

A vowel trapezoid diagram is located in the top right corner of the cover. It is a dark gray trapezoid with white lines forming a grid. The lines are labeled with phonetic symbols in blue brackets: [i] at the top left, [u] at the top right, [e] on the left side, [o] on the right side, [ɛ] in the middle left, [ɔ] in the middle right, [a] at the bottom left, and [ɑ] at the bottom right.

英语语音学概论

主编：晋鸿琪

AN OUT LINE OF ENGLISH PHONETICS

成都科技大学出版社

AN OUTLINE OF ENGLISH PHONETICS

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编者的话

“She would like to pick her up at the bus station”. 如此简单的一句话,在一次“听力”课上,全班学生竟没有一个人能听得出来,有的只听到“罗伯特”一个象人名一样的声音。

原来是这样的,在快速的交际语言中,这句话的实际发音效果是:/ʃd'lai tə'pikə 'rʌpədə'bʌs-teɪʃn/,其中的/-rʌpədə/即是所谓的“罗伯特”,实为/-rʌpət-ðə/。孤立的单词发音与其在快速语流中的发音存在着很大的差异。

另一件使人不能忘却的事是:一考生高考成绩全市第一,但却名落孙山了,原因是口试时发现他“发音太差,不宜录取”。还有一件事至今仍一直萦绕着我们,不少学生带着他们初学英语时的发音错误进入高校,但由于对发音问题重视不够,却又带着错误的发音毕业离校,步入社会,登上讲台,去教学生,形成了一种不良循环。因此,我们想,应该编写一本书,专门讲讲语音问题,尽量将一些容易出毛病的地方包容其内。

“An Outline of English Phonetics”如今和大家见面了。它从理论、方法、实践等几个方面,较为详实、系统地阐述了英语的发音,其描述清楚、准确,可操作性强,易于掌握;它从不同的角度回答了英语语音教学与学习中存在的一些疑惑和问题,为您学、教英语发音提供了一个可靠的依据和方便的工具。本书可作为大学(特别是师范院校)英语专业学生的基础英语语音学习用书,也是中学英语老师教学和继续进修时不可缺少的参、教用书,同时,它还是其他英语爱好者自学英语语音的良师益友。其主要特点是:

1. 用英语编写,以期收到语音、语言双收获的效果。

2. 理论、实践兼顾,以求知其然及其所以然。

3. 元音,以 Daniel Jones 的 Cardinal Vowel 体系为基准进行描绘,辅以详实的图示,使难以捉摸、判断的元音有了评测的具体尺码,变得容易掌握和好学了。

4. 辅音,描述细致具体,图示生动形象,以使您对其发音弄个一清二楚。

5. [ʔ] 已成为英语的明显特征,本书作了专门介绍,是市书所不多见的。

6. Variants 是本书的一大特征,它将拓宽你对英语发音的认识,使你更进一步了解和接近本国讲英语的实际,他们的发音怎么不同,你将在这里找到答案。

7. Practice 是为每个 Phoneme 编排的练习实例,以供您进行操练。

8. Connected Speech 对常见的一些活的语音现象,做了较为详尽的介绍,它来自于实践,是学习地道的口头英语断不可少的。

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由于水平所限,书中定会有不少缺点错误,诚恳地希望您,提出批评指正。

最后,仅以此书献给教学第一线的中学英语老师。

——编者

于河南省安阳教育学院

一九九五年元旦

CONTENTS

I	Which Type of English Pronunciation	(1)
II	The Pronunciation of Speech	(5)
	1. The Lungues	(5)
	2. The Larynx and the Vocal Cords	(5)
	3. The Resonating Cavities	(9)
	(1) The Pharynx	(9)
	(2) The Nose and the Soft Palate	(10)
	(3) The Mouth	(10)
	4. The Lips	(12)
	5. The Tongue	(14)
	6. Basic Factors of Sound Description	(16)
III	The Sounds of Speech	(17)
	1. Judgements of Speech Sounds	(17)
	2. The Formation of Speech Sounds	(18)
	3. Pitch	(21)
	4. Loudness	(22)
	5. Length	(23)
IV	Classification of Speech Sounds	(25)
	1. Vowel and Consonant	(25)
	2. The Consonantal Type	(26)
	2-1 Place of Articulation	(27)
	2-2 Manner of Articulation	(28)
	2-3 Semi-vowels	(30)
	2-4 Energy of Articulation	(30)
	2-5 Classification of Consonants	(31)

