

An English pronunciation course

# 交际法学英语语音

HALINA ZAWADZKI 著

彭保良 译

全球最棒语音教程  
发音听力同步突破

世界图书出版公司

AN ENGLISH PRONUNCIATION COURSE

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江苏工业学院图书馆  
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世界图书出版公司

广州·上海·西安·北京

本书附录音带 3 卷 (单价另计)

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广东世界图书出版公司出版

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广东韶关新华印刷厂印刷

广州市新港西路大江冲 25 号

邮政编码: 510300

1999 年 1 月第 1 版 开本 787×1092 1/16

1999 年 1 月第 1 次印刷 印张 15.5

印数 0 001~3 000 册

ISBN 7-5062-3333-9/H·0081

版权贸易合同登记号: 19-1996-028

出版社注册号: 粤 014

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定价: 23.00 元

Chinese edition authorised by National Centre for English Language  
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# MAP OF THE BOOK

	Phonology	Exercise Type	Contexts/Functions	Tasks
<b>Unit 1</b> Learner introduction <b>13</b>	Rhythm and stress in English	Introduction to steps in listening and speaking exercises	What is rhythm? Why is it important? How to learn pronunciation How to use this book	
<b>Unit 2</b> Syllables and stress <b>21</b>	Syllables or word parts  How to recognise stressed syllables  How to pronounce stressed syllables  Common diphthongs  Speaking smoothly  Syllables and spelling  Syllables and grammar: Suffixes in past and present tense, plural nouns	<b>Listening</b> Counting syllables  Underlining stressed syllables  <b>Speaking</b> Breathing and voice exercise for stressed syllables  Pronouncing diphthongs  Repeating words from listening exercises	Learning English pronunciation	Using the Macquarie Dictionary  Pronouncing personal identification words
<b>Unit 3</b> Word stress (1): Strong and weak stress in short words <b>37</b>	Strong and weak syllables in short words  Weak vowel or schwa /ə/ in unstressed syllables  The schwa and English spelling  The schwa and English grammar: Common prefixes and suffixes	<b>Listening</b> Counting syllables  Underlining stress syllables  Listening for the schwa /ə/  <b>Speaking</b> Pronouncing the schwa  Repeating words from listening exercises  <b>Checklist questions</b>	Formal and informal greeting  Pronouncing names  Checking names  Male and female gender in English words	Checking the pronunciation of familiar names
<b>Unit 4</b> Word stress (2): Strong and weak stress in longer words and word groups <b>53</b>	Strong, medium and weak syllables in longer words  Stress in compound words and word groups	<b>Listening</b> Underlining strong syllables  Stress patterns in 3-syllable words  Listening for moving stress in longer words with suffixes  Listening for strong stress in compounds and word groups  <b>Authentic listening</b> Radio interview  <b>Speaking</b> Repeating compounds and word groups from listening exercises  <b>Checklist questions</b>	Family and small businesses  Employment  Business travel	Reading strong and medium stress in the Macquarie Dictionary

	Phonology	Exercise Type	Contexts/Functions	Tasks
<b>Unit 5</b> Getting the message (1): Stressed and unstressed words in conversation <b>69</b>	Stressed and unstressed words in messages	<b>Listening</b> Underlining information words	Instructions at work	Getting information from the newspaper
	Information words and English grammar	Filling in information about who, what where, when	Checking for understanding	Predicting unstressed words
	Unstressed words and English grammar	Writing information words on phone message note paper	Asking for information: Harbour Cruise	
	Pronouns with /a/ and /I/	Writing unstressed grammar words	Taking phone messages at work	
		Listening for the schwa in unstressed words	Giving messages	
		<b>Speaking</b> Repeating stressed information words	Offering refreshments	
		Saying stressed and unstressed words together		
		<b>Checklist questions</b>		
<b>Unit 6</b> Getting the message (2): Unstressed words in conversation <b>85</b>	Common unstressed words	<b>Listening</b> Underlining information words	Social conversations between friends, neighbours and workmates	Listening to the radio
	Common contractions	Listening for the schwa and short vowel /I/	Telephone messages	Writing authentic speech as dictation
	Stressing short grammar words	Listening to idiomatic speech		
	Pronunciations of have	<b>Radio interview</b> Predicting unstressed grammar words		
		Dictation: short extract from radio interview		
		<b>Speaking</b> Repetition of conversations		
		<b>Checklist questions</b>		
<b>Unit 7</b> Getting the message (3): Focus in conversation <b>99</b>	Main stress or focus and meaning	<b>Listening</b> Circling focus words	Social conversation at work: Chatting at coffee break	Preparing questions for a job interview
	Changing focus to change meaning	Underlining stressed information words	Service encounters: Lost property, road service, approaching people with a request	Watching TV for focus stress and body language
	Pitch change and focus stress	<b>Speaking</b> Repetition of conversations	Job interview: Correcting and contrasting information	
	Focus stress on grammar words	<b>Checklist questions</b>		
<b>Unit 8</b> Joining parts of the message: Linking words in conversation <b>117</b>	Linking words	<b>Listening</b> Marking linking between words	Telephone conversations: Business, workplace, social	Making a recorded message for an answer phone
	Vowel + /w/ + vowel	Underlining stressed information words	Making an appointment	Leaving a message on an answer phone
	Vowel + /j/ + vowel	<b>Speaking</b> Breathing and voice exercise for smooth linking		
	Linking with /r/	Repetition of conversations		
	Consonant + vowel	Predicting linking		
	Consonant + consonant	<b>Checklist questions</b>		
	Linking with /tʃ/ and /dʒ/			
	Omitting sounds in consonant clusters			
	Linking with and			

