



外语教学指导与学术研究系列丛书

Listening and Speaking:
An English Phonetics Course

简明大学英语 语音与听说教程

◎主 编 尹 静 ◎副主编 任志伟 麻 蕊

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★ 藏书 ★
图书馆

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前言

PREFACE

众所周知,语言由语音、词汇和语法 3 部分构成。语言是音义结合的词汇和语法体系。它首先是有声的,所传递的信息首先是通过语音系统表达出来的,所以语音是语义的物质媒介,是语言存在和发展的物质基础。因此,语音教学是英语教学的一个重要组成部分,是学好英语的基础。

调查显示,许多中学的英语教学都缺少语音教学这一部分,有的学生甚至都没有系统地学习过音标,各类英语测试也基本上不涉及语音知识测试。基于此,本书的编者在编写过程中充分考虑到大一年级学生普遍存在的英语语音基础较差的这一情况,以音标为开端,通过通俗易懂的讲解和大量的模仿跟读练习帮助学生掌握正确的语音知识,从而为在未来的实际工作中能说出一口流利、漂亮的英语打下坚实的语音基础,同时也结合词汇和句型编写了多篇情景会话和形式多样的听说练习,通过模仿和训练提高实际运用语言的能力。

一、编写依据

著名语言学家海姆斯与巴克曼认为,语言能力是交际能力的基础,交际能力的培养必须建立在语言能力的基础之上,而语言能力的第一要素就是语音能力,因此,要提高学生的英语应用能力与交际能力,就必须重视语音教学。语音学习对于语言学习意义重大。著名语言学家斯特恩认为,语音学习应是渐进的,语音知识和能力需要长时间逐渐积累,因而语音教学绝不仅仅局限于入门阶段,而是要贯穿整个英语教学进程中。语音学得好,可以大大促进听力、口语、阅读能力的提高;反之,则会严重影响各种技能的训练效果。多项研究表明,我国的哑巴英语是忽视发声技巧和语音准确的必然结果。

此外,在 1999 年教育部颁布的《高等学校英语专业英语教学大纲》与 2000 年批准下发的《关于外语专业面向 21 世纪本科教育改革的若干意见》中对语音教学都提出了要求;在 2007 年教育部高教司颁布的《大学英语课程教学要求》中,“三个层次”的要求体现教育部对大学生听说能力的重视。作为良好的英语口语和交际能力的前提和条件,语音教学是大学英语专业与非英语专业教学不可或缺的组成部分。

二、教材特色

一是本教程系统性和实用性强，浅显易懂，侧重语言实践。本教程围绕语音学，以浅显易懂的语言，系统介绍了语音学的基本概念。逼真的口型图，详细的发音指导、正误对比，丰富的词汇、短语、短句及对话的跟读练习，特别适合中国学习者比较和纠正容易混淆的发音，在语音对比中更快更好地掌握英语发音的规律。模仿是语言学习者最简单、有效的方法。本书包含了大量的模仿跟读练习，无论是课堂教学，还是自学使用，可操作性都较强。

二是体现先进教学理念。本教程从听辨语音、语调能力的培养入手，将听力、发音与口头表达 3 方面的训练紧密结合，强调学习的参与性、社会性和情境性，构建“英语语音”传统教学与多媒体教学的最佳结合点；在教学内容、教学活动和教学过程的安排上，注重学生主动性、合作性的培养，让学生在多种不同的情境下应用他们所学的语音知识，最终把学习内容转化为可操作的语言技能。

三是课堂教学活动和课后学习活动的设计与安排为教师和学生提供了较为广阔的空间。例如：除了利用原汁原味的听说材料练习语音，本书还特别增加了模仿真实场景的会话内容，使得同桌、小组之间能够进行直接的交流，既开发学生个体的思维能力，又增强学生之间的沟通和包容能力，还能培养合作精神；在培养学生语音技巧的同时，还特别重视对西方文化背景的介绍，使学生能够积累足够多的背景知识，做到活学活用，保证跨文化交流的顺利进行；为鼓励学生的个性化发展，每课都精选了一首有代表性的英文歌曲，让学生在歌声中正语音，听语调，记歌词，寓教于乐，提高语音学习兴趣。

