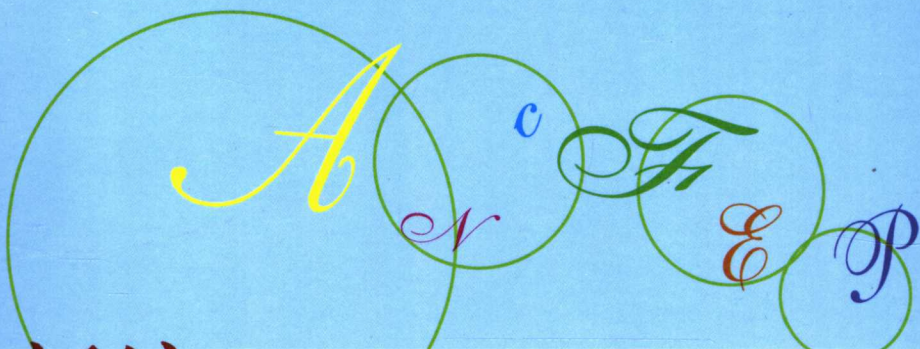


甘肃省大学外语教材编委会审定推荐教材



新编大学英语语音教程

编著 席兴发

审校 俞杰

Jennifer Wallace

*A New Course For
English
Pronunciation*



兰州大学出版社

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专家鉴定意见之一

英语专业低年级的语音课只有三十个学时，这实际上是一门“正音课”。席兴发同志的这本 *A New Course for English Pronunciation* 显然是为这一目的而编写的。我认真而很有兴趣地通读了这本教材，觉得作者在适度的理论阐述中涵盖了当前语音领域中很有教学实用价值的最新成果。

例如，爆破音的送气与不送气现象，元音连读中广泛使用的两个滑音 /j/ 和 /w/ 的倾向。这都是在我国已出版的有关语音学方面的著作中尚未涉及的问题，而这恰恰是中国学生在掌握超音段音位时所面临的主要问题。对在快速语流中出现的同化、弱化、省略问题也安排了一定数量的练习，这都是十分可取的。作者在正音练习中独具匠心地从单词入手，有层次地编写了适当的饶有兴味的短语、绕口令、谚语、名言佳句以及儿歌和英诗。特别值得一提的是例句的选择，不但朗朗上口，而且以凝练见长。作者把语音教学与语言文学的传授有机地结合了起来，不蹈他人之窠臼，以学生为本，从实际出发，使教材有很高的实用价值。另外全书语言地道，通俗易懂，适合英语专业低年级学生使用。我诚心希望这本书能在我省出版，除满足我省大专院校外，推荐到省外院校也是有相当竞争力的。



2006年2月16日

专家鉴定意见之二

An Introduction to the Background of the Book

Until Dean Xi Xing Fa asked me to look at an early draft of this book I had not fully appreciated the problems facing Chinese college teachers and their students in their Pronunciation courses. Several years ago the hours allocated for this course were decreased (cut by half. But new course books have not been made available. Teachers and students have had to use the existing available course books, and have been faced with much too much material. And no guidance as to what to prioritise, what to cut out, and how to achieve good results with far fewer class contact hours. This book is a first attempt to address this situation constructively, providing material for a one semester college course of 15 lessons.

From many years of experience teaching the Pronunciation course for college Teaching English majors, Xi Xing Fa has compiled materials which combine the traditional teaching of phoneme articulation with his own collection of practice material, tried and tested on his own classes. He includes many tongue twisters. There is no research to prove that tongue twisters are any more effective as pronunciation practice material than anything else, but what they do offer is some fun. Pronunciation lessons can be too routine and not very interesting, and material which brings smiles to students' faces has to be welcomed. Other practice material includes proverbs and well-known

sayings. These seem particularly to appeal to Chinese students, whose own culture retains a place for them in a way the culture of the English-speaking countries does not. These provide easily memorable key practice material for Chinese students.

In a short course on pronunciation, it has been difficult to select and prioritise, and to make decisions as to what to leave out. Students training to be teachers, as well as improving their own pronunciation, must gain basic knowledge which will help them in the future when faced with their own students' pronunciation problems. For this reason, introducing basic theoretical knowledge of phonetics and phonology is important in this course. Some teachers and students will no doubt disagree with the final selection of material, but I would ask them to bear with the author in this first attempt to address the practical problem of short course design.

