

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
Національний університет «Одеська політехніка»
Кафедра англійської філології та перекладу

МЕТОДИЧНІ ВКАЗІВКИ ДО САМОСТІЙНОЇ РОБОТИ З
навчальної дисципліни
“ПРАКТИЧНА ФОНЕТИКА АНГЛІЙСЬКОЇ МОВИ”
для здобувачів 1 курсу денна форма навчання

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Методичні вказівки до самостійної роботи з дисципліни «Практична фонетика англійської мови» для здобувачів 1 курсу (035- Філологія, германські мови та література (переклад включно), перша- англійська), денна форма навчання /Мітіна О.М. Одеса: Національний університет «Одеська політехніка», 2024. 26 с.

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Методичні вказівки до самостійної роботи з дисципліни «Практична фонетика англійської мови» покликані допомогти здобувачам засвоїти основи фонетичних явищ англійської мови, удосконалити вимову та слухову увагу. Вони містять практичні завдання, що сприяють розвитку навичок правильної артикуляції, інтонації, а також розуміння звукових особливостей англійської мови. Виконання запропонованих вправ дозволить здобувачам ефективно опанувати фонетичні аспекти мови, що є важливою складовою успішного оволодіння англійською мовою.

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Вступ

Методичні вказівки до практичних занять з навчальної дисципліни «Практична фонетика англійської мови» складаються з спеціальних текстів за темами, відповідно основним темам практичних завдань.

Для кожного практичного заняття запропоновано низку вправ, частину яких (у залежності від загального рівня фахової підготовки здобувачів) доцільно виконувати в аудиторії під керівництвом викладача. До комплексу вправ включено:

репродуктивні вправи на рівні слова, словосполучення та речення; рецептивно-продуктивні вправи на рівні термінологічних відповідників, словосполучень та синтагм.

Також запропонована велика кількість вправ, орієнтованих на переклад з іноземної мови на українську або з української на іноземну. Цілком доцільним є виконання вправ словотворчого характеру. Основною метою методичних вказівок є

- сформувати у здобувачів вміння та навички, необхідні для вільного орієнтування в основних поняттях та визначеннях, які застосовуються в термінології німецької мови;
- надати здобувачам знання щодо основних типів способів творення, структурно-семантичних особливостей, стилістичних та соціо-лінгвістичних функцій сучасних термінів;
- навчити здобувачів користуватися основними прийомами перекладу термінів у фахових та нефахових текстах.

Тематика та види навчальних занять

Семестр 1

Практичне заняття № 1. «Поняття фонетики і фонології як науки, предмет і завдання».

Мета заняття: Знати зміст поняття "фонема"; функції фонем у мовленні

Практичне заняття № 2. «Звукова система англійської мови. Міжнародний фонетичний Алфавіт (IPA). Транскрипція»

Мета заняття: Знати звукову систему англійської мови. Вміти фонетично відображати особливості творення звуків на основі латинського алфавіту.

Практичне заняття № 3. «Система голосних звуків у англійській мові»

Мета заняття: Знати основні відмінності англійських голосних звуків від українських. Вміти розпізнавати в усному мовленні англійські голосні та приголосні (короткі-довгі голосні, монофтонги-дифтонги, глухі-дзвінкі і т.д.); правильно вимовляти у зв'язному мовленні

Практичне заняття № 4. «Артикуляція фонем у зв'язному мовленні»

Мета заняття: Знати принципи артикуляція фонем у зв'язному мовленні. Вміти з'єднувати слова у зв'язному мовленні згідно правил та типу мовлення

Практичне заняття № 5. «Стиль мовлення. Редукція, асиміляція, акомодация».

Мета заняття: Знати зміст понять: редукція, асиміляція, акомодация. Вміти виділяти за допомогою логічного наголосу ключову інформацію

Практичне заняття № 6. «Чергування звуків».

Мета заняття: Знати процеси чергування фонем. Вміти транскрибувати слова та речення

Практичне заняття № 7. «Варіанти англійських приголосних фонем».

Мета заняття: Знати англійські приголосні фонемі. Вміти робити фонетичний розбір слова;

Практичне заняття № 8. «Система приголосних звуків у англійській мові та їх модифікація у мовленні»

Мета заняття: Знати систему приголосних звуків у англійській мові та їх модифікацію у мовленні. Вміти розпізнавати в усному мовленні англійські голосні та приголосні

Практичне заняття № 9. «Складоутворення та складорозподіл. Види наголосу: словесний, фразовий, додатковий, логічний, емпатичний. Функції наголосу».

Мета заняття: Знати зміст поняття наголосу, та його види . Вміти правильно ставити словесний наголос в простих, складних та складених словах

Практичне заняття № 10. «Фразовий наголос».

Мета заняття: Знати зміст поняття *фразовий наголос*. Вміти розпізнавати зміну значення залежно від місця фразового наголосу

Практичне заняття № 11. «Темп і ритм».

Мета заняття: Знати зміст понять *темп і ритм*. Вміти з'єднувати слова у зв'язному мовленні згідно правил та типу мовлення; дотримуватись вимог англійського ритму

Практичне заняття № 12. «Інтонація англійської мови, її складові компоненти».

Мета заняття: Знати зміст поняття інтонації; функції інтонації. Вміти визначати функції висловлювання через сприйняття інтонаційного зразка;

Практичне заняття № 13. «Графічне зображення інтонації».

Мета заняття: Знати та вміти графічно зобразити інтонацію англійської мови; надавати висловлюванню певної мовленнєвої функції, вибираючи відповідну інтонацію; робити фонетичний розбір речення

Практичне заняття № 14. «Тон або мелодія»

Мета заняття: Знати зміст понять тону або мелодії. Вміти розпізнавати та відтворювати рівень та типи тонів, як нейтральні, так і ті, що передають почуття та ставлення, відповідно до мовних функцій.

Практичне заняття № 15. «Територіальні відмінності англійської вимови».

