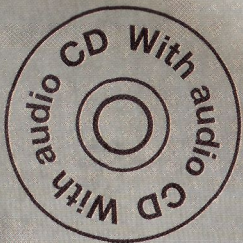


Test Your 



Pronunciation

Michael Vaughan



PENGUIN ENGLISH GUIDES



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.

- 60 tests to improve your English pronunciation
- 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
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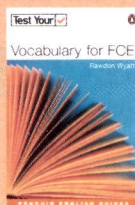
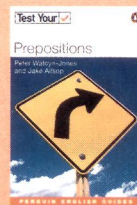
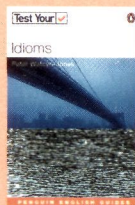
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To the student

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 /pi:tə/, 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 <o> vowels; but when written in phonemic script, /,ekə'nɒmɪk/, we see that the first very weak <o> is schwa, but <o> 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** (↘) or a **fall-rise** (↘↗).

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 ♫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:

ɪ	bit, in
e	best, pen
æ	bad, cat
ʌ	cup, love
ɒ	dog, wash
ʊ	put, good
ə	<u>potato</u> , <u>under</u>
i	happy, lucky, <u>stadium</u>

long:

i:	sea, key
ɑ:	car, start
ɔ:	north, bought
u:	blue, new
ɜ:	girl, fur

diphthongs:

eɪ	day, make
aɪ	try, night
ɔɪ	boy, noise
əʊ	no, low
aʊ	how, loud
ɪə	here, near
eə	there, wear
ʊə	cure, newer

Consonants

p	<u>pen</u> , top
b	<u>back</u> , job
t	<u>time</u> , bit
d	<u>dog</u> , bad
k	<u>cat</u> , pick
g	go, bag
f	<u>find</u> , off
v	<u>view</u> , save
θ	<u>think</u> , bath
ð	<u>this</u> , with
s	<u>see</u> , police
z	<u>zero</u> , please
ʃ	<u>ship</u> , station
ʒ	<u>measure</u> , television
h	<u>head</u> , whole
m	<u>miss</u> , climb
n	<u>need</u> , know
ŋ	<u>sing</u> , long
tʃ	<u>check</u> , pitch
dʒ	jam, age
l	<u>like</u> , feel
r	<u>right</u> , wrong
j	yes, year
w	<u>wet</u> , queen



Which sound? Names 1

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:

2 a) Jan Lipman 3 b) Jane Lipman 1 c) Jane Leapman
4 d) Jan Leapman

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



2 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) Carl 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.



4 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 /pɪtsə/.

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

Peter / pizza 3

1 Kate / cake _____

9 Penny / pizza _____

2 Charles / chocolate _____

10 Margery / margarine _____

3 Oliver / olives _____

11 Barbara / bananas _____

4 Tom / tomatoes _____

12 Sam / salmon _____

5 Susan / sugar _____

13 Colin / cola _____

6 Salome / salami _____

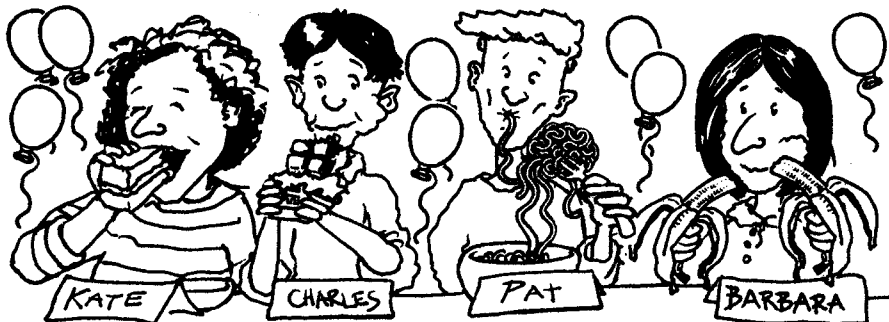
14 Brenda / bread _____

7 Pat / pasta _____

15 Jim / gin _____

8 Patty / pastry _____

16 Raymond / radishes _____





5 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

■ kettle car circle catch

■ these thank think thread

■ when which whose where

■ church choir cheap chart

■ plenty prince piano pneumatic

■ number know moon gnaw

■ 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





6 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	<u>picks</u>	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



7 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 nature capture mature

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.



8

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

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

Short vowel sound	Long vowel sound
<p><i>(This area is currently blank for student input.)</i></p>	<p><i>(This area is currently blank for student input.)</i></p>



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*



9 Word stress 1

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 elect cancel

repeat edit teacher surprise

manage bottle listen below

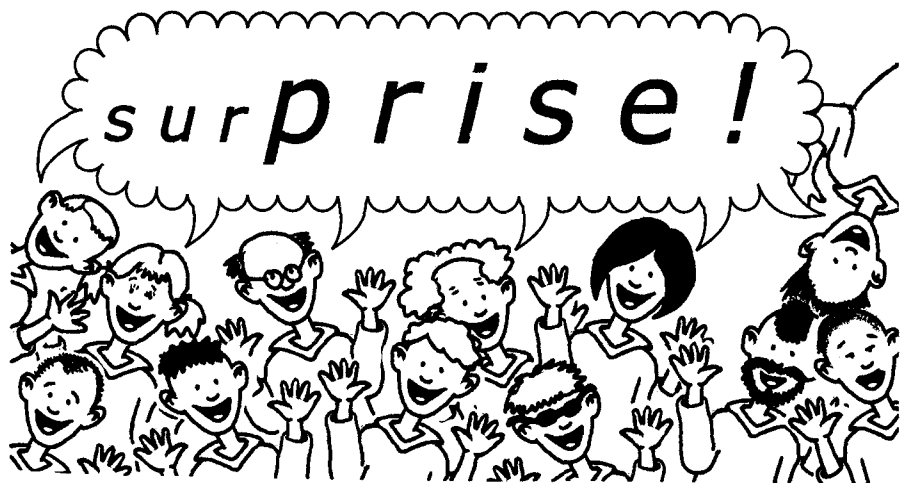
above under royal postpone

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,). 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.)



10

Word stress 2

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 re**COR**ded a new RE**COR**d. (record)

IM**POR**ts have gone up recently. In fact we are im**POR**ting twice as much as last year. (import)

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

repeat subject varnish contrast rebel rewrite
 damage escape answer increase present credit
 debate object export regret suspect fiddle
 treasure reply replay produce account pervert

Always <input type="checkbox"/> <input type="radio"/>	Always <input type="radio"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="radio"/> when it is a noun <input type="radio"/> <input type="checkbox"/> when it is a verb
<i>varnish</i>	<i>repeat</i>	<i>subject</i>

11

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?

weak strong

_____ ✓ _____

To my sister.

✓ _____

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.



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

- When it ends a sequence. *What is it made of?*
- When it gives new information or stands alone. *Who did Her!*
- When it contrasts with another word. *I gave it to her, not him.*



12 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 com↘puter operator, I understand.

B. / No / computer programmer /

- 6 A. Did you buy that cotton shirt you were looking at?
B. / No / silk shirt / instead
- 7 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 /
- 11 A. So your partner is John Smith.
B. / No / partner / Jane Smith /
- 12 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 /



In a high contrastive **fall**, the voice starts high and goes smoothly down, to the bottom of the voice.



13

Contrastive stress 2

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.

1 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.
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- d) ... it was nineteen ninety-**FIVE**.

5 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**.





