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世纪高职高专精品教材·经贸类通用系列

An illustration within a large white circular frame shows several business professionals in suits standing on a large globe. Some are standing on smaller globes. The background is a solid blue color.

# 商务英语基础

SHANGWU YINGYU JICHU

主 编◎邓 忍

副主编◎佟岳雯



中国人民大学出版社

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主 编 邓 忍  
副主编 佟岳雯  
参编者 窦柯静 邱晓清 张媛媛  
周 樱 邹 娴

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# 前言

未来,在高职院校经贸类专业学生的职业高位发展中最需要的能力之一是英语应用能力。当前,在高职院校经贸类专业学生的职业能力培养中最困难的方面之一是英语听说读写。未来需求与现实状况之间的距离要求我们广大英语教学者要有勇气和信心去面对,要用科学的方法去应对。

本书编者们在多年教学实践探索和研究基础上进行了大胆的教材编写尝试。无论是在编排模式还是在内容呈现上,都力图展示一种新的理念:从日常对话到听力练习,从词语学习到课文阅读,从短文写作到主题辩论,无不体现出以教师为主导、学生为主体的现实努力;语法讲解则旨在引导学生把握语法学习的内在规律,培养学生自己创造句子的能力;考虑到职业院校经贸类专业学生未来工作的特点之一是需要较多的人际交流,本书还试图从教学的多个环节对学生情感、认知等方面进行浸润式的默化,以提高其情商,从而能够更好地适应未来社会。

本书以“大学生对大学生活和个人未来发展需求”为主题线索,设置了“学习生活”、“综合素质”、“专业发展”三个板块。每个板块都分别包含了5个与大学生成长紧密相关的社会元素。根据“加强学生的人文精神培养,关注学生和社会的未来发展,拓展学生的专业基础理论视野”的阶梯式发展程式来选取阅读材料。本书共包括15个单元,每个单元中师生活动设计主要围绕“听、说、读、写、译”5个基本技能的培养展开。本教材内容涉及面广、信息丰富、词汇量大;选材新颖,比较切合学生生活实际;编写构架完整,关照了目前学生英语学习的现状和需求。

本书在以下几个方面不同于其他大学英语教材:

第一,主张“给师生思考的时间和合作的空间”。

如在每个单元课文右边的“Vocabulary Ocean”栏目中,我们并未提供现成的生词,而是希望学习者能够根据自己的实际情况去查找生词,提高课前预习的实际效果;同时,教师也可以根据自己的需要以及任教班级学生的基础对词汇教学内容进行适当的调整或补充。

第二,强调学生在教师指导下的自主学习。

各个单元后的“Challenge Yourself”和“Development Forum”需要教师对学生加以

指导，并帮助学生掌握英语学习的基本方法，从而使之具备一定的自主学习能力。

第三，重视学生的口语表达及基本写作能力的提高。

重视学生口语表达能力、帮助学生形成基本的写作能力也是本教材特别关注的方面。“English Salon”和“Rational Debate”都是为培养学生运用英语表达个人思想观点而设，教师可以根据学生的具体情况进行删减或增补。“Development Forum”看似一般性的语法知识讲解，但实则不同于传统的语法教学。传统的语法教学重语法规则讲解、学生记忆模仿，语法规则仅仅是教学的具体内容之一；本教材中的语法是对传统语法规则的系统简化，要求学生理解转化，语法规则变成了英语能力培养的方法和工具。

本教材同时也对教师提出了较高的要求，如对学生及时地跟踪和督促检查应该常态化。教师可以尽情展示自己的教学魅力和教学能力。

本书具有以下四个方面的特点：关注高职学生的英语基础；切合高职院校的教育目标；强调英语能力的专业构建；突出学科跨度的有机融合。通过学习本书，希望能够帮助广大高职学生树立正确的人生价值观，了解当代社会的主元素，具备一定的自我反思能力，形成较好的专业素质。

