

Intelligent Learning in English Pronunciation

A Course of English Pronunciation Skills

Third edition

英语语音技能教程

第3版

主 编 秦小怡
副主编 杨蕾达
编 者 秦小怡 杨蕾达 杨健



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第3版前言

《英语语音技能教程》自2009年8月“第1版”面世至今，全国已有几百所高校使用；而据笔者了解，也有一些中等和高等职业院校甚至是高中都在使用这本教材。很多师生对本教材厚爱有加，评价本书“配有口型图、实用性强、内容专业、练习形式丰富、适合自学”等，这让我们深受鼓舞。同时我们也收到一些中肯的意见和建议，为我们修订本教材提供了依据。笔者在英语语音教学中也亲自使用本教材，并在教学实践中不断修改和完善教材内容。2012年10月，我们在教材的“第2版”中主要删减、更改或新编了一些练习、规范了语音符号、添加了汉语解释、增加了网上资源，改动范围比较大，但是仍有一些不尽人意的地方。

笔者通过进一步搜集广大用户师生的反馈意见，结合自己的教学体会和出版社编辑的意见，对教材又做了一些必要的修订，目的是让本教材的内容更加科学、实用，让学生学起来更轻松，让老师在课堂上更好操作。我们在“第3版”中主要做了如下修订：

1. 将原教材的单色改为双色，使得一些内容更加突出，更好地体现强调的功能。
2. 规范了一些练习成分的数量，比如第2~8单元的“发音练习”部分，将每个音的拼读音标的练习统一为6个，删除了一些与下面单词读音中有重复或较为复杂的内容。
3. 替换了一些篇幅较长、功能性不强的练习，如原来第4单元的技能巩固练习9；使这些练习更加体现对本单元目标音的复习功能。
4. 删除并替换了部分设计不合理的练习，如原来第6单元中技能巩固练习5的B部分；使这些练习更加科学，更有目的性和可操作性。
5. 增加了部分职业场景的、实用性较强的语音、语调练习，如第6单元的技能巩固练习9，在介绍职场 presentation 技巧的同时突出对 /l/ 音的练习。
6. 对个别练习进行了顺序的调整。
7. 替换了一些口型图和插图。
8. 对原来一部分没有配有录音的内容增加了录音。
9. 全书对练习题的指令、语音的描述、汉语翻译再次进行了统一和规范，删除了一些晦涩难懂、理论性强的内容。

本教程共有五章，内容简介如下：

第一章（第1单元）为导篇。本章介绍英语语音的几个基本概念，包括英语字母、音素、音节、重音、节奏等。本章从引导学习者重新观察和认识26个英语字母和46个音素入手，帮助学习

者发现英语字母和音素之间的内在联系和变化规律，增强学习者“音形”同步学习意识，为英语听、说、读、写做好语音准备。

第二章（第2～9单元）是英语音素系统训练部分。第2～8单元都包含四个板块。板块 I Target Sounds（认识音标）学习音素及其发音部位分解图，了解每个音素的准确发音部位，掌握发音方式，要求学习者对自身习惯性发音错误进行纠正。板块 II Intelligent Learning（领悟学习）分为三部分：1. Sound Practice（发音练习），要求学习者在体会正确发音的要领后进行语音练习。练习由易到难，先为单音练习，而后进行拼读单词音标和识读单词练习。所选例词均有下画线标记，加深学习者对英语单词“音形”约定的感性认识。2. Sound & Form（音形观察），让学习者在前一部分学习的基础上，通过归纳语音及其字母表现形式，从英语单词组合规律中悟出音形结合的窍门，从而提高词汇学习效率。3. Sound Rules of Vowel-Letters（元音字母发音规则），为5个元音字母的基本发音规则概述。板块 III 为 Summary（语音小结），目的在于帮助学习者在实践的基础上总结规律，从感性认识上升到理性认识。板块 IV 为 Skill Enhancement Exercises（技能巩固练习），该部分内容最好在教师的指导下进行，或自己听录音进行模仿练习；该部分内容力求形式多样，由浅入深、由易到难，包括单音练习、音标拼读、音素对比练习、听辨练习、音形识读、跟读练习、听写等，着眼扎实的语音基本功训练。考虑到学习者互动学习的必要性，本教程还设计了一些词汇游戏和小组活动等互动内容。

第三章（第10～12单元）为朗读技巧训练内容。这三个单元通过全面系统地介绍实际交流中各种连贯话语的表达技巧，如英语语音的清浊音、轻重音、不完全爆破、弱化、连读、同化、句子停顿、句子重音等，将英语语音的“超音段特征”作为语音教学的重要内容。针对中国学习者英语感缺失和连贯表达技巧基本功薄弱的突出问题，本教程逐一为以上技巧进行归纳和专门训练。

第四章（第13～14单元）主要内容为语调学习和综合训练。作为“超音段特征”的重要组成部分，英语语调是影响表达意图的重要方面。本章分为两部分内容：第13单元介绍基本语调种类及其掌握要领，第14单元介绍语调的功能及其应用。本章提供了各种语调的练习素材，教学原则为精讲多练，以模仿朗读为主，达到自然流畅的要求。

第五章（第15单元）为综合朗读技能练习。本章提供各种题材和体裁的篇章进行朗读练习。该部分学习要求对前面所掌握的正确发音及语音技巧、语调等进行综合练习，着重训练模仿、理解、连贯、流利等方面的综合朗读技能。

本教程的教学内容按36个学时来设计，可供一个学期使用。亦可根据情况采取集中学时进行连贯性训练，以课后巩固性练习进行强化，以便学习者在接受系统语音训练和掌握语音知识后，能够自觉运用语音技能，在不断实践的过程中快速提高英语交际能力。

本教程配有MP3光盘，包含书中所有相关语音练习的录音，书中相应位置用“🎧”标出。“📖”表示本练习有参考答案，可以在书后查找。

本教程除了教材本身的内容，还有内容丰富的网上资源，语料均基于真实语境设计，生动、有趣、目的性强，建议使用者及时下载所有的材料，与本教材配套使用，效果更佳；这些网络资源包括针对每个音素设计的情景对话（共 44 个）、短文听、读、模仿练习（共 12 篇）、电影对话欣赏（共 4 篇）；由于本教程的语音描述和教学主要基于英式英语发音，为了弥补美式英语训练的不足，网络资源中也包括了针对美式英语发音的练习（共 50 篇、含答案）。这些网络资源在书中都用“”符号标注，均配有 PDF 文本（可以复印）和相应的录音。学习者登录 www.blcup.com，输入本书书名，找到本书网页，进行注册登录后在“资源下载”处即可下载。

本教材在编写过程中得到了许多同事、朋友和学习者们的热情鼓励和大力支持。教材试用期间得到很多院校和培训单位师生的积极配合、充分肯定和热情鼓励，他们还为教材的修改提供了许多重要意见，在此表示感谢。也同时欢迎更多使用本教材的广大师生和同行对我们的教材提出更多宝贵意见。

编者

2015 年 7 月

《英语语音技能教程》自 2009 年 8 月面世至 2012 年 9 月，已是第 6 次印刷。全国上百所本科和高职院校使用我们的教材的广大师生均给予了一致的好评，这对我们鼓舞和激励极大！尤其该教程于 2011 年 11 月接受了来自北京师范大学专家的严格评审，最终以排名第一的结果顺利通过了海南师范大学教材建设委员会的批准，作为本科英语教材给予立项建设资助，这也促使我们结合专家建议和使用者的反馈，做出对教材进行改版的决定，使之更具完整性、针对性、实用性和生动性。在《英语语音技能教程（第 2 版）》中我们做了如下改动：

1. 将一些不太合理的练习加以删除、更改（如第二章每单元中“领悟学习”里面的发音练习中不常见或不合理的音标进行了删除或更改），对个别的语音描述进行了完善和修改，也对某些单词的音标对照权威的词典进行了订正。
2. 特别增加了针对中国学生有一定困难的语音训练的内容（如改版后的第三章第 10 单元更加突出“爆破音”在实际语流中的各种发音现象和技巧训练，帮助中国学习者准确抓住困难发音的特点和要领，有效提高学习者的英语听说能力）。
3. 考虑到学习者经过扎实的语音技能训练后，需要在真实情景中进行大量体验性模仿，增强感官刺激，调动学习兴趣，改版后的第五章第 15 单元还增加了影视情景对话的篇幅，将语音学习与语境结合起来；而且在选材上注意兼收英式和美式发音，以扩大学习者的语音模仿范围，提高学习者对情景对话的反应能力，达到流利英语学习的目的。
4. 教材中原来用英文表述的理论性较强的语句、专业性词汇和关键词语都加注了汉语解释，单元练习的指令也都用汉语进行了统一标注，更有助于学生的理解。
5. 完善了语音练习中的各种符号标识（如：下画线、粗体、箭头、连音符、重音符等），使之更加清晰、明了、统一。
6. 由于内容上的改动，也结合一些使用者提出的宝贵意见，我们又特别聘请了专业的英国语音教学专家对本书中语音练习内容进行了重新录制，录音为纯正的 BBC 英语发音，学习者可以模仿练习。
7. 除了教材本身的内容，在改版中我们特别增加了内容丰富的网上资源，语料均基于真实语境设计，生动、有趣、目的性强，建议使用者及时下载所有的材料，与本教材配套使用，效果会更好。这些网络资源包括针对每个音素设计的情景对话（共 44 个）、短文听、读、模仿练习（共 12 篇）、电影对话欣赏（共 4 篇）。由于本教程的语音描述和教学主要基于

英式发音，为了弥补美式英语训练的不足，网络资源中也包括了针对美式英语发音的练习（共 50 篇及其答案）；这些网络资源在书中都用“”符号标注，均配有 PDF 文本（可以复印）和相应的录音。登录 www.blcup.com，输入本书名，找到本书网页，在“相关资源”处即可下载。

本教程的改版得到原课题组成员一如既往的积极支持和参与，其中秦小怡教授负责全书内容的设计及语音语调章节的编写；杨蕾达教授增补了第三章并整理了网上资源；杨健老师为单元练习和影视情景对话内容进行了进一步节选和编写；其他成员如王净副教授、邱茹春博士等从专业教学的角度为本教程的修改提出了宝贵建议。我们还要特别感谢本教程的责任编辑和封面设计者为版面设计、教材的完善和宣传推广等所做出的贡献。在此，我们一并向课题组全体成员，向所有帮助过、支持过的专家、同行和亲朋好友们表示衷心的感谢！

编 者

2012 年 10 月

设计理念：以人为本，培养悟性，挖掘潜力。

教学策略：揭示规律，由浅入深，增强自信。

本书是一本寻求听、说、读、写同步和一体化的训练教程。该教程力图利用英语的字母文字优势，通过挖掘英语音与形的吻合点，将语音教学与词汇学习结合起来，培养学习者辨音、听写、识读等快速反应能力，为提高听、说、读、写能力打下良好的语音基础。

本教程共有五章。

第一章（第 1 单元）为导篇。介绍英语语音的几个基本概念，包括英语字母（letter）、音素（phoneme）、音节（syllable）、重音（stress）、节奏（rhythm）、语调（intonation）等。本章从引导学习者重新观察和认识 26 个英语字母和 46 个音素入手，帮助学习者发现英语字母和音素之间的内在联系和变化规律，增强学习者“音-形”同步学习意识，为英语听、说、读、写做好语音准备。

第二章（第 2 ~ 9 单元）是英语音素系统训练的主要部分。每个单元以四个板块呈现。板块 I（Target Sounds）重点学习音素及其发音部位分解图，要求学习者在训练之前首先了解每个音素的准确发音部位，掌握发音方式，自觉地对自身习惯性发音错误进行纠正。板块 II（Intelligent Learning）分为三部分：1. Sound Practice（发音练习），要求学生在体会正确发音的要领后进行语音练习实践。练习由易到难，先为单音练习，而后进行拼读单词音标和识读单词练习。所选例词均有下画线标记，加深学习者对英语单词“音-形”约定的感性认识。2. Sound and Form（音-形观察），这一部分内容是在前一板块学习的基础上，通过归纳语音及其字母表现形式（用黑体字表示），从英语单词组合“规律”中“悟”出“音-形”结合的“门道”，从而提高词汇学习效率。3. Sound Rules of Vowel-Letters（元音字母发音规则）为发音规则概述。板块 III 为 Summary（语音小结），目的在于帮助学习者在实践的基础上总结规律，从感性认识上升到理性认识，加深学习理解。板块 IV 为 Skill Enhancement Exercises（技能巩固练习）。该部分内容最好在教师的指导下进行，或听录音进行模仿练习。该部分内容力求形式多样，由浅入深、由易到难，通过单音练习、音标拼读、音素对比练习、听辨练习、音形识读、听写等，着眼扎实的语音基本功训练。考虑学生互动学习的必要性，教程还提供词汇游戏和小组活动内容，以引发学习者的学习兴趣和热情。

第三章（第 10 ~ 12 单元）为朗读技巧训练内容。本章通过全面系统地介绍实际交流中各种连

贯话语的口头表达技巧，如英语语音的清浊音、轻重音、不完全爆破、弱化、连读、同化、句子停顿、句子重音等，将英语语音的“超音段特征”作为语音教学的重要内容。针对中国学生英语语感缺失和连贯表达技巧基本功薄弱的突出问题，本教程逐一对以上技巧进行归纳学习和专门训练。

第四章（第13～14单元）为语调学习和训练的内容。本章分为两部分内容：一、语调种类介绍和掌握；二、语调的功能及其应用。本章的教学原则为精讲多练，以模仿朗读为主。为此，教材提供了各种语调的练习素材，着重听读结合，达到自然流畅的要求。

第五章（第15单元）为综合练习内容。本章提供各种题材的篇章进行朗读练习。该部分学习要求应用前面所掌握的正确发音及语音技巧、语调等进行综合练习。为了帮助学习者欣赏并模仿英、美人地道的发音和腔调，教材还提供部分原版电影片段供学习者选用。本章训练着重模仿、理解、连贯、流利等几方面的综合朗读技能，要求学习者不仅要有较强的模仿能力，而且要在理解原文的基础上进行准确朗读。

本教程具有三大特色：

1. 功能性：具有指导和训练学习者的英语发音、听辨、识读和快速拼写功能，使英语“听、说、读、写”能力相互促进，协调发展；
2. 规律性：通过揭示英语字母的组合规律和发音规律等，使初学者从中发现和领悟英语“音-形-义”巧妙结合的奥妙所在；
3. 特色性：强调英语语音特色，加强音节识读及重音、节奏、语调等超音段特征训练，使学习者在熟悉“音-形”组合规律的基础上掌握正确的语音语调及流畅朗读技巧，达到准确表达的交际目的。

教学建议：

1. 教材第一章为重要的基本概念部分，教师在实际训练之前，应注意引导学生从观察26个字母入手，结合音素总表进行初步的“音-形”标识观察学习，使学习者对构词与发音关系有个基本了解，为接下来的学习做好心理准备；（预备学习）
2. 按音素分类进行发音部位分解指导，帮助学习者掌握英语的正确发音；（领悟学习）
3. 以听和模仿发音训练为主，兼顾识读和拼写，反复多次进行；（熟悉学习）
4. 在掌握发音要领的基础上，及时加大训练量，以巩固学习效果；（巩固练习）
5. 增加跟读分量和模仿朗读分量，帮助学习者增强语感；（辅助练习）
6. 由易到难逐级进行模仿朗读练习：单词→句子→段落。（流利程度练习）

本教程的教学内容按32~36个学时来设计，可供一个学期使用（16～18周，每周2学时）。亦可根据情况采取集中学时进行连贯性训练教学，加大课后巩固性练习，以便学习者在系统接受语音训练和掌握语音知识后，能够尽快步入自觉运用语音技能进行高效英语学习的正轨，在不断实践

的过程中使英语交际能力快速的提高。本书录音部分用  表示。练习答案用  标出，可以在书后查找。

致谢：本教材在编写过程中得到了许多同行、同事、朋友和学生们的热情鼓励和支持。教材试用期间得到海南师范大学外语学院本科专业 2005 级、2006 级、2007 级新生以及 2008 级部分非英语专业本科生，新加坡淡马锡基金海南省中学英语骨干教师脱产培训班第一、二期学员的充分肯定、热情鼓励和积极配合，坚定了我们出版本教材的信心，并为教材的修改提供了许多重要意见。特别要感谢我们的同事与好友、曾经的课题组成员杨蕾达、王净、邱茹春等，她们长期的支持和在共同工作的日子里所付出的辛勤劳动令我们难忘！耿娟老师和她的团队在教材后期材料加工等方面所给予的许多具体帮助为教材的顺利完成起到了关键性的作用，尤其是王文开同学在教材插图和课件制作方面付出了辛勤的劳动。在此，我们对所有关心和关注我们并献出各种友情支持和帮助的亲朋好友们一并表示衷心的感谢！

编者

2009 年 6 月



To the Teachers

Why do we need to teach English pronunciation? Obviously it is for at least two reasons. Firstly, it is to improve intelligibility, which will help improve not only one's pronunciation itself, but also one's abilities in vocabulary building, listening, speaking and writing. Secondly, teaching pronunciation at a more advanced level is to allow students to monitor themselves so that they will be able to create a favorable impression in communicative situations.

A newly-explored area in teaching English pronunciation is to unfold the relationship as well as the rules between English letters and English phonemic sounds. The endeavour proves to be a worthy effort for learners as it not only helps them pronounce English words correctly, but also enables them to spell English words accurately and efficiently. Being the first important step in teaching English or of access to successful English learning, it deserves great attention and endeavour. Therefore, our purpose is to help English teachers realize the power of sound as well as the form of English so that creative teaching will be achieved and to help learners explore their potentiality in learning a foreign language. Our philosophy of teaching English pronunciation is that every learner can learn English intelligently because everyone has his or her own ability to learn a language and should reach his or her fullest potential.

A booklet, *Teaching Pronunciation*, published by SEAMEO Regional Language Centre in Singapore (2004) has listed some of the common problems of pronunciation from a variety of sources:

- 1) using the wrong sound;
- 2) leaving sounds out;
- 3) adding sounds;
- 4) putting stress on the wrong syllable in a word;
- 5) putting stress on the wrong word in a sentence;
- 6) using the wrong intonation pattern;
- 7) combination of these problems.

“The type of misunderstanding can range from failing to grasp the message or misinterpreting the meaning of the message to being insulted because the speaker appears to be expressing an attitude that was not intended.”

Intelligent Learning in English Pronunciation is a practical course-book tailored to freshmen in universities and colleges, especially the English majors who want systematical training in English pronunciation and intonation, which has proved essential for English learning at college level.

To many, the spelling of English is very inconsistent. There are many words which are spelt differently but sound the same, such as **hair/hare**, **I/eye**, **rap/wrap**, **bear/bare**, **rays/raise**, etc. Students are often frustrated in an attempt to learn new words by heart. As a result, many failed, or even gave up, because of this obstacle of sounds and forms of English words.

However, English is not a language without any rules. On the contrary, it is such a unique language that the closer you approach it the more interesting and magical you will find it to be. Mostly the letters are formed in such a way that they coincide with English sounds to produce rhythmic and musical effect, which is the power to help the students through the way of English learning and communication.

“Old habits won’t change without a lot of hard work!” We believe that diligence, perseverance, a strong desire to improve as well as a good ear and good senses of English language will help one succeed!

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BEFORE YOU LEARN

Cardinal Vowels 基本元音

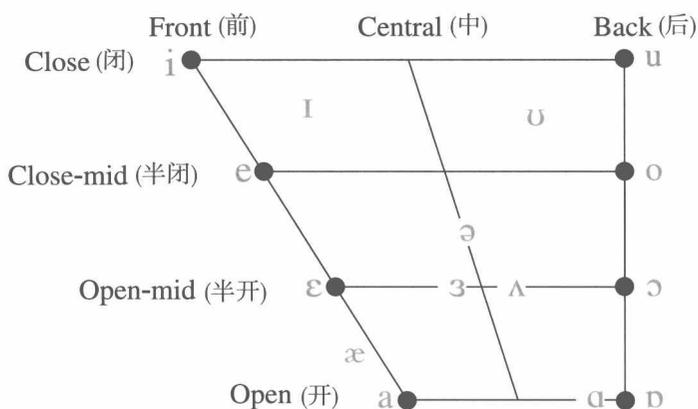
Table of English Consonants 英语辅音表

Organs of Speech 发音器官

Comparison Chart: Phonetic Symbols 新/旧版国际音标对照表

Table of Terms 术语表

I Cardinal Vowels 基本元音

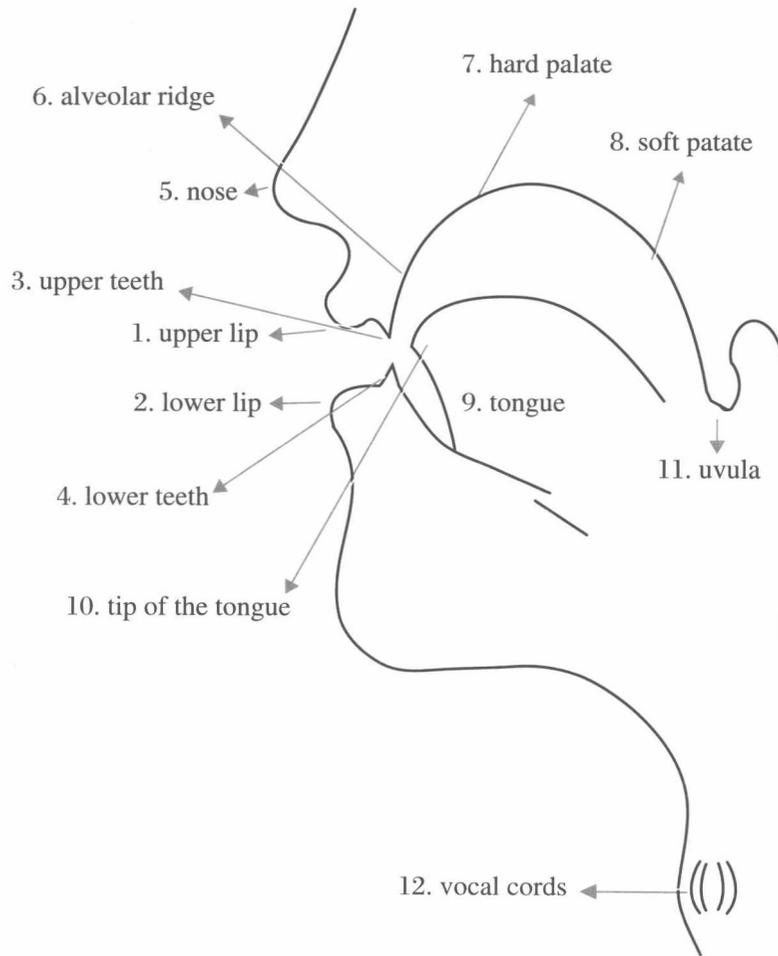


II Table of English Consonants 英语辅音表

Place of Articulation 发音部位	Manner of Articulation 发音方法	Plosive 爆破音	Affricate 破擦音	Fricative 摩擦音	Nasal 鼻音	Approximant 延续音
Bilabial 双唇音		p, b			m	w
Labio-dental 唇齿音				f, v		
Dental 齿间音				θ, ð		
Alveolar 齿龈音		t, d		s, z	n	l
Post-alveolar 后齿龈音			tr, dr			r
Palato-alveolar 腭龈音			tʃ, dʒ	ʃ, ʒ		
Palatal 上腭音						j
Velar 软腭音		k, g			ŋ	
Glottal 声门音				h		



Organs of Speech 发音器官



1. upper lip 上唇
2. lower lip 下唇
3. upper teeth 上齿
4. lower teeth 下齿
5. nose 鼻子
6. alveolar ridge 齿龈
7. hard palate 硬腭
8. soft palate 软腭
9. tongue 舌
10. tip of the tongue 舌尖
11. uvula 小舌
12. vocal cords 声带

IV Comparison Chart: Phonetic Symbols 新/旧版国际音标对照表

	New 新版	Old 旧版		New 新版	Old 旧版
Vowels 单元音	i:	i:	Consonants 辅音	p	p
	ɪ	i		b	b
	e	e		t	t
	æ	æ		d	d
	ɜ:	ə:		k	k
	ə	ə		g	g
	ʌ	ʌ		f	f
	ɑ:	ɑ:		v	v
	ɒ	ɔ		θ	θ
	ɔ:	ɔ:		ð	ð
	ʊ	u		s	s
	u:	u:		z	z
Diphthongs 双元音	eɪ	ei		ʃ	ʃ
	aɪ	ai		ʒ	ʒ
	ɔɪ	ɔi		h	h
	əʊ	əu		r	r
	aʊ	au		tʃ	tʃ
	ɪə	iə		dʒ	dʒ
	eə	ɛə		tr*	tr
	ʊə	uə		dr*	dr
<p>注意:</p> <ol style="list-style-type: none"> 1. 本书采用的是新版国际音标。 2. 以上国际音标为英国的“标准英语 (Received Pronunciation)”发音。 3. 国际音标表中一般将 /tr/ 和 /dr/ (以及 /ts/ 和 /dz/) 视为辅音连缀 (见第 9 单元)。 				m	m
				n	n
			ŋ	ŋ	
			l	l	
			w	w	
			j	j	

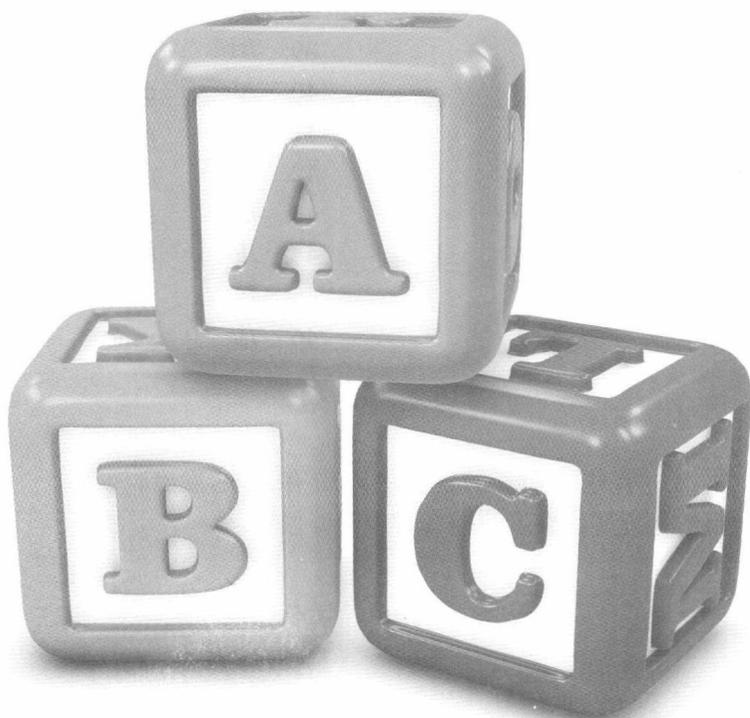
V Table of Terms 术语表

affricate 破擦音	hard palate 硬腭	rising 升调
alveolar 齿龈音	head 调头	rising-falling 升降调
alveolar ridge 齿龈	imitation 模仿	sense group 意群
approximant 延续音	incomplete explosion 不完全爆破	sentence stress 句子重音
assimilation 同化	intonation 语调	short sound 短音
back vowel 后元音	intonation unit 语调单位	soft palate 软腭
bilabial 双唇音	labial-velar 唇化软腭音	sound variation 发音变体
British Received Pronunciation (RP) 英国“标准英语”发音	labio-dental 唇齿音	speech 言语
centering diphthong 集中双元音	lateral 旁流音	stress 重音
central vowel 中元音	letter 字母	stress shift 重音转移
closed syllable 闭音节	linking 连读	stressed syllable 重读音节
closing diphthong 合口双元音	long sound 长音	strong form 强式
coalescent assimilation 融合同化	lower lip 下唇	suffix 后缀
compound 合成词	lower teeth 下齿	syllable 音节
consonant cluster 辅音连缀	melody 旋律	syllabic consonant 音节辅音
consonant letter 辅音字母	minimal pair 最小对立体	tail 调尾
consonant 辅音	multi-syllable word 多音节词	tip of the tongue 舌尖
content word 实词	nasal 鼻音	tone group 调群
contraction 缩略式	nucleus 调核	tone 声调
deletion 删除	one-syllable word 单音节词	tongue 舌
dental 齿间音	open syllable 开音节	two-syllable word 双音节词
diphthong 双元音	organ of speech 发音器官	upper lip 上唇
dissimilation 异化	palatal 上腭音	upper teeth 上齿
emphasis 强调	palato-alveolar 腭龈音	utterance 话语
epenthesis 插音	pausing 停顿	uvula 小舌
falling 降调	phoneme 音素	velar 软腭音
falling-rising 降升调	phonetic symbol 音标	vocal cords 声带
fluency 流利	pitch 音高	voiced consonant 浊辅音
foot 音步	plosive 爆破音	voiceless consonant 清辅音
frication 摩擦	post-alveolar 后齿龈音	vowel 元音
fricative 摩擦音	prefix 前缀	vowel letter 元音字母
front vowel 前元音	pre-head 调帽	weak form 弱式
function word 功能词	progressive assimilation 顺同化	weakening 弱化
glide 滑动	regressive assimilation 逆同化	word stress 单词重音
glottal 声门音	rhythm 节奏	word-final cluster 词尾连缀
	rhythmic pattern 节奏模式	word-initial cluster 词首连缀



英语基本要素

English Basic Elements



Unit One

English Phonetic Symbols 英语音标

English Letters 英语字母

Syllables and Words 音节与单词

I. English Phonetic Symbols

英语音标

01-01 A. Vowels (元音)

1. /i:/ sea
2. /ɪ/ it
3. /e/ egg
4. /æ/ fat
5. /ɜ:/ work
6. /ə/ worker
7. /ʌ/ but
8. /ɑ:/ car
9. /ɒ/ lot
10. /ɔ:/ four
11. /ʊ/ put
12. /u:/ do

01-03 C. Consonants (辅音)

21. /p/ pay
22. /b/ bay
23. /t/ tea
24. /d/ day
25. /k/ cake
26. /g/ go
27. /f/ face
28. /v/ vest
29. /θ/ thank
30. /ð/ this
31. /s/ see
32. /z/ zoo
33. /ʃ/ show
34. /ʒ/ garage
35. /h/ house
36. /r/ road
37. /tʃ/ child
38. /dʒ/ job
39. /tr/ tree
40. /dr/ dream
41. /m/ may
42. /n/ no
43. /ŋ/ song
44. /l/ late tell
45. /w/ west
46. /j/ year

01-02 B. Diphthongs (双元音)

13. /eɪ/ name
14. /aɪ/ five
15. /ɔɪ/ boy
16. /əʊ/ go
17. /aʊ/ how
18. /ɪə/ dear
19. /eə/ care
20. /ʊə/ tour

注意：本书中有些浊辅音的发音中略带有 /ə/ 的发音，目的是提醒你在发浊辅音时声带要振动。

II. English Letters

英语字母

A a	B b	C c*	D d*		
/eɪ/	/bi:/	/si:/	/di:/		
E e	F f	G g*	H h		
/i:/	/ef/	/dʒi:/	/ertʃ/		
I i	J j	K k	L l	M m	N n
/aɪ/	/dʒeɪ/	/keɪ/	/el/	/em/	/en/
O o	P p	Q q	R r	S s*	T t*
/əʊ/	/pi:/	/kju:/	/ɑ:/	/es/	/ti:/
U u	V v	W w	X x*	Y y*	Z z
/ju:/	/vi:/	/'dʌblju:/	/eks/	/waɪ/	/zed/

注意：加“*”的字母在单词中会出现发音变体，见第8页第3部分。美式英语中Z读作 /zi:/。



01-05

1 Vowel Letters 元音字母

A a	/eɪ/	take	same	lake	gate	plane	(open syllables, 开音节)
	/æ/	map	hat	fat	chat	apple	(closed syllables, 闭音节)
E e	/i:/	he	she	me	we	even	(open syllables)
	/e/	bed	met	get	yes	neck	(closed syllables)
I i	/aɪ/	like	bike	ripe	lie	tide	(open syllables)
	/ɪ/	it	sit	did	which	simple	(closed syllables)
(Y y*)	/aɪ/	sky	why	cry	my	lying	(open syllables)
	/ɪ/	physics	symbol	syllable	rhythm	system	(closed syllables)
	/i/	city	pretty	really	family	busy	(unstressed syllables, 非重读音节)
O o	/əʊ/	go	no	home	phone	hope	(open syllables)
	/ɒ/	not	lot	box	shop	top	(closed syllables)
U u	/ju:/	duty	music	pupil	student	refuse	(open syllables)
	/ʊ/	put	push	full	bush	pull	(closed syllables)
	/ʌ/	but	luck	must	fun	shut	(closed syllables)

注意：以上为这些元音字母的主要发音，还会有其他发音的可能。

字母 Y 在很多时候作用相当于一个元音字母。



2 Consonant Letters 辅音字母

B b	/b/	<u>b</u> e	<u>b</u> et	<u>l</u> ab	<u>b</u> read	<u>b</u> aby
F f	/f/	<u>f</u> un	<u>f</u> ast	<u>f</u> ly	<u>l</u> ife	<u>d</u> eaf
H h	/h/	<u>h</u> igh	<u>h</u> ouse	<u>h</u> orse	<u>h</u> ard	<u>h</u> ead
J j*	/dʒ/	<u>j</u> oy	<u>j</u> ust	<u>j</u> ump	<u>j</u> oke	<u>J</u> ack
K k	/k/	<u>k</u> ee <u>p</u>	<u>k</u> ey	<u>s</u> ky	<u>k</u> ick	<u>l</u> ake
L l	/l/	<u>l</u> ate	<u>l</u> ine	<u>l</u> ow	<u>c</u> all	<u>l</u> ittle
M m	/m/	<u>m</u> ake	<u>m</u> onth	<u>c</u> ome	<u>l</u> amp	<u>s</u> mall
N n	/n/	<u>n</u> ew	<u>m</u> orning	<u>n</u> ine	<u>e</u> nd	<u>f</u> un
P p	/p/	<u>p</u> en	<u>p</u> ark	<u>p</u> aper	<u>p</u> lan	<u>m</u> ap
Q q*	/k/	<u>q</u> uite	<u>q</u> uick	<u>q</u> uiet	<u>q</u> uest	<u>q</u> ueen
R r	/r/	<u>r</u> ed	<u>r</u> ose	<u>r</u> ing	<u>f</u> ree	<u>s</u> pring
V v	/v/	<u>v</u> ery	<u>v</u> ote	<u>v</u> ine	<u>l</u> ive	<u>s</u> ave
W w	/w/	<u>w</u> hat	<u>w</u> e	<u>w</u> ay	<u>w</u> ant	<u>w</u> ork
Z z	/z/	<u>z</u> eal	<u>z</u> oo	<u>z</u> one	<u>z</u> ero	<u>p</u> uzzle

注意：以上为这些辅音字母的主要发音，还会有其他发音的可能。尤其注意字母 J 和 Q 的发音。有些发音是与其他字母组合完成的，这里只需注意该字母的发音。



3 Sound Variations of Consonant Letters 辅音字母发音变体

C c	/k/	<u>c</u> at	<u>c</u> ake	<u>c</u> ry	<u>l</u> ock	<u>b</u> ack
	/s/	<u>c</u> ity	<u>c</u> entre	<u>c</u> entury	<u>c</u> eiling	<u>p</u> ea <u>c</u> e
	/ʃ/	<u>m</u> usician	<u>s</u> ocial	<u>o</u> fficial	<u>d</u> elicious	<u>c</u> onscious
D d	/d/	<u>d</u> ig	<u>d</u> eal	<u>d</u> one	<u>h</u> ard	<u>d</u> eci <u>d</u> e
	/dʒ/	<u>g</u> raduate	<u>i</u> ndividual	<u>e</u> ducation	<u>m</u> odular	
G g	/g/	<u>g</u> un	<u>g</u> o	<u>b</u> ag	<u>l</u> og	<u>g</u> reat
	/dʒ/	<u>g</u> entle	<u>g</u> iant	<u>g</u> esture	<u>g</u> ym	<u>b</u> ridge
	/ʒ/	<u>g</u> enre	<u>g</u> arage	<u>r</u> ouge	<u>l</u> oge	<u>m</u> assa <u>g</u> e
S s	/s/	<u>s</u> ea	<u>s</u> een	<u>s</u> ad	<u>t</u> ask	<u>b</u> us
	/z/	<u>r</u> aise	<u>p</u> lays	<u>p</u> lease	<u>t</u> hese	<u>r</u> eason
	/ʒ/	<u>m</u> ea <u>s</u> ure	<u>p</u> lea <u>s</u> ure	<u>v</u> ision	<u>v</u> er <u>s</u> ion	<u>e</u> ro <u>s</u> ion
	/ʃ/	<u>s</u> ure	<u>s</u> ugar	<u>t</u> en <u>s</u> ion	<u>i</u> n <u>s</u> ure	<u>p</u> ress <u>u</u> re

T t	/t/	<u>t</u> ea	<u>t</u> aste	si <u>t</u>	ma <u>tt</u> er	le <u>tt</u> er
	/ʃ/	na <u>ti</u> on	ra <u>ti</u> on	ra <u>ti</u> o	ini <u>ti</u> al	resi <u>di</u> entia <u>l</u>
	/tʃ/	ques <u>ti</u> on	na <u>tu</u> re	cent <u>u</u> ry	actu <u>al</u> ly	lect <u>u</u> re
X x	/ks/	bo <u>x</u>	si <u>x</u>	ta <u>x</u> i	ex <u>tr</u> a	ex <u>er</u> cise
	/gz/	ex <u>a</u> ct	ex <u>a</u> m	ex <u>er</u> t	ex <u>a</u> mple	ex <u>ec</u> utive
Y y	/ɪ/	g <u>y</u> m	ph <u>y</u> sic			
	/i/	ba <u>b</u> y	fa <u>m</u> ily	cou <u>n</u> try		
	/aɪ/	sk <u>y</u>	cr <u>y</u>	dr <u>y</u>	ly <u>ing</u>	wh <u>y</u>
	/j/	ye <u>s</u>	yo <u>u</u>	ye <u>ar</u>	be <u>y</u> ond	yo <u>un</u> g

注意：以上为这些辅音字母的主要发音变体，还会有其他发音的可能。

有些发音是与其他字母组合完成的，这里只需注意该字母的发音。

III. Syllable · Stress · Rhythm

音节 · 重音 · 节奏



1 One-Syllable Words 单音节词 (注意音节的组成 — Syllable)

I	/aɪ/	tree	/tri:/	great	/gret/
you	/ju:/	please	/pli:z/	light	/laɪt/
at	/æt/	spread	/spred/	word	/wɜ:d/



2 Two-Syllable Words 双音节词 (注意重音 — Stress)

city	/'sɪti/	ci·ty	table	/'teɪbl/	ta·ble
common	/'kɒmən/	com·mon	about	/ə'baʊt/	a·bout
pupil	/'pju:pəl/	pu·pil	believe	/br'li:v/	be·lieve
student	/'stju:d(ə)nt/	stu·dent	rely	/rɪ'laɪ/	re·ly



3 Multi-Syllable Words 多音节词 (注意重音和节奏 — Stress and Rhythm)

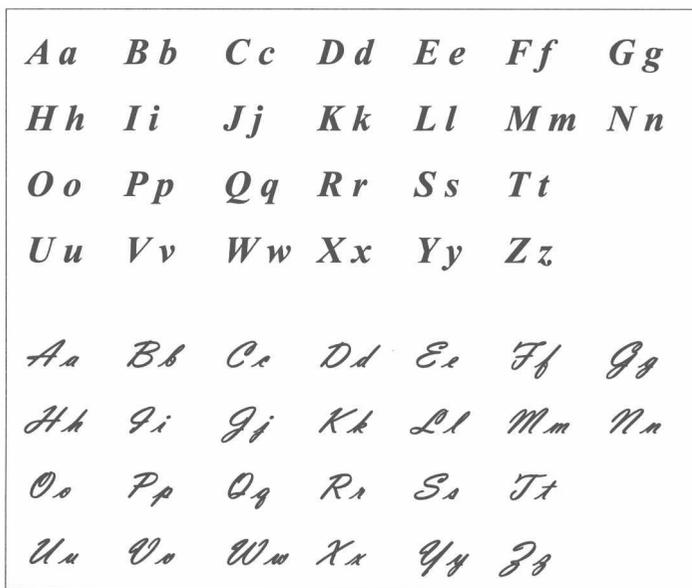
1. syllable /'sɪləbl/ syl·la·ble

basketball	/'bɑːskɪtbɔːl/	bas·ket·ball
telephone	/'telɪfəʊn/	te·le·phone
department	/dɪ'pɑːtmənt/	de·part·ment
2. television	/'telɪvɪʒən/	te·le·vi·sion
necessary	/'nesɪsəri/	ne·ces·sa·ry
remarkable	/rɪ'mɑːkəbl/	re·mar·ka·ble
education	/,edʒu'keɪʃən/	ed·u·ca·tion
3. nationality	/,næʃən'ælti/	na·tion·al·i·ty
physiology	/fɪzɪ'ɒlədʒi/	phys·i·ol·o·gy
communication	/kə,mjuːnɪ'keɪʃən/	com·mu·ni·ca·tion
examination	/ɪg,zæmɪ'neɪʃən/	ex·am·i·na·tion
creativity	/'kriːtɪvɪti/	cre·a·tiv·i·ty

IV. Skill Enhancement Exercises

技能巩固练习

1. Practise writing the 26 English letters. 练习书写 26 个英文字母。



 **2.** Read the following abbreviations aloud and try to figure out what words they stand for. 朗读下列缩略词，查出它们分别代表什么词语。

- | | | | |
|---------|---------|-----------|----------|
| 1. PRC | 中华人民共和国 | 6. UNESCO | 联合国教科文组织 |
| 2. CCTV | 中央电视台 | 7. CRI | 中国国际广播电台 |
| 3. UN | 联合国 | 8. BBC | 英国广播公司 |
| 4. WTO | 世界贸易组织 | 9. VOA | 美国之音 |
| 5. CAAC | 中国民航 | 10. GDP | 国内生产总值 |

3. Read the following letters aloud quickly. 快速朗读下列字母。

c	q	a	z	w	s	x	e
	d	c	r	f	v	t	
g	b	y	h	n	u	j	
	m	i	k	o	l		
p	g	e	i				

U	H	B	9	g	11
y	g	v	c	v	B
9	o	p	o	w	J
F	c	o	A	?	
w	s	x	R	D	
E	c	m	?		
x	y	u			

 **4. Game of Tones 声调游戏**

声音和语调能够调动和增强你的想象力和表现力。试用不同的声调对 26 个字母分别做升调和降调练习，使你的发音器官在音域和强度上得到扩展。大声朗读，然后听录音并跟读。

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
↗	O	P	Q	R	S	T	U	V	W	X	Y	Z		
	a	b	c	d	e	f	g	h	i	j	k	l	m	n
↘	o	p	q	r	s	t	u	v	w	x	y	z		



01-12 5. Sound Identification 辨音练习



Figure out the vowels of the following words. Then listen to the recording and repeat.

写出以下单词发音中的元音。然后听录音并跟读。

Example: put /ʊ/

- | | | | | | |
|-----------------|---|---|---------------|---|-------|
| 1. <u>b</u> ike | / | / | bi <u>d</u> | / | / |
| 2. <u>c</u> ute | / | / | cu <u>t</u> | / | / |
| 3. <u>h</u> ope | / | / | h <u>o</u> t | / | / |
| 4. <u>t</u> one | / | / | ton <u>e</u> | / | / |
| 5. <u>w</u> e | / | / | w <u>e</u> t | / | / |
| 6. <u>s</u> ame | / | / | S <u>a</u> m | / | / |
| 7. <u>c</u> ake | / | / | ca <u>p</u> | / | / |
| 8. <u>p</u> ipe | / | / | pi <u>t</u> y | / | /-/ / |



01-13 6. Syllable Recognition 音节识别练习



Recognize the syllables of the following words. Then listen to the recording and repeat.