	Phonology	Exercise Type	Contexts/Functions	Tasks
<b>Unit 9</b> Speaking with English rhythm (1) <b>141</b>	What is rhythm?	<b>Listening</b> Short messages with alternating stressed and unstressed syllables	Restaurant talk	Marking and practising rhythm
	Why use English rhythm?  How to speak with English rhythm	Short messages with different numbers of unstressed syllables between stressed syllables  Marking stressed syllables  Marking linking  Writing the schwa  Rhythm patterns  <b>Speaking</b> Repetition  Squeezing and stretching words for regular rhythm		
<b>Unit 10</b> Speaking with English rhythm (2): Practising rhythm with limericks <b>155</b>	Regular rhythm in idiomatic phrases, short poems and limericks	<b>Listening</b> Marking the beat, rhythm pattern, linking and schwa	Various amusing cross-cultural experiences	
		<b>Speaking</b> Speaking along with the tape  <b>Checklist questions</b>		
<b>Unit 11</b> Beginning and ending the message: Pausing and pitch change in conversation <b>159</b>	Rising and falling pitch in unfinished and finished information	<b>Listening</b> Marking pitch change up and pitch change down	<b>Service encounters</b> Pay-by-phone	Giving personal identification numbers, names and addresses
	Pauses and pitch change in numbers  Medium and low pitch fall  Pitch change and feedback  Pitch change and focus words  Pitch change between main information and additional information  Flat pitch for hesitation and uncertainty	Listening for pause and pitch change to identify the number of information groups in a message  Marking pauses  Circling focus words  <b>Speaking</b> Repetition of listening exercises  <b>Checklist questions</b>	Groups of numbers: Dates, amounts, account numbers, telephone numbers  Addresses  Spelling names  Ordering food  Recorded flight arrivals  Telephoning a local council  Interrupting a speaker  <b>Workplace</b> Explaining a procedure  Checking understanding  Giving feedback  <b>Social</b> Talking about a family photo	Placing a food order  Phoning for flight arrival information  Giving instructions  Listening for feedback
<b>Unit 12</b> Practice and review: Reading passages for imitation <b>181</b>	Summary of linking, rhythm, pausing, pitch change and stress in <i>In Tempo</i>	<b>Listening</b> Intensive listening  <b>Speaking</b> Repetition	Personal experience stories	
<b>Unit 13</b> Suggestions for independent study <b>185</b>			Ways of practising pronunciation independently	

## ACKNOWLEDGMENTS

The author wishes to acknowledge the inspiration of various writers of course materials in the field of pronunciation teaching. In particular, these are Judy Gilbert, *Clear Speech*, CUP, 1984 and *Speaking Clearly*, CUP, 1990; Pamela Rogerson, *Speaking Clearly*, CUP, 1990; Howard Woods, *Stress and Unstress*, Canadian Government Publishing Centre, 1979; Joan Morley, *Improving Spoken English*, University of Michigan Press, 1979; and Colin Mortimer, *Stress Time*, CUP, 1987. Colin Mortimer's 'One Two Three Four' exercise in *Stress Time* forms the springboard for the rhythm exercises in Unit 10 and is adapted here with the permission of Cambridge University Press.

Writers of teacher reference material who have significantly influenced the author are Joanne Kenworthy, *Teaching English Pronunciation*, Longmans, 1988; Michael McCarthy, *Discourse Analysis for Language Teachers*, CUP, 1991 and Peter Roach, *Phonetics and Phonology*, CUP, 1991, as well as the various contributors to *TESL Talk* Vol 1, No 17 and *Current Perspectives on Pronunciation*, ed. Joan Morley, TESOL Inc., 1987.