14 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 ↘JANE↗ Smith, but I ↘do know her ↘hus↗band ↘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, you should also try to imitate the **intonation**. So think where there is a **fall-rise** (↘↗) and where there is a straight **fall** (↘).



15 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 *fact*s. This company is going *bus*y 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 *fact*s, and
- we will hear the /d/ in *land*, but not in *land*lady.

This means even negative /t/, and the final /d/ or /t/ in past tenses and passives, may disappear:

- *I don't*(t) know.
- *I watch*(ed) TV *las*(t) night.



16

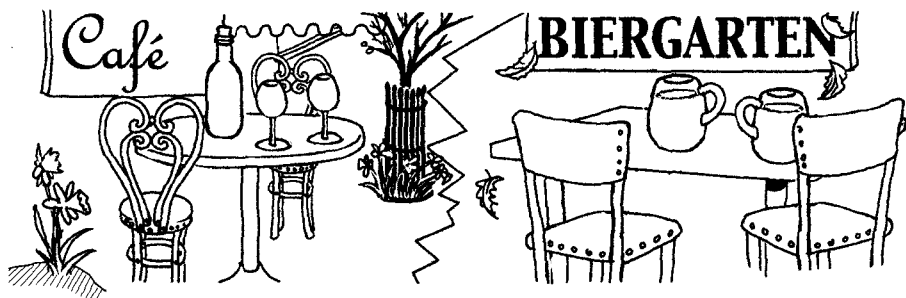
Changing sounds 2 Assimilation

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 *tem 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.



I spend half the year in Paris and the rest in Berlin.



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 /g/ depending on the following sound.

17 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**.)



8

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.



20

Predicting highlighting shift in dialogue 1

In conversation, the emphasis shifts as new, important words come in. The new words are highlighted. Listen to these examples, and compare them.

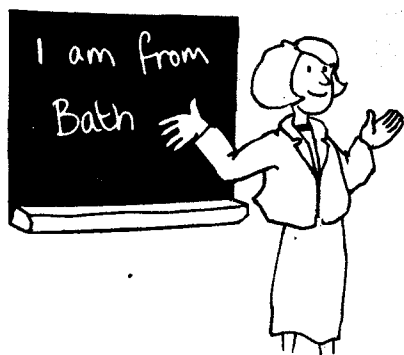
- 1) A. Where did you go in the summer? B. The South of **↘FRANCE**.
2) A. Which part of France do you prefer? B. The **↘SOUTH** of France.

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.



In the first examples, in 1B *France* is the most important word, so it is highlighted. In 2B (where the wording is identical), *South* has become the most important word because it gives new information, *France* having been mentioned already in 2A.



21 Stress in phrases and compound nouns

Listen to the following two sentences:

- I was born in that green ↘HOUSE.* (phrase)
- 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.

- I went to the shopping centre to buy myself a couple of cotton shirts.
- I think I've left my car keys in my handbag.
- Would you prefer to visit the White House or Buckingham Palace?
- We live in Cambridge Avenue, which is just off the High Street.
- They own a cotton factory and several steel mills in South America.
- 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

- the stressed syllables, by underlining;
- 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?
- My aunt and uncle live in the North of England.
- 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).

23

Grouping rhyming words 1

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

alert / bean / between / canned / complain / convene / core / cork /
 curt / delight / design / earl / four / furl / gate / hand / hawk / height /
 hurl / hurt / incite / insane / kite / land / mean / pane / pearl / pert /
 pine / polite / raw / refine / refrain / reign / relate / resign / roar /
 scene / shirt / shore / sign / spanned / stalk / state / stork / tanned /
 wait / walk / weight / whirl

/i:n/	/eɪn/	/eɪt/	/ɔ:/	/aɪn/
seen	main	hate	law	wine

/ænd/	/ɜ:t/	/ɜ:l/	/ɔ:k/	/aɪt/
band	dirt	girl	fork	white



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*.

24 Grouping rhyming words 2

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

act / aloft / atone / beast / break / caught / ceased / chew / confer /
 coughed / demur / doffed / fir / flu / fort / fought / fur / gist / hissed /
 insist / jerk / kissed / least / list / loan / loft / lone / mown / opaque /
 perk / pieced / purr / quake / retract / sacked / sewn / shirk / smirk /
 shake / snort / steak / taught / threw / through / too / tracked / Turk /
 waft / whacked / yeast

/əʊn/	/uː/	/ɜː/	/ɔːt/	/ɪrst/
phone	who	sir	court	east

/ɜːk/	/eɪk/	/ɪst/	/ækt/	/ɒft/
work	make	mist	pact	soft



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.

25

Grouping rhyming words 3

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

alarm / backs / balm / bird / boom / calm / charm / charred / conveyed / course / curd / displayed / fax / firm / flawed / force / gloom / gorse / groom / hard / heard / herd / hoarse / horde / lard / loon / maid / noon / parade / pawed / perm / poured / prune / psalm / relax / sacks / sauce / shacks / snored / sparred / spurred / squirm / starred / strewn / term / tomb / tune / weighed / womb / worm

/ɜ:d/	/ɔ:d/	/ɑ:m/	/ɑ:d/	/eɪd/
word	board	farm	card	shade

/æks/	/ɜ:m/	/u:n/	/u:m/	/ɔ:s/
axe	germ	June	loom	Morse

26

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)

- | | | | | | | | |
|-------|-------|---|-------|--------|----|-------|--------|
| droop | soup | 5 | rich | stitch | 9 | file | style |
| mash | cache | 6 | chest | breast | 10 | taste | waist |
| steak | make | 7 | wand | bond | 11 | worm | squirm |
| moon | prune | 8 | blood | mud | 12 | tomb | loom |

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.

- | | | | | | | | |
|------|-------|---|------|------|----|------|-------|
| cut | put | 5 | bear | fear | 9 | call | shall |
| warm | charm | 6 | cork | work | 10 | word | lord |
| worm | storm | 7 | wart | dart | 11 | dome | some |
| boot | foot | 8 | said | maid | 12 | want | pant |



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



27

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.

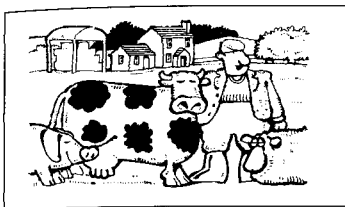
- | | | | | | | | |
|---|---------|---|--------|----|---------|----|----------|
| 1 | flape | 5 | snork | 9 | frake | 13 | spump |
| 2 | spline | 6 | preck | 10 | drumble | 14 | flinge |
| 3 | smotted | 7 | glumpy | 11 | duddle | 15 | chinker |
| 4 | gatter | 8 | chandy | 12 | shunker | 16 | strended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



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!

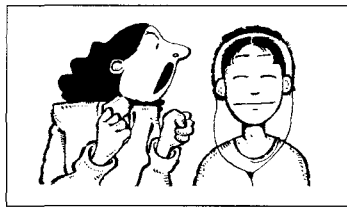
28 Find the rhymes 1

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.)