Мета заняття: Знати варіанти стандарту вимови та їх діалекти та вміти розрізняти фонетичні властивості.

МЕТОДИЧНІ ВКАЗІВКИ ДО СР

ПЗ 1.

Exercise 1. transcribe the text

The Hollywood Sign is an American [landmark](#) and [cultural icon](#) overlooking [Hollywood](#), [Los Angeles](#), [California](#). Spelling out the word "*Hollywood*" in 50-foot-tall white uppercase letters and 450 feet long, it was originally erected in 1923 as a temporary advertisement for a local [real estate](#) development, but due to increasing recognition the sign was left up, and replaced in 1978 with a more durable all-steel structure.

Among the best-known landmarks in both California and the United States, the sign makes frequent appearances in [popular culture](#), particularly in [establishing shots](#) for films and television programs set in or around Hollywood. Signs of similar style, but spelling different words, are frequently seen as parodies.

2. Explain the articulation of [aʊ, ɑ:, i:] from the viewpoint of the stability of articulation. Define the sounds.

3. Explain the articulation of the [i:, e, æ] sounds from the viewpoint of the horizontal and vertical movements of the tongue.

4. Explain the articulatory differences between the Ukrainian [ɬ, p] and the English [t, r] sounds.

5. Explain the articulatory differences between the [i: - ɪ], [u: - ʊ] sounds.

6. Give articulatory definitions of the following consonants: [l, f, r, ð, s, m, p, w, θ, k, d, n, ʃ, ʒ, dʒ, j, g].

7. Give articulatory definitions of the following vowels: [ɪ, i:, ʊ, æ, e, u:, ə, ɜ:].

8. Draw the following table: classification of English consonants according to the main principles (the work of the vocal cords and the force of exhalation, the active organ of speech and the place of obstruction, the manner of noise production and the type of obstruction, the position of the soft palate).

9. Draw the following table: classification of English vowels according to the main principles (the position of the lips, the position of the tongue, the degree of tenseness and the character of the end, the length, the stability of articulation).

ПЗ 2.

1. What is pronunciation?
2. What problems can we focus on when discussing the English pronunciation?
3. Say why speech is not the same as language.
4. Define the meanings of pronunciation.
5. How is language shaped into a spoken message?
6. What can a spoken message be thought of, first of all?
7. What are speech sounds? What are phonemes?
8. What do the sounds of a language constitute?
9. Name three systemic characteristics of the segmental component.
10. How can the phonemic component be studied and described?
11. What is a syllable?
12. How can the syllable be defined articulatorily and auditorily?
13. What is the second component of the phonic structure of language and what aspects does it have?
14. What is the subject matter and aim of phonostylistics?
15. Define extralinguistic situation.
16. What is a speech situation?

17. What is purpose in linguistics?
18. Enumerate the components of a situation.
19. How is age connected with the speech behaviour of people and what is its connection with phonetics?
20. Are there any differences in pronunciation depending on the gender of the person?

1. Read, translate and learn by heart tongue twisters, proverbs and sayings.

1. I don't wish them other than they are.
2. That's neither here nor there.
3. They couldn't tell one brother from the other.
4. That means nothing other than the usual thing.
5. The less men think, the more they talk.
6. One law for the rich, another for the poor.

2. Write the plural form of the following words and transcribe them. Use these examples to prove that phonetics is connected with grammar:

calf, loaf, wife, foot, basis, knife, thief, goose, crisis.

3. These pairs of words are homographs. Transcribe and translate them. Use these examples to prove that phonetics is connected with lexicology:

bow – bow, lead – lead, row – row, sewer – sewer, tear – tear, wind – wind.

4. Read the words and word combinations. Translate them into Ukrainian and prove that phonetics is connected with lexicology through word stress:

'bluebell – 'blue 'bell, 'bluestone – 'blue 'stone, 'bluecoat – 'blue 'coat, 'blackface – 'black 'face, 'bluestocking – 'blue 'stocking.

5. Read and translate the following. State what phonetic means is used to form such compounds:

knick-knack, ping-pong, slip-slop, tip-top, zig-zag, shilly-shally, wishy-washy.

6. Explain the articulation of [p, t, k] and [b, d, g] from the viewpoint of the work of the vocal cords and the force of exhalation. Define the sounds.

7. Explain the articulation of [m, n, ŋ] from the point of view of the position of the soft palate. Define the sounds.

8. Explain the articulation of [w, j, h] from the viewpoint of the active organ of speech. Define the sounds.

9. Explain the articulation of the sounds [b, v, ʃ] from the viewpoint of the manner of noise production. Define the sounds.

10. Explain the articulation of [u:, ʊ, æ] from the viewpoint of the horizontal and vertical movements of the tongue. Define the sounds.

ПЗ 3.

Артикуляторная схема английских пригласных

1. Назвіть спільні риси для таких груп приголосних:

- a) [p], [b], [m];
б) [g], [p], [t], [d], [k], [b];
в) [t], [s], [p], [k], [f], [ʃ], [tʃ];
г) [v], [z], [n], [g], [d], [b], [l], [r], [j], [w], [dʒ], [ʒ]; д)
[t], [d], [s], [l], [n].

