Test (50’ - 60’)

## Section 1a – Sound discrimination

Listen to **‘D00 – A2 – Time 1.mp3’**. Do not stop the recording or repeat. In each item you will hear two words. Sometimes the words are the same. Sometimes they have one sound that is different. Listen once only to each item and tick the S (same) column if the words are the same. Then listen to ‘**D00 – A2 – Time 2.mp3**’ and write down the minimal pairs (the whole words, e.g. tip/lip, or just the different phonemes, e.g. t/l).

**1st time (‘D00 – A2 – Time 1.mp3’)**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **S** |  | **S** |  | **S** |  | **S** |  | **S** |  | **S** |  | **S** |  | **S** |
| **1a** |  | **4a** |  | **7a** |  | **10a** |  | **13a** |  | **15a** |  | **18a** |  | **22a** |  |
| **1b** |  | **4b** |  | **7b** |  | **10b** |  | **13b** |  | **15b** |  | **18b** |  | **22b** |  |
| **2a** |  | **5a** |  | **7c** |  | **11a** |  | **14a** |  | **16a** |  | **19a** |  | **23a** |  |
| **2b** |  | **5b** |  | **8a** |  | **11b** |  | **14b** |  | **16b** |  | **19b** |  | **23b** |  |
| **2c** |  | **5c** |  | **8b** |  | **12a** |  | **14c** |  | **16c** |  | **20a** |  | **24a** |  |
| **3a** |  | **6a** |  | **9a** |  | **12b** |  | **14d** |  | **17a** |  | **21a** |  |  |  |
| **3b** |  | **6b** |  | **9b** |  |  |  |  |  | **17b** |  |  |  |  |  |

**2nd time (‘D00 – A2 – Time 2.mp3’) – Write down the minimal pairs**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Minimal pairs** |  | **Minimal pairs** |  | **Minimal pairs** |  | **Minimal pairs** |
| **1a** |  | **6a** |  | **12a** |  | **17a** |  |
| **1b** |  | **6b** |  | **12b** |  | **17b** |  |
| **2a** |  | **7a** |  | **13a** |  | **18a** |  |
| **2b** |  | **7b** |  | **13b** |  | **18b** |  |
| **2c** |  | **7c** |  | **14a** |  | **19a** |  |
| **3a** |  | **8a** |  | **14b** |  | **19b** |  |
| **3b** |  | **8b** |  | **14c** |  | **20a** |  |
| **4a** |  | **9a** |  | **14d** |  | **21a** |  |
| **4b** |  | **9b** |  | **15a** |  | **22a** |  |
| **5a** |  | **10a** |  | **15b** |  | **22b** |  |
| **5b** |  | **10b** |  | **16a** |  | **23a** |  |
| **5c** |  | **11a** |  | **16b** |  | **23b** |  |
|  |  | **11b** |  | **16c** |  | **24a** |  |

## Section 1b – Sound discrimination

Listen to **‘D00 – B77.mp3’**. For each line (1, 2, 3, 4, 5), first listen to the whole line. Then circle the one word that is said twice. Note that meaning is not important in this exercise. The purpose is to review the sounds by hearing them in contrast. Some of the words are rarely used in daily English, and this is shown by an asterisk \*. Incomplete words have the rest of the word written in brackets, e.g. Woy(Woy)

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **/eɪ/** | **/aɪ/** | **/ɔɪ/** | **/aʊ/** | **/əʊ/** | **/ɪə/** | **/eə/** |
| **1** | bay | buy | boy | bow (v) | bow (n) | beer | bear |
| **2** | hay | high | Hoy!\* | how | Ho! | here | hair |
| **3** | A | I | Oy!\* | Ow! | Oh! | ear | air |
| **4** | weigh | why | Woy(woy\*) | Wow! | woe | weir | wear |
| **5** | Tay\* | tie | toy | Tao\* | toe | tier | tear |

## Section 2 – Intonation

Listen to **‘D00 – A3.mp3’** twice. Do not stop the recording or repeat. Listen to Lucy talking to Lesley on the telephone. In some items her voice goes up (🡭) at the end. In some items her voice goes down (🡮). In the first listening, tick the 🡭 or 🡮 row for each item. In the second listening, quickly provide the purpose of the speaker. Listen to the example first.

