

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ  
ДЗ «ПІВДЕННОУКРАЇНСЬКИЙ НАЦІОНАЛЬНИЙ  
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Кафедра германської філології та методики викладання іноземних мов

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**ТЕСТОВІ ЗАВДАННЯ**  
**З ДИСЦИПЛІНИ «ПРАКТИЧНА ФОНЕТИКА (ОСНОВНА**  
**ІНОЗЕМНА МОВА)»**

*для самостійної роботи здобувачів*  
*1-го року навчання (бакалаврського) рівня вищої освіти*  
*спеціальності 014 Середня освіта (Мова і література (англійська))*

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Тестові завдання з дисципліни «Практична фонетика (основна іноземна мова)» для самостійної роботи здобувачів 1-го року навчання бакалаврського) рівня вищої освіти спеціальності 014 Середня освіта (Мова і література (англійська)). Одеса, Магістр. 2021. 52 с.

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## ЗМІСТ

Передмова .....	4
<b>Модуль I</b>	
<b>1. Змістовий модуль 1. Фонетика як наука та навчальна дисципліна.....</b>	<b>6</b>
Тест 1. Фонетика як розділ мовознавства .....	6
<b>2. Змістовий модуль 2. Органи мовлення та їхня робота. Система англійських фонем.....</b>	<b>8</b>
Тест 2. Характерні особливості англійської артикуляційної бази.....	8
Тест 3. Система голосних фонем.....	11
Тест 4. Система приголосних фонем.....	13
<b>3. Змістовий модуль 3 Особливості артикуляції англійських голосних та приголосних фонем. Особливості англійської інтонації.....</b>	<b>17</b>
Тест 5. Модифікація фонем і її види. Фонеми [p], [b], [t], [d], [k], [g].....	17
Тест 6. Фонеми [e], [m], [n], [s], [z].....	20
Тест 7. Фонеми [e], [æ], [ʃ], [ʒ], [j].....	23
<b>Модуль II</b>	
<b>4. Змістовий модуль 4. Особливості артикуляції англійських голосних та приголосних фонем. Особливості англійської інтонації.....</b>	<b>27</b>
Тест 8. Словесний наголос. Фонеми [ai], [au], [l], [h].....	31
Тест 9. Асиміляція та види асиміляції.....	32
Тест 10. Редукція, її види. Артикуляція фонем[h], [ə], [f], [v].....	32
Тест 11. Асиміляція з [θ], [ð].....	36
Тест 12. Логічний наголос. Високий нисхідний тон (High Fall).....	38
Тест 13. Інтонація різних комунікативних типів речень.....	39
Тест 14. Інтонація мікродіалогів.....	44
Рекомендована література .....	48

## ПЕРЕДМОВА

Тестові завдання з дисципліни «Практична фонетика (основна іноземна мова)» розроблено для самостійної роботи здобувачів 1-го року навчання (бакалаврського) рівня вищої освіти спеціальності 014 Середня освіта (Мова і література (англійська)) відповідно до тем, передбачених робочою програмою навчальної дисципліни.

Тестові завдання містять два модулі та список рекомендованої літератури. Перший модуль складається зі змістового модуля «Фонетика як наука та навчальна дисципліна», та передбачає перевірку засвоєння теоретичних знань здобувачами, зокрема уміщує такий контент в тестових завданнях, як основні відмінності між фонетичним складом англійської та рідної мов, поняття фонетичної системи мови, звуки мови, поняття фонем як одиниці мови, концепт алофон, фонетична транскрипція тощо. Другий змістовий модуль «Органи мовлення та їхня робота. Система англійських фонем» складається з трьох тестів та здебільшого центрує увагу в текстах на провідних характеристиках англійської артикуляційної бази, класифікації англійських голосних та приголосних фонем та механізмі їх утворення. Змістовий модуль 3 «Особливості артикуляції англійських голосних та приголосних фонем. Особливості англійської інтонації» також уміщує три тести та націлений на перевірку знань щодо таких понять, як комбінаторні й позиційні фонетичні зміни, латеральний і носовий вибухи, палаталізація, елізія приголосних, твердий приступ, фразовий наголос та його типи (синтаксичний, логічний, емфатичний), поняття синтагми тощо.

Другий модуль складається зі змістового модулю 4. «Особливості артикуляції англійських голосних та приголосних фонем. Особливості англійської інтонації» та уміщує сім тестових завдань, задля виконання яких здобувачі мають опанувати такі теми, як словесний наголос,

асиміляція та її види, типи редукції, низький висхідний тон (Low Rise), артикуляцію фонем[h], [ə], [f], [v] та їх опрацювання у словах, словосполученнях і реченнях, вставлення приголосних (“з’єднувальне r”, “з’єднувальне w”, “з’єднувальне j”), високий нисхідний тон (High Fall), артикуляція фонем [], [a:], [r], асиміляція з [θ], [ð], логічний наголос, інтонація різних комунікативних типів речень тощо.

Пропоновані методичні рекомендації відповідають усім вимогам робочої програми навчальної дисципліни «Практична фонетика (основна іноземна мова)» для здобувачів 1-го року навчання (бакалаврського) рівня вищої освіти спеціальності 014 Середня освіта (Мова і література (англійська)).

## МОДУЛЬ 1.

### Змістовий модуль 1.Фонетика як наука та навчальна дисципліна

#### Тест 1. Фонетика як розділ мовознавства

1. Phonetics is the study of ...

2. Received Pronunciation is the instantly recognisable .... often described as “typically British”.

a – accent

b – language

c – sound

3. Sound is an articulated ...of speech, produced by speech organs.

a – accent

b – element

c – sound

4. ... is the movement of speech organs, which is necessary to pronounce a certain sound or a group or sounds.

a – articulation

b – communication

c – utterance

5. Sounds are united into special sound types called ...

a – allophones

b – units

c – phonemes

6. Phoneme (Gr. *phone* “sound, voice”) is the smallest ... of language existing in speech, it is capable of distinguishing words and their grammatical forms.

a – allophone

b – unit

c – word

7. Allophone (Gr. *allos* “other” and *phone* “sound, voice”) is a variant of a...

a – phoneme

b – unit

c – sound

8. ... is the graphical representation of phonemes.

