

高等  
师专  
教材



主 编 孟宪忠

English Phonetics,  
Apply It to  
Communication Better

英语语音学

华东师范大学出版社

高等师范专科学校教材

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崔希智 邓英超 孟宪忠 编写

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(沪)新登字第 201 号

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华东师范大学出版社出版

(上海中山北路 3663 号)

新华书店上海发行所发行 浙江大学印刷厂印刷

开本 850×1168 1/32 印张 7 字数:200 千字

1991 年 11 月第一版 1995 年 2 月第 5 次印刷

印数 31,601—42,600

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ISBN 7-5617-0672-3/G·305 定价:4.80 元

## 出版说明

我国高等师范专科学校长期以来没有一套适合自己要求的、比较系统和完整的教材。1986年,我们受国家教委有关部门的委托,与华东六省教育委员会协作,组织编写一套供华东地区高等师范专科学校使用的教材。这套教材包括中文、历史、政治教育、外语、数学、物理、化学、地理等八个专业的主干课程和公共课程,共五十余种。从今年下半年开始陆续出版,计划到明年年底出齐。

为了组织编写这套教材,华东各省教委和我们对各地师专的教学、科研、师资、教材和教育改革等情况,作了广泛的调查,在此基础上,又对编写这套教材的目的要求,人员组织、协作方式,具体步骤等,进行了深入细致的研究。各地师专的领导和广大教师都热烈支持,都把本校具有学科优势又有丰富教学经验和较高学术水平的教师推荐为这套教材的主编或编写成员,这对于保证这套教材在较高程度上反映当前华东地区师专教学和科研的新水平,起了十分重要的作用。

在编写的指导思想和具体实践上,我们力求使这套教材具有以下特点:

一、坚持以马列主义、毛泽东思想为指导,注意培养学生科学的世界观和人生观,培养他们为社会主义的四个现代化,特别是为教育事业献身的精神和为人师表的高尚品德。但这些又不是作空洞的说教,而是寓于教材的具体内容之中。

二、严格以新的师专教学计划和教学大纲为依据,坚决立足于师专这个特定层次上,从师专的培养目标和教学实际出发,教材内

容的深度、广度乃至篇幅,都要充分体现培养初中教师的要求,坚决防止跨越师专层次,盲目攀比、随意拔高的偏向。

三、贯彻理论联系实际的原则,系统阐述本门课程的基本理论、基本知识和基本技能。要吸收科学上的新成果,具有时代的先进性。要贯彻百花齐放、百家争鸣的方针,对不同学派的意见,选择一种能被多数人接受的意见做为基础,同时也介绍不同观点的意见,要充分注意学生思维能力、自学能力和表达能力的培养。

四、力求反映华东地区师专教育改革状况和教学、科学水平,以便更好地适应华东地区师专的教学需要。同时还注意反映华东地区政治、经济、历史、文化、改革开放、风土人情的特点,以为地方经济建设服务。

这套教材不仅可作为华东地区的师专教材,也可供其他地区的师专选用,还可供在职的初中教师学习和参考。

当把这套教材奉献给读者时,我们首先要向为此而作出重大指导和积极支持的国家教委和华东各省教委的有关同志,向为此而付出辛勤劳动的各师专的负责同志,和所有参加编写的教师以及许多热心帮助的同志,致以衷心的感谢。

组织编写和出版师专教材,在我们还属首次,由于实际经验和思想水平等的限制,其中缺点、错误在所难免,诚恳欢迎师专广大师生和其他读者批评指正。

华东师范大学出版社

1988年7月20日

## 前 言

高等师范专科学校英语语音教材 *English Phonetics, Apply It to Communication Better* 是受国家教委有关部门委托,为适应我国培养中学英语师资的需要而编写的。其编写原则和要求等已如“出版说明”所说,这里不再重复。

*English Phonetics, Apply It to Communication Better* 一书的编写,并未沿袭一般英语语音书的套路,而是从实际出发,依据简明实用的编写原则,从语音的三要素(节奏、语调、发音),扼要阐述英语语音学的基本理论,力求重点突出,要言不繁。

本书每一单元之后,配有单项和综合的习题。希望学生在教师的指导下,通过“语流”的训练,切实打好语音功底,以达到提高中学英语师资的语音语调素养,进而提高其英语交际水平的目的。

