

MANUAL OF ENGLISH PRONUNCIATION

最新

英语语音
训练大全

Tamara Piankova 编著



北京语言大学出版社
BEIJING LANGUAGE AND CULTURE
UNIVERSITY PRESS

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出版说明

《最新英语语音训练大全》由英语教授 Tamara Piankova 博士编著。Tamara Piankova 博士曾师从英国杰出语音学大师 Daniel Jones 的弟子 Olga Dikushina 教授学习语音学，从事英语及英语语音教学与研究 40 余年，对英语语音有独到的见解，对英语语音教学有丰富的经验。本书是其 40 余年英语语音教学与研究的结晶。

本书具有以下特点：

1. 内容全面：涵盖英语语音的各个方面，包括英语辅音和元音的发音、单词、短语及句子重音、节奏、语调、拼读规则、朗读练习。是目前国内内容最全的英语语音教材。

2. 练习丰富、系统：我们知道，要想获得地道、标准的英语语音，如同要想弹得一手好钢琴一样，须经过大量、系统的练习。本书提供了 200 多段语音示范和 500 多个练习，语音训练量之大、练习之多，是目前国内任何一本语音教材所不及的，它是为真心想获得地道英语语音的学习者而编写的语音训练用书。练习的编写按照从单项练习到对比练习，再到综合练习的顺序，这种系统的练习，可以全面、高效提升学习者的语音水平。

3. 练习材料地道、实用：本书中的练习材料均为地道的日常口语，使用本书进行语音训练的同时，学习者的口语能力也将得到提高。

4. 用英文撰写，语言简洁、明了。解说内容提供中文译文。

5. 附赠特制加长版高清 MP3 光盘：含 10 余个小时的录音，录有全部语音示范、语音练习和朗读练习，用地道、标准的英音朗读。

本书可作为高校英语专业和非英语专业的大学生及高职高专英语专业的学生的语音训练教材，也可作为教师的语音素材资料库。

The road to σ ?

Well, it's plain and simple to express:

Err and err and err again,

But less and less and less...

PREFACE

The *Manual of English Pronunciation* is written to help foreign learners of English develop new phonetic skills, including:

- Articulation of new sounds and sound combinations
- A continuous pronunciation of sounds and words in a natural stream of speech
- A specific word stress and attenuation of unstressed vowels
- Weak forms of monosyllabic words
- Phrase and sentence stress
- Specific English rhythm and pace
- English intonation patterns

To achieve this aim, the book introduces the basic concepts of the English pronunciation and provides a large number of exercises for intensive oral practice.

The principles underlying our approach to the subject are as follows:

1. It is important that the foreign learner develop an awareness of the main features of the English pronunciation rather than depend on their capability to imitate (not all students are good imitators).
2. The information introduced is purely practical and presented in a maximally concise and clear manner.
3. Abundant practice exercises reduce the time required to correct students' mistakes afterwards. A pronunciation (reading) item is drilled in single-purpose exercises before different items are brought together in a jumble. Other things being equal, such exercises are more effective than those aimed at practising several difficulties at the same time. A large number of exercises are so organized that each one is devoted to a *single* model (structure) and a subsequent word (phrase, sentence) does not impair the dynamic stereotype being developed in the previous one.
4. The English pronunciation is linked with English reading rules.

Dr. Tamara Piankova

前言

《最新英语语音训练大全》为英语作为外语的学习者编写，旨在帮助学习者掌握新的读音技巧，包括：

- 新的语音及语音组合的发音
- 语音及单词在自然语流中的连贯发音
- 单词的重音和非重读音节的弱化
- 单音节单词的弱读
- 短语及句子重音
- 英语的节奏及语速
- 英语语调的规律

为了实现这一目的，本书介绍了英语语音的基本概念，并提供了大量的口语练习。本书在编写时遵循以下原则：

1. 要帮助英语学习者认识英语语音的主要特征，而不是单纯地靠模仿学习语音。这一点很重要，因为不是所有的学习者都善于模仿。
2. 提供的信息具有实用性，且简明扼要，表达清晰。
3. 练习丰富，由单项练习到综合练习顺序进行。这样的练习能够省去日后纠正学习者语音错误的时间，比同时练习几个难题更加有效。书中练习量大，但安排合理，针对性强，循序渐进。
4. 英语的语音与英语拼读规则相结合。

