

# PROGRESS TEST 2

**SECTION 1:** *Listen and circle the word you hear. You will listen to the recording TWICE. The first has been done for you as an example.*

0. The surprise / supplies came later.
1. He's broken my hat / heart.
2. These pots / ports are very dirty.
3. There's a black bag / bug on the table.
4. I like the fatter / fatter cheese.
5. I like the baddie / body in that firm.
6. She'll just pick at / peck at her food.
7. He's my god / good father.
8. That's a fullish / foolish skirt.
9. That's a very long ward / work.
10. Let's sit in the shed / shade.

**SECTION 2:** *Listen and fill in the blanks. Each blank may contain more than one word. You will listen to the recording TWICE. The first has been done for you as an example.*

0. Dillon's \_\_\_\_\_ is \_\_\_\_\_.
1. I was late again and my boss was ..... with me.
2. He was a ..... boy who was happiest when he was reading.
3. Since he appeared on TV he's become a bit of a .....
4. The country used to be an important ..... power.
5. The ..... of people didn't bother to vote in the election.
6. I want you to underline the ..... in each sentence.
7. Honey's the main ..... in the sauce.
8. Just out of ....., how old are your sisters?
9. It seems to defy the laws of .....
10. Because of the snow, we were ..... prisoners in our own home.

**SECTION 3:** Form minimal pairs by changing the sound of the underlined part in each of the given words. The first has been done for you as an example

|                 |                  |          |                 |          |
|-----------------|------------------|----------|-----------------|----------|
| <b>Example:</b> | <u>w</u> rite    | __ride__ | pee <u>k</u>    | __pick__ |
| 1.              | s <u>i</u> ght   | _____    | l <u>i</u> st   | _____    |
| 2.              | pl <u>a</u> te   | _____    | l <u>o</u> ng   | _____    |
| 3.              | tr <u>a</u> in   | _____    | K <u>e</u> lly  | _____    |
| 4.              | lea <u>k</u>     | _____    | l <u>o</u> w    | _____    |
| 5.              | l <u>o</u> ck    | _____    | l <u>i</u> p    | _____    |
| 6.              | c <u>r</u> ow    | _____    | L <u>e</u> e    | _____    |
| 7.              | cl <u>u</u> e    | _____    | pr <u>o</u> ve  | _____    |
| 8.              | col <u>l</u> ect | _____    | v <u>e</u> ry   | _____    |
| 9.              | al <u>i</u> ve   | _____    | f <u>a</u> int  | _____    |
| 10.             | bel <u>l</u> y   | _____    | re <u>p</u> ort | _____    |

**SECTION 4:** Choose the word whose underlined part is pronounced differently. The first has been done for you as an example.

- |     |                          |                                 |                          |                             |
|-----|--------------------------|---------------------------------|--------------------------|-----------------------------|
| 0.  | A <u>p</u> ain           | <b>B</b> <u>p</u> l <u>a</u> it | C <u>s</u> tain          | D <u>s</u> l <u>a</u> in    |
| 1.  | A <u>b</u> egin          | B <u>e</u> njoy                 | C <u>d</u> ecide         | D <u>b</u> enefit           |
| 2.  | A <u>c</u> hemistry      | B <u>m</u> echanic              | C <u>c</u> hoke          | D <u>c</u> hameleon         |
| 3.  | A <u>q</u> uay           | B <u>q</u> uilt                 | C <u>q</u> uick          | D <u>q</u> uiet             |
| 4.  | A <u>s</u> tate          | B <u>s</u> tatue                | C <u>s</u> tation        | D <u>s</u> tay              |
| 5.  | A <u>t</u> ape           | B <u>c</u> h <u>a</u> nge       | C <u>s</u> h <u>a</u> ve | D <u>t</u> hous <u>a</u> nd |
| 6.  | A <u>c</u> hocolate      | B <u>o</u> ffice                | C <u>f</u> orty          | D <u>d</u> og               |
| 7.  | A <u>i</u> nclude        | B <u>s</u> un                   | C <u>g</u> um            | D <u>u</u> nder             |
| 8.  | A <u>s</u> he <u>a</u> r | B <u>e</u> ar                   | C <u>h</u> ear           | D <u>p</u> ear              |
| 9.  | A <u>l</u> ane           | B <u>s</u> ays                  | C <u>w</u> ait           | D <u>l</u> atex             |
| 10. | A <u>b</u> eard          | B <u>f</u> ear                  | C <u>h</u> ear           | D <u>t</u> ease             |

