

何善芬



实用 英语语音学

北京师范大学出版社

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PRACTICAL ENGLISH PHONETICS

实用英语语音学

何 善 芬 编著

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前 言

本书用简明英语阐述了英语语音、语调的基本知识。

语音部分包括英语语音的分类，单个音素的形成及连贯言语中语音的结合规律。对于单个音素的描写，除了分析其典型实体外，编者结合自己教学的经验 and 体会，从中国人学习英语语音的特点出发，对一些带有典型性的错误进行了分析，并指出了纠正的方法；对有的音与汉语中某些相似的音进行了对比。在朗读和会话中容易被忽略的语音问题（如元音的长度、后缀 $-(e)d$, $-(e)s$, $'s$ 和 s' 的读音等）在编写中都给予了应有的重视。书中还介绍了一些基本的读音规则，希望帮助读者了解英语的读音和拼写之间的关系。但由于英语读音复杂，这些规则中还会有很多例外现象，希望读者不要把它们看成是绝对的。

语调是学习英语语音的一个极为重要的部分。本书介绍了英语语调的结构、几种常用的调型及其功能和应用。在朗读和会话中容易读错和讲错的一些短语和句型的语调被列在最后一节进行专题介绍。

本书的主要章、节之后附有形式多样的语言材料供朗读练习之用；每单元之后编有复习练习，帮助读者巩固所学。

书中大部分材料在湖南师范大学外语系试用过三届，此外，还有几所大专院校亦采用作教材。本书是在总结试用经验的基础上，对讲义进行全面补充和修订而写成的。本书可供大专院校及师范专科学校英语专业一、二年级学生作为教材；并对有一定英语基础而想提高英语语音、语调准确程度的其他专业的学生和自学者可作为实践性读物；亦可供英语教师作为教学参考书。

本书稿完成后由湖南师范大学外语系教授赵甄陶同志细心审阅和订正。在编写过程中承北京师范大学外语系副教授马俊明同志、湖南师范大学外语系讲师马寅初同志，通读全稿并提出了很多宝贵意见，在出书过程中还得到北京师范大学蒋亨俊同志热情和具体的指导。对以上同志的关怀和帮助，编者十分感激，谨此致谢。

限于编者的水平，书中疏忽、缺点，甚至错误在所难免，恳望读者批评指正。

何 善 芬

一九八五年一月

于湖南师范大学外语系

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Chapter 1

Introduction

1. The importance of phonetic study

1) Phonetics is an essential part of language because it gives language a definite form. As we know, language is a means of communication (交际工具). It can perform its function only as a language of sounds, because spoken words in all languages consist of speech sounds, and speech without words is impossible. Letters only serve to represent spoken words in writing (字母只用来记录口头的词语). But words pronounced or written in isolation cannot express complete thoughts. Complete thoughts can only be expressed in sentences consisting of one or several words put together according to the grammar rules of the language and pronounced with the proper intonation.

2) As a means of communication by word of mouth, language is used in oral speech and in reading aloud. Therefore, in order to make oneself easily understood while expressing one's own or other people's thoughts in any language, one must be able to pronounce sentences in that language quite correctly.

One must have a good pronunciation in order to be able to understand other people easily when they speak or

read aloud. This is proved by the well-known fact that the better we pronounce a foreign language, the easier we understand it when we hear it.

3) A teacher of a foreign language, a teacher of speech in particular, must also be able to teach the correct pronunciation of that language. A teacher of speech untrained in phonetics (语音学) is as useless as a doctor untrained in anatomy (解剖学). Facts show that teachers must repeat the sounds many many times. Without any knowledge of pronunciation and intonation, the teaching result will not always be satisfactory. Therefore, one of the principal aims of the students who will be teachers of a foreign language is to master both the pronunciation of the language they are going to teach and the method of teaching this pronunciation. To achieve this aim, they must have a clear idea of what a good pronunciation is, what are the difficulties in acquiring it, and how these difficulties can be overcome.

To have a good pronunciation means (1) to pronounce correctly all the speech sounds of the language and all the combinations in their proper order not only in isolated words, but also in sentences; (2) to pronounce sentences fluently at the speed required by the situation, with correct stresses, linking of sounds, rhythm, pauses and intonation. (发音好就是指: (1) 能正确地发出这种语言的全部音素, 正确地读出在单词和句子中的全部的语音组合; (2) 以正确的重音、连读、节奏、停顿和语调、按照交际情景所要求的语速进行流利的朗读。)

