

揭阳职业技术学院



教案

课程： 英语语音二 任课教师： 高健萍 专
业： 小学英语教育 班级： 251、252（协同） 学
期授课计划时数 36 课时

Chapter	Introduction and Revision of 44 Phonemes
Teaching Objective	A. Students have a general idea about what is to learn in this term; B. Students know how to learn well in this course. C. Ideological and political education objective: cultivate students' correct pronunciation, standard expression and positive language values while mastering phonetic knowledge.
Teaching Focus	A. the three component factors of pronunciation; B. key teaching points in this course.
Teaching Difficulty	The pronunciation of some phonemes.
Teaching Duration	2 periods
Teaching Method	Explaining and practicing
Assignment	Pronounce the 44 phonemes.

Teaching procedures:

Step 1 Self-introduction and free talk

Step 2 Presentation

1. English Phonetics (Ideological and political education)

A. Introduction

Phonetics is the study and science of speech sounds. It is a branch of linguistic studies.

A teacher of speech untrained in phonetics is as useless as a doctor untrained in anatomy(解剖学).

——Gorge Sampson

B. Three component factors:

- The sounds 发音（音） 基础
- The rhythm 节奏（律） 骨架
- The intonation 语调（调） 灵魂

2. To have good English pronunciation means

(1) to pronounce correctly all the individual speech sounds in English.

(2) to pronounce correctly the speech sounds in their combinations in isolated words as well as in sentences.

(3) to speak fluently with correct rhythm, including the correct placement of stresses and pauses and the transition of sounds according to the context.

(4) to speak with appropriate intonation according to the context.

3. Study Method

- ✓ To listen carefully and attentively and to hear accurately phonemes stresses, and tunes
- ✓ To imitate
- ✓ Theory + practice
- ✓ Chanting the exercises on stress patterns while beating the time with hands

4. Revision of 44 phonemes that students learned in last term

(1) Explain how speech sounds are made.

To produce a sound, we draw air into the lungs and then release it slowly through the larynx, the pharynx and the mouth. If the soft palate is lowered, the air passes through the nasal cavity. In the larynx are the vocal folds, which can be brought near together or drawn apart. If the vocal folds are brought near together, the compressed air in the lungs has to force its way out and make the vocal folds vibrate, thus producing voiced sounds such as vowels and voiced consonants. If the vocal folds are drawn apart, the air leaves freely. There is no vibration of the vocal folds. The sound, thus made, is voiceless. And the interference with the air passage in various manners and at various places makes the sounds different.

(2) Introduce Phonemes and Allophones

A. Phoneme is the smallest contrastive linguistic unit which may bring about a change of meaning.

B. Allophones

Eg.	<u>a</u> t	<u>a</u> dd	<u>a</u> n
	short	long	nasalized
	Allophone 1	Allophone 2	Allophone 3

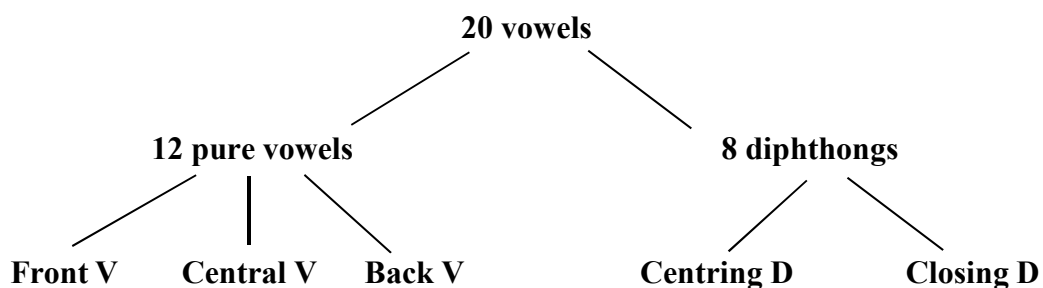
(3) Review the Classification of English Phonemes

44 phonemes = 20 vowels + 24 consonants

Vowels: Sounds produced without obstruction of the air passage in the mouth but

with the vibration of the vocal folds. (voiced)

Consonants: Sounds produced with a complete or partial obstruction which prevents the air from going freely through the mouth. (voiced/ voiceless)



24 Consonants

(According to Manner of articulation)

Plosives: /p/ /b/ /t/ /d/ /k/ /g/

Affricates: /tʃ/ /dʒ/ /tr/ /dr/ /ts/ /dz/

Fricatives: /f/ /v/ /θ/ /ð/ /s/ /z/ /ʃ/ /ʒ/ /h/ /θ /

Nasals: /m/ /n/ /ŋ/

Lateral: /l/

Frictionless continuant: /r/

Semi-vowel: /w/ /j/

Step 3 Practice

1. Have Ss pronounce the 44 phonemes.
2. Invite some Ss to read phonemes.
3. Have Ss read the letters.

字母的读音

字母	发音	字母	发音	字母	发音	字母	发音
Aa	/ei/	Hh	/ei tʃ/	Oo	/əu/	Vv	/vi:/
Bb	/bi:/	Ii	/ai/	Pp	/pi:/	Ww	/dʌblju:/
Cc	/si:/	Jj	/dʒ ei/	Qq	/kju:/	Xx	/eks/
Dd	/di:/	Kk	/kei/	Rr	/a:/	Yy	/wai/
Ee	/i:/	Ll	/el/	Ss	/es:/	Zz	/zed/
Ff	/ef/	Mm	/em/	Tt	/ti:/		
Gg	/dʒ i:/	Nn	/en/	Uu	/ju:/		

4. Have Ss read the following sentences.

- (1) He'll eat the peaches and ice cream.
- (2) The six little sisters live in this city.
- (3) Ted sells many eggs.
- (4) Jack had a map in his hand.
- (5) Thursday is the first day of the term.
- (6) But John was at the pictures.
- (7) It's fun to run and jump in the sun.
- (8) Choose your new shoes.
- (9) Who took the cookery book away?
- (10) They poured out the warm water.
- (11) He got a lot of copies.
- (12) We can't start the party until dark.
- (13) They arranged to take the table away.
- (14) The kite was flying high in the sky.
- (15) Roy is a noisy boy.
- (16) He rose to propose the toast.
- (17) Count the vowel sounds in the noun.
- (18) My right ear can hear better than my left ear.

(19) Where will you have the chairs repaired?

(20) The curious tourist enjoys his China tour.

Step 4. Homework: Pronounce the 44 phonemes.

Chapter	Consonant Clusters and Incomplete Plosion
Teaching Objective	A. Students know about consonant clusters and the phenomenon of Incomplete Plosion; B. Students can read words and phrases with consonant clusters correctly; C. Students can read words and phrases with Incomplete Plosion correctly. D. Ideological and political education objective: cultivate students' correct pronunciation, standard expression and positive language values while mastering phonetic knowledge.
Teaching Focus	A. Know the phenomenon of consonant clusters; B. Know the rules Incomplete Plosion .
Teaching Difficulty	A. Pronouncing well some consonant clusters; B. Pronouncing well words and phrases with Incomplete Plosion correctly. Analyzing syllables in words.
Teaching Duration	1. periods
Teaching Method	Explaining and practicing
Assignment	Read the words and phrases with consonant clusters and incomplete plosion .