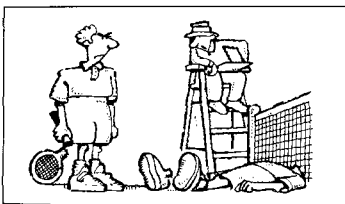
'It's always _____

Down on the _____'



'You haven't _____

A single _____'



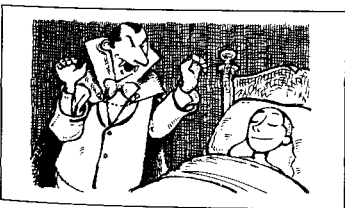
'I think you _____

To leave the _____'



'She's learned to _____

In just a _____'



'I like a _____

Last thing at _____'

bike / 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



29

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.

	weak stress ○	SECONDARY STRESS □	weak stress ○	PRIMARY STRESS □	weak stress ○	weak stress ○
1			de	CI	sion	
2				MU	sic	al
3		UN	der	STAND		
4		CON	dem	NA	tion	
5			com	MU	ni	cate
6		CRE	di	BI	li	ty
7	pro	NUN	ci	A	tion	

B 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.

editor / refugee / hallucination / ultimatum / departure /
journalistic / interfere / afterwards / survivable / determination /
oceanographer / mistranslate / musician / overpaid /
conductivity / investigation / existential / seasickness / banana /
congratulations / potato / customer / commemorate /
inexcusable / computer / productivity / luckily / California /
indecision / exhibitionist / expandable / survival / productive /
chemistry / activate / avocado / executive

○ □ ○	decision
□ ○ ○	musical <i>editor</i>
□ ○ □	understand
□ ○ □ ○	condemnation
○ □ ○ ○	communicate
□ ○ □ ○ ○	credibility
○ □ ○ □ ○	pronunciation

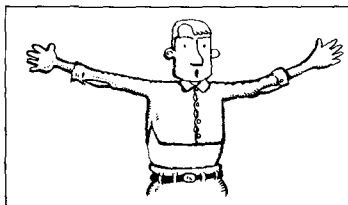


In two-syllable words, a syllable is either strong or weak (see Tests 9 and 10). But in some three-syllable words, and in most words of four syllables or more, there are two stressed syllables: one carries **primary** (or **main**) stress, the other **secondary** stress.

30 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.)

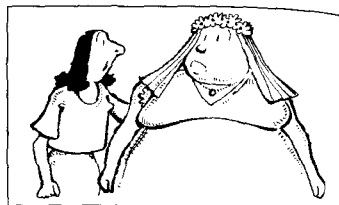
1



'This shirt you _____

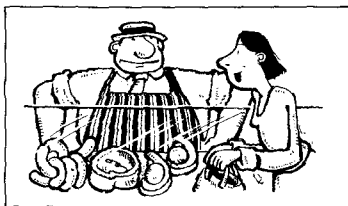
Is rather _____'

4



'It's not too _____

To lose some _____'



'I think I'll _____

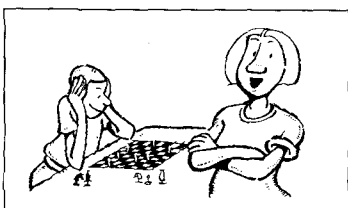
A pound of _____'



'I wish the _____

Would make less _____'

3



'He learned to _____

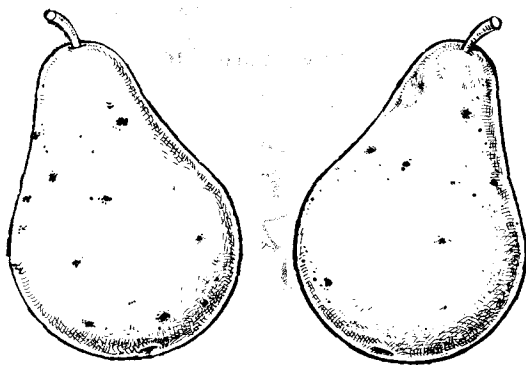
In just one _____'

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.

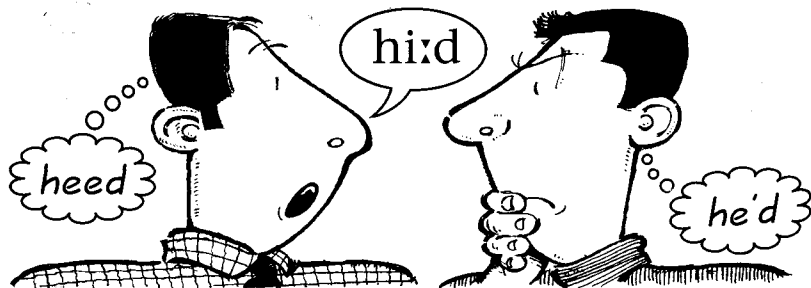
32

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 /
 dead / 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 /
 heel / reign / saw / mail / sore / I'll / seem /
 maze / sleigh / stare / tease / toad / wait / wheel



33

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.



34 Spoonerisms

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**.

Spoonerisms 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.)

'lʌndən

London

rəʊm

'li:mə

'kɑ:dɪf

mə'drɪd

'wɒʃɪŋtən

'ki:təʊ

ber'(d)zɪŋ

'təʊkiəʊ

hel'sɪŋki

bɜ:'lɪn

'brɑɪ(ə)n

bɑ:θ

səʊl

'pæris

'mæntfæstə

,nju: 'jɔ:k

bel'greɪd

'wɑ:sɔ:

,lɒs 'ændʒəlɪz

'venɪs



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:

'lʌndən mə'drɪd 'ki:təʊ bɜ:'lɪn

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

,nju: 'jɔ:k ,lɒs 'ændʒəlɪz

See Test 29 for main (primary) stress and secondary stress.

36

Using phonemic script 2

Here are some names of cities and countries. Write them all in phonemic script, using the symbols from Test 35.

Prague

pra:g

Lisbon

Dublin

Brussels

Hungary

Moscow

Hamburg

Geneva

Japan

Brazil

Thailand

Germany

Wales

England

Scotland

Bangkok

Italy

Korea

China

Manila

Amsterdam

Jakarta

Greece

Turkey



Some of the names have alternative pronunciations:

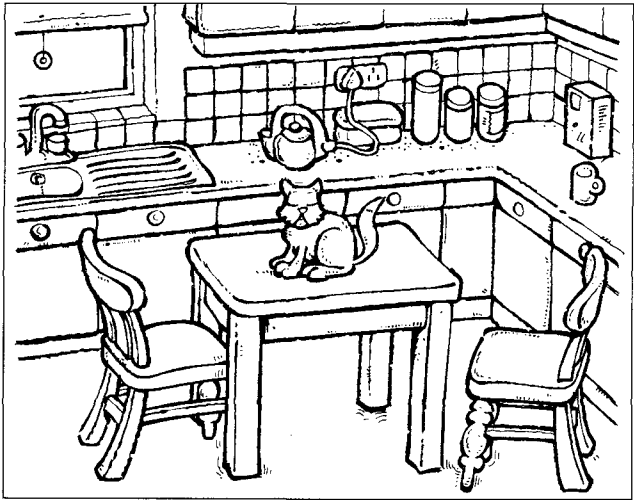
- 1) The weak syllable of *Thailand* and *Korea* can have either schwa or another sound.
- 2) Schwa itself may disappear. In *Brighton* and *Italy*, this is because final /n/ and /l/ may be 'syllabic consonants', with no vowel needed. In the case of *Hungary* the /g/ and /r/ need no vowel between, which 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.