In the international field of TEFL there is currently renewed interest in the teaching of pronunciation, which has not been a major focus of development for better teaching methods or materials for a long time. I hope that this book will prove useful to teachers and students now, and I also hope that as part of this renewed wider interest, it serves as spur to the development of more, and even better, materials in the future.

Jennifer Wallace

Jennifer Wallace, BA, MPhil, PGCE

Longdong Xueyuan, Xifeng, Gansu

October, 2005

前言

英语语音在不断发生着变化。英语语音注音系统——国际音标符号的书写形式也从20世纪90年代后发生了一些变化。近年来,很多英语教材及工具书都采用新老两种国际音标来注音,这给学生学习英语造成了很多困难。本书对新老两种国际音标注音符号做了比较说明,试图使学生了解其差别,并能用新老两种音标来正确识读英语。

本教程旨在通过专业训练,使学生能够掌握正确的英语语音语调和节奏。这是他们打下一个较高的英语语言交际能力的基础。中国是一个方言语种庞杂、方言语音差别非常大的国家。这些汉语方言语音,特别是南方(长江以南各方言区)方言语音,对学生学习英语有很大的影响。大学一年级的学生来自祖国四面八方,生长在不同的方言区域。他们在上大学之前各自都已养成了一些不良的英语语音习惯。要纠正这些不良的语音习惯,逐步克服哑巴英语现象,是一个非常艰巨的任务。为了达到这个目的,本书音素训练部分的基本训练素材以英语绕口令、格言和成语为主。每个音素训练练习中都有十多条以英语绕口令、格言和成语为主的语音练习句。每条练习句中同一个音素反复出现,可以达到事半功倍的语音练习效果。同时,这些练习句多是脍炙人口的名言佳句,富有深刻的人生哲理或丰富的生活经验,是对青少年进行思想教育的极好教材。

在国际音标注音符号的使用方面,本书仍采用Daniel Jones

原编词典中的音标体系,即宽式音标(the Broad Transcription)(BPT)。因为目前Alfred Charles Gimson修改过的音标体系,即严式音标(the Narrow Transcription)(NPT),并没有被英语世界一致接受。例如,宽式音标中有长元音符号“:”,而严式音标中没有。有些语音学家认为长元音(如:长元音[u:]和短元音[u]不仅是发音时间长短不同,而且在音质上也有差别,[u:]并不等于[u]的延长。)因此,宽式音标中的1号元音[i:]、5号元音[ɑ:]、7号元音[ɔ:]和9号元音[u:]在严式音标中分别被取掉了长元音符号“:”变成了[i],[ɑ],[ɔ]和[u]。第11号元音[ə:]不仅取消了长元音符号“:”,而且其书写形式也变成了/ɜ/。在牛津大学出版社出版的Concise Pronouncing Dictionary(CPD)(1972年,Oxford University Press)《英语简明发音词典》中,长元音符号一律被取消了。但在有些词典中,如在Gimson修订的English Pronouncing Dictionary第十四版和第十五版中却保留了长元音符号(参看注音符号对照表)。所以,目前国内外出版的许多英语词典及教科书中都在采用一种宽式音标和严式音标混合注音的方式注音。这使学生感到眼花缭乱,不知所从。另外,严式音标把宽式音标中的第2号元音[i]、第6号元音[ɔ]和第8号元音[u],分别改成了/ɪ/,/ɒ/和/ʊ/。由于第2号元音[i]的变化,第13,15和18号双元音也相应改成了/eɪ/,/aɪ/,和/ɪə/;由于第8号元音[u]变成了/ʊ/,所以,第14号、16号和20号双元音也相应变成了/əʊ/,/aʊ/和/ʊə/。从语言学的角度讲,语言文字符号的发展趋势应是由难到易,由繁到简。它的发展变化要有科学性,要有利于语言学习者的使用,要便于人们书写。首先说严式音标中的音标标志双斜线符号“/ /”不够科学。因为它容易和大写字母I、小写字母l和音标的2号元音/ɪ/,以及斜线号“/”,平行符号“||”等相互混淆。如果使用宽式音标中的方括弧“[]”,则可以避免这一现象。再则,严式音标中单元音符号/ɪ/,/ɒ/和/ʊ/及其所合成的/eɪ/,

/aɪ/, /iə/, əʊ/, /aʊ/, /ʊə/等6个双元音笔画都比较复杂。/ɪ/必须按大写形式书写, /ʊ/的圆底曲线符号更难写, 不如宽式音标中的[i], [ɔ], [u]等简单明了, 书写方便。

