

**Завдання для контрольної роботи  
з навчальної дисципліни  
«Теоретична фонетика англійської мови»  
для студентів ОС «Магістр» спеціальності 035 «Філологія»  
заочної форми навчання**

**КРИТЕРІЇ ОЦІНЮВАННЯ КОНТРОЛЬНОЇ РОБОТИ**

Після вивчення теоретичного матеріалу студент повинен виконати контрольну роботу. Контрольна робота містить 5 питань, на які студент повинен дати письмові відповіді.

Студент самостійно обирає варіант контрольної роботи. Номер варіанту роботи повинен дорівнювати сумі двох останніх цифр номера залікової книжки студента. У випадку невідповідності останньої цифри номеру залікової книжки варіанту роботи контрольна робота вважатиметься невиконаною.

Виконання та захист контрольної роботи – 12 балів

При оцінюванні контрольної роботи враховується обсяг і правильність виконаних завдань.

Усього за 100 % правильне виконання контрольної роботи студент може отримати 12 балів.

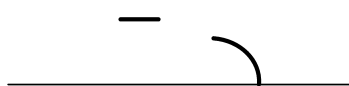
**Варіанти контрольної роботи**

**Варіант 1**

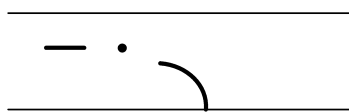
**1. Give the full answers to the following questions (2 points):**

1. The subject-matter of phonetics, its practical aims. Verbal communication – the central notion of phonetics.
2. Assimilation and Its Types.

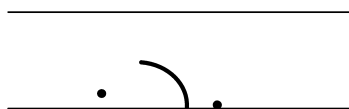
**2. Match the following stress patterns to the examples of their using (2,5 points).**



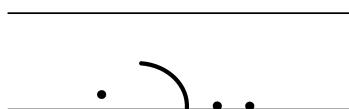
1. I'm ↘ fond of it. A ↘ friend of mine.  
It's ↘ difficult. My ↘ favourite. An ↘ other  
↘ one. A ↘ lot of it.



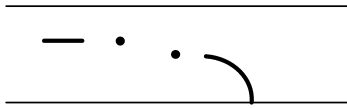
2. Des ↘cribe it. Dis ↘cuss it. For ↘  
breakfast. At ↘ midday. I ↘ think so. I'm  
↘ sorry. It's ↘ better. They ↘ said it.



3. 'Breakfast and ↘ lunch. 'Talk to her ↘  
now. 'Easy e ↘ nough. 'What did you ↘  
do? 'When will you ↘ come?



4. 'Watch it ↘ now. 'Once a ↘ gain.  
'Not e ↘ nough. 'Leave it ↘ here. 'Make  
the ↘ tea. 'Have a ↘ drink. 'What's ↘ for?



5. 'What ↘ for? 'Where ↘ from? 'Sit ↘ down. 'Any ↘ time. 'Take ↘ one. 'Stay ↘ here.

**3. Transcribe the following words and put word stress (2,5 points)**

1. dogma
2. about
3. tear
4. music
5. hair

**4. Write the correct stress pattern next to each word. (e.g. ■ ■ ■ ■) (2,5 points)**

VERB	STRESS PATTERN	NOUN	STRESS PATTERN
invite		invitation	
inform		information	
decide		decision	
examine		examination	
correct		correction	

**5. Write down the sequence of phonemes according to whether they are consonants or vowels (2,5 points)**

Example: *pray* – CCV; The sequence of phonemes is CONSONANT, CONSONANT, VOWEL

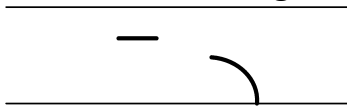
1. dogma
2. about
3. tear
4. music
5. hair

**Бариант 2**

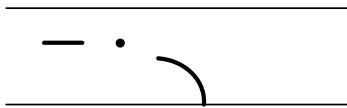
**1. Give the full answers to the following questions (2 points):**

1. Intonation as a complex unity of prosodic features. Main functions of intonation.
2. The nature of English word stress. Types of English word stress.