a – articulation

b – communication

c – phonemic transcription

9. The English alphabet consists of ... letters.

a – 26

b – 24

c – 33

10. The letters of the English alphabet convey ... sounds.

a – 45

b – 44

a – 34

11. There are ... vowels and ... consonants in the system of the English sounds.

a – 20 and 25

b – 21 and 23

c – 20 and 24

12. The pronunciation of the vowel in ... syllable depends upon the type of the syllable.

a – an unstressed

b – a stressed

c – any

13. The type of the syllable is defined by the letters which ... the stressed vowel.

a - follow

b – precede

14. The stressed syllables are divided into ... types.

a – three

b – two

c – four

15. Open syllable is a syllable which ends in a ...

a – vowel

b – consonant

c – the letter “r”

16. The stressed vowel in an ... syllable has its alphabetical pronunciation.

a – closed

b – any

c – open

17. ... open syllable is a graphically and phonetically open syllable.

a – conditionally

b – completely

18. Conditionally open syllable is a ... open and ... closed syllable.

a – phonetically, graphically

b – graphically, phonetically

19. Conditionally open syllable has a ... “e”.

a – deaf

b – mute

20. In a closed syllable a stressed vowel is followed by one or several ...

a – vowels

b – consonants, except “r”



c – consonants

## **Змістовий модуль 2. Органи мовлення та їхня робота. Система англійських фонем**

### **Тест 2. Характерні особливості англійської артикуляційної бази**

1. The air stream, released by the ... goes through the ... and comes to the ... where the ... are situated.

a – lungs, wind-pipe, larynx, vocal cords

b – mouth cavity, wind-pipe, larynx, vocal cords

c – lungs, pharynx, larynx, vocal cords

2. The vocal cords are two ... which may be kept apart or brought together.

a – cavities

b – elastic folds

c – blades

3. During the articulation of the ... the vocal cords are brought apart.

a – voiced consonants

b – voiceless consonants

c – vowels

4. On coming out of the larynx the air stream passes through the ..., which extends from the top of the ... to the ... which directs the air-stream either to the ... or ....

a – larynx, pharynx, larynx, soft palate, mouth cavity, nasal cavity

b – mouth cavity, wind-pipe, pharynx, larynx, vocal cords, nasal cavity

c – lungs, pharynx, larynx, vocal cords, mouth cavity, nasal cavity

5. Uvula is the very end of the....

a – hard palate

b – elastic folds

c – soft palate

6. When the soft palate is in its lowered position the air goes through the ...

a – nasal cavity

b – mouth cavity

c – pharynx

7. Mouth cavity includes such organs of speech:

a – soft palate with uvula, hard palate, alveolar ridge, tongue, teeth, lips

b – mouth cavity, hard palate, alveolar ridge, tongue, teeth, lips

c – pharynx, hard palate, alveolar ridge, tongue, teeth, lips

8. An important speech organ situated behind the ... front teeth is called the...

a – lower, uvula

b – upper, tongue

c – upper, alveolar ridge

9. The tongue is divided into:

a – the back of the tongue, the front of the tongue, the blade, the tip of the tongue

b – the back of the tongue, the front of the tongue, the blade, the tip of the tongue, uvula

c – the back of the tongue, the front of the tongue, the tip of the tongue

10. The ... teeth are not very important in the production of sounds.

a – lower

b – upper

11. Underline the active organs of speech with one line and passive with two lines:

Lungs, windpipe, larynx, vocal cords, glottis, pharynx, soft palate, uvula, hard palate, teeth, alveolar ridge, tongue, lips...

12. Join the notions and their definitions:

1 – pharynx

2 – palate

3 – glottis

4 – larynx

a – the upper part of the mouth cavity which has hard and soft parts

b – the space between the vocal cords

c – the upper part of the windpipe which contacts vocal cords

d – the air passage which extends from the top of the larynx to the soft palate

### **Тест 3. Система голосних фонем**

1. English vowels are classified according to the following principles:

a. stability of ...,

b. position of the ...,

c. position of the ...,

d. ...of vowels,

e. degree of ....

(tenseness, length, tongue, lips, articulation)

2. As to the principle of the stability of ..., there are:

a) ...vowels pronounced with the unchanged ... throughout their duration,

Examples: ...

b) ...vowels which consist of two ... forming one syllable, Examples: ...

c) ... vowels pronounced with the speech organs changing their position in the process of articulation. Examples: ...

(diphthongs, monophthongs, diphthongoids, articulation, position, vowel elements)

3. The articulation of the .... vowels is characterized by the almost flat tongue position. Examples: ....

a. front

b. central

c. back

4. The back-advanced vowels are produced by the back of the tongue occupying the ...position. Examples: ...

a. advanced

b. central

c. back

5. When pronouncing the back vowels, the back off the tongue is raised in the direction of .... Examples: ...

a. soft palate

b. hard palate

c. alveolar ridge

6. The front of the tongue is raised towards the hard palate in the process of articulation of the ... vowels. Examples: ...

a. front

b. central

c. front-retracted

7. As to the vertical movement of the tongue, three groups of vowels are differentiated:

a. front, central, back

b. high, mid, low

8. ...vowels are articulated with corresponding part of the tongue raised high in the direction of the hard palate. Examples: ...

a. high

b. low

c. mid

9. When pronouncing mid-open vowels, the tongue occupies the ... position between the high and the low positions. Examples: ...

a. intermediate

b. central

c. back

10. When pronouncing low vowels, the ... and the... are lowered.

Examples: ...

a. tongue, lower jaw

b. upper teeth, lower jaw

c. back of the tongue, lower teeth

11. As for the position of the lips, English vowels are either ... vowels, pronounced with more or less ... mouth open, tense and flat, or slightly ... lips; or ... vowels which are pronounced with ... lips.

a. rounded, labialized, non-labialized, protruded, flat, neutral

b. labialized, rounded, non-labialized, protruded, neutral, flat

c. labialized, rounded, non-labialized, protruded, flat, neutral

12. Give the examples of labialized vowels: .... and not labialized: ...

13. According to their length the English vowels can be (supply examples):

a. long, short

b. long

c. short

14. According to the degree of tenseness the English vowels can be (supply examples):

a. long, short

b. tense

c. tense, lax

15. Give the classification of the following vowel phonemes: [e], [i:], [u:], [o:], [æ], [ə].

#### **Тест 4. Система приголосних фонем**

1. The quality of English consonants depends on the following factors:

- a – the type of ...,
- b – .... of obstruction and .....,
- c – the force of ...

2. According to the type of obstruction there are:

- a) .....sive Examples: [ ], [ ], [ ].
- b) const..... . Examples: [ ], [ ], [ ].
- c) .....cates. Examples: [ ], [ ].