另外, 在同一个注音系统中, 是不能用一个或相类似的注音符号来代表两个音素的。严式音标中的第6号单元音/D/和大写字母D, 中元音符号/ɜ/和辅音音标/ʒ/图形完全重复, 更容易混淆, 不便于学生学习, 掌握英语语音语调。为了教学和学生学习方便, 所以, 我们仍采用Daniel Jones词典原版中的宽式音标来注音。

在当今世界, 英语有许多种变体。主要的有英国英语、美国英语、加拿大英语、澳大利亚英语以及东南亚诸国英语等。其中最有竞争力的是美国英语。美国作家及著名词典编纂家Noah Webster, 1806年曾在他的第一本词典前言中预言: “In fifty years from this time, the American English will be spoken by more people, than all the other dialects of the language, and in one hundred and thirty years, by more people than any other language on the globe, not excepting Chinese.” (Webster’s New World Dictionary of the American Language, 1972)。事实上也是, 现在有越来越多的人对美国英语感兴趣。但我们认为作为一种规范的英语教学, 还是应以英国的RP英语为主。为了学生们学习方便, 我们在书中增加了“英美英语发音差异对照表”, 以供大家对照学习之用。

在多年的英语教学中, 我们使用过不同时代, 不同作者的多种英语语音教程。它们各有千秋, 同时也各有其不足之处。另外, 近几年国家对大学英语专业的教学大纲做了较大的修改。专业基础课的教学时数压缩较大, 例如, 英语语音、英语语法、教学法和英美概况等过去均为一年的教学任务(72学时)。现在都缩短为一学期(32~34学时)来完成。所以, 按旧的教学计划编写的教

材,很难适应现在的教学要求。作者在30年的英语教学中博采众长,及时吸收新的英语语言语音发展成果,为适应新的教学需求编写了自己的语音教学教案。实践证明它对提高学生的语音语调和口语能力很有好处。这里把它加以整理,编撰成书,希望它对我国广大的英语专业学生和英语爱好者能有一定的帮助。

本书在编写过程中得到了著名语音教学专家、原西北师范大学外语系主任俞杰教授和现在华任教的英国专家Jennifer Wallace女士的热情帮助与指导。他们对本教材进行了字斟句酌的审校,应特别指出的是,俞杰教授还特许作者将他的最新著作——2005年由外语教学与研究出版社出版的English Changes In Progress《英语的变易》中的精华部分收入本书,作为教师的教学参考资料;还有美国Peace Corps教师John Robert Wood先生和Louisa Wood女士也对本书稿进行了审校工作,这里一并向他们表示最诚挚的感谢。由于我们英语水平所限,书中错误一定不少,欢迎英语专家和读者批评指正。

作者
2006.2

Preface

English pronunciation is changing. The written forms of many phonetic symbols used internationally also have changed. Many dictionaries, reference books and textbooks published both at home and abroad use several kinds of systems of phonetic symbols, including the Broad Phonetic Transcription (BPT), the Narrow Phonetic Transcription (NPT), the Webster's Phonetic Transcription (WPT) or some mixtures of these systems in the same book. This confuses learners of English and consequently they do not know how to pronounce words correctly. In recent years, the teaching syllabus for university English majors has changed greatly. The teaching time for Phonetics has been shortened to about 30 hours. Hence 《A New Course for English Pronunciation》 has been compiled to meet an urgent need among English learners.

China is an enormous country with a variety of Chinese languages in addition to Putonghua. Speakers of some of these regional languages and dialects, especially the ones spoken south of the Changjiang River, are presented with particular difficulties when they learn English. Freshmen come to colleges or universities from all quarters of the country and from different language and dialect areas. They often have already formed different bad habits in their

pronunciation of English, usually with a strong local or regional accent. It is arduous work to rectify students' bad habits formed at an early age. For future teachers of English, or other personnel, English pronunciation and intonation are the basic and most important foundation.

The main purpose of this course book is to teach students correct phoneme articulation, intonation, rhythm and other features of connected speech. This can help them to form a solid foundation for English language communication.

To achieve this purpose, the book gives a great number of English tongue-twisters, proverbs and well-known sayings, each of which usually contains one phoneme. Such sentences generally are very good training materials for English learners. Students can achieve twice the results for half the effort in language training, especially in pronunciation and intonation. In addition, such sentences usually contain rich philosophical meanings or express some basic life experiences, and therefore are very good for ideological education for young people.

