

高等学校英语应用能力提升系列 

北京第二外国语学院资助出版教材

英语口语教程

技能训练

张宏杰 刘生 刘永厚 菊莹 编著

ORAL ENGLISH WORKSHOP
Skill Development



北京第二外国语学院
旅游教育出版社

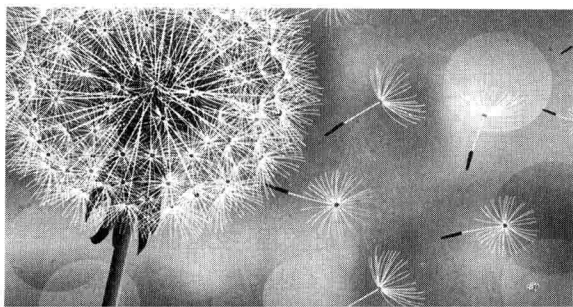


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前言

口语表达作为英语的一项基本功,融合了语音、语调、听力、逻辑思维、表达方式等各个方面的技能。因此,纠正学生的语音语调、锻炼他们的语言能力、培养他们的思维能力和创造能力成为英语口语教学的中心任务。

《英语口语教程—技能训练》是专为高校英语专业口语课教学编写的教材,适合于大学英语专业本科一年级及相当水平的英语学习者使用。学生通过该教程的学习,可以掌握正确的英语语音语调,学会用自然得体的英文表达思想,最终达到交际的目的。

在编写本教材时,编者努力遵循以下几条原则:

一、针对性强。本教材结合高校英语专业一年级学生的实际情况,针对学生在英语语音和口语表达方面的问题,选取相关内容,规范学生的语音语调,完善学生的表达技能,强调思维的逻辑性,培养学生的综合能力。

二、讲解和练习相结合。本教材把讲解、训练和自学有机地结合在一起。语音部分的讲解帮助学生了解自身语音语调的薄弱环节,通过大量练习纠正学生错误的语音语调。口语部分的套用语言及相关句式使学生有据可循,通过对应的练习在宽松的语言环境中得到训练,从而提高语言质量,逐步完善口语技能。

三、可操作性强。本教材各部分重点突出,教师更易操作,可根据学生的实际情况进行选择,从而取得更好的教学效果。

在具体技能上,本教材侧重以下三个方面:

一、语音语调:简明扼要地对元音、辅音及语调进行讲解,利用英语相似音素之间的对比分析纠正学生错误的发音,通过单词、词组、句子、对话、短文、诗歌、剧本等多种类型的练习,由易到难,帮助学生提高语音语调,学习如何在语流中运用语音语调知识和朗读技巧。

二、语言形式:注重培养学生英语口语表达的准确性、流利性以及词汇和句式的多样性。通过套语的学习和运用以及配套的课堂练习,提高学生的语言表达质量。

三、交际能力:通过情景化语境练习,使学生了解日常生活交往的文化差异,培养学生对文化差异的宽容性和处理文化差异的灵活性,帮助学生消除文化障碍,掌握社交礼节,提高跨文化交际能力。

本教材共分为三大个部分 54 个单元:

Part I Pronunciation and Intonation: 包含 24 单元, 通过讲解和大量练习帮助学生优化语音语调。

Part II Conversation and Discussion: 包含 26 单元, 通过简短的对话展示功能表达法, 让学生在完成情景设置、图片描述等练习中运用套语, 提高学生的语言质量以及表达能力。

Part III Presentation and Debate: 包含 4 单元, 通过讲解基本方法使学生掌握做报告和辩论时的基本技巧, 培养学生的逻辑思维能力, 帮助学生更好地进行公众演讲。

本教材具有一定的指导性。教师可以借助教材帮助学生掌握正确的语音语调, 为学生提供更多的口头表达机会, 充分调动他们的积极性, 使学生能够融会贯通所学的语言知识, 在实际应用中清晰、流畅、准确地表达思想。

书中难免存在不足之处, 恳望广大同仁和英语学习者批评指正。

编 者

2013 年 6 月

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Part I

Pronunciation and Intonation



Unit 1

Front Vowels

(/i:/, /i/, /e/, /æ/)

The reason why these are called front vowels is that the bulk of the tongue is shifted forward, causing the vowels to be produced in the front of the mouth. For all of them the tip of the tongue is pressed against the lower teeth. The front part of the tongue is raised at varying degrees. There is no lip-rounding, for lips are spread or kept neutral. In addition, the front vowels may be subdivided into those that are high (or close), like /i:/ and /i/, mid, like /e/, and low (or open), like /æ/. In pronouncing the two vowels in the high front place, /i:/ and /i/, the tongue is close to the hard palate. Likewise, to make the low vowel /æ/ sound, the tongue is nearly flat and the lower jaw more open in comparison with the pronunciation of the other front vowels. To put it simply, the defining characteristic of a front vowel is that the tongue is positioned as far forward as possible in the mouth without creating a constriction that would be classified as a consonant.

