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中等职业教育系列教材编委会专家审定

幼师英语

English for Kindergarten Teachers

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出版说明

时代的进步与社会的发展,加速了全球化的进程;全球化速度的加剧,使英语逐渐成为了一门国际性的语言;英语作用的与日提升,使家长们越来越关注孩子的英语教育。“英语教育必须从娃娃抓起”,已成为全社会的迫切要求。目前,在国内的幼儿英语教学中,大多数幼儿英语教师并没有接受过专门的幼儿英语教学法的培训,不懂相应的语言学知识,上课时不能顾及儿童的身心特点和实际需求,致使大部分孩子过早地对英语学习失去了兴趣。0—12岁是孩子习得语言的关键期(critical period hypothesis, Hatch, 1983)。如何在孩子语言发展的关键期,充分开发其第二语言习得机制,是摆在幼教专家面前的一个重要问题。提高幼儿英语教师的口头表达能力、阅读理解能力、幼儿英语教学能力,培养其高尚的道德情操,使其具备从事幼教工作的良好素质,帮助她们掌握幼儿英语教学的特点,结合她们自身的专业特点,引导她们在“说”中学、在“读”中学、在“画”中学、在“练”中学、在“唱”中学、在“游戏”中学,这是编写本教材的主要目的。

《幼师英语》是中等职业学校学前教育专业的英语教材,供学完《基础英语》的学生使用。考虑到学生实际所需,编写本教材时,主要以任务性和交际性为主要原则,采用任务驱动模式,按照听、说、读、写、译的模块编写,强化了技能训练。编写者侧重材料选择的专业性以及幼儿英语教学活动的多样性,给学习者提供了丰富的综合训练的机会,切实体现了幼儿英语教学的特色。本教材尝试淡化传统的语法知识,没有列出语法专项,特别提供了教师基本教学技能的训练,以期这些幼教高年级的学生有一个良好的语音面貌,一定的第二语言运用的交际能力,初步掌握一些科学性、趣味性、多样性的幼儿英语教学方法,从而能成功地开展未来的幼儿英语教学工作。

全书共十二个单元,由十个主题单元和两个复习单元组成。每个“复习单元”包括听、说、词汇、阅读和写作五个练习部分和一个教学技巧部分。

每个“主题单元”包括下面八个部分。

1. Learning Targets

为了让学习者知道自己要学什么,“学习目标”部分主要从知识、能力和情感以及必要的英语教学技巧四大方面列出了本单元的学习重点,让学习者在学习本单元之前,对该单元的主要内容有一个宏观的了解。

2. Warm-up

为了让学习者自然地进入第二语言学习状态,“热身”部分提出了两到三个紧扣单元主题的问题,供学习者进行热身练习,以提高她们用英语进行思维的能力,为之后的互动交际埋下伏笔。

3. Listening & Speaking

由于幼教专业的现状、特点以及现实的发展需要,侧重培养幼教工作者的英语交际能力已是一项刻不容缓的任务。“会话”部分依据每个单元的主题内容,设置了一个简短的对话,旨在以话题为主线,提高学习者的口语交际水平。

4. Reading

为了既提高学习者的英语阅读能力,又贴近幼师专业的实际,“课文”除了紧扣单元的主题,还注重了体裁的多样性,题材的趣味性、时代感和教育性。既方便学生进行表演和运用语言知识,又发人深省,达到“润物细无声”的目的。为了帮助学生加深对文章内容的理解与掌握,拓展学生的词汇量,“生词及表达法”部分列出了会话和课文中出现的生词和短语,方便学生根据所附单词的音标、词性和中文释义学习并查阅单词的读音、词性和词义,并了解短语的含义,更进一步地加深对课文的理解。

5. Exercises

“练习”是从巩固知识到运用知识的一个必需的过程。为了使练习符合学生实际,编者针对各单元交际话题和课文内容,依据循序渐进的原则,采用任务教学,对各单元对话和课文部分出现的重点词汇及语法现象进行了练习,既注重练习内容的基础性,又使练习的形式多样化且富有趣味性。

6. Reading for Fun

为了培养学生学习英语的兴趣,扩大学生的知识面,提高学生的阅读能力,拓展学生的词汇量,编写者在每个单元的后面都设计了一篇趣味阅读。“趣味阅读”部分包含阅读材料和它的汉语翻译,方便学生进一步理解文章。文章选材新颖、广泛,包括童话、寓言、知识短文、幼儿教育、教育心理短文和名人名言等,既有利于学生阅读水平的提高,又富有哲理且具有教育意义。