本书的出版得到了中国人民大学出版社编辑们的关心和指导，在此表示真诚的感谢。同时也对苏州工业职业技术学院的方向阳副教授、魏力副教授给予的鼓励和支持表示衷心的感谢。

尽管我们对本书倾注了大量心血，但由于多方面的原因，书中难免存在疏漏和不足，敬请专家和同行批评指正。

邓忍

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# Unit 1

## What Is College?

### Part One Learn to Say

#### A

**Brooklyn:** Did you go to a university?

**Justin:** Yes, I graduated with a BA in English from Qingdao University.

**Brooklyn:** When did you graduate?

**Justin:** Just a few years ago. What about you?

**Brooklyn:** I just graduated from high school.

**Justin:** Are you planning on going to university?

**Brooklyn:** I'd like to get a BA, but I don't know where I should go.

**Justin:** Have you applied anywhere yet?

**Brooklyn:** Yes, I've applied to four universities and have been accepted into all of them.

**Justin:** Congratulations! Which one costs the least?

**Brooklyn:** The tuition is the same for all of them.

**Justin:** Which one has the most interesting courses?

**Brooklyn:** I think the courses at Leeds University are interesting, but I think the ones at Manchester University would be more practical.

**Justin:** Where would you like to be located?

**Brooklyn:** I'd really like to be in London, but it's the most expensive city in England to live in, so I don't know if I can afford to live there.

**Justin:** Have you applied for grants or financial aid of some sort?

**Brooklyn:** Not yet.

**Justin:** I think you should do that as soon as possible. It will help you make a decision about which university to go to.



**Brooklyn:** That's a good idea.

**Justin:** Good luck!

## **B**

**Victoria:** What do you think of studying abroad?

**Lan:** I think it's a great idea. Studying abroad will bring you plenty of new opportunities. Are you planning on going abroad?

**Victoria:** Yes. I am studying for my IELTS right now.

**Lan:** Which country do you want to go to?

**Victoria:** I'd like to study in the UK, but it's really expensive.

**Lan:** Have you applied to any universities there?

**Victoria:** Yes, I received a conditional offer from Oxford University a few days ago.

**Lan:** Congratulations! That's excellent news! What do you have to do to get an unconditional offer?

**Victoria:** I have to get an IELTS score of 7.5 overall. Do you think I can do that?

**Lan:** If you study hard, I don't see why you can't. Have you received any other offers?

**Victoria:** I was also accepted into Yale University, and Sydney University.

**Lan:** If you're worried about money, the cost of living in America is the lowest. However, if you go to Oxford University, you'll probably be able to get any job you want in the future.

**Victoria:** I just can't decide where to go. It's not an easy decision to make.

**Lan:** If I were you, I'd apply for some scholarships and grants before I decide. Whatever you do, I know you'll succeed.

## **I . Good Taste**

1. Read the two dialogues above.
2. Make a dialogue with the expressions from A and B.

## **II . Deep Experience**



A man can fail many times, but he isn't a failure until he begins to blame somebody else.

—J. Burroughs (American naturalist)

1. What do you think of the quotation above?
2. What dreams did you have for your college education? How are you planning on them? Have a talk with your partner about it.



3. Since you have been accepted into this school, what is your thinking in the next three years?

### III . Compound Dictation

**Directions:** In this section, you will hear a passage three times. You are required to fill in the blanks numbered from 1 to 8 with the exact words you have just heard. For blanks numbered from 9 to 11 you are required to fill in the missing information. For these blanks, you can either use the exact words you have just heard or write down the main points in your own words.

Today we are going to practice evaluating the main tool used when addressing groups—the (1) \_\_\_\_\_. There are three main elements that combine to create either a positive or negative (2) \_\_\_\_\_ for listeners. They can (3) \_\_\_\_\_ in a voice that is pleasing to listen to and can be used effectively, or they can create a voice that doesn't hold the attention, or even worse causes an (4) \_\_\_\_\_ reaction. The three elements are volume, pitch and pace.