3. When pronouncing occlusive consonants, the air passage in the mouth cavity is:

- a) blocked completely;
- b) not blocked;
- c) your variant.

4. Occlusive consonants are subdivided into:

- a) plosive,
- b) fricative,
- c) constrictive,
- d) your variant.

5. Plosive are consonants produced \_\_\_\_\_.

6. Consonants which are produced when the obstruction isn't released in the mouth cavity as the soft \_\_\_\_\_ is \_\_\_\_\_ and the air goes through the nasal \_\_\_\_\_ are called \_\_\_\_\_. Examples: [ ], [ ], [ ].

7. Constrictive consonants are divided into:

- a) affricates,
- b) fricatives,
- c) your variant.

8. Consonants which are pronounced with noise, when the air passage is \_\_\_\_\_, are called \_\_\_\_\_. Examples: [ ], [ ], [ ].

9. Constrictive consonants are consonants in the production of which the air stream passes through \_\_\_\_\_, formed in the \_\_\_\_\_. Examples: [ ], [ ], [ ].

10. Lateral are consonants \_\_\_\_\_.

11. Consonants produced with the air stream passing over the \_\_\_\_\_ of the tongue, are called median. Examples: [ ], [ ], [ ].

12. While pronouncing \_\_\_\_\_ the complete obstruction on the speech organs turns slowly into \_\_\_\_\_. Examples: [ ], [ ].

13. According to the active organ of speech and \_\_\_\_\_ the English consonant phonemes are divided into:

a) \_\_\_\_\_, produced by two \_\_\_\_\_. Examples: [ ], [ ].

b) \_\_\_\_\_, produced with the help of the blade of the tongue.

c) \_\_\_\_\_, articulated with the \_\_\_\_\_ lip and the \_\_\_\_\_ teeth. Examples: [ ], [ ].

14. Forelingual consonants may be:

a) \_\_\_\_\_ consonants, articulated with the tip of the tongue. Examples: [ ], [ ], [ ].

b) \_\_\_\_\_ consonants, articulated against alveoli. Examples: [ ], [ ], [ ].

c) Dental consonants, formed with the front of the \_\_\_\_\_ against the \_\_\_\_\_. Examples: [ ], [ ].

d) \_\_\_\_\_ consonants, produced the tip of the tongue is raised to the alveoli and is curved backwards. Examples: [ ].

15. Consonants produced with the front of the \_\_\_\_\_ raised to the \_\_\_\_\_ palate are called \_\_\_\_\_. Examples: [ ], [ ].

16. \_\_\_\_\_ are consonants produced with the \_\_\_\_\_ of the tongue raised towards the soft palate. Examples: [ ], [ ].

17. According to the force of articulation the consonants may be \_\_\_\_\_ and \_\_\_\_\_. Examples: [ ], [ ], [ ], [ ], [ ] and [ ], [ ], [ ], [ ], [ ].

18. Circle constrictive consonants: [f], [ʃ], [ð], [h], [k], [t], [j], [w], [r].

19. Circle sonorants: [ʒ], [l], [tʃ], [n], [m], [p], [j]. What sonorants are missing?

[ ], [ ], [ ].

20. Classify the sonorants:

**l** – \_\_\_\_\_

**m** – \_\_\_\_\_

**ŋ** – \_\_\_\_\_

**j** – \_\_\_\_\_

**w** – \_\_\_\_\_

**r** – \_\_\_\_\_

**n** – \_\_\_\_\_

21. Circle apical consonants: [l], [θ], [ð], [k], [n], [ŋ]. Which are missing? [ ],

[ ], [ ], [ ].

22. Circle occlusive consonants: [g], [m], [h], [v], [t]. Add the row: [ ], [ ], [

], [ ].

23. Fill in bilabial consonants: [ ], [ ], [ ], [ ].

24. What alveolar consonants do you know? [ ], [ ], [ ], [ ], [ ]

25. Give examples of labio-dental consonants: [ ], [ ].

26. Give examples of affricates: [ ], [ ].

27. Classify the following sounds: [t], [v], [b], [k].

28. Guess the sound:

a) bilabial occlusive nasal sonorant [ ]

b) forelingual apical-interdental constrictive fricative consonants [ ], [ ]

c) backlingual velar occlusive plosive voiced consonant [ ]

d) forelingual alveolar median constrictive sonorant [ ]



**Змістовий модуль 3. Особливості артикуляції англійських голосних та приголосних фонем. Особливості англійської інтонації.**

**Тест 5. Модифікація фонем і її види. Фонеми [p], [b], [t], [d], [k], [g]**

1. Lateral plosion takes place when lateral sonorant [l] is pronounced together with the preceding ... and the plosion takes place when pronouncing sonorant [l].

a - plosive occlusive consonant

b – plosive nasal sonorant

c – constrictive fricative consonant

2. Pick out the word with the lateral plosion:

a – plate

b – couple

c – fact

3. Nasal plosion takes place when a ... is pronounced together with the following nasal sonorant.

a - plosive occlusive consonant

b – front vowel

c – plosive occlusive voiceless consonant

4. Within the nasal plosion, the plosion takes place when pronouncing ...

a – the plosive occlusive consonant

b – the nasal sonorant

c – the following vowel sound

5. Pick out the word with the nasal plosion:

a – snow

b – taken

c – skate

6. Aspiration is the act of pronouncing the ... of the word or sound with released breath.

a – end

b – beginning

c – end and beginning

7. Palatalization of the consonants takes place when these consonants are followed by ... vowels. The back of the tongue is lifted close to the soft palate.

a - back

b – labialized

c – front

8. ... is a delay in vibration of the vocal cords at the beginning of the initial vowel articulation.

a – glottal stop

b – aspiration

c – palatalization

9. Positional ... of vowels depends on the position of the vowel in a word.

a – width

b – stress

c – length

10. Word-stress is ... prominence given to one or more syllables within one word.

a – greater

b – lower

c – equal

11. What sounds are aspirated in the system of the English consonants?

a – [p], [t], [k], [s], [f]

b – [p], [t], [k]

c – [w], [j], [r]