识别并写出下列单词的音节。然后听录音并跟读。

A. Example: sunny sun·ny /'sʌni/

- | | | | |
|--------------|--------------|---|---|
| 1. apple | ap·ple | / | / |
| 2. city | ci·ty | / | / |
| 3. capital | ca·pi·tal | / | / |
| 4. able | a·ble | / | / |
| 5. vivid | vi·vid | / | / |
| 6. computer | com·pu·ter | / | / |
| 7. communism | com·mu·ni·sm | / | / |
| 8. watches | watch·es | / | / |

B. Example: nationality na·tion·al·i·ty /,næʃən'ælɪti/

- | | | | |
|---------------|-------|---|---|
| 1. socialism | _____ | / | / |
| 2. revolution | _____ | / | / |
| 3. political | _____ | / | / |
| 4. doctor | _____ | / | / |
| 5. joke | _____ | / | / |
| 6. talked | _____ | / | / |



7. Study the syllables in the following groups of words, paying attention to the stress shifts in the words and their changes in parts of speech. Then listen to the recording and repeat. 注意观察下列各组单词的重音转移和词性变化。然后听录音并跟读。

1. 'symbol <i>n.</i> 象征, 符号	2. 'limit <i>n.</i> 界限	3. 'local <i>a.</i> 地方的; 本地的
sym'bolic <i>a.</i> 象征的, 符号的	'limited <i>a.</i> 有限的	lo'cate <i>v.</i> 确定……的地点
sym'bolical <i>a.</i> 象征的, 符号的	'limitary <i>a.</i> 限制的	lo'cation <i>n.</i> 定位, 位置
sym'bolically <i>ad.</i> 象征地	limi'tation <i>n.</i> 限制	'localize <i>v.</i> 使地方化
'symbolism <i>n.</i> 象征主义	'limitative <i>a.</i> 限制(性)的	locali'zation <i>n.</i> 地方化
'symbolist <i>n.</i> 象征主义者	'limitable <i>a.</i> 可限制的	lo'cality <i>n.</i> 位置, 地点
'symbolize <i>v.</i> 象征, 用符号表示	'limitless <i>a.</i> 无限(制)的	'localism <i>n.</i> 地方主义
sym'bology <i>n.</i> 象征学		'locative <i>a.</i> (词语)表示位置的
symboli'zation <i>n.</i> 象征		lo'cator <i>n.</i> 探测器
		localiza'bility <i>n.</i> 可局限性

8. Word Stress 单词重音练习



A. Match the following words to the proper stress patterns. Then listen to the recording and repeat. 给下列单词匹配对应的重音模式。然后听录音并跟读。

global nowadays success
supportive traditional education

- | | | | |
|---------|-------|----------|-------|
| 1. ● ● | _____ | 4. ● ●● | _____ |
| 2. ● ●● | _____ | 5. ●●●● | _____ |
| 3. ●●●● | _____ | 6. ●●●●● | _____ |



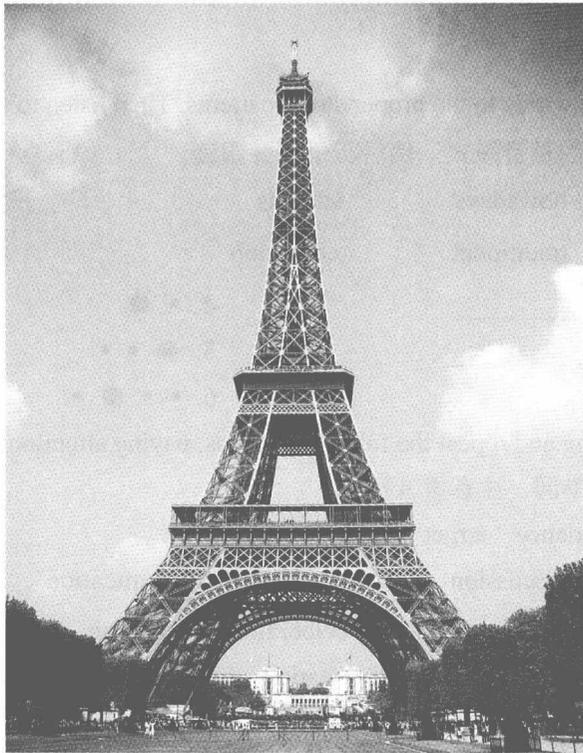
B. Listen to the recording and repeat the following words, paying attention to their stress patterns. 听录音并跟读下列单词, 注意重音模式。

- ● nation patience target formal nasal
- ●● relation discussion decision description intention
- ●●● population pessimistic celebration operation explanation
- ●●●● pronunciation communication investigation civilization
- ●●●●● identification incoordination

9. Word Games 单词游戏

Examples: /b/ book best
 /d/ do did

- A. Write out ten words with the sound /t/: 写出 10 个含有 /t/ 音的单词:
- B. Write out ten words with the sound /æ/: 写出 10 个含有 /æ/ 音的单词:
- C. Write out ten words with the sound /tʃ/: 写出 10 个含有 /tʃ/ 音的单词:
- D. Read words in a dictionary. 查词典读单词: 两位同学一组, 一位同学从词典里看音标任意读一个单词, 另一位同学根据读音写出单词和音标。
- E. Word-Writing Competition 写词比赛: 在规定时间内 (如 5 分钟、10 分钟), 凭你所掌握的读音规则写出 20 个、30 个以及更多的单词, 然后互相展示、演读。利用你的想象力!





英语音素

English Phonemes

ɪ	I	ʊ	u:	Iə	eɪ	☺	
e	ə	ɜ:	ɔ:	ʊə	ɔɪ	əʊ	
æ	ʌ	ɑ:	ɒ	eə	aɪ	aʊ	
P	b	t	d	tʃ	dʒ	k	g
f	v	θ	ð	s	z	ʃ	ʒ
m	n	ŋ	h	l	r	w	j

Unit Two

Front Vowels 前元音 /i:/ /ɪ/

Plosives 爆破音 /p/-/b/ /t/-/d/ /k/-/g/

I. Target Sounds

认识音标

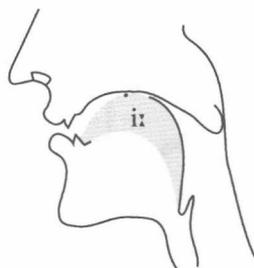
1 Front Vowels 前元音 /i:/ /ɪ/



02-01

Close (闭口音): /i:/

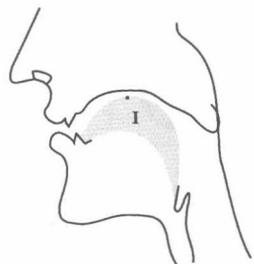
Open your mouth a little to make the sound /i:/. When making this sound, spread your lips wide, like you are smiling. This is a **long vowel** (长元音). Now listen and repeat: /i:/ sea



02-02

Close (闭口音): /ɪ/

First make the sound /i:/ (see above). Open your mouth a little more to make the sound /ɪ/. When making this sound, your lips are more relaxed. This is a **short vowel** (短元音). Now listen and repeat: /ɪ/ it



2 Plosives 爆破音 /p/-/b/ /t/-/d/ /k/-/g/

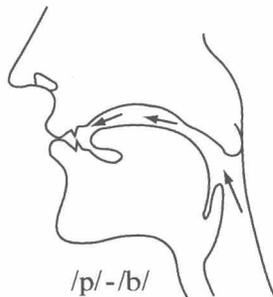


Bilabial (双唇音): /p/-/b/

- First close your lips hard, and push the air in your mouth forward.
- Open your lips fast and suddenly release the air to make the sound.

Do not use your voice when making the sound /p/, and it is a **voiceless consonant** (清辅音). Now listen and repeat:

/p/ pay



Use your voice when making the sound /b/, and it is a **voiced consonant** (浊辅音). Now listen and repeat:

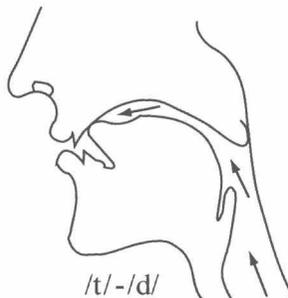
/b/ bay



Alveolar (齿龈音): /t/-/d/

- First put your tongue tip just behind your top teeth, and push the air in your mouth forward.
- Then move away your tongue tip from your teethridge fast and release the air to make the sound.

Do not use your voice when making the sound /t/, and it is a **voiceless consonant**. Now listen and repeat: /t/ tea



Use your voice when making the sound /d/, and it is a **voiced consonant**. Now listen and repeat: /d/ day



Velar (软腭音): /k/-/g/

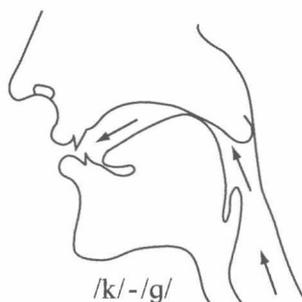
First touch the back of the roof of your mouth (velum, 即软腭) with the back of your tongue, and push the air in your mouth forward.

Then move away your tongue fast and release the air to make the sound.

Do not use your voice when making the sound /k/, and it is a **voiceless consonant**.

Now listen and repeat:

/k/ cake



/k/-/g/

Use your voice when making the sound /g/, and it is a **voiced consonant**. Now listen and repeat: /g/ go

II. Intelligent Learning

领悟学习

1 Sound Practice 发音练习



/i:/

/pi:/



/bi:/

eat

been

team

/ti:/

ease

beat

bead

/di:/

kilo

peak

keep

/ki:/

/gi:k/

对话练习



/ɪ/

/pɪt/



/brɪg/

it

bid

kick

/tɪp/

did

pit

city

/dɪd/

pig

tip

pity

/kɪk/

/gɪg/

对话练习





02-08

/p//pi:t//ki:p/peakpittip/bi:p/peeppitylip/pi:k/peelpeoplestop/di:p//pi:p/

对话练习



www.blcup.com



02-09

/b//bi:k//bi:d/beenbillverb/bi:f/belowbusylab/bi:g/beatbabyrob/bi:d//di:b/

对话练习



www.blcup.com



02-10

/t//ti:k//ti:m/teachticketlight/i:t/teethtwentywashed/t/Thailandbetterstopped/pi:t//brt/

对话练习



www.blcup.com



02-11

/d//di:m//di:p/dealdaybid/di:d/deanaddkid/di:g/indeedmiddlelead/di:p//di:d/

对话练习



www.blcup.com



02-12

/k//ki:n//pi:k/keykickskip/bi:k/keenkittyskin/ki:t/keepkissseek/pi:k//ti:k/

对话练习



www.blcup.com

/gi:s/



/gi:k/

geese

giggle

big

/li:g/

green

grin

egg

/gri:/

grief

gift

league

/grɪt/



/bɪg/

2 Sound & Form 音形观察

/i:/

-e-

we

me

be

he

she

these

Chinese

-ee-

fee

bee

tree

three

seen

keep

meet

-ea-

sea

eat

meat

beat

lead

please

teacher

-ie-

field

believe

relief

thief

piece

grieve

-ei-

receive

seize

-i-

police

-eo-

people

/ɪ/

-i-

visit

sing

thing

ring

spring

wing

king

-e-

because

exam

example

-u-

minute

-ay

Monday

Sunday

/k/

c-

cake

coal

come

cut

call

-ck-

cock

back

dock

pock

pocket

-k-

ask

key

Kate

koala

Hong Kong

-ke-

like

bike

make

brake

lake

-x-

taxi

next

text

-ch-

school

-qu-

conquer

-qu- (/kw/)

question

require

quite

/g/

g-

go

game

get

got

gun

great

grow

gh-

Ghana

ghost

ghastly

ghetto

ghoul

ghyll

-gg-

bigger

digging

egg

giggle

aggression

-x- (/gz/)

exam

example

3 Open Syllables & Closed Syllables 开音节和闭音节

Open syllables and *closed syllables* are the sound rules occurring in the *stressed* syllables in words. In an open syllable, the vowel letter remains unchanged in pronunciation, while in a closed syllable the vowel letter is pronounced as the corresponding short vowel.

A. Open Syllables 开音节

There are two kinds of open syllables:

1. A stressed syllable ending with a vowel letter

以元音字母结尾的重读音节。

Examples: me no hi we flu

2. A stressed syllable ending with a consonant letter (“r” is exceptional) followed by a silent “e”

Examples: name take tube rice nose

B. Closed Syllables 闭音节

A stressed syllable ending with one or several consonant letters, between or before which there is only one vowel letter (“r” is exceptional)

Examples: is sit back get loss nut

C. Vowel-Letters in Stressed Syllables 元音字母在重读音节中的读法

字母	音节类型	主要发音	例词
A a /eɪ/	Open Syllable	/eɪ/	ca <u>ke</u> spa <u>de</u>
	Closed Syllable	/æ/	ca <u>p</u> pla <u>n</u>
E e /i:/	Open Syllable	/i:/	be <u> </u> the <u>se</u>
	Closed Syllable	/e/	be <u>d</u> me <u>n</u>
I i (Y y) /aɪ/	Open Syllable	/aɪ/	li <u>ke</u> si <u>ze</u> sky
	Closed Syllable	/ɪ/	it <u> </u> mi <u>ss</u> sylla <u>ble</u>
O o /əʊ/	Open Syllable	/əʊ/	no <u> </u> ho <u>me</u>
	Closed Syllable	/ɒ/ /ʌ/	no <u>t</u> ho <u>t</u> so <u>n</u> to <u>n</u>
U u /ju:/	Open Syllable	/ju:/ /u:/	tu <u>ne</u> exc <u>use</u> flu <u>te</u>
	Closed Syllable	/ʊ/ /ʌ/	pu <u>t</u> bu <u>sh</u> bu <u>t</u> hu <u>t</u>

4 Sound Rules of Vowel-Letters (1) 元音字母发音规则 (1)

E e /i:/ Open Syllable → she we
开音节 me he
be these

I i /ɪ/ Closed Syllable → ill till
(Y y) 闭音节 it pit
gym Sydney

朗读上面的单词，注意画线字母的发音。

III. Summary of Plosives

爆破音小结

Plosives 爆破音

/p/-/b/ /t/-/d/ /k/-/g/

- All six plosives are pronounced by stopping the airstream with certain parts of the organs of speech, such as the lips for /p/ and /b/, the tongue tip and teethridge for /t/ and /d/, and the back of the tongue and soft palate for /k/ and /g/, building up pressure and suddenly releasing the air.
- There are three pairs of plosives: /p/-/b/, /t/-/d/ and /k/-/g/. Of the six plosives /p/, /t/ and /k/ are *voiceless*, while /b/, /d/ and /g/ are *voiced*.

IV. Skill Enhancement Exercises

技能巩固练习

02-18 1. Sound Exercises 语音练习

Read aloud for yourself first, and then listen to the recording and repeat. 先自己朗读，然后听录音并跟读。

Voiceless: /p/ /p/ /t/ /t/ /k/ /k/

Voiced: /b/ /b/ /d/ /d/ /g/ /g/

/pi:/ /ti:/ /ki:/ /bi:/ /di:/ /gi:/

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

/pɪk/ /tɪk/ /kɪk/ /bɪg/ /dɪg/ /gɪg/

/dɪp/ /dɪt/ /dɪk/ /tɪb/ /tɪd/ /tɪg/

02-19 2. Minimal-Pair Drills 音素对比练习



Listen to the recording and repeat. Try to figure out the words according to the phonetic transcriptions. 听录音并跟读。试着根据音标写出相应的单词（有时候答案并不是唯一的）。

/i:/ — /ɪ/ /pi:k/ — /pɪk/ /di:p/ — /dɪp/

/bi:t/ — /bɪt/ /ti:m/ — /tɪm/

/p/ — /b/ /pi:t/ — /bi:t/ /pɪt/ — /bɪt/

/pɪg/ — /bɪg/ /pi:p/ — /bi:p/

/t/ — /d/ /tɪk/ — /dɪk/ /ti:/ — /di:/

/tɪp/ — /dɪp/ /bɪt/ — /bɪd/

/k/ — /g/ /kɪt/ — /gɪt/ /pɪk/ — /pɪg/

/ki:p/ — /gi:k/ /'pɪkl/ — /'bi:gl/



3. Sound Discrimination 辨音练习

Read aloud for yourself first, and then listen to the recording and repeat. 先自己朗读, 然后听录音并跟读。

/i:/ — /ɪ/

peak — pick
sheep — ship
beat — bit
feet — fit
lead — lid

/i:/ — /ɪ/

deed — did
least — list
green — grin
seat — sit
these — this



4. Words & Sounds 单词与发音



A. Listen to the recording and repeat. Figure out the phonetic symbols for the vowels of the words.

听录音并跟读。根据所听到的单词写出相应的元音音标。

Example: jeep /i:/

- | | |
|----------------------|----------------------|
| 1. eve / / | 6. ski / / |
| 2. gym / / | 7. Pete / / |
| 3. key / / | 8. wrist / / |
| 4. itch / / | 9. beach / / |
| 5. league / / | 10. split / / |



B. Listen to the recording and repeat. Figure out the words according to the phonetic transcriptions.

听录音并跟读。根据音标写出相应的单词。

- | | |
|-------------------------|-----------------------------|
| 1. /kɪn/ _____ | 6. /'ptɪ/ _____ |
| 2. /sɪp/ _____ | 7. /ɪn'spɪrɪt/ _____ |
| 3. /di:n/ _____ | 8. /tɪ'mɪdɪti/ _____ |
| 4. /sti:m/ _____ | 9. /'pɪgi/ _____ |
| 5. /pɪt/ _____ | 10. /kwɪ:n/ _____ |



5. Word Games 词汇游戏

扩展词汇量将大大提高你的语言能力。语音与词汇是语言密不可分的组成部分, 通过掌握语音可以有效帮助你掌握词语的组成结构, 使英语词汇学习变得轻松、愉快。

A. Write out some words with the vowel /i:/: 写出一些发音中带有元音 /i:/ 的单词:

Body parts: 身体部位:

Food items: 食物:

Personal names: 姓名:

B. Write out some words with the vowel /ɪ/: 写出一些发音中带有元音 /ɪ/ 的单词:

Body parts: 身体部位:

Food items: 食物:

Personal names: 姓名:

C. Pair work: Student A and Student B read words to each other alternatively, asking the partner to write down the transcriptions correspondingly. Then check the words in the dictionary afterwards.
两个同学一组，一位同学读单词，另一位同学写出该单词的音标。然后查词典确认音标是否正确。

D. Other suggested activities: 其他推荐的活动:

- Dictation 听写
- Personal vocabulary builder 建立个人词汇库
- Crossword puzzle 纵横字谜
- Read aloud with the magic instrument — YOUR VOICE — to raise your self-confidence. 用一种有魔力的乐器——你的声音——做朗读练习，以提高自信。



6. Listen to the recording and repeat the following phrases and sentences aloud.
听录音并大声跟读下列短语和句子。

/i:/

- | | |
|-----------------|------------------|
| 1. Please read. | 6. Please leave. |
| 2. green peas | 7. Queen's peace |
| 3. deep sea | 8. three sheep |
| 4. clean feet | 9. these keys |
| 5. free meal | 10. sweet cheese |

/ɪ/

- | | |
|-------------------|--------------------------|
| 1. It is. | 6. Finish quickly! |
| 2. It fits. | 7. busy kids |
| 3. big city | 8. little twins |
| 4. in the evening | 9. Mississippi revisited |
| 5. living English | 10. animal kingdom |



7. Listen & Repeat. 听录音并跟读。



Look at the ten pairs of sentences. Listen to the recording and identify the sentence you hear from each pair with a "✓". 下面有 10 对句子，在每一对中听到的句子后面画 "✓"。

1. These sheep made me uneasy.

This sheep made me uneasy.

2. What lovely cheeks she has!
What lovely chicks she has!
3. Where did you see my keys?
Where did you see my geese?
4. Poppy is her favorite pupil.
Bobby is her favorite pupil.
5. There are many bees in the garden.
There are many peas in the garden.
6. Please give it to me.
Please give it to Lee.
7. She's lost her goat.
She's lost her coat.
8. I don't want to live here.
I don't want to leave here.
9. Can you fill it?
Can you feel it?
10. I don't need glasses.
I don't need classes.



8. Listen to the following sentences and repeat. 听下列句子的录音并跟读。

1. This is his big fist.
2. Did she give him six pieces?
3. Keep fit.
4. He isn't leaving.
5. I can't believe it.
6. Teaching English is what he needs.
7. I did see it.
8. His speech is interesting to listen to.
9. His sister is an English teacher who teaches fifty kids.
10. There is an increasing need for teachers to deal with incomprehension.

9. Listen to the recording of the following passages and fill in the blanks with the words in the box. Then listen again and repeat aloud, paying attention to the target sounds learnt in this unit. 听下面短文的录音并用方框中的词语填空。然后再听一遍录音并大声跟读，注意本单元学到的音素。

1

pair pie pay poor peas park push
back best bus beard bill

Yesterday I had dinner with Jim, my friend with the ^{1.} _____. I put on my ^{2.} _____ clothes and my new ^{3.} _____ of shoes. We went to the Mexican restaurant by the ^{4.} _____. I had steak and kidney ^{5.} _____ with ^{6.} _____. When the ^{7.} _____ came, Jim couldn't ^{8.} _____ it! I think he's really ^{9.} _____! Jim promised to pay me ^{10.} _____ but then his car wouldn't start! We had to ^{11.} _____ it to the garage and then catch the ^{12.} _____!

2

again back bigger coast coats cold
could docks glass go leak pick

We took a boat down by the ^{13.} _____. Unfortunately, John decided to ^{14.} _____ a boat made of wood. I wanted a ^{15.} _____ motorized (机动的) one with a ^{16.} _____ bottom. We rowed along the ^{17.} _____. Soon it seemed ^{18.} _____ and we realized our boat had a ^{19.} _____! We had no ^{20.} _____, so we had to row ^{21.} _____ as fast as we ^{22.} _____. I never want to ^{23.} _____ in a rowing boat ^{24.} _____!



Unit Three

Front Vowels 前元音 /e/ /æ/

Fricatives 摩擦音 /f/ - /v/ /s/ - /z/

I. Target Sounds

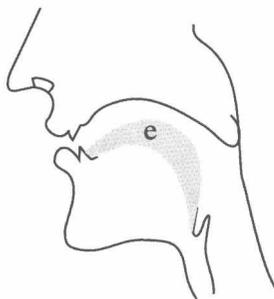
认识音标

1 Front Vowels 前元音 /e/ /æ/



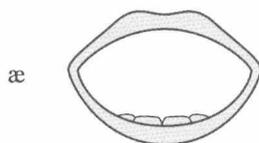
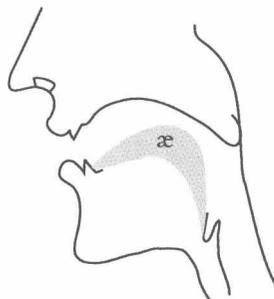
Close-mid (半闭口音): /e/

First make the sound /ɪ/ (see page 16). Open your mouth a bit more to make the sound /e/. When making this sound, your lips are relaxed. This is a **short vowel**. Now listen and repeat: /e/ egg



Open (开口音): /æ/

First make the sound /e/ (see above). Open your mouth a bit more to make the sound /æ/. When making this sound, your lips are more relaxed. This is a **short vowel**. Now listen and repeat: /æ/ fat



2 Fricatives 摩擦音 /f/-/v/ /s/-/z/



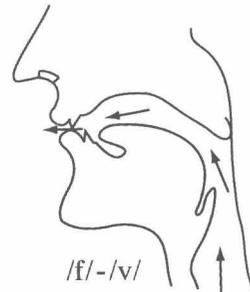
Labio-dental (唇齿音): /f/-/v/

First put your upper teeth on your lower lip, and force the air out between your teeth and lip with a **fricative** (摩擦).

Do not use your voice when making the sound /f/, and it is a **voiceless consonant**.

Now listen and repeat: /f/ face

Use your voice when making the sound /v/, and it is a **voiced consonant**. Now listen and repeat: /v/ vest



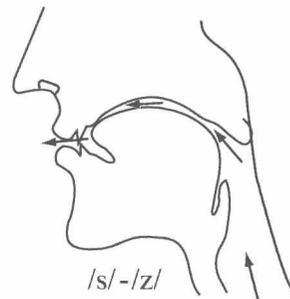
Alveolar (齿龈音): /s/-/z/

First put your tongue tip behind your upper teeth to almost touch the roof of your mouth. Force the air out over the top of your tongue with a **fricative**.

Do not use your voice when making the sound /s/, and it is a **voiceless consonant**.

Now listen and repeat: /s/ see

Use your voice when making the sound /z/, and it is a **voiced consonant**. Now listen and repeat: /z/ zoo



II. Intelligent Learning

领悟学习

1 Sound Practice 发音练习



/e/

/ef/



/en/

get

egg

bread

/es/

kept

best

many

/em/

test

friend

said

/eks/

/zed/

对话练习

03

www.blcup.com



/æ/

/æt/



/æd/

as

bad

lag

/æs/

fat

gap

active

/sæd/

sat

tap

sack

/bæg/

/pæk/

对话练习

04

www.blcup.com



/f/

/fi:d/



/fit/

fee

fed

fan

/fed/

fist

fell

family

/fæt/

fifty

fend

factor

/ef/

/def/

对话练习

33

www.blcup.com



/v/

/vi:/



/vi:p/

visa

visit

valid

/vest/

vest

vivid

value

/lɪv/

very

victory

valley

/i:v/

/li:v/

对话练习

34

www.blcup.com



/s/

/si:d/



/sɪt/

seek

sity

sat

/set/

seize

sclass

salad

/sæd/

sick

science

Saturday

/es/

/kɪs/

对话练习



/z/

/'i:zi/



/'zɪgzæg/

zeal

zip

husband

/zed/

zig

zebra

music

/ti:z/

zest

scissors

jazz

/ɪz/

/sɪz/

对话练习



2 Sound & Form 音形观察



/e/

e-

-e-

-ea-

-a-

-ie-

ebb

et

dead

many

friend

end

set

head

any

else

men

bread

climax

ever

web

spread

six

enemy

net

heaven

axle

every

shed

ready

reflex

essay

red



/æ/

a-

-a-

am

cap

add

hat

apple

bad

adverb

flag

active

map

action

carry

actor

happy



/s/

s-, -se

c-, -ce

-sc-

-ss-

-x- (/ks/)

so

cent

scene

pass

axe

sun

cease

science

kiss

box

sit

cell

descend

class

climax

send

decide

scent

cross

six

soon

receive

obscene

dissuss

axle

goose

exercise

scenery

asst

reflex

lapse

nice

scissors

essential

exercise



/z/

z-

-ze

-s-

-se

-x- (/gz/)

zoo

prize

easy

those

exam

zero

amaze

his

these

example

zip

organize

dogs

Chinese

exact

zest

localize

dogs

surprise

exhaust

zone

always

3 Sound Rules of Vowel-Letters (2) 元音字母发音规则 (2)

E e /e/ Closed Syllable → red best
闭音节 egg end
 chest spend

A a /æ/ Closed Syllable → add apple
闭音节 plan splash
 capital fantastic

朗读上面的单词，注意画线字母的发音。

III. Summary of Front Vowels

前元音小结

Front Vowels 前元音

/i:/ /ɪ/ /e/ /æ/

- In all cases, the tongue tip is placed behind the lower teeth.
- The lips are spread (like a smile).
- The opening of the mouth is the narrowest for /i:/, narrow for /ɪ/, medium for /e/, and wide for /æ/.
- The middle of the tongue is assumed to be in its highest raised position towards the hard palate (硬腭) for /i:/ and then to lower backwards towards the soft palate (软腭) for /ɪ/, /e/ and /æ/ correspondingly.
- In all cases the vocal cords (声带) vibrate (振动).
- /i:/ is a *long vowel*, while the other three — /ɪ/, /e/ and /æ/ are *short vowels*.

IV. Skill Enhancement Exercises

技能巩固练习

03-15 1. Sound Exercises 语音练习

Read aloud for yourself first, and then listen to the recording and repeat. 先自己朗读，然后听录音并跟读。

Voiceless: /f/ /f/ /s/ /s/

Voiced: /v/ /v/ /z/ /z/

/fet/ /set/ /vet/ /zet/ /def/ /des/ /dev/ /dez/

/fæt/ /sæt/ /væt/ /zæt/ /dæf/ /dæs/ /dæv/ /dæz/

03-16 2. Minimal-Pair Drills 音素对比练习



Listen to the recording and repeat. Try to figure out the words according to the phonetic transcriptions. 听录音并跟读。试着根据音标写出相应的单词（有时候答案并不是唯一的）。

/e/ — /æ/ /fed/ — /fæd/ /sed/ — /sæd/

/bed/ — /bæd/ /pet/ — /pæt/

/f/ — /v/ /fi:l/ — /vi:l/ /fæt/ — /væt/

/'veri/ — /'feri/ /bi:f/ — /bi:v/

/s/ — /z/ /sed/ — /zed/ /bʌs/ — /bʌz/

/pi:s/ — /pi:z/ /æs/ — /æz/

03-17 3. Sound Discrimination 辨音练习

Read aloud for yourself first, and then listen to the recording and repeat. 先自己朗读，然后听录音并跟读。

/e/ — /æ/

pet — pat

best — back

desk — Dad

get — gas

kept — cap

/e/ — /æ/

ted — tag

fed — fat

nest — nasty

said — sad

test — taxi

4. Words & Sounds 单词与发音

- 03-18** A. Listen to the recording and repeat. Figure out the phonetic symbols for the vowels of the words.
听录音并跟读。根据所听到的单词写出相应的元音音标。

Example: jeep /i:/

- | | |
|---------------------|---------------------|
| 1. stand / / | 6. plan / / |
| 2. flag / / | 7. friend / / |
| 3. dead / / | 8. meant / / |
| 4. web / / | 9. man / / |
| 5. said / / | 10. van / / |

- 03-19** B. Listen to the recording and repeat. Figure out the words according to the phonetic transcriptions.
听录音并跟读下列音标，根据发音写出相应的单词。

- | | |
|-----------------------|-----------------------|
| 1. /pæt/ _____ | 6. /gæs/ _____ |
| 2. /step/ _____ | 7. /ges/ _____ |
| 3. /ded/ _____ | 8. /gest/ _____ |
| 4. /dæd/ _____ | 9. /kæp/ _____ |
| 5. /def/ _____ | 10. /bæk/ _____ |

- 03-20** C. Read the following words aloud, paying attention to the consonants at the final position.
听录音并大声跟读下列单词，注意单词最后的辅音。

left	kept	bag	weave
best	wisp	cab	worse
text	map	fat	zap
next	sat	verb	zealous
west	hat	word	zest
east	dig	work	zig
desk	bad	seize	zip

5. Group Work 分组练习

- A. Work in groups of five, and each student chooses one of the following categories to write out as many words containing the vowels /e/ and /æ/ as possible. The one who writes the most words wins.
五位同学一组，每位同学选择下面一个类别，尽可能多地写出发音中带有元音 /e/ 和 /æ/ 的单词。最后看哪一组同学写出的单词最多。

Clothing items: 衣物:

Daily necessities: 日常用品:

Professions: 职业:

Stationeries: 文具:

Hobbies: 爱好:

/æ/

- | | |
|------------------|------------------|
| 1. a fat man | 6. carry his bag |
| 2. Dad's cap | 7. Jack and Pat |
| 3. family plan | 8. cat and rat |
| 4. catch the rat | 9. happy family |
| 5. hang the flag | 10. Nancy's fans |



7. Listen & Repeat. 听录音并跟读。



Look at the ten pairs of sentences. Listen to the recording and identify the sentence you hear from each pair with a “√”. 下面有 10 对句子，在每一对中听到的句子后面画 “√”。

- | | |
|---|---|
| 1. Did you see my black cat?
Did you see my black bag? | 6. These are the thief's fingerprints.
These are the thieves' fingerprints. |
| 2. I think she's really mad.
I think she's really sad. | 7. She's painted a few.
She's painted a view. |
| 3. He's indeed a bad man.
He's indeed a fat man. | 8. I got a good price for that painting.
I got a good prize for that painting. |
| 4. We must be getting off now.
We must be setting off now. | 9. Did you see the man?
Did you see the men? |
| 5. No one says it like that!
No one said it like that! | 10. Would you like a copy?
Would you like a coffee? |



8. Listen to the following sentences and repeat. 听下列句子的录音并跟读。

1. You are the best among the students.
2. The red flag is hanging high.
3. Check your bag on the bed before you leave.
4. There was a terrible traffic jam and the police were busy directing the vehicles.
5. She visited the church every week.
6. Fashion shows are popular nowadays and held every year.
7. We celebrate our National Day every year to let the people enjoy their happy time together.
8. Mind your hands when grabbing the crabs.
9. He had a terrible headache yesterday and was sent to the hospital.
10. That man tells his friends about his happy marriage as well as his wedding in January.



9. Listen to the recording and repeat the passages aloud, paying attention to the sounds of the underlined parts. 听下面短文的录音并大声跟读，注意画线部分的发音。

1

Last year I went to France by train, through the Eurotunnel of course. I went to Paris for a week on business. But I couldn't remember the way to my office. I just didn't know what to do. Every road looked the same. Each day I would think I was walking the right way, but then discovered I was lost again. And they send me there because they thought I was intelligent.

2

At work, I keep a litre-bottle of water by my desk and it's usually full. I should drink at least eight glasses a day, but I sometimes only manage six. In the office, I sit next to Tim. He has to be very careful with his diet. He can't eat any fat. These days many people have this kind of problem. It's important to know about health problems.



Unit Four

Central Vowels 中元音 /ɜ:/ /ə/ /ʌ/

Fricative 摩擦音 /h/

I. Target Sounds

认识音标

1 Central Vowels 中元音 /ɜ:/ /ə/ /ʌ/

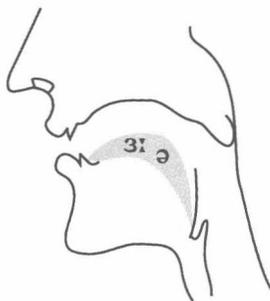


Open-mid (半开口音): /ɜ:/ /ə/

First make the sound /e/ (see page 28), and then put your tongue backward and lower a little. Your tongue is at around the middle of your mouth.

When making the sound /ɜ:/, your lips are tight. This is a **long vowel**. Now listen and repeat: /ɜ:/ work

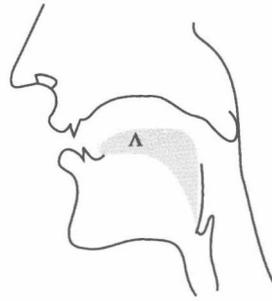
When making the sound /ə/, your lips are relaxed. This is a very **short vowel**, and the most common sound in English. Now listen and repeat: /ə/ worker





Open-mid (半开口音): /ʌ/

First make the sound /e/ (see page 28), and open your mouth a little more, and then put your tongue backward and lower a little, but a little more backward and lower than the sound /ə/ (see page 38). Your tongue is at around the lower middle of your mouth. When making the sound /ʌ/, your lips are relaxed. This is a *short vowel*. Now listen and repeat: /ʌ/ but

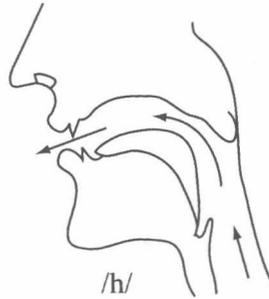


2 Fricative 摩擦音 /h/



Glottal (声门音): /h/

First open your mouth, and force a stream of air out of your mouth with a *frication*. When making this sound, keep your tongue off the roof of the mouth, and do not use your voice. This is a *voiceless consonant*. Now listen and repeat: /h/ house



II. Intelligent Learning

领悟学习

1 Sound Practice 发音练习



/ɜ:/

/fɜ:st/



/vɜ:b/

bird

first

skirt

/sɜ:v/

dirt

curve

herb

/hɜ:d/

sir

verse

dirt

/kɜ:s/

/dɪ'zɜ:v/

对话练习

11
www.blcup.com



/ə/

/'betə/



/'wɜ:kə/

ever

perhaps

paper

/'sɪzə/

fever

attack

effort

/'brekfəst/

pepper

forget

beggar

/'pɪtə/

/ə'hed/

对话练习

12
www.blcup.com



/ʌ/

/kʌt/



/fʌs/

but

dust

done

/bʌs/

puff

hut

such

/gʌlf/

cut

study

fuss

/'sʌpə/

/'kʌvə/

对话练习

05
www.blcup.com



/h/

/hæv/



/hi:t/

heat

head

heard

/hed/

hit

help

hut

/hæt/

hiss

heavy

happy

/hɜ:z/

/hɪz/

对话练习

37
www.blcup.com

2 Sound & Form 音形观察



/ɜ:/

-er-	<u>term</u>	<u>serve</u>	<u>nervous</u>	<u>person</u>	<u>certain</u>	<u>perfect</u>	
-ir-	<u>dirt</u>	<u>firm</u>	<u>girl</u>	<u>shirt</u>	<u>bird</u>	<u>third</u>	<u>birth</u>
-or-	<u>word</u>	<u>world</u>	<u>work</u>	<u>worthy</u>	<u>worm</u>	<u>worst</u>	
-ur-	<u>fur</u>	<u>burn</u>	<u>hurt</u>	<u>curl</u>	<u>nurse</u>	<u>church</u>	<u>turn</u>
-ear-	<u>earn</u>	<u>earnest</u>	<u>learn</u>	<u>early</u>	<u>search</u>	<u>heard</u>	
-our-	<u>journey</u>	<u>journal</u>	<u>courtesy</u>	<u>scourge</u>			



/ə/

-er	<u>better</u>	<u>letter</u>	<u>paper</u>	<u>cover</u>	<u>reader</u>	<u>dancer</u>	<u>singer</u>
	<u>father</u>	<u>mother</u>	<u>brother</u>	<u>sister</u>	<u>daughter</u>	<u>teacher</u>	
-or	<u>doctor</u>	<u>actor</u>	<u>monitor</u>	<u>motor</u>	<u>acceptor</u>		
a-	<u>ago</u>	<u>above</u>	<u>about</u>	<u>away</u>	<u>advance</u>	<u>aloud</u>	<u>along</u>
-ou-	<u>famous</u>	<u>vigorous</u>	<u>serious</u>	<u>fabulous</u>	<u>dangerous</u>		
-o(u)r	<u>colo(u)r</u>	<u>favo(u)r</u>	<u>harbo(u)r</u>	<u>odo(u)r</u>	<u>labo(u)r</u>		
-ure	<u>picture</u>	<u>figure</u>	<u>feature</u>	<u>measure</u>	<u>pleasure</u>		
-o-	<u>today</u>	<u>police</u>	<u>tonight</u>	<u>London</u>			
-e-	<u>open</u>	<u>quiet</u>	<u>the</u>	<u>them</u>			



/ʌ/

-o-	<u>son</u>	<u>ton</u>	<u>one</u>	<u>done</u>	<u>month</u>	<u>colour</u>	<u>monkey</u>
-u-	<u>but</u>	<u>cut</u>	<u>drug</u>	<u>dull</u>	<u>sun</u>	<u>fun</u>	<u>hut</u>
-ou-	<u>couple</u>	<u>enough</u>	<u>young</u>	<u>country</u>	<u>southern</u>		
-oo-	<u>blood</u>	<u>flood</u>					
-oe-	<u>does</u>						



/h/

h-	<u>house</u>	<u>hat</u>	<u>hope</u>	<u>hurt</u>		
wh-	<u>who</u>	<u>whom</u>	<u>whose</u>	<u>whole</u>		
silent "h"	<u>hour</u>	<u>honour</u>	<u>honest</u>	<u>exhibit</u>	<u>vehicle</u>	

3 Sound Rules of Vowel-Letters (3) 元音字母发音规则 (3)

O o	/ʌ/	Closed Syllable →	<u>ton</u>	<u>won</u>
		闭音节	<u>some</u>	<u>done</u>
			<u>wonderful</u>	<u>Monday</u>

U u /ʌ/ Closed Syllable →	sun	but
闭音节	sh <u>u</u> t	ju <u>d</u> ge
	lu <u>n</u> ch	hu <u>r</u> ry

朗读上面的单词，注意画线字母的发音。

III. Summary of Central Vowels

中元音小结

Central Vowels 中元音

/ɜ:/ /ə/ /ʌ/

- It is articulated with the centre of the tongue raised between close-mid and open-mid.
- The lips are neutrally spread.
- The **long vowel** /ɜ:/ usually occurs in stressed syllables (重读音节) and the **short vowel** /ə/ in unstressed syllables (非重读音节).
- /ʌ/ is a central vowel rather than a back one, for it is more open than the open-mid, and the tongue height and the lip position is neutral.
- In the above cases the vocal cords vibrate.

IV. Skill Enhancement Exercises

技能巩固练习



1. Sound Exercises 语音练习

Read aloud for yourself first, and then listen to the recording and repeat. 先自己朗读，然后听录音并跟读。

/ɜ:/	/fɜ:/	/sɜ:/	/vɜ:b/	/zɜ:k/
	/nɜ:f/	/nɜ:s/	/nɜ:v/	/kɜ:s/
/ə/	/'pi:tə/	/'nevə/	/'evə/	/'letə/
	/ə'gen/	/ə'ses/	/ə'bʌv/	/ək'sept/

/ʌ/	/pʌb/	/bʌt/	/kʌt/	/gʌm/
	/ʌp/	/sʌb/	/tʌk/	/mʌg/
/h/	/hɜ:t/	/hɪt/	/hæt/	/hi:t/
	/'hevi/	/'hektə/		

04-13 2. Minimal-Pair Drills 音素对比练习



Listen to the recording and repeat. Try to figure out the words according to the phonetic transcriptions. 听录音并跟读。试着根据音标写出相应的单词（有时候答案并不是唯一的）。

/ɜ:/ — /ə/	/fɜ:st/ — /'brekfəst/	/vɜ:b/ — /'nevə/
	/sɜ:v/ — /'kænsə/	/dɜ:t/ — /'lædə/
	/ə'kɜ:/ — /'beɪkə/	/dɪ'zɜ:t/ — /'dezət/
	/bɜ:d/ — /'membə/	/pɜ:s/ — /'pɜ:pəs/
/ɜ:/ — /ʌ/	/hɜ:t/ — /hʌt/	/fɜ:st/ — /fʌst/
	/tɜ:n/ — /tʌn/	/bɜ:st/ — /bʌst/

04-14 3. Sound Discrimination 辨音练习

Read aloud for yourself first, and then listen to the recording and repeat. 先自己朗读，然后听录音并跟读。

/ɜ:/ — /ə/	/ɜ:/ — /ʌ/
learn — learner	bird — but
girl — beggar	serve — sun
verb — verbal	curve — cut
pearl — pepper	dirt — dug
work — worker	hurt — hut

04-15 4. Words & Sounds 单词与发音

A. Listen to the recording and repeat. Figure out the phonetic symbols for the vowels of the words. 听录音并跟读。根据所听到的单词写出相应的元音音标。

- | | |
|-------------------|------------------|
| 1. fun / / | 6. ton / / |
| 2. turn / / | 7. shirt / / |
| 3. come / / | 8. person / /- / |
| 4. summer / /- / | 9. sir / / |
| 5. further / /- / | 10. tough / / |



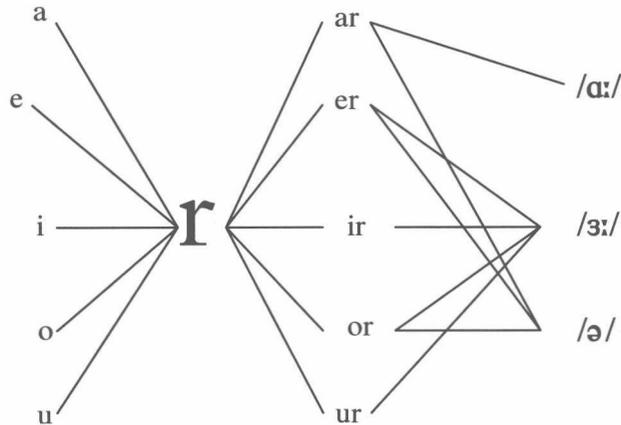
B. Listen to the recording and repeat. Figure out the words according to the phonetic transcriptions.

听录音并跟读下列音标，根据发音写出相应的单词。

- | | | | |
|-------------|-------|----------------|-------|
| 1. /vɜ:b/ | _____ | 6. /'hevən/ | _____ |
| 2. /sɜ:v/ | _____ | 7. /gɜ:l/ | _____ |
| 3. /'betə/ | _____ | 8. /'mɜ:də/ | _____ |
| 4. /'dɜ:ti/ | _____ | 9. /hɜ:d/ | _____ |
| 5. /tə'deɪ/ | _____ | 10. /'sɜ:vənt/ | _____ |

5. Group Work 分组练习

A. Study the five vowel-letters in r-combinations pronounced with the following phonemes:
五个元音字母与字母“r”组合有以下的发音：



Examples:	/ɑ:/	<u>f</u> arm	<u>h</u> ard	<u>l</u> arge	
	/ɜ:/	<u>b</u> ird	<u>w</u> ork	<u>b</u> urn	<u>s</u> erve
	/ə/	<u>b</u> eggar	<u>t</u> eacher	<u>d</u> octor	

List more words by following the above examples: 根据上面的例子列举更多的单词:

- | | | |
|------|----------|-------|
| -ar- | 发音为 /ɑ:/ | _____ |
| -er- | 发音为 /ɜ:/ | _____ |
| | 发音为 /ə/ | _____ |
| -ir- | 发音为 /ɜ:/ | _____ |
| -or- | 发音为 /ɜ:/ | _____ |
| | 发音为 /ə/ | _____ |
| -ur- | 发音为 /ɜ:/ | _____ |

-  B. Work in groups of four, and each student chooses one of the following categories to write out as many words containing the vowels /ɜ:/ and /ʌ/ as possible. The group which writes the most words wins. 四位同学一组，每位同学选择下面一个类别，尽可能多地写出发音中带有 /ɜ:/ 和 /ʌ/ 的单词。最后看哪一组同学写出的单词最多。

Sports: 运动:

Doing things: 动作:

Countries, regions or cities: 国家、地区或城市:

-  6. Listen to the recording and repeat the following phrases and sentences aloud. 听录音并大声跟读下列短语和句子。

/ɜ:/

- | | |
|-------------------|---------------------|
| 1. dirty shirt | 6. burning church |
| 2. first term | 7. learn German |
| 3. work in a firm | 8. His words hurt. |
| 4. nursing girl | 9. learn the verb |
| 5. third person | 10. The bird heard. |

/ə/

- | | |
|-------------------------|------------------------|
| 1. China advances. | 6. announce the letter |
| 2. about the colours | 7. a wonderful worker |
| 3. along the river | 8. remember your paper |
| 4. forget the matter | 9. a moment ago |
| 5. his favorite teacher | 10. from America |

/ʌ/

- | | |
|----------------------|--------------------|
| 1. the coming Sunday | 6. a young couple |
| 2. beloved mother | 7. southern London |
| 3. a funny monkey | 8. flooded country |
| 4. a wonderful hut | 9. colourful bulbs |
| 5. punish his son | 10. Number One |

-  7. Listen & Repeat. 听录音并跟读。

 Look at the ten pairs of sentences. Listen to the recording and identify the sentence you hear from each pair with a “√”. 下面有 10 对句子，在每一对中听到的句子后面画 “√”。

- | | |
|-------------------------|---------------------------------|
| 1. Don't touch the mud. | 2. The bud is small and lovely. |
| Don't touch the blood. | The bird is small and lovely. |

- | | |
|---|--|
| 3. I saw birds in the wood.
I saw burns in the wood. | 7. Did you see the dirt?
Did you see the bird? |
| 4. Did you see the cap?
Did you see the cup? | 8. Where's Kate's dress?
Where's Kate's address? |
| 5. She's lost her hut.
She's lost her hat. | 9. Did you smell something in the air?
Did you smell something in the hair? |
| 6. There's a cut on the arm of the sofa.
There's a cat on the arm of the sofa. | 10. She has her hair cut.
She has her hair curled. |



8. Listen to the following sentences and repeat. 听下列句子的录音并跟读。

1. The correct words you heard were “first come, first served” .
2. He never does up the top button of his shirt.
3. Learn the verbs as the teacher tells you.
4. There were lots of birds heard in the wood when I was a little girl.
5. She visited the church yesterday.
6. Somebody had broken into my room and stolen my purse.
7. How did the burglars get in?
8. Police reported a rise in the number of break-ins over the last seven months.
9. I can't go out tonight, for I've got some girl friends coming over later.
10. My journey to work takes too long. I'm going to look for an apartment in the centre of the town.