Teaching procedures:

Step 1 Greeting and free talk

Step 2 Presentation

1. Consonant Clusters (Ideological and political teaching)

sp- st- sc- sm- sn- sl- spr- spl- squ- sph-
 pl- pr- gl- gr- cl- cr- bl- br- fl- fr- qu- str-
 sw- tw-
 /tr/— tree trend travel treasure
 /dr/— dress driver dream
 /ts/— sits hits losts

/dz/—needs words leads

a. Do not insert any vowel between the consonants. e.g. please, class, cr

b. The **first** consonant must be said **softly and quickly**, *the second is very often formed while the first one is being pronounce.*

Step 3 Have students read the Consonant Clusters and try to find some words with them.

Step 4 Presentation of **Incomplete plosives** 不完全爆破

1. 爆破音相邻:

doctor picture practice handbag suitcase blackboard

a goodteacher a black dog a big basket a white cat

a fast car a bad guy a lost brother a tired girl

Goodbyee. I don't know. I can't say. Goodmorning.

(1) I trid to persuade Peter not to worku too hard.

(2) There are eight black pencils and two red ballpens in that box.

2. 爆破音在 /tʃ/ /dʒ/ /tr/ /dr/ /ts/ /dz//f//v//ð//s//z//ʃ//ʒ//h// θ /之前:

(1) I don't like the way Frank talks.

(2) Have you read the book about that child?

(3) Put the red chopsticks on the table.

(4) I'm told that Charlie has made the right choice.

3. 爆破音在 / m /, / n/, / l /, / s /之前:

(1) I heard David cry last night.

(2) Did Sally tell you anything about Larry?

(3) I would like some more of that chocolate, please.

(4) Let me help you lift that big box.

Step 5 Have students practice consonant clusters and incomplete plosion.

Step 6 Homework: 1、 Read the passage in the textbook

2、 Read the words and phrases with consonant clusters and incomplete plosion .

3、

Chapter	Section Three: Stress and Rhyme Unit6 Syllable, word stress and Rhythm
Teaching Objective	A. Students know about the syllable theory and definition, open syllables and closed syllables; B. Students can analyze the syllable structure of given words; C. Students can divide words according to Syllabification. E. Ideological and political education objective: guide students in appreciating the order and logical beauty of language through learning syllable, word stress and rhythm rules, and to cultivate a rigorous, meticulous academic attitude and a sense of standardization
Teaching Focus	Analyzing syllables in words.
Teaching Difficulty	Analyzing syllables in words.
Teaching Duration	2 periods
Teaching Method	Explaining and practicing
Assignment	A. Analyzing the syllables in ten words. B. Judge the pronunciation

Teaching procedures:

Step 1 Greeting and free talk

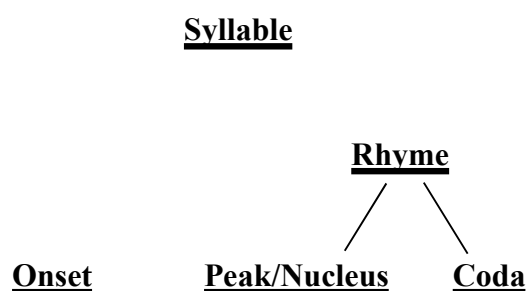
Step 2 Presentation

1. The Syllable Theory and Definition(Ideological and political)

Syllables may be defined as the **smallest sound-groups** into which our speech organs and our ear naturally divide the sentence. It is an intermediate level of **phonological organization between phonemes and words.**

e.g. be-cause, ba-na-na

2. The Syllable Structure



e.g.	spr	i	nts
pet	p	e	t
how	h	ow	
at		a	t
Din(ner)	d	i	n

ATTN: In British RP, the maximal number of onset consonants is three, and the maximal number of coda is four.(P77)

➤ **Rhyming words:** e.g. deen keen sleep

pet	bet	set	net	—
gin	chin	thin	tin	—
Ted	head	bread	said	—
ear	hear	dear	idea	—
tar	car	far	are	—

Step 3 Have Ss read the following poem and find out the rhyme.

Stopping By Woods On A Snowy Evening

by Robert Frost

Whose woods these are I think I know.

His house is in the village, though;

He will not see me stopping here

To watch his woods fill up with snow.

My little horse must think it's queer

To stop without a farmhouse near

Between the woods and frozen lake

The darkest evening of the year.

He gives his harness bells a shake

To ask if there's some mistake.
The only other sound's the sweep
Of easy wind and downy flake.

The woods are lovely, dark, and deep,
But I have promises to keep,
And miles to go before I sleep,
And miles to go before I sleep.

Step 4 Presentation

1) Open Syllables and Closed Syllables

Closed syllables are those that have one or more consonants at the end.

Open syllables are those without any consonant at the end. In British RP only a restricted(有受限制的) set of vowels can occur.

None of the short lax vowel can appear in stressed open syllables.

2) Syllabification 划分音节

a. Words should not be divided in a way that creates illegal English syllable structure.

e.g. pavement

b. When a number of consonants are sandwiched between two vowels, no consonant cluster should in any way violate the combination rules of English.

e.g. central

c. In a compound of two or three words, the original word boundaries are generally preserved.

e.g. bestseller

劳允栋先生著《英语语音学纲要》(商务印书馆, 1983)说, 英语单词的音节有语音音节和拼法音节之分。语音音节是帮助正确发音用的, 针对音标; 而拼法音节是帮助正确移行用的, 针对字母。

常用规则:

1) 一归后, 指在两个音节之间, 若有辅音字母 (r 除外), 这个字母划归后一个音节。例如: Friday-Fri-day, paper-pa-per;

2) 二分开, 指在两个音节之间, 若有两个辅音字母, 则分别划归前后两个音节。例如: Sunday-Sun-day, granny-gran-ny;

3) 辅音连缀不分开, 指在两个音节之间的辅音连缀或辅音字母组合, 如 th, sh, ch, tr, dr 等不能分开, 必须划归在一个音节; 如果前一个音节是重读闭音节或开音节, 它们一般划归后一个音节。例如: chicken-chick-en, April-A-pril, agree-a-gree;

Step5. Homework

A. Analyzing the syllables in ten words.

B. Judge the pronunciation

Chapter	Section Three: Stress and Rhyme Unit6 Syllable, word stress and Rhythm
Teaching Objective	A. Students know to the three kinds of stress in English; B. Students know the rules of stress placement and try to apply the rules; C. Students can read words with right stress; D. Students know the words with different stress but the same spelling; E. ideological and political education objective: guide students in appreciating the order and logical beauty of language through learning syllable, word stress and rhythm rules, and to cultivate a rigorous, meticulous academic attitude and a sense of standardization
Teaching Focus	A. the stress placement of some words with certain suffixes; B. the stress placement of compound words.
Teaching Difficulty	A. the stress placement of some words with certain suffixes; B. the stress placement of compound words.
Teaching Duration	2 periods
Teaching Method	Explaining and practicing

Assignment	<p>A. Have students find more words with the prefixes or suffixes mentioned in this unit.</p> <p>B. Read the passage P77.</p>
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Teaching procedures:

Step 1 Greeting

Step 2 Presentation

1) Stress (ideological and political education)

Stress may be defines as the degree of force or loudness with which a sound or syllable is articulated.

Stress can be classified into word stress and sentence stress.

English words can be distinguished into three types: monosyllables, disyllables and polysyllables.

At least one syllable should be articulated with more force or loudness than the rest. ——word stress

2) Kinds of Stress

Primary stress be`gin a`bout

Secondary stress contri`bution

Double/even stress `coe`xist

3) Stress Placement

A. Three ways to signal the stressed syllables:

Lengthen it: The vowel in the stressed syllable is longer.