2. Study articulatory features of RP consonants:

RP Consonant Phonemes /Cph: 24

[p]

a labial, bilabial, occlusive, plosive, voiceless, fortis consonant phoneme
(=Cph)

[b] a labial, bilabial, occlusive, plosive, voiced, lenis Cph

[t] a lingual, forelingual, alveolar, occlusive, plosive, voiceless, fortis Cph

[d] a lingual, forelingual, alveolar, occlusive, plosive, voiced, lenis Cph

[k] a lingual, backlingual, occlusive, plosive, voiceless, fortis Cph

[g] a lingual, backlingual, occlusive, plosive, voiced, lenis Cph

[f] a labial, labio-dental, constrictive, fricative, voiceless, fortis Cph

[v] a labial, labio-dental, constrictive, fricative, voiced, lenis Cph

[θ] a forelingual, interdental, constrictive, fricative, voiceless, fortis Cph

[ð] a forelingual, interdental, constrictive, fricative, voiced, lenis Cph

[s] a forelingual, alveolar, constrictive, fricative, voiceless, fortis Cph

[z] a forelingual, alveolar, constrictive, fricative, voiced, lenis Cph

[ʃ] a forelingual, palato-alveolar, constrictive, fricative, voiceless, fortis Cph

[ʒ] a forelingual, palato-alveolar, constrictive, fricative, voiced, lenis Cph

[h] a glottal, constrictive, fricative, voiceless, fortis Cph

[tʃ] a voiceless affricate

[dʒ] a voiced affricate

[m] a bilabial, occlusive, plosive nasal sonant (S)

[n] an alveolar-apical, occlusive, plosive nasal S

[ŋ] a backlingual, velar, occlusive, plosive nasal S

[l] an alveolar-apical, constrictive, fricative, lateral S

[w] a bilabial, constrictive, fricative, medial S

[r] a post-alveolar, constrictive, fricative, medial S

[j] a medio-lingual, palatal, constrictive, fricative S

3. Find the minimal difference or differences that make these pairs of words phonologically relevant.

cap – cab	sent – send	caper – labour
pack – back	ton – don	latter – ladder
leak – league	coal – goal	decree – degree
leap – leak	park – part	rude – ruse
day – jay	share – chair	much – marsh
martyr – marcher	murder – merger	root – rouge
thigh – shy	Ruth – ruche	save – shave

4. Characterize the subsidiary allophones of the phoneme /d/ in the following phonetic contexts:

- a) bedtime; b) dry; c) admit; d) dweller; e) breadth.

5. State what type of distribution is illustrated by the following examples:

- a) shoe, pool, food, boot;
 b) foot – fit, book – back, book – bark;
 c) deciduous [dɪ'sɪdʒʊəs] – [dɪ'sɪdʒʊəs].

III 4

1. State which of the pairs fame – same, less – yes, bee – thee, wail – Yale, seek – seen illustrate the following oppositions:

- a) labial – mediolingual;
 b) forelingual – mediolingual;
 c) occlusive – constrictive;
 d) noise – sonorant;
 e) flat narrowing – round narrowing.

2. Make minimal pairs of the suggested words.

Catch, pip, cheap, sap, he, jail, lap, pair, say, sink, rip,
 fail, lass, Sam, mink, cap, tear, she, lay, heap, match

3. Write the sentences in transcription, indicate the melody and accents. How many times does sound [k] occur in these tongue twisters?

1. Kiekie cannot take a joke.
2. Ken catches Kitty and kisses her quickly.
3. Kit kept it quite dark.
4. Ken's as cold as a cucumber.
5. Take care not to make many mistakes when you bake cakes.
6. If you agree to carry the calf, they'll make you carry the cow.

4. Speak about each phonetic style: the sphere of discourse, extralinguistic and prosodic characteristics: informational style; academic style; publicistic style; declamatory style; conversational style.

- 1 People engaged in the study of phonetics are called ...
- 2 People engaged in the study of phonology are called ...
- 3 Variations in pitch, prominence, and tempo are called ...
- 4 The basic component of the phonic substance of language is called ...
- 5 A unit of spoken message larger than a single sound and smaller than a word is called ...
- 6 Pronunciation features in a foreign language influenced by the mother tongue are called ...
- 7 How many aspects of speech sounds are distinguished? .
- 8 How many major types can speech sounds be subdivided into according to the specific character of the work of the speech organs?
9. What scholar first described RP as a hoped for standard?
10. What features are superimposed on the segmental chain of sounds?
11. What phenomenon can be heard in RP in it's quite good ..., football ,etc?

III 5

1. Read, translate and learn by heart tongue twisters, proverbs and sayings.

1. If you go digging in the garden, don't forget your old gray gloves.
2. Three gray geese and green field grazing. Gray were the geese and green was the grazing.
3. To kill the goose that lays the golden eggs.
4. A good dog deserves a good bone.
5. We agreed to go there together.
6. Grace has got good sea-legs.

2. Read, translate and learn by heart tongue twisters, proverbs and sayings.

1. On the tip of your tongue.
2. Better the foot slip than the tongue trip.
3. A tutor who tooted a flute tried to tutor two tooters to toot. Said the two to the tutor: «Is it better to toot or to tutor two tooters to toot?»
4. Temptations are like tramps, let one in and he returns with his friends.
5. A storm in a teacup.
6. Ted is a bit of a wet blanket.

3. Learn by heart.

1. Curiosity killed the cat.
2. Kate has a cat and a car and a hare.
3. A cat may look at a king.
4. A canner, exceedingly canny, one morning remarked to his granny, "A canner can can anything that he can, but a canner can't can a can, can he?"
5. Care killed a cat, not work.
6. So that accounts for the milk in the coconut.

4. Write the sentences in transcription, indicate the melody and accents. In which of these tongue twisters the sound [t] is used 6 times?

1. Take ten pretty teapots and put twenty two plates on the table.
2. The trip by train took tiresome twenty two hours.
3. You are telling pretty tall stories.
4. Ted, don't take it to heart.
5. Tina, don't speak out of your turn.
6. To fall between two stools.

III 6

1. Learn by heart.

1. On the tip of your tongue.
2. Better the foot slip than the tongue trip.
3. A tutor who tooted a flute tried to tutor two tooters to toot. Said the two to the tutor: "Is it better to toot or to tutor two tooters to toot?"
4. Temptations are like tramps, let one in and he returns with his friends.
5. A storm in a teacup.
6. Ted is a bit of a wet blanket.

7. I don't like my tea too strong.
8. Let's return to our muttons.

2. In some words, the letter "d" is missing. Insert the missing letters, write the sentences in transcription, indicate the melody and accents.

