

博雅
教育

全国英语专业博雅系列教材

总主编 丁建新

英语语音

陈辉 主编

LIBERAL EDUCATION



中山大學出版社
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博雅之辩（代序）

大学精神陷入前所未有的危机，许多人在寻找出路。

我们的坚持是，提倡博雅教育（Liberal Education）。因为大凡提倡什么，关键在于审视问题的症结何在，对症下药。而当下之困局，根源在于功利，在于忘掉了教育之根本。

博雅教育之理念，可以追溯至古罗马人提倡的“七艺”：文法、修辞、辩证法、音乐、算术、几何、天文学。其目的在于培养人格完美的自由思考者。在中国教育史上，博雅的思想，古已有之。中国儒家教育的传统，强调以培养学生人格为核心。儒家“六艺”，礼、乐、射、御、书、数，体现的正是我们所讲的博雅理念。“学识广博，生活高雅”，在这一点上，中国与西方，现代与传统，并无二致。

在古罗马，博雅教育在于培育自由的人格与社会精英。在启蒙时代，博雅教育意指解放思想，破除成见。“什么都知道一点，有些事情知道得多一点”，这是19世纪英国的思想家约翰·斯图亚特·密尔（John Stuart Mill）对博雅的诠释。同一时期，另外一位思想家，曾任都柏林大学校长的约翰·亨利·纽曼（John Henry Newman）在《大学理念》一书中，也曾这样表述博雅的培养目标：“如果必须给大学课程一个实际目标，那么我说它就是训练社会的良好成员。它的艺术是社会生活的艺术，它的目的是对世界的适应……大学训练旨在提高社会的精神格调，培养公众的智慧，纯洁一个民族的趣味。”

博雅教育包括科学与人文，目标在于培养人的自由和理性的精神，而不是迎合市场与风俗。教育的目标在于让学生学会尊重人类生活固有的内在价值：生命的价值、尊严的价值、求知的价值、爱的价值、相互尊重的价值、自我超越的价值、创新的价值。提倡博雅教育，就是要担当这些价值守护者的角色。博雅教育对于我们来说，是一种素质教育、人文教育。人文教育关心人类的终极目标，不是以“有用”为标准。它不是“万金油”，也无关乎“风花雪月”。

在美国，专注于博雅教育的大学称为“文理学院”，拒绝职业性的教育。在

中国香港，以博雅教育为宗旨的就有岭南大学，提倡“全人教育”；在台湾大学，博雅教育是大学教育的基础，课程涉及文学与艺术、历史思维、世界文明、道德与哲学、公民意识与社会分析、量化分析与数学素养、物质科学、生命科学等八大领域。在欧洲，博雅教育历史中的七大范畴被分为“三道”（初级）与“四道”（高级）。前者包括语法、修辞与辩证法，后者包括算术、几何、天文与音乐。在中国大陆的中山大学，许多有识之士也提倡博雅之理念，让最好的教授开设通识课程，涉及现代学科之环境、生物、地理等各门。同时设立“博雅学院”，学拉丁，读古典，开风气之先。

外语作为一门人文性很强的学科，尤其有必要落实博雅之理念。对于我们来说，最好的“应用型”教育在于博雅。早在 20 世纪 20 ~ 40 年代，在水木清华的外文系，吴宓先生提倡“语”“文”并重，“中”“西”兼修，教学上提倡自主学习与互动研究。在《西洋文学系学程总则》中，吴宓明确了“博雅之士”的培养目标：

本系课程编写的目的为使学生：（甲）成为博雅之士；（乙）了解西洋文明之精神；（丙）熟读西方文学之名著、谙悉西方思想之潮流，因而在国内教授英、德、法各国语言文字及文学，足以胜任愉快；（丁）创造今日之中国文学；（戊）汇通东西方之精神而互为介绍传布。

博雅之于我们，不仅仅是理念，更重要的是课程体系，是教材，是教法，是实践，是反应应试教育，是将通识与专业熔于一炉。基于这样的理念，我们编写了这套丛书。希望通过这样的教育，让我们的学生知道人之为人是有他内在的生活意义，告诉我们的学生去求知，去阅读，去思考，去创造，去理解世界，去适应社会，去爱，去相互尊重，去审美，去找回精神的家园。

无需辩驳，也不怕非议。这是我们的坚守。

中山大学外国语学院 教授、博士生导师

中山大学语言研究所 所长

丁建新

2013 年春天

前 言

本教材的主要特点:

1. 英美两种发音: 目前国内高校语音教材基本上是英式英语, 而市面上用的都是美式的, 本教材结合两种, 让学生有选择的机会。

2. 以任务型教学法为编写基础: 目前所出版的语音教材基本上是先理论讲解, 然后进行实践, 但是本教材是设置任务, 学生通过亲自做任务明白理论的内容, 继而通过做任务使理论知识得到有效巩固。