12. Is palatalization of the consonants a widespread phonetic phenomenon in the English language?

a – yes

b – no

13. The stressed vowel sound is the longest ...

a – before a voiced consonant

b – in the final position

c – before a voiceless consonant

14. The stressed vowel sound is the shortest ...

a – before a voiced consonant

b – in the final position

c – before a voiceless consonant

15. The word-stress can be of the following kinds:

a – primary and secondary

b – primary and double

c – first and second

16. Pick out the words with aspiration:

a – Kate, Pete

b – smell, mini

c – face, thorn

17. [ɪ] is

a – short, front-retracted, close, unrounded

b – short, front, close, unrounded

c – short, front-retracted, close, rounded

18. [i:] is

a – back, long, close, unrounded

b – front, long, close, unrounded

c – front, long, close, rounded

19.[p]

a – labio-labial constrictive plosive voiceless consonant

b – labio-dental occlusive nasal sonorant

c – labio-labial occlusive plosive voiceless consonant

20.[b] is

a – bilabial voiced occlusive consonant (plosive)

b – bilabial voiceless occlusive consonant (plosive)

c – labial voiced occlusive consonant (plosive)

21.[t] is

a – forelingual apical-alveolar occlusive plosive voiceless consonant

b – forelingual alveolar-dental occlusive plosive voiceless consonant

c – forelingual apical-alveolar occlusive plosive voiced consonant

22.[d] is

a – apical-alveolar, voiceless occlusive consonant (plosive)

b – back-lingual (velar) occlusive plosive voiceless consonant

c – apical-alveolar, voiced occlusive consonant (plosive)

23.[k] is

a – backlingual (velar) occlusive plosive nasal sonorant

b – backlingual (velar) occlusive plosive voiceless consonant

c – forelingual (velar) occlusive plosive voiceless consonant

24.[g] is

a – back-lingual occlusive voiced consonant

b – back-lingual occlusive voiceless consonant

c – forelingual apical-alveolar occlusive plosive nasal sonorant

### **Тест 6. Фонемы [e], [m], [n], [s], [z]**

1. The pronunciation of the vowel in ... syllable depends upon the type of the syllable.

a – an unstressed

b – a stressed

c – any

2. The type of the syllable is defined by the letters which ... the stressed vowel.

a - follow

b – precede

3. The stressed syllables are divided into ... types.

a – three

b – two

c – four

4. Open syllable is a syllable which ends in a ...

a – vowel

b – consonant

c – the letter “r”

5. The stressed vowel in an ... syllable has its alphabetical pronunciation.

a – closed

b – any

c – open

6. ... open syllable is a graphically and phonetically open syllable.

a – conditionally

b – completely

7. Conditionally open syllable is a ... open and ... closed syllable.

a – phonetically, graphically

b – graphically, phonetically

8. Conditionally open syllable has a ... “e”.

a – deaf

b – mute

9. In a closed syllable a stressed vowel is followed by one or several ... .

a – vowels

b – consonants, except “r”

c – consonants

10. The third type of the syllable is that where the stressed vowel is followed by:

a – no other letter

b – letter “r”

c – one or several consonants

11. In the fourth type of the syllable the stressed vowel is followed by \_\_\_\_\_ and the mute “e”.

a) any consonant

b) two consonants

c) another vowel

d) letter “r”

12. Transcribe the following words and explain the rules of reading:

Park, fork, her, first, myrtle, fur, dark, sort, marry, sorry.

13. Transcribe the following words and explain the rules of reading:

Six, exam, text, exercise, exhibit, expect, explain, fox, boxes.

14. Divide the following words into syllables and explain the rules of division:

Student, city, dinner, table, music, pity, marry, babble, during, copy, cable, very, Mary.

15. How many syllables are there in the following words: couple, kettle, settle, apple?

a – 1

b – 2

c – 3

16. [e]

a – short fully front unrounded

b – short fully front rounded

c – short fully front open unrounded

17.[m]

a – bilabial occlusive sonorant

b – apical-alveolar occlusive sonorant

c – bilabial voiced occlusive consonant

18.[n]

a – mediolingual apical-alveolar occlusive plosive nasal sonorant

b – forelingual apical-alveolar constrictive plosive nasal sonorant

c – forelingual apical-alveolar occlusive plosive nasal sonorant

19.[s]

a – constrictive voiceless alveolar consonant

b – glottal alveolar-dental constrictive voiceless consonant

c – forelingual alveolar-dental constrictive fricative voiceless consonant

20.[z]

a – forelingual alveolar-dental constrictive fricative voiceless consonant

b – glottal alveolar-dental constrictive fricative voiceless consonant

c – forelingual alveolar-dental constrictive fricative voiceless vowel

### **Тест 7. Фонемы [e], [æ], [ʃ], [ʒ], [j]**

1. What parts does intonation consist of?

a – melody, tempo, intensity, timbre, pauses, rhythm

b – melody, accent, tempo, timbre, intensity, pauses, rhythm

c – melody, accent, pitch, timbre, intensity, pauses, rhythm

2. ... is the changes in the pitch of the voice in connected speech.

a – melody

b – tempo

c – intensity

3. ... is the greater prominence of one or more words among other words in the same sentence.

a – tempo

b – sentence stress

a – loudness

4. Tempo is the relative ... with which sentences and intonation-groups are pronounced in connected speech.

a – stress

b – speed

c – loudness

5. ... is a special coloring of voice which shows the speaker's emotions or whether he is a man, woman or a child.

a – pitch

b – timbre

c – rhythm

6. Intonation patterns containing a number of syllables consist of the following parts:

a - the pre-head, the head and the tail

b – the head, the nucleus and the tail

c – the pre-head, the head, the nucleus and the tail

7. ... includes unstressed and half-stressed syllables preceding the first stressed syllable.

a – the pre-head

b – the head

c – the tail

8. ... includes the stressed and unstressed syllables beginning with the first stressed syllable up to the last stressed syllable.



a – the pre-head

b – the head

c – the tail

9. The ... stressed syllable is called the nucleus.

a – first

b – only

c – last

10. The unstressed and half-stressed syllables that ... the nucleus are called the tail.

a – precede

b – follow

11. There are such communicative types of sentences:

a – statements, questions, commands and exclamations

b – statements, general questions, alternative questions, special questions, commands and exclamations

c – statements, commands and exclamations

12. Emotionally neutral statements, special questions, commands, exclamations are pronounced with ...

a – Low Rise

b – Low Fall

13. Non-categorical statements, general questions and requests are pronounced with ...

a – Low Rise

b – Low Fall

14. The lecture is tomorrow. – Is it at five?

1. Transcribe the given sentences.
2. Mark stresses and tunes.
3. Define the Pre-Head, the Head, the Nucleus and the Tail in both sentences.
4. Define the type of Heads.
5. Define the nuclear tones.
6. Define the communicative types of the sentences.
7. Draw an intonogram for both sentences.