1. Deidre is the dowdy aughter of the uke of Dundas. Deidre is reaming a readful ream. She dreams of her ear old darling Day, held eep own in a ark, dank, irty dungeon, doome to ie on her weing day. (16 букв)
2. Dumb ogs are angerous. (2 буквы)
3. Denny's daughter iana oesn't islike arning. (4 буквы)
4. Diamon cuts iamond. (2 буквы)
5. Good ridance. (1 буква)
6. Dea as a oor nail. (2 буквы)

3. Correct errors in transcription, indicate melody and accents.

1. T[x]d m[e]nt to sp[e]nd the night in a t[x]nt, but Fr[e]d f[x]lt unw[e]ll.
2. B[x]tter late than n[e]ver, but b[x]tter n[e]ver late.
3. G[e]t t[x]n [e]ggs r[e]dy for br[x]kfast.
4. She s[e]lls [x]ggs. She s[e]lls h[e]ns' [x]ggs. She s[x]lls the b[e]st h[x]ns' [x]ggs. She s[e]lls the b[e]st h[x]ns' [x]ggs [x]very W[x]dnesday.
5. I exp[e]ct B[e]ss sp[x]nds a pr[e]tty p[e]nny on dr[e]ss.
6. Money sp[x]nt on brain is n[e]ver sp[x]nt in vain

4. Explain the features of reading of selected letters in the following words:

little, seven, jell, isn't, let, cattle, tell, eleven, is this, fill.

ПЗ 7

1. Write the sentences in transcription, indicate the melody and accents.

1. Aunt Martha lives near Marble Arch.
2. Barbara Barton is art and part of the party.
3. Cars can't be parked at the park after dark.
4. The last part of the article is rather hard to grasp.
5. Margaret and Charles are dancing in the garden under the stars.
6. Shan't we dance after classes?

2. Transcribe three forms of verbs and prove the connection between phonetics and grammar

beg permit stop work
 wrap depend wait pass
 open arrive help ship
 travel rain ask pack

Тестові завдання.

A.

№	Question	Answer
1	People engaged in the study of phonetics are called ...	
2	People engaged in the study of phonology are called ...	

- 3 Variations in pitch, prominence, and tempo are called ...
- 4 The basic component of the phonic substance of language is called ...
- 5 A unit of spoken message larger than a single sound and smaller than a word is called ...
- 6 Pronunciation features in a foreign language influenced by the mother tongue are called ...
- 7 How many aspects does the problem of word stress have? _____
- 8 How many components does the phonic substance of language consist of? _____
- 9 The amount of perceptual prominence given to particular words/syllables in an utterance is called ...
- 10 What features are superimposed on the segmental chain of sounds? _____
- 11 Is the statement true or false: English makes use of stressed syllables separated by equal number of unstressed syllables? _____
- 12 Give the name of the founder of phonology. _____
- 13 A sequence of words spoken in a single breath, a stretch of speech which has describable melody is called ...
- 14 Knowledge, a code which is known and shared by speakers who use their knowledge for transmitting and interpreting verbal messages in these events is called ...
- 15 An activity which is carried on numerous events is called ...
- 16 Phonetics whose domain is the larger units of connected speech: syllables, words, phrases and texts is called ...
- 17 The part of phonetics which is concerned with individual sounds is called ...
- 18 The part of phonetics which is mainly concerned with the functioning of phonetic units in the language is called ...
- 19 The science that studies the ways in which pronunciation interacts with society is called ...
- 20 The science that investigates a wide range of phenomena from acoustic phonetics to language pathology is called ...

B.

Answer the following questions using one-word/phrase answers:

No	Question	Answer
1	A labial, labio-dental, constrictive, fricative, voiceless, fortis consonant phoneme	
2	An alveolar-apical, constrictive, fricative, lateral sonant	
3	A glottal, constrictive, fricative, fortis consonant phoneme	
4	A post-alveolar, constrictive, fricative, medial sonant	
5	A forelingual, palato-alveolar, constrictive, fricative, voiced, lenis consonant phoneme	
6	A lingual, backlingual, velar, occlusive, plosive nasal sonant	
7	A labial, bilabial, constrictive, fricative, medial sonant	
8	A lingual, backlingual, occlusive, plosive, voiceless, fortis consonant phoneme	
9	A lingual, forelingual, post-alveolar, constrictive, fricative, medial sonant	
10	A forelingual, interdental, constrictive, fricative, voiceless, fortis consonant phoneme	
11	A voiceless affricate	
12	How many consonant phonemes re there in RP?	

III 8.

ðə 'hɒlɪwɒd saɪn ɪz ən ə 'merɪkən 'lændma:k ænd 'kaltʃrəl 'aɪkən ,əʊvə 'lʊkɪŋ 'hɒlɪwɒd, /ɒ:s 'ændʒələs/, 'kælə 'fə:nɪə. 'speliŋ aʊt ðəwɜ:d "'hɒlɪwɒd" ɪn 50-fʊt-tɔ:l waɪt 'ʌpə keɪs 'letəz ænd 450 fi:t lɒŋ, ɪt wɒz ə 'rɪdʒənəli ɪ'rekʃnɪd ɪn 1923 æz ə 'tɛmpərəri əd'vɜ:tɪsmənt fɔ:r ə'ləʊkəl riəl ɪs'teɪt dɪ'veləpmənt, bʌt dʒu: tu: ɪn'kri:sɪŋ ,rɛkəg'nɪʃn ðə sam

wɒz left ʌp, ænd ɪ'pleɪst ɪn **1978** wɪð ə mɔ: 'dʒʊərəbəl 'ɔ:l 'sti:l 'strʌktʃə.
 ə'mʌŋ ðə best-nəʊn'lændmɑ:ks ɪn bəʊθ kælə'fɔ:nɪə ænd ðə ju:'nætɪd steɪts,
 ðə sam meɪks 'fri:kwənt ə'prɪənsɪz ɪn 'pɒpjələ 'kʌltʃə, pə'tɪkjələliɪn ɪs'tæblɪʃɪŋ fɒts fɔ: flɪmz ænd 'telɪvɪʒən 'prəʊgræmz
 set ɪn ɔ:r ə'raʊnd 'hɒliwɒd. saɪnz ɒv 'sɪmɪlə stɑ:ɪl, bʌt 'speliŋ 'dɪfərənt wɜ:dz, ɑ: 'fri:kwəntli si:n æz 'pærədɪz.

