

1. Write down the sequence of phonemes according to whether they are consonants or vowels.

Example: pray – CCV; The sequence of phonemes is CONSONANT, CONSONANT, VOWEL

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|-----------------|------------------|
| 1. please _____ | 6. caught _____ |
| 2. wrong _____ | 7. thought _____ |
| 3. shoe _____ | 8. tray _____ |
| 4. daily _____ | 9. block _____ |
| 5. cats _____ | 10. letter _____ |

10 / ____

2. Write in words.

- | | |
|------------------|---------------------|
| 1. /i:ts/ _____ | 6. /wɒtʃɪz/ _____ |
| 2. /ri:ds/ _____ | 7. /hæz/ _____ |
| 3. /dəz/ _____ | 8. /spi:ks/ _____ |
| 4. /gəʊz/ _____ | 9. /fɪnɪʃɪz/ _____ |
| 5. /kɪsɪs/ _____ | 10. /stʌdi:z/ _____ |

10 / ____

3. Listen and write the correct stress pattern next to each word. (e.g. ■ ■ ■ ■)

VERB	STRESS PATTERN	NOUN	STRESS PATTERN
invite		invitation	
inform		information	
decide		decision	
examine		examination	
correct		correction	

20 / ____

4. Transcribe the following words and put word stress.

Get _____, ice-cream _____, primary _____, before _____,
 represent _____, fair-haired _____, animal _____,
 armchair _____, object (v) _____, object (n) _____

10 / ____

5. Match the following stress patterns to the examples of their using.

A _____		1. Des\`cribe it. Dis\`cuss it. For \`breakfast. At \`midday. I \`think so. I\`m \`sorry. It\`s \`better. They \`said it.
B _____		2. 'Breakfast and \`lunch. 'Talk to her \`now. 'Easy e\`nough. 'What did you \`do? 'When will you \`come?
C _____		3. I\`m \`fond of it. A \`friend of mine. It\`s \`difficult. My \`favourite. An\`other \`one. A \`lot of it.
D _____		4. 'What \`for? 'Where \`from? 'Sit \`down. 'Any \`time. 'Take \`one. 'Stay \`here.
E _____		5. 'Watch it \`now. 'Once a \`gain. 'Not e\`nough. 'Leave it \`here. 'Make the \`tea. 'Have a \`drink. 'What\`s \`for?

20 / ____

Total 100 / _____