

МИНИСТЕРСТВО ОБРАЗОВАНИЯ РЕСПУБЛИКИ БЕЛАРУСЬ
Минский государственный лингвистический университет

М. С. Авсянская, А. А. Куц

ТЕОРЕТИЧЕСКАЯ ФОНЕТИКА АНГЛИЙСКОГО ЯЗЫКА

Практикум для студентов учреждений высшего образования,
обучающихся по специальности
«Современные иностранные языки (перевод)»

Минск
МГЛУ
2023

УДК 811.111'34
ББК 81.432.1-923.131
А22

Рекомендован Редакционным советом Минского государственного лингвистического университета. Протокол № 5/66 от 12.12.22 г.

Рецензенты: кандидат филологических наук, доцент *Е. П. Маюк* (МГЛУ); кандидат филологических наук, доцент *М. В. Гуль* (БрГУ имени А. С. Пушкина)

Авсянская, М. С.

А22 Теоретическая фонетика английского языка : практикум для студентов учреждений высшего образования, обучающихся по специальности «Современные иностранные языки (перевод)» / М. С. Авсянская, А. А. Куц. – Минск : МГЛУ, 2023. – 44 с.

ISBN 978-985-28-0219-2

Практикум включает опорный конспект для подготовки к семинарам по дисциплине «Теоретическая фонетика английского языка», а также практические задания для аудиторной и самостоятельной работы. Направлен на развитие умений применять базовые научно-теоретические знания для решения теоретических и практических задач, а также анализировать и интерпретировать языковые явления в их взаимозависимости и взаимосвязи.

Адресуется студентам переводческого факультета, а также всем, кто интересуется вопросами теоретической фонетики.

УДК 811.111'34
ББК 81.432.1-923.131



Электронная версия издания
доступна в электронной библиотеке МГЛУ
по ссылке e-lib.mslu.by или по QR-коду

ISBN 978-985-28-0219-2

© Авсянская М. С., Куц А. А., 2023
© УО «Минский государственный
лингвистический университет», 2023

CONTENTS

Предисловие.....	3
Seminar 1. PHONETICS AS A LINGUISTIC SCIENCE	4
SELF-CHECK TEST 1.....	6
Seminar 2. THE SYSTEM OF ENGLISH PHONEMES.....	9
SELF-CHECK TEST 2.....	11
Seminar 3. THE SYLLABLE AS A SEGMENTAL UNIT	15
SELF-CHECK TEST 3.....	16
Seminar 4. SPEECH PROSODY ON WORD LEVEL	20
SELF-CHECK TEST 4.....	22
Seminar 5. UTTERANCE PROSODY.....	26
SELF-CHECK TEST 5.....	29
Seminar 6. DIVERSITY IN THE SPOKEN FORM OF THE ENGLISH LANGUAGE. FACTORS AND TYPES OF PHONETIC VARIATION	32
SELF-CHECK TEST 6.....	35
REVISION AND CONSOLIDATION TEST (GETTING READY FOR THE EXAM).....	39
KEYS.....	42
LITERATURE	43

ПРЕДИСЛОВИЕ

Данный практикум по учебной дисциплине «Теоретическая фонетика английского языка» предназначен для аудиторной и самостоятельной работы студентов 3 курса МГЛУ, обучающихся по специальности «Современные иностранные языки (перевод)» МГЛУ и изучающих английский язык как первый иностранный.

Цель настоящего практикума соотносится с целью учебной программы по учебной дисциплине для специальности «Современные иностранные языки (по направлениям)» и состоит в обобщении и систематизации уже имеющихся у студентов научных знаний о фонетической системе иностранного языка, о фонетических явлениях звучащей речи и о взаимодействии фонетических средств с языковыми средствами других подсистем (уровней). Пособие предназначено для аудиторной и самостоятельной работы студентов 3-го курса.

Практикум позволяет оптимизировать процесс обучения студентов на основе рациональной организации учебно-методических материалов. Так, настоящий практикум включает в себя планы семинарских занятий для самостоятельной работы студентов; опорный конспект для подготовки к семинарам; упражнения и задания по курсу теоретической фонетики английского языка, тесты с ключами для самопроверки и подготовки к экзамену, ссылки на разработанный кафедрой фонетики факультета английского языка ЭУМК, список рекомендуемой литературы.

Планы семинарских занятий и самостоятельной работы студентов составлены в соответствии с действующей учебной программой по учебной дисциплине «Теоретическая фонетика английского языка», утвержденной 30.06.2022, и основываются на материале существующих учебников и учебных пособий по данному курсу.

Упражнения, задания и тесты по темам призваны помочь студентам в практическом овладении основами теоретической фонетики, а также подготовиться к текущей аттестации в виде экзамена в письменной форме.

Seminar 1

PHONETICS AS A LINGUISTIC SCIENCE

Questions for in-class discussion

1. The subject-matter of phonetics. Aspects and branches of phonetics.
2. Phonetic principles of speech sounds classification.
3. The problem of speech sounds variability, its causes and consequences.
4. The functional aspect of speech sounds. The phoneme and its functions.
5. Realization of the phoneme in speech. The relationship between a phoneme, an allophone and a sound. Types of allophones.

Summary

Phonetics is the study of speech sounds and their physiological production and acoustic qualities. (Peter N. Ladefoged)

Aspects of phonetics:

- 1) articulatory phonetics, which deals with the production of speech sounds;
- 2) acoustic phonetics, which studies acoustic properties of speech sounds;
- 3) auditory / perceptual phonetics, which studies a person's perception of sounds and prosodic features;
- 4) functional phonetics / phonology, which deals with segmental and prosodic features that have a distinctive value in a language.

Branches of phonetics:

- 1) general phonetics (the study of a person's sound-producing possibilities and functioning of their speech mechanism);
- 2) theoretical phonetics (applies the theories worked out by general phonetics to a particular language);
- 3) practical / applied phonetics (the practical applications of phonetics);
- 4) special phonetics (the study of the phonetic system of a particular language):
 - a) historical phonetics (studies the changes in pronunciation diachronically)
 - b) descriptive phonetics (studies the phonetic system of a language at a particular period);
- 5) comparative phonetics (the comparative study of the phonetic systems of two or more languages, especially kindred ones).

Self-study

A. Phonetic Principles of Speech Sounds Classification

Complete the table below

Aspects	Consonants	Vowels	Sonorants
Articulatory			
- presence / absence of obstruction			
- distribution of muscular tension			
- the force of the airstream			
Acoustic			
- noise / tone			
Functional			
- syllable formation			

B. The Problem of Speech Sounds Variability

In the speech flow sounds can affect each other. Find definitions and examples for each of the following notions:

- coarticulation;
- assimilation;
- accommodation;
- reduction;
- elision;
- insertion.

Phoneme is the smallest abstract unit capable of distinguishing such meaningful units as morphemes, words and word forms realized in the form of speech sounds.

Allophone is a variant of a phoneme.

Allophones can be positional or combinatory, principal or subsidiary. Principal allophones are used in certain positions. Combinatory allophones appear in the process of speech and result from the influence of one phoneme on another.