**2. Match the following stress patterns to the examples of their using (2,5 points).**



1. I'm ↘ fond of it. A ↘ friend of mine. It's ↘ difficult. My ↘ favourite. An ↘ other ↘ one. A ↘ lot of it.



2. Des ↘cribe it. Dis ↘cuss it. For ↘ breakfast. At ↘ midday. I ↘ think so. I'm ↘ sorry. It's ↘ better. They ↘ said it.



3. 'Breakfast and ↘ lunch. 'Talk to her ↘ now. 'Easy e ↘ nough. 'What did you ↘

do? 'When will you ↘ come?



4. 'Watch it ↘ now. 'Once a ↘ gain.  
'Not e ↘ nough. 'Leave it ↘ here. 'Make  
the ↘ tea. 'Have a ↘ drink. 'What's ↘ for?



5. 'What ↘ for? 'Where ↘ from? 'Sit ↘  
down. 'Any ↘ time. 'Take ↘ one. 'Stay ↘  
here.

**3. Transcribe the following words and put word stress (2,5 points)**

1. please \_\_\_\_\_
2. wrong \_\_\_\_\_
3. shoes \_\_\_\_\_
4. daily \_\_\_\_\_
5. cats \_\_\_\_\_

**4. Write the correct stress pattern next to each word. (e.g. ■ ■ ■■) (2,5 points)**

VERB	STRESS PATTERN	NOUN	STRESS PATTERN
object		Object	
dictation		Dictate	
present		Present	
research		Research	
recall		Recall	

**5. Write down the sequence of phonemes according to whether they are consonants or vowels (2,5 points)**

Example: *pray* – CCV; The sequence of phonemes is CONSONANT, CONSONANT, VOWEL

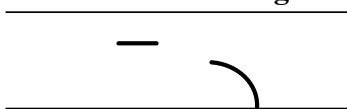
1. please \_\_\_\_\_
2. wrong \_\_\_\_\_
3. shoes \_\_\_\_\_
4. daily \_\_\_\_\_
5. cats \_\_\_\_\_

**Вариант 3**

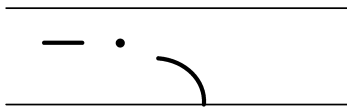
**1. Give the full answers to the following questions (2 points):**

1. The syllable as an element of language structure. The phonetic aspect of the syllable.
2. Intonation as a complex unity of prosodic features. Main functions of intonation.

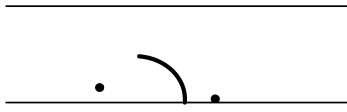
**2. Match the following stress patterns to the examples of their using (2,5 points).**



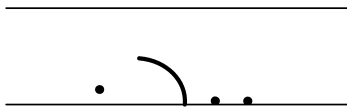
1. I'm ↘ fond of it. A ↘ friend of mine.  
It's ↘ difficult. My ↘ favourite. An ↘ other  
↘ one. A ↘ lot of it.



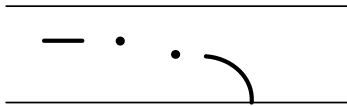
2. Describe it. Discuss it. For breakfast. At midday. I think so. I'm sorry. It's better. They said it.



3. 'Breakfast and lunch. 'Talk to her now. 'Easy enough. 'What did you do? 'When will you come?



4. 'Watch it now. 'Once a gain. 'Not enough. 'Leave it here. 'Make the tea. 'Have a drink. 'What's for?



5. 'What for? 'Where from? 'Sit down. 'Any time. 'Take one. 'Stay here.