Warm thanks are due to a number of colleagues. Chief among these is Lee Boyd who was co-designer of the Pronunciation Research Project for Vietnamese Speakers of English (1985, New South Wales Adult Migrant English Service) and who co-authored teaching material which accompanied the project. Subsequently, she co-trialed and further co-developed the material through the two drafts (1989 and 1990) which constitute the foundation for the current work. In relation to the book as it now appears, Lee gave much appreciated editing advice and trialling experience, as well as moral support and assistance in the writing of some of the exercises.

Thanks are also due to other colleagues for their assistance at various stages of the book's development, in capacities ranging from administrative support in the very early stages of the Pronunciation Project (Di Riddell), to editing advice (Cathy Burrows, Cristina Oporto, Andrew St Claire, and Associate Professor Colin Yallop) and ideas for exercises, tasks and support materials. The 'Body in Focus' task is based on an activity designed by Robyn Heras following Helene Trochme, and a number of the Suggestions for Independent Study Unit come from Michael Kelly. Willa Hogarth's employment-related work, *Job Focus*, New South Wales Adult Migrant English Service, 1989, provided the inspiration for some of the employment related material. Inspiration and assistance in writing the limericks came from



Warwick Boyd, Liz Griffiths and Joan Little. Annette Fien's collection of student stories was adapted here in the Reading Passages for Imitation. Christopher Anderson generously read the manuscript for style and consistency.

Colleagues who deserve special mention are Charles Clennell for his insightful reading of the manuscript, and helpful guidance and suggestions for the development of the text, and Darrell Hilton who played a vital role as audio consultant. Sue Benson coordinated publication with limitless patience and enthusiasm, while Simon Leong and Jan Gillbank met the challenge of the graphics and illustrations with calm skill. The content, general approach and inevitable shortcomings of the book and tapes however, remain the responsibility of the author.

Ongoing encouragement throughout the work's long history came from long-suffering parents, Mikolaj and Janina Zawadzki, and friends: Liz Griffiths, Jeannette McGregor, Cristina Oporto, Ron Morstyn and Ted Costoloe. Ongoing inspiration has come from my many students, in particular Tam Nham.

Extracts from the publication by Glenice Aiken and Julianne Harrison, *I'd Like to Tell You More*, Blackfriars Press, Sydney, 1992, are reproduced here with the kind permission of the authors.

The ABC Radio National Program *Practicalities* is the source of the authentic listening material and is reproduced here on tape and in the text respectively, with the kind permission of the ABC.

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The Research Project and first draft of the support materials which marked the starting point for this book, were carried out under the auspices of the New South Wales Adult Migrant English Service.

# P R E F A C E

preface 序

## TO TEACHERS

### Who is the Workbook for?

This Workbook has been written for English Second Language (ESL) learners whose intelligibility and communicative impact are adversely affected by an abrupt and staccato speech pattern. 1st to 4th tone 突然的 断音 切音

Features of this speech pattern are:

1. The impression of an overly rapid delivery. 特点 快速 急促
2. An apparently monotone and evenly paced speech due to relatively equal word stress and sentence rhythm.
3. Omission of consonants in word endings, general shortening of vowels, and omission of syllables.

A staccato speech pattern tends to sound like a string or series of short, open monosyllables of equal length, and can be very difficult for an English speaker to understand.

Learners whose speech exhibits some or all of these features of a staccato speech pattern are speakers of syllable-timed languages. They include speakers of Vietnamese, Cantonese, Spanish and French.

The speech patterns typical of these speakers are a result of the transfer of First Language (L1) speech patterns to spoken English.

## What is the communicative impact of a staccato speech pattern?

A staccato speech pattern may adversely affect communication in a variety of ways.

On a global level, a staccato speech pattern may have an unintended effect on the listener. In English, this type of speech pattern is often an indication of impatience, irritability or anger in the speaker.

At the level of message or clause, a staccato pattern tends to give all aspects or components of a message equal value. This makes comprehension difficult for the English-speaking listener who is accustomed to hearing particular components of messages highlighted and differentiated through rhythm and stress patterns.

At the word level, the listener may experience difficulty comprehending the staccato speaker for two reasons. Firstly, the listener may have difficulty processing misplaced stress. Secondly, the listener may be expecting to hear stress where none is pronounced. Consequently, the listener may fail to process otherwise familiar words, even though they are accurately articulated. The listener may feel that she/he is constantly 'running to catch up with' the speaker in an auditory sense, and that the speaker is speaking 'too fast'.

