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# English Pronunciation in Advanced

**Martin Hewings** 

Self-study and classroom use

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Presented by



**Martin Hewings** 

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Development of this publication has made use of the Cambridge International Corpus (CIC). The CIC is a computerized database of contemporary spoken and written English, which currently stands at 1 billion words. It includes British English, American English and other varieties of English. It also includes the Cambridge Learner Corpus, developed in collaboration with the University of Cambridge ESOL Examinations. Cambridge University Press has built up the CIC to provide evidence about language use that helps to produce better language teaching materials.

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## About this book

English Pronunciation in Use Advanced gives students of English practice in pronunciation to help improve both speaking and listening. Although it has been written so that it can be used for self-study, it will work equally well in a class situation with a teacher.

It will be particularly useful for students whose English is adequate for most social, professional or educational purposes, but who want to work further on pronunciation to improve their understanding and ensure that they are easily understood both by native and non-native English speakers. The focus is primarily on improving pronunciation in communication rather than practising individual sounds or words.

#### Organisation

There are 60 units in the book. Each unit looks at a different point of pronunciation. Each unit has two pages. The page on the left has explanations and examples, and the page on the right has exercises. The 60 units are divided into four sections.

- Section A introduces accents in different varieties of English, resources for independent study
  of pronunciation and differences between pronunciation in slow and fast speech.
- Section B is about pronunciation in words and phrases, including consonant clusters and stressed and unstressed syllables, and pronunciation of foreign words.
- Section C is about pronunciation in conversation, including how intonation contributes to meaning.
- Section D is about pronunciation in formal settings, including professional contexts such as giving business or conference presentations.

After the 60 units there is a fifth section, Section E, which contains the following:

- Exercises to practise the phonemic alphabet
- · Further practice of consonant clusters
- · Further practice of word stress
- Glossary
- Further reading

At the end of the book there is a Key with answers.

To accompany the book, there is a set of five CDs, available separately or as part of a pack.

A CD-ROM is also available for use on a computer. On the CD-ROM additional practice exercises are provided on all of the units (different from those in the book). The CD-ROM can be bought separately or as part of a pack.

#### Additional equipment needed

A CD player is needed to listen to the recorded material that goes with this book. It will also be useful for students to have equipment to record their own voices.

The symbol (A1) indicates the CD track number for recorded material, i.e. CD A, track 1.

#### English Pronunciation in Use Intermediate and English Pronunciation in Use Advanced

It is not necessary to have worked on English Pronunciation in Use Intermediate (see Section E.5 Further reading) before using this book. However, to practise pronunciation of particular letters and sounds, it is recommended that students use English Pronunciation in Use Intermediate, where additional practice of stress and intonation can also be found. Both books have the same format of explanations and examples on the left page and exercises on the right page in each unit.

#### Using the book

There is no fixed order in which the units should be worked through. However, it will be useful to do the units in Section A *Getting started* first to provide some background to later units. In addition, it will be useful to study the basic units on intonation (Units 32–34 on breaking speech into units and highlighting information, and Unit 39 on falling and rising tones) before doing later units which focus on intonation.

#### Phonemic symbols

It is not necessary to understand phonemic symbols to use this book. Where phonemic symbols are used, example words are given and/or the words are found on the recording. However, being able to understand phonemic symbols is a useful skill to have in order to make use of the information about pronunciation in dictionaries. The phonemic symbols used in this book are listed on page 192 and there are exercises to practise the phonemic alphabet in Section E1.

#### Pronunciation in speaking and listening

Although the focus of the book is pronunciation in speaking, it also gives the opportunity to practise listening to speech at conversational speed and in a variety of English accents. Where an explanation refers to a feature of pronunciation that is particularly relevant to understanding English, rather than one that students should necessarily try to include in their own speech, this is shown with the sign . Where an explanation is particularly relevant for for listening

developing advanced fluency, this is shown with the sign .

## Accents of English used in the recording

For a model of pronunciation to copy when speaking, we have used the accent of English sometimes referred to as 'BBC English'. However, in work or travel a wide range of English accents might be heard. To help prepare for this, a number of accents are found on the recording. These include both native-speaker varieties of English (from the United States, Canada, Australia, South Africa, Jamaica, India and various parts of Britain) and non-native speaker varieties of English (from China, Spain, Poland and Japan). In the Key, information can be found about where speakers come from on the recordings for the exercises.

More about BBC English and other varieties of English can be found in Units 1 and 2.

## Using the further practice material

After working through Units 7, 8 and 9 on consonant clusters, further practice can be found in Section E2 Consonant clusters. After working through Units 11, 12 and 13 on suffixes and word stress, further practice can be found in Section E3 Word Stress.

## The glossary

In Section E4 *Glossary*, explanations can be found of terms used in this book. Most of these are specific to the subject of pronunciation.

#### Using the recording

When working with the recording, a track should be played as often as necessary. When doing an exercise, it may be necessary to press 'pause' after each sentence to give time to think or write an answer. When instructed to repeat single words, there is space on the recording to do so, but to repeat whole sentences the recording will have to be paused each time. In some exercises, special instructions are given on how to use the recording.

To help you further improve your pronunciation and understanding of spoken English, it is important to listen to as much English as you can. The internet provides access to a wide range of sources of spoken English, and in Unit 4 you can find suggestions on some that you might find useful.

# Accents (1): Varieties of English

A

Although we commonly talk about 'English pronunciation' (including in the title of this book), obviously not all speakers of English pronounce it in the same way. Even between countries where English is the first language of the majority of the population there are considerable differences, and we can distinguish between the pronunciation of 'British English', 'American English', 'Australian English', 'South African English', and so on.

B (A2) Important for listening

Across these varieties of English, there may be differences in how vowels and consonants are pronounced, how words are stressed, and in intonation. For example, listen and notice differences between standard British English (Br) and American English (US) pronunciation in these sentences (you will hear British English first):

| That's better.  | In US /t/ is 'flapped' so that it sounds like /d/ (and often transcribed in dictionaries as $/t$ ) when it comes between two vowels.   |
|---|--|
| I'm picking up the car<br>next Tuesday.                       | <ul> <li>car = /kɑː/ in Br and /kɑːr/ in US. In Br, /r/ is pronounced only when it is followed by a vowel, while in US it is also pronounced before consonants and at the end of a word.</li> <li>Tuesday = /tjuː-/ in Br and /tuː-/ in US. The sounds /tj/, /nj/, /dj/, etc. are not used in US.</li> </ul> |
| What's your address?  | Some words are stressed differently in Br and US, including a'ddress (Br) and 'address (US).   |
| I went out because I was<br>hot and wanted some<br>fresh air. | Some speakers of US (and also Australian and New Zealand English) use a 'high rising' tone for statements where most speakers of Br would use a falling tone.  |

C (A3) Important for listening

Within Britain and the US there are also many regional accents. For example, listen and notice differences in pronunciation in these sentences, said first by a speaker of 'BBC English' (see Unit 2) and then by a speaker from the city of Birmingham in England (you will hear BBC English first):

| See you tonight.          | The second vowel in 'tonight' is pronounced /aɪ/ in BBC English but /ɔɪ/ (as in 'boy') in a Birmingham accent.   |  |  |  |
|---------------------------|--|--|--|--|
| Are those your brother's? | The vowel in 'those' is pronounced /əu/ in BBC English but more like /au/ (as in 'now') in a Birmingham accent.  The first vowel in 'brother's' is pronounced /ʌ/ (as in 'but') in BBC English but /u/ (as in 'would') in a Birmingham accent. |  |  |  |
| She was smoking.          | The last sound in $-ing$ words is $/\eta$ / in BBC English, but $/\eta g$ / in a Birmingham accent, i.e. the $-g$ is pronounced.   |  |  |  |

Section E5 Further reading gives suggestions on where you can find more information about pronunciation in national and regional varieties of English.

1.1 Listen. You will hear speakers from Britain, the USA, Canada, Australia and South Africa talking about what they enjoy doing in their spare time.











Which of these accents are you most familiar with? Is there one you find easier to understand than the others?

Here is a text read aloud first by a British English speaker and then an American English speaker.

Listen as many times as you need and note differences in pronunciation that you observe, focusing on the underlined words. A few are done for you. (It is not necessary to use phonemic symbols in this exercise, but a list can be found on page 192 if you want to refer to it.)

the first vowel is more 'open' in US

the first vowel is different – /a:/ (like 'car') in Br and /æ/ (like 'hat') in US I was reading in a <u>magazine</u> the other day about how <u>common obesity</u> is now. Some <u>new research</u> has found that <u>over forty</u> percent of the population is <u>overweight</u>. Most people in the <u>survey</u> said they'd <u>rather</u> drive than <u>walk</u>, and that it's <u>better</u> to spend <u>leisure</u> time at home than outside. That's <u>understandable</u> in the winter, I guess, but <u>surely</u> everyone can build some <u>exercise</u> into their daily schedule?

said 'nyoo' (/njuː/) in Br and 'noo' (/nuː/) in US

the first
vowel is different
- /ɔː/ (like 'or')
in Br and /u/
(like 'put') in US;
also the 'r'
is pronounced
in US

1.3 You will hear four more people talking about what they enjoy doing in their spare time. They are from northern England, Scotland, Wales and Northern Ireland. Listen as many times as you need and write brief notes about what they say.

| northern England | d: |  | <br> | <br>                          |
|------------------|----|--|------|-------------------------------|
| Scotland:        |    |  | <br> | ***************************** |
| Wales:           |    | F1555 FFF (1000 - 1000 - 1000 - 1000 - 1000 - 1000 - 1000 - 1000 - 1000 - 1000 - 1000 - 1000 - 1000 - 1000 - 1 |      |                               |
| Northern Ireland | l: |  | <br> | <br>                          |

Now read the transcripts in the Key. Are there particular features of their pronunciation that you had problems understanding? In what ways is their pronunciation different from BBC English – that is, British English spoken *without* a regional accent (see Unit 2)?

Follow up: Record yourself reading one of the extracts in exercise 1.1. (These are written down in the Key.) Compare your reading and the version on the recording. What are the main differences in pronunciation that you notice?

# Accents (2): English as an international language

A

| In this book   | II II   |
|--|---|
| you will use British<br>English as a model<br>for pronunciation. | In particular, you will use the variety that has come to be known as 'BBC English'. BBC English is the pronunciation used by speakers such as newsreaders and announcers on television and radio, including the World Service. Some of these speakers have regional accents from the United Kingdom, such as Scottish, Welsh or Northern Irish accents, but the accent you will hear in this book is typical of those with an English accent. This accent is taken as the 'model' because it is a widely broadcast and respected variety, and for most people is easily understood. |
| you will hear a<br>wide variety of<br>English accents.           | Recorded material used mainly for listening includes speakers with different English accents. Some have English as their first language (e.g. from Australia and the United States), while others have English as a second or foreign language (e.g. from Japan and Poland). This will help prepare you to understand different pronunciations of English. Information about where speakers come from is given in the Key.  |

В

Important for listening The use of English has spread far beyond those countries where it is used as a first language. In some countries, such as India, Malawi, the Philippines and Singapore, English is an important second language for many speakers, and has often become the language used in official contexts such as courts, parliament and higher education. More recently, many other countries, such as Brazil, China, Thailand and Russia, have recognised the importance of English as an international language of communication, and encouraged its teaching in schools and colleges. In each country, the English spoken is influenced by other languages widely used there, and each variety is different in features of its grammar, vocabulary and pronunciation.

The widespread use of English as an international language means that much of the interaction in English that now goes on around the world is between speakers who don't have English as a first language. For example, when German and Spanish politicians meet to discuss policies of the European Union, their chosen language of communication might well be English. The same might apply when Saudi Arabian and Japanese people meet to do business.



C

Important for listening The consequence of this is that there is an enormous variety of accents of English in addition to those of 'British English', 'American English', 'Australian English' and so on, and you may be more likely to speak to people with 'Indian English', 'Singaporean English' or 'Russian English' pronunciation.

It would be impossible, however, to learn to 'switch' your pronunciation each time you were talking to a speaker with a variety of English different from your own – to use an Australian English pronunciation with an Australian, or Chinese English pronunciation with a Chinese person. Consequently, it is useful to 'model' your pronunciation on one variety – but also recognise that this is just one of many equally acceptable varieties.

speaker of English.

You will hear speakers with international accents of English from five countries talking about their families. Where do you think they are from? Listen and write the name of the country in the space. Speaker 1 is from .... Poland Speaker 2 is from China Speaker 3 is from ..... Speaker 4 is from ..... Speaker 5 is from ..... Now check your answers in the Key. Which of these accents do you find easiest to understand and which most difficult? Can you say why? Which of these English accents is closest to your own? 2.2 Listen. You will hear the same text read three times: first by a speaker of BBC English, second by a speaker of Jamaican English, and third by a Polish speaker of English. They are talking about moving into a new house and some of the things they have had to buy. Here are some notes on how the pronunciation in part of the reading by the speaker of Jamaican English is different from that in the reading by the speaker of BBC English. the vowel is the vowel is close the first vowel is close to /p/ (as close to /iː/ and to /uː/ (as in 'too'); /əu/ in 'hot'); /ɔː/ in BBC English. Also, sounds like 'pleets'; 'I' is not pronounced in BBC English /eɪ/ in BBC English said with a 'd': /brAdə/ ... I already had cutlery and cups and saucers, and my brother gave me some new plates and bowls. the vowel is I had to get quite a lot of furniture, too. I didn't close to /19/, and need a new bed, but I bought a nice old wooden said with a sounds like table and some chairs for the sitting room. ... 'd': /də/ 'cheers'; /eə/ in **BBC** English ... I had to do quite a lot of decorating. I've Now do the same for wallpapered the bedroom and painted the this part of the text bathroom so far, but there's still quite a lot to read by the Polish

2.3 Are there any accents of English that are of particular interest or importance to you? Practise listening to people with these accents as much as possible. If you have access to the internet, you could regularly listen to English language broadcasts where you will hear these accents. For example, for New Zealand accents, try http://www.radionz.co.nz/; for Swedish accents of English, Radio Stockholm has a weekly English news broadcast (at http://www.sr.se/rs/red/ind\_eng.html) where many of the speakers are Swedish. (For more information, see Unit 4.)

Follow up: Record yourself reading the text in exercise 2.2. Practise a few times before recording. Then write out the text again, and make notes on it, highlighting differences between your pronunciation and that of the speaker of BBC English. (Alternatively, you could get a friend or teacher to make notes for you.)

do. But I'm in no hurry and I'm really enjoying

it. It's great having my own place at last.

# Finding out about pronunciation (1): dictionaries

A

#### Dictionaries

Many dictionaries represent pronunciation using the symbols of the International Phonetic Alphabet (IPA), or a similar system. From this you can find out about the sounds that make up a word and how it is stressed. For example, the Cambridge Advanced Learner's Dictionary (CALD) gives the pronunciations of 'lemon', 'lemonade' and 'lemon sole' (a type of fish) as shown here.

It is useful to spend some time learning the IPA symbols so that you can make use of pronunciations shown in dictionaries. A full list of phonemic symbols used in this book, and in many dictionaries, is given on page 192. Section E1 also includes some exercises to help you learn the symbols.

/'lem.ən/

The word has 2 syllables with stress on the first syllable.

/,lem.ə'neɪd/

The word has 3 syllables with primary (main) stress on the third syllable and secondary stress on the first.

lemon 'sole

Since this is a compound, no separate IPA pronunciation is shown, as this is given at 'lemon' and 'sole'. In this compound, primary stress is on the second part and secondary stress is on the first syllable of the first part.

R

#### Talking dictionaries and CD-ROMs

If you don't have time to learn phonemic symbols, 'talking dictionaries' are available which will read aloud words and definitions to you. In addition, some dictionaries come with a CD-ROM on which you can hear words spoken. For example, *CALD* has a CD-ROM, including the entry for 'kimono' shown here.

Clicking on 'UK ' gives the British English pronunciation, and on 'US ' gives the American English pronunciation. If your computer has a microphone, you can also practise your pronunciation by clicking on the microphone ' icon.

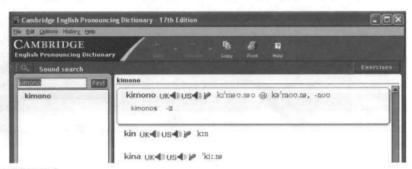


C

#### Pronunciation dictionaries

Pronunciation dictionaries usually include more words than general dictionaries and so can be particularly useful for finding out how to pronounce place names, family names, brand names and technical terms. They also give more information about variation in pronunciation. For example, compare the information about the pronunciation of 'kimono' from CALD given in B with this entry from the Cambridge English Pronouncing Dictionary, 17th edition (CEPD).

Both CALD and CEPD give British and American English pronunciations. CEPD shows also that in American English the last vowel is usually pronounced /ə/ but can also be pronounced /ou/. It also shows that the plural '-s' is pronounced /z/.



3.1 Use a dictionary with IPA to help you match the words with their pronunciations.

EXAMPLE a flier i /flauə/ b flower ii /flauə/

| 1 | a | stock   | i  | /sto:k/ | 7  | a | sand  | i  | /sænd/ | 13 | a | bear   | i  | /beə/   |
|---|---|---------|----|---------|----|---|-------|----|--------|----|---|--------|----|---------|
|   | b | stalk   | ii | /stpk/  |    | b | send  | ii | /send/ |    | b | buyer  | ii | /barə/  |
| 2 | a | here    | i  | /hrə/   | 8  | a | far   | i  | /fa:/  | 14 | a | should | i  | /fod/   |
|   | b | hair    | ii | /heə/   |    | b | fear  | ii | /fiə/  |    | b | showed | ii | /ʃəud/  |
| 3 | a | stand   | i  | /stand/ | 9  | a | leak  | i  | /leɪk/ | 15 | a | chin   | i  | /t∫in/  |
|   | b | stunned | ii | /stænd/ |    | b | lake  | ii | /li:k/ |    | b | chain  | ii | /t∫eɪn/ |
| 4 | a | tour    | i  | /tauə/  | 10 | a | voice | i  | /vois/ | 16 | a | full   | i  | /fuːl/  |
|   | b | tower   | ii | /tuə/   |    | b | vice  | ii | /vars/ |    | b | fool   | ii | /fol/   |
| 5 | a | turn    | i  | /ts:n/  | 11 | a | geese | i  | /ges/  | 17 | a | order  | i  | /ebue/  |
|   | b | ton     | ii | /tʌn/   |    | b | guess | ii | /girs/ |    | b | odour  | ii | /sbic/  |
| 6 | a | learn   | i  | /lam/   | 12 | a | oil   | i  | /bil/  | 18 | a | pond   | i  | /paund/ |
|   | b | line    | ii | /la:n/  |    | b | owl   | ii | /aul/  |    | b | pound  | ii | /pond/  |

3.2 Underline the syllable in these words and compounds which you think has main stress. Check your answers in a dictionary. (For more practice, see exercise 10.1.)

Example repudiate

A10

| 1 tortuous           | 5 subterranean          | 9 debutante                 |
|----------------------|-------------------------|-----------------------------|
| 2 methylated spirits | 6 decompression chamber | 10 repetitive strain injury |
| 3 flabbergasted      | 7 pistachio             | 11 rotisserie               |
| 4 symbiosis          | 8 glitterati            | 12 idiolect                 |

- Which of these are you not sure how to pronounce? Use the pronunciation given in your dictionary to try to work out how to say them. You can hear the words pronounced on the recording.
- 3.3 For this exercise you need to use a dictionary CD-ROM, such as the one that comes with CALD. Write down a list of sounds you find difficult to pronounce, and then use the dictionary CD-ROM to find words with this sound and practise them. Here is an example of what you might do.

If you have problems pronouncing the consonant cluster /sk/, first think about how it might be spelt. The most common way is 'sc'. In the 'Search' box type 'sc\*'. This will give you all the words beginning with this letter combination, as you can see here. Then listen, repeat, and, if you have a microphone, record yourself. Then do the same with '\*sc\*', which will give you all the words with this letter combination within the word. (Note that 'sc\*' and '\*sc\*' are not always pronounced /sk/.)



Follow up: What do you think are the most common pronunciations in British English of the following family names (Beauchamp, McFadzean), British place names (Mousehole, Towcester), and technical terms (isogloss, ozokerite)? If you are not sure, use a pronunciation dictionary, such as *CEPD*, to find out. Some of the pronunciations may surprise you! You can hear the words pronounced on the recording.

# Finding out about pronunciation (2): online resources

There are many sites on the internet where you can listen to accents of English from around the world, find examples of particular styles of speech, or find out how words are pronounced. This unit gives just a few examples which you could explore.

A

Some countries broadcast radio online. If you listen to news reports, for example, you are likely to hear the 'standard' pronunciation from that country. Try, for instance: http://www.bbc.co.uk/radio/ from the BBC (British Broadcasting Corporation) http://www.abc.net.au/streaming/ from the ABC (Australian Broadcasting Corporation) http://www.rte.ie/ from RTÉ (Radio Telefís Éireann) in Ireland http://www.rsi.sg/english from Radio Singapore

The website http://www.penguinradio.com/ gives links to many radio stations from around the world that broadcast online.

On some of these radio station websites, transcripts of certain recordings are available. These might help you to understand broadcasts. Type 'transcript' into the site search box and follow links.

В

You can listen to examples of British regional accents either at the BBC's http://www.bbc.co.uk/voices/ or the British Library's http://www.bl.uk/collections/sound-archive/accents.html

C

A number of sites allow you to listen to samples of particular styles of speech. For example:

at http://www.historyplace.com/speeches/ you can hear some famous political speeches; at http://www.lsa.umich.edu/eli/micase/audio/ you can hear speech in a variety of academic contexts (lectures, seminars, meetings, student presentations, etc.) from the Michigan Corpus of Academic Spoken English (MICASE).

n

Some online dictionaries show the pronunciation of words using the International Phonetic Alphabet (IPA) or some other system. These include the *Cambridge Advanced Learner's Dictionary* and the *Cambridge Dictionary of American English* at http://dictionary.cambridge.org/. The Miriam-Webster Online Dictionary also allows you to hear words pronounced in North American English, at http://www.m-w.com/.

If you have a specialist area of interest or study, you may be able to find websites to help you pronounce terminology. For example:

http://www.saltspring.com/capewest/pron.htm gives rules on how to pronounce Biological Latin, including taxonomic names of plants and animals;

http://www.dinosauria.com/dml/names/aeto.htm has sound files with the pronunciation of the names of dinosaurs;

http://www.genome.gov/page.cfm?pageID=10002096 is a 'talking glossary' of terms from the field of Genetics. Terms are explained and you will also hear how they are pronounced.

Finally, if you have read J. K. Rowling's *Harry Potter* books and are unsure how to pronounce names and the made-up words you find, you can hear how to pronounce them (in North American English) at http://www.scholastic.com/harrypotter/reference/.

These exercises depend on you having internet access. It may be that you have to download free software to listen to some of the material.

- 4.1 Visit the websites of two English-language internet radio stations from different countries. You could take two of the four given in A or look for others. (The website http://www.penguinradio.com/ can help you find them.) Find one recent news story that you are familiar with that is reported on both stations and listen carefully to the broadcast on the first radio station. Write down a few of the key words you hear. Now listen in detail to the story on the second radio station and notice whether these key words are pronounced in the same or a different way. What differences do you notice?
- 4.2 Go to http://www.bbc.co.uk/voices/. Follow links to 'Voices Recordings'. Here you can listen to voices from many parts of the UK. Choose one of the recordings by clicking on a dot on the map, and then do the following:
  - 1 Click on the name of one of the speakers under 'More clips from this interview'.
  - 2 Read 'About the interviewee'.
  - 3 Read the transcript. Check in a dictionary any words you don't understand.
  - 4 Listen to the recording and follow the transcript.
  - 5 Some clips have a section on 'More about the speech in this clip'. Read this, focusing in particular on information about pronunciation. Some dialect words, which you may not find in the dictionary, are explained here.
  - 6 Do the same with any other 'More clips from this interview'.
  - 7 Go back and listen to the 'Voice clip(s)'. These don't have transcripts. How much of them do you understand? Do you notice features of pronunciation you observed and read about earlier?
  - 8 Do the same with accents from other parts of the UK by clicking on other dots on the map.
- 4.3 Go to http://dictionary.cambridge.org/ and look up the following words in the Cambridge Advanced Learner's Dictionary:

| belligerent<br>vitamin | charade<br>wrath | continuum | felafel | precinct | sepia |  |
|------------------------|------------------|-----------|---------|----------|-------|--|
| vitalilli              | Width            |           |         |          |       |  |

Is the usual British and American pronunciation the same or different for each? Try to work out from the phonemic symbols how each is pronounced. (See Section E1 for advice, if necessary.) If you want to hear how these words are pronounced in North American English, go to <a href="http://www.m-w.com/">http://www.m-w.com/</a>. Notice that where more than one pronunciation is given, the most common one comes first.

4.4 Go to http://www.genome.gov/page.cfm?pageID=10002096 and look up the following words:

| centromere | monosomy | nucleotide |  |  |
|------------|----------|------------|--|--|
|------------|----------|------------|--|--|

Listen to the explanations and find out how they are pronounced. Say the words after the recording.

Follow up: Use your search engine (such as *Google*) to try to find one other website that gives information about the pronunciation of terms in a specialist area. Use the search words 'pronunciation guide [specialist area]'.

# Pronunciation in slow and fast speech (1)

A

Important for listening In different contexts we change the speed at which we speak.

| We are likely to speak more slowly, for example,  | when we are carefully explaining to someone what we want<br>them to do, when we are talking to a large audience, or when we<br>are talking about an unfamiliar or difficult topic. |
|---|--|
| We are likely to speak more quickly, for example, | in conversation, when we are talking to friends or relatives, or when we are talking about routine or familiar topics.   |

In Units 5 and 6 we will introduce some of the changes in pronunciation that take place in fast speech when compared with slow, careful speech. These include linking sounds, leaving out sounds and changing sounds. These changes are looked at in more detail in Units 26 to 31.

B A11

Important for listening Speech is broken up into units, often with a pause between them. Within these *speech units*, words are linked together smoothly. (For more on speech units, see Unit 32.) In fast speech in particular, these units may be quite long and the words spoken quickly. Compare the units (marked with // below) in these examples of slow and fast speech:

#### Slow speech: A nurse is explaining how to make a sling:

// this goes under the arm// and then over the shoulder// all the time// make sure you support the arm// talk to the patient// and find out what position// is most comfortable for them//

#### Fast speech: Three friends are in a Chinese restaurant:

- A: // is anyone having a starter or not// or are we going straight to the main course//
- B: // I'm going to go straight to the main course//
- C: // yeah//
- B: // but I might have an extra portion of something// you never know//
- A: // do they do nice sweets here//
- C: // I think it's just lychees//
- A: // what's lychees//
- B: // they're the funny little white ones// aren't they//
- C: // that's right// I'm not terribly keen on them//

Listen again to some of the long units from the restaurant conversation. Notice how the words are run together:

// or are we going straight to the main course//

// but I might have an extra portion of something//

C A12

Important for listening Because words within units are run together, it can sometimes be difficult to understand them. However, one or more word in each unit is emphasised and may be said more clearly than others (see also Units 33 and 34). It is important to focus on these, as they usually carry the most important information in the unit. Listen to these speech units from the restaurant conversation and notice how the words with syllables in large capital letters are emphasised:

//i'm going to go STRAIGHT to the MAIN course//

// I think it's just lyCHEES//

// they're the FUNny little WHITE ones//

// that's RIGHT//

- 5.1 In which three of these situations is slow speech more likely?
  - 1 A lecturer is giving details of timetable changes to a group of university students.
  - 2 Two friends are discussing what they might do at the weekend.
  - 3 You are giving directions to a stranger who has asked how to get to a local hospital.
  - 4 A witness in a trial is explaining to a jury what she saw when a robbery was taking place.
  - 5 A hairdresser and a customer are talking about their recent summer holidays.
  - 6 Members of a family are having dinner and talking about what they have been doing during the day.
- 5.2 Here are some long speech units taken from fast speech. Listen to each just once and try to write

A13 down what you hear.

Example What are you doing tomorrow about half past twelve?

| 1 | I       | ot  |
|---|---------|-----|
| 2 | Shebefo | re  |
| 3 | They we | ell |
| 4 | Asla    | te  |
| 5 | We hou  | rs  |

If you had difficulties, listen again as many times as you need, and then check your answers in the Key.

- 5.3 First, listen to an extract from a business meeting. Then repeat six single speech units taken from the
- discussion. If possible, repeat them without looking at the units written out below. Try to run the words in the unit smoothly together.
  - 1 // so why did you go for Jensens//
  - 2 // and we've done business with them before//
  - 3 // and they've still got a pretty good reputation//
  - 4 // that the product isn't up to scratch//
  - 5 // they've been pretty poor//
  - 6 // shall I contact the lawyers about it//
- 5.4 Listen to these speech units taken from the same
- conversation. Underline the one word, or sometimes two words, that are emphasised in these units.

Example // to supply the machines//

- 1 // but that was years ago//
- 2 // but the management hasn't changed at all//
- 3 // to be honest//
- 4 // we ought to be looking for a different supplier//
- 5 // we'll leave that to you//

Now check your answers in the Key and then say the speech units aloud. Try to run the words in the unit smoothly together and emphasise the underlined words.

Follow up: Record yourself reading all parts of the business meeting extract used in exercises 5.3 and 5.4 (or act it out in a group of three). Try to divide it into speech units as in the recording, making sure you run the words in the units smoothly together. In the Key you will find the extract with the speech units marked.



# Pronunciation in slow and fast speech (2)



In fast speech, sounds that are found in words spoken slowly may be missed out. Listen and notice how the highlighted sounds are missed out in this conversation extract:

/d/ is missed out the two /t/ sounds merge into one

It occurred to me that Terry hadn't been in touch for ages, so I thought I ought to phone him. Well, just then there was a ring on the front door and there he was.

/h/ is missed out

/t/ is missed out

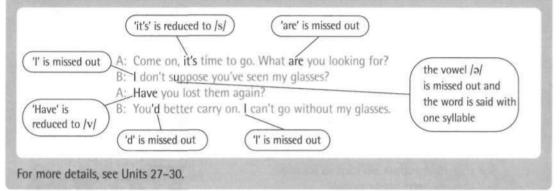
/t/ is missed out

/h/ is missed out

For more details, see Units 8, 9, 29 and 30.



As well as sounds, syllables or whole words that we would expect to hear in slow speech may be reduced or missed out in fast speech. Listen and notice how the highlighted parts are reduced or missed out in this conversation:





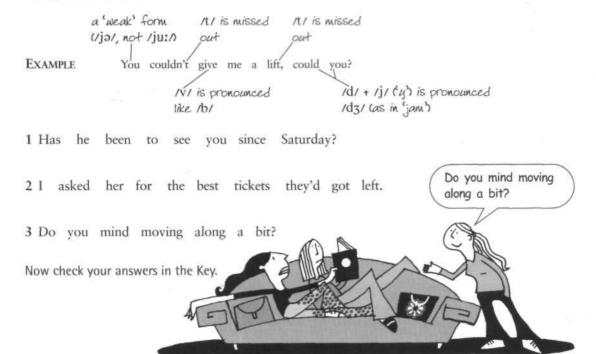
Sounds in words may also change in fast speech compared with how they are said in slow speech or how they are represented in dictionaries. Listen and notice how the sound /t/ changes in the highlighted parts of this conversation:





It is not essential to make these changes in your own speech in order to be understood, although they can help your speech sound more natural and fluent.

6.1 Listen to these sentences as many times as you need. First you will hear them said slowly and carefully and then at a more normal speed for conversation. Indicate the differences you hear in the 'conversation' versions.



6.2 Listen to these conversations as many times as you need and fill in the spaces. How is the pronunciation of each missing word different from its slow form?

| A:    | A: Rick doesn't take one bit of interest.   | He   |
|-------|---|--|
|       | B: That terrible. Why   |  |
| A:    | A: Maybe jealous she's  | so well.   |
| A:    | A:knowcor   | ming?  |
| B:    | B: Everyone   |  |
| A:    | A: What time they be here?  |  |
| B:    | B: six.   | 0 0 0 0  |
| A:    | A: coming out   | a walk? 0 ////   |
| B:    | B: Okay m   | y coat.  |
| A:    | A: hat,   |  |
|       | gloves, too.  | OF THE STATE OF TH |
| ow    | w check your answers in the Key.  |  |
| Follo | ollow up: Record yourself saying the sentences in exercise 6.1. First<br>hem slowly and carefully, and then at normal speed. Then compare |  |

# play, grow, splash

# Consonant clusters at the beginning of words

(A21) Combinations of consonant sounds (consonant clusters) can be difficult to pronounce for some learners. English words can start with a vowel, or one, two or three consonant sounds. Compare:

am

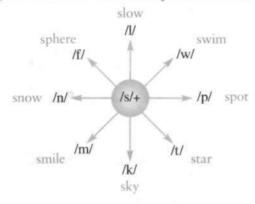
cram

scram

Here are the possible two-consonant clusters at the start of English words:

|      | /p/  | /t/   | /k/   | /b/    | /d/   | /g/   | /m/   | /n/  | /f/ | /v/  | /0/   | <i>\S\</i> | /h/  |
|------|------|-------|-------|--------|-------|-------|-------|------|-----|------|-------|------------|------|
| +/1/ | play | ×     | class | black  | ×     | glass | ×     | ×    | fly | ×    | ×     | ×          | ×    |
| +/r/ | pray | trip  | crime | brown  | drop  | grow  | ×     | ×    | fry | ×    | three | shrink     | ×    |
| +/w/ | ×    | twins | queen | ×      | dwell | ×     | ×     | ×    | ×   | ×    | ×     | ×          | ×    |
| +/j/ | pure | tube  | queue | beauty | due   | ×     | music | news | few | view | ×     | ×          | huge |

In addition, the following two-consonant clusters are possible with /s/:



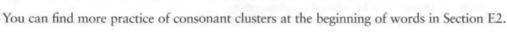
(A22) Here are the possible three-consonant clusters at the start of English words:

|      | /sp/   | /st/  | /sk/   |
|------|--------|-------|--------|
| +/1/ | splash | ×     | ×      |
| +/r/ | spray  | straw | scream |
| +/w/ | ×      | ×     | squeak |
| +/j/ | ×      | stew  | skewer |

Note: Some consonant clusters marked × in A and B are used in a few uncommon words, for example schwa (the name of the sound /ə/) and people's names.

In order to be understood clearly you should -

- avoid changing a consonant in a cluster to a different consonant. For example: saying 'present' for 'pleasant' or saying 'queue' for 'crew'
- avoid leaving out one of the consonant sounds. For example: saying 'poblem' for 'problem' or saying 'foo' for 'few'
- · avoid adding an extra vowel between consonants. For example: saying 'tewin' for 'twin' or saying 'faree' for 'free'
- · avoid adding an extra vowel at the beginning of the word. For example: saying 'estop' for 'stop' or saying 'escream' for 'scream'





- 7.1 You will hear some short definitions. After each definition, press 'pause', tick (/) the word you think
- is being defined and say it aloud. When you press 'play' again you will hear the correct answer.

  Repeat it and then continue in the same way.