7. Cultural Links

为了拓展学生的知识面,“文化链接”部分介绍了与主题相关的文化小知识,以达到在第二语言教学中对幼教工作者实施跨文化交际渗透的目的,方便学习者在某些特定语境中从第二语言文化的角度更准确地运用语言知识。

8. Teaching Skills

为了使幼教高年级的学生有一个良好的语音面貌,正确掌握英语书写规则,尽可能多地去了解科学、有趣的幼儿英语教学方法,“教学技巧”部分设计了语音知识与练习(包括语音/语调/音标/节奏等),书写规律与练习(包括字母/单词/句子/对话的书写),幼儿英语教学方法与实例(包括节奏/儿歌/字谜/游戏)等内容,以期能帮助她们成功地开展未来的幼儿英语教学工作。

为了方便教学,书后还附有参考答案、趣味阅读的翻译及单词表。

本教材由欧阳前春任主编,洪佳萍任副主编。本册书的编写分工如下:Unit 1, 5 & 6 由邓小菊编写,Unit 2, 3 & 4 由冯燕编写,Unit 7, 9 & 10 由洪佳萍编写,Unit 8, 11 & 12 由黄劲草编写;所有单元中的 Teaching Skills 由欧阳前春编写。完稿后,外籍专家 John Preston 进行了审阅,并对本教材提出了宝贵的意见与建议,在此谨表衷心感谢。

由于受编者水平、时间及精力所限,教材中难免会出现某些问题或纰漏,敬请广大读者批评和指正,以便教材能不断完善。

编 者

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Unit 1 Jobs

Learning targets

In this unit, you will

1. hear a dialogue about people's attitudes and opinions towards different kinds of jobs.
2. know you should have some good characters as a kindergarten teacher.
3. read a passage about Florence Nightingale, the progenitor of nurses for fun.
4. improve your English skills and English teaching techniques.

Warm-up

1. Do you know these sayings and proverbs about jobs?

Rome was not built in a day.

It is no use doing what you like, you have got to like what you do.

Jack of all trades and master of none.

Every trade has its crop of standouts.

2. Think about which of the jobs you would like to do and which of the jobs you wouldn't like to do. Why?

actor/actress, announcer, artist, astronaut, baker, barber, boxer, butcher, cook, dancer, dentist, driver, editor, engineer, farmer, fireman, guard, guide, housewife, lawyer, librarian, miner, model, movie director, movie star, musician, nurse, operator, player, policeman, postman, professor, receptionist, repairman, reporter, scientist, secretary, singer, teacher, waiter/waitress, writer



Listening & speaking

Liu Mei is a new student in Peter's class. She is from China. Today is Sunday. Peter is visiting Liu Mei. Now Liu Mei is showing some photos to him.

Peter: Wow! So many beautiful photos!

Liu Mei: Thank you! Look, this is my family photo.

Peter: Who's this tall man?

Liu Mei: He's my father. He's an engineer. He works very hard.

Peter: Is the woman behind you your mother?

Liu Mei: Yes.

Peter: She looks so young. What does she do?

Liu Mei: She is a doctor and works in a big hospital. She loves her job very much.

Peter: Wow! How great! Can women do various jobs in China?

Liu Mei: Of course. We Chinese women can do all kinds of jobs, such as policewomen, women doctors, teachers, cleaners, bosses, secretaries, engineers, farmers and so on.

Peter: Then what do you want to be in the future?

Liu Mei: Can you guess?

Peter: Let me see. Er...Do you want to be a businesswoman?

Liu Mei: No, I don't. I want to be a teacher. I like children. What about you?

Peter: I hope I can become a basketball star.