15.[j] is

- a – backlingual constrictive median sonorant
- b – mediolingual constrictive lateral sonorant
- c – mediolingual constrictive median sonorant

16.[e]

- a – short fully front unrounded
- b – short fully front rounded
- c – short fully front open unrounded

17.[æ]

- a – front high not labialized half-long monophthong vowel
- b – front low not labialized half-long monophthong vowel
- c – back low not labialized half-long monophthong vowel

18.[ʒ]

- a – constrictive apical-alveolar voiceless consonant
- b – constrictive apical-alveolar voiced consonant
- c – forelingual alveolar-dental constrictive fricative voiceless consonant

19. [ʃ]

- a – constrictive apical-alveolar voiceless consonant
- b – constrictive apical-alveolar voiced consonant
- c – forelingual alveolar-dental constrictive fricative voiceless consonant

## МОДУЛЬ 2

### Змістовий модуль 4. Особливості артикуляції англійських голосних та приголосних фонем. Особливості англійської інтонації.

#### Тест 8. Словесний наголос. Фонеми [ei], [ai], [au], [i], [h]

1. Word-stress is ... prominence given to one or more syllables within one word.

a – greater

b – lower

c – equal

2. The stressed vowel sound is the longest ...

a – before a voiced consonant

b – in the final position

c – before a voiceless consonant

3. The stressed vowel sound is the shortest ...

a – before a voiced consonant

b – in the final position

c – before a voiceless consonant

4. The word-stress can be of the following kinds:

a – primary and secondary

b – primary and double

c – first and second

5. Mark word-stress in the following words:

Dinner, return, factory, funeral, demonstrate, demonstration, thirteen, disappear, office, begin, family, demonstrated, classify, nineteen, rewrite, experiment, sudden, swallow, reconstruct, several.

6. [ai] is

a – diphthong, its nucleus is [i]

b – diphthong, its nucleus is [a]

7. [au] is

a – diphthong, its nucleus is [a]

b – diphthong, its nucleus is [u]

8. [i]

a – front retracted high not labialized short monophthong vowel

b – front retracted high labialized short monophthong vowel

c – front high not labialized short diphthongoid

9. [h] is

a – constrictive pharyngeal consonant

b – constrictive mediolingual palatal consonant

10. Emotionally neutral statements, special questions, commands, exclamations are pronounced with ...

a – Low Rise

b – Low Fall

11. Describe the Intonation Pattern I by filling in the blanks:

The Low Fall in the nucleus starts from the (a)\_\_\_\_\_ or (b)\_\_\_\_\_ and usually reaches the (c)\_\_\_\_\_ level. The (d)\_\_\_\_\_ syllables which form the tail are pronounced on the (e)\_\_\_\_\_ level pitch. The (f)\_\_\_\_\_ syllables forming the pre-head are pronounced either on the (g)\_\_\_\_\_ level pitch or (h)\_\_\_\_\_.

12. Tick the odd one off:

The Intonation Pattern I is used in:

(a) imperatives, (b) special questions, (c) general questions, (d) statements, (e) exclamations.

13. State the communicative type and the emotive character of the following sentences, mark stresses and draw intonograms:

a) It's Christine's book.

- b) No wonder you came!
- c) Remember it.
- d) In which drawer is it?

14. Transcribe the following sentences, mark the stresses and tunes, draw intonograms and define the Intonation Pattern:

- a) Write to her.
- b) Wait for them.
- c) Certainly.
- d) Hurry up, then.
- e) It's impossible.
- f) You must tell them that.
- g) You could do it for me.
- h) Pity!
- i) Nonsense!
- j) No wonder.
- k) How often?
- l) Whose window has he broken?

15. Fill in the missing words given in the brackets below:

In the Intonation Pattern II the first stressed syllable of the descending head is pronounced on the (a)\_\_\_\_\_ level pitch. The following stressed syllables have (b)\_\_\_\_\_ pitch and form a descending sequence until the (c)\_\_\_\_\_ is reached, (d)\_\_\_\_\_ may either carry the pitch down or they may be pronounced on the level of the (e)\_\_\_\_\_ stressed syllable. The Low Fall in the nucleus starts somewhat (f)\_\_\_\_\_ than the (g)\_\_\_\_\_. The Pre-Head is pronounced on a (h)\_\_\_\_\_ pitch.

(high, level, low, lower, mid level, nucleus, preceding, unstressed syllables)

16. Tick the odd one off:

The Intonation Pattern II is used in:

(a) imperatives, (b) special questions, (c) general questions, (d) statements, (e) exclamations.

17. State the communicative type and the emotive character of the following sentences, mark stresses and draw intonograms:

- a) When does the next train for Kiev leave?
- b) What an extraordinary piece of luck!
- c) I stayed in bed until nearly lunch time.
- d) Take them into the kitchen and clean them.

18. Supply the given patterns with examples. Draw an intonogram for each of them:

- a) (Low Pre-Head +) Falling Head + Low Fall (+ Tail)
- b) (Low Pre-Head +) Stepping Head + Low Fall (+ Tail)
- c) (Low Pre-Head +) High Level Head + Low Fall (+ Tail)

19. Transcribe, mark the stresses and tunes, draw intonograms and define the Intonation Pattern:

- a) Fancy such a day in July!
- b) What lovely weather we are having today!
- c) Mind your own business.
- d) I entirely agree with you.
- e) When are you going to learn to be more careful?
- f) Why didn't you say so before?
- g) Don't put them all on my table.

20. Mark the stresses and tunes in the dialogue below:

A: Look at this picture.

B: How beautiful!

A: Now look at this book.

B: What a very big one!

A: Look at the sun.

B: Isn't it bright!

A: Look at me.

B: Oh dear!

### Тест 9. Асиміляція та види асиміляції

1. Assimilation is the qualitative likening of ... consonants. It takes place when a consonant influences the preceding or following consonant.

a – plosive

b – any

c – adjoining

2. Assimilation can be of the following kinds:

a – progressive and regressive

b – single and double

c – progressive, regressive and mutual

3. Progressive assimilation takes place when a consonant influences the ... consonant.

a – following

b – preceding

4. Regressive assimilation takes place when a consonant influences the ... consonant

a – following

b – preceding

5. ... assimilation takes place when both consonants influence each other.

a – progressive

b – mutual

c – regressive

6. Pick out the word with progressive assimilation:

a – mouths

b – tenth

7. The phenomenon of the ... “r” takes place when the word with the letter “r” in the end is followed by another word beginning with a .... Examples: ....