**3. Transcribe the following words and put word stress (2,5 points)**

1. slang
2. could
3. right
4. signal
5. sugar

**4. Write the correct stress pattern next to each word. (e.g. ■ ■ ■ ■) (2,5 points)**

VERB	STRESS PATTERN	NOUN	STRESS PATTERN
abstract		abstract	
compress		compress	
detail		detail	
increase		increase	
produce		Produce	

**5. Write down the sequence of phonemes according to whether they are consonants or vowels (2,5 points)**

Example: *pray* – CCV; The sequence of phonemes is CONSONANT, CONSONANT, VOWEL

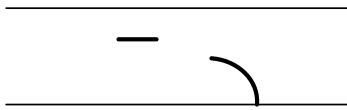
1. slang
2. could
3. right
4. signal
5. sugar

**Вариант 4**

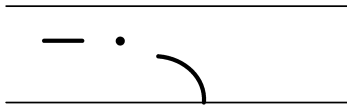
**1. Give the full answers to the following questions (2 points):**

1. The notion of the phoneme. Different approaches to the phoneme.
2. Types of English word stress. Functions of word stress.

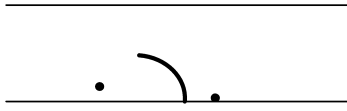
**2. Match the following stress patterns to the examples of their using (2,5 points).**



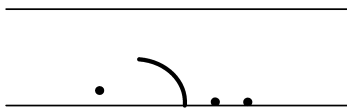
1. I'm ↘ fond of it. A ↘ friend of mine.  
It's ↘ difficult. My ↘ favourite. An ↘ other  
↘ one. A ↘ lot of it.



2. Des ↘cribe it. Dis ↘cuss it. For ↘  
breakfast. At ↘ midday. I ↘ think so. I'm  
↘ sorry. It's ↘ better. They ↘ said it.



3. 'Breakfast and ↘ lunch. 'Talk to her ↘  
now. 'Easy e ↘ nough. 'What did you ↘  
do? 'When will you ↘ come?



4. 'Watch it ↘ now. 'Once a ↘ gain.  
'Not e ↘ nough. 'Leave it ↘ here. 'Make  
the ↘ tea. 'Have a ↘ drink. 'What's ↘ for?



5. 'What ↘ for? 'Where ↘ from? 'Sit ↘  
down. 'Any ↘ time. 'Take ↘ one. 'Stay ↘  
here.

**3. Transcribe the following words and put word stress (2,5 points)**

1. caught \_\_\_\_\_
2. thought \_\_\_\_\_
3. tray \_\_\_\_\_
4. block \_\_\_\_\_
5. letter \_\_\_\_\_

**4. Write the correct stress pattern next to each word. (e.g. ■ ■ ■■) (2,5 points)**

VERB	STRESS PATTERN	NOUN	STRESS PATTERN
replay		replay	
transport		transport	
subject		subject	
desert		desert	
combat		combat	

**5. Write down the sequence of phonemes according to whether they are consonants or vowels (2,5 points)**

Example: *pray* – CCV; The sequence of phonemes is CONSONANT, CONSONANT, VOWEL

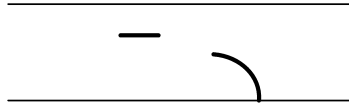
1. caught \_\_\_\_\_
2. thought \_\_\_\_\_
3. tray \_\_\_\_\_
4. block \_\_\_\_\_
5. letter \_\_\_\_\_

**Вариант 5**

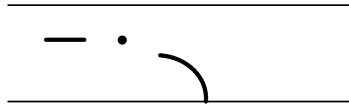
**1. Give the full answers to the following questions (2 points):**

1. The syllable as an element of language structure. The structural aspect of the English syllable.
2. The notion of elision.

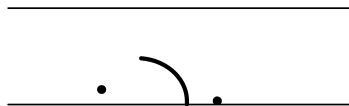
**2. Match the following stress patterns to the examples of their using (2,5 points).**



1. I'm ˈfond of it. A ˈfriend of mine.  
It's ˈdifficult. My ˈfavourite. An ˈother  
ˈone. A ˈlot of it.



2. Des ˈcribe it. Dis ˈcuss it. For ˈ  
breakfast. At ˈmidday. I ˈthink so. I'm  
ˈsorry. It's ˈbetter. They ˈsaid it.



3. 'Breakfast and ˈlunch. 'Talk to her ˈ  
now. 'Easy e ˈnough. 'What did you ˈ  
do? 'When will you ˈcome?



