

## Sample Test Questions

### Section 1

The first section of the SLEP test measures ability to understand spoken English and is 35-40 minutes long. It is divided into four parts, with four different types of questions.

### Part A

For the first type of question, the student must match one of four recorded sentences with a picture in the test book. The sentences are spoken only once and are not printed in the test book. This part contains items dealing with correct recognition of minimal pair contrasts, juncture, stress, sound clusters, tense, voice, prepositions, and vocabulary.

### Sample Questions

**Note:** Pictures are for illustrative purposes only. Actual pictures and drawings in the test book are two to four times larger than the sample picture in this brochure.

1. On tape: Look at the picture marked 1.



On tape:

- There is an arrow in the sky.
- The building has a tall tower.
- The judge is bowing his head.
- There is a toy in front of the building.

2. On tape:  
Look at the picture marked 2.



On tape:

- The bird is standing on top of the pole.
- The bird is flying over the fence.
- The bird is digging in the sand.
- The bird is eating the grass.

3. On tape:  
Look at the picture marked 3.



On tape:

- There's a statue of a lion.
- The line is very straight.
- The wine is near the window.
- There's a lane near the building.

4. On tape:  
Look at the picture marked 4.



On tape:

- a. The brain is protected by bone.
- b. The train is on the track.
- c. The drain is stopped up.
- d. The rain is coming down.

## Part B

These questions approximate the type of dictation exercises used frequently in English language classes: the student must match a sentence printed in the test book with a sentence heard on the tape. The questions focus on the relationship between structure and meaning.

### Sample Questions

1. On tape: The class can finish it in less than an hour.

- In test book:
- a. The class can't finish in half an hour.
  - b. The class won't be finished for an hour.
  - c. The classes will take at least an hour.
  - d. The class can finish it in less than an hour.

2. On tape: Why aren't they fixing the car?

- In test book:
- a. Are they fixing the car?
  - b. I'm fixing the car.
  - c. Why aren't they fixing the car?
  - d. The car has been fixed.

3. On tape: While I was waiting for my sister, she got the news.

- In test book:
- a. While I was waiting for my sister, she got the news.
  - b. While my sister was waiting for me, she got the news.
  - c. I was waiting for my sister to get the news.
  - d. I was waiting for my sister when I got the news.

4. On tape: He didn't know how to get to the gym.

- In test book:
- a. He didn't go to the gym.
  - b. He explained how to use the gym.
  - c. He told us to get to the gym.
  - d. He didn't know how to get to the gym.

5. On tape: Bill has one brother and one sister, and so does Jane.

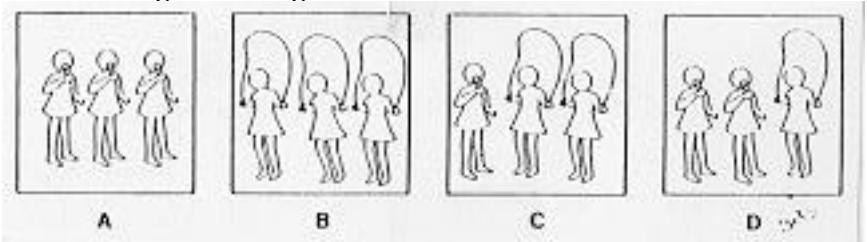
- In test book:
- a. Bill has one brother and one sister, and so does Jane.
  - b. Bill has one brother and a sister named Jane.
  - c. Bill and Jane are brother and sister.
  - d. Bill's brother and sister like to be with Jane.

## Section 2 Part A

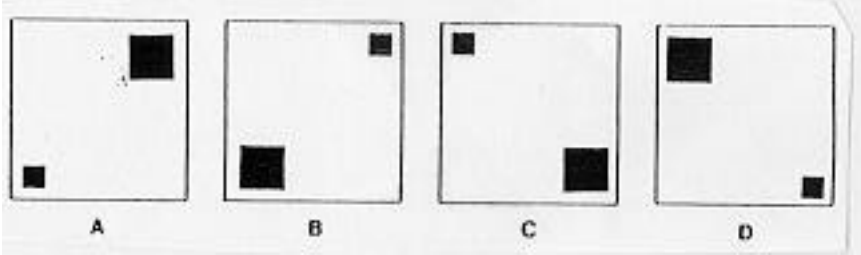
For the questions in this part, the student must match a printed sentence with one of four drawings. The particular focus of this item type is the use of prepositions, pronouns, adverbs, and numbers.