The functions of the phoneme:

- 1) constitutive (phonemes constitute hierarchically higher units);
- 2) distinctive (the opposition of phonemes distinguishes meaningful units);
- 3) identificatory / recognitive (phonemes help us identify material speech sounds with the abstractions existing in our minds).

Before doing the test below use your personal computer to do exercises 1–5 for Seminar 1.

<http://elearning.mslu.by/assignments/70/>

SELF-CHECK TEST 1

1. Which aspect of phonetics deals with the study of a person's perception of speech?
 - a) articulatory phonetics
 - b) auditory phonetics
 - c) acoustic phonetics
 - d) functional phonetics
2. The study of distinctive features of speech sounds in particular languages is called...
 - a) phonology
 - b) phonetics
 - c) phonotactics
 - d) phonostylistics
3. Phonetics whose domain is the larger units of connected speech: syllables, words, phrases and texts is called...
 - a) segmental phonetics
 - b) suprasegmental phonetics
 - c) accentual phonetics
 - d) practical phonetic
4. Special phonetics is concerned with the study of ...
 - a) the phonetic system of a particular language
 - b) the functional aspect of speech sounds
 - c) universal phonetic phenomena regardless the type of a language
 - d) methods of language teaching
5. No obstruction occurs during the articulation of...
 - a) vowels
 - b) vowels and sonorants
 - c) consonants
 - d) consonants and sonorants

6. The muscular tension is spread evenly throughout the speech organs during the articulation of ...
- a) vowels
 - b) consonants
 - c) sonorants
 - d) vowels and sonorants
7. The force of the air stream is strong in the production of ...
- a) vowels
 - b) consonants
 - c) vowels and sonorants
 - d) consonants and sonorants
8. Which statement is not true about sonorants?
- a) They occupy an intermediate position between vowels and consonants.
 - b) They are largely based on voice.
 - c) They are often referred to as semivowels.
 - d) There is no obstruction in their articulation.
9. Phonemes are...
- a) abstract
 - b) indivisible
 - c) capable of distinguishing meaningful units
 - d) a, b, and c
10. The process in connected speech by which a consonant sound is left out in order to make articulation easier is called...
- a) simplification
 - b) accommodation
 - c) elision
 - d) elimination
11. The process of adapting the articulation of a vowel to a consonant, or a consonant to a vowel, is known as...
- a) assimilation
 - b) accommodation
 - c) coordination
 - d) blending
12. Assimilation and accommodation ...
- a) occur only in rapid and careless speech
 - b) are a characteristic feature of informal style
 - c) are observed in any style
 - d) violate the orthoepic norms of the English language
13. In the cluster *dr* /draʊn/ we observe ...
- a) loss of plosion
 - b) assimilation
 - c) accommodation
 - d) elision

14. Pronunciation of the word 'always' as /'ɔ:weiz/ is a case of...
- a) reduction
 - b) insertion
 - c) elision
 - d) a phonological mistake
15. The allophone of the phoneme /t/ in the word /tri:/ is...
- a) principal
 - b) subsidiary
 - c) positional
 - d) reduced
16. If preceded by a noise consonant, the sonorants /l, m, n/ in unstressed final positions...
- a) are syllabic
 - b) are assimilated
 - c) are non-syllabic
 - d) undergo elision
17. The principal allophone of the phoneme /p/ is observed in the word...
- a) part
 - b) peel
 - c) play
 - d) spoke
18. What type of assimilation occurs in words 'candle' and 'bundle'?
- a) loss of plosion
 - b) nasal plosion
 - c) lateral plosion
 - d) consonant blending
19. The so-called 'intrusive r' occurs in...
- a) the teacher of English
 - b) the idea of it
 - c) a better idea
 - d) a matter of time
20. The weakening of articulation and shortening of the duration of unstressed vowels is ...
- a) elision
 - b) reduction
 - c) neutralization
 - d) simplification

Seminar 2

THE SYSTEM OF ENGLISH PHONEMES

Questions for in-class discussion

1. Methods and problems of phonological analysis.
2. Principles of traditional classifications of English vowels and consonants.
3. Phonologically relevant (distinctive) and irrelevant (non-distinctive) features of English vowel and consonant phonemes.
4. Problems of phonological analysis of English vowels and consonants.
5. Types of phonetic transcription.

Summary

The main problems of phonological analysis are:

- a) the identification of the phonemic inventory in a definite language;
- b) the identification of phonologically distinctive features of the phonemes in a language.

The methods applied in phonological analysis are:

- the distributional method based on the phonological rule that different phonemes can freely occur in one and the same position, while allophones of one and the same phoneme occur in different positions.

Main notions:

- a) contrastive distribution (/мел/ – /мел’/, /wi:l/ – /wɪl/);
 - b) complementary distribution /lit/ – /tɪl/, /маллako/ – /мэлako/;
- the semantic method based on the phonological rule that a phoneme can distinguish words when opposed to another phoneme or zero in an identical phonetic position.

Main notions:

- a) minimal pairs;
- b) oppositions (single, double, triple and zero).

Phonologically relevant features of phonemes – constant distinctive features that distinguish the phoneme from all the other phonemes of the language.

Phonologically irrelevant (incidental) features of phonemes distinguish one allophone from all the other allophones of the phoneme. Such substitution of these features does not affect communication.

Self-study

A. Phonological Analysis

Apply the two methods of phonological analysis to prove that:

- a) Alveolar /t/ and post-alveolar /t/ in English are allophones of one phoneme;
- b) /п/ and /п'/ in Russian are allophones of different phonemes;
- c) Fricative /r/ and plosive /r/ in Belarusian are allophones of one phoneme;
- d) /i/ and /i:/ are allophones of different phonemes.

B. The Articulatory Classification of English vowels and consonants

Study the literature to complete the tables.

Principles of classification	Classes of vowels
the horizontal movement of the tongue	
the vertical movement of the tongue	
the position of the lips	
the degree of the muscular tension of the articulatory organs	
the force of articulation at the end of a vowel	
the stability of articulation	
the length of a vowel	

Principles of classification	Classes of consonants
the type of obstruction	
the active organ of speech	
the place of obstruction	
the presence or absence of voice	
the force of articulation	
the position of the soft palate	

The main problems of phonological analysis of English vowels and consonants:

- a) the phonemic status of the 'shcwa' sound;
- b) the phonemic status of /j/ and /w/;
- c) the phonemic status of /dʒ/, /tʃ/, /tr/, /dr/, /ts/ and /dz/;
- d) the so-called triphthongs /aɪə/, /aʊə/.

The two methods of phonological analysis cannot resolve those problems, therefore N. Trubetsky developed three rules which help to determine the phonetic status of an allophone:

- 1) no syllabic boundaries can occur inside a phoneme as it is indivisible;
- 2) a phoneme is produced by one articulatory effort;
- 3) the duration of a phoneme cannot exceed the duration of other phonemes of a language.

Transcription is a detailed writing system representing the nuances of pronunciation. Transcription is based on the International Phonetic Alphabet (IPA).