EXAMPLE 'to cook in hot oil' fly / fry

- 1 string / sting
- 3 strain / stain
- 5 slum/sum
- 7 slip/sip
- 9 scare / square

- 2 clean / queen
- 4 Spain / sprain
- 6 pain / plain
- 8 kick / quick
- 10 grass / glass
- 7.2 You will hear some words. After each word, press 'pause' and underline the correct definition. When
- A24 you press 'play' again you will hear the correct answer.

Example 'stray' to not leave / to move away from the intended route

- 1 to produce a continuous light / to increase in size
- 2 to shake with fear / a sweet food
- 3 to move through water / attractively thin
- 4 dried stalks of wheat / another word for shop
- 5 watery liquid in your mouth / to divide into two
- 6 activity done for enjoyment / to give money for something
- 7 a border around a picture / burning gas
- 8 not mixed / not rich
- 7.3 Listen and underline the sentence you hear.
- EXAMPLE The band isn't very popular. / The brand isn't very popular.
  - 1 Just across the road. / Just cross the road.
  - 2 The cat was following its tail. / The cat was following its trail.
  - 3 Before that I had tried a motorbike. / Before that I had to ride a motorbike.
  - 4 It's Michael's twin. / It's Michael's to win.
  - 5 He fell into a deeper sleep. / He fell into a deep sleep.
  - 6 I thought it was a terrible slight (= insult). / I thought it was a terrible sight.
  - 7 Just blow your nose. / Just below your nose.
  - 8 This one is a pear. / This one is spare.

Now check your answers in the Key. Then listen again and repeat the sentences.

7.4 Try building words by adding consonant sounds. Start with a vowel sound, and then add one consonant sound at a time before or after the vowel, in any order, to build new words.
(Note: (i) a consonant sound may consist of more than one letter; (ii) don't add any new vowel sounds.)
Then say aloud the words you have written. For example:

/e1/: ache ⇒ lake ⇒ flake ⇒ flakes (2 consonants before the vowel and 2 after)

/aɪ/: rye  $\Rightarrow$  rife  $\Rightarrow$  rifle  $\Rightarrow$  trifle  $\Rightarrow$  trifles (2 before and 3 after)

/i:/: sea  $\Rightarrow$  seem  $\Rightarrow$  scheme  $\Rightarrow$  scream  $\Rightarrow$  screamed (3 before and 2 after)

Now try with other vowels. You might find it helpful to use a dictionary. (Note: There is a list of vowels on page 192.)

Follow up: Are there any consonant clusters at the beginning of words that you have special problems with? Collect a list of words that start with these, record yourself saying them, and listen. Repeat this often. See Unit 3, exercise 3 for an idea on how to collect words starting with a particular consonant cluster.

# jump, next, glimpsed

## Consonant clusters at the end of words

A26 There are many more combinations of consonant sounds possible at the end of English words than at the beginning (see Unit 7). There can be up to four consonant sounds in a final consonant cluster:

| Words with | 2 final consonants | 3 final consonants | 4 final consonants |
|------------|--------------------|--------------------|--------------------|
|            | honest /st/        | helped /lpt/       | prompts /mpts/     |
|            | jump/mp/           | next /kst/         | glimpsed /mpst/    |
|            | wrapped /pt/       | crisps /sps/       | texts/ksts/        |

Some final clusters with three or four consonants can be difficult to pronounce even for native English speakers, so in some words these are commonly simplified. For example, the middle consonant of the clusters /kts/, /mps/, /mpt/, /nts/, /ndz/ and /skt/ is hardly heard or sometimes even left out (see also Unit 29A):

products → products /prodaks/ jumps → jumps /d3Amps/ camped → camped /kæmt/ clients → clients /klarents/ hands → hands /hænz/ asked → asked /q:st/

Notice also:

twelfth → twelfth /twelθ/

fifths → fifths /fiθs/ or fifths /fifs/

Leaving final consonants out of consonant clusters at the end of words can cause misunderstanding, and you should avoid this. For example, say:

product (not: product)

jump (not: jump)

hand (not: hand)

In particular, avoid leaving out /z/ or /s/ in plurals and third person singular verb forms, and /t/ or /d/ in -ed verbs and adjectives:

jobs (not: jobs)

sleeps (not: sleeps)

laughed (not: laughed)

curved (not: curved)

Don't be tempted to add vowels to consonant clusters in order to make them easier to say, as this can also cause misunderstanding. You should -

avoid adding an extra vowel (usually /1/ or /ə/) between consonants:

watched (not: watch<sup>1</sup>d)

health (not: heal<sup>3</sup>th)

dogs (not: dog<sup>2</sup>s)

• avoid adding an extra vowel (usually /ə/ or /uː/) at the end of the word:

last (not: last<sup>2</sup>)

announce (not: announce<sup>3</sup>)

attempts (not: attemptsu1)

 avoid adding an extra vowel at the end of an adjective, as this can sound like a comparative form:

fast (not: fast<sup>3</sup> because it sounds like 'faster')

damp (not: damp<sup>2</sup> because it sounds like 'damper')

You can find more practice of consonant clusters at the end of words in Section E2.

8.1 How many final consonant *sounds* – 1, 2, 3 or 4 – do the words in the box have when they are spoken slowly and carefully? (Note that the number of consonant *sounds* may be different from the number of consonant *letters*.) Write the words in the appropriate row.

accents against aspects attempts axe catch contexts diamonds ears earth grasped laughed ledge next risked sculpts stamps tempts touched

| 1 final consonant sound  |                 |
|--------------------------|-----------------|
| 2 final consonant sounds |                 |
| 3 final consonant sounds | accents /nts/   |
| 4 final consonant sounds | attempts /mpts/ |

- A28 Now check your answers, listen and say the words.
- 8.2 Listen to some of the words from exercise 8.1 (in **bold**) used in conversation. Some final clusters are simplified. Underline the words which are simplified and show which sound is left out or reduced.

EXAMPLES It was a long jump, but he <u>risked</u> it.  $\not\leftarrow$  (the /k/ sound is left out) He helped us a lot. (no simplification)

1 It's my turn next.

- 5 The question has a number of aspects.
- 2 It's a recording of regional accents.
- 6 She loved diamonds.
- 3 Don't forget to buy some stamps.
- 7 It was taken out of context.
- 4 I've always been against it.
- 8 They grasped it easily.
- 8.3 Listen and underline the word you hear.
- EXAMPLE I accept / accepted the award gratefully.
  - 1 I couldn't go on without more paint / pain.
  - 2 The company has some innovative designers / designs.
  - 3 I couldn't go faster / fast in my old car.
  - 4 The factory makes trays / trains.
  - 5 We wore heavy boots with thick, ridged / rigid soles.
  - 6 They're one of Brazil's main exports / exporters.
- 8.4 Anna failed her test to become a newsreader for her local English
- language radio station. Look at the transcript of the news item that she read. Then listen to the news being read clearly and correct the words that Anna pronounced wrongly.

The police thin the rose on the south coat will be pack when the seven Felton Pop Festival beginners neck weekend. Lass year more than 10,000 pop fan pack into the feel where the festival was hell. There is simpler accommodation on a nearby farm, but most people will camper in small tense.



Now check your answers in the Key. Then read aloud the (correct) news item.

Follow up: What is the maximum number of final consonant sounds that can occur in your first language?

# abstract, next Friday

#### Consonant clusters within and across words

A32 Consonant clusters also occur within words. For example:

| Clusters with | 2 consonant sounds | 3 consonant sounds | 4 consonant sounds |
|---------------|--------------------|--------------------|--------------------|
|               | e <u>sc</u> ape    | complete           | a <u>bstr</u> act  |
|               | approach           | control            | expression         |
|               | di <u>sl</u> ike   | expert             | u <u>pstr</u> eam  |
|               | address            | tra <u>nsl</u> ate | exquisite (/kskw/) |
|               | important          | hu <u>ndr</u> ed   | excruciating       |



Note: Some clusters found within words can also be found at the beginning of words (dislike - slow), at the end of words (important - lamp), or both (escape - Scotland/ask); but others can't (abstract, invisible).

(A33) When a word ending with a consonant or consonants is followed by a word beginning with a consonant or consonants, a new consonant cluster across words is formed. These can be particularly difficult to pronounce when they come within a speech unit without a pause (see Section E4 Glossary for a definition of speech unit):

// it's an elm tree// // there's a children's playground//

When consonant clusters are divided by a pause, they are often easier to pronounce:

// if Tom can't take you to the film// try Mike// // there'll be three suitcases// two of Joan's// plus my own//

Important for listening

All the consonant clusters within the speech units in this conversation are underlined. Listen and follow the notes. Some clusters are simplified with sounds left out or changed to make them easier to pronounce. (Units 26-31 give detailed information on all these features of fluent speech.)

pronounced /ksfr/ /t/ and /j/ are pronounced /t ʃ/ /d/ is left out A: // next Friday// I'll meet you around four// /t/ is left out One lengthened B: // by the bus station// /s/ is said -A: // no// the art gallery// then we can collect Steve at five// /t/ is pronounced-/n/ is pronounced /n/ is pronounced /t/ is left out like /k/ like /m/ like /ŋ/

Words that commonly go together in phrases and compounds (examples of these are given in Units 16-18) are generally said within speech units. Consonants at the word boundaries are usually run together in a cluster. For example:

| Clusters with | 2 consonant sounds     | 3 consonant sounds      | 4 consonant sounds         |
|---------------|------------------------|-------------------------|----------------------------|
| rough 197     | civi <u>l s</u> ervant | vacuu <u>m cl</u> eaner | televisio <u>n scr</u> een |
|               | cough medicine         | flash flood             | winning streak             |
|               | electri <u>c</u> fence | aski <u>ng pr</u> ice   | false friends              |
|               | fu <u>ll m</u> arks    | prese <u>nt s</u> imple | lunch break                |
|               | language lab           | passive smoking         | film credits               |

9.1 Underline all the consonant clusters *within* the words in this text (i.e. not at the beginning or end of words). Note that some words have two consonant clusters.



When I started playing badminton, I was sixty and I hadn't done any strenuous exercise for almost twenty years. But after just a few months I'd won the over-fifties national championship and an international competition. My husband thinks I'm crazy and that I'll injure myself. But I've found a number of advantages in taking up a sport. I feel much healthier, and it's important to be active at my age. And meeting new people has improved my social life. So I'll carry on playing until I get too old.

Now check your answers in the Key. Then read the text aloud, focusing on the pronunciation of words with underlined consonant clusters.

2.2 Listen and repeat phrase 1 in column A with a slight pause between the two speech units. Then listen and repeat phrase 1 in column B, making sure you run the words together without a pause. Then do the same for phrases 2–10 (notice that the underlined clusters are the same in columns A and B). Some underlined consonant clusters in column B are simplified. Try to make the same simplifications when you repeat them (see Key for details of simplifications).

| A   | В                                 |
|---|-----------------------------------|
| // Jack was in the audience// trying not to laugh//           | // she's a freelance translator// |
| // the ring looked very elegant// sparkling in the sunlight// | // the president spoke next//     |
| // here's some milk// drink it now//                          | // she wore a silk dress//        |
| // I hear you won the contract// great news//                 | // it looked green to me//        |
| // if you're going to the coast// fly there//                 | // it's on the first floor//      |
| // if you find any of my old books// throw them away//        | // he speaks three languages//    |
| // it's got two bedrooms// slightly small//                   | // lift your arms slowly//        |
| // it's very old// Bridget says//                             | // there was a cold breeze//      |
| // there was a footprint// small like a child's//             | // what's that unpleasant smell// |
| // it was sad in some parts// humorous in others//            | // i <u>t's h</u> uge//           |

9.3 Match a word from box A with a word from box B to make compound nouns. Say the compounds aloud, making sure you run the words in the compound together.

|      |         |                                       | В  |
|------|---------|---------------------------------------|--|
|      |         | general golf lamp<br>rock lost speech | club property music poisoning class shade smoking speech |
| time | tourist |                                       | strike therapist trap travel                             |

EXAMPLE blood poisoning (/d/ in 'blood' is pronounced like /b/)

Listen, check your answers and repeat the compounds, making the same simplifications of consonant clusters where these occur (see Key for details of simplifications).

Follow up: Find two-word compound nouns used in a topic that interests you or in your area of study. Which of them have consonant clusters across the two words? Record yourself saying them, and listen to the recording.

# contro'versial and controVERsial Word stress and prominence





(A38) In this book we use two terms that are related but different: stress and prominence. Most dictionaries which give the pronunciation of words also indicate which syllable(s) have stress. For example, CALD shows that 'party' and 'remember' have stress on only one syllable:

party /'par.ti/

remember /rɪ'mem.bə<sup>r</sup>/

and that 'controversial' and 'kindergarten' have stress on two syllables:

controversial /kpn.tra'var.fal/

kindergarten /'kɪn.də,gaː.tən/

When a word is used in conversation and emphasised (see Unit 33), one of the stressed syllables is made prominent. In a one-stress word this is the stressed syllable, and in a two-stress word it is usually the syllable with main stress. Prominent syllables are shown in this book in capital letters:

I'm going to a PARty.

I can't reMEMber.

It was controVERsial.

She goes to KINdergarten.

(A39) Prominence can move to the secondary stressed syllable in a word like 'controversial' when it is followed by a word with another prominent syllable, particularly when the first syllable of the following word is prominent:

She gave a CONtroversial ANswer.

This is sometimes called *stress shift*. Stress shift can only happen in words where a secondary stress comes before main stress. Here are some more examples:

.under'stand

UNderstand EVerything.

disap'pointing

It was a DISappointing OUT come.

Other words which often have stress shift include:

- ¡alto'gether, ¡inde'pendent, ¡indi'stinct, ¡medi'ocre, ¡satis'factory, ¡uni'versity, ¡week'end, ,worth'while.
- some place names which have main stress on the last syllable, such as: Ber'lin, Kow'loon, Montre'al.
- -teen numbers thir'teen, nine'teen; and two-part numbers forty-'five, seventy-'eight.

For others, see Units 11C, 12A and 15C.



Note: Some other words with secondary stress rarely have stress shift. For example: a,pproxi'mation, corre'spondence, inde'cision, pro,nunci'ation.





For particular emphasis or contrast, syllables other than those with main or secondary stress can be made prominent (see also Unit 47C):

'hopeful

A: I agree with you that it's HOPEless.

B: No, I said it was hopeFUL.

re'ported

A: Apparently, Kim's been dePORTed.

B: No, he's been REported.

<sup>&#</sup>x27; shows main stress and , shows secondary stress.

Are these one-stress words (write 1) or two-stress words (2)? Circle the main stressed syllables and underline the secondary stressed syllables. Use your dictionary if necessary.

thermostatic (2) EXAMPLES experiment (1) 7 electronic ( ) 4 cosmopolitan ( ) 1 occasional ( ) 8 spectacular ( ) 2 supplement ( ) 5 pedestrian ( ) 9 documentary ( ) 3 temperamental ( ) 6 incoherent ( )

- Now listen, check your answers and repeat the words.
- 10.2 Underline the syllable you think is most likely to have prominence in the words in bold. In which two of these words is stress shift not possible?

EXAMPLES We used to live near the Berlin Wall. She's got a job in Berlin.

- 1 I'm working on my pronunciation.
- 2 It was just a routine job.

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- 3 The film was made for propaganda purposes.
- 4 The region has a Mediterranean climate.
- 5 Next month she'll be sixteen.
- 6 There was a satisfactory outcome.
- 7 The country was declared independent.
- 8 I love living next to the Mediterranean.
- 9 It cost sixteen euros.
- 10 The book was just political propaganda.
- 11 The operation was quite routine.
- 12 They appointed an independent judge.
- 13 The result was satisfactory.
- 14 I'm doing a pronunciation course.
- Now listen and check your answers. Then say the sentences aloud.
- 10.3 Listen and underline the syllable that has main stress in these words.
  - handbag concise disarming footbridge lifelike paintbox subjective tablecloth

Now use the words to complete these conversations. Then underline the syllable in the word that you think is likely to be prominent.

EXAMPLE A: So we have to take the old footpath? B: No, we take the old ....

- 1 A: So you thought the work was precise? B: No, I said it was ...
- 2 A: You've lost your handbook, have you?
- B: No, I've lost my 3 A: Yes, I thought the performance was lifeless, too.
- B: No, I said I thought it was ....
- 4 A: I didn't think his findings were very objective. B: No, they were very ....
- 5 A: Does the tabletop need washing?
  - B: No, the
- 6 A: I've brought you the paintbrush you asked for.
- B: No, I wanted my ... 7 A: Did you say the country's rearming?
- B: No, it's



Now listen, check your answers and repeat the corrections .

Follow up: Do you know of any differences in stress in words in British English and in another variety of English you are familiar with?

# 'comfort and 'comfortable Suffixes and word stress (1)

A45 Some words are made up of a root and a suffix:

In some words with suffixes, the stress stays on the same syllable as in the root. Compare:

'danger and: 'dangerous

In other words, the suffix changes the stressed syllable. Compare:

'commerce and: com'mercial

Suffixes which don't usually change the stress pattern in the root word include -able, -age, -al (but see Unit 12 for -ial), -er, -ful, -less, -ness, -ous and -fy. For example:

'comfort - 'comfortable 'amplify - 'amplifier

per'cent - per'centage re'gret - re'gretful

e'lectric - e'lectrical

'foolish - 'foolishness

di'saster - di'sastrous

re'gard - re'gardless 'beauty - 'beautify

Exceptions with -able and -al include:

ad'mire - 'admirable 'medicine - me'dicinal pre'fer - 'preferable 'agriculture - agri'cultural

Note that before the suffixes -ious, -ulous, -orous and -eous main stress usually comes in the syllable before the suffix:

'industry - in'dustrious

'mystery - my'sterious 'carnivore - car'nivorous

'miracle - mi'raculous

ad'vantage - advan'tageous

'outrage - out'rageous

Some suffixes themselves usually have the main stress. These include -ee, -eer, -ese and -ette. For example:

absen'tee

refu'gee

engi'neer

,mountai'neer

Japan'ese

Nepal'ese

cigar'ette

di'skette

Exceptions include: 'omelette, 'etiquette, em'ployee (although less commonly we use ,employ'ee).

Note: Some people say 'cigarette.

Words with these suffixes can often have stress shift (see Unit 10):

She's japanESE. but: She's a JAPanese JOURnalist.

He's a refuGEE. but: We saw photos of REFugee CHILdren.

You can find more practice of words with suffixes in Section E3.

| EXAMPLE The herb is  | as a <u>medicine</u>  | inal   | purposes, although it isn't usually  |
|--|---|--|--|
|  |   |  | La Caracteria de la Car |
|  |   |  | the whole vacation was   |
| 2 The decision was a   | n   | quite  | . I was appalled.  |
| 3  | of his mistakes, the  | e presider   | nt continues to be held in high  |
| 4 Workers in the stee  | 1   | are gen  | nerally skilled and  |
|  |   |  | points, and has risen three  |
|  | in the last week.   |  |  |
|  | disappearance   | was neve   | er explained, and her whereabouts remain   |
| 7 The region is main   | ly  | land a   | nd most people here still work in  |
|  |   |  | My rests to the later and the second   |
| the words you have w<br>This speaker is talking<br>the suffixes <i>-able</i> and   | ritten.<br>about the difficulty of  | f getting o  | ences aloud, paying attention to the stress i<br>cars repaired. Focus on the words ending with<br>the words which follow the rule given in B   |
| mechanics, and the For example, the obstarting my car, so I At least I'd heard it there seemed quite looked like just a m They said it would quite acceptable (badly scratched the said it was accident whether they'll do a | can't find dependable of problem seems to be used to be used ay I was having protook it to a reputable (was quite reliable (). Toprofessional (), and the inor mechanical () protost about €100, which is about when I picked it paintwork. They apological () and offered to regood job is debatable | miversal ( roblems ( ) garage. The peopl hey said it roblem. seemed up, they'd gised, and spray it, b ( ). | de la contraction de la contra |
|  | 프로그리아 그렇게 하면서 그리고 아이들이 있는데 그리고 있다면 하게 되었다면 다 없다.  |  | . Underline the syllable in each word in bold ber, some of the words in bold are likely to   |
| EXAMPLE An aircraft  | that crashed three yes  | ars ago ir   | n the Andes has been found by mountaing  |
| 1 A report on the pr   | oblem of absentee lan   | dlords is  | to be published today.   |
|  |   |  | ed for the next Olympic Games.   |
|  |   |  | oken languages in China.   |
|  | considering a ban on  |  |  |
| 5 There has been an  | outbreak of cholera a   | imong Su   | danese villagers.  |
| Now listen and check   | your answers. Then rea  | d the exti   | racts aloud.   |
| Follow up: How many  | other country adjectives the context 'the   | ending in -  | -ese can you think of? How would you say them:   |

# ac'celerate and ac,cele'ration

# Suffixes and word stress (2)

In words with the following suffixes, main stress is usually on the syllable immediately before the suffix: -ial, -ic, -ion, -ive, and -ity. For example:

'editor - edi'torial 'atmosphere - ,atmos'pheric ac'celerate - ac,cele'ration 'instinct - in'stinctive di'verse - di'versity 'generous - ,gene'rosity



Note: In words ending -ative, stress is usually on the same syllable as in the root word. For example:

in'vestigate - in'vestigative 'speculate - 'speculative

Many words with these suffixes can have stress shift (see Unit 10). For example:

He faces proseCUtion. but: He's a PROSecution WITness.

When a word ends with one of the consonants t or s and the suffix -ion, this is how they are pronounced:

-tion is pronounced /tsən/ after the letter s: suggestion, digestion

/ʃən/ after other letters: education, adoption

-sion is pronounced /son/ after a consonant: extension, comprehension

/3ən/ after a vowel: decision, persuasion

-ssion is pronounced /fan/: admission, expression

In nouns and adjectives ending with the suffixes -ant, -ent, -ance, or -ence, stress placement depends on the spelling of the syllable before the suffix (the pre-suffix syllable).

 If the pre-suffix syllable ends with a single vowel letter (V) or a single vowel letter plus a single consonant letter (VC), stress usually goes on the syllable before the pre-suffix syllable if there is one:

'ignorant (VC)

'variant (V)

'fraudulent (VC)

con'tinuance (V)

'reference (VC)

'ambience (V)

 If the pre-suffix syllable has any other spelling, then stress is usually on the pre-suffix syllable itself:

ap'pearance (VVC)

corre'spondent (VCC)

con'vergence (VCC)

 If the pre-suffix syllable ends with the letter i and the root word ends with the letter y in a stressed syllable, the stress is usually on the pre-suffix syllable:

com'ply - com'pliance

re'ly - re'liant

Some of these words ending with the suffixes -ant, -ent, -ance or -ence have a different stress placement from the root:

ig'nore - 'ignorant

re'fer - 'reference

while others have the same stress placement:

con'tinue - con'tinuance ap'pear - ap'pearance

Notice that the suffix -ment doesn't usually change the stress pattern in the root: a'gree - a'greement

'govern - 'government

although a common exception is: 'advertise - ad'vertisement

You can find more practice of words with suffixes in Section E3.

You will hear some short definitions. After each definition press 'pause', choose from the box and write the word that it relates to. When you press 'play' again you will hear the correct answer. Repeat it and then continue in the same way.

| cooperative prosecution                    | allergie<br>hostility | photographic impulsive                 | editorial speculation | familiarity |
|--|-----------------------|--|-----------------------|-------------|
| EXAMPLE Having at 1                        | 5                     | allergic                               | 4. 8 S                | ***         |
| 3 4  | 7<br>8                |  |                       |             |
| One of the words in given at the beginning |                       | an exception to the ru<br>Which is it? | le 📗                  | 3000        |

12.2 Write the words from the box in the correct column according to the pronunciation of -tion, -sion, or -ssion.

| accommodation | celebration | combus    | stion    | comprehension |
|---------------|-------------|-----------|----------|---------------|
| congestion    | depression  | digestion | erosion  | exhaustion    |
| explosion     | expression  | invasion  | revision | suspension    |

| /t∫ən/ (e.g. suggestion) | /ʃən/ (e.g. education) | /ʒən/ (e.g. decision) |
|--------------------------|------------------------|-----------------------|
| N. Carlotte              | accommodation          |                       |
|                          |                        |                       |
|                          |                        | (                     |
|                          | 1                      |                       |
|                          |                        |                       |

- Now listen and check your answers. Then say the words aloud.
- 12.3 Underline the syllable which you think has the main stress in the following words.

resident performance defiant convergence reference excellence correspondent assistant maintenance applicant coincidence informant acceptance insistence significance

- Now listen and check your answers. Then say the words aloud.
  One of these words is an exception to the rules in B opposite. Which is it?
- 12.4 Decide whether the words in exercise 12.3 have the same stress pattern as their root word (write S) or a different stress pattern (write D).

Examples resident (D) ('resident – re'side)
performance (S) (per'formance – per'form)

Now listen to the root words and check your answers.

Follow up: Next time you read a book or an article, note down words ending in -ion. Mark the stress on them, then check in a dictionary to see if you were right. You can also add words ending in -tion, -sion and -ssion to the appropriate column in the table in exercise 12.2.

# ex'treme and ex'tremity Suffixes and word stress (3)



Some words don't change their stress pattern when a suffix is added to the root word, but do change the pronunciation of the vowel in the main stressed syllable. Compare:

The following table shows a number of possible vowel changes. The main stressed syllable and the pronunciation of the vowel in this syllable are shown:

| ⇒ /ı/                            | ⇒ /æ/                            | ⇒ /e/                               |
|----------------------------------|----------------------------------|-------------------------------------|
| /aɪ/ 'bible - 'biblical /ɪ/      | /eɪ/ 'nation – 'national /æ/     | /ix/ com'pete - com'petitive /e/    |
| /aɪ/ type - 'typical /ɪ/         | /eɪ/ de'fame – de'famatory /æ/   | /i:/ inter'vene - inter'vention /e/ |
| /aɪ/ wise ~ 'wisdom /ɪ/          | /eɪ/ sane – 'sanity /æ/          | /iː/ ob'scene – ob'scenity /e/      |
| ⇒ /p/                            | /eə/ com'pare – com'parative /æ/ | $\Rightarrow  \Lambda $             |
| /ɔː/ ex'plore – ex'ploratory /ɒ/ | /eə/ de'clare - de'clarative /æ/ | /uː/ as'sume – as'sumption /ʌ/      |
| /əʊ/ know – 'knowledge /ɒ/       | /a:/ 'drama - 'dramatise /æ/     | /uː/ pre'sume - pre'sumption /ʌ/    |

A59 In some words, as well as a change in the pronunciation of the vowel in the stressed syllable, there is also a change in the pronunciation of the consonant(s) that follow it.

> /art/ ig'nite - ig'nition /r[/ /aɪn/ sign - 'signature /ɪqn/

/uis/ pro'duce - pro'duction, pro'ductive /Ak/ /urs/ intro duce - intro duction, intro ductory /Ak/

In other words like this, there is a change in the pronunciation of the vowel in the stressed syllable and also the spelling of either this vowel and/or the consonant(s) that follow it:

/aid/ col'lide - col'lision /13/ /aid/ di'vide - di'vision /13/ /aid/ pro'vide - pro'vision /13/ /arb/ de'scribe - de'scription, de'scriptive /rp/ /arb/ pre'scribe - pre'scription, pre'scriptive /ɪp/ /aib/ sub'scribe - sub'scription /ip/

/ixv/ de'ceive - de'ception, de'ceptive /ep/ /it/ re'peat - re'petitive /e/ /at/ ex'ample - ex'emplary /e/ /ei/ re'tain - re'tention /e/ /eɪ/ ex'plain – ex'planatory /æ/ /ai/ ap'ply - ap'plicable /i/

How do you spell 'explanatory'?



Words that do change their stress pattern when a suffix is added to the root also commonly change their pronunciation in one or more syllable:

pro'nounce - pronunci'ation

pre'fer - 'preferable

/ə/ /au/ 12/1N

/1//31/

There are many words like this, and a great variety of pronunciation changes. For these words it is best to check pronunciation in a dictionary such as CALD or CEPD (see Section E5 Further reading).

| 13.1  | Which of these v<br>(Different).   | Which of these words have main stress on the same syllable as their root word? Write S (Same) or D (Different). |                        |   |                                   |  |  |
|-------|--|---|------------------------|---|-----------------------------------|--|--|
|       | intervention (<br>maturity ( )   | ) security ( ) stupidity (  | advantag ) application | liar) cancellation<br>geous ( ) Can<br>on ( ) san<br>ce ( ) since | nadian ( ) c<br>ity ( ) n         | consumption ( )<br>normality ( )   |  |
| (A62) | Now listen and o   | heck your answe   | rs.                    |   |                                   |  |  |
| 13.2  | Look again at the words in exercise 13.1 with main stress on the same syllable as their root. Underline the ones which have a <i>different</i> vowel sound in the main stressed syllable from that in the main stressed syllable in their root. (Some of these are given in A and B opposite.) |   |                        |   |                                   |  |  |
|       | EXAMPLE interv   | ention (inter   | vention /e/ – in       | ter'vene /iː/)  |                                   |  |  |
|       | Now listen again   | to the words in   | exercise 13.1 an       | nd check your answ  | ers.                              |  |  |
| 13.3  | Complete each p  | air of sentences  | using pairs of w       | ords from the box   |                                   |  |  |
|       | collide-collis<br>nation-natio   | sion compete-<br>onal <del>subscribe</del>  |                        | divide-division   | example-exem                      | plary  |  |
|       | EXAMPLE a It c   | osts £10 a year t<br>taken out an ar  | o subsc<br>inual sub   | cribe to the  | e sports centre.<br>the magazine. |  |  |
|       | 1 a We'll the money between us.  |   |                        |   |                                   |  |  |
|       | b Brighton fo  | ootball club was  | promoted to the        | he first  |                                   |  |  |
|       | 2 a It's difficult to stay in business.  |   |                        |   |                                   |  |  |
|       | b He was much faster and I couldn't with him.  |   |                        |   |                                   |  |  |
|       | 3 a Rod broke  | his leg in the  |                        |   | A                                 | A K  |  |
|       | b They say th  | ne comet is going   | to                     | with  | Saturn.                           | 77   |  |
|       |  |   |                        | her younger siste   | r.                                |  |  |
|       |  | viour was   |                        |   |                                   | STATE OF THE STATE |  |
|       |  | f May is a  |                        |   |                                   | E 1 92   |  |
|       | b Practically  | the whole   |                        | watched the   | eclipse.                          | M.   |  |
| (A63) | Now listen and c   | heck your answe   | rs. Then read the      | e sentences aloud.  |                                   | Vad  |  |
| 13.4  |  |   |                        | mn according to the<br>ee words in each co                        |                                   | n the main   |  |
|       | commercial evolution     applicant accidental influential     speciality financial decision demonstration demonstration magnetic   |   |                        |   |                                   |  |  |
|       | Vowel sound in   | /p/ (as in stop)  | /ı/ (as in sit)        | /aɪ/ (as in drive)  | /æ/ (as in black)                 | /e/ (as in pen)  |  |
|       | main stressed<br>syllable of root  | /b/ (as in stop)  | /1/ (as III sit)       | yan (as in unive)   | (as in older)                     | /c/ (as iii pcii)  |  |
|       |  | commercial<br>evolution<br>modernity  |                        |   |                                   |  |  |
|       | Their roots all ha   | ve /p/ in their main s  | tressed                |   |                                   |  |  |

# dis'organised and recon'sider Prefixes and word stress (1)

Some words are made up of a prefix and a root:

prefix ---- dis like ---- root

Common prefixes include: de-, dis-, il-, re-, un-. Sometimes the root can be used as an independent word (e.g. like), but other roots cannot (e.g. renounce and denounce, but not 'nounce').

In some words the prefix is unstressed and is only made prominent (see Unit 10) for particular contrast. Compare:

> A: Do you enjoy driving? B: No, I really disLIKE it.

A: I thought you LIKED driving?

B: No, I really DISlike it.

In CALD, words like this are usually shown as having only one (main) stressed syllable:

dislike /di'slaik/

Other words like dislike include:

| de'grade | di'scolour    | il'legal    | re'claim | un'easy |
|----------|---------------|-------------|----------|---------|
| de'flect | di'scourage   | il'legible  | re'fresh | un'pack |
| de'fraud | di'sintegrate | il'literate | re'place | un'wise |

Other words with these prefixes have secondary stress on the prefix:

,decom'pose

,recon'sider

,unaf'fected

(See Unit 15C for stress shift in words like these.)



In words with de- and re- prefixes, the prefix is usually pronounced /di-/ and /ri-/ if it is unstressed and /di:-/ and /ri:-/ if it has secondary stress. Compare:

de'grade /di-/ but: ,decom'pose /di:-/ re'claim /ri-/ but: recon'sider /ri:-/

A few words with de- and re- prefixes are usually pronounced with an unstressed /-1-/ in the prefix when they are used as a verb and a stressed /-i:-/ in the prefix when they are used as a noun. Compare:

Interest is likely to decrease. (/dr'kri:s/)

but: There has been a decrease (/'di:kri:s/) in interest.



Some words beginning re- have the same spelling but a different stress and meaning depending on whether re- means 'again' or not. Compare:

/,ri:'kavə/ (= cover again) recover /ri'kavə/ (= get well) /,ri:'kaont/ (= count again) /ri'kaont/ (= describe) recount reform /,ri:'fo:m/ (= form again) /ri'fo:m/ (= improve) /ˌri:'mɑ:k/ (= mark again) /ri'ma:k/ (=comment) remark /,ri:'so:t/ (= sort again) /rr'zo:t/ (= turn to) resort /,ri:'saɪn/ (= sign again) /ri'zaɪn/ (= give up a job) resign

Note: When re- means 'again', the words are sometimes spelt with a hyphen, e.g. re-cover, re-count.

| 14.1          | Complete the sentences with words from the box in B opposite. Underline the syllable that you think will have the main stress in these words.  |  |                |                      |  |  |  |
|---------------|--|--|----------------|----------------------|--|--|--|
|               | Example They're going to most of the workers with machines.  |  |                |                      |  |  |  |
|               | 1 It's to forecast the weather too far ahead. 2 I haven't had time to since I got back from holiday. 3 We have to her from working too hard. 4 Parking on a double yellow line is  |  |                |                      |  |  |  |
| A67           | Now listen and check your answers. Then say the sentences aloud.   |  |                |                      |  |  |  |
| 14.2          | he spaces in these<br>the main stress in these words.  |  |                |                      |  |  |  |
|               |  | 2 5.56   | 77             | ald be very unwise . |  |  |  |
|               | 2 A: I suppose it's le<br>3 A: Did it take lon<br>4 A: Did your teach  | : Did you say you've misplaced your keys? B: No, I said I have to them. : I suppose it's legal to bring alcohol into the country? B: No, it's completely : Did it take long to pack your case? B: Ages, but it won't take long to it. : Did your teacher encourage you to do the maths course? B: No, she tried to me from doing it. |                |                      |  |  |  |
| (A68)         | Now listen, check you  | ur answers and say the   | B parts aloud. |                      |  |  |  |
| 14.3          | or re- prefix. Some an   |  |                |                      |  |  |  |
|               |  | ace resit resi   |                | Mark tell            |  |  |  |
|               | /dir-/   | /dı-/  | /ri:-/         | /rı-/                |  |  |  |
|               | debug  | deflate  | reapply        | reflect              |  |  |  |
| (A69)<br>14.4 | Now listen and check your answers. Then say the words aloud.  Choose words from D opposite to complete the pairs of sentences. Use the same word in each pair. Think about the pronunciation of the words you have written and say the sentences aloud.  EXAMPLE a The band hasn't played together for years, but they've said they'll  reform for the charity concert. (/rti:'fɔ:m/ = form again)  b The government are going to health care. (/rti'fɔ:m/ = improve)  1 a She'd been seriously ill and it took her a long time to  b The chair was badly stained, so we had to  the for the club for the next baseball season.  b If working conditions don't improve soon, she's threatening to  3 a When the phone rang, I forgot how many books I'd already put in the box, so I had to  them.  b He liked to  his wartime experiences to anyone who'd listen. |  |                |                      |  |  |  |
| 4/6           | Now listen and check   |  |                |                      |  |  |  |

# 'subway and 'super power

## Prefixes and word stress (2)



[A71] In some words with prefixes, the prefix itself is stressed. In CALD, most of these words are shown as having main stress on the prefix and, in some cases, secondary stress later in the word:

Most words like this are nouns and include:

| 1  |    | -1 |     |    |
|----|----|----|-----|----|
| C  | 0- | CH | TV  | CI |
| 'c | 0- | W  | rit | er |
| 1C | 0- | st | аг  |    |

'subtext 'subsoil

'super, model

'underwear

In these words the syllable with main stress usually has prominence in discourse:

We took the SUBway.

