Pronunciation

Test Your Pronunciation is part of the popular Test Your series devised by Peter Watcyn-Jones. It features 60 motivating tests to practise the key areas of English pronunciation, such as identifying vowels and consonants, looking at the relationship between sounds and spelling, and using word and phrase stress correctly.

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- Wide variety of tests, including gap-fills, multiple choice, matching exercises, cartoons and much more
- Useful tips to guide you through the more difficult areas of English pronunciation
- Full answer key
- Ideal for self-study and classroom use

Advanced
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Intermediate
Pre-intermediate
Elementary
Beginner

Adults
16+
12-15
Primary

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With audio CD

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Michael Vaughan-Rees

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## Contents

To the student iv  
Explanation of terms v  
Symbols of the International Phonetic Alphabet vi  
1 Which sound? Names 1 1  
2 Which sound? Names 2 2  
3 Weak forms 3  
4 How many sounds are the same? 4  
5 Odd one out 1 5  
6 Odd one out 2 6  
7 Odd one out 3 7  
8 Short or long vowels? 8  
9 Word stress 1 9  
10 Word stress 2 10  
11 Weak or strong? 11  
12 Contrastive stress 1 12  
13 Contrastive stress 2 14  
14 Predicting contrastive stress 16  
15 Changing sounds 1 Elision 17  
16 Changing sounds 2 Assimilation 18  
17 Changing sounds 3 Elision and assimilation 19  
18 Pausing, stress and intonation 20  
19 Identifying vowel sounds 21  
20 Predicting highlighting shift in dialogue 1 22  
21 Stress in phrases and compound nouns 24  
22 Sentence stress and tonic syllables 25  
23 Grouping rhyming words 1 26  
24 Grouping rhyming words 2 27  
25 Grouping rhyming words 3 28  
26 Predicting pronunciation and spelling 1 29  
27 Predicting pronunciation and spelling 2 30  
28 Find the rhymes 1 31  
29 Word stress 3 Primary and secondary stress 32  
30 Find the rhymes 2 34  
31 Spot the homophones 1 35  
32 Spot the homophones 2 36  
33 Spot the homophones 3 37  
34 Spoonerisms 38  
35 Using phonemic script 1 39  
36 Using phonemic script 2 40  
37 Correcting mistakes 1 41  
38 Correcting mistakes 2 Two-part correction 43  
39 Odd one out 4 44  
40 Word stress 4 Words and phrases 45  
41 Word stress 5 46  
42 Find the parenthesis 48  
43 Rhythmic shift in stress 50  
44 Numerical expressions 1 51  
45 Numerical expressions 2 52  
46 Word linking 1 54  
47 Word linking 2 55  
48 Word linking 3 56  
49 Word linking 4 57  
50 Predicting highlighting shift in dialogue 2 58  
51 Sounding polite and friendly 60  
52 More could be said? 61  
53 Double trouble 62  
54 Sounds maze 64  
55 Using phonemic script 3 65  
56 Sounds crossword 66  
57 Find the rhymes 3 68  
58 Pronunciation of ‘chunks’ 70  
59 Did it happen? 72  
60 what so set? 74  
Answers 75
To the student

If you want to improve your pronunciation and to understand native English-speakers more easily, you will find the tests in this book very helpful.

The book tests eight main pronunciation areas:

1. identifying vowels and consonants (tests 1, 2, 4–6, 8, 19, 23–25, 31–34)
2. connecting sounds with spelling, including rhymes (tests 8, 23–28, 30–34, 39, 53, 57)
3. word and phrase stress (tests 7, 9, 10, 21, 29, 40, 41, 43)
4. sentence stress and intonation (tests 12–14, 18, 20, 22, 37, 38, 42, 50–52, 58, 59)
5. identifying weak and strong forms of vowels (tests 3, 11, 18)
6. normal, fast speech (tests 15–17, 46–49, 60)
7. using and understanding phonemic script (tests 35, 36, 54–56, 60)
8. pronouncing numbers and expressions with numbers (tests 44, 45)

Before deciding which areas are most useful for you, decide what your aim is. Do you simply want people to understand you better? Or do you want to sound as much like a native speaker as possible?

All language students will need to work on areas 1 and 2, because these are the building blocks of all spoken language. Listen out particularly for how vowel sounds may differ in length as well as quality. If you want to improve your writing as well as listening, the tests listed in area 2 will help. They show that there are, in fact, rules governing the relationship between sounds and spelling. If you have problems with area 3, you will find it difficult to make yourself understood by native speakers of English, and working on these tests will help you communicate.

Within area 4, concentrate at first on the tests up to Test 50; you may find 51, 52, 58 and 59 more difficult, but these will help you sound more like a native speaker. If this is your aim, or if you need to understand fast speech, then try the tests listed in areas 5 and 6. Area 7 will help you work out the pronunciation of words when you look them up in a dictionary. Area 8 will help you wherever you meet numbers, and in your professional use of English.

You can check your answers in the Answers section at the back of the book. Many of the tests also have tips with information and ideas to help you improve your performance. Don’t forget to read these tips: they contain a lot of useful information.

When using this book, don’t feel that you always have to have it open in front of you. You could try just listening to the CD, maybe with your eyes closed. The more you listen, the more the sounds, stress patterns and intonation of English will become familiar to you. And the easier the tests will become.

Note: Some tests in this book (especially the ones called Odd one out and Grouping rhyming words) include unusual vocabulary that will not be familiar to you. You don’t need to know the meaning of these words to complete the test, and can always look them up in a dictionary afterwards.
Explanation of terms

Vowels and consonants
The terms are used both for writing and speech. You will usually find a term such as **vowel sound** or **written vowel** when you need to know the difference.

Phonemes and phonemic script
Individual vowel or consonant sounds are called **phonemes**. In phonemic script (often called **phonemic symbols** or **notation**), each symbol stands for a single phoneme. (In Test 4 ‘Peter’ is written /piːtə/, for example.)

Word stress
Spoken words consist of one or more **syllables**. In two-syllable words one syllable is **stressed**, the other **weak**. Longer words such as ‘economic’ may have three degrees of stress: in this case, **primary** stress on the third syllable; **secondary** stress on the first; and weak stress on the others. See Test 29.

Schwa /ə/
Most very weak syllables contain **schwa**, which is the name of the shortest (and most common) spoken vowel found in English. The word ‘economic’ contains two written <œ> vowels; but when written in phonemic script, /ekə'nomik/, we see that the first very weak <œ> is schwa, but <œ> in the stressed syllable contains the longer sound found in ‘top’ and ‘dog’. Schwa is also found in weak forms of most grammatical words such as ‘to’ and ‘her’.

Pitch, tone groups and tonic syllables
Stressed syllables may change **pitch**. This means that the voice may move up or down. (Compare "Yes’ and ‘Yes?’) This change of pitch takes place on the most important syllable in a **tone group**, the **tonic syllable**. (See Test 22.) A sentence in terms of grammar/writing may consist of one or more tone groups. Compare ‘the film was marvellous’ (one tone group) with ‘the film | was marvellous’ (two tone groups).

Intonation
Changes of pitch (see the above paragraph) are what make up the **intonation** of a language. In this book we concentrate on the two most important possible directions for the change of pitch: a **fall** (\(\downarrow\)) or a **fall-rise** (\(\downarrow\)).

Highlighting
We often use a **high fall** when a word is particularly important, especially when it is **highlighted**. Take the sequence ‘I didn’t want a black coffee; I ordered a \(\downarrow\)WHITE coffee.’ The word white is highlighted because it contrasts with black and provides the most important new information. So the voice starts high on white and falls down to the bottom of the voice.
# Symbols of the International Phonetic Alphabet

## Vowels

**short:**
- i  bit, in
- e  best, pen
- æ  bad, cat
- ʌ  cup, love
- ø  dog, wash
- u  put, good
- ə  potato, under
- i  happy, lucky, stadium

**long:**
- iː  sea, key
- ɑː  car, start
- ɔː  north, bought
- uː  blue, new
- əː  girl, fur

**diphthongs:**
- ei  day, make
- ai  try, night
- oi  boy, noise
- əʊ  no, low
- əʊ  how, loud
- ə  here, near
- eə  there, wear
- uə  cure, newer

## Consonants

- p  pen, top
- b  back, job
- t  time, bit
- d  dog, bad
- k  cat, pick
- g  go, bag
- f  find, off
- v  view, save
- θ  think, bath
- ð  this, with
- s  see, police
- z  zero, please
- ʃ  ship, station
- ʒ  measure, television
- h  head, whole
- m  miss, climb
- n  need, know
- ŋ  sing, long
- tʃ  check, pitch
- dʒ  jam, age
- l  like, feel
- r  right, wrong
- j  yes, year
- w  wet, queen
Read the following sets of names and decide how you think they will be pronounced. Then listen to the recording and decide which order they appear in.

**Example:**

<table>
<thead>
<tr>
<th></th>
<th>a) Jan Lipman</th>
<th>b) Jane Lipman</th>
<th>c) Jane Leapman</th>
<th>d) Jan Leapman</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>a) Pete</td>
<td>b) Peter</td>
<td>c) Pet</td>
<td>d) Bet</td>
</tr>
<tr>
<td>3</td>
<td>a) Mick Wilson</td>
<td>b) Mike Wilson</td>
<td>c) Mack Wilson</td>
<td>d) Mark Wilson</td>
</tr>
<tr>
<td>4</td>
<td>a) Mary Pears</td>
<td>b) Marie Pierce</td>
<td>c) Mary Pierce</td>
<td>d) Marie Pears</td>
</tr>
<tr>
<td>5</td>
<td>a) Lucille</td>
<td>b) Lucy</td>
<td>c) Lucia</td>
<td>d) Luke</td>
</tr>
<tr>
<td>6</td>
<td>a) Peter Bales</td>
<td>b) Peter Vales</td>
<td>c) Pete Bales</td>
<td>d) Pete Vales</td>
</tr>
<tr>
<td>7</td>
<td>a) Barbara Eaton</td>
<td>b) Barbara Heaton</td>
<td>c) Barbie Eaton</td>
<td>d) Barbie Heaton</td>
</tr>
<tr>
<td>8</td>
<td>a) Joe Newman</td>
<td>b) Joan Newman</td>
<td>c) Jay Newman</td>
<td>d) Jane Newman</td>
</tr>
<tr>
<td>9</td>
<td>a) Sir Ralph Grigson</td>
<td>b) Sir Alf Grigson</td>
<td>c) Sir Alf Gregson</td>
<td>d) Sir Ralph Gregson</td>
</tr>
<tr>
<td>10</td>
<td>a) Bet</td>
<td>b) Beth</td>
<td>c) Betty</td>
<td>d) Bess</td>
</tr>
<tr>
<td>11</td>
<td>a) Gert Fraser</td>
<td>b) Curt Frasier</td>
<td>c) Gert Frasier</td>
<td>d) Curt Fraser</td>
</tr>
<tr>
<td>12</td>
<td>a) Rita Lennon</td>
<td>b) Lita Lemon</td>
<td>c) Lita Lennon</td>
<td>d) Rita Lenin</td>
</tr>
<tr>
<td>13</td>
<td>a) Alec Shearer</td>
<td>b) Alex Shearer</td>
<td>c) Eric Shearer</td>
<td>d) Erica Shearer</td>
</tr>
<tr>
<td>14</td>
<td>a) Carl Bley</td>
<td>b) Carla Bley</td>
<td>c) Carla Bligh</td>
<td>d) Carl Bligh</td>
</tr>
<tr>
<td></td>
<td>a) Corin</td>
<td>b) Colin</td>
<td>c) Corinne</td>
<td>d) Karina</td>
</tr>
</tbody>
</table>
Which sound? Names 2

Listen to the recording and decide which names you hear.

Example: I’ve invited ________ Pete ________ to join us.
   (a) Pete  b) Peter  c) Pet

1 I’ve just been talking to ____________
   a) Jan Lipman  b) Jane Lipman  c) Jane Leapman  d) Jan Leapman

2 I’ve just got a letter from ____________
   a) Eryl  b) Meryl

3 Can I speak to ____________, please.
   a) Mick Wilson  b) Mike Wilson  c) Mack Wilson  d) Mark Wilson

4 I haven’t seen ____________ for ages.
   a) Mary  b) Marie

5 Could you give this to ____________, please?
   a) Lucille  b) Lucy

6 I think that’s ____________ over there.
   a) Peter Bales  b) Peter Vales  c) Pete Bales  d) Pete Vales

7 Have you ever met ____________?
   a) Barbara Eaton  b) Barbara Heaton  c) Barbie Eaton  d) Barbie Heaton

8 I’ve invited ____________ as well.
   a) Joe Newman  b) Joan Newman

9 That’s ____________, I think.
   a) Sir Ralph  b) Sir Alf

10 I think that’s ____________ over there.
   a) Sue Weedon  b) Sue Eden

11 Is ____________ here today?
   a) Gert  b) Curt

12 I’m going with ____________ to the cinema.
   a) Alec  b) Alex

13 Have you seen ____________ recently?
   a) Rita  b) Lita

14 I hear that ____________ has got a new job.
   a) Bet  b) Beth  c) Betty  d) Bess

15 Isn’t that ____________ over there?
   a) Carla  b) Carla
3 Weak forms

Listen to the following sentences and fill each gap with one or more words. (Some verbs are in their abbreviated forms, e.g. I've / he's / we'd).

Example: Would you like _____ to _____ go _____ to the ___ canteen ___ for a ___ sandwich?

1 I'm going (a) _______ town (b) _______ half (c) _______ hour.

2 (a) _______ just got a present (b) _______ my father.

3 I think they (a) __________ gone (b) _______ library.

4 (a) _______ like (b) _______ glass (c) _______ two (d) _______ water.

5 They thanked me (a) _______ helping (b) _______ find the money.

6 (a) _______ know (b) _______ Mary is?

7 Last time I saw (a) _______ she (b) _______ on (c) _______ way (d) _______ town.

8 If (a) _______ been sensible (b) _______ listened (c) _______ my teacher.

9 Last night we went to a place (a) ____________________ lots of cafes.

Grammatical words, such as prepositions (e.g. to), articles (e.g. the), pronouns (e.g. them) and modal or auxiliary verbs (e.g. have), are usually found in very weak, short forms, often containing schwa (see page v). See Test 11 for strong forms.
How many sounds are the same?

Look at and listen to these pairs of words.

a) Peter and pepper. These start with the same consonant sound /p/, but the following vowel sound is different: /pi:tə/ and /pepə/.

b) Peter and pizza. These start with the same three sounds: /pi:tə/ and /piːtsə/.

Now read the following pairs of words. How many identical sounds do they start with? Listen to the recording to check how they are pronounced.