三、教材内容

本教材共有 16 个单元，每个单元一般由 6 部分组成。每个单元都配有与教材紧密联系的学习资源，包括教学课件、网络自主学习平台等。以第一单元为例，教材内容和练习形式如下：

部 分	内 容	练习形式
I. Front Vowels /i/ 和 /i:/	The Manner of Articulation, Common Pronouncing Errors, Pronunciation Drills	模仿、跟读、朗读、纠音、 对比练习
II. Front Vowels /e/ 和 /æ/	The Manner of Articulation, Common Pronouncing Errors, Pronunciation Drills	模仿、跟读、朗读、纠音、 对比练习
III. Listening and Speaking Practice	Pair Work, Group Work	听录音回答问题、小组角色扮演、复合听写、同桌纠音

(Continued)

部 分	内 容	练习形式
IV. Cultural Horizon	American Wedding	讨论
V. Learning and Enjoying	Right Here Waiting	听歌补全歌词信息及记歌词
VI. Homework	Read the Tongue Twister, Recite the Poems, Imitate, Record and Compare, Prepare an Oral Report	读绕口令, 朗读诗歌, 听录音模仿语音语调, 口头报告

四、教学模式

英语语音教学课时少, 任务重。传统的“以教师为中心, 单纯传授语言知识和技能的教学模式”效果不佳, 需采取多样化、有针对性的教学模式。

本教材重视开发学习者的自我潜能, 力图使学生成为“自我实现者”; 教师则在课堂内外发挥指导作用, 指导学生学会学习。

本教材体现了“人本主义”的教育观, 鼓励“个性化学习”“自主学习”“合作学习”等先进教学模式。

本教材力求融听、说和网络学习资源为一体, 形成“以学生为中心, 既传授一般的语言知识与技能, 又注重培养语言应用能力和自主学习能力”的立体化、个性化教学新模式。

一是采用发音训练、听力训练与语言交际能力的培养融为一体的教学模式, 适当使用任务型、交互式等教学方式和网络学习资源, 引入“自主学习”“合作学习”等策略, 帮助学生提高语音的准确、流利、自然程度以及听力水平, 从而提高语言交际能力。

二是传统与现代化教学手段相结合, 营造真实交际环境, 提升教学效果。“充分运用多媒体创设情景, 提供事实, 呈现过程, 展示范例, 让学生运用多种感官进行观察、感知、分析、比较、演绎和归纳”(卜友红, 2003: 54)。除运用一些传统的英语语音教学方式及方法, 如演示法、对比法、手势法、辨音法、口形定位法等外, 还使用录音法、对镜发音法、英汉绕口令练习法、教唱英文歌曲和模仿电影对白等一些新方法, 并充分运用电视、电脑、录音机等音响、影像及其他多媒体设备, 营造更自然、活泼、真实的语言交际环境, 从而达到提升教学效果的目的。

三是充分体现构建主义学习观倡导的合作学习以交际活动与互动为基本特征, 充分重视学习者自身的因素, 调动学习者的积极情绪, 采用 Pair Work

与 Group Work 的合作学习形式, 实现生一生互动, 为学生提供观察对方的语言表达与语音表达习惯的机会, 发现对方的亮点, 并通过对方对自己表达的反应来逐步调整自己的语音表达习惯; 同时, 合作小组的学习能够延伸到课外, 在离开老师后仍然能够进行语音训练、模拟场景中的语音交际训练、角色扮演。

本教材是北华航天工业学院“英语语音”重点课程项目的中期成果。作为课题项目主持人, 尹静教授负责教材的策划与结构设计。尹静编写了本书的第一、六、十六课, 任志祯编写了第二、三、四、五、七、八、九、十课, 麻蕊编写了第十一、十二、十三、十四、十五课。感谢学校教学指导委员会与学术指导委员会, 感谢为我们积累了丰富教学经验的全体同人。没有他们的指导与帮助, 本教材不会如期付梓。

另外, 还要感谢北京理工大学出版社的指导和支持。

由于时间仓促, 编者水平有限, 本教程疏漏之处在所难免。恳请同行、专家及本教程的读者不吝赐教, 我们将不胜感激。

北华航天工业学院外语系
“英语语音”重点课程建设项目组

(与本书配套的音频资料及课件请从本社网站上免费下载)

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Lesson 1

Vowels (I)

In this lesson you will:

Learn and practice the front vowels.