When talking about volume, keep in mind that a good speaker will adjust to the size of both the room and the audience. Of course, with an (5) \_\_\_\_\_ device like a microphone, the speaker can use a (6) \_\_\_\_\_ tone. But speaker should not be (7) \_\_\_\_\_ on it. A good speaker can speak loudly without shouting.

The second element—pitch—is related to the highness and lowness of the sounds. High pitches are for most people more difficult to listen to, so in general, the speaker should use the lower (8) \_\_\_\_\_ of the voice. (9) \_\_\_\_\_

The third element, pace—this is how fast or slow words and sounds are articulated—should also be varied. (10) \_\_\_\_\_

Pauses ought to be used to signal transitions or create anticipation. It can be very effective when moving from one topic to another (11) \_\_\_\_\_

## Part Two Read and Think

### Text

#### What Is University Education?

If then a practical end must be **assigned** to a University course, I say it is that of training good members of

#### Vocabulary Ocean

society. Its art is the art of social life, and its end is fitness for the world.

It neither **confines** its views to particular professions on the one hand, nor creates heroes or **inspires** genius on the other.

Works indeed of genius fall under no art; heroic minds come under no rule; a university is not a birth-place of poets or of **immortal** authors, of founders of schools, leaders of colonies, or **conquerors** of nations.

It does not promise a generation of Aristotles or Newtons, of Napoleons or Washingtons, of Raphaels or Shakespeares, though such miracles of nature it has before now contained within its **precincts**.

Nor is it **content** on the other hand with forming the critic or the experimentalist, the economist or the engineer, although such too it includes within its scope.

But a university training is the great ordinary means to a great but ordinary end; it aims at raising the **intellectual** tone of society, at **cultivating** the public mind, at **purifying** the national taste, at supplying true principles to popular **enthusiasm** and fixed aims to popular **aspiration**, at giving **enlargement** and **sobriety** to the ideas of the age, at **facilitating** the exercise of political power, and **refining** the **intercourse** of private life.

It is the education which gives a man a clear, **conscious** view of his own opinions and judgments, a truth in developing them, an **eloquence** in expressing them, and a force in **urging** them.

It teaches him to see things as they are, to go right to the point, to **disentangle** a **skein** of thought, to **detect** what is **sophistical**, and to **discard** what is **irrelevant**.

It prepares him to fill any post with **credit**, and to master any subject with **facility**.

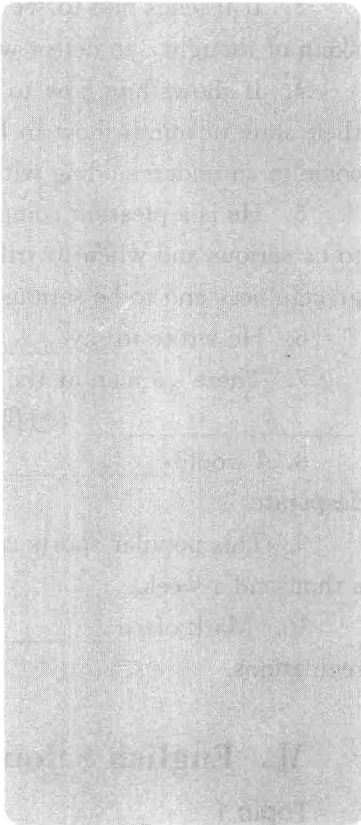
It shows him how to **accommodate** himself to others, how to throw himself into their state of mind, how to bring before them his own, how to **influence** them, how to come to an understanding with them, how to bear with them.

He is at home in any society; he has common ground with every class; he knows when to speak and when to be silent; he is able to **converse**; he is able to listen; he can ask a question, and gain a lesson seasonably, when he has nothing to **impart** himself; he is ever ready, yet never in the way; he is a pleasant companion, and a comrade you can depend upon; he knows when to be serious and when to **trifle**, and he has a sure **tact** which **enables** him to trifle with **gracefulness** and to be serious with effect.

He has the **repose** of a mind which lives in itself, while it lives in the world, and which has resources for its happiness at home when it cannot go abroad.