Types of transcription:

- phonemic (or broad) transcription

Each phoneme has a special symbol which represents it.

Usage: practical purposes (teaching and learning).

Phonemic transcription is placed between /forward slash brackets/.

- phonetic (or narrow) transcription

The special symbols represent particular allophonic features.

Usage: purposes of research work.

Phonetic transcription is placed between [square brackets].

Before doing the test below use your personal computer to do exercises 1–3 for Seminar 2.

<http://elearning.mslu.by/assignments/70/>

SELF-CHECK TEST 2

1. What are the methods applied in phonological analysis?
 - a) direct observation and acoustic experiments
 - b) contrastive and comparative
 - c) distributional and semantic
 - d) contextual and isolating

2. Allophones of different phonemes...

<ol style="list-style-type: none"> a) never occur in the same phonetic context b) occur in the same phonetic context 	<ol style="list-style-type: none"> c) can only occur in different positions d) combine according to a certain pattern
--	---

3. Articulatory and acoustic features of speech sounds which make them allophones of different phonemes are called...
 - a) distinctive features
 - b) irrelevant features
 - c) minimal features
 - d) phonemic features
4. The relations between allophones of one phoneme are called ...
 - a) phonological opposition
 - b) identical position
 - c) positional variation
 - d) complementary distribution
5. Words in a language which differ only in one phoneme are called...
 - a) minimal pair
 - b) phonemic words
 - c) phonological opposition
 - d) distinctive pair
6. The relations between /b/ and /f/ in /faʊnd/ - /baʊnd/ is called...
 - a) minimal pair
 - b) phonological opposition
 - c) complementary distribution
 - d) single opposition
7. What type of opposition occurs in example /tu:/ vs /du:/?
 - a) opposition based on the force of articulation
 - b) opposition based on the type of obstruction
 - c) opposition based on the position of the tongue
 - d) opposition based on the place of obstruction
8. Combinatory distribution occurs...
 - a) between more or less different sounds
 - b) in the same phonetic context
 - c) between allophones of the same phoneme
 - d) between different phonemes
9. The relations between /b/ and /f/ in /bed/ vs. /fed/ are called...
 - a) single opposition
 - b) double opposition
 - c) triple opposition
 - d) primary opposition
10. The opposition /p/ vs /-/ in /paɪ/ vs /aɪ/ is called...
 - a) neutral opposition
 - b) zero opposition
 - c) minimal opposition
 - d) absolute opposition
11. The articulatory features of a sound which do not serve to distinguish meaning are called...
 - a) non-distinctive
 - b) irrelevant
 - c) redundant
 - d) a, b and c are synonymous

12. Which notions do not belong to the classifications of English vowels?
- a) fortis and lenis
 - b) tense and lax
 - c) rounded and unrounded
 - d) free and checked
13. Palatalisation is ...
- a) a distinctive feature of phonemes in English
 - b) a distinctive feature of some Russian and English phonemes
 - c) a distinctive feature of some Russian and Belarusian phonemes
 - d) an inherent feature of English consonants
14. Aspiration of English consonants ...
- a) is their distinctive feature
 - b) is a non-distinctive feature
 - c) may lead to misunderstanding
 - d) is preserved in any phonetic context
15. The opposition of monophthongs and diphthongs is based on:
- a) the place of articulation
 - b) the stability of articulation
 - c) the manner of articulation
 - d) the force of articulation
16. Historically short English vowels under stress are called ...
- a) checked vowels
 - b) free vowels
 - c) close vowels
 - d) tense vowels
17. A sound where a stop articulation is continued as fricative in the same place is called...
- a) a liquid
 - b) a sonorant
 - c) a constrictive
 - d) an affricate
18. The English consonant /f/ is ...
- a) fricative, bilabial
 - b) plosive, labio-dental
 - c) plosive, post-alveolar
 - d) fricative, labio-dental
19. Which statement doesn't refer to shwa sound ([ə])?
- a) It is a phoneme
 - b) It occurs only in unstressed syllables
 - c) It cannot distinguish words
 - d) It forms phonological oppositions with a number of other phonemes
20. Narrow transcription is based on the principle ...
- a) 'One symbol per allophone'
 - b) 'One symbol per phoneme'
 - c) 'One symbol per sound'
 - d) 'One symbol per distinctive feature'

Seminar 3

THE SYLLABLE AS A SEGMENTAL UNIT

Questions for in-class discussion

1. Syllable as a segmental unit.
2. Phonotactics as a branch of phonology. Permissible and non-permissible phoneme combinations in a language. CV as a basic universal combinatory pattern of phonemes.
3. Articulatory criterion of syllable formation and syllable division. R.H. Stetson's Expiratory theory of the syllable.
4. Acoustic view on the syllable. O. Jespersen's Relative Sonority theory.
5. The syllable as an arc of acoustic prominence. The Muscular Tension theory by L.V. Shcherba.
6. The phonological (linguistic) functions of the syllable as a segmental unit.
7. The syllable structure and the basic syllable types in English. Peculiarities of syllable division in English.

Summary

The syllable is the smallest pronounceable unit capable of forming morphemes, words and phrases.

Phonotactics (from the Greek for "sound" and "arrange") is the study of the ways in which phonemes are allowed to combine in a particular language.

Articulatory, acoustic and perceptible views on the syllable:

a) the Expiratory theory / Chest-pulse theory (R. Stetson). Notions: expiratory effort, chest pulse. Advantage: The syllable is viewed as the minimal pronunciation unit. Problems: unstressed syllables are neglected, the theory doesn't explain syllable formation and syllable division;

b) Relative Sonority theory (O. Jespersen). Notions: sonority, peak of sonority. Advantages: The syllable is viewed as the minimal perceptible unit. Speech sounds are classified according to their sonority, which is convenient for syllable division in some cases. Problems: it cannot explain syllable formation or syllable division;

c) Muscular Tension theory (L. Shcherba). Notions: arc of muscular tension, initially strong consonants, finally strong consonants, double-peaked consonants. Advantages: the syllable is viewed as the minimal perceptible unit, the theory explains syllable division.

The functions of the syllable in the English languages:

- 1) constitutive;
- 2) identificatory;
- 3) distinctive.

Self-study

The Basic Syllable types in English

A. Give examples of permissible and non-permissible phoneme combinations in English and in your mother tongue. Prove that knowing them is one of the factors of syllable division.

B. Complete the table according to the structural type of each of the syllables.

art, yes, no, eye, air, pie, ink, well, car, tear, spend, hi, I, back, east, my

	Open	Closed
Covered		
Uncovered		

C. Syllable Division. Transcribe the following words and divide them into syllables.

Antepenultimate, distinguishing, acceptability, expire, succeeded, shower

NB! For accurate division of English words into syllables keep in mind the following factors:

- the morphemic structure of the word;
- the presence of checked vowels which can occur only in close syllables;
- typical and non-typical consonant clusters in the onset and in the coda of a syllable;
- absence of triphthongs in English.

Before doing the test below use your personal computer to do exercises 1–2 for Seminar 3.