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List of English Phonetic Symbols, Signs and Abbreviations

Consonants 辅音

/p/	peace	/pi:s/
/b/	beat	/bi:t/
/t/	tea	/ti:/
/d/	deep	/di:p/
/k/	cat	/kæt/
/g/	gas	/gæs/
/f/	far	/fɑ:/
/v/	vast	/vɑ:st/
/θ/	birth	/bɜ:θ/
/ð/	there	/ðeə/
/s/	see	/si:/
/z/	zoo	/zu:/
/ʃ/	sheep	/ʃi:p/

/ʒ/	pleasure	/'pleʒə/
/h/	head	/hed/
/ʃ/	she	/ʃi:/
/tʃ/	cheap	/tʃi:p/
/dʒ/	June	/dʒu:n/
/m/	man	/mæn/
/n/	need	/ni:d/
/ŋ/	sing	/siŋ/
/l/	leave	/li:v/
/r/	red	/red/
/w/	work	/wɜ:k/
/j/	jes	/jes/

Vowels 元音

/i:, i/	see	/si:/	city	/'siti/
/ɪ/	sit	/sɪt/		
/e/	pen	/pen/		
/æ/	man	/mæn/		
/ɑ:/	car	/kɑ:/		
/ɒ/	hot	/hɒt/		
/ɔ:/	warm	/wɔ:m/		
/ʊ/	look	/lʊk/		
/u:/	soon	/su:n/		
/ʌ/	cup	/kʌp/		
/ɜ:/	bird	/bɜ:d/		

/ə/	about	/ə'baʊt/
/eɪ/	name	/neɪm/
/aɪ/	night	/naɪt/
/ɔɪ/	boy	/bɔɪ/
/əʊ/	go	/gəʊ/
/aʊ/	house	/haʊs/
/ɪə/	near	/niə/
/eə/	care	/keə/
/ʊə/	poor	/puə/
/aɪə/	fire	/'faɪə/
/aʊə/	flower	/'flaʊə/

Signs 符号

- ' 单词重音符号(表示该符号之后的音节重读)
- ˌ 单词或短语的次重音符号
- / 短暂停顿符号
- ↘ 降调+重读符号
- ↗ 升调+重读符号
- = 发音相同符号; 等同符号
- ˘ 连读符号

Abbreviations 缩写

- adj.* - adjective 形容词
pron. - pronoun 代词
adv. - adverb 副词
conj. - conjunction 连词
n. - noun 名词
v. - verb 动词
aux. v. - auxiliary verb 助动词
pt. - past tense 过去时态
p. - present participle 现在分词
pp. - past participle 过去分词
inf. - infinitive 不定式
sing. - singular 单数
pl. - plural 复数
sb. - somebody/someone 有人/某人
sth. - something 某事
etc. - and other things of the same sort 等等

Vowels 元音

/i:/	see	/si:/	city	/sɪti/	about	/ə'baʊt/
/ɪ/	sit	/sɪt/			name	/neɪm/
/e/	pen	/pen/			right	/raɪt/
/æ/	man	/mæn/			boy	/bɔɪ/
/ɑ:/	car	/kɑ:/			go	/gəʊ/
/ɒ/	pot	/pɒt/			house	/haʊs/
/ɔ:/	write	/raɪt/			near	/nɪə/
/ʊ/	look	/lʊk/			care	/keə/
/u:/	soon	/su:n/			poor	/pu:/
/ʌ/	cup	/kʌp/			fire	/faɪə/
/ɜ:/	bird	/bɜ:d/			flower	/flaʊə/

Signs 符号

- ① 重音符号 (表示该符号之后的音节为重音)
- ② 重音符号 (表示该符号之前的音节为重音)
- ③ 重音符号 (表示该符号之后的音节为重音)
- ④ 重音符号 (表示该符号之前的音节为重音)
- ⑤ 重音符号 (表示该符号之后的音节为重音)
- ⑥ 重音符号 (表示该符号之前的音节为重音)
- ⑦ 重音符号 (表示该符号之后的音节为重音)
- ⑧ 重音符号 (表示该符号之前的音节为重音)
- ⑨ 重音符号 (表示该符号之后的音节为重音)
- ⑩ 重音符号 (表示该符号之前的音节为重音)