3. 针对群体更加细化: 目前许多教材基本上是针对全中国的学生普遍存在的口音问题而编写, 但是本教材细化至区域方言层面的英语发音分析及优化。

4. 以结果为导向, 求质不求量: 本教材的编写是基于学生的实际发音提高, 并没有涉及太多的系统语音学的理论结构和专业术语(这些内容完全可以留给大四“语言学”课), 详略得当。在课时紧凑、科目繁多、学生学习任务沉重的情况下, 该教材并没有设置太多的练习, 而着重强调练习的反复性及与录音范读的一致性, “伤其十指, 不如断其一指”。

5. 师生教学角色明确: 其他教材基本上没有老师角色的体现。有些高校学生反映, 上语音课时老师从头到尾放录音。本教材中的正音系列任务直接明确了老师和学生的角色, 让备课更加轻松, 课上师生能有更多互动, 课堂节奏更加紧凑。

6. 博雅的思想: 融入方言与英语发音的分析和对比, 让学生对自己的母语发音有一定了解; 巩固任务中的朗读部分选取的都是名家名篇, 并且在此基础上设置各种提示引导学生如何将材料朗读得优雅得体。

为了方便同时讲解两种发音, 教材统一采用了新版 D. J. 国际音标用来同时标注英式英语和美式英语。D. J. 音标与 K. K. 音标标注美式英语时的差异主要体现在部分元音上, 如下表所示:

D. J.	K. K.	Words	D. J.	K. K.
/i:/	/i/	peak	/pɪ:k/	/pik/
/e/	/ɛ/	pet	/pet/	/pet/

英语语音

D. J.	K. K.	Words	D. J.	K. K.
/ɑː/	/a/	park	/pɑːrk/	/park/
/eɪ/	/e/	pain	/peɪn/	/pen/
/ɒ/	/ɔ/	pot	/pɒt/	/pot/
/ɔːr/	/ɔr/	port	/pɔːrt/	/pɔrt/
/ɜːr/	/ɜr/	person	/ˈpɜːrsn/	/ˈpɜsn/
/ə/	/a./	paper	/ˈpeɪpə/	/ˈpepa./
/uː/	/u/	pool	/puːl/	/pul/
/əʊ/	/o/	post	/pəʊst/	/post/

本教材的编写得到了中山大学丁建新教授和广东外语外贸大学王桂珍教授的大力支持和帮助，外籍专家 Joshua Isaacs 和 Kateryna Garbar 负责审核语言，特此鸣谢！

编者
2014 年 5 月

D. J.	K. K.	Words	D. J.	K. K.
/ɑː/	/a/	park	/pɑːrk/	/park/
/eɪ/	/e/	pain	/peɪn/	/pen/
/ɒ/	/ɔ/	pot	/pɒt/	/pot/
/ɔːr/	/ɔr/	port	/pɔːrt/	/pɔrt/
/ɜːr/	/ɜr/	person	/ˈpɜːrsn/	/ˈpɜsn/
/ə/	/a./	paper	/ˈpeɪpə/	/ˈpepa./
/uː/	/u/	pool	/puːl/	/pul/
/əʊ/	/o/	post	/pəʊst/	/post/

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Pretest

Read the following words to your teacher and tell what problems you may have.

eat sit seat at speak late back best
 all out Canada Japan master father bird first

Unit 1 Vowels: Front Vowels & Central Vowels

Introduction

In this unit, we will learn front vowels /i:/, /ɪ/, /e/, /æ/, central vowels /ɜ:/ and /ə/.

When pronouncing front vowels /i:/, /ɪ/, /e/, and /æ/, the tongue body is shifted forward, causing the vowels to be produced in the front of the mouth. The distance between the raised part of the tongue and hard palate for the four sounds is: /i:/ < /ɪ/ < /e/ < /æ/.

When pronouncing central vowels /ɜ:/ and /ə/, the tongue body is shifted in the middle, causing the vowels to be produced in the middle of the mouth. The distance between the raised part of the tongue and hard palate for the two sounds is: /ɜ:/ < /ə/. In American English, the sound /ɜ:/ is always pronounced with /r/ sound combined as /ɜ:r/, while /ə/ is only pronounced as /ər/ when there is a letter "r" after the vowel in spelling, such as *teacher*, *doctor* etc. It should be noticed that /r/ sound should not be added to either /ɜ:/ or /ə/ in British English when individual words are pronounced.

