

REVIEW 1 2 3(G9)

PART 2: PRACTICE

A. PHONETICS AND PHONOLOGY

I. Find the word which has different sound in the underlined part.

- | | | | |
|---------------------------|-----------------------|------------------------|------------------------|
| 1. A. <u>e</u> ndangered | B. <u>g</u> eneration | C. <u>a</u> cept | D. <u>m</u> emorable |
| 2. A. <u>t</u> raditional | B. <u>a</u> uthority | C. <u>h</u> andicraft | D. <u>g</u> randparent |
| 3. A. <u>e</u> nvironment | B. <u>r</u> epat | C. <u>e</u> mbroider | D. <u>t</u> ransfer |
| 4. A. <u>p</u> ottery | B. <u>o</u> pinion | C. <u>c</u> ommunicate | D. <u>b</u> ehavior |
| 5. A. <u>h</u> andicraft | B. <u>p</u> ublish | C. <u>r</u> emind | D. <u>h</u> istorical |

II. Choose a word in each line that has different stress pattern.

- | | | | |
|------------------|-----------------|----------------|--------------|
| 1. A. surface | B. attraction | C. bamboo | D. technique |
| 2. A. transfer | B. publish | C. accept | D. remind |
| 3. A. handicraft | B. cultural | C. museum | D. sculpture |
| 4. A. opinion | B. embroider | C. department | D. drumhead |
| 5. A. workshop | B. authenticity | C. grandparent | D. village |

A. PHONETICS AND PHONOLOGY

I. Find the word which has a different sound in the underlined part.

- | | | | |
|-----------------------------------|----------------------------|----------------------------|----------------------------|
| 1. A. <u>w</u> ipe | B. <u>a</u> live | C. <u>m</u> icro | D. <u>l</u> ink |
| 2. A. <u>c</u> leaner | B. <u>t</u> hreat | C. <u>a</u> head | D. <u>i</u> nstead |
| 3. A. <u>b</u> reath <u>e</u> | B. <u>e</u> thane | C. <u>t</u> hank | D. <u>h</u> ealth <u>y</u> |
| 4. A. <u>c</u> ho <u>o</u> se | B. <u>m</u> oon | C. <u>f</u> ood | D. <u>l</u> ook |
| 5. A. <u>b</u> urden | B. <u>s</u> urvive | C. <u>c</u> urtain | D. <u>f</u> urnish |
| 6. A. <u>c</u> amel | B. <u>s</u> andy | C. <u>t</u> ravel | D. <u>s</u> table |
| 7. A. <u>d</u> une | B. <u>h</u> ummock | C. <u>s</u> crublands | D. <u>g</u> un |
| 8. A. <u>b</u> asic | B. <u>d</u> esert | C. <u>p</u> resident | D. <u>s</u> ea <u>s</u> on |
| 9. A. <u>s</u> eparate | B. <u>n</u> etwork | C. <u>d</u> essert | D. <u>c</u> rest |
| 10. A. <u>s</u> tret <u>c</u> hes | B. <u>s</u> lop <u>e</u> s | C. <u>r</u> ang <u>e</u> s | D. <u>f</u> ac <u>e</u> s |

II. Choose a word in each line that has different stress pattern.

- | | | | |
|--------------------|-----------------|----------------|------------------|
| 1. A. education | B. facility | C. development | D. intelligence |
| 2. A. metropolitan | B. organization | C. university | D. multicultural |
| 3. A. fascinate | B. restaurant | C. expensive | D. difference |
| 4. A. feature | B. ancient | C. drawback | D. conduct |
| 5. A. fabulous | B. pagoda | C. determine | D. convenient |

A. PHONETICS AND PHONOLOGY

I. Choose a word in each line that has different stress pattern

- | | | | |
|-------------------|-----------------|----------------|----------------|
| 1. A. cognitive | B. adulthood | C. confident | D. encourage |
| 2. A. delighted | B. manage | C. convince | D. depress |
| 3. A. confident | B. abandon | C. depressed | D. important |
| 4. A. communicate | B. disappointed | C. preparation | D. adolescence |
| 5. A. pressure | B. decision | C. friendship | D. guidance |

II. Find the word which has a different sound in the underlined part.

- | | | | |
|---------------------------|---------------------------|------------------------|------------------------|
| 1. A. <u>s</u> kill | B. house- <u>k</u> eeping | C. <u>t</u> ense | D. dec <u>i</u> sion |
| 2. A. <u>a</u> dvice | B. dec <u>i</u> sion | C. del <u>i</u> ghted | D. hel <u>p</u> line |
| 3. A. <u>s</u> tudy | B. <u>a</u> dulthood | C. col <u>u</u> munist | D. fr <u>u</u> strated |
| 4. A. <u>c</u> oncentrate | B. <u>s</u> elf-aware | C. <u>s</u> tressed | D. <u>t</u> ense |
| 5. A. <u>e</u> mbarrassed | B. <u>d</u> epressed | C. <u>h</u> elpline | D. <u>e</u> mpathise |
| 6. A. emb <u>a</u> rrass | B. miss <u>i</u> ng | C. class <u>m</u> ate | D. press <u>u</u> re |