vowels

In this 2 unit, we are going to learn some basic concepts in English pronunciation. We are going to learn something about syllables, stress and rhythm in English. At the same time, we are going to learn to say greetings and farewell with appropriate pronunciation and intonation in English.

First of all, let's look at the syllable in English.

Please listen to the following word: driveway.

Now, tell me, how many syllables there are in this word? Right. There are two.

Please listen to the following sentence: Drive him away.

Tell me, how many syllables there are in this sentence? Right. There are four.

Introduction

So. What is a syllable?

A syllable is a word part and the basic unit of English rhythm. English words can have one, two, three or even more syllables. In the word 'driveway', there are two syllables. In the sentence 'Drive him away', there are four.

What is a stressed syllable?

In English words with more than one syllable, one of them will receive more stress than the others. Stressed syllables are those that are marked in the dictionary as stressed. For example, in the word 'driveway', the first syllable is a stressed syllable while the second syllable is not.

Stressed syllables in English are usually longer, louder, and higher in pitch.

Listen to the following example:

<u>ba</u>	<u>NAAAA</u>	<u>na</u>
<i>Syllable 1</i>	<i>Syllable 2</i>	<i>Syllable 3</i>
<i>(short)</i>	<i>(long)</i>	<i>(short)</i>

The word "banana" has 3 syllables. Syllable 1 is not stressed and so is short. Syllable 2 is stressed and so is long with a clear vowel sound. Syllable 3 is not stressed and so is also short.

Here is a short summary about the stressed and unstressed syllables:

Stressed syllables are strong syllables. Unstressed syllables are weak syllables.

Stressed syllables:

- are long
- have a pitch change
- have full vowel sounds.

Unstressed syllables:

- are short
- often have a reduced vowel sound.

Now let's look at the rhythm in English.

We all know that correct pronunciation of the individual English sounds is important in communication. The way the sounds are organized, however, is often more crucial for understanding. The rhythm of English, for example, is one of the two major organizing structures that native speakers rely on to process speech.

What is rhythm?

Rhythm can be found everywhere in life: the sound of a clock, the beating of the heart, the strokes of a swimmer, and of course in poetry and music. But rhythm in language is less familiar because it is less obvious. The rhythm of a language is characterized by the timing pattern of successive syllables. In some languages, every syllable is given about the same length, while in others, syllables vary in length. In English, strong beats are called stress -- the heart of the rhythmic pattern.

第 1、2 单元 基本概念：发音器官、音位、节奏

本单元将向大家介绍英语语音语调的基本概念，主要介绍英语语音的音节、重音和节奏规律。

首先，让我们先来看看英语的音节：

单词 **driveway** 有两个音节。句子 **Drive him away** 有四个音节。

何谓“音节”？

音节是一个言语单位，常常比一个语音长，但比一个单词短。一个英语单词可以有一个、两个三个或更多的音节。就像我们刚看到的单词 **driveway** 有两个音节，句子 **Drive him away** 有四个音节。同时，音节又是英语发音节奏的最基本的单位。

何谓“重读音节”？

如果一个英语单词中拥有两个或两个以上的音节，其中一个音节会比其周围的音节要响亮些。重读音节通常在词典中有所标注。例如，单词 **driveway** 的第

一个音节就是重读音节，而它的第二个音节就是非重读音节。

英语中的重读音节在发音过程中往往要比非重读音节要长一些，响亮一些，同时音调也稍高一些。例如，“banana”一词有三个音节。第一个音节是非重音，所以发音所需时间比较短。第二个音节是重读，所以元音/ :/发的比较长，清晰响亮。第三个音节同样属非重音，所以发音所需时间也很短。

可见，重读音节与非重读音节分别有以下特征：

重读音节：1.声音响亮 2.延续时间较长 3.音调较高

非重读音节：1. 延续时间较短 2. 元音发音弱化

英语话语节奏：学会发好每一个英语音素，是学好英语语音的基础，正确的发音在语言交流中非常重要。然而，语音的组合方式对于听者的理解也起着至关重要的作用。英语的话语节奏就是其中之一。

何谓“英语话语节奏”？

节奏在我们的日常生活中无所不在：滴答转动的钟表声，砰砰不停的心脏跳动，游泳的划水节拍，优美诗句和音乐的韵律，这些都是节奏的体现。话语节奏与前面我们所提到的日常生活中显而易见的节奏不同之处在于：语言中的话语节奏不是那么明显与绝对。语言中的节奏特征是由一连串音节的长短来体现的。有一些语言的话语特点是：每一个音节的音长呈大致相同的趋势，这种音节彼此距离大致相等的现象被称为“以音节定时”节奏。汉语的话语节奏就有这样的倾向。例如，当我说：“面包加牛奶”，这里含5个音节，所需的时间暂且定为5个时段。如果我要说：“一片面包加一杯牛奶”，这里含9个音节，所需的时间就是9个时段。英语的话语节奏则显不同的趋势。例如，在“bread and milk”短语中，音节数是三个，其中“bread”与“milk”是重读音节。在“some bread and some milk”这一短语中，音节数是5个，其中重读的也是“bread”与“milk”。虽然这两个短语的音节数不同，但是在话语中，它们所需的时间却是大致相同的，因为它们有一个共同点：重读音节数相同。这种重读音节彼此距离相等的现象就是“以重音定时”节奏。掌握这一英语话语的节奏规律。对于提高我们英语口语的流利程度和自然程度以及英语听力理解快速解码的能力至关重要。

正因为如此，我们将重音与节奏的学习放在中心与突出的位置，从第一单元的概念介绍开始，贯穿整个语音课程学习的始终。

Unit 3 Classification of English Phonemes&
Unit 4 The English Vowels--Front Vowels & Central Vowels
Lesson Plan (计划学时: 2)
(教案: 附要点、重点和难点)

Teaching Objectives:

The students will learn the consonants: **Front Vowels & Central Vowels** in English.

Ideological Objectives:

The purpose of learning English pronunciation is not only for exams, but more importantly for better understanding and spreading the culture of English-speaking countries, as well as for effective communication with foreigners.

Teaching point and difficulties :

1. Define - in their own words a definition for **Front Vowels & Central Vowels**;
2. Compare – based on the understanding of the basic concept, compare them with other vowels;
3. Practice – imitate the sounds and do practice.

Resources/Materials:

1. Textbook: Wang, Guizhen, *An English Pronunciation Course*, Higher Education Press, Beijing, 2000;
2. Handouts: illustration of the phonemes in focus;
3. Recordings of native speakers

Teaching Method: Teaching and practicing

Teaching Activities and Procedures:

1. Stimulating: Begin by asking the class to find out how much the students know about what they are required to learn. Make sure that it serves the purpose of stimulating the students to think about the issue and have the desire to find out the answers themselves.
2. Display examples by playing the recording of the native speakers showing the typical pronunciation in English.
3. Ask the students to listen to the tapes to make a good discrimination of the sounds in focus.
4. Have the students imitate the sound in focus.
5. Have the students share what they have learned by reading out the practice materials in pairs.
6. Have the students listen to the conversations recorded by native speakers of English and try to get the sounds in focus correct in their pronunciation.
7. Have the students practice the guided conversation. Ask them to pay special attention to the sounds in focus in speech.
8. Highlight the language function in the conversation in the practice.
9. Have several pairs of the students present their conversation in the class.

10. Comment on the students' performance by highlighting the achievement of the students and the efforts they need for the improvement.

11. Ask the students to do more practice after class and get ready for presentation during the next session..

Homework: Exercises on the book.

附: 要点、重点和难点

Unit 3 Classification of English Phonemes&

Unit 4 The English Vowels--Pure Vowels

Front Vowels & Central Vowels

In this unit, we will learn the front vowels and central vowels in English.

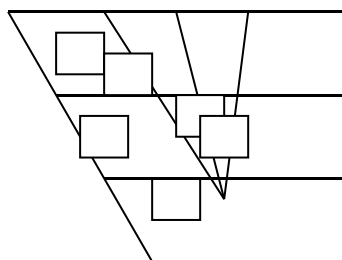
Vowels are sounds in which there is no obstruction to the flow of air as it passes from the larynx to the lips. There are 20 vowels in English, among which 12 are pure vowels and 8 are diphthongs. The English pure vowels can be classified according to

- 1) the height of the raised part of the tongue;
- 2) the part of the tongue raised, and
- 3) the position of the lips, i.e. whether they are rounded or unrounded.

There are four front vowels in English: /i:/, /ɪ /, /e/ and /æ/. The reason these are called front vowels is that the tongue body is shifted forward, causing the vowels to be produced in the front of the mouth. In addition, the front vowels may be subdivided into those that are high (or close), like /i:/ and /ɪ/, mid, like /e/, and low (or open), like /æ/. For the two vowels in the high front space, /i:/ and /ɪ/, the tongue is close to the hard palate. Likewise, for the low vowel /e/ the tongue is nearly flat and the lower jaw more open than for the other front vowels.

There are two central vowels in English: /ɜ:/ and /ə/ They are called central vowels because they tend to be produced at a point midway between the front and back vowels and between the high and low vowels.

It has become traditional to locate vowels on a four-sided figure. The following is a description of the four English front vowels and two central vowels.



/i:/ & /ɪ/,

/i:/ is a very common sound in the world's languages. It is made by raising the body of the tongue from its rest position and shifting it forward. The /i:/ sound is

made by **lowering the tongue slightly** from the high-front position for /i:/. Besides, /i:/ is a much more tense sound than /ɪ/. The fact that English has these two high front vowels, differentiated by muscle tension in the root of the tongue, sets it apart from Chinese and many languages of the world. Both /i:/ and /ɪ/ can occur in initial, medial, and final position in words.

Very little difficulty should be encountered by the Chinese learners in the pronunciation of /i:/, but /ɪ/ is a problem sound. It is easy for the learners to detect the difference in length. What counts here, however, is the difference in quality. It is therefore important to point out the fact that to pronounce a correct /ɪ/, you need to

- 1) lower you tongue a little bit from the position for /i:/, and
- 2) make it a lax sound instead of a tense sound like /i:/.

The importance of correct pronunciation of /ɪ/ lies in the fact that it is the second most frequent vowel in English.

/e/ & /æ/

/e/ is also an English vowel with high frequency of occurrence. The tongue body is shifted forward in the mid-plane. /æ/ is produced by shifting the body of the tongue forward from its relaxed state, and lowering it from the position for /e/. It is the lowest of the front vowels. /e/ and /æ/ do not occur in final position in English words.

/e/ and /æ/ are not really problem sounds for the Chinese learners, but many of them fail to make a clear distinction between the two in their speech. The difficulty is that they have to make the clear distinction consistent.

/ɜ:/ & /ə/

/ɜ:/ and /ə/ are central vowels. /ɜ:/ is made with the tongue in the approximate middle of the mouth. It occurs only in stressed syllables. /ə/ is also called a schwa. It is made similarly to /ɜ:/, but with less tension. /ə/ is the most frequently used vowel in English. Both /ɜ:/ and /ə/ may occur in all three word positions.

Most learners do not have problems in the pronunciation of /ɜ:/ and /ə/, still we need to give special attention to the schwa. The problem with the schwa may not generally be in production, but in knowing when to use the sound. No other vowel, with the exception of the other reduced vowel, /ə/, is as important to an understanding of the English sound system and the way it functions in unstressed syllables.

第 3/4 单元 元音：前元音和中元音

本单元介绍英语的前元音和中元音。

发音时气流由肺部泄出，不受任何阻碍，气流输出过程畅通无阻不带任何摩擦，这样发出的音叫做元音。

元音音素之所以彼此有别，是受到发音器官调节的结果。发音过程中发音器官采取某一固定位置直至发音结束的，是单元音，如/i:/, u:/。双元音又称“滑音”，即在发音过程中发音器官的位置或形状有所变化，从一个单元音滑向另一个单元音，发/eɪ/这一双元音就是从发/e/开始，朝/ɪ/的方向滑动，构成/eɪ/。

英语的元音中，有 12 个音元音，8 个双元音。

单元音的音质取决于以下三个因素：一是舌头在口腔中位置的高低，即舌头前、中、后哪一部分抬得最高；二是牙床张开的大小，即张口程度是合、半合、

还是开；三是唇形，发音时唇形是扁平还是圆唇。在元音发音的过程中起关键作用的是舌头，因此学习元音时就要重点学会正确调节舌位。元音的音素也正是根据发音时舌位的变化情况进行分类的。单元音可按发音时舌头前、中、后哪一部分抬得最高而分成三类：前元音，中元音，后元音。这一单元我们学习的是英语的前元音与中元音。

我们先来看看英语前元音与中元音的舌位图。图的左方为口腔的前部，右方为其后部。竖线把舌头分成前中后三个部分；横线表示牙床的开合程度，图中的框框与圆形表示元音音素发音时舌头抬得最高的那一部分在口腔中的位置，同时框框中的元音为非圆唇音，圆形中的元音为圆唇音。

从图中可以看到，/i:/与/æ/都是前元音，但是发/i:/时牙床近于全合；发/æ/时，牙床近于全开。可见，发音时调节口的开张程度就产生的不同的前元音。试发以下元音/i: , ɪ, e, æ/。

/i:/ /ɪ/

把这两个元音放在一起学是为了更好地进行比较。/i:/的发音与汉语的“衣”发音有点相似，发音时牙床近于全合，舌尖抵下齿，舌前部抬得很高，升向硬腭，双唇扁平。/i:/与汉语“衣”的发音不同之处在于：汉语“衣”在发音时舌前与硬腭之间的距离更窄一些，且有轻微的摩擦。大部分中国学生对发好/i:/这个音都有很大的把握。第二号元音/ɪ/的学习则给大家带来很大的挑战，不少人将

/ɪ/ /看作是/i:/的短元音：发音时舌位相同，只是将其发成短音。其实，/i:/与/ɪ/的区别主要不在其长短，更重要的是质的不同，即发音时发音器官的位置不同。从舌位图中我们看到：这两个音发音时有两个不同之处。首先是发/ɪ/时舌在口腔中的位置比发/i:/时要低一些。也就是说/i:/在发音时牙床近于全合，而/ɪ/则属半合。其次，发/ɪ/时，舌头抬高的最高点要比/i:/更靠后一些，因而口腔中形成的气流通道也更宽一些。此外，在发音时/i:/的双唇呈扁平状，口腔肌内紧张，而/ɪ/的双唇形式居扁平与中常之间，口腔肌内较为放松。掌握好以上区别，对发好这两个音极为重要。

/e/ /æ/

从舌位图我们可以看到：/e/与/æ/也是前元音。/e/在发音时口的开张度居半合与半开之间，/æ/在发音时，口张至近于全开。

中国学生在学习这两个音时最常见的错误是用[e]——一个半开元音——代替/e/与/æ/。也就是说，在发音时，应该发/e/的时候口张得太大，应该发/æ/时口的开张度又嫌太合，/e/与/æ/同时发成[e]。对于这些学生来说，掌握好口的开张度是发好这两个音的关键。

在学习/e/音时，还须注意的另外两点是：第一，莫将/e/发成中元音，例如，我们有时候听到一些人将 when 说成汉语的“问”，问题就出在这里。第二，莫将/e/发成双元音。要解决这个问题主要是注意在发/e/的过程中，口的开张度与舌位要保持稳定，不能有变化。

/ɜ:/ /ə/

从舌位图中我们看到：这两个音在发音时采取的中立的位置，牙床半开合，舌的中部稍稍隆起，双唇偏平或中常，就可以发出/ɜ:/与/ə/。

在学习这两个音时，需要注意：一、/ɜ:/只出现在重读音节中而/ə/则只出现在非重读音节里，亦被称作“非重读央元音”。二、/ɜ:/的发音与/ə/不完全相同：/ɜ:/并不是/ə/的单纯延长，发/ɜ:/时口形得比/ə/小，舌位也略高于发/ə/时；同时发/ɜ:/

时双唇偏平，肌肉紧张，而发/ə/时双唇中常、肌肉松弛。三、/ə/是英语元音中出现频率最高的，也是所有英语音素中出现频率最高的音素。学习中的难点是掌握什么时候应该发这个音。

Unit 4
Lesson Plan (计划学时: 2)
Back Vowels
(教案: 附要点、重点和难点)

Teaching Objectives:

The students will learn the **Back Vowels** in English.