Say it louder with clear vowel: The stressed syllable has a full, clear vowel.

Raise the pitch: The stressed syllable has a higher pitch.

B. General rules of stress placement for simple words:

a. For most English words of **two** or **three syllables**, the stress falls on the first syllables.

E.g. `apple `carry `problem `holiday `primary

b. For words of **three or more syllables**, the stress normally falls on **the third syllable from the end.**

E.g. `family `recognize de`mocracy
 phy`losophy e`conomy

C. General rules of stress placement for complex words:

a. For words of two or three syllables with one of the following prefixes, the stress usually falls on the syllable following the prefix. (P108)

E.g. a- be- com- con- de- dis- em- en- es- ex-
 Im- in- mis- ob- per- pre- pro- sub- trans-

b. For words with one of the following suffix the stress usually falls on the preceding syllable of the suffix. (P109)

E.g. -eous -graphy -ial -ian -ic -ics
 -ience -ient -ify -ion -ious -ity -ive

c. Words with the following suffixes do not change their stress placement.

E.g. -able -age -al -en -ful -ery -hood -ing -ish

 -like -less -ly -ment -ness -ous -fy -wise -y

d. Some suffixes attract the primary stress onto themselves. In such cases there is usually a secondary stress on the first syllable if the stem word consists of more than one syllable.

E.g. -ain -eer -ese -ette -esque
 -ee referee refugee engineer
 -ade lemonade
 -mental fundamental

D. General rules of stress placement for complex words:

Prefixes: a- be- com- con- de- dis-
 em- en- es- ex- im- in- mis-
 ob- per- pre- pro- sub- trans-

Suffixes: a. -eous -graphy -ial -ian -ic -ics -ience
 -ient -ify -ion -ious -ity -ive

b. -able -age -al -en -ful -ery -hood

-ing -ish -like -less -ly -ment -ness
-ous -fy -wise -y
c. -ain -ee -eer -ese -ette -esque

Compound words: Most compounds bear primary stress on the first element. Some compounds have double stress. A very few compounds bear primary stress on the second element.

Step 3 Exercises

Have students find more words with the prefixes or suffixes mentioned (Brain Storming). Students report the words they have found in small group and the representative of each group will report to the whole class.

Step 4 Presentation of Stress influence on meaning of words

Two-syllable words Identical in spelling

Different in stress placement

absent	present
import	export
increase	decrease
conduct	conflict
contest	contract
convict	extract
object	progress
rebel	subject
record	transfer
perfect	produce

Some other compounds:

Eg. greenhouse	green house
blackbird	black bird
darkroom	dark room
leatherjacket	leather jacket

Step 5. Homework:

A. Have students find more words with the prefixes or suffixes mentioned in this unit.

B. Read the passage P77.

Chapter	Section Three: Stress and Rhyme Unit6 Syllable, word stress and Rhythm
Teaching Objective	A. Students know about Rhythm, rhythm group and the features of English Rhythm. B. Ideological and political education objective: guide students in appreciating the order and logical beauty of language through learning syllable, word stress and rhythm rules, and to cultivate a rigorous, meticulous academic attitude and a sense of standardization
Teaching Focus	the division of rhythm group, and the features of English Rhythm.
Teaching Difficulty	the division of rhythm group, and the features of English Rhythm.
Teaching Duration	4 periods
Teaching Method	Explaining and practicing
Assignment	Practice reading the sentences in Exercise

Teaching procedures: (Ideological and political education)

Step 1 Greeting

Step 2 Lead-in: Students are required to read a poem.

Step 3 Presentation

1). Rhythm

A. Rhythm in English speech is based on stress.

B. It is the pattern of regular arrangement and alternation of stressed and unstressed syllables.

2). Rhythm Group

A rhythm group is made up of only one stressed syllable plus what unstressed syllable(s) that may follow.

e.g. John and his / brother / went into the / room /.

◇ silent beat

e.g. Do / all of you / think we should / walk /?

3. Features of English Rhythm

Syllable-timed rhythm —— Chinese

Stress-timed rhythm —— English

A. The stressed syllables follow each other at roughly equal intervals of time.

e.g. a / good / man

a / clever / man

a / wonderful / man

an / educated / man

a. Influence upon the speed of utterance

e.g. I / think he / wants us to / go there on / foot to / morrow /.

b. Influence upon the length of sounds e.g. no notice

B. The other characteristic of English rhythm is the alternation of the stressed and the unstressed syllables.

4). Practice

A. Have students read the sentences with correct rhythm.

John and his / brother / went into the / room /.

Would you / mind / calling back / later /?

Do / all of you / think we should / walk /?

It's / not / quite what I / wanted /.

B. Have students read the sentences in Exercise R-3 on P127.

C. Invite some students to read the sentences.

5). Rhythm Patterns

Stressed syllable O

Unstressed syllable o

Step 4 Have students read the following sentences for the first time, and with clapping hands at the beats at the second time.

O O

Who's Bill? Stand up. Well done!

O o O

When was that? Every day.

o O o

He's waiting. I think so.

o O o O o

I think he ought to. He hopes to see her.

o O o O

I want to know. It's very good.

O o o o O

What about a drink? Put it on the shelf.

O o o O

Thanks very much. Give me a hand.

o O o o o

I gave it to her. I promise him it.

o O o O o O

I think he wants to go. The train is very late.

o O o o O o o O

I think that he wants us to go.

o O o O o O o O

I think that he wants us to go there too.

o O o o O o o O o o O

It's not what I wanted to ask you about.

Have students make the recording of reading

Have students read the rhythm patterns after the recording, and invite students to read the sentences with correct stress with clapping hand at the beats.

Have students make the recording of reading the passage again and compare these

two recording to make sure that students can read the passage with proper stress and Rhythm.

Step 5 Homework:

Practice reading the sentences in Exercise

Chapter	Section Four: Sound linking, sense group and intonation Unit8 sound linking and sense group
Teaching Objective	A. Students know to the three kinds of sentence stress in English; B. Students know rules of reading the sentence with stress; C. Students can read the sentence with right stress; D. Ideological and political education objective: To enable students to grasp the way of thinking of distinguishing primary and secondary points through the contrast of sentence stress, and to develop logical thinking and efficient communication skills by accurately conveying core information.
Teaching Focus	A. the stress placement of words in a sentence; B. The rules of reading sentences with right stress.
Teaching Difficulty	Students can read the sentence with right stress
Teaching Duration	4 periods
Teaching Method	Explaining and practicing
Assignment	A. Exercise on page 114 B. Exercise on page 110

Teaching procedures:

Step 1 Greeting

Step 2 Presentation

1、 The definition of sentence stress (Ideological and political education)

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.

In natural connected speech, for various reasons, some words are stressed, others are not. The stress in a sentence is called sentence stress

2、 Classification of sentence stress

Sense stress (表意重音)

Logical stress (逻辑重音)

Emotional stress (感情重音)

3、Sense stress

Sense stress is a very common phenomenon in connected speech. The distribution of such stresses is subject to the meaning that the speaker wishes to convey.

In normal speech we put stress on words semantically important. Such words are called content or lexical words; the unimportant ones are called form or functional words, which are used to join the words that carry meaning together.

Explain the rules of sentence with sense stress in some sentences and practice them.

4、Logical stress

Apart from sense stress there is another kind of stress which is called logical stress.

