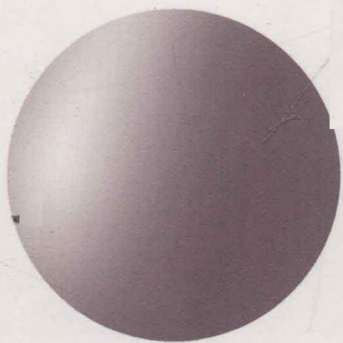


Practice Makes Pronunciation

杨开杰 张君 黄晓星 王倩倩 杨小艳 何婷 吴蔚 编著



Course Handbook
Course Workbook



WUHAN UNIVERSITY PRESS

武汉大学出版社

Partner Makes Pronunciation

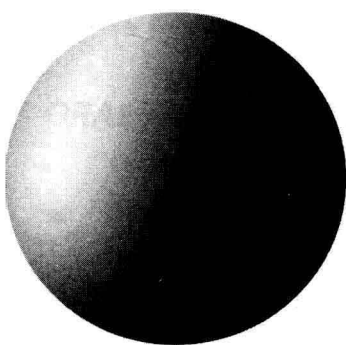
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INTRODUCTION

Hello and welcome to the course – Practice Makes Pronunciation (PMP in short).

PMP is a 16-hour crammer course set to prepare the students for a “standard” English pronunciation so as to further their regular English language study and skill training.

The objectives of this “Preliminary” course to English Through Reading (ETR) and Speaking are listed below:

- ✓ *To understand the basic features and physiology of pronunciation*
- ✓ *To learn phonemic transcription*
- ✓ *To practice English pronunciation*
- ✓ *To lay a strong phonetic foundation for further study in English*

The intended knowledge outcomes are:

- ✓ *To know all the vowels (short and long, diphthongs and triphthongs) and consonants (plosives: fortis/lenis, fricative/affricate, retroflex, nasal), as well as their symbols and transcriptions,*
- ✓ *To basically know the rules of stress/placement of stress in a word, and the forms and functions of intonation, and*
- ✓ *To be conscious of the aspects of connected speech: rhythm, assimilation, elision, linking.*

The intended skills outcomes are:

- ✓ *To articulate vowels and consonants*
- ✓ *To read phonetic symbols and transcriptions*
- ✓ *To develop natural intonation*

STUDY MATERIALS

There is no set textbook, for the contact course will be conducted with the help of multimedia, i.e. Power Point Slices (PPTs). However, we have incorporated the text of the PPTs into this workbook for your easy reference in class and revision after class.

This course workbook also provides supplementary exercises.

The international phonetic symbols chart is also attached in this book.

ASSISTANCE

Program coordinators, the teachers and class instructors are accessible by email. The email address list is as follows:

Teaching Team

<i>Jack Yang</i>	<u>cruclala@gmail.com</u>
<i>Amy Zhang</i>	<u>amyzi_123@126.com</u>
<i>Edna Huang</i>	<u>edna.wh@163.com</u>
<i>Emma Wang</i>	<u>wqemma@gmail.com</u>
<i>Fay Yang</i>	<u>faygirl1010@126.com</u>
<i>Catherine He</i>	<u>Cathy415497@yahoo.com.cn</u>

Administrative Team

<i>Delci Wu</i>	<u>yulan.wu.wtu@gmail.com</u>
<i>Mandy Li</i>	<u>mandylee_1018@163.com</u>
<i>Yuki Xiong</i>	<u>yuanx84@163.com</u>
<i>Maggie Xu</i>	<u>maggie01250125@126.com</u>
<i>Charlene Ke</i>	<u>keqianhappy@163.com</u>

ASSESSMENT

Assignment	Due Date	Weighting
1. <i>In-class participation and practice</i>	<i>To be evaluated by study group leaders and the teacher on EVERY CLASS DAY</i>	30%
2. <i>Final exam (90 minutes)</i>	<i>To be advised</i>	50%
3. <i>Oral test through recording (10 minutes)</i>	<i>To be submitted by the 1st Monday after the course is completed</i>	20%

Pass Requirements:

You must:

- *gain 50% overall to achieve a C pass; and*
- *gain 30% in the final exam and 13% in the recording element.*

FINAL EXAM INFORMATION

There are altogether 65 questions. The question types and their instructions are as follows:

Questions 1-10

Sound discrimination. Listen to the audio clip and choose letter A or B. (10 × 1.5%)

N.B. The audio clip will be played only once.