Ideological Objectives:

The purpose of learning English pronunciation is not only for exams, but more importantly for better understanding and spreading the culture of English-speaking countries, as well as for effective communication with foreigners.

Teaching point and difficulties :

1. Define - in their own words a definition for **Back Vowels**;
2. Compare – based on the understanding of the basic concept, compare them with other vowels;
3. Practice – imitate the sounds and do practice.

Resources/Materials:

1. Textbook: Wang, Guizhen, *An English Pronunciation Course*, Higher Education Press, Beijing, 2000;
2. Handouts: illustration of the phonemes in focus;
3. Recordings of native speakers

Teaching Method: Teaching and practicing

Teaching Activities and Procedures:

1. Stimulating: Begin by asking the class to find out how much the students know about what they are required to learn. Make sure that it serves the purpose of stimulating the students to think about the issue and have the desire to find out the answers themselves.
2. Display examples by playing the recording of the native speakers showing the typical pronunciation in English.
3. Ask the students to listen to the tapes to make a good discrimination of the sounds in focus.
4. Have the students imitate the sound in focus.
5. Have the students share what they have learned by reading out the practice materials in pairs.
6. Have the students listen to the conversations recorded by native speakers of English and try to get the sounds in focus correct in their pronunciation.
7. Have the students practice the guided conversation. Ask them to pay special attention to the sounds in focus in speech.
8. Highlight the language function in the conversation in the practice.
9. Have several pairs of the students present their conversation in the class.

10. Comment on the students' performance by highlighting the achievement of the students and the efforts they need for the improvement.

11. Ask the students to do more practice after class and get ready for presentation during the next session.

Homework: Exercises on the book.

附: 要点、重点和难点

Unit 4 Back Vowels

In this unit, we will learn the back vowels in English.

There are six back vowels in English. The back vowels are produced by shifting the body of the tongue back from its central position. The tip of the tongue remains at the level of the lower teeth. The front and back vowels have several features in common as well as some differences. Unlike the front vowels that are made with a fairly neutral lip posture, four of the back vowels are rounded. The back vowels may also be subdivided into those that are high (/u:/ and /ʊ/), mid (/ɔ:./ and /ɒ/), and low (/ɑ:./ and /ʌ/). The following is the description of the six English back vowels.

/u:/ and /ʊ/

/u:/ and /ʊ/ are both high, back, rounded vowels. The /u:/ marks the highest boundary for the back vowels, as /i:/ does for the front vowels. Therefore, the tongue is retracted from its rest position and raised toward the soft palate. This vowel is quite common in the languages of the world and appears without problem in most Chinese learners. Along with /u:/, /ʊ/ completes the vowels in the high back space on the vowels chart. Its corresponding front vowel is /ɪ/. When making the sound, the tongue is retracted as for /u:/ but not elevated to the same extent. In addition, the /ʊ/ vowel is not made with as much tension in the root of the tongue as /u:/. The same tense/lax contrast is also seen for /i:/ and /ɪ/. This sound is not found very frequently as a phoneme in the languages of the world, certainly not in Chinese Putonghua. In English, it is not very common despite the fact that it appears in some frequently used words, such as *should*, *good*, and *book*. /u:/ occurs at all the three positions of a word while /ʊ/ occurs only in the middle position of a word, like *book* and *hook*. To ensure correct pronunciation, it is important to make the following distinction between /u:/ and /ʊ/:

1. /u:/ is the highest back vowel, so the raised part of the tongue for /u:/ is higher than that for /ʊ/;
2. the part of the tongue raised for /ʊ/ is not as back as that for /u:/;
3. /u:/ has quite strong lip rounding while the lips are only slightly rounded for /ʊ/.

/ɔ:./ & /ɒ/

/ɔ:/ is a mid-back vowel. For its production, the tongue is retracted and almost flat in the mouth. The vowel is almost fully back and has quite strong lip-rounding. /ɒ/ is a low vowel. The lips are slightly rounded. /ɒ/ is a difficult vowel for the Chinese learners. Many of them use a shortened version of /ɔ:/ as its substitution. To ensure correct pronunciation, it is important to make the following distinction between these two vowels:

1. /ɒ/ is a low vowel while /ɔ:/ is a mid vowel, so the mouth is more open for /ɒ/.
2. /ɔ:/ has quite strong lip rounding while the lips are only slightly rounded for /ɒ/.

/ɑː / & /ʌ/

The /ɑː / is made by lowering and flattening the tongue in the oral cavity. It is a low vowel, but not as back as other back vowels in English. /ʌ/ is quite different from other vowels in this group in that it is more like a central vowel than a back vowel (see the vowel chart). /ʌ/ is made with the tongue in the approximate middle of the mouth, perhaps shifted back slightly. It is lower than the other central vowels /ɜ:/ and /ə/. The lip position is neutral. It is important for the learners to make a clear distinction between /ɑː / and /ʌ/ in their pronunciation.

第4单元 元音: 后元音

在这个单元里,我们将学习英语的后元音。英语有六个后元音。发后元音时,舌身从中间位置向后移动,舌尖与下齿保持同一水平。英语的前元音在发音时,唇形是扁平的。后元音中则有四个圆唇音。我们可以根据其口的开张程度,由近乎全合到近乎全开,逐步张开,舌位依次降低发出以下后元音: /u:/ /ɒ/。

我们来看后元音的舌位图。英语的后元音中有四个圆唇音,两个非圆唇音。从发音时口的开张程度看, /u:/近乎全合; /ʊ/属半合; /ɔ:/在发音时牙床半开; /ɒ/在发音时牙床张开; /ɒ/近乎全开; /ɑː /也近乎全开; /ɒ/与/ɔ:/在口的开张程度上相似,但/ɒ/是圆唇音, /ɑː /是非圆唇音; /ɑː :/的舌位要比/ɒ /稍前一些。

现在来看看这些音的具体发音。

/u:/ /ʊ/

/u:/和/ʊ/都是高元音、后元音、圆唇元音。/u:/在英语后元音中,舌位是最高的。就如/i:/在前元音中舌位最高一样。发此音时,舌头后缩,并向软腭隆起。这个音在当今世界的许多语言中都很常见,对大多数中国学习者来说,发此音并没有多大问题。/ʊ/在发音时与/u:/一样,舌头后缩,但后度不及/u:/,舌面隆起但程度不及/u:/。另外,发/ʊ/音时,肌肉的紧张程度不及/u:/。

学习/u:/和/ʊ/的发音时,要特别注意以下几点:

- 1、/u:/是舌位最高的后元音,因此舌头隆得比/ʊ/音高。
- 2、发/u:/音时,舌头隆起部位比/ʊ/更接近舌根。

3、发/u:/音时，双唇呈滚圆形；发/ʊ/音时，双唇呈微圆形。

4、发/u:/音时，肌肉紧张度高而发/ʊ/时，肌肉轻为松弛。

/ɔ:/ /ɒ/

/ɔ:/在发音时，舌头后缩牙床半开，双唇呈滚圆形。/ɒ/在发音时舌面尽量压低和往后靠，牙床近乎全开，呈微圆形。/ɒ/对中国学生来说是一个较难发好的音，许多人就用/ɔ:/的短音来代替。为确保发音准确，掌握这两个元音以下的区别尤为重要：

1、/ɒ/在发音时口的开张度大于/ɔ:/，牙床近乎全开。

2、发/ɔ:/音时，双唇呈滚圆形；发/ɒ/音时，双唇呈微圆形。

/ɑ:/ /ʌ/

发/ɑ:/音时，口要尽量张大，牙床全开，双唇中常，舌尖离开下齿，舌位放到最低点，同时向后缩，但后度不及/ɒ/。/ɑ:/不同于其它后元音。与其说它是后元音，还不如说它是中元音。发/ɑ:/音时，舌头在口腔里平放着，舌面中部略抬起，牙床半开，舌位比中元音/ɜ:/要低，双唇中常，肌肉松弛。

练习这两个音的时候，要特别注意它们之间的不同：1、/ɑ:/的舌位比/ʌ/后；2、/ɑ:/音口的开张度比/ʌ/大。在练习/ɑ:/音时还要注意区分/ɑ:/与/ɒ/。这两个音的牙床开张程度是相似的，都属近乎全开，所不同的：一是/ɒ/的舌位更后一些；二是/ɒ/是圆唇音而/ɑ:/是非圆唇音；三是一般说来在相同的语音环境中/ɑ:/的音长于/ɒ/。

Unit 5
Lesson Plan (计划学时: 4)
Vowels: Diphthongs
(教案: 附要点、重点和难点)

Teaching Objectives: The students will learn the Vowels: Diphthongs in English.

Ideological Objectives:

The purpose of learning English pronunciation is not only for exams, but more importantly for better understanding and spreading the culture of English-speaking countries, as well as for effective communication with foreigners.

Teaching point and difficulties :

1. Define - in their own words a definition for Vowels: Diphthongs;
2. Compare – based on the understanding of the basic concept, compare them with other vowels;
3. Practice – imitate the sounds and do practice.

Resources/Materials:

1. Textbook: Wang, Guizhen, *An English Pronunciation Course*, Higher Education Press, Beijing, 2000;
2. Handouts: illustration of the phonemes in focus;
3. Recordings of native speakers

Teaching Method: Teaching and practicing

Teaching Activities and Procedures:

1. Stimulating: Begin by asking the class to find out how much the students know about what they are required to learn. Make sure that it serves the purpose of stimulating the students to think about the issue and have the desire to find out the answers themselves.
2. Display examples by playing the recording of the native speakers showing the typical pronunciation in English.
3. Ask the students to listen to the tapes to make a good discrimination of the sounds in focus.
4. Have the students imitate the sound in focus.
5. Have the students share what they have learned by reading out the practice materials in pairs.
6. Have the students listen to the conversations recorded by native speakers of English and try to get the sounds in focus correct in their pronunciation.
7. Have the students practice the guided conversation. Ask them to pay special attention to the sounds in focus in speech.
8. Highlight the language function in the conversation in the practice.
9. Have several pairs of the students present their conversation in the class.

10. Comment on the students' performance by highlighting the achievement of the students and the efforts they need for the improvement.

11. Ask the students to do more practice after class and get ready for presentation during the next session.

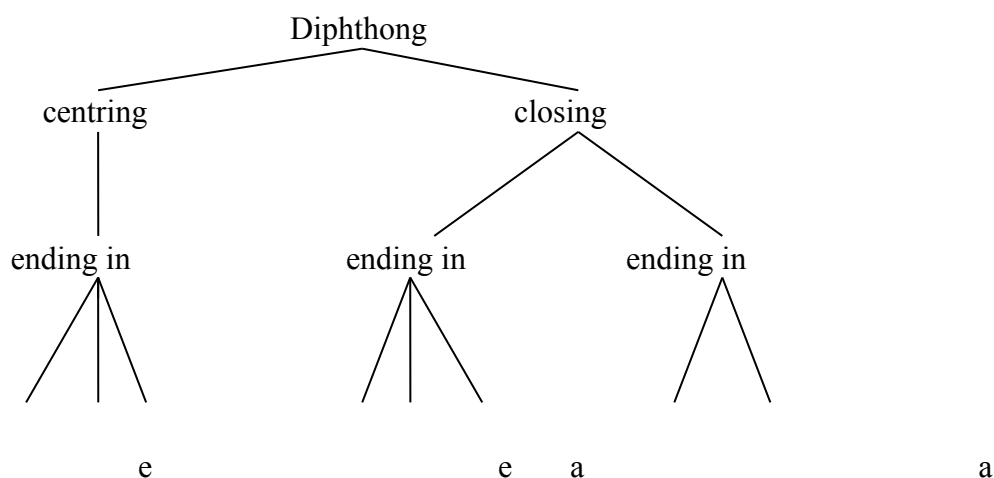
Homework: Exercises on the book.

附: 要点、重点和难点

Unit :5 Vowels: Diphthongs

In this unit, we will learn the diphthongs in English.

There are eight diphthongs in English. Diphthongs are sounds which consist of a movement of glide from one vowel to another. Perhaps the most important thing to remember about all the diphthongs is that the first part is much longer and stronger than the second part. Take /eɪ/ as an example. Most of this diphthong consists of the [e] vowel, and only in about the last quarter of the diphthong does the glide to [ɪ] begin. As the glide to [ɪ] happens, the loudness of the sound decreases. As a result, the [e] part is shorter and quieter. The English diphthongs can be shown in the following diagram (P69):



The following is a description of the eight English diphthongs (70).

/ɪə/ /eə/ and /ʊə/

/ɪə/ are called centring diphthongs because they all glide towards the [ə] (schwa) vowel, as the symbols indicate. The starting point for /ɪə/ is a little closer than [ɪ] in *bit*, *bin*.

/eɪ/ /aɪ/ and /ɔɪ/

/eɪ/ /aɪ/ and /ɔɪ/ the three diphthongs that glide towards [ɪ]. /e / begins with

the same vowel sound as the [e] of *get, men*. /a / begins with an open vowel which is between front and back; it is quite similar to the [ʌ] in words like *cut, bun*. The closing diphthongs have the characteristic that they all end with a glide towards a closer vowel. Because the second part of the diphthong is weak, they often do not reach a position that could be called close. The important thing is that a glide from a relatively more open towards a relatively more close vowel is produced.

/əʊ/ and /aʊ/

/əʊ/ and /aʊ/ are the two diphthongs that end with a glide towards [ʊ]. So as the tongue moves closer to the roof of the mouth there is at the same time a rounding movement of the lips. This movement is not a large one, again because the second part of the diphthong is weak. The vowel position for the beginning of /əʊ/ is the same as for the "schwa" vowel [ə]. The lips may be slightly rounded in anticipation of the glide towards [ʊ], for which there is quite a noticeable lip-rounding. /aʊ/ begins with a vowel similar to [ɑ :] but a little more front. There is slight lip-rounding during the glide towards [ʊ].