I'm just off to the SUpermarket.



However, other words with these prefixes have main stress on a syllable after the prefix. Most words like this are adjectives and include:

,co-edu'cation co'operate co-e'xist

counterin'telligence ,counterpro'ductive

,hyper'active ,hyper'sensitive hyper'critical

,inter'changeable interconti'nental inter'active

sub'conscious sub'standard

,sub'tropical

super'natural ,supera'bundant superim'pose

,counter'mand

,under'cover under'line under'age

In these words the syllable with main stress usually has prominence in conversation:

They have to learn to co-eXIST.

The climate here is subTROPical.

but prominence may go on the syllable with secondary stress in some cases (see C).



In many words with a prefix, there is secondary stress on the prefix, with main stress later in the word:

impre'cise

disa'gree

,hyper'active

When these words are used in conversation they can have stress shift (see Unit 10B), with the prefix made prominent rather than the main stressed syllable. Compare:

Her answer was impreCISE. but: She gave an IMprecise ANswer. He's hyperACtive. but: I work with HYperactive CHILdren. He disaGREED. but: He DISagreed STRONGly.

I don't think that's right.





That's ridiculous!

Here are some more words with prefixes which commonly have stress shift: ,decom'pose, ,de'code; ,diso'bedient, ,disre'spectful; ,imma'ture, ,impo'lite; mis'place, mis'spelt; recon'sider, repro'duce; unac'ceptable, unsuc'cessful.

However, some other words with these prefixes rarely have stress shift, including: de'fame, dis'honest, im'practical, mis'judge, re'place, un'popular.

15.1 Here are the titles of some research papers given at a conference on education. Look at the words in bold (some are given in A opposite) and underline the syllable that you think will be prominent.

EXAMPLE Why do children become hyperactive?

| Conference   |                               | Room No. | Coffee<br>Break @ |  |
|--|-------------------------------|----------|-------------------|--|
| 1 Assessing the benefits of <b>co-education</b>  | 12.00                         | 13       | 12.30             |  |
| 2 Activating the subconscious for reading development  | 12.00                         | 11       | 12.30             |  |
| 3 Technology and tradition in the classroom: exploring the i                                       | nterface 12.30                | 14       | 13.15             |  |
| 4 Motivating underachievers: using subtitles in language   | learning 13.00                | 13       | 13.30             |  |
| 5 Superstars as role models for children: going on the cou   | nteroffensive 14.00           | 14       | 14.45             |  |
| 6 Children's interest in the supernatural: some worrying u   | ndercurrents 14.00            | 10       | 14.30             |  |
| 7 Teachers and pupils as co-writers: an experiment in the  | use of <b>hypertext</b> 15.00 | 15       | 15.30             |  |
| 8 Making science education international: a study of Britis teachers and their Kenyan counterparts | h 14.45                       | 13       | 15.15             |  |

- Now listen and check your answers. Then read the titles aloud.
- 15.2 Match each word 1–7 with a word from the list a–g. Matched words must have the same number of syllables and follow the same stress pattern. Words 1–7 are from A and B opposite.

EXAMPLE 1-c (co-exist and interlinked both have three syllables with main stress on the last syllable – o o O)

| 1 | <del>co exist</del> | a cohabit          |
|---|---------------------|--------------------|
| 2 | counterproductive   | b counterclockwise |
| 3 | interchangeable     | c interlinked      |
| 4 | hyperspace          | d hypersensitive   |
|   | substandard         | e subcommittee     |
|   |                     |                    |

5 substandard e subcommittee 6 superstructure f superstore 7 undercover g underdeveloped

- Now listen and check your answers. Then listen again and repeat the words.
- 15.3 Focus on the words in **bold** (some are given in C opposite), and underline the syllable you think is likely to have prominence. Which words have stress shift (that is, prominence on the prefix), and which do not?

Example He was sacked for unacceptable conduct. (has stress shift)

- 1 She was wearing impractical shoes.
- 2 The government has promised to review hospital funding.
- 3 He tends to use rather impolite language.
- 4 There were too many misplaced passes in the football match.
- 5 The police have prosecuted a number of dishonest landlords.
- 6 The cream is very good for dehydrated skin.
- 7 He undressed quickly.
- Now listen and check your answers. Then listen again and repeat the sentences.

Follow up: What other words do you know beginning sub- or super-? Where do they have their main stress? (Use a dictionary to check.)

# 16

# 'news paper and absolute 'zero Stress in compound nouns

A

A compound noun is a fixed expression which is made up of more than one word and which has the function of a noun. Some are written as two words, some with a hyphen, and some as one word:

'crash barrier

double-'glazing

'baby, sitter

Notice that some compound nouns have main stress on the *first* part and others have main stress on the *second* part.

A7

The following types of compound noun usually have main stress on the first part:

• noun + noun

'arms race

'fire ex,tinguisher

'night-time

'pillar-box

'lipstick

'news,paper

'airport

'poverty trap

Exceptions: infor, mation tech'nology, ,town 'hall, ,family 'doctor

Notice, however, that if the first part gives the material that the second part is made out of, main stress usually goes on the second part. Compare:

cotton 'wool but: a 'cotton plant

Exceptions are most compounds ending with -cake, -bread and -juice:

'cheesecake, 'gingerbread, 'orange ,juice

• noun + -ing form

'bird-watching

'house-,hunting

'fly-, fishing

Exceptions: pe,destrian 'crossing, ball 'bearing, thanks'giving

· -ing form + noun

'dressing gown

'sitting ,room

'freezing point

Exceptions: ,managing di'rector, de fining 'moment, ,casting 'vote

verb + noun

'search ,party

con'trol tower

'think ,tank



**Note:** Other phrases may have the same forms, but are not compounds. In these, main stress usually goes on the *second* word. Compare:

'driving ,licence (a compound) but: ,driving 'rain (a normal adjective + noun)



1. SMITH

MR JOHN
 01-01-80

3. 01-01-80 4a. 03-09-00

4b. 02-10-10 4c. DVLA

5. SMITH850013JS8EU

6. J.Smith

25 WALKER STREET
 B, B1, F, K, P



A

Most adjective + noun compound nouns have main stress on the second part and secondary stress on the first part:

social se'curity

,hot po'tato

absolute 'zero,

Exceptions: 'blind spot, 'dental ,floss, 'easy ,chair, 'broadband, 'greenhouse

Note that this includes:

adjective + -ing form

central 'heating

global 'warming

passive 'smoking

• past participle + noun

split in'finitive

in, verted 'commas

,lost 'property

16.1 Do these compounds have main stress on their first part or their second part? Underline the syllable with the main stress. (Hint: Think about whether they are noun + noun compounds or adjective + noun compounds.)

EXAMPLES <u>safe</u>ty valve (noun + noun) guilty <u>par</u>ty (adjective + noun)

1 chemical formula 5 coffee shop 9 sofa bed
2 bank account 6 best man 10 magnetic field
3 American football 7 mobile phone 11 tea strainer
4 artificial intelligence 8 flight attendant 12 space station

- Now listen and check your answers. Then say the words aloud.
- 16.2 Use the compounds in the box to answer the questions. Think carefully about where main stress is placed and say your answers aloud. (Some of the words are given in B and C opposite.)

civil war boiling point claim form defining moment dental floss distance learning greenhouse hot potato house-hunting ice rink lipstick rubber band loudspeaker orange juice pay phone search party shop assistant towel town hall voicemail

#### What is...

1 a system that records phone messages for you?

voicemail

- 2 a sheet of thick paper for drying your hands?
- 3 battles between different groups of people living in the same country?
- 4 a building made of glass used for growing plants?
- 5 a level area of ice for people to skate on?
- 6 a way of studying where you mainly study at home?
- 7 a piece of equipment that sound comes out of?
- 8 a problem that no-one wants to deal with?
- 9 a legal document that you use to try to get compensation from an organisation?
- 10 the activity of looking for a house to live in?
- 11 a building where the local government usually meets?
- 12 a public telephone that you have to put money in to use?
- 13 a point at which a situation clearly starts to change?
- 14 a drink made from crushed oranges?
- 15 a coloured substance that women put on their lips?
- 16 the temperature at which liquid becomes a gas?
- 17 a group of people who look for someone who is missing?
- 18 someone who serves customers in a shop?
- 19 thread used for cleaning between the teeth?
- 20 a ring of rubber for holding things together?

Now listen and check your answers. Which five compounds are exceptions to the rules in B and C opposite?

Follow up: List ten compound nouns commonly used in a subject that interests you (e.g. an academic subject, or a hobby). Make sure you know where the main stress falls in each. Add to the list when you find new compound nouns in the subject.

# 'hair-, raising and , hard-'working Stress in compound adjectives and in abbreviations



A compound adjective is a fixed expression which is made up of more than one word and which has the function of an adjective. Most compound adjectives are written with a hyphen, but a few are written as one word:

skin-deep

long-term

threadbare

A81 The following types of compound adjective usually have main stress on the first part:

· compound adjectives usually written as one word

'carefree

praise worthy

Exceptions: ,nation'wide, ,hand'made

noun + -ing form

'hair-,raising

fee-paying

'time-con, suming

noun + past participle

poverty-stricken

'pear-shaped

'health-re, lated

Exceptions: eagle-'eyed, home-'grown

A82 The following types of compound adjective usually have main stress on the second part:

noun + adjective

fat-'free

sky-'high

snow-'white (and other colour compounds)

Exception: 'camera-shy

· adjective + noun

,long-'term

full-'length

high-profile

adverb or adjective + past participle

fully-'grown

long-'sighted

well-'dressed

adverb or adjective + -ing form

easy-going

hard-'working

, well-'meaning

Exceptions: 'backward-looking, 'forward-looking

· self- as the first part

self-'confident

self-in'flicted

self-'governing

Most compound adjectives with main stress on the second part (including the exceptions in 17B) can have stress shift (see Unit 10B). Compare:

The tiger was fully-GROWN. but: It was a FULly-grown Tiger. The prices were sky-HIGH. but: They were SKY-high PRIces.

A83 Two-, three- and four-letter abbreviations said as individual letters often have main stress on the last letter and secondary stress on the first:

the E'U

the U'K

DN'A

the YMC'A

Abbreviations like this usually have stress shift. Compare:

He works for the BBC. but: He works for BBC RAdio.

She's from the UK. but: She's a UK CITizen.

17.1 Do these compound adjectives have main stress in their first part or their second part? Underline the syllable with main stress.

EXAMPLES sky-high colour-coded

1 homesick 5 armour-plated 9 empty-handed
2 far-fetched 6 cinemagoing 10 fireproof
3 spine-chilling 7 gift-wrapped 11 self-financing
4 mind-blowing 8 well-meaning 12 machine-readable

- Now listen and check your answers. Then say the compounds aloud. Which one is an exception to the rules given in B and C opposite?
- 17.2 Read the profile of Sarah Fox. Focus on the compound adjectives in **bold** (some are given in **B** and **C** opposite) and circle the syllable you think will have main stress. Remember some have stress shift.

#### High-flying surgeon introduces ground-breaking changes...

Sarah Fox is easy-going and is rarely badtempered. She's very public-spirited and does a lot of time-consuming work for charity. She's quite good-looking. She has closecropped hair and wears glasses because she's short-sighted. She's a high-flying surgeon, world-famous in her field, and is extremely hard-working. She's recently introduced some ground-breaking changes into her hospital. She's always well-dressed at work. At home, though, she prefers to wear loose-fitting shirts, often in eye-catching colours. Surprisingly, she's a rather introverted person, and sometimes gets a bit tongue-tied in public. And she's rather camera-shy, too. Because of a long-term problem with her health, her diet has to be fat-free. At the moment she's taking a well-earned holiday in Majorca.



- Now listen and check your answers. Finally, read the description aloud.
- Do you know the meaning of the abbreviations in column A? If not, check in a dictionary or the Key.

  Then listen to the abbreviations and repeat them. Notice that the main stress is always on the last letter. Finally, choose an appropriate abbreviation from each pair to complete the sentence in column B.

| A         | В   |  |  |
|-----------|---|--|--|
| CEO / DVD | She's the company'sCEO                        |  |  |
| AOB / PC  | My laptop was advertised in a magazine called |  |  |
| OHP / NHS | She works as a nurse for the                  |  |  |
| ATM / RP  | There aren't many people here who speak       |  |  |
| AGM / RSI | The's cancelled.                              |  |  |
| TLC / VAT | She just needs a lot of rest and a bit of     |  |  |
| UFO / WHO | We've followed all the guidelines.            |  |  |
| EU / RSVP | They're meeting at the summit in Brussels.    |  |  |
| CV / ETA  | If there are no delays, what's your?          |  |  |
| CD / IT   | The software's on aROM.                       |  |  |
| CND / DIY | He spends most weekends doing                 |  |  |
| GMT / HGV | The eclipse is at 9 o'clock                   |  |  |

Now listen and check your answers. Finally, say the sentences aloud. The Key gives details of stress shift.

Follow up: Skim through an English newspaper (either a paper copy or online), and find 10 compound adjectives. Do you know where the main stress is in each of them? (Use a dictionary to check.)

# closed-circuit 'television and 'sell-by date Stress in longer compound nouns

Some compounds are made up of three parts. They may have two words or three words, and sometimes the first and second words are hyphenated:

desktop publishing

central nervous system

left-luggage office

part:

1 2

1 2

Many three-part compounds have secondary stress on the first part and main stress on the third part:

.first-degree 'burns

three-point 'turn cheque-book 'journalism'

Some of these use an established two-part compound with stress on the first part. In the new three-part compound, however, main stress is on the third part:

two-part:

'ballroom

'desktop

three-part: ballroom 'dancing

,desktop 'publishing

Other examples: ,cheque-book 'journalism, ,hairpin 'bend, ,rush hour 'traffic

In other three-part compounds the first two parts (often joined with a hyphen) function as an adjective to describe the third part:

state-owned 'industry (the industry is state-owned) closed-circuit 'television (the television is closed-circuit) Other examples: ,ball-point 'pen, ,button-down 'collar, ,first-degree 'burns, ,drop-down 'menu, ,semi-detached 'house, ,wide-angle 'lens



Note: Compounds beginning with a number usually have this pattern, too:

ten-pin 'bowling one-man 'band,

Other examples: ,one-parent 'family, ,two-horse 'race



Other three-part compounds have secondary stress on the first part and main stress on the second part:

school 'leaving age left-'luggage office parent-'teacher association

Some of these use an established two-part compound with main stress on the second part. In the new three-part compound the stress remains on the second part:

two-part:

,washing-'up

,central 'heating

three-part: washing-'up liquid

central 'heating system

Other examples: ,hard-'luck story, ,C'D player, ,wild-'goose chase

In others, a first part with secondary stress is added to an established two-part compound with stress on the first part. Compare:

'carriageway and: dual 'carriageway

Other examples: armoured person'nel carrier, safety de'posit box, travelling 'salesman, ,white 'blood cells



Some three-part compounds have main stress on the first part. Most of these also have secondary stress on the third part:

no-man's land

'real estate agent 'pick-up ,truck

Other examples: 'fallout ,shelter, 'greenhouse ef, fect, 'sell-by ,date, 'housewarming ,party, 'payback period, 'windscreen wipers, 'sister-in-law ('brother-in-law, etc.)

You will hear 15 three-part compound nouns. Press 'pause' after each one and write it in the correct column, according to whether the first, second or third part has the main stress.

| main stress on the first part | main stress on the second part | main stress on the third part |
|-------------------------------|--------------------------------|-------------------------------|
| pinball machine               | left-luggage office            | first-time buyer              |

Now check your answers in the Key and then say the compounds aloud.

| 18.2 | Choose a compound noun from each pair to complete the sentence. The compound should have n            | nain  |
|------|---|-------|
|      | stress on the first, second or third part, as indicated. (Some of these are given in B, C and D oppos | ite.) |

Example Don't forget to buy some washing-up liquid . (stress on second part) (peanut butter / washing-up liquid)

- 1 She teaches in a \_\_\_\_\_\_. (third (grant-maintained school / teacher-training college)
- 3 He spent some time working as a/an (travelling salesman / air traffic controller) . (third)
- 4 As I was driving I had a problem with my (rear-view mirror / windscreen wipers) . (first)
- Now listen and check your answers. Then say the sentences aloud.
- 18.3 What do these pictures show? Choose words from the box to make three-part compound nouns. With one exception, they all have main stress on the third part. Which is the exception?

angled bottle bullet clover double four hot leaf proof right suit three triangle water piece vest



double-decker bus



3



4



5

2



6



A93

Now listen and check your answers. Then say the compounds aloud.

**Follow up:** Look around your house and list all the things you can see that are three-word compounds. These may be parts of your house or objects inside it. Do you know where the main stress is placed in each?

# 19 'dream of and 'live for One-stress phrasal verbs

A Some two-word phrasal verbs have main stress on the verb and no stress on the particle. These are one-stress phrasal verbs:

'dream of

I wouldn't DREAM of asking you to do it.

'hear from

We never HEARD from them again.



Note: The particle in most one-stress phrasal verbs is a preposition.

Other two-word phrasal verbs have main stress on the particle and secondary stress on the verb. These are *two-stress phrasal verbs* (see Unit 20):

doze off

The sun came out and I DOZED OFF.

let 'out

Please LET me OUT.



Note: The particle in most two-stress phrasal verbs is an adverb.

B3 In conversation, it is unusual for the particle in one-stress phrasal verbs to be prominent (see Unit 10). However, we can make the particle prominent if we want to highlight it for emphasis or contrast:

'smell of

The room SMELT of roses.

It certainly smells odd, but I'm not sure what it smells OF.

'hear of

A: I'm surprised you've never HEARD of him.

'hear from

B: I didn't say I hadn't HEARD OF him, I said I hadn't HEARD

FROM him.

A number of the particles in one-stress phrasal verbs have a weak and a strong form (see Unit 21), for example: *at*, *for*, *from*, *of* and *to*. We usually use the weak form of these particles in conversation, but the strong form is used when the particle comes at the end of a clause:

'live for

He LIVES for /fə/ his work.

She felt she had nothing to LIVE for /fox/.

'think of

I was just THINKing of /əv/ you.

What on earth were you THINKing of /pv/?

D A few phrasal verbs can be either one-stress or two-stress phrasal verbs, but with different meanings. For example:

'live on He had to LIVE on less than \$10 a day.

(= the amount of money he had to buy things)

live 'on The tradition

The tradition LIVES ON in many parts of the country.

(= continues)

come to

How much does all that COME to?

(= what's the total cost)

,come 'to

She hasn't COME TO yet after the accident.

(= regained consciousness)

19.1 Do you think each part in **bold** includes a one-stress (write 1) or two-stress (write 2) phrasal verb?

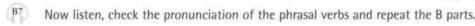
Example The birds came quite close, but when I sneezed I frightened them away. \_\_\_\_\_2\_\_\_

- 1 She said she'd be early, but I wouldn't bank on it.
- 2 He gave us a lot of information that I couldn't take in.
- 3 I couldn't do question six, so I left it out.
- 4 Dan said he'd phone today, but I haven't heard from him.
- 5 If you're passing, why don't you stop by?
- 6 You look well. Living by the sea must agree with you.
- 7 There isn't anyone but you that I can confide in.
- 8 Having my own boat is something I've always dreamed about.



Now listen and check your answers.

- 19.2 Read each A part and say each B part aloud, thinking about how the phrasal verb will be pronounced. All the phrasal verbs in the B parts are one-stress phrasal verbs, but sometimes the particle is made prominent for special emphasis or contrast.
  - 1 A: I suppose your parents are quite well off?
    - B: What are you driving at?
  - 2 A: Why didn't you show your mother your new shoes?
    - B: I thought she'd disapprove of them.
  - 3 A: So you think the damage results from climate change?
    - B: I said I think it will result in climate change.
  - 4 A: Apparently, they are forecasting a really cold winter.
    - B: Yes, I read about it.
  - 5 A: My pen friend's planning to visit.
    - B: Where does she come from?
  - 6 A: All you've got to do is aim and fire.
    - B: But I don't know what to aim at.
  - 7 A: There are so many mosquitoes around the tent!
    - B: Yes, it's teeming with them.



- 19.3 Do you think each part in bold includes a one-stress or two-stress phrasal verb? Think about how each phrasal verb will be pronounced in these dialogues.
  - 1 A: We must get together again soon.
    - B: Yes, when you're next in town, why don't you come by?
  - 2 A: This cabbage doesn't look very good.
    - B: Well, at this time of year fresh vegetables are difficult to come by.
  - 3 A: What happened to your hand?
    - B: I was stroking Susan's cat when it just turned on me.
  - 4 A: Mr Simpson can be very charming, can't he?
    - B: Yes, he certainly knows how to turn it on.
- Now listen and check your answers. Press 'pause' before each B part and read it aloud. Then press 'play' again and compare your pronunciation with what follows.

Follow up: When you learn a new phrasal verb, it is helpful to note whether it is a one-stress phrasal verb (if it has a preposition) or a two-stress phrasal verb (if it has an adverb).



## hang a round and look 'up to Two-stress phrasal verbs



(B9) When two-stress phrasal verbs (see Unit 19A) are used in conversation, both the verb and the particle are usually made prominent:

> hang a'round It was freezing cold, so I didn't want to HANG aROUND. get a'long My brother and I don't really GET aLONG together. ,call 'back I'm busy at the moment, Can I CALL you BACK?

write 'down, I'll never remember the number. Can you WRITE it DOWN for me?

Notice that a pronoun between the verb and the particle is not usually prominent.

However, the particle is often non-prominent -

- when there is a noun (the object) after the phrasal verb but still in the same clause: Shall I WRITE down the NUMber for you?
- when we want to put special emphasis on the verb:
  - A: I can't remember Trudi's address.
  - B: Why didn't you WRITE it DOWN?
  - A: I WROTE it down. (or: I DID write it down.)
- when there is a prominent noun (the object) between the verb and the particle. Compare:

Can you CALL the DOCtor back? He called about your test results.

but: I didn't understand the message about these pills.

I'm going to CALL the doctor BACK.

'the doctor' is not prominent because it is information already understood (see Unit 33)

Three-word phrasal verbs also have two stresses, with secondary stress on the first word (the verb) and main stress on the second word (the first particle):

look 'up to I'd always LOOKED UP to her.

grow 'out of The dress was small and she soon GREW OUT of it.

When the time came to leave I couldn't GO THROUGH with it. go 'through with

put 'up with I was finding it hard to PUT UP with him.

Unlike two-word phrasal verbs with two stresses (see A), three-word phrasal verbs often have prominence on the first and second words even when there is a noun (the object) after the phrasal verb but still in the same clause. Compare:

cut 'back on I've CUT BACK on it.

I've CUT BACK on SMOKing.

I've CUT back on SMOKing.

both of these are correct

Many compound nouns (see Unit 16) come from two-stress phrasal verbs. These nouns usually have stress on the first part. Compare:

I got the times MIXED UP. 'mix-up

There was a MIX-up over times.

It's important to WARM UP before exercise. 'warm-up

He hurt his ankle during the WARM-up.

'washout The tennis match was WASHED OUT.

It was a WASHout.

Exercises Can you call 20.1 Listen and underline the prominent syllable(s) in each part in bold. All the phrasal me back? verbs are two-stress phrasal verbs but sometimes the particle is non-prominent. EXAMPLE I'm busy now. Can you call me back? 1 Have you handed your homework in yet? 2 The fire's on. Don't forget to turn it off before you go out. 3 At the stream I rolled my trousers up and paddled across. 4 We don't have much money, but I'm sure we'll get by. 5 My father and I didn't really get along. 6 My handwriting is terrible, as my teachers are always pointing out. 7 The painting suddenly fell off the wall. 8 If any letters come for me, can you send them on? 20.2 You will hear seven questions. After each question, press 'pause' and say one of the responses in the box. (Think carefully about prominence in the phrasal verb.) When you press 'play' again you will hear the correct answer. (Note that all the responses include three-word phrasal verbs.) If I can come up with the money. No, but I don't know how I'm going to get out of it. We'll come on to it next semester. Well, first, we should do away with private schools. No, she just walked off with it. Yes, I think he's hoping to put in for a promotion. I've only just sent away for them.

EXAMPLE You hear Are we going to study ecology soon? You reply We'll COME ON to it next semester.

in the correct place in the words you have written.

B14

20.3 Complete each (a) part of these pairs of sentences using one of the phrasal verbs in the box. (You may need to change the form of the verb.) Then form a compound noun from each phrasal verb to complete each corresponding (b) part.

| EXAMPLE a When he demanded my wallet I<br>b United Nations troops supervised the                  |                                |
|---|--------------------------------|
| a I only had a small bag, but I still had to     b When you get to the airport go straight to the |                                |
| 2 a The whole family usually<br>b All the neighbours had a  |                                |
| 3 a The files are important, so make sure you   |                                |
| 4 a Her suggestion was interesting, so I decided to   | o it is ago, and this one is a |

Follow up: When you read about a topic that interests you, keep a note of compound nouns from phrasal verbs and their related phrasal verbs. Make sure you know where the main stress goes.

# 21 some, the, from, etc. Weak forms of function words

A Some words are not usually made prominent (see Unit 10) in conversation. These include the following groups of function words. (For exceptions, see Unit 22.)

| the personal pronouns I, me, we, us, you, he, him, she, her, it, they, them  | she SAW me.                    |
|--|--------------------------------|
| the possessive determiners my, your, his, her, its, our, their   | не's <b>my</b> BROTHer.        |
| each other, one another  | They were HITting each other   |
| the articles a, an, the  | it's an OWL.                   |
| the determiners some and any   | Do you WANT some?              |
| the indefinite pronouns <i>some-/anybody</i> , <i>some-/anyone</i> ,<br><i>some-/anything</i> when they are used as the object of a sentence | ı didn't SEE anyone.           |
| there used to introduce a sentence   | there's some CAKE left.        |
| forms of the auxiliary verbs be, have, do and the modal verbs (shall, should, can, could, etc.) except in negative forms                     | не was LATE.<br>I can HEAR it. |
| prepositions (e.g. as, at, for, from, of, to)  | They're from SPAIN.            |
| the conjunctions and, but, or, as, than, that  | не's OLDer than me.            |

B16

Some of these function words have a *weak* form and a *strong* form. The weak form is the usual pronunciation, but the strong form is used when the word is –

- prominent (see Unit 22)
- · said on its own
- · at the end of the sentence

|  | Example with weak form           | Example with strong form                                 |
|--|----------------------------------|--|
| The following have weak forms with /ə/: the, a, an, and, but, that, than, your, them, us, at, for, from, of, to, as, there, can, could, shall, should, would, must, do, does, am, are, was, were, some | this is for (/fə/) YOU.          | i CAN (/kæn/) come<br>after ALL<br>who's it FOR (/fɔː/)? |
| she, he, we, you are pronounced with reduced vowels in their weak forms:<br>/ʃi/, /hi/, /wi/, /ju/ (or /jə/)   | Are you (/ju/ or /jə/)<br>TIRED? | A: who DID it?<br>B: YOU (/juː/)!                        |
| his, her, he, him, her, has, had are often pronounced without /h/ in their weak forms (except at the beginning of a sentence)  | was he (/hi/ or /i/)<br>THERE?   | HE (/hiː/) was THERE,<br>but SHE (/ʃiː/) wasn't          |

C B17
Important
for listening

It can be difficult to hear the weak forms of function words in fast speech, particularly when a number of them come together, because they are often said quickly. Compare:

slow speech: When are you taking him to see her?

There are some over there.

fast speech: When /əju/ taking /ɪmtə/ see /ə/?

/ðərəsəm/ over there.



It is not always necessary to produce weak forms in your own speech in order to be understood, but they help to make your English sound more fluent and natural.

Do they like

each other?

### Exercises

- 21.1 Listen and repeat these sentences. Prominent syllables are in capital letters. Focus in particular on
  - copying the non-prominent forms of the function words, in green.
  - 1 Do they LIKE each other?
  - 2 1 SAW somebody at the WINdow.
  - 3 There was a LETter from his BROther.
  - 4 There should be some MORE in the BOX.
  - 5 We were GOing to see her PArents.
  - 6 She doesn't LOOK as OLD as me.
  - 7 WHEN do you get the reSULTS of your TESTS?
  - 8 I was at HOME from EIGHT o'CLOCK.
- 21.2 Do you think the words in **bold** will have their weak (write W) or strong form (S) in these dialogues?

EXAMPLE a A: That ice-cream looks nice. B: Do you want some? S

b A: I'm really thirsty. B: There's some orange juice in the kitchen. W

- 1 a A: Do you think I should apologise? B: Yes, I'm sure that would help.
  - b A: Did you get 100% on the test? B: No, I spelt 'would' wrong.
- 2 a A: I was in Slovenia last weekend. B: What were you doing there?
  - b A: Why weren't you and Amy at the party? B: But we were.
- 3 a A: What have you got there? B: It's a present from Alex.
  - b A: Is this a card for Simon's birthday? B: No, it's from Simon.
- 4 a A: Why did you mark it wrong? B: You wrote 'your' instead of 'you'.
  - b A: We are off to Scotland again in the summer. B: Are you going with your sister?
- 5 a A: Can I borrow your screwdriver? B: What do you want it for?
  - b A: Did the phone ring? B: Yes, it was for David.
- Now listen and check your answers. Then say the B parts aloud.
- 21.3 Listen. Write the number of words you hear in each space.
- EXAMPLE \_\_\_\_\_ leaving now \_\_\_\_\_ staying?

  Are you leaving now or are you staying?

| -1  | waiting | brother. |
|-----|---------|----------|
| - 1 | waiting | DICHELL  |

2 I knew ..... going ..... late again.

3 ..... take ..... swimming pool?

4 I thought ..... station already, ..... wrong.

5 ...... go to the zoo, ..... before?

6 ...... more books here ......... have.

7 He asked \_\_\_\_\_ money \_\_\_\_ lent \_\_\_\_

8 She told ..... better off going by bus.

Now check your answers in the Key. Then listen again and repeat the sentences.

**Follow up:** Find a recording of speech at normal speed with a transcript (see Unit 4 for suggestions). Take an extract and try to write down what the speakers are saying. Then check what you have written against the transcript. Note in particular the pronunciation of function words.

# Well, YOU do it then! Prominent function words

The function words listed in Unit 21A are not usually prominent. However, there are a number of exceptions.

(B21) Function words are usually made prominent when a contrast is expressed or implied:

A: I'll leave it on the table, shall I? B: No, put it UNder the table.

A: That looks pretty easy. B: Well, YOU do it then! (because I can't)

(B22) It is rarely prominent except at the end of a number of fixed phrases with this and that:

You know I was buying a new car? Well, THIS is IT. (= this is the one) A: People are only interested in money these days. B: THIS is IT. (= I agree) THIS is IT, then. (= it's time to do something I don't want to - leave, part, etc.) I just signed my name, and THAT was IT. (= nothing more had to be done) A: Here's your pocket money. B: Is THAT IT? (= is that all there is?) A: Just swim across. B: THAT'S just IT. (= that's the problem) I can't swim.

B23 Some is often prominent (and pronounced /sam/) when -

· it means 'some people'

**SOME** consider him to be the best golfer in the world.

· it means a large number or amount

I didn't see her again for SOME YEARS.

· it means a particular person or thing, without saying exactly which

There must be SOME time we're all free for a meeting.

Any is often prominent (and pronounced /'eni/) when -

· it means 'it's not important which'

ANY of the camera shops in town will sell them.

it is used for emphasis after a negative verb

Haven't you done ANY of your homework yet?

Somebody, anybody, etc. are often prominent when they are the subject of a sentence:

A: Apparently, there were no witnesses. B: But SOMEbody must have seen it.

The is prominent (and pronounced /ðiz/) when we say that something is the best, most important, etc. of its kind:

You should go to the Maldives. It's THE place to see coral.

B25 The auxiliary verbs be, have and do and the modal verbs are often prominent -

in negative forms

I CAN'T wait.

for special emphasis

I SHOULD have left earlier.

in contradictions

A: You HAVEn't ironed your shirt. B: I HAVE ironed it.

in time contrasts

It WAS in the cupboard, but it ISn't there now.

Do, did and does are often made prominent for emphasis with the present and past simple:

I DO like this cheese.

We DID warn you.

In a piece of new information or a question made up only of function words, the last function word is often made prominent:

There was nothing I could DO.

A: I've just finished a really good book. B: what was it aBOUT?

- 22.1 Think about the words in **bold** in these dialogues and underline them if they are likely to be prominent. Then listen and check your answers.
  - 1 A: Do you know of any good restaurants in Brockhurst?
    - B: Well, I haven't been for <u>some</u> years, but there used to be <u>some</u> very good ones. The Oyster was the place to eat seafood.
    - A: Mmm. I do like seafood.
    - B: But I'm sure any of the restaurants there will be good.
  - 2 A: Try turning the tap off.
    - B: I have tried turning it, but it's stuck.
    - A: Did you ask anyone for help?
    - B: No. Look, why don't you try?
    - A: Okay. Hmmm. There must be some way of doing it.
    - B: I did tell you it was stuck.
    - A: There. It just needed some strength!

      Anyone could have done it.



Now listen again. Press 'pause' before each B part and read it aloud. Then press 'play' again and compare your pronunciation with what follows. Then do the same for the A parts.

- Play the recording. Press 'pause' before each B part and read it aloud. Then press 'play' again and compare your pronunciation with what follows. Did you put prominence in the same places?
  - 1 A: There you are. All finished. B: Is that it?
  - 2 A: You can't sit there, it's Kate's place. B: Oh, is it?
  - 3 A: Are we there yet? B: Yes, this is it.
  - 4 A: Have you finished? B: Yes, that's it.
  - 5 A: Which coat is yours? B: That's it.
  - 6 A: Your train's arriving. B: This is it, then.
  - 7 A: Do you like my painting? B: What is it?
  - 8 A: Come on, get up now. B: I can't. That's just it.
- You will hear seven sentences. After each sentence, press 'pause' and say one of the responses in the box. (Make sure you make the last word prominent.) When you press 'play' again you will hear the correct answer.

