

普通高等院校“十三五”规划教材
本书获江西科技师范大学教材出版基金资助

A Coursebook of Modern English Pronunciation and Intonation

现代英语语音教程

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西南交通大学出版社
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前 言

如今，国际交往越发频繁、国际化程度越来越高，英语已成为人们主要的国际通用语言之一和不可或缺的交际工具。因此，学习英语成为中国大学生的一项重要任务。语音、词汇和语法是构成语言的三大要素。语音是语言最基本的要素，语法和词汇必须通过语音得到体现，因而，学习英语同学习其他语言一样，必须首先学好语音。正如吉姆教授所说：“一个人讲话，必须懂得接近百分之百的语音，而语法只需要百分之五十到九十，词汇有百分之一就足够了。”可见学习语音对于学好语言是多么的重要。正确的语音语调是学好英语必备的基本功之一，也是学好英语的关键所在。

笔者通过多年的教学研究与实践发现，不论是进校新生还是毕业生，很多学生在语音方面都存在同题。如音素发音不准确，地方方言、口音影响准确发音；单词、句子的重音把握不准确，无法识别或没有连读、失去爆破、同化现象等意识和习惯。为此，编写组申报了英语语音教材编写、课堂教学改革等课题，广泛听取同类院校一线师生的语音教学和学习意见及建议，参考国内外语音研究专家相关书籍和资料编写了本教材。

本书是为高等学校英语专业学生编写的英语语音教材，同时也适合师范专科、成人高校英语专业及相当水平的英语学习者。全书包括课程介绍和基本术语，元音，辅音，重音，弱读与强读，节奏规律，语调的种类、结构、功能和使用等内容。通过该教程的学习，学生可以接受较系统的英语语音训练，掌握正确的英语发音，提高英语的听辨能力，学会使用得体的英语语音语调表达思想，以达到有效交际的目的。本书的特点：用地道、简洁的英文表述枯燥冗长的语音理论知识，内容简单易懂，既帮助学生克服了对理论望而生畏的心理，又符合培养学生英语理解、思维的需求；书中音素发音采用真人示意图，清晰生动，易于模仿；根据中国学生语音学习存在的问题，文中和课后设计了大量练习，还增加了歌曲、诗歌及演讲等内容，所选材料循序渐进、具有新颖性，供学生课内外实践训练，以提高学生的兴趣和激情，实现系统化训练。本教材参编人员均为系统教授过语音或有过出国留学经历的骨干教师。全书共有八个单元。江西科技师范大学朱利勇老师编写第二、第三、第四单元；郑州升达经贸管理

学院闫冰老师编写第五、第六、第七单元；安康学院胡卫卫老师编写了第一、第八单元。英国南安普顿大学 Wendy Gibbons 女士、江西科技师范大学朱志娟女士对全书的编写进行了指导。江西旅游商贸职业学院的李佳文老师对本书的编写也做出了较大贡献。本书获得了江西科技师范大学教材基金资助，也是 2017 安康市教育科学“十三五”规划课题“安康市中小学英语语音教学现状调查与对策研究”（GHKT2017016）的阶段性成果。在此对编写此书和对出版此书做出贡献的各位专家、老师表示衷心的感谢。敬请读者在使用过程中多提宝贵意见。

编 者

2018 年 12 月

CONTENTS

Unit 1	Introduction	1
Unit 2	Pronunciation of the Phonemes: Vowels	8
Unit 3	Pronunciation of the Phonemes: Consonants	40
Unit 4	Syllables and Stress	76
Unit 5	Strong Forms and Weak Forms	88
Unit 6	Connected Speech	94
Unit 7	Intonation	101
Unit 8	Pronunciation and Other Parts of Language: Spelling and Grammar	111
	Appendix English-Chinese Phonetic Term	127
	References	133

Unit 1 Introduction

1.1 The importance of pronunciation and intonation in EFL learning

It would be frustrating and demotivating if students have repeated experiences where communication breaks down because of problems with their English pronunciation. This is especially true for those who have a good command of other aspects of language such as vocabulary and grammar. One student once emailed me, he said he never spoke English because he thought his pronunciation was awful. When he spoke, his English pronunciation made his speech difficult to understand. When his classmates asked him some words, he never spoke the words, but gave the spelling. He was majoring in English but was not able to speak English, so he was very frustrated and anxious.