Pronunciation difficulties with the diphthongs

Most Chinese EFL learners have little problem with most of the diphthongs, but the following two are particularly important to ensure correct pronunciation.

1. Make sure that you have a correct starting point.
2. Make sure that the diphthongs end with a glide. One of the problems with some of the learners is the production of pure vowels where a diphthong should be pronounced. For example, some learners find it difficult to make a clear distinction between /e/ and /e /.

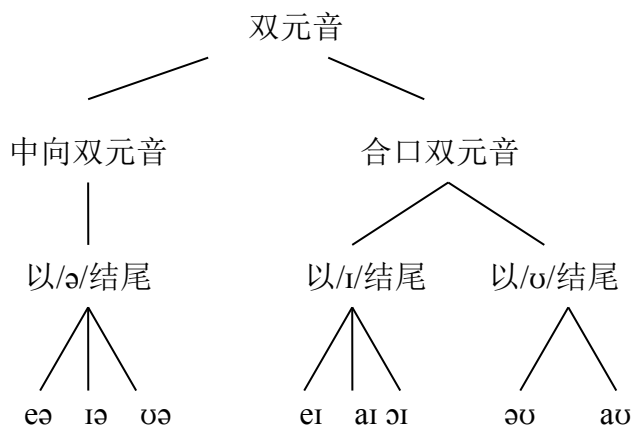
第5单元 元音：双元音

本单元介绍的是英语的双元音。双元音与单元音不同之处在于：单元音在发音时发音器官自始至终保持某一固定位置，如/e/, /e/在发音时牙床的开张度居半合与半开之间，发音过程中舌位与唇型一直保持同样的位置不变，直至发音结束。双元音又称“滑音”，即在发音过程中发音器官的位置或形状有所变化，从一个单元音滑向另一个单元音，如/eɪ/，发/eɪ/这一双元音就是从发/e/开始，朝/i/的方向滑动，构成/eɪ/。

发双元音时要注意两个问题：一是双元音必须一口气完成，如果中断，就会形成两个音素而不再是一个双元音了。二是要注意：英语双元音的两个成分中，

位于前面的音发音通常清晰响亮，位于后面的则较轻,甚至有点模糊，英语的双元音的发音就是这样从第一个成分开始然后滑向第二个成分。

英语有 8 个双元音。根据发音特点，我们可以将他们分为三组：



在发音时从各自的起点朝着中元音的方向移动,故称中向双元音, /eɪ/ /aɪ/ /ɔɪ/ / əʊ/ /aʊ /这五个音在发音过程中,口形从开到合,因此被称作合口双元音。

请看双元音的发音舌位图(见课本 P70)。

/ɪə/ /eə/ and /ʊə/是中向双元音. /ɪə/在发音时舌位从[ɪ]滑向[ə], 双唇扁平, 牙床从半合到半开。要注意,这个双元音的第一个成分是[ɪ]而不是[i]: /ɪə/的第一个成分是一个半开前元音,发音时双唇保持扁平: /eə/ /ʊə/发音的起点是[e], 舌头位置高, 圆唇. 在发音过程中, 舌头朝[ə]的方向移动, 双唇往两边拉开。

/eɪ/ /aɪ/ and /ɔɪ/是合口双元音, 其中/eɪ/ /aɪ/ and /ɔɪ/是朝着[ɪ]的方向移动,而/ɪə/ /eə/ and /ʊə//则是朝着[ə]的方向移动。/eɪ/在发音时舌头位置以[e]为起点, 朝着[ɪ]的方向移动。注意: 是“朝着[ɪ]的方向移动”,但不是非达到[ɪ]不可. 牙床开始时半开, 逐渐收拢。/aɪ/发音起点为前元音[a], 舌位低,牙床全开, 双唇中常, 发音时朝着[ɪ]的方向移动,即牙床逐渐收拢, 双唇往两边拉开: /ɔɪ/的发音起点为后元音[ɔ],牙床近乎全开, 双唇稍圆,然后舌头朝着[ɪ]的方向移动, 即牙床逐渐闭合,双唇从圆到扁平。

/əʊ/ and /aʊ/是朝着[ʊ]的方向移动的合口双元音. /əʊ/ and /aʊ/的发音以中元音作为起点, 朝后元音[ʊ]的方向移动, 唇形从中常到略圆,牙床渐合。

Unit 6
Lesson Plan (计划课时: 2)
Consonants: Stops
(教案: 附要点、重点和难点)

Teaching Objectives:

The students will learn the stop consonants in English.

Ideological Objectives:

Introduce some ideological and political elements, such as the way of thinking and values of British and American people behind pronunciation.

Teaching point and difficulties :

1. Define - in their own words a definition for “stops”;
2. Compare – based on the understanding of the basic concept, compare stops and other consonants;
3. Practice – imitate the sounds and do practice.

Resources/Materials:

1. Textbook: Wang, Guizhen, *An English Pronunciation Course*, Higher Education Press, Beijing, 2000;
2. Handouts: illustration of the phonemes in focus;
3. Recordings of native speakers

Teaching Method: Teaching and practicing

Teaching Activities and Procedures:

1. Stimulating: Begin by asking the class to find out how much the students know about what they are required to learn. Make sure that it serves the purpose of stimulating the students to think about the issue and have the desire to find out the answers themselves.
2. Display examples by playing the recording of the native speakers showing the typical pronunciation in English.
3. Ask the students to listen to the tapes to make a good discrimination of the sounds in focus.
4. Have the students imitate the sound in focus.
5. Have the students share what they have learned by reading out the practice materials in pairs.
6. Have the students listen to the conversations recorded by native speakers of English and try to get the sounds in focus correct in their pronunciation.
7. Have the students practice the guided conversation. Ask them to pay special attention to the sounds in focus in speech.
8. Highlight the language function in the conversation in the practice.
9. Have several pairs of the students present their conversation in the class.

10. Comment on the students' performance by highlighting the achievement of the students and the efforts they need for the improvement.
11. Ask the students to do more practice after class and get ready for presentation during the next session.

Homework: Exercises on the book.

附: 要点、重点和难点

Unit 6 Consonants: Stops

In this unit, we will learn the stop consonants in English.

The stop consonants are made by completely stopping the airflow at some point in the mouth and then, for most productions, releasing it into the sound that follows. There are six stops in English: /p/ and /b/ are formed by the lips, /t/ and /d/ are made on the gum ridge behind the upper teeth, and /k/ and /g/ occur at the back of the mouth where the tongue makes a seal with the soft palate. /p/, /t/, /k/ are voiceless stops as they are not accompanied by vibration from the larynx, while /b/, /d/, /g/ are the voiced stops. These stops are among the most frequent sounds in English and have fairly consistent spellings.

/p/ and /b/

You pronounce the /p/ and /b/ by stopping the airstream with your lips, building up pressure and suddenly releasing the air. They can be used at the beginning, middle and end of words. The following are some of the allophonic variations of /p/ and /b/.

/t/ and /d/

The /t/ sound is one of the most frequent in English and occurs in all three positions at the word level. It has many variations and is a very interesting and productive sound in the language. /d/ is not as frequent in English nor does it have the number of varieties that /t/ has. You pronounce them by blocking the airstream with the tongue and upper gum ridge, building up air pressure and suddenly releasing it. The following are some of the allophonic variations of /t/ and /d/:

/k/ and /g/

You produce /k/ and /g/ by blocking the breath-stream with the back of the tongue and soft palate, building up the pressure, and suddenly releasing it. The "hard-c", as in

cat, and the letter "k" account for most of the spellings of /k/, but there is also a silent-k in words such as *know* and *knight*. The spelling of /g/ is consistent in English, although there is a silent version in words such as *gnash* and *gnat*. Both /k/ and /g/ can occur at the beginning, middle, and end of words in English. The following are some of the allophone variations of /k/ and /g/:

Pronunciation difficulties

The English stops do not generally cause an intelligibility problem among the Chinese EFL learners but some learners may devoice final position voiced stops so that *tab* may be pronounced as *tap*, *code* as *coat* and /i:/ as /i:k/. Lengthening the vowel before the voiced stops will aid in the perception of a voiced final stop. /i:/ in *need*, for example, is usually a little bit longer than /i:/ in *neat* when they are in similar phonetic contexts. Another difficulty with the Chinese EFL learners is the pronunciation of the stops in consonant clusters. Drill the sounds in all positions, paying close attention to the strength of production and the degree of voicing.

第6单元 辅音：塞音

在这一单元，我们将学习英语的爆破音，也叫塞音。

英语的爆破音共有三对，发音方法是：使气流在口腔某处成阻，再让气流冲决阻碍，爆破生音，因此叫爆破音。英语的六个爆破音中：/p/和/b/的发音部位是双唇；/t/和/d/的发音部位是舌尖和齿龈；/k/和/ /发音时，则是用舌后部触软腭形成阻塞而爆破生音。其中/p/，/t/和/k/是清辅音，因为发这三个音时声带无需振动。相反的，/b/，/d/和/ /在发音时，声带振动，是浊辅音。

/p/和/b/

当你发/p/和/b/两音时，双唇合拢而形成阻塞，然后让气流冲决阻碍，爆破生音。这两个音可出现在词首、词中和词尾三个部位，/p/和/b/在不同的语音环境中有不同的变体：

/p/的音位变体

- ①/p/在词首且在重读音节中时，是送气音如 *poke*;
- ②当处于词尾时，可能失去爆破，如 *top tea*;
- ③在/s/后形成辅音连缀时，/p/在发音时不送气，如 *spot*;
- ④当两个/p/相邻时，无需产生两次爆破，而只是延长发音的时间，如 *stop Pete*;
- ⑤当/p/后紧跟着的是鼻音时，此时爆破不在口腔，而在鼻腔，就是我们通常说的“鼻腔爆破”，如 *Stop him*;

/b/的音位变体：

- ①当处于词尾时，不完全爆破，如 *rob the man*;
- ②当两个[b]相邻时，无需产生爆破，只是延长发音时间，如 *rob Bob*;
- ③/b/在鼻音前时，爆破不在口腔，而在鼻腔，如 *rob him*;

/t/和/d/

/t/和/d/是齿龈爆破音。发这两个音时，用舌尖抵齿龈成阻，让气流爆发而出。
/t/的音位变体

- ①/t/在词首且在重读音节中时，是送气音如 **tape**;
- ②当处于词尾时，可能失去爆破，如 **sit still**;
- ③在/s/后形成辅音连缀时，/t/在发音时不送气，如 **stop**;
- ④当处于/ /之前时，呈齿音化发音，如 **eighth**;
- ⑤当/t/后紧跟着的是鼻音时，此时爆破不在口腔，而在鼻腔，就是我们通常说的“鼻腔爆破”，如 **button**;
- ⑥当处于两个元音之间时，/t/听起来近似闪音，如 **letter**;
- ⑦当/t/位于成音节/n/或/l/前时，便成了声门爆破音，如 **little**;
- ⑧当两个/t/相邻时，无需产生两次爆破，而只是延长发音的时间，如 **let Tim**;
- ⑨当处于辅音组合/tr/中时，发音兼具爆破与摩擦的特征，如 **train**;

/d/的音位变体:

- ①当处于齿间音之前时，呈齿音化发音，如 **width**;
- ②当处于词尾时，不完全爆破，如 **Dad said so**.
- ③当与/l/组合时，成为舌侧爆破音，如 **pad look**;
- ④/d/在鼻音前时，爆破不在口腔，而在鼻腔，如 **bread's butter**;
- ⑤当两个/b/相邻时，无需产生爆破，只是延长发音时间，如 **sad Dave**
- ⑥当处于辅音组合/dr/之中时，发音兼具爆破和摩擦的特征，如 **drain**。

/k/和/g/

发/k/和/g/两音时，用舌根顶住软腭堵住气流的出路，然后舌根猛地离开软腭使气流爆发而出。/k/是清辅音，/g/是浊辅音。

/k/的音位变体

- ①/k/位于词首，且在重读音节中时，是送气音，如 **keep**;
- ②当处于词尾时，可能失去爆破，如 **take three**;
- ③在/s/后形成辅音连缀时，/k/在发音时不送气，如 **sky**
- ④当两个/k/相邻时，无需产生两次爆破，而只是延长发音的时间，如 **take Kim**;
- ⑤当/k/后紧跟着的是鼻音时，此时爆破不在口腔，而在鼻腔，就是我们通常说的“鼻腔爆破”，如 **beacon**;
- ⑥当与/l/音组合时，成为舌侧爆破音，如 **clock**;
- ⑦后跟前元音时，/k/的发音部位前移，如 **keen**;
- ⑧位于成音节/n/时，便成了声门爆破，如 **bacon**;
- ⑨位于圆唇音之前时，发音时亦呈圆唇，如 **quarter**.

/g/的音位变体

- ①当处于词尾时，不完全爆破，如 **lag behind**;
- ②当两个/g/相邻时，无需产生爆破，只是延长发音时间，如 **big grapes**
- ③当与/l/组合时，与成为舌侧爆破音，如 **glad**;
- ④/g/在鼻音前时，爆破不在口腔，而在鼻腔，如 **pig and goat**;
- ⑤后跟前元音时，发音部位前移，如 **geese**;
- ⑥位于圆唇音之前时，发音时亦呈圆唇，如 **goose**.

发音难点解析

中国学生在学习英语爆破音时要注意的问题主要有以下两点:

一、爆破音的学习，就发音部位来说，并不难掌握：英语的爆破音与汉语的声母（b, p, d, t, k, g）极为相近。所不同之处主要体现在发音方法上。总的说来，英语的三对爆破音的区别特征是清辅音和浊辅音；而区别汉语三对声母的特征则是送气音与非送气音。当英语的爆破音位于词首时，清辅音的送气比汉语的对应音更为有力；浊辅音一般只有轻微的声带振动。当英语的爆破音位于词尾时，爆破可能非常地轻微，此时，帮助辨别清浊辅音的一个重要特征就是位于爆破音前的元音的长度。例如，在相似的语音环境中，need 中的 /i:/ 通常比 neat 中的 /i:/ 稍长一些。另外，当浊辅音位于两个元音之间时，声带振动则是必须的。

二、在学习中要注意的另一个问题是这三对爆破音的音位变体。这些音位变体的主要形式我们已经接触过。例如，什么时候爆破音会失去爆破：take them；鼻腔爆破音应怎么发：garden；旁流爆破音应怎么发：people；在辅音连缀中，当 /p t k/ 出现在 /s/ 之后，“送气”会减弱，如 speak, sky, star。

掌握了以上发音方法，我们就能正确地发好英语的爆破音了。

Unit6 (continued)
Lesson Plan (计划课时: 2)
Consonants: Fricatives and Affricates
(教案: 附要点、重点和难点)

Teaching Objectives:

The students will learn the consonants: “fricatives” and “affricates” in English.