Chapter 1

ENGLISH SOUNDS

1.1 Problems of English Sound Articulation

If a foreigner does not pronounce English sounds clearly, a native speaker can hardly understand a word. At the same time, listening to a native speaker, a foreigner may happen not to recognize a spoken word because they themselves used to pronounce it in a different way and what they hear at the moment does not correspond to the acoustic form stored in their minds.

Foreign learners of English sounds run into the following difficulties of pronunciation:

(1) They have to learn to pronounce *new* sounds, which are absent from their mother tongue, without replacing them by other sounds.

(2) Learners do not always discern the subtle difference between the sound that they hear or produce and the same sound pronounced by a native speaker. They perceive sounds of a new language from the standpoint of their mother tongue. Therefore, it is very important to draw their attention to the *similarities* and *differences* in the articulation of similar English and native sounds.

(3) The *length* of English vowels (= the amount of *time* occupied in uttering a vowel) is *not* a *constant* but rather a *variable* quantity. If the time so occupied is short, the vowel is said to be short; otherwise it is said to be long. A vowel can be long either by nature or by position. Vowels long by nature are exemplified in 'art' /ɑ:t/, 'fraud' /frɔ:d/, 'see' /si:/, 'fate' /feɪ/, etc. Vowels long by position, but short by nature, are seen in 'bond' /bɒnd/, 'stump' /stʌmp/, 'print' /prɪnt/. The vowels themselves in such words or syllables are not long, but they are said to be made long by position, because they are followed by a strong combination of consonants, which prevents the syllable from being sounded rapidly. Thus, the general rule is that the *length* of a vowel (both long and short by nature) is determined by the *sound that follows* it:

(a) A vowel is *shorter* before a voiceless consonant as well as in two-syllable and polysyllabic words.

(b) A vowel is *half-long* before a voiced consonant, especially a sonorant.

(c) A vowel is *long* in final positions, especially before a pause. Compare:

1A-01

(a)	(b)	(c)
/reɪs	reɪz	reɪ
kɑ:t	kɑ:d	kɑ:
gəʊt	gəʊld	gəʊ
sɪ:t	sɪ:d	sɪ:
ru:f	ru:l	blu:/

As a result, the long vowel /i:/ before a voiceless consonant in the word 'meet' /mi:t/ and the short vowel /e/ before a voiced consonant in the word 'leg' /leg/ are quite comparable in terms of their length.

(4) In the following seven pairs /p, b/, /t, d/, /k, g/, /θ, ð/, /f, v/, /s, z/, and /tʃ, dʒ/, the main difference between the consonants is that the former sound in the pair is *voiceless* (that is *strong* and pronounced *without vocal cord vibration*), while the latter is *voiced* (that is *weak* and pronounced *with vocal cord vibration*). Incorrect voicing or devoicing of sounds may cause notional errors. Compare:

1A-02

cap / cab	bet / bed	back / bag
mop / mob	debt / dead	lack / lag
lap / lab	feet / feed	lock / log
hop / hob	great / grade	rack / rag
cup / cub	let / led	dock / dog
fast / vast	seal / zeal	rich / ridge
feel / veal	ice / eyes	breeches / bridges
few / view	peace / peas	etch / edge
safe / save	place / plays	larch / large
life / live (adj.)	race / raise	H / age

(5) Besides being strong, the voiceless /p, t, k, tʃ/ have another distinguishing feature: in a position before a stressed vowel they are pronounced with a noticeable puff of breath (*aspiration*), as in /p^hɪg, t^haɪm, k^heɪv, tʃ^hɜ:tʃ/. On the other hand, an aspiration of voiced sounds /b, d, g, dʒ/ may make it difficult for the listener to identify the word. Compare:

1A-03

pig / big	time / dime	cave / gave	chain / Jane
pack / bag	team / deem	cold / gold	char / jar
pear / bear	tear / dear	call / gall	chin / gin
peach / beach	ton / done	come / gum	cherry / Jerry