Examples:

Peter / pepper 1

1 Kate / cake ___
2 Charles / chocolate ___
3 Oliver / olives ___
4 Tom / tomatoes ___
5 Susan / sugar ___
6 Salome / salami ___
7 Pat / pasta ___
8 Patty / pastry ___

Peter / pizza 3

9 Penny / pizza ___
10 Margery / margarine ___
11 Barbara / bananas ___
12 Sam / salmon ___
13 Colin / cola ___
14 Brenda / bread ___
15 Jim / gin ___
16 Raymond / radishes ___
**Odd one out 1**

**A** In each line, identify the word that has a different **first** consonant sound. Read them first, then listen to the recording to check.

**Example:** friend  priest  physical  philosophy

<table>
<thead>
<tr>
<th>kettle</th>
<th>car</th>
<th>circle</th>
<th>catch</th>
</tr>
</thead>
<tbody>
<tr>
<td>these</td>
<td>thank</td>
<td>think</td>
<td>thread</td>
</tr>
<tr>
<td>when</td>
<td>which</td>
<td>whose</td>
<td>where</td>
</tr>
<tr>
<td>church</td>
<td>choir</td>
<td>cheap</td>
<td>chart</td>
</tr>
<tr>
<td>plenty</td>
<td>prince</td>
<td>piano</td>
<td>pneumatic</td>
</tr>
<tr>
<td>number</td>
<td>know</td>
<td>moon</td>
<td>gnaw</td>
</tr>
</tbody>
</table>

**B** In each line, identify the word that has a different **final** consonant sound. Then listen to the recording to check.

1. picked  rubbed  fact  bought
2. dragged  road  dropped  hide
3. cough  safe  roof  of
4. packs  ox  begs  pats
5. lump  chasm  limb  name
6. sock  music  arch  ache

---

**Diagram:**

- A person is thinking about the sounds **kw**, **tr**, and **f**.
Odd one out 2

A. Each line contains either verbs or adjectives ending in <-ed>, or verbs or nouns ending in <-s>. Decide which is the odd one out in terms of the way that the ending is pronounced. Then check your answer with the recording.

Example: seas picks pays digs

1. picked stopped robbed taped
2. wanted shaped estimated congratulated
3. shops digs robs codes
4. judges horses names wishes
5. trapped faked hoped faded
6. wicked picked tricked licked

B. In each line, identify the word that has a different vowel sound.

1. sun son done on
2. make leak break steak
3. cap packed patted waste
4. grave have save cape
5. fool wood look put
6. queue tool group loud
7. give strive five hive
8. cute must muse news
Odd one out 3

How many syllables?
One word in each set has a different number of syllables from the others. Decide which it is, then check with the recording.

Example: lengths if table on

- destiny chocolate computer afterwards
- stopped smashed wanted tried
- Leicester Lester Stratford Manchester
- altogether avocado banana Argentina
- rhythm chasm through thorough

B What stress pattern?
One word in each set has a different stress pattern from the others. Which is it? Check with the recording.

Example: picture o o nature o o capture o o mature o o

- politics dynamic musician historic
- create supply prostate dictate
- teacher refer eager offer
- edit debit submit credit
- Angela Theresa spaghetti banana

The pronunciation of proper names – especially place names – has changed over the years. In many names the final syllable has become very weak, often containing the schwa vowel (see page v) – for example, Oxford, Nottingham, Leicester, Stratford.
Short or long vowels?

Read the following names and decide, from their spelling, if the vowel is **short** or **long**. (If there is more than one vowel, focus on the vowel receiving most stress.) If you are not sure, check the recording.

**Example:**

Mick = short    Susan = long

<table>
<thead>
<tr>
<th>Name</th>
<th>Name</th>
<th>Name</th>
<th>Name</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mick</td>
<td>Susan</td>
<td>Dean</td>
<td>Sammy</td>
<td>Cathy</td>
</tr>
<tr>
<td>Martha</td>
<td>Jane</td>
<td>Luke</td>
<td>Tammy</td>
<td>Rose</td>
</tr>
<tr>
<td>Bert</td>
<td>Muriel</td>
<td>Patty</td>
<td>Pete</td>
<td>Ross</td>
</tr>
<tr>
<td>Ted</td>
<td>David</td>
<td>Becky</td>
<td>Bud</td>
<td>Simon</td>
</tr>
<tr>
<td>Beth</td>
<td>Mike</td>
<td>Mary</td>
<td>Tom</td>
<td>Jean</td>
</tr>
<tr>
<td>Timmy</td>
<td>Joan</td>
<td>Bonnie</td>
<td>Sheila</td>
<td>Bill</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Short vowel sound</th>
<th>Long vowel sound</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Short sound example]</td>
<td>![Long sound example]</td>
</tr>
</tbody>
</table>

The vowel sound is generally **short** if the (written) vowel is followed by:

a) a single consonant: *Bud, Tom, Ted, or*

b) two consonants: *Sammy, Beth, Ross*

The vowel sound is generally **long** if the (written) vowel is followed by:

a) the letter *<r>: Martha, Bert, or*

b) a single consonant followed by a vowel: *Muriel, Pete, David, Simon, or*

c) if the vowel sound is represented by two written vowels:* Dean, Sheila*
Read the following two-syllable words and decide if the stress is on the first or last syllable. Then listen to the recording to see if you are right.

Example: table □ o  elect □ □  cancel □ □
repeat      edit  teacher   surprise
manage     bottle   listen   below
above      under    royal    postpone
allow      collect  limit    vanish
picture    forgive  funny    believe
village    sweeten  prefer    cover
after      lucky    former    local

Most two-syllable nouns have front stress (= stress on the first syllable, □ o). Most two-syllable verbs, by contrast, have end stress (= stress on the last syllable, □ □) except if the second syllable must be weak. (See the Answers for exceptions.)
Test 9 showed that most two-syllable nouns have front stress, and most two-syllable verbs have end stress. Some words, with identical spelling, have **front** stress if used as a **noun**, and **end** stress if used as a **verb**. Listen to these two examples.

The group has just **reCORd**ed a new **REcord**. (record)

**I**Mports have gone up recently. In fact we are **imPORt**ing twice as much as last year. (import)

Now place the following words (which can be either noun or verb) in the box below.

<table>
<thead>
<tr>
<th>repeat</th>
<th>subject</th>
<th>varnish</th>
<th>contrast</th>
<th>rebel</th>
<th>rewrite</th>
</tr>
</thead>
<tbody>
<tr>
<td>damage</td>
<td>escape</td>
<td>answer</td>
<td>increase</td>
<td>present</td>
<td>credit</td>
</tr>
<tr>
<td>debate</td>
<td>object</td>
<td>export</td>
<td>regret</td>
<td>suspect</td>
<td>fiddle</td>
</tr>
<tr>
<td>treasure</td>
<td>reply</td>
<td>replay</td>
<td>produce</td>
<td>account</td>
<td>pervert</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Always □ o</th>
<th>Always o □</th>
<th>□ o when it is a noun □ o □ when it is a verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>varnish</td>
<td>repeat</td>
<td>subject</td>
</tr>
</tbody>
</table>
Weak or strong?

Decide if the underlined words are likely to be in their weak form or their strong form.

Example:

Who did you give the money to?

To my sister.

weak strong

_____ √

√ ___

1 I’d like a cup of coffee.

2 – My sister used to go out with Elvis.

– Not the Elvis!

3 What’s your dress made of?

4 That’s her! Over there!

5 – Do you like jazz?

– Yes, I do.

6 I’m going to study maths and physics, but I’m not sure where.

7 – Who’s that letter from?

– From my parents.

8 I really like rock and roll.

9 – Which did you order? Fish or meat?

– I ordered fish and meat. I’m feeling hungry.

weak strong

____ ______

____ _____

____ _____

____ _____

____ _____

____ _____

The strong form of pronunciation of a word is usually found:

a) When it ends a sequence. What is it made of?

b) When it gives new information or stands alone. Who did Her!

Her!

c) When it contrasts with another word. I gave it to her, not him.
Contrastive stress 1

When we stress a word very strongly (especially when we correct someone) there is usually a very high fall on the most important syllable. Listen to the following:

A. So you were born in the South of England.
B. No, I was born in the NORTH of England.

Did you hear how in A the voice fell gently on the first syllable of England? In B, by contrast, the main stress shifted to North, the word which provided new information, and the fall came from much higher.

Now listen to A, below. Then read the prompts for B, and work out B’s response. Say your response aloud, then listen to the recording to check.

Example:

A. Here’s the cheese sandwich you wanted.
B. / that’s wrong / ordered / meat sandwich /
→ That’s wrong. I ordered a MEAT sandwich.

1. A. OK, that’s two white coffees.
B. / No / always drink / black coffee /

2. A. So, your daughter sells clothes.
B. / No / daughter / makes clothes /

3. A. I used to live in the South of France, like you.
B. / No / used to live / South / Italy /

4. A. Would you like some potato soup for lunch later on?
B. / prefer / fish soup / if that’s OK /

5. A. You’re a computer operator, I understand.
B. / No / computer programmer /
A. Did you buy that cotton shirt you were looking at?
B. / No / silk shirt / instead

A. Would you like to sit outside?
B. / prefer / sit / inside / if possible.

8. A. Do you fancy fish and chips?
B. / rather have / chicken and chips /

9. A. So your mother’s Welsh.
B. / No / father / Welsh /

10. A. Let’s meet at half past ten.
B. / rather meet / quarter / ten /

A. So your partner is John Smith.
B. / No / partner / Jane Smith /

A. So your son’s going to play for Manchester City.
B. / No, he’s / play for / Manchester United /

13. A. So your son’s going to play for Leeds United.
B. / No, he’s / play for / Manchester United /

14. A. Let’s meet at quarter past nine.
B. / think / better meet / quarter to /
Listen to the following sentence beginnings and underline a, b, c or d to show how you think each sentence will continue. Then check with the recording.

**Example:**

I didn't paint the house YESterday ...

a) ... I CLEANED it.
b) ... LINDa did.
c) ... I did it on SATurday.
d) ... I painted the GARage.

Joe didn't buy the house in nineteen ninety-six ...

a) ... that's when he SOLD it.
b) ... it was nineteen EIGHty-six.
c) ... it was his BROther.
d) ... it was nineteen ninety-FIVE.

I didn't paint the house yesterday ...

a) ... I CLEANED it.
b) ... LINDa did.
c) ... I did it on SATurday.
d) ... I painted the GARage.

Joe didn't buy the house in nineteen ninety-six ...

a) ... that's when he SOLD it.
b) ... it was nineteen EIGHty-six.
c) ... it was his BROther.
d) ... it was nineteen ninety-FIVE.
I didn’t paint the house yesterday ...

a) ... I CLEANED it.

b) ... LI普通话 did.

c) ... I did it on S普通话d.

d) ... I painted the GA普通话e.

Joe didn’t buy the house in nineteen ninety-six ...

a) ... that’s when he SOLD it.

b) ... it was nineteen EIGHTy-six.

c) ... it was his BROIDer.

d) ... it was nineteen ninety-FIVE.

I didn’t paint the house yesterday ...

a) ... I CLEANED it.

b) ... LI普通话 did.

c) ... I did it on S普通话d.

d) ... I painted the GA普通话e.

Joe didn’t buy the house in nineteen ninety-six ...

a) ... that’s when he SOLD it.

b) ... it was nineteen EIGHTy-six.

c) ... it was his BROIDer

d) ... it was nineteen ninety-FIVE.

We normally contrast words of the same grammatical type. For example, the time adverb yesterday contrasts with Saturday.
Predicting contrastive stress

In each of these sentences some words are contrasted and will be heavily stressed. Read the sentences and underline the syllables that you predict will be heavily stressed. Then listen to the recording to see if you are right.

Example:  I don’t know \underline{JANE} Smith, but I \underline{do} know her \underline{husband} \underline{JOHN} Smith.

1  I’ve got one sister, and my wife has two sisters.

2  I didn’t say we’d meet at quarter to six; I said quarter past six!

3  My sister was born in 1959, and my wife in 1969.

4  Joe lives in North America, and Pablo in South America.

5  Diesel engines cause more pollution than petrol engines.

6  I’ve never been to South America, but I have been to South Africa.

7  My grandfather was born in 1904; and my grandmother was born in 1905.

8  He served not only in the First World War, but also in the Second World War.

9  Don’t let’s go on the 21st; let’s make it the 28th.

10 I don’t live in the outskirts of London; I live right in the centre of London.

It is important not just to know which syllables are to be stressed, but where they are: you should also try to imitate the intonation. So fall-rise ( Falling tone) and where there is a straight fall (Falling tone).
Changing sounds 1
Elision

In normal, fast spoken English, certain sounds may disappear. Listen to the following sentences and spot the times when the sounds /t/ or /d/ may disappear.

Example:  Let's face the facts. This company is going busy quickly.

1. My landlady bought a new handbag the other day.
2. The first girl earned twenty pounds.
3. The second boy waited for half an hour.
4. I don’t know when they finished work yesterday.
5. I don’t like fast food as a rule.
6. It was a perfect afternoon, perfectly marvellous.
7. Raise both your hands slowly into the air.
8. I watch TV most evenings; in fact I watched for five hours last night.

This disappearance of sounds is known as elision; the sounds are elided. The two sounds /t/ and /d/ are frequently elided, especially when they are found between two other consonants. So:
• we will hear the /t/ in fact, but not in facts, and
• we will hear the /d/ in land, but not in landlady.
This means even negative /t/, and the final /d/ or /t/ in past tenses and passives, may disappear:
• I don’t know.
• I watch(ed) TV last night.
Changing sounds 2
Assimilation

In normal, fast speech some consonant sounds may change so that we can pass easily from one word to another.

Example: /n/  
ten boys  sounds like  ten boys

ten girls  sounds like  teng girls

Read the following sentences and try to spot the consonants which are likely to change when spoken fast. Then check with the recording.

1. Make sure everything’s in place, in case they arrive early.
2. Instead of taking the bus, let’s walk through Green Park and Hyde Park.
3. That’s the third person I’ve seen wearing a red coat this morning.
4. Would you prefer eggs and bacon or sausages and mashed potatoes?
5. I spend half the year in Paris and the rest in Berlin.
6. The only thing I keep in my handbag is a purse and a handkerchief.

This type of change of sound is known as assimilation. In the examples we see how /n/ may change to /m/ (in front of /m/, /p/, /b/ and /w/) or to /ŋ/ (in front of /k/ and /g/). But other consonants may also change. In the test you will hear that /d/ becomes /b/ or /ɡ/ depending on the following sound.
Changing sounds 3
Elision and assimilation

In the following sentences, the words in **bold** show how certain words or phrases sound in ordinary, fast speech. Work out how they should really be written.