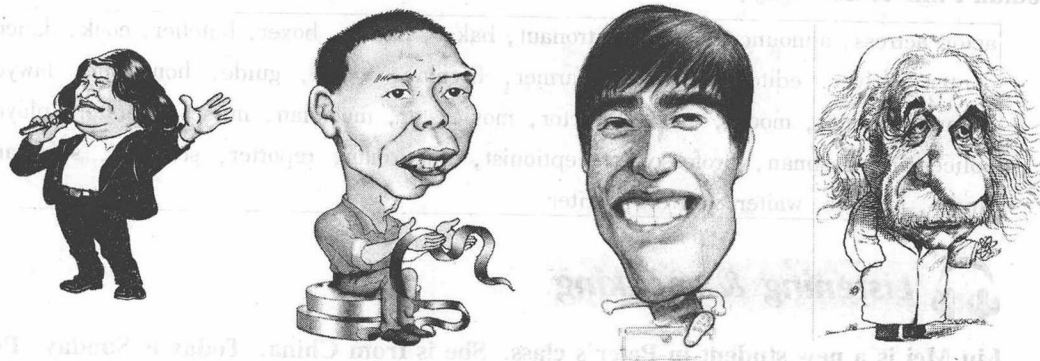


Listening practice

1. Can women do various jobs in China?
2. What's Liu Mei's dream?

Speaking practice

1. Guess their names and their jobs of the great men according to the following pictures.



2. Translate the sayings in Warm-up into Chinese.
3. Are you ready to be a good kindergarten teacher? Do you know these items are needed?

be calm, confident, humorous, friendly, sympathetic and humble
 be willing to listen and answer, help and protect
 be able to reassure the children
 be ready to praise with compliments
 ...

4. Free talk

When there is a shy girl in your class who always refuses to play with other kids, as a kindergarten teacher, how can you make her more active?



Reading

Pre-reading

1. What can you see when you look at the world around you? What can you hear when you listen to the sound around you?
2. How will you teach your students as a kindergarten teacher?

Helen Keller and Her Teacher

Consider these questions: When you look at the world around you, can you see? When you listen to the sound around you, can you hear?

In fact, most people do not notice the ordinary things in life, even though they can see and hear. However, those who are blind and deaf, wish to see and hear every moment of their lives, such as Helen Keller.

In 1880, Helen Keller was born with the ability to see and hear, but at nineteen months old, she fell ill and lost the ability to do either of them. She became a difficult child. She kicked and screamed because she realized that she had lost something forever.

It seemed that no one could help Helen until Anne Sullivan came. On March 3, 1887, Anne met Helen. She gave Helen a doll and spelled the word “d-o-l-l” on her hand. This was a new “game”, finger spelling. Although Helen could repeat the word, she couldn’t understand what it meant.

After a month, a miracle occurred at last. When Anne pumped water over Helen’s hand, she spelled “w-a-t-e-r” on Helen’s hand, first slowly, then quickly. Helen stood still—suddenly language came back! Then Helen asked for the name of everything she touched and also asked for Anne’s name. “Teacher,” Anne spelled.

From that time, Helen left the house each day to search for things to learn. Each new name brought new thoughts. Everything she touched seemed alive.

For the next three years, Helen learned more and more new words. All day Miss Sullivan kept touching Helen's hand and spelling words that gave Helen a language. In time Helen showed she could learn foreign languages. She learned Latin, Greek, French and German.

Three years after Helen started to communicate with her hands, she began to learn to speak as other people did. Miss Sullivan never forgot those days when Helen developed the ability to talk. They were so wonderful!

Miss Sullivan stayed with Helen for many years. She taught Helen how to read, how to write, how to use a typewriter and how to speak. And most important, she taught Helen how to think. Helen wanted to do what others did. Sullivan helped her to get ready for school and college. At last Helen did go to college and completed her studies with high honors.

The work Helen Keller and Anne Sullivan did has been written and talked about for many years. Their success showed how people can conquer great difficulties. Helen ever wrote and said many kind things about her teacher, Anne Sullivan: "It was the genius of my teacher, her sympathy, her love which made my first years of education so beautiful. All the best of me belongs to her. Everything I have obtained today was awakened by her loving touch."



Words and expressions

blind [blaɪnd]

deaf [def]

ability [ə'bɪlɪtɪ]

kick [kɪk]

scream [skri:m]

miracle ['mɪrəkl]

occur [ə'kɜ:]

pump [pʌmp]

thought [θɔ:t]

alive [ə'laɪv]

