



## 高中语音教学

1. 题目：语音-升降调

2. 内容：

SERVANT: Good morning, sir. Would you please come in? **Permit me** to lead the way, sir.  
OLIVER: (*Henry enters*) Thank you, James. That will be all.  
RODERICK: How do you do, Mr ... er ...?  
HENRY: Adams. Henry Adams.  
OLIVER: Come and sit down, Mr Adams.  
HENRY: Thank you.  
RODERICK: You're an American?  
HENRY: That's right, from San Francisco.  
RODERICK: How well do you know London?  
HENRY: Not at all. It's my first trip here.

3. 基本要求：

- (1) 全英授课，要求朗读全文；
- (2) 要求讲英文中的升降调；
- (3) 配合适当板书。

### 模板

Step 1: Warming up

T: Good morning, boys and girls. Before today's lesson, Please look at the PPT. You can see there are \_\_\_\_\_ (可以是带有语音现象的句子或诗歌等) on the screen. Can you try to read them?

Who want to have a try? Okay, you please.

S1:...

T: Thank you for your performance. What did you find out? /We noticed that \_\_\_\_\_. (语音现象，如重音、停顿等) Think for a while. Okay, I think some of you may have your answers.

That's because \_\_\_\_\_ are very important in English. Toady, we will learn \_\_\_\_\_.

Step 2: Presentation

T: Look at the dialogue/text/poem (依据文本体裁) on the book. Now I will play the tape. Listen to the tape carefully, pay attention to the underlined part and make some notes/After listening, please answer my question: \_\_\_\_\_. (结合对话内容提问，问题主要是针对语音规则，如 what words and sentences are stressed?)

(After listening) Now who can show us your marks/answers Okay, the boy on the left side.

S: ...

T: Very good. He said that \_\_\_\_\_. Can anyone make some supplements. Okay, you please.

S:...

T: Excellent. She said that we should \_\_\_\_\_. Do you agree with her. Yes, quite good.

Now please listen again, and see whether check it again. (After the second listening) Now I will show you the rules for \_\_\_\_\_.

From the above rules, we can see that \_\_\_\_\_, we should \_\_\_\_\_.  
\_\_\_\_\_ is very important for us to understand the meaning. Changes in \_\_\_\_\_  
can convey different meanings and emotions, which is necessary in our communication.

### Step 3: Practice

#### Activity 1:

T: Now please read the conversation/dialogue/passages loudly and use the correct \_\_\_\_\_ in 3 minutes. While reading. And then Practice this conversation with their partner in five minutes.

Okay, let's begin.

#### Activity 2:

T: Okay, now boys and girls. Can you think of more sentences/words and read them out with the correct \_\_\_\_\_. Okay, you please.

S1: \_\_\_\_\_

S2: \_\_\_\_\_.

S3: \_\_\_\_\_

### Step 4: Production

As intonation/stress/rhythm...are very important in English communication, Now there is a passage/dialogue between \_\_\_\_\_ and \_\_\_\_\_/selected from \_\_\_\_\_ (movie, book, newspaper, etc). I need some students to act it out with correct \_\_\_\_\_ and emotion. You can work in groups to have a discussion. I will give you 5 minutes.

T: Okay, time is up. Who wants to have a try. Okay, the group at the back. Let's welcome.

S:.....

T: Excellent. \_\_\_\_\_ (给予反馈)

### Step 5: Summary & Homework

Today, we have learned \_\_\_\_\_. Now after class, please watch a movie you like best and write \_\_\_\_\_ on your notebook. I will invite some of you to share your homework with us in our next class. See you next time.