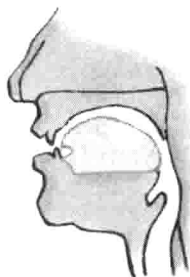
/i:/

This is pronounced by the front of the tongue being raised towards the hard palate so as to form a closure along the sides of the mouth. The air escapes over the middle of the tongue. The vowel is fairly tense. The lips are drawn back in a “smile” and long voiced sound is produced. Spelling is fairly well-related to pronunciation, as it is regularly represented by the letter “e” and combinations. The illustration of the sound is as follows.

/i:/

as in

/si:/ /si:d/ /si:t/



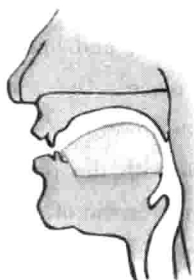
/i/

This is pronounced by the front of the tongue being raised towards the hard palate. The rims of the tongue form a loose closure along the sides of the mouth, while the air passes freely out over the middle. There is little muscular tension, and the sound is lax. While the general position of the tongue resembles that of /i:/, it is important to note that when making the /i/ sound, you should lower your tongue slightly from the high-front position for /i:/ and draw back the front of your tongue a little bit. The sound is regularly represented by the letter “i” and combinations, but there are a number of exceptions to be learnt. The illustration of the sound is as follows.

/i/

as in

/hid/ /hit/ /mis/



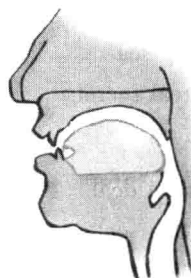
/e/

This is pronounced by the front of the tongue being raised towards the hard palate and held in a position close to half open. The rims of the tongue form a closure along the sides of the mouth, so the air passes over the centre of the tongue. Lips are spread or neutral, and are slightly further apart than for /i/. The opening between the upper and lower teeth is to the extent that you could put inside your index finger. The sound is lax and short. The illustration of the sound is as follows.

/e/

as in

/bed/ /bet/ /hed/



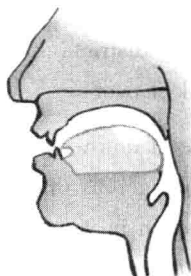
/æ/

This is produced by raising the tongue slightly at the front from its relaxed state, and lowering it from the position for /e/. The whole tongue generally lies low in the mouth. The lips are spread to the sides, and the extent of opening between the upper and lower teeth is the biggest among the front vowels. The sound is regularly represented in spelling by the letter “a”. The illustration of the sound is as follows.

/æ/

as in

/fæd/ /fæt/ /fækt/



Exercises

1. Practice the following words, phrases and sentences concerning the four front vowels. Pay special attention to the coordination of the articulators involved in making the correct pronunciation.

/i:/

- | | | | | | | | |
|-------|-------|--------|------|-------|-------|---------|---------|
| 1) he | me | eat | deed | pea | meal | been | clean |
| feed | green | keep | read | feel | eager | dream | believe |
| cheap | lead | secret | need | sheet | agree | extreme | teeth |

- | | | | |
|----------------|---------------|--------------------|---------------|
| 2) three weeks | green tea | the Chinese people | sweet dreams |
| feel weak | deep sea | these teachers | keep sheep |
| eat meat | a real secret | a team leader | see no reason |

3) To see is to believe.

It's my treat today. It's a deal.

Do you see a key on this seat?

Lee is going to leave this evening.

A friend in need is a friend indeed.

I'd like to see the beach under the tree.

What does "look before you leap" mean?

/i/

- | | | | | | | | | | |
|------------|------|------|--------|-------|-------|---------|-------|-------|-----|
| 1) ability | it | kick | little | hill | Jim | bin | still | city | bit |
| sit | live | busy | rich | visit | think | million | sick | limit | fig |

- | | | | |
|---------------|------------------|-------------------|-----------------------|
| 2) a big ship | little by little | bit by bit | live in the city |
| sixty sticks | a busy district | give him a ticket | the fish in the river |
| a silver lid | think it over | this little inn | a silly mistake |

3) I'm now in the middle of nowhere.

A little learning is a dangerous thing.

A fall into the pit, a gain in your wit.

This is only a slip of tongue.

It is no use crying over spilt milk.

The film at the cinema made Jim a little homesick.

It is a silly fish that is caught twice with the same bait.

/e/

- | | | | | | | | |
|--------|--------|-------|--------|-------|---------|---------|-------------|
| 1) bed | get | tell | web | egg | letter | friend | develop |
| head | pet | fresh | energy | guess | second | benefit | anybody |
| depend | forget | desk | bread | ready | sweater | best | intelligent |

- | | | | |
|-----------------------|---------------------|------------------|---------------|
| 2) impress the guests | refresh my memory | suggest a method | get a message |
| a special question | the next lesson | step by step | the best text |
| wet with sweat | fresh and energetic | a red letter day | seven beds |

3) All's well that ends well.

It's better late than never.
 It is never too late to mend.
 East and west home is the best.
 Don't forget to tell Ted about the test.
 Do you still remember the time to check out?
 Cheer up please! It is not the end of the world.