Greek [gri:k]

communicate [kə'mju:nɪkeɪt]

typewriter ['taɪpraɪtə]

a. 盲目的, 瞎的 v. 使失明

a. 聋的

n. 才能, 能力

n. 踢, 反冲 v. 踢, 反抗

n. 尖叫声 v. 尖叫, 大笑

n. 奇迹

v. 发生 vi. 出现, 存在, 发生

n. 抽水机, 打气筒 v. 抽水, 打气

n. 想法, 思想

a. 活着的

a. 希腊(人)的 n. 希腊人, 希腊语

v. 沟通, 传达, 交流

n. 打字机

honor [ˈɒnə]	<i>n.</i> 荣誉, 头衔, 信用 <i>v.</i> 尊敬, 授予荣誉
conquer [ˈkɒŋkə]	<i>v.</i> 克服, 征服, 战胜
genius [ˈdʒiːnjəs]	<i>n.</i> 天才
sympathy [ˈsɪmpəθɪ]	<i>n.</i> 同情
belong [bɪˈlɒŋ]	<i>v.</i> 属于
awaken [əˈweɪkən]	<i>v.</i> 唤醒, 醒来, 唤起
such as	例如, 诸如
in the future	在将来
even though	即使
search for	找寻(探索, 探求)
more and more	愈来愈……
belong to	属于

Notes

1. In fact, most people do not notice the ordinary things in life, even though they can see and hear. 事实上, 大多数人并没有注意到生活中的那些普通事物, 即使他们/她们看得见也听得到。

Although Helen could repeat the word, she couldn't understand what it meant.

虽然海伦能重复这个词, 但是不明白它的含义。

although, even though 都表示“虽然, 即使, 尽管”之意, although 语气较弱, even though 带有强调意味而显得语气更强。如:

Although they are poor, they are happy. 虽然他们很穷, 但很快乐。

Although it was so cold, he went out without an overcoat. 天气虽然很冷, 但他没有穿大衣就出去了。

Even though it was raining, she walked to work. 即使下雨, 她也是走着去工作的。

I'll visit him this evening even though I can stay only a few minutes. 今晚我将去拜访他, 即使我只能停留一小会儿。

2. However, those who are blind or deaf, wish to see or hear every moment of their lives, such as Helen Keller. 然而, 那些失明或失聪的人, 譬如海伦·凯勒, 就渴望在她们生命中的每一刻都能看到或是听到。

疑问词 + ever 构成的合成词, 翻译为“无论……”如: whatever (无论什么), whichever (无论哪个, 无论哪些), whoever (无论谁), wherever (无论在哪里), whenever (随时, 无论什么时候), however (无论怎样)。

however 作副词时, 后接形容词或副词。如:

You won't move that stone, however strong you are.

不管你力气多大,也休想搬动那块石头。

however 作为连词时,通常意为“但是”,可位于它所引导的从句之前或之后,或位于第一个词或短语之后:如:

I'll offer it to Tom. However, he may not want it. /He may not want it however. /Tom, however, may not want it. /If, however, he doesn't want it...我将提出把这个给汤姆,然而他可能不要它。/而汤姆可能不要它。/然而,万一汤姆不要它的话...

3. **It seemed that no one could help Helen until Anne Sullivan came.** 看起来没人能帮助海伦·凯勒,直到安妮·莎莉文的到来为止。

seem 是连系动词,意思是“好像”、“似乎”。It seems/seemed + that 从句,译为“看起来好像……”。如:

It seemed that nobody knew anything about the matter. 看来没有人知道这件事。

It seemed that no one knew what happened. 看来没有人知道发生了什么事。

此结构可以转化成“seem + 动词不定式”形式。如:

It seems that he is ill. = He seems to be ill. 看起来他好像病了。

It seems that he is lying. = He seems to be lying. 看来他在撒谎。

4. **For the next three years, Helen learned more and more new words.** 此后的三年中,海伦学会了越来越多的新词。

“比较级 + and + 比较级”结构,意为“越来越……”。如:

The problem is becoming more and more complicated. 问题正变得越来越复杂。

He was running faster and faster. 他越跑越快。

5. **At last Helen did go to college and completed her studies with high honors.** 最终海伦的确上了大学,并以很高的殊荣完成了学业。

助动词“do”在本句中起强调谓语的作用。在英语中,通常把助动词 do, did, does 放在一般现在时和一般过去时的句子中的动词原形前,以强调谓语。如:

He did tell all that had happened to him. 他确实把发生的事情都说了。

She does get up early. 她的确常起得很早。

Do be careful next time. 下次务必要小心。

Exercises

Task 1 Reading for the general idea

1. What ability did Helen lose when she was 19 months old?
2. Could Helen communicate with others at last?

Task 2 Reading for the details

1. When did Helen Keller lose the ability to see and hear?

2. Why did Helen kick and scream?
3. When did Ann meet Helen?
4. How did Helen understand the meaning of the word "water"?
5. What other languages did Helen learn except English?
6. When did Helen begin to learn to speak as other people did?
7. What did Ann teach Helen?
8. What did Helen think of her teacher?