<http://elearning.mslu.by/assignments/70/>

SELF-CHECK TEST 3

1. The area of phonology that studies the distribution and grouping of phonemes in syllables and words in a particular language is called ...
 - a) phonotactics
 - b) prosodemics
 - c) phonemics
 - d) functional phonetics

2. The obligatory component of the English syllable is ...
 - a) a sonorous sound (a vowel or a sonorant)
 - b) a consonant
 - c) a vowel
 - d) stress

3. The muscular tension theory was developed by ...
 - a) O. Jespersen
 - b) N. Trubetzkoy
 - c) A. Gimson
 - d) L. Shcherba

4. The relative sonority theory...
 - a) views the syllable as the smallest articulatory unit
 - b) views the syllable as the smallest perceptible unit
 - c) was developed by R. Stetson
 - d) explains the mechanism of syllable formation and syllable division

5. According to the relative sonority theory ...
 - a) sonorants are more sonorant than vowels
 - b) sonorants are less sonorant than vowels
 - c) sonorants have the same degree of sonority as vowels
 - d) sonorants have the same degree of sonority as noise consonants

6. Which of the following words has two peaks of sonority?
 - a) friend
 - b) being
 - c) brick
 - d) none of them

7. Which of the following words has two arcs of muscular tension?
 - a) bring
 - b) being
 - c) safe
 - d) next

8. The notions 'initially strong consonants' and 'finally strong consonants' were introduced in ...
- a) the muscular tension theory
 - b) the relative sonority theory
 - c) the expiratory theory
 - d) the loudness theory
9. Which theory is able to explain differences in syllable division in such cases as 'a nice house' and 'an ice house'?
- a) the expiratory theory
 - b) the relative sonority theory
 - c) chest-pulse theory
 - d) the muscular tension theory
10. /p/ is finally strong in the syllables ... (choose 2 variants)
- a) /spil/
 - b) /pond/
 - c) /tap/
 - d) /kept/
11. /k/ is initially strong in the syllables ... (choose 2 variants)
- a) /klijp/
 - b) /pik/
 - c) /mikst/
 - d) /keip/
12. A syllable without the onset is called ...
- a) open
 - b) closed
 - c) covered
 - d) uncovered
13. A syllable which has a coda is called ...
- a) open
 - b) closed
 - c) covered
 - d) uncovered
14. The syllable /edʒ/ is...
- a) open, covered
 - b) open, uncovered
 - c) closed, covered
 - d) closed, uncovered
15. The syllable /feis/ is...
- a) open, covered
 - b) open, uncovered
 - c) closed, covered
 - d) closed, uncovered
16. English historically short stressed vowels ...
- a) occur only in closed syllables
 - b) occur only in open syllables
 - c) can occur both in closed and open syllables
 - d) occur only in covered syllables

17. English diphthongs ...

- a) occur only in closed syllables
- b) occur only in open syllables
- c) can occur both in closed and open syllables
- d) occur only in covered syllables

18. Which of the following initial clusters is not typical for the English syllable?

- a) dr
- b) dv
- c) kw
- d) dw

19. The first syllable of the word 'citizen' is...

- a) closed
- b) open
- c) can be closed or open depending on syllable division
- d) can be closed or open depending on utterance stress

20. Choose the correct variant of syllable division.

- a) /lʌ-vli/
- b) /lʌv-li/
- c) both the variants are possible
- d) neither of them is correct

Seminar 4

SPEECH PROSODY ON WORD LEVEL

Questions for in-class discussion.

1. Speech prosody as an object of phonetic-phonological analysis.
2. Perceptible and acoustic properties of speech prosody and correlation between them.
3. The syllable as the minimal carrier of prosodic contrasts. The role of the contrasts in syllable prominence in the production and perception of word-stress as part of speech prosody.
4. Types and degrees of word-stress. Word-stress in English. Functions of word-stress.
5. Accentual tendencies in English.

Summary

Prosody includes constant non-segmental characteristics of speech: variations in the pitch, loudness, tempo and timbre of the voice.

Speech prosody has a long tradition of experimental research. Different aspects of speech production and perception related to prosody have often been part of traditional laboratory and phonetics investigation.

In recent years, in addition to the traditional linguistic approaches a new experimental approach to prosody research has developed. It has a wide range of methodological paradigms:

- acoustic analysis of speech productions;
- direct measurement of articulator movements;
- judgments and reaction times obtained during identification and discrimination tasks;
- measurements of brain activity and patterns of attention in babies.

Perceptible qualities of speech prosody	Acoustic properties of speech prosody
pitch	frequency (measured in hz)
loudness	intensity (measured in db)
length	duration (measured in msec)

Self-study

The syllable as the minimal carrier of prosodic contrasts

Syllables – a unit of pronunciation, consisting of a vowel and any consonants which form its beginning or end.

The correlation of varying prominences of syllables in a word is understood as the accentual structure of the word or its stress pattern.

Prominence is achieved by four main factors:

- loudness;
- length;
- pitch (significant moves of tone up and down);
- quality.

Illustrate and prove that the syllable is the minimal carrier of prosodic contrasts.

Types of word stress

According to the nature of the word stress:

- a) dynamic (the perceptual quality of loudness);
- b) musical /tonic (the perceptual quality of pitch);
- c) quantitative (the perceptual quality of length);
- d) qualitative (the formant structure).

The English word stress is of a complex nature, i.e. the relative prominence of the stressed syllable is created by an interaction of the four acoustic parameters, intensity, fundamental frequency, duration and formant structure.

According to the stability of position:

- a) free (a constant accent, a shifting accent);
- b) fixed.

Degrees of word-stress (after D. Jones, R. Kingdon)

- **primary** (strong stress);
- **secondary** (partial stress);
- **weak** (the so-called 'unstressed' syllables have a weak stress).

Functions of word-stress

Functions of word-stress	The essence of the functions of word-stress
constitutive function	it fits syllables into a word by forming its stress pattern
distinctive function	there are different words in English with analogous sound structure which are differentiated in speech only by their stress patterns
identificatory function	the stress patterns of words enable people to identify definite combinations of sounds as meaningful linguistic units

Accentual tendencies in English

Accentual tendency	The essence of the tendency
the recessive tendency	the word stress falls on the first syllable which is generally the root syllable (father, body) or on the second syllable if a word has a prefix of no special meaning (behind, indeed)
the rhythmic tendency	the alternation of stressed and unstressed syllables? The word stress falls on the third syllable from the end of a word (decorate, recognize)
the retentive tendency	the stress of the parent word is often preserved in the derivatives (personal – personality)
the semantic tendency	The tendency to stress the most important elements in words (negative and some other semantically important prefixes and the elements of compound words)

Before doing the test below use your personal computer to do exercises 1–2 for Seminar 4.