3. Vowel Type	(32)
3—1 Difficulties of Description	(32)
3—2 The Cardinal Vowel Scale	(34)
3—3 Classification of Vowels	(37)
V Sounds of Spoken Language	(40)
1. Phonemes and Allophones	(40)
2. Allophonic Variants	(41)
3. Notation	(43)
VI The English Vowels	(45)
1. Introduction	(45)
2. Distinctive Vowels	(46)
(1) Diagram of the Vowels (pure)	(46)
(2) Diagram of the Vowels (gliding)	(47)
(3) Qualities of the Syllabic Vowels	(49)
3. Description of the Vowels	(50)
3—1 Monophthongs	(51)
/i:/	(51)
/i/	(54)
/e/	(58)
/æ/	(61)
/ʌ/	(65)
/ɑ:/	(68)
/ɔ/	(71)
/ɔ:/	(73)
/u/	(78)
/u:/	(80)
/ə:/	(84)
/ə/	(87)

3—2 Diphthongs—Glide	(92)
/ei/	(93)
/ai/	(97)
/ɔi/	(101)
/əu/	(104)
/au/	(109)
3—3 Diphthongs—Centring(diphthong+ /ə/) ...	(113)
3—4 Centring Diphthongs(glide to /ə/)	(117)
VII The English Consonants	(129)
(I) Distinctive Consonants	(129)
(II) Consonants with Closure or Stricture (Class A)	
.....	(130)
1. Plosives	(130)
1—1 Stages of Plosives	(130)
1—2 Features of Plosives	(131)
1—3 The Release of Plosives	(134)
(1) In Final Positions (no release)	
.....	(134)
(2) In Stop Clusters (no release) ...	(134)
(3) Glottal of Final /p, t, k/.....	(136)
(4) Nasal Release	(136)
(5) Lateral Release	(137)
(6) Affrication of Plosives	(138)
1—4 Plosives in Pairs	(139)
/p, b/.....	(139)
/t, d/	(143)
/k, g/	(147)
/ʔ/	(152)

2. Affricates	(156)
2-1 Definition	(156)
2-2 Phonemic Status	(156)
2-3 The Acoustic Features	(158)
2-4 Affricates in Pairs	(158)
/tʃ, dʒ/	(158)
/tr, dr/	(162)
3. Fricatives	(166)
3-1 Features	(166)
3-2 Fricatives in Pairs	(168)
/f, v/	(168)
/θ, ð/	(172)
/s, z/	(176)
/ʃ, ʒ/	(179)
/h/	(183)
(Ⅲ) Glide Consonants (Class B)	(186)
1. Nasals	(186)
/m/	(187)
/n/	(189)
/ŋ/	(192)
2. Lateral /l/ (/ɭ/),	(196)
3. Post-alveolar /r/	(202)
4. Semi-vowels	(208)
/j/	(209)
/w/	(213)
VIII Syllable	(218)
1. Definition	(218)
Construction	(220)

1) Syllabic Sounds	(220)
2) Forms of Syllables	(222)
3) Open Syllables	(223)
4) Closed Syllables	(224)
5) Pronunciation for Stressed "a, e, i, o, u"	(225)
6) Pronunciation for Unstressed "a, e, i, o, u"	(226)
3. Syllabification	(227)
К The word	(232)
1. Accent	(232)
2. Prominence	(234)
(1) Stress	(235)
(2) Pitch Change	(235)
(3) Sound Quality	(238)
(4) Sound Quantity	(239)
3. Word Accentual Patterns	(240)
4. Instability of Word Accentual Patterns	(246)
5. Elision	(250)
(1) Vowels	(250)
(2) Consonants	(251)
Х Words in Company	(253)
1. Neutralization of Weak Forms	(254)
2. Allophonic Variations	(256)
3. Assimilation	(260)
4. Elision	(262)
5. Liaison (linking)	(265)
6. Advice to You	(267)

XI Connected Speech	(270)
1. Accent	(270)
2. Stress and Rhythm	(274)
3. Changes of Quantity and Quality	(283)
1) Accented Words	(283)
2) Unaccented Words	(284)
4. Intonation	(289)
4-1 The Main Functions	(289)
4-2 Manifestation of the Accentual Function	(290)
1) Realization of Primary Accent	(290)
2) Types of Nucleus	(292)
(1) The Falling Nucleus	(292)
(2) The Rising Nucleus	(293)
(3) The Falling-rising Nucleus	(294)
3) Realization of Secondary Accent	(295)
(1) Pre-nuclear	(295)
(2) Post-nuclear	(297)
(3) Between Fall and Rise	(298)
4) Realization of Unaccented Syllables	(298)
(1) Pre-nuclear	(298)
(2) Within Body	(299)
(3) Post-nuclear	(300)
4-3 Manifestation of the Non-accentual Function	(301)
1) Falling Nuclei	(302)
(1) Low-falling Nucleus	(303)
(2) High-falling Nucleus	(304)

