

# 基礎發音、連音

英語的單字是由一連串的子音和母音組合而成,如果搞錯其中任何一個音的 唸法,講的時候可能會讓對方完全聽不懂;而若因為腦中記的是錯誤的版本,聽 別人講時,也很有可能不知道對方在講哪個字。因此,要學好英語,掌握正確的 發音(pronunciation)是非常重要的。

在這一課中,我們將會介紹英語的基礎發音以及常見的連音現象。以下,我們以 KK 音標來表示英語中的各種發音。

### **1** 基礎發音(Basics of Pronunciation)

#### A 子音(Consonants)

英語裡的子音分為兩大類:無聲子音(voiceless consonants)和有聲子音(voiced consonants),差別在於發音時聲帶有沒有震動。

請仔細聽以下示範單字的發音,並跟著唸唸看。

① 無聲子音(voiceless consonants):發無聲子音時,聲帶不會震動。

[p]	[t]	[k]	[f]	[s]
pen / top	tea / hit	<mark>k</mark> eep / tal <mark>k</mark>	fish / roof	say / bus
[θ]		[tʃ]	[h]	
thin / Smith	shop / wash	<mark>ch</mark> air / Mar <mark>ch</mark>	hat	

2 有聲子音(voiced consonants): 發有聲子音時,聲帶會震動。

2	[b]	[d]	[g]	[v]	[z]
	big / rob	day / good	go / dog	van / have	zebra / size
	[ð]	[3]	[dʒ]	[m]	[n]
© COSM	othievilhathe	usually / LTD <sub>garage</sub>	job / orange	my / dream	no / can
	[ŋ]	[1]	[r]	[w]	[j]
	sing	life / hall	run / four	window	you

#### **B** 母音(Vowels)

英語的母音**全為有聲**,可以根據其**持續時間、聲音特徵**等等,分成短母音(short vowels)、長母音(long vowels)、雙母音(diphthongs)以及捲舌母音(retroflex vowels)。

🚺 1 短母音 (short vowels):顧名思義,短母音通常發音較長母音短促。

[æ]	[8]	[I]	[a]	[\Lambda]	[c]	[ប]	[ə]
cat	leg	miss	hot	c <mark>u</mark> p	saw	book	a lot

② 長母音 (long vowels): 長母音的發音持續時間比短母音長一些,而且唸 起來就跟字母 A、E、O、U 本身的發音非常接近。

[e]	[i]	[o]	[u]
類似字母 A 的發音	類似字母 E 的發音	類似字母 O 的發音	類似字母 U 去掉 [j] 的音
rain	eat	hope	too

**③** 雙母音(diphthongs):雙母音由兩個短母音組成,發音在口腔內移動範圍較大,聽起來像是兩個母音合成一個音節。

[aɪ]	[aʊ]	[16]
time	COW	boy

( \*\*) 4 捲舌母音 (retroflex vowels): 發捲舌母音時, 舌頭要做出捲曲的動作。

[3-]	[&]
bird	teacher

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在查字典時,除了會在音標處看到上述的子音和母音,有時也可能會看到[]]、[m]、[n](在[l]、[m]、[n]下面加一點)這三個音,叫做成節子音(syllabic consonants),看似子音,但其實前面帶了一個[a]的音,可以獨立形成一個音節。以下的兩種標示方式可以互換。

7	[le] = [i]	[m] = [am]	[n] = [an]
	tab <mark>le</mark>	bottom	season

	1. 請仔細聽音檔,並選出正確的發音	葺∘	
8	(1) (A) [pæt] (B) [ræt]	<b>6</b> (A) [ðɪs]	(B) [ðas]
	<b>2</b> (A) [fʊd] (B) [wʊd]	<b>7</b> (A) [got]	(B) [gat]
	<b>3</b> (A) [tʃen] (B) [dʒen]	<b>8</b> (A) [bɛg]	(B) [bæg]
	<b>4</b> (A) [sɪp] (B) [zɪp]	<b>9</b> (A) [hɪt]	(B) [hit]
	<b>5</b> (A) ['ʃɛri] (B) ['ʃɛli]	<b>①</b> (A) [lʊk]	(B) [luk]
	2 請再一次聽音檔,並跟著唸唸看。		

