

Unit 1

Stress and Rhythm

Learning Objectives

- To practice stress and rhythm, and understand how they are used in English to convey meaning;
- To learn about stressed syllables (重读音节) and understand how stress is used in words;
- To practice and understand how to pronounce weak forms (弱读), incomplete plosives (爆破音) and liaisons (连读).

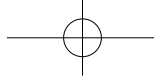
Notice IT



1. Listen to the song *Do Re Mi* from the musical *Sound of Music*.
2. Listen to the song again while reading its lyrics below. Add movement to your pronunciation practice. Clap your hands in time with the rhythm.

Doe, a deer, a female deer,
Ray, a drop of golden sun,
Me, a name I call myself,
Far, a long, long way to run,
Sew, a needle pulling thread,
La, a note to follow “sew”,
Tea, a drink with jam and bread,





That will bring us back to Do (oh-oh-oh),
Do-re-mi-fa-so-la-ti-do
So-do!



3. The capitalized syllables (音节) fall on strong beats. The syllables that fall on strong beats are stressed syllables. Read the lyrics aloud and clap your hands when you come to a strong beat.

1		2		3		4	
DOE,	a	DEER,	a	FE-male		DEER,	
RAY,	a	DROP	of golden	SUN,			
ME,	a	NAME	i	CALL		my-SELF,	
FAR,	a	LONG,	long way to	RUN,			
SEW,	a	NEEDle	pulling	THREAD,			
LA,	a	NOTE	to follow	SEW,			
TEA,	a	DRINK	with jam and	BREAD,			
THAT	will	BRING	us	BACK	to	DO	
(oh-oh-oh),							
Do-re-mi-fa-so-la-ti-do							
So-do!							

4. Listen to the song again. Do you notice that there is an even length of time between every two stressed syllables?



TIPS

就像歌中唱的——“Do re mi fa and so on are only the tools we use to build a song. Once you have these notes in your head, you can sing a million different tunes by mixing 'em up.”

我们在这套教材前四个单元所学的语音技巧是以后开口说话、训练口语的基础。大家一定要从一开始培养良好的发音习惯，再通过不断地训练、巩固，就能说一口地道的英语了。

Understand IT



TASK 1 UNDERSTANDING STRESSED SYLLABLES

1. Listen to the recording. Do the words in bold form have different pronunciations?

- 1) Don't take my words as an **insult**. 别把我的话当作是一种侮辱。
He felt **insulted**. 他感觉受了侮辱。
- 2) The baby held a round **object**. 宝宝拿着一个圆东西。
I **object**! 我反对!
- 3) Two **suspects** were arrested today. 两个嫌疑犯今天被捕了。
He never **suspected** anything. 他从不怀疑任何事情。
- 4) Where is the **checkout** at the supermarket? 超市的收款台在哪儿?
We **checked out** at noon. 我们中午退了房 (离开了宾馆)。
- 5) Do you have the teacher's **handouts**? 你有老师的讲义吗?
The teacher **handed out** the books among the students. 老师把书发给了学生。
- 6) I don't usually wear much **make-up**. 我通常不化浓妆。
I can **make up** for the missing classes next week. 我下周能把缺的课补上。

TIPS

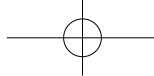
对于拼写相同而词性不同的词或词组，通常是名词的重音在前，动词的重音在后。

2. In the words with two or more syllables, each syllable is not given equal emphasis. Mark the stressed syllable in each of the following words with a stress mark (').

predict	cancel
market	banana
computer	printer
passenger	notebook
pronunciation	geography
holiday	deposit



3. Listen to the recording of the above words, read after the speaker and see if you have marked the stressed syllables correctly.



TASK 2 UNDERSTANDING WEAK FORMS, INCOMPLETE PLOSIVE AND LIAISON

1. Listen to the recording, read after the speaker and pay attention to the words in bold form. Are their pronunciations weakened?

He sat **and** ate.

I ought to **be** going.

He does **but** I don't.