Who could it have been?

There was nothing we could have done.

How many is it for?

Yes, but I don't know who she was.

Where was he from?

But isn't there anything I can do?

Example You hear I thought you were going to sell your old car.
You say I wish I HAD.

Follow up: Try to use the phrase 'THIS is IT' (= I agree) in the next conversation you have in English. Make sure you pronounce it correctly.

# calcu/v/late and calcu/ə/late

## Vowels in unstressed syllables in content words

Wowels in stressed syllables of a content word are usually pronounced in the same way whether they are made prominent or not (see also Unit 10):

A: Is she a DOCtor?

/dpktə/

B: NO, her SISter's a doctor.

/dpkta/

The vowel in a one-syllable content word doesn't change its pronunciation, although the vowel in a one-syllable function word can (see Unit 21):



Important for listening However, the vowels in unstressed syllables of a content word can vary a lot. In slow, careful speech the vowel may have its full form, but in normal speech these vowels are often reduced to /a/ (or sometimes /1/). For example, 'calendar' can be said /kælmdə/ or /kæləndə/; the second vowel varies from /1/ to /ə/. Here are some more words which have variable vowels in unstressed syllables.

| /æ/ to /ə/ | /u/ to /ə/       | /au/ to /a/ | /b/ to /ə/                          |
|------------|------------------|-------------|-------------------------------------|
| accelerate | calculate        | omit        | comparison                          |
| accept     | documentary      | proclaim    | complain                            |
| cassette   | regular          | microcosm   | concise                             |
| o:  to  o  | aɪ  to  ə  or  ɪ | /i/ to /ə/  | Notice also the common ending -ity: |
| forbid     | director         | begin       | /ɪti/ to /əti/                      |
| forever    | dilemma          | hopeless    | ability scarcity                    |
| corridor   | financial        | effective   | density security                    |



It is not essential to reduce these vowels in your own speech in order to be understood, although reduced vowels usually sound more natural and fluent.

Important for listening In some words, when an unstressed syllable ending in a vowel is followed by another unstressed syllable beginning with a vowel, the two syllables may merge into one. This only happens in normal speech; in slow, careful speech both syllables are said:

slow speech:

casual /kæ3.ju.el/ = three syllables

normal speech: casual /kæ3.jəl/ = two syllables

Other words like this include:

virtual, actual, adverbial, colonial, studious, obedient, ingredient, gradient

Listen and compare the pronunciation of these words, first said slowly and carefully, and then used in normal speech. In which words does the pronunciation of the highlighted vowel sound change (write C), and in which is there no change (write NC)? (Some of these words are given in B opposite.)

Examples diagram I didn't understand the diagram. No accept I just couldn't accept their decision. C (accept /æ/ – accept /ə/) 1 musician She's a musician in an orchestra. 2 director He's a company director. 3 December Her birthday's in December. 4 minute (= tiny) The painting was minute. 5 ambulance The ambulance came immediately. 6 cricket I play cricket every weekend. 7 hotel We stayed in a smart hotel. 8 vocabulary I'm terrible at learning vocabulary. 9 Mongolia She's from Mongolia. 10 corridor Her office is across the corridor. 11 consent He gave his consent. We live near the airport. 12 airport

Now listen again and repeat, first the words alone and then the sentences with the words in context.

You will hear short definitions. After each definition, press 'pause', choose an answer from the box and say it aloud. (Use slow, careful speech.) When you press 'play' again you will hear the correct answer.

| adverbial | celebrity  | colonial | curiosity | furious | gravity |
|-----------|------------|----------|-----------|---------|---------|
| infinity  | ingredient | majority | studious  | virtual |         |

EXAMPLE You hear Time that has no end.
You say infinity /In'finiti/

23.3 Use the words from exercise 23.2 to complete these sentences.

| Ex | MPLE The graph goes from zero to                        |
|----|---|
| 1  | was late again and my boss was with me.                 |
|    | He was aboy who was happiest when he was reading.       |
|    | since he appeared on TV he's become a bit of a          |
|    | The country used to be an importantpower.               |
|    | The of people didn't bother to vote in the election.    |
| 6  | want you to underline the in each sentence.             |
|    | Honey's the main in the sauce.                          |
|    | ust out of, how old are your sisters?                   |
| 9  | t seemed to defy the laws of                            |
| 10 | Because of the snow, we were prisoners in our own home. |

Now say the sentences aloud (with the words you have written pronounced as in normal speech). Then listen and check your answers.

Follow up: Think about how you pronounce the words listed in B opposite. Which of the vowels indicated for the unstressed syllable do you normally use?

## listen, bottle, politician, etc.

### Syllabic consonants

Important for listening Most syllables contain a vowel sound. However, sometimes a syllable consists only of a consonant. In dictionaries, these are usually shown either with a, symbol under the consonant or a symbol before the consonant. Consonants like this are called syllabic consonants.

article /'ar.tr.kl/

listen /'lis.en/



It is always possible to pronounce a syllabic consonant as an ordinary syllable with a vowel (/9/) and a consonant (or consonants), although the syllabic consonant is usually more natural and fluent: article = /q:tikəl/ or: /q:tikl/ listen = /lisən/ or: /lisn/

Important

/l/ syllabic consonants are usually found in unstressed syllables after the following consonants:

for listening

| /t/ | bottle, little, hospital, pistol   | /s/ | hassle, parcel, whistle, colossal    |
|-----|------------------------------------|-----|--------------------------------------|
| /d/ | saddle, muddle, handle, pedal      | /z/ | puzzle, drizzle, dazzle, hazel       |
| /p/ | couple, people, example, principal | /k/ | knuckle, article, classical, comical |
| /b/ | able, trouble, global, jumble      | /n/ | communal, channel, tunnel, panel     |

Most of these consonants are spelt -le, but a few are spelt -al, -el and -ol. /n/ syllabic consonants are usually found in unstressed syllables after the following consonants:

| /t/ | button, rotten, threaten, kitten   | /f/  | often, deafen, stiffen, soften           |
|-----|------------------------------------|------|--|
| /d/ | sadden, widen, garden, pardon      | /v/  | seven, given, eleven, proven             |
| /p/ | happen, deepen, open, sharpen      | /0/  | marathon, python, strengthen, lengthen   |
| /s/ | listen, loosen, comparison, person | /\$/ | fashion, action, politician, musician    |
| z   | cousin, horizon, poison, prison    | /3/  | illusion, collision, occasion, precision |

Most of these consonants are spelt -en, -on, -ion or -ian.

Words ending -sm have an /m/ syllabic consonant. For example:

Buddhism, capitalism, criticism, journalism, mannerism, socialism, chasm, enthusiasm

Note: Contracted forms such as didn't, haven't, shouldn't, wouldn't, etc. have a syllabic 'nt': haven't = /hævnt/ or /hævənt/

Important for listening Some words have two syllabic consonants together, including: conditional, diagonal, general, literal, national, veteran. But notice that these can be pronounced in a number of ways. For example:

diagonal = /daiægənəl/ or /daiægənl/ or /daiægnəl/ or /daiægnəl/

Important for listening When -ing is added to a verb ending with a syllabic consonant (e.g. handling, troubling, happening, gardening) the consonant + -ing is usually said as one syllable. The syllabic consonant is the first consonant of the last syllable:

handle /hænd<sup>o</sup>l/

handling /hændlin/

happen /hæpan/ happening /hæpnin/

Notice that it is also possible to say the syllabic consonant with a yowel (/a/): /hændəlɪn/, /hæpənɪn/

24.1 Complete each sentence with words from the same group.

| musician  | button     | wobble    | candle   |
|-----------|------------|-----------|----------|
| ambition  | middle     | pedal     | knuckle  |
| classical | happen     | bicycle   | hospital |
| mansion   | article    | collision | little   |
| cousin    | prison     | eleven    | bottle   |
| garden    | politician | people    | poison   |

| EXAMPLE What will happen button in the  |                      |   |
|---|----------------------|---|
| 1 My lives in a<br>with a huge          | 7                    |   |
| 2 He took out a                         |                      | ( C) |
| full of and pou                         | red it into her tea. | A JAIRTI THE                            |
| 3                                       | were injured in the  | *                                       |
| 4 When she got on the                   | and began to         | she started to                          |
| •                                       |                      | 526                                     |
| 5 Since she started playing the violin, | her has b            | een to be a                             |
| 6 I burnt my on a                       |                      | to go to                                |
| 7 He wrote anal                         |                      |   |
|   |                      |   |

- Now listen and check your answers. Then say the sentences aloud, focusing on saying the words you have written with syllabic consonants.
- 24.2 Listen to the recording. Press 'pause' before each B part and read it aloud. (Focus on using syllabic consonants.) Then press 'play' again and compare your pronunciation with what follows. B41
  - 1 A: Stop whistling! B: I wasn't whistling.
  - 2 A: I wish you'd stop criticising me. B: It wasn't a criticism.
  - 3 A: Why did you unfasten it? B: I didn't unfasten it.
  - 4 A: It was drizzling all day. B: It wasn't drizzling.
  - 5 A: Stop listening to our conversation. B: I wasn't listening.
  - 6 A: It was broken when you gave it to me. B: It wasn't broken.
  - 7 A: Don't threaten me! B: I wasn't threatening you.
  - 8 A: You've jumbled them up. B: I didn't jumble them up.

| 0 4 0 |      |      | Pr . 1 |        | - |
|-------|------|------|--------|--------|---|
| 11.12 | ('an | MOIL | ting   | two.   | 1 |
| 2.00  | Lan  | VUU  | HIHU   | LVVU . |   |

... styles of painting

Cubism and Impressionism ... religions ... political systems

... things to avoid when appointing someone to a job

... good qualities for someone to have in a job

... feelings you might have about a situation

ageism capitalism Cubism favouritism

**Impressionism** pessimism

Buddhism communism enthusiasm Hinduism optimism professionalism

Say your answers aloud. Then listen and check your answers.

Follow up: Can you say 'The Channel Tunnel' with syllabic consonants? Do you know where it is?

# déjà vu, angst, tsunami Foreign words in English

Many English words have their origins in other languages. Some of these words are no longer thought of as 'foreign'; for example, bungalow (Hindi origin), caravan (Persian origin), tomato (Spanish origin). Others, however, are still associated with the language they are borrowed from, either because they are recent borrowings or because they keep the appearance of a foreign word. This unit looks at the pronunciation of words in this second group.

Some of these words are said with a pronunciation that makes them sound like English words; others may also be said in a way that is close to their pronunciation in the original language (marked \* below).

#### A (843) French words used in English

I'm not really au fait with the rules of cricket. /,əu'feɪ/ (= familiar with)
The negotiations have reached an impasse, with neither side wanting to back down. /'æmpɑːs/
or /'æmpɑːs/\* (= a situation where progress is impossible)

The symbol is put over a vowel when it is pronounced with a nasal sound.

Other examples: faux pas /,fəu'pu:/, joie de vivre /,zwa:də'vi:vrə/, déjà vu /,deɪʒaː'vu:/, fait accompli /,feɪtə'kpmpli:/ or /,fetəkɔ̃ːm'pli:/\*.

You can find the meaning of these and other foreign words in this unit in the Key.

A number of French words in English are pronounced with a /ɑ̃ː/ sound:

They show a lot of avant-garde films at the cinema. /,ævɑ̃ːŋˈgɑːd/ (= original and modern)

Other examples: carte blanche /,ka:t'blaint ʃ/, entre nous /,pntrə'nu:/ or /,aintrə'nu:/\*, en route /,pn'ru:t/ or /,ain'ru:t/\*, nuance /'nju:aints/ or /'nju:ains/\*.

#### B (84) German words used in English

He went through a long period of angst during his teens. /æŋkst/ (= worry and unhappiness about personal problems)

Other examples: doppelgänger /'dop<sup>ə</sup>l,gæŋə<sup>r</sup>/, realpolitik /rei'aːlpoli,tiːk/, wanderlust /'wpndəlast/ or /'vaɪndəlust/\*.

#### C B45 Spanish words used in English

She's an aficionado of Spanish literature. /ə,fɪʃiən'aːdəu/ or /æ,fɪθjə'naːdəu/\* (= very interested and enthusiastic about the subject)

Other examples: incommunicado /,ınkə,mju:nı'ku:dəu/, mañana /mæn'ju:nə/, El Nino (or El Niño) /el'ni:njəu/.

#### 

He complained that he couldn't go anywhere without being followed by the paparazzi. /ˌpæp³r'ætsi/ (= photographers who follow famous people to get pictures for newspapers)

Other examples: cognoscente /ˌkɒnjəu'fenti/, prima donna /ˌpri:mə'dɒnə/.

#### E 47 Japanese words used in English

The tsunami killed over a million people. /tsu'nɑːmi/ or /su'nɑːmi/ (= a huge wave) Other examples: bonsai/'bɒnsai/, kimono /kɪ'məunəu/, origami/,ɒrɪ'gɑːmi/.

#### (848) Chinese words used in English

He does an hour of t'ai chi every morning. /,taɪ'tʃiː/ (= a form of exercise originally from China)
Other examples: feng shui /,fenj'ʃuːi/ or /,fʌnj'ʃwei/\*, lychee /,laɪ'tʃiː/, typhoon /taɪ'fuːn/.

Listen and repeat these foreign words used in English. What language do you think each word comes from: French, Chinese, Italian, German, Japanese or Spanish? If you are not sure, use the examples on the page opposite and try to notice similar spellings or sounds.

denouement nouvelle cuisine diva ginseng

ersatz schadenfreude haiku sotto voce macho kumquat ninja pronto

Check your answers in the Key, where you can also find the meaning of the words.

Listen and repeat the French words in column A. Then try to match them with the brief definition in column B. Use the example sentences below the table to help you.

|   | A             | В  |
|---|---------------|--|
| 1 | bête noire    | a describing something you must have or do to appear fashionable     |
| 2 | cause célèbre | b a false name used by a writer                                      |
| 3 | de rigueur    | c an embarrassing small disagreement                                 |
| 1 | clientele     | d a person or thing that particularly annoys you or that you dislike |
|   | contretemps   | e being able to do or say the right thing in any situation           |
| , | en suite      | f the customers or clients of a business                             |
| 7 | nom de plume  | g a controversial event that attracts a lot of public attention      |
| 8 | savoir-faire  | h describing a connected bathroom and bedroom                        |

- 1 My particular bête noire is people who use mobile phones when they are driving.
- 2 The trial of the two teenagers became an international cause célèbre.
- 3 Where I work, smart suits are de rigueur for the women.
- 4 The restaurant has a clientele that includes film stars and famous sportspeople.
- 5 There was a contretemps between the neighbours over the fence dividing their gardens.
- 6 All the rooms in the hotel are en suite.
- 7 She writes under the nom de plume of Cathy Kay.
- 8 I really envy him for his savoir-faire.

Check your answers in the Key, then read the sentences aloud, paying particular attention to the pronunciation of the foreign words

pronunciation of the foreign words.



Here are some Russian words used in English. First, try reading them aloud. Then listen and compare your pronunciation with the recording. You can find the meaning of the words in the Key.

glasnost

intelligentsia

politburo

samovar

troika

Follow up: Do you know any (other) words from your first language that are used in English? How does the pronunciation of the words in the first language and in English differ? Check the English pronunciation in a dictionary.



# one evening, stop now, go away, etc. Linking sounds



In fluent speech, words within a speech unit (see Section E4 *Glossary*) are usually said without a break. The sound at the end of one word is linked to the sound at the beginning of the next so that there is a smooth connection between them.

A

A consonant sound at the end of a word is linked smoothly to a vowel sound at the beginning of the next:

one evening

a serious accident

the exact opposite

В

When a word ending with a consonant sound is followed by a word beginning with another consonant sound there is no break between them, although the first consonant sound may change its pronunciation a little to make it easier to move to the next consonant sound:

a warm breeze

I've seen it

starting tomorrow

Notice also that when a word ending with one of the consonants /p/, /b/, /t/, /d/, /k/, /g/, is followed by a word beginning with a different one of these (or /m/ or /n/), no air is released at the end of the first consonant and there is a smooth change to the second:

stop\_now

heard tell

make bread

C

When a word ending with a consonant sound is followed by a word beginning with the same consonant sound, one lengthened consonant sound is made:

some milk

glorious sunshine

it's half full

D

A vowel sound at the end of a word is linked to a vowel sound at the beginning of the next by an inserted /w/ or /j/ ('y') sound:

who\_is it?

go\_away

can you see\_it?

it's completely\_empty

The choice of either /w/ or /j/ depends on the vowel sound that ends the first word. If the vowel is produced with the highest part of the tongue close to the *front* of the mouth (/iː/, /eɪ/, /aɪ/, /ɔɪ/) then the linking sound will be /j/. If the vowel is produced with the highest part of the tongue close to the *back* of the mouth (/uː/, /au/, /əu/) then the linking sound will be /w/.

Е

Words ending with the letters -r or -re have a final vowel sound: e.g. car /kaɪ/, more /mɔɪ/, fir /fɜɪ/, other /'ʌðə/, fear /fɪə/, hair /heə/, pure /pjuə/. When a word like this is followed by a word beginning with a vowel, a /r/ sound is inserted:

car\_engine

my other\_uncle

pure oxygen

In some dictionaries this /r/ before a vowel is shown with the symbol r.

For example: /kaːr/ (car)

/'Aðə<sup>r</sup>/ (other)

/pjuər/ (pure)

 $\triangle$ 

**Note:** In many other accents of English (e.g. Scottish, Irish and most North American accents) words ending in *-r* or *-re* always have a final /r/ sound: car /kaɪr/, more /mɔɪr/, etc.

Less commonly, a /r/ sound is inserted when the word ends in one of the vowels /aː/, /ɔː/, /ɔː/, /ɔ/, /ɪə/, /eə/ or /və/ but is not spelt with the letters -r or -re:

China\_and Japan

the area\_is flooded

However, some native speakers of British English think this is incorrect pronunciation.

When sounds merge or a sound changes at the end of a word, it may sound like another word, but usually any misunderstanding is resolved by context. For example, 'talk Danish' might sound like 'taught Danish', but these are unlikely to be confused in context.

26.1 First match A's questions with B's answers in this conversation. Then look at the B parts and decide whether the links marked are /w/ links (write /w/) or /j/ links (write /j/).

| 1  | A: Where are you going?             | B: By air.                      |
|----|-------------------------------------|---------------------------------|
| 2  | A: When?                            | B: Yes, I grew_up there.        |
| 3  | A: Why?                             | B: Yes, a new umbrella.         |
| 4  | A: Who is he?                       | B: He asked me for one.         |
| 5  | A: Have you got cousins there, too? | B: Tomorrow afternoon.          |
| 6  | A: How will you get there?          | B: I'll stay a week.            |
| 7  | A: How long will it take?           |                                 |
| 8  | A: Have you been there before?      | B: No, they all live in France. |
| 9  | A: How long will you be there?      | B: It's too expensive.          |
| 10 | A: Why don't you stay longer?       | B: To see Adam.                 |
| 11 | A: Will you take Adam a present?    | B: A few_hours.                 |
| 12 | A: Why an umbrella?                 | B: My_uncle.                    |
|    |                                     |                                 |

Now listen and check your answers. Press 'pause' before each B part and read it aloud. Then press 'play' again and compare your pronunciation with what follows.

Mark all the possible /r/ links in these sentences containing idiomatic phrases. Say the sentences aloud and then listen and check your answers. (Check any idioms you don't know in a dictionary or in the Key.)

EXAMPLE I bought it on the spur of the moment.

- 1 He's got a finger in every pie.
- 2 It's in the nature of things.
- 3 She's without a care in the world.
- 4 It's as clear as mud.
- 5 It's the law of the jungle.

- 6 Let's focus on the matter in hand.
- 7 Is that your idea of a joke?
- 8 He's a creature of habit.
- 9 Pride comes before a fall.
- 10 Get your act together!

26.3 Listen and underline which of the words you hear in each sentence. As the pairs of words could be pronounced in a similar way in the sentences, you will need to use the context to help you choose.

EXAMPLE held / helped

let / led

(She held my hand as she led me up the hill.)

1 lock / lot

back / bat

2 play / played

park / part

3 hit / hid

trick / trip

4 like / light

planned / plan

5 right / ride

road / robe

Now check your answers in the Key. Then listen again and repeat the sentences.

Follow up: My old English teacher, Mr Brookes, didn't like us to use /r/ links except after words spelt with -r or -re. Which of the links you have marked in exercise 26.2 would Mr Brookes have disapproved of? Do you think Mr Brookes was right in his view of the use of /r/ links?

# I'// get it, These're mine

### Contracted forms



B60 A number of function words (see Unit 21) have contracted forms, written with an apostrophe:

| contracted form | function<br>word | pronunciation  |  |
|-----------------|------------------|--|--|
| 'd              | had, would       | /d/ after vowels: I'd already seen it. /əd/ after consonants: It'd be wonderful. |  |
| 'S              | is, has          | /s/ after /p,t,k,f,θ/: It's interesting.<br>/z/ after other sounds: She's left.  |  |
| TI II           | will             | /l/: I'll get it.  |  |
| 've             | have             | /v/ after vowels: You've got a letter. /əv/ after consonants: I could've gone.   |  |
| 're             | are              | /ər/ before a vowel: We're all right. /ə/ before a consonant: We're winning.     |  |
| n't             | not              | /nt/: I haven't got any.   |  |

We don't use these contracted forms (except n't) at the end of a sentence:

I'm sure he will. (not: ... he'll.)



Note: am is contracted in I'm and us is contracted in let's.

B61 In speech, we often use these contracted forms after -

wh- words

Who'll be there?

The Smiths've gone away.

nouns

These're mine.

 this, that, these, those there

There're some over here.

Why's he doing that? Now'd be a good time.

This'll be fine.

There'll be rain later.



Note: did is sometimes contracted to 'd after wh- words:

Why'd you do that? (= Why did you do that?)



Note: These contracted forms are less common in writing.

Important

for listening



In speech, we sometimes contract two consecutive words:

would/will + have

I'll've finished it by tomorrow.

not + have

He'd've loved to have been there. She couldn't've known about it.

I wouldn't've minded doing it.

I'll've finished it by tomorrow





⚠ Note: These contracted forms are very uncommon in writing.

Important

for listening

In informal speech, the contractions 'd (had) and 've (have) are sometimes left out in the verbs had better and have got to (see also Unit 28):

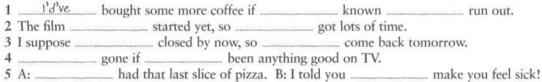
You ('d) better apologise to her.

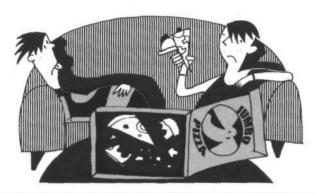
You ('ve) gotta (= got to) be joking.

60

English Pronunciation in Use (Advanced)

| 1                 | A: He's leaving now.   | B: Let's ask the farmer.                         |  |  |
|-------------------|--|--|--|--|
| 2                 | A: We're arriving at ten.  | B: I thought he'd gone already.                  |  |  |
| 3                 | A: I haven't got any money on me.  | B: Yes, I think it's ridiculous.                 |  |  |
| 4                 | A: Do you think it'd be okay to camp here?   | B: It'll be good to see you.                     |  |  |
| 5                 | A: You should've taken the job.  | B: Well, let's eat now.                          |  |  |
| 6                 | A: I suppose you've heard Kathy's idea?  | B: Don't worry. I've got my credit card.         |  |  |
| 7                 | A: I'm starving.   | B: You're right. I should.                       |  |  |
| Ur                |  | ese sentences. Then read the sentences aloud wit |  |  |
| contracted forms. |  |  |  |  |
| Ex                | CAMPLE Those are too big, but these will fit.  | These'll fit.                                    |  |  |
| 2<br>3<br>4<br>5  | My feet will get wet because my shoes have a<br>There is no butter, but this will do instead.<br>I am sure Ann would help if she could.<br>How did they know we would be there?<br>Adam has phoned to say he is not ready to ghe will call again when he is. | got holes in.                                    |  |  |
| 6                 | There have been four parcels delivered for you have been away.   | ou while   |  |  |
|                   | What will you do if Tom has already gone?  |  |  |  |
| No                | w listen and check your answers.   |  |  |  |
|                   |  | ntracted forms, but also think about what the no |  |  |





Follow up: The lyrics to pop songs often contain contracted forms. Find lyrics to songs you know (you could search, for example, on http://www.azlyrics.com or http://risa.co.uk/sla). Which song contains the most contracted forms? Can you say (or sing!) them all fluently?

## I'm not sure, Not sure, 'm not sure Ellipsis and 'near ellipsis'

In spoken English we often leave out words when they are obvious from the context:

Important for listenina

A: What's the matter? B: Got a headache. (= I've got a headache.)

This process is called ellipsis. Often, however, the words are not omitted completely, but a very short sound from the omitted words is left behind:

've got a headache. (/vgpt.../)

We will refer to this as near ellipsis.



Being aware of ellipsis and near ellipsis can help you to understand spoken English, and using it can make you sound more natural and fluent.

Important for listening Ellipsis and near ellipsis are common at the beginning of an utterance. Here are some typical patterns. Examples give the complete (but often contracted) form, the form with ellipsis, and the form with near ellipsis:

What's the

curry like:

ts really

- leaving out personal subject + be/have
  - A: What time will we get there?
  - B: I'm not sure. / Not sure. / 'm not sure.
  - A: Where's Jack?
  - B: He's gone home. / Gone home. / 's gone home.
- leaving out it before is/has
  - A: What's the curry like?
  - B: It's really hot. / Really hot. / 'ts really hot.
  - A: What's wrong with your camera?
  - B: It's broken. / Broken. / 'ts broken.
- · leaving out be
  - Is that Ken? / That Ken? / 's that Ken?

Are we there yet? / We there yet? / 're (/a/) we there yet? leaving out an auxiliary verb or be + subject

Do you want another drink? / Want another drink? / d'y (/d3/) want another drink? Have you seen my keys? / Seen my keys? / v'y (/vj/) seen my keys?

Are you leaving already? / Leaving already? / r'y (/əj/) leaving already or: 'y (/j/) leaving already?



1 The verbs be and have are often left out between the question word and subject in wh- questions:

What are you doing? / What you doing? / What're you doing? What have you got there? / What you got there? / What've you got there?



Note: When does follows a wh- word, it can be pronounced /s/ or /z/, but isn't left out completely:

What does he do? / What's he do ...? (not: What he do?)

When does it start? / When's it start? (not: When it start?)

In the conversation below, the complete forms of the sections in **bold** are given. Listen and decide when the speakers actually use ellipsis (write E) or near ellipsis (write NE).



| A: What are you making?  |
|--|
| B: It's a cake for Richard's birthday.                               |
| A: It's amazing, isn't it?   |
| B: Do you think he'll like it?                                       |
| A: I'm sure he will, although he's a bit fussy about food, isn't he? |
| B: Have you seen this?   |
| A: Wow! Is that a real flower?                                       |
| B: No, it's made from sugar.   |
| A: When does it have to be ready?                                    |
| B: It's his birthday tomorrow. Do you know where he is now?//        |
| A: I've no idea.   |

- Listen to these conversations. Press 'pause' before each B part and read it aloud. (Use near ellipsis of the word(s) in **bold**.) Then press 'play' again and compare your pronunciation with what follows.
  - 1 A: Have you heard from Paul recently? B: I've just phoned him.
  - 2 A: My shoes feel tight. B: Have you got the right ones?
  - 3 A: I retired last year. B: What are you doing now?
  - 4 A: We're having a barbeque tonight. B: It's a good job it's not raining.
  - 5 A: Marco's got a new job. B: What does he do?
  - 6 A: Do you like my new hat? B: Is that a hat?
  - 7 A: Pat looks really ill. B: She's got a terrible cold.
  - 8 A: What time is it? B: It's half past.
  - 9 A: We got that painting in Spain. B: Do you remember exactly where we bought it?
  - 10 A: Have you taken my money? B: What are you talking about?
  - 11 A: Do you think we can cut across that field? B: I'm pretty sure we can.
  - 12 A: What's that thing? B: It's called a dibber.
  - 13 A: I can't find my gloves. B: Are these yours?
  - 14 A: We're having a brown-bag lunch. B: What does that mean?
  - 15 A: We should be in Milton in about ten minutes. B: Do you know where to go when we get there?

Follow up: Ellipsis and near ellipsis happen in informal speech in most languages. Listen to conversations in your first language (or better still, listen to a recording) and find examples.

## last night, I haven't seen her

Leaving out consonant sounds (1): /t/

Some consonant sounds tend to be left out in conversation. For example:

I was almost left behind.

I practised football with him.



Units 29 and 30 look at some of the most common consonant omissions. It is not necessary to leave these out in your own speech in order to be understood, but leaving them out can make your speech sound more fluent and natural, and being aware of these changes can help you understand fast speech.

A B73

Important for listening When a word with a final consonant cluster ending /t/ is followed by another word beginning with a consonant sound, /t/ is often left out (see also Unit 9):

Last night.

He stopped breathing.

It kept still.

He was left behind.

Just act normal.

I collect coins.

Notice, however, that -

• we don't usually leave out /t/ before a vowel sound or /h/:

First of May.

You've bent it.

She's left handed.

 when the final consonant cluster is /skt/ we often leave out /k/ before a vowel and /h/, and may leave out both /k/ and /t/ before a consonant. Compare:

l asked Oliver. (.../arstpl/...)

He risked his life. (.../rɪstɪz/...)

Lasked Brian. (.../q:sbr/...)

He risked losing. (.../rɪslu:/...)

B (B74)

Important

for listening

In the informal speech of some speakers, a /t sound is commonly replaced by a glottal stop (?), a sound made by stopping the flow of air by closing the vocal cords (see Section E4 Glossary). This change only happens at the end of a syllable and when the sound before /t is a vowel, /t, /t or /t.

In particular, it is used -

 within or at the end of a word when the next syllable or word begins with a consonant sound: football (.../o?b/...)
 pointless (.../n?l/...)

Late at night. (.../ə?n/...) You're quite right. (.../aɪ?r/...)

• at the end of a sentence:

Give me that (.../ðæ?/) It costs a lot (.../lp?/)



Note: Replacing /t/ with a glottal stop is found in Britain particularly in the accents of cities, but is also increasingly becoming part of the accents of educated young people. In some regional accents glottal stops replace /t/ even when the next syllable or word begins with a vowel sound, for example:

/bʌʔə/ (butter), /maːʔɪn/ (Martin), /nɒʔəunli/ (not only)

However, some people still consider this to be lazy speech.



Important for listening When a word ending with /t/ is followed by a word beginning with /j/ ('y'), the /t/+/j/ is usually pronounced /tf/ (as in 'cheap'):

Has he left\_yet?

Last\_year.

/t s/

/t 5/

However, /t/ may also be replaced by a glottal stop, depending on the sound before /t/ (see B):

I can't let you do it. (.../let fu:/... or .../le?ju:/...)

/t/ may change its pronunciation before consonants in other ways to make it easier to move to the next sound (see also Unit 26B):

It's not me. (/t/ sounds like /p/)

In the front garden. (/t/ sounds like /k/)

29.1 Say these sentences aloud and cross out any letters representing /t/ at the end of words that you think are likely to be left out.

Example Next Monday.

1 He wrote it.

5 Take a left turn.

9 We crossed over.

2 A published article.

6 They kept quiet.

10 I'll contact Ann.

3 It's in first gear.4 It was just him.

7 It looked good.8 We reached Berlin.

11 He finished first.12 I slept badly.



Now listen, check your answers and repeat.

29.2 Listen to these sentences and focus on the highlighted /t/ sounds. Write the number of the sentence in the table below according to what happens to the /t/ sound.

1 Almost there.

9 She stopped playing.

2 Have you passed your test?

10 Next year.

3 I asked her to leave.

11 My left ankle hurts.

4 Just a bit.

12 I'll have a soft drink.

5 We must be nearly there.

13 Just use your common sense.

6 Tell us what you did.

14 I've already dealt with it.

7 Most Europeans agree.

15 I washed all my clothes.

8 I expect an answer soon.

16 I can't wait.

| A no change to /t/ | B /t/ left out | C /t/ replaced with glottal stop | D $/t/ + /j/$ said $/t J/$ |
|--------------------|----------------|----------------------------------|----------------------------|
|                    | 1              |                                  | 2                          |

Check your answers in the Key. Then say the sentences aloud as they are said on the recording.

29.3 All the possible /t/ sounds in this conversation are in green. Read the conversation and predict any likely omissions, replacements or changes to the /t/ sounds, using the four categories (A, B, C and D) in exercise 29.2.

A: What you got there?

B: It's Don Simpson's latest novel. Have you read it?

A: Bought it just the other day.

B: I don't think it's as good as his first.

A: Don't you? But then that was really tremendous.



B78

Now listen and check your predictions.

Follow up: If you have internet access, find recordings of people with regional English accents (see Unit 4 for suggested websites). Can you find speakers who very frequently replace /t/ with a glottal stop?

# an old car, a bottle of water

# Leaving out consonant sounds (2): /d/, /h/, /l/, /v/

#### (879) Leaving out /d/ in consonant clusters

Important for listening When a word with a final consonant cluster ending /d/ is followed by another word beginning with a consonant sound, /d/ is often left out (see also Unit 9):

An old car.

I changed clothes.

Can you fine Mark?

Notice, however, that -

- we don't usually leave out /d/ before vowel sounds or /h/ Hand it over. They served apple pie. She seemed happy.
- we don't usually leave out /d/ before the sounds /l/, /w/, /r/ and /s/ Do you mind walking? (compare: Do you mind giving me a lift?)

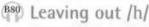


Note: When a word ending with /d/ is followed by a word beginning with /j/ ('y'), the /d/+/j/ is usually pronounced /d<sub>3</sub>/ (as in 'June'). This happens both in consonant clusters and when the word ends with the single consonant sound /d/:

> Had you met before? /d3/

I'll lend you one. /d3/





#### We often leave out /h/ at the beginning of -

Important for listening

· the pronouns he, her, his, him I thought he was.

Did you meet her?

Ask him.

· the auxiliary verbs have, has, had The students have all left.

Karen had already left.

· the question word who

Can you describe the person who did it?

However, /h/ is not left out if it is stressed or at the beginning of an utterance:

It's not mine, it's his.

It's him!

Has Ken arrived?

Who did it?

(B81) Leaving out /1/ after /o:/

almost.

Many speakers leave out /l/ after the vowel /o:/ in words such as:

Important or listening

already

alright

also

although

atways

eaving out /d/ in and and /v/ in of

Important for listening Before consonant sounds, and is usually pronounced |an| or |n| and of is pronounced |a|:

red and blue now and then

a bottle of water

a waste of time

Before vowel sounds, and is usually pronounced /ən/ or /n/ but of is pronounced /əv/:

pen and ink

Adam and Eve

a bag of apples

a can of oil

3.1 Say these sentences aloud and cross out any letters representing /d/ at the ends of words that you think are likely to be left out.

EXAMPLE Hold tight.

- 1 She's world champion.
- 2 We sailed slowly.
- 3 She changed clothes.
- 4 I'll send Lucy.
- 5 I was pleased with it.
- 6 She arrived there.
- 7 Can you hold it?
- 8 I understand that.
- 9 We climbed over.
- 10 It moved towards us.
- 11 They're second-hand.
- 12 He turned round.