Ideological Objectives:

Introduce some ideological and political elements, such as the way of thinking and values of British and American people behind pronunciation.

Teaching point and difficulties :

1. Define - in their own words a definition for “fricatives” and “affricates”;
2. Compare – based on the understanding of the basic concept, compare them with other consonants;
3. Practice – imitate the sounds and do practice.

Resources/Materials:

1. Textbook: Wang, Guizhen, *An English Pronunciation Course*, Higher Education Press, Beijing, 2000;
2. Handouts: illustration of the phonemes in focus;
3. Recordings of native speakers

Teaching Method: Teaching and practicing

Teaching Activities and Procedures:

1. Stimulating: Begin by asking the class to find out how much the students know about what they are required to learn. Make sure that it serves the purpose of stimulating the students to think about the issue and have the desire to find out the answers themselves.
2. Display examples by playing the recording of the native speakers showing the typical pronunciation in English.
3. Ask the students to listen to the tapes to make a good discrimination of the sounds in focus.
4. Have the students imitate the sound in focus.
5. Have the students share what they have learned by reading out the practice materials in pairs.
6. Have the students listen to the conversations recorded by native speakers of English and try to get the sounds in focus correct in their pronunciation.
7. Have the students practice the guided conversation. Ask them to pay special attention to the sounds in focus in speech.
6. Highlight the language function in the conversation in the practice.
7. Have several pairs of the students present their conversation in the class.
8. Comment on the students’ performance by highlighting the achievement of the

students and the efforts they need for the improvement.

9. Ask the students to do more practice after class and get ready for presentation during the next session.

Homework: Exercises on the book.

附: 要点、重点和难点

Unit 6 (continued)

(要点、重点和难点)

Consonants: Fricatives and Affricates

This is Unit 3. In this unit, we are going to learn two groups of consonants: fricatives and affricates. At the same time, we are going to learn how to describe an object and to learn how to talk about one's job with appropriate pronunciation and intonation in English.

Introduction

What do you know about fricatives and affricates in English?

Well, if the stops completely block the airstream for a time in the pronunciation, the fricatives only partially block it, thus causing the friction-like noise characteristic of these sounds. There are nine fricative consonants, forming the largest set of consonants in English.

/t / and /d / are affricate sounds, which you produce by blocking off the breath-stream between the tongue and gum ridge, for a stop and a fricative. The term affricate means "blend", in this case, consisting of a stop and a fricative. */t / and /d /* are the two English affricates and they differ primarily in terms of voicing.

/f/ and /v/

/f/ and /v/ are labio-dental sounds. */f/* is voiceless and */v/* is voiced. They are fricative sounds that you produce by forcing the breathstream between your upper teeth and lower lip. They can be used at the beginning, middle and end of words.

/f/ is not a problem sound for most of the students but */v/* may sometimes cause problems. It may substitute for another bilabial such as */w/*, or a bilabial */b/* may be substituted for */v/*. There is also a tendency to devoice */v/*, especially at the ends of words.

/θ / and /ð/

/θ / and /ð/ are inter dental sounds. They are fricatives that you produce by squeezing the breath stream between your tongue and teeth. */θ /* is voiceless and */ð/* is

voiced. These sounds tend to appear relatively late in the speech of children and cause considerable stress for both native and non-native speakers of English. Although the spelling seems to be highly consistent in English, the fact is that the "th" combination is used for both /θ/ and /ð/. They can be used at the beginning, middle and end of words.

The problem with /θ/ are many and varied. A dentalized [t] occurs when there is insufficient breath support. With a /f/ or /s/ substitution, the problem is not with airflow but with placement. This sound will require considerable effort to stabilize in all contexts. The problem with /θ/ is quite similar. With insufficient airflow, a dentalized [d] will occur. Placement difficulties result in a /v/ or /z/ substitution. Devoicing may also be a common problem since English orthography uses the letters "th" for both /θ/ and /ð/. The following steps are useful in the pronunciation drill for these two consonants:

/s/ and /z/

/s/ and /z/ are alveolar sounds. They are fricatives that you produce by forcing air between your tongue and the upper or lower front teeth. /s/ is voiceless and /z/ is voiced. /s/ is one of the most useful sounds in English because it has an important grammatical function in forming possessives (Kate's), third person singular, present tense verbs (sits), and plurals (seats). Although /z/ is not as frequent in English speech as /s/, it performs similar grammatical functions in marking possessive (Susan's), third person singular, present tense verbs (runs), and plurals (dogs). Both /s/ and /z/ have been ranked as the most troublesome sounds in English, but it is rarely a serious problem for the Chinese EFL learners once their grammatical roles are mastered. They can be used at the beginning, middle and end of words.

With /s/ and /z/, the main problem comes from the omissions, which may result from grammatical deficiencies (plural, possessive, and so on) or from a failure to pronounce the ends of words. The devoicing of final position /z/ may be helped by lengthening the preceding vowel. In the word *prize*, for example, many speakers of English devoice the final /z/ but lengthen the diphthong.

/tʃ/ and /dʒ/

/tʃ/ and /dʒ/ are lingua-palatal fricatives. You produce them very much like the /s/ and /z/, except the tongue is farther back and the lips are rounded. **/tʃ/** is voiceless and **/dʒ/** is voiced. **/tʃ/** is not a particularly common sound in English or the languages of the world, but can be learned quite easily. **/tʃ/** is the least frequent of the consonants in English and is not common in the world's language. **/tʃ/** can be used in initial, medial, and final positions in words, but **/dʒ/** is not found in word-initial position in English words.

/h/

/h/ is a voiceless glottal fricative. It is simply a stream of air from the larynx directed through the open mouth. It is not found in word-final position in English words.

/h/ is not generally a problem sound, but some learners may use a voiceless velar fricative, as a substitution, which sounds more like a Chinese (h) in the pronunciation of 喝 (h) meaning "to drink".

/tʃ/ and /dʒ/

/tʃ/ and /dʒ/ are affricate sounds, which you produce by blocking off the breath-stream between the tongue and gum ridge, for a stop and a fricative. The term affricate means "blend", in this case, consisting of a stop and a fricative. The /t / is a blend combined of [t] and [ʃ]: it starts out as a [t] stop and then the tongue moves into the position for [ʃ]. The /d/ is a blend of [d] and [ʒ]: it starts out as a [d] and then the tongue moves into the usual position for [ʒ]. Both **/tʃ/ and /dʒ/** can occur in initial, medial, and final positions in words.

第6单元 (continued) 辅音：摩擦音和破擦音

本单元我们将学习两类辅音：摩擦音和破擦音。

如果说爆破音是让气流成阻，那么摩擦音就是部分地阻塞气流，发音时气流可以持续通过口腔形成缝隙的部位，伴随而来的是一种轻微的摩擦声。

摩擦音是英语辅音中数量最多的一类音，包括 /f/ /v/ // θ / /ð/ /s/ /z/ //tʃ/ /dʒ/ /h/ /t / /d/.

/tʃ/和/d /是破擦音。发音时，舌尖抵住上齿龈后部，所产生的音既含/t/与/d/的爆破，又含/ʃ/与/ /的摩擦。“破擦音”这个词本身暗含“混合”之意，即由爆破音和摩擦音组成。/tʃ/是清辅音，/d /是浊辅音。

/f/ /v/

/f/和/v /是唇齿音。前者是清辅音，后者是浊辅音。发音时，上齿紧挨下唇，然后将气流向外挤出。

对于大多数中国学生来说，发好/f/不成问题，/v /则不然。有些人把/v /发成双唇音/w/或/b /。此外，人们的发音中还出现将/v /清音化的趋势，即用/f /代替/v /，特别是/v /在词尾的时候。

/θ / /ð/

/θ /和/ð/是齿间音。发音时，舌尖抵及上齿内侧，或置于上下齿之间，舌身平放口中，气流从舌尖与上下齿之间形成的缝隙中挤出，摩擦生音。/θ /是清辅音，/ð/是浊辅音。

人们发/θ /时，常常出现一些问题，例如，气流不足便导致齿化音/t /的出现；发音部位出错便导致/f /或/s/出现。/ /也面临着同样的问题，如气流不足，便发出齿化音/d /；发音部位有误，便发成/v /或/z/。由于字母组合th既能发成/θ /也能发成/ð/，人们就常常用/ð/代替/θ /。发音练习时可采取几个步骤：

- 1.对着镜子发音
 - 2.确信你能看到舌边缘蠕动在上、下齿间。
 - 3.一遍一遍地念，记住：不要移动舌头的位置。
- 试着做下面的发音训练：

thin
thanks
thought

可以用同样的方法进行/ð/的发音训练。

/s/ /z/

/s/和/z/是齿龈音。发音时，舌尖抵上齿龈，气流从舌前端与齿龈间挤出，产生摩擦。/s/是清辅音，/z/是浊辅音。/s/在英语中出现频率很高，因为它可以帮助构成所有格（如 Kate's），主语为第三人称单数的动词现在时（如 takes）和名词复数（如 seats）。/z/的使用率远不及/s/，但它在构成所有格（如 Susan's），主语为第三人称单数的动词的现在时（runs）和名词复数(dogs)时，也发挥了同样重要的语法功能。人们普遍认为/s/和/z/是英语中最令人头痛的音，然而对于我国学生来说，一旦掌握它们的语法作用，其他问题都迎刃而解了。

/s/和/z/的问题源自省音。这是由语法成份残缺（如复数、所有格），或没有将词尾的音发出等造成的。/z/在词尾时，人们有时只是拖长位于前面的元音同时将/z/清音化。以单词 prize 为例，若将/z/发成/s/就成了 price。

/h/

发/h/音时，摩擦不发生在口腔中的任何部位，发音时口张开，声门略为收缩，气流通过声门时只有轻微的摩擦，就像人们长出一口气那样，因此人们管它叫声门摩擦音。学习时要注意勿将/h/发成汉语普通话中的（h）音，因为（h）在发音时，舌根接近软腭，所产生的气流带明显的摩擦。请注意这两个音的区别：“害”（hai）与 high。

/tʃ/ /dʒ/

/tʃ/和/dʒ/是破擦音，发音部位与/t/和/d/相似，因此，可以在发t/和/d/的基础上来练习/tʃ/和/dʒ/的发音。发音时先将舌尖和舌端接触齿龈，如发t/、/d/一样，同时舌面前部向硬腭抬起，双唇稍为突出，发/ /和/ /，其结果便是破擦音/tʃ/和/dʒ/。

Unit 7
Lesson Plan(计划学时: 2)
Nasals, Approximants & Lateral(s)
(教案: 附要点、重点和难点)

Teaching Objectives:

The students will learn the consonants: **Nasals, Approximants & Lateral(s)** in English.

Ideological Objectives:

Introduce some ideological and political elements, such as the way of thinking and values of British and American people behind pronunciation.

Teaching point and difficulties :

1. Define - in their own words a definition for **Nasals, Approximants & Lateral(s)**;
2. Compare – based on the understanding of the basic concept, compare them with other consonants;
3. Practice – imitate the sounds and do practice.

Resources/Materials:

1. Textbook: Wang, Guizhen, *An English Pronunciation Course*, Higher Education Press, Beijing, 2000;
2. Handouts: illustration of the phonemes in focus;

Teaching Method: Teaching and practicing, with video

Teaching Activities and Procedures:

1. Stimulating: Begin by asking the class to find out how much the students know about what they are required to learn. Make sure that it serves the purpose of stimulating the students to think about the issue and have the desire to find out the answers themselves.
2. Display examples by playing the recording of the native speakers showing the typical pronunciation in English.
3. Ask the students to listen to the tapes to make a good discrimination of the sounds in focus.
4. Have the students imitate the sound in focus.
5. Have the students share what they have learned by reading out the practice materials in pairs.
6. Have the students listen to the conversations recorded by native speakers of English and try to get the sounds in focus correct in their pronunciation.
7. Have the students practice the guided conversation. Ask them to pay special attention to the sounds in focus in speech.
8. Highlight the language function in the conversation in the practice.
9. Have several pairs of the students present their conversation in the class.
10. Comment on the students' performance by highlighting the achievement of the

students and the efforts they need for the improvement.

11. Ask the students to do more practice after class and get ready for presentation during the next session.

Homework: Exercises on the book.

附: 要点、重点和难点

Unit 7

Nasals, Approximants & Lateral(s)

In this unit, we will learn Nasals, approximants and lateral(s) in English.

Like the stops, the nasals are all made by closing the vocal tract at some point in the mouth. Unlike the stops or any other sounds in the language, there is an opening into the nasal cavity in the pronunciation so that the sound can be resonated through the nose. The nasal consonants are /m/, /n/, and /ŋ/.

/w/, /r/, and /j/ are called approximants because it is an articulation in which the articulators approach each other but do not get sufficiently close to each other to produce a "complete" consonant such as a stop, nasal or fricative.

/l/ is called a "lateral" because during its pronunciation, the passage of air through the mouth does not go in the usual way along the centre of the tongue.

/m/, /n/ & /ŋ/

/m/ and /n/ are simple, straight-forward consonants: the /m/ occurs at the front of the mouth and is grouped with the labials, the /n/ is produced on the upper gum ridge and is alveolar. The place of articulation of /ŋ/ is the same as that of /k/ and /g/. It is made with the back of the tongue touching the soft palate. If we compare nasals with stops, fricatives and affricates, we will find that the nasals present quite a different picture in that they have some vowel-like qualities: they can be syllabic. Both /m/ and /n/ can occur in initial, medial, and final position in words. However, /ŋ/ never occurs in word-initial position.

Most Chinese EFL learners have no problems with /m/ and /ŋ/. For /n/, however, it is necessary to check for a /l/ substitution because in some Chinese dialects, [n] and [l] serve as free variants.

Allophonic variations of /m/:

Syllabic: something

Lengthened, when an arresting /m/ is followed by a releasing /m/: some more

The labiodental nasal, when followed by /f/: comfort

Allophonic variations of /n/:

Dentalized before a labiodental /f/ or /v/: invite

Velarized before /k/ or /g/: think

Syllabic: button

Lengthening, when /n/ arrests and releases adjoining syllables: ten names

Allophonic variations of /ŋ/:

The alveolar [ŋ], when followed by an alveolar: taking ten

Syllabic: lock and key

/w/ and /j/

/w/ and /j/ are similar in several ways. First, they are closely related to a vowel sound: /j/ is similar to the vowel /i:/ and /w/ is very much like the vowel /u:/. Because of this, they are also called semivowels. Secondly, neither /j/ or /w/ will ever occur in word-final position in English. Thirdly, they are both voiced consonants. In pronunciation, for /j/ the lips are relaxed and the tongue is in the high front space; for /w/ the lips are rounded and the tongue is in the high back space. Then there is a movement away from these positions to whatever sound which follows. The more modern term for /j/ and /w/ is approximant, which is an articulation in which the articulators approach each other but do not get sufficiently close to each other to produce a "complete" consonant such as a plosive, nasal or fricative.

/j/ and /w/ are not problem sounds for most Chinese EFL learners except it is necessary to emphasize the fact that the pronunciation of /w/ requires considerable lip rounding.