<http://elearning.mslu.by/assignments/70/>

SELF-CHECK TEST 4

1. Segmental units are...
 - a) syllables
 - b) morphemes
 - c) words
 - d) vowels and consonants

2. The basic functions of prosody are:
 - a) communicative, stylistic and differentiating
 - b) modal, semantic and rhythmical
 - c) constitutive, distinctive and identificatory
 - d) syntactical, delimitative and attitudinal

3. Which perceptible feature corresponds to the acoustic characteristic of frequency?
 - a) pitch
 - b) loudness
 - c) rhythm
 - d) tempo

4. Which acoustic feature corresponds to the perceptual feature of loudness?
 - a) pitch
 - b) frequency
 - c) spectral characteristics
 - d) intensity

5. Which acoustic parameter corresponds to the quality of the vowel?
 - a) stress
 - b) loudness
 - c) frequency
 - d) formant structure

6. The minimal carrier of prosodic contrasts is ...
 - a) the syllable
 - b) the phoneme
 - c) the word
 - d) the intonation group

7. Which perceptual characteristic is not included in the notion 'prosody'?
 - a) tempo
 - b) length
 - c) pitch
 - d) loudness

8. The correlation of degrees of prominence of the syllables in a word is ...
 - a) the rhythmic pattern of the word
 - b) the accentual structure of the word
 - c) the formant structure of the word
 - d) a, b and c are synonyms

9. If the word stress is achieved by a greater force of articulation which results in greater loudness, it is called...
- a) active
 - b) kinetic
 - c) dynamic
 - d) tonal
10. If the word-stress is based on the length of the vowel it is called...
- a) musical
 - b) quantitative
 - c) dynamic
 - d) qualitative
11. If the prominence is achieved by variations in pitch level, the word stress is called ...
- a) musical
 - b) quantitative
 - c) dynamic
 - d) qualitative
12. Chinese, Vietnamese and Japanese have...
- a) dynamic word-stress
 - b) qualitative word-stress
 - c) quantitative word-stress
 - d) musical word-stress
13. The English word-stress is ...
- a) free
 - b) dynamic
 - c) qualitative
 - d) all the above mentioned
14. Tertiary word stress ...
- a) occurs after the primary stress
 - b) occurs before the primary stress
 - c) occurs before the secondary stress
 - d) occurs only in prefixes
15. If the stress of the parent words is retained in the derivatives, we observe...
- a) the rhythmic tendency
 - b) the retentive tendency
 - c) the recessive tendency
 - d) the semantic tendency
16. The recessive tendency of the English word stress...
- a) explains the placement of the word stress on the penultimate syllable
 - b) affects derivatives
 - c) is characteristic of words of Anglo-Saxon origin
 - d) is universal for all the words of the English language

17. The semantic tendency in the English word-stress is realized in the following example:
- a) government
 - b) irresponsible
 - c) admission
 - d) opera
18. What is the accentual pattern of the word 'parental'?
- a) Ooo
 - b) oOo
 - c) ooO
 - d) OoO
19. What is the accentual pattern of the word 'permissiveness'?
- a) Oooo
 - b) oOoo
 - c) ooOo
 - d) oooO
20. What are the functions of the English word stress?
- a) semantic, rhythmical, recessive
 - b) accentual, demarcating, constitutive
 - c) dynamic, orthoepic, distinctive
 - d) distinctive, constitutive, identificatory

Seminar 5

UTTERANCE PROSODY

Questions for in-class discussion.

1. Intonation and prosody. Linguistic functions of prosody.
2. Prosodic contrasts on utterance level. Linguistic functions of prosody.
3. Components (subsystems) of utterance prosody.
4. The tonal and the accentual subsystem of utterance prosody.
5. The subsystems of rhythm and tempo. Pauses.

Summary

Intonation (in a broad sense) is a complex unity of five components: pitch (speech melody), utterance stress, rhythm, tempo and voice timbre.

Intonation (in a narrow sense) is reduced only to one component – pitch (speech melody).

Prosody is a synonym to intonation, but the notion of prosody is broader than intonation as it deals with various sound sequences (from syllables to texts), and intonation is applied to speech units no longer than intonation groups.

Prosodic features are constituted by variations along the parameters of pitch, loudness, duration and silence. (D. Chrystal)

Linguistic functions of prosody:

- 1) **constitutive** – forms utterances as communicative units;
- 2) **distinctive**:
 - *communicative-distinctive* – shows the communicative types of utterances: statements, questions, exclamations, imperatives);
 - *modal-distinctive (attitudinal)* – differentiates modal meanings of utterances and the speaker's attitude;
 - *culminative-distinctive (logical)* – differentiates the semantic centre of utterances and other semantically important words;
 - *syntactical-distinctive* – differentiates syntactical types of sentences and syntactical relations between them;
 - *stylistic-distinctive* – differentiates pronunciation styles;
- 3) **identificatory** – identifies the communicative and modal type of an utterance, its semantic and syntactical structure in accordance with the situation of the discourse.

Components (subsystems) of utterance prosody

1. **Pitch** (speech melody).

1. The **pitch level** shows the degree of semantic importance of the utterance in comparison with another and the speaker's attitude and emotions.

2. The **pitch range** is the interval between its highest-pitched syllable and its lowest-pitched syllable (wide, mid, narrow).

3. The **rate of pitch variations** differs depending on the time.

4. **Tone** depends on whether the pitch of the voice varies or remains unvaried:

- static – has different pitch levels of the voice (high, mid, low);
- kinetic – the direction of pitch movement (simple, complex);
- terminal – occurs not only on the 'nucleus', but extends to the 'tail'.

2. **Utterance stress** – the special prominence given to one or more words in an utterance.

Utterance stress forms 3 main oppositions or contrasts:

- emphatic stress;
- full stress;
- partial stress.

3. **Rhythm** – periodicity in the occurrence of a particular phenomenon in an **utterance**. Utterance stress in English serves as a basis for the rhythmical organization of speech, divides the speech flow into units of more or less equal length.

4. **Tempo** – the rate at which utterances and their smaller units are pronounced. Phoneticians distinguish normal tempo and 2 deviations from the norm: fast and slow.

5. **Pauses** – the segmentation of connected speech into utterances and intonation groups.

Pauses are closely connected with **tempo**: the number and length of pauses affect the general tempo of speech.

There are **3 types of pauses**:

1) silent pauses (stops in the phonation, stops of the work of the vocal cords);
2) pause of perception (there is no period of silence, but the effect of a pause is achieved by a sharp change in the direction or by the variations of duration or both);

3) voiced (or filled) pauses (show hesitation or doubt).

The Hierarchy of Prosodic Units

Prosodic units	Definition and components
a syllable	the smallest prosodic unit which has no own lexical meaning. Its prosodic features are tone, duration and stress
a rhythmic group	one stressed syllable or a stressed syllable with a number of unstressed ones (enclitics and proclitics) grouped around it
an intonation group	a complex prosodic unit that structurally consists of one or more rhythmic groups and has a certain phonetic contour: stress, pitch, duration. It is also termed as ‘sense group’, ‘breath-group’, ‘divisible accentual unit’. Components: the prehead, the head, the nucleus and the tail. Minimally, an intonation group consists of one stressed syllable, the nucleus
an utterance	the main prosodic communicative unit which is characterized by the semantic entity expressed by lexical, grammatical and prosodic means. It may contain one intonation group or more
supraphrasal unities (hyperutterance)	utterances grouped into complexes occupying a certain slot in the semantic structure of the text
a phonetic paragraph	a unit formed by a group of hyperutterances
text	is organized by a combination of several phonetic paragraphs

Self-study

Intonation Structure of an Utterance

Complete the table.