8. The phenomenon of the ... “r” doesn’t take place if the words are divided by a .... Examples: ....

9. [a:]

a – long back open unrounded vowel

b – long back open rounded vowel

c – short back open unrounded vowel

10.[r]

a – constrictive forelingual cacuminal postalveolar sonant

b – constrictive forelingual cacuminal postalveolar vowel

c – constrictive bilabial velar sonant

### **Тест 10. Редукція, її види. Артикуляція фонем[h], [ə], [f], [v]**

1. ... is a shortening of the length of the vowel.

a – assimilation

b – reduction

c – loss of length

2. Reduction takes place in ... syllables.

a – stressed

b – any

c – unstressed

3. ... reduction is shortening in the length of the vowel sound.

a – quantitative

b – qualitative

c – zero

4. ... reduction is changing in the quality of the sound.



a – quantitative

b – qualitative

c – zero

5. ... reduction is the complete reduction in a very quick speech.

a – quantitative

b – qualitative

c – zero

6. Point out the case of qualitative reduction: *shall*

a – [ʃæɪ]

b – [ʃəɪ]

c – [ʃɪ]

7. Point out the case of zero reduction: *must*

a – [mʌst]

b – [mst]

c – [m^st]

8. Point out the case of quantitative reduction: *you are*

a – [ju: a:]

b – [jə a:]

c – [ju· a·]

9. [ə] is

a – front retracted mid-open short monophthong vowel

b – central mid-open short monophthong vowel

c – central mid-open short diphthong vowel

10. [v] is

a – labio-dental constrictive fricative voiced consonant

b – labio-dental occlusive fricative voiceless consonant

c – labio-dental constrictive median sonorant

11.[h] is

- a – constrictive pharyngeal consonant
- b – constrictive mediolingual palatal sonant

12.[p] is

- a – labio-labial constrictive plosive voiceless consonant
- b – labio-dental occlusive nasal sonorant
- c – labio-labial occlusive plosive voiceless consonant

13.[w] is

- a – constrictive bilabial velar sonant
- b – labio-dental occlusive nasal sonorant
- c – labio-labial occlusive plosive voiced consonant

14.[l] is

- a – apical-alveolar lateral constrictive sonant
- b – labio-dental occlusive nasal sonorant
- c – labio-labial occlusive plosive voiced consonant

15.[f] is

- a – constrictive bilabial velar sonant
- b – constrictive labio-dental voiceless consonant
- c – labio-labial occlusive plosive voiced consonant

16. Describe the Intonation Pattern III by filling in the blanks (use the hints below):

Before the Low Rise the (a) \_\_\_\_\_ pre-head is pronounced on the (b) \_\_\_\_\_ pitch level as the start of the rise. The rise in the (c) \_\_\_\_\_ starts from the (d) \_\_\_\_\_ level and usually reaches the (e) \_\_\_\_\_ level. If a nucleus is followed by a tail, it is pronounced on the (f) \_\_\_\_\_ level and the syllables of the tail (g) \_\_\_\_\_.

(low, lowest, lowest, medium, nucleus, rise gradually, same)

17. State the communicative type and the emotive character of the following sentences, mark stresses and draw intonograms:

- a) That doesn't matter.
- b) When is the train due?
- c) Is there any difference between them?
- d) Smile!
- e) Splendid!

18. Mark the stresses and tunes in the following dialogue, draw intonograms and define the Intonation Pattern:

“Do you know the days of the week?”

“Yes, Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday.”

“Thank you. And now, let's have the names of the months.”

“Certainly. January, February, March, April, May, June, July, August, September, October, November, December.”

19. What is missing?

The Intonation Pattern IV is used in:

(a) imperatives, (b) general questions, (c) statements, (d) exclamations.

20. State the communicative type and the emotive character of the following sentences, mark stresses and draw intonograms:

- a) It's just a matter of practice.
- b) How soon will they be back?
- c) Can I come too?.
- d) Well, keep trying.
- e) Good-bye for the present.

21. Supply the given patterns with examples. Draw an intonogram for each of them:

- a) (Low Pre-Head +) Falling Head + Low Rise (+ Tail)
- b) (Low Pre-Head +) Stepping Head + Low Rise (+ Tail)

c) (Low Pre-Head +) High Level Head + Low Rise (+ Tail)

22. Mark the stresses and tunes in the following dialogue, draw intonograms and define the Intonation Pattern:

“Have we time for another coffee?”

“I think so.”

“Shall I give you some?”

“Yes, please.”

“Do you take sugar?”

“No, thank you.”

“Will you have a cigarette?”

“In a moment.”

“Have you paid the bill?”

“Not yet.”

“Shouldn’t we be going now?”

”All right.”

“Oughtn’t we to take a taxi?”

“If you like.”

### Тест 11. Асиміляція з [θ], [ð]

1. [ɜ:]

a – long back open unrounded vowel

b – long back open rounded vowel

c – long mixed mid-open unrounded vowel

2. [əʊ]

a – front open unrounded diphthong

b – back-advanced mid-open rounded diphthong

c – long mixed mid-open unrounded vowel

3. [θ]

- a – constrictive interdental voiced consonant
- b – constrictive interdental voiceless consonant
- c – constrictive labio-dental voiceless consonant

4. [ð]

- a – constrictive interdental voiced consonant
- b – constrictive interdental voiceless consonant
- c – constrictive labio-dental voiceless consonant

5. Assimilation is the qualitative likening of ... consonants. It takes place when a consonant influences the preceding or following consonant.

- a – plosive
- b – any
- c – adjoining

6. Assimilation can be of the following kinds:

- a – progressive and regressive
- b – single and double
- c – progressive, regressive and mutual

7. Progressive assimilation takes place when a consonant influences the ... consonant.

- a – following
- b – preceding

8. Regressive assimilation takes place when a consonant influences the ... consonant

- a – following
- b – preceding

9. ... assimilation takes place when both consonants influence each other.

- a – progressive
- b – mutual
- c – regressive

10. Pick out the word with progressive assimilation:

a – mouths

b – tenth

### Тест 12. Логічний наголос. Високий нисхідний тон (High Fall)

1. Fill in the blanks:

If the nucleus is shifted from the ... word to some other word of the ..., the sentence-stress is called ....