1. ray – ride – how – boy – no;

The sound [ei] as in RAY

rate – late – Kate – fate – race – base – place – same – name – take – ache – lake – rage – age – wage – save – cave – wave;

dictate – educate – decorate – celebrate – concentrate – investigate;

cable – table – able – cradle – range – change – strange – taste – waste;

baby – bacon – paper – April – danger – angel – stranger – basis – lazy – crazy;

patient – racial – nation – nature – fatal – patriot – radio – vacant;

ray – gray – play – lay – day – may – say – way – pray – stay – stray – delay;

hey – prey – they – convey – obey;

rain – main – aim – brain – drain – train – stain – remain – explain – complain;

fail – mail – sail – rail – raise – raid – afraid – wait – straight – faint – paint;

weight – weigh – eight – vein – neighbor;

break – great – steak;

betrayal – portrayal – layer – player – conveyor – surveyor;

saying – staying – playing – laying – praying – delaying – conveying – obeying – archaic.

The sound [ai] as in RIDE

ride – nice – ice – life – file – smile – line – fine – quite – rise – wise – prize – hi;

polite – combine – arrive – surprise – despise – organize – modernize;

private – library – final – minus – crisis – climate – bicycle – horizon – item – Ida;

idea – ideal – identity – identical – biology;

find – kind – mind – blind – child – mild – wild – climb – rifle – trifle – title – idle;

high – sigh – sign – right – fight – night – light – sight – height;

lie – die – tie – dye – rye – bye – eye – buy – guy – alibi;

cry – dry – fry – try – by – my – sky – style – type – hype;

nylon – cycle – cyber – hybrid – dynamite – dynamic – hyperactive;

rely – reply – apply – deny – satisfy – modify – signify – analyze – paralyze;

buying – lying – flying – frying – trying – drying – crying – dying – denying – replying;

diet – client – quiet – riot – giant – lion – violet – dial – diary – diagram – denial – trial – science – society – pioneer;
buyer – flyer – dryer – higher – iron – liar – prior;
fire – hire – dire – wire – tire – tired – entire – aspire – expire – desire – require – acquire – empire.

The sound [au] as in HOW

how – cow – now – allow – owl – brown – down – town – clown – drown – crown – crowd – powder – browse – browser;
loud – proud – cloud – out – shout – about – doubt – foul – noun – house – mouse – mouth – south – couch;
found – ground – around – pound – sound – count – amount – mountain – announce – bounce;
allowing – plowing / ploughing;
towel – bowel – Powell;
power – tower – flower – shower – coward – Howard;
hour – our – sour – flour.

The sound [oi] as in BOY

noise – voice – avoid – poison – join – coin – point – boil – foil – oil – spoil – toil – exploit;
joy – toy – boy – annoy – employ – destroy;
toying – employing – destroying – annoying;
loyal – royal – voyage – annoyance – oyster – destroyer – employer.

The sound [ou] as in NO

role – bone – phone – stone – close – note – notice – lonely – home – hope – open – ocean – remote – suppose;
go – ago – no – so – toe – hero – zero – veto – ego – echo – radio – studio – Mexico – potato – tomato – logo – motto;
solar – polar – modal – total – motor – moment – bonus – focus – vogue – social – soldier – coworker;
cold – gold – hold – old – bold – sold – told – roll – poll – control – bolt – colt – folk – yolk – comb – don't – won't;
most – post – host – hostess – ghost – both;
road – load – boat – coat – oat – oak – soak – goal – coal – coach – approach – roast – toast – boast – coast;
soul – shoulder – though – although – dough;
OK – obey – omit – hotel – motel;
low – know – mow – snow – show – tow – owe – own – bowl – blow – blown – grow – grown – growth – throw – thrown;
follow – borrow – narrow – sparrow – window – yellow;
knowing – going – growing – throwing – showing – sewing – towing – blowing – owing – flowing;
following – borrowing – narrowing – zeroing – echoing;
heroic – stoical – poet – poetry;
lower – slower – mower – borrower – follower – widower.

ПЗ 9.

1. How many aspects of speech sounds can be differentiated? Explain the essence of each aspect?
2. Define the phoneme.
3. What is an allophone?
4. What are the three aspects of a phoneme?
5. What allophones are called principal / subsidiary?
6. Define the invariant of the phoneme.
7. What is the difference between distinctive and non-distinctive articulatory features?
8. What types of transcription do you know?
9. What are the main trends in phoneme theory?
10. Enumerate the methods of phonological analysis.
11. How is a speech sound produced?
12. What does the articulation of a sound consist of?
13. What is an **articulatory classification** of speech sounds?

1. Make a glossary of the main notions and give their definitions.

2. Transcribe the words given below. Define the movements of the tongue, which make the vowel phonemes in the given contrasted sets different.

bed – bird – bud – bard	lack – lurk – luck – lark
hat – hurt – hut – heart	cab – curb – cub – cart
bid – bird – board – boat	kit – curt – caught – coat

3. Study the given sentences and group the words in them according to the syllable patterns given in the chart below. Show the syllable junctures in each word.

monosyllabic	bisyllabic	three-syllabic	four-syllabic
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1. According to the theory put forward by Professor Vitaly Shevoroshkin of Michigan University, humanity was once united to such a degree that only one language was spoken, probably about 100, 000 years ago.

2. As humanity spread out and separated, this mother tongue flourished, left daughter languages, which in turn split up and developed into new tongues.

3. Researchers suggest that all the world's known languages share a common ancestry and can be traced back to seven prototypes.

