



D.	jaw	chore	<u>shore</u>
E.	marge	<u>march</u>	marsh
F.	jeep	<u>cheap</u>	sheep

**PART 3: Tick the words you recognize in the sentences you hear. Listen twice. Write down your answer on the answer sheet.**

- |     |                   |                 |                |            |
|-----|-------------------|-----------------|----------------|------------|
| 1.  | <u>a. pin</u>     | b. pen          | c. bin         | d. ben     |
| 2.  | a. pig            | <u>b. big</u>   | c. pet         | d. peg     |
| 3.  | <u>a. cap</u>     | b. cup          | c. carp        | d. cart    |
| 4.  | a. short          | <u>b. shot</u>  | c. sort        | d. shut    |
| 5.  | a. short          | <u>b. shirt</u> | c. shut        | d. sort    |
| 6.  | a. gate           | b. let          | <u>c. get</u>  | d. got     |
| 7.  | <u>a. bed</u>     | b. bud          | c. bird        | d. bug     |
| 8.  | a. work           | b. woke         | <u>c. walk</u> | d. word    |
| 9.  | <u>a. jogging</u> | b. joking       | c. chopping    | d. choking |
| 10. | <u>a. day</u>     | b. they         | c. their       | d. way     |

**PART 4: Listen and complete each blank with only one word. Write down your answers on the answer sheet.**

My brother John just became a soccer referee. He will referee for the (1) first time next month. He has been playing soccer for about (2) three years, and he has always wanted to be a referee. A referee is a person who (3) watches the soccer game and decides if the players are doing anything that they (4) shouldn't be doing, like using their hands, or committing a foul, like (5) kicking another player. It happens more often than you might expect. If the referee finds a player doing anything like this, he can give the player a (6) penalty. If a player gets three penalties, he must leave the game. It's a very (7) serious punishment, and the players can get very upset. Players sometimes get very (8) angry with the referee, so it can be (9) quite stressful. Soccer referees have to know the (10) rules of soccer very well. My brother loves soccer and I know that he will be a great referee.

**PART 5: Listen. How does the speaker sound? Write down the best option on the answer sheet. Note that the punctuation is not written so you must decide just from the Pronunciation (10 marks)**

1. She plays a lot of instruments piano guitar ....is/isn't going to continue the list.
2. Well that is truly amazing ....is/isn't really amazed.
3. You're coming here tomorrow ....is/isn't asking a question.
4. Oh, thank you very much ....does/doesn't really mean it.
5. Next to the supermarket ....is/isn't asking a question.
6. I got up had a shower and got dressed ....is/isn't continue the list.
7. Oh really how interesting ....is/isn't really interested.
8. You're from Brazil aren't you ....is/isn't asking a question.
9. I think that's my bag ....is/isn't sure about it.
10. Yes it's quite good ....is/isn't going to say "but...."

**PART 6: Choose the word of which the UNDERLINED PART contains the different sound from the others. Mark A, B, C or D on your answer sheet.**

1. A. rough      B. sum      C. utter      **D. union**
2. A. pleasure      B. dreamt      **C. meat**      D. meant
3. **A. happy**      B. hour      C. honour      D. honest
4. A. thing      B. thought      **C. then**      D. think
5. A. eight      B. weight      **C. height**      D. freight
6. A. purpose      B. people      **C. pneumonia** D. paper
7. **A. below**      B. allow      C. cow      D. power
8. A. envelope      **B. passenger**      C. invention      D. empty
9. A. scholarship      B. chemistry      C. architect      **D. machine**
10. A. picked      **B. scanned**      C. pushed      D. watched

**PART 7: Choose the word/phrase/sentence whose main stress is different from the others.**

**Mark A, B, C or D on your answer sheet.**

1. A. sacrifice      B. satellite      C. safeguard      **D. salutation**
2. A. photography      **B. gentleman**      C. psychology      D. salvation
3. A. reproduce      B. representative      C. represent      **D. resolute**
4. **A. expertise**      B. expensive      C. experience      D. experiment
5. A. detective      B. detergent      **C. desperation**      D. determinant
6. A. emphasize      B. educate      **C. interrupt**      D. practise
7. A. physical      **B. original**      C. practical      D. technical
8. A. individual      B. technological      **C. sociological**      D. biological
9. **A. development**      B. punishment      C. government      D. document
10. A. purchase      **B. pursue**      C. purify      D. publish

**PART 8: Transfer these transcriptions into real English sentences. Give the punctuation where applicable (10 marks)**

1. In connected speech, words are usually linked together smoothly without a break between them.
2. This unit provides 2 types of linking words: consonant - vowel and consonant – consonant.
3. Normally, a consonant sound at the end of a word is linked to a vowel sound at the beginning of the next word.
4. Remember to pronounce all the consonant sounds in words, especially the ending ones.
5. In spoken English, to make the natural rhythm of the utterance, words can be classified into 2 types: Content words and Functional words.
6. Normally, in a sentence, the content words are fully stressed whereas the functional words are unstressed or pronounced in the weak forms.
7. All words that have weak forms have only one syllable - they are monosyllabic (apart from "any").
8. Most of the weak forms use the vowel sound **schwa** /ə/.
9. If you want to show emphasis or contrast, we can vary intonation by using strong forms where we should normally use weak forms.
10. If a functional word comes at the end of a sentence we usually use its strong form.

**PART 9: Transcribe these sentences into phonemic symbols. Draw the LINKING mark and STRESS mark where applicable. (10 marks)**

1. A syllable is a word part. All words have at least one syllable.

[ˈsɪləbl̩] [ɪz][eɪ][wɜːrd /wɜːd] [paɪt/paɪ-]. [ɔːl] [wɜːrdz /wɜːdz] [hæv ,həv] [æt] [lɪːst] [wʌn]  
[ˈsɪləbl̩].

2. Knowing that words are broken down into syllables will help you read and write.

[ˈnəʊɪŋ][ðæt] [wɜːrdz /wɜːdz] [ɑːə] [ˈbrəʊkən] [daʊn] [ˈɪntə/ ˈɪntə] [ˈsɪləbl̩z] [wɪl] [help]  
[juː] [rɪːd][ænd] [raɪt]

3. Intonation refers to the way the voice goes up or down in pitch when we speak.

[ɪntəˈneɪf(ə)n] [rɪˈfɜːs /-ˈfɜːs] [tə] [ðə] [weɪ] [ðə] [vɔɪs] [gəʊz] [ʌp] [ɔː /ɔː] [daʊn] [ɪn] [pɪtʃ]  
[wɛn] [wiː] [spɪːk].

4. Without intonation, it's impossible to understand the expression and thoughts that go with words.

[wɪðˈaʊt] [ɪntəˈneɪf(ə)n], [ɪts][ɪmˈpɔːsəbl̩ /-ˈpɔːs-] [tə] [ˌʌndə(r)ˈstænd] [ðə] [ɪkˈspresjən] [ænd]  
[θɔːts][ðæt] [gəʊz] [wɪð] [wɜːrdz /wɜːdz].

5. Intonation doesn't exist in isolation, so it makes sense to approach it together with 3 other factors: grammar, attitude, discourse.

[ɪntəˈneɪf(ə)n] [ˈdʌz(ə)nt] [ɪgˈzɪst] [ɪn] [ˌaɪsəˈleɪfjən]. [səʊ] [ɪt] [meɪks] [sens] [tə] [əˈprəʊtʃ] [ɪt]  
[təˈgeðə(r)] [wɪð] [θriː][ˌʌðə(r)] [ˈfæktə(r)s]: [ˈgræmə(r)], [ˈætɪtjuːd], [ˈdɪskɔːs].