Practice listening and speaking.

Learn American wedding culture.

kick [kɪk]	eye [aɪ]
lady [ˈleɪdi]	we [wiː]
gym [dʒɪm]	feel [fiːl]
ultimate [ˈʌltɪmət]	weak [wiːk]

I. Front Vowels (前元音) /i:/ & /i/

▶ The Manner of Articulation

/i:/

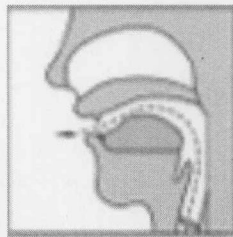
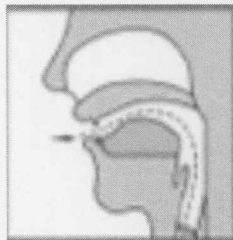
(1) 口形扁平, 和微笑时的口形相似, 上下齿之间的距离很窄, 约能容下一个火柴棍。

(2) 舌尖抵下齿, 舌前部向硬腭尽量抬起。

/i/

(1) 嘴唇向两侧展开, 口形扁平, 上下齿间距离略大于 /i:/ 发音的间距, 可容下一个小拇指尖。

(2) 舌尖抵下齿, 舌位比 /i:/ 发音的位置略低。



▶ Common Pronouncing Errors

/i:/

(1) 有学生发该音时, 舌面易发生摩擦, 从而读成汉语的“一”, 而美语中的 /i:/ 则不可有任何摩擦 (请注意舌面)。美语的“me”和汉语的“蜜”虽听起来相近, 但在读“me”时一定要注意不要让舌前部发生摩擦。

(2) 张口过大, 舌前部未上抬, 读成接近 /i/, 甚至 /e/ 的单元音。

/i/

有时候读这个音时口张得过大, 以至于很难分清他们在说“give”还是“gave”。也有学生读得过长, 近似长音。

▶ Pronunciation Drills

1. Follow the recording to read aloud the words below.

/i:/	/i/
eve [i:v]	kick [kik]
we [wi:]	lady ['leidi]
feel [fi:l]	gym [dʒim]
week [wi:k]	minute ['minit]

(Continued)

/i:/	/i/
team [ti:m]	busy ['bizi]
meat [mi:t]	build [bild]
receive [ri'si:v]	quick [kwik]
seize [si:z]	honey ['hʌni]
belief [bi'li:f]	monkey ['mʌŋki]
niece [ni:s]	women ['wimin]
police [pə'li:s]	expect [ik'spekt]
machine [mə'ʃi:n]	careless ['kæləs]
key [ki:]	foreign ['fɔ:ɪn]

*你还能想出更多的带有这两个元音的单词吗？

2. Follow the recording to read aloud the phrases below.

/i:/-/i/	/i/-/i:/
read it	fit the feet
receive a gift	lip cream
feel ill	a bit weak
deal with	ship the sheep

3. Follow the recording to read aloud the sentences below.

/i:/

- 1) A new broom sweeps clean. (新官上任三把火。)
- 2) Each Easter Eddie eats eighty Easter eggs.
- 3) Seeing is believing. (眼见为实。)
- 4) A friend in need is a friend indeed. (患难见真情。)
- 5) Silly sheep weep and sleep.
- 6) She feels she needs a cup of tea.
- 7) Mr. Green loves the sheep and feeds them with tree leaves.
- 8) We eat meat, peas and beans to meet the needs of our body.

/i/

- 1) I wish you were a fish in my dish.
- 2) Finish it in a minute if it is not difficult.
- 3) A little leak will sink a great ship. (千里之堤溃于蚁穴。)

4) A little learning is a dangerous thing. (浅学误人。)

5) What a big city!