(6) Unlike the written language, where word boundaries are shown by spacing, words in spoken language have no boundaries, and we do not make pauses between them. On the contrary, sounds *run together* in an *uninterrupted stream*, and the final sound of one word affects the initial sound of the next word, or an additional, linking sound emerges between two words. Every *tone group* (Section 3.6 in Chapter 3 'Rhythm') is pronounced as a *single word*, without taking a breath:

1A-04

/əvðə'lesn/

/ɪndi'i:vniŋ/

/'faivə'reit/

/ɪzə'kwɛstʃn/

/aɪəmsɪk'sti:n/

/ə'kʌpləv'deɪzə'gəʊ/

/juərə'ltl'selfɪʃ/

/həvjə'gɒtə'vi:zə/

/mɑ'peərəntswentə'weɪ/

/jə'mʌðərɪz'verɪ'bɪzi/

/ðətwi'nəʊ/

/ɑ'meɪdə'lɒtəvmɪ'steɪks/

As a result, word combinations having different meanings seem to sound alike in a speech stream. In fact, the speaker can show (and the listener can tell) the difference in their meaning in several ways. For example, in the following phrases on the left, the *primary* stress thrown upon the word 'that' compels us to make it longer than 'that' in the phrases on the right, either carrying a *secondary* stress (indicated by underlining) or unstressed at all. In addition, the unstressed 'that' is pronounced with the sound /ə/ rather than /æ/).

1A-05

'that's 'talk / that 'stalk'that's 'cool / that 'school'that's 'wetter / that 'sweater'that's 'Mack / that 'smack'that's 'near / that 'sneer'that's 'low / that 'slow

(7) A specific feature of English is pronunciation of *double* consonants. In the middle and at the end of a word, they are pronounced as a *single* sound.

1A-06

small

/smɔ:l/

carry

/'kæri/

chess

/tʃes/

swimmer

/'swɪmə/

daddy

/'dædi/

dress

/dres/

dinner

/'dɪnə/

navvy

/'nævi/

offer

/'ɔfə/

bigger

/'bɪgə/

puzzle

/'pʌzl/

hobby

/'hɒbi/

happy

/'hæpi/

jazz

/dʒæz/

butter

/'bʌtə/

At interfaces between words or parts of words, double consonants are pronounced distinctly. If they are plosives, as in the examples (a) and (b) below, a complete closure is prolonged, with a plosion occurring only in the second sound; if they are sonorants, as in (c), two distinct sounds are heard.

1A-06

(a) I 'want to do it. /t/

(b) She 'had done it. /d/

(c) We 'feel like a drink. /-l l-/

Exercise

Read the following pairs of phrases showing the difference in their meaning by pronouncing double consonants correctly:

1. a weak ↗ cough / a week ↘ off
2. weak ↗ cough / we ↘ cough
3. help ↗ Pearl / help ↘ Earle
4. might ↗ talk / my ↘ talk
5. gate ↗ ten / gate ↘ N
6. Nick's ↗ sworn it / Nick's ↘ worn it
7. Jack's ↗ sneer / Jack's ↘ near
8. that's ↗ smile / that's ↘ mile
9. Miss ↗ Sledd / mis ↘ led
10. help pre ↗ pare it / help re ↘ pair it
11. weak ↗ clamp / weak ↘ lamp
12. good ↗ drain / good ↘ rain
13. make ↗ Q / make ↘ U
14. call ↗ Lynn / call ↘ in
15. I own ↗ nothing / I owe ↘ nothing
16. same ↗ make / say ↘ 'make'
17. the same ↗ make / the same ↘ ache
18. four ↗ races / four ↘ aces
19. ten ↗ notes / ten ↘ oats
20. it's ↗ smashed / it's ↘ mashed
21. it's ↗ snapping / it's ↘ napping
22. Pete's ↗ slap / Pete's ↘ lap
23. big ↗ grip / big ↘ rip
24. light ↗ tread / light ↘ red
25. stop ↗ playing / stop ↘ laying
26. that's ↗ spy / that's ↘ pie
27. what ↗ treason / what ↘ reason