- Now listen, check your answers and repeat.
- 1.2 The /h/ sounds at the beginnings of words are highlighted in these conversations. Cross them out if you think they are likely to be left out in fast speech.

EXAMPLE A: Is that him over there?

B: Who?

A: The man who took your bag.

- 1 A: He wasn't at home.
  - B: No, I think he's on holiday.
  - b. 110, I timik ite s on nonday.
- 2 A: It says here, the President's coming.
  - B: Where?
  - A: Here.
  - B: I really hope we'll get to see her.
- 3 A: How's Tom these days?
  - B: Haven't you heard about his heart attack?
- 4 A: Kate says she left her handbag here.

Have you seen it?

B: This one? But Judy says it's hers.

- Now listen and check your answers. Then repeat each line of the conversations.
- Make sure you have studied both Units 29 and 30 before doing this exercise. You will hear a conversation in which two students are talking about their teachers. Listen as many times as you need. Focus on the words in **bold** and
  - (i) cross out any letters representing sounds that are missed out;
  - (ii) write ? above any /t/ sounds replaced by a glottal stop;
  - (iii) note any other changes to sounds at the end of the highlighted words.
  - A: Have you got much work on just now?
  - B: Dr Thomas has given us a very hard essay, but I mustn't get a low mark this time.
  - A: I had an argument with my tutor last week.
  - B: What happened?
  - A: Well, I couldn't find my coursework, so I asked for a couple of days extra. She got really annoyed with me and complained I was always late for lectures. Anyway, I told her I thought her course was a waste of time.
  - B: Did you? Well, at least Dr Thomas doesn't shout at us, although I'm not very confident that I'll pass his exam.

Now check your answers in the Key.



# average, novelist, happening

## Words that lose a syllable

Important for listening

In some words, vowels tend to be left out in conversation. When this happens, the word loses an unstressed syllable:

average

novelist.

happening

Some dictionaries show that the vowel /ə/ can be left out using the symbol a: /nov°list/ /æv°rid3/ /hæp<sup>o</sup>nɪŋ/



It is not necessary to leave these vowels out in your own speech in order to be understood, but leaving them out can make your speech sound more fluent and natural, and being aware of these changes can help you understand rapid speech.



Most vowels left out in this way come before /r/, /l/ or /n/.

Important for listening

Before /r/ considerable directory fav<del>ou</del>rable history

preferable

battery discovery mystery

dictionary imagin<del>a</del>ry secondary

conference difference reference

favourite interest restaurant

Before /I/ -

miserable

accidentally carefully. especially dreadf<del>u</del>lly partially. thankfully family marvellous specialist

educational nat<del>io</del>nal persenal

Before /n/ -

deafening frightening gardening

definite prisener traditional

Note: Some other words with these endings rarely lose a syllable (e.g. theory, cookery, formally), and some words with these endings almost always lose a syllable (e.g. historically, politically, technically).

C



In a few words, left-out vowels come before sounds other than r/, 1/ and n/. For example:

Important for listening

government

medicine

vegetable

Important



for listening

In a few two-syllable words with stress on the second syllable, the first vowel is often left out in rapid speech so that the word is said with only one syllable:

I don't believe you. /blizv/

What's the correct answer? /krekt/

It's the police. /pli:s/

| suppose so. /spauz/



A few words lose their first syllable completely in rapid speech:

Important for listening

About five o'clock. I bought it because it was cheap. I've invited everyone except Jack.

When these words are written to represent speech (for example, in novels) this pronunciation is sometimes indicated:

'bout, 'cause, 'cept

|   | order of the words.)   |  |   |         |
|---|--|--|---|---------|
|   | frightening - discovery  | considerable - difference  | thankfully - battery  |         |
|   | restaurant - favourite   | mystery - prisoner   | deafening - accidentally  |         |
|   | interest - traditional   | carefully - directory  | secondary - miserable   |         |
|   | EXAMPLE Carlo's is my  | favourite Italian  | restaurant.   |         |
|   | 1 When she lived in Shanghai she developed an in   |  |   |         |
|   | 2 The two cars seem identical, but there is a in hor   |  |   |         |
|   | much they cost.  | time in  | ashaal  |         |
|   |  |  |   |         |
|   | 4 When he opened the door he made a  5 The escaped and where he's gone is a complete   |  |   |         |
|   |  |  | , but couldn't find his num   |         |
|   | 7 The torch didn't work, b   | out I ha   | d a spareii   | n the   |
|   | kitchen.   | 9 9 9  | WILL ADDOCATE   |         |
|   | 8 When I   |  |   |         |
|   | there was a  | bang.  | - 10 10 10 10 10 10 10 10 10 10 10 10 10  | SIE     |
|   | Now listen and check your a  | answers. Then read aloud the   | 23  | C T     |
|   | Now listen and check your answers. Then read aloud the sentences making sure you pronounce the words you   |  |   |         |
|   | have written with the appropriate vowels left out.   |  |   |         |
|   |  |  | (E)   | 200     |
|   | have written with the appro  | priate vowels left out.  |   | So      |
|   | have written with the appro  | priate vowels left out.  | e are on the opposite page):  |         |
|   | Listen to the words in the boand write the number of syl  memory 3 formally machinery technica   | opriate vowels left out.  ox said slowly and carefully lables you hear (some of these  | anniversary police  |         |
|   | have written with the appro<br>Listen to the words in the boand write the number of syl<br>memory 3 formally<br>machinery technical<br>perhaps historically<br>Listen to the words from exe  | ox said slowly and carefully lables you hear (some of these you hear) ally suppose ally delivery medic y nursery   | anniversary police  | es you  |
|   | have written with the appro-<br>Listen to the words in the be-<br>and write the number of syl-<br>memory 3 formally<br>machinery technically<br>perhaps historically<br>Listen to the words from exe-<br>hear. Is this the same number   | ox said slowly and carefully lables you hear (some of these you hear) ally suppose ally delivery medic y nursery   | anniversary police ine geometrically  Again, write the number of syllable or a different number (write D)?  | es you  |
|   | have written with the appro-<br>Listen to the words in the be-<br>and write the number of syl-<br>memory 3 formally<br>machinery technically<br>perhaps historically<br>Listen to the words from exe-<br>hear. Is this the same number   | ox said slowly and carefully lables you hear (some of these you hear (some of these you hear) ally suppose ally delivery medic y nursery  ercise 31.2 used in sentences. A gray memory. 2 D He was   | anniversary police ine geometrically  Again, write the number of syllable or a different number (write D)?  | es you  |
|   | have written with the appro-<br>Listen to the words in the be-<br>and write the number of syl-<br>memory 3 formally<br>machinery technically<br>perhaps historically<br>Listen to the words from exe-<br>hear. Is this the same number<br>EXAMPLES I must be losing<br>1 He supported her loyally<br>2 I suppose not.  | ox said slowly and carefully lables you hear (some of these y 3 loyally suppose ally delivery medic y nursery  ercise 31.2 used in sentences. A er as in exercise 31.2 (write S) g my memory. 2 D He was 7. There's 8 I'm tak  | Again, write the number of syllable or a different number (write D)? dressed formally. 3 S a special delivery for you.  | es you  |
|   | have written with the appro-<br>Listen to the words in the be-<br>and write the number of syl-<br>memory 3 formally<br>machinery technically<br>perhaps historically<br>Listen to the words from exe-<br>hear. Is this the same number<br>EXAMPLES I must be losing<br>1 He supported her loyally<br>2 I suppose not.<br>3 It's our wedding annivers   | ox said slowly and carefully lables you hear (some of these you hear (some of these you hear) suppose ally delivery medic y nursery  ercise 31.2 used in sentences. A er as in exercise 31.2 (write S) g my memory. 2 D He was your memory. 2 D He was you have your memory. 2 D He was you have yo | anniversary police ine geometrically  Again, write the number of syllable or a different number (write D)?  dressed formally. 3 S  a special delivery for you.  ting cough medicine.  geometrically patterned.  | es you  |
| : | have written with the appro- Listen to the words in the be- and write the number of syl- memory 3 formall- machinery technical perhaps historicall  Listen to the words from exe- hear. Is this the same number EXAMPLES I must be losing 1 He supported her loyally 2 I suppose not. 3 It's our wedding annivers 4 The police arrived.  | ox said slowly and carefully lables you hear (some of these y 3 loyally suppose ally delivery medic y nursery  ercise 31.2 used in sentences. A er as in exercise 31.2 (write S) g my memory. 2 D He was 7. There's 8 I'm tak sary. 9 It was 10 Perhap   | anniversary police ine geometrically  Again, write the number of syllable or a different number (write D)? dressed formally. 3 S a special delivery for you. sing cough medicine. geometrically patterned. s you're right.  | es you  |
|   | have written with the appro- Listen to the words in the be- and write the number of syl- memory 3 formally machinery technical Listen to the words from exe- hear. Is this the same number EXAMPLES I must be losing 1 He supported her loyally 2 I suppose not. 3 It's our wedding annivers 4 The police arrived. 5 The machinery broke do  | ox said slowly and carefully lables you hear (some of these y 3 loyally suppose ally delivery medic y nursery  ercise 31.2 used in sentences. A gray memory. 2 D He was 7. There's 8 I'm take sary. 9 It was 10 Perhapown. 11 The pla  | anniversary police ine geometrically  Again, write the number of syllable or a different number (write D)? dressed formally. 3 S a special delivery for you. sing cough medicine. geometrically patterned. s you're right. ay is historically accurate.   | es you  |
|   | have written with the appro- Listen to the words in the be- and write the number of syl- memory 3 formall- machinery technical perhaps historicall  Listen to the words from exe- hear. Is this the same number EXAMPLES I must be losing 1 He supported her loyally 2 I suppose not. 3 It's our wedding annivers 4 The police arrived.  | ox said slowly and carefully lables you hear (some of these y 3 loyally suppose ally delivery medic y nursery  ercise 31.2 used in sentences. A gray memory. 2 D He was 7. There's 8 I'm take sary. 9 It was 10 Perhapown. 11 The pla  | anniversary police ine geometrically  Again, write the number of syllable or a different number (write D)? dressed formally. 3 S a special delivery for you. sing cough medicine. geometrically patterned. s you're right.  | es you  |
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|   | have written with the appro- Listen to the words in the be- and write the number of syl- memory 3 formally machinery technically Listen to the words from exe- hear. Is this the same number EXAMPLES I must be losing 1 He supported her loyally 2 I suppose not. 3 It's our wedding annivers 4 The police arrived. 5 The machinery broke do 6 It's technically very adva Now check your answers in the Here are some extracts from "Well, no one's making any call- and no one's sending no faxes  | ox said slowly and carefully lables you hear (some of these you hear (some of  | Again, write the number of syllable or a different number (write D)?  dressed formally. 3 S  a special delivery for you.  ting cough medicine.  geometrically patterned.  s you're right.  ay is historically accurate.  es to a nursery.  aloud, leaving out syllables where a dispeech as it is written.  "He tried once or twice," s boy dismissively, "but he cou | ppropri |
|   | have written with the appro- Listen to the words in the be- and write the number of syl- memory 3 formally machinery technically Listen to the words from exe- hear. Is this the same number EXAMPLES I must be losing 1 He supported her loyally 2 I suppose not. 3 It's our wedding annivers 4 The police arrived. 5 The machinery broke do 6 It's technically very adva Now check your answers in the Here are some extracts from   | ox said slowly and carefully lables you hear (some of these you hear (some of  | Again, write the number of syllable or a different number (write D)?  dressed formally. 3 S  a special delivery for you.  ting cough medicine.  geometrically patterned.  s you're right.  ay is historically accurate.  es to a nursery.  aloud, leaving out syllables where a dispeech as it is written.  "He tried once or twice," s boy dismissively, "but he cou | ppropri |

# 32

# // we stuck a picture// of an elephant// Breaking speech into units

A

As we speak, we group words into units depending on meaning and emphasis. Listen and notice how this speaker divides up what he is saying:

// I can remember as children// we were rather naughty//
once// we stuck a picture// of an elephant// on the back
of Dad's coat// before he went out// of course he
couldn't see it// so he didn't know why everyone was
laughing at him// until he got to work// and took it off//

In this book we call these speech units and mark them with //.



Although there are no rules about how we divide speech into units, some words are more likely to go together than others in order to help make sense of the message. For example:

// we stuck a picture// of an elephant// is more likely than:

// we stuck a// picture of an elephant// or: // we stuck a picture of// an elephant//

// until he got to work// and took it off// is more likely than:

// until he got to// work and took it off// or: // until he got to work and took// it off//

C Sometimes the division of speech into units can make a difference in meaning:

- (i) // we were rather naughty// once// we stuck a picture// of an elephant//...
- (ii) // we were rather naughty once// we stuck a picture// of an elephant//...

In (i), 'once' goes with 'we stuck a picture of an elephant' and shows that the speaker is giving an example of the many times they were naughty. In (ii), 'once' goes with 'we were naughty' and suggests that we were naughty only one time.

- (iii) // before he went out// of course he couldn't see it//
- (iv) // before he went out of course// he couldn't see it//

In (iii), 'of course' goes with 'he couldn't see it' and means that it is obvious that he couldn't see it. In (iv), 'of course' goes with 'before he went out' and means that it is obvious that we stuck it on his coat before he went out.

When we want to emphasise words in order to draw particular attention to them, we can put them into very short speech units:

// we were rather naughty// or for emphasis: // we were rather// naughty// // on the back of Dad's coat// or for emphasis: // on the back// of Dad's// coat//

Within speech units, words are usually linked smoothly together, without pauses between them (see also Unit 26):

// I can remember\_as children//

// of course he couldn't see\_it//

// until he got\_to work//

- 32.1 Listen to the recording as many times as you need, and mark the boundaries between speech units with // in these extracts. The first one has been done for you.
  - 1 that's the main thing // and then if you've got any questions afterwards hopefully we'll still have time to go through a few of them is that okay
  - 2 she'd left when she had a baby and then decided not to go back although the job had been kept open for her
  - 3 Tom dear where's the advert for this calculator because I don't know the address and I don't know who I've got to make the cheque payable to

Now check your answers in the Key. Then read the extracts aloud. Put short breaks between speech units and link the words within speech units smoothly together without pauses.

32.2 Each of these extracts consists of three speech units. Put // in two of the four spaces to show where you expect the speech unit boundaries to be.

#### EXAMPLE

when you read it carefully // it doesn't say anything // that's very critical

- 1 when I woke up I didn't even realise what time it was
- 2 of course it's written in a language that hardly anyone can understand
- 3 I was working late because they want it done as quickly as possible
- 4 because he was ill I didn't expect him to come to work
- 5 if I get some time I'll be over on the weekend to see you both
- 6 luckily we haven't had any rain since the day we arrived
- 7 it should never have been built in my opinion this new office building



- Now listen and check your answers. Then read the extracts aloud. Put short breaks between speech units and link the words within speech units smoothly together without pauses.
- Give special emphasis to the words in **bold** by putting each one in a short speech unit. Read the extracts aloud and then compare your pronunciation with the recording.
  - 1 I've never seen such an incredibly exciting football match.
  - 2 She has always helped me and has never refused any request I've made.
  - 3 After the day of climbing I was completely exhausted.
  - 4 She looked much older grey and lined and she used a walking stick.

Follow up: Record a short extract (about 15 seconds) from a radio or TV programme. (See Unit 4 for suggestions.) Write out what was said and then try to mark speech unit boundaries in the text. Listen to the recording as many times as necessary.

# // it's BLUE// DARK blue//

# Prominent words in speech units (1)



Within a speech unit, some words are made prominent (see Unit 10) and others non-prominent. A prominent word is shown with its prominent syllable in capital letters:

A: Where's Kieron living now?

'house' and 'Liverpool' are made prominent; the first syllable in 'Liverpool' has main stress and so is prominent

The prominent syllable in a word is usually the one shown in a dictionary as having main stress (see Unit 10).

Words are made prominent in order to emphasise them because they carry important or interesting information:

A: Why are you cleaning your shoes?

B: // I've got an INterview later today//

the reason for needing clean shoes - the interview is important here

A: When I was in New Zealand I went bungee jumping.

B: // it must have been TERrifying// ←

Non-prominent words are not so important (see also Unit 36). For example, they may –

B expresses his feelings about bungee jumping in 'terrifying'; note that just a one-word response - Terrifying! would have a similar meaning

repeat information that has already been given:

A: What colour's your car? B: // It's BLUE// DARK blue//→

'blue' is non-prominent in the second speech unit because it repeats information given in the first

 or give information that is already understood:

A: Who are you waiting for?

B: // My BROTHer's supposed to be here by now//

'supposed to be here by now' is non-prominent because the question implies that someone should already be here; what's of interest is who the person is

Some speech units have more than one prominent word in them. Each prominent word is emphasised because it carries important information. The last prominent word in a speech unit is where the main falling or rising tone in the

speech unit starts (see also Unit 39):

A: How much further is the station? B: // ONLy about a MILE M//

A: Why did you buy such an old car?

B: // THAT'S all I can afFORD at the moment \ //

C12 Here is part of a conversation with speech units and prominent words marked. Listen and notice these in the recording:

A: // It's NICK'S BIRTHday coming up// ISn't it// WHAT are you doing for THAT//

B: // well I'd LIKE// to have a PARty// outSIDE// but we DON'T have a very big GARden// so that LIMits// HOW many people I can inVITE//

A: // MY garden's pretty big// WHY don't you use THAT//

B: // Are you SURE// that would be alRIGHT// that would be GREAT//

A: // NO problem at ALL//

- 33.1 These extracts are divided into speech units (see Unit 32), each containing one prominent word.

  Listen to the extracts as many times as you need and underline the prominent word in each speech
  - 1 // most of the time// we advertise jobs// in national newspapers// and on our website//
    occasionally however// we might approach someone// to see if they're interested// someone
    we might really want//
  - 2 // when we ran out of money// we worked for a bit// and then got a train// somewhere else// and eventually we ended up// in a little village// in the Andes// way up high//

Now read the extracts aloud, making sure that you emphasise each prominent word and that you link words within speech units smoothly together without pauses.



- 33.2 Listen to these extracts as many times as you need. Mark all the speech unit boundaries using // and underline the prominent word in each speech unit. (Each speech unit has only one prominent word.)
  - 1 should the government pay // for health care or do you think it's the individual's responsibility to save money for when they need treatment my personal view is that we should pay for our own treatment
  - 2 I'm impressed with your cooking Annie that was very nice I particularly liked how you did the rice I'd really like the recipe sometime if you could write it down for me

Now read the extracts aloud, making sure that you emphasise each prominent word and that you link words within speech units smoothly together without pauses.

- 33.3 Some of the speech units in these extracts have one prominent word and others have two. First, underline the words that you think are likely to be prominent.
  - 1 // we've had wonderful weather// for the last two weeks// but Adam and Emma// have been up in Scotland// where they've had heavy rain// and even flooding// in the western parts of the country//
  - 2 // I was thinking of buying// a second-hand car// from this garage// but because I don't know anything about cars// I paid for the AA// to inspect it// and they found all kinds of things wrong// so of course// I didn't buy it//
- Now listen and check your predictions.

There are many ways of saying these extracts, so if your predictions are different from those on the recording this doesn't necessarily mean they are wrong.

Follow up: If you made a recording for the activity at the end of Unit 32 and marked speech unit boundaries, listen to the recording again and try to underline all the prominent words.

## // I've always been terrified of SPIders// Prominent words in speech units (2)

A

Within a speech unit, we can emphasise different words to convey different meanings. Compare the replies in these conversations:

A: How long have you been frightened of spiders?

B: // I've ALways been terrified of spiders// (saying how long)

A: Why don't you try keeping a spider as a pet?

B: // I've always been TERrified of spiders// (giving the reason)

A: Is there anything that really frightens you?

B: // I've always been terrified of SPIders// (saying what frightens him)

A: I've just finished reading Homebush Boy.

B: // THAT'S the book I wanted// (= I couldn't remember the title until you said it)

A: I'm going to read The Riders next.

B: // That's the book I wanted// (= it's a pity you got it first)

A: I couldn't get you The Collector, so I bought The Magus instead.

B: // That's the book | WANted// (= you were wrong; I did want The Magus)

B C17 We sometimes emphasise a word by making it prominent in order to –

• make a contrast with something previously said (see also Unit 46). Compare:

A: Did you find your keys?

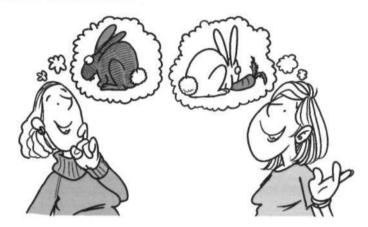
B: Yes, // they were under the TAble//

but: I left my keys on the table, but when I came back // they were UNder the table//

correct something previously said (see also Unit 47). Compare:

I noticed something white at the end of the garden, but when I got closer I couldn't believe it. // It was a white RABbit//

but: A: When we were small we used to have this grey rabbit.
B: // It was a WHITE rabbit//



A: How does your family know so much about medicine? B: // My father's a DOCtor//

but: A: Your brother's a doctor, isn't he? B: No, // my FAther's a doctor//

34.1 Match each opening to the appropriate response. Prominent syllables in the responses have capital letters.

(i) I worked in SPAIN. EXAMPLE a Have you never been to Spain before? -(ii) I WORKED in Spain. b What did you do between school and university?

- 1 a That mobile looks familiar. b What's that ringing noise?
- 2 a Do you like my glasses? b I can't see very well through these glasses.
- 3 a I see Terry's come bottom of the class again. b Why's Gustav been dropped from the team?
- 4 a She works at St Mary's, doesn't she? b She works in administration nearby, doesn't she? (ii) she's an adMINistrator at the hospital.
- (i) He's ALways last. (ii) He's always LAST.

(i) It's your PHONE.

(ii) It's YOUR phone.

(i) I thought they were NEW.

(ii) I THOUGHT they were new.

(i) she's an administrator at the HOSpital.

- Now listen and check your answers.
- Underline the word in B's replies that you think is most likely to be prominent in each case.

EXAMPLE A: What do you think Jill will want for lunch? B: She's coming after lunch.

- 1 A: Jean's got three brothers. B: She's got three sisters.
- 2 A: Have a good time in Paris this week. B: I'm going next week.
- 3 A: I thought the office was in West Newtown. B: It's in East Newtown.
- 4 A: You're at fifty-seven, aren't you? B: We live at fifty-nine.
- 5 A: You said you'd be there at 8.00. B: I said I'd be there later.
- 6 A: Do you think leaving school at 16 was a mistake? B: It was a big mistake.
- 7 A: I'll see you in the office on Friday. B: But I work at home on Fridays.
- 8 A: We took the first on the left. B: You should have taken the first on the right.
- Now listen, check your answers and then say the B parts aloud. All of these are said in one speech unit with only one prominent word. Practise saying them without putting extra prominences in. (For example, say: // she's coming AFter lunch//, not: // she's COMing AFter lunch//.)
- 34.3 Each A part in this conversation is said as one speech unit with two prominent words. Underline the two words you think are most likely to be prominent in each A part.
  - A: Why don't you come and see us?
  - B: Where do you live?
  - A: In an old house by the river.
  - B: I'd probably come by train.
  - A: It's only a short walk from the station.
  - B: And if I came by bus?
  - A: It's five minutes from the bus stop.
  - B: It's in Mill Lane, isn't it? Where exactly?
  - A: The first house on the left.



Now listen, check your answers, and then say the A parts aloud. Make sure you emphasise the two prominent words in each speech unit and link all the words in the speech unit smoothly together without pauses.

Follow up: Suggest what might have been said immediately before each of these statements: (i) // I've never SEEN him before// (ii) // I've never seen HIM before//

### // I'll beLIEVE it when I SEE it// Fixed phrases and idioms in speech units





(C21) Fixed phrases and idioms are usually said together in one speech unit rather than being divided across speech units. For example:

> // It's a race against time// to get help to the refugees before winter. is more likely than:

// It's a race// against time// to get help to the refugees before winter.

It was so noisy in the room// I could barely hear myself think//. is more likely than:

It was so noisy in the room// I could barely// hear myself think//.



Note: Longer idioms are more commonly divided into two or more speech units:

// I could count// on the fingers of one hand// the number of times I've seen her this year.



Many fixed phrases and idioms are usually said with two prominent syllables, one of which is in the last word:

// what with ONE thing and aNOther// I forgot all about her birthday. (= the reason I forgot is that I was very busy)

He's been around so long// he's just PART of the FURniture//. (= so familiar that I no longer notice him)

A: Why don't you ask them for your money back?

B: Well// that's EAsier said than DONE//.

(= it's a good idea, but it's difficult)

They want me to go to Taiwan in January // but that's OUT of the QUEStion//. (= cannot possibly happen)

#### Other examples include:

a RACE against TIME it's just ONE of those THINGS to CALL it a DAY to SLIP [my] MIND I COULDn't believe my EYES



He's just

furniture

part of the

[23] In some other fixed phrases and idioms, the last prominent syllable is not in the last word (see also Unit 36):

> She says she's going to get a new job// but I'll beLIEVE it when I SEE it//. (= I don't think it will happen)

Somehow// we'd GOT our WIRES crossed// and she turned up a week early. (= we had understood things differently)

They'd like me to invest in the company now// but I want to SEE how the WIND'S blowing// first. (= see how the situation develops before making a decision)

// I've HAD my MONey's worth// out of this old car. I only paid £500 for it and I've been driving it for years. (= it was good value)

#### Other examples include:

THROW [your] WEIGHT around [it]'s NOT to be SNEEZED at PUT [your] FOOT down a WHOLE new BALL game

35.1 Ruth returns Maggie's phone call and leaves this message on her answering machine. Seven of the speech unit boundaries marked in Ruth's message (with //) are unlikely to occur because they split fixed phrases and idioms. Cross out the boundaries you think should not be marked.

> // hi Maggie// got your message// and your question about car repairs// sorry// but I haven't got# a clue// the best person to contact is ... //oh //it was on the tip// of my tongue// and my mind just// went blank// Peter Thomas// that was it// he's a mine// of information// about that sort of thing// anyway// I'll be over to see you// when I can// as soon as the doctor's given me// a clean bill// of health// the new medication// is doing me// a power of good// so I'm hoping to be up// and about// in the next week or so// speak to you soon//



- Now listen and check your predictions.
- 35.2 Listen to these sentences with fixed phrases and idioms and underline the last prominent syllable in C25 each. (Note: each sentence has just one speech unit.)

EXAMPLE Not in the slightest.

- 1 Don't jump to conclusions.
- 4 You can say that again.
- 2 They're putting a brave face on it.
- 5 You may well ask.
- 3 He's had a change of heart.
- 6 He took them in his stride.

Now listen again and repeat the sentences, putting prominence on the correct syllables. Make sure you say each sentence in one speech unit, running the words together smoothly without pauses.

- 35.3 Use the sentences with fixed phrases and idioms in exercise 35.2 (including the example) to complete this conversation.
  - A: How did Nick get on in his exams last week?
  - B: He took them in his stride.
  - A: Didn't get nervous?

  - A: I suppose he'll be off to university next year?

  - A: But I thought he wanted to be a doctor.
  - B: (3).
  - A: He'd be crazy not to go to university.
  - B: (4) ..
  - A: His parents must be really annoyed.
  - B: (5) ...
  - A: So what does he want to do now?
  - B: (6) ...
  - Now listen and check your answers. Finally, play the recording again. Press 'pause' before each B part and read it aloud. Then press 'play' again and compare your pronunciation with what follows.

Follow up: When you learn a new short fixed phrase or idiom, practise saying it as one speech unit. You may need to check with your teacher or a native speaker of English which syllables are made prominent.

### she's got an ESSay to write Non-prominence on final 'empty' content words

Some words at the end of a speech unit are non-prominent (see Unit 33) because they are 'empty' - that is, they don't carry new information.





Some words are empty because they refer to something or someone that has already been mentioned:

Gail talked to me about Oscar as if I knew him well, although I've never MET her brother. ('her brother' = Oscar)

He's always asking my advice on what flowers to plant, even though I don't know anything aBOUT gardening. ('gardening' = what flowers to plant)

or because they mean the same as something said before or implied in the previous context:

A: There's a meeting tonight at Carl's.

B: Hadn't I already TOLD you about that? ('that' refers to the meeting)

I thought Hiroshi lived in the north of Tokyo, but in fact he lives on the OTHer side of the city. ('the north of Tokyo' implies 'one [the north] side of the city')

A: Can you translate this for me?

B: But you KNOW I don't speak French. (asking for a translation implies that the speaker thinks I speak French)

> 'now' and 'here' are the usual points of reference

> > 'weather' and 'house' are

obvious: we could just say '... in THIS' and '... at YOURS'

in contexts like this

'running', 'cut', 'to write'

and 'to do' are predictable

meanings in these contexts



C28 Some words are empty because their meaning is obvious from what has been said before:

Who left the TAP running? I must get my HAIR cut. She says she can't come out. She's got an ESsay to write.

I'll see you in about an hour. First, I've got some SHOPping to do

A: When does the eclipse start?

B: About an HOUR from now. A: Where does Karen live?

B: A couple of MILES from here.

I'm not going out in THIS weather. Why don't we meet at YOUR house?

or they may be empty because their meaning is

obvious in the particular context in which they occur:

A: Look! There's a MOUSE in the corner of the room. B: Careful! You're spilling your SOUP all over the table.







Some idiomatic phrases typically have 'empty' words at the end:

I found out that I didn't have to make a speech at the meeting after all. It was a REAL WEIGHT off my shoulders. (= I was pleased that I was no longer responsible)

It was with her fourth novel that she really MADE a NAME for herself. (= became famous)

A: How did you find out I was leaving?

B: Let's just say a LITTLE BIRD told me. (= I'm not going to tell you who told me)

Being a builder is a hard job, even at the BEST of times. (= even in the best conditions)

3

- 36.1 Listen and underline the one prominent word in each of the speech units in green.
  - EXAMPLE He kept telling me to be careful with the bones// as if I'd never eaten fish before//.
    - A: Can you give me a lift?
       B: // But you know I can't drive//.
    - 2 A: Do you think England will beat Australia? B: No idea.// I'm not interested in cricket//.
    - 3 A: If I get the position I'm going to buy a new car. B: // But you haven't even applied for the job yet//.
    - 4 I could only see the end of the queue, but in fact // there were hundreds of people waiting//.



Now say the highlighted speech units aloud. Make sure you make only the underlined word prominent and link words within the speech units smoothly together without pauses.

36.2 Complete the sentences using words and phrases from the box.

|   | orden  | rang .  |
|---|--|---|
| rater   |  |   |
|   |  |   |
|   |  |   |
|   |  |   |
|   |  | s walk  |
|   |  |   |
| finished a year   |  |   |
|   |  |   |
|   | ?  |   |
|   | ?  |   |
| nt and the words you h  |  | , making sure you make the<br>prominent. (Note: there will b  |
| nt and the words you h<br>the sentences, too.)  | nave written nor   | -prominent. (Note: there will b   |
| nt and the words you h  | nave written nor   | -prominent. (Note: there will b   |
| nt and the words you h<br>the sentences, too.)  | onses to make s  | -prominent. (Note: there will b   |
| the sentences, too.) questions with B's response  | onses to make s  | -prominent. (Note: there will be be been supported by hort conversations.   |
| the sentences, too.) questions with B's response.   | onses to make s  B: I'm su  B: You'll  out fo  B: Oh, w                            | hort conversations.  The he'll have a whale of a time.  The really have your work cut or you.  The suppose no news is       |
| ent and the words you he the sentences, too.)  questions with B's response.  objections to  two nephews | onses to make s  B: I'm su  B: You'll  out fo  B: Oh, w  good                      | hort conversations.  The he'll have a whale of a time.  The really have your work cut or you.  The suppose no news is news. |
| the sentences, too.) questions with B's response. objections to   | onses to make s  B: I'm su B: You'll out fo L. B: Oh, w good B: I bet i B: Sure, i | hort conversations.  The he'll have a whale of a time.  The really have your work cut or you.  The suppose no news is       |
|   | and our house is a co<br>at <u>box</u><br>finished a <u>year</u>                   | rm  |

Now listen and check your answers. Then listen again and underline the *last* prominent word in the B parts. Finally, say the B parts aloud, making sure that all the words after the underlined word are non-prominent.

### can't STAND the stuff

### Non-prominence on final vague expressions

Vague expressions are often used in conversation when we don't need to be exact or precise. Many of these expressions are found at the end of a speech unit (see Units 33 and 34). They are usually non-prominent, following a prominent word.



When we refer to something already mentioned, we can use the stuff (for uncountable nouns), the place(s) and the thing(s) (for countable nouns). Very often, some criticism is intended:

A: I've got some apple juice. Do you want some? B: No, I can't STAND the stuff. Jack seems to spend all his time in his bedroom. Never LEAVES the place. My car's always breaking down. I HATE the thing.

We can use these words with sort of to show that we have just given examples of a larger group of things. Often we use (all) this/that/these/those before sort of:

Before we could use the laboratory, we had to learn about safety and all THAT sort

The book's about corruption in sport - taking bribes, placing illegal bets and all THIS sort of thing.

When we were in Rome we were taken to museums, art galleries and THOSE sorts of places.

We can use and stuff, and things and and places in a similar way to refer in a general way to things and places without giving any further detail:

I bought some CHEESE and stuff.

We went through Berlin, BONN and places.

The phrase and that is used to mean that other things were involved, without specifying more precisely what:

A: Where's Kate? B: She's gone upstairs to do her HAIR and that.



We use or something/anything (etc.) to make what we have just said more vague or indirect:

Didn't she use to be a VET or something?

He went off with KEN or somebody.

Isn't there any chocolate in the FRIDGE or anywhere?

Let me know if you want any HELP or anything.

In a similar way we can use or something/anything (etc.) like that:

A: Linda seems very lonely.

B: Doesn't she ever go out with FRIENDS or anything like that?



The phrases orland + whatever/whenever/whenever/whoever are used to make a statement more informal or less direct:

We could meet about TEN or whenever.

When we move into the flat, we might change the carpets and LIGHTS and whatever.



The phrase or so is used with expressions of number and time to make them less precise:

A: How long will it take? B: About a WEEK or so.

We'd been driving for an hour, but we'd only gone a MILE or so.



Note: Words like thing, place, something, whenever, etc. are not only used in vaque expressions. For example:

This is the place I used to live.

What's this thing for?