**Example:** A Hollywood studio wants to film my **scream-play**!

= screenplay

1. Tonight there are likely to be some **miss patches** in the North.
2. The **pry minister** is due to visit Russia within the next few weeks.
3. Careful on that street. There’s a **lot of bag guys** there.
4. The **neck strain** will be arriving at platform 2 in five minutes.
5. I wooden **chews** that one if I were you.
6. I’m not hungry. I’ll just have a **letter salad**, I think.
7. I really ought to buy some new **close**.
8. He was blown up by a **lamb-mine**.
9. There were **sick students** waiting for the teacher.
10. You shouldn’t stay under a **sum-bed** too long or you’ll **burn**.
11. The prisoner was taken away wearing **hang-cuffs**.
12. Their goods were kept in **coal storage** for months.
13. No, I don’t want a burger. I don’t like **farce food**.
14. I’m not really a **cap person**. I much prefer dogs.
15. I think England last won the **Whirl Cup** over 30 years ago.
16. We’d better **face the fax**. They’re not going to accept our offer.
17. We’ve got to go ahead. Now’s not the time to get **coal feet**.
18. Hey, **mine the gap**! It’s really wide on this platform.
19. Sorry, this is a private party. If you’re not on the **guess list** you can’t get in.
20. The defendant pleaded **knock guilty**.
21. Can you lend me **sick squid** till Friday?
22. There were **ache girls** and **ape boys** at the party.
23. (Of course, these things only happen in **farce peach**.)
Pausing, stress and intonation

What are these people saying? Listen to the recording, and decide which sequence comes first.

Example:  a) I'm going to.  (2)  
           b) I'm going, too.  (1)

1  a) I'm afraid they can't.  
    b) I'm afraid. They can't.

2  a) I don't. No.  
    b) I don't know.

3  a) I don't know, John.  
    b) I don't know John.

4  a) My aunt who lives in Leeds is coming for Christmas.  
    b) My aunt, who lives in Leeds, is coming for Christmas.

5  a) I met the chief Executive (Mary Smith) and the Company Secretary. (= 2 people)  
    b) I met the Chief Executive, Mary Smith, and the Company Secretary. (= 3 people)

6  a) I bought them for dogs.  
    b) I bought them four dogs.

7  a) – What should I do? – Obey Angela.  
    b) – What should I do? – Obey, Angela.

8  a) 'Joe', said the boss, 'is stupid.'  
    b) Joe said the boss is stupid.

9  a) I'm going to see Uncle Ken.  
    b) I'm going to sea, Uncle Ken.
Identifying vowel sounds

Place the following words in the grids according to their vowel sound.


Short vowel sounds

<table>
<thead>
<tr>
<th>pit</th>
<th>pit</th>
<th>pat</th>
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<th>pet</th>
<th>putt</th>
<th>pat</th>
<th>pot</th>
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</table>

Long vowel sounds

<table>
<thead>
<tr>
<th>peat</th>
<th>pi:t</th>
<th>pert</th>
<th>pæ:t</th>
<th>part</th>
<th>pa:t</th>
<th>port</th>
<th>pɔ:t</th>
<th>boot</th>
<th>bu:t</th>
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</thead>
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</table>
In conversation, the emphasis shifts as new, important words come in. The new words are highlighted. Listen to these examples, and compare them.

1) A. Where did you go in the summer?        B. The South of FRANCE.
2) A. Which part of France do you prefer?    B. The SOUTH of France.

Now read the following conversations aloud. Predict which is the most important syllable of the most important word in each sentence. Underline that syllable. Then listen to the recording.

Example: – I fancy seeing a **film**.

– What **kind** of film?
– Oh, **any** kind of film.
– How about a **comedy**?
– I can’t **stand** comedies. I’d rather see an **action** movie.

– Where did you put the potatoes?
– Where do you think I put the potatoes? There’s only one place to put them!
– Well, I can’t find them!
– They’re in the cupboard.
– But I’ve looked in the cupboard.
– You can’t have looked in the cupboard.
– Well, I have.
– Sorry ... they’re still in the shopping bag.
- Where are you spending your holidays?
- In France.
- Where in France?
- The south.
- I've never been to the south of France. But I've lived in the south of Spain.
- Where exactly in the south?
- In Seville.
- That's a coincidence. My daughter lives in Seville!
- Which of your daughters?
- Susan, my eldest daughter.
- What's she doing there?
- Working as a teacher. An English teacher.
Stress in phrases and compound nouns

Listen to the following two sentences:

a) I was born in that green HOUSE. (phrase)
b) We grow our tomatoes in that GREENhouse. (compound noun)

In (a), the words green and house form a phrase, and mean something different from the compound noun greenhouse in (b).

Now read the following sentences and decide if the words underlined are phrases or compound nouns. Then check by listening to the recording.

1. I went to the shopping centre to buy myself a couple of cotton shirts.
2. I think I’ve left my car keys in my handbag.
3. Would you prefer to visit the White House or Buckingham Palace?
4. We live in Cambridge Avenue, which is just off the High Street.
5. They own a cotton factory and several steel mills in South America.
6. Did you order a cheese sandwich and some orange juice?

a) green HOUSE
   • means ‘a house which is green’
   • is a phrase
   • main stress on last element
   • the last element may be tonic (= the main syllable may change pitch)

b) GREENhouse
   • means ‘a place for growing plants’
   • is a compound noun
   • main stress on first element
   • the first element may be tonic

Place names, such as Oxford Circus, Waterloo Bridge, Paddington Station, Lexington Avenue, New York, Piccadilly Circus, etc., are usually phrases. The one exception is when the last element is Street (Oxford Street, for example), in which case they are compounds.
22 Sentence stress and tonic syllables

Listen to the recording of the following sentences, then show

a) the stressed syllables, by underlining;
b) the tonic syllables, by double underlining.

Example: I’m going to town to buy some fruit and vegetables.

I always visit my parents in the summer.

Do you fancy a cup of coffee?


Remind me to pick the children up from school at four o’clock.

I don’t know John Smith, but I know his sister Jane Smith.

I think we’ll eat in the dining-room, for a change.

I’d like to speak to Thomas, if he’s in.

Susie suggested we meet at the station.

Conrad composed a concerto for trumpet.

What’s that shirt made of?

A tonic syllable is not just stressed. It also involves a change of pitch. If no stressed syllable in a tone group is more important than any other, then the tonic syllable is found in the last stressed word (vegetables, in the example).
Grouping rhyming words 1

Place these words in the grids according to how they rhyme.


<table>
<thead>
<tr>
<th>/iːn/</th>
<th>/eɪn/</th>
<th>/eɪt/</th>
<th>/ɔː/</th>
<th>/æɪn/</th>
</tr>
</thead>
<tbody>
<tr>
<td>seen</td>
<td>main</td>
<td>hate</td>
<td>law</td>
<td>wine</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>/ænd/</th>
<th>/ɜːt/</th>
<th>/ɜːl/</th>
<th>/ɔːk/</th>
<th>/aɪt/</th>
</tr>
</thead>
<tbody>
<tr>
<td>band</td>
<td>dirt</td>
<td>girl</td>
<td>fork</td>
<td>white</td>
</tr>
</tbody>
</table>

Words which rhyme always have the same vowel sound in the main stressed syllable, e.g. show and go; sea and tree - here the words end with the vowel sound. Words also rhyme if the rhyming vowel sound is followed by the same consonant sound, e.g. long and wrong; rose and suppose - or by a number of sounds: fact and packed; ending and bending.

Some difficult words? - read the tip for Test 24.
Grouping rhyming words 2

Place these words in the grids according to how they rhyme.


<table>
<thead>
<tr>
<th>/əʊn/</th>
<th>/u:/</th>
<th>/ɜ:/</th>
<th>/ɔːt/</th>
<th>/iːst/</th>
</tr>
</thead>
<tbody>
<tr>
<td>phone</td>
<td>who</td>
<td>sir</td>
<td>court</td>
<td>east</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>/ɜːk/</th>
<th>/eɪk/</th>
<th>/ɪst/</th>
<th>/ækt/</th>
<th>/ɒf/</th>
</tr>
</thead>
<tbody>
<tr>
<td>work</td>
<td>make</td>
<td>mist</td>
<td>pact</td>
<td>soft</td>
</tr>
</tbody>
</table>

Tests 23 to 25 contain words that you may not know – but you don’t need to know the meanings, and you can look them up in a dictionary afterwards if you want to. The aim of these tests is to help you predict the pronunciation of words you don’t know, by looking at their spelling.
Place these words in the grids according to how they rhyme.


<table>
<thead>
<tr>
<th>/ɔːd/</th>
<th>/ɔːd/</th>
<th>/ɑːm/</th>
<th>/ɑːd/</th>
<th>/eɪd/</th>
</tr>
</thead>
<tbody>
<tr>
<td>word</td>
<td>board</td>
<td>farm</td>
<td>card</td>
<td>shade</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>/æks/</th>
<th>/ɜːm/</th>
<th>/uːn/</th>
<th>/uːm/</th>
<th>/ɔːs/</th>
</tr>
</thead>
<tbody>
<tr>
<td>axe</td>
<td>germ</td>
<td>June</td>
<td>loom</td>
<td>Morse</td>
</tr>
</tbody>
</table>
Predicting pronunciation and spelling 1

Here are twelve pairs of rhyming words. In each case, one has an expected spelling for the particular sound and one has not. Choose which is the more predictable spelling.

**Example:** cheque  neck  
(compare neck with peck, deck, wreck, speck and so on)

<table>
<thead>
<tr>
<th>droop</th>
<th>soup</th>
<th>5</th>
<th>rich</th>
<th>stitch</th>
<th>9</th>
<th>file</th>
<th>style</th>
</tr>
</thead>
<tbody>
<tr>
<td>mash</td>
<td>cache</td>
<td>6</td>
<td>chest</td>
<td>breast</td>
<td>10</td>
<td>taste</td>
<td>waist</td>
</tr>
<tr>
<td>steak</td>
<td>make</td>
<td>7</td>
<td>wand</td>
<td>bond</td>
<td>11</td>
<td>worm</td>
<td>squirm</td>
</tr>
<tr>
<td>moon</td>
<td>prune</td>
<td>8</td>
<td>blood</td>
<td>mud</td>
<td>12</td>
<td>tomb</td>
<td>loom</td>
</tr>
</tbody>
</table>

And here are some pairs of words which look as though they should rhyme, but don’t. Choose the one which has the more predictable relationship between pronunciation and spelling.

<table>
<thead>
<tr>
<th>cut</th>
<th>put</th>
<th>5</th>
<th>bear</th>
<th>fear</th>
<th>9</th>
<th>call</th>
<th>shall</th>
</tr>
</thead>
<tbody>
<tr>
<td>warm</td>
<td>charm</td>
<td>6</td>
<td>cork</td>
<td>work</td>
<td>10</td>
<td>word</td>
<td>lord</td>
</tr>
<tr>
<td>worm</td>
<td>storm</td>
<td>7</td>
<td>wart</td>
<td>dart</td>
<td>11</td>
<td>dome</td>
<td>some</td>
</tr>
<tr>
<td>boot</td>
<td>foot</td>
<td>8</td>
<td>said</td>
<td>maid</td>
<td>12</td>
<td>want</td>
<td>pant</td>
</tr>
</tbody>
</table>

Many people think that English spelling is completely illogical. And yet the pronunciation of about 95% of all words is predictable from the spelling.
Predicting pronunciation and spelling 2

A In this section the spelling is 100% predictable from the pronunciation. Listen to the recording and write these individual words down.

1 ______ 5 _______ 9 _______ 13 _______
2 ______ 6 _______ 10 _______ 14 _______
3 ______ 7 _______ 11 _______ 15 _______
4 ______ 8 _______ 12 _______ 16 _______

B Now see if you can read the following words aloud before you listen to them on the recording. Remember that the pronunciation is still predictable from the spelling.

1 scoop 5 patched 9 puddle 13 shun
2 muted 6 rotter 10 stutter 14 candle
3 glitch 7 hugged 11 handy 15 rumbled
4 spine 8 treck 12 budge 16 trash

C Now do the same with the following nonsense words.

1 flape 5 snork 9 frake 13 spump
2 spline 6 preck 10 drumble 14 flinge
3 smotted 7 glumpy 11 duddle 15 chinker
4 gatter 8 chandy 12 shunker 16 strended

It doesn’t matter if you don’t know what the words in A and B mean; you can always check them in a dictionary afterwards. Don’t look in a dictionary for the nonsense words in C.
Find the rhymes 1

Here are some very short, two-line poems, but the rhyming words are missing. Try to guess the missing words which complete each poem. If you can't think of any, choose them from the list. (The list contains some words which rhyme, but which do not make sense in the poems.)

'It's always ________
Down on the ________'

'You haven't ________
A single ________'

'I think you ________
To leave the ________'

'She's learned to ________
In just a ________'

'I like a ________
Last thing at ________'

bake / bird / bite / bought / byte / calm / caught / charm / court / farm /
feel / fight / harm / heard / herd / leak / leek / light / like / listened /
meal / might / night / ought / right / should / sight / speak / spoken /
talk / taught / token / walk / weak / week / wood / word / work
Word stress 3
Primary and secondary stress

Look at the grid below while you listen to the words on the recording. Then listen again and say the words at the same time as you hear them, giving special emphasis to the stressed syllables.

<table>
<thead>
<tr>
<th>weak stress</th>
<th>SECONDARY STRESS</th>
<th>weak stress</th>
<th>PRIMARY STRESS</th>
<th>weak stress</th>
<th>weak stress</th>
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</table>

Now look at the words below and see if you can place each word in the grid opposite, according to its stress pattern. Use the recording to check.

In two-syllable words, a syllable is either strong or weak (see Tests 9 and 10). But in some three-syllable words, and in most words of four syllables or more, there are two stressed syllables: one carries primary (or main) stress, the other secondary stress.
Find the rhymes 2

Here are some very short, two-line poems, but the rhyming words are missing. Try to guess the missing words which complete each poem. If you can’t think of any, choose them from the list. (The list contains some words which rhyme, but which do not make sense in the poems.)

1. ‘This shirt you _______
   Is rather _______

2. ‘I think I’ll _______
   A pound of _______

3. ‘He learned to _______
   In just one _______

4. ‘It’s not too _______
   To lose some _______

   ‘I wish the _______
   Would make less _______

bought / boys / buy / by / caught / day / height / kids / late / light / mate / meat / meet / night / noise / play / poem / read / reed / right / shake / short / soon / sound / steak / take / toys / wait / weigh / weight / write
31 Spot the homophones 1

Homophones are words (or combinations of words) which sound the same, but are spelled differently and have different meanings: e.g. meet and meat, seen and scene. Find the pairs of homophones hidden in the list below.

side / balls / bear / bowled / cue / ducked / fort /
work / grate / hair / hare / bales / week / dally /
bald / hold / fought / weekly / stoke / walk /
missed / air / pure / packed / pear / pore / where /
pour / duct / bore / seam / quiet / sought / please /
shake / wade / sheikh / pleas / weakly / bold / past /
sighed / piece / mist / wear / seem / sight / slay /
wake / win / steak / stalk / stroke / stork / daily /
stake / weak / bare / holed / wine / pact / bawls /
passed / wane / queue / great / heir / pair / whine /
grant / sleigh / same / weighed / site / peace

A pair of pears

Some of these words do not form pairs of homophones.
32 Spot the homophones 2

This is like Test 31, but with two differences.

a) There are some examples of one word sounding like a combination of words (e.g. heed and he’d), and

b) sometimes three words (or combinations of words) sound exactly the same, e.g. I’ll, isle and aisle.

isle / bard / beer / bored / caught / night /
pale / cawed / chord / sly / died / dyer / cored /
dough / flawed / toed / pear / meal / floored /
teas / knew / heard / soar / heal / lacks / lax /
male / steer / we’ll / maize / might / slay /
deal / stair / mite / breaks / knight / towed /
dire / knit / weight / herd / seam / aisle / he’ll /
nit / tees / new / pail / bier / board / barred /
pare / doe / pair / rain / court / bared / dyed /
heal / reign / saw / mail / sore / I’ll / seem /
maze / sleigh / stare / tease / toad / wait / wheel

Some of these words do not form pairs of homophones.
Spot the homophones 3

In the following conversation a large number of words have been replaced by homophones. Spot where they have been used and decide how the words should be written.