In British English there is a contrast between /i:/ and /ɪ/ in length, but this contrast is not significant in American English. Yet the contrast between /ɜ:/ and /ə/ in length is prominent in both British and American English.

Pretest

Read the following words to your teacher and see what problems you may have:

eat	it	seat	sit	speak	him	back	best
said	cat	Canada	famous	maker	lighter	bird	first

Analysis

Possible problems are as follows:

1. Sound /ɪ/ is mistakenly pronounced as /i:/. /i:/ sound is overcorrected as /ɪ/ in some words. Task 1 will help. And Task 2 will help with the discrimination between /ɪ/ and /e/, for many learners get confused with these two sounds once they have learned /ɪ/.

2. Sound /i:/ is mistakenly pronounced as /eɪ/. Task 3 will help.

3. /e/ is mistakenly pronounced as /æ/ or /æ/ is mistakenly pronounced as /e/. Task 4 will help.

4. Sounds /e/ /æ/ are mistakenly pronounced as /aɪ/. Task 5 and Task 4 will help, Task 5 first.

5. /r/ sound is mistakenly added to /ə/ in both British English and American English. Task 6 will help.

6. /r/ sound is mistakenly added to /ə/ or /ɜ:/ in British English. Task 7 will help.

7. /r/ sound is not pronounced in a word where there is letter "r" after a vowel in spelling. Task 7 will help.

Tasks for Improvement

Task 1 /i:/ & /ɪ/

Step 1 Read these two words: "eat" and "it". Do they sound the same or different? _____.

Step 2 Now look up these words in your dictionary and write down their phonetic symbols:

eat _____ it _____

Step 3 Observe your teacher's mouth while listening to his/ her pronouncing the sound /i:/ and /ɪ/, and try to choose what you have noticed:

1) /ɪ/ is (A. longer/ B. shorter) than /i:/ (Tip: Discrimination of vowel length is not prominent in American English);

2) For /ɪ/, the raised part of the tongue is (A. less forward/B. more forward) than that for /i:/;

3) For /ɪ/, the spreading of the lips is (A. tenser/B. laxer) than that for /i:/.

Step 4 Try to imitate your teacher in pronouncing the sounds /i:/ and /ɪ/.

Step 5 Now listen and read after **Sound Track 1**.

- 1) eat it; 2) peak pick; 3) deep dip; 4) seek sick;
5) seat sit

Step 6 Listen to **Sound Track 2** and choose the word you have heard:

- 1) What is the height of the (A. heel/B. hill)?
2) What is the color of the (A. sheep/B. ship)?
3) How can you (A. heat/B. hit) it?
4) I want to take the (A. peels/B. pills).

Task 2 /ɪ/ & /e/

Step 1 Read these two words: "sit" and "set". Do they sound the same or different? _____.

Step 2 Now look up these words in your dictionary and write down their phonetic symbols:

sit _____ set _____

Step 3 Observe your teacher's mouth while listening to his/her pronouncing the sound /ɪ/ and /e/, and try to choose what you have noticed:

- 1) For /e/, the raised part of the tongue is (A. more forward/B. less forward) than that for /ɪ/;
2) For /e/, the openness of the mouth is (A. wider/B. narrower) than that for /ɪ/;
3) For /e/, the spreading of the lips is (A. tenser/B. laxer) than that for /ɪ/.

Step 4 Try to imitate your teacher in pronouncing the sounds /ɪ/ and /e/.

Step 5 Now listen and read after **Sound Track 3**.

- 1) him hem; 2) sit set; 3) lid led; 4) since sense;
5) pick peck

Step 6 Listen to **Sound Track 4** and choose the word you heard.

- 1) Will he make a new (A. bid/B. bed) for the model house?
2) The (A. pins/B. pens) are on the desk.
3) Did you see the (A. bill/B. bell) on the floor?
4) What are you going to do with the (A. pit/B. pet)?

Task 3 /i:/ & /eɪ/

Step 1 Read these two words: "see" and "say". Do they sound the same or different? _____.

Step 2 Now look up these words in your dictionary and write down their phonetic

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symbols:

see _____ say _____

Step 3 Listen and read after **Sound Track 5**.

- 1) see say; 2) feel fail; 3) he hey; 4) read raid;
5) we way

Step 4 Listen to **Sound Track 6** and choose the word you heard:

- 1) What did you (A. see/B. say)?
2) Did he (A. feel/B. fail) that?
3) They won't (A. read/B. raid) the part.

Task 4 /e/ & /æ/

Step 1 Read these two words: "said" and "sad". Do they sound the same or different? _____.