4. 'Watch it ˈnow. 'Once a ˈgain.  
'Not e ˈnough. 'Leave it ˈhere. 'Make  
the ˈtea. 'Have a ˈdrink. 'What's ˈfor?



5. 'What ˈfor? 'Where ˈfrom? 'Sit ˈ  
down. 'Any ˈtime. 'Take ˈone. 'Stay ˈ  
here.

**3. Transcribe the following words and put word stress (2,5 points)**

1. like
2. world
3. until
4. naught
5. table

**4. Write the correct stress pattern next to each word. (e.g. ■ ■ ■ ■) (2,5 points)**

VERB	STRESS PATTERN	NOUN	STRESS PATTERN
conflict		Conflict	
attribute		Attribute	
accent		Accent	
discharge		Discharge	
overwork		Overwork	

**5. Write down the sequence of phonemes according to whether they are consonants or vowels (2,5 points)**

Example: *pray* – CCV; The sequence of phonemes is CONSONANT, CONSONANT, VOWEL

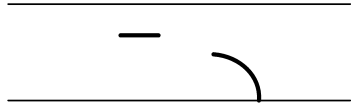

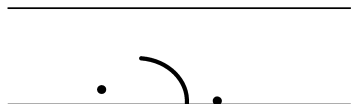


1. like
2. world
3. until
4. naught
5. table

## Вариант 6

### 1. Give the full answers to the following questions (2 points):

1. The subject-matter of phonetics, its practical aims.
2. The nature of English word stress. Functions of word stress.

### 2. Match the following stress patterns to the examples of their using (2,5 points).

	<p>1. I'm ↘ fond of it. A ↘ friend of mine. It's ↘ difficult. My ↘ favourite. An ↘ other ↘ one. A ↘ lot of it.</p>
	<p>2. Des ↘cribe it. Dis ↘cuss it. For ↘ breakfast. At ↘ midday. I ↘ think so. I'm ↘ sorry. It's ↘ better. They ↘ said it.</p>
	<p>3. 'Breakfast and ↘ lunch. 'Talk to her ↘ now. 'Easy e ↘ nough. 'What did you ↘ do? 'When will you ↘ come?</p>
	<p>4. 'Watch it ↘ now. 'Once a ↘ gain. 'Not e ↘ nough. 'Leave it ↘ here. 'Make the ↘ tea. 'Have a ↘ drink. 'What's ↘ for?</p>
	<p>5. 'What ↘ for? 'Where ↘ from? 'Sit ↘ down. 'Any ↘ time. 'Take ↘ one. 'Stay ↘ here.</p>

### 3. Transcribe the following words and put word stress (2,5 points)

1. joke
2. think
3. flow
4. really
5. their

### 4. Write the correct stress pattern next to each word. (e.g. ■ ■ ■ ■) (2,5 points)

VERB	STRESS PATTERN	NOUN	STRESS PATTERN
protest		Protest	
replay		Replay	
survey		Survey	
upset		Upset	
reject		reject	

### 5. Write down the sequence of phonemes according to whether they are consonants or vowels (2,5 points)

Example: *pray* – CCV; The sequence of phonemes is CONSONANT, CONSONANT, VOWEL

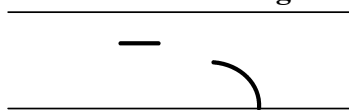
1. joke
2. think
3. flow
4. really
5. their

### Вариант 7

**1. Give the full answers to the following questions (2 points):**

1. Linking and Intrusive /r/.
2. Acoustic, articulatory and linguistic aspects of sound medium.

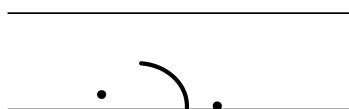
**2. Match the following stress patterns to the examples of their using (2,5 points).**



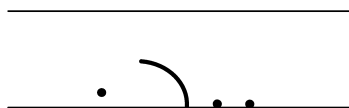
1. I'm fond of it. A friend of mine.  
It's difficult. My favourite. Another one. A lot of it.