This example is perhaps an extreme case demonstrating the importance of pronunciation in effective communication. Difficulties with pronunciation might mean that students fail to get their message across even when the correct words are being used, or they might fail to understand what is said to them. Potentially even more confusing is the possibility that what students say might be understood to mean something they didn't intend. That is to say that the communication would be a failure if they do not have a good command of pronunciation.

A successful communication involves listening, speaking and vocabulary expressions and the use of intonation which are deeply rooted in pronunciation and intonation. It may be a little confusing for the relationship between pronunciation and intonation with vocabulary, for it seems that it has nothing to do with the vocabulary. However, spelling is closely related to pronunciation. If one masters that aspect, his vocabulary will be greatly enlarged, which will be covered in this book.

1.2 Terms in pronunciation and intonation

1. Sounds

The building blocks of pronunciation are the individual sounds, the vowels and

consonants that go together to make words. In any language we can identify a small number of regularly used sounds (vowels and consonants) that we call **phonemes**; for example, the vowels in the words “pin” and “pen” are different phonemes, and so are the consonants at the beginning of the words “pet” and “bet”. Pairs of words which differ by only one vowel or consonant sound are referred to as **minimal pairs**.

2. Letters and sounds

Letters are written, sounds are spoken. It is very useful to have written letters to remind us of corresponding sounds, but this is all they do; they cannot make us pronounce sounds which we do not already know; they simply remind us. A sound is made by definite movements of the organs of speech, and if those movements are exactly repeated, the result will always be the same sounds in English. Each of the letters we use to show pronunciation may stand for more than one sound; but each of the sound only represents one letter. It is important to remember that there is a difference between vowel and consonant letters and vowel and consonant sounds. The five letter vowels in the alphabet are A, E, I, O, U and sometimes Y, and the remainder are consonants. These figures are rather different from the 20 vowel sounds and 24 consonant sounds in British English, and there are cases where two or more letters represent just one sound. For example, “ea” in head is pronounced /e/.

3. Syllables

Vowel and consonant sounds combine into syllables. It can be helpful to think of the structure of English syllable as: consonants + vowel + consonants.

This means that various combinations of vowels and consonants are possible:

- (1) Vowel only, e.g. a.
- (2) Consonant + vowel, e.g. hi.
- (3) Vowel + consonant, e.g. at.
- (4) Consonant + vowel + consonant, e.g. bag.

4. Consonant clusters

At the beginning of syllables, up to three consonant sounds are possible as in string or split; while at the end, up to four consonants are possible, as in glimpsed (/ -mpst/) and texts (/ -ksts/). These combinations of consonants are often referred to as **consonant clusters**.

5. Word stress

When a word has more than one syllable, one of these syllables is stressed in relation to the other syllables in the word—that is, it is said with relatively more force or heard as being more emphatic—while other syllables are said to be unstressed. For example, in

window the first syllable is stressed and the second unstressed, while in *about* the first syllable is unstressed and the second stressed. Some words, particularly those with three or more syllables, have an intermediate level of stress so that a distinction is made between **primary stress**, **secondary stress** (on the syllable with the second most important emphasis) and **unstressed syllables**.

6. Connected speech

The **citation form** refers to the pronunciation given in the dictionary. However, when words come into contact in connected speech, certain common changes will take place, mainly as a consequence of the speed of speaking and in order to make the production of sequences of sounds easier. First, when certain sounds come into contact at word boundaries, one or both of the sounds may change. That is linking. For example, in its citation form, the word *look* is pronounced /lʊk/, but in *It looked bad* the /t/ sound may be omitted completely, simplifying the consonant cluster /ktb-/ and closer to /it lʊk bæd/.

In English many grammatical words have two forms: one is its citation form, used when the word is said in isolation and when it is highlighted or stressed in connected speech; the other one is when it is unstressed or used with no special emphasis. These two forms are called the **strong form** and the **weak form** of a word.

7. Intonation

Intonation refers to the way the voice goes up and down in pitch when we are speaking.

8. Accents and dialects

Languages have different accents: they are pronounced differently by people from different geographical places, from different social classes, of different ages and different educational backgrounds. Differences of accent on the other hand, are pronunciation differences only. The word accent is often confused with dialect.