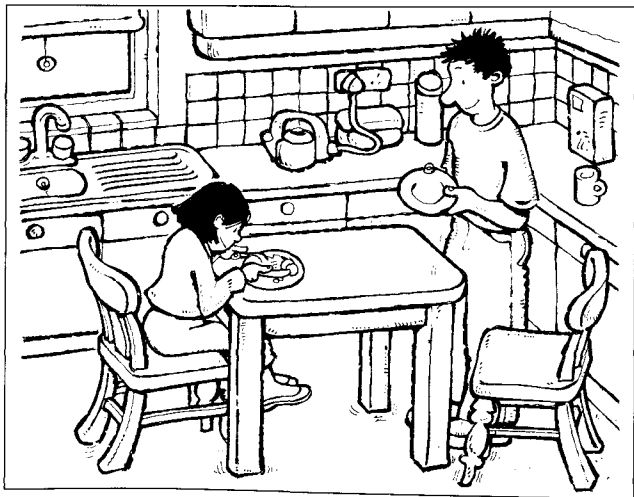
Picture 1

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



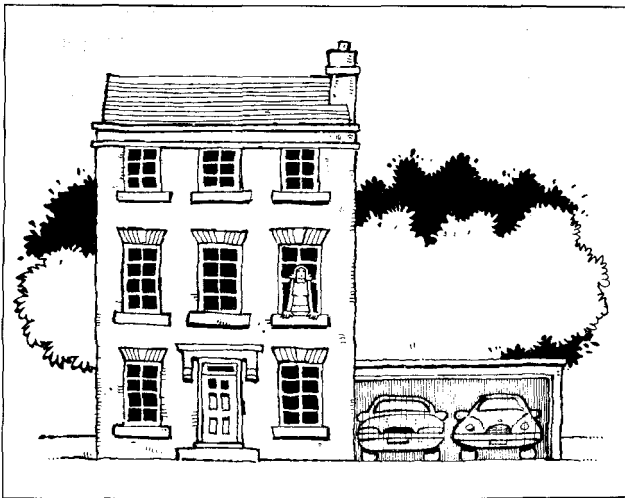
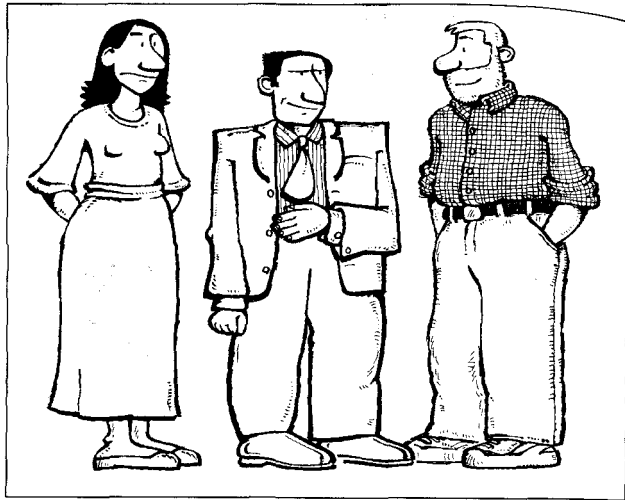
Picture 2

- 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 ...

38 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 ↘NORTH ↗Bank; the ↘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 **fall-rise** in the first part of the correction – where we are **referring** to what has been said. There is a **fall** in the second part – where we are giving the new, correct information.

39

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

- | | | | | |
|----|--------|--------|--------|---------|
| 1 | Bert | Curt | shirt | Bart |
| 2 | coot | loot | soot | shoot |
| 3 | relate | fete | weight | height |
| 4 | spook | took | look | rook |
| 5 | food | mood | brewed | good |
| 6 | sewed | glued | chewed | nude |
| 7 | jerk | clerk | work | shirk |
| 8 | pact | backed | baked | fact |
| 9 | scene | sign | mean | convene |
| 10 | laze | phase | days | size |
| 11 | peak | steak | leak | cheek |
| 12 | soot | cut | put | foot |
| 13 | height | tight | weight | might |
| 14 | stalk | work | fork | cork |
| 15 | quite | night | lied | light |
| 16 | clear | bear | hare | fair |
| 17 | barred | bared | hard | yard |
| 18 | duke | spook | look | Luke |
| 19 | taught | court | snort | coughed |
| 20 | prised | missed | fist | kissed |

40

Word stress 4 Words and phrases

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 | 8 | modification |
| 2 | supply | 9 | disability |
| <input type="checkbox"/> | afterwards | 10 | pronunciation |
| <input type="checkbox"/> | introduce | 11 | confusability |
| <input type="checkbox"/> | departure | 12 | parapsychology |
| <input type="checkbox"/> | introduction | 13 | legitimization |
| <input type="checkbox"/> | biologist | 14 | inconceivability |

6

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

41 Word stress 5

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:

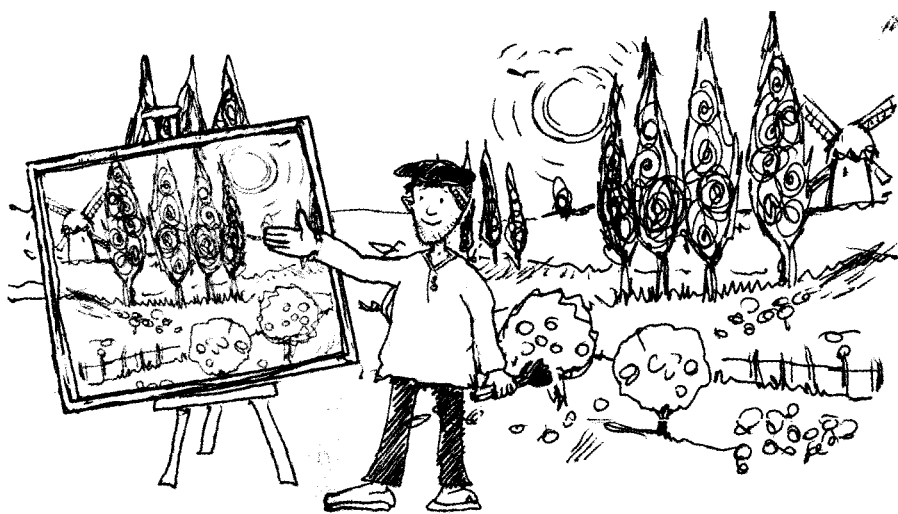
The noun *supporter* keeps the stress in the same place:

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

- forget → forgettable
- telephone → telephonic
- geriatrics → geriatrician
- edit → editor
- picture → picturesque



picture

picturesque



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



42 Find the parenthesis

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.

Example: Marilyn Monroe, **the great Hollywood star**, died in 1962.
Marilyn Monroe died in 1962.

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.

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

- 2 Westminster Abbey just opposite the Houses of Parliament is a 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.

- 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.

■ Queen Elizabeth the elder daughter of King George VI married Philip in 1947.

■ Queen 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.



43 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.
- 4 My friend's *Chinese* – she plays in the *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.



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.
 - 8 CD-R machine: 750MHz Athlon processor; 12Mb SDRAM; 27Gb hard drive; 17" colour screen; 56k modem; 32Mb TN-2 graphics. Plus £1000 of software inc. Microsoft 2000 software and Supanet internet access.
- Salary range £22,549 – £25,080 p.a. Please quote ref: MC254. Closing date for applications, 16 September.
- 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

one point seven = 1.7

thirty pounds = £30

megabyte = Mb (or MB)

18 inches or 18-inch = 18"

gigabyte = Gb (or GB)

dot co dot UK = .co.uk (in Internet addresses; 'Co' = 'company')



45 Numerical expressions 2

Listen to the recording and fill in the gaps in the following sentences. Use figures and abbreviations rather than words.