The distribution of such stresses is subject to the speaker's will. The speaker may put stress on any word he wishes to emphasize. So a word logically stressed may stand at the beginning, in the middle or at the end of a sentence and it usually implies some idea of contrast.

Explain the rules of sentence with logical stress in some sentences and practice them.

5、Emotional stress

Emotional stress is a special kind of stress. In spoken English when the speaker wants to show strong emotion, he can put strong stress on the word he wishes to emphasize.

But such kind of stress doesn't imply any idea of contrast. The high-falling tone should be used in speaking or reading aloud such stressed words.

It's "beautiful.

We "succeed.

Explain the rules of sentence with emotional stress in some sentences and practice them.

6. Liaison 连读 —— the linking of the sounds or words in the same sense group

➤ Main types of Liaison

a. C (except r) + V

e.g. post office both of us pick up a lot of

b. -r / -re + V (the final vowels and in the preceding word)

● Insert a /r/ sound

e.g. her own clear up far away the idea of

e.g. the office go around

say it too early

May I ...?

How about ...?

7. Have Ss practice and explain how to link the sounds together and whether it is necessary to add a slight sound.

- | | |
|--------------------------|--------------------------|
| 1) . not at all | let us think it over |
| put it on | wait a minute |
| first of all | take up an apple |
| 2) . see eye to eye with | high up in the air |
| by accident | do away with |
| how old | to invite one to a party |

8. Presentation of Strong Forms and Weak Forms 强读形式和弱读形式

1). The following words have strong forms and weak forms:

Special Verbs: be, am, is, are, was, were, have, has, had, do, does, shall, should, will, would, can, could, must

Pronouns: you, he, she, we, me, him, her, us, them, is, my, your, myself, yourself, himself, herself, yourselves, themselves, that, some, who, whom

Prepositions: at, by, for, from, into, to, of, upon

Conjunctions: and, as, but, nor, than, or, till, until

Others: a, an, the, there, many, sir, so, such, saint

2). Rules about the uses of strong forms:

A.....occur at the end of a sentence.

B..... are in contrast.

C..... for emphasis.

D..... used as nouns.

Have Ss practice Exercise P-23 on P92-93, try to explain what words should be read with the weak form in small group and report the results.

9. Presentation of Elision 省音—— the omission of a sound or sounds, either within the body of a word or at the junction of words.

(showing students some pictures of evolution to illustrate the development of language)

Historical elision 历史省音

A sound may be dropped in the course of the development of the language, that is, a sound which existed in an earlier form of a word is omitted in a later form.

e.g. history victory factory
 London cotton knight sandwich talk medicine

Contextual elision 语境省音

A sound may also be dropped in rapid casual speech but may exist when said slowly or in isolation.

e.g. blackboard a white cat next stop a great deal not tall
last month

/n/ column /l/ calm
/p/ cupboard /h/ ghost
/k/ blackboard /d/ handsome

Have Ss practice Exercise .

10. Presentation of Assimilation 同化

—— to save effort and to make the pronunciation of two different sounds easier

1) . Progressive Assimilation 顺同化

The assimilated sounds are influenced by the preceding sounds.

E.g. worked cabs What's that? It's
easy.

2) . Regressive Assimilation 逆同化

The assimilated sounds are influenced by the following sounds.

3) Reciprocal Assimilation 相互同化

Two neighbouring sounds influence each other and become a new sound.

this year /s/ + /j/

education /d/ + /j/

Don't you ... /t/ + /j/

pleasure /z/ + /j/

Have Ss practice Exercise and try to explain what sounds should be assimilated.

Step 3 Presentation of Length of a Sound 音长

1. The length of a sound is relative.
2. The laws to observe about the length of vowels
3. The laws to observe about the length of consonants
4. Have Ss practice Exercise P-26 on P101-102.

Step 4 Summery

Sense stress (表意重音)

Logical stress (逻辑重音)

Emotional stress (感情重音)

Step 5 Homework

Exercise on page 114

Exercise on page 110 ——the passage

Chapter	Section Three: Stress and Rhyme Unit 7 Sentence stress
Teaching Objective	A. Students can define sentence stress and tell the differences between word stress and sentence stress. B. Students can master the basic rule: content words stressed, function words weakened. C. Students can identify stressed words and weak forms in daily English sentences. D. Students can read sentences with correct stress rhythm naturally. E. Students can understand that different stress positions change sentence meaning. F. Ideological and political education objective:By learning English phonetic rhythm, students recognize the systematic beauty of foreign languages while appreciating the tonal and rhythmic beauty of Chinese. It helps students form equal, respectful and inclusive cross-cultural awareness, avoiding cultural bias and realizing mutual learning between Eastern and Western cultures.

Teaching Focus	A. Stress rules for content words: nouns, main verbs, adjectives, adverbs, demonstrative pronouns. B. Weak rules for function words: articles, prepositions, auxiliary verbs, conjunctions, personal pronouns. C. Basic sentence rhythm: strong–weak alternation.
Teaching Difficulty	A. Flexible stress shift for semantic emphasis. B. Correct weak forms of common function words in real sentences. C. Distinguish different meanings caused by different stress centers.
Teaching Duration	4 periods
Teaching Method	Explaining and practicing
Assignment	Mark the stressed words and weak words in 10 sentences and record your reading audio. Sample homework sentences: (1) Time waits for no one. (2) Practice makes perfect. (3) Faith moves mountains.

Teaching procedures:

Step 1. Lead-in & Warm-up (Guided Comparison & Simple Reading Drill)

The teacher presents two reading versions and lets students feel the difference: robot flat reading vs native rhythmic reading. Students try simple sentence reading and find their own pronunciation problems.

Specific Teaching Examples & Drills

Example 1: Awkward equal-stress reading (wrong)

- I / LIKE / TO / READ / BOOKS. (every word equally loud)

Example 2: Natural sentence stress reading (correct)

- I like to READ BOOKS.

Warm-up Drill for students:

Read the three sentences freely and feel the rhythm:

1. She studies English every day.
2. We will go to the park tomorrow.
3. I love listening to soft music.

Teacher's guiding question:

Why does native reading sound more fluent and emotional? Lead students to conclude: English has sentence stress, not word-by-word equal stress.

Step 2. Concept Explanation & Concept Distinction (Word Stress vs Sentence Stress)

Teachers clarify definitions and use contrasting examples to help students understand that word stress is fixed, while sentence stress is flexible in context.

Specific Teaching Examples & Drills

Definition Examples:

1. Word stress (isolated word)- photo /'fəʊtəʊ/ (fixed stress on the first syllable)
2. Sentence stress (word changes in sentence)- I take a photo. (photo is stressed)
- I take a photo. (photo is weakened, verb take is emphasized)

Class Drill: Judgment Exercise

Let students judge: which one shows sentence stress?

A. I / GO / TO / SCHOOL / EARLY.

B. I go to school early.

Step 3. Core Rule Learning + Typical Sentence Analysis

Divide words into stressed content words and unstressed function words, use massive classified examples for teacher demonstration + student choral repetition.

Rule 1: Content Words — Always Stressed

Stress: Nouns, main verbs, adjectives, adverbs, demonstrative pronouns

Specific Example Sentences (stressed words bolded)

1. I love warm sunshine.
2. She speaks beautiful English.
3. We finished our difficult homework.
4. They walk quickly in the street.

Rule 2: Function Words — Usually Weakened

Weakened: a / an / the, in / on / at / to, am / is / are / will / can, and / but / of

Specific Contrast Drill (strong form vs weak form)

1. Strong form (isolated): to /tu:/

Weak form (sentence): /tə/

Sentence: I want to learn.