4. Identify the phonetic process in each word or word combination and fill them in into the appropriate section:

Spar owners, a pair of shoes, left arm, stop pushing, it's, his shirt, It rains in May, He's coming this year, exactly, history, correct, 'cause, lots of money, reference, are, kindness, Is that your dog?, miserable, favourite, Let me do that for you, Does your mother know?, far away, police, 'bout, tell them, ask her, quick cure, vanilla ice-cream, find out, suppose, Would you mind moving?, waste of time, we, 'round, Be on guard, must

5. Study articulatory features of RP vowels.

RP Vowel Phonemes / Vph: 20

RP Monophthongs / M): 12

[i:]

a monophthong, long, tense, unrounded, front, high / close vowel phoneme of the narrow variety (=v.)

[ɪ] a M, short, lax, unrounded, front retracted, high / close Vph of the wide v.

[e] a M, short, lax, unrounded, front, mid / half-open V ph of the narrow v.

[æ] a M, half-long, lax, unrounded, front, low / open V ph of the wide v.

[ʌ] a M, short, lax, unrounded, central / mixed, mid V ph of the wide v.

[ɑ:] a M, long, tense, unrounded, back, low / open V ph of the wide v.

[ɒ] a M, short, lax, rounded, back, low / open V ph. Of the wide v.

[ɔ:] a M, long, tense, rounded, back, low / open V ph of the narrow v.

[u] a M, short, lax, rounded, back advanced, low / open V ph of the wide v.

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[u:] a M, long, tense, rounded, back, high / close V ph of the narrow v

[ɜ:] a M, long, tense, unrounded, central / mixed, mid V ph of the narrow v.

[ɜ] a M, short, lax, unrounded, central / mixed, mid V ph of the wide v.

RP Diphthongs = 8

[eɪ] a closing diphthong (= D) with the i-glide

[aɪ] a closing D with the i-glide

[ɔɪ] a closing D with the i-glide

[əʊ/

ʊ] a closing D with the u-glide

[aʊ] a closing D with the u-glide

[ɪə] a centering D with the ɜ-glide

[eə] a centering D with the ɜ-glide

[ʊə] a centering D with the a-glide

ПЗ 10

1. Read the text and analyze the phonetic phenomena in it.

But I recollect that the poor blighter spent much of his valuable time dumping the corpse into ponds and burying it, and what not, only to have it pop out at him again. It was about an hour after I had shoved the parcel into the drawer when I realized that I had let myself in for just the same sort of thing. Florence had talked in an airy sort of way about destroying the manuscript; but when one came down to it, how the deuce can a chap destroy a great chunky mass of paper in somebody else's house in the middle of summer? I couldn't ask to have a fire in my bedroom, with the thermometer in the eighties. And if I didn't burn the thing, how else could I get rid of it? Fellows on the battlefield eat dispatches to keep them from falling into the hands of the enemy, but it would have taken me a year to eat Uncle Willoughby's Recollections. I'm bound to say the problem absolutely baffled me. The only thing seemed to be to leave the parcel in the drawer and hope for the best.

I don't know whether you have ever experienced it, but it's a dashed unpleasant thing having a crime on one's conscience. Towards the end of the day the mere sight of the drawer began to depress me. I found myself getting all on edge; and once when Uncle Willoughby trickled silently into the smoking-room when I was alone there and spoke to me before I knew he was there, I broke the record for the sitting high jump.

2. Transcribe the given phrases, paying attention to the phenomena of elision. Work on the correct pronunciation.

Salt and pepper, cheese and biscuits, last time, mashed potatoes, bread and butter, next day, fish and chips, old man, kept quiet, lagged behind, you must do it, locked gate, toast and marmalade, nuts and raisins, strict teacher, next Thursday, Bond Street, West Brompton, strawberries and cream. Old Street, just prepared, next station, bacon and eggs, apple pie and custard.

3. Transcribe the given sentences, paying attention to assimilation.

That place, main path, light coat, good company, woolen coat, white gloves, red carpet, green card, red pepper, brown paper, white bread, gold medal, white coffee, brown belt, green goddess, red gold, green movement, white magic, red-brick, white paper.

4. Transcribe the words given below. Define the classificatory principles enabling to regard the root vowels as contrastive pairs.

bird – beard dead – dared
pod – poured pooh – poor
ass – ice at – out
two – tour ate – eight
letter – latter ladder – lower
manner – miner mass – mouse

ПЗ 11

1. Transcribe the words given below. Define the classificatory principles enabling to regard the final consonants as contrastive pairs.

right – ride rope – robe
leak – league five – fife
cane – Kate loss – lose
crush – crouch mash – match
thing – thin these – breathe

2. Transcribe the words given below. Define the classificatory principles enabling to regard the initial consonants as contrastive pairs.

shop – chop kat – gap
vine – win chop – shop
feet – vet tick – dig
beat – deed then – thin
zest – set bad – mad
less – yes they – hay

Тестові завдання

Answer the following questions using one-word/phrase answers:

№	Question	Answer
1	How many aspects of speech sounds are distinguished?	