He has a gift which serves him in public, and supports him in **retirement**, without which good **fortune** is but **vulgar**, and with which failure and disappointment have a charm.

The art which tends to make a health, though it is less **susceptible** of method, and less **tangible**, less certain, less complete in its result.



## IV . Challenge Yourself

Questions				Total	Your Score
How many boldfaced words do you know previously?				40	
Are there any other words you are not familiar with?				10	
Can you translate the two underlined sentences?				10	
How many other sentences are there that you can't understand?				20	
Can you retell the passage in your own words after reading?				20	
A	B	C	D	E	Your Grade
90~100	80~89	70~79	60~69	0~59	

## V . Translation

1. Works indeed of genius fall under no art; heroic minds come under no rule.
2. It aims at raising the intellectual tone of society, at cultivating the public mind, at purifying the national taste, at supplying true principles to popular enthusiasm and fixed aims to popular aspiration, at giving enlargement and sobriety to the ideas of the age, at facilitating the exercise of political power, and refining the intercourse of private life.

3. It teaches him to see things as they are, to go right to the point, to disentangle a skein of thought, to detect what is sophistical, and to discard what is irrelevant.

4. It shows him how to accommodate himself to others, how to throw himself into their state of mind, how to bring before them his own, how to influence them, how to come to an understanding with them, how to bear with them.

5. He is a pleasant companion, and a comrade you can depend upon; he knows when to be serious and when to trifle, and he has a sure tact which enables him to trifle with gracefulness and to be serious with effect.

6. He wrote to say \_\_\_\_\_ (他们终究还是不能给我一份工作).

7. There's a man at the reception desk who seems very angry and I think he means \_\_\_\_\_ (想找麻烦).

8. I would \_\_\_\_\_ (不会诉诸法律) a court of law if I hadn't been so desperate.

9. This popular sports car \_\_\_\_\_ (正在生产出来) out at the rate of a thousand a week.

10. Mark often \_\_\_\_\_ (试图逃脱罚款) whenever he breaks traffic regulations.

## Ⅵ. English Salon

### Topic 1

Why parents would prefer to home school their children?

### Topic 2

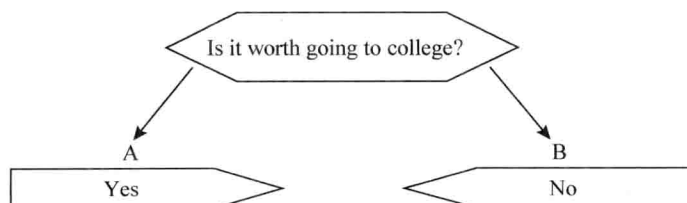
What are the advantages of traditional Chinese education that you think should be passed on to the next generation?

### Topic 3

Do you think that having a 9-year compulsory schooling is enough to have a bright future?

## Ⅶ. Rational Debate

To get a satisfactory job is so difficult for so many graduates today that many people think it is not worth going to college. What's your idea for that? State your reasons.



## VIII. Development Forum

### 词汇记忆系统——语法专题之一

#### 一、构词法系统记忆方法

在语言发展的最初阶段，人们使用简单的“音”、“形”符号来表示日常生活中的事物和概念，这些符号逐渐定格为语言中最基本的词，在语言上被称为原生词，也就是我们常说的根词。英语里的原生词大都是单音节的，如 sun, moon, hill, fish, face, ear, cry 等，数量不多。随着社会的发展与进步，语言的扩充与融合使语言变得越来越复杂，有限的原生词已不能满足人们的社会生活和生产的需要，人们便通过创造新词来表示新生事物，并在语言实践中逐渐形成一定的规律。这种按照语言一定规律创造新词的方法，即为构词法。