9. Listen to the recording and repeat the passage aloud, paying attention to the sounds of the underlined parts. 听下面短文的录音并大声跟读，注意画线部分的发音。

He turned the corner at the end of the street and then he started to run fast. By now the men must be in the flat and starting to think about the runner. He wanted to be a long way away and as soon as possible. As he ran, he thought. What did he need? Well, sleep for one thing. Some new clothes for another. And a car. He couldn't go back to his car. He wasn't sure that they knew about it, but it certainly wasn't a hundred percent safe. He needed a camera too. He wanted to look at the picture card. What was so important that people were trying to kill him? And he needed a safe place to think about what to do next. As he ran, he passed the bus station. He looked at the times of buses, but the first one wasn't until 7:30. A taxi was outside the bus station. The driver was drinking coffee and reading a newspaper.

Unit Five

Back Vowels 后元音 /ɑ:/ /ɒ/ /ɔ:/

Fricatives 摩擦音 /θ/-/ð/ /ʃ/-/ʒ/

I. Target Sounds

认识音标

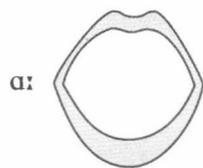
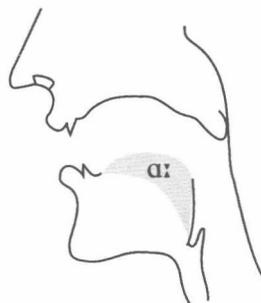
1 Back Vowels 后元音 /ɑ:/ /ɒ/ /ɔ:/



Open (开口音): /ɑ:/

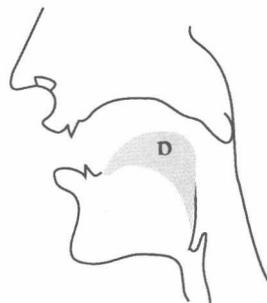
First make the sound /æ/ (see page 28), and open your mouth a little more, and put your tongue backward and lower, then make the sound /ɑ:/. When making this sound, your lips are round in shape. This is a **long vowel**.

Now listen and repeat: /ɑ:/ car



Open (开口音): /ɒ/

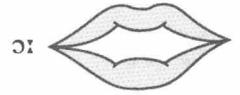
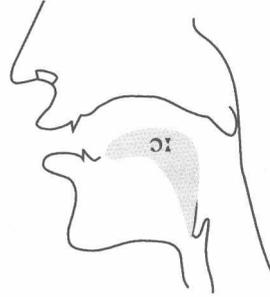
First make the sound /ɑ:/ (see above), and close your mouth a little more, then make the sound /ɒ/. When making this sound, your lips are slightly round in shape. This is a **short vowel**. Now listen and repeat: /ɒ/ lot





Open-mid (半开口音): /ɔ:/

First make the sound /ɒ/ (see page 47), and make your lips more closed and more rounded, and put the back of your tongue up a little to make the sound. This is a **long vowel**. Now listen and repeat: /ɔ:/ four



2 Fricatives 摩擦音 /θ/-/ð/ /ʃ/-/ʒ/

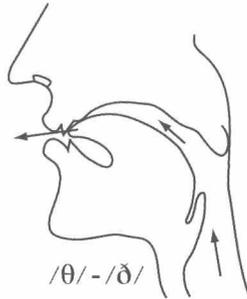


Dental (齿间音): /θ/-/ð/

Put your tongue tip between your upper teeth and lower teeth.
Force the air out between your tongue and upper teeth with a **frication**.

Do not use your voice when making the sound /θ/, and it is a **voiceless consonant**. Now listen and repeat:

/θ/ thank



Use your voice when making the sound /ð/, and it is a **voiced consonant**. Now listen and repeat:

/ð/ this



Palato-alveolar (腭龈音): /ʃ/-/ʒ/

- Raise the front of your tongue towards the mid-roof of your mouth.
- Force the air out from the two sides of your tongue with a **frication**.
- Your lips are slightly round in shape.

Do not use your voice when making the sound /ʃ/, and it is a **voiceless consonant**. Now listen and repeat:

/ʃ/ show



Use your voice when making the sound /ʒ/, and it is a **voiced consonant**. Now listen and repeat:

/ʒ/ garage

II. Intelligent Learning

领悟学习

1 Sound Practice 发音练习



/ɑː/

/pɑːθ/



/'pɑːti/

bar

task

half

/ʃɑːp/

dark

guard

laugh

/'kɑːpɪt/

fast

card

park

/'tɑːɡɪt/

对话练习
06
www.blcup.com

/'fɑːðə/



/ɒ/

/ʃɒp/



/tɒp/

dog

Bob

shot

/sɒk/

box

fog

stop

/nɒk/

hot

pop

doctor

/bɒs/

对话练习
07
www.blcup.com

/kɒst/



/ɔː/

/sɔːt/



/tɔːt/

board

pour

cord

/fɔːd/

four

talk

short

/hɔːs/

door

store

football

/kɔːd/

对话练习
08
www.blcup.com

/pɔːs/



/θ/

/θɪf/



/θɜːd/

thick

death

author

/θɜːt/

thesis

fifth

healthy

/θɜːθ/

thirst

path

worth

/depθ/

对话练习
38
www.blcup.com

/paːθ/



/ð/

/ðɪs/



/ðæt/

then
brother
other

/ði:z/

thus
mother
bother

/fɜ:ðə/

there
father
together

/'gæðə/

/'leðə/

对话练习



39

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/ʃ/

/ʃi:p/



/ʃɪp/

sheet
sharp
push

/ʃed/

shift
shock
finish

/fɪʃ/

shirt
short
English

/kæʃ/

/dɪʃ/

对话练习



29

www.blcup.com



/ʒ/

/dɪ'sɪʒən/



/'vɪʒən/

decision
garage
leisure

/'leɪʒən/

occasion
usual
measure

/'pleɪʒən/

vision
seizure
pleasure

/'meɪʒən/

/'kən'fju:ʒən/

对话练习



30

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2 Sound & Form 音形观察



/ɑ:/

-ar-
-a-
-al-
-ear-
-au-

car
pass
calm
heart
aunt
bar
class
balm
hearth
laugh

star
glass
palm

far
father
half

farm
bath
calf

harm
rather

large
task



/ɒ/

-o-
-a-
-ou-, -ow-
-au-

dog
was
cough
because
not
what
knowledge

lot
want

hot
watch

shop
swan

top
quality

lock
quarrel



/ɔ:/

-ar-
-al-
-a-
-or-

war
talk
all
cord
quart
salt
ball
horse

chalk
call
born

bald
small
torn

halt
tall
corn

false
fall
sword

walk
hall
lord

-oar-	<u>oar</u>	<u>board</u>	<u>roar</u>				
-ore	<u>before</u>	<u>more</u>	<u>bore</u>	<u>snore</u>	<u>shore</u>		
-our-	<u>four</u>	<u>court</u>	<u>your</u>	<u>pour</u>			
-oor	<u>door</u>	<u>floor</u>					
-aw(e)-	<u>law</u>	<u>saw</u>	<u>jaw</u>	<u>lawn</u>	<u>dawn</u>	<u>awe</u>	<u>yawn</u>
-augh-	<u>fault</u>	<u>cause</u>	<u>daughter</u>	<u>sauce</u>			
-ou(gh)-	<u>bought</u>	<u>ought</u>	<u>cough</u>				

 05-16 /θ/ -th- think thin thank thought both path month

 05-17 /ð/ -th- this that these those thus then with

 05-18 /ʃ/ -sh- shake shy show shut fish bush push
 -ch- machine chef brochure parachute
 -c(i)- delicious socialist official special musician
 -t(i)- motion action initial potential militia ratio
 -s(u)- sure sugar insure pressure censure
 -s(i)- tension mission
 -sc(i)- fascist conscientious conscience luscious

 05-19 /z/ -s(u)- casual closure measure pleasure visual usual casual
 -s(i)- allusion conclusion occasion division vision revision
 -z(u)- seizure
 -ge-, -g- garage rouge prestige sabotage bourgeois regime

3 Sound Rules of Vowel-Letters (4) 元音字母发音规则 (4)

O o	/ɒ/	Closed Syllable →	<u>on</u>	<u>odd</u>
		闭音节	<u>not</u>	<u>hot</u>
			<u>stop</u>	<u>shock</u>

朗读上面的单词，注意画线字母的发音。

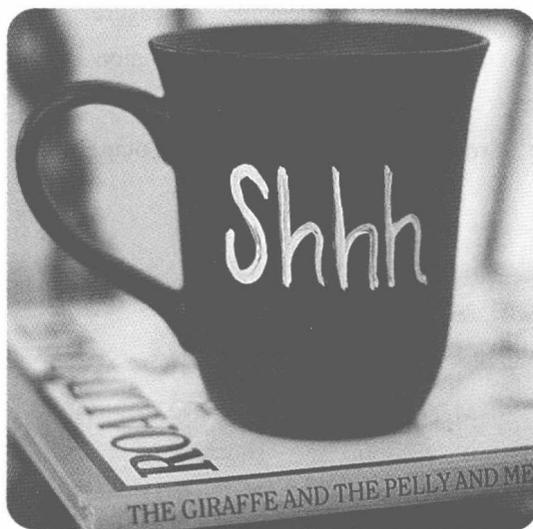
III. Summary of Fricatives

摩擦音小结

Fricatives 摩擦音

/f/-/v/ /s/-/z/ /θ/-/ð/ /ʃ/-/ʒ/ /h/

- In the articulation of each fricative consonant, two organs are brought and held sufficiently close together for the escaping airstream.
- The nine of fricative phonemes, /f/-/v/, /s/-/z/, /θ/-/ð/, /ʃ/-/ʒ/ and /h/, are phonetically distinguished in respect of place of articulation: *labio-dental* for /f/-/v/, *dental* for /θ/-/ð/, *alveolar* for /s/-/z/, *palato-alveolar* for /ʃ/-/ʒ/, and *glottal* for /h/.
- Of the nine, /f/, /θ/, /s/, /ʃ/ and /h/ tend to be pronounced with relatively stronger breath force than /v/, /ð/, /z/ and /ʒ/.
- /f/, /θ/, /s/, /ʃ/ and /h/ are *voiceless consonants*, while /v/, /ð/, /z/ and /ʒ/ are *voiced* ones.



IV. Skill Enhancement Exercises

技能巩固练习



1. Sound Exercises 语音练习

Read aloud for yourself first, and then listen to the recording and repeat. 先自己朗读，然后听录音并跟读。

Voiceless: /θ/ /θ/ /ʃ/ /ʃ/
 Voiced: /ð/ /ð/ /ʒ/ /ʒ/
 /θɑ:/ /ðɑ:/ /ʃɑ:/ /ʒɑ:/ /ɑ:θ/ /ɑ:ð/ /ɑ:ʃ/ /ɑ:ʒ/
 /θɒp/ /ðɒp/ /ʃɒp/ /ʒɒp/ /ɒθ/ /ɒð/ /ɒʃ/ /ɒʒ/
 /θɔ:/ /ðɔ:/ /ʃɔ:/ /ʒɔ:/ /ɔ:θ/ /ɔ:ð/ /ɔ:ʃ/ /ɔ:ʒ/



2. Minimal-Pair Drills 音素对比练习



Listen to the recording and repeat. Try to figure out the words according to the phonetic transcriptions. 听录音并跟读。试着根据音标写出相应的单词（有时候答案并不是唯一的）。

/ɑ:/ — /ʌ/	/kɑ:m/ — /kʌm/	/bɑ:n/ — /bʌn/
	/kɑ:t/ — /kʌt/	/dɑ:k/ — /dʌk/
/ɑ:/ — /ɒ/	/ʃɑ:p/ — /ʃɒp/	/'fɑ:stə/ — /'fɒstə/
	/gɑ:d/ — /gɒd/	/glɑ:s/ — /glɒs/
/ɒ/ — /ɔ:/	/ʃɒt/ — /ʃɔ:t/	/fɒks/ — /fɔ:ks/
	/kɒd/ — /kɔ:d/	/pɒt/ — /pɔ:t/
/θ/ — /ð/	/θɪn/ — /ðɪs/	/θʌm/ — /ðʌs/
	/breθ/ — /brɪ:ð/	/'nʌθɪŋ/ — /'brɪ:ðɪŋ/
/ʃ/ — /ʒ/	/'preʃəs/ — /'pleʒə/	/dɪ'liʃəs/ — /rɪ'viʒən/
	/meʃ/ — /'meʒə/	/mə'ʃi:n/ — /rɪ'zi:m/



3. Sound Discrimination 辨音练习

Read aloud for yourself first, and then listen to the recording and repeat. 先自己朗读，然后听录音并跟读。

/ɑ:/ — /ɒ/	/ɒ/ — /ɔ:/	/ɑ:/ — /ʌ/
sharp — shop	body — board	farm — fun
barks — box	lock — lord	lark — luck
guard — God	not — nor	shark — shuck
large — lodge	hot — horse	march — much
farm — fond	shock — shore	bark — buck

4. Words & Sounds 单词与发音

 05-23 A. Listen to the recording and repeat. Figure out the words according to the phonetic transcriptions.

听录音并跟读。试着根据每个单词的音标写出相应的单词（有时候答案并不是唯一的）。

- | | | | |
|----------------|-------|-------------|-------|
| 1. /bɒs/ | _____ | 6. /ði:z/ | _____ |
| 2. /θɪn/ | _____ | 7. /'vɪʒən/ | _____ |
| 3. /ʃed/ | _____ | 8. /'gæðə/ | _____ |
| 4. /'θʌndə/ | _____ | 9. /ʃɑ:k/ | _____ |
| 5. /'mʌðəlænd/ | _____ | 10. /'bʊðə/ | _____ |

 05-24 B. Listen to the recording and repeat. Figure out the phonetic symbols for the underlined letters.

听录音并跟读。写出下列单词画线部分发音的音标。

- | | | | | | |
|-----------------------|---|---|----------------------|---|---|
| 1. <u>sh</u> ort | / | / | 6. wa <u>l</u> let | / | / |
| 2. <u>v</u> olleyball | / | / | 7. plea <u>s</u> ure | / | / |
| 3. <u>p</u> ossible | / | / | 8. <u>n</u> othing | / | / |
| 4. <u>a</u> dopt | / | / | 9. fa <u>th</u> er | / | / |
| 5. <u>f</u> ashion | / | / | 10. <u>sh</u> ore | / | / |

5. Group Work 分组练习

A. Work in groups of five. One student looks into the dictionary to find new words beginning or ending with “th” and “sh”, then reads them aloud, and others write down the words they heard. Then check the words in the dictionary afterwards. Practise spelling and memorize as many words as possible. 五位同学一组，其中一位同学从词典中找出以 th 和 sh 开头或结尾的单词并根据音标读出来，其他同学写出这些单词，然后对照词典检查是否正确。看谁能迅速拼写和记忆更多的单词。

 05-25 B. Reading the following words aloud with your partner, then listen to the recording and repeat, paying attention to the consonants at the end of the words. 与你的同伴一起朗读下列单词，然后听录音并跟读，注意单词最后的辅音。

fish		clothe		bush		twelfth
fishes		clothes		bushes		garage
month		smash		fifth		twentieth
months		smashes		sixth		diphthong



6. Listen to the recording and repeat the following phrases and sentences aloud.
听录音并大声跟读下列短语和句子。

/ɑ:/

- | | |
|-------------------|----------------------|
| 1. car park | 6. after March |
| 2. large class | 7. half in the glass |
| 3. hard task | 8. laugh in the dark |
| 4. a far star | 9. ask to start |
| 5. father's heart | 10. the last clerk |

/ɒ/

- | | |
|--------------------|---------------------|
| 1. a hot-dog | 6. a long holiday |
| 2. lost in a fog | 7. tropical crops |
| 3. a lot of boxes | 8. The frog hops. |
| 4. follow the boss | 9. horrible shock |
| 5. stop the cough | 10. Problem solved! |

/ɔ:/

- | | |
|---------------------|---------------------|
| 1. morning call | 6. boring course |
| 2. forty-four | 7. salt water |
| 3. more horses | 8. short talk |
| 4. the fourth floor | 9. northern shore |
| 5. stormy dawn | 10. a roaring horse |



7. Listen & Repeat. 听录音并跟读。



Look at the ten pairs of sentences. Listen to the recording and identify the sentence you hear from each pair with a "√". 下面有 10 对句子，在每一对中听到的句子后面画 "√"。

- | | |
|--|--|
| 1. I don't know what she thought.
I don't know what she taught. | 6. We didn't sink.
We didn't think. |
| 2. There's no youth talking about that.
There's no use talking about that. | 7. They were closed for the cold weather.
They were clothed for the cold weather. |
| 3. There's coffee in the port.
There's coffee in the pot. | 8. These animals aren't breeding.
These animals aren't breathing. |
| 4. She put her hand on her heart.
She put her hand on her hat. | 9. We got free tickets.
We got three tickets. |
| 5. I've saved a lot in the past few days.
I've shaved a lot in the past few days. | 10. I can't sleep in this sheet.
I can't sleep in this heat. |



8. Listen to the following sentences and repeat. 听下列句子的录音并跟读。

1. What was regarded as impossible has now become possible.
2. It is not such an instructive story as we imagined.
3. I am awfully sorry for what my brother has done to you.
4. Last Sunday, Tom and I saw a great number of people walking along the lake.
5. I'll be in the dormitory after supper.
6. Sometimes you may want to borrow a book but you do not have the call number (图书编目号码).
7. The day after tomorrow our class will have a basketball match with Class Four.



9. Listen to the recording of the following passage and fill in the blanks with the words in the box. Then listen again and repeat aloud, paying attention to the target sounds learnt in this unit. 听下面短文的录音并用方框中的词语填空。然后再听一遍录音并大声跟读，注意本单元学到的音素。



although both fourth month other rather they
thick thin though three through whether

Last ^{1.} _____ we decided to buy two cats. One has a ^{2.} _____ black coat and is rather ^{3.} _____. The ^{4.} _____ is a special breed, but is unfortunately deaf. Even ^{5.} _____ we did what the vet (兽医) advised, ^{6.} _____ fought each other all ^{7.} _____ the first day. It was not until the ^{8.} _____ day that they finally made friends. Now they have ^{9.} _____ settled into our home and are wonderful companions (伙伴). We like them so much, we're wondering ^{10.} _____ it would be OK to have ^{11.} _____ cats, ^{12.} _____ we're ^{13.} _____ worried they might all fight.



10. Listen to the recording of the following passage and repeat aloud, paying attention to the sounds of the underlined parts. 听下面短文的录音并大声跟读，注意画线部分的发音。

I took my dog Todd for a long walk in the park at eight o'clock in the morning, then I saw an awful movie with my friend Laura. After lunch I went to the mall and bought a coffee pot for my office. Then I went to see my uncle George and taught his daughter how to play volleyball (排球). I took a wrong bus and got lost on my way home. Then I got off the bus and called my friend in Boston. We talked for almost an hour. I took a taxi home and I played softball (垒球) with my son, then I did the laundry (洗衣服) and mowed (割草) the lawn (草坪), cooked dinner and did all the washing-up after dinner. I'm exhausted now.

Unit Six

Back Vowels 后元音 /ʊ/ /u:/

Lateral 旁流音 /l/

Approximants 延续音 /r/ /w/ /j/

I. Target Sounds

认识音标

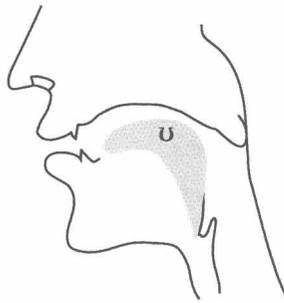
1 Back Vowels 后元音 /ʊ/ /u:/



Close (闭口音): /ʊ/

First make the sound /b/ (see page 47), and then raise the back of your tongue and put forward a little to make the sound /ʊ/. When making this sound, your lips are slightly round in shape. This is a *short vowel*. Now listen and repeat:

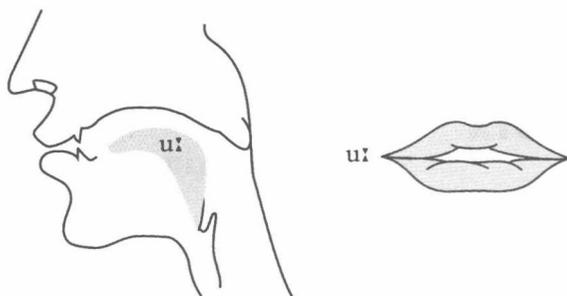
/ʊ/ put



Close (闭口音): /u:/

First make the sound /u/ (see page 57), and then raise the back of your tongue and pull backward a little more to make the sound /u:/. When making this sound, your lips are strongly round in shape. This is a **long vowel**. Now listen and repeat:

/u:/ do



2 Lateral 旁流音 /l/

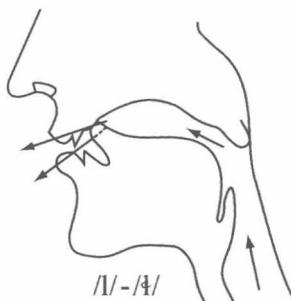
Alveolar (齿龈音): /l/-/ɫ/

First put your tongue tip on the upper teethridge. Force the air out over both sides of your tongue. Use your voice when making the sound /l/, and it is a **voiced consonant**. Now listen and repeat:

/l/ late; /ɫ/ tell

This sound is used in two conditions:

- 1) When /l/ is used before a vowel, where the sound is clearly identified, it is a “clear /l/”, e.g.: lost /lɒst/.
- 2) When /l/ is used before a consonant or at the end of a word, where the sound is not so clearly identified, it is a “dark /l/”, also marked as “/ɫ/”, e.g.: fall /fɔ:ɫ/, help /help/.



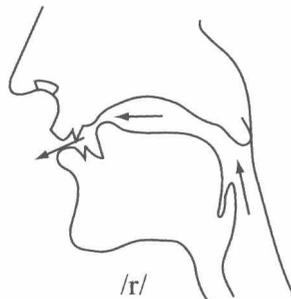
3 Approximants 延续音 /r/ /w/ /j/



Post-alveolar (后齿龈音): /r/

Raise your tongue tip towards the back of your teethridge without touching it. When making this sound, your lips are slightly round in shape. Use your voice to make this sound, and this is a **voiced consonant**. Now listen and repeat:

/r/ road

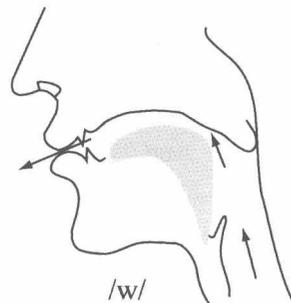


Bilabial (双唇音): /w/

First make the sound /u:/ (see page 58), then make your lips tightly round and push the air out. Use your voice to make this sound, and it is a **voiced consonant**. Now listen and repeat:

/w/ west

The sound /w/ is closely related and sounds quite similar to the vowel /u:/, so it is also called a **semi-vowel** (半元音).

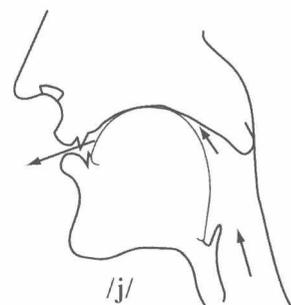


Palatal (上腭音): /j/

First make the sound /i:/ (see page 16), then raise the middle of your tongue to touch the roof of the mouth, making your lips spread and force the air out. Use your voice to make this sound, and it is a **voiced consonant**. Now listen and repeat:

/j/ year

The sound /j/ is closely related and sounds quite similar to the vowel /i:/, so it is also called a **semi-vowel**.



II. Intelligent Learning

领悟学习

1 Sound Practice 发音练习



06-07

/ʊ/**/hʊk/****/rʊm/****foot**
could
bush**/lʊk/****book**
would
shook**/gʊd/****put**
should
full**/fʊd/****/tʊk/**

06-08

/u:/**/ju:/****/tu:/****do**
lose
goose**/zu:/****boot**
soup
noon**/hu:z/****fool**
root
school**/ru:d/****/lu:z/**

06-09

/l/**/lɒt/****/lɔ:/****look**
leader
class**/lʌk/****loose**
letter
glass**/lʊ:s/****luck**
ladder
please**/lɑ:f/****/læk/**

06-10

/t/**/ɔ:l/****/hɔ:l/****ball**
cool
table**/tɔ:l/****tall**
pool
little**/fʊ:l/****call**
tool
people**/sku:l/****/stu:l/**



/r/

/rʊm/



/ru:f/

read

free

carry

/rʌn/

red

Greek

sorry

/rɒt/

wrong

press

merry

/rɔ:/

/'rɑ:ðə/

对话练习



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/w/

/wɪn/



/wɜ:d/

we

work

wheat

/wɛt/

wet

war

twist

/wʊd/

wood

what

quick

/wɔ:/

/'wʌrɪ/

对话练习



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/j/

/jes/



/jɪ:t/

yet

yield

cue

/ju:θ/

yard

yellow

use

/jʌŋ/

York

lawyer

view

/jɑ:d/

/jɔ:/

对话练习



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2 Sound & Form 音形观察



/ʊ/

-ʊ-

ut

ull

ull

ugar

utcher

-oo-

ook

ood

ook

ood

ool

oom

-o-

oman

olf

-oul-

ould

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-u(e)-

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-oo-

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-o-

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-ou-, -ough

oup

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-ew

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-u-, -ou (/ju:)/

o

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o

o

o

o

-oe

o

-ui-

o

-wo

o

06-16	/l/-/ɫ/	/l/:	l <u>eave</u>	l <u>et</u>	l <u>ock</u>	l <u>ate</u>	l <u>oud</u>	l <u>ine</u>
		/ɫ/:	c <u>all</u>	f <u>ill</u>	t <u>ell</u>	w <u>ell</u>	p <u>ool</u>	d <u>ull</u>
		-l(e)-	b <u>eautiful</u>	c <u>areful</u>	p <u>eople</u>	f <u>inal</u>	n <u>ational</u>	c <u>apital</u>
		-ll-	a <u>llow</u>	f <u>ollow</u>	f <u>ellow</u>	b <u>alloon</u>	i <u>llegal</u>	
		silent "l"	t <u>alk</u>	w <u>alk</u>	w <u>ould</u>	c <u>ould</u>	sh <u>ould</u>	h <u>alf</u>

06-17	/r/	-rr-	e <u>rror</u>	f <u>erry</u>	c <u>arry</u>	w <u>orry</u>	c <u>orrect</u>	a <u>rrest</u>
		wr-	w <u>rist</u>	w <u>restle</u>	w <u>rinkle</u>	w <u>rong</u>	w <u>rite</u>	w <u>rote</u>
		rh-	r <u>hythm</u>	r <u>hyme</u>	r <u>hetoric</u>	r <u>hapsody</u>	r <u>heumy</u>	

06-18	/w/	(q)u-	q <u>uite</u>	q <u>uarter</u>	q <u>uick</u>	a <u>cquaint</u>		
		w-	w <u>ater</u>	w <u>oke</u>	w <u>icked</u>	w <u>ood</u>		
		wh-	w <u>hich</u>	w <u>hat</u>	w <u>hen</u>	w <u>here</u>	w <u>hether</u>	w <u>hile</u>
		o-	o <u>ne</u>					

06-19	/j/	y-	y <u>es</u>	y <u>esterday</u>	y <u>olk</u>	y <u>am</u>		
-------	------------	----	-------------	-------------------	--------------	-------------	--	--

06-20	/ju:/	-u(e)-	u <u>se</u>	c <u>ue</u>	m <u>use</u>	d <u>uty</u>	p <u>resume</u>	c <u>ongratulate</u>
		-ew, -eu-	f <u>ew</u>	n <u>ew</u>	d <u>ew</u>	f <u>eu</u> d	m <u>ew</u>	p <u>ew</u>

3 Sound Rules of Vowel-Letters (5) 元音字母发音规则 (5)

U u /ʊ/ Closed Syllable → put bush
 闭音节 full pull
 sugar butcher

/ju:/ /u:/ Open Syllable → tube cube
 开音节 assume computer
 flute Lucy

朗读上面的单词，注意画线字母的发音。

III. Summary of Back Vowels, Lateral and Approximants

后元音、旁流音和延续音小结

Back Vowels

后元音

/ɑ:/ /ɒ/ /ɔ:/ /ʊ/ /u:/

In the cases of back vowels, the characteristics of the articulation are:

- Open jaws → considerable separation for /ɑ:/, wide open for /ɒ/;
- Rounded lips → Of the back vowels, the lips are widely open for /ɑ:/, medium open with lip-rounding for /ɒ/, slightly open with lip-rounding for /ɔ:/, almost close but with loose lip-rounding for /ʊ/, almost close and tight lip-rounding for /u:/;
- Open or lower position of the back of the tongue;
- No contact being made between the tongue tip and the lower teeth;
- In all cases the vocal cords vibrate;
- /ɑ:/, /ɔ:/ and /u:/ are *long vowels*, while /ɒ/ and /ʊ/ are *short vowels*.

Lateral

旁流音

/l/

- Lateral /l/ → The tip of the tongue is in contact with the upper teethridge, allowing air to escape on both sides.
- The phoneme /l/ is found initially, medially and finally, which has one unusual characteristics: when it occurs before a vowel, it is called “clear /l/”, as in “lead”. “Clear /l/” will never occur before a consonant. When it occurs before a consonant or finally, it is called “dark /l/” —/ɫ/, as in “tell”.

/r/ /w/ /j/

For this group of phonemes the airstream escapes through a relatively narrow passage in the mouth without friction but with voice:

- Post-alveolar /r/ → The tip of the tongue is held in a position near to, but not touching, the rear part of the upper teethridge so that the central part of the tongue is lowered to allow airstream to escape freely.
- Unrounded palatal /j/ → It is articulated by the tongue assuming the position from a close-mid to a front close vowel and moving away immediately to the position of the following sound; the lips are generally neutral or spread.
- Bilabial /w/ → It is articulated by the tongue assuming the position from a back close-mid to a back close vowel and moving away immediately to the position of the following sound; the lips are rounded.

IV. Skill Enhancement Exercises

技能巩固练习

06-21 1. Sound Exercises 语音练习

/l/	/l/	/r/	/r/	/w/	/w/	/j/	/j/
/lɒk/		/rɒm/		/wʊd/		/juθ/	
/lu:/		/ru:/		/wu:/		/ju:/	

06-22 2. Minimal-Pair Drills 音素对比练习

 Listen to the recording and repeat. Try to figure out the words according to the phonetic transcriptions. 听录音并跟读。试着根据音标写出相应的单词（有时候答案并不是唯一的）。

/ʊ/ — /u:/	/fʊl/ — /fu:l/	/wʊd/ — /wu:d/
	/ʃʊd/ — /ʃu:/	/pʊl/ — /pu:l/

/ʊ/ — /ɒ/	/kʊk/ — /kɒk/	/lʊk/ — /lɒk/
	/pʊt/ — /pɒt/	/bʊks/ — /bɒks/
/ʊ/ — /ɔ:/	/fʊl/ — /fɔ:l/	/tʊk/ — /tɔ:k/
	/stʊd/ — /stɔ:d/	/fʊt/ — /fɔ:t/
/ɪ/ — /ɪ/	/li:d/ — /ri:d/	/led/ — /red/
	/lɒk/ — /rɒk/	/glɑ:s/ — /grɑ:s/
/w/ — /v/	/wi:/ — /vi:/	/west/ — /vest/
	/wɜ:s/ — /vɜ:s/	/wain/ — /vain/

3. Sound Discrimination 辨音练习

 06-23 A. Listen to the recording and repeat. 听录音并跟读。

<p>/ʊ/ — /u:/</p> <p>foot — food</p> <p>put — pool</p> <p>look — loop</p> <p>full — fool</p> <p>took — tool</p>	<p>/u:/ — /ɔ:/</p> <p>boot — board</p> <p>lose — laws</p> <p>cool — call</p> <p>shoe — shore</p> <p>mood — more</p>	<p>/ʊ/ — /ɒ/</p> <p>book — box</p> <p>cook — cock</p> <p>shook — shock</p> <p>took — top</p> <p>good — God</p>
---	---	--

 06-24 B. In each pair of the following words the right word ends with a dark /l/. Listen to the recording and repeat. 在下面每对单词中，右面的单词是以模糊 /l/ 音结尾的。听录音并跟读。

see — seal	dot — doll
said — sell	duck — dull
Ted — tell	wood — wool
fed — fell	tooth — tool
spend — spell	bit — bill
tick — till	fit — fill
caught — call	head — hell
put — pull	wet — well
food — fool	yet — yell

4. Words & Sounds 单词与发音

 06-25 A. Listen to the recording and repeat. Figure out the phonetic symbols for the vowels of the words. 听录音并跟读。根据所听到的单词写出其中的元音音标。

- | | | | | | |
|-----------|---|---|---------|---|---|
| 1. should | / | / | 3. pool | / | / |
| 2. took | / | / | 4. cool | / | / |

- | | |
|---------------|--------------|
| 5. school / / | 8. room / / |
| 6. shook / / | 9. boot / / |
| 7. fool / / | 10. hook / / |



B. Listen to the recording and repeat. Figure out the words according to the phonetic transcriptions.

听录音并跟读下列音标，根据发音写出相应的单词。

- | | |
|--------------------|------------------------|
| 1. /ru:d/ _____ | 6. /'hʌntə/ _____ |
| 2. /'ju:nɪt/ _____ | 7. /fru:t/ _____ |
| 3. /ʃʊd/ _____ | 8. /flu:/ _____ |
| 4. /kju:t/ _____ | 9. /ʃʊk/ _____ |
| 5. /buʃ/ _____ | 10. /'kju:kəmbə/ _____ |



C. Listen to the recording and repeat. Figure out the phonetic transcriptions according to the words.

听录音并跟读。根据听到的单词的发音写出相应的音标。

- | | |
|-----------------|----------------------|
| 1. document / / | 6. blue / / |
| 2. balloon / / | 7. classroom / / |
| 3. noodle / / | 8. afternoon / / |
| 4. pudding / / | 9. leather-shoes / / |
| 5. useful / / | 10. student / / |

5. Word Games 词汇游戏

A. Put the following groups of letters in order so that they form meaningful words. Before doing this, you need to use your knowledge of the formation and sound rules of English words to judge and decide the possible order of letters. 下面有五个打乱了字母顺序的单词，将每一组字母进行重新排列，使这些字母构成有意义的单词。根据你掌握的英语构词法的知识进行判断。

- onom _____
- tguhroh _____
- dhsulo _____
- rhwhete _____
- tnaolnia _____

B. 以下七个单词都缺少相同的两个字母，并且这两个字母可以单独成为一个单词。你能猜出这个单词是什么吗？

- | | | | |
|-------|---------|--------|------|
| a__pt | aban__n | un__ | __ne |
| __es | __ing | __ctor | |

把上面这些单词补充完整并大声朗读，注意这两个字母中的元音字母在不同单词中的发音。



6. Listen to the recording and repeat the following phrases and sentences aloud. 听录音并大声跟读下列短语和句子。

/ʊ/

- | | |
|-----------------------|------------------------|
| 1. took his books | 6. push the bull |
| 2. a good look | 7. stood in the bush |
| 3. shook the hook | 8. cook with wood |
| 4. the wood pulled | 9. look into the room |
| 5. a woolen pull-over | 10. a woman and a wolf |

/u:/

- | | |
|---------------------|---------------------------------------|
| 1. a blue pool | 6. Whose boots? |
| 2. gloomy mood | 7. Balloons flew. |
| 3. choose the fruit | 8. a true fool |
| 4. blue shoes | 9. shoe the goose (“给鹅穿鞋”, 指徒劳无益) |
| 5. two schools | 10. an approved school (英国的少年罪犯教养院) |



7. Listen & Repeat. 听录音并跟读。



Look at the ten pairs of sentences. Listen to the recording and identify the sentence you hear from each pair with a “√”. 下面有 10 对句子, 在每一对中听到的句子后面画 “√”。

- | | |
|---|--|
| 1. It said “pool” on the door.
It said “pull” on the door. | 6. They didn’t shoot him.
They didn’t suit him. |
| 2. The vest is very warm.
The west is very warm. | 7. I don’t know which is worse.
I don’t know which is verse. |
| 3. The surprise came later.
The supplies came later. | 8. There is something wrong with this ear.
There is something wrong with this year. |
| 4. I’ll correct it tomorrow.
I’ll collect it tomorrow. | 9. The book is wonderful.
The boot is wonderful. |
| 5. We had a great flight.
We had a great fright. | 10. He didn’t like his life.
He didn’t like his wife. |



8. Listen to the following sentences and repeat. 听下列句子的录音并跟读。

- The resolution was approved 68 to 22.
- There are very beautiful rosebushes in his garden.
- Choose the one you like best or the most suitable from the group.
- He took the colourful balloons to the children in the special school.

5. He removed the instrument to make room for his books.
6. Although the story goes that the woman took the jewelry in the room, we could not find any proof.
7. Family is the basic unit of almost every human society.
8. Use your spoon to help yourself with the noodles.



9. Listen to the recording and repeat the passage aloud, paying attention to the sounds of the underlined parts. 听下面短文的录音并大声跟读，注意画线部分的发音。

My presentation will focus on our online sales strategy and will cover five main areas. It ll take about 45 minutes. In the first part we ll deal with why we needed a website. Secondly, I ll show you who designed the website. Then, I ll outline some of the technical problems we had. After that we ll look at the online sales so far. Finally, I ll sum up and I ll make some recommendations for the future development of the site. I ll answer any questions at the end of my presentation.



Unit Seven

Diphthongs 双元音 /eɪ/ /aɪ/ /ɔɪ/ /əʊ/ /aʊ/

Nasals 鼻音 /m/ /n/ /ŋ/

I. Target Sounds

认识音标

1 Diphthongs 双元音 /eɪ/ /aɪ/ /ɔɪ/ /əʊ/ /aʊ/

A. Closing (合口双元音): 以 /ɪ/ 结尾

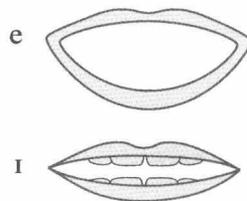
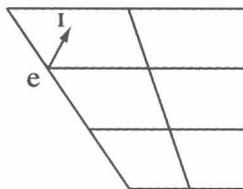


/eɪ/

First make the sound /e/ (see page 28), then make the sound /ɪ/ (see page 16). In making this sound, there is a glide (滑动) from /e/ to /ɪ/, and a change from a more open mouth to a more closed mouth.

Now listen and repeat:

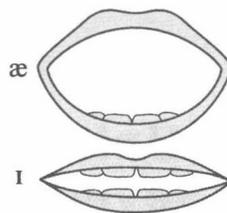
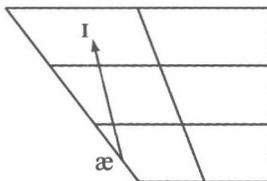
/e/ - /ɪ/, /eɪ/ name



从 /e/ 向 /ɪ/ 滑动的合口双元音音位及口型图

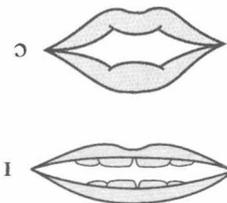
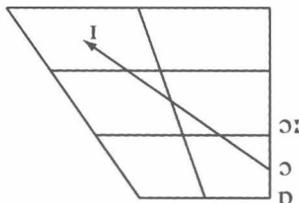
First make the sound /æ/ (see page 28), then make the sound /ɪ/ (see page 16). In making this sound, there is a glide from /æ/ to /ɪ/, and a change from a more open mouth to a more closed mouth. Now listen and repeat:

/æ/ - /ɪ/, /aɪ/ five



从 /æ/ 向 /ɪ/ 滑动的合口双元音音位及口型图

First make the sound /ɔ/ (shorter than /ɔɪ/, see page 48), then make the sound /ɪ/ (see page 16). In making this sound, there is a glide from /ɔ/ to /ɪ/, and a change from a more open mouth to a more closed mouth. Now listen and repeat: /ɔ/ - /ɪ/, /ɔɪ/ boy

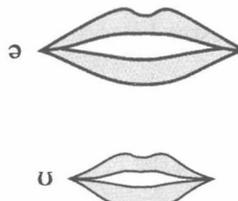
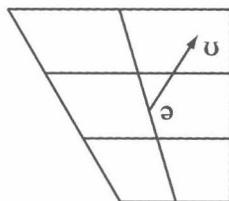


从 /ɔ/ 向 /ɪ/ 滑动的合口双元音音位及口型图

B. Closing (合口双元音): 以 /ʊ/ 结尾

First make the sound /ə/ (see page 38), then make the sound /ʊ/ (see page 57). In making this sound, there is a glide from /ə/ to /ʊ/, and a change from a more open mouth to a more closed mouth. Now listen and repeat:

/ə/ - /ʊ/, /əʊ/ go



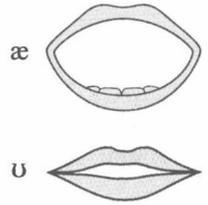
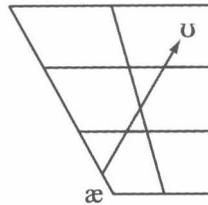
从 /ə/ 向 /ʊ/ 滑动的合口双元音音位及口型图



/aʊ/

First make the sound /æ/ (see page 28), then make the sound /ʊ/ (see page 57). In making this sound, there is a glide from /æ/ to /ʊ/, and a change from a more open mouth to a more closed mouth. Now listen and repeat:

/æ/ - /ʊ/, /aʊ/ how



从 /æ/ 向 /ʊ/ 滑动的合口双元音音位及口型图

2 Nasals 鼻音 /m/ /n/ /ŋ/



Bilabial (双唇音): /m/

First close your mouth, and send the air out from your nose. Use your voice to make this sound, and this is a **voiced consonant**. Now listen and repeat: /m/ may



Alveolar (齿龈音): /n/

First open your mouth, and then put your tongue tip against your teethridge, and send the air out from your nose. Use your voice to make this sound, and this is a **voiced consonant**. Now listen and repeat: /n/ no





Velar (软腭音): /ŋ/

First open your mouth, and then touch the back roof of your mouth with the back of your tongue, and send the air out from your nose. Use your voice to make this sound, and this is a **voiced consonant**. Now listen and repeat:

/ŋ/ song



II. Intelligent Learning

领悟学习

1 Sound Practice 发音练习



/ei/

/pei/



/keik/

gate

day

main

/teik/

save

face

plane

/neim/

pain

break

shame

/seim/

/keim/



/ai/

/mai/



/nart/

bike

hide

kind

/lart/

type

size

guide

/mam/

five

like

slide

/nam/

/ʃam/





/ɔɪ/

/bɔɪ/



/kɔɪn/

toy
choice
annoy

/ɔɪl/

joy
boil
appoint

/rɔɪl/

join
soil
avoid

/vɔɪs/

/nɔɪz/



/əʊ/

/bəʊn/



/nəʊn/

boat
coat
most

/həʊm/

go
hope
note

/fəʊn/

show
know
dome

/ʃəʊn/

/kəʊm/



/aʊ/

/aʊt/



/aʊns/

how
now
pound

/aʊl/

vow
mouth
down

/maʊnt/

cow
shout
bound

/kaʊnt/

/braʊn/



/m/

/mi:n/



/mɪd/

me
Mike
same

/met/

my
milk
Tom

/mæp/

men
make
room

/məʊst/

/maʊs/



/n/

/net/



/nəʊ/

nice
name
fan

/naʊ/

note
nine
hen

/naɪt/

noun
noise
month

/ɪn/

/end/





/ŋ/

/rɪŋ/



/ræŋ/

think

wrong

spring

/rʌŋ/

thank

length

strength

/rɒŋ/

bank

tungue

strong

/kɪŋ/

/jɒŋ/



2 Sound & Form 音形观察



/eɪ/

-a-

ape

late

make

name

waste

change

-ai-

rain

waist

aim

paid

rain

daily

-ay

day

gay

may

way

stay

play

-ei-, -ey

stein

veil

rein

they

prey

survey

-ea-

great

steak

break

-eigh-

eight

neigh

heigh

sleigh

weigh



/aɪ/

-i-

time

white

write

bite

climb

sign

-ie-

die

tie

lie

pie

tried

-y, (e)y-

cry

by

dry

sky

type

dye

eye

-igh-, -eigh-

high

night

light

right

fight

might

height

-uy

buy

guy



/ɔɪ/

-oi-

boil

noise

point

voice

coin

soil

choice

-oy-

boy

toy

loyal

voyage

royal

employ



/əʊ/

-o-

so

oh

no

home

old

both

folk

-oa-

oak

boat

road

loaf

soap

approach

cloak

-oe

toe

foe

doe

hoe

sloe

-ow

low

mow

know

below

show

slow

-ou-, -ough

soul

boulder

shoulder

though



/aʊ/

-ou-

blouse

doubt

house

mouse

sound

out

ground

-ow-

allow

cow

how

town

down

crowd

power

**/m/**

-m(e)-	<u>man</u>	<u>morning</u>	<u>most</u>	<u>may</u>	<u>fame</u>	<u>come</u>
-mm-	<u>summer</u>	<u>committee</u>	<u>immediately</u>		<u>mummy</u>	
-mb	<u>bomb</u>	<u>comb</u>	<u>lamb</u>	<u>numb</u>	<u>crumb</u>	
-mn	<u>autumn</u>	<u>column</u>	<u>damn</u>			

**/n/**

-n-	<u>noon</u>	<u>now</u>	<u>number</u>	<u>keen</u>	<u>new</u>	<u>bent</u>	<u>spend</u>
-nn-	<u>funny</u>	<u>sunny</u>	<u>connect</u>	<u>annoy</u>	<u>inn</u>		
-gn	<u>sign</u>	<u>design</u>	<u>reign</u>	<u>campaign</u>	<u>foreign</u>		
-kn-	<u>know</u>	<u>knee</u>	<u>knife</u>	<u>knight</u>			

**/ŋ/**

-ng	<u>sing</u>	<u>thing</u>	<u>ring</u>	<u>king</u>	<u>wing</u>		
-nk/c-/ŋk/	<u>sink</u>	<u>bank</u>	<u>rank</u>	<u>ankle</u>	<u>monkey</u>	<u>donkey</u>	<u>uncle</u>

3 Sound Rules of Vowel-Letters (6) 元音字母发音规则 (6)

A a /eɪ/	Open Syllable	→	K <u>a</u> te	date
	开音节		ab <u>a</u> le	cab <u>a</u> le
			fr <u>a</u> me	pl <u>a</u> ne

I i (Y y) /aɪ/	Open Syllable	→	l <u>i</u> ke	tim <u>e</u>
	开音节		h <u>i</u>	sp <u>y</u>
			styl <u>e</u>	cycl <u>e</u>

O o /əʊ/	Open Syllable	→	n <u>o</u>	s <u>o</u>
	开音节		not <u>e</u>	phon <u>e</u>
			mot <u>io</u> n	promot <u>e</u>

朗读上面的单词，注意画线字母的发音。

III. Summary of Nasals

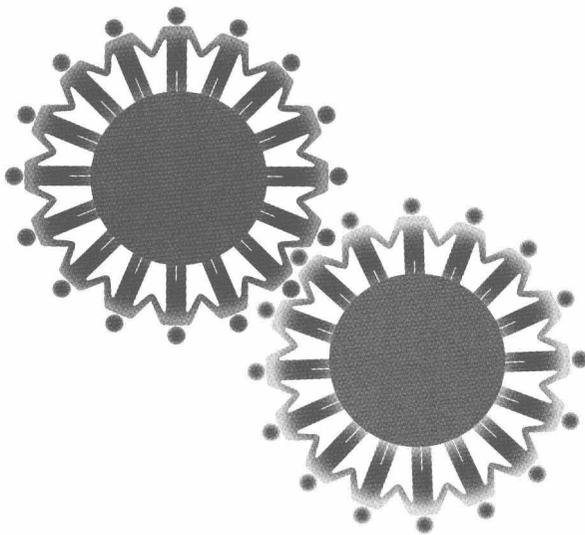
鼻音小结

Nasals 鼻音

/m/ /n/ /ŋ/

The articulation of nasal consonants is characterized by the following features:

- A total closure is made within the mouth with the soft palate in its lowered position to allow an escape of air into the nasal cavity (鼻腔).
- Each nasal consonant has a different place of articulation: *bilabial* for /m/, *alveolar* for /n/ and *velar* for /ŋ/.
- /ŋ/ does not occur initially (开始) in a word or morpheme (词素).
- The three nasal consonants correspond to the three pairs of plosives in terms of the area of articulation: *bilabial* /m/-/p, b/, *alveolar* /n/-/t, d/ and *velar* /ŋ/-/k, g/.