For English learners, the International Phonetic Alphabet (IPA) is a very important tool at the initial stage. In this book, we have adopted the phonetic symbol system Daniel Jones used in the original edition of his dictionary. The new phonetic system (NPT), revised by A. C. Gimson, has not been accepted by the English-speaking world equally and causes much confusion for English learners. For instance, BPT has the length mark "ː" for the long vowels, such as [iː] [aː] [ɔː] [uː] and [əː], but some linguists hold that long vowels (such as [uː] and [u]) have differences not only in length, but also in tone quality, so that [uː] is not equal to the prolonged

form [u]. Hence in the Concise Pronouncing Dictionary (CPD) (1972, Oxford University Press), the length mark “:” in [i:] [a:] [ɔ:] [u:] and [ə:] has been omitted and instead these vowels are written as /i/ /a/ /ɔ/ /u/ and /ɜ/. However, in some dictionaries, such as the 14th and 15th editions of English Pronouncing Dictionary (1977, 1997, Gimson), Gimson maintained the length mark (see the comparison tables of the English Phonetic Symbols). In addition, in NPT, the short high vowel symbol [i] has been replaced by /ɪ/, the vowel [ɔ] has been replaced by /ɒ/, and the vowel [u] has been replaced by /ʊ/. Because of the change of [i] to /ɪ/, the diphthongs [ei] [ai] and [iə] have been changed into /eɪ/, /aɪ/ and /ɪə/. Because of the change of [u] to /ʊ/, the diphthongs [əu] [au] [uə] have been changed into /əʊ/, /aʊ/ and /ʊə/.

From the point of view of some linguistics, the development of language symbols must go from complex to simple, from difficult to easy. Their written forms must be easy and convenient for people to read and write. First, NPT uses slashes (“/ /”) to mark phonemic transcription and there are problems with this. For example “/” and “//” also are used to mark tone group pauses. The IPA recommends only using square brackets (“[]”) for phonetic or narrow transcription. The written forms of /eɪ/, /aɪ/ and /ɪə/; and /əʊ/, /aʊ/ and /ʊə/ (the six diphthongs) are very difficult to write. In addition, we cannot use the same symbol to represent two different sounds in the same phonetic system. In NPT, the vowel /ɒ/ and the capital letter O are the same symbol which causes confusion for readers accustomed to O as a consonant graph. The long vowel /ɜ/ and the consonant /ʒ/ are almost the same symbol. They are very difficult to distinguish and easy to confuse. It is not advisable to

change the phonetic symbols too frequently.

In the modern world, many English varieties exist, British English, American English, Canadian English and the South Asian English varieties. The most powerful one is American English. In 1806, Noah Webster, the famous American writer and dictionary compiler, predicted in the preface of his first dictionary, "In fifty years from this time, the American English will be spoken by more people, than all the other dialects of the language, and in one hundred and thirty years, by more people than any other language on the globe, not excepting Chinese." (Webster's New World Dictionary of the American Language, 1972). The 21st century has witnessed more and more people becoming interested in American English. However, as a model for language teaching, we hold that British English is a more broadly-based and accessible variety and it is therefore used in this book. In order to help students who are interested in different varieties of English, this book offers several comparison tables of the phonetic symbols used for English, from which one can see the differences therein and learn to read English correctly.

We have used many kinds of English phonetic books compiled by different writers in past years. Each of them has its own merits and demerits. The common feature of these books is that there is too much teaching material (especially, too much listening material in the phonetics course), for about 30 hours to cover. In our 30 year career English teaching, we adopted good developments from all quarters and assimilated new accomplishments in English phonetics. Over many years of teaching we have compiled our own phonetics teaching course, which has been proved to be quite beneficial in

improving students' pronunciation, including their intonation, and helping to improve their communication skills. Now we have sorted out the materials and compiled a book. We hope it will be helpful to the broad ranks of English majors and other English enthusiasts. Because of the limitations of the level of our English, there must certainly be many mistakes in the book. All critical comments would be sincerely welcome.