/r/

/r/ is the other approximant besides /j/ and /w/ in English. The important thing about the articulation of /r/ is that the tip of the tongue approaches the alveolar area in approximately the way it would for a /t/ or /d/, but never actually makes contact with any part of the roof of the mouth. During the pronunciation, the tongue is in fact usually slightly curled backwards with the tip raised.

/r/ is a difficult sound for many Chinese EFL learners. The difficulties mainly come in two ways. Some use the (r) sound in Chinese Putonghua, such as (ri) 日, as a substitution, which sounds more like a fricative than an approximant. The substitution of a flap-r, which sounds more like a /l/ than /r/, is also common among the learners. Experience show that it is helpful to stress the necessity of the slight lip-rounding in the pronunciation of the sound.

Now, try to make a long /r/ sound and feel that no part of the tongue is in contact with the roof of the mouth at any time.

Allophonic variations of /r/:

Devoiced as in voiceless clusters: treat

The one-tap flap /r/: very

The retroflexed /r/: right

The back /r/, before or after /k/ or /g/: crate grey

/l/

The fact that the /l/ phoneme is typically produced with potential air flow around one or both sides of the tongue makes it unique among English speech sounds. It is also highly variable in terms of its articulation. Several important variations exist. In pronunciation, you produce it by dropping the sides of the tongue and allowing air to escape around the sides.

/l/ is also one of the English speech sounds that often causes trouble for Chinese learners. Check for the typical substitution of /r/ or /n/. Another important fact about /l/ is the difference between the two distinctive allophones: clear-l and dark-l.

Allophonic variations of /l/:

Syllabic: bottle

"Clear-l", made with the tongue in the classical fronted position: lease

"Dark-l", (the tongue tip and blade in the post alveolar position): call

Devoiced in consonant clusters with voiceless stops: play

The post-palatal, or velar /l/: milk

第7单元 辅音：鼻腔音、延续音和旁流音

本单元我们将学习英语中的鼻腔音、延续音以及旁流音。鼻腔音与爆破音相同之处在于发音时气流在口腔某一处成阻。鼻腔音与爆破音以及所有其他音不同的是，发鼻音时口腔通道完全阻塞，气流只能通过鼻腔产生共鸣。英语的鼻腔音包括/m、n、ŋ/。

/w/、/r/、/j/是延续音。发延续音时发音器官彼此接近，但无接触、无摩擦，亦不产生爆破。

/l/是旁流音。发音时，口腔中部形成阻碍，气流可从一侧或两侧逸出。

/m//n//ŋ/

/m/和/n/发音简单直接。/m/是由双唇紧闭发出的音，发音时上下唇紧闭，舌身平放，软腭下垂，气流从鼻腔泄出。/n/是个齿音，发音时舌头抵住上齿龈。/ŋ/的发音部位与爆破音/k/和/g/相同，舌后部触及软腭，堵塞口腔通道，双唇开，气流从鼻腔泄出。鼻音与爆破音、摩擦音以及破擦音有很大的不同，它具有某些类似元音的性质：可以自成音节。

大部分中国英语学习者发/m/和/n/都没有问题。我国某些方言中[n]和[l]是自由变体，来自这些方言区的同学在学习时会有一些困难。分不清/n/与/l/主要的问题是将鼻腔音/n/与口腔音/l/混淆了。只要严格按照两种不同的发音方法去处理，问题是不难解决的。以下是/m/、/n/与/ŋ/受语音环境影响而产生的不同变体。

/m/的音位变体：可自成音节，如 something；位于前面的单词以/m/音结束而紧跟着的单词又以/m/为首时，延长发音时间，如 some more；后接/f/时发成唇齿鼻音，如 comfort

/n/的音位变体：在唇齿音/f/或/v/前齿化，如 invite；在/k/或/g/音前软腭化，如 think；自成音节，如 button；位于前面的单词以/n/音结束而紧跟着的单词又以/n/音为首时延长发音时间，如 ten names；

/ŋ/的音位变体：后跟一个齿龈音时受同化而成为齿龈音，如 taking ten；自成音节，如 lock and key

/w/ /j/

/w/和/j/在三个方面很相似。第一，他们的发音分别与元音/u:/和/i:/相似，发音时气流在通道上基本不受阻碍，只是稍有摩擦，因此又被称作半元音。第二，/w/和/j/都不出现在英语单词的词尾。第三，他们是浊辅音。发/j/时双唇呈扁平状，舌向硬腭抬起，略高于元音/i:/，中间留有小缝隙形成不完全阻碍，气流从缝隙泄出时引起舌前硬腭间摩擦而成音。发/w/时呈发/u:/的姿势，舌向软腭抬起，双唇收圆，稍向前突出，气流在通过双唇时发生轻微摩擦而成音。现代语音学家将这两个音称作延续音。延续音的发音器官彼此接近，但与所谓“完全的”辅音如爆破音、鼻音以及摩擦音不同的是，它兼具元音与辅音的特点。

对于大部分的中国学生来说，发/w/和/j/并不困难，需要强调的是发/w/时双唇需要收圆。

/r/

另一个延续音是/r/, 发音时舌尖向上齿龈后部卷起, 舌前部下陷略成凹形, 舌身两侧向上弯曲, 双唇略突出成圆形, 气流由舌尖和齿龈后部间的缝隙泄出成音。注意舌尖不可接触上齿龈, 否则就发成了/t/和/d/的音。

对于大部分的中国学生来说, 发/r/时会出现两种问题。一些学生用汉语普通话中的(r)音(如发“日”)代替/r/, 汉语中的(r)听起来更像是摩擦音, 试比较“row”与“肉”。还有些学生将其发成了闪音r, 听起来像是在发英语的/l/, 而不是/r/, 如将row说成low。记住发/r/时略有圆唇。

/r/的音位变体: 位于词首的/r/, 如right; 在清辅音群中清音化, 如treat; 闪音/r/, 如very; 在/k/或/ /后的/r/舌位稍后移, 如crate grey

/l/

/l/在英语语音中很特殊, 发音时舌尖抵上齿龈, 气流从一侧或两侧逸出。/l/与别的英语辅音不同之处在于: 在众多的音位变体中, 有两个显得特别突出, 需要加以注意: “清晰” [l]: 位于词首元音前, “模糊” [ɫ]位于词尾元音后。“清晰” [l]在发音时舌前部向着硬腭略抬起, 而“模糊” [ɫ]在发音时则是舌前部稍压低, 舌后部却朝软腭稍为抬高。

“清晰” [l]与汉语的(l)基本相同, 需要重点练习的是“模糊” [ɫ]: call, full, tall, fill。

此外, 在学习/l/音时, 还要注意它与/r/与/n/的区别, 如light, night, right。
/l/的音位变体: 舌伸向口腔最前部, 形成“清晰” [l], 如, lease; 舌尖与舌叶位于后齿龈处形成“模糊” [ɫ] call; 自成音节, 如 bottle; 与清爆破音形成辅音群时清音化, 如 play; 在软腭音前舌位稍后移, 如 milk.

Unit 8
Lesson Plan
Stressed Syllables & Unstressed Syllables
(教案: 附要点、重点和难点)

Teaching Objectives: The students will learn the **Stressed Syllables & Unstressed Syllables** in English.

Ideological Objectives:

Introduce some ideological and political elements, such as the way of thinking and values of British and American people behind pronunciation.

Teaching point and difficulties :

1. Define - in their own words a definition for **Stressed Syllables & Unstressed Syllables**. It is a revision and therefore, easy for most of the students;
2. Compare – based on the understanding of the basic concept, compare stressed and unstressed syllables in words and sentences;
3. Practice – imitate the stress patterns and do practice.

Resources/Materials:

1. Textbook: Wang, Guizhen, *An English Pronunciation Course*, Higher Education Press, Beijing, 2000;
2. Handouts: illustration of stress patterns and rhythmic pattern;
3. Recordings of native speakers

Teaching Method: Teaching and practicing, with video

Teaching activities and Procedures:

1. Stimulating: Begin by asking the class to find out how much the students know about what they are required to learn. Make sure that it serves the purpose of stimulating the students to think about the issue and have the desire to find out the answers themselves.
2. Display examples by playing the recording of the native speakers showing the typical pronunciation in English.
3. Ask the students to listen to the tapes to make a good discrimination of the stress in focus.
4. Have the students imitate the stress patterns in focus.
5. Have the students share what they have learned by reading out the practice materials in pairs.
6. Have the students listen to the conversations recorded by native speakers of English and try to get the stress correct in their pronunciation.
7. Have the students practice the guided conversation. Ask them to pay special attention to the stress in speech.

8. Highlight the language function in the conversation in the practice.
9. Have several pairs of the students present their conversation in the class.
10. Comment on the students' performance by highlighting the achievement of the students and the efforts they need for the improvement.
11. Ask the students to do more practice after class and get ready for presentation during the next session.

Homework: Exercises on the book.

附：要点、重点和难点

Unit 8 Stressed Syllables & Unstressed Syllables

In this unit, we will learn more about stressed syllables & unstressed syllables.

We now have a general view of the sounds in English. We know how important correct pronunciation is to successful communication. We also learned a little about the fact that we need to master other important aspects of the spoken English in order to achieve successful communication. Stress and rhythm are two essential elements.

Every time you dance, sing, or clap your hands you emphasize or stress particular beats or sounds. In speech, stress may be defined as the degree of intensity of loudness placed on a sound; that is, the amount of force one puts on a syllable or word to give it importance. Stress is such an important feature of spoken English that it determines not only the rhythmic flow of words, but also the quality of the vowels. Correct word and sentence stress in spoken English can mean the difference between good communication and no communication at all.

Three types of stress can be found in English: primary, secondary, and zero. The term primary stress refers to the strong emphasis a speaker puts on the most important syllable of a particular word. Secondary stress refers to a less strong emphasis on the next most important syllable. Zero stress refers to any syllable that receives no stress, and it is also called unstressed syllable. In other words, an unstressed syllable receives no intensity or loudness at all. The frequent occurrence of unstressed syllable is one of the fundamental characteristics of spoken English, and the one that most distinguishes English from Chinese.

A stressed syllable may contain any one of the vowel sounds except the schwa, but any vowel except the diphthongs /aɪ / and /eɪ / can be reduced to /ə / or /ɪ /. In spoken English, there are many more unstressed syllables than there are stressed syllables. This explains why the two vowels, /ə / and /ɪ /, are the most frequently used vowel sounds in spoken English.

第 8 单元 重读音节和非重读音节

在前面几个单元中，我们学习了英语的 44 个音素。我们非常清楚，正确的发音是口头交际成功的重要因素。与此同时，我们也非常清楚地认识到，仅有正

确的发音还不够，当音素相连形成音节，进而形成单词与语句的时候，我们需要用英语所特有的重音模式和节奏规律将这些音素与音节说出来，才能表达出语句的含义。这一单元我们学习的是英语的重音：英语单词和句子中的重读音节与非重读音节。

我们在听英语语句的时候，有一些单词或音节听起来比其周围的单词或音节要响亮些，这就是我们通常说的重读。换句话说，重音是指一个词或音节的发音比周围的词或音节的发音费劲要大。一般说来，重读的单词或音节一般音调较高，延续时间较长，当然，指的是元音较长。总之，音节与音节之间的区别，最根本的是在于重读和非重读之间的区别。重音是英语口语的一个重要特点，每个单词都有其固定的重音模式，此外，重音还具有两大语义功能。一是我们可以通过重音区别两个相似的单词：`import（名词）im`port（动词）。The car is a foreign import. 这部车是进口货。 We import all our coffee. 我们所有的咖啡都是进口的。二是我们可以通过重音强调一个音节或单词。I said in the desk, not on the desk. 我是说在书桌里面而不是在桌面上。掌握英语的重音规律可以使语言的表达准确到位，同时语句重音模式也是话语节奏的基础。

英语的重音可分为三个级别：主重音、次重音与零重音。主重音就是我们通常说的重音；零重音就是我们通常指的非重读音节。次重音当然指的就是居于两者之间，既不是重读音节，又有别于非重读音节。举个例子：在一些多音节单词中，我们常常可以听到次重音，如，满足（动词）`satisfy（名词）`satis`faction。

句子中也存在次重音。如果将 I was `working `hard (yesterday. 这句话读成：I was `working (hard yesterday. 句中的最后一个单词 yesterday 失去了句子重音，但是，该单词所含的三个音节中，第一个音节仍然显得比其他两个音节重一些，因此，可以称其为次重音。

在学习英语的重音规律时，一是要清楚在一连串的音节中哪些是重读音节，哪些是非重读音节，单词的重音错位可能造成对词义的理解，也可能使人完全听不懂你在说什么。二是要注意将非重读音节读成真正的“零重读”，即非重读音节听起来要轻，要弱。我们还将注意的是，在自然流利的英语口语中，非重读音节的数目通常大于重读音节数，因此，自如地掌握英语的重音对提高口语的流利程度大有帮助。此外，由于重音的转移可能使元音的读音发生一些变化，我们还应该注意到这样一个事实：重读音节中所含的元音可以是除央元音/ /以外的任

何一个元音，但是，除了/ //a /之外，任何一个元音都可以因为失去重音而被弱化为/ /或/ /。正因为如此，这两个元音就成了在英语的所有音素中出现频率最高的音素。

Unit 9
Lesson Plan
Stressed Words & Unstressed Words in a Sentence
(教案：附要点、重点和难点)

Teaching Objectives: The students will learn the Stressed Words & Unstressed Words in a Sentence in English.

Ideological Objectives:

Introduce some ideological and political elements, such as the way of thinking and values of British and American people behind pronunciation.

Teaching point and difficulties :

1. Define - in their own words a definition for Stressed Words & Unstressed Words in a Sentence. It is a revision and therefore, easy for most of the students;
2. Compare – based on the understanding of the basic concept, compare stressed and unstressed syllables in words and sentences;
3. Practice – imitate the stress patterns and do practice.

Resources/Materials:

1. Textbook: Wang, Guizhen, *An English Pronunciation Course*, Higher Education Press, Beijing, 2000;
2. Handouts: illustration of stress patterns and rhythmic pattern;
3. Recordings of native speakers

Teaching Method: Teaching and practicing, with video

Teaching activities and Procedures:

1. Stimulating: Begin by asking the class to find out how much the students know about what they are required to learn. Make sure that it serves the purpose of stimulating the students to think about the issue and have the desire to find out the answers themselves.
2. Display examples by playing the recording of the native speakers showing the typical pronunciation in English.
3. Ask the students to listen to the tapes to make a good discrimination of the stress in focus.
4. Have the students imitate the stress patterns in focus.
5. Have the students share what they have learned by reading out the practice materials in pairs.
6. Have the students listen to the conversations recorded by native speakers of English and try to get the stress correct in their pronunciation.
7. Have the students practice the guided conversation. Ask them to pay special attention to the stress in speech.
8. Highlight the language function in the conversation in the practice.
9. Have several pairs of the students present their conversation in the class.