	Prehead	Head	Nucleus	Tail
Functions				
Types of tones and degrees of utterance stress				
Degree of prominence				

Before doing the test below use your personal computer to do exercises 1–3 for Seminar 5.

<http://elearning.mslu.by/assignments/70/>

SELF-CHECK TEST 5

1. The narrow definition of intonation includes...
 - a) speech melody
 - b) timbre
 - c) rhythm
 - d) a, b and c

2. Minimally, the intonation group consists of ...
 - a) the prehead
 - b) the head
 - c) the nucleus
 - d) the tail

3. A sentence becomes an utterance...
 - a) when it is pronounced
 - b) when it acquires a certain intonation pattern
 - c) when a contrast between stressed and unstressed syllables appears
 - d) a, b and c

4. Unstressed or partially stressed syllables which precede the first full stress form ...
 - a) the tail
 - b) the head
 - c) the prehead
 - d) the nucleus

5. The post-nuclear component of the prosodic structure of an utterance is called...
 - a) glide
 - b) tail
 - c) onset
 - d) tone

6. The prehead...
 - a) can convey emotional connotations
 - b) can predict the nuclear tone
 - c) depends on the type of the nuclear tone
 - d) can be ascending or descending

7. The tail of an utterance ...
 - a) depends on the type of the nuclear tone
 - b) is an obligatory component of the intonation contour
 - c) is pronounced at the lowest pitch level
 - d) conveys additional modal-attitudinal meanings

8. The nuclear syllable...
- a) is perceived as the most prominent
 - b) cannot initiate tones
 - c) is marked by a static tone
 - d) all the above mentioned
9. The special prominence given to one or more words in an utterance is called...
- a) word-stress
 - b) utterance stress
 - c) rhythm
 - d) isochrony
10. The interval between the highest pitched syllable and the lowest-pitched syllable is called...
- a) the pitch range
 - b) the pitch level
 - c) the kinetic tone
 - d) the utterance stress
11. The pitch characteristics of the tail depend on...
- a) the kind of nuclear tone
 - b) additional connotations and implications
 - c) the type of the head
 - d) the rhythmical pattern of the utterance
12. Static tones usually mark...
- a) partially stressed syllables
 - b) unstressed syllables
 - c) nuclear syllables
 - d) non-nuclear fully stressed syllables
13. Notional words in an utterance ...
- a) are always stressed
 - b) may be unstressed due to the rhythmical organization of the utterance
 - c) are usually unstressed
 - d) are always marked by kinetic tones
14. Partially stressed syllables in an utterance...
- a) initiate tones
 - b) are always function words
 - c) are not pitch prominent
 - d) are marked by kinetic tones
15. The placement of the nucleus in an utterance depends on ...
- a) the rhythm
 - b) the type of the kinetic tone
 - c) semantic factors
 - d) the communicative type of the utterance

16. In the English language finality and definiteness are expressed by...
- a) the rising tone
 - b) the falling head
 - c) the falling tone
 - d) the stepping head
17. The rate at which utterances and their smaller units are pronounced is called...
- a) timbre
 - b) rhythm
 - c) tempo
 - d) tone
18. The English rhythm is...
- a) stress-timed
 - b) syllable-timed
 - c) semantic
 - d) prominent
19. What is the nucleus of the rhythmic unit?
- a) the enclitic
 - b) the proclitic
 - c) the stressed syllable
 - d) the clitic
20. By increasing the speed of the utterance we make it ...
- a) more prominent
 - b) less prominent
 - c) friendlier
 - d) more detached

Seminar 6

DIVERSITY IN THE SPOKEN FORM OF THE ENGLISH LANGUAGE. FACTORS AND TYPES OF PHONETIC VARIATION

Questions for in-class discussion.

1. The notions of a national variant, a regional type of pronunciation, a local accent and a dialect. The orthoepic norm.
2. The pronunciation standards of the main national variants of English. Received Pronunciation. General American and its peculiarities.
3. Peculiarities of the major regional types and local accents of British English (Scottish English, Northern English, Irish English, Welsh English; Cockney, Liverpudlian etc.)
4. Extralinguistic factors of phonetic variation.
5. Speech styles, phonetic styles and functional styles.
6. English as a second language and the problem of phonetic interference (foreign accent).

Summary

The national pronunciation variant – territorial differentiations in pronunciation of the language observed in the speech of the whole nation.

Every national variant of the language falls into smaller **regional dialects**, distinguished from each other by differences in pronunciation, grammar and vocabulary.

Local accents reveal peculiarities in pronunciation used by smaller language communities in a particular district;

Area accents unite common pronunciation features of several local accents.

The **orthoepic norm** – is the standard pronunciation adopted by the native speakers as the right and proper way of speaking.

‘**Received Pronunciation**’ (RP) is generally considered to be the orthoepic norm of British English. RP is an accent, not a dialect, since all RP speakers speak Standard English. RP is regionally non-specific, it does not show speaker’s geographic background. But it reveals their social and/or educational background.

Self-study

Geographical variation in English

Find information on the main differences in pronunciation between different regional variants and accents of the English language. Add two more dialects.

Accent/Regional variant	Peculiarities of the sound system	Prosodic features
The Northern type of pronunciation		
The Scottish type of pronunciation		
Cockney		
General American		

Extralinguistic factors of phonetic variation

- 1) the aim of speech (to instruct, to inform, to persuade, etc.);
- 2) the extent of spontaneity of speech (unprepared / prepared speech);
- 3) the nature of interchange, i.e. the form of speech which may either suggest only listening, or both listening and an exchange of remarks (lecture, discussion, conversation, etc.);
- 4) social and psychological factors, that determine the degree of formality and the attitudes expressed (a friendly chat with a neighbour, a quarrel, etc.).

Speech styles – the form of language that the speaker uses, characterized by the degree of formality (Martin Joos).

Phonetic styles are different ways of pronunciation, caused by extralinguistic factors and characterized by definite phonetic features.

Classifications of Phonetic Styles

The Phonetician(s)- creators(s) of the classification	The principle the classification is based on	Phonetic styles included into the classification
L. Shcherba	the degree of carefulness of speech	full style; colloquial style.
R. Avanesov, L. Bulanin	the degree of carefulness of speech	full style or elevated style; neutral style; colloquial style.
D. Jones	the rate of speech	rapid familiar style; slower colloquial style; natural style used in addressing an audience; acquired style of the stage; acquired styles used in singing.
J. Kenyon	the level of formality	familiar colloquial; formal colloquial; public-speaking style; public-reading style.
D. Crystal, D. Davy	the social situations	The differences among the stylistic varieties are due to the kind of social situation, the social position of the speaker and the speaker spoken to.
S. Gaiduchik	the interconnection between phonetic and speech styles	phonetic styles of spontaneous speech: <ul style="list-style-type: none"> • official style; • informal style; • familiar (careless) style; phonetic styles of prepared speech; phonetic styles of reading aloud.