2. Strong form: the /ði:/

Weak form: /ðə/

Sentence: the book, the desk

Class Choral Practice:

Read the following sentences with weak function words and strong content words:

1. The cat is sleeping on the sofa.
2. I will visit my friend in summer.
3. We can see many colorful flowers.

Step 4. Key Difficult Point: Stress Shift for Different Meanings

Use one sentence, different stress positions, different meanings — core difficulty of sentence stress teaching.

Specific Classic Contrast Examples (must-teach)

Sentence: I didn't say he stole the money.

Explain different stress centers and different interpretations:

1. I didn't say he stole the money.

(Someone else said it, not me.)

2. I didn't say he stole the money.

(I never said that.)

3. I didn't say he stole the money.

(I may have implied it, not said it directly.)

4. I didn't say he stole the money.

(Someone else stole it, not him.)

5. I didn't say he stole the money.

(He may have borrowed or found it.)

6. I didn't say he stole the money.

(He stole other things, not money.)

Pair Work Drill:

Students take turns reading one stress version and explain the meaning to their partner.

Step 5. Layered Progressive Drills (From Sentence → Dialogue → Passage) Ideological and Political Education

1. Single Sentence Marking & Reading Drill

Students mark stressed words independently and read aloud.

Practice Sentences:

1. Good habits change our life.

2. Hard work brings success.

3. Keep calm and move forward.

4. Every small progress deserves praise.

2. Short Dialogue Stress Practice (Pair Work)

Dialogue Example

A: What do you do in your free time?

B: I read books and exercise every day.

Drill requirement: Stress key nouns and verbs; weaken pronouns and prepositions.

3. Short Passage Rhythm Reading Drill

Passage Material for Class Reading

A positive attitude can change your whole world.

Smile more, learn more, and grow every day.

Trust your effort and welcome your bright future.

Students read in groups, focusing on strong-weak rhythm.

Step 6. Common Error Correction & Targeted Training

Typical Student Errors + Corrective Drills

Error 1: Stress every word equally

Correction example:

Wrong: I / LIKE / MY / NEW / TEACHER.

Right: I like my new teacher.

Error 2: Over-stress function words

Wrong: THE DOG IS RUNNING.

Right: The dog is running.

Error 3: Ignore weak forms of prepositions

Correct weak reading drill:

- go /tə/ school

- look /ət/ me

- one /əv/ the books

Step 7. Class Summary

Teacher and students summarize together:

1. Sentence stress follows: content stressed, function weakened
2. Stress shift changes semantic focus
3. Good sentence stress makes English natural, logical and emotional

VI. Homework (Hierarchical Homework with Clear Tasks)

1. Mark the stressed words and weak words in 10 sentences and record your reading audio.

Sample homework sentences:

- (1) Time waits for no one.
 - (2) Practice makes perfect.
 - (3) Faith moves mountains.
- 2.Exercise in the textbook

<p style="text-align: center;">Chapter</p>	<p>Section Three: Stress and Rhyme</p> <p>Unit 7 Sentence stress</p> <p>Rhythm pattern</p>
<p style="text-align: center;">Teaching Objective</p>	<p>A. By the end of this lesson, students will be able to:</p> <p>B. Define rhythm in English speech and identify its key features, including stress-timed rhythm, rhythmic groups (feet), and the relationship between stressed and unstressed syllables.</p> <p>C. Recognize the difference between English (stress-timed) and Chinese (syllable-timed) rhythm systems, and understand how this affects intelligibility and naturalness in spoken English.</p> <p>D. Accurately identify and produce stressed and unstressed syllables in words and sentences.</p> <p>E. Apply rhythmic patterns in connected speech, including the use of weak forms, linking, and sentence stress.</p> <p>F. Ideological and Political Education</p> <p>Objectives: Understand that mastering English rhythm is not only a linguistic skill but also a bridge for cross-cultural communication, enabling students to “tell Chinese stories well in English.” Cultivate a sense of national cultural confidence by comparing and appreciating the rhythmic beauty of both English and Chinese languages.</p>
<p style="text-align: center;">Teaching Focus</p>	<p>A. The concept of stress-timed rhythm: stressed syllables occur at roughly equal intervals, while unstressed syllables are compressed.</p> <p>B. Rhythmic groups (feet): grouping words into sense groups with one primary stress per group.</p> <p>C. Weak forms and linking: how function words (e.g., to, of, and, a) are reduced and linked to maintain rhythm.</p>

Teaching Difficulty	A. Distinguishing between stressed and unstressed syllables in connected speech (not just in isolated words). B. Applying rhythm naturally in spontaneous speech, avoiding a “robotic” or syllable-timed pattern. C. Overcoming negative transfer from Chinese (syllable-timed) rhythm, especially in producing weak forms and reducing unstressed syllables.
Teaching Duration	4 periods
Teaching Method	Explaining and practicing
Assignment	Exercises in the textbook

Teaching procedures:

Step 1. Lead-in and Warm-up: Rhythm Perception Activation

The teacher introduces the concept of language rhythm through simple rhythm games and contrast listening. Students perceive that English is a beat-based language rather than a word-by-word flat language.

Practices & Examples

1. Beat Warm-up Chant Practice (Whole Class Chorus)

Students clap hands on stressed words to feel fixed rhythm beats:

- GOod MORning (S-W rhythm)
- STUdy HARD (S-W rhythm)
- NEVer GIVE up (S-W-W rhythm)

2. Contrast Listening Judgment Practice

Listen to two reading versions and tell which one has authentic English rhythm:

- Version 1: Every syllable reads equally long (syllable-timed, wrong habit)
- Version 2: Fixed beat interval with weak syllables shortened (stress-timed, correct)

3. Simple Sentence Rhythm Trial Reading

Students try reading and mark their own rhythm feeling:

- I walk to school every morning.
- We learn new knowledge every day.

Step 2. New Knowledge Explanation: Core Theory of English Rhythm

1. Definition of English rhythm: The regular recurring pattern of stressed and unstressed syllables in continuous speech.

2. Core feature: English is stress-timed language. Stressed syllables appear at roughly equal time intervals; unstressed syllables are compressed and accelerated.

3. Comparison: Chinese is syllable-timed; each syllable occupies similar time length.

Ask students to answer True or False:

(1) English stressed beats must keep steady time interval. (T)

(2) More syllables in a sentence mean longer reading time. (F)

(3) Unstressed syllables should be slowed down clearly. (F)

Discuss: Why do Chinese students sound stiff in oral English?

Guide conclusion: Treating English as syllable-timed language, no beat awareness, no syllable compression.

Step 3. Core Teaching: Basic English Rhythm Patterns & Mass Drills

Pattern 1: Binary Rhythm Pattern (S-W / Strong-Weak)

Most common English basic rhythm: one stressed syllable + one unstressed syllable

Dedicated Drilling Examples (Choral Reading + Individual Reading)

1. Two-syllable words rhythm practice

- CHI-na JA-pan STU-dent TEA-cher

2. Short sentence binary rhythm practice

- I GO.

- DAY by DAY.

- WORK and REST.

- HOPE for BEST.

Pattern 2: Ternary Rhythm Pattern (S-W-W / Strong-Weak-Weak)

One stressed syllable + two light and fast unstressed syllables

Dedicated Drilling Examples

Multi-syllable word rhythm practice

- EV-i-dent BEau-ti-ful IN-ter-est-ing

Short sentence ternary rhythm practice

- STUdy ev-ery DAY.