Task 3 Correspondence

- | | |
|-------------|---|
| 1. blind | A. to get control of a country by fighting |
| 2. sympathy | B. physically unable to hear anything or unable to hear well |
| 3. alive | C. unable to see |
| 4. honor | D. full of energy, happiness, activity etc |
| 5. awaken | E. something that makes you proud |
| 6. thought | F. to happen |
| 7. occur | G. something you think about |
| 8. deaf | H. the state of being able to do something |
| 9. ability | I. the feeling of being sorry for someone who is in a bad situation |
| 10. conquer | J. to wake up or to make someone wake up |

Task 4 Translation

1. Who knows what will happen _____ (未来).
2. _____ (即使) I hadn't seen my classmate for many years, I recognized him immediately.
3. The police _____ (搜索) the murderer in the forest, but they couldn't find him.
4. With the rapid economical development, China's position on the international stage is _____ (变得愈来愈重要了).
5. We have different pies, _____ (例如) apple, cherry, and strawberry pies.
6. I don't doubt that your ability can do the work. ()
7. You and I belong to different political camps. ()
8. It seems to me that it will rain tonight. ()
9. Mum told him to go to bed early so that he could get up early the next morning. ()
10. Mary was a very difficult child. ()

Task 5 Discussion

1. Words competition

Divide the whole class into two groups. Each group should say a great man's name and his/

her job one by one. And the other group can't say the same name and job that were mentioned before. The group that can't say the next name or job in 5 seconds will lose the game.

2. Guessing games

Divide the students into several groups, then show one student in each group a card on which there are some words about jobs and ask him/her to explain them to his/her partner in English one by one in no more than three sentences, and other students guess the meaning of the words. At last see which group can guess the most words.

For example, student A can say like this: He works in the school and there are many students in his class.

Student B can say: teacher.

Remember: Student A cannot use the words on the card to explain the words themselves.

The words: driver, teacher, actor, waiter, farmer, businessman, doctor, shop assistant, cleaner, etc.

Reading for fun

Florence Nightingale

Nightingale was born into a rich English family in 1820 in Florence, Italy. As a child, she traveled to many places with her family and learned how to speak several languages.

When Nightingale was 17, she told her family she was going to help sick people. Her parents did not approve because nurses were not well respected at the time. But Nightingale was determined and went on with her dream.

She traveled to hospitals all over Europe. She saw doctors were working too hard. She saw patients died because they did not get enough care. Nightingale felt that women could be doing more to help doctors take care of sick people.

Nightingale knew that for nurses in order to do more, they needed special training in how to take care of sick people. She went to a hospital in Germany to study nursing. Then she returned to London and became the head of a group of women called Gentlewomen During Illness. These women cared for sick people in their homes.

In 1854, England was fighting a war with Russia, war reporters wrote about the terrible conditions in the hospitals that cared for the wounded. People demanded that something be done about it. A leader of the government asked Florence Nightingale to take some nurses into the war hospitals. So, in November 1854, Nightingale finally got to work in a hospital. She took along 38 nurses whom she had trained by herself.

At first, the doctors on the battlefields did not want Nightingale and her nurses in their hospitals. They did not believe that women could help. But in fact, the nurses did make a

difference. They worked around the clock, tending the sick. Thanks to their hard work, many wounded soldiers survived. Nightingale always watched over the patients in the army hospital at night, alone and carrying a lamp, so she was called “the lady with the lamp”.

After the war, Nightingale and her nurses were treated like heroes. Finally, in 1860, she started the Nightingale School for Nurses. In time, thanks to Florence Nightingale, nursing became an important part of medicine.

International Nurses Day (IND) is celebrated around the world every May 12 since 1972. This day is to celebrate nurses who make priceless contributions to our society and to commemorate the birthday of Florence Nightingale.