- Lousy whether we’ve been having recently. (= Lousy weather...)
- We haven’t been having much son, that’s for shore. I got court in the reign this mourning and got wet threw.
- Me two. And how about that cold missed first thing? I went out bear-headed to get sum fire-would and haven’t bean warm since. And my hands got quite saw as well. Really roar, they feel.
- I no watcher mean. I always get aches and panes in the winter. Anyway, weir off to get some son necks tweak. Weave booked a few daze in Singerpoor.
- Yes, I herd you had. Lucky yew! Still, I shouldn’t mown. We flue to Florida last cheer, witch was really nice, and it’s only fore weeks till we visit my sun and daughter-in-lore in Roam. Haven’t scene them for rages. We only maid the booking yesterday, threw the internet. Mary’s already pact; she can’t weight.
- Well, tell her she won’t knead her fir coat any weigh.
- Rite. Oh Kay. Aisle sea you later.
- Buy. See ewe a round.
A Spoonerism is one sort of mistake in pronunciation, where the consonant sounds at the start of two words (or a group of words) are swapped.

**Examples:** You have tasted a whole worm. (= You have wasted a whole term.)

a blushing crow (= a crushing blow)

The following text is full of Spoonerisms (shown in **bold**). See if you can work out how the words should be written.

Sunday morning ...

We live in an old bread rick house in Sussex. The heather's been really what the last month or so. In fact we've never known such hummer seat. Most mornings there's a might list at first, but that clears away quickly, leaving a fine dunny say. But some mornings have started with a fence dog.

Anyway, when I mow cup this warning I was expecting another lovely dot hummer say. But when I looked outside I saw that it was roaring with pain, and it felt so cold that I decided to fight a liar. Then I spent a happy twenty minutes in the bath beading a rook. My life win prefers to shake a tower, but I always like to toke in a hot sub.

After breakfast I chord myself a final pup of coffee, then settled back to mead yesterday's rail, which I'd been too busy to deal with. There was a stole hack of monk jail, as usual, but I was pleased to pet a ghost-card from my dumb and mad, who were spending a few rays in Dome.

It was rhyme to get teddy for church, so I put on my best toot and sigh with black Susan shocks while Lyn decided to wear the silly pink fruit she'd bought at the Harrods' sale.

Unfortunately, when I tried to cart the star I found that I had a bat flattery. Luckily, my next poor neighbour Denny helped me out, and we were soon on the road.

Remember that Spoonerisms affect **sounds**.

Spoonерisms are named after the Reverend William Spooner (1844–1930), a Cambridge academic who often used to make this kind of mistake. The first example at the top of the page is something he once said.
35 Using phonemic script 1

Write, in normal script, the names of these cities. (See page vi.)

\begin{tabular}{llll}
\textit{\'l\text{\textacuted{o}}nd\text{\textae}n} & ber\text{\textacuted{(d)}\text{\textae}}n & \text{\textit{\textae}ris} \\
\textit{\textit{L}ondon} & \text{\textae}uk\text{\textae}n & \text{\textit{\textae}m\text{\textae}nt\text{\textae}st\text{\textae}}n \\
\textit{\textit{\textae}um} & hel\text{\textae}n\text{\textae}k & \text{\textit{\textae}nu: \textit{\textae}k} \\
\textit{\textit{\textae}ma} & \text{\textit{\textae}l\text{\textae}\textit{\textae}l\text{\textae}n} & \text{\textit{\textae}l\text{\textae}g\text{\textae}rd} \\
\textit{\textit{\textae}d\text{\textae}d\text{\textae}f} & \text{\textit{\textae}r\text{\textae}it\text{\textae}n} & \text{\textit{\textae}l\text{\textae}s \text{\textit{\textae}nd\text{\textae}\textit{\textae}li\text{\textae}z} \\
\textit{\textit{\textae}\text{\textae}d\text{\textae}\text{\textae}d\text{\textae}d} & \text{\textit{\textae}\text{\textae}\text{\textae}h} & \text{'\textit{\textae}l\text{\textae}s \text{\textae}l\text{\textae}s} \\
\textit{\textit{\textae}\text{\textae}\text{\textae}f\text{\textae}nt\text{\textae}n\text{\textae}n} & \text{\textit{\textae}\text{\textae}l\text{\textae}s} & \text{\textit{\textae}lin} \\
\textit{\textit{\textae}\text{\textae}m\text{\textae}t\text{\textae}n\text{\textae}u} & \text{\textit{\textae}\text{\textae}s\text{\textae}l\text{\textae}s} & \text{\textit{\textae}\text{\textae}n\text{\textae}\text{\textae}s} \\
\end{tabular}

\textbf{Note:}

The small vertical line (') in a phonetic transcription shows the main stressed syllable within the word. The mark always appears before the stressed syllable, as in:

\textit{\textit{\textae}d\text{\textae}d\text{\textae}d\text{\textae}f \text{\textae}m\text{\textae}d\text{\textae}d\text{\textae}d \text{\textit{\textae}t\text{\textae}n\text{\textae}u} \text{\textit{\textae}l\text{\textae}l\text{\textae}n}}

The small vertical line at the bottom of the line (,) shows a secondary stress, as in:

\text{\textit{\textae}nu: \textit{\textae}k \text{\textae}l\text{\textae}s \text{\textit{\textae}nd\text{\textae}\textit{\textae}li\text{\textae}z}}

See Test 29 for main (primary) stress and secondary stress.
Here are some names of cities and countries. Write them all in phonemic script, using the symbols from Test 35.

<table>
<thead>
<tr>
<th>Prague</th>
<th>Lisbon</th>
<th>Dublin</th>
</tr>
</thead>
<tbody>
<tr>
<td>/præɡ/</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brussels</td>
<td>Hungary</td>
<td>Moscow</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hamburg</td>
<td>Geneva</td>
<td>Japan</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brazil</td>
<td>Thailand</td>
<td>Germany</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wales</td>
<td>England</td>
<td>Scotland</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bangkok</td>
<td>Italy</td>
<td>Korea</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>China</td>
<td>Manila</td>
<td>Amsterdam</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jakarta</td>
<td>Greece</td>
<td>Turkey</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Some of the names have alternative pronunciations:

1) The weak syllable of Thailand and Korea can have either schwa or another sound.

2) Schwa itself may disappear. In Brighton and Italy, this is because final /n/ and /t/ may be 'syllabic consonants', with no vowel needed. In the case of Hungary the /g/ and /t/ need no vowel between, which means it can sound like hungry, especially when we speak fast.

3) In the case of Amsterdam there is an optional /p/ sound, as well as two possible stress patterns.
Correcting mistakes 1

You will hear several sentences describing each picture. But each sentence contains a mistake which you have to correct. Use the form of contrastive stress shown in Tests 12 to 14. The start of each correction is given.

Picture 1
a) No, there's a CAT on the table.
b) No, it's ...
c) No, it's ...
d) No, it's ...

Picture 2
a) No, she's ...
b) No, he's ...
c) No, she's ...
d) No, he ...
Picture 3
a) No, she's ...
b) No, he's ...
c) No, she's ...
d) No, he's ...

Picture 4
a) No, there are ...
b) No, it's ...
c) No, they're ...
d) No, she's ...
Correcting mistakes 2
Two-part correction

Look at the example below, then listen to the recording to see why we call this a ‘two-part’ correction.

Text  The Globe Theatre is on the South Bank of the river Thames.

Recording  The Globe Theatre is on the North Bank of the river Thames.

Correction  Not the \textit{\textbf{NORTH}} Bank; the \textit{\textbf{SOUTH}} Bank.

Now read this tourist information about London. Then listen to the recording, where each statement has a mistake in it. Say your correction aloud after each statement, and listen to the correction on the recording.

The two most important parts of London, the West End and the City, are on the North Bank of the river Thames. The City, originally founded by the Romans, is the financial centre, where you will find most banks, insurance firms and trading companies. Until the 1950s, the tallest building in the City was Saint Paul's Cathedral, rebuilt after the Great Fire of 1666. But now the City is full of much taller buildings, often the headquarters of financial institutions.

The West End is full of shops, theatres, cinemas and restaurants. Most department stores are found in Oxford Street, while the largest toy shop in Britain, Hamleys, is in Regent Street, just south of Oxford Circus. Westminster is famous for the Houses of Parliament and Westminster Abbey, where the kings and queens of England are crowned. And the West End is where you will find several great museums and galleries, including the British Museum and the National Gallery.

More and more tourists are beginning to visit the South Bank, especially the cultural centre near Waterloo Bridge: this includes the National Theatre, with its three stages; the National Film Theatre; and three concert halls, the largest of which is the Royal Festival Hall. If you walk farther east along the riverside you will come to Tate Modern (the modern art building opposite Saint Paul's, converted from a power station) and the Globe Theatre, a reconstruction of the theatre where many of Shakespeare's plays were originally performed in the early seventeenth century.

There is a \textit{\textbf{fall-rise}} in the first part of the correction – where we are \textit{\textbf{referring}} to what has been said. There is a \textit{\textbf{fall}} in the second part – where we are giving the new, correct information.
Odd one out 4

Each line contains three words that rhyme and one word that doesn't. Choose the odd one out.

Example: steel peal stale peel

<table>
<thead>
<tr>
<th></th>
<th>Bert</th>
<th>Curt</th>
<th>shirt</th>
<th>Bart</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>coot</td>
<td>loot</td>
<td>soot</td>
<td>shoot</td>
</tr>
<tr>
<td>3</td>
<td>relate</td>
<td>fete</td>
<td>weight</td>
<td>height</td>
</tr>
<tr>
<td>4</td>
<td>spook</td>
<td>took</td>
<td>look</td>
<td>rook</td>
</tr>
<tr>
<td>5</td>
<td>food</td>
<td>mood</td>
<td>brewed</td>
<td>good</td>
</tr>
<tr>
<td>6</td>
<td>sewed</td>
<td>glued</td>
<td>chewed</td>
<td>nude</td>
</tr>
<tr>
<td>7</td>
<td>jerk</td>
<td>clerk</td>
<td>work</td>
<td>shirk</td>
</tr>
<tr>
<td>8</td>
<td>pact</td>
<td>backed</td>
<td>baked</td>
<td>fact</td>
</tr>
<tr>
<td>9</td>
<td>scene</td>
<td>sign</td>
<td>mean</td>
<td>convene</td>
</tr>
<tr>
<td>10</td>
<td>laze</td>
<td>phase</td>
<td>days</td>
<td>size</td>
</tr>
<tr>
<td>11</td>
<td>peak</td>
<td>steak</td>
<td>leak</td>
<td>cheek</td>
</tr>
<tr>
<td>12</td>
<td>soot</td>
<td>cut</td>
<td>put</td>
<td>foot</td>
</tr>
<tr>
<td>13</td>
<td>height</td>
<td>tight</td>
<td>weight</td>
<td>might</td>
</tr>
<tr>
<td>14</td>
<td>stalk</td>
<td>work</td>
<td>fork</td>
<td>cork</td>
</tr>
<tr>
<td>15</td>
<td>quite</td>
<td>night</td>
<td>lied</td>
<td>light</td>
</tr>
<tr>
<td>16</td>
<td>clear</td>
<td>bear</td>
<td>hare</td>
<td>fair</td>
</tr>
<tr>
<td>17</td>
<td>barred</td>
<td>bared</td>
<td>hard</td>
<td>yard</td>
</tr>
<tr>
<td>18</td>
<td>duke</td>
<td>spook</td>
<td>look</td>
<td>Luke</td>
</tr>
<tr>
<td>19</td>
<td>taught</td>
<td>court</td>
<td>snort</td>
<td>coughed</td>
</tr>
<tr>
<td>20</td>
<td>prised</td>
<td>missed</td>
<td>fist</td>
<td>kissed</td>
</tr>
</tbody>
</table>
A single word may have the same stress pattern as a phrase or group of words.

**Example:**

- introduce
- rock and roll
- amplification
- go to the station

Match the stress pattern of the numbered words with that of the phrases below. Write the matching number above each phrase.

1. after
2. supply
3. afterwards
4. introduce
5. departure
6. introduction
7. biologist

8. modification
9. disability
10. pronunciation
11. confusability
12. parapsychology
13. legitimization
14. inconceivability

- on the table / a bird / an editor / half a pound /
- sometimes I dream of it / above it / try to prevent it /
- look around you / I hope they’ll be coming / try some /
- a lot of them / Jane’s the type to manage it / help me /
- far from the exit / all of them / the earth / buy an envelope /
- the plane for London / under it / a bag of artichokes /
- fish and chips / after the accident / a picture / the last of the apples /
- the road to Manchester / a load of nonsense /
- down the road to Manchester / come on Saturday
Look at the following pairs of words and decide:

a) where the main stress is in the first word;
b) if it stays on the same syllable in the second word, or moves.

Example: The verb *support* has stress on the last syllable: ○ □
The noun *supporter* keeps the stress in the same place: ○ □ ○
The verb *concentrate* has stress on the first syllable: □ ○ ○
But in *concentration* the main stress moves forward: □ ○ □ ○

1. photograph → photography
2. estimate → estimation
3. consult → consultant
4. refer → referral
5. physic → physician
6. refuge → refugee
7. capable → capability
8. nation → national
9. consult → consultancy
10. ideal → idealist
11. compute → computer
12. astronomy → astronomical
13. photography → photographer
14. sentiment → sentimental
15. approve → approval
When you add an extra syllable to two-syllable verbs (to turn them into nouns or adjectives), the stress stays on the same syllable:

- arrive → arrival
- credit → creditor
- depart → departure
- manage → manager
- conform → conformist
A parenthesis is a phrase that can be removed from the middle of a sentence without changing the main idea, and leaving the sentence still grammatical.


The following sentences contain parentheses but they have no punctuation. First, read them silently, to find the parentheses. Then read them aloud. Check by listening to the recording. Careful! – some sentences contain more than one parenthesis.

- Nick Hornby's first novel High Fidelity was made into a successful film.

- Westminster Abbey just opposite the Houses of Parliament is as you probably know where every Coronation takes place.

- The Beatles John Lennon Paul McCartney George Harrison and Ringo Starr all came from Liverpool.