最常见的构词法有合成、转化和派生三种。它们分别从不同的结构角度揭示了单词的构成方式。

##### (一) 合成法——两个或两个以上的单词组合成另外一个新词的方法

合成词的词类和词义通常会发生改变。词义多为内部词的词义叠加或引申；词类则常由内部词的最后一个词的词类决定。

1. 合成名词：尾词多为名词或相当于名词的词。例如：

cornerstone 基石      dishwasher 洗碟工，洗碟机      spaceship 宇宙飞船

若由多词组合而成或尾词为非名词，则内部词之间多用连词符号“-”连接。例如：

give-and-take 公平交易      father-in-law 岳父，公公

2. 合成形容词：尾词多为形容词或相当于形容词的动词-ed 形式和动词-ing 形式。例如：

colorblind 色盲的      hard-working 勤劳的

3. 合成动词：尾词多为动词。例如：

ill-treat 虐待      undergo 经历      overhear (无意) 听见

4. 合成副词：尾词多为副词。例如：

however 但是      whatever 无论什么      moreover 而且

##### (二) 转化法——从一种词类转化成另一种词类的方法

转化后的词类应该具有目标词的功能和特征。动词转化为名词时，该词前常有不定冠词出现；形容词转化为名词时，该词前有定冠词或介词出现。例如：

give a shout 喊叫      the sick 病人      the wounded 伤者

##### (三) 派生——在一个词上附加前缀或后缀构成新词的方法

1. 前缀：它通过自身的语义与原词语义共同建构目标词的新词义，且仍与原词在语

义上相关联。例如：

co-(共同)+operate (操作) (v.)→cooperate 合作 (v.)  
over-(过于)+flow (流溢) (v.)→overflow (使) 泛滥 (v.)

但前缀 a-, em-, en-改变词类。例如：

wake (v.)→awake (adj. & v.)      body (n.)→embody (v.)      joy (n.)→enjoy (v.)

2. 后缀：它最主要的功能是用来改变原词的词类性质。绝大多数后缀的词类功能是唯一，少数后缀的词类功能是多重的。

(1) 名词后缀。例如：

foreign 外国的 (adj.)+ -er (……者)→foreigner 外国人 (n.)  
friend 朋友 (n.)+ -ship (……的关系)→friendship 友谊 (n.)

(2) 动词后缀。例如：

beauty 漂亮，美丽 (n.)+ -fy (使……化)→beautify 美化 (v.)  
modern 现代的 (adj.)+ -ize (使……成为)→modernize 使现代化 (v.)

(3) 形容词后缀。例如：

help 帮助 (n.)+ -ful→helpful 有帮助作用的 (adj.)  
accept 接受 (v.)+ -ble→acceptable 可接受的 (adj.)

(4) 副词后缀。例如：

back 后面 (n.)+ -ward(s) (方向)→backward(s) 朝后 (adv.)  
free 自由的 (adj.)+ -ly (方式，程度)→freely 自由地 (adv.)

构词法不仅仅是关于单词构成的知识，还是一种快速记忆单词的工具。学习者要有意识地运用构词法知识对单词的内部结构进行分解、重组，结合单词的“音”和“形”理解单词的“义”。

## 二、读音规则系统记忆方法

语音学习应当讲究其实用性。因此，学习者在学习语音时务必要做到：

(1) 能熟记 48 个语音音素的写法和正确读音及其他有关知识；

(2) 能听音辨形，即听到读音即知道它是哪个音素；

(3) 在听到一个单词时，能通过该单词的读音判定出它含有多少及哪些元音音素，并且能按照它的发音顺序将它的音标形式和单词形式拼写出来。

单词读音的系列规则可以帮助我们掌握单词的准确读音并将单词“音”化，从而把单词读音的分散性和无序性归源到有限读音规则上，使之集中有序，实现单词读音的定格，达到简化单词的记忆量、提高记忆速度和效率的目的。学习者应当做到以下几个方面。