编写时,考虑到学习语言的客观规律,考虑到刚入高校的学生心理因素等方面,我们特将节奏和语调编排在发音的前面,以突出前两者在语音教学中的地位,强调它们的重要性。我们认为,对于已在中学学过六年英语而具有初步语音基础知识和熟巧的学生来说,这种编排是可行的。如果使用本教材的教师习惯于从发音教起,仍可先教发音;本教材绝不会给教学带来任何困难。

全书除导论外,计三大部分,十七个单元。对本教材的使用,似可作如下安排:导论,1学时;节奏,12学时;语调,15学时;发音,8—10学时;机动,2学时;共计40学时。

教师可根据需要选用习题。

承蒙华东师范大学外语系翁贤青副教授认真负责地审校了本

书中的语调符号。在此,我们谨向他表示衷心的感谢。

我们水平有限,缺乏经验;书中疏漏不当之处,恳请专家和使用本书者不吝赐教。

编者

1990年9月

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## Introduction

### 1. English Phonetics

Every language is composed of three elements, i.e., pronunciation, vocabulary and grammar, but pronunciation is essential. Phonetics, the study and science of speech sounds is a branch of linguistic studies. It is closely connected with the study of grammar, lexicology and so on. "Without phonetics there can be no morphology of a spoken language, without intonation no syntax," as Professor Firth declared. Professor A. C. Gimson also noted that "to speak any language a person must know nearly 100% of its phonetics, while only 50—90% of its grammar and 1% of the vocabulary may be sufficient." So we must make great efforts at pronunciation first and foremost in order to study English well.

Pronunciation of a language is nowadays held to embrace three component factors, i.e., sounds, rhythm and intonation. But it is difficult to say which of them is more important. However, more and more people, even those who take English as a foreign language, have come to realize that it is far from enough to be able to reproduce accurately all the phonemes

in isolation. They have also found that correctly pronounced phonemes can not ensure a good general pronunciation unless the proper rhythm and intonation are used. Famous Professor A. L. Lloyd James compared rhythm and intonation to carrier waves of the broadcasting station. He said: "Just as every broadcasting station in the world has its own carrier waves, so every language has its own rhythm and intonation. A receiving station that is tuned to receive a certain carrier wave receives that wave, and all the sound waves carried by it, easily and accurately. Every Englishman is a receiving station tuned to pick up sounds and speech transmitted on the carrier wave of English rhythm and intonation. If these are not normal, then reception, which in this case implies understanding, is made difficult, if not impossible." If we wish to acquire a good English pronunciation, we must do our utmost to break down habits of rhythm that are firmly ingrained, and we must accustom ourselves to use speech melodies that are as foreign to our native ear as they are foreign to our native grammar.

English phonetics has been too much neglected in English language teaching for a long time. The importance of rhythm and intonation is generally overlooked even by lots of teachers of English. To strongly emphasize the idea of rhythm and intonation, we have ventured in our textbook to put the two parts on rhythm and intonation before the part on phonemes. It is sincerely hoped and firmly believed that this new arrangement will help the students, who have a fairly good foundation of English after studying for six years in middle schools, will obtain good speech habits of correct rhythm and intonation, hence a

good mastery of speech sounds in progress.

The plenty of exercises in this book will enable the English learners to have a good command of English phonetics if only they have got the correct study method.

## 2. Study Method

This is an intermediate level book for practical English phonetics of college students. The students are expected to do systematically a lot of practice—training and exercises under the guidance of the teacher and the fundamental theory explained in the book.

As we all know, language learning begins with the ear. So in learning English pronunciation, first of all, the students are required to listen carefully and attentively and to hear accurately stresses, stress patterns, tones, tunes, and phonemes. Then they should make every effort to imitate all of them. It is important to realize that imitation is the best and soundest method in learning pronunciation when coupled with an adequate knowledge of phonetic theory. Theory and practice should always go hand in hand. It is imperative to make clear the characteristics of English rhythm, the most striking one of which is that the stressed syllables tend to occur at relatively regular intervals of time. Then the students are led in chanting the exercises on stress patterns while beating the time with their hands. The loud collective reading will leave deep impressions on the minds of the students, cultivating good language habits. Since tones are foundations of tunes, it is necessary to practise them one by one before the work on tone-groups, tunes and

their functions. A world of practice will be done on phonemes by the students in learning the first two parts. It is not surprising that they will be able to articulate the phonemes pretty well by the time they finish Part II. This is what we often say "Where water flows, a channel is formed." Nevertheless, it is significant and profitable to review and sum up the important points for correctly pronouncing each phoneme. So long as they keep on practising reading aloud every day, the students will have a good command of English phonetics in time.