2. The way in which we adults master the pronunciation of a foreign language.

The way in which an adult person can master the pronunciation of a foreign language is quite different from that in which he has acquired the pronunciation of his mother tongue (母语). Correct pronunciation habits in one's native language (本族语) are acquired unconsciously, in one's early childhood. When a baby starts to talk, he does it by hearing the sounds his mother makes and imitating them. Normal babies are wonderful imitators. They can learn any language perfectly. But an adult has great difficulty in mastering the pronunciation of a foreign language, because as he grows older, the habits in his native language get more and more fixed as a result of the constant practice in everyday life. These habits are so strong that they are very difficult to give up. Therefore, when adult people learn a foreign language, they are quite unable to give a correct imitation of the foreign speech sounds and intonations which differ from their own. They tend to use the closest speech sounds and intonations of their mother tongue instead of the foreign ones. For example, there are no such sounds as [θ, ð] in Chinese. Many Chinese learners use the Chinese (s) instead of [θ] and use the Chinese (z) or (d) instead of [ð]. Chinese students are used to the consonant sounds in “基, 欺, 希” and those in “知, 痴, 诗”, and it's very difficult for them to pronounce the English consonants [ʃ, ʒ, tʃ, dʒ]. The English consonant [h] is a glottal fricative (声门摩擦音).

It is produced with a strong air stream passing through the open glottis (声门) . But most of the Chinese learners substitute the Chinese (h) , a velar fricative(软腭摩擦音), for the English sound [h] . From this we can see that it is quite impossible for an adult to master the correct pronunciation of a foreign language by mere imitation. A correct pronunciation can only be obtained by studying the phonetic system of a language and doing constant and special exercises in order to acquire the necessary pronunciation habits.

3. Standard English pronunciation

English is a language which is most widely used in the world. Its pronunciation varies a great deal in different geographical areas. Thus English has a number of dialects (方言) and accents (口音) , such as General American (GA for short) , General British (GB for short) . But all the different accents of English have a great deal in common. They have far more similarities than differences.

The type of English pronunciation described in this book is known as Received Pronunciation (RP for short). It is the sort of English based on the London dialect and used by educated people in southern England. It is the pronunciation used by the announcers of BBC and also widely used throughout English-speaking countries. Thus it has been accepted everywhere for the teaching of English to foreigners.

4. Basic sounds and phonetic transcription(音素与音标)

1) Basic sounds (phonemes)

A basic sound is the smallest phonetic unit of language. For example, the word "tea" [ti:] is composed of two sounds [t] and [i:]. Basic sounds are capable of distinguishing one word from another, or one grammatical form from another of the same word. (音素能区别词汇意义, 或者能把同一个词的一种语法形式和另一种形式区别开来). For example, [bed] *bed* "床", [bæd] *bad* "坏的", [bid] *bid* "吩咐" are distinguished one from another by the vowel sounds [e], [æ], [i]. The vowel sounds [e] and [æ] distinguish two grammatical forms of the noun "man": the singular form [mæn] *man* and the plural form [men] *men*. While the consonant sounds [s] and [t] distinguish one tense from another of the same verb, e. g. [luks] *looks*, and [lukt] *looked*.

It is clear from all these examples that basic sounds are distinctive. (音素是具有区别性的语音).

Any language has a vast number of speech sounds, yet basic sounds are limited in number. (任何一种语言有无数语音, 然而音素的数目却是有限的。) In English there are 48 basic sounds in all.

2) Phonetic transcription

In English there is a considerable difference between the pronunciation and the spelling of words.

(1) One sound is often spelt in a number of different ways: "pity", "busy", "women", "pretty" and "village" in which the letters *i y u o e* and *a* all stand for the same vowel [i].

(2) One letter often stands for different sounds in

different words: “China” , “father” , “bad” , “any” and “village” in which the letter *a* stands for five different vowel sounds: [ə] , [ɑ:] , [æ] , [e] , [i] .

(3) Many letters are not pronounced at all as in “knock” , “doubt” , “comb” .

(4) The same spelling may have two different pronunciations according to different meanings, e. g. bow [bəu] or [bau] , tear [tiə] or [tɛə] ,

(5) Words spelt in different ways may have the same pronunciation, e. g. “peace” , “piece” [pi:s] ; “know” , “no” [nəu] ; “weight” , “wait” [weit] .

In ordinary English spelling it is not always easy to know what sounds the letters stand for. In order to know which sound to use in a given word or sentence, it is necessary to construct a set of symbols (一套符号) to accurately represent the sound of actual speech. This set of symbols is called phonetic transcription. The modern phonetic transcription that is most widely used now is the International Phonetic Alphabet (国际音标) . The characteristic of this transcription is that each symbol must always represent one sound and never any other, and one sound must be represented by only one symbol. As usual, we use square brackets [] for referring to the sound and not the letter, e. g. [k] , [t] , [v] .