6) Nancy is a rich lady, and she has six kids.

7) The pretty woman is on a holiday.

8) Mary wishes she can build a splendid image.

4. Listen to the following sentences, and circle the words you hear in the brackets.

1) My wife throws away the (peel / pill).

2) They are going to (live / leave) there.

3) Those (heels / hills) are very high.

4) I was (bitten / beaten) yesterday evening.

5) Jim wants to catch the (sheep / ship).

6) First, you must (heat / hit) it.

7) Don't (sleep / slip) on the floor.

8) My wife asks me to take the (lead / lid).

5. Write down the vowels of the underlined letters in the brackets. Then listen to each sentence carefully to check your answers.

Example: bit [i]

sweet [i:]

It is a bit too sweet.

1) please []

key []

Please give Jim his key.

2) swim []

deep []

You cannot swim in the deep river.

3) give []

receive []

It is better to give than to receive.

4) little []

ill []

pill []

A little pill may cure a great ill.

5) thif []

seize []

police []

The thief is seized by the police.

6) coffee []

teeth []

Drinking coffee is bad to teeth.

7) she []

recover []

week []

She needs a few weeks to recover.

8) Chinese [] citizen [] happy [] feel []

As a Chinese citizen, I feel very happy.

II. Front Vowels (前元音) /e/ & /æ/

▶ The Manner of Articulation

/e/

(1) 舌尖抵下齿，舌前部稍抬起，脸部肌肉放松，振动声带。舌位低于/i/发音的位置，比/æ/的高。

(2) 口形扁平，上下齿间可容下自己的食指尖。

/æ/

(1) 舌尖轻抵下齿，舌前部向硬腭抬起的程度比/e/的要低。

(2) 双唇向两旁展开，嘴张得较大。此时嘴形颇像七八个月大的婴儿流着口水，咧嘴憨笑的样子。上下齿可容下自己的中指和食指。

▶ Common Pronouncing Errors

/e/

(1) 许多人把单词中的“en”错读成/ən/, 如“men”读成/mən/, 像汉语中的“门”一样，“pen”读成/pən/, 像汉语中的“盆”一样。记住：只有在弱化时，其中的/e/才可以变成/ə/。

/æ/

(2) 许多人把/æ/读作双元音/ai/, 或如汉语中的“埃”。请特别注意：这是单元音，发音过程中不可有口形的变化，并且汉语中没有这两个音。

▶ Pronunciation Drills

1. Follow the recording to read aloud the words below.

/e/	/æ/
bed [bed]	ham [hæm]

(Continued)

/e/	/æ/
cent [sent]	mass [mæs]
many ['meni]	rabbit ['ræbit]
any ['eni]	bad [bæd]
head [hed]	sad [sæd]
spread [spred]	chat [tʃæt]
guess [ges]	lag [læɡ]
guest [gest]	pat [pæt]
said [sed]	mass [mæs]
friend [frend]	handicap ['hændikæp]
bury ['beri]	plaid [plæd]
says [sez]	plait [plæt]

*你还能想出更多的带有这两个元音的单词吗?

2. Follow the recording to read aloud the phrases below.

/e/-/æ/	/æ/-/e/
a left hand	a man of men
met a fat cat (大款)	bad pen
dead matter	sat on the bed
pen pal	a man of letter (文人)

3. Follow the recording to read aloud the sentences below.

/e/

- 1) All is well that ends well.
- 2) Well fed, well bred. (衣食足, 知廉耻。)
- 3) East or west, home is best. (金窝银窝不如自己的狗窝。)
- 4) Well, let's get everything ready.
- 5) Don't spend every penny you get.
- 6) He tells me how to do things better.
- 7) Better to do well than to say well. (说得好不如做得好。)
- 8) A pleasant peasant keeps a pleasant pheasant and both the peasant and the pheasant are having a pleasant time together.