2. The words in bold type are the nuclei of the sentences below. Mark the stresses and tunes and draw intonograms for these sentences:

a) He's **lost** his father's book.

b) He's lost his father's **book**.

c) He's lost his **father's** book.

d) **He's** lost his father's book.

3. The lines below are taken from books by different authors. How do you think the authors intended them to be stressed and why? (Mark the stresses and tunes).

a) "She'll be pretty", he muttered, "I shouldn't wonder". "She is pretty," said Emily, "she ought to be a good match".

b) "I had their promise, their written promise..."

c) "Do you prefer the inside or the outside, John?" I said I generally preferred to sleep inside a bed.

4. [ɪə] is

a – front-retracted unrounded diphthong

b – front unrounded diphthong

5. [eə] is

a – front mid-open rounded diphthong

b – front mid-open unrounded diphthong

6. [ɔɪ] is

- a – short back open rounded diphthong
- b – short back open unrounded diphthong

7. [tʃ] is

- a – occlusive-constrictive apical-alveolar voiced consonant
- b – occlusive-constrictive apical alveolar voiceless consonant (affricate)

8. [dʒ] is

- a – occlusive-constrictive apical alveolar voiced consonant
- b – occlusive-constrictive apical alveolar voiceless consonant

### **Тест 13. Інтонція різних комунікативних типів речень**

1. The pronunciation of the word *please* depends upon:

- a – the age of the speaker,
- b – its place in the sentence,
- c – the origin of the speaker,
- d – the spoken language.

2. ... of the sentence the word *please* doesn't form a separate intonation-group.

- a – in the beginning,
- b – in the end,
- c – in the middle,
- d – in the beginning, in the middle and in the end.

3. In the beginning of the sentence the word *please* is ...

- a – stressed,
- b – unstressed,
- c – stressed or unstressed.

4. In the middle of the sentence the word *please* is ...

- a – stressed,

b – unstressed,

c – stressed or unstressed.

5. In the end of the sentence the word *please* is ....

a – stressed,

b – unstressed,

c – stressed or unstressed.

6. The words *thank you*, pronounced with the Falling tone, express ...

a – sincere gratitude,

b – formal gratitude.

7. The words *thank you*, pronounced with the Rising tone, express ...

a – sincere gratitude,

b – formal gratitude.

8. The intonation of the Direct address depends upon:

a) its place in the sentence

b) the type of the sentence

c) the age of the speaker

9. In the beginning of the sentence the Direct address is usually ... and forms a separate syntagm.

a) stressed

b) unstressed

10. In the end and in the middle of the sentence the Direct address is usually

...

a) stressed

b) unstressed

11. What nuclear tones are usually applied to the Direct address in the beginning of the sentence in official speech?

a) Low Rise

b) Low Fall



c) Fall-Rise

12. In sentences with enumeration every non-final syntagm is pronounced with the ... tone.

a) Low Rise

b) Low Fall

c) Fall-Rise

13. The adverbial groups in the beginning of the sentence are usually ... into a separate intonation-group and are pronounced with ... tone.

a – not separated; Low Rising,

b – separated; Low Falling,

c – not separated, Low Falling,

d – separated, Low Rising.

14. A sentence introducing the direct speech can be pronounced with ....

a – Falling or Rising tone,

b – Falling tone,

c – Rising tone.

15. The introductory word *well* used in the beginning of a sentence is usually ... into a separate intonation-group and is pronounced with ....

a – not separated; Low Rising,

b – separated; Low Falling,

c – not separated, Low Falling,

d – separated, Low Rising.

16. Exclamations are usually pronounced with ....

a – Low Rising,

b – Low Falling,

c – Low Rising or Low Falling.

17. A parenthesis at the beginning of a sentence is usually ... and ... a separate intonation-group.

- a – not stressed, doesn't form,
- b – stressed, doesn't form,
- c – stressed, forms,
- d – not stressed, forms.

18. A parenthesis in the middle or at the end of a sentence is usually ...

- a – unstressed,
- b – unstressed or half-stressed,
- c – stressed.

19. Alternative questions have the ... nuclear tone in the first intonation-group and the ... nuclear tone in the final intonation-group.

- a) low-rising, low-rising
- b) low-rising, low-falling
- c) low-falling, low-rising

20. Disjunctive questions consist of ... intonation-groups.

21. The sequence of tones in disjunctive questions depends on the ...

22. In disjunctive questions, the first intonation-group has the \_\_\_\_\_ nuclear tone. The low-rising nuclear tone of the final intonation-group shows that the speaker is \_\_\_\_\_ of the fact expressed. The low-falling nuclear tone shows that the speaker is \_\_\_\_\_ of the fact.

23. Transcribe the following sentences, mark the stresses and tunes:

- c) Does the dress fit you or do you want a larger one?
- d) Is the furniture in his house modern or old?
- c) Will you have cabbage soup or clear soup?

24. Transcribe the following sentences, mark the stresses and tunes:

- a) The New Year is the most favorite holiday in our country, isn't it?
- b) There is a lawn in front of your house, isn't there?
- e) We'd better inquire at the station, hadn't we?
- f) Then I must try some other way, mustn't I?

25. Complete the following sentences so that they become disjunctive questions. Mark the stresses and tunes:

- a) She hasn't finished the school yet, \_\_\_?
- b) He doesn't like tomatoes, \_\_\_?
- c) Going out in such weather is out of the question, \_\_\_?
- d) I never use pepper, \_\_\_?
- e) It's high time to have a bite, \_\_\_?
- f) She can get rid of her mistakes, \_\_\_?

26. Adverbial phrases at the end of sentences are \_\_\_\_.

- a) stressed
- b) unstressed

27. Transcribe the following sentences, mark the stresses and tunes:

- a) In front of the host, there is a carving-knife and the fork.
- b) In the hall, we see a stand for hats, coats and umbrellas.
- c) On the top of the roof, there are three chimneys.
- d) There is a small chair by the table.
- e) You can see a lamp on the right.
- f) I fell asleep after a few minutes.

28. Mark the stresses and tunes in the following dialogue:

- Patrick, what do you all do every day?
- Do you really want to know? Well, on Monday we begin our work for the week. On Tuesday Mother usually cleans the kitchen. Then on Wednesday we send our dirty clothes to the laundry; Mother doesn't wash them. On Thursday my Father often brings his friends home to dinner. My club holds a meeting once a week, usually on Friday. And on Saturday we all go to the cinema.