#### C 名詞複數/動詞三單:[s], [z], [z]

名詞與動詞會加 s/es 分別變身為名詞複數,與動詞第三人稱單數的型態。名詞和動詞以不同的音結尾時,後面的 s/es 也會有不同的發音。

① 如果名詞/動詞的字尾為無聲子音(除了[s],[ʃ],[tʃ]外),後面所加的 s 發音為[s]。 不過,當字尾為[t]時,加上[s]成為[ts],兩個音合而為一,發音類似注音符號方。

desk → desk <mark>s</mark>	stop → stops	boat → boats
[dɛsk] → [dɛsk <b>s</b> ]	$[stap] \rightarrow [staps]$	$[bot] \rightarrow [bots]$

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② 如果名詞/動詞的字尾為母音或有聲子音(除了 [z], [ʒ], [dʒ] 外), 後面所加的 s 發 音為 [z]。不過,當字尾為 [d] 時,加上 [z] 成為 [dz],兩個音合而為一,發音類似 注音符號了。

pig → pig <mark>s</mark>	love → loves	read → rea <mark>ds</mark>
$[pig] \rightarrow [pig\mathbf{z}]$	$[1 \Lambda V] \rightarrow [1 \Lambda V \mathbf{Z}]$	$[rid] \rightarrow [ridz]$

**3** 如果**名詞/動詞的字尾**為 [s], [z], [ʃ], [ʒ], [tʃ], [dʒ], 後面須加上 es, 發音為 [ɪz]。

class → classes	finish → finishes	judge → judg <mark>es</mark>
$[clæs] \rightarrow [clæs z]$	$[\operatorname{fini}] \to [\operatorname{fini}]$	$[d3 \wedge d3] \rightarrow [d3 \wedge d3 \mathbb{IZ}]$

#### D 規則動詞過去式: [t], [d], [rd]

動詞依其三態變化分成**規則動詞與不規則動詞**,規則動詞的過去式與過去分詞 變化大多是在動詞後方加上 ed。而動詞以不同的音結尾時,後面的 ed 也會有不 同的發音。

① 如果名詞/動詞的字尾為無聲子音,後面所加的 ed 發音為 [t]。

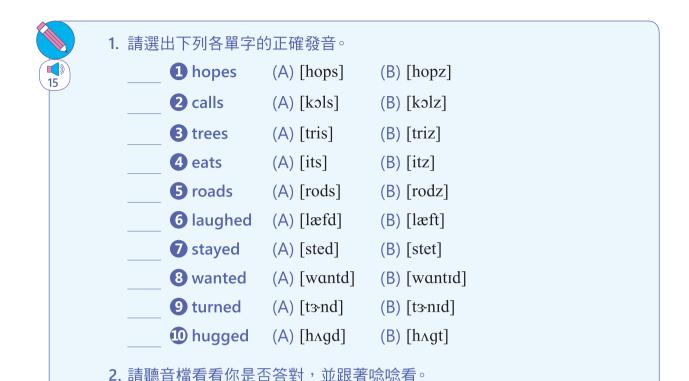
help → help <mark>ed</mark>	ask → ask <mark>ed</mark>	brush → brush <mark>ed</mark>
$[help] \rightarrow [helpt]$	$[æsk] \rightarrow [æskt]$	$[br\Lambda ] \rightarrow [br\Lambda ] t$

② 如果名詞/動詞的字尾為母音或有聲子音,後面所加的 ed 發音為 [d]。

play → play <mark>ed</mark>	jog → jogg <mark>ed</mark>	warm → warmed
$[ple] \rightarrow [pled]$	$[dzag] \rightarrow [dzagd]$	$[worm] \rightarrow [wormd]$

3 如果名詞/動詞的字尾為 [t] 或 [d],後面所加的 ed 發音為 [td]。

© COSMOS	wait → waited	count → counted	need → needed
	$[\text{wet}] \rightarrow [\text{wet}]$	$[cavnt] \rightarrow [cavnt Id]$	$[\operatorname{nid}] \to [\operatorname{nid}_{\mathbf{Id}}]$



### **2** 連音(Sound Linking)

連音(sound linking)是指口語發音時相鄰的音結合一起,讓說話的語音更流暢自然的發音變化。我們常覺得英語母語人士講話太快,音連一起而不易聽懂,就是因為不熟悉連音。若能熟悉連音,就更能聽懂母語人士的發音,也能讓自己的發音更自然。以下介紹英語中常見的幾種連音現象。