IV. Skill Enhancement Exercises

技能巩固练习

07-25 1. Sound Exercises 语音练习

Read aloud for yourself first, and then listen to the recording and repeat. 先自己朗读，然后听录音并跟读。

/m/ /m/		/n/ /n/		/ŋ/ /ŋ/	
/mɪd/	/mæt/	/nɪt/	/næd/	/sɪŋ/	
/mʌd/	/mɒt/	/nʌt/	/nɒd/	/sʌŋ/	
/dɪm/	/tæm/	/tɪn/	/dæn/	/sɒŋ/	
/mʌm/	/tɒm/	/tʌn/	/dɒn/	/sæŋ/	
/məʊ/	/həʊm/	/nəʊ/	/nəʊn/		
/maʊ/		/naʊ/	/naʊn/		

07-26 2. Minimal-Pair Drills 音素对比练习



Listen to the recording and repeat. Try to figure out the words according to the phonetic transcriptions. 听录音并跟读。试着根据音标写出相应的单词（有时候答案并不是唯一的）。

/eɪ/ — /aɪ/	/beɪk/ — /baɪk/	/feɪt/ — /faɪt/
	/reɪp/ — /raɪp/	/ʃeɪn/ — /ʃaɪn/
/aɪ/ — /ɔɪ/	/taɪ/ — /tɔɪ/	/kaɪnd/ — /kɔɪnd/
	/paɪn/ — /pɔɪnt/	/baɪ/ — /bɔɪ/
/ɔɪ/ — /ɔɪ/	/rɔɪ/ — /rɔɪ/	/bɔɪl/ — /bɔɪl/
	/kɔɪn/ — /kɔɪn/	/tɔɪ/ — /tɔɪ/
/e/ — /eɪ/	/let/ — /leɪt/	/fed/ — /feɪd/
	/men/ — /meɪn/	/pen/ — /peɪn/
/e/ — /aɪ/	/set/ — /saɪt/	/wet/ — /waɪt/
	/let/ — /laɪt/	/net/ — /naɪt/
/əʊ/ — /aʊ/	/nəʊ/ — /naʊ/	/həʊl/ — /haʊl/
	/fəʊnd/ — /faʊnd/	/ləʊd/ — /laʊd/

/ɔ:/ — /əʊ/

/lɔ:/ — /ləʊ/

/hɔ:s/ — /həʊst/

/tɔ:l/ — /təʊl/

/bɔ:l/ — /bəʊl/

/m/ — /n/

/mi:t/ — /ni:t/

/maɪn/ — /naɪn/

/mæp/ — /næp/

/si:m/ — /si:n/

/n/ — /ŋ/

/wɪn/ — /wɪŋ/

/θɪn/ — /θɪŋ/

/ræn/ — /ræŋ/

/sʌn/ — /sʌŋ/

/n/ — /l/

/naɪt/ — /laɪt/

/nɒk/ — /lɒk/

/snəʊ/ — /sləʊ/

/kə'nekt/ — /kə'lekt/



3. Sound Discrimination 辨音练习

Read aloud for yourself first, and then listen to the recording and repeat. 先自己朗读，然后听录音并跟读。

/eɪ/ — /aɪ/

may — my

day — die

way — why

lake — like

bake — bike

/əʊ/ — /aʊ/ — /ɔɪ/

know — now — noise

cone — count — coin

bowl — bound — boy

most — mouth — moist

post — power — point

/m/ — /n/ — /ŋ/

dim — din — ding

rim — rinse — ring

seem — sin — sing

theme — thin — thing

lamp — land — slang



4. Words & Sounds 单词与发音



A. Listen to the recording and repeat. Figure out the words according to the phonetic transcriptions.

听录音并跟读下列音标，根据发音写出相应的单词。

1. /bəʊn/ _____

6. /'sɪŋŋ/ _____

2. /ʃaɪn/ _____

7. /'bɔɪlŋ/ _____

3. /feɪm/ _____

8. /'paʊə/ _____

4. /təʊn/ _____

9. /ʃaʊt/ _____

5. /prəʊb/ _____

10. /ə'laʊ/ _____



B. Listen to the recording and repeat. Figure out the phonetic transcriptions according to the words.

听录音并跟读。根据听到的单词的发音写出相应的音标。

1. locate / _____ / 6. associate / _____ /

2. impose / _____ / 7. boundary / _____ /

3. mighty / _____ / 8. complaint / _____ /

4. neighbour / _____ / 9. authorize / _____ /

5. appoint / _____ / 10. easy-going / _____ /

5. Group Work 分组练习

A. Write out as many English names containing the diphthongs listed below as possible.

尽可能多地写出含有以下双元音的英文姓名。

/eɪ/:

/aɪ/:

/əʊ/:

B. Work in groups of four, and each student chooses one of the following categories to write out as many words containing the diphthongs /aɪ/, /eɪ/, /ɔɪ/, /əʊ/ and /aʊ/ as possible. The group which writes the most words wins. 四位同学一组。每位同学选择下面一个类别, 尽可能多地写出发音中带有双元音 /aɪ/, /eɪ/, /ɔɪ/, /əʊ/ 和 /aʊ/ 的单词。最后看哪一组同学写出的单词最多。

Clothing items: 衣物:

Sports: 运动:

Animals: 动物:

Stationeries: 文具:

C. Do you know these tools? 你知道这些是什么工具吗?

 plate / file / brace / nail / bolt / spade / rake / screwdriver



6. Listen to the recording and repeat the following phrases and sentences aloud.

听录音并大声跟读下列短语和句子。

/eɪ/

- | | |
|-----------------------|------------------------|
| 1. a day in May | 6. make one's way |
| 2. play the game | 7. say a phrase |
| 3. wait for the plane | 8. stay awake |
| 4. bake a cake | 9. his favourite place |
| 5. break the plate | 10. a great day |

/aɪ/

- | | |
|--------------------|---------------------|
| 1. fly a kite | 6. a nice dive |
| 2. the high tide | 7. write twice |
| 3. buy a bike | 8. arrive on time |
| 4. It's my advice. | 9. the right side |
| 5. a bright night | 10. one's life-time |

/ɔɪ/

- | | |
|-------------------------|---------------------------|
| 1. a boy's voice | 6. avoid the noise |
| 2. a spoiled boy | 7. Soil absorbs moisture. |
| 3. point to the toy | 8. the boiling point |
| 4. the choice of a coin | 9. boil the oil |
| 5. join the Royals | 10. employ a boy |

/əʊ/

- | | |
|---------------------|--------------------|
| 1. row a boat | 6. grow old |
| 2. a phone code | 7. go home |
| 3. a coat show | 8. wrote a note |
| 4. go to the post | 9. open and closed |
| 5. sold the clothes | 10. cold Coca Cola |

/aʊ/

- | | |
|--------------------------|-----------------------------|
| 1. shout out | 6. clouds and shower |
| 2. a house near the town | 7. the cowboy and the cows |
| 3. allow them to plough | 8. around the town |
| 4. found in the house | 9. fall down from the tower |
| 5. pronounce the sound | 10. the proud crowd |



07-31 7. Listen & Repeat. 听录音并跟读。



Look at the ten pairs of sentences. Listen to the recording and identify the sentence you hear from each pair with a “√”. 下面有 10 对句子，在每一对中听到的句子后面画“√”。

- | | |
|---|--|
| 1. He got a tie for his birthday.
He got a toy for his birthday. | 6. She had a swing in the garden.
She had a swim in the garden. |
| 2. “Goodbye!” she said.
“Good boy!” she said. | 7. The son warned me.
The sun warmed me. |
| 3. She phoned a friend.
She found a friend. | 8. The people were singing fast.
The people were sinking fast. |
| 4. What a beautiful tone!
What a beautiful town! | 9. My friend likes Robin Banks.
My friend likes robbing banks. |
| 5. Tom ran yesterday.
Tom rang yesterday. | 10. I've got a pain in my hand.
I've got a pen in my hand. |



07-32 **8.** Listen to the following sentences and repeat. 听下列句子的录音并跟读。

1. I like driving in the wide lane on the highway.
2. You need to go straight to the post-office and turn right before you get there.
3. I would have made a silly mistake without your kindly advice.
4. Both Joan and Kate gave up the race.
5. James decided to type the letter himself.
6. Write down your name on the right side of the paper.
7. The plane was approaching the runway at a high speed.
8. Try to see the old man's point of view.
9. Put your brakes on when the light turns red.
10. In a short time the house was full of boys and toys.



07-33 **9.** Listen to the recording and repeat the passages aloud, paying attention to the sounds of the underlined parts. 听下面短文的录音并大声跟读，注意画线部分的发音。

1

One day last October, Kate woke up when the phone rang. It was her friend Dave inviting her to go to downtown. Later that morning, Kate left her house and drove to the station to catch the train. She was wearing a light coat and jeans, since the weather was not nice. As she sat on the train, she looked out the window and saw some cows in the field. It was starting to rain.

Before long, the train stopped and the sun came out. Kate arrived at the place Dave told her near a hotel and waited for Dave. They met each other soon after, and they walked down along a noisy road and had their lunch next to a post office. Then they had some cake and soda at a coffee house, and Dave took some photos when Kate was buying some toys. They really enjoyed the day.

2

It was so warm yesterday we had a barbecue (烧烤). We asked some friends to come and bring something to drink. Dave, who works at the bank, brought his guitar. He decided to sing us a folk song. I couldn't hear much but I think he sang something about a bird with a broken wing. It was great, anyway. We might have another barbecue at the weekend, I'll give you a ring and let you know.

Unit Eight

Diphthongs 双元音 /ɪə/ /eə/ /ʊə/

Affricates 破擦音 /tʃ/-/dʒ/ /tr/-/dr/

I. Target Sounds

认识音标

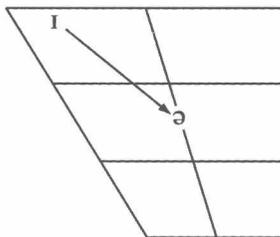
1 Diphthongs 双元音 /ɪə/ /eə/ /ʊə/

Centering (集中双元音): 以 /ə/ 结尾



/ɪə/

First make the sound /ɪ/ (see page 16), then make the sound /ə/ (see page 38). In making this sound, there is a glide from /ɪ/ to /ə/, with your tongue moving up from the front to the middle position in your mouth. Now listen and repeat: /ɪ-/ə/, /ɪə/ dear

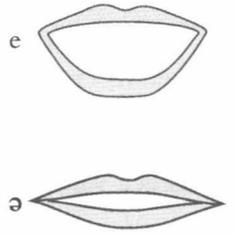
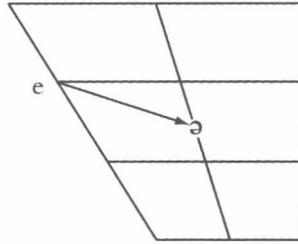


从 /ɪ/ 向 /ə/ 滑动的集中双元音音位及口型图



/eə/

First make the sound /e/ (see page 28), then make the sound /ə/ (see page 38). In making this sound, there is a glide from /e/ to /ə/, with your tongue moving from the low front to the middle position in your mouth. Now listen and repeat: /e/-/ə/, /eə/ care



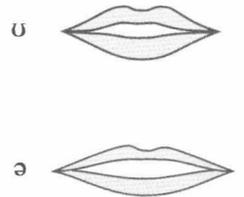
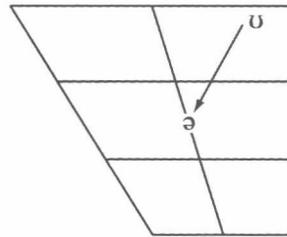
从 /e/ 向 /ə/ 滑动的集中双元音音位及口型图



/ʊə/

First make the sound /ʊ/ (see page 57), then make the sound /ə/ (see page 38). In making this sound, there is a glide from /ʊ/ to /ə/, with your mouth more closed to mid-open. Now listen and repeat:

/ʊ/-/ə/, /ʊə/ tour



从 /ʊ/ 向 /ə/ 滑动的集中双元音音位及口型图

2 Affricates 破擦音 /tʃ/-/dʒ/ /tr/-/dr/



Palato-alveolar (腭龈音): /tʃ/-/dʒ/

When making the sound /tʃ/, join the sound /t/ (see page 17) and /ʃ/ (see page 48). Do not use your voice, and this is a **voiceless consonant**. Now listen and repeat:

/t/-/ʃ/, /tʃ/ child



When making the sound /dʒ/, join the sound /d/ (see page 17) and /ʒ/ (see page 48). Use your voice, and this is a **voiced consonant**. Now listen and repeat:

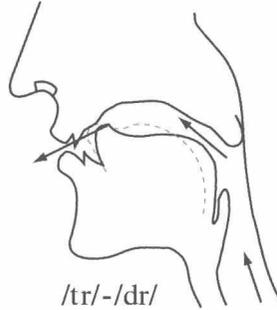
/d/-/ʒ/, /dʒ/ job



Post-alveolar (后齿龈音): /tr/-/dr/

When making the sound /tr/, join the sound /t/ (see page 17) and /r/ (see page 59). Do not use your voice, and this is a **voiceless consonant**. Now listen and repeat:

/t/-/r/, /tr/ tree



When making the sound /dr/, join the sound /d/ (see page 17) and /r/ (see page 59). Use your voice, and this is a **voiced consonant**. Now listen and repeat:

/d/-/r/, /dr/ dream

II. Intelligent Learning

领悟学习

1 Sound Practice 发音练习



/ɪə/

/hɪə/



/bɪə/

dear

year

zero

/fɪə/

near

rear

hero

/ʃɪə/

tear

serious

career

/mɪə/

/sɪn'sɪə/



/eə/

/reə/



/meə/

air

fair

declare

/ðeə/

their

care

prepare

/heə/

where

share

repair

/'peərənt/ /'keəfʊl/





/ʊə/

/pʊə/



/tʊə/

moor

insure

January

/ʃʊə/

fuel

usual

annually

/kjuə/

cruel

rural

tourist

/pjuə/

/'tʊərɪst/



/tʃ/

/tʃɪə/



/tʃeɪ/

chain

change

beach

/tʃɪtʃ/

child

China

fetch

/tʃɒtʃ/

choke

choice

lunch

/bentʃ/

/tʃu:z/



/dʒ/

/dʒɪə/



/edʒ/

Jack

job

badge

/bædʒ/

joke

jump

judge

/lɑ:dʒ/

June

join

college

/dʒeɪn/

/tʃeɪndʒ/



/tr/

/trɪk/



/stres/

trip

try

country

/strɒŋ/

true

train

factory

/traɪ/

trust

destroy

history

/tri:/

/træp/



/dr/

/drʌg/



/drɔ:/

drip

drink

drive

/dri:m/

drag

drop

drain

/draɪ/

dress

drug

drown

/dreɪn/

/drəʊn/

2 Sound & Form 音形观察

08-13

/ɪə/

-er-, -ere	<u>material</u>	<u>hero</u>	<u>here</u>	<u>sincere</u>	<u>interfere</u>	<u>atmosphere</u>
-ear	<u>dear</u>	<u>fear</u>	<u>year</u>	<u>near</u>	<u>hear</u>	<u>clear</u> <u>tear</u>
-eer	<u>career</u>	<u>peer</u>	<u>deer</u>	<u>sneer</u>	<u>cheer</u>	<u>sheer</u> <u>jeer</u>
-ia-, -iar	<u>media</u>	<u>material</u>	<u>industrial</u>	<u>brilliant</u>	<u>familiar</u>	<u>peculiar</u>
-ea-	<u>idea</u>	<u>area</u>	<u>nausea</u>	<u>real</u>	<u>ideal</u>	
-io-, -iou-	<u>period</u>	<u>million</u>	<u>opinion</u>	<u>union</u>	<u>previous</u>	<u>serious</u>
-ie-, -ier-	<u>Vietnam</u>	<u>fierce</u>	<u>easier</u>	<u>carrier</u>		
-iu-	<u>medium</u>	<u>stadium</u>	<u>premium</u>			

08-14

/eə/

-ar-, -are	<u>care</u>	<u>aware</u>	<u>share</u>	<u>fare</u>	<u>parent</u>	<u>welfare</u> <u>prepare</u>
-air	<u>air</u>	<u>fair</u>	<u>pair</u>	<u>chair</u>	<u>affair</u>	<u>despair</u> <u>repair</u>
-ear	<u>bear</u>	<u>pear</u>	<u>wear</u>	<u>tear</u>	<u>swear</u>	
-eir-, -ere	<u>heir</u>	<u>their</u>	<u>there</u>	<u>where</u>		

08-15

/ʊə/

-oor	<u>boor</u>	<u>moor</u>	<u>poor</u>			
-our-	<u>dour</u>	<u>gourd</u>	<u>tour</u>	<u>bourgeois</u>	<u>amour</u>	<u>tournament</u>
-ur-, -ure	<u>during</u>	<u>insurance</u>	<u>pure</u>	<u>endure</u>	<u>cure</u>	<u>sure</u> <u>secure</u>
-ue-, -ua-	<u>cruel</u>	<u>fluent</u>	<u>actual</u>	<u>usual</u>	<u>gradual</u>	<u>annual</u> <u>mutual</u>

08-16

/tʃ/

-ch-	<u>chair</u>	<u>chain</u>	<u>choose</u>	<u>chunk</u>	<u>achieve</u>	<u>rich</u> <u>attach</u>
-tch-	<u>watch</u>	<u>fetch</u>	<u>wretched</u>	<u>batch</u>	<u>butcher</u>	
-ti-	<u>question</u>	<u>suggestion</u>	<u>digestion</u>	<u>combustion</u>	<u>exhaustion</u>	
-tu-	<u>nature</u>	<u>furniture</u>	<u>century</u>	<u>actual</u>	<u>gesture</u>	

08-17

/dʒ/

-j-	<u>jam</u>	<u>jaw</u>	<u>job</u>	<u>juice</u>	<u>major</u>	<u>enjoy</u> <u>just</u>
-g(e)-	<u>gem</u>	<u>gym</u>	<u>magic</u>	<u>fragile</u>	<u>cage</u>	<u>imagine</u>
-dge	<u>judge</u>	<u>bridge</u>	<u>badge</u>	<u>lodge</u>	<u>edge</u>	<u>fridge</u> <u>budge</u>
-dj-	<u>adjacent</u>	<u>adjective</u>	<u>adjunct</u>			

08-18

/tr/

-tr-	<u>try</u>	<u>tread</u>	<u>trunk</u>	<u>troop</u>	<u>true</u>	<u>tree</u> <u>country</u>
-tory, -tary	/tri/	<u>victory</u>	<u>factory</u>	<u>lavatory</u>	<u>military</u>	<u>secretary</u>

08-19

/dr/

dr-	<u>dream</u>	<u>dry</u>	<u>drive</u>	<u>drag</u>	<u>drug</u>	<u>drew</u> <u>drain</u>
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3 Sound Rules of Vowel-Letters (7) 元音字母发音规则 (7)

以下是元音字母在非重读音节中常见的发音：

元音字母	常见发音	例词		
A a	/ə/	<u>another</u>	woma <u>n</u>	break <u>fast</u>
	/ɪ/	orange	vill <u>age</u>	langua <u>ge</u>
E e	/ə/	stud <u>ent</u>	open	moment
	/ɪ/	pock <u>et</u>	begin	re <u>peat</u>
I i (Y y)	/ə/	holi <u>day</u>	possib <u>le</u>	abili <u>ty</u>
	/ɪ/	anim <u>al</u>	noth <u>ing</u>	timid
	/aɪ/	occup <u>y</u>	satisf <u>y</u>	beautif <u>y</u>
O o	/ə/	sec <u>ond</u>	someb <u>ody</u>	welcom <u>e</u>
	/əʊ/	als <u>o</u>	tomat <u>o</u>	phot <u>o</u>
U u	/ə/	aut <u>umn</u>	diffic <u>ult</u>	focus
	/ju/ 或 /u/	occup <u>y</u>	attitud <u>e</u>	instrum <u>ent</u>
	/ɪ/	min <u>ute</u>	lett <u>uce</u>	

朗读右列的单词，注意画线字母的发音。

III. Summary of Diphthongs and Affricates

双元音和破擦音小结

Diphthongs 双元音

/eɪ/ /aɪ/ /ɔɪ/ /əʊ/ /aʊ/ /ɪə/ /eə/ /ʊə/

Diphthongs are those vowels with a glide from one sound to another within one syllable.

- The glide begins from the first element and moves in the direction of the second one.
- Most of the length and stress associated with the glide is concentrated on the first element, the second element being only slightly sounded.
- The diphthongs are the sequences of vocalic (元音的) elements.
- Of all the diphthongs, the ones with the glide moving in the direction of /ɪ/ and /ʊ/ are the

closing diphthongs (合口双元音): /eɪ, aɪ, oɪ, əʊ, aʊ/; while the ones with the glide moving in the direction of /ə/ are the *centering diphthongs* (集中双元音): /ɪə, eə, uə/.

- No diphthong occurs before /ŋ/, except where word-final /n/ is assimilated (同化) to /ŋ/ in connected speech.

Affricates

破擦音

/tʃ/ - /dʒ/ /tr/ - /dr/

- In the case of an affricate, the release of a plosive is performed with considerable frication occurring approximately at the point where the plosive stop is made.
- In English, only /t/ and /d/ have this type of release, namely, in /tʃ, dʒ, tr, dr/.
- These compound sounds may be considered either as single phonemes or as sequences of two phonemes.
- Of the four affricates, /tʃ, tr/ are *voiceless consonants*, while /dʒ, dr/ are *voiced consonants*.
- Note: /ts/ and /dz/ are considered as affricates in some books, while in this book they are regarded as *consonant clusters* (辅音连缀) rather than independent consonants.

IV. Skill Enhancement Exercises

技能巩固练习



1. Sound Exercises 语音练习

Read aloud for yourself first, and then listen to the recording and repeat. 先自己朗读，然后听录音并跟读。

/tʃ/ /tʃ/	/dʒ/ /dʒ/	/tr/ /tr/	/dr/ /dr/
/tʃi:p/	/dʒi:p/	/tri:/	/dri:/
/tʃu:/	/dʒu:/	/tru:/	/dru:/
/tʃɑ:/	/dʒɑ:/	/trʌk/	/drʌg/
/tʃeɪn/	/dʒeɪn/	/treɪn/	/dreɪn/



2. Minimal-Pair Drills 音素对比练习



Listen to the recording and repeat. Try to figure out the words according to the phonetic transcriptions.
听录音并跟读。试着根据音标写出相应的单词（有时候答案并不是唯一的）。

/ɪə/ — /eə/	/bɪə/ — /beə/	/dɪə/ — /deə/
	/tʃɪə/ — /tʃeə/	/klɪə/ — /kleə/
/eə/ — /ʊə/	/peə/ — /puə/	/teə/ — /tuə/
	/ʃeə/ — /ʃʊə/	/meə/ — /muə/
/tʃ/ — /dʒ/	/tʃɪn/ — /dʒɪn/	/tʃʊk/ — /dʒʊk/
	/tʃɪə/ — /dʒɪə/	/rɪtʃ/ — /rɪdʒ/
/tr/ — /dr/	/trɪp/ — /drɪp/	/tru:/ — /dru:/
	/traɪ/ — /draɪ/	/treɪn/ — /dreɪn/
/tʃ/ — /ʃ/	/tʃɪt/ — /ʃɪt/	/tʃɪp/ — /ʃɪp/
	/tʃu:z/ — /ʃu:z/	/tʃɒp/ — /ʃɒp/
/dʒ/ — /ʒ/	/'meɪdʒə/ — /'meʒə/	/'rɪ'lɪdʒən/ — /kə'lɪʒən/
	/'rɪ:dʒən/ — /'vɪʒən/	/'grædʒʊəl/ — /'kæʒʊəl/
/tʃ/ — /tr/	/tʃɪt/ — /trɪt/	/tʃu:/ — /tru:/
	/tʃɪp/ — /trɪp/	/tʃɪk/ — /trɪk/
/dʒ/ — /dr/	/dʒɪ:p/ — /drɪ:p/	/dʒɔ:/ — /drɔ:/
	/dʒʌg/ — /drʌg/	/dʒeɪn/ — /dreɪn/



3. Sound Discrimination 辨音练习

Read aloud for yourself first, and then listen to the recording and repeat. 先自己朗读，然后听录音并跟读。

/ɪə/ — /eə/	/eə/ — /ʊə/	/tʃ/ — /dʒ/	/tr/ — /dr/
fear — fare	pair — poor	chest — jest	tree — dream
peer — pair	dare — doer	chalk — jaw	true — drew
hear — hair	share — sure	choose — juice	tread — dread
cheer — chair	mayor — moor	change — Jane	trick — drift
spear — spare	tare — tour	choice — enjoy	troop — droop

4. Words & Sounds 单词与发音

A. Write out the missing letters in each word according to the phonetic symbols given.

根据音标填写发该音的字母组合，将下列单词补充完整。

- | | | | |
|---------|---------|----------|----------|
| 1. /ʊə/ | t__r | 6. /tʃ/ | ma__ |
| 2. /ɪə/ | cl__ | 7. /tʃə/ | pic__ |
| 3. /eə/ | prep__ | 8. /dʒ/ | __udge |
| 4. /ɪə/ | r__l | 9. /dʒ/ | __esture |
| 5. /eə/ | ch__man | 10. /tr/ | s__aight |

B. Write out the phonetic transcriptions for the following words. 根据单词写出相应的音标。

- | | | | | | |
|--------------|---|---|--------------|---|---|
| 1. mixture | / | / | 6. bridge | / | / |
| 2. strange | / | / | 7. glare | / | / |
| 3. declare | / | / | 8. compare | / | / |
| 4. sincere | / | / | 9. tradition | / | / |
| 5. situation | / | / | 10. tourism | / | / |

5. Group Work 分组练习

Write out more than 10 words containing the diphthongs listed below. 写出 10 个以上含有以下双元音的单词。

/ɪə/

/eə/

/ʊə/



6. Listen to the recording and repeat the following phrases and sentences aloud.

听录音并大声跟读下列短语和句子。

/ɪə/

- | | |
|------------------------|-----------------------|
| 1. Here is the beer. | 6. cheer with beer |
| 2. near the deer | 7. fear his beard |
| 3. hear clearly | 8. dear Mr. Leer |
| 4. The peers are here. | 9. a real engineer |
| 5. sincere tears | 10. New Year is near. |

/eə/

- | | |
|--------------------|------------------------|
| 1. a fair chairman | 4. Where is the Mayor? |
| 2. her fair hair | 5. compare the fairs |
| 3. care in pairs | 6. a rare hare |

- | | |
|------------------------|---------------------------|
| 7. The Mayor declared. | 9. take care of your hair |
| 8. share the chair | 10. a bear over there |

/uə/

- | | |
|--------------------------------|--------------------------|
| 1. make sure of the tour | 6. an unusual tournament |
| 2. actually insured | 7. mutual security |
| 3. cure the poor | 8. annual insurance |
| 4. rural tour | 9. gradual fury |
| 5. during January and February | 10. enduring cruelty |



7. Listen & Repeat. 听录音并跟读。



Look at the ten pairs of sentences. Listen to the recording and identify the sentence you hear from each pair with a “√”. 下面有 10 对句子，在每一对中听到的句子后面画 “√”。

- | | |
|---|--|
| 1. I don't want a pear.
I don't want a pay. | 6. He has a black bird.
He has a black beard. |
| 2. There's something in the ear.
There's something in the air. | 7. It's a tropical beat.
It's a tropical beach. |
| 3. I don't think it's fair.
I don't think it's far. | 8. He took the coat all the way to London.
He took the coach all the way to London. |
| 4. There are loud cheers out there.
There are a lot of chairs out there. | 9. There's something in the trees.
There's something in the cheese. |
| 5. You'll have to watch the baby.
You'll have to wash the baby. | 10. It's in the lower drawer.
It's in the lower jaw. |



8. Listen to the following sentences and repeat. 听下列句子的录音并跟读。

1. There is one sport at which the Chinese are always the world champions.
2. We have a very strict dress code here, and you can't wear jeans, trainers or the likes.
3. He is tall, wearing dark glasses, a new jacket and new trousers.
4. The tropical rain forests are being destroyed.
5. They both have to take care of their children.
6. I can't spare any time to tour around the tropical island.
7. There was a traffic jam on my way to the airport.
8. Jack has a job in a small factory, where he enjoys the relationships with the other workers.
9. Generally, the child will be only too aware of what the parents expect, and will fail.
10. There is a new series of lectures on ethnic and multi-cultural history which, like social history, differ from the traditional forms.



9. Listen to the recording of the following interview conversation and repeat aloud, paying attention to the sounds of the underlined parts. 听下面采访对话的录音并大声跟读，注意画线部分的发音。

Interviewer: Mrs. Johnson, thanks for the interview. May I ask you some questions?

Mrs. Johnson: Sure, no problem.

Interviewer: Where do you work?

Mrs. Johnson: In an insurance company. I go to work by train every day.

Interviewer: Where would you usually catch a train?

Mrs. Johnson: At the central train station.

Interviewer: Where would you usually arrange a holiday?

Mrs. Johnson: At a travel agency.

Interviewer: Do you have a dream place to go for the next holiday?

Mrs. Johnson: Yes, I dream of having a tour in China, or a trip in Germany.

Interviewer: Where would you usually buy a chair?

Mrs. Johnson: At a furniture store.

Interviewer: Where would you usually prepare a meal?

Mrs. Johnson: In the kitchen.

Interviewer: Where would you usually watch TV?

Mrs. Johnson: On the couch of my living room.

Interviewer: Where would you usually keep cheese?

Mrs. Johnson: In the refrigerator.

Interviewer: Where would you usually study a foreign language?

Mrs. Johnson: At a college far in the rural area. I have to drive there every weekend.

Interviewer: Where would you usually cash a cheque?

Mrs. Johnson: At the Industrial bank.

Interviewer: Where would you usually buy some medicine?

Mrs. Johnson: At the drug store downstairs.

Interviewer: Where would you usually repair your car?

Mrs. Johnson: In a garage near here.

Interviewer: Where would you usually see a movie?

Mrs. Johnson: In a theater called “The Usual Place”.

Interviewer: Who is your best friend?

Mrs. Johnson: Clare is my dearest friend.

Interviewer: What would you usually eat for breakfast?

Mrs. Johnson: My breakfast is various, but I always drink some orange juice, some fresh vegetables and a piece of chocolate.

Interviewer: What about your lunch?

Mrs. Johnson: It's simple. Maybe a cheeseburger and some French fries. Sometimes just some fish and chips.

Interviewer: Do you have dinner with your family?

Mrs. Johnson: Yes. I cook some cabbage soup, some chicken, and sausages. My family like them. Sometimes we go to a restaurant for a change, and my husband and I will drink some beer and enjoy a nice evening.

Interviewer: The last question, Mrs. Johnson. What's your favorite month?

Mrs. Johnson: Definitely January. My son's birthday is in January.



Unit Nine

Consonant Clusters 辅音连缀

Syllabic Consonants 音节辅音

Comparison of English Phonemes 英语音素比较

I. Consonant Clusters

辅音连缀

1 Word-Initial Clusters 词首连缀



09-01

-l-

bl-	/bl/	<u>bl</u> ow	<u>bl</u> ade	<u>bl</u> ack	<u>bl</u> ew	<u>bl</u> eed	<u>bl</u> ame	<u>bl</u> ank	<u>bl</u> ock
cl-	/kl/	<u>cl</u> ass	<u>cl</u> ear	<u>cl</u> ose	<u>cl</u> ing	<u>cl</u> uster	<u>cl</u> ue	<u>cl</u> arity	<u>cl</u> ause
fl-	/fl/	<u>fl</u> ag	<u>fl</u> ake	<u>fl</u> ame	<u>fl</u> ank	<u>fl</u> ap	<u>fl</u> ash	<u>fl</u> esh	<u>fl</u> ee
gl-	/gl/	<u>gl</u> ad	<u>gl</u> ass	<u>gl</u> ow	<u>gl</u> eam	<u>gl</u> aze	<u>gl</u> ide	<u>gl</u> are	<u>gl</u> ance
pl-	/pl/	<u>pl</u> ay	<u>pl</u> ease	<u>pl</u> an	<u>pl</u> ant	<u>pl</u> enty	<u>pl</u> ot	<u>pl</u> ough	<u>pl</u> ug
sl-	/sl/	<u>sl</u> ave	<u>sl</u> ang	<u>sl</u> ow	<u>sl</u> um	<u>sl</u> ot	<u>sl</u> ush	<u>sl</u> ip	<u>sl</u> ee



09-02

-r-

br-	/br/	<u>br</u> ead	<u>br</u> eak	<u>br</u> oke	<u>br</u> ing	<u>br</u> ight	<u>br</u> ought	<u>br</u> other	<u>br</u> own
cr-	/cr/	<u>cr</u> ack	<u>cr</u> adle	<u>cr</u> eam	<u>cr</u> eat	<u>cr</u> y	<u>cr</u> ow	<u>cr</u> oss	<u>cr</u> own
dr-	/dr/	<u>dr</u> ead	<u>dr</u> y	<u>dr</u> ill	<u>dr</u> eam	<u>dr</u> ess	<u>dr</u> ive	<u>dr</u> ove	<u>dr</u> ink
fr-	/fr/	<u>fr</u> om	<u>fr</u> y	<u>fr</u> og	<u>fr</u> inge	<u>fr</u> ont	<u>fr</u> ie	<u>fr</u> ost	<u>Fr</u> ance
gr-	/gr/	<u>gr</u> eat	<u>gr</u> een	<u>gr</u> ow	<u>gr</u> ound	<u>gr</u> ew	<u>gr</u> ip	<u>gr</u> ief	<u>gr</u> in
pr-	/pr/	<u>pr</u> aise	<u>pr</u> ay	<u>pr</u> each	<u>pr</u> ecious	<u>pr</u> actice	<u>pr</u> epare	<u>pr</u> esent	<u>pr</u> udent
tr-	/tr/	<u>tr</u> ee	<u>tr</u> ay	<u>tr</u> y	<u>tr</u> eat	<u>tr</u> ouble	<u>tr</u> opical	<u>tr</u> ain	<u>tr</u> ial



09-03

-s-

sc(h)-	/sk/	<u>s</u> can	<u>s</u> cale	<u>s</u> car	<u>s</u> care	<u>s</u> catter	<u>s</u> chool	<u>s</u> chedule	<u>s</u> cholar
sk-	/sk/	<u>s</u> kirt	<u>s</u> ky	<u>s</u> kate	<u>s</u> kip	<u>s</u> kill	<u>s</u> kin	<u>s</u> keleton	<u>s</u> ketch
sl-	/sl/	<u>s</u> leet	<u>s</u> light	<u>s</u> lender	<u>s</u> ling	<u>s</u> lice	<u>s</u> leeve	<u>s</u> lipper	<u>s</u> ly
sm-	/sm/	<u>s</u> mall	<u>s</u> plash	<u>s</u> mart	<u>s</u> mill	<u>s</u> mile	<u>S</u> mith	<u>s</u> moke	<u>s</u> mooth
sn-	/sn/	<u>s</u> nack	<u>s</u> now	<u>s</u> nag	<u>s</u> nailed	<u>s</u> nake	<u>s</u> nap	<u>s</u> neer	<u>s</u> neeze
sp-	/sp/	<u>s</u> pace	<u>s</u> pade	<u>s</u> pare	<u>s</u> peak	<u>s</u> poke	<u>s</u> poon	<u>s</u> pend	<u>s</u> pecial
st-	/st/	<u>s</u> tar	<u>s</u> tay	<u>s</u> teal	<u>s</u> teer	<u>s</u> top	<u>s</u> tudent	<u>s</u> tudy	<u>s</u> teady
sw-	/sw/	<u>s</u> wag	<u>s</u> weep	<u>s</u> weat	<u>s</u> way	<u>s</u> well	<u>s</u> wim	<u>s</u> witch	<u>S</u> wiss
spl-	/spl/	<u>s</u> plit	<u>s</u> plash	<u>s</u> plendid	<u>s</u> plendor	<u>s</u> plinter	<u>s</u> plurge	<u>s</u> plice	
scr-	/skr/	<u>s</u> crabble	<u>s</u> cramble	<u>s</u> cratch	<u>s</u> cream	<u>s</u> creen			
spr-	/spr/	<u>s</u> pread	<u>s</u> pring	<u>s</u> pray	<u>s</u> prawl	<u>s</u> prout	<u>s</u> prinkle	<u>s</u> prite	<u>s</u> pruce
squ-	/skw/	<u>s</u> quare	<u>s</u> quad	<u>s</u> quash	<u>s</u> queak	<u>s</u> quint	<u>s</u> quawk	<u>s</u> queal	<u>s</u> queeze
str-	/str/	<u>s</u> trange	<u>s</u> traight	<u>s</u> tress	<u>s</u> treet	<u>s</u> trength	<u>s</u> trong	<u>s</u> troke	<u>s</u> trike



09-04

-th-

thr-	/θr/	<u>th</u> ree	<u>th</u> read	<u>th</u> rive	<u>th</u> row	<u>th</u> rough	<u>th</u> rill	<u>th</u> roat	<u>th</u> rob
thw-	/θw/	<u>th</u> wack	<u>th</u> waite	<u>th</u> wart					



09-05

2 Word-Final Clusters 词尾连缀

清辅音 + -s	→ /-s/	<u>b</u> ooks	<u>c</u> aps	<u>c</u> ups	<u>b</u> ikes	<u>s</u> nakes	<u>c</u> akes	<u>p</u> arks	<u>s</u> tops
清辅音 + -t	→ /-t/	<u>f</u> act	<u>l</u> eft	<u>sh</u> ift	<u>a</u> dapt	<u>s</u> lept	<u>k</u> ept	<u>b</u> est	<u>f</u> irst
清辅音 + -ed	→ /-t/	<u>a</u> s <u>ke</u> d	<u>l</u> ook <u>e</u> d	<u>p</u> ush <u>e</u> d	<u>w</u> ash <u>e</u> d	<u>w</u> ork <u>e</u> d	<u>h</u> elp <u>e</u> d	<u>k</u> iss <u>e</u> d	<u>d</u> rop <u>e</u> d
-t + -s	→ /ts/	<u>b</u> oat <u>s</u>	<u>c</u> oat <u>s</u>	<u>c</u> at <u>s</u>	<u>c</u> ut <u>s</u>	<u>w</u> ant <u>s</u>	<u>f</u> it <u>s</u>	<u>w</u> ait <u>s</u>	<u>s</u> tar <u>t</u> s
浊辅音 + -s	→ /-z/	<u>p</u> ig <u>s</u>	<u>e</u> gg <u>s</u>	<u>f</u> ilm <u>s</u>	<u>b</u> ag <u>s</u>	<u>g</u> lov <u>e</u> s	<u>k</u> niv <u>e</u> s	<u>j</u> ob <u>s</u>	<u>d</u> riv <u>e</u> s
浊辅音 + -ed	→ /-d/	<u>c</u> los <u>e</u> d	<u>j</u> udg <u>e</u> d	<u>l</u> earn <u>e</u> d	<u>t</u> urn <u>e</u> d	<u>a</u> bsorb <u>e</u> d	<u>cl</u> imb <u>e</u> d		
-d + -s	→ /dz/	<u>b</u> ed <u>s</u>	<u>s</u> pad <u>e</u> s	<u>s</u> pend <u>s</u>	<u>g</u> rad <u>e</u> s	<u>r</u> aid <u>s</u>	<u>f</u> ad <u>e</u> s	<u>m</u> end <u>s</u>	<u>r</u> id <u>e</u> s
-f, -fe + -s = -ves	→ /vz/	<u>l</u> ea <u>f</u> → <u>l</u> ea <u>v</u> e <u>s</u>							

wife → wives thief → thieves half → halves knife → knives

(注意: roofs, cliffs, chiefs, gulfs, proofs, believes, griefs, cliffs)

辅音字母 + -y + -s = -ies

→ /ɪz/ lady → ladies /'leɪdɪz/

study → studies story → stories army → armies family → families

→ /aɪz/ fly → flies /flaɪz/

spy → spies try → tries

(注意: donkeys, boys, keys, plays, valleys)



3

Sound Rules of Other Consonant Letter Formations 其他辅音字母组合读音规则

-ch	/tʃ/	} + -es → /ɪz/	-ches	watches	/'wɒtʃɪz/
-sh	/ʃ/		-shes	washes	/'wɒʃɪz/
-ge	/dʒ/		-ges	bridges	/'brɪdʒɪz/
-x	/ks/		-xes	boxes	/'bɒksɪz/
-s	/s/		-ses	buses	/'bʌsɪz/
	/z/		roses	/'rəʊzɪz/	

-t	/t/	} + -ed → /ɪd/	-ted	wanted	/'wɒntɪd/
-d	/d/		-ded	mended	/'mendɪd/

II. Syllabic Consonants

音节辅音

A syllabic consonant is a consonant which either forms a syllable on its own, or is the nucleus of a syllable. It functions as a syllable without a vowel. (注: 这种音节常称为“成音节”。) Three syllabic consonants are commonly seen in English, namely /l/, /m/ and /n/.