Example: Today there are more than 3,100 Wayfare bistros, 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 _____.
- 3 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.

46 Word linking 1

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 / may sound like so **why**, and / am may sound like / **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.
– 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.



A <w> link may follow a vowel where the lips become round, as in *though*, *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*.

47 Word linking 2

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.
- 4 My mother lives in the USA and my mother-in-law lives in England.
- 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 /r/ 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)

The /h/ sound in unstressed words such as *his* and *her* may disappear, allowing vowel linking. But ignore this for the test.

49 Word linking 4

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 apple pie.

- 1 I'm staying with _____ of mine in Leeds.
- 2 _____ coming to stay with us _____.
- 3 I often eat _____ with a handful _____ in the evening.
- 4 We walked _____ to the _____.
- 5 _____ will be travelling _____.
- 6 They moved from _____ to _____.
- 7 They wrote _____ but _____ their _____.
- 8 Could you _____ if possible?
- 9 They got back from holiday _____ and _____ again _____.
- 10 I never expected such _____ in the middle _____.
- 11 When I go out on my boat _____ forget to _____ when I land.
- 12 He's much _____ to _____ with a young girl like that.
- 13 _____ about what's going on _____.
- 14 _____ do you _____ ?
- 15 _____ like a bite _____ before I go to bed.
- 16 _____ go quite _____ to _____ their little boat.
- 17 I'll buy you _____.
- 18 _____ wanted to _____ the _____ just disappear.
- 19 - Is _____ somewhere?
- Yes, _____ . I've just _____ .
- 20 - 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.



51 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) polite and friendly (2) not very friendly

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



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 / ↘*don't*, it sounds a bit impolite. But say / ↘*don't, I'm* ↗*afraid* and you will sound friendly. (If you don't rise on the tag it will not sound so friendly.)



52 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

	Message complete	More could be said
■ – 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.		
4 – She’s always well prepared for meetings. – That’s true.		
5 – Was it a good weekend? – Saturday was fine.		
6 – Do you always understand him? – Generally.		
7 – The matter is very urgent. – I fully appreciate that.		
8 – 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.

53

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)



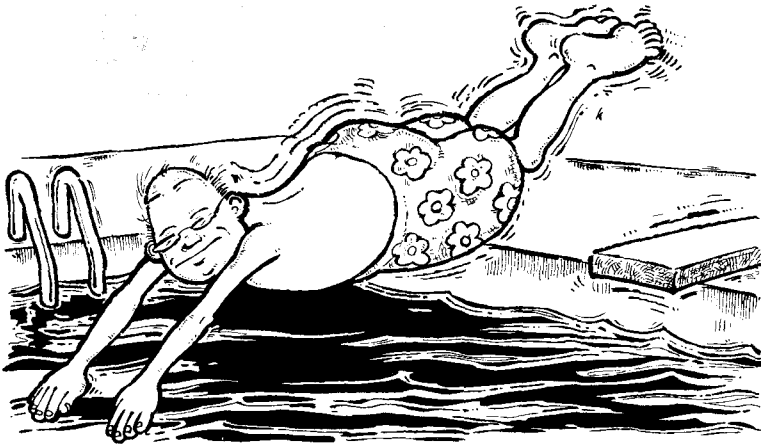
It's pay day!

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

A	B
<p>back / band / chit- / chock-a- / ding / doom and / fight or / fly- / hale and / helter- / hey / higgledy- / hip / hoi / hoo- / hurdy / hurly- / knick- / like it or / mish / namby- / pell- / pic / ping / pitter- / riff- / see / ship / teeny / tick / tip / tit / willy- /</p>	<p>bit / block / burly / by / chat / day / dong / flight / gloom / gurdy / ha / hearty / hop / knack / lump it / mash / mell / nic / nilly / pack / pamby / patter / piggedly / polloi / pong / raff / saw / shape / skelter / stand / tock / top / weeny /</p>

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...

54 Sounds maze

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: dʒæk = Jack nɪk = Nick

w	ɪ	dʒ	æ	k	f	æ	n	i	n
m	eɪ	æ	n	t	ə	n	i	ɪ	æ
n	i:	n	ə	r	l	s	k	e	n
ɔ:	ɒ	ɪ	aɪ	r	ɪ	tʃ	ə	d	dʒ
m	ʌ	s	ɑ:	u:	s	æ	l	i	ə
ə	p	tʃ	əʊ	θ	ə	n	ə	əʊ	l
n	ɔ:	m	ə	f	t	e	s	ə	ə
p	l	t	ɒ	m	i	d	e	t	d
t	i:	n	ə	æ	ɪ	dʒ	eɪ	k	ɪ
v	ə	r	ɒ	n	ɪ	k	ə	v	ɒ



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, Nico,
 Nina, Norma, Norman, Paul, Richard, Ruth, Sally, Sophie, Tessa, Tina

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.

■ sɔ:t ə 'pɜ:sən

9 | 'wʌndəfəl plɜ:s

m | ðeɪv gʊt ɪt

■ reɪn

h | 'eksələm 'mɑ:kɪts

n | 'mɑ:vələs

■ 'stəʊni

■ gəʊ 'wɪn ðə si:

o | 'i:vəm 'betər

■ braʊn su:p

■ 'ɑ:kɪtektʃəz naɪs

p | brɪ:z

■ 'mu:vɪŋ

k | 'kʌp,praɪs

q | 'hɒlədeɪz

■ wemp bʌst

l | fən'tæstɪk(ə)li

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.)

56 Sounds crossword

This is like a standard crossword, but all the words must be written in phonemic script.

1 k	r	2 i:	3 m		4	5		6	7
r		8						9	
l		10					11		
12 s					13	14			
m					15				
16 ə	17	18							19
20 s				21	22		23		
	24								
25					26				

Across

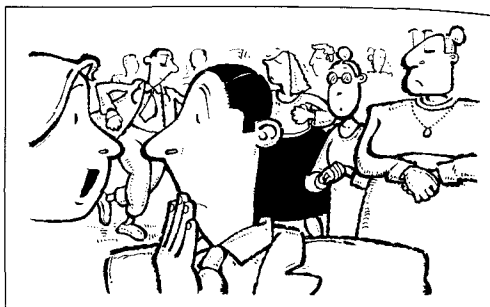
- Good in coffee.
- You find them in classrooms and offices.
- The game played at Wimbledon.
- 9 We looked for it high and _____ .
- 10 Pronoun.
- 11 It sounds as if it could be below your ankle; or what a doctor can do.
- 12 Someone who makes music with his or her voice.
- 13 *I am*: shorter than usual.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

Down

- Winter festival.
- _____ and drinking.
- Copper, bronze and iron, for example.
- Holy.
- 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.
- 14 Breakfast, lunch, and dinner are all _____ .
- 17 People make these before they go shopping.
- 18 Opposite of *inner*.
- 19 By midnight I am usually _____ .
- 21 *Buy* in the past.
- 22 Same as 10 across.
- 23 He took a hammer and _____ down the lid.

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.)