We **can** take it.

Let's go **for** a walk.

What **have** you done?

Give **him** his money.

The table **is** laid.

I saw **that** it was useless.

There is nothing left.

I can still see **you**.

TIPS

在与外国人的交谈中，我们总是抱怨他们说话太快，那是因为我们期望他们把单词一个一个地说出来(我们自己通常是这样说英语的)，而以英语为母语的人则因为弱读、失去爆破和连读而使语言流动起来。

2. In oral English, some words are reduced to help the flow of language. Listen to the recording, read after the speaker and decide if the words in bold form are pronounced as indicated. If not, how are they changed?

a /eɪ/

in **a** minute

am /æm/

What **am** I to do?

an /æn/

an apple

and /ænd/

in **and** out

are /ɑː/

The days **are** shorter.

as /æs/

as old **as** you

at /æt/

all **at** once

be /biː/

I ought to **be** going.

been /biːn/

She has **been** out.

but /bʌt/

He does **but** I don't.

can /kæn/

It **can** stand there.

do /duː/

How **do** you **do**?

does /dʌz/

What **does** that mean?

for /fɔː/

That is **for** me.

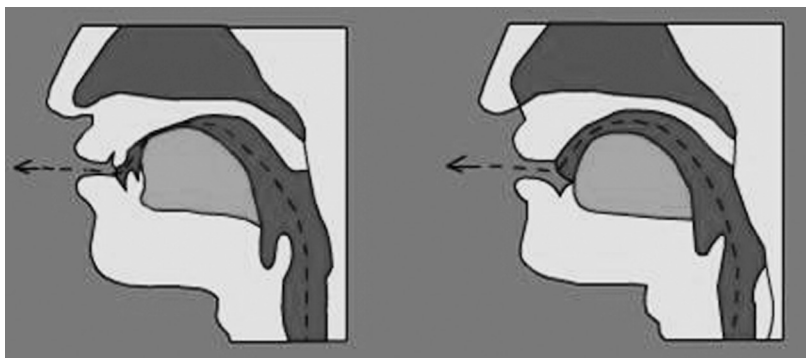
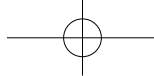
from /frɒm/

It comes **from** there.

had /həd/

The man **had** left.



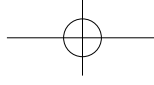


has /hæz/
have /hæv/
he /hi:/
her /hɜ:/
him, his /hɪm, hɪz/
is /ɪz/
me /mi:/
must /mʌst/
not /nɒt/
of /ɒv/
or /ɔ:/
shall /ʃæl/
should /ʃʊd/
sir /sɜ:/
some /sʌm/
than /ðæn/
that /ðæt/
the /ðə/
them /θem/
there /ðeə/
till /tɪl/
to /tu:/
us /ʌs/
was /wɒz/
were /wɜ:/
will /wɪl/
would /wʊd/
you /ju:/

Lunch **has** begun.
I **have** never been there.
But **he** said **he** would.
She had **her** hair done.
Give **him his** money.
My hat **is** there.
Could you tell **me** the time?
You **must** ask again.
It doesn't matter.
one **of** each
two **or** three days
What **shall** we do?
We **should** have told you.
No, **sir**.
Have you had **some** bread?
better **than** that
on the day **that** I left
the other day
Tell **them** what to do.
There are not enough.
not **till** tomorrow
They hope **to** win.
Tell **us** at once.
That **was** a mistake.
They **were** very pleased.
That **will** be enough.
I'd like to tell them.
See **you**.