-l-	→ /l̩/	animal	middle	battle	fable	evil
		people	muffle	pencil	level	parcel
		ankle	jungle	puzzle	tunnel	raffle
-s + -m	→ /zm/	criticism	socialism	symbolism	revisionism	tourism
-s, -z + -en/in/on	→ /zn/	cousin	dozen	frozen	prison	reason
-t, -tt + -en/on	→ /tn/	button	cotton	mutton	frighten	gotten
-d, -dd + -en/on	→ /dn/	maiden	sudden	wooden	Gordon	pardon

III. Comparison of English Phonemes

英语音素比较

🔊 听录音并跟读。试着根据表格中每个音标写出相应的单词（有时候答案并不是唯一的）。

1 Vowels 元音



A.

/i:/	/eɪ/	/eɪ/	/e/	/e/	/ə/	/æ/	/e/
/i:t/	/eɪt/	/leɪt/	/let/	/let/	/'letə/	/bæd/	/bed/
/sɪt/	/seɪt/	/meɪt/	/met/	/bet/	/'betə/	/mæt/	/met/
/mɪ:t/	/meɪt/	/beɪd/	/bed/	/set/	/'setə/	/sæd/	/sed/
/bɪ:t/	/beɪt/	/peɪn/	/pen/	/det/	/'detə/	/mæn/	/men/



B.

/æ/	/eɪ/	/i:/	/e/	/i:/	/ɪ/	/ɪ/	/e/
/æt/	/eɪt/	/nɪ:t/	/net/	/i:t/	/ɪt/	/ɪt/	/let/
/mæt/	/meɪt/	/mɪ:t/	/met/	/sɪt/	/sɪt/	/bɪt/	/bet/
/bæt/	/beɪt/	/sɪ:t/	/set/	/li:d/	/lɪd/	/dɪd/	/ded/
/læd/	/leɪd/	/li:d/	/led/	/bi:d/	/bɪd/	/tʃɪk/	/tʃek/



C.

/æ/	/aɪ/	/aɪ/	/eɪ/	/əʊ/	/ɔ:/	/ɒ/	/ɑ:/
/læm/	/laɪm/	/aɪm/	/eɪm/	/kəʊt/	/kɔ:t/	/kɒt/	/kɑ:t/
/bæt/	/baɪt/	/maɪt/	/meɪt/	/nəʊt/	/nɔ:t/	/hɒt/	/hɑ:t/
/mæs/	/maɪs/	/paɪl/	/peɪl/	/kəʊp/	/kɔ:p/	/dɒk/	/dɑ:k/
/bæk/	/bark/	/laɪn/	/leɪn/	/ləʊ/	/lɔ:/	/pɒk/	/pɑ:k/



D.

/ɑ:/	/aɪ/	/u:/	/ʊ/	/ɒ/	/ʊ/	/u:/	/ju:/
/pɑ:k/	/paɪk/	/fu:l/	/fʊl/	/pɒt/	/pʊt/	/du:/	/dju:/
/lɑ:k/	/laɪk/	/ku:d/	/kʊd/	/lɒk/	/lʊk/	/mu:/	/mju:/
/bɑ:k/	/bark/	/lu:k/	/lʊk/	/kɒk/	/kʊk/	/ku:l/	/kju:t/
/dɑ:k/	/dark/	/gu:s/	/gʊd/	/bɒk/	/bʊk/	/nu:n/	/nju:z/



E.

/ʌ/	/ɒ/	/ʌ/	/ɑ:/	/ɑ:/	/eɪ/	/aʊ/	/əʊ/
/hʌt/	/hɒt/	/kʌt/	/kɑ:t/	/kɑ:l/	/keɪl/	/kaʊ/	/kəʊt/
/nʌt/	/nɒt/	/hʌt/	/hɑ:t/	/pɑ:t/	/peɪt/	/laʊd/	/ləʊd/
/lʌk/	/lɒk/	/lʌk/	/lɑ:k/	/ʃɑ:p/	/ʃeɪp/	/ʃaʊt/	/ʃəʊd/
/dʌg/	/dɒg/	/mʌtʃ/	/mɑ:tʃ/	/lɑ:d/	/leɪd/	/maʊθ/	/məʊst/



F.

/ʊ/	/u:/	/əʊ/	/ɔ:/	/ɒ/	/aʊ/
/bʊk/	/bu:t/	/bəʊt/	/bɔ:t/	/bɒks/	/baʊ/
/rʊm/	/ru:t/	/rəʊt/	/rɔ:/	/rɒd/	/raʊnd/
/nʊk/	/nu:n/	/nəʊt/	/nɔ:θ/	/nɒd/	/naʊ/
/kʊd/	/ku:l/	/kəʊld/	/kɔ:d/	/kɒk/	/kaʊ/
/fʊt/	/fu:d/	/fəʊld/	/fɔ:k/	/fɒg/	/faʊl/



G.

/ɜ:/	/əʊ/	/ɜ:/	/ʌ/	/ɔ:/	/ɜ:/	/e/
/nɜ:s/	/nəʊz/	/ʃɜ:t/	/ʃʌt/	/ʃɔ:t/	/ʃɜ:t/	/ʃed/
/bɜ:d/	/bəʊt/	/hɜ:t/	/hʌt/	/lɔ:n/	/lɜ:n/	/lend/
/dʒɜ:k/	/dʒəʊk/	/bɜ:n/	/bʌn/	/tɔ:n/	/tɜ:n/	/ten/
/θɜ:d/	/θrəʊ/	/lɜ:n/	/lʌntʃ/	/dɔ:n/	/dɜ:t/	/den/



H.

/ɜ:/	/ɪə/	/eə/	/'aɪə/	/ʊə/	/'aʊə/
/hɜ:/	/hɪə/	/heə/	/'haɪə/	/pʊə/	/'paʊə/
/fɜ:/	/fɪə/	/feə/	/'faɪə/	/ʃʊə/	/'ʃaʊə/
/tɜ:m/	/tɪə/	/teə/	/'taɪə/	/tuə/	/'taʊə/
/wɜ:d/	/wɪəd/	/weə/	/'waɪə/	/kjuəd/	/'kaʊəd/

2 Consonants 辅音



I.

/l/	/n/	/-ɪ/	/-lə/	/s/	/z/	/-t/	/-ti/
/li:d/	/ni:d/	/mɪl/	/'mɪlə/	/æs/	/æz/	/pɑ:t/	/'pɑ:ti/
/let/	/net/	/si:l/	/'si:lə/	/praɪs/	/praɪz/	/sɪt/	/'sɪti/
/leɪm/	/neɪm/	/teɪl/	/'teɪlə/	/lu:s/	/lu:z/	/dɜ:t/	/'dɜ:ti/
/læp/	/næp/	/peɪl/	/'peɪlə/	/su:/	/zu:/	/pɪt/	/'pɪti/
						/tri:/	/'tri:ti/

**J.**

/k/	/g/	/θ/	/ð/	/tʃ/	/dʒ/	/w/	/v/
/pɪk/	/pɪg/	/θɪn/	/ðɪs/	/tʃi:p/	/dʒi:p/	/wet/	/vet/
/bæk/	/bæg/	/θɪk/	/ðen/	/tʃɪn/	/dʒɪn/	/went/	/vent/
/pek/	/peg/	/ti:θ/	/si:ð/	/ɪtʃ/	/edʒ/	/wail/	/veil/
/keɪm/	/geɪm/	/'ɜ:θi/	/'wɜ:ði/	/kætʃ/	/kædʒ/	/waɪn/	/vaɪn/

**K.**

/r/	/l/	/j/	/i:/	/n/	/ŋ/	/ʃ/	/s/
/ri:d/	/li:d/	/ji:st/	/i:st/	/sɪn/	/sɪŋ/	/ʃi:t/	/si:t/
/raɪt/	/laɪt/	/ji:ld/	/i:l/	/θɪn/	/θɪŋ/	/ʃeɪm/	/seɪm/
/reit/	/leɪt/	/jet/	/i:t/	/ræn/	/ræŋ/	/meʃ/	/mes/
/'rɪdl/	/'lɪtl/			/dʌn/	/dʌŋ/	/læʃ/	/læs/

**L.**

/θ/	/s/	/ð/	/z/	/s/	/ts/	/z/	/dz/
/θi:m/	/si:m/	/ðen/	/zen/	/les/	/lets/	/si:z/	/si:dz/
/θɪŋk/	/sɪŋk/	/'ra:ðə/	/'reɪzə/	/ges/	/gets/	/æz/	/ædz/
/pɑ:θ/	/pɑ:s/	/wɪð/	/hɪz/	/beɪs/	/berts/	/meɪz/	/meɪdz/
/'nʌθɪŋ/	/'mɪsɪŋ/	/beɪð/	/beɪz/	/mɪs/	/mɪts/	/bʌz/	/bʌdz/

**M.**

/tʃ/	/tr/	/dr/	/dʒ/	/w/	/r/	/ð/	/d/
/tʃi:t/	/tri:t/	/dri:m/	/dʒi:n/	/wi:d/	/ri:d/	/ðeɪ/	/deɪ/
/tʃeɪn/	/treɪn/	/drem/	/dʒeɪn/	/wet/	/red/	/ðen/	/den/
/tʃu:z/	/tru:θ/	/dru:/	/dʒu:/	/weɪt/	/reɪt/	/ðəʊz/	/dəʊz/
/tʃaɪld/	/traɪ/	/draɪ/	/'dʒaɪənt/	/wu:d/	/ru:d/	/ðeə/	/deə/

3 Consonant Clusters 辅音连缀**N.**

/kl-/	/kr-/	/fl-/	/fr-/	/bl-/	/br-/	/gl-/	/gr-/
/kli:n/	/kri:m/	/fli:/	/fri:/	/bli:d/	/bri:d/	/gli:n/	/gri:n/
/kləʊz/	/krəʊ/	/flaɪ/	/fraɪ/	/blu:/	/bru:/	/glɛɪs/	/grɛɪs/
/klaɪm/	/kraɪm/	/fleʃ/	/freʃ/	/bleɪm/	/breɪn/	/'glæmə/	/'græmə/
/klu:/	/kru:/	/flæŋk/	/fræŋk/	/bləʊ/	/brəʊk/	/gləʊb/	/gru:p/



O.

/pl-/	/bl-/	/pr-/	/br-/	/kl-/	/gl-/	/kr-/	/gr-/
/plauz/	/blauz/	/praɪd/	/braɪd/	/klæʃ/	/glæd/	/kreɪn/	/greɪn/
/pleɪs/	/bleɪz/	/praɪk/	/braɪk/	/kla:s/	/glɑ:s/	/kræb/	/græb/
/plɒt/	/blɒt/	/pres/	/bred/	/klaɪm/	/glɑɪd/	/kri:m/	/gri:n/
/plæŋk/	/blæŋk/	/prəʊb/	/brəʊk/	/kli:n/	/gli:m/	/krəʊ/	/grəʊ/



P.

/tr-/	/dr-/	/θr-/	/ts/	/dz/	/s-/	/-s-/
/tri:/	/dri:m/	/θri:/	/pæts/	/pædz/	/spi:d/	/desk/
/traɪ/	/draɪ/	/θraɪv/	/lets/	/lendz/	/steɪ/	/dɪsk/
/tru:/	/dru:/	/θru:/	/sɪts/	/sɪdz/	/skaɪ/	/mɪst/
/trɪl/	/drɪl/	/θrɪl/	/merts/	/meɪdz/	/slɪp/	/mʌst/
/tred/	/dred/	/θred/			/smel/	/rest/



Q.

/sm-/	/sn-/	/sl-/	/θr-/	/-bl/	/-pl/	/-dl/	/-tl/
/sməʊk/	/snəʊ/	/sləʊ/	/θrəʊ/	/'feɪbl/	/'pi:pl/	/'mɪdl/	/'tɪtl/
/smɔ:l/	/snɔ:/	/slɔ:/	/θrɔ:/	/'eɪbl/	/'æpl/	/'kændl/	/'kæptɪl/
/smɪθ/	/snɪf/	/slɪp/	/θrɪft/	/'teɪbl/	/'templ/	/'rɪdl/	/'rætl/
/smel/	/snel/	/slept/	/θret/	/'keɪbl/	/'kʌpl/	/'bʌndl/	/'bætl/



R.

/-fl/	/-vl/	/-sl/	/-zl/	/-m(ə)l/	/-n(ə)l/	/-kl/	/-gl/
/'mʌfl/	/'i:vl/	/'pɑ:sl/	/'pʌzl/	/'ænɪml/	/'tʌnl/	/'æŋkl/	/'æŋgl/
/'rɪfl/	/'levl/	/'fɒsl/	/'sɪzl/	/'fɔ:ml/	/'sɪŋnl/	/'tʃʌkl/	/'dʒʌŋgl/
/'ʃʌfl/	/'neɪvl/	/'mʌsl/	/'neɪzl/	/'mɪnɪml/	/'krɪmɪnl/	/'sɪkl/	/'sɪŋgl/
/'ræfl/	/'trævl/	/'pensl/	/'drɪzl/	/'kæml/	/'tʃænl/	/'maɪkl/	/'gu:gl/



S.

/-səm/	/-z(ə)m/	/-sn/	/-zn/	/-rə/	/-r(ə)l/	/-dn/	/-tn/
/'taɪəsəm/	/'səʊʃəlɪz(ə)m/	/'fɑ:sn/	/'si:zn/	/'mɪrə/	/'mɪnər(ə)l/	/'pɑ:dn/	/'bʌtn/
/'blɒsəm/	/'bʊdɪz(ə)m/	/'lesn/	/'ri:zn/	/'ɪərə/	/'ɔ:r(ə)l/	/'sʌdn/	/'pætn/
/'hænsəm/	/'kæpɪtəlɪz(ə)m/	/'pɜ:sn/	/'pɔɪzn/	/'terə/	/'kwɔr(ə)l/	/'meɪdn/	/'mʌtn/
/'fʊlsəm/	/'mə'tɪəriəlɪz(ə)m/	/'nelzn/	/'dʌzn/	/'ɔ:rə/	/'mɔr(ə)l/	/'gɔ:dn/	/'kɒtn/

IV. Skill Enhancement Exercises

技能巩固练习



1. Identify the underlined parts in the words by phoneme(s). Listen to the recording and repeat. 写出画线字母的音标。听录音并跟读。

<u>cake</u>	/	/	<u>serve</u>	/	/	<u>gun</u>	/	/	<u>talk</u>	/	/
<u>pick</u>	/	/	<u>mass</u>	/	/	<u>ghost</u>	/	/	<u>that</u>	/	/
<u>child</u>	/	/	<u>shut</u>	/	/	<u>tough</u>	/	/	<u>mouth</u>	/	/
<u>city</u>	/	/	<u>maids</u>	/	/	<u>egg</u>	/	/	<u>try</u>	/	/
<u>cease</u>	/	/	<u>pens</u>	/	/	<u>edge</u>	/	/	<u>factory</u>	/	/
<u>clever</u>	/	/	<u>boxes</u>	/	/	<u>sing</u>	/	/	<u>switch</u>	/	/
<u>watch</u>	/	/	<u>thanks</u>	/	/	<u>singer</u>	/	/	<u>put</u>	/	/
<u>cotton</u>	/	/	<u>peasants</u>	/	/	<u>daughter</u>	/	/	<u>students</u>	/	/
<u>cut</u>	/	/	<u>special</u>	/	/	<u>bought</u>	/	/	<u>study</u>	/	/
<u>technical</u>	/	/	<u>swear</u>	/	/	<u>garage</u>	/	/	<u>motion</u>	/	/



2. Transcribe the following words phonetically according to their pronunciation. Listen to the recording and repeat. 写出下面单词的音标。听录音并跟读。

sky	/	/	jumped	/	/	closed	/	/
scratch	/	/	twice	/	/	quite	/	/
dwelling	/	/	sphere	/	/	joke	/	/
three	/	/	bring	/	/	strength	/	/
selves	/	/	spring	/	/	train	/	/
twelfth	/	/	through	/	/	September	/	/



3. Read the following words and identify the vowels in them. Listen to the recording and repeat. 读下面单词并写出它们元音的音标。听录音并跟读。

spea <u>k</u>	/	/	sno <u>w</u>	/	/	prai <u>s</u> e	/	/	bla <u>ck</u>	/	/
sta <u>r</u>	/	/	sp <u>r</u> ead	/	/	pl <u>a</u> n	/	/	br <u>i</u> ng	/	/
st <u>a</u> y	/	/	sw <u>e</u> ar	/	/	pl <u>a</u> nt	/	/	cr <u>a</u> ck	/	/
sch <u>oo</u> l	/	/	sna <u>k</u> e	/	/	br <u>e</u> ath	/	/	cr <u>y</u>	/	/
scr <u>ea</u> m	/	/	sle <u>p</u> t	/	/	bl <u>u</u> e	/	/	clo <u>u</u> thes	/	/



4. Listen to the recording and repeat the following words, paying attention to the underlined consonant clusters. 听录音并跟读下列单词，注意画线的辅音连缀。

A. <u>b</u> reathe	<u>c</u> rack	<u>f</u> righ <u>t</u> en	<u>s</u> port
<u>b</u> rought	<u>c</u> rown	<u>f</u> lower	<u>s</u> tay
<u>p</u> lease	<u>g</u> lorious	<u>c</u> riticize	<u>s</u> ky
<u>p</u> lenty	<u>g</u> round	<u>c</u> rocodile	<u>s</u> mall
<u>g</u> lad	<u>s</u> pirit	<u>c</u> leaning	<u>s</u> mile
B. <u>s</u> lept	<u>e</u> ggs	<u>d</u> ropped	<u>c</u> losed
<u>f</u> act	<u>j</u> obs	<u>a</u> s <u>k</u> ed	<u>d</u> rugged
<u>t</u> ext	<u>f</u> ilms	<u>o</u> bject	<u>j</u> udged
<u>h</u> elps	<u>f</u> ields	<u>s</u> helves	<u>s</u> ix <u>th</u>
<u>c</u> ups	<u>d</u> rives	<u>k</u> nives	<u>t</u> welfth



5. Listen to the recording and repeat the following words, paying attention to the sounds of the underlined parts. 听录音并跟读下列单词，注意画线字母的发音。

<u>h</u> orses	<u>b</u> ridges	<u>w</u> ashes	<u>w</u> atches
<u>g</u> lasses	<u>j</u> udges	<u>p</u> ushes	<u>t</u> eaches
<u>r</u> oses	<u>v</u> illages	<u>s</u> mal <u>s</u> hes	<u>b</u> oxes
<u>b</u> uses	<u>o</u> ranges	<u>b</u> enches	<u>f</u> oxes
<u>m</u> isses	<u>a</u> shes	<u>ch</u> urches	<u>t</u> axes
<u>b</u> adges	<u>b</u> rushes	<u>br</u> anches	<u>f</u> ixes



6. Listen to the recording and repeat the following words, paying attention to the syllabic consonants of the underlined parts. 听录音并跟读下列单词，注意画线部分的音节辅音。

<u>m</u> iddle	<u>c</u> radle	<u>d</u> isable	<u>d</u> oodle
<u>l</u> ittle	<u>m</u> uffle	<u>i</u> mpossible	<u>M</u> ichael
<u>p</u> eople	<u>m</u> uddle	<u>a</u> ssemble	<u>t</u> unnel
<u>c</u> ripple	<u>ch</u> uckle	<u>p</u> uzzle	<u>t</u> urtle
<u>r</u> iffle	<u>r</u> iddle	<u>p</u> encil	<u>s</u> ingle



7. Listen to the recording and repeat the following passages aloud, paying attention to the sounds of the underlined parts. 听下面短文的录音并大声跟读，注意画线部分的发音。

1

Dear Tanya,

I arrived here last night — the journey was very long and difficult, but I really enjoyed it. The Brazilian rainforest is wonderful! We travelled in a bark (树皮) canoe (独木舟) for the last part of the journey! I have met several of the local Kayapo people, and they have all been really friendly and helpful, and they have taught me some words in their language. I've just eaten monkey and bananas, and I've made a fire using only sticks and leaves. I'm sitting beside it now! Oh, and a black spider bit me when I was collecting wood! Fortunately they have given me some medicine made from the bark of a tree. I was very frightened, but now I have calmed down a lot. In fact, I'm feeling wonderful — I wonder if it is the medicine...

Lots of love,
Darren

2

The snow was falling on the silent hills. Harriet walked along the lane; her boots were getting heavier and heavier with packed ice. “It was odd,” she thought, “that snowflakes looked blacker than the sky as they fell in the dark.” It was more difficult to recognize the familiar landscape, as the valley was gradually filling with snow. She felt thankful that her sister had lent her a warmer coat. An owl suddenly flew past her in the darkness; it was as white and silent as a huge snowflake. “It must be easier to hunt for mice when everything is covered with white,” she thought. She heard the sound of a car engine behind her. It sounded softer and more muffled than usual, and it sounded far away. Distances seemed greater in the snow, probably because it took a longer time to move through it.

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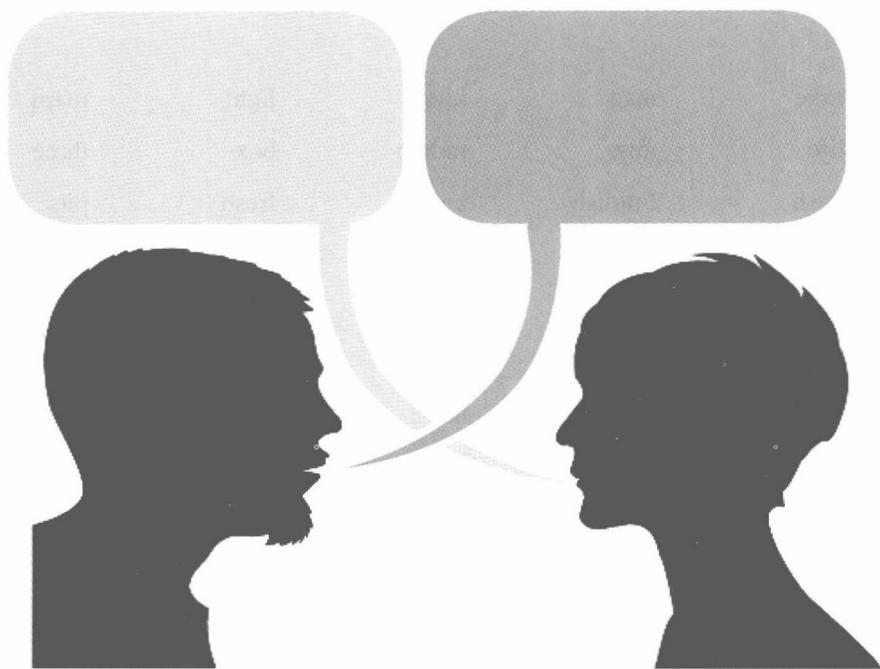


Chapter

Three

朗读技巧

Reading Skills



Unit Ten

Voiceless & Voiced Consonants 清辅音与浊辅音

Incomplete Plosives 不完全爆破音

Nasal Explosion 鼻腔爆破

Lateral Explosion 舌侧爆破

Aspiration of Plosives 爆破音的送气

Word Stress 单词重音

I. Voiceless & Voiced Consonants



10-01

清辅音与浊辅音

Voiceless:	cake	map	kite	light	maps
	life	miss	month	box	three
	bush	English	bench	fresh	pits
	ask	first	lift	text	must
Voiced:	big	Dad	Bob	leave	save
	with	clothe	has	large	huge
	edge	glass	black	verb	rug
	love	rose	spend	club	wood

II. Incomplete Plosives

不完全爆破音

(/p/ - /b/ /t/ - /d/ /k/ - /g/)

When a plosive is followed by another plosive or an affricate (e.g.: /d, g, t, tʃ/), either within a word or between words, the first plosive is not exploded, which is called an *incomplete plosive*.



10-02

1 Plosive 1 (incomplete explosion) + Plosive 2

爆破音 1 (不完全爆破) + 爆破音 2

When one of the strong-weak pair /p, b/ or /t, d/ or /k, g/ is followed by the other, only the latter one explodes, but the time of the closure of the breath (关闭气流的时间) doubles.

Listen to the recording of the following words and repeat, paying attention to the underlined parts.

active	blackboard	book <u>case</u>	postcard	football
Sept <u>em</u> ber	Oct <u>o</u> ber	bed <u>ti</u> me	good- <u>by</u> e	rob <u>b</u> ed
keep <u>q</u> uiet	take <u>c</u> are	sit <u>d</u> own	not <u>b</u> ad	what <u>t</u> ime
next <u>d</u> oor	a great <u>d</u> eal	put <u>d</u> own	stop <u>t</u> alking	wet <u>g</u> round
right <u>t</u> ime	first <u>t</u> ime	hard <u>t</u> ime	took <u>p</u> ower	big <u>b</u> oy



10-03

2 Plosive (incomplete explosion) + Affricate

爆破音 (不完全爆破) + 破擦音

When one of the strong-weak pair /p, b/ or /t, d/ or /k, g/ is followed by an affricate (/tr, dr/ or /tʃ, dʒ/), only the affricate explodes, and the time of the closure of the breath doubles.

Listen to the recording of the following words and repeat, paying attention to the underlined parts.

picture	lecture	object	white <u>ch</u> alk
a good <u>ch</u> ance	a good <u>ch</u> ild	a hard <u>j</u> ourney	a black <u>j</u> acket
a big <u>j</u> oke	the first <u>ch</u> apter	a loud <u>ch</u> eer	a fast <u>tr</u> ain
a cold <u>d</u> rink	a sweet <u>d</u> ream	the red <u>ch</u> eeks	cheap <u>ch</u> ese



3 Plosive 1 (incomplete explosion) + Plosive 2 (loss of explosion) + Plosive 3

爆破音 1 (不完全爆破) + 爆破音 2 (失去爆破) + 爆破音 3

If three plosives come together, there is only one explosion (the third one). What usually happens is that the first plosive is formed and held for a longer time than usual, the second consonant disappears, and the third is formed and exploded normally.

Listen to the recording of the following words and repeat, paying attention to the underlined parts.

slept <u>bad</u> ly	lagged <u>beh</u> ind	collect pennies
robbed <u>cars</u>	picked <u>ber</u> ries	adapt <u>to</u> the growth

III. Nasal Explosion

鼻腔爆破

When plosive /t/ or /d/ is followed by nasal /n/, as in *button* /'bʌtn/ and *garden* /'gɑ:dn/, the explosion of the plosive takes place through the nose.

Listen to the recording of the following words and repeat, paying attention to the underlined parts.



1 /t/ or /d/ + Syllabic /n/

/t/ 或 /d/ + 音节辅音 /n/

<u>but</u> ton	cot <u>ton</u>	writ <u>ten</u>	Brit <u>ain</u>	cert <u>ain</u>
----------------	----------------	-----------------	-----------------	-----------------

fright <u>en</u>	pattern	oughtn't	shortened	important
pardon	student	burden	wooden	hidden
garden	couldn't	wouldn't	shouldn't	sudden

注意：在以上单词中音节辅音（syllabic consonant，见第 96 页）/n/ 之前往往有元音字母出现（如第一个单词 button 中的字母“o”），但是它们大部分已经不再发音，而有的只发出非常微弱的 /ə/ 音。这种鼻腔爆破现象在英式英语（British English）中尤其明显。



10-06

2 /t/ or /d/ + Non-Syllabic /n/

/t/ 或 /d/ + 非音节辅音 /n/

whit <u>en</u> ness	wit <u>ne</u> ss	part <u>ne</u> r	what <u>ne</u> xt	at <u>no</u> on
start <u>no</u> w	sad <u>ne</u> ss	kid <u>ne</u> y	mid <u>ni</u> ght	loud <u>ne</u> ss
red <u>no</u> se	good <u>ni</u> ght	bread <u>kn</u> ife	kind <u>nu</u> rse	odd <u>nu</u> mber
quite <u>ne</u> ar	good <u>ne</u> ws	not <u>no</u> w	a loud <u>no</u> ise	cold <u>ne</u> ss

注意：以上单词或词组中虽然也出现了辅音 /n/，但它并不是音节辅音，而是作为其他音节的一部分，但它仍与其前面出现的爆破音 /t/ 或 /d/ 发生鼻腔爆破。

IV. Lateral Explosion

舌侧爆破

When /t/ or /d/ is followed by /l/ as in *little* /'lɪtəl/ and *middle* /'mɪdl/, the tongue tip remains on the ridge of the upper front teeth, but one or both sides of the tongue are suddenly lowered so that the breath passes out with **lateral explosion**.

Listen to the recording of the following words and repeat, paying attention to the underlined parts.



1 /t/ or /d/ + Syllabic /l/

/t/ 或 /d/ + 音节辅音 /l/

battle	little	cattle	nettle
needle	noodle	middle	muddle

注意：以上单词或词组中的辅音 /l/ 是音节辅音。



2 /t/ or /d/ + Non-Syllabic /l/

/t/ 或 /d/ + 非音节辅音 /l/

late <u>ly</u>	heart <u>less</u>	net <u>like</u>	at <u>last</u>
short <u>life</u>	hot <u>line</u>	white <u>light</u>	great <u>leader</u>
bad <u>ly</u>	need <u>less</u>	good <u>luck</u>	red <u>light</u>

注意：以上单词或词组中虽然也出现了辅音 /l/，但它并不是音节辅音，而是作为其他音节的一部分，但它仍与其前面出现的爆破音 /t/ 或 /d/ 发生舌侧爆破。

V. Aspiration of Plosives

爆破音的送气

The release of /p, t, k/ is followed by audible explosion (能听见的爆破). There is, in the post-release phase, a period during which the air escapes through the vocal cords, making a sound like /h/. This is called *aspiration* (送气).

When one of the plosives /p, t, k/ is preceded (紧跟) by /s/ in a stressed syllable (重读音节), it is *unaspirated* (不送气的). In such case, /b/ is heard instead of /p/, so is /d/ instead of /t/, and /g/ instead of /k/.

Listen to the recording of the following words and repeat, paying attention to the underlined parts.



1 Strong Aspiration 强送气

park	pack	port	piece	pale
tea	two	tie	touch	town
cake	key	cart	cap	coal



2 Weak Aspiration 弱送气

supper	sleeping	pepper	happy	carpet
letter	after	matter	sitter	heater
maker	income	lucky	baker	market



3 No Aspiration 不送气

speak	spare	sport	spy	spring
spend	spread	spew	spicy	spirit
square	squash	squeeze	sky	skip
school	scar	score	scare	skirt
star	stay	steal	stupid	stock
stimulate	stick	stereo	start	station

VI. Word Stress

单词重音

1 Content Words (stressed) 实词 (重读)

Words that carry information (indicating *who, what, when, where, why, how*, etc.) usually have stress: **nouns** (名词), **verbs** (动词), **adjectives** (形容词), **adverbs** (副词).

nouns: pear, 'apple, 'strawberry, 'ice-cream, 'vegetable, desk, 'table, 'picture, 'football, re'frigerator, com'puter, work, 'colour, de'partment, edu'cation, com,muni'cation, etc.

verbs: swim, 'carry, 'finish, ,under'stand, in'dustrialize, go, 'coming, cre'ated, 'pushes, pre'pare, etc.

adjectives: red, 'yellow, 'lovely, 'beautiful, mag'nificent, bright, 'spoonful, 'favourable, im'possible, ,characte'ristic, etc.

adverbs: up, on, down, here, fast, e'nough, in'deed, 'sometimes, right, 'very, 'always, 'quickly, 'suddenly, es'pecially, par'ticularly, 'yesterday, etc.

2 Other Information Words (stressed) 其他信息词 (重读)

Words that begin information questions, point out or emphasize something usually receive stress because of their semantic as well as syntactic salience (语义和句法的显著性): **interrogatives** (疑问词), **demonstrative pronouns** (指示代词), **possessive pronouns** (名词性物主代词), **adverbial particles** (副词短语中的小品词), **not/negative contractions** (否定缩略词).

interrogatives: who, what, when, where, why, which, how, etc.

demonstrative pronouns: this, that, these, those, such, etc.

possessive pronouns: mine, yours, ours, theirs, etc.

adverbial particles: (get) up, (take) off, (sit) down, (come) in, (go) away with, etc.

negative contractions (not): isn't, can't, won't, shouldn't, etc.

3 Function Words (unstressed) 功能词 (不重读)

Words that signify grammatical relationships (语法关系) which are used to connect the information words to form grammatical sentences usually do not receive stress: **articles** (冠词), **pronouns** (人称代词), **possessive adjectives** (形容词性物主代词), **prepositions** (介词), **auxiliary verbs** (助动词), **connectives** (连词).

articles: a/an, the

pronouns: I, you, he, she, we, they, her, him, me, us, them, etc.

possessive adjectives: my, your, his, her, our, their, etc.

prepositions: at, in, on, of, for, up, about, above, across, etc.

auxiliary verbs: do, does, did, have, has, had, can, may, shall, will, should, would, might, must, ought to, etc.

connectives: but, and, or, so, either...or..., neither...nor..., not only...but also..., etc.



4 Stress-Shift in Words 单词重音转移

<i>n.</i>	<i>n.</i>	<i>n.</i>	<i>v.</i>
'library	li'brarian	'contract	con'tract
'music	mu'sician	'increase	in'crease
'history	his'torian	'progress	pro'gress
'politics	poli'tician	'object	ob'ject
'grammar	gram'marian	'project	pro'ject
'beautiful	beau'tician	'conduct	con'duct
'technical	tech'nician	'contest	con'test
'photograph	pho'tographer	'record	re'cord

5 Some General Rules of Word Stress 单词重音一般规则

A. Prefixes (前缀)

As a general rule, words containing prefixes tend to be stressed on the first syllable of the base or root (词根) element, with the prefix either unstressed or lightly stressed.

Examples: a-, be-, for-, un-, mis-, under-, over-, up-, with-, a(d)-, de-, dis-, ex-, en-, in-, ob-, per-, re-, sub-, sur-, com-, con-, pro-, etc.

Listen to the recording of the following words and repeat, paying attention to the underlined parts.



a'bout be'lieve for'get un'do de'clare ex'plain ob'tain
dis'cuss sur'prise a'ward com'plain for'give mis'take

B. Suffixes (后缀)

Suffixes affect word stress in one of the following three ways:

- They may have no effect on the stress pattern of the root word;
- They may receive strong stress themselves;
- They may cause the stress pattern in the stem (词干) to shift from one syllable to another.

Examples: -hood, -less, -ship, -ful, -en, -er, -ing, -ish, -ly, ect.

Listen to the recording of the following words and repeat, paying attention to the underlined parts.

'homeless 'friendship 'cheerful 'childhood 'blacken
 'opening 'baker 'foolish 'simply un'easily

But suffixes that have come from *French* often cause the final syllable of a word to receive stress, with other syllables receiving light or no stress:

Examples: -ee, -aire, -eer, -esque, -ique, -eur/-euse, -oon, -ette, -et/-ey, -age, etc.

emplo'yee engi'neer tech'nique pictu'resque bal'loon mas'seuse
 bru'nette queston'naire ga'rage coif'feur bal'let sur'vey

C. Suffixes that cause shift of stress in the root word (引起重音转移的后缀)

Some suffixes, when added to a word, can cause the stress to shift to the syllable immediately preceding the suffix.

Examples: -eous, -graphy, -ial, -ian, -ic, -ical, -ious, -ity, -ion, etc.

Listen to the recording of the following words and repeat, paying attention to the underlined parts.

- a'cademy — aca'demic — acade'mician
- 'photograph — pho'tography — photo'graphic
- 'realize — re'ality — rea'listic — 'reali'zation
- ad'vantage — advan'tageous
- e'cology — eco'logical
- 'educate — edu'cation
- 'climate — cli'matic
- 'proverb — pro'verbial
- 'tranquil — tran'quility

D. Numerals (数词)

Cardinal numbers (基数词) and ordinal numbers (序数词) that represent multiples (倍数) of ten (20, 30, 40, 50, etc.) have stress on the *first* syllable.

Examples: '- (-) - /' (-) - -

twenty — twentieth

Listen to the recording of the following words and repeat, paying attention to the underlined parts.



'thirty	—	'thirtieth
'forty	—	'fortieth
'fifty	—	'fiftieth
'sixty	—	'sixtieth
'seventy	—	'seventieth
'eighty	—	'eightieth
'ninety	—	'ninetieth

For the *-teen* numbers and their ordinal counterparts, two different stress patterns are possible.

Examples: ' - (-) - - (-) ' -
 'thirteen(th) thir'teen(th)

Listen to the recording of the following words and repeat, paying attention to the underlined parts.



'fourteen	—	four'teen
'fifteen	—	fif'teen
'sixteen	—	six'teen
'seventeen	—	seven'teen
'eighteen	—	eigh'teen
'nineteen	—	nine'teen

The same is true of all hyphenated (有连字符的) numbers.

Examples: ' - (-) - - (-) ' -
 twenty-one twenty-'one

Listen to the recording of the following words and repeat, paying attention to the underlined parts.



'thirty-two	—	thirty-'two
'forty-three	—	forty-'three
'fifty-four	—	fifty-'four
'sixty-five	—	sixty-'five
'seventy-six	—	seventy-'six
'eighty-seven	—	eighty-'seven
'ninety-eight	—	ninety-'eight

E. Compounds (合成词)

In English compounds, the first element of the compound is usually strongly stressed, whether the compound is simple or complex.

Examples: ' __ 'sometimes 'anybody 'everyone

Listen to the recording of the following words and repeat, paying attention to the underlined parts.



10-19

'homework

'classroom

'whitehouse

'airport

'mailbox

'blackbird

'football

'lipstick

'middle-age

'notebook

'handcuff

'good-looking

'cowboy

'ice-cream

'sunshine

'sunglasses

'pencil-box

'typewriter

'raincoat

'bookshelf

'overworked

'bathroom

'greenhouse

'well-trained

F. Reflexives (反身代词)

In reflexive pronouns, ***-self/-selves*** receives strong stress in any case.

Listen to the recording of the following words and repeat, paying attention to the underlined parts.



10-20

my'self

your'self

him'self

them'selves

our'selves

your'selves

her'self

one'self

VII. Skill Enhancement Exercises

技能巩固练习



1. Listen to the recording and repeat the following phrases aloud, paying attention to the incomplete explosion of the underlined parts. 听录音并大声跟读下面的短语，注意画线字母的不完全爆破。

white post

good dream

big tree

great joke

big chin

white cat

stop people

second job

big girl

swift disc

wept bitterly

locked door

jogged by

quite good

gate keeper

ancient China



2. Listen to the recording and repeat the sentences, paying attention to the incomplete explosion of the underlined parts. 听录音并大声跟读下面的句子，注意画线字母的不完全爆破。

1. I'd like to.

2. What day is it today?

3. What's the date today?

4. Let's have a heart to heart talk.

5. Ted has a bad cold today.

6. She took good care of the children.

7. I don't believe that Bobby is a bad boy.

8. You are wanted back home.

9. Great trees keep down little ones.

10. I don't quite catch you.



3. Listen to the recording and repeat the following sentences, paying attention to the stressed and unstressed words. 听录音并大声跟读下面的句子，注意其中的重读单词和非重读单词。

(“'”表示该单词重读；下画线表示该单词不重读；向下的箭头(↘)表示它后面的单词用降调并重读。)

1. 'What are you ↘ looking at?

2. He 'took it from ↘ John.
3. 'This is the 'only one that I ↘ found.
4. 'This is for 'Alice and 'that is for ↘ me.
5. 'George is 'older than 'Mary, but the 'same 'age as ↘ Pat.
6. He 'took us to ↘ London.
7. 'Find her a ↘ bigger one.
8. I'm 'not 'sure of the ↘ number.
9. He 'doesn't 'want us to ↘ arrange it.
10. 'Take 'care of her for the 'whole ↘ day.



4. Listen to the recording and repeat the following words and sentences aloud, paying attention to the word stress and sentence rhythm. 听录音并大声跟读下面的单词和句子，注意单词重音和句子节奏。

• • •	• • • • •	• • •	• • • • •
overlook	deforestation	Tell the cook.	We took a vacation.
guarantee	incorporation	Can't you see?	He went to the station.
expertise	examination	So does she.	They heard of the blackmail.
undertake	administration	Pass it on.	You hand in the workbook.
disappear	communication	What a day!	I sleep on a wood bed.
engineer	deterioration	Put it here.	She's not from the country.



5. All the words or short sentences in each group have the same number of syllables. Underline the one with stress in a different place. Then listen to the recording to check your answers. 以下每一组单词和短句都有相同数目的音节。将重音在不同位置的单词或短句画出来。然后听录音并检查你的答案。

Example: telephone vehicle chemistry computer

- | | | | |
|----------------|--------------|------------------|-----------------|
| 1. manager | president | engineer | minister |
| 2. morning | fifty | fifteen | August |
| 3. He told me. | I like it. | She finished. | Close the door. |
| 4. January | October | November | December |
| 5. happiness | vividly | delighted | consciousness |
| 6. mistake | famous | become | remove |
| 7. Go to bed! | Don't worry! | What's the time? | fish and chips |

8. playground

handbag

shoe shop

first class

9. geology

economy

education

reality

10. Glad to see you!

No, it isn't.

Close the window.

He's not at home.



6. Listen to the recording and repeat the following words aloud, paying attention to the unstressed suffix in each word. 听录音并大声跟读下面的词语，注意其中非重读的后缀。

-ness

likeness

laziness

politeness

cleverness

kindness

happiness

rudeness

bitterness

sadness

ugliness

tiredness

selfishness

illness

friendliness

shyness

foolishness

weakness

business

greatness

readiness

-less

careless

colourless

hopeless

shameless

breathless

homeless

helpless

faultless

fearless

powerless

painless

childless

useless

endless

shapeless

needless

meaningless

voiceless

thoughtless

penniless

-tion

dictation

creation

socialization

recreation

interaction

modernization

punctuation

description

direction

revolution

association

education

collection

concentration

explanation

determination

correction

organization

solution

pronunciation

-ture

adventure

lecture

future

feature

culture

creature

signature

structure

picture

gesture

furniture

literature

mixture

venture

departure

architecture

nature

agriculture

capture

temperature



7. Study the stress-shift in the following groups of words, then listen to the recording and repeat loudly, paying attention to the pronunciation and meaning of them. 观察下面各组单词的重音转移, 然后听录音并大声跟读, 注意它们的发音和意思。

1. 'benefit	be'neficient	bene'ficial
2. 'democrat	de'mocracy	demo'cratic
3. 'intellect	in'telligence	intel'lectual
4. 'family	fa'miliar	famili'arity
5. 'politics	po'litical	poli'tician
6. 'personal	per'sonify	perso'nality
7. 'photograph	pho'tographer	photo'graphical
8. 'competence	com'petitor	compe'tition
9. 'hypocrite	hy'pocrisy	hypo'critical
10. 'diplomat	di'plomacy	diplo'matic



8. Listen to the recording and repeat, paying attention to the sentence stress. 听录音并跟读, 注意对话中句子的重音。

1. A: 'What do you ↘ DO?

B: I'm a DOCTOR / and I 'work in a ↘ HOSPITAL.

'What do YOU ↘ do?

A: I'm a proFESSOR / and I 'lecture at the 'uni- ↘ -VERSITY.

2. **Pattern 1:** I have TWENTY-three dollars.

(Implies: I said TWENTY-three, not THIRTY-three.)

Pattern 2: John is only twenty-THREE.

(Implies: I said twenty-THREE, not twenty-TWO.)

Pattern 1: Billy found a BLACKbird nest.

(Implies: a nest used by blackbirds)

Pattern 2: Billy found a black BIRD nest.

(Implies: a bird nest that happened to be black in colour)

More Examples:

Pattern 1:

Is the RED car hers?

What a lovely CAT she has!

I would like a WARM soup.

She is an exPERIENCED worker.

These are the CLASSroom textbooks.

Pattern 2:

Is the red car HERS?

What a lovely cat SHE has!

I would like a warm SOUP.

She is an experienced WORKER.

These are the classroom TEXTbooks.

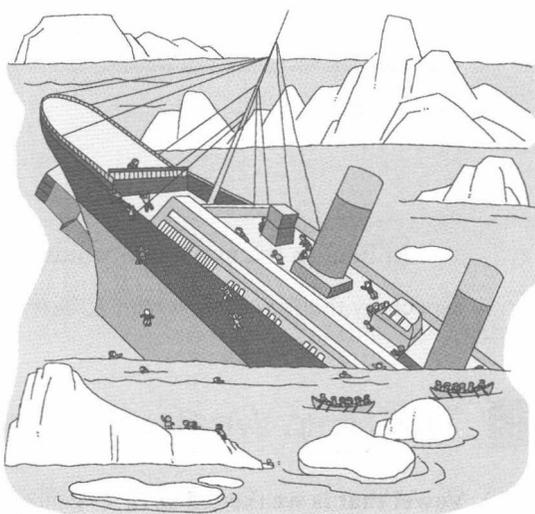
3. When I was eightTEEN, I wanted to study in BRItain. I applied to VARIOUS uniVERsities but NObody replIED. I STARted to look at universities in my own COUNtry. Then, one day, a WOMan from a COLlege phoned. She inVited me to leave for LONdon imMEdiately. She exPLAINED that someone had left a COURSE, and OFFered me his PLACE. I REALLY enjoyed the course. I made some GREAT FRIENDS and I met my HUSband!