/æ/

- 1) Many sands will sink a ship. (集腋成裘。)
- 2) He let the cat out of the bag. (他泄露了秘密。)
- 3) He gets a big salary and has a happy family.
- 4) One man's trash is another man's treasure.
- 5) A bad cat deserves a bad rat.
- 6) The fat cat will catch the black rat.
- 7) A snow-white swan is flying swiftly to catch a slowly-swimming snake in a lake.
- 8) The black cat sat on the man's lap and the man and the cat were glad.

4. Listen to the following sentences, and circle the words you hear in the brackets.

- 1) She (begged / bagged) money on the street.
- 2) His bag was (pecked / packed).
- 3) The (men / man) did a great job.
- 4) I (bet / bat) you ten dollars that you can't finish it.
- 5) Jim is the (best / baddest) guy.
- 6) Don't (pet / pat) the dog.
- 7) Jenny wants to (marry / merry) a fat cat.
- 8) Sand is a kind of (dead / dad) matter.

5. Write down the vowels of the underlined letters in the bracket. Then listen to each sentence carefully to check your answers.

Example: fell [e]

flat [æ]

The joke fell flat.

1) manager []

settle []

matter []

The manager finally settled the matter.

2) left []

hand []

desk []

Put your left hand on the desk.

3) rabbit []

pet []

The lovely rabbit is my pet.

4) traffic []

jam []

There is a traffic jam in the street.

5) weather []

Saturday []

terrible []

The weather on Saturday was terrible.

6) fax []

message [] President []

He faxed a message to the President.

7) cameraman []

sweating []

The cameraman was sweat all over.

8) said []

glad []

again []

He said he was glad to see me again.

III. Listening and Speaking Practice

Pair Work

Task 1 Listen to the dialogue and answer the following questions in pairs.

- 1) Where was Jim born?
- 2) What does Jim usually do when he is free?
- 3) Which city does Jim prefer? Why?

Task 2 Follow the speakers to read the following dialogue aloud and then work in pairs to play the roles of Sophie and Jim. Pay attention to the pronunciation of the underlined vowels in the conversation.

Situation: There are 2 people in this dialogue. Jim is a newcomer in a university. Sophie is the teacher who is in charge of the overseas students. Sophie is registering for Jim. (Sophie=S, Jim=J)

S: Good afternoon. Nice to meet you.

J: Good afternoon, Madam. Nice to meet you too.

S: Could you tell me what your full name is please?

J: Well, my full name is Li Mingqian. You can call me by my English name, Jim.

S: Jim, would you mind telling me where you were born?

J: I'd love to. I was born in Xi'an, Shaanxi province of China.

S: Oh, Xi'an is very famous in the western world. Well, could you tell me what you often do in your spare time?

J: In my spare time, I like reading a lot, but sometimes I go to the gym also, or watch video at home.

S: You have been living in Xi'an all the time, haven't you?

J: No. My family moved into Beijing in 2010.

S: By the way, which city do you like better, Xi'an or Beijing?

J: I prefer living in Xi'an as it is too crowded in Beijing.

Task 3 Answer the following questions and then work in pairs to make a self-introduction.

1) Could you tell me what your full name is please?

2) Would you mind telling me something about your family?

3) Where is your hometown? Or where were you born?

4) What is your hometown like?

5) How is the climate in your hometown?

6) What do your parents do? Or what's your mother?

7) How is the relationship with your classmates?

8) What do you do in your spare time?

9) What do you do for relaxation?

10) What is your favorite sport? Why?

Sample:

Good morning, everyone. I am Ren Jiong and it means "bright" or "having a promising future" in Chinese. You can also call me Jack. I come from Langfang, Hebei province. It is adjacent to the south of Beijing. I have lived there for 20 years. I have a nuclear family. There are 3 people in my family. Both my parents are English teachers in the university. I have a happy family. In my spare time, I like to read novels. I think reading could enlarge my knowledge. As for novels, I could imagine whatever I like such as a well-known scientist or a kung-fu master. In addition to reading, I also like to play PC games. A lot of grownups think playing PC games hinders the students from learning. But I think PC games could motivate me to learn something such as English or Japanese. Thank you.