1.2 The English Consonants

In English as now spoken there are altogether *twenty-four* consonant sounds. They differ in the organs of speech chiefly used in uttering them (p. 9, Fig. 1.1). For example, the sounds /p/, /b/, and /m/ are produced by *closing the lips* against each other, whereas in sounding /f/ and /v/, the edges of the *upper teeth* are pressed against the *lower lip*. To produce /θ/ and /ð/, the *tip* of the tongue is placed *between the upper and the lower teeth*, while in sounding /t/, /d/, /n/, and /l/, it *touches the ridge* of the upper teeth. The sounds /s/, /z/, /ʃ/, and /ʒ/ are produced when the *tip* of the tongue comes very *near the ridge* of the upper teeth, but does not quite touch it. The sounds /tʃ/, /dʒ/, /ʃ/, /ʒ/, /j/, and /r/ are made by raising the *front* part of the tongue towards the *hard* palate (= the front part of the roof of the mouth, behind the upper teeth). The three sounds /k/, /g/, and /ŋ/ are produced by raising the *back* of the tongue against the *soft* palate (= the back part of the roof of the mouth, which lies farther back in the throat). In sounding /w/, the *lips* are *rounded* with the corners drawn together, while the tongue is almost in the same position as in sounding /g/. In sounding /h/, we make no use of the palate, tongue, teeth, or lips. It is a mere *breath* (open-throat) sound.

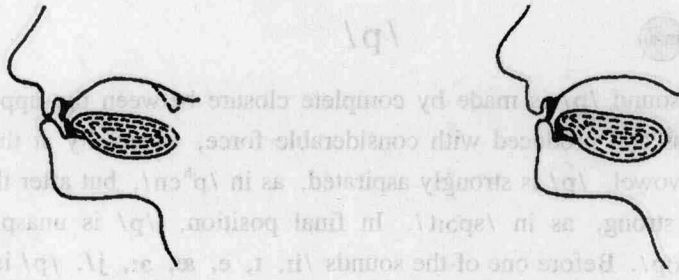
By means of these organs the breath is modified as it passes through the larynx. For example, in making sounds /p, b, t, d, k, g/, the flow of air coming out of the mouth is first stopped and then suddenly released (hence their name *plosives*). In forming the sounds

/n/, /m/, and /ŋ/, the air passes up the nose passage and escapes through the nostrils (hence their name *nasals*) (p. 37, Fig. 1.2).

One hundred and ninety-six spelling forms for twenty-four different consonant sounds are given below.

	SOUND	SPELLING FORMS	EXAMPLES
1.	/p/	p, pp, ppe, ph, gh	pay, 'apple, steppe, 'Clapham, 'hiccough
2.	/b/	b, bb, bu, p	boy, 'hobby, build, 'cup-board
3.	/t/	t, te, tt, tte, th, tw, bt, cht, ct, ed, pt	wet, svelte, 'letter, ga'zette, 'Thomas, two, debt, yacht, in' dict, looked, re'ceipt
4.	/d/	d, dd, de, ed, ld	day, 'ladder, horde, lived, would
5.	/k/	k, kh, c, cc, ch, ck, cqu, cu, gh, q, qu, que, x	king, 'khaki, cool, a'ccuse, school, lock, 'lacquer, 'biscuit, lough, 'Iraq, 'liquor, cheque, ex'cept
6.	/g/	g, gg, gh, gu, gue, x	good, egg, ghost, guard, 'dialogue, e'xhaust (where <i>xh</i> = /gz/)
7.	/f/	f, ff, ffe, ft, gh, lf, ph, pph, eu	fine, 'differ, gi'raffe, 'often, laugh, half, phone, 'sapphire, lieu 'tenant (where <i>ieu</i> = /ef/)
8.	/v/	v, ve, vv, f, ph, lve	'very, have, 'navy, of, 'nephew, halve
9.	/θ/	th, tth, h	breath, 'Matthew, eighth
10.	/ð/	th, the	this, soothe
11.	/s/	s, sc, sce, se, ss, sse, st, ste, sth, sw, c, ce, ps, z	so, scent, coa'lesce, dense, kiss, cre'vasse, 'castle, 'listen, 'isthmus, 'sword, 'cell, dance, psalm, quartz
12.	/z/	z, ze, zz, s, se, si, sp, ss, sw, x, cz, ds, es	zoo, freeze, 'drizzle, his, please, 'business, 'raspberry, 'scissors, 'Chiswick, 'xenon, czar, 'Windsor, 'Wednesday
13.	/ʃ/	sh, sch, shio, s, sci, si, sia, sio, ss, ssi, ssio, c, cea, ch, che, chsi, ci, cia, cie, t, ti, tia, tie, tio, xi	shop, 'schedule, 'fashion, 'sugar, 'conscience, 'Persia, 'Asian, 'tension, 'pressure, 'Russia, 'session, o'fficiate, 'ocean, ma'chine, niche, 'fuchsia, 'spacious, 'social, e'fficient, i 'nitiate, mi'litia, 'partial, 'patient, 'action, 'anxious (where <i>xi</i> = /kf/)
14.	/ʒ/	z, s, si, sio, g, ge, j	'azure, 'pleasure, o'ccasional, 'vision, 'genre, 'mirage, Jacques
15.	/h/	h, wh	hot, who
16.	/tʃ/	ch, t, tch, ti, te, tu, c	child, 'actual, catch, 'question, 'righteous, 'lecture, 'cello
17.	/dʒ/	j, g, ge, gg, gi, d, dg, dge, di, dj, ch	job, gin, George, su'ggest, re'ligion, 'educate, 'judgment, edge, 'soldier, a'djust, 'Greenwich
18.	/m/	m, mm, mme, mb, mn, mp, chm, gm	my, 'common, 'programme, bomb, 'autumn, 'Hampden, drachm, phlegm