9. Listen to the recording and repeat the following passage aloud. 听下面短文的录音并大声跟读。

The Loss of the Titanic

The great ship, Titanic, sailed for New York from Southampton on April 10, 1912. She was carrying 1,316 passengers and a crew of 891. Even by modern standards, the 46,000-ton Titanic was a colossal (巨大的) ship. At that time, however, she was not only the largest ship that had ever been built, but was regarded as unsinkable, for she had sixteen watertight compartments (水密舱). Even if two of these were flooded, she would still be able to float. The tragic sinking of this great liner (班轮) will always be remembered, for she went down on her first voyage with heavy loss of life.



Four days after setting out, while the Titanic was sailing across the icy waters of the North Atlantic, a huge iceberg (冰山) was suddenly spotted by a lookout (监视员). After the alarm had been given, the great ship turned sharply to avoid a direct collision (碰撞). The Titanic turned just in time, narrowly missing the immense (巨大的) wall of ice which rose over 100 feet out of the water beside her. Suddenly, there was a slight trembling (颤抖) sound from below, and the captain went down to see what had happened. The noise had been so faint (模糊) that no one thought that the ship had been damaged. Below, the captain realized to his horror that the Titanic was sinking rapidly, for five of her sixteen watertight compartments had already been flooded! The order to abandon (抛弃) ship was given and hundreds of people plunged (跳进) into the icy water. As there were not enough lifeboats for everybody, 1,500 lives were lost.

短文听、读、
模仿练习



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Unit Eleven

Weakening 弱化

Linking 连读

Assimilation 同化

I. Weakening

弱化

In English the unstressed words in connected speech are likely to have the weak forms, especially the *function words* (功能词).

1 Two Main Weakening Vowels 两个主要弱式元音 → /ɪ/ & /ə/

1. **Vowel that is weakened as /ɪ/** (单词中的元音弱化为 /ɪ/):

as in: be me he she the we

others: his /ɪz/, he /ɪ/, him /ɪm/

2. **Vowels that are weakened as /ə/** (单词中的元音弱化为 /ə/):

as in: a an some the them us am are can do does
had has have must shall was were will at for from
of to and as but so than that could would

others: had /əd/, has /əz/, have /əv/, must /məs/, will /əl/, and /ən/

3. **Sometimes the vowel is lost** (有时候单词中的元音消失):

as in: am /m/ can /kn/ do /d/ had /d/ has /z, s/ have /v/
is /z, s/ some /sm/ shall /ʃl/ them /ðm/ was /wz/ for /fr/
from /frm/ of /v, f/ and /nd, n/ than /ðn/

2 Strong Forms & Weak Forms of Words 单词的强读式与弱读式

	单词	强读式	例句	弱读式	例句
1.	a	/eɪ/	There are two girls and <u>a</u> boy.	/ə/	in <u>a</u> minute
2.	an	/æn/	They three are sharing <u>an</u> apple.	/ən/	take <u>an</u> apple
3.	am	/æm/	Yes, I <u>am</u> .	/əm/ /m/	What <u>am</u> I going to do ? I <u>'m</u> speaking.
4.	and	/ænd/	A: She's got three children, Tom, Peter... B: <u>And</u> ?	/ənd/ /ən/ /n/	here <u>and</u> there bread <u>and</u> butter
5.	are	/ɑ:/	Here we <u>are</u> .	/ə/	We <u>are</u> all here.
6.	as	/æz/	<u>As</u> you can see, we won.	/əz/	<u>as</u> well <u>as</u>
7.	at	/æt/	<u>At</u> once, let's go.	/ət/	not <u>at</u> all
8.	be	/bi:/	To <u>be</u> or not to <u>be</u> .	/bɪ/	Don't <u>be</u> late.
9.	been	/bi:n/	I'm sure I've <u>been</u> here before.	/bɪn/	She has <u>been</u> out.
10.	but	/bʌt/	<u>But</u> me no <u>buts</u> . (别跟我说“但是、但是”的。)	/bət/ /bə/	You like it <u>but</u> I don't.
11.	can	/kæn/	<u>Can</u> you do that really?	/kən/ /kn/	What <u>can</u> I do?
12.	do	/du:/	<u>Do</u> come and see me.	/dʊ/ /də/ /d/	So <u>do</u> I. What <u>do</u> you do?
13.	does	/dʌz/	Yes, she <u>does</u> .	/dəz/	What <u>does</u> she like?
14.	for	/fɔ:/	What <u>for</u> ?	/fə/	It's <u>for</u> you.
15.	from	/frɒm/	<u>From</u> where and to where?	/frəm/ /frm/	He is <u>from</u> Italy?
16.	had	/hæd/	Indeed, he <u>had</u> one chance.	/həd/ /əd/ /d/	He <u>had</u> done it.
17.	has	/hæz/	What she <u>has</u> now is just a book.	/həz/ /əz/ /z/ /s/	He <u>has</u> just arrived.
18.	he	/hi:/	I'm not in charge, <u>he</u> is.	/hɪ/ /ɪ/	What did <u>he</u> do?
19.	her	/hɜ:/	<u>Her</u> room is bigger.	/hə/ /ə/	What's <u>her</u> name?
20.	him	/hɪm/	Look at <u>him</u> , not her.	/ɪm/	go with <u>him</u>
21.	his	/hɪs/	<u>His</u> is the yellow one.	/hɪ/ /ɪs/ /ɪ/	<u>his</u> family

	单词	强读式	例句	弱读式	例句
22.	is	/ɪz/	There she <u>is</u> .	/z/ /s/	He <u>is</u> coming.
23.	me	/mi:/	Choose <u>me</u> , please.	/m/	Gave <u>me</u> a surprise.
24.	must	/mʌst/	Right, you <u>must</u> go.	/məst/ /məs/	I <u>must</u> go now.
25.	of	/ɒv/	<u>Of</u> what are you thinking?	/əv/ /v/ /f/	all <u>of</u> us a map <u>of</u> China
26.	shall	/ʃæl/	Yes, we <u>shall</u> .	/ʃəl/ /ʃl/	What <u>shall</u> we do? <u>Shall</u> we leave now?
27.	should	/ʃʊd/	Yes, you <u>should</u> .	/ʃəd/ /ʃd/	We <u>should</u> have told you.
28.	sir	/sɜ:/	<u>Sir</u> William Herbert	/sə/	Yes, <u>sir</u> .
29.	some	/sʌm/	Money, I have <u>some</u> .	/səm/ /sm/	Give me <u>some</u> water.
30.	than	/ðæn/	She is no richer, even <u>than</u> me.	/ðən/ /ðn/	better <u>than</u> that
31.	that	/ðæt/	<u>That</u> one is what I'm interested in.	/ðət/	He said <u>that</u> he was coming.
32.	the	/ði:/	She is just <u>the</u> teacher.	/ðɪ/ /ðə/ /ð/	in <u>the</u> afternoon Look at <u>the</u> picture!
33.	them	/ðem/	I want to give the chance to <u>them</u> this time.	/ðəm/ /ðm/	bring <u>them</u> home
34.	there	/ðeə/	It's over <u>there</u> .	/ðə/	<u>There</u> is nothing left.
35.	to	/tu:/	Who do you send it <u>to</u> ?	/tʊ/ /tə/	go <u>to</u> school
36.	us	/ʌs/	There's no <u>us</u> , just you and me.	/əs/ /s/	Tell <u>us</u> a story. Let's <u>s</u> go.
37.	was	/wɒz/	Yes, he <u>was</u> .	/wəz/ /wz/	That <u>was</u> a mistake.
38.	were	/wɜ:/	Yes, we <u>were</u> .	/wə/	They <u>were</u> in the countryside.
39.	will	/wɪl/	Yes, I <u>will</u> .	/wəl/ /l/	That <u>will</u> be enough. They' <u>ll</u> not come today.
40.	would	/wʊd/	Yes, I <u>would</u> .	/d/ /wəd/	I' <u>d</u> like to take this one. What <u>would</u> you do?
41.	you	/ju:/	After <u>you</u> , please.	/ju/ /jə/	Do <u>you</u> like swimming?
42.	your	/jɔ:/	<u>Your</u> Majesty	/jə/	What's <u>your</u> name, please?

3 Some Common Contractions 一些常见的缩略式 (口语式)

原形	缩略式	弱读	原来形式	缩略式	弱读
I am	I'm	/aɪm/	cannot	can't	/kɑːnt/
you are	you're	/juə/	do not	don't	/dəʊnt/
he is	he's	/hɪz/	does not	doesn't	/'dɔːznt/
she is	she's	/ʃɪz/	did not	didn't	/'dɪdnt/
we are	we're	/wiə/	has not	hasn't	/'hæznt/
they are	they're	/ðeə/	have not	haven't	/'hævnt/
it is	it's	/ɪts/	had not	hadn't	/'hædnt/
let us	let's	/lets/	was not	wasn't	/'wɔːznt/
I will	I'll	/aɪl/	were not	weren't	/wɜːnt/
you will	you'll	/juːl/	may not	mayn't	/meɪnt/
we will	we'll	/wiːl/	will not	won't	/wəʊnt/
they will	they'll	/ðeɪl/	shall not	shan't	/ʃɔːnt/
I have	I've	/aɪv/	must not	mustn't	/'mʌsnt/
we have	we've	/wiːv/	could not	couldn't	/'kʊdnt/
you have	you've	/juːv/	should not	shouldn't	/'ʃʊdnt/
they have	they've	/ðeɪv/	would not	wouldn't	/'wʊdnt/
what is	what's	/wɒts/	might not	mightn't	/'maɪnt/
who is	who's	/huːz/	because	'cause	/kɔːz/
that is	that's	/ðætɪz, ðəts/	here is	here's	/hɪəz/
I had/should/would	I'd	/aɪd/	there is	there's	/ðeəz/
he had/should/would	he'd	/hɪd/	there are	there're	/'ðeərə/
she had/should/would	she'd	/ʃɪd/	where is	where's	/weəz/
we had/should/would	we'd	/wiːd/	how is	how's	/haʊz/
you had/should/would	you'd	/juːd/			
they had/should/would	they'd	/ðeɪd/			

II. Linking

连读



1 Consonant + Vowel 辅音 + 元音

get up / take off / come in / find out
black and orange / best of all / all of us
not at all / much of it / six and eight
most of us / a cup of tea / each other
write an essay / teach him a lesson



2 Intrusive /r/ /r/ 添音

there /r/ is / there /r/ are / here /r/ is / more /r/ over
here /r/ and there / far /r/ and wide / for /r/ ever
over /r/ and over / brother /r/ and sister
pour /r/ out / their /r/ own / clear /r/ up

There /r/ is a car /r/ in the yard.
There /r/ are poor /r/ old men begging in the streets.



3 Glides: /j/ & /w/ 延音滑动

/j/ glide: Say /j/ it.
My /j/ own.
toy /j/ airplane

/w/ glide: How /w/ is it?
blue /w/ ink
I saw /w/ it.

III. Assimilation

同化

1 Progressive Assimilation 顺同化

The sound assimilated are affected by the preceding one (前一个音影响后一个音).

Examples: students /'stju:dənt → s/
bags /bæg → z/
moved /mu:v → d/
laughed /lɑ:f → t/
backs /bæk → s/
fished /fiʃ → t/

2 Regressive Assimilation 逆同化

The sound assimilated are influenced by the succeeding one (后一个音影响前一个音).

Examples: have to /hæf ← tə/
used to /ju:s ← tə/
his shirt /hi:ʃ ← ʃə:t/
has to /hæs ← tə/
horseshoe /hɔ:ʃ ← ʃu:/

cupboard (cup /kʌp/ ← board /bɔ:d/) /'kʌbəd/
five pence (five /faɪv/ ← pence /pens/) /'faɪf 'pɛns/
He's in pain. / It rains in May. / They're in Korea.
/m/ /m/ /ŋ/

3 Coalescent Assimilation 融合同化

Two sounds are merged into a new one (两个音互相影响, 融合为一个新的音):
sound A + sound B → sound C

/s, t/ + /j/ → /ʃ/ issue, sugar, sure, nation, ancient, ocean; He's coming this year.
 /z/ + /j/ → /ʒ/ pleasure, vision, occasion, measure, casual; Does your mother know?
 /t/ + /j/ → /tʃ/ stature; Is that your dog?
 /d/ + /j/ → /dʒ/ procedure; Would you mind moving?
 /ts/ + /j/ → /tʃ/ She lets your dog in. He hates your hairdo.
 /dz/ + /j/ → /dʒ/ She feeds your dog. He never needs your advice.

IV. Skill Enhancement Exercises

技能巩固练习



1. Listen to the recording and repeat the following phrases aloud with appropriate linking. 听录音并大声跟读下面的短语，使用恰当的连读。

it is
 speak up
 stand up
 get up
 get ut
 time's up
 look at
 look ot
 like it
 put on
 take off
 come on
 pick up
 fill in
 put it

Watch ot!
 left arm
 find ot
 pushed up
 weep over
 for instance
 for example
 for ever
 all over
 after all
 first of all
 far away
 in an hour
 half an hour
 a glass of milk

a bottle of sweets
 a piece of bread
 black and grey
 dog-eat-dog
 have a look
 wait and see
 take a rest
 break it up
 some of us
 come at once
 put it on
 out of date
 war and peace
 here and there
 an old man

drink it all up
 a lot of fun
 a waste of time
 once in a while
 a cup of tea
 have a look
 send it by mail
 a bottle of ink
 in an icebox
 go for a walk
 an English play
 a matter of fact
 map of the world
 do it at once
 sing us a song



2. Listen to the recording and repeat the following sentences aloud, paying attention to the assimilation and linking. 听录音并大声跟读下面的句子，注意同化（ ）和连读（ ）。

1. What's your name, please?
2. Glad to meet you.
3. I'll get you the paper.
4. You didn't say that, did you?
5. Would you like to have a cup of tea?
6. Jimmy does it well this year.
7. I like his shoes.
8. She settled down in France last year.
9. **A:** Where are you from?
B: I'm from Tianjin. And you?
A: I'm from Sichuan. Nice to meet you!
B: Nice to meet you, too.
10. **A:** Can't you do it yourself?
B: Yes, I can. Well, would you join us?
A: Yes, sure.
B: Wait a moment, please. I'll be back in a minute with some more.
A: Great! Let's begin now.



3. Listen and repeat the following sentences aloud with appropriate weak forms and linking. 听录音并大声跟读下面的句子，使用恰当的弱读式（画线部分）和连读（ ）。

A

1. Life is short, but art is long.
2. Where there is a will, there is a way.
3. A friend in need is a friend indeed.
4. Where there is oppression, there is resistance.
5. There is no living in love without suffering.
6. A proverb is the wit of one and the wisdom of many.
7. Year in and year ot the farmers work in the fields and on their farms.
8. As a matter of fact, I haven't seen Tom for a long time.
9. All of us know that he is an excellent teacher.
10. Spell it ot and write it down.

B

1. I'm from the People's Republic of China.
2. Look at the map of the world.
3. Pick it up and put it in the dustbin.
4. Check your answers before you hand them in.
5. Would you like to put it back on the shelf before you leave?
6. I'd like to have a cup of coffee, please.
7. My father and mother are in the countryside.
8. There are lots of people gathering in the park.
9. Hold the door open for others when you see their hands are full.
10. I'll even do this for a hotel bellman carrying my luggage.



4. Listen and repeat the following sentences aloud, paying attention to the /j/ glide, /w/ glide and intrusive /r/. 听以下句子的录音并大声跟读, 注意其中的 /j/ 音滑动、/w/ 音滑动和 /r/ 添音。

1. Do you know how much he earns?
2. Stay and have a drink.
3. You need to answer the door.
4. It's quarter to eight.
5. Today it's just you and me.
6. He expects me to do everything.
7. Do you want it here or there?
8. I have a shower every evening.
9. Will you tell me your age?
10. I'm sure I'll see him.



5. Listen to the recording of the dialogues and fill in the blanks with contractions. Then listen to the recording again and repeat aloud. 听对话的录音并用缩略形式填空。然后再听一遍录音并大声跟读。

1

A: I like your new flat. ^{1.} _____ beautiful. ^{2.} _____ never lived in a flat before, have you?

B: Yes, I have. I lived in one when I was a student.

A: Oh, yes, of course, but ^{3.} _____ never lived in a flat in the city centre before.

B: ^{4.} _____ true. And it ^{5.} _____ like my old student flat either. ^{6.} _____ so much light.
A: I know. ^{7.} _____ a lot bigger and a lot nicer.
B: Yes, it is. And the view's fantastic.
A: Can you see the sea?
B: Well, you ^{8.} _____ see the sea, but you can see a lot of countryside. Come and have a look...

2

A: ^{9.} _____ it going?
B: Oh, you know. Not too bad. Too much to do.
A: Well, ^{10.} _____ forget that homework.
B: ^{11.} _____ not a problem. ^{12.} _____ done it all.
A: So ^{13.} _____ the problem?
B: Well, ^{14.} _____ having a party next week.
A: Great!
B: Actually, I need your help. Can I borrow your mother's salad bowl?
A: ^{15.} _____ ask her. Have you asked Joe to be DJ? ^{16.} _____ really good!
B: No, ^{17.} _____ a great idea. ^{18.} _____ ask him.
A: Oh, ^{19.} _____ not around this weekend. ^{20.} _____ gone to London.
A: Oh, well, ^{21.} _____ catch him on Monday.
B: Good idea. Anyway, must go. That homework, you know. Bye!
A: Have a nice weekend!



6. Listen to the recording and repeat the following poem aloud, paying attention to the stress, unstressed weakening forms, linking and rhythm. 听录音并大声跟读下面的诗，注意其中的重音、弱读式、连读和节奏。

Around the corner I have a friend,
 In this great city that has no end,
 Yet the days go by and weeks rush on,
 And before I know it,
 A year is gone.

And I never see my old friend's face,
For life is a swift and terrible race,
He knows I like him just as well,
As in the days when I rang his bell.

And now we are busy,
Tired men,
Tired of playing a foolish game,
Tired of trying to make a name.

"Tomorrow," I say, "I will call on Jim."
"Just to show that I'm thinking of him."
But tomorrow comes and tomorrow goes,
And the distance between us grows and grows.

Around the corner — yet miles away,
"Here's a telegram sir, Jim died today."
And that's what we get and deserve in the end —
Around the corner, a vanished friend.

Remember to always say what you mean.
If you love someone, tell them.
Don't be afraid to express yourself.
Reach out and tell someone what they mean to you.
Because when you decide that it is the right time,
It might be too late.
Seize the day.
Never have regrets.

And most importantly, stay close to your friends and family,
For they have helped make you the person that you are today.
"It's nice to be important,
but it's more important to be nice."
"Of all the things you wear,
your smile is most important."

7. Listen to the recording of the following passages and repeat aloud, paying attention to the weak forms, linking and assimilation. 听录音并大声跟读下面的短文，注意其中的弱读式（画线部分）、连读（ ）和同化（ ）。

1

I went into town yesterday to buy some clothes for my holiday. I wanted some new T-shirts and shorts. I found some nice T-shirts in the first shop I went into, but they didn't have any shorts that fit me. I bought the T-shirts and then I went for lunch. When I wanted to pay for lunch, I couldn't find my wallet. At last I found it: it was at the bottom of my shopping bag, underneath the T-shirts.

2

Some friends came over for dinner last night. I can't cook a meal to save my life, so Jerry cooked. For starters he made melon and prawn cocktail (大虾冷盘). The main course was rice and chicken with a mushroom sauce. We had chocolate ice-cream gâteau (奶油蛋糕) as dessert. To finish off, we had all kinds of cheese, followed by some Javanese (爪哇的) coffee.

3

Happy new year! I had such a bad year last year; I hope this one's better. How was your year? Bad question, I know. How many questions can I get wrong? Six, seven, eight questions? I feel so depressed. Do you know how bad things are? Actually, Christmas was OK. After we exchanged presents, the sun came up over the snow and it was pretty. I tried Belgian chocolates for the first time and even attempted to play games in the evening. But now I've got such a bad cold; I feel terrible. My son made me promise to smile all day tomorrow! What's your son called again?

短文听、读、
模仿练习



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Unit Twelve

Pausing 停顿

Sentence Stress 句子重音

Rhythmic Patterns 节奏模式

I. Pausing

停顿

In the discourse context (语篇语境), large stream of speech can be broken into smaller units when we think about where a speaker can logically pause in an utterance (话语). This semantically and grammatically coherent segment of discourse is termed “sense group”(意群) or “intonation unit”(语调单位), which has its own pitch pattern (音高模式).



12-01

Example: I didn't want to let another day go ↗ by / without telling ↗ you / how much I enjoyed your ↘ party.

or: I didn't want to let another day go ↗ by / without telling you how much I enjoyed your ↘ party.

Generally speaking, pausing occurs when the individual speaker thinks it necessary. For example, a speaker tends to pause frequently to make his or her message clearer or more emphatic, as in a political statement:



12-02

Example: I ↗ promise / to ↗ serve / my fellow ↗ citizens / to the ↗ best / of my a- ↘ -bility.

or: I ↗ promise / to serve my fellow ↗ citizens / to the best of my a- ↘ -bility.

II. Sentence Stress

句子重音

In a connected speech, we do not hear a stress on every word. Some words lose their stresses in a sentence, with other ones keeping their stresses to form what is called the “sentence stress”. Sentence stress has two main functions:



12-03

A. To emphasize the important words in the sentence (mostly the content words or the information words). 强调句中重要的词语（常为实词或信息词）。

1. 'John has 'gone to ↘ school.
2. 'This 'exercise is 'more 'difficult than ↘ that one.
3. He was the 'kindest and 'most 'generous 'man I've 'ever ↘ seen.
4. I 'must be ↘ going. My 'friend is 'waiting for me at the ↘ bus-stop.
5. 'What can I ↘ do for you?
6. Are 'you on 'duty to- ↗ -day?



12-04

B. To create the rhythm of an English utterance — the regular, patterned beat of stressed and unstressed syllables and pauses. 形成英语话语节奏——重读、非重读音节和停顿引起的有规律、成模式的节拍。

1. ● ● ● ● ● ● ●
'Twinkle, 'twinkle, 'little ↘ star,
'How I 'wonder 'what you ↘ are!
'Up a'bove the 'world so ↗ high,
'Like a 'diamond 'in the ↘ sky.
● ● ● ● ● ● ●
2. We 'needed to 'call them at ↘ ten.
3. It's 'better to 'hide it from ↘ John.
4. the 'only one 'known at that ↘ time
5. He 'wanted to 'help her for- ↘ -get.
6. I 'think that he's 'doing it ↘ wrong.
7. It's 'better you 'leave her a- ↘ -lone.

III. Rhythmic Patterns

节奏模式

The rhythmic pattern is similar to the rhythm of a musical phrase (乐句). Just as in music, English moves at more or less regular intervals (间隔) by the alternation (交替) of stressed and unstressed syllables — no matter how many unstressed syllables fall in between the stresses. The greater the number of unstressed syllables is, the quicker they are pronounced.



12-05

1. There is a ↘ football match. ● ● ● ● ● ● ● ●
There has been a ↘ football match. ● ● ● ● ● ● ● ●
There must have been a ↘ football match. ● ● ● ● ● ● ● ●
2. I 'think he 'wants to ↘ go. ● ● ● ● ● ● ● ●
I 'think that he 'wants us to ↘ go. ● ● ● ● ● ● ● ●
I'm 'thinking that he 'wants us to ↘ go. ● ● ● ● ● ● ● ●

The stress-timed nature (以重音控制时间的特征) of English can be seen more clearly if we compare the following sentences:



12-06

- ● ●
3. 'Cats 'eat ↘ fish.
The 'cat is 'eating the ↘ fish.
The 'cats there have 'eaten the ↘ fish.
The 'cats there must have 'eaten the ↘ fish.
The 'cats there could have been 'eating the ↘ fish.

Common Rhythmic Patterns 常见节奏模式



Pattern 1



1. 'Sit 'down.
2. 'Where 'to?
3. 'No 'more.
4. 'Come 'here.
5. 'Who's 'that?
6. 'Look 'out!
7. 'That's 'true.
8. 'All 'right.
9. 'No 'more.
10. 'Read 'this.

Pattern 2



1. It's 'true.
2. You're 'right.
3. I'm 'here.
4. It's 'fun!
5. That'll 'do.
6. By 'now.
7. at 'last
8. at 'once
9. It's 'nice.
10. Of 'course.

Pattern 3



1. I'd 'like to.
2. I 'think so.
3. as 'well as
4. I'm 'sorry.
5. I've 'told him.
6. It's 'easy.
7. It's 'funny.
8. He's 'waiting.
9. I've 'read it.
10. We're 'ready.



Pattern 4



1. 'Not at 'all.
2. 'take it 'off
3. 'try a'gain
4. 'put it 'down
5. 'not e'nough
6. 'practise 'hard
7. 'read a'loud
8. 'what is 'more
9. 'go to 'bed
10. 'have a 'drink

Pattern 5



1. I 'think he 'might.
2. to 'do it 'well
3. I 'think it 'is.
4. We 'have to 'go.
5. It's 'quite all 'right.
6. They've 'gone a'way.
7. I 'want to 'know.
8. He 'thought he 'could.
9. It's 'hard to 'say.
10. a 'cup of 'tea

Pattern 6



1. 'How do you 'do?
2. 'Sing us a 'song.
3. 'go for a 'walk
4. 'Where have you 'been?
5. 'terribly 'slow
6. 'reading a'loud
7. 'Meet me to'night.
8. 'What have you 'done?
9. 'Throw it a'way.
10. 'Send me a 'card.

Pattern 7



1. I 'think he 'wants to.
2. I 'couldn't 'help it.
3. I 'told him 'not to.
4. I 'want to 'meet him.
5. a 'glass of 'water
6. You 'have to 'practise.
7. I'm 'glad to 'see you.
8. I 'like it 'better.
9. It 'doesn't 'matter.
10. a 'lot of 'trouble

Pattern 8



1. 'Carry it a'way.
2. 'Put it on the 'floor.
3. 'Follow my ad'vice.
4. 'Read it for the 'class.
5. 'Doing it a'lone.
6. 'Have a cigar'ette.
7. 'waiting for the 'train
8. 'Go and have a 'look.
9. 'What about a 'drink?
10. 'Put it on the 'shelf.

Pattern 9



1. I 'gave it to her.
2. a 'party member
3. to 'satisfy them
4. a 'beautiful one
5. a 'quarter of them
6. the 'railway station
7. I 'promise I will.
8. I 'hope that you could.
9. He 'wanted us to.
10. Pre'sent it to me.

Pattern 10



1. I 'hope you 'like the 'film.
2. It's 'nice to 'see you a'gain.
3. I'd 'like to 'show my 'book.
4. The 'train is 'very 'late.
5. It's 'not the 'one I 'want.
6. I 'want to 'see my 'Mum.
7. I've 'missed the 'football match.
8. I 'like the 'bike I 'bought.
9. You 'don't know 'what I 'think.
10. I 'hope my 'Dad could 'come.

Pattern 11



1. You 'look just the 'same as be'fore.
2. It 'isn't the 'right thing to 'do.
3. It's 'time for the 'class to be'gin.
4. I've 'taken my 'coat to be 'cleaned.
5. You'd 'better be 'quiet in the 'room.
6. She 'opened the 'door for the 'kids.
7. He 'worked at the 'bar for a 'year.
8. I 'didn't ex'pect to be 'asked.
9. I've 'written the 'letter in 'French.
10. He 'said he could 'come back on 'time.

Pattern 12



1. You 'look very 'tired now.
2. He'll get it on 'Saturday.
3. I'll 'borrow an'other one.
4. It's 'very un'fortunate.
5. The 'price has gone 'up again.
6. They've 'all gone on 'holiday.
7. Per'haps you've 'heard of it.
8. I 'thought it was 'my fault then.
9. You 'know it's a 'bitter life.
10. I 'asked for a 'morning call.

Pattern 14



1. 'Sing me another 'song.
2. 'Fill it up to the 'top.
3. 'Give me another 'book.
4. 'Hurry up 'cause we're 'late.
5. 'Tell her not to be 'late.
6. 'Bury it in the 'ground.
7. 'standing behind the 'door
8. 'Why did you run a'way?
9. 'Throw it into the 'fire.
10. 'Show me what you have 'done.

Pattern 13



1. It's 'not what I 'wanted to 'ask you a'bout.
2. He 'says that he 'wants us to 'take it a'way.
3. He 'told me he 'wanted to 'buy her a 'house.
4. He 'told me a 'story to 'keep me a'wake.
5. The 'old man has 'fallen and 'broken his 'leg.
6. You 'know that we 'ought to dis'cuss it to'day.
7. I 'know that he 'runs very 'fast and will 'win.
8. Re'member to 'bring me a 'book and a 'bike.
9. I 'wonder if 'John is the 'right one to 'go.
10. I'm 'told that he 'sings very 'well in the 'class.

Pattern 15



1. I 'think it was an 'excellent affair.
2. I 'wonder if he'll 'ask me in ad'vance.
3. The 'workers're still 'working day and 'night.
4. The 'teachers here're 'very nice in'deed.
5. I 'shouldn't be sur'prised if they for'got.
6. He 'told me not to 'do it in the 'dark.
7. She 'wanted me to 'listen to his 'song.
8. I'd 'like a lump of 'sugar in my 'tea.
9. The 'boy up there will 'show you where to 'go.
10. I 'haven't got the 'time to write the 'book.

IV. Skill Enhancement Exercises

技能巩固练习



12-13

1. Read the following sentences aloud, giving a pause according to the sense group. Then listen to the recording and repeat. 朗读下面的句子，根据意群进行停顿。然后听录音并跟读。

1. I bought a ticket / and got on the train.
2. It was a small car / with a red stripe along the side.
3. Do you want fish and chips / or chicken and salad?
4. Rick can wear the most expensive suit / but he never looks smart.
5. I bought a nice new jacket / with a zip down the front / and a lot of pockets.
6. We are all going to have to get used to the fact / that the world has changed.



12-14



2. Read the following sentences aloud and divide each sentence into sense groups with pauses indicated by “/”, and read them aloud. Then listen to the recording and repeat. 朗读下面的句子，用“/”表示停顿，将每句话中的意群分隔开。然后听录音并跟读。

1. A friend in need is a friend indeed.
2. The aged professor addressed the new students on their first day on the importance of the basic training in language study.
3. A ready way to lose a friend is to lend him money.
4. It has often been said by people involved in language teaching that a student who really wants to learn will succeed whatever the circumstances are under which he studies.
5. He was a round little man with a red face and a whole box of tools with dials and wires.
6. Children like Tommy and Margie are having lessons on line in their own houses.



12-15

3. Read the pairs of sentences with correct pauses aloud. Then listen to the recording and repeat. 朗读下面每一组句子，在合适的地方进行停顿。然后听录音并跟读。

1. a. It was cold outside. There was snow on the ground.
b. It was cold. Outside, there was snow on the ground.
2. a. Was that the question he asked?
b. “Was that the question?” he asked.
3. a. I got up, quickly got dressed, and went downstairs.

- b. I got up quickly, got dressed, and went downstairs.
4. a. They are leaving. Soon it will be quieter.
b. They are leaving soon. It will be quieter.
5. a. There was nothing. Inside it was empty.
b. There was nothing inside. It was empty.
6. a. We walked carefully. Downstairs it was dark.
b. We walked carefully downstairs. It was dark.
7. a. I watched him. Silently he opened the drawer.
b. I watched him silently. He opened the drawer.
8. a. The rain didn't stop. The next day it just carried on.
b. The rain didn't stop the next day. It just carried on.
9. a. It was cold last night. The road was icy.
b. It was cold. Last night the road was icy.
10. a. I know. You don't believe I understand.
b. I know you don't believe. I understand.



4. Read the following sentences with controlled rhythm. Then listen to the recording and repeat. 朗读下面一组句子, 要控制节奏。然后听录音并跟读。

'Mice	'eat	↘ cheese.
The 'mice	'eat	↘ cheese.
The dirty 'mice	'eat	the ↘ cheese.
The dirty 'mice	will 'eat	the French ↘ cheese.
The dirty and ugly 'mice	will have 'eaten	the French sweet ↘ cheese.
The dirty and ugly 'mice	might have been 'eating	the French sweet ↘ cheese.



5. Read the following poems aloud, paying attention to the rhythm. Then listen to the recording and repeat. 朗读下面的诗, 注意节奏。然后听录音并跟读。

Seasons in the Sun

Goodbye to you, my trusted friend,
We've known each other since we were nine or ten.
Together we've climbed hills and trees,
Learned of love and A-B-Cs,
Skinned our hearts and skinned our knees.
Goodbye my friend, it's hard to die,
When all the birds are singing in the sky.

Now that the spring is in the air,
 Pretty girls are everywhere.
 Think of me and I'll be there.
 We had joy,
 We had fun,
 We had seasons in the sun.
 But the hills that we climbed were just seasons out of time.

Roses Are Red

Roses are red, violets are blue.
 Please forgive me for being bold.
 I should have written your name in gold.
 But gold is scarce and ink must do.
 Just to tell you — I love you.



6. Try to read each phrase or sentence in the same group with the same time and rhythm. 尽量用相同的时间和节奏朗读同一组中的语句。

1.
 - a ↘ cap
 - a 'red ↘ cap
 - a 'little red ↘ cap
 - a 'little red 'cap of ↘ John
 - a 'nice little 'red cap of ↘ John
 - a 'very nice 'little red 'cap of ↘ John
 - an ex'pensive but 'nice little 'red cap of ↘ John
 - I 'like that ex'pensive but 'very nice 'little red 'cap of ↘ John.
2.
 - 'Kids 'like ↘ dogs.
 - The 'kids 'like ↘ dogs.
 - The 'kids 'like the ↘ dogs.
 - The 'kids might 'like the ↘ dogs.
 - The 'kids might have 'liked the ↘ dogs.
3.
 - 'Children 'like ↘ cats.
 - The 'children 'like ↘ cats.
 - The 'children 'like the ↘ cats.
 - The 'children per'haps 'like the ↘ cats.
 - The 'children would have per'haps 'liked the ↘ cats.



7. Read the following passages and add comma or period according to the sense group. Capitalize the word after the period. Check with the key. Then listen to the recording and repeat, paying attention to pausing, sentence stress and rhythm. 读下面的短文，根据意群添加逗号或句号。将句号后面的单词首字母大写。对照答案。然后听录音并跟读，注意停顿、句子重音和节奏。

1

I had a terrible day yesterday everything seemed to go wrong first I woke up too late so didn't have time for breakfast then as I slammed the door shut I realized I'd left my keys inside I missed the bus so had to get a taxi then I discovered I'd left my purse at home too!

2

I remember my grandmother's house so well it was quite old there were three bedrooms a living room and a kitchen of course there was also a bathroom and toilet the garden was huge it seemed to stretch on for miles and miles I used to love exploring amongst the trees and brambles (荆棘) sometimes I used to play in the house too either with some old toys I found or with the electric keyboard she had there always seemed to be plenty to do.



8. Read the following passage aloud, paying attention to pausing, sentence stress and rhythm. Then listen to the recording and repeat. 朗读下面的短文，注意停顿、句子重音和节奏。然后听录音并跟读。

The Mayflower

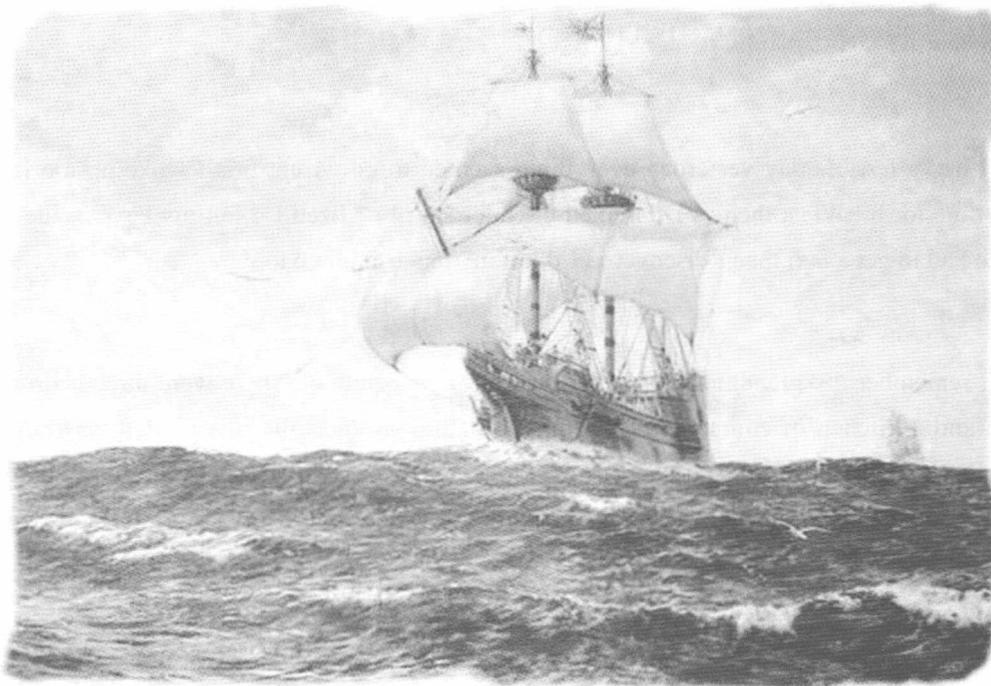
If you 'go to 'Plymouth, / a 'small 'town in the U'nited 'States of A'merica, / you will 'see there / a 'rock which 'runs out into the ↘ sea. 'Many 'thousands of 'people / — from 'different 'parts of the U'nited 'States / and from 'many other 'countries / — 'come to this 'small 'town / 'just to 'see the ↘ Rock. They 'stand there / and 'think about the 'brave 'men and 'women who, / 'more than 'three 'hundred 'years 'ago, / were 'standing on this 'rock / and 'looking at the 'country / where they had 'come to be'gin a 'new ↘ life.

The 'year was '1620, / in the 'time of 'King 'James the ↘ First. The 'English 'people did 'not 'like their 'king / and they 'called him “The 'Fool 'King of ↘ England”. 'Many of them 'left 'England / and 'went to 'live in 'other ↘ countries.

On 'August '15, '1620, / a 'group of 'Englishmen 'sailed for A'merica on 'two 'vessels, / the 'Speedwell and the ↘ Mayflower. Un'fortunately, / the 'Speedwell 'sprang a 'leak / and had to be a- ↘ -bandoned. 'Leaving '20 'persons be- ↘ -hind, / the re'maining travellers / — '101 in 'all / —

crowded on board the '90-foot ↘ Mayflower.

For 'more than 'two 'months, / the 'Mayflower was in the 'waves and 'storms of the At'lantic
↘ Ocean. At 'last, / on No'vember '19, / the 'travellers saw ↘ land. It was A- ↘ -merica.

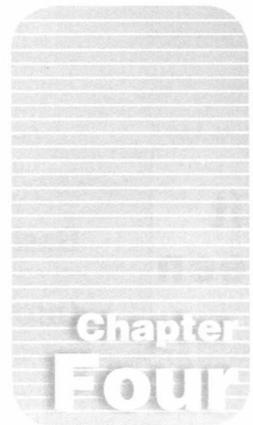


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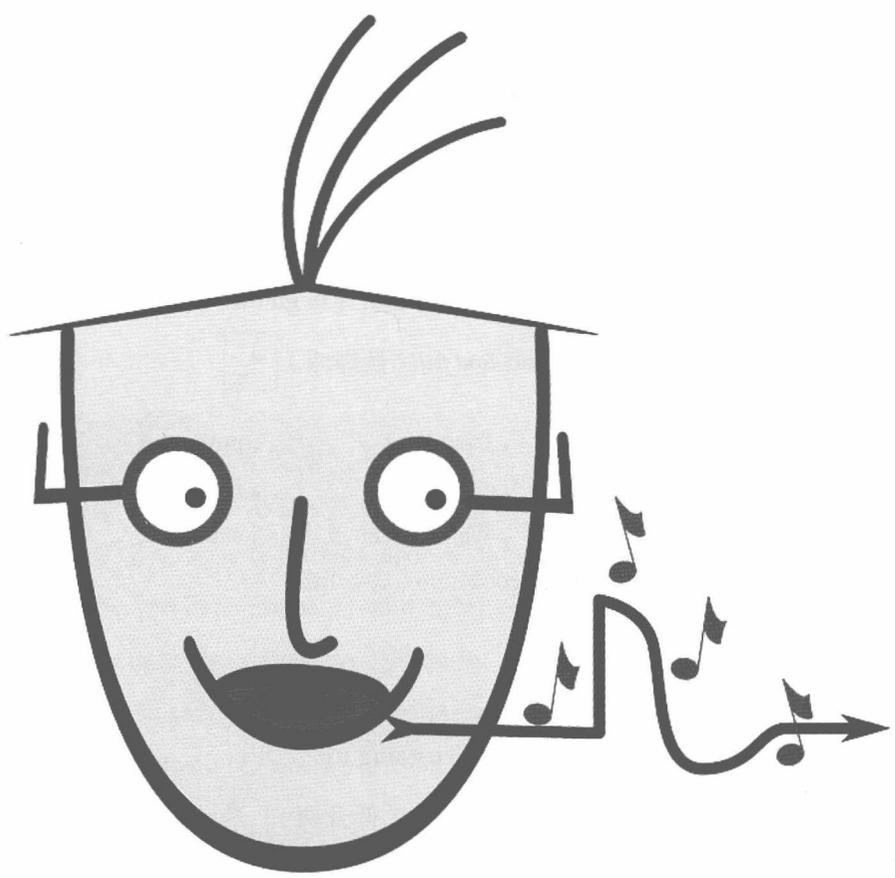
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语调

Chapter
FOUR

Intonation



Unit Thirteen

Basic Intonation 基本语调

Intonation Units 语调单位

I. Basic Intonation

基本语调

Intonation is the pitch pattern (音高模式) or melodies (旋律), the falling or rising of the voice when someone is speaking. It is the intonation meaning as well as lexical (词汇的) meaning that makes the total meaning of an English utterance.

-01

1 Falling 降调



Falling ends at the stressed syllable where the pitch of the voice starts to go down.

There are two levels of fall: **high fall** (高降调) and **low fall** (低降调)



↘ go	↘ boy	↘ hope	↘ friend	↘ nurse
↘ first	↘ colour	↘ mother	↘ country	↘ English
↘ happy	↘ wonderful	↘ animal	↘ Washington	↘ capital
re- ↘ -member	Sep- ↘ -tember	tech- ↘ -nology	communi- ↘ -cation	

-02

2 Rising 升调



Rising starts at the stressed syllable with the pitch of the voice going up.

There are two levels of rise: **high rise** (高升调) and **low rise** (低升调)



↑ go	↑ boy	↑ hope	↑ friend	↑ nurse
↑ first	↑ colour	↑ mother	↑ country	↑ English
↑ happy	↑ wonderful	↑ animal	↑ Washington	↑ capital
re- ↑ -member	Sep- ↑ -tember	tech- ↑ -nology	communi- ↑ -cation	

3 Falling-Rising 降升调



Falling-rising starts at the stressed syllable with the pitch of the voice first going down then going up.

↘↑ go	↘↑ boy	↘↑ hope	↘↑ friend	↘↑ nurse
↘↑ first	↘↑ colour	↘↑ mother	↘↑ country	↘↑ English
↘↑ happy	↘↑ wonderful	↘↑ animal	↘↑ Washington	↘↑ capital
re- ↘↑ -member	Sep- ↘↑ -tember	tech- ↘↑ -nology	communi- ↘↑ -cation	

4 Rising-Falling 升降调



Rising-falling starts at the stressed syllable with the pitch of the voice first going up then going down.

↘↑ two ↘↑ terrible ↘↑ beautiful Two, ↘↑ indeed! Come ↘↑ on!

II. Intonation Units

语调单位

An intonation unit or tone group (语调群) generally corresponds syntactically (在语句构成上) with a clause and major syntactic phrase, or a sense group, in an utterance. Pitch changes in an intonation unit either signal the division of utterances into tone groups or carry various types of meaning, primarily discoursal and attitudinal.

In the following examples, pauses can occur at the points where boundaries between intonational phrases are indicated by “/”:

1. You must be quick / if you want to get your shopping done / in time.



2. Did you get it / in the supermarket?



3. Yes, I know / what it is.



We may better understand the intonation unit if we observe the following hierarchical (层级的) relationship:



Example 1: A speech: “↘ Oh, did ↑ you?”
 Utterance(s): “↘ Oh,” “did ↑ you?”
 Intonation unit(s): “↘ Oh, did ↑ you?” or “↘ Oh,” “did ↑ you?”
 Syllable(s): “↘ Oh,-did- ↑ you?”

Example 2: A speech: “That’s not something I normally ↘ do.”
 Utterances: “That’s ‘not’ something” “I ‘normally ↘ do.”
 Intonation units: “That’s ‘not’ something” “I ‘normally ↘ do.”
 Syllables: “That’s-‘not’-some-thing” “I-‘nor-mal-ly- ↘ do.”

The purpose of identifying intonation units is to find out the word or syllable which carries a tone more prominent than others and read it in an appropriate way. Such a high degree of prominence is a property of a stressed syllable. In English utterances, a unit with a syllable which is particularly more prominent than others is called a **tone unit** or a **intonation unit**. In its smallest form, an intonation unit may consist of only one syllable or more.

Examples: “You?” “Did you?” “Did you really do it?”