- TRUST in your-self.

- ALways keep learn-ing.

Pattern 3: Mixed Rhythm Pattern (S-W + S-W-W Alternation)

Real English sentences adopt mixed rhythm, which is the key of fluent pronunciation

Mixed Rhythm Sentence Batch Practice (Key Class Drill)

S-W + S-W mixed sentences

- TIME is precious.

- DREAM needs action.

- LIFE needs passion.

S-W + S-W-W mixed sentences

- WORK hard ev-ery single day.

- BELieve in your own poten-tial.

- CHERish ev-ery pre-cious moment.

Step 4. Key Skill Training: Rhythm Grouping Practice

Long sentences must be divided into reasonable rhythm groups (breath groups). Each group has one core stressed beat, ensuring stable rhythm.

Abundant Graded Grouping Drills

1. Simple Sentence Grouping Practice

Students mark / as rhythm groups and clap to read:

- I / love / reading / books.
- We / practise / English / daily.

2. Medium-length Sentence Grouping Practice

- A posi-tive atti-tude / can change your whole world.
- Good habits / de-ter-mine / your future height.

3. Complex Compound Sentence Grouping Challenge Practice

- If you persist in small pro-gress / you will gain great success fi-nal-ly.
- Every effort you make / will surprise you / in the near future.

Step 5. Difficult Point Breakthrough: Syllable Compression & Weak Form Rhythm Matching

When there are many unstressed syllables between two stressed beats, syllables must be compressed and pronounced faster to keep beat time unchanged.

Targeted Special Drills

1. Beat Fixed Comparison Drill (Core Difficult Practice)

Same beat interval, different number of middle syllables:

- Beat 1: LIFE – HOPE (2 syllables interval)
- Beat 2: LIFE for ev-er-y-one – HOPE (more syllables, faster pronunciation)

2. Function Word Weakening & Rhythm Matching Drill

Read sentences with compressed weak forms to maintain rhythm:

- /tə/ go /ðə/ school
- /əv/ all the things
- /ænd/ grow /ev/ery day

Full sentence practice:

- I want /tə/ learn and improve ev-ery day.
- It is /əv/ great signif-i-cance for our growth.

Step 6. Progressive Comprehensive Drills: Words – Sentences – Dialogues – Passages

1. Word-level Rhythm Consolidation

Random word rhythm reading (binary & ternary mixed):

family, morning, happiness, difficult, beautiful, tomorrow

2. Sentence Quick Rhythm Reading (Whole Class Relay) Ideological and Political Education

1. No pain, no gain.
2. Practice makes perfect.
3. Success comes from per-sist-ent efforts.
4. A strong mind beats all dif-fi-cul-ties.

3. Pair Dialogue Rhythm Practice (Interactive Drill)

Dialogue 1

A: What do you do to im-prove your English?

B: I read loud and practise eve-ry day.

Dialogue 2

A: What is your big-gest gain re-cent-ly?

B: I have more confi-dence in speaking.

4. Short Passage Rhythm Integral Reading (Group Competition)

Rhythm Reading Material

Life is a jour-ney of growth.

We meet dif-fer-ent chal-lenges and learn from ex-pe-ri-ence.

Keep a steady pace, hold firm your dream, and walk forward bravely eve-ry day.

Requirements: stable beats, natural weakening, reasonable grouping, fluent rhythm.

Step 7. Typical Error Correction & Special Training

Common Student Errors & Corrective Drills

1. Error 1: All syllables read equally long

Correction contrast practice:

Wrong: Life / is / a / jour / ney

Right: LIFE is a jour-NEY (strong beat prominent, weak syllables compressed)

2. Error 2: Unstable beat speed

Fixed-beat clapping practice: clap at fixed speed, read all sentences following the beat

3. Error 3: No rhythm grouping in long sentences

Sentence segmentation correction training for 5 long complex sentences in class

Step 8. Class Summary

1. English core rhythm: stress-timed rhythm with fixed beat intervals

2. Two basic patterns: binary (S-W), ternary (S-W-W)

3. Three key skills: reasonable grouping, weak form matching, syllable compression

4. Learning essence: Rhythm determines the fluency and authenticity of oral English

VI. Homework Arrangement

1. Sort out 15 daily sentences, divide rhythm groups, mark stressed beats, record reading audio with stable rhythm.

2. Exercises in the textbook

Chapter	Section Four: Sound linking, sense group and intonation Unit 9 Intonation (1)and Unit10 Intonation(2)
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<p style="text-align: center;">Teaching Objective</p>	<p>A. Students can define intonation and understand its importance in authentic English communication.</p> <p>B. Students can master two core basic intonation patterns: rising intonation and falling intonation.</p> <p>C. Recognize the difference between English (stress-timed) and Chinese (syllable-timed) rhythm systems, and understand how this affects intelligibility and naturalness in spoken English.</p> <p>D. Students can accurately use falling intonation for statements, commands and definite answers.</p> <p>E. Students can correctly apply rising intonation for general questions, polite requests and unfinished utterances.</p> <p>F. Ideological and Political Education Intonation learning teaches students polite tone expression in cross-cultural communication. Proper rising tone and fall-rise tone help students form respectful, modest and civilized communication habits, reflecting good personal literacy and national cultural demeanor in international exchanges.</p>
<p style="text-align: center;">Teaching Focus</p>	<p>A. Standard pronunciation and basic usage of falling intonation and rising intonation.</p> <p>B. Intonation matching rules for different sentence types: statements, yes/no questions, imperative sentences and exclamatory sentences.</p> <p>C. Correct pause and intonation group division in simple and compound sentences.</p>
<p style="text-align: center;">Teaching Difficulty</p>	<p>A. Flexible application of fall-rise intonation in real context to show politeness, reservation and implication.</p> <p>B. Distinguishing identical sentences with different intonation leading to different attitudes and meanings.</p> <p>C. Avoiding flat “monotone reading” and mechanical intonation imitation.</p> <p>D. Integrating stress, rhythm and intonation into natural fluent oral expression.</p>

Teaching Duration	4 periods
Teaching Method	Contrastive Listening Method; Imitation & Repetition Method; Situational Dialogue Method
Assignment	Exercises in the textbook

Teaching procedures: Ideological and political education

Step 1. Lead-in & Warm-up: Intonation Perception

Guide students to realize that words are the same, but intonation changes meaning and attitude.

Trigger students' awareness of intonation importance through listening contrast.

Abundant In-class Drills

Drill 1: Attitude Listening Judgment (Whole Class)

Teacher reads the same sentence with different intonation; students judge the speaker's mood.

Sentence: You are coming.

- Falling: Sure, firm statement.
- Rising: Surprised, doubtful or questioning.

Drill 2: Simple Trial Reading

Students read and feel the difference:

1. Good morning. (falling, polite & steady)
2. Good morning? (rising, confused & questioning)

Guiding Conclusion: Intonation is the "tone color" of English speech. Without correct intonation, English sounds mechanical and unnatural.

Step 2. Basic Knowledge Explanation: Definition & Classification

Key Knowledge

1. Intonation: The rise and fall of voice pitch in continuous speech.
2. Three core patterns taught in this course:
 - Falling Intonation (↘)
 - Rising Intonation (↗)
 - Fall-rise Intonation (↘↗)

Consolidation Quick Quiz (True or False)

1. Intonation only changes sound, not meaning. (F)
2. Falling intonation usually shows certainty and completion. (T)
3. Rising intonation often implies incompleteness or uncertainty. (T)

Step 3. Focus 1: Falling Intonation (↘) Rules + Full Drills

Rule Summary

Falling intonation is used for:

- Declarative sentences (definite statements)
- Imperative sentences (commands & suggestions)
- Exclamatory sentences
- Wh-questions (special questions)

- Firm answers

Large Quantity of Graded Drills

1. Single Phrase Falling Drill

- Well ↘ done.