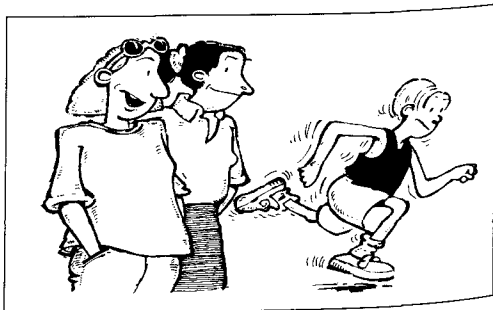
1 'I think the _____
Would like to _____'



2 'It might make _____
To build a _____'

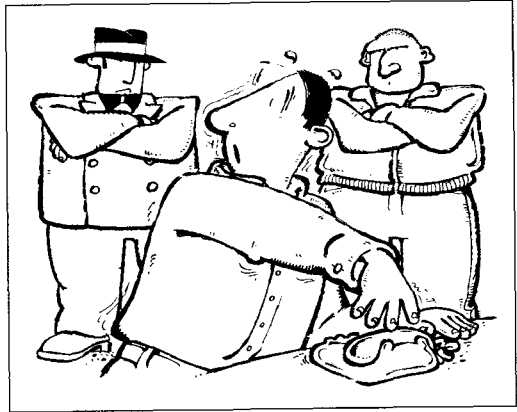


3 'My youngest _____
Sure likes to _____'



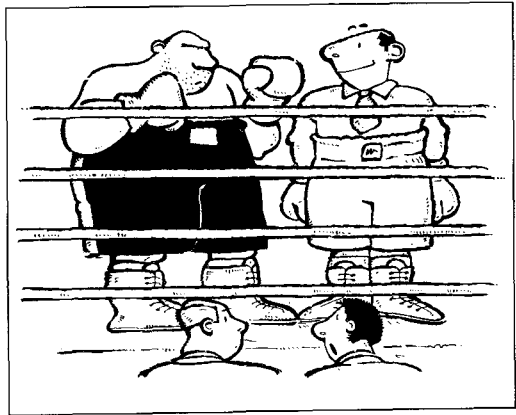
'I'll try to _____

To get a _____



'He's too _____

To want to _____



alone / aunts / bone / box / dames / dance / fence / fight / friendly /
fun / girls / loan / lone / none / one / pence / phone / polite / right /
run / scared / sense / sight / son / sun / trance



58 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* *rock 'n' roll*
raining cats and dogs *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.


- 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.')



59 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.

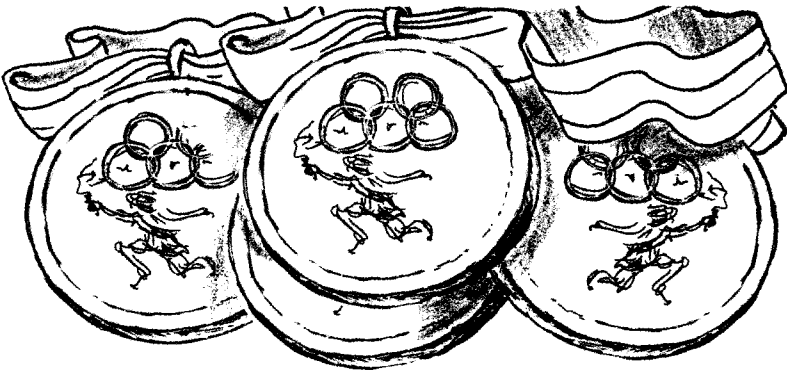
a) = Tom has finally got a good job.

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





60

wɒtʃə 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 wɒtʃə seɪ (which sounds like *watcher say?*).

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

- | | | | |
|----|----------------------------------|----------|--------------------|
| 1 | <i>Do you want a cup of tea?</i> | a | fænsijə baɪ twɪ:t |
| 2 | <i>You must be joking!</i> | b | gɒtəni tʃeɪndʒ |
| 3 | <i>Come off it!</i> | c | gɒtə gəʊ twɜ:k |
| 4 | <i>Shut up!</i> | d | dʒə wʌnə kləpə tɪ: |
| 5 | <i>I'm worn out.</i> | e | aɪ mɒf tə bed |
| 6 | <i>Fancy a bite to eat?</i> | f | kl mɒfɪt |
| 7 | <i>I'm off to bed.</i> | g | fʌ tɒp |
| 8 | <i>Got any change?</i> | h | kənʒə lemijə kwɪd |
| 9 | <i>Got to go to work.</i> | i | jə mʌs bi dʒəʊkɪŋ |
| 10 | <i>Can you lend me a quid?</i> | j | aɪm wɔ: naʊt |

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

- | | | |
|---|------------------------|-------------------------|
| 1 | (Q) wɒtsjə neɪm ? | (R) fægɒtə nɔ:redi ? |
| 2 | (Q) weədʒə klʌm frɒm ? | (R) frə mɪtəlɪjə nju: ? |
| 3 | (Q) fænsijə kɒfi ? | (R) nɒt dʒʌ snəʊ, θæŋks |
| 4 | (Q) jə wɒf naʊ ? | (R) hæʊl dɒnə sek |
| 5 | (Q) gɒt ðə taɪm ? | (R) tem pɑ: stu: |



Vocabulary notes

Come off it! = you can't
quid = pound (£) (in British English)

Answers

Test 1

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

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

Test 4

- | | | | |
|----------|-----------|------------|------------|
| 1 = two | 5 = zero | 9 = one | 13 = one |
| 2 = one | 6 = three | 10 = five | 14 = three |
| 3 = four | 7 = two | 11 = one | 15 = two |
| 4 = one | 8 = one | 12 = three | 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 <i>circle</i> | starts with /s/, the others with /k/ |
| 2 <i>these</i> | starts with /ð/, the others with /θ/ |
| 3 <i>whose</i> | starts with /h/, the others with /w/ |
| 4 <i>choir</i> | starts with /kw/, the others with /tʃ/ |
| 5 <i>pneumatic</i> | starts with /n/, the others with /p/ |
| 6 <i>moon</i> | starts with /m/, the others with /n/ |

B

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

Test 6

A

- | | |
|-----------------|-------------------------------------|
| 1 <i>robbed</i> | ends with /d/, the others with /t/ |
| 2 <i>shaped</i> | ends with /t/, the others with /d/ |
| 3 <i>shops</i> | ends with /s/, the others with /z/ |
| 4 <i>names</i> | ends with /z/, the others with /ɪz/ |
| 5 <i>faded</i> | ends with /ɪd/, the others with /t/ |
| 6 <i>wicked</i> | ends with /ɪd/, 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 /i:/, 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 /u:/, the others /ʊ/
 6 *loud* contains the vowel /aʊ/, the others /u:/
 7 *give* contains the vowel /ɪ/, the others /aɪ/
 8 *must* contains the vowel /ʌ/, the others /u:/

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)

B

- 1 except *politics* = 4 except *submit* =
 2 except *prostate* = 5 except *Angela* =
 3 except *refer* =

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, aLLow, 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 / aLLow* 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 /ɪ/ (*lucky, funny*)
- syllabic /l/ (*bottle, local, royal*)
- syllabic /n/ (*listen, sweeten*)
- <-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 com☞puter 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 in ☞stead.
- 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 ☞ sis☞ter was born in nineteen ☞ FIFTy-nine, and my ☞ wife in nineteen ☞ SIXty-nine.
- 4 ☞ Joe lives in ☞ NORTH A☞merica, and ☞ Pab☞lo in ☞ SOUTH America.
- 5 ☞ DIEsel ☞ engines cause more pollution than ☞ PETrol engines.
- 6 I've ☞ never been to South A☞MERI☞ca, but I ☞ have been to South ☞ A☞FRICA.
- 7 My ☞ grandfather was born in nineteen-o-☞ FOUR; and my grand☞MOTH☞er 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 ☞ OUT☞skirts of ☞ London; I live right in the ☞ CENTre 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