2. Describe it. Discuss it. For breakfast. At midday. I think so. I'm sorry. It's better. They said it.



3. 'Breakfast and lunch. 'Talk to her now. 'Easy enough. 'What did you do? 'When will you come?



4. 'Watch it now. 'Once again. 'Not enough. 'Leave it here. 'Make the tea. 'Have a drink. 'What's for?



5. 'What for? 'Where from? 'Sit down. 'Any time. 'Take one. 'Stay here.

**3. Transcribe the following words and put word stress (2,5 points)**

1. apple
2. butter
3. wall
4. week
5. hotel

**4. Write the correct stress pattern next to each word. (e.g. ■ ■ ■ ■) (2,5 points)**

VERB	STRESS PATTERN	NOUN	STRESS PATTERN
insert		insert	
fragment		fragment	
convict		convict	
contrast		contrast	



compress		compress	
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**5. Write down the sequence of phonemes according to whether they are consonants or vowels (2,5 points)**

Example: *pray* – CCV; The sequence of phonemes is CONSONANT, CONSONANT, VOWEL

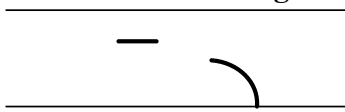
1. apple
2. butter
3. wall
4. week
5. hotel

**Вариант 8**

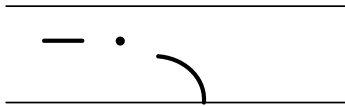
**1. Give the full answers to the following questions (2 points):**

1. Verbal communication – the central notion of phonetics. Stages of speech production process.
2. Assimilation and Its Types.

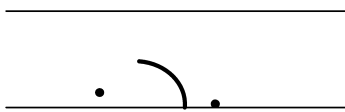
**2. Match the following stress patterns to the examples of their using (2,5 points).**



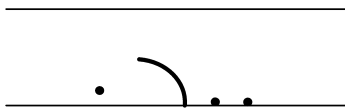
1. I'm fond of it. A friend of mine.  
It's difficult. My favourite. Another one. A lot of it.



2. Describe it. Discuss it. For breakfast. At midday. I think so. I'm sorry. It's better. They said it.



3. 'Breakfast and lunch. 'Talk to her now. 'Easy enough. 'What did you do? 'When will you come?



4. 'Watch it now. 'Once again. 'Not enough. 'Leave it here. 'Make the tea. 'Have a drink. 'What's for?



5. 'What for? 'Where from? 'Sit down. 'Any time. 'Take one. 'Stay here.

**3. Transcribe the following words and put word stress (2,5 points)**

1. doctor
2. small
3. hide
4. cheat
5. black

**4. Write the correct stress pattern next to each word. (e.g. ■ ■ ■ ■) (2,5 points)**

VERB	STRESS PATTERN	NOUN	STRESS PATTERN
address		address	
ally		ally	
conduct		conduct	

converse		converse	
escort		Escort	

**5. Write down the sequence of phonemes according to whether they are consonants or vowels (2,5 points)**

Example: *pray* – CCV; The sequence of phonemes is CONSONANT, CONSONANT, VOWEL

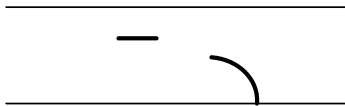
1. doctor
2. small
3. hide
4. cheat
5. black

**Вариант 9**

**1. Give the full answers to the following questions (2 points):**

1. Intonation as a complex unity of prosodic features. Main functions of intonation.
2. The notion of the phoneme. Different approaches to the phoneme.

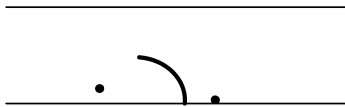
**2. Match the following stress patterns to the examples of their using (2,5 points).**



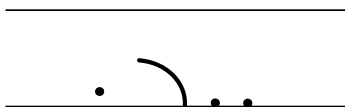
1. I'm ↘ fond of it. A ↘ friend of mine.  
It's ↘ difficult. My ↘ favourite. An ↘ other  
↘ one. A ↘ lot of it.