2. How many major types can speech sounds be subdivided into according to the specific character of the work of the speech organs?
3. [r], [w], [j] are termed ...
4. Sounds in the production of which the soft palate is lowered, and the air escapes through the nose are called ...
5. The founder of the phoneme theory is ...
6. Features of phonemes involved in the differentiation of the words are called ...
7. Allophones that are free from the influence of the neighbouring sounds and are most representative of the phoneme as a whole are called ...
8. Allophones which appear as a result of the influence of the neighbouring speech sounds (assimilation, adaptation, accommodation) are called ...
- 9 What is the principal function of the phoneme?
- 10 The articulatory features which do not serve to distinguish meaning are called ...
- 11 The phonemes of a language form a system of ...
- 12 The ability to produce English with an English-like pattern of stress and rhythm involves ...
- 13 Modifications of a consonant under the influence of a neighbouring consonant are termed ...
- 14 A deletion of a sound in rapid or careless speech is termed ...
- 15 Connecting of the final sound of one word or syllable to the initial sound of the next one is called ...
- 16 Modifications of a consonant under the influence of the adjacent vowel or vice versa are called ...
- 17 Inserting of a vowel or consonant segment within an existing string of segments is called ...
- 18 The process when two syllables, usually both weak, optionally become one is called ...
- 19 According to the degree the assimilating C takes on the characteristics of the neighbouring C, assimilation may be ...
20. What are the most common types of assimilation in English?
- 21 What type of assimilation occurs in the contractions *it's*, *that's*
- 22 What is the name of assimilation in which the first consonant and the second consonant in a cluster fuse and mutually condition the creation of a third consonant with features from both original consonants?
23. Give an example of affricatization.
- 24 **Linking** and **intrusive r** are special cases of ...
- 25 Define the type of assimilation in *ten mice* [tem mais]
- 26 "Glottalizing" may be used as an allophone of the phoneme ...
- 27 Name the phenomenon occurring in the pronunciation of *button* ['bʌtən] – ['bʌʔn]
28. Name the phenomenon occurring in the pronunciation of *camera* ['kæməɾə] – ['kæmrə]

ПЗ 12.

1. Make a glossary of the main notions and give their definitions
2. Translate the following sentences into English, keeping the emphasis on the English equivalents in italics.
 - 1) Підете в кіно завтра?
 - 2) Де Ви живете?
 - 3) Я йду до театру.
 - 4) Я Вас не розумію.
 - 5) Який спекотний день!
 - 6) Підемо додому!
 - 7) Куди Ви їдете?

- 8) Яка Ваша думка з цього приводу?
- 9) Що Ви робите?
- 10) Яка гарна погода сьогодні!

3.

№ The concept

Its definition

1. _____ a language which is a mother tongue of several nations
2. _____ a variant of the language that includes differences in grammar, vocabulary, and pronunciation
3. _____ a unified entity of pronunciation patterns used for communicative interaction by the members of the same speech community
4. _____ a set of parameters describing that phonetic shaping of spoken form of a national language which at a given time is
 - 1) generally considered correct, 2) statistically relevant and/or 3) enjoys social prestige
5. _____ reflection/fixing of actual pronunciation forms in pronunciation dictionaries and other sources of reference
6. _____ Teaching English as a foreign language
7. _____ Teaching English to the speakers of other languages
8. _____ a language used as a means of communication by speakers who do not have a native language in common
9. _____ a contact language which draws on elements from two or more languages
10. _____

a second stage in the process of the pidgin development, i.e. it is a pidgin language which has become the mother tongue of a community

ПЗ 13.

1. Read the text *A TERRIBLE DAY* and give the standard English words for the Cockney slang in the frame:

Text: A TERRIBLE DAY

Fred Housego woke up late on Monday morning. The pain in the (1) **loaf of** bread made him groan. He got out of (2) **uncle Ned** at last and had a (3) **butcher's hook** at his (4) **boat race** in the mirror. He had a quick wash with some (5) **cape of Good Hope** but it was no (6) **bird lime** to (7) **dig in the cave** so he just put his (8) **dicky dirt** and (9) **Peckham** rye

It took him (10) **bee hive** minutes to find his (11) **round the houses** under the (12) **Cain and Able**. He pulled his (13) **almond rocks** and (14) **daisy roots** on his (15) **plates of meat** and stumbled down the (16) **apples and pears** for a quick cup of (17) **rosy Lea**.

He grabbed his (18) **I'm afloat** and (19) **tit for a tat** as he was leaving (20) **the cat** and **the mouse** and slammed the (21) **Rory O'More** behind him.

Unfortunately, he had no (22) **bread and honey** left in his (23) **sky rocket**. No (24) **sausage and mash** meant he couldn't get the (25) **oxo cube** work. Nothing for it but a long (26) **ball of chalk** in the (27) **Andy Cain**.

What a way to start the week!

1. loaf of bread	10 bee hive	19 tit for a tat
2. uncle Ned	11 round the houses	20 the cat and the mouse
3. butcher's hook	12 Cain and Able	21 Rory O'More
4. boat race	13 almond rocks	22 bread and honey
5. cape of Good Hope	14 daisy roots	23 sky rocket
6. bird lime	15 plates of meat	24 sausage and mash
7. dig in the cave	16 apples and pears	25 oxo cube
8. dicky dirt	17 rosy Lea	26 ball of chalk
9. Peckham rye	18 I'm afloat	27 Andy Cain

III 14.

1. What does dialectology deal with?
2. Define dialect.
3. What does sociolinguistics deal with?
4. What is a polyethnic language?
5. Define standard pronunciation.
6. What is monolingualism and bilingualism?
7. How do dialects differ from accents?
8. Define RP.
9. Is diglossia the same as bilingualism? Do they have common or differentiating features?
10. What is idiolect?
11. How many people speak English as their mother tongue?
12. What are the main varieties of English? Where are they spoken?
13. What is the national standard of pronunciation in the UK, the USA, Canada, New Zealand, Australia?
14. Define lingua franca.
15. What is a pidgin language?
16. What are the types of RP?
17. What are the peculiarities of pronouncing vowels and consonants in RP?
18. What are the regional non-RP accents of England?
19. What are the peculiarities of Cockney pronunciation?
20. Dwell on the peculiarities of Welsh English.
21. Dwell on the peculiarities of Scottish English.
22. Dwell on the peculiarities of English in Northern Ireland.
23. What are the types of educated American speech?
24. What is characteristic for Australian speakers of English?
25. What is characteristic for Canadian speakers of English?
26. What is characteristic for New Zealand speakers of English?
27. What is characteristic for Ukrainian speakers of English?
28. What is Estuary English?

4. Emphasize words

Administration, appetizer, assignment, auditorium, basement, billion, checkers, closet, eraser, freeway, insure, kerosene, magician, oatmeal, pants, paraffin, president, schedule, sidewalk, streetcar, taxes, term paper, underpass, vacuum cleaner, wharf, wire, wrench, zee, zip code.

