**Segmental Perception**

**Directions**: Listen and tell me if the words are the same or different. If they are the same, circle “Same.” If they are different, circle “Different.”

Example: Heat Heat (Same)

1. Bead Bid (diff)
2. Disc Disc (same)
3. Crept Crypt (diff)
4. Listen Lessen (diff)
5. Past Pest (diff)
6. Dead Dead (same)
7. Visor Wiser (diff)
8. Wet Wet (same)
9. Face Pace (diff)
10. Part Part (same)

**Directions**: One of the three words is different. If the first is different, circle “first,” second, circle “second,” third, circle “third.”

Example: Light Night Light (second)

1. Light Light Night (third)
2. Connect Collect Connect (second)
3. Rip Lip Lip (first)
4. Believe Bereave Bereave (first)
5. Sum Sun Sum (second)
6. Dome Dome Dough (third)
7. Save Shave Shave (first)
8. Leashes Leases Leases (first)
9. Nothing Nutting Nothing (second)
10. Think Think Sink (third)

**Suprasegmental Perception**[[1]](#footnote-2)

Word Stress Perception

**Directions**: Listen and mark the choice that shows the part of the word that receives the main/major stress.

Example: She’s a professor. a. PROfessor b.**proFESsor** c.profesSOR

1. The economy of a nation can be related to its industrialization.
   1. EConomy a. INdustrialization
   2. **eCONomy** b. inDUStrialization
   3. econOmy c. industriALization
   4. econoMY d. **industrialiZAtion**
2. Learning to discriminate two sounds in foreign language can be frustrating.
   1. DIScriminate a. **FRUStrating**
   2. **disCRIMinate** b. frusTRATing
   3. discriMINate c. frustrATing
   4. discrimiNATE d. frustratING
3. Overcoming adversity can lead to developing a strong character.
   1. ADversity a. **CHARacter**
   2. **adVERsity** b. charACter
   3. adverSIty c. characTER
4. Photography is one of my favorite activities.
   1. PHOtography a. ACtivities
   2. **phoTOgraphy** b. **acTIvities**
   3. photoGRAPHy c. actiVIties
   4. photograPHY d. activiTIES
5. Talkative students can be problematic.
   1. **TALKative** a. PROBlematic
   2. talkATive b. probLEmatic
   3. talkaTIVE c. **probleMAtic**

Primary Phrase Stress Perception

**Directions**: indicate the word that receives the most stress/focus in each sentence.

Example: Where are you going? Answer: \_\_\_going\_\_\_\_\_

**Dialog #1:**

A: Are you coming? \_\_\_\_\_\_\_\_coming\_\_\_­\_\_\_\_\_\_\_\_\_\_

B: I don’t know. \_\_\_\_\_\_\_know\_\_\_\_\_\_\_­­\_\_\_\_\_\_\_\_

A: Why not? \_\_\_\_\_\_\_\_\_not\_\_\_\_\_\_\_\_\_\_\_\_

B: I’ve got a lot of work to do. \_\_\_\_\_\_\_\_work\_\_\_\_\_\_\_\_\_\_\_

A: Tell me about it. \_\_\_\_\_\_\_\_tell\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Dialog #2**

A: Where are you studying? \_\_\_\_\_\_\_studying\_\_\_\_\_\_\_\_\_\_\_\_

B: Champaign, Illinois. \_\_\_\_\_\_\_\_Illinois\_\_\_\_\_\_\_\_\_\_

A: Do you like it there? \_\_\_\_\_\_\_\_like\_\_\_\_\_\_\_\_\_\_\_\_\_\_

B: Oh, definitely. Except the winter. \_\_\_\_\_\_\_\_winter\_\_\_\_\_\_\_\_\_\_\_\_

Reduced Speech Perception

**Directions**: Listen to the following passage and fill in the missing word(s) in each blank.

**Dialog #1**

A: Where \_\_\_\_\_\_\_did he\_\_\_\_\_\_\_ go?

B: I \_\_\_\_\_\_don’t know\_\_\_\_\_\_\_. I haven’t seen \_\_\_\_\_him\_\_\_\_.

A: Well, where \_\_\_\_\_do you\_\_\_\_\_ think \_\_\_\_\_he\_\_\_\_\_\_ went?

B: If I \_\_\_\_could\_\_\_\_ tell you I would, but I can’t!

1. Adapted from Celce-Murcia et al. (2010). [↑](#footnote-ref-2)