**SECTION 5:** Choose the word with correct stress. The first has been done for you as an example.

- |                 |                |                |                |                |
|-----------------|----------------|----------------|----------------|----------------|
| <b>Example:</b> | A Isolation    | B iSOlation    | C isoLation    | D isolaTION    |
| 1.              | A CONdemnation | B conDEMnation | C condemNATION | D condemnaTION |
| 2.              | A COMmemorate  | B comMEMorate  | C commeMOrate  | D commemoRATE  |

- |    |   |                |   |                |   |               |   |               |
|----|---|----------------|---|----------------|---|---------------|---|---------------|
| 3. | A | SURvivable     | B | surVIvable     | C | surviVAbLe    | D | survivaBLE    |
| 4. | A | UNavoidable    | B | unAvoidable    | C | unaVOIDable   | D | unavoiDAble   |
| 5. | A | REconstitute   | B | reCONtistute   | C | reconSTIstute | D | reconstiSTUTE |
| 6. | A | ULTimatum      | B | ulTImatum      | C | ultiMATum     | D | ultimaTUM     |
| 7. | A | AUtomaker      | B | auTOMaker      | C | autoMAker     | D | automaKER     |
| 8. | A | JOURnalistical | B | jourNAListical | C | journaliSTic  | D | journalisTic  |
| 9. | A | PROvocative    | B | proVOcative    | C | provoCAtive   | D | provocaTIVE   |

**SECTION 6: Write complete sentences based on the transcription. The first has been done for you as an example.**

0. //ɪtwəz 'veri:leɪt// ʒet ðə 'lɪtl 'mɜ:mɛɪdkædnɒtteɪk əɪzfrəmdəʃɪp// ɔ: frəmdə 'bjʊ:tɪflprɪns//

*It was very late; yet the little mermaid could not take her eyes from the ship, or from the beautiful prince.*

1 //ðə 'mɑ:kɪt 'pænɪkt ðæt ɪ'nɪʃəli 'met 'brɪtnz 'vəʊt tə 'li:v ðə ʒʊərə 'pi:ən 'ju:nɪən ʃəʊd saɪnz əv səb'saɪdɪŋ ɒn 'mʌndeɪ//

2 //nəʊ bel 'praɪzɪz fər ʌn'ju:ʒʊəl saɪən'tɪfɪk rɪ'sɜ:tʃ / ðə 'kaɪnd əv rɪ'sɜ:tʃ 'meɪks ju 'lɑ:f ðen 'meɪks ju 'θɪŋk//

3 //græmə ə'ləʊn 'ɪznt 'gəʊɪŋ tə 'help ju 'spi:k ə 'læŋgwɪdʒ / haʊ'evə(r) 'lɜ:nɪŋ 'sʌm 'beɪsɪk 'pætŋz kən bi 'ju:sfl//

4 // 'ekspɜ:ts brɪ'li:ved ðæt 'mæθs ɪz ðə 'ki: tə kri'extɪŋ ə kəm'petətɪv ɪ'kɒnəmi / 'flu:ənsɪ ɪn mæθs ɪz nɪ:dɪd tə 'ʌndəstænd saɪəns ən saɪəns kri'erts ɪnə'veɪʃnz ðæt wɪl 'help 'sɒlv 'tʃælɪndʒɪz wɪ 'feɪs//

5 // ðeər ə(r) 'nəʊ ə 'pru:vɪd 'drʌgz ɔ:(r) 'væksɪ:nz fə(r) 'zɪkə/ 'meɪnli brɪ'kəz 'saɪəntɪsts 'lɒŋ ə'sju:med ðə 'vaɪrəs wəz 'səʊ brɪ'nəɪn ðæt ɪt 'wɒznt ðə rɪ'sɜ:sɪz rɪkwæɪəd tə ɪn'vestɪgert 'tri:tment //

-----THE END OF THE TEST-----