2. Des ↘cribe it. Dis ↘cuss it. For ↘  
breakfast. At ↘ midday. I ↘ think so. I'm  
↘ sorry. It's ↘ better. They ↘ said it.



3. 'Breakfast and ↘ lunch. 'Talk to her ↘  
now. 'Easy e ↘ nough. 'What did you ↘  
do? 'When will you ↘ come?



4. 'Watch it ↘ now. 'Once a ↘ gain.  
'Not e ↘ nough. 'Leave it ↘ here. 'Make  
the ↘ tea. 'Have a ↘ drink. 'What's ↘ for?



5. 'What ↘ for? 'Where ↘ from? 'Sit ↘  
down. 'Any ↘ time. 'Take ↘ one. 'Stay ↘  
here.

**3. Transcribe the following words and put word stress (2,5 points)**

1. guffaw
2. school
3. heard
4. sure
5. joist

**4. Write the correct stress pattern next to each word. (e.g. ■ ■ ■■) (2,5 points)**

VERB	STRESS PATTERN	NOUN	STRESS PATTERN
imprint		Imprint	
present		present	

process		process	
record		Record	
refund		Refund	

**5. Write down the sequence of phonemes according to whether they are consonants or vowels (2,5 points)**

Example: *pray* – CCV; The sequence of phonemes is CONSONANT, CONSONANT, VOWEL

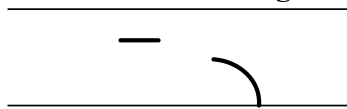
1. guffaw
2. school
3. heard
4. sure
5. joist

**Вариант 10**

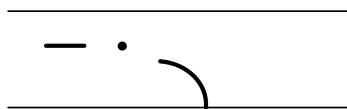
**1. Give the full answers to the following questions (2 points):**

1. The nature of English word stress. Types of English word stress.
2. Verbal communication – the central notion of phonetics. Stages of speech production process.

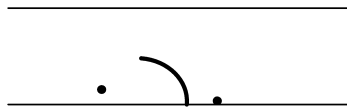
**2. Match the following stress patterns to the examples of their using (2,5 points).**



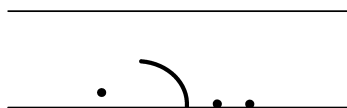
1. I'm ↘ fond of it. A ↘ friend of mine.  
It's ↘ difficult. My ↘ favourite. An ↘ other  
↘ one. A ↘ lot of it.



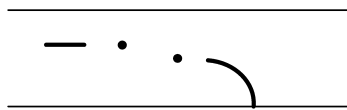
2. Des ↘cribe it. Dis ↘cuss it. For ↘  
breakfast. At ↘midday. I ↘think so. I'm  
↘sorry. It's ↘better. They ↘said it.



3. 'Breakfast and ↘lunch. 'Talk to her ↘  
now. 'Easy e ↘nough. 'What did you ↘  
do? 'When will you ↘come?



4. 'Watch it ↘now. 'Once a ↘gain.  
'Not e ↘nough. 'Leave it ↘here. 'Make  
the ↘tea. 'Have a ↘drink. 'What's ↘for?



5. 'What ↘for? 'Where ↘from? 'Sit ↘  
down. 'Any ↘time. 'Take ↘one. 'Stay ↘  
here.

**3. Transcribe the following words and put word stress (2,5 points)**

1. bicycle
2. waiting
3. meet
4. morning
5. wearing

**4. Write the correct stress pattern next to each word. (e.g. ■ ■ ■ ■) (2,5 points)**

VERB	STRESS PATTERN	NOUN	STRESS PATTERN
survey		survey	

upset		upset	
produce		produce	
insert		insert	
extract		extract	

**5. Write down the sequence of phonemes according to whether they are consonants or vowels (2,5 points)**

Example: *pray* – CCV; The sequence of phonemes is CONSONANT, CONSONANT, VOWEL

1. bicycle
2. waiting
3. meet
4. morning
5. milk

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