The listener's difficulty in processing information at the word level compounds difficulty in processing information at the clause and discourse levels.

The net effect of a staccato speech pattern is to hinder the free flow of communication between the listener and speaker.

## Aims of the Workbook

The aim of this book is to increase the intelligibility and enhance the communicative effectiveness of the type of speakers described above.

Attention to English stress and rhythm, both in words and whole messages, is a fundamental first step in this process.

The acquisition of a speech pattern significantly different from L1 is a *physical* as well as a *cognitive process* and therefore requires *intensive and graded practice*.

The Workbook aims to:

1. Introduce learners to the *concepts* of English stress and rhythm and to their role in effective communication.

2. Improve *aural discrimination* of English stress and rhythm patterns through *intensive practice*.
3. Improve *oral production* of stress and rhythm through *intensive and graded practice*.
4. Encourage and provide guidance in *self-monitoring techniques*.
5. Suggest a pathway for the transfer of pronunciation skills acquired in controlled environments to real life communicative situations.

Listening and Speaking Exercises proceed in tandem throughout the book. They are carefully structured and closely interwoven so that learners can gradually and thoroughly develop confidence in mastery of basic skills.

## Contents and sequencing

The 12 units of the Workbook are carefully sequenced to provide a clear and systematic progression from the syllable and word level through to the clause and discourse levels.

The contents of the Workbook are divided into two halves:

- ☐ The first deals with syllable stress on the level of words and word groups.
- ☐ The second deals with rhythm and stress in longer utterances.

A system of sign-posting encourages learners to progress at a pace appropriate to their degree of mastery of concepts and skills, as well as according to interest and need.

## Form and function

The Workbook aims to present a balance between attention to form and explication of the function of rhythm and stress.

The first half of the Workbook, dealing with word stress, takes a basically structural approach. Apart from differentiation of parts of speech and tense markers, word stress appears to be arbitrary and largely a matter of convention. Teaching experience with learners from syllable-timed language backgrounds indicates, however, that *accurate production of word stress* plays a most important part in overall intelligibility. The Workbook therefore emphasises accurate aural comprehension and production of the forms of English stress on the word and word group levels within a range of communicative contexts.

The latter half of the book, dealing with rhythm and stress in longer utterances and discourse, takes a *more functional* approach with detailed explanation of the meanings

associated with various forms of stress, though the emphasis on accurate production through attention to form remains. The book stops short of a detailed treatment of intonation, although the exercises on strong and weak stress in messages, focus, pausing and pitch change clearly provide a point of departure for such work.

## **How to use the Workbook**

The Workbook is principally designed for independent study and self-access contexts (SAC, language laboratory and home study) although learners are encouraged to seek teacher or native speaker feedback for monitoring of speaking practice

Each unit is divided into sections which constitute manageable chunks of study time. Learners may monitor their progress by using the *Answer Key* for listening exercises at the back of the book, and by answering the questions in the *Speaking Checklists* for the speaking exercises.

The Workbook may also be used as a resource for small group learning arrangements. Classroom teachers will be able to adapt the concepts and organising principles of the exercises to language content in the general classroom context, for which the Workbook can serve as back-up and extension.

## **Suggested learner oracy level**

This Workbook is designed for use with intermediate and advanced students.

Learners with lower oracy levels will be able to use sections of the Workbook depending on their literacy level and access to teacher assistance.

## **Why a self-access pronunciation workbook?**

Experience demonstrates that learners from syllable-timed language backgrounds need intensive practice to either modify a staccato speech pattern or prevent one from developing. Such intensive practice can deliver quite dramatic results.

In addition, a self-access approach encourages learner independence and self-direction.

The transfer of pronunciation skills to everyday situations is encouraged through self-directed learning tasks which appear in each unit.

## UNIT 1

# LEARNER INTRODUCTION

## WHAT WILL I LEARN?

This Workbook and 3 cassettes will help you learn a new way of listening, a new way of speaking. You will learn how to listen to, understand and speak with English rhythm and stress in everyday conversations.

1/11/82  
李安

You can start by learning how to pronounce English stress in words and groups of words. Then you can learn to join words together, how to stress the important parts of a message and how to group parts of a message together.

In this unit you can learn about why rhythm and stress is important for good communication and how to use this Workbook. But before you begin, ask yourself this question:

### What is rhythm?

*Rhythm is everywhere in life.*

Think about the everyday sounds around you.

Think about the sound of a clock, the sound of an old-fashioned train.

Our bodies have their own rhythm too.