#### A 子音與母音相鄰

當一個字的**結尾是子音**,下一個字的**開頭是母音**時,我們會把子音和母音這兩個音連在一起唸,產生連音。請仔細聽**紅色**部分的連音。

16	look at	jum <mark>p u</mark> p	green egg
	$[l \triangledown k \   \underline{\boldsymbol{w}} t] \to [l \triangledown \underline{\boldsymbol{k}} \underline{\boldsymbol{w}} t]$	$[d3 \land mp \land p] \rightarrow [d3 \land mp \land p] \ [grin \epsilon g] \rightarrow [grin \epsilon g]$	
THE OWNERS OF THE	fall in	We have a large, white owl.	
© COSN	105culTURE ITD	[hæv ə] → [hæ <u>və</u> ] / [hwaɪ	$\mathbf{t} \ \mathbf{av} ] \rightarrow [\mathbf{hwar} \mathbf{tav}]$



### ► Getting Ready (72)



- Choose the correct question or response to complete each short conversation. Then listen to the MP3 and check your answers.
  - Morning, Kate!
- How are you?
- You, too. Take care.
- See you later.

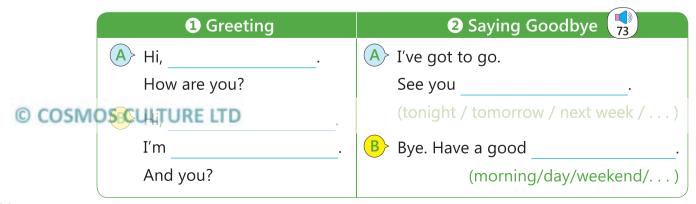








Practice these two short conversations with your partner.



part

#### **► Time to Listen**

You will hear a conversation between Rick and his friend Paula. Before you listen, finish the tasks below.

Focus on Vocabulary 74



The following words and phrases will appear in the conversation. Listen to them first, and put them into the sentences below. Change the forms if necessary.

- 1. expect [ɪk`spεkt] (v.) 預期
- 2. exam [ɪg`zæm] (n.) 考試
- 3. anxious [`æŋkʃəs] (adj.) 焦慮的
- 4. super [`sup&] (adv.) 非常
- **5.** catch up (v.) 聊聊近況
- 6. good luck 祝好運
- 1. I'm feeling a bit about meeting her parents for the first time.
- tomorrow! 2. Good luck on your
- 3. Nice to see you here, Kelly! Why not have lunch and
- 4. I didn't to see my English teacher at the gym!
- 5. You look happy today! What's up?
- 6. ! I hope everything goes well.

Now, listen to the MP3 to see if your answers were correct.







Listen to the conversation and answer the guestion.

What might Rick and Paula do together later?



] Go camping.

(B) [

1 Go for a bike ride.

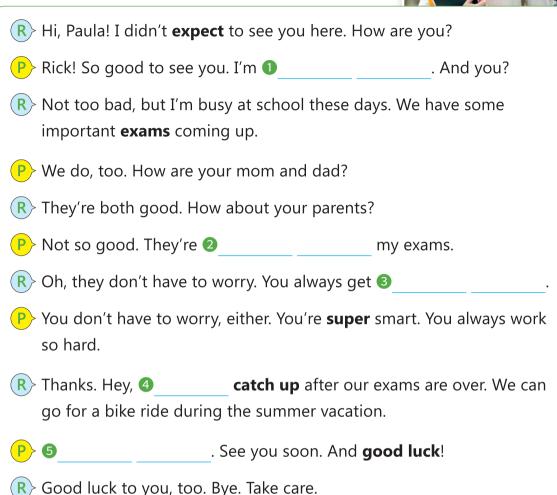
(C) [

] Go swimming.

Conversation

Listen to the conversation again, and fill in the blanks.





Now, answer the following questions.

1.	What do Rick and Paula mainly talk about?	
	(A) Their new schools.	(B) Their student life.
	(C) Their families.	(D) Their plan later.
2.	Mark each of the following	ng statements T (true) or F (false).

[ ] • Rick and Paula planned to meet here. © COSMOS CULTURE LTD ick and Paula are busy with exams now. 3 Paula's parents are worried about her exams. 4 Rick and Paula will meet again before the exams.

Lesson

### **► Essential Expressions**



B Saying Goodbye 79	
<ul><li>Goodbye.</li><li>Bye./Bye-bye.</li></ul>	<ul><li>See you later/tomorrow/next week.</li><li>Have a good day/weekend.</li></ul>
<ul><li>Take care.</li><li>Take it easy. informal</li><li>You, too.</li></ul>	<ul> <li>A I have to go/get going.</li> <li>A I've got to go. informal</li> <li>B Nice seeing you.</li> <li>B OK. Catch you next time. informal</li> </ul>

## **Listening Check** 80

Listen to each question and choose the correct response.