### (一) 熟练掌握 48 个音标 (能写会读)

单词中辅音字母和元音字母的发音，牵一发而动全身，它们受制于“音节”、“重读”等一些基本的读音规则。熟记 48 个音标，是语音学习的基础。

语音 音素 (48 个)	元音 (20 个)	单元音(12 个)	前元音(4 个)	[i:] [ɪ] [e] [æ]	
			中元音(3 个)	[ɜ:] [ə] [ʌ]	
			后元音(5 个)	[ɑ:] [ɔ:] [ɒ] [u:] [ʊ]	
		双元音(8 个)	[ɪ]结尾(3 个)	[aɪ] [eɪ] [ɔɪ]	
			[ə]结尾(3 个)	[ɪə] [eə] [ʊə]	
			[ʊ]结尾(2 个)	[aʊ] [əʊ]	
	辅音 (28 个)		成对的清浊辅音(10 对)		不成对清浊辅音(8 个)
		清辅音(11 个)	[p] [t] [k] [f] [s] [θ] [ʃ] [tʃ] [tr] [ts]		[h]
		浊辅音(17 个)	[b] [d] [g] [v] [z] [ð] [ʒ] [ʤ] [dr] [dʒ]		[ɹ] [m] [n] [ŋ] [j] [w] [r]

## (二) 知道什么叫音节

音节是英语最小的拼读单位。

音节具有以下特征：

- (1) 以元音为核心；
- (2) 无元音不成音节（自成音节例外）；
- (3) 每个音节（自成音节除外）必须含有也只能含有一个元音音素。

## (三) 掌握音节的划分规则

1. 两个发音的元音字母之间，若只有一个辅音字母，则该辅音字母通常划归后一个音节。例如：

ci-ty de-cide mo-ment plea-sant pu-pil

2. 两个发音的元音字母之间，若有两个辅音字母，则这两个辅音字母分别属于前后两个音节。例如：

prob-lem sub-ject sen-tence sil-ly

3. 两个发音的元音字母之间，若含有 th, sh, ch, ph, gh, tr, dr 等辅音字母组合，则这些字母组合不能分开，应划在同一个音节内。例如：

French-man neigh-bour far-ther or-chard

4. 自成音节是独立音节，应与它前面的音节分开。例如：

ap-ple gar-den cer-tain

5. 单词含有前缀或后缀时，词缀应自成音节，不能拆开。例如：

re-write care-ful un-necessary



#### (四) 熟悉音节的分类

1. 开音节：包括相对开音节和绝对开音节。

(1) 相对开音节：是由一个元音字母+一个辅音字母（r 除外）+不发音的 e 构成的音节。例如：

name face Chinese complete bike fine rose home use re-fuge type

(2) 绝对开音节：是以一个发音的元音字母结尾的音节。例如：

ra-di-o pre-fer she go my by u-ni-ver-si-ty

2. 闭音节：是由一个元音字母+一个或几个辅音字母（r 除外）构成的音节。例如：

that ap-ple bed help let-ter sit hill clock hot bus jump

3. -r 音节：是由一个元音字母+r 构成的音节。例如：

for-ward car hard term her third girl horse nurse hurt

4. -re 音节：是由一个元音字母+re 构成的音节。例如：

pre-pare rare here hire store pure tyre

5. 自成音节：辅音 [l] [m] [n] 由于发音响亮，因此在词尾时，可以和它前面的辅音构成音节。这种情况叫自成音节。例如：

table ['teɪbl] wiggle ['wɪgl] weasel ['wi:zl] vessel ['vesl] pedal ['pedl]  
listen ['lɪsn]

6. 字母组合音节：含有至少一个元音字母在内的几个字母的组合且只发一个元音的音节。字母组合音节主要有以下两种情况：

(1) 元音字母与元音字母组合。例如：

boat food heavy voice build found piece Indian

(2) 元音字母与辅音字母组合。例如：

blow thought bear talk poor

7. 其他音节：是指英语中某些单词不能将它们归类到以上六种音节中的任何一种类型。例如：

balance change bridge

单词根据所含音节的多少可分为：

- 单音节词（只含一个音节），如 stop, bus, dirt, cake, break, food;
- 双音节词（含两个音节），如 care-ful, ex-plain, pa-cket, wa-ter;
- 多音节词（含三个或以上音节），如 re-mem-ber, ne-ces-sary, u-ni-ver-si-ty.