- Jane Austen 1775–1817 was the author of a number of well-loved English novels.

- Manchester United founded in 1902 is the most successful of all British football clubs.

- The US presidential election unfortunately was so close that it took several weeks before the winner was announced.

- Leeds almost halfway between London and Edinburgh is a good place to break your journey north.

- The Sydney Olympic Games it was generally felt were a great success.
Queeen Elizabeth the elder daughter of King George VI married Philip in 1947.

Queeen Elizabeth the elder daughter of King George VI married Philip son of Prince Andrew of Greece and created Duke of Edinburgh in 1947.

In speech, a parenthesis is marked by: a slight pause, a slight drop in pitch when the parenthesis starts, a rise at the end of the parenthesis, another slight pause, then a jump up in pitch when the main sentence starts again.

In writing, a parenthesis is marked by commas (as in the first example), or by brackets, or dashes:

- My sister (the one who lives in Florida) is visiting us next week.
  My sister is visiting us next week.
- Pronunciation — I strongly believe — is neglected in language teaching.
  Pronunciation is neglected in language teaching.

If the parenthesis has commas within it, use brackets or dashes to mark the parenthesis:

- Our four children — Jo, Anna, Sam and Lisa — all want to take part.
Rhythmic shift in stress

Look at the following sentences. Underline the syllable that takes the main stress in the words or phrases printed in italic. Check with the recording.

Examples: The performance was really first-rate.
She runs a first-rate business

1. I always like working outdoors. I’m really lucky to have found an outdoor job.
2. Put the TV on. We’ll be just in time for the ten o’clock news.
3. As I novelist I’d say he is first-rate. But he’s really a second-rate poet.
5. I live in Piccadilly, near Piccadilly Circus.
6. I really hate over-cooked vegetables.
7. They always wear really up-to-date clothes.
8. You can take a boat upstream from Greenwich to Westminster.
9. Your food will be stone-cold if you don’t eat it now.
10. – Haven’t you heard of her? She’s a really well-known writer.
   – She can’t be that well-known if I haven’t heard of her.
11. He’s a good-looking guy, but not as good-looking as he thinks he is.
12. Really low-paid workers find it difficult to buy new clothes.
13. I’ll only ever eat farm-fresh eggs but I must admit that I often buy oven-ready chips.

In noun and adjectival phrases, the main stress tends to come on the second part:
rock ’n’ roll  short sleeves  first-class  part-time

But if such phrases are used adjectivally, in front of a noun, the stress shifts back to the first part (with the main stress falling on the noun):
a rock ’n’ roll band  a short-sleeved shirt  a first-class ticket  a part-time job

A similar thing happens to single words with late stress, when they are used adjectivally before a noun.

economic  Japanese
economic miracle  Japanese bank
44 Numerical expressions 1

Read the following sentences and phrases aloud, then listen to the recording to check your pronunciation.

1 Tennis: last year's champion suffered a surprise 6–0, 6–1 defeat in her opening match.

2 Manchester United 3; Arsenal 0.

3 Yesterday the European Central Bank raised borrowing rates from 3.75% to 4.25%.

4 The Guardian's address is: 119 Farringdon Road, London EC1R 3ER.

5 Its phone number is 020 7278 2332.

6 And you can contact the ‘Online’ section at: online.feedback@guardian.co.uk

7 The company recorded a 15% drop in profits to £72.4m. Revenues were 14.5% at £863.1m.


The Dow Jones industrial average closed up 60.21 points at 11,252.84. The Nasdaq index finished 27.91 points ahead at 4,070.59.

The figure 0 is pronounced in different ways, according to the context. For example, it's pronounced 'love' in tennis, 'nil' in football, 'oh' in telephone numbers, and 'nought' before a decimal point.

Here are some other terms you may hear, with their written abbreviations:

six p or six pence = 6p
thirty pounds = £30
18 inches or 18-inch = 18"

one point seven = 1.7
megabyte = Mb (or MB)
gigabyte = Gb (or GB)
dot co dot UK = .co.uk (in Internet addresses; 'Co' = 'company')
Example: Today there are more than 3,100 Wayfare bistro, over 400 of them overseas, with a turnover of $2.2 billion. The company was listed on the stock exchange in 1992 and its market value is now $7 billion.

Last month my Compuserve account cost me ___________, based on a dollar fee of ______________.

The balance in your Direct Interest account is ______________ and your cheque account is overdrawn by ______________.

Third-quarter results are likely to reveal a _____________ net loss. This has led to the forecasted dividend being cut to just ______________, from ______________ last year. This comes despite the company's decision to cut _____________ jobs from its _____________ -strong workforce in an attempt to reduce costs.

For sale: Dark blue Ford Escort _______________, under ______________ miles. ______________ o.n.o.

IBM Aptiva _______________, ______________ memory. ______________ hard-disk drive. ______________ internal modem. Microsoft Windows ______________. Also ______________ monitor.

The salary ranges from ______________ to a maximum of ______________ for a ______________ -day, ______________ -hour week.
For an application form, please phone ____________, quoting reference ____________.

Travel: There are major roadworks on the ____________ between junction ____________ – the ____________ interchange near Orrell – and junction ____________ at Standish. A ____________ speed limit is in force until ____________.

9 Maximum temperature ____________, ____________.

10 At the New Theatre this week: *The Importance of Being Earnest.*

___________ evenings at ____________.

Matinees ____________ at ____________.

Ends ____________. Seats ____________.

11 He was born in ____________ and died in ____________.

12 The Hang Seng closed up ____________ at ____________.

China Clay shares fell ____________ to ____________ despite the company posting first-half profits of ____________ yuan, up ____________ from a year ago.

Call ____________ for the latest local and national traffic news.

Calls charged at ____________ per minute.

These are some of the terms you will hear, with their written abbreviations:

- *miles an hour or miles per hour = mph*
- *degrees Fahrenheit = °F*
- *nine pm = 9pm (or 9 p.m.) (from Latin post meridiem = after noon)*
- *nought point four per cent = 0.4%*
- *five double six = 566*
- *or nearest offer = o.n.o.*
A major problem of understanding spoken English is knowing where one word ends and another begins. When a word **ending** with a vowel meets a word **starting** with a vowel, they are linked either with a `<w>` sound or a `<y>` sound. (For example, so I may sound like so **why**, and I am may sound like I **yam**.) Identify possible `<w>` and `<y>` links in the following sequences.

**Example:** Why _y_ are you _w_ always in the bathroom when I need it?

1. – Now I know you’d like a cup of tea.
2. – No, I really fancy a coffee for a change.
3. – I’m not going to eat this!
4. – Yes, you are! Have I ever made anything you didn’t like?
5. Half the oranges I bought are bad, and I had to throw away **all** the apples!
6. Look, it’s two o’clock now. Let’s meet here at three o’clock.
7. My uncle Tom lives in Scotland, and my aunt Mary in Wales. They often meet up to go on holiday in Ireland together.
8. – Has she ever been to England?
9. – No, I don’t think she has. But she often goes to America.

10. – That was so interesting. I didn’t know any of the actors, though. Did you?

11. – I knew one or two of them.

12. Now I know you said you’d be a little late. But I’ve been waiting here two hours! More like two and a half, in fact!

13. I’d like to return this toy I bought from you last week.

A `<w>` link may follow a vowel where the lips become round, as in **though I**, **now I**, **too old**, **to eat**.

A `<y>` link may follow a vowel where the lips spread, as in **see us**, **funny old**, **my own**, **they often and boy is**.
Word linking may involve a consonant at the end of one word moving to the start of the next word. Note all examples of possible links involving consonants in the following sequences.

**Examples:** How long will it take us to get to the East End?

I’d really like a bowl of Italian ice cream.

1. Several of the speakers are from Africa, and one or two from America.
2. Tom’s not as tall as the rest of the family.
3. We’ll be there at ten o’clock, if we’re at all lucky.
5. – Where’s Ann?
   – I’ve just left her on her own.
6. Peter and Tom must be over in the canteen, I think.
7. I’ll be there in half an hour, if I can.
8. My brother and sister are over here for two and a half weeks.
9. – Where’s Andrew?
   – I’ve just seen him buying some oranges and apples in the market.

- A consonant may move to the beginning of the next word, if this starts with a vowel sound. So an aim may sound like a name.
- The letter <r> at the end of a word corresponds (in most forms of British English) to an /t/ sound if it comes before a vowel. So for ever can sound like for rever.
- A consonant at the end of a word may move to the consonant at the start of the next word, if they go together (e.g. dr, st, cl). So six trains may sound like sick strains.
- Remember, pronunciation does not always follow spelling. For example, one starts with a <w> sound, not a vowel.
48 Word linking 3

Read the following text and mark the places where you think linking may take place if it is read aloud. (See Tests 46 and 47.)

Example: Peter rolled for ages, squeezing the ooze between his fingers and toes. As it dried it made his hair shoot into tufts. But it wouldn't keep still either, so it cracked all over and as he washed it off it became more and more slippery. But afterwards, his skin felt tingling and marvellous.

They lay in the warm air next to the lagoon where the water had sunk into the pits and marks made by previous creatures going to drink. The hum of insect wings filled the air. Peter felt happier than he had ever been. His mind filled with thoughts. He thought how nice it was the way Jahunda was so patient and encouraging – not like his own mother who always fussed and bothered. Scientists were always saying that dinosaurs had small brains, but they were wrong. Dinosaurs thought differently, that was all.

Jahunda's always aware of everything around, he said to himself. She senses things. She smells into the direction of the wind as if the smells were visible. [....] [She] can measure with her body; she can lift up a great big leg delicately to scratch in an exact spot behind her head. She saves her massive energy for when she needs it and doesn't crash about all the time roaring like in the films. And dinosaur tails are always made to look so stiff inside museums, when really they can move quite well. Jahunda's tail goes on for a long way behind her, but because it's thick and strong at the base and slender at the tip, she can curve it up and flick large flies from her body so expertly that they sail through the air stone-dead.

As if to illustrate his thoughts, Jahunda diverted the line of white ants which was marching single-file across her body with the touch of her tail, then gave herself a rasping scratch with a toe where they had been.

(From Saving the Dinosaurs by Jane Waller, Piper/Pan Macmillan, 1994)
Listen to the recording and see if you can fill the gaps, all of which contain various types of linking. (See Tests 46 and 47.)

Example: - What would you like _______ to eat _______?
     - _______ An ice cream _______ and _______ some apples _______ pie.

I'm staying with _______ of mine in Leeds.

_______ coming to stay with us _______.

I often eat _______ with a handful _______ in the evening.

We walked _______ to the _______.

_______ will be travelling _______.

They moved from _______ to _______.

They wrote _______ but _______ their _______.

Could you _______ if possible?

They got back from holiday _______ and _______ again _______.

I never expected such _______ in the middle _______.

When I go out on my boat _______ forget to _______ when I land.

He's much _______ to _______ with a young girl like that.

_______ about what's going on _______.

_______ do you _______ _______.

_______ like a bite _______ before I go to bed.

_______ go quite _______ to _______ their little boat.

I'll buy you _______.

_______ wanted to _______ the _______ just disappear.

- Is _______ somewhere?
- Yes, _______. I've just _______.
- Do you know where _______?
- I've just _______ in the canteen.
50 Predicting highlight shift in dialogue 2

Listen to the following conversation. You should hear a high fall on the highlighted syllables (underlined). (See Test 20.)

- I think I'll have a tomato sandwich.
- And I'll have a **cheese** sandwich. (cheese contrasts with tomato)
- A cheese **roll** for me, please. (roll contrasts with sandwich)
- And I'll have a meat pie.
- And I'll have a meat and **potato** pie. (potato is a new element)

Now read the following conversations. *Underline* any syllables you think will be highlighted. Then check with the recording.

1. – White coffee with sugar, please.
   – Black with sugar for me, please.
   – Black without sugar.
   – I'll have mine white without sugar.
   – Tea without sugar for me, please.

2. – OK, I'm paying. What would you like?
   – That's kind of you. Steak and chips, please.
   – I'd like steak and chips, too.
   – Chicken and chips, please.
   – Can I have a chicken curry?
   – I'd prefer a fish curry.
- What kind of pullover are you looking for?
  - Light blue, I think.
  - You’d look better in dark blue, in my opinion.
  - If I wanted something dark, I’d go for dark green.
  - OK. A dark green pullover, then.
  - I’ve changed my mind. I’d like a dark green shirt instead.

- I’d like an apple pie.
  - I think I’d prefer a cherry pie.
  - I’d like some cherry tart.
  - I don’t want anything sweet. I’ll have a cheese roll.
  - And I’ll have a cheese sandwich.
  - I’ve changed my mind. I’ll have a cheese sandwich, too.

- I’m going to Oxford next week.
  - Oh, I went to Oxford last week.
  - What a coincidence. I went there last week, too.
  - I went to Cambridge last week.
  - I’m going there next week.

A highlighted syllable may be different from other syllables in the following ways:

- it may be longer
- it may be produced with greater force
- it often starts very high and falls right down to the bottom of the voice.
Sounding polite and friendly

Listen to the following sentences and say if the **second** speaker sounds polite and friendly or not very polite and friendly.

**Example:**  
- Mr Brown?  
- My name’s Smith, actually.

1. (1) polite and friendly  
2. (2) not very friendly

<table>
<thead>
<tr>
<th></th>
<th>Polite and friendly</th>
<th>Not very friendly</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mr Smith?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Good morning. Do come in.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Aylesbury Electricals. Can I help you?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I’d like to speak to Martin Turner, if he’s available.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Where do you live in England?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I live in Wales, actually.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Do you know where the post office is?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I don’t, I’m afraid.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Can I take this chair?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sorry, somebody’s sitting there, actually.</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Good morning.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ah. You’re the new secretary, aren’t you.</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Yes?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Coffee, please.</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Good morning.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Do sit down.</td>
<td></td>
</tr>
</tbody>
</table>

To sound polite and friendly it can often help if you use a **fall-rise**.  
So **Sit down** with a rise on **down** can sound more friendly than **Sit down** with a simple fall on **down**. We often add a little tag to the end of a sentence to allow the voice to rise. If someone asks you if you know where the post office is and you reply **I don’t**, it sounds a bit impolite. But say **I don’t, I’m afraid** and you will sound friendly. (If you don’t rise on the tag it will not sound so friendly.)
More could be said?

Listen to the recording, and decide if the message of the second speaker is complete, or if he or she could say more, or is not sure.