We must pay our hearty thanks to the famous phonetician, Professor Yu Jie, the former Dean of the English Department of Northwest Teachers University, our British expert, Jennifer Wallace, and U.S. Peace Corps teachers John Robert Wood and Louisa Wood, for offering us wonderful suggestions, and checking and revising the manuscript carefully. And we must pay our special thanks to Professor Yu Jie, for allowing the author to include the most significant part of his new book—**English Changes In Progress**, published by Foreign Language Teaching and Research Press in 2005, as the supplementary material for college teachers of English.

The Author
2005.10

英语注音符号对照表(单元音和双元音) Table 1

Table of the English Phonetics Symbols
(Vowels and Diphthongs)

编号	宽式音标 Broad Form	严式音标 Narrow Form	韦氏音标	例词	宽式音标 Broad Form	严式音标 Narrow Form	韦氏音标 Webster's Forms
1	i:	i:, i, iy	'e, ē	see	sisi:, si(y)	see	see
2	i	ɪ	ē, ii	sit	sit	sit	sīt, sīt
3	e	e	ē, e	ten	ten	ten	tén, ten
4	æ	æ	û, a	hat	hæt	hæt	hôt, hat
5	ɑ:	ɑ:	ä, a	arm	a:ɹm	a:ɹm, am	äm, ärm
6	ɔ	ɒ	ô, ô	got	gɔt	gɒt	gôt, gôt
7	ɔ:	ɔ:	ô, ôr	saw	sɔ:	sɔ:, sɔ:	sô
8	u	u	oo, oo	put	put	pʊt	poot, poot
9	u	u, uw	oo	too	tu:	tu:, tuw	too
10	ʌ	ʌ	û, u	cup	kʌp	kʌp	kûp, kup
11	ɜ:	ɜ:, ɜ:	ər, ūr, ur	fur	fɜ:	fɜ:(r)	fər, fû, fur
12	ə	ə	ə, ù	ago	ə'gəu	ə'gəu	əgō, àgō
13	ei	eɪ, ey	û	page	peɪdʒ	peɪdʒ	pâj
14	əu	əʊ, ow	ô, ou	home	həʊm	həʊm	hôm
15	ai	aɪ, ay	î	five	faɪv	faɪv	fiv
16	au	aʊ, aw	ou	now	nau	nau	nou
17	ɔi	ɔɪ, oy	oi	join	dʒɔɪn	dʒɔɪn	join
18	iə	iə	ir, er	hear	niə	niə(r)	nir, ner
19	ɛə	ɛə, ɛə (fol. by /r/)	er, ar, är	hair	heə	heə(r)	her, hâr
20	uə	uə	u(a)r, oor	poor	puə	puə	'pu(a)r, poor

英语注音符号对照表(辅音) Table 2
Table of the English Phonetic Symbols
(Consonants)

编号	宽式音标 Broad Form	严式音标 Narrow Form	韦氏音标	例词	宽式音标 Broad Form	严式音标 Narrow Form	韦氏音标 Webster's Form
1	p	p	p	pen	pen	pen	pen
2	b	b	b	baby	'beibi	'beibi	bəbe
3	t	t	t	time	taim	taim	tim
4	d	d	d	desk	desk	desk	desk
5	k	k	k	cook	ku:k	ku:k	kuk
6	g	g	g	go	gəu	gəu	gō
7	f	f	f	fifty	'fifti	'fifti	'fifte
8	v	v	v	very	'veri	'veri	'veri
9	s	s	s	six	siks	siks	siks
10	z	z	z	zero	'ziərəu	'ziərəu	'zerō
11	θ	θ	th	thin	θin	θin	thin
12	ð	ð	th, th	then	ðen	ðen	then
13	ʃ	ʃ	sh	shoe	fu:	fu:	shoo
14	ʒ	ʒ	zh	pleasure	'plezə	'plezə	'plezhər
15	r	r	r	right	rait	rait	rit
16	h	h	h	hat	hæt	hæt	hat
17	l	l	l	little	'lɪtl	'lɪtl	'lɪtl
18	m	m	m	map	mæp	mæp	map
19	n	n	n	nine	nain	nain	nin
20	ŋ	ŋ	ng	sing	siŋ	siŋ	sing
21	tʃ	tʃ	ch	church	tʃɜ:tʃ	tʃɜ:tʃ	charch/church
22	dʒ	dʒ	j	join	dʒɔin	dʒɔin	join
23	tr	tr	tr	try	traɪ	traɪ	tri
24	dr	dr	dr	dream	dri:m	dri:m	drēm
25	w	w	w	we	wi:	wi:	we
26	j	j	y	yes	jes	jes	yes