We'll leave whenever you want.

| /.1   | SECRETARY PROGRADOS SER  | ie sentences using  |  |  |                   |  |  |  |  |  |
|---|--|---|--|--|-------------------|--|--|--|--|--|
|   | the plac   | e the stuff   | the things   | or anything or someone   | or wherever       |  |  |  |  |  |
|   | Example Hannah asked me to get some goat's cheese, but I don't know where to buy the stuff   |   |  |  |                   |  |  |  |  |  |
|   | 2 You can<br>3 I used to<br>4 I don't li   | buy them in a sup<br>work at the airpo<br>se mice or rats. I' | permarketort, but now I no<br>ve always been   | ever go near terrified of  | •                 |  |  |  |  |  |
| C37)  |  | and check your ans<br>non-prominent.                          | swers. Then say t  | he sentences aloud, making sure you  | make the vague    |  |  |  |  |  |
| 7.2   |  | nversation in whice   | ch Belinda is talk   | ing about her holiday, and underline   | all the vague     |  |  |  |  |  |
|   | A: You've  | ust got back fron   | n Italy, haven't y   | ou? The Amalfi coast or somewhere  | <u>e</u> .        |  |  |  |  |  |
|   |  | ght. We stayed in   |  |  | 1 1 1             |  |  |  |  |  |
|   |  | ent there twenty y<br>holiday?                                | years ago or son   | nething. But I don't remember much   | about the place   |  |  |  |  |  |
|   | B: Well, we wrong p  | had some proble<br>lane or something<br>ashes or whatever     | g like that. So the<br>r. It turned up th  | y lost our luggage at the airport – it<br>ne first night we didn't have a chang<br>ne following day, though. |                   |  |  |  |  |  |
| <ul><li>A: So how did you spend your time there?</li><li>B: We just relaxed, walked around, sat on the beach and that sort of thing. And we lo around the shops and places.</li></ul> |  |   |  |  |                   |  |  |  |  |  |
|   | A: Did you buy a lot of stuff?   |   |  |  |                   |  |  |  |  |  |
|   | B: No, just  | B: No, just a few presents and things.                        |  |  |                   |  |  |  |  |  |
| 38  | Now listen and circle the prominent word before each of these vague expressions.   |   |  |  |                   |  |  |  |  |  |
|   | Example The Amalficoast or somewhere.  |   |  |  |                   |  |  |  |  |  |
|   | market and the second of the s |   | Consideration and according to the contract of | e conversation aloud making sure you<br>sions non-prominent, and that you lir                                |                   |  |  |  |  |  |
| .3  | Here are mo  | re comments abou  | ut holidays. Lister  | n and write the vague expressions use  | d in the spaces.  |  |  |  |  |  |
| 39  | EXAMPLE There's nowhere to leave the car: in a car park, at the hotel, along the street  |   |  |  |                   |  |  |  |  |  |
|   |  |   |  | because of exhaust fumes   |                   |  |  |  |  |  |
|   |  |   |  | *  |                   |  |  |  |  |  |
|   |  |   |  | start  | W. 18             |  |  |  |  |  |
|   |  | pay 450 euros   |  | spring   |                   |  |  |  |  |  |
|   |  |   |  | opring .   | •                 |  |  |  |  |  |
|   | Now read th  | e sentences aloud   | , making sure yo   | u make the vague expressions non-pr  | ominent.          |  |  |  |  |  |
|   | Follow up:   |   | pressions are used   | in other languages that you know? Are th   | nese also usually |  |  |  |  |  |

### Just help yourSELF; Throw it to ME Prominence in reflexive and personal pronouns



When a reflexive pronoun follows a verb or preposition and refers to the subject, it is usually non-prominent (see Unit 33):

She locked herself OUT. As he ran, he TIMED himself. You should look AFTer yourself. Make yourself at HOME. Let me introDUCE myself. He fell and HURT himself.



However, reflexive pronouns like this can be made prominent for contrast. Compare:

I stupidly left my wallet at home. I was really anNOYED with myself.

A: I bet you were angry with your sister.

B: In fact, I was MAINly annoyed with mySELF.

When we use reflexive pronouns for emphasis they are usually prominent. For example -

after a noun or pronoun to emphasise it:

I'm flying to Rome, but the AIRport itSELF is miles from the city. Many successful business people didn't go to college. I mySELF left school at 16.

at the end of a clause to emphasise the subject:

I'm arranging the office party, but I won't be there mySELF. They drew the posters themSELVES.

• to emphasise that someone did or will do something alone or without help:

I made it mySELF.

Did you paint it yourSELF?

She went all by herSELF.

We had the beach all to ourSELVES.

However, reflexive pronouns like this can be made non-prominent if we want to highlight a contrast somewhere else in the sentence. Compare:

I'm really thirsty, I could drink the whole BOTtle mySELF.

A: You look thirsty. Would you like a glass of this juice?

B: Actually, I could drink the whole BOTtle myself.



Personal pronouns (e.g. they, me, we, you) are usually non-prominent:

They WOULDn't let me IN.

SHOULD we WAIT for you?

However, we can make them prominent in order to contrast one person or group of people with others:

Throw it to ME, not to HIM.

The only person who's applied so far is YOU. (An implied contrast between 'you' and 'others')



Note: The pronoun it is rarely stressed, except in some phrases with this and that (see Unit 22B).

- 38.1 Listen and repeat these phrases.
  - 1 She was killing herself laughing.
  - 2 We had to do all the cooking ourselves.
  - 3 They blame themselves for it.
  - 4 He didn't know what to do with himself.
  - 5 Take care of yourself.
  - 6 He made it all himself.

- 7 I'm going to get myself a bike.
- 8 They made fools of themselves.
- 9 I picked them myself.
- 10 Speak for yourself.
- 11 I just burned myself.
- 12 Take one for yourself, too.

Now underline only the reflexive pronouns you made prominent.

38.2 Is the reflexive pronoun in each sentence likely to be prominent or non-prominent? Underline reflexive pronouns you think will be prominent.

EXAMPLE He works for himself.

- 1 What did you do to yourself?
- 2 I fell asleep on the train and found myself in Cardiff.
- 3 The city centre itself is quite interesting.
- 4 She went for a walk by herself.
- 5 He's got himself a new car.
- 6 Have a good time. Enjoy yourselves.
- 7 Do they bake the bread themselves?
- 8 I'm keeping myself warm.
- 9 I grew all the vegetables myself.
- 10 She tried to defend herself.
- Now listen, check your answers and repeat the sentences.
- Listen and underline only the reflexive pronouns or personal pronouns in this conversation that are made prominent for contrast.
  - A: I've made you a cake.
  - B: Is that it?
  - A: Yes, help yourself.
  - B: Er, you have some first.
  - A: But I didn't make it for me.
  - B: I can't eat it all myself. Marco would like it.
    Why not give some to him?
  - A: But I made it for you. You don't like it, do you?
  - B: Well, it's not the cake itself. It's the icing ...
  - A: And I was feeling so pleased with myself.



Now listen again. Press 'pause' before each B part and read it aloud. Then press 'play' again and compare your pronunciation with what follows.

Follow up: What does DIY stand for? Is the last word usually prominent or non-prominent?

# 39

# I'm quite busy ■ at the moment ■ Falling and rising tones



In each speech unit (see Unit 32) there is one main movement of the voice, either up or down, starting on the last prominent word of the speech unit. Listen to this example:

// you'll arRIVE // at CENtral STAtion // when you get OFF the TRAIN // turn LEFT along the PLATform // at the END of the platform // there's an EScalator // go UP it // and you'll be in the MAIN SQUARE // there's a FOUNtain // in the SQUARE /// and t'll be WAITing for you THERE ///



These speech units have either a *falling tone*  $\square$  or a *rising tone*  $\square$ .

В

A falling tone or a rising tone can extend over just one word (which may be only one syllable) or over a number of non-prominent syllables at the end of a speech unit:

// NO S//
// he WORKS in a SUpermarket S//
// is that a CHOColate MILKshake S//
// is that a CHOColate MILKshake M//
// do you LIKE living in Paris M//

C

Choosing a falling tone indicates that the information in the speech unit adds some 'news': it is information that the hearer is not expected to know already. Choosing a rising tone indicates that the information in the speech unit is 'not news': it is information that the speaker and hearer already share. Distinguishing 'news' from 'not news' in this way can help the hearer understand what is being said.

A: See you on Saturday.

B: // but I'll be in LONdon // at the weekEND //

the fact that I'll be in
London is 'news' to A

the weekend is 'not news' it is the time we are talking about (Saturday)

A: I'm trying to get fit, so I've decided to go on a diet.

B: // you CAN'T just eat LESS // you'll HAVE to do more EXercise //

'eating less' has already been talked about (in 'go on a diet')

B tells A that exercise is necessary, too

ш

We can use a fall-rising tone instead of a rising tone to indicate that information is 'not news'. Compare these examples:

A: Can you come over now?
B: // i'm QUITE BUSy ►// at the MOment //
B: // i'm QUITE BUSy ►// at the MOment ►//

 $\triangle$ 

or:

**Note:** It usually doesn't matter whether you use a rising or fall-rising tone. However, in some contexts one tone or the other is more likely. For more details, see Unit 43B.

Listen to the sentences and underline the last prominent word (where the main movement of the voice begins). Then show whether the voice rises (put in the box) or falls (in the box) from there. (Note that each sentence is one speech unit.)

Example I'm quite tired again.

- 1 Was she really?
- 2 I suppose so.
- 3 I've always lived around here.
- 4 It's broken down again.
- 5 Shall I have a go?

- 6 You remember Pablo.
- 7 I gave it to my son.
- 8 Can we go now?
- 9 One moment, please.
- 10 There was dust all over the place.

Now say the phrases aloud in the same way.

39.2 Listen and decide whether the speech units in the B parts have a rising tone (put ✓ in the box) or a falling tone ( ).

EXAMPLE A: Where on earth did you find that?

B: // I came across it // in an antique shop \scale=//

- 1 A: What time shall we leave?
  - B: // we could go now // as you're ready ///
- 2 A: What time did David get back?
  - B: // I heard him come in // at about three //
- 3 A: I'm not sure his plan would work very well.
  - B: // I thought his suggestion ## was ridiculous ## //
- 4 A: The hall was packed, wasn't it?
  - B: // I hate it // when it's so crowded //
- 5 A: Do you want a drink?
  - B: // I wouldn't mind some orange juice // if you've got any //
- 6 A: When did they tell you it would get here?
  - B: // They said it would be delivered // by yesterday //
- 7 A: Have you heard Trio Gitano play before?
  - B: // I first saw them perform // a couple of years ago //
- 8 A: I could move that easily.
  - B: // well why don't you try // if you think you're so strong //

Now listen again. Press 'pause' before each B part and read it aloud. Then press 'play' again and compare your pronunciation with what follows.

Follow up: Read again the explanation in C opposite. Use it to decide why falling and rising tones are used in the B parts in exercise 39.2.

# 40

# They taste great **■**, these biscuits **■** Tails

A

C52

In informal spoken English, *tails* are sometimes used at the end of a sentence to emphasise or make clearer what we have just said. We often use them when we give an evaluation of something:

It's a really good PHOto ■, THAT one ■.

She's a JUDGE N, my AUNT .



tail

Tails consist of a noun or a noun phrase. They usually have a rising tone because they are referring to or expanding on something that has been said before (see Unit 39).

В

Some tails consist of *this*, *that*, *these* or *those* or a phrase beginning with one of these words. These tails usually emphasise what we are saying:

They're all we've got LEFT S, THOSE two ...

They taste GREAT N, these BIScuits

It's BEAUtiful , THIS part of the COUNtry .

It says here that they're going to put up a new town hall. INteresting S, THAT ...

C

Other tails make clear who or what we are referring to:

He's a good COOK ■, NIgel ■. (= Nigel is a good cook)

She's really STRICT , the headTEAcher .

I can't STAND it S, cigarETTE smoke . (= I can't stand cigarette smoke)

That's MY hat N, the ONE you're WEAring .





Important for listening

Another type of tail, also with a rising tone, repeats the subject + verb in order to reinforce what we have just said. It is similar to a *tog* (see Unit 41), and is used mainly in very informal speech:

A: Maybe you could borrow the money from your brother?

B: No, he's incredibly MEAN . HE is

the subject in the tail is prominent and the verb

non-prominent

A: Do you know those people over there?

B: Yeah, they LIVE near me N, THEY do

subject + verb

E

Some other tails usually have a falling tone; for example, a tail added to a *wh*- question in order to clarify who or what the question refers to:

What time's it ON ■, this SHOW ■?

How OLD is she **N**, your DAUGHter **N**?

|             | <ul> <li>It's so boring,</li> <li>I think it's gone off,</li> <li>I took them myself,</li> <li>That's my coat,</li> <li>They're a bit unfriendly,</li> <li>It's really annoying,</li> <li>They're quite similar,</li> <li>She was the first one in our family to go to under the complex of the com</li></ul> | this cream. those two shirts. most of these photos. my sister. tennis. that dripping tap. the one with the fur collar. our neighbours.                                |  |  |  |  |  |
|-------------|--|---|--|--|--|--|--|
| C57         | Now listen and check your answers. Then say the tone on the tail and a falling tone before it.   | ne full sentences aloud, making sure you use a rising   |  |  |  |  |  |
|             | EXAMPLE It's so boring , tennis .  |   |  |  |  |  |  |
| 0.2         | Do you think the tails in these sentences are likely to have a rising tone (put $\nearrow$ in the box) or a falling tone ( $\searrow$ )?   |   |  |  |  |  |  |
|             | EXAMPLE They're all over the kitchen, those b  | beetles.  |  |  |  |  |  |
|             | <ul> <li>3 It can be dangerous, skiing.</li> <li>4 It's made from Thai silk, Vicky's dress.</li> <li>5 When are they coming, Frank and Gill?</li> </ul>  |   |  |  |  |  |  |
|             | 6 How much did you pay for them, these tick<br>7 It's not a great day for us to meet, Sunday.  | kets?   |  |  |  |  |  |
| C58         | 6 How much did you pay for them, these tick  | kets?   |  |  |  |  |  |
| Ç58<br>0.3  | 6 How much did you pay for them, these tick 7 It's not a great day for us to meet, Sunday.  Now listen and check your predictions. Then say The speakers in this conversation actually used so   | kets?   y the sentences aloud.  sentences with tails instead of the parts in green.   |  |  |  |  |  |
| C58<br>0.3  | 6 How much did you pay for them, these tick 7 It's not a great day for us to meet, Sunday.  Now listen and check your predictions. Then say The speakers in this conversation actually used so Write down what you think they said and mark  | kets?   y the sentences aloud.  sentences with tails instead of the parts in green.   |  |  |  |  |  |
| C58<br>0.3  | 6 How much did you pay for them, these tick 7 It's not a great day for us to meet, Sunday.  Now listen and check your predictions. Then say The speakers in this conversation actually used so Write down what you think they said and mark A: These things are fascinating.   | kets?  the sentences aloud.  sentences with tails instead of the parts in green. the likely intonation with arrows.   |  |  |  |  |  |
| 0.3         | 6 How much did you pay for them, these tick 7 It's not a great day for us to meet, Sunday.  Now listen and check your predictions. Then say The speakers in this conversation actually used so Write down what you think they said and mark  | kets?  the sentences aloud.  sentences with tails instead of the parts in green. the likely intonation with arrows.   |  |  |  |  |  |
| 0.3         | 6 How much did you pay for them, these tick 7 It's not a great day for us to meet, Sunday.  Now listen and check your predictions. Then say The speakers in this conversation actually used so Write down what you think they said and mark A: These things are fascinating.  B: Careful, that knife's sharp.  | kets?  the sentences aloud.  sentences with tails instead of the parts in green. the likely intonation with arrows.   |  |  |  |  |  |
| ©58)<br>0.3 | 6 How much did you pay for them, these tick 7 It's not a great day for us to meet, Sunday.  Now listen and check your predictions. Then say The speakers in this conversation actually used so Write down what you think they said and mark A: These things are fascinating.  B: Careful, that knife's sharp.  A: Looks old, too.  B: Most of those things've been in my   | kets?  the sentences aloud.  sentences with tails instead of the parts in green. the likely intonation with arrows.   |  |  |  |  |  |
| 0.3         | 6 How much did you pay for them, these tick 7 It's not a great day for us to meet, Sunday.  Now listen and check your predictions. Then say The speakers in this conversation actually used so Write down what you think they said and mark A: These things are fascinating.  B: Careful, that knife's sharp.  A: Looks old, too.  B: Most of those things've been in my family for over a hundred years.  | kets?  y the sentences aloud.  sentences with tails instead of the parts in green. the likely intonation with arrows.  They're fascinating , these things .           |  |  |  |  |  |
| 0.3         | 6 How much did you pay for them, these tick 7 It's not a great day for us to meet, Sunday.  Now listen and check your predictions. Then say The speakers in this conversation actually used so Write down what you think they said and mark A: These things are fascinating.  B: Careful, that knife's sharp.  A: Looks old, too.  B: Most of those things've been in my family for over a hundred years.  A: That's amazing.  B: My grandfather brought them back   | kets?  y the sentences aloud.  sentences with tails instead of the parts in green. the likely intonation with arrows.  They're fascinating , these things .           |  |  |  |  |  |
| 0.3         | 6 How much did you pay for them, these tick 7 It's not a great day for us to meet, Sunday. Now listen and check your predictions. Then say The speakers in this conversation actually used so Write down what you think they said and mark A: These things are fascinating.  B: Careful, that knife's sharp.  A: Looks old, too.  B: Most of those things've been in my family for over a hundred years.  A: That's amazing.  B: My grandfather brought them back from Nepal.  | kets?  y the sentences aloud.  sentences with tails instead of the parts in green. the likely intonation with arrows.  They're fascinating \( \), these things \( \). |  |  |  |  |  |



## Great film ■, wasn't it ■?

### Question tags



Question tags are short questions added to the end of a statement, usually to produce a response from a hearer. We use a falling tone for question tags when we expect the hearer to acknowledge that what we have just said is correct, for example, when we are giving our opinion:

```
They didn't PLAY very well ■, DID they ■? GREAT FILM ■, WASn't it ■?
```

We use a rising tone when we invite the hearer to say whether what we have just said is correct or not, for example, when we are not certain that something is true:

```
JapanESE S, ISn't it ? NOT on a Dlet again ?, ARE you ??
```

Notice that question tags are often used after statements where the subject or subject and verb have been left out.

В

Question tags usually have a falling tone when the statement is obviously correct:

```
You're not WELL , ARE you ?? HOT , ISn't it ??
```

We also use a falling tone when we want the hearer to admit that something they may not have accepted before is, in fact, correct:

Question tags can also follow exclamations, and these tags usually have a falling tone:

```
what a riDICulous thing to SAY N, WASn't it ??
```

c

When both the statement and the question tag are positive, the question tag usually has a rising tone:

```
came by CAR , DID you ??
You've FINished , HAVE you ??
```

This pattern is sometimes used to be critical or sarcastic. These sentences often begin with 'So...' or 'Oh, ...':

```
so you THINK you're CLEVer , DO you ??
```

Question tags (usually will you, can't you, won't you, would you, or shall we) can be added to imperative sentences. These tags usually have a rising tone and are often used to soften a request or command:



| 41.1        | Do you think the question tags in this conversation are likely to have a rising tone (put ≠ in the box) or a falling tone (★)?  |
|-------------|---|
|             | A: Wonderful view from up here, isn't it?  B: Great.  A: I said it would be worth the effort, didn't I?  B: Hmm.  A: You're not tired, are you?  B: Exhausted. Give me some water, will you?  A: Not very fit, are you?  Still, not much further.  B: But we're at the top, aren't we?  A: Just another kilometre to go. We can't turn round now, can we?  B: Of course we can. Let's go back now, shall we?  Please.   |
| (C63)       | Now listen and check your predictions.  |
| 41.2<br>C64 | Listen and decide whether the question tags in B's responses have a rising tone (put ✓ in the box) or a falling tone (১).  EXAMPLE A: Great race. B: She ran well, didn't she?  |
|             | 1 A: I can do that easily. B: Oh, you can, can you?  2 A: We'll have to wait ages for the bus. B: But they come every ten minutes, don't they?  3 A: What a boring lecture. B: Yes, dull, wasn't it?  4 A: Shame about the colour. B: What a hideous shade of purple, isn't it?  5 A: Where do you want these boxes? B: Put them over there, would you?  6 A: I think there's something wrong with the printer. B: You broke it, didn't you?  7 A: Can I get a discount on these tickets? B: You're a student, are you? |
|             | Now listen again. Press 'pause' before each B part and read it aloud. Then press 'play' again and compare your pronunciation with what follows.   |
| 41.3        | Suggest an appropriate question tag to complete B's responses. Then read them aloud, using either a rising or falling tone on the tag as appropriate.   |
|             | EXAMPLE A: Did you see the eclipse yesterday?  B: Fantastic, wasn't it ?  |
|             | 1 A: Don't forget your gloves. B: They're yours,?  2 A: He could have been killed crossing the road like that. B: What a stupid thing to do,?   |
|             | 3 A: Try to come early to get a good seat. B: There'll be a lot of people,  |
|             | 4 A: What a terrible noise. B: You're not a rock music fan,?  |
|             | 5 A: Where shall I leave you? B: Drop me in front of the station,?  |
| C65         | Now listen and check your answers.  |
|             | Follow up: Many other languages have question tags, although in some a single question tag is used rather than the large number found in English. Think about the intonation of question tag(s) used in your first  |

language. Does it follow a similar pattern to that described in this unit for English question tags?

# 42

# What I don't understand we is how it got there Cleft sentences

A

A cleft sentence is divided into two parts, allowing us to focus particular attention on information in one part of the sentence. Cleft sentences are common in speech. In these examples the focus is on 'my gold necklace':

What I lost was my gold necklace.

A what- cleft (sometimes called a pseudo-cleft) has what + subject + verb in the first clause followed by be + the focus.

It was my gold necklace that I lost.

An it- cleft has it + be + the focus in the first clause and is followed by a relative (that or who) clause.

ВС

What- clefts typically have a fall-rising tone at the end of the what- clause and a falling tone in the other part of the sentence. Remember that the tone begins on the last prominent syllable of the speech unit:

A: I can't get the chain back on my bike.

B: WHAT you need to DO sale is take the WHEEL off sale.

I hadn't seen Don since he went to Australia ...

... and what surPRISED me about him was his ACcent ...

I know there's a pool of water in the kitchen, but ...

... what I DON'T understand we is how it GOT there ...

Notice that the order of information in the cleft sentence can often be reversed, but that the two parts keep the same tone:

I know there's a pool of water in the kitchen, but ...

... how it GOT there so is what I DON'T understand so...

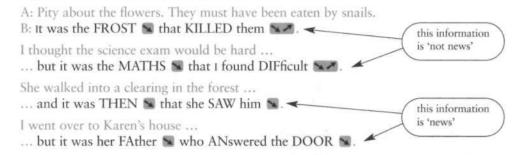
We can use all instead of what if we want to emphasise that only one thing is done:

A: Paul hasn't spoken to me since I scratched his car.

B: ALL you've got to SAY will is that you're SORry .

0

It- clefts typically have a falling tone in the clause beginning with it. Tone choice in the relative clause depends on meaning in context (see Unit 39):



- Listen to each A part. Press 'pause' before each B part and read it aloud using the intonation marked.

  Then press 'play' again and compare your pronunciation with what follows.
  - 1 A: Do you want some tea?
    - B: What I'd REALly like was is a GLASS of WAter .
  - 2 A: I see your neighbours keep goats.
    - B: What I obJECT to si is the AWful SMELL .
  - 3 A: What's for breakfast?
    - B: What I USually have some is COFfee and TOAST .
  - 4 A: What are you having for your birthday?
    - B: what I'm HOPing for was is a NEW comPUter .

Now do the same with these. Before you answer, think about where the fall-rising and falling tones start.

- 5 A: My train to work was late yet again.
  - B: What you should do is write and complain.
- 6 A: All the plants in my garden are dying.
  - B: What we want is some rain.
- 7 A: What did you get from the butcher's?
  - B: All they had left were these sausages.
- 8 A: What's the view like from your bedroom window?
  - B: All I can see is a block of flats.
- 42.2 Give the answers in exercise 42.1 again. This time, however, reverse the order of the information. The first two answers are given with intonation marked.
  - 1 A: Do you want some tea?
    - B: A GLASS of WAter with is what I'd REALly like w.
  - 2 A: I see your neighbours keep goats.
    - B: The AWful SMELL is what I obJECT to ...
- 42.3 Expand the notes to make *it* cleft responses. Then draw a falling tone in the clause beginning with *it* and then either a falling or fall-rising tone, as appropriate, in the relative clause.

#### EXAMPLES

- A: Your idea of having a street party was a really good one.
- B: (my daughter suggested it) It was my daughter who suggested it.
- A: Why were you staring at that woman?
- B: (her eyes looked strange) It was her eyes that looked strange.
- 1 A: How is Dan getting on in Sydney?
  - B: (his brother went to Australia)
- 2 A: You looked uncomfortable during the meeting.
  - B: (my back aching)
- 3 A: I suppose the Liberals will raise taxes now they are in government.
  - B: (the Democrats won the election)
- Now listen and check your answers. Then listen again and repeat the B parts.

Follow up: Make a conscious effort to use what- clefts and it- clefts in your speech, especially in informal contexts. Perhaps you could even plan ahead to use some in a particular conversation.

# Finding out or making sure?

Questions (1)

When we ask a question, we might be trying to find out information that we don't already know. Alternatively, we might ask a question in order to make sure that information we think we know is, in fact, correct.

Finding out questions usually end with a falling tone:

WHAT part of SPAIN were you in SP?

HOW much ARE they ??



Note: Because wh- questions are often used to find out information, they often, although not always, end with a falling tone.

Making sure questions usually end with a rising or fall-rising tone (for the difference see B):

was BRIan there ? or: was BRIan there ?? DOESn't she WORK with you ?? or: DOESn't she WORK with you ??



Note: Because yes-no questions are often used to make sure, they often, although not always, end with a rising or fall-rising tone.

However, wh- questions can have a rising or fall-rising tone when they are making sure, and yes-no question can have a falling tone when they are finding out:



a rising tone shows that I'm checking the date; it might be polite to suggest that I do know but have temporarily forgotten

Have you SEEN her recently ■? 



I don't know whether you have or not



[71] In making sure questions we can usually use a fall-rising tone or a rising tone with little difference in meaning. However, a fall-rising tone often sounds more polite than a rising tone. In particular, a fall-rising tone is often preferred in questions asked for social reasons; that is, mainly to be polite and friendly rather than to check information (see also Unit 48C):

> Do you WANT to take your COAT off ?? Are you SURE you can MANage that ??





Other kinds of questions can also be used to produce a reply from a hearer. In these, too, we use a falling tone to find out and a rising (or fall-rising) tone to make sure. For example, sentences which ask for assistance with would you mind, perhaps or I wonder usually have a falling tone:

would you MIND holding THIS :?





Note: Wh- and yes-no questions used to offer assistance often have a falling tone as this sounds more genuine, and therefore more polite, than a rising or fall-rising tone (see also Unit 48C):

can | HELP you 127

WHAT can | DO for you \s ?

Statements which are intended to produce a reply often have a rising tone because they are usually asking for confirmation of something we think we already know:

You've FINished alREADy ??

You HAVen't even STARted ■?



Listen to each question and decide whether the speaker is *finding out* (with a falling tone) or *making* sure (with a rising tone). Underline your answer.

| EXAMPLE Who are they playing next week?        | finding out S / making sure Z |
|--|-------------------------------|
| 1 Were the police involved?                    | finding out 💌 / making sure 🌌 |
| 2 Are you feeling okay now?                    | finding out 🔊 / making sure 🌌 |
| 3 Don't we turn left here?                     | finding out 🔊 / making sure 🌌 |
| 4 Why didn't you phone me earlier?             | finding out 🔊 / making sure 🌌 |
| 5 Have you discussed it with your parents yet? | finding out 🔊 / making sure 🌌 |
| 6 How do you get the top off?                  | finding out 🔊 / making sure 🌌 |
| 7 Did I see you in town on Saturday?           | finding out 🔊 / making sure 🌌 |
| 8 What happened after that?                    | finding out 🔊 / making sure 🌌 |

Now check your answers in the Key. Then say the questions aloud with the same intonation.

- Joe and Olivia are going on holiday in the morning, but Joe is excited and can't sleep. Do you think Joe's questions are likely to have a rising tone (put ✓ in the box) or a falling tone (►)?
  - J: Are you awake? N O: Mmm.
  - J: I wonder what time it is? O: Er, four o'clock.
  - J: When did you book the taxi for? I O: Eight.
  - J: Which terminal does the plane leave from? O: Don't know.
  - J: You don't know? O: No.
  - J: Doesn't Philip work at the airport? O: No, Adam.
  - J: Are you sure? O: Yes.
  - J: What time is it again? O: Four.
  - J: Would you mind if I put the radio on? O: No.
  - J: When's the taxi coming? O: Zzzzz.
- Now listen and check your predictions. Then listen again, taking Joe's part. Press 'pause' before each of Joe's questions and read them aloud. Then press 'play' again and compare your pronunciation with what follows.
- Listen and decide whether each question is asked mainly for social reasons (with a fall-rising tone) or to make sure (with a rising tone). Underline or a.

EXAMPLE Is it okay to park here? Not / 2

- 1 Can I get you another drink? Med / 2
- 2 Have you been here before? \ / 2
- 3 Wasn't Don at the meal? Masn't Z
- 4 Can you see it more clearly now? \ / \ /
- 5 Would you like me to fetch it for you? Man / M

Now check your answers in the Key. Then say the questions aloud with the same intonation.

Follow up: If you have internet access, go to the BBC Radio website (http://www.bbc.co.uk/radio) or another English language radio website (see Unit 4 for suggestions). Find a recording of an episode of a 'soap opera', that is, a series about the lives of a particular group of characters. Listen and write down the first ten yes-no and wh- questions that are spoken. Is the last tone in each a rise, a fall, or a fall-rise? Does the information in this unit help you to understand each choice?

### Wasn't it terrible ■? Are you crazy ■? Questions (2)

Questions are often used to make a comment or exclamation rather than to find out or check information. An answer is not necessarily expected.

Negative yes-no questions are commonly used to show surprise, pleasure, etc., particularly when we encourage others to agree with us. These usually have a falling tone:

WASn't it TERrible ?

DIDn't she sound riDICulous ??

HAVen't I been STUpid ■?

AREN'T they BEAUtiful ??

In informal English we can also use positive yes-no questions, particularly to express criticism. These often have a rising tone:

Are you CRAzy ??

Have you gone MAD ??

Wh- questions are also used to make a comment, particularly ones with modal verbs. These usually have a falling tone:

HOW was I supposed to know №?

WHAT'S it to do with YOU SE?

Sometimes we ask a question and suggest a possible answer ourselves before the hearer replies. As the purpose of these possible answers is to make sure that what we think we know is correct, they usually have a fall-rising tone (see Unit 43):

Where are you off to? The SUpermarket See?

How are you getting there? With NICola .?

What are you going to wear? NOT that old JUMper again ??



We can use questions to give instructions or make suggestions. These usually have a falling tone, and often (but not always) include modal verbs:

will you PLEASE leave it aLONE **■**?

COULD we have the BILL, please ??

WOULD you turn the LIGHT off :?

COULDn't you just reFUSE ?

WHY don't you go by TRAIN ?

HOW about putting it over THERE ■?

| 44.1  | Do you think the questions in B's responses are more likely to have a rising tone (put $\checkmark$ in the box) or a falling tone ( $\searrow$ )?   |
|-------|---|
|       | Example A: I thought Madrid played brilliantly. B: Weren't they amazing?  |
|       | <ul> <li>1 A: I've just got a job in Alaska. B: Are you serious?</li> <li>2 A: I don't think any of these jackets will fit. B: How about this one?</li> <li>3 A: You didn't tell your parents what you're going to do, did you? B: Certainly not. Do you think I'm stupid?</li> </ul>   |
|       | 4 A: Great weather we're having. B: Isn't it fantastic?   5 A: So did you lend Barry your motorbike? B: Barry! Are you out of your mind?  |
|       | <ul> <li>6 A: Where do you want me to go? B: Can you stand over there?</li> <li>7 A: What do you think of my new skirt? B: You can't go out dressed like that. Have you no shame?</li> <li>8 A: Roz's exam results were good, weren't they? B: Didn't she do well?</li> <li>9 A: The match is on TV tonight. B: Who cares?</li> </ul> |
|       | 10 A: David looks awful. B: Do you mind? That's my brother you're talking about.  |
| (C79) | Now listen and check your answers. Then listen again. Press 'pause' before each B part and read it aloud. Then press 'play' again and compare your pronunciation with what follows.   |
| 44.2  | Choose an answer from the box to complete each conversation.  |
|       | All of them A cake Any of it This evening Dr Ireland Because your friends told you to With her parents Nothing serious  |
|       | EXAMPLE A: What are you making? A cake ? B: Yes, it's for Linda's birthday.   |
|       | 1 A: When are they supposed to be back?? B: I think so.   |
|       | 2 A: Where's she living now?? B: Yes, since last month.   |
|       | 3 A: How many of your cousins have you invited?? B: Just a few.   |
|       | 4 A: Why did you do such a silly thing?  B: I'm really sorry.   |
|       | 5 A: How much of the assignment have you written so far?  B: A couple of pages.   |
|       | 6 A: What's wrong with your mother?  B: No, she'll be fine soon.  |
|       | 7 A: Which doctor did you want to see?? B: Yes, please, if he's free.   |
| C80   | Now listen and check your answers. Then listen again. Press 'pause' before each A part and read it aloud. Use a falling tone in the first question and a fall-rising tone in the possible answer. Then press 'play' again and compare your pronunciation with what follows.   |
|       | Example What are you making :? A cake ??  |
|       | Follow up: Here are some more common short questions usually said with a falling tone. Do you know what they mean? What for? How come? Why not? What's up? So what?   |
|       |   |

# 45

## 'I paid €200,000 for it.' 'How much ■?' Repeat questions

We use some questions to get people to repeat all or part of what they have said. We may want to check that we heard it correctly, or perhaps we found it surprising. Because these questions are usually *making sure* (see Unit 43), they often have a rising tone.

A C81

Some repeat questions consist of -

a single wh- word

(who, what, where, when, why, how, which)

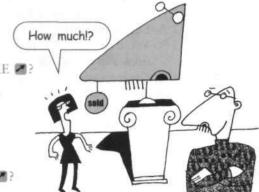
A: She used to work in Wollongong. B: WHERE

• a phrase beginning with a wh- word (e.g. how many, what sort, what time)

A: I paid €200,000 for it. B: HOW much ■?

 a longer question beginning with a wh-word (e.g. When did you get there?)

A: It starts at midday. B: WHEN does it start ?



All these repeat questions have a rising tone starting on the wh-word.

When questions are used to *find out* (see Unit 43), they have a falling tone. In these *finding out* questions the falling tone starts after the *wh*- word. Compare:

A: I'll meet you at eight. B: WHAT time ? (making sure)

but: A: I'll meet you at the station. B: what TIME ? (finding out)

A: This parcel's for Mike. B: WHO'S it for ? (making sure)

but: A: This parcel's arrived. B: who's it FOR ? (finding out)

C82

In other questions used to check hearing or understanding, we repeat the whole of what was said:

A: Kathy's getting married again. B: she's getting MARried again ?

or we focus on part of what was said using a wh- word or phrase at the end:

A: We're staying with Zara. B: You're staying with WHO ??

A: There were at least 500 people in the room. B: There were HOW many ?

We can use what or do + what to focus on the verb or the part of the sentence beginning with the verb:

A: I bought Chris a rabbit. B: You WHAT ? or: You did WHAT ??

C C8

C83 A number of common phrases with rising tone are used to ask people to repeat. For example:

'm SORRy 🗷? SORRy 🗷? PARdon 🗷?

WHAT did you say ■? SAY that aGAIN ■? SAY it aGAIN ■?