2) Rising Nuclei	(305)
(1) Low-rising Nucleus	(305)
(2) High-rising Nucleus	(307)
(3) Falling-rising Nucleus	(308)
(4) Multi-nuclear Patterns	(309)
4—4 Advice for Learning Accent in Connected Speech	(312)

I Which Type of English Pronunciation

1. There are as many different kinds of English as there are speakers of it; no two people speak exactly alike — we can always hear differences between them — and the pronunciation varies a great deal in different geographical areas. How do we decide what sort of English to use as a model? This is not a question which can be decided in the same way for all foreign learners of English. If you live in a part of the world like India or west Africa, where there is a tradition of speaking English for general communication purposes, you should aim to acquire a good variety of the pronunciation of this area; such varieties of Indian English or African English and the like are to be respected and used as a model by all those who will need their English mainly for the purpose of communication with their fellows in these areas. It would be a mistake in these circumstances to use a model B. B. C. English or anything of the sort.

On the other hand, if you live in an area where there is no traditional use of English and no body of people who speak it for general communication purposes, then you must take as your model some form of native English pronunciation, and which form you choose does not very much matter. The most sensible thing to do is to take as your model

the sort of English which you can hear most often. If you have tape records of English speech based on, let us say, an American pronunciation, make American your model; if you can listen regularly to the B. B. C. , use that kind of English. But whatever you choose to do, remember this: all these different accents of English have a great deal in common, they have far more similarities than differences, so don't worry too much what sort of English you are listening to provided (if) it is English.

In this book I cannot describe all the possible pronunciations of English that might be useful to you so I shall concentrate on one, the sort of English used by educated Southern British English, particularly the London middle class, or the speech spoken by BBC announcers, at universities and public schools. This form of speech now often referred to as Received Pronunciation, that is "accepted" pronunciation, is readily and widely understood throughout the English speaking countries and generally recommended where English is taught and learned as a foreign language. The BBC formerly recommended this form of pronunciation for its announcers mainly because it was the type which was most widely understood and which excited least prejudice of a regional kind. Thus, RP often became identified in the public mind with "BBC English". This special position occupied by RP, basically educated Southern British English, has led to its being the form of pronunciation most commonly described in books on the phonetics of British English and traditionally taught to foreigners.

Within RP itself it is convenient to distinguish three main types: the “conservative” RP forms used by the old generation and, traditionally, by certain professions or social groups; the “general” RP forms most commonly in use and typified by the pronunciation adopted by the BBC; and the “advanced” RP forms mainly used by young people of exclusive social groups — mostly of the upper classes, but also, for prestige value, in certain professional circles.

2. But certain types of regional pronunciation are, indeed, firmly established. Some, especially Scottish English speech, are universally accepted; others, particularly the popular forms of pronunciation used in large towns such as London, Liverpool, or Birmingham, are generally characterized as ugly by those (especially of the old generations) who do not use them.

It may be said, too, that if improved communications and radio have spread the availability of RP, these same influences have rendered other forms of English pronunciation less remote and strange. An American pronunciation of English, for instance, is now completely accepted in Britain; this was not the case at the time when the first sound films were shown in this country, an American pronunciation then being considered strange and even difficult to understand. Speakers of RP are becoming increasingly aware of the fact that their type of pronunciation is one which is used by only a very small part of the English-speaking world.

3. It has to be recognized that the role of British RP in the English-speaking world has changed very considerably in

the last century. Over 300 million people now speak English as a "first" language, and of this number native RP speakers form only a minute proportion; the majority of English speakers use some form of American pronunciation. However, despite the discrepancy in numbers, RP continues for historical reasons to serve as a model in many parts of the world, and if a model is used at all, the choice is still effectively between RP and American pronunciation.

When it is a question of teaching English as a second language, there is clearly much greater adherence to one of the two main models. Most teaching textbooks describe either RP or American pronunciation, and allegiances to one or the other tend to be traditional or geographical; thus, for instance, European countries continue on the whole to teach RP, whereas much of Asia and South America follow the American model.

II The Production of Speech

Man possesses the ability to pronounce sounds by using certain of his body's mechanism, and he is able to organize the range of sounds which he can emit into a highly efficient system of communication. When he speaks he makes use of the speech organs.

1. The Lungs 肺

In all languages, the most usual source of energy is provided by an air-stream expelled from the lungs. We draw the air into the lungs, and we release it slowly and then interfere with its passage in various ways and at various places. Fig. 1 is a diagram showing a side view of the parts of the throat and mouth and nose which are important modifications in realization of the English sounds.

2. The Larynx^喉 and the Vocal Cords^{聲帶}

First of all, in the trachea or windpipe, the air-stream provided by the lungs passes through the larynx which contains the so-called "vocal cords" (see Fig. 1)

The larynx is a casing situated in the upper part of the trachea. Its forward position is prominent in the neck, be-