- Good ↘ job.

- That's all ↘ right.

2. Declarative Sentence Drill (Choral + Individual)

1). I like reading ↘ books.

2). She studies English every ↘ day.

3). Hard work brings ↘ success.

4). Positive attitude changes your whole ↘ world.

3. Wh-question Falling Drill

Where do you ↘ live?

What is your favorite ↘ subject?

How can we improve our ↘ English?

4. Command & Exclamation Drill

Please sit ↘ down.

Listen ↘ carefully.

What a beautiful ↘ day!

Step 4. Focus 2: Rising Intonation (↗) Rules + Full Drills

Rule Summary

Rising intonation is used for:

- Yes / No general questions

- Polite mild requests

- Incomplete sentences & listing items

- Gentle greetings with surprise

- Tentative inquiry

Massive In-class Practice

1. General Question Core Drill (Key Exercise)

Do you like ↗ music?

Can you speak ↗ English?

Are you ready for the ↗ class?

Will you join our ↗ activity?

2. Polite Request Rising Drill

Could you help ↗ me?

May I ask a ↗ question?

Can you wait a ↗ minute?

3. Incomplete Listing Rising Drill (Very Important for Passage Reading)

Read with rising tone for each unfinished item, falling for the last one.

I like ↗ reading, ↗ running, and ↘ swimming.

We need ↗ confidence, ↗ patience, and ↘ persistence.

Step 5. Focus 3: Difficult Point — Fall-rise Intonation (↘ ↗) Drills

Rule Summary

Fall-rise intonation carries implicit meaning:

- Polite reservation
- Mild disagreement
- Hesitation
- Gentle reminder

- Partial contrast

Classic Contrast Drills (Most Effective Training)

1. Attitude Contrast Drill

Sentence: It is okay.

- Falling: Totally okay, no problem. ↘
- Fall-rise: It is okay, but not perfect / still has problems. ↘ ↗

2. Implication Drill

Sentence: I know you.

- Falling: I truly know you. ↘
- Fall-rise: I know you (but not others). ↘ ↗

3. Daily Polite Sentence Drill

It's ↘ ↗ fine. (reluctant acceptance)

Maybe ↘ ↗ later. (polite refusal)

I ↘ ↗ think so. (uncertain opinion)

Step 6. Intonation Group & Pause Training (Long Sentence Mastery)

Long sentences are divided into intonation groups. Each group has one complete intonation contour and reasonable pause.

Layered Grouping & Reading Drills

1. Simple Intonation Group Practice

/ In my spare time / I enjoy reading. ↘

/ If you try your best / you will make progress. ↘

2. Multi-group Mixed Rising & Falling Drill

/ When you meet difficulties ↗ / do not give up ↘.

/ If you keep learning ↗ / you will finally succeed ↘.

3. Complex Sentence Challenge Drill

/ Although English pronunciation is not easy ↗ / continuous practice / will definitely improve your oral ability ↘ .

Step 7. Sentence Pair Contrast Drill (Same Sentence, Different Intonation)

This is the core high-level exercise for 180-minute long class. Students must read and explain meaning differences.

A: You will leave. ↘ (statement: I know you will leave)

B: You will leave? ↗ (surprise: I cannot believe you will leave)

A: That's right. ↘ (total agreement)

B: That's ↘ ↗ right. (partially correct, not entirely right)

A: I didn't tell him. ↘ (firm denial)

B: I ↘ ↗ didn't tell him. (I did not tell him, but someone else did)

A: She is beautiful. ↘ (pure praise)

B: She is ↘ ↗ beautiful. (beautiful but has shortcomings)

Step 8. Dialogue Role-play Intonation Practice (Pair Work)

Dialogue 1 (Rising & Falling Mixed Daily Dialogue)

A: Do you like learning English? ↗

B: Yes, I love it. ↘

A: Can you speak fluently now? ↗

B: I am still practicing every day. ↘

Dialogue 2 (Fall-rise Polite Communication)

A: Do you think my pronunciation is good? ↗

B: It's ↘ ↗ good. (polite reservation: needs more improvement)

A: Should I practice more? ↗

B: Yes, more practice will help you better. ↘

Step 9. Passage Comprehension Intonation Training (Group Competition)

Reading Material (Rising for unfinished items & clauses, falling for ending)

/ Life is full of challenges ↗ / and opportunities ↗ .

/ If we keep a positive attitude ↗ / and stick to daily practice ↗ / we will finally gain progress and growth ↘ .

/ Every effort ↗ / every persistence ↗ / and every belief ↗ / will light up our future road ↘ .

Requirements: correct intonation groups, proper rise and fall, natural attitude expression, no flat monotone.

Step 10. Typical Error Correction & Targeted Training

Common Chinese Students' Intonation Errors + Correction Drills

1. Error 1: All sentences flat tone

Correction: Mark every sentence with ↗ ↘ symbols and follow pitch changes strictly.

2. Error 2: Rising tone at the end of all sentences

Correction Drill: Read 10 declarative sentences with pure falling tone.

3. Error 3: No pitch change in fall-rise sentences

Correction: Slow-motion voice training: fall first, then rise slightly.

VI. Class Summary

1. Three core intonation patterns: falling (certainty), rising (uncertainty/incompleteness), fall-rise (polite implication).

2. Different sentence types match fixed intonation rules.

3. Intonation groups determine the fluency and logic of long sentences.

4. Intonation reflects attitude, emotion and implicit meaning, which is essential for authentic communication.

VII. Homework

1. Mark intonation symbols (↗ ↘ ↙ ↗) for 20 daily sentences, read repeatedly and record standard audio.

2. Read and recite the in-class passage with accurate intonation, submit a reading video.

Chapter	Section Five: Public speaking Unit 11-12 Speaking for success
Teaching Objective	<p>A. Students can master the core theoretical concepts of vocal delivery in public speaking, including pitch, volume, pace, pause and tone variation.</p> <p>B. Students can recognize and correct common pronunciation errors in public speaking, such as word stress misplacement, sentence intonation confusion, liaison and elision mistakes.</p> <p>C. Students can understand the internal connection between standard pronunciation, proper vocal delivery and effective public speaking expression.</p> <p>D. Ideological and Political Education: English public speaking is an important way of cross-cultural communication. Mastering standard and expressive English expression skills enables students to accurately and confidently tell Chinese stories, spread Chinese youth values and positive spiritual outlook in international communication scenarios, and enhance national cultural confidence and cross-cultural communication responsibility.</p>
Teaching Focus	<p>A. The application skills of core vocal delivery elements (pause, pace, tone, volume) in public speaking.</p> <p>B. Mastery of sentence stress and intonation rules that determine speech expression effects.</p>
Teaching Difficulty	<p>A. Flexible switching of vocal delivery styles adapting to different speech contexts (inspirational, persuasive, narrative speech).</p> <p>B. Natural integration of pronunciation rules (liaison, incomplete plosion, intonation) into continuous public speaking, avoiding rigid mechanical reading.</p> <p>C. Elimination of habitual pronunciation errors and single vocal tone in long-term English expression.</p>
Teaching Duration	4 periods

Teaching Method	Contrastive Listening Method; Imitation & Repetition Method; Situational Dialogue Method
Assignment	Exercises in the textbook

Teaching procedures: Ideological and political education

Part 1: Lead-in & Course Introduction

1. Teacher briefly introduces the importance of pronunciation and vocal delivery in public speaking. Explain that excellent speech content needs standard pronunciation and expressive vocal delivery to convey ideas and emotions effectively.
2. Play two contrastive speech videos: one with standard pronunciation and rich vocal delivery, one with flat tone and wrong pronunciation. Guide students to discuss the differences in listening experience and communication effects, and arouse students' learning motivation.
3. Announce the two core learning modules of this course: Vocal Delivery Skills, Pronunciation Standardization for Public Speaking.