Think about the beating of your heart or the regular sound of someone breathing when asleep.

We notice rhythm most in *music*.

**Listen** to this ...

and to this ...

Can you *feel* the *rhythm* of the music?  
Can you *feel* the *beat*?

How did you show you felt the rhythm?  
Did you tap your feet or your hands?  
Did you move your body in some way?



In music, rhythm is the *pattern of strong and weak beats*.

All languages have their own rhythm too.


The rhythm of speaking is the way speakers use strong and weak beats.

In English, strong beats are called stress.

Stress in English is very different from stress in many other languages.

## HOW TO USE THE PRONUNCIATION WORKBOOK

Now, here is some information about how you can use this Workbook.

This Workbook has many listening and speaking exercises. Each **Listening Exercise** will help you to concentrate on an important part of English rhythm and stress. When you *finish* each Listening Exercise, *check your answers* in the answer section. Remember to *write* the counter number in the counter box  so you can find the beginning of each exercise more easily. Listen to each exercise as many times as you like.

The **Speaking Exercises** will help you to *imitate* an English speaker. Record your voice on a blank tape. *Questions* at the end of each Speaking Exercise will help you to decide if you are speaking correctly or not. *Repeat* each Speaking Exercise until you feel confident that you can answer YES to the questions after each exercise.

It is important to *stop* the tape and *read the explanations*. Most explanations are *not* on the tape.

Each new section on the tape begins with the sound of a *harp*.



You will see *directions* for the next step at the end of each Unit.

You can *choose* what Unit to do next. If you have not studied English pronunciation before, just go to the next Unit.

Now *stop* the tape and *read* the rest of the *introduction*.

# ENGLISH PRONUNCIATION AND COMMUNICATION

When you are learning English you may have problems communicating because your pronunciation is different from the pronunciation of an English speaker.

Often your pronunciation is different because you are pronouncing English in the same way as you pronounce your own language.

**Pronunciation problems are problems with:**

- ☐ sounds
- ☐ rhythm and stress
- ☐ intonation. /ˌɪntəˈneɪʃən/ 语调

In this Workbook you will learn about rhythm and stress.

Rhythm and stress is the system of strong and weak parts of English words and messages.

## THE IMPORTANCE OF RHYTHM AND STRESS IN COMMUNICATION

### **How the English speaker hears mistakes in English rhythm and stress**

If you speak English with the wrong rhythm and stress, your speech may sound *short, sharp and strong*.

If you say *all* English words in a short, sharp and strong way, English speakers may:

- ☐ not understand what you say
- ☐ think you are unfriendly, irritable, impolite or angry.

English speakers often make their words short, sharp and strong when they are tense, angry or impatient.

### **The pronunciation of English rhythm and stress**

English speakers usually:

- ☐ make some parts of words stronger and clearer than other parts
- ☐ make some words stronger and clearer than other words
- ☐ join parts of words together
- ☐ join whole words together.



**This Workbook will help you to learn:**

- ☐ how to hear and pronounce the strong and weak parts of English words
- ☐ how to hear and pronounce the important words in a spoken message
- ☐ how to emphasise the most important parts of your message
- ☐ how to join words and parts of words together
- ☐ how to organise your message and group your words together
- ☐ how to listen to your own speech and how to correct your pronunciation of English rhythm and stress
- ☐ how to practise your pronunciation in everyday situations.

## LEARNING PRONUNCIATION

When you learn English pronunciation, you learn:

- ☐ a new way of *listening*
- ☐ a new way of *speaking*.

Learning how to listen and speak in a new way takes time and practice.

**Remember:** You speak your own language automatically. You speak without thinking. It takes time and concentration to *change to a new way of listening and speaking*

Here are some hints to help you:

- ☐ **Practise regularly.** Regular practice once a day is more helpful than a long practice once a week.
- ☐ **Check your listening** by looking in the Answer Key.
- ☐ **Record your voice** and **listen to your voice**.
- ☐ Ask yourself **questions** about your speech.
- ☐ Ask an English speaker to **check** your speech.

### Speaking slowly

When you use this Workbook, you will sometimes hear English speakers speaking a little more slowly than usual. Sometimes you will hear:

- ☐ words and messages spoken more slowly
- ☐ longer pauses between word groups.

If you listen to slowed-down speech, you can concentrate on pronunciation more easily.

If you also practise speaking slowly at first, you will be able to do the exercises more easily and correctly. Increase the speed of your speech as you become more confident and you think your speech is more correct. You will know when your speech is more correct when both you and an English speaker can answer YES to the questions in the checklists after each exercise.