Every intonation unit has a **nucleus** (调核), the final stressed syllable in an intonation unit which carries the most prominence. Therefore, the one or ones that may precede the nucleus are called the **head** (调头, 调核前的一个重读音节) and **pre-head** (调帽), and the one that may follow the nucleus is called the **tail** (调尾). Generally, there is a nucleus in every intonation unit, but not necessarily a head, pre-head or tail.

Examples: We are 'learning a ↘ FOReign language.

P H N T

It'll ↘ RAIN in a minute.

P N T

(P = pre-head; H = head; N = nucleus; T = tail)

To summarize, each intonation unit:

- 1) is set off by pauses before and after (前后都有停顿);
- 2) contains one prominent element (包含一个突出的成分);
- 3) has an intonation pattern of its own (都有自己的语调模式);
- 4) has a grammatically coherent internal structure (有在语法上连贯的内部结构).

In the following examples each tone nucleus occurs at the point where the syllable is of capital letters (大写):

- | | |
|------------------------|---------|
| 1. ↘ NO. | (N) |
| 2. ↗ PARdon. | (N-T) |
| 3. It was ↘ YESTerday. | (P-N-T) |
| 4. Is it ↗ RAIning? | (P-N-T) |

5. He was ↘ RUNning. (P-N-T)
 6. Are you ↗ COMfortable? (P-N-T)
 7. 'Read the ↘ TEXT aloud. (H-N-T)
 8. 'What was your ↘ PET like? (H-N-T)
 9. They are 'polite to the ↘ STUdent. (P-H-N-T)
 10. 'Please take ↘ NOTES. (H-N)

III. Skill Enhancement Exercises

技能巩固练习

1. Intonation Practice 语调练习

Read aloud for yourself first, and then listen to the recording and repeat. 先自己朗读，然后听录音并跟读。



A. Falling (降调) ↘

1. ↘ yes ↘ oh ↘ no ↘ sure ↘ now O- ↘ -K
 ↘ teach ↘ read ↘ smoke ↘ line ↘ mail ↘ boy
 ↘ teacher ↘ reader ↘ smoker ↘ liner ↘ female ↘ boyfriend
 ba- ↘ -nana po- ↘ -tato to- ↘ -mato how- ↘ -ever Oc- ↘ -tober No- ↘ -vember

2. ↘ summer-camp ↘ National Day ↘ none of us
 ↘ Merry Christmas! ↘ fried chicken ↘ ice-cream
 ↘ table-tennis ↘ dining-room ↘ shopping-centre

3. It's ↘ raining.

She 'studies ↘ hard.

Ted is 'growing 'bigger every ↘ day.

I'm 'swimming in the ↘ sea.

Toby 'brings me the 'newspaper in the ↘ morning.

4. ↘ Hello, I'm ↘ Pete. I'm '22 'years ↘ old. I'm a 'part-time ↘ student, and I have a 'couple of 'odd ↘ jobs. I like ↗ painting and con- ↘ -structing things. 'One of these ↗ days, I will 'make a 'famous

in- ↘ -vention! My 'girlfriend is 'called Ma- ↘ -rie. She 'likes to have ↗ fun and ↘ party. She is the 'most 'beautiful 'girl in the ↘ world!

5. ↘ Hi, my 'name is Ma- ↘ -rie. I 'don't want to 'tell you my ↘ age — it's a ↘ secret! I'm a 'fashion de- ↘ -signer. I 'love ↘ animals, but I 'don't have a ↘ pet. I 'like to 'walk on the 'beach, to ↗ play, and to ↘ swim. I have a 'boyfriend, ↘ Pete, who is ↗ kind and ↘ funny, and he 'likes to ↘ cook!

6. ↘ Woof! ↘ Woof! I am ↘ Toby! I am the 'only 'blue 'dog in the ↘ world. I 'like to ↗ run and to 'chase 'cats and ↘ cars! But I 'live on my ↗ own, and I 'want a 'friendly ↘ owner.



B. Rising (升调) ↗

1. ↗ yes ↗ oh ↗ no ↗ sure ↗ now O- ↗ -K
 ↗ teach ↗ read ↗ smoke ↗ line ↗ mail ↗ boy
 ↗ teacher ↗ reader ↗ smoker ↗ liner ↗ female ↗ boyfriend

2. ↗ dictionary ↗ newspaper ↗ friendship ↗ chocolate ↗ festival
 ba- ↗ -nana po- ↗ -tato to- ↗ -mato how- ↗ -ever Oc- ↗ -tober
 No- ↗ -vember

3. Do ↗ you? Will ↗ you? May ↗ I? Shall ↗ we? Can't ↗ you?
 winter- ↗ camp fried- ↗ chicken ice- ↗ cream table- ↗ tennis dining- ↗ room

4. Is she ↗ leaving?
 Do you think ↗ so?
 Is it ↗ opening?
 Would you 'mind 'closing the ↗ door?
 Would you 'e-mail ↗ me if you are a'way from ↗ home?

5. Dialogue

John: ↗ Pat, can you recom'mend 'somewhere for a ↗ holiday?

Pat: Sure, ↗ John! I've just been to a 'couple of 'interesting ↗ places.

John: ↗ Really? 'Where did you ↘ go? To the 'South ↗ again?

Pat: No, this time we 'went to the ↘ North.

John: Did ↗ you? There must be a lot of 'fun over there, ↗ right?

Pat: 'Oh ↘ yes. We were 'deeply im'pressed by the 'northern ↘ scenery ↗ there.

John: 'Tell me about the 'prices there, would ↗ you?

Pat: They 'weren't 'too ↘ bad. But you 'ought to ↘ go soon. 'Summer's 'nearly ↘ over!

John: 'Thank you 'very much for your ad- ↘ -vice, ↗ Pat.

1

A: You'll never guess what happened to ↘ me last ↗ night!

B: ↘ What?

A: ↘ Well, I was just walking down the ↘ street, when I saw a ↘ boy behaving ↘ oddly outside my neighbour's ↗ house.

B: What was he ↗ doing?

A: ↗ Well, it looked ↗ like he was trying to ↘ climb in through a ↘ window.

B: How ↘ old was he?

A: Oh, about fifteen ↗ I think.

B: Too ↘ young to be a burglar ↗ really...

A: ↘ Well, I don't ↗ know. They start young these ↗ days, you ↗ know. ↘ Anyway, I ↘ called the ↘ police but I felt ↘ awful when they ↗ arrived.

B: Why was that ↗ then?

A: It ↘ turned out it was my neighbour's ↗ nephew! They were expecting him two hours ↗ later and had gone ↘ shopping!

B: Well, it's best to be on the safe ↗ side.

2

I was ho- ↗ -ping to go to ↘ town, but all ↗ morning it was ↘ pouring down, so I didn't go ↗ out at ↘ all. I'm having prob- ↗ -lems with my Internet ↘ connection. Don't suppose you know anything about ↗ it, do ↗ you?

2. Listen to the following passage and repeat. First mark whether each sentence or clause is falling (↘) or rising (↗) at the end. Then identify the pre-head (P), head (H), nucleus (N) and tail (T) of each sentence or clause (as an intonation unit) according to the speaker's intonation. 听下面短文的录音并跟读。首先在每个句子或分句末尾标出降调 (↘) 还是升调 (↗)。然后根据说话人的语调指出每个句子或分句 (作为一个语调单位) 的调帽 (P)、调头 (H)、调核 (N) 和调尾 (T)。

I can never guess the weather right. (↗) If I wear a warm shirt, () the weather's hot. () If I wear cool clothes, () there's a cold wind. () When I don't take my umbrella, () it rains. () If I take my umbrella, () does it rain? () Of course not! () Then I leave it on the bus! () Oh well. () We all have our weaknesses, () I guess! ()

1. I can never guess the weather right. ()
2. If I wear a warm shirt, the weather's hot. () ()
3. If I wear cool clothes, there's a cold wind. () ()
4. When I don't take my umbrella, it rains. () ()
5. If I take my umbrella, does it rain? () ()
6. Of course not! ()
7. Then I leave it on the bus! ()
8. Oh well. ()
9. We all have our weaknesses, I guess! () ()



3. Read the following passage aloud with correct intonation, paying attention to the sense groups. Then listen to the recording and repeat. 用正确的语调朗读下面的短文，注意意群。然后听录音并跟读。

Dear Harry,

Last night there was a phone message from Brad. He said Jake's been arrested. What has he done? Where has he been taken? He said you visited him. How did you know where he was? I understand you spoke to him. Brad also said it was to do with the Secret Service. What did he mean? Am I the only person apart from you and Brad who knows about this? I tried to call Brad but he was out. Where has he gone?

Please call and tell me more!

Regards,

Pete

4. Listen to the recording of the following dialogues and repeat. Then role-play them with your partner with correct intonation. 听下面对话的录音并跟读。然后跟你的同伴用正确的语调分角色表演这些对话。

1

A: Why do you want to become a pilot, Tom?

B: Well, I love flying — I am an airline steward (乘务员), you see — but I don't like serving food all the time.

A: Do you need perfect eyesight to be a pilot?

B: No, you don't need perfect eyesight (视力) — 20/20 vision, I mean — but I expect you need good eyesight, with or without glasses.

A: Go on! Fill in the application form. You have to put your name in the top right box.

B: Which box? Sorry, often I don't know which is left and which is right.

A: Oh dear! I don't think they will like that!

2

A: Hello Darren. Is Gabriella playing today?

B: No. She's not coming today.

A: Oh, what a shame. Am I playing first or second violin? I can't remember what the conductor said last week...

C: Rachel, can you help me with this music stand (乐谱架). I'm not managing very well. I cut my hand this afternoon.

A: Oh, is it bleeding?

C: No, it isn't bleeding now, but it's quite painful.

A: Give the music stand to me. There. Are you sitting next to me?

C: I think so. Oh, thank you. Now, I hope I can play my cello (大提琴)!

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Unit Fourteen

Functions of Intonation 语调功能

Intonation of Sentences 句子语调

Intonation of Emphasis 强调语调

I. Functions of Intonation

语调功能

Intonation, being an important part of supra-segmental features (超音段特征), is as significant as stress, rhythm, etc. in spoken English. It contributes considerably to the total meaning of an utterance. Improper pitch or tune in English speech may lead to difficulties in communication, such as giving a foreign accent to the speech, or cause misunderstandings, and even embarrassment.

The functions of intonation may be described as four main ones:

1. Grammatical function (语法功能);
2. Discoursal function (语篇功能);
3. Attitudinal function (态度功能);
4. Emphatic function (强调功能).

There are four levels of *phonetic pitch* (音高) to serve these purposes:

1. Extra high  It is generally used to express a strong emotion such as surprise, great enthusiasm, disbelief, contrast, emphasis, etc.
2. High  Normal conversation moves between middle and high pitch.
3. Middle  Normal conversation moves between middle and high pitch.

4. Low



It is typically used to signal indifference or the end of an utterance.



Generally speaking, English makes use of pitch variations over an entire utterance rather than within one word. Listen to the recording of the following examples:

1.

A: I've got so much money. I just don't know what to do with it all.

B: How awful for you! (Middle)

2.

A: We've been burgled (入室盗窃).

B: How awful for you! (High)

3.

A: I've passed my driving test.

B: Brilliant! (Extra high)

4.

A: I've crashed the car again.

B: Brilliant. (Low)

5.

A: I had the spaghetti (意大利面) leftovers for lunch.

B: How lovely for you! (Middle)

6.

A: I've won a holiday in the Bahamas.

B: How lovely for you! (Extra high)

7.

A: I'll do it for you if you like.

B: How kind of you! (Middle)

8.

A: I've eaten all the biscuits.

B: How kind of you! (High)

II. Intonation of Sentences

句子语调

Syntactically, utterances or sentences tend to follow certain intonation patterns in English. The common patterns are *falling* and *rising*.



1 **Falling** \ 降调 — indicating certainty (确定), finality (结尾), abruptness (唐突), etc. It is used in:

A. a command or requirement (命令或要求)

1. Knock on the door before you ↘ come in, please.
2. Come and have a ↘ look.
3. Be a ↘ nice boy, Toby.
4. Don't be late for ↘ class.
5. Please pass that ↘ book.

B. a simple statement of fact (对事实的简单陈述)

6. I saw the car last ↘ night.
7. We are in the same ↘ class.
8. Whisky and soda are his favourite ↘ drinks.
9. The public are requested not to leave litter in these ↘ woods.
10. The government has decided to pass the ↘ bill.

C. a question introduced by a “question-word” (“疑问词”引导的疑问句): *What, When, Where, Why, Which, Who(m), Whose, How, How much, etc.*

11. What's your ↘ name, please?
12. When will you be here ↘ again?
13. Where and when did it take ↘ place?
14. Which other people are ↘ mentioned?
15. How did you ↘ feel when you stood on the ↘ stage?

D. a question phrase / a tag question — when the information is known or the sentence expresses an opinion or gives a statement of which no contradiction is expected (疑问短语 / 附加疑问句——表示已知信息、表达观点或希望得到认同)

16. It's a terrible day, ↘ isn't it?
17. You're Mr. Brown, ↘ aren't you?
18. You are learning English, ↘ aren't you?
19. You don't agree, ↘ do you?
20. They won't arrive until tomorrow, ↘ will they?



14-03

2 Rising ↗ 升调 — indicating incompleteness (不完整), uncertainty (不确定), doubt (疑虑), etc. It is used in:

A. a subordinate clause or phrase preceding the main one and forming an intonation group separate from it (位于主句之前的从句或短语, 有单独的语调群)

1. ↗ Yesterday, as ↗ usual, we were doing morning ↗ exercises in the ↘ park.
2. Two police ↗ officers, a man and a ↗ woman, both young and ↗ blond, were talking ↗ softly and with sympathy to a ↗ boy of about ↘ seven.
3. According to the ↗ experts, the way you spend your free ↗ time is vital to your ↘ health.
4. How- ↗ -ever, this is the ↗ problem we have to ↘ face.
5. Generally ↗ speaking, children today are more open- ↗ minded than the ones in the ↘ past.

B. a question answered by “yes” or “no” (一般疑问句)

6. Are they coming next ↗ week?
7. Do you speak ↗ Spanish?
8. Would you read aloud the name of the dish, ↗ please?
9. Does she cook better than my ↗ mother?
10. Don't you think it is worth ↗ doing?

C. a question phrase / tag question — when the information is new or when the speaker is not sure of the information and wants confirmation (疑问短语 / 附加疑问句——表示新的信息或说话者不确定、期待确认的信息)

11. It's raining, ↗ isn't it?
12. Your name's Brown, ↗ isn't it?
13. You are not a teacher, ↗ are you?
14. He didn't come last night, ↗ did he?
15. You haven't answered the letter, ↗ have you?

D. a sentence that lists or names things (列举事物)

16. Let's count: ↗ one, ↗ two, ↗ three, ↗ four, ↗ five and ↘ six.
17. Which of these activities appeals to you — hill- ↗ walking, motor- ↗ racing, ↗ skiing, ↗ sailing, mountai- ↗ -neering, ↗ surfing, or ↘ tennis?
18. At the party we had ↗ cakes, ↗ jellies, ↗ beers, ↗ biscuits, ↗ chocolate and lemo- ↘ -nade.
19. Here are your lost things: a ↗ pen, a ↗ watch, a mobile- ↗ phone and a ↘ camera.
20. Among the people were ↗ workers, ↗ farmers, engi- ↗ -neers, medical- ↗ workers, ↗ intellectuals, ↗ soldiers and ↘ students.

E. the first part of an alternative question (选择疑问句的第一部分)

21. Are you ↗ going or ↘ staying?
22. Would you take the ↗ blue one or the ↘ red one?
23. Is he going to ↗ work or ↘ study?
24. Is she ↗ tall or ↘ short?
25. Did they ↗ win or were they de- ↘ -feated?

Based on the two patterns, intonation variations — *falling-rising* and *rising-falling* — are used to express special intention, prominence or implication of contrast.

3 Falling-Rising ↘ ↗ 降升调 — indicating hesitance (犹豫), implication (暗示), polite requests (礼貌的要求), apologies (道歉), etc.

4 Rising-Falling ↗ ↘ 升降调 — signaling strong certainty (确定), disagreement (反对), prominence (突显), etc.



Example:

- A: You know I got an interview ↗ ↘ for that job? (reminding)
- B: Oh, you mean the one in the ↘ ↗ *Evening News*? (confirming)
- A: No, the one in ↗ ↘ *The Times*! Anyway, I got an ↘ ↗ interview. (correcting) (continuing the story)
- B: Oh, that's good ↘ ↗ news. How did it ↗ ↘ go? (positive response) (wh-question)
- A: Well, not as well as I hoped it ↘ ↗ might. (regrets)
- B: Well, why was ↗ ↘ that? (wh-question)
- A: Well, the woman who was interviewing me ↗ ↘ seemed really cold. (disappointment and dislike)
- B: Human Resources managers ↗ ↘ often are. (agreeing and emphasizing)

A: Anyway, she asked me all kinds of questions ↘↗ I couldn't answer. (continuing the story)

B: Like what, ↘↗ for example? (asking new information)

A: Well, ↘↗ for one thing, she wanted to know why I wanted to leave this job. (exemplifying)

B: And what did you ↘↗ say? (wh-question)

A: Well, ↘↗ not a lot! I really couldn't think of anything to ↘↗ say. (certainty) (regrets)

B: You should have thought about your answers ↘↗ in advance. (polite warning)

A: Anyway, ↘↗ I got the job! So I will be leaving next week. (strong stress)

III. Intonation of Emphasis

强调语调

Emphasis is used to highlight information that is the focus. It is sensitive to meaning, discourse and syntactic boundaries (句法边界). It reflects the meaning and the context in which a given utterance occurs as well as the speaker's intent. In fact, the same words in the same order will not have the same value in different situations: some words, no matter what parts of speech they are, will make a greater or smaller contribution to the whole according to the context in which the sense group is uttered. Therefore, the function of emphasis as a highlighter in English enables flexibility in communication which allows the speaker to use emphasis rather than additional verbiage (冗词) to get the message across.

The tones that the emphasis takes are normally *extra-high* or *extra-low*.

There are mainly three circumstances governing the placement of emphasis — the word that the speaker wishes to highlight:

1. When the speaker places emphasis on new information — informational stress
(说话者强调新信息——信息重音)

Example: A: I saw a ↘ FILM last night.

B: A ro- ↗ -MANTic film?

A: No. It was a ↘ WAR film.

2. When the speaker wishes to place special emphasis on a particular element — emphatic stress
(说话者强调某个特殊成分——强调重音)

Examples: ↘ MARY's skirt is green. (暗示: not Jane's)

Mary's ↘ SKIRT is green. (暗示: not blouse)

Mary's skirt ↘ IS green. (暗示: it's true)

Mary's skirt is ↘ GREEN. (暗示: not blue)

3. When the speaker places emphasis on one or two parallel elements to signal the important contrast — contrastive stress (说话者强调平行的成分以凸显对比——对比重音)

Examples: Do you live on the ↗ THIRD or the ↘ FOURTH floor of the apartment building?

It is a ↗ GIRL football team.

IV. Skill Enhancement Exercises

技能巩固练习



1. In the following dialogues, the grammatical function of each line is conveyed through intonation alone. Listen to the recording and repeat. Then role-play them with your partner with correct intonation. 下面这些对话中每句话的语法功能只通过语调来表达。听录音并跟读。然后跟你的同伴用正确的语调分角色表演这些对话。

1. A: Ready?

B: No!

A: Why not?

B: Problems.

A: Problems?

B: Yes.

A: What?

B: Flat tyre.

2. A: When?

B: Tomorrow.

A: When?

B: Tomorrow.

A: Tomorrow?

B: Yes, tomorrow.

3. A: Which way?

B: Left.

A: What?

B: Left.

A: Left, sure?

B: Yes, sure.

4. A: What's wrong?

B: Not very well.

A: Ill?

B: Probably.

A: Let's go!

B: Go? Where to?

A: Hospital.



2. Read the following sentences aloud with correct intonation. Then listen to the recording and repeat. 朗读下面的句子，使用正确的语调。然后听录音并跟读。

1. But where's the money that I left on the table?
2. Can you remember the name of the manager?
3. Don't be afraid. Come over here and sit down.
4. He can certainly swim well, but he can't drive a car.
5. Wouldn't you like some more of these delicious chocolates?
6. The big, brown book with the leather binding was written by a former Prime Minister.
7. Why? Don't you like it? I thought it was your favourite.



3. Guided Practice 指导练习

Listen to the recording and repeat the following dialogues, paying attention to the stressed CAPITAL letters. 听录音并跟读下面的对话，注意重读大写字母部分。

1. **A:** How do you like that new computer you bought?
B: I REAlly enjoy it.
2. **A:** What are you doing?
B: I'm LIStening.
A: Who's listening?
B: I'm listening.
A: Why AREN't you listening?
B: I AM listening.
3. **A:** Where are you FROM?
B: GERmany. What about YOU?
A: I'm from CHIna.
4. **A:** I'd like some CHEESE, please.
B: What KIND of cheese? SWISS or BRITish?
A: I'll have BRITish cheese.
5. **A:** I have a picture of a lady sitting in a PARK.
B: I have a picture of a lady in a park, TOO. She's reading a BOOK.
A: Oh, MY lady is reading a NEWSpaper.
B: Next to the lady there's a big TREE.
A: There's a big tree in MY picture, TOO.
B: There's a DOG in MY picture.
A: There're TWO dogs in MY picture.



14-08 **4.** Read the following conversations aloud with proper intonation and pitch. Then listen to the recording and repeat. 朗读下面的对话，使用正确的语调和音高。然后听录音并跟读。

1. **A:** The food was pretty poor. (middle pitch)
B: ↘↗ Poor?! It was absolutely disGUSting! (extra high pitch)
2. **A:** It was a little noisy. (middle pitch)
B: A little ↘↗ noisy?! It was absolutely DEAfening! (extra high pitch)
3. **A:** It was a bit vague (含糊的). (middle pitch)
B: A bit ↘↗ vague?! It was completely conFUSED! (extra high pitch)
4. **A:** They were a bit cold. (middle pitch)
B: ↘↗ Cold?! They were terribly RUDE! (extra high pitch)
5. **A:** I was a bit nervous. (middle pitch)
B: A bit ↘↗ nervous?! You were in absolute PANic! (extra high pitch)



14-09 **5.** Read the underlined tag questions aloud with proper intonation. Then listen to the recording and repeat. 朗读下面画线的附加疑问句，使用正确的语调。然后听录音并跟读。

1. Those flowers are lovely, aren't they?
2. You haven't seen my glasses anywhere, have you?
3. He was from Brazil, wasn't he?
4. Tennis is so boring, isn't it?
5. It starts at nine, doesn't it?
6. It wasn't a very interesting game, was it?
7. It isn't so good as you have imagined it to be, is it?
8. Come over here a minute, will you?
9. I don't think you could have done it, could you?
10. They were making a real wonder, weren't they?



14-10 **6.** Listen to the recording and repeat, paying attention how the second speaker respond to the first speaker with proper intonation and what it hints. 听录音并跟读，注意第二个说话者是如何用合适的语调回应第一个说话者的，并注意其语调暗示的意思。

1. I saw you on Wednesday.
 — Did ↗ you? (I thought it was another day.)

2. He's only thirty.
— Is ↗ he? (He looks about fifty.)
3. John says he can't come.
— ↗ Oh? (Why not?)
4. It's half past ten.
— ↗ Well. (We don't need to hurry.)
5. I can't help you.
— Very ↗ well. (We'll do it on our own.)
6. Your change, sir.
— Thank ↗ you. (Showing thanks.)
7. What a lovely dress!
— You like it, do ↗ you? (Confirmation expected.)
8. More tea?
— No, thank ↗ you. (That was very nice of you.)
9. I'll have an exam tomorrow.
— Good ↗ luck! (Expressing wishes.)
10. Take it home.
— Take it ↗ home? (Is that what you said?)
11. Don't!
— ↗ Don't? (Why not?)
12. I didn't know you drank coffee.
— I ↘ do, ↗ sometimes. (But not very often.)
13. Will you have dinner with us?
— I ↘ will if I ↗ can. (But I'm not sure if it's possible.)
14. Is it going to be fine?
— I ↘ think ↗ so. (Not quite sure.)
15. Why did you go there?
— ↘ None of us ↗ wanted to. (But we felt we had to.)



7. Listen to the recording of the following dialogues and repeat. Then role-play them with your partner with correct intonation. 听下面对话的录音并跟读。然后跟你的同伴用正确的语调分角色表演这些对话。

1

ANDREW: It's absolutely amazing — I had forgotten that this place was so incredible!

GRAHAM: I've never been here before. This is far bigger than I imagined. And look at that wall painting! It's so beautiful.

ANDREW: Wow! Let's look in the guidebook. ... Yes, that's the House of the Small Fountain, and this one here is the House of the Large Fountain.

GRAHAM: That's right. I was reading about that last night. But this is so much better than the book! You really get a feel of what Roman life was like!

ANDREW: Come on, let's go and look at the House of the Vettii. They say that it's the most complete and impressive example of a real Roman home.

GRAHAM: Oh, sure! Then I want to go and see the Amphitheatre (圆形竞技场). This is great!



2

Gerald Compton is planning a 40th birthday party for his wife, Margaret. He and the children are making a list of people to invite.

DAD: ... Well, if we invited Auntie Daphne, we would have to invite Uncle George, and that's a bit of a problem.

JAMES: Oh, he's not so bad — as long as we don't have any rock music. Do you remember how he danced at Frank's wedding!

ANNA: I wasn't there. I wish I had seen it!

SAM: He was wild! I think we should invite them both. Auntie Daphne would be so upset if you didn't invite her.

DAD: OK. ... Auntie Daphne and Uncle George... And what about the neighbours? I think the Thompsons are going to be in America in June, but they wouldn't be very happy if we didn't tell them. And the Chens, shall we invite them?

JAMES: Yes, of course! And if you asked them, you would have to invite their daughter, Meiling... Oh, and their son, of course.

DAD: Right... Mr. and Mrs. Chen, Meiling, and Jiasheng.

ANNA: Do you think Mum knows about the party?

DAD: I don't know. It's hard to keep secrets from her!

SAM: I know. How about if we pretended to be organising a family dinner for her 40th birthday, then she'd never guess!

DAD: That's a brilliant idea! I'll ask her which restaurant she wants to go to...

ANNA: Oh yeah...



8. Read the following passage aloud with proper intonation. Then listen to the recording and repeat. 用合适的语调朗读下面的短文，然后听录音并跟读。

Our wedding was fantastic. Of course, we invited all our relatives, friends, and work colleagues. We had a five-course meal — there was a starter (第一道菜), a fish entrée (开胃菜), a meat entrée, dessert and then cheese and coffee. The cake had five tiers (层) and as well as being covered with silver flowers. It also had a string of glass jewels coming from the top. The DJ was brilliant too! He played all kinds of music so everyone would have something to enjoy — rock, pop, reggae (雷鬼音乐, 源自牙买加) and blues. And our honeymoon was a cruise (乘船巡游) — we stopped off at Istanbul, Athens, Valletta, Alicante, Tangiers, Lisbon, Bordeaux and Southampton.

短文听、读、
模仿练习



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综合朗读技能

Integrated Skills in Reading Aloud



Unit Fifteen

Reading Aloud in Imitation 模仿朗读

Reading Aloud with Understanding 理解朗读

Reading Aloud in Connected Speech 连贯朗读

Reading Aloud with Fluency 流利朗读

I. Reading Aloud in Imitation

模仿朗读

Imitation (模仿) is one of the effective ways in learning English pronunciation and intonation. Large exposure to natural spoken English by native speakers, as many believe, creates an environment as well as atmosphere which is ideal for English study, and helps the learner develop a good feel for the language and improve both their aural (听力的) and oral (口语的) abilities.

Here are some selections from some movies for further practice in English through imitation. Please listen to the recordings and try to imitate the speakers, paying attention to the pronunciation and intonation.

The Lion King

《狮子王》(1994年美国动画片)

Mufasa: Look, Simba. Everything the light touches is our kingdom(王国).

Simba: Wow!

Mufasa: A king's time as ruler rises and falls like the sun. One day, Simba, the sun will set on my time here and will rise with you as the new king.

Simba: And this will all be mine?

Mufasa: Everything!

Simba: Everything the light touches! What about that shadowy(黑暗的)place?

Mufasa: That's beyond our borders(边界); you must never go there, Simba.

Simba: But I thought a king can do whatever he wants.

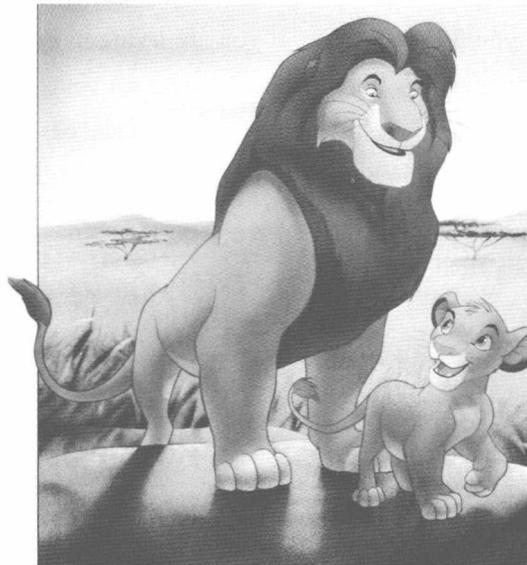
Mufasa: Oh, there's more to being king than getting your way all the time.

Simba: There's more?

Mufasa: Simba, everything you see exists together in a delicate(微妙的)balance. As king, you need to understand that balance and respect all the creatures from the crawling(爬行)ant to the leaping(跳跃)antelope(羚羊).

Simba: But dad, don't we eat the antelope?

Mufasa: Yes, Simba. But let me explain. When we die, our bodies become the grass and the antelope eat the grass, and so we are all connected in the great circle of life.



Barnyard

《疯狂农庄》(2004年美国动画片)

Father: Ok. First off, I don't even want to know who was on the other end of that phone. It was the gophers (囊地鼠), wasn't it?

Otis: Well, I...

Father: No, I don't want to know. Was it the gophers?

Otis: Here's...

Father: No, don't. I don't want to know. Why do you do this to me? How do you think that makes me look?

Otis: So this...this is about you?

Father: Where were you this morning, Otis?

Otis: I was having a little fun. I mean, you should try it. It starts with a smile, then slowly builds and...

Father: You promised to help me with the brush around the fence. You know it's coyote (郊狼) season.

Otis: Geez, coyotes. I don't get it. What's the big deal? They are coyotes. Them tiny, us big! What are they gonna do?

Father: You have a lot to learn.

Otis: And you know what? I don't get the fence thing. Really, it can't keep them out.

Father: That fence defines (限定) our space. And as long as I'm still kicking, no animal will be harmed inside that fence.

Otis: Okay, that's what you do. You. Okay, if you are trying to groom (推荐) me to be the big leader, just give it up. It's not me, pop. I mean, if I were in charge, things would be different. Every animal for himself. That's the way it should be.

Father: Otis, a strong man stands up for himself. A stronger man stands up for others.

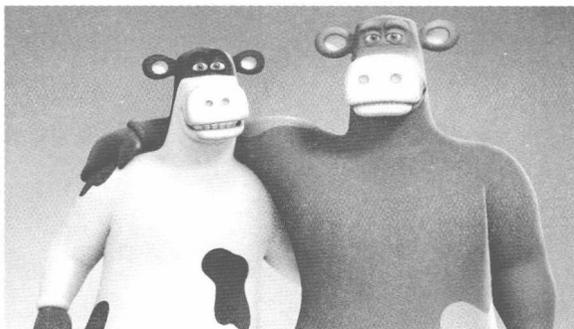
Otis: Oh, shoot. You know, I forgot my pen.

Father: And your shift (值班) tonight?

Otis: I'll be there.

Father: Otis, you're gonna have to grow up one day. You'll never be happy if you spend all your time goofing off (游手好闲).

Otis: No? Just watch me.



Nights in Rodanthe

《罗丹岛之恋》(2008年美国电影)

Jack: I wanna come home.

Adrienne: What?

Jack: I don't know how I could have been so stupid. Don't say anything yet. Look, I know any chance you have that you could forgive me...

Adrienne: Forgive you?

Jack: ...is out of the window. I know that. Only...

Adrienne: Only what?

Jack: Only that I want a chance. I am not saying that I deserve (值得) it...

Adrienne: Jack, I can't. Please.

Jack: I'll try like anything. Adrienne, I love you. I love you so much. I know what I've lost here and I'll do anything in my power to get it back.

Adrienne: Jack, you can't just walk in here and do this to me out of the blue (突然地). I mean what, because it didn't work out. What's her name?

Jack: We ought to be together. Now, Adrienne, you know that. All you've gotta do is look at the children. Come on. Come to Orlando with us.

Adrienne: What?

Jack: We'll put the kids on the dumb rides (木马). It'll give us time to be alone.

Adrienne: Oh, Jack, I can't, I can't. I told Jean that I would help her, you know. And that's what I am going to do. I am going to do what I said I would do.

Jack: Okay. Okay. When I get back, we'll talk?

Adrienne: Yeah, OK. We'll talk when you get back. Jack, OK, we'll talk then.



Changeling

《换子疑云》(2008年美国电影)

Policeman: Oh, you've caused us quite a bit of trouble, Mrs. Collins. The situation has become an embarrassment (尴尬) for the entire police department.

Mrs. Collins: It wasn't my intention (意图) to embarrass anyone.

Policeman: Oh, no, of course not. You just told the papers we couldn't tell one boy from another as a compliment (称赞) for the months we spent working on your case. You trying to make fools out of us? Is that it? You enjoy this?

Mrs. Collins: Of course not. I want you to find my son.

Policeman: You know what your problem is, Mrs. Collins? You are trying to shirk (推卸) your responsibilities as a mother.

Mrs. Collins: What?

Policeman: You enjoyed being a free woman, didn't you? You enjoyed not having to worry about a young son. You could go where you wanted, do whatever you wanted, see anyone you wanted. But then we found your son, and we brought him back. And now he's an inconvenience (不便) to you. And that's why you cooked up (编造) this scheme (计划) to throw him to the state and get the state to raise him for you. Isn't that true?

Mrs. Collins: That is not true!

Policeman: No? Well, even the boy says he's your son. Why would he say that? How would he know to do that?

Mrs. Collins: I don't know. I just know he's lying.

Policeman: Oh, maybe so. Maybe he is a liar. But that's how he's been trained, isn't it? Lying was born in both of you. You're a liar and a troublemaker and, if you ask me, you got no business walking the streets of Los Angeles.

Mrs. Collins: Wait a minute !

Policeman: Because either you know you're lying or you're not capable of knowing if you're lying or telling the truth. So, which is it? You a derelict (玩忽职守的) mother? Or just plain nuts (疯子)? Cause from where I sit, those are the only options (选择).

Mrs. Collins: I'm not gonna sit here and take this.

Policeman: You want experts? You want doctors? I have a few of my own. Matron...



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II. Reading Aloud with Understanding

理解朗读

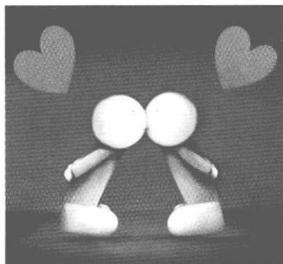
Understanding is the premise (前提) of all readings. Without a good understanding of a passage, one would make a random reading with his/her mind blank. As a result, improper pauses or tones would occur and misunderstanding was caused.

Therefore, a good grasp of sense group or intonation unit will help the learners read English passages aloud with better understanding. The followings are five passages offered for this purpose. Read them aloud and pay attention to *pausing* and *intonation units*.

 Listen to the recording and repeat. Try to fill in the blanks according to what you hear.
听录音并跟读。根据你听到的内容填空。


15-05

Passage 1



Saint Valentine's Day / is a Christian (天主教的) ↘ holiday. It was
1. _____ the feast of Lupercalia (牧神节宴会) / but in memory of the
martyrdom (牺牲) of St. Valentine / in ↘ 270 A.D. It came to be associated, / in
2. _____ times, / with the union of lovers / under 3. _____ of du-
-ress (强迫). The holiday is celebrated on February 14 / by 4. _____ of
romantic / or comic verse (诗句) messages called ↘ "Valentine's cards".
The first 5. _____ Valentine's cards / produced in the United States of America / were created
in the 1840's / by Esther A. ↘ Howland. Today / millions of such cards are sold ↘ annually.


15-06

Passage 2



In Britain / anyone who is 1. _____ and mentally (智力上) fit / and over the age of seventeen / can apply for a ↘ driving license. A learner driver is issued (颁发) with a 2. _____ license / and then gets a full license / when he has passed ↘ the driving test. There are just over two hundred thousand miles of 3. _____ roads in Britain / and roughly (粗略地)

twelve million cars / amongst a population of roughly 53 million / making ^{4.} _____ one car for every four and a half ↘ people. Car ^{5.} _____ is increasing fast / and there is increasing ^{6.} _____ on the roads / which no amount of new road and motorway building / can en- ↘ -tirely solve. The problem in the centre of cities / is becoming increasingly serious / for not only are there problems of keeping the traffic ^{7.} _____, / but there is the ^{8.} _____ problem of parking, / while space for new roads and parking places is not easy to find / in built-up city ↘ centres.

It is becoming obvious / that private cars are going to have to be excluded (排除) / from many central areas / and people will have to use the ^{9.} _____ forms of public ↘ transport. Facilities for ^{10.} _____ are gradually being improved / and many towns and cities now have streets for shopping / which are used only by people on ↘ foot. Carnaby Street in London is an obvious ex- ↘ -ample.



15-07

Passage 3

To us / it seems so natural / to put up an umbrella / to keep the water off / when it ↘ rains. But actually / the umbrella was not invented / as ^{1.} _____ against ↘ rain. Its first use / was as a ^{2.} _____ against the ↘ sun!

Nobody knows / who first invented it, / but the umbrella was used / in very ancient ↘ times. Probably the first to use it / were the Chinese, / way back in the ^{3.} _____ century B.C.!

We know / that the umbrella was used / in ^{4.} _____ Egypt and Babylon (巴比伦) / as a ↘ sunshade. And there was a strange thing / ^{5.} _____ with its ↘ use: it became a ^{6.} _____ of honor and au- ↘ -thority (权威). In the Far East in ancient times, / the umbrella was allowed to be used / only by royalty (皇室) / or by those in ↘ high office.

In Europe, the Greeks were the first / to use the umbrella as a ↘ sunshade. And the umbrella was in common use / in ancient ↘ Greece. But it is believed / that the first persons in Europe / to use the umbrella / as protection against the rain / were ↘ the ancient Romans.

During the ^{7.} _____ Ages, / the use of the umbrella ^{8.} _____ disap- ↘ -peared. Then it appeared again in Italy / in the late sixteenth ↘ century. And again / it was considered a symbol of power and au- ↘ -thority. By 1680, / the umbrella appeared in France, / and later on in ↘ England.

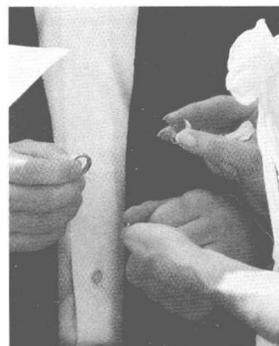
By the ^{9.} _____ century, / the umbrella was used against rain / throughout most of ↘ Europe. Umbrellas have not changed much in style / during all this time, / though they have become much lighter in ↘ weight. It wasn't until the twentieth century / that women's umbrellas began to be made, / in a whole ^{10.} _____ of ↘ colours.



Passage 4

From the earliest times, / marriage has been an important part of man's
1. _____ and 2. _____ ↘ systems.

In addition to the laws / governing marriage that each nation 3. _____, / marriage customs have grown up / that vary widely from country to ↘ country. Anthropologists (人类学家) have studied and written / about the numerous (众多的) marriage 4. _____ and customs / that exist throughout the world / and they make interesting reading, / especially when they 5. _____ greatly from our ↘ own.



Let us look at just one country / — the United States — / to see some of the customs and the reasons / for their ex- ↘ -istence (存在). Why, for example, / do people throw rice at a ↘ wedding? Why does the bride always wear “something old, / something new, / something borrowed / and something ↘ blue?”

People in the U.S., / once they meet certain legal age and medical 6. _____, / are free to choose their own ↘ mates (伴侣). Once a couple has decided to get married, / the man customarily (习惯上) gives the girl a 7. _____ ↘ ring. The use of a ring / comes from the ancient custom of using a ring / to seal (密封) an important a- ↘ -greement. When the wedding day is decided upon, / the girl sends wedding 8. _____ or invi- ↘ -tations. Friends then send wedding gifts to the ↘ girl's home.

On the wedding day / it is supposed to be bad luck for the bride (新娘) and 9. _____ / to see each other before the ↘ wedding. Another old 10. _____ / that many people believe / will bring good luck to the marriage / is for the bride / to wear “something old, / something new, / something borrowed / and something ↘ blue.”

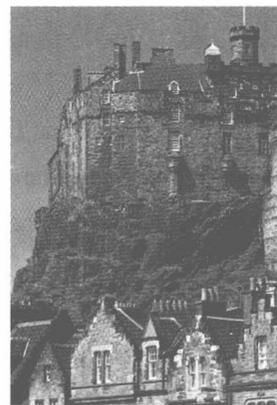
Passage 5

I have always loved Scotland / as it has the most beautiful mountains and lakes in Britain. It is also the 1. _____ part of the UK / and has the 2. _____ winters, / but winter there is beautiful, / as well. I think the 3. _____ city in Scotland is Edinburgh. You must visit the castle / which is on the top of an extinct volcano!

In 1767, / architects (建筑师) started planning a new area of the city / and this was, / at that time, / the world's 4. _____ planned city development.

It was completed in 1810. By then, / Edinburgh was Britain's 5. _____ financial centre outside London and, / because of the neo-classical (新古典主义的) architecture, / it was called “the Athens (雅典) of the North”.

Edinburgh has produced many famous writers, / the 6. _____ are Robert Burns, / Sir Walter Scott / and Robert Louis Stevenson.



III. Reading Aloud in Connected Speech

连贯朗读

English is characterized not only by its segmental feature (音段特征), but also by its supra-segmental features (超音段特征), such as stress, rhythm, intonation as well as the changes in pronunciation that occur within and between words due to their juxtaposition (毗邻) with neighbouring sounds, such as *linking*, *assimilation*, *dissimilation*, *deletion*, and *epenthesis* (连读、同化、异化、删音和增音). All these, which are the “reading skills” or “adjustments (调整),” contribute to the regularity of English rhythm and the quality of connected speech.

Listen to the recording and repeat the following passages aloud in connected speech. 听下面短文的录音并跟读，练习连贯朗读。注意每篇短文中标注的以下符号及其代表的朗读规则。

Note: “_” means “incomplete explosion”; “_” means “linking”; “↘” means “falling” stress; “↗” means “rising” stress; “/” means boundary between sense groups; “_” means “assimilation”; “^” means intrusive /r/, /j/ or /w/ glide.



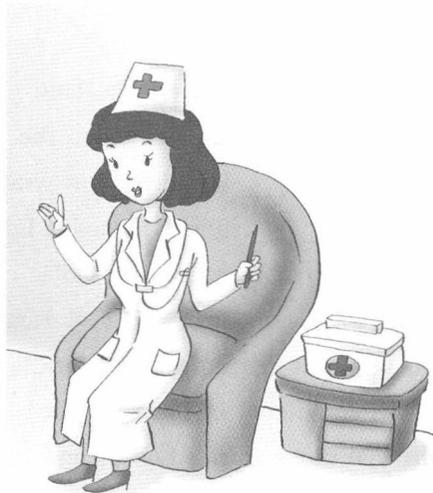
15-10

Passage 1

An old man went to the hospital. When the doctor came to see him, he said, “Well, Mr. Jones, you’re going to have some injections (注射), and then you’ll feel much better. A nurse will come and give you the first one this evening, and then you’ll get another one tomorrow morning.”

In the evening a young nurse came to Mr. Jones’s bed and said to him, “I’m going to give you the first injection now, Mr. Jones. Where do you want it?”

The old man was surprised. He looked at the nurse for several seconds, and then he said, “Nobody’s ever let me choose that before. Are you really going to let me choose now?”



“Yes, Mr. Jones,” / the nurse answered. She was in a hurry. “Where do you want it?”

“Well, then,” the old man answered with a smile, “I want it in your left arm, please.”



15-11

Passage 2

Weddings in the United States / vary as much as the people do. There are church weddings / with a great deal of fanfare (炫耀); / there are civil (民间的) weddings with little ceremony (仪式); / there are weddings on mountain tops / with guests in bare feet; / and there have been weddings on the ocean floor / with oxygen tanks (氧气罐) for the guests. But many weddings, / no matter where or how they are performed, / include certain traditional customs.

For instance, / the bride and groom often exchange rings. The rings are usually worn on the fourth finger of the left hand, / and exchanged during the ceremony. This tradition dates back to primitive (原始的) times, / when a circle was thought to be magical. Couples in some tribes / would be encircled by woven (编织的) grass and flowers / to ensure the marriage of their souls. To-day, / the rings symbolize the couple's commitment to each other.

After the ceremony, / which always includes a kiss, / the couple is often showered with handfuls of uncooked rice, / thrown by friends and family. Rice, / as the Chinese well know, / symbolizes productivity and fertility (多产). Although the birthrate is declining in the United States, / the throwing of rice, / a moment of joy and excitement, / continues at most weddings.



15-12

Passage 3

American newspapers are very large. On Sundays, / they usually contain over a hundred pages. Much of this space is occupied by large advertisements. Much of the rest of the newspaper is filled with “features” of all kinds. There include household and beauty suggestions, / comic strip (连环画), / gossip (花边新闻) columns, / and political commentary (评论). Many of these features are syndicated (企业联合), / that is, / they are sold to large numbers of newspapers throughout the country / and printed on the same day in all of them.