Part 2: Module 1 – Vocal Delivery in Public Speaking (Core Knowledge & Massive Practice)

1. Theoretical Knowledge Explanation

Explain five core dimensions of vocal delivery and their speech application scenarios:

- Volume: Adjust loudness according to venue size and speech emphasis; loud for key viewpoints, moderate for narrative content.
- Pace: Slow down for emotional and inspirational sentences, moderate speed for statement content, slightly fast for logical and concise arguments.
- Pause: Logical pause (for sentence structure segmentation) and emotional pause (for rendering speech atmosphere).
- Pitch & Tone: High pitch for passion and encouragement, low and steady pitch for solemn and persuasive content.
- Voice Projection: Let the voice be full and penetrating, avoid vague and breathy voice in public speaking.

2. Progressive Intensive Practice (Core Session)

Practice 1: Single Element Fixed Training (Basic Drill)

(1) Volume Control Practice

Students read 10 given speech sentences in three volume levels (low, moderate, high). Mark the core keywords of each sentence, and strengthen the volume of key words while keeping other words moderate.

Example sentences:

- Dreams are not empty fantasies, but the driving force for progress.
- Persistence always pays off in the end.

(2) Pace Control Practice

Students conduct paired practice. One student times, the other reads paragraphs at slow, standard and fast pace respectively, then summarizes which pace is most suitable for public speech

expression. Teachers patrol to correct students' too-fast garbled reading and too-slow rigid reading problems.

(3) Pause Marking & Simulation Practice

Provide 5 classic short speech paragraphs. Students independently mark logical pauses (/) and emotional pauses (//) on the paragraphs, then read aloud according to the marks. After individual practice, conduct group reading display, and the whole class evaluates the rationality of pause setting.

Practice 2: Comprehensive Vocal Delivery Simulation (Integrated Drill)

Provide three types of typical speech fragments (narrative speech, inspirational speech, persuasive speech). Students complete adaptive vocal adjustment independently:

- Narrative speech: moderate pace, gentle tone, stable volume
- Inspirational speech: rising pitch, proper volume increase, obvious emotional pause
- Persuasive speech: steady voice, emphasized key words, logical and neat pace

Each student selects one fragment to perform in front of the class, and teachers give targeted guidance on vocal defects.

Practice 3: Error Correction Training for Common Vocal Problems

Summarize three common vocal problems of students: flat single tone, no key word emphasis, unreasonable pause. Provide targeted correction training materials, and students conduct repetitive comparative reading of wrong pronunciation versions and standard versions to form correct vocal expression habits.

Part 3: Module 2 – Pronunciation and Public Speaking (Core Knowledge & Massive Practice)

1. Theoretical Knowledge Explanation

Focus on pronunciation rules that have the greatest impact on public speaking effects, and distinguish daily oral pronunciation and formal speech pronunciation standards:

- Word & Sentence Stress: Public speaking emphasizes sentence stress more than single word stress; stressed words carry core information.
- Intonation Rules: Falling tone for definite statements and conclusions; rising tone for hesitation and inquiry; compound tone for emotional transition.
- Connected Pronunciation Rules: Natural liaison, incomplete plosion, assimilation in continuous speech, avoiding word-by-word stiff reading.
- Pronunciation Clarity: Ensure each syllable is clear in formal speech, avoid slurred ending syllables.

2. Progressive Intensive Practice (Core Session)

Practice 1: Stress Identification & Reading Practice

(1) Word stress training: Screen 30 high-frequency mispronounced words in speeches (e.g., development, opportunity, responsibility). Students mark stress positions and read aloud repeatedly to fix correct pronunciation.

(2) Sentence stress training: Provide 20 speech sentences. Students underline core stressed words (nouns, verbs, adjectives) and weaken function words (prepositions, articles). Conduct group relay

reading to check stress accuracy.

Practice 2: Intonation Imitation & Creation Practice

(1) Imitation training: Play audio clips of classic English speeches. Students follow the audio to imitate intonation changes sentence by sentence, record their own reading voices, and compare with the original audio to find intonation differences.

(2) Creative intonation practice: Give the same sentence with different emotional requirements (serious, excited, sincere, firm). Students adjust intonation independently to express different emotions, and let peers judge the emotional matching degree.

Practice 3: Continuous Speech Pronunciation Fluency Drill

(1) Short sentence liaison practice: Group training of common liaison and incomplete plosion combinations in speeches, requiring natural and smooth pronunciation without pause between connected words.

(2) Paragraph continuous reading practice: Students read 150-word speech paragraphs continuously, requiring no word-by-word reading, standard pronunciation, natural liaison and complete intonation transition. Each student reads twice, optimizing pronunciation fluency for the second time.

Practice 4: Pronunciation Error Spotting & Correction Game

Prepare 10 recorded speech fragments with typical pronunciation errors (wrong stress, wrong intonation, missing liaison). Students listen carefully in groups, spot all errors one by one, and make corrected reading demonstrations. The group with the most accurate error spotting gets classroom affirmation.

Part 4: Comprehensive Integrated Speech Training (Synthetic Application)

This session integrates vocal delivery and pronunciation skills to achieve comprehensive skill application.

1. Short Speech Impromptu Practice

Provide 8 positive speech topics (youth, struggle, growth, responsibility, reading, perseverance, friendship, dreams). Students draw lots to select topics, prepare a 1-minute impromptu speech independently, requiring standard pronunciation, proper pace and pause, and emotional vocal expression.

2. Group Cooperative Speech Polishing

Divide students into groups of 4. Each member delivers an impromptu speech in the group. Group members evaluate from two dimensions: pronunciation standardization and vocal delivery effect, point out existing problems, and put forward modification suggestions. Speakers revise and re-deliver the speech according to suggestions.

3. Class Excellent Speech Display

Select outstanding students from each group to give 2-minute public speeches in front of the whole class. Teachers make comprehensive comments on their pronunciation accuracy, vocal adaptability and overall speech expression effects, and summarize universal advantages and problems of the whole class.

Part 5: Course Summary & Knowledge Sorting

1. Teachers sort out the core knowledge points of the two modules: key vocal delivery adjustment skills and public speaking dedicated pronunciation rules.
2. Summarize common problems existing in students' classroom practice, emphasize the key points that need long-term repeated training.
3. Clarify the logical relationship: standard pronunciation is the foundation of public speaking, and flexible vocal delivery is the soul of speech expression, and the two complement each other to achieve excellent public speaking effects.

VI. Homework

1. Voice Recitation Task: Select a 150-200 word classic positive English speech paragraph, polish pronunciation, pace, pause and tone independently, record a complete reading audio, and submit it before the next class.
2. Exercises in the textbook