- \_1. (A) See you later! (B) I'm good. And you? (C) You, too.
- © COSMOS COLNOTES TOPOL
  - (B) It's been a while!
  - (C) OK. Catch you next time.

- 3. (A) Morning, Chris.
  - (B) Afternoon, Chris.
  - (C) Evening, Chris.
- 4. (A) Everything's great, thanks!
  - (B) Have a good weekend.
  - (C) Take it easy.

#### ► Time to Speak

### A Role Play

Work with a partner. Listen to the following conversations and then practice them. Replace the words in color with ones from the conversation bank.

#### 🔊 Conversation Bank

- 1 Jerry Annie Alex Judy
- 2 How are things?
  How's everything?
  Are you well?
  How's life?
- 3 Have a good day.
  Take care.
  Good bye.
  Take it easy.
- 4 I'm fine.
  I'm doing well.
  All good.
  Not too bad.



- A Hello, Bob.
- B Hello, Jane. Long time no see.
- A How are you?
- B I'm good, thanks. You?
- A Yes, everything's great.
- Conversation B
  - A John! It's so good to see you.
  - B Daisy! You too! How are you doing?
  - A I'm doing well, thanks. Let's sit down and catch up.
  - B Sorry, I have to get going. I'm running late.
  - A OK. No problem. Catch you next time.



- A It was great to see you again, Andy.
- B You, too, Ken.
- A Let's get together again sometime next week.
- Sounds good. I'll give you a call. See you soon.
- A Bye!

Lesson

- **Pair Work** 
  - With your partner, choose one of the situations and create a simple conversation. Use the example to help you.



#### **EXAMPLE**

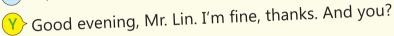
Teacher



You meet your teacher after school.



T> Hi, Kevin! How are you?



- T Not bad. Any plans for the evening?
- Y Nothing special—just going to do my homework.
- T Nice. Take care!
- Y You, too, Mr. Lin.



You meet your friend at the supermarket. You're in a hurry. 2 At a party, you meet an old classmate from junior high school.



You meet one of your good friends in the street.



4 You meet your neighbor when you leave home in the morning.





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Practice your conversation several times. Then share it with the class.

A Li	isten to the sentences, and fill in the	e missing words.	
1. La	ast summer, we had an	vacation at Grandma's house.	
2. Li	lian and I in the parl	k after school almost every day.	
3. Ja	ay bought a car He s	said he could give us a ride.	
<b>4</b> . I'r	m working with a new	Her name is Sarah, and she's very nice.	
5. M	1y mom is always ab	out my safety when I go out late at night.	
yo	ou hear these phrases? Number the een done for you.	enversations. In which conversation do sentences 1, 2, 3, or 4. The first has	
]	1 ] (A) How are things?	[ ] (F) Where are you from?	
[	] (B) Don't mention it.	[ ] (G) I want you to meet Sam.	
]	] (C) Nice to meet you, too.	[ ] (H) I really appreciate it.	
[	] (D) It's a pleasure to meet you.	[ ] (I) I'm doing well.	
[	] (E) Thank you so much.	[ ] (J) I'm here for the summer.	
	isten to the following four short corne descriptions of its speakers.	oversations. Then match each one with	
12	1 (A) One person	is giving an apology.	
12	2 (B) One person	(B) One person is in a hurry.	
12	3 (C) They are med	(C) They are meeting for the first time.	
12	4 (D) They haven't seen each other in a while.		
© COSMO	S CULTURE LTD isten to a talk, and answer the follow	wing questions.	
1	I. Where is Dennis from?		

He is from

- 2. Why did the woman apologize to Dennis?
  - (A) She didn't understand what he said.
  - (B) She forgot his name.

Catch you next time.

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- (C) She said something to hurt him.
- (D) She had to leave quickly.
- 3. How did the woman's friend help her?
  - (A) He talked to Dennis in Chinese.
  - (B) He told her not to be anxious.
  - (C) He told her what happened in Chinese.
  - (D) He told Dennis she didn't speak English well.
- **E** With your partner, create a conversation based on the situation. Use the phrases below to help you. Then switch roles.
  - Student (A) and Student (B) are friends. They meet on the street.



a hurry, and say goodbye.

B Say you and your (imagined) friend are in