Example:  - Will the others be there too?  - I believe so.
            (1) message complete  (2) more could be said

<table>
<thead>
<tr>
<th>Message complete</th>
<th>More could be said</th>
</tr>
</thead>
</table>
| - What about Jack to open the conference?  
  - He's an excellent speaker. |                |
| - Are you ready?  
  - I think so. |                |
| - Well, that's what I have in mind.  
  - I see what you mean. |                |
| - She's always well prepared for meetings.  
  - That's true. |                |
| - Was it a good weekend?  
  - Saturday was fine. |                |
| - Do you always understand him?  
  - Generally. |                |
| - The matter is very urgent.  
  - I fully appreciate that. |                |
| - Do you see what I'm getting at?  
  - I agree with you, up to a point. |                |

Sometimes the use of a **fall-rise** instead of a **fall** means that something more could be said. If someone asks *Did you like the film?* and you answer ✨Yes, then there is nothing more you need say; but if you answer ✧Yes, with a fall-rise, then it is clear that you are not sure and could go on to say more about it.
### Double trouble

In English we love ‘double’ words or phrases such as:

- **flip-flop** (where just the vowel is changed)
- **head over heels** (where the two main words start with the same sound)
- **pay day** (where both parts rhyme)

![It’s pay day!]

#### A

See if you can make words or phrases by linking an item from side A with another from side B.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>back / band / chit- /</td>
<td>bit / block / burly / by /</td>
</tr>
<tr>
<td>chock-a- / ding / doom and /</td>
<td>chat / day / dong / flight /</td>
</tr>
<tr>
<td>fight or / fly- / hale and /</td>
<td>gloom / gurdy / ha /</td>
</tr>
<tr>
<td>helter- / hey / higgledy- /</td>
<td>hearty / hop / knack /</td>
</tr>
<tr>
<td>hip / hoi / hoo- / hurdy /</td>
<td>lump it / mash / mell /</td>
</tr>
<tr>
<td>hurry- / knick- / like it or /</td>
<td>nic / nilly / pack / pamby /</td>
</tr>
<tr>
<td>mish / namby- / pell- / pic /</td>
<td>patter / piggledy / polloii /</td>
</tr>
<tr>
<td>ping / pitter- / riff- / see /</td>
<td>pong / raff / saw / shape /</td>
</tr>
<tr>
<td>ship / teeny / tick / tip /</td>
<td>skelter / stand / tock /</td>
</tr>
<tr>
<td>tit / willy- /</td>
<td>top / weeny /</td>
</tr>
</tbody>
</table>
Now decide which of the double expressions fit in the sentences below.

a. Their living-room is really crowded. Every surface is ________ with ________ s.

b. Most of the meeting was wasted in _________. No progress was made at all.

c. In cheap supermarkets the goods are often laid out all ________.

d. They have no choice. They'll have to accept it _________.

e. During her ________ she toured Europe and the USA every year.

f. The financial markets are very nervous. It's all ________ at the moment.

g. My father-in-law, at ninety, is looking really _________.

My father-in-law, at ninety...
Hidden in the maze are a lot of English first names, including shortened forms (Nick is short for Nicholas). They may be horizontal (→ only), vertical (↓ only) or diagonal (↖, ↑, ↘ or ↗).

Examples: d3æk = Jack    m1k = Nick

Here are the names, including one that does not appear in the maze:
Angela, Ann/Anne, Anna, Annie/Anny, Anthony, Dave, Ed, Eddy, Fanny, Felicity, Jack, Jake, Jane, Janice, Kate, Ken, Kim, Mick, Nicholas, Nick, Nina, Norma, Norman, Paul, Richard, Ruth, Sally, Sophie, Tessa, Tina, Tom, Tony, Vivien
55 Using phonemic script 3

Here are some words and phrases written in phonemic script. Transcribe them into ordinary script, then decide where they fit into the text below.

Jack and I were going to Italy for our holidays, but the 1 ___________ travel firm that was offering three weeks in the sun for £500 2 ______________ . We went to Brighton instead. Now Brighton is a 3 ________________ to have a seaside holiday, provided you don’t want to 4 ________________ or lie on the beach. The beach is 5 __________ , you see, and the sea is a cold, 6 ________________ . But the restaurants in Brighton are 7 ________________ good. Indian, Chinese, you name it, 8 ________________ . There are theatres and cinemas and some really 9 ________________ . Even the 10 ________________ . You can have a 11 ________________ holiday in Brighton. And it’s 12 ________________ if you’re the 13 ________________ who likes a constant stiff 14 ___________ , fast- 15 ________________ clouds, and a good chance of 16 ____________ .

The transcription includes examples of elision, assimilation and linking. (See Tests 15, 16, 46 and 47.)
This is like a standard crossword, but all the words must be written in phonemic script.
Across

1 Good in coffee.
2 You find them in classrooms and offices.
3 The game played at Wimbledon.
4 We looked for it high and ________.
5 Pronoun.
6 It sounds as if it could be below your ankle; or what a doctor can do.
7 Someone who makes music with his or her voice.
8 *I am:* shorter than usual.
9 Comparatively neat.
10 Her mother ________ her to stay up late.
11 What you do in a chair.
12 Another word for trade and commerce.
13 Sounds like *sport*, if you say it fast.
14 ________ is ________ and west is west.
15 Opposite of *quiet*.

Down

1 Winter festival.
2 ________ and drinking.
3 Copper, bronze and iron, for example.
4 Holy.
5 The sound of the letter before T.
6 Not at all dirty, comparatively.
7 It could be under your foot; or it could survive *after you are dead*.
8 Breakfast, lunch, and dinner are all ________.
9 People make these before they go shopping.
10 Opposite of *inner*.
11 By midnight I am usually ________.
12 *Buy* in the past.
13 Same as 10 across.
14 He took a hammer and ________ down the lid.
Find the rhymes 3

Here are some more very short, two-line poems, but the rhyming words are missing. Try to guess the missing words which complete each poem. If you can’t think of any, choose them from the list. (The list contains some words which rhyme, but which do not make sense in the poems.)

1. ‘I think the _______

Would like to _______’

2. ‘It might make _______

To build a _______’

3. ‘My youngest _______

Sure likes to _______’
‘I’ll try to ______
To get a _______’

‘He’s too _______
To want to _______’

Pronunciation of ‘chunks’

‘Chunks’ of language are groups of words that belong together. Chunks are fixed – the **words** are a fixed group, and the **pronunciation** is usually fixed too, especially the stress and intonation.

**Examples:**
- *fish and chips*  
- *raining cats and dogs*  
- *rock ‘n’ roll*  
- *How do you do?*

Read the following. How do you think the chunks (in *italics*) will be spoken? Check with the recording.

1. – Teenagers! I never know when Mark’s going to get home.  
   – *Tell me about it.* (informal = ‘You don’t have to tell me. I know.’)

2. – When I win the lottery, I’ll buy a luxury boat.  
   – *You wish!* (informal = ‘You don’t have a chance.’)

3. – Would you like to go out with me?  
   – *In your dreams!* (informal = ‘You may want that, but it’s not going to happen.’)

4. – Do we have a chance of winning?  
   – *No way!* (informal = ‘Definitely not.’)

5. – What do you think they’re going to do?  
   – Well, *as far as I’m concerned* they can do what they want.

6. – What are you going to study when you get to university?  
   – *As if!* (informal = ‘That’s unlikely.’)

7. – What would you do if you won the lottery?  
   – *I should be so lucky!* (informal = ‘That would be great, but it will never happen.’)

8. – Do you see any solution?  
   – Well, *in my opinion* they should build more roads.

9. – I’m sure the next President will be a woman.  
   – *Yeah, right.* (very informal = ‘not a chance’)

10. – Have you read about these teachers being attacked in schools?  
    – *Call me old-fashioned,* but I think there should be much stricter discipline. (‘I know this is rather an old-fashioned thing to say.’)
– What do you think should be our first priority?
– Well, off the top of my head, I'd say we have to concentrate on reducing the cost of raw materials. ('I haven't had much chance to think about it.')

12 – What on earth do you think you're doing?
– Mind your own business.

13 – I plan on starting up my own dot.com company next year.
– That's easier said than done.

14 – Have you seen the way she does her hair?
– Well, live and let live, that's what I always say.

15 – Did you hear about Joe? He got promoted last month; and he won the lottery on Saturday!
– It's all right for some.

16 – Could you lend me £50 till Friday?
– Are you out of your mind? After last time?

17 – What do you think I should do with my winnings? Open a savings account, or buy shares?
– It's six of one, half a dozen of the other. But, to be on the safe side, I'd put half the money in the bank.

18 – What's Lucy's husband called?
– Wait a minute. Oh, um, it's on the tip of my tongue.

19 – Ah, look at the little darling!
– Yes, and she's as good as gold; never a sound out of her.

20 – Can I speak to Ann Todd, please?
– She's not in today. Would you like to leave a message?

21 – Hello, Tom! How's tricks? (informal = 'How are you?')
– Hello, Joe! Haven't seen you for ages!

22 – Well, I think we should all stay later in the evening.
– Speak for yourself. ('That's your opinion, but I disagree.')
Did it happen?

Sometimes the choice between a fall-rise and a fall can completely change the meaning of a message. Listen carefully to these examples (noting the change of tonic syllables).

Examples:

a) I hoped Jane would be coming. (= she didn’t come)
b) I hoped Jane would be coming. (= she did come)

Now listen to the recordings and decide what is meant.

1. They told us we would get in free!
   a) = we did get in free
   b) = we had to pay to get in

2. I thought it would rain today.
   a) = it didn’t rain
   b) = it did rain

3. The bus didn’t stop because you waved your hand.
   a) = it didn’t stop
   b) = it stopped, but not because you waved your hand

4. It’s about time they invited us to dinner.
   a) = they haven’t invited us yet, but they should
   b) = they have finally invited us

5. He wasn’t given the job because of his Mafia connections.
   a) = his Mafia connections were the reason why he wasn’t given the job
   b) = he was given the job, but not because of his Mafia connections
It's about time Peter was given a better job.

- a) = he has finally been given a better job
- b) = he should be given a better job

They told us the museum was great.

- a) = it was great
- b) = it wasn't great

I thought Mary would win.

- a) = Mary won
- b) = Mary didn't win

It's about time Tom got a good job.

- a) = Tom has finally got a good job
- b) = other people are getting good jobs, but not Tom

I hoped we would win more gold medals this time.

- a) = we did win more medals
- b) = we didn't win more medals

See page v for tonic syllables. See Tests 51 and 52 for more on fall-rise intonation.
watʃə seɪ?

It can be a shock the first time you hear how fast English is spoken by native speakers (especially among themselves). For example, the question *What did you say?* can become *watʃə seɪ* (which sounds like *watcher say*?).

A. Match the following common phrases with their equivalents in phonemic script. Then check the recording.

1. *Do you want a cup of tea?*  
   (R) fænsiə bai twi:t
2. *You must be joking!*  
   (R) gotəni tʃeɪndʒ
3. *Come off it!*  
   (R) gotə gəu twɔ:k
4. *Shut up!*  
   (R) dʒə wʌnə kærə tɪ:
5. *I'm worn out.*  
   (R) aɪ mɔf tə bed
6. *Fancy a bite to eat?*  
   (R) kə mɔfɪt
7. *I'm off to bed.*  
   (R) ʃə tæp
8. *Got any change?*  
   (R) kənje lemijə kwɪd
9. *Got to go to work.*  
   (R) jə məs bi dʒəʊkɪn
10. *Can you lend me a quid?*  
    (R) aɪm wə: naut

B. Now work out the following questions and responses from their transcription.

1. *(Q)*  
   wɔtsjə nɛm?  
   *(R)*  
   fæŋtə nɔ:redɪ?
2. *(Q)*  
   wɛdʒə kæm frəm?  
   *(R)*  
   frə mɪtəliʃə nju?:
3. *(Q)*  
   fænsiə kɔfɪ?  
   *(R)*  
   nɔt ʤə snau, θæŋks
4. *(Q)*  
   jə wəf nau?  
   *(R)*  
   hauɬ dənə sek
5. *(Q)*  
   gɔt ʤə tæm?  
   *(R)*  
   tem pə: stu:

**Vocabulary notes**

*Come off it!* = you can't

*quid* = pound (£) (in British English)
Answers

Test 1
1  c, a, b, d
2  d, a, c, b
3  b, a, c, d
4  c, d, a, b
5  b, a, d, c
6  a, c, b, d
7  d, c, a, b
8  a, b, d, c
9  a, c, d, b
10 a, b, c, d
11 a, d, c, b
12 a, b, d, c
13 d, a, c, b
14 c, b, d, a

Test 2
1c / 2a / 3c / 4a / 5a / 6d / 7c / 8b / 9a / 10b / 11a / 12a / 13a / 14d / 15b

Test 3
1 (a) to (b) for (c) an
2 (a) I've/I have (b) from
3 (a) must've / must have (b) to the
4 (a) I'd / I would (b) a (c) or (d) of
5 (a) for (b) them to
6 (a) Do you (b) where
7 (a) her (b) was (c) her (d) to
8 (a) I'd been / I had been
9 (a) where there were
10 (a) I'd have / I would have (c) to

Test 4
1 = two
2 = one
3 = four
4 = one
5 = zero
6 = three
7 = two
8 = one
9 = one
10 = five
11 = one
12 = three
13 = one
14 = three
15 = two
16 = one

Remember it is the sounds, not the letters, which count, which means that Tom has a different vowel from the first syllable of tomato (which is unstressed and contains schwa).