1. Was your _____ alright after the accident?
A. uncle B. ankle

Questions 11-30

Write the phonetic symbols for the underlined parts of the words. (20 × 1%)

Example: /ɔ/ dog

11. _____ cheat

Questions 31-40

Spell out the words based on their phonetic symbols. (10 × 2%)

31. /tiə/

Questions 41-50

Study the stress pattern 1-5 and write the pattern number for the following words. (10 × 2%)

N.B. Two examples are given.

1 0o 2 0o 3 0oo 4 o0o 5 ooO

Examples: simple 1 banana 4

41. student

Questions 51-55

Match the following utterances to the possible meanings. (5 × 2%)

Utterances

Possible meanings

51. I'll walk with you to the station. Nobody else has offered.

Questions 56-65

Underline where linking (or assimilation or elision) occurs. Spot out no less than 10 places. (10 × 1.5%)

Example:

I really love this shiny one over here

ORAL TEST RECORDING SCRIPT

Choose one of the two Readings and read it loudly in a natural way. You may record your reading many times, but make sure you send us your best version.

Reading 1

Have you ever watched young children practice the sounds of the language they are learning? They imitate, repeat, and sing consonant and vowel combinations without effort. For young children, learning to speak a language is natural and automatic. No one suspects that complex learning is occurring. For adult learners, however, gaining pronunciation of new language is not automatic. It presents an unusual challenge. Why is pronunciation progress in adults more limited? Some researchers say the reasons are biological or physical. Others say they are social or cultural. Although many questions are still unanswered, it is important to realize two...

Reading 2

Edward T. Hall is a famous anthropologist who thinks that different cultures have different outlooks on time, space, and personal relationships. He classifies cultures along a continuum ranging from high context to low context. In high-context culture, the circumstances surrounding a message carry more meaning than the message itself. For example, if an individual negotiates a business agreement, the reputation of the family is considered. Verbal promises are trusted, so there is little paperwork. What about low-context culture, the words themselves are more important than the context. Social and family connections are not always regarded. Because the contract itself is the most important part of an agreement, the agreement might generate a lot of legal paperwork. Can you think of other examples of how cultural differences might lead to miscommunication?

STUDY GUIDE

<i>Class Day</i>	<i>Study Plan</i>	<i>Comment</i>
<i>One</i>	<i>An overview of the course</i> <i>Contents</i> <i>The five long vowels</i> <i>/a:/ /i:/ /u:/ /ɔ:/ /ə:/</i> <i>Consonants</i> <i>/p/ /b/ /t/ /d/ /k/ /g/</i>	
<i>Two</i>	<i>Contents</i> <i>vowels</i> <i>/æ/ /e/ /ɔ/ /u/ /ʌ/ /ə/ /i/</i> <i>Consonants</i> <i>/θ/ /ð/ /s/ /z/ /ʃ/ /ʒ/</i>	
<i>Three</i>	<i>Contents</i> <i>Vowels</i> <i>/aɪ/ /aʊ/ /eɪ/ /ɛə/ /əʊ/ /ɔɪ/</i> <i>Consonants</i> <i>/f/ /v/ /h/ /w/ /r/ /j/ /l/</i>	
<i>Four</i>	<i>Contents</i> <i>The four diphthongs</i> <i>/iə/ /uə/ /aɪə/ /aʊə/</i> <i>Consonant clusters</i> <i>/tr/ /dr/ /tʃ/ /dʒ/ /ts/ /dz/</i> <i>Nasal sounds</i> <i>/m/ /n/ /ŋ/</i>	
<i>Five</i>	<i>Contents</i> <i>Word Stress & Sentence Stress</i>	
<i>Six</i>	<i>Contents</i> <i>Intonation</i>	
<i>Seven</i>	<i>Contents</i> <i>—Elision</i> <i>—Linking</i> <i>—Assimilation</i>	
<i>Eight</i>	<i>Contents</i> <i>Sense Group</i>	

