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. 'What for? *'*Where from? *'*Sit down. 'Any time. 'Take one. 'Stay here. |
|  | 2. 'Watch it now. 'Once a gain.  'Not enough. 'Leave it here. 'Make the tea. 'Have a drink. 'What’s for? |
|  | 3. Des'cribe it. Discuss it. For breakfast. At midday. I think so. I’m sorry. It's better. They  said it. |
|  | 4. I’m fond of it. A friend of mine. It’s difficult. My favourite. Another one. A lot of it. |
|  | 5. 'Breakfast and lunch. 'Talk to her now. 'Easy enough. 'What did you do? *'*When will you come? |

**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

**Варіант 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. 'What for? *'*Where from? *'*Sit down. 'Any time. 'Take one. 'Stay here. |
|  | 2. 'Watch it now. 'Once a gain.  'Not enough. 'Leave it here. 'Make the tea. 'Have a drink. 'What’s for? |
|  | 3. Des'cribe it. Discuss it. For breakfast. At midday. I think so. I’m sorry. It's better. They  said it. |
|  | 4. I’m fond of it. A friend of mine. It’s difficult. My favourite. Another one. A lot of it. |
|  | 5. 'Breakfast and lunch. 'Talk to her now. 'Easy enough. 'What did you do? *'*When will you come? |

**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 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Варіант 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. 'What for? *'*Where from? *'*Sit down. 'Any time. 'Take one. 'Stay here. |
|  | 2. 'Watch it now. 'Once a gain.  'Not enough. 'Leave it here. 'Make the tea. 'Have a drink. 'What’s for? |
|  | 3. Des'cribe it. Discuss it. For breakfast. At midday. I think so. I’m sorry. It's better. They  said it. |
|  | 4. I’m fond of it. A friend of mine. It’s difficult. My favourite. Another one. A lot of it. |
|  | 5. 'Breakfast and lunch. 'Talk to her now. 'Easy enough. 'What did you do? *'*When will you come? |

**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

**Варіант 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. 'What for? *'*Where from? *'*Sit down. 'Any time. 'Take one. 'Stay here. |
|  | 2. 'Watch it now. 'Once a gain.  'Not enough. 'Leave it here. 'Make the tea. 'Have a drink. 'What’s for? |
|  | 3. Des'cribe it. Discuss it. For breakfast. At midday. I think so. I’m sorry. It's better. They  said it. |
|  | 4. I’m fond of it. A friend of mine. It’s difficult. My favourite. Another one. A lot of it. |
|  | 5. 'Breakfast and lunch. 'Talk to her now. 'Easy enough. 'What did you do? *'*When will you come? |

**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 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Варіант 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. 'What for? *'*Where from? *'*Sit down. 'Any time. 'Take one. 'Stay here. |
|  | 2. 'Watch it now. 'Once a gain.  'Not enough. 'Leave it here. 'Make the tea. 'Have a drink. 'What’s for? |
|  | 3. Des'cribe it. Discuss it. For breakfast. At midday. I think so. I’m sorry. It's better. They  said it. |
|  | 4. I’m fond of it. A friend of mine. It’s difficult. My favourite. Another one. A lot of it. |
|  | 5. 'Breakfast and lunch. 'Talk to her now. 'Easy enough. 'What did you do? *'*When will you come? |

**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

**Варіант 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).**

|  |  |
| --- | --- |
|  | 1. 'What for? *'*Where from? *'*Sit down. 'Any time. 'Take one. 'Stay here. |
|  | 2. 'Watch it now. 'Once a gain.  'Not enough. 'Leave it here. 'Make the tea. 'Have a drink. 'What’s for? |
|  | 3. Des'cribe it. Discuss it. For breakfast. At midday. I think so. I’m sorry. It's better. They  said it. |
|  | 4. I’m fond of it. A friend of mine. It’s difficult. My favourite. Another one. A lot of it. |
|  | 5. 'Breakfast and lunch. 'Talk to her now. 'Easy enough. 'What did you do? *'*When will you come? |

**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

**Варіант 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. 'What for? *'*Where from? *'*Sit down. 'Any time. 'Take one. 'Stay here. |
|  | 2. 'Watch it now. 'Once a gain.  'Not enough. 'Leave it here. 'Make the tea. 'Have a drink. 'What’s for? |
|  | 3. Des'cribe it. Discuss it. For breakfast. At midday. I think so. I’m sorry. It's better. They  said it. |
|  | 4. I’m fond of it. A friend of mine. It’s difficult. My favourite. Another one. A lot of it. |
|  | 5. 'Breakfast and lunch. 'Talk to her now. 'Easy enough. 'What did you do? *'*When will you come? |

**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 |  |

**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

**Варіант 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. 'What for? *'*Where from? *'*Sit down. 'Any time. 'Take one. 'Stay here. |
|  | 2. 'Watch it now. 'Once a gain.  'Not enough. 'Leave it here. 'Make the tea. 'Have a drink. 'What’s for? |
|  | 3. Des'cribe it. Discuss it. For breakfast. At midday. I think so. I’m sorry. It's better. They  said it. |
|  | 4. I’m fond of it. A friend of mine. It’s difficult. My favourite. Another one. A lot of it. |
|  | 5. 'Breakfast and lunch. 'Talk to her now. 'Easy enough. 'What did you do? *'*When will you come? |

**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

**Варіант 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. 'What for? *'*Where from? *'*Sit down. 'Any time. 'Take one. 'Stay here. |
|  | 2. 'Watch it now. 'Once a gain.  'Not enough. 'Leave it here. 'Make the tea. 'Have a drink. 'What’s for? |
|  | 3. Des'cribe it. Discuss it. For breakfast. At midday. I think so. I’m sorry. It's better. They  said it. |
|  | 4. I’m fond of it. A friend of mine. It’s difficult. My favourite. Another one. A lot of it. |
|  | 5. 'Breakfast and lunch. 'Talk to her now. 'Easy enough. 'What did you do? *'*When will you come? |

**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

**Варіант 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. 'What for? *'*Where from? *'*Sit down. 'Any time. 'Take one. 'Stay here. |
|  | 2. 'Watch it now. 'Once a gain.  'Not enough. 'Leave it here. 'Make the tea. 'Have a drink. 'What’s for? |
|  | 3. Des'cribe it. Discuss it. For breakfast. At midday. I think so. I’m sorry. It's better. They  said it. |
|  | 4. I’m fond of it. A friend of mine. It’s difficult. My favourite. Another one. A lot of it. |
|  | 5. 'Breakfast and lunch. 'Talk to her now. 'Easy enough. 'What did you do? *'*When will you come? |

**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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