WHAT ■? You WHAT ■? (these two are less polite and some people avoid them)

 $\triangle$ 

Note: Some of these can also be used to *find out* (with falling tone):

A: Zak told me he was leaving. B: WHAT did you SAY \( \bigsim ? \) (= What did you say to him?)

| 45.1 Choose a question from the box to complete each conversation. (You won't need the | them a | need | won't | You | conversation. | each | complete | to | box | the | from | uestion | Choose a | 45.1 |
|--|--------|------|-------|-----|---------------|------|----------|----|-----|-----|------|---------|----------|------|
|--|--------|------|-------|-----|---------------|------|----------|----|-----|-----|------|---------|----------|------|

How many? What time was it? She's doing what? Why was he there? How much? Which one's yours? How old is it? When did you leave? What were you looking for? Who did you want to see? What sort? You did what? How far is it? Where? When do you need it?

EXAMPLE: A: I'd like to see Mrs Kirby, please. B: Who did you want to see? A: Mrs Kirby. 1 A: It only cost me fifty pounds. B: A: Fifty pounds. 2 A: I need it for Thursday. B: ..... A: Thursday. 3 A: It's a couple of centuries old. B: A: About two hundred years. 4 A: I told him I thought he was stupid. B: A: I said he was stupid. 5 A: It's only another five kilometres. B: A: Five kilometres. 6 A: She's got seven sisters. B: A: Seven. 7 A: I was looking for a spatula. B: A: A spatula. 8 A: He's got a job in Port Moresby. B: A: Port Moresby. 9 A: My bike's got the yellow saddle, B: A: The one with the yellow saddle. 10 A: Margot's going abseiling next weekend. B: A: Abseiling.

- Now listen and check your answers. Press 'pause' before each B part and read aloud what you have written with a rising tone. Then press 'play' again and compare your answer and your pronunciation with what follows.
- 45.2 Do you think the questions in these conversations are more likely to have a rising tone (put ✓ in the box) or a falling tone (<)?</p>

EXAMPLE A: The play starts at 7.00. B: When have we got to be there? A: At 6.30.

- 1 A: She's quite upset, you know. B: What did you say? A: She's quite upset.
- 2 A: There's a problem with the cooling system. B: How can you tell?
  A: The engine's overheating.
- 3 A: I'd like an ice cream. Pistachio flavour. B: What sort do you want? 

  A: Pistachio.
- 4 A: He says he doesn't want to go because of the humidity. B: Why doesn't he want to go?
- 5 A: I think it's broken. B: What is? A: The door bell.
- 6 A: There was a good attendance at the meeting. B: How many were there? A: About 50.
- 7 A: I've bought this necklace for Jackie. B: Who did you buy it for? A: Jackie.
- <sup>C85</sup> Now listen and check your answers.

Follow up: The questions with a rising tone in 45.2 could be said with a fall-rising tone with a similar meaning. Try saying those questions with a fall-rising tone.

### Although I was tired ≥, I couldn't get to sleep ≥ Comparisons and contrasts



When we are contrasting two words or phrases, we emphasise the parts that we want to contrast by making them prominent:

A: You looked exhausted last night. 'not being able to get to sleep' is contrasted B: Yes, but even though I was TIRED with 'being tired' I couldn't get to SLEEP . .



Typically, the word or phrase that is 'news' - that is, information that the hearer is not expected to know – has a falling tone (e.g. that I couldn't get to sleep; that the cake is for tomorrow). This contrasts with information that the hearer and speaker already share, which has a rising or fallrising tone (e.g. that I was tired; that A thinks the cake is for today). (See also Unit 39.)



Note: The contrasting phrase sometimes comes first and sometimes second.

Here are some common patterns of comparison and contrast -

· using a comparative form of an adjective:

I think it's more important to have COMfortable clothes \ than STYlish ones .

Notice that starting the falling or (fall-)rising tone on different words can affect meaning:

watching FOOTball was is much better than watching CRICKet was. WATCHing football wis much better than PLAYing football was.

using either ... or:

You can either catch the EARlier train wo or the LATer one w. Pve either left my wallet at HOME wo or i've LOST it

• using ..., not ... or ... not ..., ...:

He's got bronCHItis , not just a COUGH . I'm not really ANgry with him wa, just a bit anNOYED w.

 using other contrasting phrases (e.g. catch the bus versus walk home; reducing the cost of public transport *versus* increasing it):

Rather than catch the BUS Man, maybe we could WALK home Man We should be reDUcing the cost of public transport \( \sqrt{instead} \) instead of inCREASing it \( \sqrt{instead} \).

| 40.1 | the box for a falling tone or * * for a fall-rising tone where you think these tones are likely.  |
|------|---|
|      | EXAMPLE A: How on earth do you sit down in those jeans?  B: They're really quite comfortable , even though they're tight  |
|      | 1 A: You spoke to Bryan, didn't you?  |
|      | B: I phoned him , but there was no answer .   |
|      | 2 A: It was interesting meeting the Education Minister yesterday, wasn't it?  |
|      | B: I didn't get to speak to him , though everyone else seemed to  |
|      | 3 A: I suppose your parents were in bed when you got home.  |
|      | B: My Dad was asleep , but my Mum was waiting up for me   |
|      | 4 A: Of course, you know Dartmoor well, don't you?  |
|      | B: I used to live on Exmoor , not Dartmoor .  |
|      |   |
|      | 5 A: Ray's put on a lot of weight, hasn't he?   |
|      | B: Although he's overweight , he's actually quite fit .   |
|      | 6 A: We're going late on Friday.  |
|      | B: You'd be better off travelling on Saturday morning , rather than Friday night  |
| C88  | Now listen and check your answers. Then listen again. Press 'pause' before each B part and read it aloud. Make sure you start the falling or fall-rising tone in the right place. Then press 'play' again and compare your pronunciation with what follows. |
| 16.2 | Choose a pair of phrases from the box to complete each conversation. (Notice that you may need to change the order.) The tone (falling or rising) is given for each of the two parts of the sentence.   |
|      | short story – novel on the phone – face-to-face we can't afford it – we'd like to go new glasses – smaller fingers Australia – Scotland boat – helicopter   |
|      | EXAMPLE A: I really enjoyed her second film.  B: I actually liked her   |
|      | 1 A: We need to discuss this more. I'll give you a call.  |
|      | B: But it's easier to talk \textbf{\textit{B}} than   |
|      | 2 A: I'll never be able to sew this. I need smaller fingers.  |
|      | B: You either need or   |
|      | 3 A: Are you going to Malaysia again this holiday?  |
|      | B: Much as  |
|      | 4 A: I hope Carla has a great time in Australia.  |
|      | B: She's going to Perth in  |
|      | 5 A: How are you getting on with your novel?  |
|      | B: It's not a exactly , more a  |
|      | 6 A: How was the boat journey to Capri?   |
|      | B: Instead of going by  |
| C89  | Now listen and check your answers. Then listen again. Press 'pause' before each B part and read it aloud. Make sure you use falling and rising tones as indicated. Then press 'play' again and compare your pronunciation with what follows.                |
|      | Follow up: In some of B's replies in exercises 46.1 and 46.2 you could reverse the order of information, perhaps with some rewording of the sentence. Say the replies in this way, making sure that you keep the same tone on each piece of information.    |
|      |   |

# 47

# 'You were asleep in the class!' 'I ■ WASn't asleep ■.' Contradictions



When we contradict something (perhaps to correct it or because we disagree with it) we emphasise the word that focuses on the difference between the other speaker's view and our own:

A: You were asleep in the class!

B: 1 WASn't asleep .

Usually this word (wasn't in this example) has falling tone and a step up in pitch.

The symbol **1** is used to show a step up in pitch. In other words, the voice moves up to a noticeably higher level than it was at before.

В

C91

• To contradict a positive verb, we can use *not* or a contraction with -n't (don't, can't, won't, shouldn't, etc.). Not or the contraction is made prominent:

A: It's your fault we're late.

B: It's INOT my fault .

I thought Paul had the key, but he I DIDn't have it

A: You're not bringing your friends home. You'll be too noisy.

B: But we WON'T be noisy

 To contradict a negative verb, we use a positive form of the auxiliary or modal verb (be, have, can, would etc.).
 The auxiliary or modal verb is made prominent:

A: You can't remember your uncle Bob, can you?

B: Yes, I CAN remember him

A: You don't seem to like my cooking.

B: But I IDO like it S.

B: No, she's ■ILL ■. 

 In other contradictions we emphasise (also with a step up and falling tone) the word that corrects what the other speaker has said:

A: Carmen must have overslept again.

= she didn't oversleep, she's ill

A: Did you take the wrong turning?

B: Your in STRUCtions were wrong .

B contradicts A's suggestion that it was B who was at fault

We won't

be noisy.

Notice that there is sometimes a choice of words we can emphasise in order to contradict, although the meaning is similar. Compare:

A: I suppose she'd given up and gone home.

B: No, she **II** WAS waiting for me

although a different word is emphasised, the meaning is similar

B: No, she was ▮ WAITing for me ▶. ◆

<sup>C92</sup> In comparisons and contrasts (see Unit 46) and in contradictions, we sometimes emphasise parts

of words that are not normally emphasised. That is, we might make syllables prominent that are not shown as having primary or secondary stress in a dictionary (see also Unit 10):

A: So you think the troops are being reARMED?

B: No, I said they're being IDISarmed ...

stress is normally on the second syllable in dis'armed, but here there is a contrast between <u>re(armed)</u> and <u>dis(armed)</u>, so the first syllable is made prominent

- 47.1 Catherine and her school friends are planning a holiday in Spain to celebrate the end of exams, but her father objects. Here is what she told her friends.
  - 1 He says we're too young, but we're not too young.
  - 2 He says I can't afford it, but I can afford it.
  - 3 He thinks we'll stay out too late, but we won't stay out too late.
  - 4 He says we'll make too much noise in the hotel, but we won't make too much noise.
  - 5 He thinks I haven't got a passport, but I have got a passport.
  - 6 He says I don't work hard enough at school, but I do work hard.
  - 7 He says I've got school work to do, but I haven't got any school work to do.
  - 8 He thinks we can't look after ourselves, but we can look after ourselves.
  - Read each sentence aloud, stepping up on the word in italics and using a falling tone. Make sure that there are no prominent words after the word in italics. Then listen to the recording.
- 47.2 Underline the one word out of the two in **bold** that is more likely to be emphasised with a step up in pitch at the beginning of a falling tone.
  - EXAMPLE a A: The meeting's next Thursday, isn't it?
    - b A: The meeting's this Tuesday, isn't it?
  - 1 a A: So I need to add three cupfuls of sugar?
    - b A: So I need to add three spoonfuls of cream?
  - 2 a A: Your parents have lent you a car, then?
    - b A: Your parents have bought you a bike, then?
  - 3 a A: Isn't it time for you to get up?
    - b A: Won't you be late for school?
  - 4 a A: I want to use the laptop this afternoon.
    - **b** A: Alex just phoned. She wants you to bring the laptop into work.

- B: No, it's next Tuesday.
- B: No, it's next Tuesday.
- B: No, three spoonfuls of sugar.
- B: No, three spoonfuls of sugar.
- B: No, they've bought me a car.
- B: No, they've bought me a car.
- B: No, I'm not going to school today.
- B: No, I'm not going to school today.
- B: But I took it to work.
- B: But I took it to work.
- Now listen and check your answers. Then listen again. Press 'pause' before each B part and read it aloud. Make sure you step up in pitch in the right place. Then press 'play' again and compare your pronunciation with what follows.
- 47.3 Underline the syllable in each word in **bold** where you think the speaker will step up and start a falling tone.

Example A: Here's the microscope you wanted. B: But I asked for a microphone.

- 1 A: So you think it's a hardware problem? B: No, I said it's a software problem.
- 2 A: Yes, parties are always better outdoors. B: But we're holding it indoors.
- 3 A: I've deflated that airbed. B: But I asked you to inflate it.
- 4 A: I have rewound the hosepipe for you. B: But I wanted it unwound.
- 5 A: It is an unusual postcard, isn't it? B: No, I said an unusual postcode.
- 6 A: So you felt homesick while you were away? B: No, I was seasick.
- Now listen and check your answers. Then listen again. Press 'pause' before each B part and read it aloud. Make sure you step up in pitch in the right place. Then press 'play' again and compare your pronunciation with what follows.

Follow up: On a radio programme, a British opposition MP said: 'The government says it's going to happen, but this report shows it's not happen 1 ING .' Why do you think he said the last word in this way?

# 48

# You couldn't carry it upSTAIRS for me Requests and reservation

A

When we want to get someone to do something for us, we often express this in a polite way by using a fall-rising tone:

I need to get to the airport by six. Don't suppose you can give me a LIFT You couldn't carry it upSTAIRS for me ?
I suppose I could come over on Saturday, but Sunday would be EAsier .

(= asking someone to change their plans)

Notice, however, that if we *offer* to do something for someone, it often sounds more sincere – that is, as a more genuine offer of help – if we use a falling rather that a rising or fall-rising tone (see also Unit 43C):

Do you want a HAND ? can sound more genuine than:

Do you want a HAND ? or: Do you want a HAND ??

В

We commonly use a fall-rising tone when we want to indicate our *reservation* about something. For example, we may not completely agree with something, or we know that what we are saying is only partly correct, or we may not be sure that what we are saying will be accepted:

A: Do you like her paintings?
B: YES ■. (= I'm not sure, or I like some of them)

A: Is it an interesting town?

B: The OLD parts are . (= other parts aren't)

A: You lost again, I hear.

B: I did my BEST . (= you obviously expected more)

We also use a fall-rising tone when we talk about a cancelled arrangement:

A: Are you going to the conference next week?

B: Well, I was PLANning to go , but I've got too much WORK .

C

In negative sentences, there is sometimes a difference in meaning when we use a falling tone and a fall-rising tone (see also Unit 43B). Compare:

A: It's a pity Ann was ill and missed the party.

B: She didn't miss the party because she was ILL . (= it was for another reason)

but: A: I wonder why Ann missed the party.

B: She missed it because she was ILL . (= this was the reason)

A: I'll get some cheese while I'm out.

B: I don't want ANy cheese . (= I want a particular kind)

but: A: How much cheese shall I get?

B: I don't want ANy cheese . (= none at all)

- 48.1 Listen to these sentences and underline the syllable where the fall-rising tone starts.
- EXAMPLE I don't suppose you'd like to buy one?
  - 1 You couldn't do me a favour?
  - 2 Do you want to borrow my umbrella?
  - 3 I'd rather meet at ten, if you can make it.
  - 4 Couldn't you come another day?
  - 5 Will you be able to write a reference for me?
  - 6 Can I open the door for you?
  - 7 Can you get something for me from town while you're there?

Now say the sentences aloud. Make sure you use a fall-rising tone, starting on the underlined syllable. Which two of the sentences would sound more polite or sincere with a falling tone?

- 48.2 Match A's statements with B's responses, which express reservation. Then underline the syllable in B's responses where you think the fall-rising tone will start.
  - A: Mr Brown's an excellent dentist.

    A: I've put on a lot of weight recently.

    A: Dali's paintings were so strange.

    A: You're very good at chess, aren't you?

    A: Great news about Martha's new job.

    A: It's a pity you couldn't come skiing with us.

    B: His later ones were.

    B: I wanted to come.

    B: He's very good with children.

    B: It was certainly unexpected.

    B: Well, I used to play well.

    B: You still look fit, though.
  - Now listen and check your answers. Press 'pause' before each B part and read it aloud. Then press 'play' again and compare your pronunciation with what follows.
- 48.3 Tick (✓) the more likely continuation in each case.

EXAMPLE I didn't decide not to buy the hat because it was too exPENsive ...

- (i) I just didn't like the colour. ✓ (ii) I don't have much money at the moment.
- 1 I didn't buy the car because it was CHEAP S...
  - (i) I'd have been happy to pay a lot more for it. (ii) So I guessed it wouldn't be reliable.
- 2 She didn't fail the exam because she was LAzy ...
  - (i) I was always telling her to work harder. (ii) She was really ill on the day.
- 3 He won't play in ANy tournaments ...
  - (i) He says he's too old. (ii) He only plays where there's a lot of prize money.
- 4 I don't like ANyone borrowing my bike \structure ...
  - (i) It's really valuable. (ii) I only lend it to my closest friends.
- Now listen and check your answers. Then say the sentences aloud, including the correct continuation.

Follow up: Think of a country (not your own) and write three positive things about it. Now imagine that you have been asked to move to that country, but you are reluctant to go. How might you only partly agree with positive comments about the country to express your reservation? For example, 'People are very friendly there! 'Well, in the VILLages they are \*\*! Use a fall-rising tone in your response. (If possible, you could do this activity with another student.)

# 49

# On the whole , it went very well Attitude words and phrases (1)



(D8)

A number of words and phrases are commonly used to indicate our attitude to what we are going to say, what we have just said, or what another speaker said. Words and phrases like this are often in a separate speech unit (see Unit 32), either at the beginning or at the end of a sentence, and when this happens many are typically said with a particular tone. For example:

A: Isn't there a bank anywhere in town?

B: There isn't, // CUriously //. 

A: How did the exam go?

B: // on the WHOLE // it went very well.

Our maths teacher's not the happiest of people

// to say the LEAST //.

'to say the least' at the end usually has a falling tone

'to say the least' at the end usually has a falling tone

Units 49 and 50 look at intonation in these attitude words and phrases.



Note: Attitude words and phrases may be part of a longer speech unit and then intonation is less predictable. For example:

// PEOple on the whole were very KIND 11/1

P.

Some attitude words and phrases are used to emphasise that what we are saying is true, and these typically have a falling tone both at the beginning and end of a sentence. Words and phrases like this include: believe 'me, 'surely, to put it 'mildly and to say the 'least (note that the main stressed syllable is marked with '):

BeLIEVE ME ■, it's freezing out there.

She wasn't too pleased with me, to put it MILDly ■.

The phrase *mind* you is used at the beginning of a sentence, typically with a falling tone, to emphasise an added piece of information:

My granddad is always at the doctor's. MIND YOU ■, he smokes a huge amount.

C

The phrase *The (only) thing is ...* is used at the beginning of a sentence, typically with a rising or fall-rising tone to highlight a problem connected to what has just been said:

You know you lent me that money? Well, the THING IS , I need some more.

The phrases *The fact/point is* ... indicate that what we are going to say is important, and *The question/problem is* ... label what we are going to say as an important question or problem. These phrases also typically have a rising or fall-rising tone:

It might be a good car, but the FACT IS ., it's too expensive.

I know you've applied for the job. The QUEStion IS , do you really want it?

D

Some words are used to show what viewpoint we are speaking from; that is, identifying what features of something we are talking about. Typically, these phrases have either a rising or fall-rising tone:

PHYSically , he's in quite good shape.

I mean, LOGically , her answer was quite right.

Other examples are economically, outwardly, politically, statistically, superficially, technically.

| EXAMPLE A: In my opinion , the government was wrong to go to war. What do you think?  B: I disagree, actually  | 49.1 | Listen to these conversations. Do the attitude word in the box), rising tone ( $\checkmark$ ) or fall-rising tone ( $\checkmark$                                |   |  |  |  |  |
|--|------|---|---|--|--|--|--|
| B: I ve had them a while. A few weeks, in fact   |      |   | nt was wrong to go to war. What do you think?   |  |  |  |  |
| when I got home. Jack was to blame, naturally B: And of course he said it wasn't his fault. A: That's right.  B: And of course he said it wasn't his fault. A: That's right.  B: Bhe's got a point, in fairness hust she's also got to be ready to put her money where her mouth is, so to speak  1  |      | B: I've had them a while. A few weeks, in   | again.  |  |  |  |  |
| A: Why don't you get a new job?  A: How did the workers feel about the decision?  A: What did your mother say when you left?  A: This wine tastes wonderful.  A: My dog ate my homework.  B: You don't expect me to believe that, surely?  B: Believe me, I would if I could.  B: She was disappointed, to put it mildly.  Now listen and check your answers. Press 'pause' before each B part and read it aloud. (Make sure you use a falling tone on the words and phrases in bold.) Then press 'play' again and compare your pronunciation with what follows.  Repeat the words in the box after the recording. Use a fall-rising tone in each case.  Outwardly politically statistically superficially technically  Now use the same words to complete the sentences, and then say the sentences aloud using a fall-rising tone on the words you have written.  EXAMPLE Average temperatures have risen a little over the last hundred years, although Statistically Attains the increase is insignificant.  1 He was quite hurt by her comments, although he showed no sign of being upset.  2 She plays the violin with a lot of feeling, although it looks repetitive.  Now listen and check your answers.  Follow up: Write sentences using some of the phrases in C opposite. Read these aloud, making sure you use a rising or fall-rising tone in the phrase. For example, 'I was going to contact Ann. The only thing is, I  |      | when I got home. Jack was to blame, naturally   | B: She's got a point, in fairness  But she's also got to be ready to put her money where her mouth is, so to              |  |  |  |  |
| A: How did the workers feel about the decision?  A: What did your mother say when you left?  A: This wine tastes wonderful.  A: My dog ate my homework.  B: She was disappointed, to put it mildly.  Now listen and check your answers. Press 'pause' before each B part and read it aloud. (Make sure you use a falling tone on the words and phrases in bold.) Then press 'play' again and compare your pronunciation with what follows.  Repeat the words in the box after the recording. Use a fall-rising tone in each case.  Outwardly politically statistically superficially technically  Now use the same words to complete the sentences, and then say the sentences aloud using a fall-rising tone on the words you have written.  EXAMPLE Average temperatures have risen a little over the last hundred years, although statistically with the increase is insignificant.  1 He was quite hurt by her comments, although he showed no sign of being upset.  2 She plays the violin with a lot of feeling, although she's not that good.  3 The country is rebuilding after the war, but it's still unstable.  4 The job is quite interesting, although it looks repetitive.  Dis Now listen and check your answers.  Follow up: Write sentences using some of the phrases in C opposite. Read these aloud, making sure you use a rising or fall-rising tone in the phrase. For example, 'I was going to contact Ann. The only thing is it's a say in the surface of the phrase. The proposite is a say in the specific out. | 49.2 | Match A's questions and statements with B's response  | nses to make five conversations.  |  |  |  |  |
| you use a falling tone on the words and phrases in bold.) Then press 'play' again and compare your pronunciation with what follows.  Repeat the words in the box after the recording. Use a fall-rising tone in each case.  Outwardly politically statistically superficially technically  Now use the same words to complete the sentences, and then say the sentences aloud using a fall-rising tone on the words you have written.  EXAMPLE Average temperatures have risen a little over the last hundred years, although statistically the increase is insignificant.  1 He was quite hurt by her comments, although he showed no sign of being upset.  2 She plays the violin with a lot of feeling, although she's not that good.  3 The country is rebuilding after the war, but it's still unstable.  4 The job is quite interesting, although it looks repetitive.  Now listen and check your answers.  Follow up: Write sentences using some of the phrases in C opposite. Read these aloud, making sure you use a rising or fall-rising tone in the phrase. For example, 'I was going to contact Ann. The only thing is, I   |      | <ul> <li>A: How did the workers feel about the decision?</li> <li>A: What did your mother say when you left?</li> <li>A: This wine tastes wonderful.</li> </ul> | B: It was unpopular, to say the least. B: You don't expect me to believe that, surely? B: Believe me, I would if I could. |  |  |  |  |
| Now use the same words to complete the sentences, and then say the sentences aloud using a fall-rising tone on the words you have written.  EXAMPLE Average temperatures have risen a little over the last hundred years, although Statistically The increase is insignificant.  1 He was quite hurt by her comments, although he showed no sign of being upset.  2 She plays the violin with a lot of feeling, although she's not that good.  3 The country is rebuilding after the war, but it's still unstable.  4 The job is quite interesting, although it looks repetitive.  D15  Now listen and check your answers.  Follow up: Write sentences using some of the phrases in C opposite. Read these aloud, making sure you use a rising or fall-rising tone in the phrase. For example, 'I was going to contact Ann. The only thing is , I  | 41P  | you use a falling tone on the words and phrases in  |   |  |  |  |  |
| fall-rising tone on the words you have written.  EXAMPLE Average temperatures have risen a little over the last hundred years, althoughstatistically the increase is insignificant.  1 He was quite hurt by her comments, although he showed no sign of being upset.  2 She plays the violin with a lot of feeling, although she's not that good.  3 The country is rebuilding after the war, but it's still unstable.  4 The job is quite interesting, although it looks repetitive.  D15 Now listen and check your answers.  Follow up: Write sentences using some of the phrases in C opposite. Read these aloud, making sure you use a rising or fall-rising tone in the phrase. For example, 'I was going to contact Ann. The only thing is, I  | 4000 |   |   |  |  |  |  |
| although Statistically the increase is insignificant.  1 He was quite hurt by her comments, although he showed no sign of being upset.  2 She plays the violin with a lot of feeling, although she's not that good.  3 The country is rebuilding after the war, but it's still unstable.  4 The job is quite interesting, although it looks repetitive.  D15 Now listen and check your answers.  Follow up: Write sentences using some of the phrases in C opposite. Read these aloud, making sure you use a rising or fall-rising tone in the phrase. For example, 'I was going to contact Ann. The only thing is , I   |      |   | s, and then say the sentences aloud using a   |  |  |  |  |
| <ul> <li>1 He was quite hurt by her comments, although</li></ul>   |      | EXAMPLE Average temperatures have risen a little although   | e over the last hundred years,<br>the increase is insignificant.  |  |  |  |  |
| 2 She plays the violin with a lot of feeling, although she's not that good. 3 The country is rebuilding after the war, but it's still unstable. 4 The job is quite interesting, although it looks repetitive.  Now listen and check your answers.  Follow up: Write sentences using some of the phrases in C opposite. Read these aloud, making sure you use a rising or fall-rising tone in the phrase. For example, 'I was going to contact Ann. The only thing is , I   |      |   | he showed no sign of  |  |  |  |  |
| Follow up: Write sentences using some of the phrases in C opposite. Read these aloud, making sure you use a rising or fall-rising tone in the phrase. For example, 'I was going to contact Ann. The only thing is, I   |      | <ul><li>2 She plays the violin with a lot of feeling, although</li><li>3 The country is rebuilding after the war, but</li></ul>                                 | it's still unstable.  |  |  |  |  |
| a rising or fall-rising tone in the phrase. For example, 'I was going to contact Ann. The only thing is  | D15  | Now listen and check your answers.  |   |  |  |  |  |
|  |      | a rising or fall-rising tone in the phrase. For example,  |   |  |  |  |  |

# Attitude words and phrases (2)

The words and phrases in this unit usually have a fall-rising tone at the beginning of a sentence (or after *and* or *but*) and a rising tone at the end of a sentence.

A number of one-word adverbs can be used to show your opinion of what you are talking about:

I was hoping to go to Italy this week, but unFORtunately , I couldn't get a flight. A: Can you record DVDs on your computer? B: No, I can't, unFORtunately .

Other adverbs like this include: amazingly, astonishingly, curiously, fortunately, funnily, interestingly, luckily, oddly, regrettably, remarkably, sadly, strangely, surprisingly, unbelievably.



**Note:** Many of these adverbs are also used to describe adjectives, verbs or other adverbs, when they may have different intonation patterns:

His cooking is surPRISingly GOOD S

Some of the adverbs listed above (in particular, *curiously*, *funnily*, *interestingly*, *luckily*, *oddly*, *strangely* and *surprisingly*) are used with *enough* in a phrase showing opinion:

He went out without his wallet. LUCKily eNOUGH , he had some change in his jacket pocket.

I use this bit of wire as a TV aerial, and it works, STRANGEly eNOUGH .

We can use *actually* at the beginning or end of a sentence to sound more polite, particularly if we are correcting what someone has said, giving a different opinion, or refusing a request or offer:

A: I thought the concert was a bit dull. B: ACtually , I quite enjoyed it. A: Do you want a coffee? B: I've got one, ACtually .

The words *apparently*, *presumably* and *supposedly* show that we are not completely sure what we are saying is true, perhaps because someone else has told us (see also Unit 48):



Some attitude words and phrases are used to show that what we are saying is only an approximate statement: that we are referring only to the main features of something, or that we know that there are exceptions. These include 'basically, by and 'large, as a 'rule, 'generally, on the 'whole, es'sentially and in 'general (note that the main stressed syllable is marked with '):

A: What will you do after college? B: BAsically , I want to do some travelling. I only see my brother at Christmas, as a RULE .

| 50.1 | Choose one word or phrase from the box to complete each pair of sentences. Do you think each word or phrase is more likely to have a rising tone (write ◄) or a fall-rising tone (◄◄)?   |  |   |               |  |  |  |  |  |
|------|--|--|---|---------------|--|--|--|--|--|
|      | frankly  | strangely enough   | interestingly                               | luckily       | sadly  |  |  |  |  |
|      | EXAMPLE a I heard from Dan's mother that he'd given up his course. He didn't tell me himself, interestingly.  b We thought we'd find a difference in reading preferences between boys and girls bu interestingly.  they like the same books. |  |   |               |  |  |  |  |  |
|      | 1 a Mona had a heart operation last week, it wasn't successful.  b I'll be leaving Australia at the end of the year,   |  |   |               |  |  |  |  |  |
|      | <ul> <li>2 a The kitchen ceiling completely collapsed</li></ul>  |  |   |               |  |  |  |  |  |
|      | 3 a Peter's lo<br>b The busi   | st his job and I don't<br>ness isn't doing well  | care,                                       |               | , it's beginning to worry me.  |  |  |  |  |
|      | 4 a I hadn't seen Adam for years but then I bumped into him twice last week,  b Sophia has got two sisters but, she never mentions the older one.  |  |   |               |  |  |  |  |  |
| D20  |  | d check your answers.<br>ou have written.  | Then say the sent                           | tences aloud  | using the same tones in the words  |  |  |  |  |
| 50.2 | Are the words and phrases in <b>bold</b> more likely to have a rising tone (put → in the box) or a fall-rising tone ( → →)?  |  |   |               |  |  |  |  |  |
|      | EXAMPLE A: They'll post the tickets to us, presumably ? B: Supposedly **, they've sent them already.   |  |   |               |  |  |  |  |  |
|      | 1 A: Basically , you made the whole story up, didn't you?<br>B: No, it was true, essentially   |  |   |               |  |  |  |  |  |
|      | 2 A: Apparently , the car will be ready by tomorrow. B: Yes, the garage is quite efficient, on the whole   |  |   |               |  |  |  |  |  |
|      | 3 A: Theresa phoned this morning, apparently   |  |   |               |  |  |  |  |  |
|      | 4 A: Presumably , you've been to Canada recently? B: Not for many years, actually  |  |   |               |  |  |  |  |  |
| D21) |  | Now listen and check your answers. Then say each line aloud, using a rising or fall-rising tone on the words and phrases in bold as appropriate. |   |               |  |  |  |  |  |
|      | someone says<br>or end of you  | these things about then  | n. How might you o<br>e, 'Paul's 40 next ye | orrect them u | nd of yours. Now imagine that using actually either at the beginning he's 45.' (If possible, you could |  |  |  |  |

## How embarrassing \*\*! Exclamations

When we want to give our opinion on something that has been said or done, we can do this with particular emphasis, often to express enthusiasm, using an adjective. Typically, this has a rise-falling tone:

A: Dan got the job! B: GREAT

A: It's incredible to think that it's over 100 years old, B: AMAzing

A: Sounds really good, doesn't it? B: FanTAStic \*\*\*!

However, when adjectives like this have a low falling tone, they can be used in a sarcastic way. A positive word is used, but in fact expresses lack of enthusiasm, disappointment, or criticism:

A: The flight's been cancelled.

to express surprise at what has been said:

B: GREAT . A: The computer's crashed again. B: WONderful . We can also use an adjective with a rise-falling tone

A: Jack's just bought a new car. It's pink.





FLIGHT BN954 ZURICH CANCELLE

Great.

Adjectives like this can also be used with a rise-falling tone as part of longer phrases, often emphasised with adverbs such as absolutely, completely and totally:

A: They're stupid to close the school. B: ABsolutely riDICulous

A: Karl's given up his college course. B: He must be comPLEtely MAD

A: Were the instructions any good? B: They were TOtally incompreHENsible

Some are also used in exclamations after how:

HOW emBARrassing . !

HOW COOL . (= very good; informal)

Nouns and phrases without adjectives may also be used to express surprise, anger, etc., typically with a rise-falling tone. Sometimes these repeat a part of what was previously said:

You're JOking 25!

NONsense .

A: They've got diamonds in them. B: DIAmonds 251!

Notice that the word *really* can have different meanings, depending on the tone used with it. For example, with a rise-falling tone it often expresses surprise, but with a rising tone it often expresses doubt:

A: It only cost me €10. B: REALly Man! (= I'm surprised)

B: REALly ? (= I'm not sure I believe you)

| 51.1<br>D26 |  |                                       | tone in each respo                    | onse. Underline        |
|-------------|--|---------------------------------------|---------------------------------------|------------------------|
| 4.5         | EXAMPLE A: You had a good time, then. B: Suj   | perb! 🔼 / 🖫 e                         | nthusiastic                           |                        |
|             | 1 A: I can't find the tickets. B: Brilliant! / 2 A: The house had a well in the kitchen. B: Ex 3 A: That's the third red bus I've seen today. B: 4 A: Dan's coming over at six. B: Great! / 5 A: Kate's just phoned to say she'll be late. B: 6 A: She speaks 14 languages. B: Remarkable! 7 A: These beetles glow in the dark. B: Interesti         | traordinary! Fascinating! Marvellous! | w / w                                 |                        |
|             | Now listen again. Press 'pause' before each B part underlined. Then press 'play' again and compare yo  |                                       | 그 아내가 있는 사람들이 그 가는 하는 사람들이 없는 것이 없다.  |                        |
| 51.2        | 2 Choose the most likely adjective from the box to or  | omplete each cor                      | oversation.                           |                        |
|             | bizarre convenient <del>dreadful</del> ex  | hausting ho                           | rrified stunnii                       | ng useless             |
|             | EXAMPLE A: How are you feeling? B: Absolutel  1 A: There's a coffee shop right next door. B: H  2 A: Were you shocked by the news? B: Totally  3 A: This heater isn't much good. B: Completely  4 A: His paintings are weird, aren't they? B: Tot  5 A: How did you find the heat in Malaysia? B:  6 A: The view from here is fantastic. B: Absolute | yally                                 | · · · · · · · · · · · · · · · · · · · | !                      |
| D27         | Now listen and check your answers. Press 'pause' buse a rise-falling tone on the words you have writ   |                                       | t and read it aloud.                  | Make sure you          |
| 51.3<br>D28 |  | ou press 'play' ag                    | jain you will hear t                  | he correct             |
|             | No way! That's ridiculous! A Porsche!  | Tomorrow!                             | You're kidding!                       | You idiot!             |
|             | EXAMPLE You hear The boss wants the range of ToMORrow 7.   | eport by tomorre                      | ow.                                   |                        |
| 51.4        |  |                                       | word 'Really'. Expre                  | ess surprise           |
| 4.5         | EXAMPLE You hear Marcus has left his jo REALly **! (surpr  |                                       |                                       |                        |
|             | 1 surprise 3 doubt 5 do 2 doubt 4 surprise 6 sur   |                                       | 7 surprise<br>8 doubt                 | 9 doubt<br>10 surprise |
| D30         | Now listen to both the statements and responses of   | on the recording.                     |                                       |                        |
|             | Follow up: Write three ridiculous demands your teach response, repeating part of their sentence and using a want you to write in green.' 'GREEN *! (If possible  | rise-falling tone to                  | show your surprise.                   | For example, 'I        |

## 52

### Mhm, Right, I see Keeping conversation going

A

D31

When we are taking part in a conversation, we often show the current speaker that we are following what they are saying, and that we want them to go on. A number of sounds, words and phrases are commonly used to do this, usually with a rising tone. These include mm, uhuh, mhm, okay, right, yeah, I see:

A: So how do I make a recording with this?