### Sample Questions

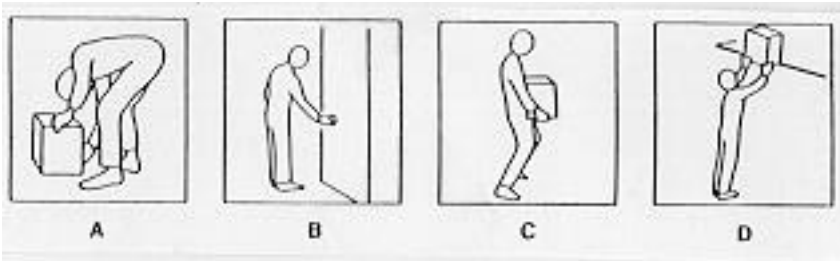
1. One girl is eating ice cream but two aren't.



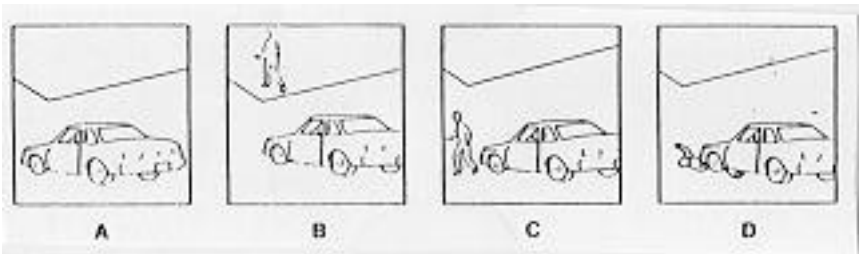
2. The small square is in the upper left corner.



3. He is bending over to pick up the box.



4. The car almost hit him while he was crossing the street.



## Section 2 Part B

This part of Section 2 contains questions of two types. In one, the student must complete passages by selecting the appropriate words or phrases from among four choices printed at intervals in the passages.

### Sample Passage and Questions

- Sound is something we a. hears.  
b. hearing.  
c. heard.  
d. hear. It comes to your
- a. eyes  
b. nose  
c. ears  
d. mouth in different ways. It might be pleasant,
- like the voice of a friend, a. when  
b. as  
c. or  
d. since unpleasant, like the screech
- of a train's wheels on a railroad a. station.  
b. track.  
c. light.  
d. conductor. Some sounds are loud.
- and some are soft; some are high, and some are a. full.  
b. low.  
c. quiet.  
d. big. Sound is
- very a. importance  
b. importantly  
c. important  
d. import to us because it is the basic  
means of communication.

In the second type of question, the student must answer questions about the passage for which he or she supplied the missing words or phrases.

### Sample Questions

7. What does screech in line 3 mean?
- A. noise      B. motion      C. place      D. piece
8. Which of the phrases below is another example of a pleasant sound, similar to the phrase in the sentence that begins in line 2, “like the voice of friend?”
- a. Like the ring of an alarm      b. Like the wail of a siren  
c. Like the honk of a horn      d. Like the song of a bird
9. Which sentence below has almost the same meaning as the sentence that begins in line 5?
- a. It is meaningful to communicate with sound.  
b. The main way we communicate is with sound.  
c. The meaning of sound is basic to communication.  
d. In order to communicate, we need basic sounds.

## Key

### Section 1

#### Part A

1. b  
2. a  
3. a  
4. b

#### Part B

1. d  
2. c  
3. a  
4. d  
5. a

### Section 2

#### Part A

1. c  
2. c  
3. a  
4. c

#### Part B

1. d  
2. c  
3. c  
4. b  
5. b  
6. c  
7. a  
8. d  
9. b