### 3. International Phonetic Alphabet

International Phonetic Alphabet (IPA for short) is a system of letters and symbols designed to provide a universally understood system of representing phonemes. It has proved scientific and useful in teaching and research.

IPA has two types of transcription, namely, the Broad Transcription and the Narrow Transcription. The former is widely used in textbooks and dictionaries whereas the latter, which has additional symbols, is rather complicated and less commonly used. One point worthy of note is that phonetic symbols should be put in two slanting bars / / instead of brackets [ ].

Pronunciation is continually changing and developing. Some remarkable changes have already taken place in English in recent years. Following is a table showing the prominent changes in pronunciation and symbols.

# Table of International Phonetic Alphabet

Consonants		Vowels					
Sym- bol	Key Word	No.	LDCE	CPD	EPD (13th)	EPD (14th)	Key Word
p	pen	1	i:	i	i:	i:	sheep
b	back	2	ɪ	ɪ	ɪ	ɪ	ship
t	tea	3	e	e	e	e	bed
d	day	4	æ	æ	æ	æ	bad
k	key	5	ɑ:	ɑ	ɑ:	ɑ:	calm
g	gay	6	ɒ	o	ɔ	ɒ:	pot
tʃ	cheer	7	ɔ:	ɔ	ɔ:	ɔ:	caught
dʒ	jump	8	ʊ	ʊ	u	ʊ	put
f	few	9	u:	u	u:	u:	bœt
v	view	10	ʌ	ʌ	ʌ	ʌ	cut
θ	thing	11	ɜ:	ə	ɜ:	ɜ:	bird
ð	then	12	ə	ə	ə	ə	cupboard
s	soon	13	eɪ	eɪ	eɪ	eɪ	make
z	zero	14	əʊ	əʊ	əu	əʊ	note
f	fishing	15	aɪ	aɪ	aɪ	aɪ	bite
ʒ	pleasure	16	aʊ	aʊ	au	aʊ	now
h	hot	17	ɔɪ	ɔɪ	ɔi	ɔɪ	boy
m	sum	18	ɪə	ɪə	ie	ɪə	here

n	sun	19	ɔ	ɔ	ɔ	ɔ	there
ŋ	sung	20	ʊ	ʊ	ʊ	ʊ	poor
l	led						
r	red						
j	yet						
w	wet						

LDCE = Longman Dictionary of Contemporary English

CPD = Concise Pronouncing Dictionary

EPD13th = English Pronouncing Dictionary (13th ed.)

EPD14th = English Pronouncing Dictionary (14th ed.)

#### 4. British English and American English

There are several varieties of English pronunciation, such as British, American, Australian, Canadian, South African, etc. But BrE and AmE are two most influential ones. The type of English pronunciation described and introduced in this textbook is known as Received Pronunciation. RP is generally spoken among the educated people in Southern England. It is easily understood in all English-speaking countries. This type of English has been studied, investigated, described and recorded more comprehensively and thoroughly than any other type. In our country RP has always been adopted as a teaching standard in middle schools and colleges for dozens of years. However, in recent years, some people try to learn American English. Generally speaking, AmE includes Eastern American, Southern American and General American. GA is spoken by the majority of the American people. It is widely used in textbooks,

radio and TV programmes in the U.S.A.

The students can learn either BrE or AmE, however, they are advised not to mix them up.



## List of Symbols Used

### 1. Symbols for Phonemes

#### 1) Vowels

/i:/ as in key /ki:/

/i/ as in pit /pit/

/e/ as in pet /pet/

/æ/ as in pat /pæt/

/ə:/ as in cur /kə:/

/ə/ as in about /ə'baʊt/, upper /'ʌpə/

/ʌ/ as in bus /bʌs/, brother /'brʌðə/

/u:/ as in coo /ku:/

/u/ as in put /put/

/ɔ:/ as in score /skɔ:/, course /kɔ:s/

/ɒ/ as in pot /pɒt/

/ɑ:/ as in car /kɑ:/

/ei/ as in bay /bei/

/ai/ as in buy /bai/, by /bai/

/ɔi/ as in boy /bɔi/

/əʊ/ as in go /gəʊ/