Step 2 Now look up these words in your dictionary and write down their phonetic symbols: _____

said _____ sad _____

Step 3 Observe your teacher's mouth while listening to his/her pronouncing the sound /e/ and /æ/ and try to choose what you have noticed:

- 1) For /æ/, the openness of the mouth is (A. wider/B. narrower) than that for /e/.
2) For /æ/, the raised part of the tongue is (A. more forward/B. less forward) than that for /e/.

Step 4 Try to imitate your teacher in pronouncing the sound /æ/ and make sure your tongue surface is lower than that for /e/.

Step 5 Now listen and read after **Sound Track 7**:

- 1) bet bat; 2) guess gas; 3) beg bag; 4) mess mass;
5) merry marry

Step 6 Listen to **Sound Track 8**, and choose the word you heard:

- 1) Her father gave her a loving (A. pet/B. pat).
2) Here is the (A. pen/B. pan).
3) He can do it with the (A. lead/B. lad).
4) Are you sure it's (A. dead/B. Dad)?

Task 5 /e/ & /ai/

Step 1 Read these two words: "said" and "side". Do they sound the same or different? _____.

Step 2 Now look up these words in your dictionary and write down their phonetic symbols:

said _____ side _____

Step 3 Observe your teacher's mouth while listening to his/ her pronouncing the sound /e/ and /aɪ/, and try to choose what you have noticed:

- 1) For /e/, the position of the tongue is (A. fixed/B. changing);
- 2) For /aɪ/, the position of the tongue is (A. fixed/B. changing);
- 3) For /e/, the openness of the mouth is (A. narrower/B. wider) than that for /aɪ/.

Step 4 Try to imitate your teacher in pronouncing the sound /e/ and make sure your tongue does not move during this process.

Step 5 Now listen and read after **Sound Track 9**.

- 1) said side; 2) red ride; 3) let light; 4) met might;
- 5) net night

Step 6 Listen to **Sound Track 10** and choose the word you heard.

- 1) What a (A. mess/B. mice)!
- 2) I saw his (A. beck/B. bike).
- 3) They are going to (A. bet/B. bite).
- 4) They're trying to find out the (A. head/B. hide).

Task 6 No /r/ pronounced after /ə/

Step 1 Look at these words:

famous Canada banana

And you will notice these words (A. have/B. do not have) letter "r" after vowel letters in spelling.

Step 2 Read the words above and compare the way you pronounce them with that you heard from **Sound Track 11**. Do they sound the same? _____.

Step 3 Now look up these words in your dictionary and write down their phonetic symbols:

famous _____ Canada _____ banana _____

Step 4 Observe your teacher's mouth while listening to his/ her pronouncing the words above and try to choose what you have noticed:

When pronouncing /mə/ in the word "famous", /də/ in "Canada" and /nə/ in "banana" in the end, the tip of the tongue is (A. not touching anything/B. touching the bottom of the lower teeth).

Step 5 Try to imitate your teacher in pronouncing the words above and make sure the tip of your tongue touches the bottom of the lower teeth when pronouncing /ə/

sound.

Step 6 Now listen and read after **Sound Track 12**.

- 1) A banana from Cuba
- 2) Coca-Cola from America
- 3) A famous sofa in Canada
- 4) A kind of data made by Linda

Task 7 /ɜ:/ and /ə/ with the letter "r" in the spelling

Step 1 Look at these words: bird sir fur maker slipper factor

And you will see that these words (A. have/ B. do not have) letter "r" in the spelling of sounds /ɜ:/ and /ə/.

Step 2 Look up these words in a dictionary and write down their phonetic symbols both in British and American English.

bird	_____	sir	_____	fur	_____	maker	_____	slipper	_____	factor	_____
BrE	_____		_____		_____		_____		_____		_____
AmE	_____		_____		_____		_____		_____		_____

Step 3 Compare the phonetic symbols in the upper row and lower row, you will find out that

- 1) /ɜ:/ or /ə/ in British English is (A. followed/B. not followed) by /r/ sound;
- 2) /ɜ:/ or /ə/ in American English is (A. followed/B. not followed) by /r/ sound.

Step 4 Observe your teacher's mouth while listening to his/ her pronouncing the words above in British English and American English respectively and you will notice that:

- 1) When pronouncing /ɜ:/ or /ə/, the tip of the tongue is (A. touching the bottom of the lower teeth/B. not touching anything);
- 2) When pronouncing /ɜ:r/ or /ə:r/, the tip of the tongue is (A. touching the bottom of the lower teeth/B. not touching anything).

Step 5 Listen and read after **Sound Track 13**.

bird sir fur maker slipper factor

Imitation for Consolidation

Step 1 Read the following groups of words carefully after **Sound Track 14**

1) /i:/

even dream deeply meaning creed these created equal heat
freedom