Language interference is a process and a result of the interaction and mutual influence of two or more different language systems.

The main features of Russian-English phonemic interference:

- absence of aspiration of voiceless stops;
- palatalization of consonants;
- devoicing of final voiced consonants;
- the use of the alveolar variant of post-alveolar sound [r];
- the replacement of sound [w] by sound [в];
- ignorance of cases of assimilation;
- the wrong use of the durational variants of long vowels.

The main features of Russian-English prosodic interference:

- the shifting of the nuclear stress to the left;
- violation of the rhythmic tendency;
- wrong accentuation of words;
- slow tempo of speech;
- unstressed sounds are not always reduced;
- the use of inappropriate intonation pattern.

Before doing the test below use your personal computer to do exercises 1 for Seminar 6.

<http://elearning.mslu.by/assignments/70/>

SELF-CHECK TEST 6

1. The standard pronunciation adopted by native speakers as the right and proper way of speaking is called ...
 - a) the orthoepic norm
 - b) the orthographic norm
 - c) received pronunciation
 - d) general pronunciation
2. The orthoepic norm of the English language is...
 - a) British English
 - b) American English
 - c) London English
 - d) none of them
3. Which statement is not true about dialects?
 - a) They are used only in certain localities
 - b) They can be local or social
 - c) The dialectal differences are becoming more marked due to the increased mobility of the population
 - d) They have more in common than what differentiates them

4. Geordie is...
 - a) a dialect heard in North East England
 - b) a dialect heard in Georgia, USA
 - c) one of the social dialects of Scotland
 - d) spoken in Wales

5. The prosodic norm of the English language...
 - a) is not yet well-established
 - b) is rather well-described
 - c) includes regional variants of pitch patterns
 - d) is recorded by pronouncing dictionaries

6. Which statement is true about Received Pronunciation?
 - a) It has a regional character
 - b) It is spoken by a comparatively small number of people
 - c) It is taught at schools in the UK as a separate subject
 - d) It is also called Standard English

7. What is not true about the term 'Received Pronunciation'?
 - a) It is a marker of position in society
 - b) It is often identified as "BBC English"
 - c) It is only spoken in Southern England
 - d) It is traditionally taught to foreigners

8. Received Pronunciation is based on...
 - a) Northern English regional type of pronunciation
 - b) Southern English regional type of pronunciation
 - c) Scottish type of pronunciation
 - d) Welsh type of pronunciation

9. To end an utterance with a high-pitched Fall-Rise is a frequent intonational characteristic of...
 - a) Received Pronunciation
 - b) Cockney
 - c) General American
 - d) Scottish English

10. Cockney is ...
 - a) a regional type of pronunciation
 - b) a national variant of pronunciation
 - c) a dialect
 - d) a slang

11. Cockney is...
- a) spoken in Northern England
 - b) spoken in London
 - c) spoken in Australia
 - d) no longer spoken by younger generation
12. Choose the characteristic feature which is common for Scottish English
- a) All vowels are short.
 - b) Consonants /p, t, k/ are not aspirated.
 - c) Diphthongs are pronounced as monophthongs.
 - d) Consonant /h/ is omitted in unstressed position.
13. Choose the characteristic feature which is common for the Northern type of English pronunciation
- a) Consonants /p, t, k/ are not aspirated.
 - b) /ʊ/ is used instead of /aʊ/ (down, found)
 - c) /ʊ/ is used instead of /ʌ/ (monkey, love, much)
 - d) Consonant /h/ is omitted in unstressed position
14. Which statement is not true for General American?
- a) It has the greatest acceptability in the USA
 - b) 't' is voiced between two vowels, if the second one is unstressed
 - c) Speakers tend to replace 't' in intervocalic position with a glottal stop
 - d) 'l' is always dark
15. /ð/ and /θ/ are replaced with /v/ and /f/ in ...
- a) American English
 - b) Scottish English
 - c) Irish English
 - d) Cockney
16. The branch of phonetics which is concerned with the identification of style-forming means is called ...
- a) phonotactics
 - b) phonostylistics
 - c) prosodemics
 - d) social phonetics

17. Different ways of pronunciation, caused by extralinguistic factors and characterized by definite phonetic features are called ...
- a) dialects
 - b) regional types of pronunciation
 - c) phonetic styles
 - d) sociolects
18. If compared to informal familiar speech, public speaking ...
- a) is quicker and louder
 - b) is louder, slower and more tense in articulation
 - c) is more emotionally coloured
 - d) is higher in pitch
19. The High Head ...
- a) is more common for the formal style
 - b) is more common for the informal style
 - c) is not stylistically marked
 - d) is rich in implications
20. The Stepping Head ...
- a) can be used in any style
 - b) is only used in formal style
 - c) is only used in informal style
 - d) is only used before a falling-rising tone

REVISION AND CONSOLIDATION TEST (GETTING READY FOR THE EXAM)

1. Baudouin de Courtenay is the founder of...
 - a) the relative sonority theory
 - b) the phoneme theory
 - c) the muscular tension theory
 - d) the expiratory theory

2. The area of phonology that studies the distribution and grouping of phonemes in syllables and words in a particular language is called ...
 - a) phonotactics
 - b) prosodemics
 - c) phonemics
 - d) functional phonetics

3. Which statement doesn't refer to auditory phonetics?
 - a) It is also called perceptual phonetics
 - b) It applies experimental methods
 - c) It was founded by the Prague school of linguistics
 - d) It studies the person's perception of speech sounds

4. Which principle of classification of sounds doesn't refer to vowels?
 - a) the vertical movement of the tongue
 - b) the stability of articulation
 - c) the manner of articulation
 - d) the position of the lips

5. According to the degree of muscular tension, English vowels are classified into...
 - a) tense and lax
 - b) reduced and strong
 - c) fortis and lenis
 - d) stressed and unstressed

6. The English consonant /t/ is ...
 - a) fricative, alveolar
 - b) plosive, dental
 - c) plosive, alveolar
 - d) fricative, dental

7. In the English language /l, m,n/ ...
 - a) are never syllabic
 - b) can be syllabic in certain positions
 - c) cannot occur in stressed syllables
 - d) cannot occur between consonants and vowels

8. /pen/ - /ðen/ is a case of:
- a) zero opposition
 - b) single opposition
 - c) double opposition
 - d) triple opposition
9. Combinatory distribution occurs...
- a) between /t/ and /d/ in /hait/ and /hard/
 - b) between /aɪ/ and /ɪ/ in /hait/ and /hit/
 - c) between palatalized /t/ and labialized /t/ in words tinkle – twinkle
 - d) in all the above mentioned cases
10. Narrow transcription...
- a) uses virgules, or diagonals (/ /)
 - b) uses the fewest possible symbols of the simplest possible shape
 - c) uses extra symbols and diacritic marks for such features as nasalization, aspiration etc.
 - d) is also called phonemic transcription
11. Choose the correct variant of syllable division.
- a) /kaɪ-ndlɪ/
 - b) /kaɪnd-lɪ/
 - c) /kɑɪn-dlɪ/
 - d) All the variants are possible
12. The distinctive function in the opposition ‘a nice man’ – ‘an iceman’ is performed by...
- a) the article
 - b) phonemes
 - c) syllables
 - d) intonation
13. The pitch-level plays an important role in ...
- a) distinguishing communicative types of utterances
 - b) marking the degree of semantic prominence
 - c) the realization of isochrony
 - d) organizing the utterance
14. Which of the utterances corresponds the rhythmic structure OoooO?
- a) I'd like you to go
 - b) You are welcome
 - c) Follow my advice
 - d) See you tomorrow