10. Comment on the students' performance by highlighting the achievement of the students and the efforts they need for the improvement.
11. Ask the students to do more practice after class and get ready for presentation during the next session.

Homework: Exercises on the book.

附: 要点、重点和难点

Unit 9 Stressed Words & Unstressed Words in a Sentence

In this unit we will learn how to pronounce stressed and unstressed syllables together in sentences.

We have made some general observations regarding the location of stress in isolated words. But since speech is made up of words strung together, we must also look at these words in groups, in phrases, or in sentences in order to observe what happens to the stress pattern. Sentence stress refers to the word or words in sentence that receive a strong accent. In most sentences you will find a series of both stressed and unstressed words.

In a sentence, English speakers joint stressed and unstressed syllables together smoothly. Stressed syllables are long, have a pitch change and have full vowel sounds while unstressed syllables are short and often have a reduced vowel sound. A reduced vowel sound is a short, unclear vowel sound. The short vowel sound in unstressed syllable is very often the sound / ə /, which is the most common of all sounds in English.

Now, say the following words:

leader
lecture
marker

These words all contain the schwa / ə / in the second syllable. Try to pronounce it as a relaxed and easy sound. And since it is in the weak syllable, / ə / is much shorter than the vowel in the stressed syllable.

Any English vowel letter can be pronounced with the schwa / ə /:

allow	a	
firemen	e	
possible	i	
command	o	
support	u	

What to stress in a sentence?

In an English utterance, stressed words give information to the listener and unstressed words join the information words together. Correct pronunciation of stressed and unstressed words is thus extremely important for effective communication in English.

Information words and function words

Information words are usually nouns, verbs, adjectives, and adverbs. They give information about *who, what, when, where, why, and how*. They express the main idea or content of the phrase or sentence. They carry the message and therefore usually stressed. Unstressed words are usually function words like articles, pronouns, possessives, prepositions, auxiliary verbs, and conjunctions. These words connect the information words to form grammatical sentences.

If you stress all the words in an utterance, you may sound unpleasant or even cause misunderstanding because:

1. You are giving too much information, and
2. English speakers usually stress all words only when they are impatient or angry.

第9单元 句子重音

本单元介绍的是英语的句子重音。英语句子，跟英语单词一样，也有重音，叫句子重音。有句子重音的音节听起来清晰有力，无句子重音的音节听起来较为含糊。句子重音总是落在单词的重读音节上。句子重音对于表达思想和感情起着重要的作用，所以也是英语语音学习的重要方面。

在一个句子中，音节之间的衔接应该自然而流畅。句中的重读音节通常显得长一些，元音清晰完整，语句的语调变化也通常落在重读音节上。非重读音节则通常显得较为轻、快，音节中的元音亦较为含糊。正因为如此，非重读音节中的元音多为 / ə /。这是英语音素中出现频率最高的音素，所有的英语元音字母在非

重读音节中均可读作 / ə /:

allow	a	
firemen	e	
possible	i	
command	o	
support	u	

在这些单词中，元音字母都处于非重读音节中，因此都读成 / ə /。

句子中哪些单词需要重读？

我们知道，重音的其中一个语义功能是可以从重音进行强调，就是说，具有语句重音的词通常是说话人想强调的词。换句话说，单词之所以重读，是因为

说话的人表达特定信息的需要。因此，正确地选择重读音节，将重读音节与非重读音节自然流畅地连接起来，是实现语言交际的需要。英语重音的一般规律是：实义词通常重读，虚词通常不重读。

也就是说，我们可以将英语的单词分为两大类：实义词和虚词。所谓实义词，是指名词、动词、形容词、副词、数词等表示“谁”“什么”、“何时”、“何地”、“为什么”、“怎么样”等信息的词，也叫做信息词。这些词担负着表达信息的重要任务，因此通常是句中的重读单词。虚词亦称功能词，含冠词、代词、介词、助动词、连词等。这些词将信息词连接起来，形成符合语法的句子。

但是，英语重音的一般规律并不是一成不变的。为了表达的需要，一些通常接受句子重音的词，可能失去句子重音；而另一些通常不接受句子重音的词又可能获得句子重音。以实义词为例，实义词通常是句中重读的单词，但如果在本句或前面一句已出现过，不再含有重要的信息，此时一般不再重读：The truck was hit by another truck. – How many times have you seen the film? – Three times. 再来看看功能词。功能词通常是句中的非重读单词，但由于信息表达的需要亦完全可以以重读的形式出现。-- Did you say “bread”? Here you are. – I said “bread and butter”. “and” 在句中通常不重读，此处重读明显地是为了强调。可见，为了信息表达的需要，句中几乎每个单词都可以有句子重音。

总而言之，在话语中，重音的位置主要取决于说话人的意愿和他希望表达的意思。通常，句中重要的词才具重音--实义词之所以重读是因为这类词本身含有重要的词汇意义，而虚词通常只是起功能作用。当实义词在句中不具重要信息，而虚词反而含重要意义的时候，重读的就该是虚词而非实义词。

Unit 10
Lesson Plan
Strong Forms and Weak Forms
(教案: 附要点、重点和难点)

Teaching Objectives: The students will learn the Strong Forms and Weak Forms in English.

Ideological Objectives:

Choose some materials with ideological and political elements, such as British and American celebrity speeches, English original movies, British and American music, etc. Through these materials, correct values and ways of thinking can be transmitted to students.

Teaching points and difficulties:

1. Define - in their own words a definition for Strong Forms and Weak Forms in a Sentence. It is a revision and therefore, easy for most of the students;
2. Compare – based on the understanding of the basic concept, compare strong forms and weak forms in syllables in words and sentences;
3. Practice – imitate the stress patterns and do practice.

Resources/Materials:

1. Textbook: Wang, Guizhen, *An English Pronunciation Course*, Higher Education Press, Beijing, 2000;
2. Handouts: illustration of stress patterns and rhythmic pattern;
3. Recordings of native speakers.

Teaching Method: Teaching and practicing, with video

Teaching Activities and Procedures:

1. Stimulating: Begin by asking the class to find out how much the students know about what they are required to learn. Make sure that it serves the purpose of stimulating the students to think about the issue and have the desire to find out the answers themselves.
2. Display examples by playing the recording of the native speakers showing the typical pronunciation in English.
3. Ask the students to listen to the tapes to make a good discrimination of the stress in focus.
4. Have the students imitate the stress patterns in focus.
5. Have the students share what they have learned by reading out the practice materials in pairs.
6. Have the students listen to the conversations recorded by native speakers of English and try to get the stress correct in their pronunciation.
7. Have the students practice the guided conversation. Ask them to pay special attention to the stress in speech.
8. Highlight the language function in the conversation in the practice.
9. Have several pairs of the students present their conversation in the class.
10. Comment on the students' performance by highlighting the achievement of the students and the efforts they need for the improvement.

11. Ask the students to do more practice after class and get ready for presentation during the next session.

Homework: Exercises on the book.

附: 要点、重点和难点

Unit 10 Strong Forms and Weak Forms

In this unit, we will learn strong forms & weak forms - two different ways of pronouncing the word.

In unstressed syllables, we often come across the short, unclear vowel / ə /, which is the most common of all sounds in English. This same sound also occurs in many of the function words when they are unstressed.

Strong forms and weak forms

As we all know, many function words in English have two pronunciations: a stressed form (or strong form) and an unstressed form (or reduced form, weak form). The unstressed form is thus an alternate pronunciation of a word which is so reduced in its articulation that it consists of a different set of phonemes. / ə / is the most frequently used vowel in the unstressed form and next comes / ɪ /.

The importance of learning unstressed forms

Two reasons are said to be most important in learning to use the unstressed forms in English. Firstly, most native speakers of English find an "all-strong form" pronunciation very unpleasant. Secondly, learners who are not familiar with the use of weak forms are likely to have difficulty understanding native speakers.

第 10 单元 强读式和弱读式

本单元介绍的是英语的强读式与弱读式。在英语单词和句子的弱读音节中, 我们最经常听到的元音是: / ə /。这是在所有英语音素中出现频率最高的音素, 也是英语功能词在非重读时最常用的元音。

强读式与弱读式

英语语音的一个显著特点是,许多功能词具有两种不同的发音:一种是在重读时的发音,称强读式;另一种是在非重读时的发音,称弱读式。

强读式是指一个单词单独念的时候所采取的读音形式。在连贯发言中,当这些词接受句子重音时多用强读式,不具句子重音的词则多用弱读式。由于这些词多为虚词,在句中一般不重读,因此,它们通常以弱读式的形式出现。

对于我国学生来说,要学会单词弱读式的发音是轻而易举的事,但要做到能够运用就不容易了。最常见的读法是将应该读成弱读式的单词读作强读式,并以为那才是标准的发音。用这种方法说英语,不仅影响语流,还使听者感到别扭,

甚至可能产生误会。

以单词 **and** 为例。**and** 的发音有以下几种可能性：1) / ɒnd/, 2) / ɒnd/, 3) / ɒn/, 4) /n/, 其中以 3) 最为常见。短语 **in and out** 通常读作 /ɪn ɒn `aut/, 短语 **horse and cart** 通常读作 /hɔ:s ɒnk :t/。1) 与 2) 常用于句首。如果将句中的 **and** 都读作 / ɒnd/ 的话，话语就使人听起来很别扭。有时，在一些固定搭配中错用强读式还会产生误会。比如，作为早餐的食物是 **bread and butter** /`bred n `b t /，但在超级市场上买的是 **bread and butter** /`bred ɒnd `b t /，意即成条的面包以及成包的奶油。假如在饭桌上点早餐时将 **bread and butter** 中的 **and** 读作重读，则可能使人以为说话人在强调多要点奶油，或者是在批评别人奶油放得太少了。误会就可能由此产生。

此外能否掌握好英语的弱读式也影响着我们的英语听力理解，因为具有强弱两种读音方式的单词是英语中最常见的单词，出现频率相当高，掌握好英语的弱读式无疑将提高对所听到的语言材料的解码能力，从而正确而全面地获得语言材料所传达的信息。

Unit 11
Lesson Plan
Linking
(教案: 附要点、重点和难点)

Teaching Objectives: The students will learn the Linking in English.

Ideological Objectives:

Choose some materials with ideological and political elements, such as British and American celebrity speeches, English original movies, British and American music, etc. Through these materials, correct values and ways of thinking can be transmitted to students.

Teaching points and difficulties:

1. Define - in their own words a definition for Linking in a Sentence. It is a revision and therefore, easy for most of the students;
2. Compare – based on the understanding of the basic concept, compare different types of linking in connected speech;
3. Practice – imitate the stress patterns and do practice.

Resources/Materials:

1. Textbook: Wang, Guizhen, *An English Pronunciation Course*, Higher Education Press, Beijing, 2000;
2. Handouts: illustration of stress patterns and rhythmic pattern;
3. Recordings of native speakers.

Teaching Method: Teaching and practicing, with video

Teaching Activities and Procedures:

1. Stimulating: Begin by asking the class to find out how much the students know about what they are required to learn. Make sure that it serves the purpose of stimulating the students to think about the issue and have the desire to find out the answers themselves.
2. Display examples by playing the recording of the native speakers showing the typical pronunciation in English.
3. Ask the students to listen to the tapes to make a good discrimination of linking in connected speech.
4. Have the students imitate the linking in utterances.
5. Have the students share what they have learned by reading out the practice materials in pairs.
6. Have the students listen to the conversations recorded by native speakers of English and try to get the linking correct in their pronunciation.
7. Have the students practice the guided conversation. Ask them to pay special attention to the stress in speech.
8. Highlight the language function in the conversation in the practice.
9. Have several pairs of the students present their conversation in the class.

10. Comment on the students' performance by highlighting the achievement of the students and the efforts they need for the improvement.

Homework: Exercises on the book.

附: 要点、重点和难点

Unit 11 Linking

In this unit we will learn the various types of linking in English speech.

Linking is such a common phenomena that if you pronounce each English word separately when you speak, without linking, English speakers may not understand you. You may also have problems in comprehension of the native speech.

What is linking?

When speakers of English are speaking, they arrange words into groups and join together the stressed and unstressed words within the group. They move smoothly from one word to the next without making any sudden stops. So when we listen to their speech, we hear the end of one word flow straight into the beginning of the next. This phenomena of joining words together is called linking.

How to link words in English speech?

Speakers of English join words together by blending or joining the last sound of a word with the initial sound of the following word. Following are the various ways to help you achieve the linking so that your speech will become fluent and natural.

1. To blend or join the final consonant of one word with the initial word of the following word, as in "post office".
2. To link the final vowels /ɜ:/ and / / to a following vowel by adding the /r/ sound, which is called linking-r, as in "her own", or intrusive-r, as in "the idea of".
3. To make smooth transitions when words are separated by more than two consonants, i.e. treat them as consonant sequences, as in "next topic".
4. To make smooth transitions when the preceding word ends with a vowel and the following word begins also with a vowel sound by adding a slight /j/ or /w/, as in "my arm".
5. To change the pronunciation of some final and initial consonants, as in "Did you ...".

Linking is natural in English speech. To make natural linking, it is important to say groups of words in one breath and keep your voice going from one word to the next.

第 11 单元 连读

本单元我们学习的是英语话语中的另一个语音现象: 连读。

何谓“连读”?

我们在说话时,语音一连串地发出,便产生语流。连读是指在谈话,尤其

是自然的语流中，句中或短语中相接邻的词之间的连接。换句话说，英语的话语规律是把同一意群中的重读与非重读单词连在一起说，词与词之间的过渡自然而不存在停顿。所以我们听英语话语时听到的是一个词的结尾直接连到另一个词的开头。这种语音现象被称为连读。

连读是英语口语中非常普遍的语音现象。如果你在说英语时一个一个单词地的讲而不是按照英语的语音规律将词与词连接起来，听者完全可能听不懂你在说什么。掌握英语连读这一语音现象不仅有助于提高我们英语话语的流利程度，有助于信息的表达，同时也有助于提高我们的听力。

英语话语中词与词之间应该如何连读？

简单地说，连读时就是把位于前面的单词的最后一个音与下一个单词的第一个音自然地混为一体，使你的话语听起来流利自然。以下几种连读的方法可以帮你达到这一目的。

1. 当一个词以辅音结尾，后面一个词以元音开头时，将前一个单词结尾的辅音与下一个单词开头的元音连在一起读，如 *post office*;
2. 当单词以元音 / : / 与 / / 结尾且后面单词以元音开头时，中间加一 /r/ 音，这叫做 r 音连读，如 *her own* (称 r 音连读), *the idea of* (称外加音 r 的连读);
3. 当两个词之间存在两个或两个以上辅音时，连接这两个词的办法就是将其作为辅音组合处理，如 *next topic*;
4. 当前一个单词以元音结尾而紧接着的单词又以元音开头时，两个元音应尽量连起来念，必要时两个单词中间可以加个轻柔的 /j/ 或 /w/ 作为转折，如 *my arm*;
5. 有时一个音由于受邻接的音的影响而发生读音变化，即我们通常称之为“同化”的语音现象，如 *Did you ...?*

在学习英语连读时需要注意的是：连读是连贯讲话时自然发生的语音现象。讲话的语速快了，相邻的词一气呵成地连贯而出则是再自然不过的了。反之，说话语速慢时，连读的现象自然就少一些。因此，不要把连读理解成有意识的拼读，使之显得生硬、欠自然。

Unit 12
Lesson Plan
Rhythm of English Speech
(教案: 附要点、重点和难点)

Teaching Objectives: The students will learn the Linking in English.