Magazines have flooded the ↘ market. You find them ↘ everywhere — in the stationery ↗ store, / the ↗ drugstore, / the beauty ↗ shop, ↗ the doctor's ↗ or dentist's ↘ office, / the ↗ barbershop, / railroad ↗ stations, / bus ↗ terminals / — wherever people seek ↘ a pleasant way to spend leisure time ↘ reading. Perhaps the greatest ↗ reason / for magazines' popularity in ↘ America / is the demand for ↗ short, interesting ↗ stories and informative ↘ articles / with ↘ a wealth ↘ of ↗ lively, colourful ↘ illustrations. Another reason may be the ↘ exciting variety ↗ of magazines ↘ appealing to ↗ everyone's ↘ taste for ↗ sports, / ↗ fishing, / the ↗ outdoors, / ro- ↗ mance, / ad- ↗ venture, / ↗ fashion, / ↗ news, / ↗ westerns, / ↗ mystery, / ↗ movies, / ↗ science, ↘ etc.



15-13

Passage 4

We lived ↘ at the top ↘ of the last house by the ↗ river, / and the wind rushing ↘ up the ↗ river / shook the house that ↘ night, / like discharges (放枪、炮等) ↘ of ↗ cannons, / or lashings (拍打) ↘ of ↘ waves. When the rain came with ↘ it / and dashed (猛击) ↘ against the ↗ windows, / I ↗ thought, / raising my ↗ eyes to them ↘ as they ↗ rocked, / that ↘ I might have fancied (空想) myself ↘ in ↘ a ↘ storm-beaten ↘ lighthouse. Occasionally, / the smoke came rolling down the ↗ chimney / as though it could not bear to go ↗ out into such ↘ a ↗ night; / and when ↘ I set the doors ↘ open / and looked down the ↗ staircase (楼梯), / the staircase lamps were blown ↘ out (调暗); / and when ↘ I shaded my ↗ eyes with my ↗ hands, / and looked through the black ↗ windows (opening them ↘ ever so little was ↘ out ↘ of the question in the teeth ↘ of such wind ↘ and rain), / I saw that the lamps ↘ in the court were blown ↘ out, and that the lamps ↘ on the ↗ bridges and the shore were ↗ shuddering (震动), / and that the coal fires ↘ in barges (驳船) on the ↗ river / were being carried ↘ away / before the ↗ wind / like red-hot splashes (色斑) ↘ in the ↘ rain.



15-14

Passage 5

The ↘ illustration ↘ on the ↗ right, / the flag ↘ of maple ↗ leaf, / is the national flag ↘ of ↘ Canada. Did ↘ you ↗ ever ↗ wonder / how the simple maple leaf with ↘ a red ↘ -and-white colour ↗ scheme / came to represent ↗ Canada?

Canada decided to create ↘ a national flag ↘ in ↘ 1964. Tens ↘ of thousands ↘ of Canadians were ↗ eager to ↗ offer their de- ↗ signs, including some ↘ children. Over 1,000 different designs were submitted (提交) to ↗ a special committee (委员会) / to decide the fate ↘ of the ↘ flag. One design featured ↘ a ↗ beaver (河狸); / others featured ↗ mountains, ↗ stars, and ↘ other ↗ items. But ↘ a boy had ↘ a maple ↗ leaf, / as ↘ it ↘ is so dear to most ↘ Ca- ↘ nadians. Furious (热烈的) debate ↘ in the Canadian House ↘ of ↗ Commons (众议院) / raged (狂热) for six months ↘ about what their national flag

should ↘ look like. Political ◡ and ◡ aesthetic (美学的) considerations had to be carefully ↘ met, / and ↗ size, ↗ proportion (比例) and ↗ colour were important, ↘ too. The then Prime Minister Lester Pearson “insisted ◡ on ◡ a flag ◡ of sovereign (有主权的) ↘ nation”, while ◡ opposition (反对派) leader John ↗ Diefenbaker / wanted ◡ a flag honouring Canada’s “founding ↘ races”. But the



leader ^ of the special committee ↗ Matheson, / a Liberal ◡ MP (议员) ↗ said, / “It had to be uniquely ^ and distinctly Ca- ↘ -nadian. It has to belong to ^ every Canadian ◡ equally. It ◡ is necessary to ^ affirm a Canadian symbol ◡ at this time ◡ of national doubt and ◡ insecurity (不安全) / so Canada will be recognized as ◡ an ◡ international ◡ ↘ entity (实体).” He favoured the red ◡ -and-white maple leaf ↗ design / and convinced the ◡ ^ other members ◡ of the com- ↘ -mittee. So ^ on February 15, ↗ 1965, / the red ◡ -and-white maple leaf design ◡ officially became Canada’s national ↘ flag.

IV. Reading Aloud with Fluency

流利朗读

Fluency (流利) is the final aim learners want to reach. But it is NOT without difficulties because it is beyond the “reading skills” to bring into consideration the fine qualities of confidence, perseverance (坚持) as well as better understanding, larger exposure to native English speech, etc.

The followings are five more passages for further practice. Please read them aloud freely with self-judgement and understanding, using the necessary techniques you have grasped in your reading.

🔑 Listen to the recording and repeat. Try to fill in the blanks according to what you hear.

听录音并跟读。根据你听到的内容填空。



15-15

Passage 1. Jazz



1. _____ . Poland has its polkas (波尔卡舞曲), Hungary has its czardas (查尔达什舞曲), Brazil is famous for the bossa nova (波萨诺伐舞曲), Caribbean (加勒比海的) countries for the merengue (梅伦格舞曲), and Argentina for the tango (探戈). The U.S. is known for jazz, a completely original type of music that has gained worldwide popularity.

2. _____ .
In contrast to classical music, which follows formal European traditions, jazz is spontaneous (自发的) and freeform. It bubbles with (充满) energy, expressing the moods, interests, and emotions of the people. Brash (仓促的), uninhibited (无拘束), exciting, it has a modern sound. In the 1920's, jazz sounded like America. And so it does today.

3. _____ .
Jazz was invented by American Negroes, or blacks, as they are called today, who were brought to the Southern states as slaves. They were sold to plantation (农场) owners and forced to work long hours in the cotton and tobacco fields. This work was hard and life was short. When a Negro died, his friends and relatives formed a procession (队伍) to carry the body to the cemetery (墓地).

4. _____ .
On the way to the cemetery the band played slow, solemn (庄严的) music suited to the occasion. But on the way home the mood changed. Spirits lifted. Everybody was happy. Death had removed one of their members, but the living were glad to be alive. The band played happy music, improvising (即兴创作) on both the harmony (和谐) and the melody of the tunes presented at the funeral. This music made everyone want to dance. It was an early form of jazz. But there were other influences, too.

5. _____ .
Coming mainly from West Africa, the blacks who were brought to America already possessed a rich musical tradition. This music centered on religious ceremonies in which dancing, singing, clapping, and stamping (踏步) to the beat of a drum were important forms of musical and rhythmic expression. As these people settled into their new life in the plantations of the South, music retained (保留) its importance. In the fields, they made up work songs. Singing made the hard work go faster. And as the people were converted (转换) to Christianity, they composed (作曲) lovely spirituals which have

become a permanent (永恒的) part of American music.

6.

Blues songs always describe something sad — an unhappy love affair, a money problem, bad luck. To this day, the expression “feeling blue” means being sad or depressed.

7.

Weddings, births, christenings (洗礼仪式), funerals, picnics, parades (游行) — all had their musical accompaniment (伴奏).

8.

one that would preserve their musical traditions but be fast and happy to express their new-found freedom. They wanted something they could play as professional musicians for both black and white audiences. Jazz was the answer. It combined themes from Negro work songs, spirituals and blues, set to a fast beat, with the musicians improvising as they went along, like the funeral marching (葬礼进行曲) bands. To be good, a musician had not only to remember his part but also to be able to invent new variations on the spur of the moment. Jazz belongs to the people, but popular taste is changeable. Jazz had to keep up to date. Over the last half century it has changed many times in form, style, and tempo (节奏). Each change added something new.

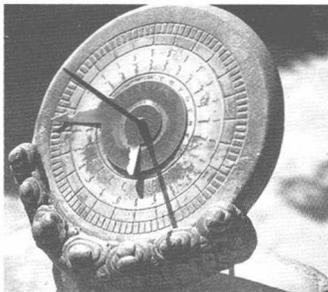


15-16

Passage 2. Time Measurement

1.

The sundial (日晷) was one of the earliest and simplest. A sundial measures the movement of the sun across the sky each day. It has a stick or other object that rises above a flat surface. The stick, blocking sunlight, creates a shadow. As the sun moves, so does the shadow of the stick across the flat surface. Marks on the surface show the passing of hours and perhaps minutes.



Marks on the surface show the passing of hours and perhaps minutes.

2.

So other ways of measuring the passing of time were invented. One device was the hourglass (沙漏). It uses a thin stream of falling sand to measure time. The hourglass was shaped like the number 8: wide at the top and bottom but very thin in the middle. It took exactly one hour for all the sand to drop from the top to bottom through a tiny opening in the middle. Then you turned the hourglass upside down. And it began to mark the passing of another hour.

3.

And today many of our clocks and watches are electronic.

4.

But what time is it now? Clocks in different parts of the world do not show the same time at the same time. This is because time on Earth is set by the sun's position in the sky above us. We all have a 12 o'clock noon each day. Noon is the time the sun is highest in the sky. But when it is 12 o'clock noon where I am, it may be 10 o'clock at night where you are.

5.

it became clear we needed a way to establish a common time for all parts of the world.

6.

Each zone represents one hour. The astronomical observatory (天文台) in Greenwich, England, was chosen as the starting point for the time zones. Twelve zones are west of Greenwich. Twelve are east. The time at Greenwich as measured by the sun is considered by astronomers to be the Universal Time. We also know it as Greenwich Mean Time.

7.

They say time flows forward because the universe is expanding. Some say it will stop expanding someday and will begin to move in the opposite direction, to grow smaller. Some believe time will also begin to flow in the opposite direction from the future to the past. Can time move backward?

8.

We see people born and then grow old. We remember the past, but do not know the future. We know a film is moving forward if it shows a glass falling off a table and breaking into many pieces. If the film were moving backward, the pieces would rejoin to form a glass and jump back up onto the table. No one has ever seen this happen, except in a film.

9.

It is a well-known scientific law: the second law of thermodynamics (热力学). That law says disorder increases with time. In fact, there are more conditions of disorder (无序) than of order. For example, there are many ways a glass can break into pieces, but there is only one way the broken pieces can be organized to make a glass. If time moved backward, the broken pieces could come together in a great many ways. Only one of these many ways, however, would reform the glass. It is almost impossible to believe this would happen.

10.

They do not agree that time must always move forward. As long as they debate the nature of time, time will remain a mystery.

Passage 3. The Smoking Mountain

1.

They went closer. Night came before they had seen very much. But in the morning they saw an island where there had been no island before.

2.



Actually, the island was the top of a mountain that had been growing up from the floor of the ocean and had poked (伸出) through the water into the air.

How does a mountain grow?

3.

A volcano starts from a hole in the ground from which hot rock and smoke and steam come out. Far under the ground it is so hot that rock melts. This heat melts rock, or lava (岩浆). It sometimes pushes out of the earth through a hole or a crack in the ground. The steam inside the earth pushes the rock out.

4.

Sometimes the rock flows out like hot mush (浓粥); sometimes it is shot out in big chunks (大块) of hard rock. The more stuff that comes out, the higher the mountain grows.

5.

The little island that the men saw from the ship started this way. So did the big Hawaiian Island and the enormous island of Iceland.

6.

Smoke puffed up, and rock started popping up out of a crack that opened in the ground.

7.

He picked one up. It was hot. He dropped it and ran away frightened. Smoke and rock continued to come from the crack in the ground.

A new volcano was being born.

8.

Black smoke puffed out. Hot ashes fell like black snowflakes. Hot rock and fire and lava shot out. People called the volcano the Little Monster because it grew so fast. Scientists came from all over the world to study it and watch it grow. It is not often that people get a chance to watch a volcano from the very beginning.

9.

Some have been so long that now they are cold. They are called dead volcanoes. They have stopped

throwing out fire and are plowed (犁) on their quiet slopes (斜坡), and people have built houses there.

10.

They are “sleeping” volcanoes. Sometimes they may “wake up”.

A volcano named Vesuvius slept for a thousand years. But it woke up and threw out so much hot melted rock that it buried the buildings of two cities.

11.

Now we know more about why volcanoes do what they do, and we can usually tell when they are going to do it. Before a sleeping volcano wakes up, it usually makes a noise like faraway thunder, and the ground shakes in small earthquakes. People are warned and have time to get away safely.

12.

They said the smoke that puffed above the ground was the dragon’s breath. They said the earthquakes were caused by the dragons moving around down in the earth. Now we know that this is not true.

13.

There are certain places under the earth where the rock is broken in a way that lets the steam and hot rock escape to the outside more easily. Scientists know where these places are, and maps have been made to let everybody know.

14.

Some may explode so violently (猛烈地) that the rock goes high into the air and falls miles away. A volcano may shoot out ash so high into the sky that it floats all the way around the world. They have made the sunsets green and the snow purple.

15.

The hot lava rises in their cones (锥顶) and overflows, rolling slowly down the mountainside, where it becomes cool and hard.

16.

It is lucky that this volcano is near the ocean. Sailors can use it for a lighthouse.



Passage 4. English Meals

It might be useful for you to know what sort of meals English people have and how they behave at table, for the people of one country behave rather differently from those of another. An old proverb says, “When in Rome, do as the Romans do”, and this is good advice. What is good manners in one country may be bad manners in another.

1.



_____ : they are breakfast, lunch, afternoon tea and dinner. These are the meals that are served in the homes of people who are well-to-do (富裕的).

2.

_____ .
It consists of porridge made of oats (燕麦) or barley (大麦), milk, sugar or salt, bacon and eggs (boiled or fried), buttered toast or bread-and-butter with marmalade (橘子或柠檬酱). Instead of bacon and eggs, fish may be served, for millions of pounds' worth of fish is caught every year around the coasts of Britain. Either tea or coffee is drunk at breakfast.

3.

_____ .
It generally consists of cold meat (left over from yesterday's dinner), potatoes, salad made of lettuce, cucumber, tomatoes, carrots, beetroot, and so on. Sometimes these dishes are placed on the sideboard; each person takes his plate, helps himself and comes back to his place. On the table are pepper, salt, mustard (芥末) and sometimes vinegar. After that there is bread or biscuits and cheese. Most people drink water at lunch time; some drink beer or wine. It is not the custom to drink spirits like whisky or brandy even in wealthy homes in the middle of the day.

4.

_____ .
If you are a friend of the family you may drop in for afternoon tea without an invitation or telling them that you may come. Very often it is not served at a table; the members of the family and visitors take afternoon tea in the sitting-room. Each person has a cup and saucer, a spoon and a small plate for bread-and-butter and cake. By the way, do not help yourself first; bread-and-butter first, then cake if there is any. Another piece of advice: do not put more than one piece of bread or cake on your plate at the same time.

5.

_____ .
Many people even wear special clothes for dinner, so if you are asked out to dinner you must find out whether you are expected to wear a dinner suit; for you would feel very embarrassed if, when you got there, you were the only person in ordinary clothes. Dinner is generally served at about half past seven. All the members of the family sit down together and are on their best behaviour. The head of the family sits at one end of the table, his wife sits at the other. If there is a guest, he generally sits in the place of honour, which is to the right of the lady of the house. If there are several guests the most important is asked to sit there. During the meal conversation is carried on. You should try to get into conversation with the person on your right or left, but you should not try to talk to someone who is a long way from you.

6.

_____ .
If you are in unfamiliar surroundings, keep an eye open for what the others are doing. Remember the proverb about the Romans. The next course is the most important; it generally consists of a joint of meat, beef or lamb (羊羔肉) or else a leg of lamb or pork, or it may be chicken or duck. With it are served various vegetables, peas, beans, cabbage or cauliflower (菜花). The maid may come round to each

guest from the right when she offers the dishes; and when she comes to take away the plate she approaches from the left. Some sort of pudding (布丁), or sweet, or dessert is generally the fourth course. This is fruit of various kinds: apples, pears, oranges, bananas, figs, and so on. After the pudding, the table is cleared and Port (red wine from Portugal) is passed round. When the bottle gets to you, you pour some into a little glass on your right and pass the bottle to your neighbour. At this stage the ladies may get up and retire to the drawing-room, leaving the men folk a little longer over their wine, smoking and talking. When the ladies rise, the men get up too, out of respect, and resume their seats when they have left the room. Soon the men rejoin the ladies.

7.

Not 10 percent of them do so. As in all countries, the great majority of people are working class people who have neither the time nor the money to live like this. More than 90 percent of English people have their dinner in the middle of the day, and it is cooked, not by a servant but by the mother of the family, as are all the meals. In most houses the meals are breakfast, dinner, afternoon tea and supper. (Excerpted from *English Occasions*)



15-19

Passage 5. Higher Education in the United States

In the United States, a student who has finished high school may want to continue in higher education. There are several ways to continue in higher education in the United States. There are universities, colleges, community colleges, and technical or vocational schools. Each of these kinds of higher education will be described below.

1.

It is larger for two reasons. First, a university in the United States usually has several different colleges in it. Each college within the university has a special subject area. There may be a college of liberal arts where humanities, social science, natural science and mathematics are taught. There may be an education college where students learn to be teachers. There may be a college where business subjects are taught. All of these colleges can be part of one university. Sometimes, in a university, each college is called a “school” : the “School of Liberal Arts,” the “School of Business,” or the “School of Education.” Second, the university always has programs for advanced or graduate study in a variety of subjects. There may be a medical school, a law school, and other advanced programs.

2.

Most students have completed regular high school programs. Some older students may have the same amount of education even though they have not completed high school. University students may study for an undergraduate degree in the arts or sciences. If they complete a course of study in the arts, they receive a Bachelor of Arts degree (文学学士学位). In the sciences, they receive a Bachelor of Science degree (理

学学士学位)。Students may leave the university at this time, or they may choose to go on for a graduate or professional degree.

The university gets money for its expenses from several different sources. It may get some money from the state government. If so, it is a publicly funded university. The university may get money only from private sources: contributions, tuition (学费), investment, and other sources. If this is the case, it is a privately funded university. Finally, a university may be funded by a religious group.

3.

_____.

In this way, a university and a college are alike. College students usually spend four years in school also. A college, however, usually has only one or two kinds of programs. A college does not have graduate or professional programs in a variety of areas.

4.

_____.

College students, like university students, usually have a high school diploma when they enter college. If college students want to continue for a graduate or professional degree, they must go to a university.

The college is usually funded in one of the three ways already described; it may be publicly or privately funded. Or, it may be funded by a religious group.

5.

_____.

Not all of the subjects are taught in the community college. It may give courses in dental technology, auto mechanics, sewing, and many other non-academic (非学术的) subjects. The community college may also have courses in the regular academic subjects like science, maths, language, literature, and other courses in the humanities (人文学科).

6.

_____.

Not all students have a high school diploma, and many students are adults with children, and sometimes with grandchildren, of their own. The community college serves the community, and anyone who lives nearby may go. When a community college student completes a two-year program, he/she receives an associate degree (副学士学位, 相当于国内的大专) of arts or associate degree of science. He/She may then go to a college or university for two more years to get the bachelor's degree. However, the student may get a job instead, or just stop going to school.

Community colleges are nearly always publicly funded, by the federal, state, or city government. They are not usually funded by religious groups.

7.

_____.

The technical or vocational (职业的) school, however, has only job training. Its programs may last a short time or a long time. Some programs take six months, while other programs may take two years or more to complete.

8.

When they complete their training, they may be able to get a good job right away. The technical or vocational school provides training for work in areas such as electronics, carpentry (木工手艺), plumbing (管道工程), and others.

9.

It may be publicly or privately funded, or it may be funded by a religious group. Other sources of money for this kind of school are trade unions or charity organizations.

10.

High school students who want further academic or professional training may go to a college or university. Students who want both academic and non-academic training may go to the community college. Students who want to learn to do a job may go to a technical or vocational school. Students may choose the kind of higher education that they like best.



Key to the Exercises

Unit One

- IV. 2. 1. People's Republic of China 2. China Central Television 3. United Nations
 4. World Trade Organization 5. Civil Aviation Administration of China
 6. United Nations Educational, Scientific, and Cultural Organization
 7. China Radio International 8. British Broadcasting Corporation 9. Voice of America
 10. Gross Domestic Product
5. 1. /aɪ/—/ɪ/ 2. /u:/—/ʌ/ 3. /əʊ/—/ɒ/ 4. /əʊ/—/ʌ/
 5. /i:/—/e/ 6. /eɪ/—/æ/ 7. /eɪ/—/æ/ 8. /aɪ/—/ɪ/-/i/
6. A. 1. /'æpl/ 2. /'sɪti/ 3. /'kæpɪtl/ 4. /'eɪbl/
 5. /'vɪvɪd/ 6. /kəm'pju:tə/ 7. /'kɒmjʊ:nɪzəm/ 8. /'wɒtʃɪz/
- B. 1. so · cial · i · sm /'səʊʃəlɪzəm/
 2. rev · o · lu · tion /,revə'lu:ʃən/
 3. po · lit · i · cal /pə'lɪtɪkl/
 4. doc · tor /'dɒktə/
 5. joke /dʒəʊk/
 6. talked /tɔ:kt/
8. A. 1. global 2. supportive 3. traditional 4. success 5. nowadays 6. education

Unit Two

- IV. 2. /i:/—/ɪ/ peak—pick deep—dip
 beat—bit team—Tim
 /p/—/b/ Pete—beat pit—bit
 pig—big peep—beep
 /t/—/d/ tick—Dick T—D
 tip—dip bit—bid
 /k/—/g/ kit—git pick—pig
 keep—geek pickle—beagle

4. A. 1. /i:/ 2. /ɪ/ 3. /i:/ 4. /ɪ/ 5. /i:/
 6. /i:/ 7. /i:/ 8. /ɪ/ 9. /i:/ 10. /ɪ/
- B. 1. kin 2. sip 3. dean 4. steam 5. pit
 6. pity 7. inspirit 8. timidity 9. piggy 10. queen
5. A. 身体部位: cheek, feet, teeth, knee, heel...
 食物: cheese, ice-cream, meat, beef, sweets...
 姓名: Peter, Bede, Eden, Eve, Jean, Keats, Peal, Steven...
- B. 身体部位: chin, lip, wrist, fist, liver, hip, finger, kidney, rib...
 食物: chicken, milk, chips, biscuit...
 姓名: Tim, Jim, Bill, William, Nick, Kitty, Kissinger...
7. 1. These sheep made me uneasy.
 2. What lovely cheeks she has!
 3. Where did you see my geese?
 4. Bobby is her favorite pupil.
 5. There are many bees in the garden.
 6. Please give it to me.
 7. She's lost her coat.
 8. I don't want to live here.
 9. Can you feel it?
 10. I don't need classes.
9. 1. beard 2. best 3. pair 4. park 5. pie
 6. peas 7. bill 8. pay 9. poor 10. back
 11. push 12. bus 13. docks 14. pick 15. bigger
 16. glass 17. coast 18. cold 19. leak 20. coats
 21. back 22. could 23. go 24. again

Unit Three

- IV. 2. /e/—/æ/ fed—fad said—sad
 bed—bad pet—pat
 /f/—/v/ feel—veal fat—VAT
 very—ferry beaf—Beave
 /s/—/z/ said—Z bus—buzz
 peace—peas ass—as
4. A. 1. /æ/ 2. /æ/ 3. /e/ 4. /e/ 5. /e/
 6. /æ/ 7. /e/ 8. /e/ 9. /æ/ 10. /æ/

9. We got three tickets.

10. I can't sleep in this heat.

9. 1. month 2. thick 3. thin 4. other 5. though
6. they 7. through 8. fourth 9. both 10. whether
11. three 12. although 13. rather

Unit Six

IV. 2. /ʊ/—/u:/	full—fool	wood—wooded
	should—shoe	pull—pool
/ʊ/—/ɒ/	cook—cock	look—lock
	put—pot	books—box
/ʊ/—/ɔ:/	full—fall	took—talk
	stood—stored	foot—fort
/l/—/r/	lead—read	led—red
	lock—rock	glass—grass
/w/—/v/	we—V	west—vest
	worse—verse	wine—vine

4. A. 1. /ʊ/ 2. /ʊ/ 3. /u:/ 4. /u:/ 5. /u:/
6. /ʊ/ 7. /u:/ 8. /ʊ/ 9. /u:/ 10. /ʊ/
B. 1. rude 2. unit 3. should 4. cute 5. bush
6. hunter 7. fruit 8. flu 9. shook 10. cucumber
C. 1. /'dɒkju:mənt/ 2. /bə'lu:n/ 3. /'nu:dl/ 4. /'pʊdɪŋ/
5. /'ju:sfʊl/ 6. /blu:/ 7. /'kla:srɒm/ 8. /ɑ:ftə'nu:n/
9. /'leðə'fʊ:z/ 10. /'stju:dənt/
5. A. 1. moon 2. through 3. should 4. whether 5. national
B. do

7. 1. It said “pull” on the door.
2. The vest is very warm.
3. The supplies came later.
4. I'll correct it tomorrow.
5. We had a great flight.
6. They didn't shoot him.
7. I don't know which is worse.
8. There is something wrong with this year.

9. The book is wonderful.
10. He didn't like his life.

Unit Seven

- | | | |
|------------------|--------------|-----------------|
| IV. 2. /eɪ/—/aɪ/ | bake—bike | fate—fight |
| | rape—ripe | Shane—shine |
| /aɪ/—/ɔɪ/ | tie—toy | kind—coined |
| | pine—point | by—boy |
| /ɔɪ/—/ɔɪ/ | raw—Roy | ball—boil |
| | corn—coin | tore—toy |
| /e/—/eɪ/ | let—late | Fed—fade |
| | men—main | pen—pain |
| /e/—/aɪ/ | set—sight | wet—white |
| | let—light | net—night |
| /əʊ/—/aʊ/ | no—now | hole—howl |
| | phoned—found | load—loud |
| /ɔɪ/—/əʊ/ | law—low | horse—host |
| | tall—tote | ball—bowl |
| /m/—/n/ | meet—neat | mine—nine |
| | map—nap | seem—seen |
| /n/—/ŋ/ | win—wing | thin—thing |
| | ran—rang | sun—sung |
| /n/—/l/ | night—light | knock—lock |
| | snow—slow | connect—collect |
4. A. 1. bone 2. shine 3. fame 4. tone 5. probe
6. singing 7. boiling 8. power 9. shout 10. allow
- B. 1. /ləʊ'keɪt/ 2. /ɪm'pəʊz/ 3. /'maɪti/ 4. /'neɪbə/ 5. /ə'pɔɪnt/
6. /ə'səʊsɪeɪt/ 7. /'baʊndəri/ 8. /kəm'pleɪnt/ 9. /'ɔ:θəraɪz/ 10. /i:zɪ'gəʊɪŋ/
5. A. /eɪ/ — Amy, Bacon, David, Jacob, Jane...
/aɪ/ — Clyde, Iris, Mike, Michael, Simon...
/əʊ/ — Tony, Toby, Cohen, Joan...
- B. 衣物: coat, tights, gown, night-dress...
运动: riding, hiking, climbing, diving, boating...
动物: tiger, lion, snake, cow, rhino...
文具: paper, stapler, knife, notebook...

7. 1. He got a toy for his birthday.
2. “Good boy!” she said.
3. She phoned a friend.
4. What a beautiful town!
5. Tom rang yesterday.
6. She had a swing in the garden.
7. The sun warmed me.
8. The people were singing fast.
9. My friend likes Robin Banks.
10. I’ve got a pain in my hand.

Unit Eight

IV. 2. /ɪə/—/eə/	beer—bear	dear—dare
	cheer—chair	clear—Claire
/eə/—/ʊə/	pair—poor	tear—tour
	share—sure	mayor—moor
/tʃ/—/dʒ/	chin—gin	choke—joke
	cheer—jeer	rich—ridge
/tr/—/dr/	trip—drip	true—drew
	try—dry	train—drain
/tʃ/—/ʃ/	cheat—sheet	chip—ship
	choose—shoes	chop—shop
/dʒ/—/ʒ/	major—measure	religion—collision
	region—vision	gradual—casual
/tʃ/—/tr/	cheat—treat	chew—true
	chip—trip	chick—trick
/dʒ/—/dr/	jeep—dreep	jaw—draw
	jug—drug	Jane—drain

4. A. 1. tour 2. clear 3. prepare 4. real 5. chairman
 6. match 7. picture 8. judge 9. gesture 10. straight
- B. 1. /'mɪkstʃə/ 2. /streɪndʒ/ 3. /dɪ'kleə/ 4. /sɪn'siə/ 5. /sɪtju(:)'eɪʃən/
 6. /brɪdʒ/ 7. /gleə/ 8. /kəm'peə/ 9. /trə'dɪʃən/ 10. /'tʊərɪzəm/

7. 1. I don't want a pear.
2. There's something in the air.
3. I don't think it's fair.
4. There are a lot of chairs out there.
5. You'll have to watch the baby.
6. He has a black beard.
7. It's a tropical beach.
8. He took the coat all the way to London.
9. There's something in the cheese.
10. It's in the lower drawer.

Unit Nine

III. 1. Vowels

A.

/i:/	/eɪ/	/eɪ/	/e/	/e/	/ə/	/æ/	/e/
eat	eight	late	let	let	letter	bad	bed
seat	sate	mate	met	bet	better	mat	met
meet	mate	bade	bed	set	setter	sad	said
beat	bate	pain	pen	debt	debtor	man	men

B.

/æ/	/eɪ/	/i:/	/e/	/i:/	/ɪ/	/ɪ/	/e/
at	eight	neat	net	eat	it	lit	let
mat	mate	meat	met	seat	sit	bit	bet
bat	bate	seat	set	lead	lid	did	dead
lad	laid	lead	led	bead	bid	chick	check

C.

/æ/	/aɪ/	/aɪ/	/eɪ/	/əʊ/	/ɔ:/	/ɒ/	/ɑ:/
lam	lime	I'm	aim	coat	caught	cot	cart
bat	bite	might	mate	note	naught	hot	heart
mass	mice	pile	pale	cope	corp	dock	dark
back	bike	line	lane	low	law	pock	park

D.

/ɑ:/	/aɪ/	/u:/	/ʊ/	/ɒ/	/ʊ/	/u:/	/ju:/
park	pike	fool	full	pot	put	do	due
lark	like	cooed	could	lock	look	moo	mew
bark	bike	Luke	look	cock	cook	cool	cute
dark	dike	goose	good	bock	book	noon	news

E.

/ʌ/	/ɒ/	/ʌ/	/ɑ:/	/ɑ:/	/eɪ/	/aʊ/	/əʊ/
hut	hot	cut	cart	Carl	kale	cow	coat
nut	not	hut	heart	part	pate	loud	load
luck	lock	luck	lark	sharp	shape	shout	showed
dug	dog	much	march	lard	laid	mouth	most

F.

/ʊ/	/u:/	/əʊ/	/ɔ:/	/ɒ/	/aʊ/
book	boot	boat	bought	box	bow
room	root	wrote	raw	rod	round
nook	noon	note	north	nod	now
could	cool	cold	cord	cock	cow
foot	food	fold	fork	fog	foul

G.

/ɜ:/	/əʊ/	/ɜ:/	/ʌ/	/ɔ:/	/ɜ:/	/e/
nurse	nose	shirt	shut	short	shirt	shed
bird	boat	hurt	hut	lorn	learn	lend
jerk	joke	burn	bun	torn	turn	ten
third	throw	learn	lunch	dawn	dirt	den

H.

/ɜ:/	/ɪə/	/eə/	/'aɪə/	/ʊə/	/'aʊə/
her	here	hair	hire	poor	power
fur	fear	fair	fire	sure	shower
term	tear	tear	tire	tour	tower
word	weird	wear	wire	cured	coward

2. Consonants

I.

/l/	/n/	/-ɪ/	/-lə/	/s/	/z/	/-t/	/-ti/
lead	need	mill	Miller	ass	as	part	party
let	net	seal	sealer	price	prize	sit	city
lame	name	tale	tailor	loose	lose	dirt	dirty
lap	nap	pale	paler	Sue	zoo	pit	pity
						tree	treaty

J.

/k/	/g/	/θ/	/ð/	/tʃ/	/dʒ/	/w/	/v/
pick	pig	thin	this	cheap	jeep	wet	vet
back	bag	thick	then	chin	gin	went	vent
peck	peg	teeth	seethe	itch	edge	while	veil
came	game	earthy	worthy	catch	cadge	wine	vine

K.

/r/	/l/	/j/	/i:/	/n/	/ŋ/	/ʃ/	/s/
read	lead	yeast	east	sin	sing	sheet	seat
right	light	yield	eel	thin	thing	shame	same
rate	late	yet	eat	ran	rang	mesh	mess
riddle	little			done	dung	lash	lass

L.

/θ/	/s/	/ð/	/z/	/s/	/ts/	/z/	/dz/
theme	seem	then	Zen	less	lets	seize	seeds
think	sink	rather	raiser	guess	gets	as	ads
path	pass	with	his	base	Bates	maze	maids
nothing	missing	bathe	bays	miss	meets	buzz	buds

M.

/tʃ/	/tr/	/dr/	/dʒ/	/w/	/r/	/ð/	/d/
cheat	treat	dream	gene	weed	read	they	day
chain	train	drain	Jane	wet	red	then	den
chews	truth	drew	Jew	wait	rate	those	doze
child	try	dry	giant	wooded	rude	there	dare

3. Consonant Clusters

N.

/kl-/	/kr-/	/fl-/	/fr-/	/bl-/	/br-/	/gl-/	/gr-/
clean	cream	flee	free	bleed	breed	glean	green
close	crow	fly	fry	blue	brew	glace	grace
climb	crime	flesh	fresh	blame	brain	glamour	grammar
clue	crew	flank	Frank	blow	broke	globe	group

O.

/pl-/	/bl-/	/pr-/	/br-/	/kl-/	/gl-/	/kr-/	/gr-/
ploughs	blouse	pride	bride	clash	glad	crane	grain
place	blaze	prick	brick	class	glass	crab	grab
plot	blot	press	bread	climb	glide	cream	green
plank	blank	probe	broke	clean	gleam	crow	grow

P.

/tr-/	/dr-/	/θr-/	/ts/	/dz/	/s-/	/-s-/
tree	dream	three			speed	desk
try	dry	thrive	pats	pads	stay	disk
true	drew	through	lets	lends	sky	mist
trill	drill	thrill	seats	seeds	slip	must
tread	dread	thread	mates	maids	smell	rest

Q.

/sm-/	/sn-/	/sl-/	/θr-/	/-bl/	/-pl/	/-dl/	/-tl/
smoke	snow	slow	throw	fable	people	middle	little
small	snore	slaw	thraw	able	apple	candle	capital
Smith	sniff	slip	thrift	table	temple	riddle	rattle
smell	snell	slept	threat	cable	couple	bundle	battle

R.

/-fl/	/-vl/	/-sl//	/-zl/	/-m(ə)l/	/-n(ə)l/	/-kl/	/-gl/
muffle	evil	parcel	puzzle	animal	tunnel	ankle	angle
rifle	level	fossil	sizzle	formal	signal	chuckle	jungle
shuffle	navel	muscle	nasal	minimal	criminal	sickle	single
raffle	travel	pencil	drizzle	camel	channel	Michael	Google

S.

/-səm/	/-z(ə)m/	/-sn/	/-zn/	/-rə/	/-r(ə)l/	/-dn/	/-tn/
tiresome	socialism	fasten	season	mirror	mineral	pardon	button
blossom	Buddhism	lesson	reason	era	oral	sudden	pattern
handsome	capitalism	person	poison	terror	quarrel	maiden	mutton
fulsome	materialism	Nelson	dozen	aura	moral	Gordon	cotton

IV. 1.

<u>ca</u> ke /k/	<u>se</u> rve /s/	gun /g/	<u>ta</u> lk /t/
<u>pi</u> ck /k/	ma <u>ss</u> /s/	<u>gh</u> ost /g/	<u>th</u> at /ð/
<u>ch</u> ild /tʃ/	<u>sh</u> ut /ʃ/	tough /f/	mo <u>u</u> th /θ/
<u>ci</u> ty /s/	ma <u>id</u> s /dz/	egg /g/	<u>tr</u> y /tr/
<u>ce</u> ase /s/	pe <u>n</u> s /z/	<u>ed</u> ge /dʒ/	<u>fa</u> ct <u>o</u> ry /t(ə)ri/
<u>cl</u> ever /kl/	bo <u>x</u> es /ɪz/	<u>si</u> ng /ŋ/	<u>sw</u> it <u>ch</u> /tʃ/
<u>wa</u> t <u>ch</u> /tʃ/	th <u>an</u> ks /s/	<u>si</u> ng <u>e</u> r /ŋə/	<u>pu</u> t /t/
<u>co</u> tt <u>o</u> n /k/	pea <u>sa</u> nts /ts/	<u>da</u> ugh <u>te</u> r /t/	<u>stu</u> d <u>e</u> nts /ts/
<u>cu</u> t /k/	<u>sp</u> eci <u>a</u> l /p/	<u>bo</u> ugh <u>t</u> /t/	<u>stu</u> dy /t/
<u>te</u> ch <u>n</u> ical /k/	<u>sw</u> ea <u>r</u> /s/	gar <u>a</u> ge /ʒ/	<u>mo</u> ti <u>o</u> n /ʃ(ə)n/

2.

sky /skaɪ/	jumped /dʒʌmpɪt/	closed /kləʊzd/
scratch /skrætʃ/	twice /twɑɪs/	quite /kwaɪt/
dwell /dwel/	sphere /sfɪə/	joke /dʒəʊk/
three /θri:/	bring /brɪŋ/	strength /streŋθ/
selves /selvz/	spring /sprɪŋ/	train /treɪn/
twelfth /twelfθ/	through /θru:/	September /sep'tembə/

3.

speak /i:/	snow /əʊ/	praise /eɪ/	black /æ/
star /ɑ:/	spread /e/	plan /æ/	bring /ɪ/
stay /eɪ/	swear /eə/	plant /ɑ:/	crack /æ/
school /u:/	snake /eɪ/	breath /e/	cry /aɪ/
scream /i:/	slept /e/	blue /u:/	clothes /əʊ/

Unit Ten

- VII. 5. 1. engineer 2. fifteen 3. Close the door. 4. January
5. delighted 6. famous 7. Don't worry! 8. first class
9. education 10. He's not at home.

Unit Eleven

- IV. 5. 1. It's 2. You've 3. you've 4. That's 5. isn't
6. There's 7. It's 8. can't 9. How's 10. don't
11. That's 2. I've 13. what's 14. we're 15. I'll
16. He's 17. that's 18. I'll 19. he's 20. He's
21. I'll

Unit Twelve

- IV. 2. 1. A friend in need / is a friend indeed.
2. The aged professor addressed the new students / on their first day / on the importance of the basic training / in language study.
3. A ready way to lose a friend / is to lend him money.
4. It has often been said by people / involved in language teaching / that a student who really

wants to learn / will succeed / whatever the circumstances are / under which he studies.

5. He was a round little man / with a red face / and a whole box of tools / with dials and wires.

6. Children like Tommy and Margie / are having lessons on line / in their own houses.

7.

1

I had a terrible day yesterday. Everything seemed to go wrong. First, I woke up too late, so didn't have time for breakfast. Then, as I slammed the door shut, I realized I'd left my keys inside. I missed the bus so had to get a taxi. Then, I discovered I'd left my purse at home too!

2

I remember my grandmother's house so well; it was quite old. There were three bedrooms, a living room, and a kitchen. Of course, there was also a bathroom and toilet. The garden was huge. It seemed to stretch on for miles and miles. I used to love exploring amongst the trees and brambles. Sometimes I used to play in the house too, either with some old toys I found, or with the electric keyboard she had. There always seemed to be plenty to do.

Unit Thirteen

III. 2. I can never guess the weather right. (↗) If I wear a warm shirt, (↘) the weather's hot. (↘) If I wear cool clothes, (↗) there's a cold wind. (↘) When I don't take my umbrella, (↗) it rains. (↘) If I take my umbrella, (↗) does it rain? (↗) Of course not! (↘) Then I leave it on the bus! (↘) Oh well. (↗) We all have our weaknesses, (↗) I guess! (↗)

1. I can 'never guess the WEATHER right. (P-H-N-T)

2. If I 'wear a WARM shirt, the 'weather's HOT. (P-H-N-T) (P-H-N)

3. If I 'wear COOL clothes, there's a COLD wind. (P-H-N-T) (P-N-T)

4. When I 'don't take my umbRElla, it RAINS. (P-H-N-T) (P-N)

5. If I TAKE my umbrella, 'does it RAIN? (P-N-T) (H-N)

6. Of COURSE not! (P-N-T)

7. Then I 'leave it on the BUS! (P-H-N)

8. 'Oh WELL. (H-N)

9. We 'all have our WEAKnesses, I GUESS! (P-H-N-T) (P-N)

Unit Fifteen

II. Passage 1

1. originally

2. medieval

3. condition

4. exchange

5. commercial

Passage 2

- | | | | | |
|---------------|----------------|------------|------------------|-----------------|
| 1. physically | 2. provisional | 3. made-up | 4. approximately | 5. ownership |
| 6. congestion | 7. flowing | 8. added | 9. various | 10. pedestrians |

Passage 3

- | | | | | |
|---------------|-----------|----------------|---------------|--------------|
| 1. protection | 2. shade | 3. eleventh | 4. ancient | 5. connected |
| 6. symbol | 7. Middle | 8. practically | 9. eighteenth | 10. variety |

Passage 4

- | | | | | |
|-----------------|--------------|------------------|---------------|------------------|
| 1. legal | 2. religious | 3. establishes | 4. ceremonies | 5. differ |
| 6. requirements | 7. diamond | 8. announcements | 9. groom | 10. superstition |

Passage 5

- | | | | | |
|----------------|------------|--------------|------------|-------------------|
| 1. coldest | 2. longest | 3. loveliest | 4. largest | 5. most important |
| 6. most famous | | | | |

IV. Passage 1

1. Music comes in many forms; most countries have a style of their own.
2. Jazz is America's contribution to popular music.
3. The origins of this music are as interesting as the music itself.
4. A band often accompanied the procession.
5. Music has always been important in Negro life.
6. Another musical form which contributed to jazz was the Blues.
7. In fact, there was hardly any activity or social event that could not be set to music.
8. After the American Civil War, the Negroes gained their freedom and were ready for a new type of music,

Passage 2

1. Humans have used many devices to measure time.
2. The sundial worked well only when the sun was shining.
3. By the 1700s, people had developed mechanical clocks and watches.
4. So we have devices to mark the passing of time.
5. As international communications and travel grew,
6. In 1884, an international conference divided the world into 24 time areas, or zones.
7. Some scientists say time is governed by the movement of matter in our universe.
8. Most people have no trouble agreeing that time moves forward.
9. Some scientists believe there is one reason why time only moves forward.
10. Not all scientists believe time is governed by the second law of thermodynamics.

Passage 3

1. A few years ago men on a trip in the ocean saw the water bubbling and boiling.

2. It was a very hot island, with smoke, steam, and fire.
3. If the mountain is a volcano, it is easy to see how it grows.
4. As more and more rock comes out, it makes a pile that becomes a mountain.
5. If the mountain is growing under the ocean, it becomes an island when it reaches the top of the water.
6. Not many years ago in Mexico, a little boy and his father discovered a volcano growing in a cornfield.
7. The boy thought the cornfield was throwing rocks at him!
8. The volcano in the cornfield grew until it was bigger than the cornfield!
9. Most of the volcanoes have been here for a very long time.
10. Some volcanoes have stopped throwing out hot rock, but they still smoke a little now and then.
11. Today volcanoes are not so dangerous for people as they were a long time ago.
12. People used to think dragons under the earth caused volcanoes.
13. Another thing we know about volcanoes is that they don't happen just anywhere.
14. There are different kinds of volcanoes.
15. Other volcanoes are gentler.
16. One very tall volcano stays fiery red at the top all the time.

Passage 4

1. In many English homes four meals are served:
2. Breakfast may be served any time from seven to nine.
3. Lunch comes at about one o'clock.
4. Afternoon tea, taken between four and five, is the most informal meal of the day.
5. Dinner is the most substantial meal of the day and is a very formal meal.
6. The first course is soup, served on shallow plates and eaten quietly with a fairly large spoon.
7. It must not be imagined that all English people eat like this.

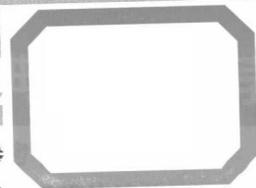
Passage 5

1. A university is much larger than a college.
2. Students in the United States must have a high school diploma or its equivalent to enter one of the colleges in the university.
3. A university program for undergraduate study usually takes four years.
4. A college is also like a university in the kinds of students it has.
5. Compared to universities, community colleges in the United States are quite different.
6. Many different types of students study at community colleges.
7. The community college gives training for a variety of jobs, and also has an academic program.
8. Students in technical or vocational schools may have a high school diploma.
9. The technical or vocational school may be funded in any of the ways already described.
10. Students who have finished high school, and even some who do not go to high school, may choose from these four kinds of higher education in the United States.

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