/æ/

- 1) man plan stand apple bad action handle
 exact blanket camel thank jacket fantastic hammer
 practice happy shallow graduate van wax fashion
- 2) the mad man caps and hats a happy family stand at the back
 as a matter of fact hand in hand a sad lad exaggerate the fact
 an outstanding actor the Japanese national flag a nice black jacket
- 3) My cat enjoys catching rats.
 She feels glad to be flattered.
 Sam has let the cat out of the bag.
 That fat man in black is said to be a fat cat.
 Alex is carrying a map of Japan in his hand.
 You can put the baggage in the back of the taxi.
 Ann was married to a very handsome young man.

2. Practice the following two groups of words which show the contrast of two different front vowel sounds in each pair.

Group 1

peak—pick	steal—still	sheep—ship	feel—fill	leave—live
team—Tim	wheel—will	meet—mitt	heel—hill	feet—fit
scene—sin	feast—fist	neat—knit	lead—lid	eat—it
theme—thin	peace—piss	least—list	deep—dip	reached—ridged
seat—sit	read—rid	bead—bid	heat—hit	breach—bridge

Group 2

fan—fen	had—head	sat—set	pat—pet
---------	----------	---------	---------

marry—merry	land—lend	bad—bed	tanned—tent
bag—beg	ham—hem	sad—said	ladder—leather
man—men	band—bend	rapture—reptile	lapped—leapt
tamper—temper	mat—met	rat—red	cat—kept

3. The following two passages contain words that include front vowel sounds in the pronunciation. First identify the words, and then practice reading the passages.

Passage 1

A flea bit a man, and bit him again, and again, till he could stand it no longer, but made a thorough search for it, and at last succeeded in catching it. Holding it between his finger and thumb, he said—or rather shouted, so angry was he—“Who are you, pray, you wretched little creature, that you make so free with my person?” The flea, terrified, whimpered in a weak little voice, “Oh, sir! Pray let me go; don’t kill me! I am such a little thing that I can’t do you much harm.” But the man laughed and said, “I am going to kill you now, at once; whatever is bad has got to be destroyed, no matter how slight the harm it does.”

Passage 2

British scientific leaders have been keen to state their unease, in a press release about symptoms of disease in English beech trees. This seems similar to a previous disease that infected elm trees in the 1960’s. This untreatable disease killed over a million trees, bleaching the leaves, and weakening the tree trunks, leaving the hills and fields of England empty. A disease killing the beech trees of England is even more unthinkable, and scientists are pleading for increased funds to help find a treatment, before a critical crisis is reached.



Supplementary Reading

In phonetics, a vowel is a sound in spoken language, such as an English *ah!* /ɑ:/ or *oh!* /əu/, pronounced with an open vocal tract so that there is no build-up of air pressure at any point above the glottis. This contrasts with consonants, such as English *sh!* /ʃ/, where there is a constriction or closure at some point along the vocal tract. A

vowel is also understood to be syllabic; an equivalent open but non-syllabic sound is called a semivowel.

In all oral languages, vowels form the nucleus or peak of syllables, whereas consonants form the onset and (in languages that have them) coda. However, some languages also allow other sounds to form the nucleus of a syllable, such as the syllabic *l* in the English word *table* /^lteibl/.

There is a conflict between the phonetic definition of “vowel” (a sound produced with no constriction in the vocal tract) and the phonological definition (a sound that forms the peak of a syllable). The approximants /j/ and /w/ illustrate this conflict: both are produced without much of a constriction in the vocal tract (so phonetically they seem to be vowel-like), but they occur on the edge of syllables, such as at the beginning of the English words “yet” and “wet” (which suggests that phonologically they are consonants). The American linguist Kenneth Pike (1943) suggested the terms “vocoid” for a phonetic vowel and “vowel” for a phonological vowel, so using this terminology, /j/ and /w/ are classified as vocoids but not vowels. However, Maddieson and Emmory (1985) demonstrated from a range of languages that semivowels are produced with a narrower constriction of the vocal tract than vowels, and so may be considered consonants on that basis.

The word vowel comes from the Latin word *vocalis*, meaning “vocal” (“relating to voice”). In English, the word vowel is commonly used to mean both vowel sounds and the written symbols that represent them.

(<http://en.wikipedia.org/wiki/Vowel>)



Unit 2

Back Vowels (1)

(/ɑ:/, /ɔ/, /ɔ:/)

The back vowels are produced by shifting the body of the tongue back from its central position. The tip of the tongue remains at the level of the lower teeth. Unlike the front vowels that are made with a fairly neutral lip posture, there is a certain degree of lip-rounding in producing a back vowel except for /ɑ:/. The back vowels may also be subdivided into those that are high (/u:/ and /u/), mid (/ɔ:/), and low (/ɑ:/ and /ɔ/).

/ɑ:/

This is pronounced by the middle part of the tongue being slightly raised from a fully open position. It is a low vowel, so the tongue is held very low, but not as back as other back vowels in English. The mouth is open with no lip-rounding. The sound is like the exclamation “Ah”, and is generally represented by the spelling symbol “a”. The illustration of the sound is as follows.

/ɑ:/

as in

/kɑ:/ /ɑ:sk/ /plɑ:nt/