5. Fill out the names of major accents of English

6. Read this Australian dialogue and give the British English equivalents to Kahcized Australian words and word combinations.

A – **G'day, mate.** Are you playing **footy** today?

B – No. I'm going to a **barbie at a bush station**. There'll be plenty of the **amber fluid**, and the **tucker's bonzer**. Why don't you come too?

A – Ta, I'm busy in the **arvo**. I'm going to see my **sheila**. She's **crook**.

B – **Well, good on yer, mate.**

A – G'bye.

7. Give the pronunciation forms for RP and Gen Am.

No	Word RP/BBC	English	GenAm
1.	address, n		
2.	advertisement		
3.	adult, adj, n		
4.	ate (past form of eat)		
5.	attitude		
6.	borough		
7.	cigaret, cigarette		
8.	complex, adj		
9.	costume		
10.	courage		
11.	depot		
12.	direct		
13.	docile		
14.	encourage		
15.	erase		
16.	education		
17.	figure		
18.	hero		
19.	herb		
20.	inquiry		
21.	laboratory		
22.	leisure		
23.	lieutenant		
24.	luxury		
25.	massage		
26.	neither /either		
27.	resource		
28.	schedule		
29.	vase		
30.	tomatoes		
31.	forehead		
32.	year		
33.	with		
34.	fragile		

35. zebra
36. Z
37. vehicle
38. vacation
39. rune
40. уруп

ПЗ 15

1. Transcribe as Americans and Britons pronounce:

Слово	Британський наголос	Американський наголос
Ballet	['bæleɪ]	[bæ'leɪ]
Vase		
Route		
address (noun)		
Ate		
Tune		
Tomato		
advertisement		
Garage		
Leisure		
Duty		
France		
laboratory		
Beret		
dance		

Тестові завдання

Test

№	Question	Answer
1.	A language used as a means of communication by speakers who do not have a native language in common is called ...	
2.	How many concentric circles can the spread of English throughout the world be visualized?	
3.	The situation when speakers can use both literary pronunciation and their native local accent in different situations is called ...	
4.	The first language of the children of Pidgin speakers is called....	
5.	How many major literary/cultivated accents are there on the British Isles?	
6.	How many million people speak English as their first language/mother tongue?	
7.	What is the standard of pronunciation for educated speakers in Australia?	
8.	Teaching English where learners addressed are often immigrants to an English-speaking culture is called ...	
9.	A set of pronunciation forms and rules of their usage is called...	
10.	The entity of related national variants, dialects and their associated accents is called ...	
11.	What are the two most prestigious accents of English in the world which generally serve as teaching models for TEFL?	

12. How many literary pronunciation accents are there in the USA?
13. A unified entity of pronunciation patterns used for communicative interaction by members of a speech community sharing a relevant social or geographical attribute and maintaining a set of phonological characteristics, despite limited phonetic and lexical-incidental variation between the speakers is called ...
14. Teaching English to learners of all types is ...
15. What is the geographical localization of the national pronunciation standard in the UK?
16. Reflection/fixing of actual pronunciation forms and patterns in pronunciation dictionaries and other references is called ...
17. Individual speech of members of the same language community is called...
18. What is a striking feature of RP/BBC English and GenAm?
19. What is RP often identified with in the public mind ?
20. What accent is RP, according to the phonotactic specification of [r] occurrence?
21. Name the process that results in RP variant pronunciations of the words *suit*, *super* etc.
22. What sound combinations undergo affricatization?
23. What scholar first described RP as a hoped for standard?
24. Give the transcription symbol for a glottalized [t].
25. Give an example of intrusive [r].
26. Which allophone of /l/ is used in American English?
27. Which American accent prevails in New York?
28. Which is the first vowel in GenAm *either*?
29. Is Eastern American rhotic?
30. What is the most striking distinctive feature of Southern American?
31. What is the root vowel in *leisure*?
32. Give the symbol for GenAm [t] in intervocalic position?
33. Which geographical attribute does GenAm have?
34. What is the name of American national pronunciation standard?
35. A stress on the vowel in the penultimate syllable which is not typically stressed in RP is called ...
36. Give GenAm for *herb*.
37. Is glottaling found in Australian English?
38. What vowel is pronounced in *merry* – *marry* – *Mary* in Canadian English?
39. What do New Zealanders call themselves?
40. Give Australian English pronunciation for "day"
41. What allophones of [r] and [l] do Canadians use in all positions?
42. What is a popular term for Australia?
43. What vowel is probably the most salient differentiating feature of NZE?
44. Is there much geographical variation in Australia?
45. How many English speakers are there in Australia?
46. What is the root vowel in Canadian English *hurry*?
47. Give the name of the accent the mainstream of Australian educated speakers use?
48. How do New Zealanders pronounce "fish and chips"?
49. What is one of the most salient features of Australian English vocabulary?
50. What is a popular term for Australian English?

Питання до модульної контрольної роботи №1

1. Загальна характеристика звукової системи мови.
2. Система голосних звуків англійської мови.
3. Основні відмінності англійських голосних звуків від українських.

4. Система приголосних звуків англійської мови.
5. Основні відмінності англійських приголосних звуків від українських.
6. Звуковий апарат людини. Активні органи та пасивні органи звукоутворення.
7. Фонологічні школи та предмети їх вивчення.
8. Асиміляція, дисиміляція, елізія, чергування звуків.

Питання до модульної контрольної роботи №2

1. Поняття складу. Теорії складоутворення.
2. Поняття наголосу. Види наголосу.
3. Наголос в одно- та багатоскладових словах. Функції наголосу.
4. Позиційно- комбінаторні зміни: асиміляція, акомодация, елізія.
5. Поняття інтонації. Функції інтонації.
6. Інтонаційне оформлення речень в англійській мові.
7. Функціонально-фонетичні стилі в англійській мові.
8. Варіанти стандарту вимови.

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