15. Function words are usually...
- a) stressed
 - b) unstressed
 - c) prominent
 - d) meaningful
16. In written speech prosodic features can sometimes be indicated by...
- a) punctuation marks
 - b) word order
 - c) the choice of stylistically marked words
 - d) transcription
17. The distinctive function in the opposition 'billow' – 'below' is performed by...
- a) word-stress
 - b) phonemes
 - c) syllables
 - d) intonation
18. The sequence of strong and weak elements in a language is called
- a) syllables
 - b) rhythm
 - c) articulation
 - d) diphthongs
19. The main communicative unit is ...
- a) the word
 - b) the utterance
 - c) the intonation group
 - d) the rhythmic group
20. Received Pronunciation is ...
- a) used mainly in London and its suburbs
 - b) the norm of correct pronunciation in Great Britain
 - c) the orthoepic norm of American English
 - d) a variant of the English language used by migrants

KEYS

Test 1. 1 – b, 2 – a, 3 – b, 4 – a, 5 – a, 6 – a, 7 – b, 8 – d, 9 – d, 10 – c, 11 – b,
12 – c, 13 – b, 14 – c, 15 – b, 16 – a, 17 – a, 18 – c, 19 – b, 20 – b

Test 2. 1 – c, 2 – a, 3 – a, 4 – d, 5 – a, 6 – b, 7 – a, 8 – c, 9 – c, 10 – b, 11 – d,
12 – a, 13 – c, 14 – b, 15 – b, 16 – a, 17 – d, 18 – d, 19 – a, 20 – a

Test 3. 1 – a, 2 – a, 3 – d, 4 – b, 5 – b, 6 – d, 7 – b, 8 – a, 9 – d, 10 – a, b,
11 – b, c, 12 – d, 13 – b, 14 – d, 15 – c, 16 – a, 17 – c, 18 – b, 19 – a,
20 – b

Test 4. 1 – d, 2 – c, 3 – a, 4 – d, 5 – d, 6 – a, 7 – a, 8 – b, 9 – c, 10 – b, 11 – a,
12 – d, 13 – d, 14 – a, 15 – b, 16 – c, 17 – b, 18 – b, 19 – b, 20 – d

Test 5. 1 – a, 2 – c, 3 – d, 4 – c, 5 – b, 6 – a, 7 – a, 8 – a, 9 – b, 10 – a, 11 – c,
12 – d, 13 – b, 14 – c, 15 – c, 16 – b, 17 – v, 18 – a, 19 – c, 20 – b

Test 6. 1 – a, 2 – d, 3 – c, 4 – a, 5 – b, 6 – b, 7 – c, 8 – b, 9 – c, 10 – c, 11 – b,
12 – a, 13 – c, 14 – c, 15 – d, 16 – b, 17 – c, 18 – b, 19 – b, 20 – c

Revision and Consolidation Test. 1 – b, 2 – a, 3 – c, 4 – c, 5 – a, 6 – c, 7 – b,
8 – d, 9 – c, 10 – c, 11 – b, 12 – c, 13 – b, 14 – c, 15 – b, 16 – a,
17 – a, 18 – b, 19 – b, 20 – b

LITERATURE

1. Буланин, Л. Л. Фонетика современного русского языка / Л. Л. Буланин. – М. : Высш. шк., 1970. – 206 с.
2. Борисова, Л. В. Теоретическая фонетика английского языка : учеб. пособие для ин-тов и фак. иностр. яз. / Борисова Л. В., Метлюк А. А. – Минск : Высш. шк., 1980. – 144 с.
3. Карневская, Е. Б. Практическая фонетика английского языка на продвинутом этапе обучения : учебник / Е. Б. Карневская, Е. А. Мисуно, Л. Д. Раковская. – Минск: Аверсэв, 2021. – 411 с.
4. Леонтьева, С. Ф. Теоретическая фонетика английского языка : учеб. для студ. ин-тов и фак. иностр. яз. / С. Ф. Леонтьева. – М. : Высш. шк., 1988. – 205 с.
5. Соколова, М. А. Теоретическая фонетика английского языка : учеб. для студ. ин-тов и фак. иностр. яз. / М. А. Соколова, К. П. Гинтовт. – М. : Высш. шк., 1991. – 230 с.
6. Теоретическая фонетика английского языка = Theoretical English Phonetics : практикум. – Минск : МГЛУ, 2015. – 55 с.
7. Фонетика английского языка. Нормативный курс : учебник для ин-тов и фак. иностр. яз. / В. А. Васильев [и др.] ; под общ. ред. В. А. Васильева. – 2-е изд., перераб. – М.: Высш. шк., 1980. – 256 с.
8. Crystal, D. The Cambridge Encyclopedia of the English Language / D. Crystal. – Cambridge: Cambridge University Press, 1996 – 489 p.
9. Encyclopaedia Britannica [Electronic resource]. – Mode of access: <https://www.britannica.com/science/phonetics> – Date of access: 18.09.2022.
10. Elearning : theoretical phonetics [Electronic resource]. – Mode of access: <http://elearning.mslu.by/assignments/70/> – Date of access: 13.11.2022.
11. Jones, D. Cambridge English Pronouncing Dictionary / D. Jones ed. by P. Roach, J. Hartman, J. Setter. 17th ed. – Cambridge : CUP, 2007. – 599 p.
12. Jones, D. An Outline of English Phonetics / D. Jones. – Cambridge, 1976. – 280 p.

Учебное издание

Авсянская Мария Сергеевна
Куц Александра Александровна

**ТЕОРЕТИЧЕСКАЯ ФОНЕТИКА АНГЛИЙСКОГО ЯЗЫКА:
ПРАКТИКУМ**

Ответственный за выпуск *М. С. Авсянская*

Редактор *Т. М. Нехай*
Компьютерная верстка *Н. В. Мельник*

Подписано в печать 05.12.2023. Формат 60×84¹/₁₆. Бумага офсетная. Гарнитура PT Astra Serif. Ризография. Усл. печ. л. 2,56. Уч.-изд. л. 1,38. Тираж 130 экз. Заказ 59.

Издатель и полиграфическое исполнение: учреждение образования «Минский государственный лингвистический университет». Свидетельство о государственной регистрации издателя, изготовителя, распространителя печатных изданий от 02.06.2014 г. № 1/337. ЛП № 38200000064344 от 10.07.2020 г.

Адрес: ул. Захарова, 21, 220034, г. Минск.