Cultural links

求职信六要素

称呼:求职信的称呼往往比一般书信的称呼正规一些,可用“尊敬的××司长(处长、负责人),××董事长(或总经理)先生,××厂长(或经理)或××教授(或校长、老师等)”,而不要使用“××前辈,××师傅”等不正规的称呼。

正文:这是求职信的中心部分,其形式多种多样,一般都要求说明求职信息来源、应聘岗位、本人基本情况和工作成绩等内容。

结尾:一般应写明:A、希望对方给予答复,并盼望能有机会参加面试;B、写上简短的表示敬意、祝愿之类的祝词。

署名:应注意与信首的“称呼”相一致。

日期:一般写在署名右下方,最好用阿拉伯数字写,并把年、月、日全写上。

附录:求职信一般都要求同时寄一些有效证件,如学历证、学位证、职称证、身份证、工作证(求职证)、获奖证书、户口等复印件、简历以及近期照片等。

Teaching skills

Task 1 Pronunciation & Intonation

I. Introduction to vowels and consonants(音标简介)

英语共有 48 个音标,分元音(Vowels)和辅音(Consonants)两种。元音有 20 个,其发音特点是发音时气流在通道上不受任何阻碍,声带振动。元音分为单元音(Pure Vowels)和双元音(Diphthongs)两大类;其中单元音,按发音部位可分为前元音(Front Vowels)、中元音(Central Vowels)和后元音(Back Vowels);按发音时间长短分为长元音(Long Vowels)和短元音(Short Vowels)。双元音按其发音的特点可分为合口双元音(Closing Diphthongs)和集中双元音(Centering Diphthongs)。辅音有 28 个,其发音特点是气流经过发音器官时受到阻碍或产生摩擦。按声带振动与否可分为两大类:清辅音(Voiceless Consonants)和浊辅音(Voiced Consonants);按不同的发音方式可分为爆破音(Plosive Consonants)、摩擦音(Fricative Consonants)、破擦音(Affricative Consonants)、鼻音(Nasal Consonants)、舌侧音(Lateral Consonants)和半元音(Semi-vowels)。



II. Front Vowels(前元音) [i:] [ɪ] [e] [æ]

[ɪ]是短元音。发音时舌尖抵下齿,舌前部抬高,舌两侧抵上齿两侧;口形扁平。

[i:]是长元音。发音时舌尖抵下齿,前舌尽量抬高,舌位高于[ɪ];口形扁平。

[e]是短元音。发音时舌尖抵下齿,舌前部稍抬起,舌位比[i:]低,开口度比[i:]大。

[æ]是短元音。发音时舌尖抵下齿,舌前部稍高抬,舌位比[e]更低。

1. Contrast the pairs of words:

(1) [i:]	[ɪ]
eat	it
peak	pick
deep	dip
meal	mill
(2) [e]	[æ]
bet	bat
leg	lag
guess	gas
mess	mass

2. Read the following phrases correctly:

- (1) sweet dreams
- (2) meet in the street
- (3) my little sister
- (4) life in a big city
- (5) never forget
- (6) get ready for the wedding
- (7) a bad apple
- (8) a fat cat

3. Do rhythm drills:

- (1) Sh! Sh! Baby's sleeping!

Sh! Sh! Baby's sleeping!

What did you say?

What did you say?

I said, please be quiet, baby's sleeping!

I said, please be quiet, baby's sleeping!

- (2) What's the matter?

You look sad.

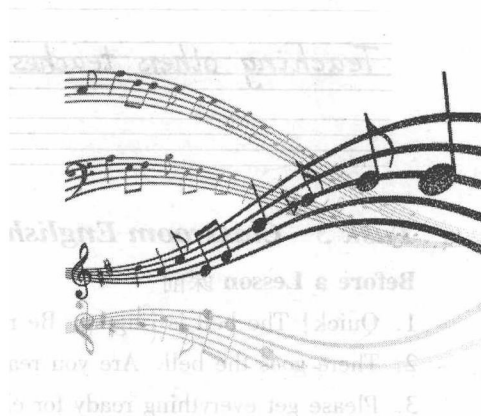
Daddy lost his bag.

Your Dad lost his bag?

Yes, the black bag.

He lost it at the bank.

That's too bad.



III. Syllable (音节)

一个元音可以构成一个音节;一个元音和一个或几个辅音音素结合也可以构成一个音节,例如:ear [ɪə] no [nəʊ] stand [stænd]。除[m][n][l][ŋ]四个成节音可以构成音节外,辅音一般不能构成音节,例如:apple ['æpl] reason ['ri:zn]

音节一般可分为三种:开音节、闭音节和r(e)音节。例如:

开音节 go [gəʊ]

face [feɪs]

闭音节 fast [fɑ:st]

what [wɒt]

r(e)音节 third [θɜ:d]

square [skweə]