Example: a) That’s Lesley, isn’t it? (🡭)

b) That’s Lesley, isn’t it? (🡮)

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** |
| **🡭** |  |  |  |  |  |  |  |  |  |  |
| **🡮** |  |  |  |  |  |  |  |  |  |  |
| **Purpose** |  |  |  |  |  |  |  |  |  |  |

## Section 3 – Word stress

Listen to **‘D00 – A4.mp3’** once. Do not stop the recording or repeat. In each item, underline the one word that is different from others.

**Example:** items column number alone listen

1) nowhere birthday mistake toilet postcard

2) guitar eighteen today machine English

3) away brother breakfast frightened valley

4) comfortable vegetables photograph lemonade minimal

5) telephoning supermarket conversation exercises helicopter

## Section 4 – Sound counting

Listen to this song 3-4 times: <https://www.youtube.com/watch?v=QHpvlr_kG6U> (or <https://www.youtube.com/watch?v=7VKu6Q-B4ls>). For the first 2 times, count the total number of /i:/ and /ɪ/ sounds. For the last 1-2 times, count the total number of /əʊ/ sound.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **1st time** | **2nd time** |  |  | **3rd time** | **4th time** |
| **/i:/ and /ɪ/** |  |  |  | **/əʊ/** |  |  |

## Section 5 – Pronunciation

1a) nowhere birthday mistake toilet postcard

1b) ˈsʌmweə ‘bɜːθdeɪt ˌʌndəˈteɪk ˈpəʊstmən

2a) guitar eighteen today machine English

3) away brother breakfast frightened valley

4) comfortable vegetables photograph lemonade minimal

5) telephoning supermarket conversation exercises helicopter

6) ˌɑːtɪˈfɪʃ(ə)l ɪˈnɪʃəl əˈfɪʃəl pəˈtɛnʃəl

7) ˈækʧʊəl ˈvɪʒʊəl ˈvɜːtʃʊəl ˈgrædʒʊəl

8) spɪˈsɪfɪk təˈrɪfɪk hɒˈrɪfɪk

9) əˈbɪlɪti ˈkwɒntɪti ˈkwɒlɪti

## Section 6 – Consonants

Place into the proper cell these consonants: **/b d g v ð z ʒ ʤ h m n w/**. Replace the question marks (?) with the proper consonants. Some have been filled for you.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Place of articulation** | **Manner of articulation** | | | | | |
| **Plosive** | **Fricative** | **Affricate** | **Nasal** | **Lateral** | **Approximant** |
| **Bilabial** | ? |  |  |  |  |  |
| **Labiodental** |  | f |  |  |  |  |
| **Dental** |  | ? |  |  |  |  |
| **Alveolar** | ? | ? |  |  | ? |  |
| **Palato-alveolar** |  | ? | ? |  |  | r |
| **Palatal** |  |  |  |  |  | ? |
| **Velar** | ? |  |  | ? |  |  |
| **Glottal** |  | ? |  |  |  |  |

## Section 7 - Phonetic transcription

1) waɪ dəʊn tʃʊ bɪˈliː vɪn jɔːˈsɛlf?

2) Human ability may be limited. But the only way to test that limit is to never cease to expand it.

**1st level:**

**With weak form applied:**

**With liason applied:**

**With sound reduction applied:**

**With American accent applied:**

## Section 8 – Sentence stress

Match each sentence (1-5) with the correct suggested meaning (a-e)

|  |  |
| --- | --- |
| 1. **He** had a great job.  2. He **had** a great job.  3. He had **a** great job.  4. He had a **great** job.  5. He had a great **job**. | a. (But not any more. Not now.)  b. (But nobody else did.)  c. (Not a house)  d. (Just one. Not several of them.)  e. (Not a bad one) |

**Good luck ☺!**

*Your ability may be limited. But the only way to test that limit is to never cease to expand it.*