Ideological Objectives:

Choose some materials with ideological and political elements, such as British and American celebrity speeches, English original movies, British and American music, etc. Through these materials, correct values and ways of thinking can be transmitted to students.

Teaching points and difficulties:

1. Define - in their own words a definition for Rhythm of English Speech. It is a revision and therefore, easy for most of the students;
2. Compare – based on the understanding of the basic concept, compare different types of speech rhythm in connected speech;
3. Practice – imitate the stress patterns and do practice.

Resources/Materials:

1. Textbook: Wang, Guizhen, *An English Pronunciation Course*, Higher Education Press, Beijing, 2000;
2. Handouts: illustration of stress patterns and rhythmic pattern;
3. Recordings of native speakers

Teaching Method: Teaching and practicing, with video

Teaching Activities and Procedures:

1. Stimulating: Begin by asking the class to find out how much the students know about what they are required to learn. Make sure that it serves the purpose of stimulating the students to think about the issue and have the desire to find out the answers themselves.
2. Display examples by playing the recording of the native speakers showing the typical pronunciation in English.
3. Ask the students to listen to the tapes to make a good discrimination of rhythmic patterns in connected speech.
4. Have the students imitate the speech rhythm in utterances.
5. Have the students share what they have learned by reading out the practice materials in pairs.
6. Have the students listen to the conversations recorded by native speakers of English and try to get the rhythm correct in their pronunciation.
7. Have the students practice the guided conversation. Ask them to pay special attention to the stress in speech.
8. Highlight the language function in the conversation in the practice.
9. Have several pairs of the students present their conversation in the class.

10. Comment on the students' performance by highlighting the achievement of the students and the efforts they need for the improvement.

Homework: Exercises on the book.

附: 要点、重点和难点

Unit 12 Rhythm of English Speech

In this unit, we will learn the rhythm of English speech.

Every language in the world has its own rhythmic patterns. English is very different from Chinese in its rhythmic patterns. From what we learned in the previous units, we know that English depends on the correct pronunciation of stressed and unstressed or weakened syllables recurring in the same phrase or sentence in the expression of ideas. In another word, variation of words or syllables that have strong stress with those that have weaker or reduced stress is typical and contributes to the rhythm of English. When English speakers are speaking, therefore, they usually:

- ◎ make some parts of words stronger and clearer than other parts
- ◎ join parts of the words together
- ◎ arrange words into groups and join them together
- ◎ make some words stronger and clearer than other words.

If a Chinese EFL learner fails to follow the rules and say all English words in a sentence in a strong way, English speakers may

- ◎ not understand what he says, or
- ◎ think that he is impolite or angry.

Misunderstanding may arise or communication may break down because of that.

So, for more effective communication, we need to master the rhythm of English.

In conclusion, rhythm in English speech is based on stress. A rhythm unit is formed by a stressed syllable, together with unstressed syllables which may come before that stress and/or after it. Here are some examples.

/Tom	/John	/Steve	/Sam
/Thomson	/Johnson	/Steven	/Samson
/Thomson	and /Johnson	and /Steven	and /Samson
/Thomson and then /Johnson and then /Steven and then /Samson			

Letters in bold here represent stressed syllables. The beat is marked with a /. You can hear a beat on the stressed syllable. When you are practising, you can even tap your hands to keep the rhythm of the above phrases. It is, therefore, the rhythm pattern of an English sentence that the stressed syllables follow each other at roughly equal intervals of time.

Let's look at the pairs of word phrases and sentences on page 130 in your textbook.

Black or white?
soft and light
Dan and Sue

It was black and it was white.
It's soft and it's light.
It was Danny and it was Susie.

bread and milk	Some bread and some milk.
Get a purse.	Get us her purse.
a dark room	It was dark in the room.
cold winter	It was cold in the winter.

On the left hand side column we see sentences or phrases with three syllables among which two are stressed. On the right hand side column, there are four to nine syllables in each of the sentences. We notice, however, it takes about the same length of time to say each pair of these phrases and sentences because the number of syllables may vary but the number of stressed syllables are the same.

To achieve this "similar length of time", we have to adjust the length of words according to the context. The stressed information words are usually long, specially when there are few or no function words between them. When there are function words between the strong stresses, English speakers make them very short so they fit between the stresses by

1. reducing the vowels (using the weak vowel or schwa, for example),
2. linking words together, and
3. squeezing the words together and say them quickly.

Look at some more examples. Each of the following sentences is made up of four stressed content words. The content words are underlined and the stressed syllable of these words are in bold. The number of unstressed syllables between the stressed syllables is different, from two to four. In normal speech, however, the stressed syllables follow each other at roughly equal intervals of time. So, each phrase in the following sentences takes about the same length of time to say.

1. Do you **think** you would be **able** to **finish** it in a **month**?
2. She **said** that she would **like** us to **take** it **away**.
3. He **turned** to the **left** at the **end** of the **street**.
4. I **shouldn't** have **thought** that she could **appreciate** the **approach**.

第 12 单元 话语节奏

本单元介绍的是英语的话语节奏。

言语节奏指的是人们在说话时胸部肌肉收缩和放松产生的节奏，是指人们感知为响亮高峰音或节拍的重音所形成的模式。语言学家将言语节奏分为音节定时节奏和重音定时节奏两大类：每个音节出现的时间间隔相等的为音节定时节奏，重读音节等时重复出现的为重音定时节奏。法语通常被认为属音节定时节奏语言，汉语的普通话也具有按音节定时的趋势。英语则通常被称为按重音定时的。

英语话语的重读规律是：重读与非重读音节相间出现。重读音节与紧跟其后的非重读音节一起组成重音组。在不受迟疑（可使人说话速度放慢）或激动（可使人说话速度加快）等因素影响的情况下，话语中重音之间的间隔时间大致相等。也就是说，根据英语的节奏规律，话语说起来所需的时间不决定于它有多少个词，多少个音节，而决定于它有多少个句子重音。假如句子重音之间的非重读音节数多，结果必然是说起来要快一些，含糊一些。同时，为了求得这种“大致相等”，话语中单词的发音也可能由于受到语言环境的影响而产生不同程度的变化。例如，在以下这个句子中共有重读音节四个，这些重读音节之间所含的非重

读音节数分别为：两个、三个、四个，但在话语中，人们的感受是：重读音节出现的间隔是大致相等的。

Do you **think** you would be **able** to **finish** it in a **month**?

又比方，下列几个句子的音节数不同，但所含重读音节数相同，因此，在说话速度相同的情况下，完成句子所需的时间亦大致相等：

John is here now.

John will be at home tonight.

The professor is in London this evening.

我们可以从以上的例子得出几点结论：

- 一、句中重读音节相继出现的地方，通常语速会慢一些，音节听起来自然也清楚一些。
- 二、重读音节之间拥挤着出现的非重读音节听起来轻快而且含糊。
- 三、一句话说起来所需时间长短不取决于句中的单词数或音节数，而取决于句中有多少个重读音节。

总而言之，英语的话语节奏是一种有规则的节拍。掌握英语的节奏规律，主要涉及：句子的重音模式、节律模式、音的连读、音的同化、省音与缩约、弱读等方面。练习英语话语节奏的重点是：学会顺利地、匀称地从一个重读音节移动到下一个重读音节，特别要学会把重读音节中间夹带的非重读音节读好。掌握英语节奏规律可以提高话语的流利和自然程度以及听力理解的水平。

Unit 13
Lesson Plan
Types of Intonation in English
(教案: 附要点、重点和难点)

Teaching Objectives:The students will learn the **Types of Intonation in English** in English.

Ideological Objectives:Guide students to phonetic imitation and practice: In phonetic imitation and practice, students can be guided to pay attention to the thinking mode and cultural differences behind the pronunciation

Teaching points and difficulties:

1. Define - in their own words a definition for intonation.
2. Compare – based on the understanding of the basic concept, compare different types of intonation in speech;
3. Practice – imitate the stress patterns and intonation and do practice.

Resources/Materials:

1. Textbook: Wang, Guizhen, *An English Pronunciation Course*, Higher Education Press, Beijing, 2000;
2. Handouts: illustration of stress patterns and rhythmic pattern;
3. Recordings of native speakers

Teaching Method: Teaching and practicing, with video

Teaching Activities and Procedures:

1. Stimulating: Begin by asking the class to find out how much the students know about what they are required to learn. Make sure that it serves the purpose of stimulating the students to think about the issue and have the desire to find out the answers themselves.
2. Display examples by playing the recording of the native speakers showing the typical pronunciation in English.
3. Ask the students to listen to the tapes to make a good discrimination of rhythmic patterns in connected speech.
4. Have the students imitate the speech rhythm in utterances.
5. Have the students share what they have learned by reading out the practice materials in pairs.
6. Have the students listen to the conversations recorded by native speakers of English and try to get the rhythm correct in their pronunciation.
7. Have the students practice the guided conversation. Ask them to pay special attention to the stress in speech.
8. Highlight the language function in the conversation in the practice.
9. Have several pairs of the students present their conversation in the class.
10. Comment on the students' performance by highlighting the achievement of the

students and the efforts they need for the improvement.

11. Ask the students to do more practice after class and get ready for presentation during the next session.

Homework: Exercises on the book.

附: 要点、重点和难点

Unit 13

Types of Intonation in English

In this unit, we will learn types of intonation in English.

We call the melody of language intonation. Intonation refers to the total pattern of pitch changes, i.e., the rising and falling of the voice when a person is speaking, within an utterance. Intonation is another important element of spoken English. It is the English intonation which makes English sound really English.

Intonation makes speech meaningful. English intonation adds the meaning of an utterance in two ways:

- A. It shows the relationship of words within and between sentences;
- B. It tells something about the feeling of the speaker.

In other words, different pitches may indicate different meanings for the same utterance. Different pitches help us express our feelings: happiness, sadness, surprise, annoyance, anger, and so on. In listening to the meaning of an utterance, therefore, we listen to how speakers talk as well as to what they say. The HOW and WHAT together give us the meaning of an English utterance.

We now see the importance to use the appropriate intonation patterns when we speak. Otherwise, we may be sending messages using intonations that contradict what we want words to say. Intonation patterns that disagree with the content of the utterance may indicate doubt, sarcasm, or confusion.

Basic intonation patterns

English has two basic intonation patterns: rising and falling. When they go together, they can make a falling-rising tone.

Look at the following Example:

- a) -- Is John in?
 -- No, John's (not in.
- b) -- Is John in?
 -- No, (John's not in.

"Is John in?" has rising intonation. The pitch of the voice goes up at the end of the utterance. The speaker is asking a question. "No, John's not in" in a) has falling intonation. The pitch of the voice goes down at the end of the utterance. The speaker is answering a question. "No, John's not in" in b) has falling-rising intonation. The pitch of the voice goes down first and then goes up at the end of the utterance. The speaker is answering a question with implication, such as: John's not in, but his wife/sister/brother is.

Types of intonation patterns we have to learn

English can very well be spoken correctly and naturally with the three intonation

patterns: falling, rising and falling-rising.

第 13 单元 英语语调的种类

本单元介绍的是英语语调的种类。

话语中声调高低的变化就叫语调。英语语调特有的表现形式是我们学习英语语音的重要组成部分。语调可以使话语的含义完整和明确。英语语调的作用主要表现在：一、表示句中单词和句子之间的语法关系，二、表示说话人的态度以及他想表达的隐含意思。换句话说，同样一句话用不同的语调说出来，表达的可能是完全不同的含义，语调可以帮助我们表达喜悦、忧伤、惊奇、懊恼、愤怒等不同的情感。因此，我们在听人说话的时候，听的不仅仅是说话的内容，还包括说话的方式，即语调和语气。内容（“他说了什么”）和表达方式（“他是怎么说的”）加在一起才能形成话语的完整含义。语调所表达的种种含义和态度，如不了解，一方面，不能听出说话人话里隐含的意思以及说话人的态度，另一方面，自己用错语调，可能使对方产生误会，而自己还莫名其妙。

本教程介绍的语调，是按照英国英语的系统阐述的。英语存在几种变异，如美国英语、澳大利亚英语，等等，语音系统、语调系统各有差异，但并不影响互相间通过语言进行交际和相互了解。

尽管在连贯讲话里，语调听起来变化多端，但将话语切分成语调单位，不外乎降调和升调。可以说降调和升调是英语的基本语调。将降升调的作用联合在一起，就成了降升调。

英语的降调：降调是英语最常见的音调变化。降调表示确定和完整，即说话人认为这句话已经完满了。降调主要用在：陈述句、特殊疑问句、表示命令的祈使句、感叹句等句子。

英语的升调：升调是英语的另一个常用调。升调表示不确定、不完整，通常用在要求对方用 yes 或 no 回答的句子。同时，升调还表示我们的话还没有说完，或者还有待于再研究，并非结论。例如，我们正在数数，还没数完之前用升调；句子还没说完是用升调；要征求别人的意见时也常用升调。另外，由于升调没有那种断然下结论的口气，因而可以使祈使句变得委婉一些。较长的陈述句中句子的前一部分、表示请求或劝说的祈使句等也通常用升调。

英语的降升调。降升调也是英语的常用语调之一。降升调就是把降调与升调的作用联合在一起，用来表示对某件事肯定了，有把握了，同时有附加一些保留、让步或暗含的对比。说白了，就是“话里有话”，或通过语调表示“言外之意”。可见，降升调的使用比较复杂。由于降升调可用来表示对比、言外之意、相反的意见甚至警告等等，常用于以下情况：含有对比的陈述句、含保留意见的陈述句、含警告口吻的祈使句等。

英语的语调当然不止三种，但作为外语学生，掌握了以上三种语调就基本上能表达我们所需要说明的信息了。

Unit 14
Lesson Plan
Intonation Units of English
(教案: 附要点、重点和难点)

Teaching Objectives: The students will learn the Intonation Units of English in English.

Ideological Objectives: Guide students to phonetic imitation and practice: In phonetic imitation and practice, students can be guided to pay attention to the thinking mode and cultural differences behind the pronunciation

Teaching points and difficulties:

1. Define - in their own words a definition for intonation units.
2. Compare – based on the understanding of the basic concept, compare different units of intonation in speech;
3. Practice – imitate the stress patterns and intonation and do practice.