Test 5

A
1 circle
2 these
3 whose
4 choir
5 pneumatic
6 moon
starts with /s/, the others with /k/
starts with /θ/, the others with /θ/
starts with /h/, the others with /w/
starts with /kw/, the others with /tʃ/
starts with /n/, the others with /p/
starts with /m/, the others with /n/

B
1 rubbed
2 dropped
3 of
4 begs
5 lump
6 arch
ends with /d/, the others with /t/
ends with /t/, the others with /d/
ends with /v/, the others with /f/
ends with /z/, the others with /s/
ends with /p/, the others with /m/
ends with /tʃ/, the others with /k/

Test 6

A
1 robbed
2 shaped
3 shops
4 names
5 faded
6 wicked
ends with /d/, the others with /t/
ends with /t/, the others with /d/
ends with /s/, the others with /z/
ends with /z/, the others with /z/
ends with /d/, the others with /t/
ends with /d/, the others with /t/

Note that wicked is an adjective, not a past participle, and has an unusual pronunciation.
B
1 on contains the vowel /ɒ/, the others /ʌ/
2 leak contains the vowel /iː/, the others /eɪ/
3 waste contains the vowel /eɪ/, the others /æ/
4 have contains the vowel /æ/, the others /eɪ/
5 fool contains the vowel /uː/, the others /ʌ/
6 loud contains the vowel /au/, the others /uː/
7 give contains the vowel /iː/, the others /ai/
8 must contains the vowel /ʌ/, the others /uː/

Test 7
A
1 three, except chocolate (two) 4 four, except banana (three)
2 one, except wanted (two) 5 two, except through (one)
3 two, except Manchester (three)

Test 8
Short
Sammy Cathy Tammy
Becky Beth Ted
Mick Timmy Bill
Ross Tom Bonnie
Patty Bud
Long
Dean Jane David
Pete Jean Sheila Mike
Simon Rose Joan
Luke Susan Muriel
Martha Bert Mary

Test 9
☑☐ RePEAT, surPRISE, beLOW, aBOVE, postPONE, aALLOW, coLLECT, forGIVE, beLIEVE, preFER
Note that most of these are two-syllable verbs, which usually start with a very weak syllable.
The two prepositions have a similar pattern to verbs. Compare aBOVE / aALLOW and beLOW / beLIEVE.
☐☐ EDIt, TEACHer, MANage, BOTTle, LISten, UNder, ROYal, LImit, VANish, PICTure, FUNny, Village, SWEETen, COVer, AFter, LUCKy, FORmer, LOcal
Note that these must have front stress, because they end with a syllable which is normally weak:
• schwa (teacher, under, picture, cover, after, former)
• short /iː/ (lucky, funny)
• syllabic /iː/ (bottle, local, royal)
• syllabic /ʌ/ (listen, sweeter)
• <age> (manage, village)
• <it> (edit, limit)
• <ish> (vanish)

Test 10
Always ☐☐ Always ☐☐ ☐☐ when it is a noun ☐☐ when it is a verb
varnish/damage/answer/ credit/fiddle/treasure repeat/escape/debate/ regret/reply/account subject/contrast/rebel/rewrite/ increase/present/object/export/ suspect/replay/produce/pervert
Test 11
1 weak 4 strong 7 strong, weak
2 strong 5 weak, strong 8 weak
3 strong 6 weak, strong 9 strong

Test 12
1 A OK, that's two white coffees.
   B No, I always drink BLACK coffee.
2 A So, your daughter sells clothes.
   B No, my daughter MAKES clothes.
3 A I used to live in the South of France, like you.
   B No, I used to live in the South of Italy.
4 A Would you like some potato soup for lunch later on?
   B I'd prefer FISH soup, if that's okay.
5 A You're a computer operator, I understand.
   B No, I'm a computer PROgrammer.
6 A Did you buy that cotton shirt you were looking at?
   B No, I bought a SILK shirt instead.
7 A Would you like to sit outside?
   B I'd prefer to sit INSide, if possible.
8 A Do you fancy fish and chips?
   B I'd rather have CHICken and chips.
9 A So your mother's Welsh.
   B No, my FATHER's Welsh.
10 A Let's meet at half past ten.
    B I'd rather meet at QUARter past ten.
11 A So your partner is John Smith.
    B No, my partner is JANE Smith.
12 A So your son's going to play for Manchester City.
    B No, he's going to play for Manchester United.
13 A So your son's going to play for Leeds United.
    B No, he's going to play for MANchester United.
14 A Let's meet at quarter past nine.
    B I think we'd better meet at quarter TO nine.

Test 13
1c / 2d / 3b / 4a / 5a / 6c / 7d / 8b

Test 14
1 I've got ONE sister, and my wife has TWO sisters.
2 I didn't say we'd meet at quarter TO six, I said quarter PAST six!
3 My sister was born in nineteen FIFTy-nine, and my wife in nineteen SIXty-nine.
4 Joe lives in NORTH America, and Pablo in SOUTH America.
5 DIEsel engines cause more pollution than PETrol engines.
6 I've never been to South AMERica, but I have been to South AFRica.
7 My grandfather was born in nineteen-o-FOUR; and my grandFATHER was born in nineteen-o-FIVE.
8 He served not only in the FIRST World War, but also in the SECOND World War.
9 Don't let's go on the twenty-FIRST; let's make it the twenty-EIGHTH.
10 I don't live in the SOUTHskirts of London; I live right in the CENTER of London.
**Test 15**
1. lan(d)lady ... han(d)bag
2. firs(t) girl ... earn(ed) twenty poun(d)s
3. secon(d) boy
4. don('t) know ... finish(ed) work
5. don('t) like ... fas(t) food
6. perfec(t)ly
7. han(d)s
8. I watch(ed) ... las(t) night

**Test 16**

<table>
<thead>
<tr>
<th>No.</th>
<th>Word(s)</th>
<th>Slow version</th>
<th>Fast version</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>in place</td>
<td>in pleis</td>
<td>im pleis</td>
</tr>
<tr>
<td></td>
<td>in case</td>
<td>in kers</td>
<td>in kers</td>
</tr>
<tr>
<td>2</td>
<td>Green Park</td>
<td>grin pæk</td>
<td>gri:m pæk</td>
</tr>
<tr>
<td></td>
<td>Hyde Park</td>
<td>haid pæk</td>
<td>hab pæk</td>
</tr>
<tr>
<td>3</td>
<td>third person</td>
<td>ðə:s pæ:sən</td>
<td>ðə:b pæ:sən</td>
</tr>
<tr>
<td></td>
<td>red coat</td>
<td>red kæut</td>
<td>reg kæut</td>
</tr>
<tr>
<td>4</td>
<td>and bacon</td>
<td>ænd beɪkæn</td>
<td>æm beɪkæn</td>
</tr>
<tr>
<td></td>
<td>and mashed</td>
<td>ænd mæʃt</td>
<td>æm mæʃ</td>
</tr>
<tr>
<td>5</td>
<td>in Paris</td>
<td>in pæris</td>
<td>in pæris</td>
</tr>
<tr>
<td></td>
<td>in Berlin</td>
<td>in bæ:lin</td>
<td>in bæ:lin</td>
</tr>
<tr>
<td>6</td>
<td>handbag</td>
<td>hændbæg</td>
<td>hæmbæg</td>
</tr>
<tr>
<td></td>
<td>handkerchief*</td>
<td>hæŋkætʃi:f</td>
<td>hæŋkætʃi:f</td>
</tr>
</tbody>
</table>

* Elision and assimilation have changed the pronunciation of *handkerchief* permanently.

**Test 17**
1. mist patches
2. prime minister
3. bad guys
4. next train
5. wouldn't choose (or wouldn't use)
6. lettuce salad
7. clothes
8. land mine
9. six students
10. sun bed
11. handcuffs
12. cold storage
13. fast food
14. cat person
15. World Cup
16. face the facts
17. cold feet
18. mind the gap
19. guest list
20. not guilty
21. six quid = £6
22. eight girls, eight boys
23. fast speech

**Test 18**
1a / 2a / 3b / 4a / 5b / 6a / 7a / 8b / 9b

**Test 19**

<table>
<thead>
<tr>
<th>Short vowel sounds</th>
<th>Short vowel sounds</th>
<th>Short vowel sounds</th>
<th>Short vowel sounds</th>
</tr>
</thead>
<tbody>
<tr>
<td>plt</td>
<td>pat</td>
<td>pet</td>
<td>putt</td>
</tr>
<tr>
<td>rich</td>
<td>pæt</td>
<td>death</td>
<td>month</td>
</tr>
<tr>
<td>still</td>
<td>banned</td>
<td>hemmed</td>
<td>just</td>
</tr>
<tr>
<td>bin</td>
<td>rang</td>
<td>next</td>
<td>love</td>
</tr>
<tr>
<td>ridge</td>
<td>hat</td>
<td>breath</td>
<td>ton</td>
</tr>
<tr>
<td>link</td>
<td>stabbed</td>
<td>said</td>
<td>son</td>
</tr>
<tr>
<td>hymn</td>
<td>cab</td>
<td>edge</td>
<td>blood</td>
</tr>
<tr>
<td>itch</td>
<td>black</td>
<td>begged</td>
<td>monk</td>
</tr>
</tbody>
</table>
Long vowel sounds
peat pikt
breathe curl
scene herd
creep ear
piece bird
feast germ
eve purr
leaf pearl
part part
cart lawn
farm poured
calm torn
arch floor
palm sword
barred ought
bard chalk
port port
boot burst
suit
loom
cruise
hoop
hoot
move
soup

Test 20
1
- Where did you put the potatoes?
- Well, I can’t find them!
- They’re in the cupboard.
- But I’ve looked in the cupboard.
- You can’t have looked in the cupboard.
- Well, I have.
- Sorry ... They’re still in the shopping bag.

2
- Where are you spending your holidays?
- In France.
- Where in France?
- The south.
- I’ve never been to the south of France. But I’ve lived in the south of Spain.
- Where exactly in the south?
- In Seville.
- That’s a coincidence. My daughter lives in Seville!
- Which of your daughters?
- Susan, my eldest daughter.
- What’s she doing there?
- Working as a teacher. An English teacher.

Test 21
Phrases
- cotton shirts
- Buckingham Palace
- Cambridge Avenue
- South America
- cheese sandwich

Compound nouns
- shopping centre
- car keys
- handbag
- White House
- High Street

- cotton factory
- steel mills
- orange juice

Test 22
1 I always visit my parents in the summer.
2 Do you fancy a cup of coffee?
4 Remind me to pick the children up from school at four o’clock.
5 I don’t know John Smith, but I know his sister Jane Smith.
6 I think we’ll eat in the dining-room, for a change.
7 I’d like to speak to Thomas, if he’s in.
8 Susie suggested we meet at the station.
9 Conrad composed a concerto for trumpet!
10 What’s that shirt made of?
Test 26

A
1. droop (loop / stoop / snoop / coop)
2. mash (cash / dash / lash / smash / bash)
3. make (bake / cake / fake / hake / shake / lake)
4. moon (soon / noon / loon / spoon / boon)
5. stitch (itch / snitch / witch / pitch / hitch)
6. chest (best / nest / pest / behest / vest / west)
7. bond (fond / pond / blonde / beyond / Honda / Rhonda)
8. mud (dud / thud / spud / bud)
9. file (Nile / mile / pile / rile / bile / smile)
10. taste (paste / haste / chaste / baste)
11. squirm (squir / firm / skirt / skirmish / quirk) i.e. <i> + <r> + consonant
12. loom (doom / gloop / groom / boom)

B
1. cut (rut / hut / but / shut / nut / gut)
2. charm (farm / alarm / harm)
3. storm (norm / form / gormless / dormitory)
4. boot (coot / loot / hoot / shoot / root)
5. fear (bear / near / rear / clear / gear / shear / spear)
6. cork (stork / pork / fork)
7. dart (art / part / start / cart / smart)
8. maid (paid / laid / raid / staid)
9. call (ball / all / gall / hall / stall / appall / fall)
10. lord (cord / chord / order / sword / border)
11. dome (home / Rome / tome / gnome)
12. pant (cant / rant / phantom / ant)

Test 27

A
1. scramble  7. rage  13. crack
2. mutter  8. adder  14. pang
3. bun  9. spud  15. mock
4. flan  10. splash  16. gloom
5. loop  11. Cupid
6. dray

Test 28

1. calm / farm
2. ought / court
3. bite / night
4. heard / word
5. speak / week

Test 29

B
1. departure / musician / banana / potato / computer / survival / productive
2. editor / afterwards / seasickness / customer / luckily / chemistry / activate
3. refugee / interfere / mistralate / overpaid
4. ultimatum / journalistic / existential / California / indecision / avocado
5. survivable / commemorate / expandable / executive
6. oceanographer / conductivity / inexcusable / productivity / exhibitionist
7. hallucination / determination / investigation / congratulations
Test 30
1 bought / short
2 take / steak
3 play / day
4 late / weight
5 boys / noise

Test 31
balls, bawls / bear, bare / bold, bowled / cue, queue / ducked, duct / fort, fought / grate, great / hair, hare / hold, holed / missed, mist / air, heir / packed, pact / pair, pear / past, passed / peace, piece / pleas, please / pore, pour / seam, seem / shake, sheik / side, sighed / sight, site / slay, sleigh / stake, steak / stalk, stork / weak, week / weakly, weekly / wade, weighed / wear, where / whine, wine

Test 32
aisle, I'll, isle / bard, barred / beer, bier / board, bored / caught, court / cawed, cored, chord / died, dyed / dire, dyer / doc, dough / flawed, floored / knew, new / heard, herd / he'll, heal, heel / lacks, lax / mail, male / maze, maze / might, mite / knight, night / knit, nit / pail, pale / pare, pair, pear / rain, reign / saw, soar, sore / seam, seem / slay, sleigh / stare, stair / teas, tees, tease / toad, toed, towed / wait, weight / we'll, wheel

Test 33
- Lousy weather we've been having recently.
- We haven't been having much sun, that's for sure. I got caught in the rain this morning and got wet through.
- Me too. And how about that cold mist first thing? I went out bare-headed to get some fire-wood and haven't been warm since. And my hands got quite sore as well. Really raw, they feel.
- I know what you mean. I always get aches and pains in the winter. Anyway, we're off to get some sun next week. We've booked a few days in Singapore.
- Yes, I heard you had. Lucky you! Still, I shouldn't moan. We flew to Florida last year, which was really nice, and it's only four weeks till we visit my son and daughter-in-law in Rome. Haven't seen them for ages. We only made the booking yesterday, through the internet. Mary's already packed; she can't wait.
- Well, tell her she won't need her fur coat anyway.
- Right. OK. I'll see you later.
- Bye. See you around.

Test 34
We live in an old red brick house in Sussex. The weather's been really hot the last month or so. In fact we've never known such summer heat. Most mornings there's a light mist at first, but that clears away quickly, leaving a fine sunny day. But some mornings have started with a dense fog.

Anyway, when I woke up this morning I was expecting another lovely hot summer day. But when I looked outside I saw that it was pouring with rain, and it felt so cold that I decided to light a fire. Then I spent a happy twenty minutes in the bath reading a book. My wife Lyn prefers to take a shower, but I always like to soak in a hot tub.
After breakfast I poured myself a final cup of coffee, then settled back to read yesterday’s mail, which I’d been too busy to deal with. There was a whole stack of junk mail, as usual, but I was pleased to get a postcard from my mum and dad, who were spending a few days in Rome.

It was time to get ready for church, so I put on my best suit and tie with black shoes and socks while Lyn decided to wear the frilly pink suit she’d bought at the Harrods’ sale.

Unfortunately, when I tried to start the car I found that I had a flat battery. Luckily my next door neighbour Penny helped me out, and we were soon on the road.

Test 35
London / Beijing / Paris
Rome / Tokyo / Manchester
Lima / Helsinki / New York
Cardiff / Berlin / Belgrade

Test 36
præg / ˈlɪzbən / ˈdæblin
ˈbrʌsəlz / ˈhæŋ(ə)ri / ˈmʌskəʊ
ˈhæmbɜːɡ / ˈdʒəni:və / ˈdʒəpən
braˈzl / ˈtælənd (or) ˈtælənd / ˈdʒə:manɪ
weɪlz / ˈɪŋɡlənd / ˈskɔtʃlænd
bæˈriːk / ˈt(e)lli / kæˈriə (or) kəˈriə
ˈtʃænə / məˈniərə / əm(ɔ)stəˈdæm (or) əm(p)stəˈdæm
dʒəˈkæ:tə / ˈɡrɪs / ˈtəːki

Test 37
Picture 1
b) No, it’s sitting on the KITCHen table.
c) No, it’s SITting on the kitchen table.
d) No, it’s sitting ON the kitchen table.

Picture 2
a) No, she’s YOUNGer than the boy.
b) No, he’s STANDing at the table.
c) No, she’s sitting at the table EATing.
d) No, he has a PLATE in his hand.