29. Mark the stresses and tunes in the following dialogues:

- a) "Tickets, please!" called the attendant as they entered the hall.
- "You've got them, haven't you, Emily?" asked Miss Green.

“Yes, of course!” her friend answered, handing them to the attendant.

“This way, please,” he said going on ahead of them.

b) “And how are you today?” smiled the doctor, entering the little girl’s room.

“All right, thank you,” she answered, looking at him timidly.

“Open your mouth!” he said, bending over her bed. “Now say Ah!” he added, as he peered down her throat.

“Do you think she’s better, doctor?” asked the mother.

“She’ll be all right in a day or two,” the doctor replied with an encouraging smile.

30. Transcribe the following sentences, mark the stresses and tunes (apply different models to the author’s words):

a) She said: “They’ll do very well.”

b) They say: “Our seats were far from the stage.”

c) She said: “The play is worth seeing.”

d) Minnie said: “I like drama and ballet, but I don’t quite like opera.”

31. Mark the stresses and tunes in the following sentences, using the intonation pattern VIII, and draw intonograms. Define the communicative type of every sentence and emotions expressed by the pattern:

a) I hope you had a good game.

b) What makes you think that will do any good?

c) Mayn’t you be mistaken?

d) Don’t take any notice of her.

e) Do you mind waiting a little longer?

#### **Тест 14. Інтонація мікродіалогів**

1. In a compound sentence the principle clause preceding the subordinate clause is pronounced with \_\_\_\_\_ tone. It depends upon \_\_\_\_\_.

a – Low Rising, the degree of its semantic finality,

- b – Low Falling, the degree of its semantic finality,
- c – Low Falling or Low Rising, the degree of its semantic finality,
- d – Low Falling or Low Rising, the speaker's attitude.

2. Can the sentences in a compound sentence form one syntagm?

- a – no,
- b – yes.

3. In a compound sentence the subordinate clause preceding the principle clause is pronounced with \_\_\_\_\_ tone.

- a – Low Falling,
- b – Low Rising.

4. Both sentences in a complex sentence are pronounced with \_\_\_\_\_ tone.

- a – Low Rising,
- b – Low Falling,
- c – Low Rising or Low Falling.

5. Transcribe the following sentences, mark the stresses and tunes, draw an intonogram:

- a) If you're not fond of music and singing, opera won't interest you.
- b) We have to work very hard, when we stay at my brother-in-law's.
- c) You'll enjoy yourself thoroughly, if you go to the country.
- d) After I've tried the suit on, the tailor will probably find it necessary to make a few alternations.

6. Describe the Fall-Rise spreading over two syllables:

The fall of the voice starts from a fairly \_\_\_\_\_ or \_\_\_\_\_ pitch and usually ends rather \_\_\_\_\_. The rise begins very \_\_\_\_\_ and does not go up too high.

7. Describe the Fall-Rise spreading over a number of syllables:

The fall and the rise are \_\_\_\_\_ by one or more \_\_\_\_\_ syllables which are pronounced on a very \_\_\_\_\_ level.

8. Make sentences according to the following schemes, transcribe them and mark stresses and tunes. Describe the emotions referred in the sentences.

*Low Pre-Head + Falling Head + Fall-Rise*

*Falling Head + Fall-Rise*

9. Transcribe the following sentences, using intonation patterns VI and VII in the word-groups in italics, mark the stresses and tunes:

a) Though our hostel is out of town, *it is very comfortable* and has all modern conveniences.

b) *For breakfast* I have a boiled egg and a cup of coffee.

c) Only four students of our group are from Odessa, *the others* either come from different parts of our country or from other countries.

d) *As to my dinner* I have it in a café on my way back to the hostel.

e) *In the wardrobe* I keep my suits and other clothes, which I hang on coat-hangers.

f) *But if you are at a cinema*, you may prefer to sit some distance from the screen.

10. Mark the stresses and tunes in the dialogue below:

A: Look at this picture.

B: How beautiful!

A: Now look at this book.

B: What a very big one!

A: Look at the sun.

B: Isn't it bright!

A: Look at me.

B: Oh dear!

11. Mark the stresses and tunes in the following dialogue, draw intonograms and define the Intonation Pattern:

“Do you know the days of the week?”

“Yes, Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday.”

“Thank you. And now, let’s have the names of the months.”

“Certainly. January, February, March, April, May, June, July, August, September, October, November, December.”

12. Mark the stresses and tunes in the following dialogue, draw intonograms and define the Intonation Pattern:

“Have we time for another coffee?”

“I think so.”

“Shall I give you some?”

“Yes, please.”

“Do you take sugar?”

“No, thank you.”

“Will you have a cigarette?”

“In a moment.”

“Have you paid the bill?”

“Not yet.”

“Shouldn’t we be going now?”

”All right.”

“Oughtn’t we to take a taxi?”

“If you like.”

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### ***Інформаційні ресурси***

#### **Сайти для отримання інформації з теоретичного курсу**

1. <http://www.studyenglishtoday.net/english-phonetics.html>
2. [http://www.biglib.com/book/97\\_Praktikum\\_z\\_angliiskoi\\_movi/8616\\_NASTA\\_NOVChO\\_KOREKTIVNII\\_KYRS\\_Z\\_FONETIKI\\_ANGLIISKOI\\_MOVI](http://www.biglib.com/book/97_Praktikum_z_angliiskoi_movi/8616_NASTA_NOVChO_KOREKTIVNII_KYRS_Z_FONETIKI_ANGLIISKOI_MOVI)
3. <http://just-english.com.ua/english-transcription/>
4. <https://studfiles.net/preview/2300062/>
5. <http://www.antimoon.com/how/pronunc-soundsipa.htm>
6. <http://usefulenglish.ru/phonetics/>

#### **Навчальні ресурси на тренування вимови**

1. <http://www.shiporsheep.com>
2. [www.cambridge.org/ua/cambridgeenglish/resources/pronunciation](http://www.cambridge.org/ua/cambridgeenglish/resources/pronunciation)
3. <http://www.fonetiks.org/>
4. <https://www.youtube.com/user/JenniferESL>
5. <https://www.engvid.com/topic/pronunciation/>

#### **On-line словники**

1. <https://www.macmillandictionary.com/british-and-american-pronunciation.html>
2. <https://forvo.com/languages/en/>
3. [https://www.oxfordlearnersdictionaries.com/about/pronunciation\\_english.html](https://www.oxfordlearnersdictionaries.com/about/pronunciation_english.html)

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