Dialect refers to a variety of a language which is different from others not just in pronunciation but also in such matters as vocabulary, grammar and word order.

9. Rhotic accent

Those accents in which “r” is articulated both in final position (before a pause) and before a consonant are called rhotic accents, while accents in which “r” is only articulated before vowels are called non-rhotic.

10. RP and GA

Received pronunciation (RP), the sort of English used by educated native speakers in southeast England, is most often recommended for foreign learners studying British English, which is old fashioned and misleading: the use of the word “received (R)” to mean accepted or approved is nowadays very rare, and the word if used in that sense seems to imply that other accents would not be acceptable or approved of. Since it is most familiar as the accent used by most announcers and newsreaders on BBC and British independent television broadcasting channels, a preferable name is BBC pronunciation.

It is said that the majority of American speakers of English have an accent that is often referred to as General American (GA); since it is the American accent most often heard on international radio and television networks, it is also called Network English.

Difference between RP and GA:

In many parts of the world, the fundamental choice for learners of English is whether to learn an American or a British pronunciation, though this is by no means true everywhere.

The most important difference between GA and RP is the distribution of the “r” phoneme, GA being rhotic (i.e. “r” occurs in all positions, including before consonants and at the end of utterances). Thus where RP pronounces “ar” as /kɑː/ and “cart” as /kɑːt/, GA has /kɑːr/ and /kɑːrt/. Long vowels and diphthongs that are written with an “r” in the spelling are pronounced in GA as simple vowels followed by “r”. We can make the following comparisons:

	RP	GA
car:	kɑː	kɑːr
cart:	kɑːt	kɑːrt
care:	keə	ker
tour:	tʊə	tʊr

American vowels followed by “r” are strongly “r-coloured”, to the extent that one often hears the vowel at the centre of a syllable as a long “r” with no preceding vowel. But it would be wrong to assume that GA has no long vowels like those of BBC accent: in a word like “bra” where there is no letter following the “a” in the spelling, a long non-rhotic vowel is pronounced.

One vowel is noticeably different: the /ɒ/ of “dog” in BBC pronunciation is not found in GA. In most words where the BBC accent has /ɒ/. We find /ɑː/ or /ɔː/ in GA. So that “dog”, which is /dɒg/ in BBC, is /dɑːg/ or /dɔːg/ in American pronunciation. In this case we have a phonological difference, since one phoneme that is present in BBC pronunciation is

absent in American accents. Other segmental differences are phonetic: the /l/ phoneme, is almost always pronounced as a “dark one” in American English: the sound at the beginning of “like” is similar to that at the end of “mile”. The pronunciation of “t” is very different in American English when it occurs at the end of a stressed syllable and in front of an unstressed vowel. In a word like “betting”, which in BBC pronunciation is pronounced with a “t” that is plosive and slightly aspirated, American speakers usually have what is called a “flapped t” in which the tip of the tongue makes very brief contact with the alveolar ridge. This is sometimes called “voiced t”, and it is usually represented with the symbol t^h .

There are many other differences between American and British English pronunciation, many of them the subject of comic debates such as “You say tomato ($\text{tə'meɪ}\square\text{əʊ}$) and I say tomato (tə'mɑ:təʊ).

11. Articulators

Human articulators are shown in Figure 1.1.