Picture 3
a) No, she’s wearing a LONG skirt.
b) No, he’s SHORTer than the woman.
c) No, she’s wearing a long SKIRT.
d) No, he’s wearing a SHIRT and jeans.

Picture 4
a) No, there are TWO cars in the garage.
b) No, it’s a THREE-storey house.
c) No, they’re IN the garage.
d) No, she’s looking out of the WINdow.
Test 38
1 Not the GREEKS; the ROMans.
2 Not the EIGHteen fifties; the NINEteen fifties.
3 Not sixteen SEVenty-six; sixteen SIXty-six.
4 Not a CLOTHES shop; a TOY shop.
5 Not Oxford ROAD; Oxford CIRcus.
6 Not the EAST End; the WEST End.
7 Not near WESTminster Bridge; near WaterLOO Bridge.
8 Not the NAtional Festival Hall; the ROyal Festival Hall.
9 Not WEST; EAST.
10 Not a RAILway station; a POwer station.

Test 39
1 all /ɔːt/ except Bart /ɑːt/
2 all /ɑːt/ except soot /ɔt/
3 all /eɪt/ except height /eɪt/
4 all /eɪk/ except spook /eɪk/
5 all /eɪd/ except good /eɪd/
6 all /eɪd/ except sewed /eɪd/
7 all /eɪk/ except clerk /eɪk/
8 all /eɪkt/ except baked /eɪkt/
9 all /iːn/ except sign /iːn/
10 all /eɪz/ except size /eɪz/
11 all /iːk/ except steak /eɪk/
12 all /ɔt/ except cut /ɔt/
13 all /eɪt/ except weight /eɪt/
14 all /eɪk/ except work /eɪk/
15 all /eɪt/ except lied /eɪd/
16 all /eə/ except clear /eə/
17 all /eəd/ except backed /eəd/
18 all /eɪk/ except look /eɪk/
19 all /ɔːt/ except coughed /ɔːt/
20 all /ɪst/ except prised /aɪzd/

Test 40
1 after try some / help me
2 supply a bird / the earth
3 afterwards all of them / under it
4 introduce half a pound / fish and chips
5 departure above it / a picture
6 introduction look around you / on the table
7 biologist a lot of them / an editor
8 modification try to prevent it / far from the exit
9 disability buy an envelope / come on Saturday
10 pronunciation a load of nonsense / the plane for London
11 confusability the road to Manchester / a bag of artichokes
12 parapsychology after the accident / sometimes I dream of it
13 legitimization the last of the apples / I hope they’ll be coming
14 inconceivability down the road to Manchester / Jane’s the type to manage it

Test 41
1 photograph / photography moves from 오 to 오
2 estimate / estimation moves from 오 to 오
3 consult / consultant no change 오
4 refer / referral no change 오
5 physic / physician moves from 오 to 오
6 refuge / refugee moves from 오 to 오
7 capable / capability moves from 오 to 오
8 nation / national no change 오
9 consult / consultancy no change 오
10 ideal / idealist no change 오
11 compute / computer no change 오
12 astronomy / astronomical moves from 오 오 오 오 to 오 오 오 오
sentiment / sentimental
approve / approval
forget / forgettable
telephone / telephonic
geriatrics / geriatrician
edit / editor
picture / picturesque

Test 42
1 Nick Hornby's first novel, **High Fidelity**, was made into a successful film.
2 Westminster Abbey, **just opposite the Houses of Parliament**, is, as you probably know, where every Coronation takes place.
3 The Beatles—**John Lennon, Paul McCartney, George Harrison and Ringo Starr**—all came from Liverpool.
4 Jane Austen (1775-1817) was the author of a number of well-loved **English** novels.
5 Manchester United, **founded in 1902**, is the most successful of all British football clubs.
6 The **US presidential election**, unfortunately, was so close that it took several weeks before the winner was announced.
7 Leeds, **almost halfway between London and Edinburgh**, is a good place to break your journey north.
8 The Sydney Olympic Games, it was generally felt, were a great success.
9 Queen Elizabeth, the elder daughter of King George VI, married Philip in 1947.
10 Queen Elizabeth, the elder daughter of King George VI, married Philip, **son of Prince Andrew of Greece and created Duke of Edinburgh**, in 1947.

Test 43
1 I always like working **outdoors**. I'm really lucky to have found an **outdoor** job.
2 Put the TV on. We'll be just in time for the **ten o'clock** news.
3 As I novelist I'd say he is **first-rate**. But he's really a **second-rate** poet.
4 My friend's **Chinese**—she plays in a **Chinese** orchestra.
5 I live in **Piccadilly**, near **Piccadilly Circus**.
6 I really hate **over-cooked** vegetables.
7 They always wear really **up-to-date** clothes.
8 You can take a boat **upstream** from Greenwich to Westminster.
9 Your food will be **stone-cold** if you don't eat it now.
10 Haven't you heard of her? She's a really **well-known** writer. - She can't be that **well-known** if I haven't heard of her.
11 He's a **good-looking** guy, but not as **good-looking** as he thinks he is.
12 Really **low-paid** workers find it difficult to buy new clothes.
13 I'll only ever eat **farm-fresh** eggs but I must admit that I often buy **oven-ready** chips.

Test 44
Check your pronunciation with the recording.
Test 45
1 £6.70 / $9.95
2 £6,229.84 / £23.97
3 £100 million (or £100 m) / 3p / 10p / 3,000 / 30,000
4 1.3L / 70,000 / £450
5 420 / 64MB (or 64Mb) / 10GB (or 10Gb) / 56K V90 / 98 / 15" (or 15-inch)
6 £11,000 / £16,400 / 5-day / 41-hour
7 020 8123 9999 / ED1 91A
8 M6 / 26 / M58 / 27 / 50 mph / 19 (or 19th) Sept
9 13–16°C / 55–61°F
10 Mon–Sat / 8pm / Thur, Sat / 3pm / 9 (or 9th) Dec / £10–£37.50
11 1749 / 1832
12 0.01% / 17,097.51 / 0.41% / HK$60 / 8.274 million (or 8.274 m) / 118%
13 0336 401 777 / 50p

Test 46
1 – Now, I know you’d like a cup of tea.
   – No, I really fancy a coffee for a change.
2 – I’m not going to eat this!
   – Yes, you are! Have I ever made anything you didn’t like?
3 Half the oranges I bought are bad, and I had to throw away all the apples!
4 Look, it’s two o’clock now. Let’s meet here at three o’clock.
5 My uncle Tom lives in Scotland, and my aunt Mary in Wales. They often meet up to go on holiday in Ireland together.
6 – Has she ever been to England?
   – No, I don’t think she has. But she often goes to America.
7 – That was so interesting. I didn’t know any of the actors, though. Did you?
   – I knew one or two of them.
8 Now I know you said you’d be a little late. But I’ve been waiting here two hours! More like two and a half, in fact!
9 I’d like to return this toy I bought from you last week.

Test 47
1 Several of the speakers are from Africa, and one or two from America.
2 Tom’s not as tall as the rest of the family.
3 We’ll be there at ten o’clock if we’re at all lucky.
4 My mother lives in the USA and my mother-in-law lives in England.
5 – Where’s Ann?
   – I’ve just left (h)er on (h)er own. (Note: the /h/ in her disappears in normal speech.)
6 Peter and Tom must be over in the canteen, I think.
7 I’ll be there in half an hour, if I can.
8 My brother and sister are over here for two and a half weeks.
9 – Where’s Andrew?
   – I’ve just seen (h)im buying some oranges and apples in the market.
   (Note: the /h/ in him disappears in normal speech.)
Test 48
They lay in the warm air next to the lagoon where the water had sunk into the pits and marks made by previous creatures going to drink. The hum of insect wings filled the air. Peter felt happier than he had ever been. His mind filled with thoughts. He thought how nice it was the way Jahunda was so patient and encouraging - not like his own mother who always fussed and bothered. Scientists were always saying that dinosaurs had small brains, but they were wrong. Dinosaurs thought differently, that was all.

Jahunda's always aware of everything around, he said to himself. She senses things. She smells into the direction of the wind as if the smells were visible. [...] [She] can measure with her body; she can lift up a great big leg delicately to scratch in an exact spot behind her head. She saves her massive energy for when she needs it and doesn't crash about all the time roaring like in the films. And dinosaur tails are always made to look so stiff inside museums, when really they can move quite well. Jahunda's tail goes on for a long way behind her, but because it's thick and strong at the base and slender at the tip, she can curve it up and flick large flies from her body so expertly that they sail through the air stone-dead.

As if to illustrate his thoughts, Jahunda diverted the line of white ants which was marching single-file across her body with the touch of her tail, then gave herself a rasping scratch with a toe where they had been.

Test 49
1 an old aunt
2 My old uncle's ... for Easter
3 an egg ... of olives
4 from Marble Arch ... East End
5 Ann an(d) Andrew ... from Ankara to Athens
6 Northern Ireland ... South Africa
7 to us ... left out ... new address
8 phone after eight
9 last week ... are off ... next week
10 cold rain ... of Africa
11 I often ... tie it up
12 too old ... go out
13 She's obviously unhappy ... at work
14 How often ... go out in the evenings
15 I always ... to eat
16 They often ... far out ... sea in
17 an ice cream next week
18 I've always ... sail off into ... blue and
19 Mary about ... she is ... seen her
20 Peter is ... seen him

Test 50
1 - White coffee with sugar, please.
   - Black with sugar for me, please.
   - Black without sugar.
   - I'll have mine white without sugar.
   - Tea without sugar for me, please.
2
- OK, I'm paying. What would you like?
- That's kind of you. Steak and chips, please.
- I'd like steak and chips, too.
- Chicken and chips, please.
- Can I have a chicken curry?
- I'd prefer a fish curry.

3
- What kind of pullover are you looking for?
- Light blue, I think.
- You'd look better in dark blue, in my opinion.
- If I wanted something dark, I'd go for dark green.
- OK. A dark green pullover, then.
- I've changed my mind. I'd like a dark green shirt, instead.

4
- I'd like an apple pie.
- I think I'd prefer a cherry pie.
- I'd like some cherry tart.
- I don't want anything sweet. I'll have a cheese roll.
- And I'll have a cheese sandwich.
- I've changed my mind. I'll have a cheese sandwich, too.

5
- I'm going to Oxford next week.
- Oh, I went to Oxford last week.
- What a coincidence. I went there last week too.
- I went to Cambridge last week.
- I'm going there next week.

Test 51
1 polite and friendly
2 polite and friendly
3 not very friendly
4 not very friendly
5 polite and friendly
6 polite and friendly
7 polite and friendly
8 not very friendly

Test 52
1 more could be said
2 more could be said
3 message complete
4 message complete
5 more could be said
6 more could be said
7 message complete
8 more could be said

Test 53
A
a backpack (a rucksack; piece of luggage worn on the back)
a bandstand (a platform for musicians, especially outdoors)
chat-chat (casual conversation about unimportant matters)
check-a-block (completely full: The train was check-a-block)
ding dong (the sound a bell makes: compare tick tock)
doom and gloom (pessimistic talk; a bad situation)
fight or flight (the choice, when in the face of danger)
a fly-by (an exhibition of aircraft, flying past at a special event)
hale and hearty (in excellent health)
helter shelter (in hurry and confusion)
heyday (one’s time of greatest success or fame)  
higgledy-piggledy (all mixed up together, especially of small objects)  
hip-hop (a type of dance and the music which accompanies it)  
the hot polloi (a condescending way to refer to ‘ordinary’ people)  
a hoo-ha (a great commotion)  
a hurdy gurdy (an old-fashioned stringed instrument with a handle)  
a hurly-burly (a great commotion)  
a knick-knack (a small ornament, usually of little value)  
like it or lump it (accept it, whether you like it or not)  
a mishmash (a confused mixture)  
namby-pamby (weak and feeble)  
pell-mell (hurrying in a confused or disorderly manner)  
a picnic (an outdoor meal away from home)  
ping pong (table tennis)  
pitter-patter (the sound of light rain falling)  
riff-raff (a negative term for undesirable people)  
a seesaw (a plank balanced in the middle: playground equipment)  
shipshape (tidy and well-organised)  
teeny weeny (very small: a child’s word)  
tick tock (the sound a clock makes; compare ding dong)  
tiptop (absolutely excellent)  
a titbit (a nice little thing to eat or a small item of interesting news)  
willy-nilly (whether you like it or not)

Test 54

B
a) chock-a-block / knick-knacks  
b) chit-chat  
c) higgledy-piggledy  
d) willy-nilly

e) heyday  
f) doom and gloom  
g) hale and hearty

Horizontal
Jack, Fanny (an old-fashioned name), Annie/Anny, Anthony, Nina, Ken, Richard, Sally, Tessa, Tommy, Tina, Jake, Veronica

Vertical
Janice, Anna, Felicity, Ann/Anny, Angela, Norma, Norman, Eddy, Ruth, Paul, Ed

Diagonal
Wayne, Jane, Nick, Sophie, Mick, Kim, Dave, Kate

‘Nicholas’ is not in the maze: the first vowel is wrong.
Test 55
1 (k) cut-price
2 (f) went bust
3 (g) wonderful place
4 (i) go in the sea
5 (c) stony
6 (d) brown soup
7 (l) fantastically
8 (m) they've got it
9 (h) excellent markets
10 (j) architecture's nice
11 (n) marvellous
12 (o) even better
13 (a) sort of person
14 (p) breeze
15 (e) moving
16 (b) rain

Test 56
Across
1 cream / kri:m
4 desks / desks
8 tennis / tenis
9 low / ləu
10 it / it
11 heel or heal / hi:l
12 singer / sɪŋə
13 I'm / aɪm
15 neater / nɪətə
16 allows / ələuz
20 sit / sɪt
21 business / bɪznəs or bɪznɪs
24 support / səpərt
25 east / eɪst
26 loud / ləʊd

Down
1 Christmas / krɪsməs
2 eating / ɪtɪŋ
3 metals / metəlz
4 divine / dɪvain
5 'S' / əs
6 cleaner / klɪənə
7 sole or soul / sɔul
14 meals / miːlz
17 lists / lɪstz
18 outer / aʊtə
19 asleep / əsliːp
21 bought / bɔ:t
22 it / it
23 nailed / nɛɪld

Test 57
1 aunts / dɑːnts
2 sense / fɛns
3 son / ʃʊn
4 phone / loʊn
5 polite / fɪt

Test 58
Check your pronunciation with the recording.

Test 59
1a, 2b, 3b, 4a, 5b, 6b, 7b, 8b, 9a, 10a

Test 60

A
1d, 2i, 3f, 4g, 5j, 6a, 7e, 8b, 9c, 10h

B
1 (Q) What's your name?
2 (Q) Where do you come from?
3 (Q) Fancy a coffee?
4 (Q) (Are) you off now?
5 (Q) (Have you) got the time?

(R) Forgotten already?
(R) From Italy. And you?
(R) Not just now, thanks.
(R) Hold on a sec(ond).
(R) Ten past two.