#### (五) 掌握音节重读规则

重读音节是指单词中发音最响亮的那个音节。其余的音节则为非重读音节（次重读

音节)。

1. 单音节词均重读, 但注音标时不需要使用重读符号。例如:

stay [steɪ]    desk [desk]    sit [sɪt]

2. 双音节词通常第一个音节重读。例如:

pretty ['prɪti]    ruin ['ruːn]

3. 多音节词通常在倒数第三个音节上重读。例如:

e-lec-tri-ci-ty [ɪlek'trɪsɪti]    u-ni-ver-si-ty [ˌjuːnɪ'vɜːsɪti]

4. 词尾有 -ic, -tion, -sion 的词, 通常在它们前面的一个音节上重读。例如:

e-lec-tric [ɪ'lektrɪk]    sug-ges-tion [sə'dʒestʃən]    re-vi-sion [rɪ'vɪʒən]

5. 单元音与双元音或长元音共存的双音节或多音节词, 通常在含双元音或长元音的音节上重读。例如:

re-view [rɪ'vjuː]    a-gain [ə'geɪn]    pre-fer [prɪ'fɜː]

## (六) 掌握元音字母在重读中的发音规则

元音字母在重读的开音节、闭音节、-r 音节和 -re 音节中的读法

字母	在开音节中	在闭音节中	在-r 音节中	在-re 音节中
a	[eɪ]	[æ]	[ɑː]	[eə]
e	[iː]	[e]	[ɜː]	[eə] [ɪə]
i	[aɪ]	[ɪ]	[ɜː]	[aɪə]
o	[əʊ]	[ɒ]	[ɔː] [ɜː]	[ɔː]
u	[juː]	[ʊ] [ʌ]	[ɜː]	[juə] [ʊə]

## (七) 掌握元音字母在非重读音节中的发音

字母 e, i 多发 [ɪ], 字母 a, o, u 多发 [ə], 字母 a 有时也发 [ɪ]。另外, 常见字母组合 er, or, ure 在非重读音节中发 [ə]。字母组合 ir, ur 多在重读音节中出现。

字母	音标	例词
a	[ə]	chair <u>man</u> , glob <u>a</u> l, neg <u>a</u> tive, comp <u>a</u> ny
	[ɪ]	comr <u>a</u> de, passag <u>a</u>
e	[ə]	stud <u>e</u> nt, camer <u>a</u> , leg <u>e</u> nd, ag <u>e</u> nt, trav <u>e</u> l
	[ɪ]	harv <u>e</u> st, negat <u>i</u> on, mark <u>e</u> t, velv <u>e</u> t (天鹅绒)
i(y)	[ɪ]	un <u>i</u> t, pract <u>i</u> ce, part <u>y</u> , gl <u>o</u> ry, navigat <u>i</u> on, paralyt <u>i</u> c (瘫痪的)
	[ə]	parimut <u>e</u> l (同注分彩赌博法), zeph <u>y</u> r (西风)
o	[ə]	prop <u>o</u> se, necrol <u>o</u> gy (讣告), alcoh <u>o</u> l, wag <u>o</u> n
u		ind <u>u</u> stry, vel <u>u</u> m (软腭), walr <u>u</u> s (海象), wamp <u>u</u> m (贝壳串珠)
ar		nectar <u>a</u> r (花蜜, 琼浆玉液), stand <u>a</u> rd, vehicul <u>a</u> r (车辆的), vulgar <u>a</u> (平民的)
er		center <u>e</u> r, glimmer <u>e</u> (微光), zip <u>e</u> r
or		doct <u>o</u> r, parl <u>o</u> r, vapor <u>o</u>
ur		yog <u>u</u> rt (酸奶)
ure		future <u>e</u> , restruct <u>u</u> re, measur <u>e</u> , gestur <u>e</u> , pictur <u>e</u> , ventur <u>e</u>