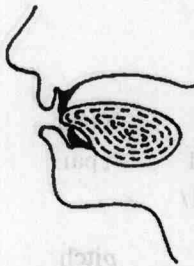
19.	/n/	n, ne, nn, nne, gn, gne, kn, dne, hn, nd, ln, pn, mn	fun, borne, 'dinner, Anne, gnat, co'logne, knife, 'Wednesday, John, 'sandwich, 'Lincoln, pneu'matic, mne'monic
20.	/ŋ/	ng, n, ngue, nd, ngh	'ring, 'finger, tongue, 'handkerchief, 'Birmingham
21.	/l/	l, le, lh, ll, lle, gl, sl, sle, cle, lw	leg, 'candle, silhou'ette, hill, ga'zelle, se'raglio, 'island, aisle, 'muscle, 'Woolwich
22.	/r/	r, rh, rr, rw wr	red, 'rhythm, 'marry, 'Warwick, write
23.	/w/	w, wh, u, o	well, when, suite, 'memoir
24.	/j/	y, i, j, gn, lo, e, ea, u, ue	yes, o'pinion, halle'lujah, vi'gnette (where ng = /nj/), co'tillon, 'neutral (where eu = /ju:/), 'beauty, 'menu, 'value (in the last two words u / ue = /ju:/)



Both lips(双唇音): /p, b, m/

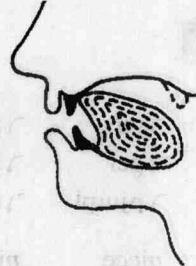
Lower lip against upper teeth

(下唇抵上齿): /v, f/



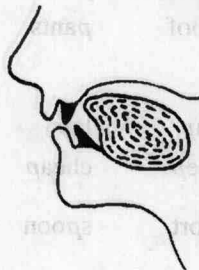
Tongue tip between teeth

(舌尖置于上下齿之间): /θ, ð/



Tongue tip against upper teethridge

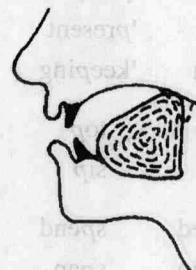
(舌尖抵上齿槽): /t, d, n, l/



Narrow passage between tongue tip
and blade and upper teethridge

(舌尖和舌面与上齿之间的空隙

很窄): /s, z, ʃ, ʒ/



Back of the tongue(喉舌音):

/k, g, ŋ/

Fig. 1.1 Place of articulation of the English consonants

(英语辅音的发音位置)