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PRONUNCIATION CLASSDAY ONE

An overview of the course

Contents

The five long vowels

/a:/ /i:/ /u:/ /ɔ:/ /ə:/

Consonants

/p/ /b/ /t/ /d/ /k/ /g/

Text One

/a:/

[pa:k]

[da:k]

[ka:t]

[ka:]

['a:mi]

口张大，舌身平放后缩，舌尖离开下齿。注意长度，不要发得太短。

arm

carp

hard

party

carpet

harsh

march

market

garden

pardon

fast

last

class

glass

basket

glance

chance

drama

demand

command

Exercises

Practice reading the following items aloud.

are

art

bar

car

dart

far

guard

heart

part

raft

vase

yard

*Farmer Barnes is a hard man for a bargain, but he isn't hard-hearted.
Past barges and carts,
Past harbours and farms,
The cars go darting by;
Till after dark their sparkling lights,
Startle the starry sky.*

Text Two

/i:/

[bi:]

[mi:]

[pi:t]

[bi:d]

[i:st]

舌尖抵下齿，舌前部向硬腭尽量抬起，但比汉语普通话的“i”音稍低，没有摩擦。嘴唇向两旁伸开，成扁平形。

<i>pea</i>	<i>been</i>	<i>see</i>	<i>we</i>	<i>he</i>
<i>eat</i>	<i>neat</i>	<i>beat</i>	<i>feet</i>	<i>meat</i>
<i>feel</i>	<i>free</i>	<i>three</i>	<i>please</i>	<i>breeze</i>
<i>even</i>	<i>reason</i>	<i>receive</i>	<i>belief</i>	<i>immediate</i>

Exercises

Practice reading aloud the following items.

<i>eat</i>	<i>bee</i>	<i>cheat</i>	<i>deed</i>
<i>fee</i>	<i>he</i>	<i>jeep</i>	<i>key</i>
<i>Lee</i>	<i>me</i>	<i>need</i>	<i>pea</i>
<i>see</i>	<i>tea</i>	<i>we</i>	<i>she</i>

*See the breeze teasing the tree,
Weaving the leaves or shaking them free,
Tossing the fleece of sheep,
That keep on peacefully feeding, half asleep.*

Text Three

/u:/

[tu:]

[du:]

[ju:]

[mu:n]

['dju:ti]

双唇圆小，向前突出，舌后部抬得较高。
注意长度，不要发得太短。口腔肌肉要保持紧张状态。

<i>zoo</i>	<i>food</i>	<i>shoe</i>	<i>who</i>	<i>youth</i>
<i>foot</i>	<i>fool</i>	<i>tooth</i>	<i>cool</i>	<i>choose</i>
<i>rule</i>	<i>blue</i>	<i>true</i>	<i>group</i>	<i>fruit</i>
<i>noon</i>	<i>boot</i>	<i>through</i>	<i>woo</i>	<i>doom</i>

Exercises

Practice reading aloud the following items.

<i>boot</i>	<i>cool</i>	<i>doom</i>	<i>fool</i>
<i>goose</i>	<i>hoop</i>	<i>juice</i>	<i>loom</i>
<i>moon</i>	<i>pool</i>	<i>root</i>	<i>soon</i>
<i>woo</i>	<i>shoe</i>	<i>choose</i>	<i>through</i>

Don't lose the opportunity.

Choose either boots or shoes.

Who said the soup was too cool?

Your spoon won't be useful for noodles.

Text Four

/ɔ:/

[nɔ:t]

[ɔ:t]

[kɔ:l]

[fɔ:m]

[tʃɔ:k]

舌后部抬得略高，双唇收圆，并用力向前突出。
注意长度，不要发得太短。

saw	law	wall	hall	talk
board	lord	force	horse	born
story	forty	forward	porter	portrait
water	always	almost	already	daughter

Exercises

Practice reading aloud the following items.

bore	core	door	four
gorgeous	jaw	caught	law
more	nor	paw	raw
saw	tall	war	story
claw	flaw	shore	chalk

Pride goes before a fall.

George saw a saw hanging on the wall.

He was born on August the fourteenth, nineteen forty-four.