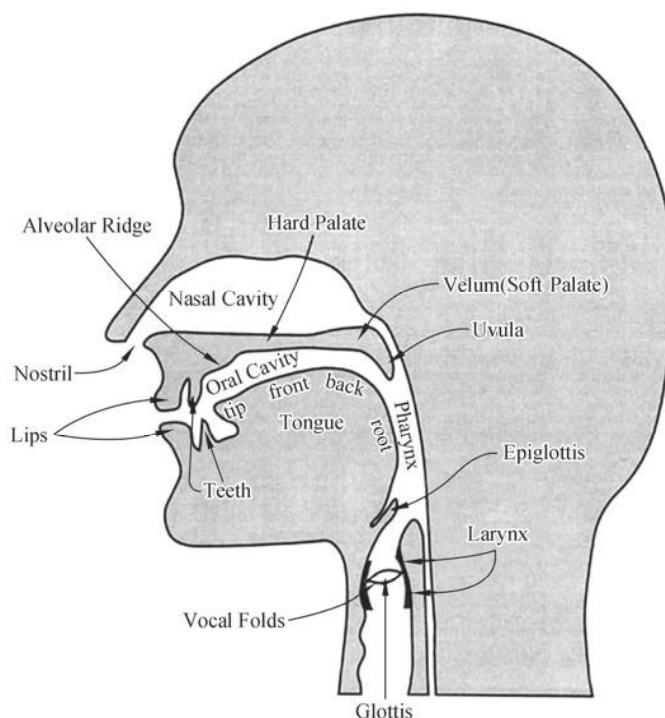


Figure 1.1 Articulators

12. Vowels and consonants

Vowels are sounds in which there is no obstruction to the flow of air as it passes from the larynx to the lips, while for **consonants**, there is obstruction to the flow of air.

Consonants are shown in Table 1-1.

Table 1-1 Consonants

/p/	/t/	/k/	/s/	/ʃ/	/tʃ/	/f/	/θ/
pit	take	keep	sink	sheep	change	face	think
/b/	/d/	/g/	/z/	/ʒ/	/dʒ/	/v/	/ð/
book	doctor	get	zero	treasure	jump	five	that
/h/	/m/	/n/	/ŋ/	/l/	/r/	/w/	/j/
hello	make	name	thing	letter	red	well	yes

Vowels are shown in Table 1-2.

Table 1-2 Vowels

/æ/	/e/	/ɪ/	/ɒ/	/ʌ/	/ə/
plan	pet	big	dog	luck	about
/ʊ/	/ɑː/	/ɜː/	/iː/	/ɔː/	/uː/
book	ask	her	fee	raw	tool

Diphthongs are shown in Table 1-3.

Table 1-3 Diphthongs

/aɪ/	/aʊ/	/əʊ/	/eɪ/	/eə/	/ɪə/	/ɔɪ/	/ʊə/
why	now	go	day	care	dear	enjoy	pure

Exercises:

1. Why is pronunciation important?
2. Do you have confidence in learning English pronunciation well? And how?
3. Read the following passage and discuss the importance of attitude in language learning.

An elderly carpenter was ready to retire. He told his employer (contractor) of his plans to leave the house building business and live a more leisurely life with his wife enjoying his extended family. He would miss the paycheck, but he needed to retire. They could get by.

The contractor was sorry to see his good worker go and asked if he could build just one more house as a personal favor. The carpenter said yes, but in time it was easy to see that his heart was not in his work. He resorted to shoddy workmanship and used inferior materials. It was an unfortunate way to end his career.

When the carpenter finished his work and the builder came to inspect the house, the contractor handed the front-door key to the carpenter. "This is your house," he said, "my gift to you."

What a shock! What a shame! If he had only known he was building his own house, he would have done it all so differently. Now he had to live in the home he had built none too well.

So it is with us. We build our lives in a distracted way, reacting rather than acting, willing to put up less than the best. At important points we do not give the job our best effort. Then with a shock we look at the situation we have created and find that we are now living in the house we have built. If we had realized, we would have done it differently.

Think of yourself as the carpenter. Think about your house. Each day you hammer a nail, place a board, or erect a wall. Build wisely. It is the only life you will ever build. Even if you live it for only one day more, that day deserves to be lived graciously and with dignity. The plaque on the wall says, "Life is a do-it-yourself project."

Who could say it more clearly? Your life today is the result of your attitudes and choices in the past. Your life tomorrow will be the result of your attitudes and the choices you make today.

Unit 2 Pronunciation of the Phonemes: Vowels

Vowels are produced when the airstream is voiced through the vibration of the vocal cords in the larynx, and then shaped using the tongue and the lips to modify the overall shape of the mouth. The position is a useful reference point for describing the difference between vowel sounds, and these are summarised as follows.

There are 20 vowels including 7 short vowels, 5 long vowels, and 8 diphthongs. They can be divided into front vowels, back vowels, central vowels, and diphthongs.

The front vowels are /i:/, /ɪ/, /e/ and /æ/. When they are pronounced, the positions of the tongue become lower and lower, the degree of the mouth open is bigger and bigger.

The lip positions are used to describe the articulation of vowel sounds. There are three lip positions: **rounded, spread and neutral**.