No.	Word(s)	Slow version	Fast version
1	in place	ɪn pleɪs	ɪm pleɪs
	in case	ɪn keɪs	ɪŋ keɪs
2	Green Park	ɡriːn pɑːk	ɡriːm pɑːk
	Hyde Park	haɪd pɑːk	haɪb pɑːk
3	third person	θɜːd pɜːsən	θɜːb pɜːsən
	red coat	red kəʊt	reg kəʊt
4	and bacon	ənd beɪkən	əm beɪkən
	and mashed	ənd mæʃt	əm mæʃ
5	in Paris	ɪn pæris	ɪm pæris
	in Berlin	ɪn bɜːlɪn	ɪm bɜːlɪn
6	handbag	hændbæg	hæmbæg
	handkerchief*	hæŋkətʃɪf	hæŋkətʃɪf

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

Test 17

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

Test 18

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

Test 19

Short vowel sounds

pit pɪt	pat pæt	pet pet	putt pʌt	pot pɒt	putt pʊt
rich	flashed	death	month	shone	would
still	banned	hemmed	just	dock	hood
bin	rang	next	love	don	wood
ridge	hat	breath	ton	cloth	should
link	stabbed	said	son	cough	could
hymn	cab	edge	blood	dog	foot
itch	black	begged	monk	shopped	stood

Long vowel sounds

peat pit	pert pɜ:t	part pɑ:t	port pɔ:t	boot bu:t
breathe	curl	cart	lawn	suit
scene	herd	farm	poured	loom
creep	earn	calm	torn	cruise
piece	bird	arch	floor	hoop
feast	germ	palm	sword	hoot
eve	purr	barred	ought	move
leaf	pearl	bard	chalk	soup

Test 20

1

- 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.

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**?
- 3 My **aunt** and **uncle** **live** in the **North** of **England**.
- 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 23

/i:n/	/em/	/eit/	/ɔ:/	/am/
seen	main	hate	law	wine
bean	complain	gate	core	design
between	insane	relate	four	pine
convene	pane	state	raw	refine
mean	refrain	wait	roar	resign
scene	reign	weight	shore	sign
/ænd/	/ɜ:t/	/ɜ:l/	/ɔ:k/	/ait/
band	dirt	girl	fork	white
canned	alert	earl	cork	delight
hand	curt	furl	hawk	height
land	hurt	hurl	stalk	incite
spanned	pert	pearl	stork	kite
tanned	shirt	whirl	walk	polite

Test 24

/əʊn/	/u:/	/ɜ:/	/ɔ:t/	/i:st/
phone	who	sir	court	east
atone	chew	confer	caught	beast
loan	flu	demur	fort	ceased
lone	threw	fir	fought	least
mown	through	fur	snort	pieced
sewn	too	purr	taught	yeast
/ɜ:k/	/eɪk/	/ɪst/	/ækt/	/ɒft/
work	make	mist	pact	soft
jerk	break	gist	act	aloft
perk	opaque	hissed	retract	coughed
shirk	quake	insist	sacked	doffed
smirk	shake	kissed	tracked	loft
Turk	steak	list	whacked	waft

Test 25

/ɜ:d/	/ɔ:d/	/ɑ:m/	/ɑ:d/	/erd/
word	board	farm	card	shade
bird	horde	alarm	charred	conveyed
curd	pawed	balm	hard	displayed
heard	poured	calm	lard	maid
herd	snored	charm	sparred	parade
spurred	flawed	psalm	starred	weighed
/æks/	/ɜ:m/	/u:n/	/u:m/	/ɔ:s/
axe	germ	June	loom	Morse
backs	firm	loon	boom	course
fax	perm	noon	gloom	force
relax	squirm	prune	groom	gorse
sacks	term	strewn	tomb	hoarse
shacks	worm	tune	womb	sauce

Test 26

A

- 1 **droop** (loop / stoop / snoop / coop)
 2 **dash** (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** (squirt / firm / skirt / skirmish / quirk) i.e < i > + < r > + consonant
 12 **loom** (doom / gloom / 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** (dear / 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 | 12 juke | |

Test 28

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

Test 29

B

- 1 departure / musician / banana / potato / computer / survival / productive
 2 editor / afterwards / seasickness / customer / luckily / chemistry / activate
 3 refugee / interfere / mistranslate / 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 | 4 late / weight |
| 2 take / steak | 5 boys / noise |
| 3 play / day | |

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, sheikh / 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 / doe, dough / flawed, floored / knew, new / heard, herd / he'll, heal, heel / lacks, lax / mail, male / maize, 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

Madrid / Brighton / Warsaw
Washington / Bath / Los Angeles
Quito / Seoul / Venice

Test 36

prɑ:g / 'lɪzbən / 'dʌblɪn
'brʌsəlz / 'hʌŋg(ə)ri / 'mɒskəʊ
'hæmbɜ:g / dʒə'ni:və / dʒə'pæn
brə'zɪl / 'taɪlənd (or) 'taɪlənd / 'dʒɜ:məni
weɪlz / 'ɪŋglənd / 'skɒtlənd
bæŋ'kɒk / 'rɪ(ə)li / kə'ri:ə (or) kə'ri:ə
'tʃaɪnə / mə'nɪlə / ,æm(p)stə'dæm (or) 'æm(p)stə'dæm
dʒə'kɑ:tə / grɪ:s / 'tɜ:ki

Test 37

Picture 1

- b) No, it's sitting on the **KIT**chen table.
- c) No, it's **SIT**Ting on the kitchen table.
- d) No, it's sitting **ON** the kitchen table.

Picture 2

- a) No, she's **YOUNG**er than the boy.
- b) No, he's **STAND**ing at the table.
- c) No, she's sitting at the table **EAT**ing.
- d) No, he has a **PLATE** in his hand.

Picture 3

- a) No, she's wearing a **LONG** skirt.
- b) No, he's **SHORT**er 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 **EIGH**teen fifties; the **NINE**teen fifties.
- 3 Not sixteen **SE**venty-six; sixteen **SIX**ty-six.
- 4 Not a **CLOTHES** shop; a **TOY** shop.
- 5 Not Oxford **ROAD**; Oxford **CIRC**us.
- 6 Not the **EAST** End; the **WEST** End.
- 7 Not near **WEST**minster Bridge; near Water**LOO** Bridge.
- 8 Not the **NATIONAL** Festival Hall; the **ROYal** Festival Hall.
- 9 Not **WEST**; **EAST**.
- 10 Not a **RAIL**way station; a **PO**wer station.