Resources/Materials:

1. Textbook: Wang, Guizhen, *An English Pronunciation Course*, Higher Education Press, Beijing, 2000;
2. Handouts: illustration of stress patterns and rhythmic pattern;
3. Recordings of native speakers

Teaching Method: Teaching and practicing, with video

Teaching Activities and Procedures:

1. Stimulating: Begin by asking the class to find out how much the students know about what they are required to learn. Make sure that it serves the purpose of stimulating the students to think about the issue and have the desire to find out the answers themselves.
2. Display examples by playing the recording of the native speakers showing the typical pronunciation in English.
3. Ask the students to listen to the tapes to make a good discrimination of rhythmic patterns in connected speech.
4. Have the students imitate the speech rhythm in utterances.
5. Have the students share what they have learned by reading out the practice materials in pairs.
6. Have the students listen to the conversations recorded by native speakers of English and try to get the rhythm correct in their pronunciation.
7. Have the students practice the guided conversation. Ask them to pay special attention to the stress in speech.
8. Highlight the language function in the conversation in the practice.
9. Have several pairs of the students present their conversation in the class.
10. Comment on the students' performance by highlighting the achievement of the students and the efforts they need for the improvement.

11. Ask the students to do more practice after class and get ready for presentation during the next session.

Homework: Exercises on the book.

附：要点、重点和难点

Unit 14

Intonation Units of English

In this unit, we will learn something about intonation units of English.

Intonation units are also called intonation-groups, tone groups or tone-units. An intonation unit usually corresponds to a sense group (or word group). An intonation unit may contain several syllables, some of them stressed and some unstressed. The last stressed syllable is usually a marker of the highest importance and has the focus stress. On this syllable, there takes place a change of pitch, either an upward or downward movement, or a combination of the two.

Nucleus of an intonation unit

A nucleus refers to the syllable in an intonation unit which carries maximal prominence. For example, this is the normal way of saying the following sentence:

I am WRItIng a LETter to him NOW.

There are ten syllables in this sentence among which three are stressed syllables. The last stressed syllable is NOW. So we say that NOW has the focus stress, and is the tonic syllable and therefore is the nucleus of the intonation unit. The nucleus is the essential part of the intonation unit. It is still present even if the unit consists of a single syllable, as is the case with many sentence words like *yes*, *no*, *why*, etc.

Tail, Head & Pre-head of an intonation unit

Any syllable or syllables that may follow the nucleus in an intonation unit are called the "tail". In the sentence "I am WRItIng a LETter to him", the nucleus of this intonation unit is on the tonic syllable "LET". There are three unstressed syllables after the nucleus. These syllables are called the "tail" of this intonation unit.

The part of an intonation unit that extends from the first stressed syllable up to the nucleus is called the "head" of the intonation unit. In the sentence "I am WRItIng a LETter to him", the "head" of this intonation unit is made up of three syllables: "writing a".

Any unstressed syllable or syllables that may precede the "head", or the "nucleus" if there is no head, are called the "pre-head". In the sentence "I am WRItIng a LETter to him", "I am" comprises the "pre-head" of this intonation unit.

So if you analyze the following sentence, we will come up with the structure of an intonation unit like this:

<u>I</u> am	<u>WR</u> iting a	<u>LE</u> T	ter to him.
P	H	N	T
		P = Pre-head	
		H = Head	
		N = Nucleus	
		T = Tail	

Following are the possible structures of an intonation unit:

Structures of an intonation unit				
P	H	N	T:	We are learning a foreign language.
P	H	N	:	I am afraid we can't go.
P		N	T:	We hope so.
P		N	:	It was at night.
	H	N	T:	When are they coming?
	H	N	:	Peter has arrived.
		N	T:	Look at him.
		N	:	Help!

In conclusion, a nucleus

- ⊙ is the last fully stressed word in an intonation unit
- ⊙ has the biggest pitch change in the unit
- ⊙ can be longer and louder than the other stresses in the unit
- ⊙ carries a lot of weight in conveying the message
- ⊙ can be on any word or phrase in the unit

The following same short sentence can have the nucleus on different words conveying different message:

They flew to **London**.

They flew **to** London.

They **flew** to London.

They flew to London.

They flew to **London**.

The nucleus is on the last stressed syllable of the intonation unit, which is the normal way of the sentence spoken as in English. The last information word is usually the last stressed word which has the nucleus.

They flew **to** London.

The nucleus is on the preposition: **to**, which is not usually stressed. The speaker wants to highlight direction: They flew **to** London not **from** London.

They **flew** to London.

The nucleus is on the verb: **flew**. The speaker wants to highlight how they travelled: They **flew** to

London instead of **driving** to London.

They flew to London. The nucleus is on the personal pronoun: **they**, which is not stressed normally. The speaker wants to highlight **who** did this: **They**, not **you**, or **we** flew to London.

Nucleus placing is important as English speakers use nucleus to

- ◎ focus listener's attention
- ◎ make meaning clear
- ◎ contrast information

第 14 单元 英语的语调单位

本单元要求我们掌握的是英语的语调单位。

语调单位又称作语调群，是语言中语调的基本单位。一个语调单位通常相当于一个意群，由一个重读音节和若干个非重读音节组成。每个语调单位中至少有一个是响亮音。最响亮的高峰音称为语调单位的核心 (nucleus)，即语调开始起变化的那个音节。语调单位通常由几个词组成，当然，也可以只含一个重读音节。完整的语调单位由以下四个部分组成：调冠、调头、调核、调尾。

语调单位的调核

调核是指语调单位中最具重要性的音节。例如，这是下面句子的一般说法：

I am WRItIng a LETter to him NOW.

这个句子有 10 个音节，其中 3 个是重读音节。最后一个重读音节是 NOW。所以，也是语调单位的调核。调核是语调单位的核心部分。即使这个语调单位只含一个音节，如单字句 Yes. No. Why? 等，调核仍然是不可或缺的部分。

语调单位的调尾、调头、调冠

在语调单位中，所有出现在调核之后的音节都称之为“调尾”。在句子 I am WRItIng a LETter to him. 中，语调单位的调核在音节 LET 上。调核之后有 3 个非重读音节。这些音节是语调单位的调尾。

语调单位中从第一个重读音节到调核前的那一部分是语调单位的“调头”。句子 I am WRItIng a LETter to him 中，“调头”由 3 个音节组成：“writing a”。

任何在调头，或若如无调头则在调核之前的非重读音节称作“调冠”。句子“ I am WRItIng a LETter to him” 中，“I am” 组成了这一语调单位的“调冠”。

以下是句子 I am writing a letter to him. 的语调结构分析：

<u>I</u> am	<u>WR</u> ItIng a	<u>LET</u> ter to him.
P	H	N T
P=调冠		
H=调头		
N=调核		
T=调尾		

以下是语调单位的几种结构：

P	H	N	T:	We are learning a foreign language.
P	H	N	:	I am afraid we can't go.
P		N	T:	We hope so.
P		N	:	It was at night.
	H	N	T:	When are they coming?
	H	N	:	Peter has arrived.
		N	T:	Look at him.
		N	:	Help!

总而言之，调核：

- 是语调单位中最后一个重读音节
- 是出现语调变化的音节
- 通常比同一语调单位中的其他重音更为响亮
- 在信息的传达中起着举足轻重的作用
- 可以出现在语调单位的任何一个词或短语中

以 They flew to London. 一句为例，调核不同，传递的信息也不同：

They flew to **London**. 调核在语调单位中最后一个重读音节上，这是英语句子的通常说法，即调核通常出现在最后一个信息词上。

They flew **to** London 调核在介词 **to** 上。**to** 通常是非重读音节。说话者此时想强调的是方向：他们乘飞机去 (**to**) 伦敦而不是 (**from**) 从伦敦来。

They **flew** to London 调核在动词 **flew** 上。说话者想强调他们是怎样旅行的：他们乘飞机 (**flew**) 去伦敦，而不是开车 (**driving**) 去伦敦。

They flew to London 调核在人称 **they** 上，这又是一个通常是不重读的单词。说话人想强调是谁 (**who**) 飞往伦敦：他们 (**They**)，不是你们 (**you**)，也不是我们 (**we**) 乘飞机去伦敦。

调核位置很重要，因为说话人要用调核来：

- 吸引听者的注意力
- 清楚地阐明句子的含义
- 对信息加以对比

● **Unit 15**
Lesson Plan
Use of English Intonation
(教案: 附要点、重点和难点)

Teaching Objectives: The students will learn the Use of English Intonation in English.

Ideological Objectives: Guide students to phonetic imitation and practice: In phonetic imitation and practice, students can be guided to pay attention to the thinking mode and cultural differences behind the pronunciation

Teaching points and difficulties:

1. Define - in their own words a definition for intonation units.
2. Compare – based on the understanding of the basic concept, compare different functions and use of intonation in speech;
3. Practice – imitate the stress patterns and intonation and do practice.

Resources/Materials:

1. Textbook: Wang, Guizhen, *An English Pronunciation Course*, Higher Education Press, Beijing, 2000;
2. Handouts: illustration of stress patterns and rhythmic pattern;
3. Recordings of native speakers

Teaching Method: Teaching and practicing, with video

Activities and Procedures:

1. Stimulating: Begin by asking the class to find out how much the students know about what they are required to learn. Make sure that it serves the purpose of stimulating the students to think about the issue and have the desire to find out the answers themselves.
2. Display examples by playing the recording of the native speakers showing the typical pronunciation in English.
3. Ask the students to listen to the tapes to make a good discrimination of rhythmic patterns in connected speech.
4. Have the students imitate the speech rhythm in utterances.
5. Have the students share what they have learned by reading out the practice materials in pairs.
6. Have the students listen to the conversations recorded by native speakers of English and try to get the rhythm correct in their pronunciation.
7. Have the students practice the guided conversation. Ask them to pay special attention to the stress in speech.
8. Highlight the language function in the conversation in the practice.
9. Have several pairs of the students present their conversation in the class.
10. Comment on the students' performance by highlighting the achievement of the students and the efforts they need for the improvement.

11. Ask the students to do more practice after class and get ready for presentation during the next session.

Homework: Exercises on the book.

附: 要点、重点和难点

Unit 15 Use of English Intonation

Introduction

In this unit, we will learn more about English intonation: its functions and uses.

Intonation and stress work together to express meaning. Intonation makes it easier for a listener to understand what a speaker is trying to convey. Following are often cited as important functions of English intonation:

The attitudinal function

Intonation is used to convey our feelings and attitudes. For instance, the same sentence can be said in different ways, which might be labeled "happy", "grateful", "angry", "bored", and so on. Usually, intonation units with high heads sound more lively, interesting than those with low heads. A few generalisations are often made here: the falling intonation is said to be more often associated with completeness and definiteness; the rising intonation is more often associated with incompleteness and uncertainty or questioning; The falling-rising is said to have feelings of hesitation, contrast, reservation or doubt.

The accentual function

The location of the tonic syllable is of considerable linguistic importance. The most common position for this is on the last information word of the intonation unit. For contrastive purpose, however, any word may bear the tonic syllable.

The grammatical function

Some sentence may be ambiguous when written, but this can be removed by the use of intonation. An often cited example is the sentence "*Those who sold quickly made a profit*". This sentence can be said in at least two different ways:

- a. / | Those who | sold (&quickly / | made a (profit.
- b. / | Those who (&sold / | quickly | made a (profit.

English speakers hear two different paraphrases of the sentences because of the different placement of the tone-unit boundary, as in:

- a. A profit was made by those who sold quickly.
- b. A profit was quickly made by those who sold.

Another example is the use of rising tone in statements. The sentence "They're going to have a picnic" is usually said as a statement like this:

- a. They 're going to have a (picnic.

In informal speech, however, we may hear:

- b. They're going to have a &picnic? (But, it's raining outside.)

The sentence serves as a question here.

The intonation used in question-tags can have a rising tone or a falling tone:

a. They're coming to(morrow, &aren't they?

b. They're coming to(morrow, (aren't they?

When it has a falling tone, as in (a), the speaker is comparatively certain that the information is correct, and simply asking for conformation, while the rising tone in (b) is said to indicate a lesser degree of certainty, so the speaker is asking for information.

The discourse function of intonation

In speech, people often use intonation to focus the listener's attention on aspects of the message that are most important. So the placement of nucleus or tonic stress depends on the "information content": the more predictable a word's occurrence is in a given context, the lower its information content is. For example, people would say:

The (telephone's ringing.

The (kettle's boiling.

In speech, people often use the falling tone to indicate new information and rising tone (including falling-rising) to indicate "shared" of "given" information.

People also use intonation to indicate to others that they have finished speaking and that another person is expected to speak.

第 15 单元 英语语调的功能及使用

本单元学习的重点是英语语调的功能及使用。语音学家将英语语音语调的功能概括为以下几点:

一、 强调功能

-- Did you say a lighter shade?

-- No, a (brighter shade.

调核一般位于最后一个实义词上,但在以上的回答中,调核位于 brighter 而非 shade, 目的在于突出信息中心。

二、 语法功能

Those who sold quickly made a profit.

这个句子根据调核位置的不同,可能有两个不同的意思。假定这句话含两个调核:前者为降升调,后者为降调。

如果降升调的调核位置在单词 sold 前面:

Those who (&sold quickly made a (profit.

意思是: 只要出售了便能迅速取得利润。

若降升调调核的位置落在单词 sold 后面:

Those who sold (&quickly made a (profit.

意思则为: 销售得快才能获取利润。

此外,语调的语法功能还表现在可以将一个陈述句变成疑问句,例如:

They 're going to have a (picnic.

如果用升调说出来,句子就成了问句:

They're going to have a &picnic?

用升调说出这一句子时,含义可能有两个:一是作为普通的一般疑问句(多见于非正规的使用场合)二是作为重复问句,用于以下场合:

-- They 're going to have a (picnic.

-- They're going to have a &picnic? But, it's raining outside.

另外，我们知道反意疑问句既可用降调亦可用升调，只是含义有所不同：

c. They're coming to(morrow, (aren't they? (说话人的把握较大，通常用于需要证实的时候)

d. They're coming to(morrow, &aren't they? (说话人把握不大，通常用于需要了解情况的时候)

三、语段功能

语段功能最常见的作用是使用语调引起听者对重要信息的注意力。语调的其中一个功能是它的“强调功能”，语段功能则是根据上下文的信息分布决定的：通常说来，在上下文中如果某个单词出现是在预料之中的话，该词的信息含量就是比较低的；信息含量越高的单词，获得调核的可能性就越高。例如：

a) I've got to take the (dog for a walk.

b) I've got to take the dog to the (vet.

a)句中的调核在 dog 而 b)句的调核位于 vet，在这里，调核的选择不是依据“强调”，而是根据信息含量。vet 一词的信息量明显高于 walk (遛狗是每天要做的事而带狗去看病则不属日常工作)。

此外，人们还注意到这样一种现象：句中的新信息多用降调；句中的已知信息多用升调。

四、表明说话者的态度的功能

这一功能是显而易见的。语调表示了说话者的好恶与态度：高兴、生气、愤怒、充满感激之情、觉得索然无味等等都可以通过语调明白无误地表达出来。

掌握以上功能可以帮助我们恰如其分地选择合适的语调表达思想，同时还可以帮助我们快速且准确无误地获取信息。