Rounded: the lips are pushed forward into the shape of a circle. Example sound is /u:/.

Spread: the corners of the lips are moved away from each other, as when smiling. Example sound: /i:/.

Neutral: the lips are not noticeably rounded or spread. Example sound: /ə/.

2.1 Monophthongs

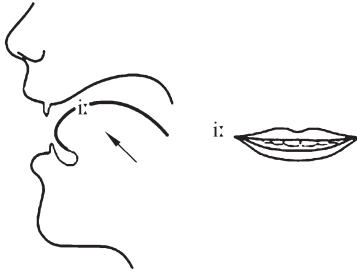
2.1.1 Front Vowels

1. /i:/

The front of the tongue is slightly behind and below the close front position. The close position is where the tongue is closest to the roof of the mouth. Lips are spread. The tongue is tense, and the sides of the tongue touches the upper molars.

When you pronounce /i:/, you need to:

- 1) Open your mouth very little with tip of the tongue against the lower teeth.
- 2) Raise the body of the tongue from its rest position and shift it forward.
- 3) There is muscle tension in the root of the tongue.
- 4) The lips are spread.



Listen to the following words and pay attention to the letters that pronounce /i:/.

① ea

east ease eagle eat mean weak neat read

② ee

deep jeep feed sheep creep speech keen greet

③ e

we he she even these eve evening me

④ ie

belief relieve thief field

⑤ ey

key

⑥ ei

receive deceive perceive

⑦ i

police

⑧ oe

people



Listen and read the following sentences.

1. A friend in need is a friend indeed.
 2. There are three trees along the street.
2. /ɪ/

The part of the tongue slightly near the centre is raised to just above the half-close position not as high as in /i:/. The lips are spread loosely, and the tongue is more relaxed.

The sides of the tongue may just touch the upper molars.

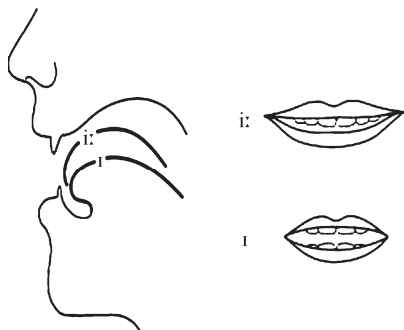
To pronounce correct /ɪ/, you need to:

1) Lower your tongue a little from the position for /i:/ with the tip of the tongue against the lower teeth.

2) Make it a lax sound instead of a tense sound.

3) The lips are neutral.

4) It is shorter than /i:/.



Listen to the following words and pay attention to the letters that pronounce /ɪ/.

① when a is in front of ge and not the stressed syllable

luggage advantage village shortage language

voyage courage damage

② when e is in the unstressed syllable

elect escape pretty equipment erect equality economy

③ i

ill idiom big city sister zip film swim exhibition

④ sometimes o

women

⑤ sometimes ui

building



Listen and read the following sentences.

1. Kitty's little sister studies American history in Mississippi University.

2. I wish to wish the wish you wish to wish, but if you wish the wish the witch wishes, I won't wish the wish you wish to wish.

3. The lady expecting a baby is looking at the lady with a baby and is thinking of something about her own future baby.

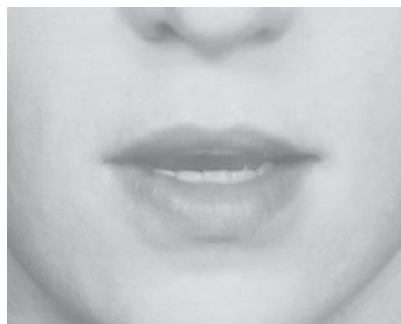
3. /e/

The front of the tongue is between the half-open and half-close positions. Lips are loosely spread. The tongue is tenser than for /ɪ/, and the sides of the tongue may touch the upper molars.

To pronounce /e/ correctly, you need to:

1) Raise the front part of the tongue between the height of /ɪ/ and /æ/ with the tip of the tongue against the lower teeth.

2) The lips are spread.



Listen to the following words and pay attention to the letters that pronounce /e/.

① ai

said again

② e

end egg empty elephant never bet let step

③ ea

dead meant ready already measure peasant pleasure weather

④ sometimes ay

says



Listen and read the following sentences.