TIPS

大多数黑体字单词中的元音都弱化为 /ə/。



3. Listen to the recording, pay attention to the bold letters. Are they pronounced completely?

what time	goodbye	bedtime
big kite	picture	big jug
good child	that joke	good morning
big nation	mad man	correct note

TIPS

以 /t/、/d/、/g/、
/k/ 等辅音结尾的单词，
其后面的单词如果以辅音开
头，那这些“爆破音”则保留
发音姿势和发音时间而不发
出声音或部分地发声。

4. Read the phonetic symbols (音标) and write down phrases or sentences accordingly.

/nɒtæ 'tɔ:l/

/plɪs 'du:(w) ɪt/

/fɔ:'(r) ɪntʃɪz/

/'wɔ:k ɒnə rəʊd/

/'kɑ:n tʃju gəʊ/

/wʊdju kəm/

/wɪə li:vɪŋ/

5. Read aloud the following phrases or sentences. Do you pronounce them in the same way as you do with the above phonetic symbols?

Not at all!

Please do it.

four inches

walk on a road

Can't you go?

Would you come?

We are leaving.

Learn IT



1. Read the lyric of the song *Twinkle, Twinkle Little Star*. Try to identify its rhythm and mark out the stressed syllables. In order to read it in a rhythmical way, do you need to use weak forms, incomplete plosives and liaisons?

Twinkle, twinkle, little star,
How I wonder what you are!
Up above the world so high,

Like a diamond in the sky.
Twinkle, twinkle, little star,
How I wonder what you are!

When the blazing sun is gone,
When he nothing shines upon,
Then you show your little light,
Twinkle, twinkle, all the night.
Twinkle, twinkle, little star,
How I wonder what you are!

In the dark blue sky you keep,
Often through my curtains peep,
For you never shut your eye,
Till the sun is in the sky.
Twinkle, twinkle, little star,
How I wonder what you are!

Then the trav'ler in the dark
Thanks you for your tiny spark;
He could not see where to go,
If you did not twinkle so?
Twinkle, twinkle, little star,
How I wonder what you are!

Twinkle, twinkle, little star,
How I wonder what you are!
Up above the world so high,
Like a diamond in the sky.
Twinkle, twinkle, little star,
How I wonder what you are!

2. Listen to the song *Twinkle, Twinkle Little Star*. Learn its rhythm and read aloud the lyric again. Do you read with stress, weak forms, incomplete plosives and liaisons this time?
3. Watch an excerpt from the film *The Lion King*. Get ready to dub this part with reference to the following script.

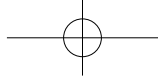


Mufasa: A king's time as ruler rises and falls like the sun. One day, Simba, the sun will set on my time here and will rise with you as the new king.

Simba: And this'll all be mine?

Mufasa: Everything.

Simba: Everything the light touches! (*Simba looks all around.*) What about that shadowy places?



Mufasa: That's beyond our borders. You must never go there, Simba.

Simba: But I thought a king could do whatever he wants.

Mufasa: Oh, there's more to being king than getting your way all the time.

(Mufasa starts back down the rock)

Simba: *(Awed)* There's more?

Mufasa: Ha-ha. Simba.

(Camera switch. Mufasa and Simba are out walking on the savannah.)

Mufasa: Everything you see exists together in a delicate balance. As a king, you need to understand that balance, and respect all the creatures—from the crawling ant to the leaping antelope.

Simba: But, dad, don't we eat the antelope?

Mufasa: Yes, Simba, but let me explain. When we die, our bodies become the grass. And the antelope eat the grass. And so we are all connected in the great Circle of Life.



4. Turn off the sound of the excerpt and dub the film. Read with rhythm. Use weak forms, incomplete plosives and liaisons where necessary.

TIPS

说英语时,要把自己想象成为一个“外国人”,想想自己崇拜的某个以英语为母语的人(政治家、播音员、娱乐明星……),说话时可以模仿他(她)的语音语调和表情动作。把英语语音看作一件随时可以穿上和脱掉的衣服。当你操着这种口音时,忘记你的本来身份,这样有助于摆脱你对这种外语语音的潜在的抵触,从而更容易领悟并掌握其技巧。

然而,语音训练的目标是改掉那些妨碍听话人理解的语音习惯,完全消除自己原有的“口音”是没有必要也是不切实际的。实际上,每个人不管说哪种语言——包括自己的母语,都有自己独特的语音,这是语音的丰富性所在。