Chapter 2

The Organs Of Speech

5. In order to study speech sounds, it is necessary to have an idea of the organs of speech and their functions. The organs of speech are as follows: the mouth cavity (口腔), the nasal cavity (鼻腔), the lips, the teeth,

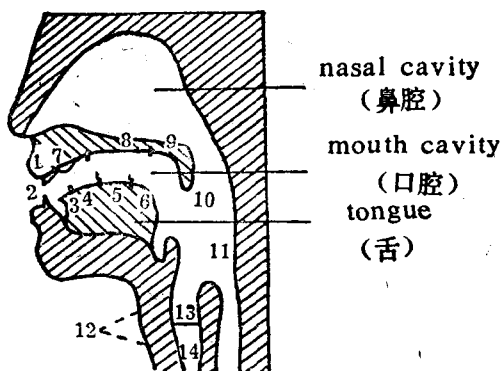


Fig. 1 The Organs of Speech

- | | |
|----------------------------------|--------------------------|
| 1. lips (唇) | 8. the hard palate (硬腭) |
| 2. teeth (齿) | 9. the soft palate (软腭) |
| 3. the tip of the tongue (舌尖) | 10. uvula (小舌) |
| 4. the blade of the tongue (舌端) | 11. pharynx (咽头) |
| 5. the front of the tongue (舌前部) | 12. larynx (喉头) |
| 6. the back of the tongue (舌后部) | 13. the vocal cords (声带) |
| 7. the teeth ridge (齿龈) | 14. windpipe (气管) |

the tongue (the tip, the blade, the front and the back), the palate (腭) (the teeth ridge, the hard palate, the soft palate, and the uvula) the pharynx, the larynx, the vocal cords and the windpipe.

6. When the tongue is in the position of rest, the blade with the tip lies opposite the teeth ridge, the middle of the tongue lies opposite the hard palate and the back of the tongue lies opposite the soft palate.

The air passes from the lungs into the windpipe, then through the larynx into the pharynx and into the mouth cavity. If the soft palate is lowered, the air passes through the nasal cavity.

The larynx contains the vocal cords, which can be brought near together (without entirely closing the air-passage). When they are drawn near together, they are made to vibrate by the air coming from the lungs, thus producing voice.

When we pronounce vowels and voiced consonants, the vocal cords are drawn near together and vibrate. When we pronounce voiceless consonants, the vocal cords are kept apart and, of course, do not vibrate.

The lips, the tongue, the soft palate with the uvula, the vocal cords and the lower jaw are very active in the articulation of speech sounds. Speech sounds are pronounced by the vibration of the vocal cords and the definite movement of these organs of speech.

Part One

The English Speech Sounds

(English Sounds In Isolation)

Chapter 3

The Classification Of Speech Sounds

7. The organs of speech are capable of making many different kinds of speech sounds. From the practical standpoint, speech sounds are generally divided into vowels and consonants. Vowels are sounds produced without obstruction of the air stream in the mouth. In producing them there is vibration of the vocal cords (声带震动). So all vowels are voiced (浊音). In English there are twenty vowels in all. Consonants are sounds produced by some form of obstruction of the air passage and may be either voiced or voiceless (清音). There are twenty-eight consonants in English.

English consonants with key words

[p] pen, top, paper

[b] bee, nob, baby

| | |
|------------------------------|---------------------------|
| [t] tea, eat, water | [d] day, bed, order |
| [k] kick, clock, worker | [g] go, bag, sugar |
| [m] my, home, common | [n] know, on, dinner |
| [ŋ] ring, ink, longer | [l] low, seller, table |
| [f] safe, off, different | [v] very, of, river |
| [θ] think, both, nothing | [ð] this, with, rather |
| [s] sun, yes, sister | [z] is, was, lazy |
| [ʃ] she, wash, fashion | [ʒ] pleasure, usual |
| [r] red, fruit, sorry | [h] he, who, behind |
| [j] you, few, beautiful | [w] we, what, away |
| [tʃ] choose, church, picture | [dʒ] jug, bridge, enjoy |
| [tr] tree, true, country | [dr] drive, draw, hundred |
| [ts] its, meets, students | [dz] words, spades, needs |

English vowels with key words

| | |
|------------------------|--------------------------|
| [i:] east, he, these | [i] is, city, this |
| [e] end, yes, head | [æ] as, had, hand |
| [ɑ:] ask, father, car | [ɔ] on, off, dog |
| [ɔ:] all, more, halt | [u] foot, book, put |
| [u:] do, you, food | [ʌ] us, come, mother |
| [ə:] early, her, bird | [ə] about, lower, father |
| [ei] April, they, name | [əu] over, go, those |
| [ai] I, my, five | [au] our, now, house |
| [ɔi] oil, boy, noise | [iə] year, hear, beard |
| [εə] air, hair, there | [uə] poor, sure, during |

Exercises

1. What consonant sounds in English are made with