1. East or west, home is best.
2. Let's get together when the weather is better.
3. He sent ten men to mend the tent.

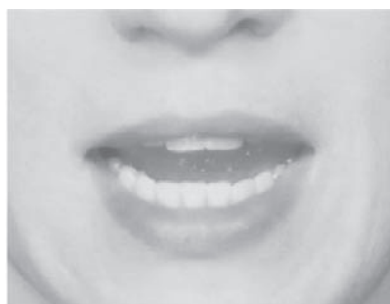
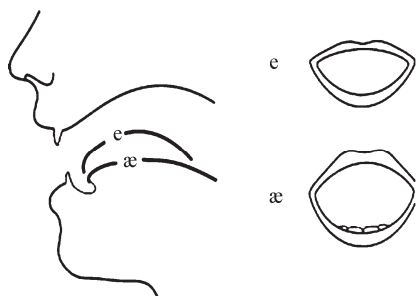
4. Ten wealthy men met twelve beggars and fed them with fresh eggs and bread.

4. /æ/

The front of the tongue is raised to just below the half-open position. Lips are neutrally open.

When you pronounce /æ/, you should:

- 1) Shift the body of the tongue forward from its relaxed state.
- 2) Lower it from the position for /e/.
- 3) It is the lowest of the front vowels.
- 4) The lips are neutral spread.



Listen to the following words and pay attention to the letters that pronounce /æ/.

When a is in the stressed syllable

apple atom annual avenue
pattern romantic matter glad



Listen and read the following sentences.

1. Don't let the cat out of the bag.
2. A fact is a fact.
3. Jack's cat is back to track.

Compare the following four vowels.

/i:/	/ɪ/	/e/	/æ/
peak	pick	peck	pack
teen	tin	ten	tan

been	bin	Ben	ban
deed	did	dead	dad
bead	bid	bed	bad
beat	bit	bet	bat
heed	hid	head	had

Speaking and discrimination.

1. What are you going to do with the peels?
What are you going to do with the pills?
2. Did you heat it?
Did you hit it?
3. Where did you see the sheep?
Where did you see the ship?
4. Who's going to make a new bid for the model house?
Who's going to make a new bed for the model house?
5. How many pins have you got in your hand?
How many pens have you got in your hand?
6. Can I use your pen?
Can I use your pan?
7. Did you see the bill on the floor?
Did you see the bell on the floor?
8. Did you see my pens in the bag?
Did you see my pants in the bag?
9. Is he really dead?
Is he really dad?
10. The old lady gave her a lovely pat.
The old lady gave her a lovely pet.

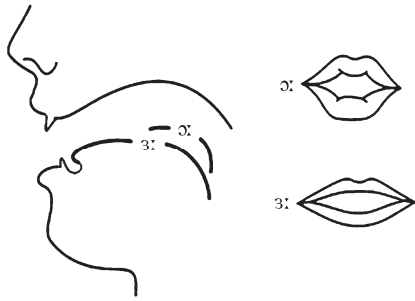
2.1.2 Central Vowels

There are two central vowels: /ə/ and /ɜː/.

1. /ɜː/

/ɜː/ is a long central vowel, only occurs in stressed syllables.

The mouth and jaws are mid-open. The tongue is relaxed and flat. Lips are neutral. The sound is longer.



Listen to the following words and pay attention to their pronunciation of /ɜː/ in them.

① ear

yearn earth pearl heard learn search

② er, especially in stressed syllable

defer refer prefer confer were concern expert diverse

③ ir in stressed syllable

dirty shirt bird skirt circular firm confirm first virtue

④ or in stressed syllable

work worship worm worse word world

⑤ ur in stressed syllable

urge urban further purple purpose curse turn purse



Listen and read the following sentences.

1. Thirty German girls were working in that firm for thirty years.
2. He cursed the nurse for her bad service.
3. Nine nice night nurses nursing nicely.
4. Fools learn nothing from wise men, but wise men learn much from fools.

2. /ə/

/ə/ is also called a schwa, and is the most frequently used vowel in English. It is made similarly to /ɜː/, but shorter and with less tension. It can never occur to the stressed syllable of the word.

When you pronounce the sound, the centre of the tongue is between the half-close and half-open positions. Lips are relaxed, and neutrally spread.