Test 39

- | | |
|--|--|
| 1 all /ɜ:t/ except <i>Bart</i> /ɑ:t/ | 11 all /i:k/ except <i>steak</i> /eik/ |
| 2 all /u:t/ except <i>soot</i> /ʊt/ | 12 all /ʊt/ except <i>cut</i> /ʌt/ |
| 3 all /eɪt/ except <i>height</i> /aɪt/ | 13 all /aɪt/ except <i>weight</i> /eɪt/ |
| 4 all /ʊk/ except <i>spook</i> /u:k/ | 14 all /ɔ:k/ except <i>work</i> /ɜ:k/ |
| 5 all /u:d/ except <i>good</i> /ʊd/ | 15 all /aɪt/ except <i>lied</i> /aɪd/ |
| 6 all /u:d/ except <i>sewed</i> /əʊd/ | 16 all /eə/ except <i>clear</i> /ɪə/ |
| 7 all /ɜ:k/ except <i>clerk</i> /ɑ:k/ | 17 all /ɑ:d/ except <i>bared</i> /eəd/ |
| 8 all /ækt/ except <i>baked</i> /eɪkt/ | 18 all /u:k/ except <i>look</i> /ʊk/ |
| 9 all /ɪn/ except <i>sign</i> /aɪn/ | 19 all /ɔ:t/ except <i>coughed</i> /ʊft/ |
| 10 all /eɪz/ except <i>size</i> /aɪz/ | 20 all /ɪst/ except <i>prised</i> /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 | <i>moves from</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <i>to</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 estimate / estimation | <i>moves from</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <i>to</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 consult / consultant | <i>no change</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 refer / referral | <i>no change</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 physic / physician | <i>moves from</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <i>to</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 refuge / refugee | <i>moves from</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <i>to</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 capable / capability | <i>moves from</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <i>to</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 nation / national | <i>no change</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9 consult / consultancy | <i>no change</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 ideal / idealist | <i>no change</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11 compute / computer | <i>no change</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12 astronomy / astronomical | <i>moves from</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <i>to</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <i>no change</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

14	sentiment / sentimental	<i>moves from</i>	<input type="checkbox"/> ○○	<i>to</i>	<input type="checkbox"/> ○ <input type="checkbox"/> ○
15	approve / approval	<i>no change</i>	○ <input type="checkbox"/>		○ <input type="checkbox"/> ○
16	forget / forgettable	<i>no change</i>	○ <input type="checkbox"/>		○ <input type="checkbox"/> ○○
17	telephone / telephonic	<i>moves from</i>	<input type="checkbox"/> ○○	<i>to</i>	<input type="checkbox"/> ○ <input type="checkbox"/> ○
18	geriatrics / geriatrician	<i>moves from</i>	<input type="checkbox"/> ○ <input type="checkbox"/> ○	<i>to</i>	<input type="checkbox"/> ○○ <input type="checkbox"/> ○
19	edit / editor	<i>no change</i>	<input type="checkbox"/> ○		<input type="checkbox"/> ○○
20	picture / picturesque	<i>moves from</i>	<input type="checkbox"/> ○	<i>to</i>	<input type="checkbox"/> ○ <input type="checkbox"/>

Test 42

- 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.
- Queen Elizabeth, **the elder daughter of King George VI**, married Philip in 1947.
- 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

- I always like working *outdoors*. I'm really lucky to have found an *outdoor* job.
- Put the TV on. We'll be just in time for the *ten o'clock news*.
- As I novelist I'd say he is *first-rate*. But he's really a *second-rate* poet.
- My friend's *Chinese* – she plays in a *Chinese* orchestra.
- I live in *Piccadilly*, near *Piccadilly* Circus.
- I really hate *over-cooked* vegetables.
- They always wear really *up-to-date* clothes.
- You can take a boat *upstream* from Greenwich to Westminster.
- Your food will be *stone-cold* if you don't eat it now.
- 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.
- He's a *good-looking* guy, but not as *good-looking* as he thinks he is.
- Really *low-paid* workers find it difficult to buy new clothes.
- 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 ^w I know you'd like a cup of tea.
– No, ^w I really fancy ^y a coffee for a change.
- 2 – I'm not going to ^w eat this!
– Yes, you ^w are! Have I ^y ever made anything you didn't like?
- 3 Half the ^y oranges I bought are bad, and I had to throw ^w away ^y all the ^y apples!
- 4 Look, it's two ^w o'clock now. Let's meet here at three ^y o'clock.
- 5 My ^y uncle Tom lives in Scotland, and my ^y aunt Mary ^y in Wales. They ^y often meet up to go ^w on holiday ^y in Ireland together.
- 6 – Has she ^y ever been to ^w England?
– No, ^w I don't think she has. But she ^y often goes to ^w America.
- 7 – That was so ^w interesting. I didn't know ^w any of the ^y actors, though.
Did you?
– I knew one or two ^w of them.
- 8 Now ^w I know you said you'd be ^y a little late. But I've been waiting here two ^w hours! More like two ^w and a half, in fact!
- 9 I'd like to return this toy ^y 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 | 5 polite and friendly |
| 2 polite and friendly | 6 polite and friendly |
| 3 not very friendly | 7 polite and friendly |
| 4 not very friendly | 8 not very friendly |

Test 52

- | | |
|----------------------|----------------------|
| 1 more could be said | 5 more could be said |
| 2 more could be said | 6 more could be said |
| 3 message complete | 7 message complete |
| 4 message complete | 8 more could be said |

Test 53

A

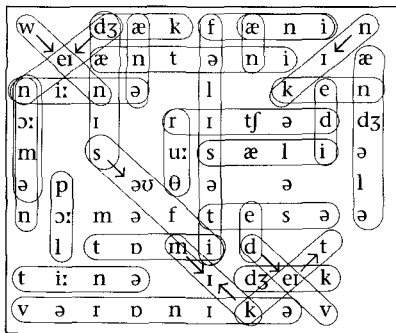
- a *backpack* (a rucksack; piece of luggage worn on the back)
- a *bandstand* (a platform for musicians, especially outdoors)
- chit-chat* (casual conversation about unimportant matters)
- chock-a-block* (completely full: *The train was chock-a-block*)
- ding dong* (the sound a bell makes: compare *tick 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 skelter* (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 hoi 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)

B

- | | |
|---------------------------------|--------------------|
| a) chock-a-block / knick-knacks | e) heyday |
| b) chit-chat | f) doom and gloom |
| c) higgledy-piggledy | g) hale and hearty |
| d) willy-nilly | |

Test 54



Horizontal

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

Vertical

Janice, Anna, Felicity, Ann/Anne, 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 | 9 (h) excellent markets |
| 2 (f) went bust | 10 (j) architecture's nice |
| 3 (g) wonderful place | 11 (n) marvellous |
| 4 (i) go in the sea | 12 (o) even better |
| 5 (c) stony | 13 (a) sort of person |
| 6 (d) brown soup | 14 (p) breeze |
| 7 (l) fantastically | 15 (e) moving |
| 8 (m) they've got it | 16 (b) rain |

Test 56**Across**

- 1 cream / kri:m
 4 desks / deks
 8 tennis / tenɪs
 9 low / ləʊ
 10 it / ɪt
 11 heel or heal / hi:l
 12 singer / sɪŋə
 13 I'm / aɪm
 15 neater / ni:tə
 16 allows / əlaʊz
 20 sit / sɪt
 21 business / bɪznəs or bɪznɪs
 24 support / səpɔ:t
 25 east / i:st
 26 loud / laʊd

Test 57

- | | |
|-----------------|------------------|
| 1 aunts / dance | 4 phone / loan |
| 2 sense / fence | 5 polite / fight |
| 3 son / run | |

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? | (R) Forgotten already? |
| 2 (Q) Where do you come from? | (R) From Italy. And you? |
| 3 (Q) Fancy a coffee? | (R) Not just now, thanks. |
| 4 (Q) (Are) you off now? | (R) Hold on a sec(ond). |
| 5 (Q) (Have you) got the time? | (R) Ten past two. |