B: Well, you plug the microphone in this socket in the back [A: MHM ■] and you make sure that it's switched on and that the battery's working [A: RIGHT ■].

Then you press the play button and the pause button at the same time [A: oKAY ■] and then check that the recording level is okay [A: uHUH ■]. You can change it using this dial here [A: I SEE ■]. And then when you're ready you just ...

В

When these are used with a falling tone, they often indicate that we think the speaker has finished or that we want to take a turn in the conversation ourselves (see also Unit 53):

B: ... but make sure you don't move this switch.

A: RIGHT . What does it do?

B: It changes the voltage setting.

A: I SEE . And what would happen exactly?

C

Some words and phrases are added to positive sentences in order to check that something has been understood or accepted as true, usually with a rising tone. These include *alright*, *you know*, *okay*, *you see*, *right*:

I'll be over later, alRIGHT ■? He was really odd, you KNOW ■?

They are often followed by the words and phrases in A, usually with a falling tone, indicating 'I have understood' or 'I agree':

A: I phoned Jerry straight away. He's a doctor, you SEE 2.

B: RIGHT .

A: So I thought he'd be able to help.

A: You're not to touch it, oKAY ??

B: oKAY .

D |

To show interest and to encourage the speaker to continue, we can also use short questions such as *Did you? Were they? Haven't we?*, typically with a fall-rising tone:

A: Saw Helen in town today.

B: DID you ??

A: She said she's bought the flat [B: MHM ] though she won't be able to move in until next year.

B: WON'T she

A: No, some problem with the other people moving out. [B: RIGHT ■] Apparently they're going to ...

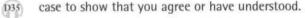
We can also use Really? with a fall-rising tone for a similar purpose (see also Unit 51):

A: Did you hear there's been another earthquake in Iran?

B: REAlly > ?

A: Yeah, and another bad one, too.

52.1 Listen and take B's part in this conversation. You will only hear the A parts. Use a falling tone in each



A: The coach leaves at six, alright?

B: Okay. 🔊

A: From outside the museum, you know?

B: Right.

A: You wanted two tickets, right?

B: Yeah.

A: That's \$50, okay?

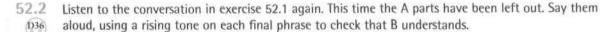
B: Mhm.

A: It costs more at the weekend, you know?

B: Mm.

A: 'Cause we have to pay the driver more, you see?

B: Uhuh.



Example You say

The coach leaves at six, alright ??

You hear

Okay.

52.3 Listen to this conversation. Two people are talking about a proposed new road through the

countryside. Are the words and phrases in **bold** said with a falling tone (put in the box), rising tone (in fall-rising tone (in fall-r

A: So it'll go past those trees ...

B: Mhm .

A: ... across that footpath ...

B: Yeah .......

A: ... and down across the top of that field.

B: Right m, and who owns that?

A: All the fields around here are part of a big farm.

B: Uhuh .

A: Belongs to the farmer who lives in that white house.

B: Right ......

A: Of course, he won't be happy about the plans.

B: Won't he

A: No, I doubt that he'll want to sell any of his land.

B: Okay . So what'll happen then?

A: I suppose the council could force him to sell.

B: Really

A: But that wouldn't be popular with the local community.

B: I see

Now check your answers in the Key.

Listen to the conversation in exercise 52.3 again. This time the B parts have been left out. Say them aloud, using the same tones on the words in **bold**.

**Follow up:** English uses sounds such as *mm*, *uhuh*, and *mhm* to keep conversation going. Do you use the same or different sounds in your first language? Do you use the same pattern of rising, falling and fall-rising tones on these sounds that you have learned about in this unit?

# On top of that... **>** Anyway... **>** Adding information and changing topic

Λ

A number of words and phrases are used to introduce a piece of information that is related to what has just been said. Many of these are typically said in their own speech unit with a rising or fall-rising tone:

- A: You can get a €100 fine for dropping litter in the city centre.
- B: // on TOP of THAT //, the police can make you spend a whole day picking up rubbish.
- A: I'll give you a ring later.
- B: // BETter STILL ///, why don't I come over and see you?
- A: We haven't got any coffee left.
- B: // in THAT case ///, I'll just have water, thanks.
- A: There's no point in keeping this jacket, it's full of holes.
- B: // ALso Manual //, the zip's broken.

Other words and phrases like this include: at the same 'time, in the same 'way, 'similarly, by the same 'token, even 'better, worse 'still, 'otherwise, in other 'words (or in 'other words). (Note that the main stressed syllable is marked with '.)



D4

When we want to change the topic in a conversation or to start talking about a different aspect of the same topic, we often begin with a word or phrase with a falling tone in its own speech unit:

- A: So where did you say they lived?
- B: Cornwall.
- A: Great, it's really nice there.
- B: Yeah. // ANyway Sall, I must dash. See you later.
- A: I really like the town square.
- B: Lovely, isn't it? // RIGHT ■//, so what would you like to see next?

Other words and phrases like this include: 'anyhow, by the 'way, inci'dentally (this suggests that what is going to be said is less important than what has come before), 'now (then), o'kay, well.

Some people use *look* to introduce an aspect of the same topic that they particularly want the hearer(s) to pay attention to:

- A: There's a meeting this Friday afternoon.
- B: // LOOK \\/, I won't be able to get there, so can you tell me what happens?

However, other people only use it in this way to show that they are annoyed:

- A: I don't want to go to the dentist.
- B: // LOOK M/, don't be so childish!

We can use besides to give another reason or argument for something:

- A: Maybe we could look around the castle?
- B: It's really expensive to get in. // BeSIDES \\"\"/, it's only open in the morning.

| EXAM  | B: Even better Sylven better S |
|-------|--|
|       | Perhaps we could meet and have lunch?  |
|       | we could just have a coffee.   |
|       | Did your dad see you in the pub?, he caught me smoking.  |
|       | When I gave them cabbage for dinner, they wouldn't eat it.   |
|       | young children often don't like green vegetable  |
|       | I'll probably drive over early in the morning when it's cooler.  |
|       | the roads won't be as busy then.   |
|       | Mr Jenkins should be back in a few minutes.  I'll wait for him.  |
|       | line the word or phrase in <b>bold</b> that is more natural in these conversations. Then underline that is more likely with the word or phrase you have chosen.  |
| Exam  | B: In other words / Incidentally, you've lost it, haven't you?   |
|       | So eventually, the holiday turned out really well.   |
|       | Sounds great. In the same way / By the way, how's your mother feeling now? \square / \square   |
|       | We could go to Paris by train rather than taking the car.  Better still / Similarly, we could travel first class. \(\sim / \sim \)   |
|       | I wouldn't mind something to eat.  |
|       | Also / Well, there's some leftover chicken in the fridge.  |
|       | It would be good to get together soon.   |
|       | Yes, we really should. Anyway / On top of that, thanks for ringing. \[ \bigsim / \bigsim \infty \]   |
|       | The factory needs improved safety conditions for its workers.  |
| В: /  | And anyhow / by the same token, workers need to follow safety guidelines. 💌  |
|       | isten and check your answers. Press 'pause' before each B part and read it aloud. Then press again and compare your answer and intonation with what follows.   |
|       | of a suitable way to complete each B part and write it in the space. Then say the B part alo<br>an appropriate tone on the phrase in <b>bold</b> . (If you can, find a partner to take the A part.)  |
| Ехам  | PLE A: I think it's really good that they're going to use the old town hall as a library.  B: But at the same time **, *they've got to preserve the character of the place   |
|       | Bridget and Steve are coming next week.  |
|       | In that case ,   |
|       | I've got an assignment to do by Monday.  |
|       | won't see you over the weekend, then. Incidentally ,   |
|       | No, it's too expensive. Besides , , , , , , , , , , , , , , , , , , ,  |
|       | Have you thought any more about my offer to buy your car?  |
|       | Look ,   |
| Now I | isten to some example answers.   |
| Follo | ow up: The phrase 'then again' usually has a rising or fall-rising tone. Check its meaning in a tonary, and then write a short A/B conversation, like the ones above, which uses it.   |

### Before she left school// she started her own business Dividing prepared speech into units (1)

In most contexts, when we speak we are making up what we say as we go along. However, many people at times need to plan and prepare speech more formally, and read this aloud from a written text or develop it from notes. For example, students and academics may have to give presentations or lectures in class or at a conference; business people may have to give reports at meetings; teachers or broadcasters may need to read text aloud to their pupils or their audience. In Units 54 to 60, we will look at some of the features of pronunciation that tend to be found in the prepared speech produced in situations like these.

In prepared speech, we tend to put speech unit boundaries, often marked with a pause, at clause boundaries (see also Unit 32) although they can go elsewhere, too. In this example, from a presentation, speech units are marked with //. The ones at clause boundaries are marked with //:

We have a great opportunity// at the moment// to encourage awareness of science// among the public.// A recent opinion poll// which was conducted earlier this year// revealed that// 80% of the population// is interested in science.// In addition//, it shows// a growing trust in scientists// who make an important contribution// to society.// However//, the poll also showed// that few people// felt they know enough// about science. // To develop understanding of science// we need more public debate// and we should be making science// more interesting// in school.



When written text is read aloud, speech unit boundaries are often placed at punctuation marks (commas, full stops, etc.). However, speech unit boundaries may also be put in other places.



D45 In particular, we tend to put speech unit boundaries -

between two clauses linked by and or but:

We have cut costs substantially// and will continue to invest. This is only one view// but it's supported by recent research.

 before and after an adverbial clause (i.e. a clause that gives more information about how, where, when, why, etc.):

Before she left school// she started her own business.

We'll be meeting at eight// to get to the airport by ten.

• after a clause which is the subject of a sentence (see also Unit 42):

What they will do next// is unclear.

How the process works// will be explained in the next lecture.

 before and after a non-defining relative clause (i.e. a clause that gives more information about a noun or noun phrase before it):

The head of the police force// who is to retire next year// has criticised the new law. I would like to thank the conference organisers// who have worked very hard.

But notice that defining relative clauses are less likely to be separated from the noun they refer to by a speech unit boundary:

The number of people who are emigrating// is increasing steadily. rather than: The number of people// who are emigrating// is increasing steadily. We objected// to the recommendation that was put forward. rather than: We objected// to the recommendation// that was put forward.



Note: There may not be a speech unit boundary between clauses which are short:

We'll leave when we can. (rather than: We'll leave// when we can.)

54.1 In each sentence, two possible speech unit boundaries are marked with //. Underline the one that is more likely.

EXAMPLE The only college // that teaches medical statistics // is to close next year.

- 1 The ship was launched // in September 1942 // and destroyed a month later.
- 2 Property prices will increase // as long as interest rates // remain low.
- 3 The bird is often heard // but seldom // seen in the wild.
- 4 They took what they could carry // and left the rest // of their belongings behind.
- 5 Why students drop out // of university // is a complex issue.
- 6 Thieves made off // with the painting // despite security guards in the building.
- 7 Most people also speak French // which is taught // from the age of six.
- 8 Who gave the order // to shoot // is to be investigated further.
- 9 Women // who are pregnant // should avoid alcohol.
- 10 He claimed // he was innocent // but the jury disagreed.
- Now listen and check your answers, and then say the sentences aloud.
- Prepare to read aloud this extract from a talk about complementary therapy. Think about where you will put speech unit boundaries and mark these with //. Use the information in A and B to help you. Read the extract aloud and, if possible, record and listen to yourself.



Complementary therapy, // which focuses on the whole person, // is becoming more widely used. It considers a patient's physical symptoms and also takes lifestyle into account.

Most practitioners believe that the body seeks a state of balance. What complementary therapy does is help people achieve this balance. Treatment not only relieves the disease but also promotes general wellbeing.

How complementary therapy works is still not entirely clear. Recent research has compared it with traditional medicine. In one study conducted in Canada a group of patients who had severe back pain were treated either with complementary or traditional treatments. Patients who had complementary treatments showed faster rates of improvement.

Now listen to the extract as it is said on the recording.

Follow up: Record a short section (about 30 seconds) of a radio news broadcast in English. (See Unit 4 for possible online sources.) Listen as many times as you need to and write out what is said. Try to mark the speech units with //. Which of these are at clause boundaries?

### One of the paintings// he left to his sister Dividing prepared speech into units (2)

In Unit 54, we saw that in prepared speech we usually place a speech unit boundary at the end of a clause. Speech unit boundaries also typically go before and after certain grammatical units within clauses. These are marked with // in the following example. Other speech unit boundaries are marked with //.

Surprisingly// rates of heart disease// are rising again//. One of the most likely reasons// for this increase// is excessive eating//. As a result// levels of obesity// are going up// and people are taking less exercise//. In many parts of the country/// this is becoming// a major// concern.

In particular, we tend to put speech unit boundaries -

(a) before and after adverbials which refer to a whole clause:

Unusually for that time of year// there was deep snow.

The president's son has been named// unofficially// as his successor.

(b) between the subject of a clause and the verb when the subject is long:

> The last ten years of her life// were spent in France. Some of the rarest birds in the world// can be found on the island.

(c) before and after 'reduced clauses' that have a conjunction or adjective, but no verb:

Wherever possible // the road will avoid existing settlements.

(= wherever it is possible)

The two villages// although only a few miles apart// were very different.

(= although they are only a few miles apart)

- (d) after elements that are put at the front of a clause other than the subject (the usual first element of a clause). These include -
  - (i) adverbial phrases giving information about time and place:

The train line will be closed for two weeks. // In the meantime// a bus service will be operating.

All over the world// people are concerned about climate change.

- (ii) linking adverbs showing the connection between what you have said and what follows, such as: furthermore, in the same way (making an additional point); alternatively, even so, on the other hand (indicating contrasts); consequently, as a result, therefore (indicating consequences): There are clear limitations in the research. // Even so// the findings are valuable. Demand in Europe has declined. // Consequently// our profits have fallen.
- (iii) words and phrases indicating the stage of what they are saying, such as: first(ly), second(ly), finally, in conclusion, to conclude, in summary, to sum up: Secondly// waiting times need to be shortened. In summary// our report recommends relocating the factory overseas.
- (iv) objects that are placed before the verb: One of the paintings// he left to his sister. // The other// he left to me. A number of the experiments// we conducted in Antarctica.

We also tend to put a speech unit boundary, usually with a pause, before information that we want listeners to focus particular attention on (see also Unit 60). For example:

In today's talk, I want to introduce an important concept in language study ... // discourse analysis.

Mark with // the most likely place(s) to put a speech unit boundary in the green parts of these sentences. (Note that commas have been left out.)

Example On the other hand // patients have little control over events in hospital. (see B (d) (ii))

- 1 The whole basis of Goldberg's analysis has been called into question.
- 2 Most of her money she left to children's charities.
- 3 In the first half of this year our sales have fallen by 25 per cent.
- 4 As a result women are having fewer children than in the 1990s.
- 5 Collectively the members of the organisation were known as 'The Followers'.
- 6 Unhappily for his family he was never seen again.
- 7 To conclude all these factors suggest the need for job cuts.
- 8 The two companies although in competition have agreed to cooperate on the project.
- Now listen and check your answers, and then say the sentences aloud. The Key gives further information about the answers.
- 55.2 Listen and notice how attention is focused on the part in bold.
  - Only one group benefited from the change in the law ... landowners.
    - 2 And the name for this process is electrolysis.
    - 3 Today we're going to look at a rapidly changing area of the media ... electronic publishing.
    - 4 I'd like you to note particularly the spelling of the word 'definitive'.

Read the sentences aloud and focus attention on the part in bold in the same way.

55.3 Use the information in Units 54 and 55 to prepare to read this text aloud. It is the first part of a conference talk on climate change. Think about where you will put speech unit boundaries and mark these with //. Read the text aloud and, if possible, record and listen to yourself. Make sure that words within speech units are run together smoothly.

Ever since the industrial revolution we have dumped waste into the air. Consequently, atmospheric carbon dioxide levels are now a third higher than in pre-industrial time. The process may, it has to be said, have started long before, when we first burnt down trees to make way for agriculture. However, over the last few decades the rate of increase has grown rapidly. Although its precise nature is unclear there is an obvious relationship between levels of carbon dioxide in the atmosphere and higher global surface temperatures.

The impact of higher temperatures is difficult to assess, but there will certainly be a different world as humans and other living organisms try to adapt to change. These changes, which will affect us all, include drought and extreme weather. Southern Europe, for example, already has long periods without rainfall. And in the Americas and Asia powerful hurricanes and typhoons have recently killed more people than in several decades.

Of course, some scientists dispute the evidence. But these people, as we all know, represent industries having vested interests – their business, they believe, would be damaged by limits on carbon emissions. But among the wider scientific community the argument is about the speed of change, not whether change is taking place.

Now listen to the talk as it is said on the recording.

Follow up: Listen to the talk in Exercise 55.3 again and take notes. A few days later, record yourself giving the talk from your notes. Listen to the recording and identify any places where you might have improved the division of your speech into units.

# Lima – as I'm sure you know ■ – is the capital of Peru Pronunciation of inserts

A

In writing we sometimes put dashes or brackets before and after words that add information to a sentence but could be left out. Here we will call these *inserts*.

For example:

The impact on the region – in environmental terms – will be enormous. When the time for action comes (as it surely will), we will be ready.

In prepared speech, these inserts are often said in a separate speech unit, with a pause on either side and with a fall-rising tone:

The main aim of this lecture// as I said EARlier \[ \] is to discuss the causes of the First World War.

The new camera in our product range// to be aVAIlable in sepTEMber will be aimed at the professional photographer.



Listen to these examples from lectures, business presentations and speeches. They show some of the main uses of inserts:

· saying how the talk is organised

The figures I've presented so far – and will go ON to present — show that the company is in a strong financial position.

giving examples

Some of our major exports – COFfee for example — would be hit badly by climate change.

· limiting what you are saying

Learning about pronunciation − in particular ENglish pronunciation ► − can be a difficult job.

giving more detail

Professor David Campbell – the FAmous hiSTOrian ► will be giving next week's lecture.

giving your opinion

Lima - as I'm SURE you KNOW - is the capital of Peru.

Notice that there is more variety in the pronunciation of longer inserts:

If a complaint is made – and there is no CERtainty ■ at the MOment ■ that this WILL be the case ■ – we will take it seriously.

Here are some extracts from lectures. Put // before and after the section you think will be presented as an insert, and underline the syllable where the fall-rising tone is most likely to start.

EXAMPLE There were three larger pyramids // which I'll come back to <u>later</u> // built in Giza at the beginning of the Old Kingdom.

- 1 In a number of countries New Zealand for instance attempts are being made to harness geothermal energy.
- 2 The city of Chester originally a Roman settlement was a major military stronghold by the time of the English Civil War in the 17th century.
- 3 At the top of the hill are the Three Witches as they used to be called which is a curious rock formation.
- 4 A large group of protestors nearly three thousand were in the audience when the president began his last speech.
- 5 Gregor's final novel by far his most entertaining was written when he was in his nineties.
- Now listen to the recording and check your answers. Then say the extracts aloud, making sure you pronounce the insert as a separate speech unit with a fall-rising tone.
- 56.2 Choose an insert from the box to add to each of these extracts from a business presentation and indicate its appropriate position with a line (/).

with the exception of France as you can see from this graph to be based in Dublin from our German sister company the DC6

as you can see from this graph

EXAMPLE Our Malaysian subsidiary / has increased sales enormously over the last year.

- 1 Karl Huzel will be talking to us after my presentation.
- 2 The countries of the European Union have all approved the new regulations on working conditions.
- 3 Our latest model was released in April this year.
- 4 The new research and development unit will be opened later this year.
- Now say the extracts aloud using a fall-rising tone for the inserts. Then listen and check your answers.

Follow up: Imagine that you are going to give a formal talk about a subject that interests you or that you study. Write down three pieces of information you might present, and then add extra information to each in the form of an insert. Say the sentences aloud, if possible recording them and checking the inserts.



## We expected profits to drop, but they **1** rose

### Step-ups - contrasts and new topics



#### D58 Contrasts

We can use a step-up (see Unit 47) to a relatively high pitch to show that information contrasts with previous information or what was expected. The step-up is in the first prominent word of a speech unit (see Unit 32) which includes the contrasting information. In these examples step-ups are marked with 1:

We expected profits to drop this quarter, // but they ROSE by a THIRD//.

a contrast between an expected drop and an actual rise

Patients are now encouraged // to ■EXercise//instead of rest after their operations.

a contrast between the past encouragement to rest and the new practice of encouraging exercise

Although many people think of ants as a nuisance, they play // a VItal ROLE// in many ecosystems: a contrast between the common belief that they are a nuisance and their actual vital role

We know that vegetarians have low rates of heart disease, // but we IDON'T fully understand WHY//.

a contrast between what we know to be the case and our lack of understanding

Rather than wait for the authorities to solve the problem, // we should MACT NOW//.

a contrast between waiting and acting now

### D59 New topics

Step-ups are also used, particularly in prepared speech, to show that we are starting a new topic. Here is the beginning of a speech made by a senior manager from the car company Rovoda to a conference of scientists discussing environmental problems. Notice how step-ups are used at the beginning of new topics:



Good morning!

It's a pleasure to be here to represent Rovoda and participate in this valuable discussion.

1 One of the things I enjoy about working for Rovoda is that the company recognises the importance of balancing the needs of business and society. As a car manufacturer, we know that we are part of the environmental problem, and need to be part of the solution. With that in mind, I'd like to propose that the

mission for all of us, starting with this meeting, is to find ways that people can continue to enjoy the freedom and lifestyles they do now, but by running cars that won't damage the planet. I realize that is a huge task, but it's not an impossible dream.

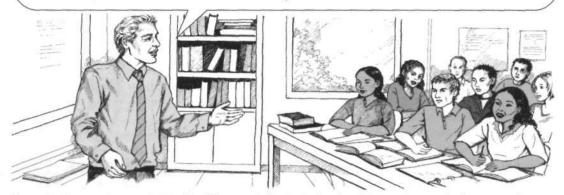
Think of the talent, creativity and influence we have at this meeting. If we, together with governments, decide to move forward together, a solution can be found.

57.1 Put a † before the word in each sentence you think is most likely to have a step-up signalling a contrast.

Example We didn't think the bid would be successful, but it's been †accepted.

- 1 She always said it was her best film, although the critics hated it.
- 2 Rather than a military solution, we should be looking for a political one.
- 3 Some plastics are easy to produce, but difficult to dispose of.
- 4 Instead of a quick resolution to the war, their tactics prolonged it.
- 5 Most people think he's French, but in fact he's from Canada.
- 6 The model weighs only four kilos, whereas the full-scale version will weigh four thousand.
- 7 Despite the President's personal popularity, his party lost the election.
- 8 The novel was all his own work or he claimed it was.
- 9 The area is a popular tourist attraction, and yet completely unspoilt.
- 10 Unlike most of our competitors, we've actually made a profit this year.
- Now listen and check your predictions. (Also see the notes in the Key.) Then read the sentences aloud, putting a step-up in the same word as on the recording.
- A history teacher is telling his students about Napoleon Bonaparte. Here is part of his lesson. Listen and put a † before the word where he uses a step-up to introduce a new topic.

In † this lesson, we're going to look further at the life of Napoleon. As you'll remember, Napoleon was probably one of the greatest military leaders in history. In the class last week, we studied his earlier life, until about 1808, and now we'll look at events from about 1808 until his death. By 1808, you'll recall, Napoleon had crowned himself Emperor of the first French Empire. By this time he was in control of much of Europe, including Austria, Italy, Spain and Sweden. However, in 1809, Spain and Austria rose up against the French. Although the French army defeated them, thousands of men were lost. And in 1812, ignoring repeated advice against it, Napoleon began his invasion of Russia. In this campaign, over half a million soldiers in his army were killed, and by 1814 Paris had fallen and Napoleon had abdicated. Now what I'd like this half of the class to do is read the account of the battle near Vienna in 1809 in your textbooks starting on page 82. The other half should study the maps and pictures of the 1812 invasion on the handout, and write a brief account of what you have observed.



Now check your answers in the Key. Then read the text aloud, putting a step-up in the same places as on the recording.

Follow up: Prepare notes for a short talk on a historical subject that you are familiar with. Think about the places where you want to mark a new topic. Give your talk, using step-ups to mark new topics. If possible, record it and listen.

### The headteacher, Mr Lee, will be talking to parents Step-downs — adding information and ending topics

A

### Adding information

When we use a noun phrase to add information about the previous noun phrase (and both refer to the same person or thing), we often step down and say the second noun phrase with a relatively low pitch in its own speech unit. The step-down is in the first prominent word of this speech unit. In these examples, step-downs are marked with **!**:

The headTEAcher Sall Mr SLEE Sall will be talking to parents.

The report is published // by the WHO \(\sigmu //\) the \(\bar{\bar{\pi}}\) WORLD HEALTH organisation \(\sigmu //.\)

The reSEARCH team \( \sum \) will be spending six months in the Arctic.

We can also add information in a whole clause beginning with a step-down:

A mySTErious arc of LIGHT M// KNOWN as the LYNX Arc M// has been found to be the biggest star-forming region ever seen in space.



Note: The noun phrases (the main information and the added information) have a falling tone if they are 'news' and a rising or fall-rising tone if they are 'not news'; that is, the speaker assumes the hearer already knows the information (see Unit 39).

Notice that the same tone is usually used in the first noun phrase and in the stepped-down speech unit. However, this is not always the case:

The AusTRAlian author PEter THOMas ►// ■ NOW based in New YORK ★ // is this year's Brook Prize winner.

here the speaker 'tells' hearers that she is talking about Peter Thomas, but 'reminds' them that Peter Thomas lives in New York – this is information she assumes hearers already know

В

### 63 Ending topics

Step-downs are also used, particularly in prepared speech, to show that we are ending a topic. Here is part of a conference talk given on the subject of education. Notice that step-downs are often followed by step-ups marking new topics (see Unit 57).

In my talk I want to outline three ways of improving school students' attainment, behaviour and

- ■aTTENDance. The ■FIRST is to raise teaching quality through continuing professional development and the opportunity to observe outstanding teachers working in difficult ■CLASSrooms. We also need greater flexibility in the subjects available to students, particularly offering students who are less able academically the option of taking work-related
- ■COURSes. ★FINally, there should be increased opportunities outside the classroom, ensuring that children from all socio-economic backgrounds have opportunities for sport and arts-related ●acTIVities. I will now go on to talk about each of these in
- ■DEtail. EXcellent teaching is the key to motivating students ...



- 58.1 Listen to these extracts from news broadcasts as many times as you need and:
  - (i) put a ↓ before the first prominent word with a step-down
     (ii) put either \( \) (for falling tone) or \( \> \> \) (for fall-rising tone) in the box for the tone starting on each word in bold.

Example The city of Krakow , the ↓ former capital of Poland , has some of the best art collections in Europe.

- 1 Michael Watson , the reigning champion , has been knocked out of the French Open.
- 2 Whitedown Hill and, above the Trant Valley at the location of a new wind farm.
- 3 Two sisters from France, both in their seventies, have become the oldest people to swim the English Channel.
- 4 A black woodpecker , a rare visitor to Britain , has been spotted on the east coast.
- 5 The head of NATO in Europe , Major Peter Alvin , has warned that its military equipment is becoming seriously outdated.
- 58.2 Choose a noun phrase from the box to add to each of these news extracts and indicate its appropriate position with a line (/).

employing over three thousand people a former communist previously Leningrad almost a tenth of the population one of the poorest in Asia inventor of the jet engine

one of the poorest in Asia

Example Large areas of the country / have been hit by drought.

- 1 Mr Abram Ivanich has been elected president of Novistan.
- 2 The Nisota car factory in Perth is to close next year.
- 3 A statue of Sir Frank Whittle has been unveiled in his home town.
- 4 Over fifty thousand people are now thought to have been infected with influenza.
- 5 The city of St Petersburg is encouraging people to use public transport.
- Now listen and check your answers. Then say the sentences aloud. Make sure you use a step-down at the beginning of the added information and the same tone (either falling or fall-rising) in the added information and the previous noun phrase.
- A tour guide in Prague is explaining to tourists what they can see on their trip down the Vltava

  River. Here is part of what she says. Listen and put a † before a word with a step-up marking a new topic and a ‡ before a word with a step-down ending a topic.

On your † right we're passing the beautiful National Theatre, built in the mid 1800s and one of the most important Czech cultural institutions. If you want to see opera or ballet in Prague, that's the place to go. We're now passing under one of the best-known bridges in the world, the Charles Bridge. It was built in the 13th century, and has 75 statues along its sides. Over on the left, up on the hill, is Prague Castle, the home of Czech kings throughout the ages and now the seat of the President of the Czech Republic. You can also see the spires of Saint Vitus Cathedral, where most of the Czech kings are buried. To your right now is the Rudolfinum, a concert hall...

Now check your answers in the Key.

## 59

## Small, medium, and large

### Tones in a series of similar items

A D6

In prepared speech, when we give a series of three or more similar items, each item is typically said in a separate speech unit. Very often, all the items have a rising tone (or they all have a fall-rising tone) except the last, which has a falling tone. Using the same tone for each item, except the last, indicates that they are in some way equivalent. A falling tone on the last item signals the end of the series:

The only seats left are priced at// TWENty euros // THIRty euros // and FIFty euros //

Δ

**Note:** In spontaneous conversation there is more variability. For example, a speech unit may include more than one item, or a series may be incomplete:

I've got // YELlow Orange or PINK M// Which one would you like?

the incomplete series suggests that she has been to other places, too

В

Words within items in a series are usually non-prominent if they are repeated or don't provide new information:

The meeting includes// NATional politicians // LOcal politicians // and EuroPEan politicians //

C

In lists that are often repeated or are part of a routine, each item is often said with a level tone (although a rising tone may also be used), except the last, which has a falling tone:

There are three sizes available, // SMALL ■// MEdium ■// and LARGE N//

When I raise my hand like this I want you // to STOP TALKing ■// STAND up STRAIGHT ■// CONcentrate on ME ■// and get READy to SING ■//



D D70

Less commonly, all items may have a falling tone, particularly if we want to emphasise each item as separate and important:

Please write the following dates down in your notebooks. The first examination // will be on MONday the SIXTH \(\simeg\)// the SECond on WEDnesday the EIGHTH \(\simeg\)// and the LAST on TUESday the fourTEENTH \(\simeg\)//

The last item in the series of similar items in each of these sentences has a falling tone. Listen and decide whether the other items have a falling tone (put `in the box), rising tone ( ), fall-rising tone ( ), or level tone ( ).

EXAMPLE This year we have opened new stores in London M., New York M. and Moscow S.

- 1 Make sure you give three pieces of information on each page your name , your student number and the date .
- 2 When I was learning to drive my instructor made me say 'mirror , signal , manoeuvre 

  → 'every time I drove away.
- 3 Attempts on the mountain have been made this year by Japanese climbers , Swiss climbers and Brazilian climbers .
- 4 You'll remember that Trollope's first three novels in his Barsetshire Chronicles were *The Warden*Barchester Towers and Doctor Thorne.
- 5 I want you to paint the squares the colours of the rainbow red , orange , yellow and so on .

Now check your answers in the Key. Then say the sentences aloud using the same tones.

- The series of similar items in each of these sentences is highlighted. Listen as many times as you need and in each part in green:
  - (i) mark the speech unit boundaries with //
  - (ii) underline the word in each speech unit where the main tone starts
  - (iii) put ★, 孝, ★ 孝, or → above this word to show the tone used.

EXAMPLE The book is set in three different periods and locations - // New Orleans in the

nineteenth century //, Haiti in the twentieth century //, and San Francisco today //.

- 1 She had a number of jobs in Berlin as a waitress, bookseller, music teacher but still found time to develop her career in the theatre.
- 2 Note that the last enrolment dates are the 15th of July, the 30th of July and the 30th of August.
- 3 A copy of the contract, signed, sealed and delivered, will be on your desk tomorrow.
- 4 Don't forget that for this experiment you'll need safety glasses, protective clothing and rubber gloves.
- 5 To get to the bookshop go down this street, turn left at the traffic lights and then cross the square.

Now check your answers in the Key. Then say the sentences aloud using the same tones.

Follow up: Go to the website http://www.historyplace.com/speeches/previous.htm and find US President John F. Kennedy's inaugural address from January 20th 1961. Listen to the following extract from the speech and decide what tones he used in the speech units marked:

Let every nation know, whether it wishes us well or ill, // that we shall pay any price//, bear any burden//, meet any hardship//, support any friend//, oppose any foe//, to assure the survival and the success of liberty//.

Now do the same for the speech units marked in this extract from US President Richard M. Nixon's 'resigning the presidency' speech from August 8th 1974:

In passing this office to the Vice President, I also do so with the profound sense of the weight of responsibility that will fall on his shoulders tomorrow and, therefore, // of the understanding//, the patience//, the cooperation// he will need from all Americans//.

# 60

# 'Politicians are the same all over...' Level tone in quoting and building suspense

### A Quotation

When we include a quotation of someone else's words in what we say, we often choose to use level tones and then a falling tone for the final speech unit in the quotation. This shows that we are simply reporting the words as they were spoken, and not giving a paraphrase of what was said:

At this point it is worth remembering the words of Nikita Khrushchev: '// PoliTICians ■// are the SAME ■// ALL Over ■//. They PROMise ■// // to BUILD a BRIDGE ■// where there is NO RIVer ■//.'

### B Preparing for quotation

Level tone is also commonly used on a reporting verb (e.g. say, claim, argue) which comes before a quotation. Typically, there is also a step up to a relatively high pitch on this verb, a pause, and then the first word of the quotation is also said relatively high. This marks clearly that what comes next is a quotation rather than a paraphrase:

A headline in today's paper SAYS ...: 'ITEAcher thrown out of classroom by students'.

Just before the war began, a government minister **1** CLAIMED ...: '1 ONly by attacking now can we defend our country'.

A leading group of economists have **ARGUED** ...: \*\*\* EURopean development aid should double in the next five years'.

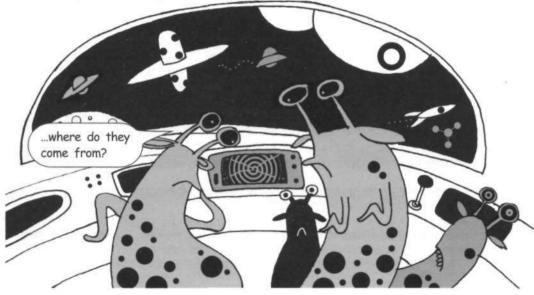
### P75 Building suspense

We can also use a step-up, level tone and a pause in order to build anticipation or suspense, so that listeners focus particular attention on what comes next (see also Unit 55C). Notice that what comes after the pause may start high, mid or low:

And the term we use for this phenomenon IIIS ... entropy. ('entropy' is high)

Much to our surprise, our research (↑SHOWED ■ ... a sharp fall in average sea temperatures. ('sharp' is mid)

If the radio signals are not from the **EARTH** ... where do they come from? ('where' is low)



60.1 Choose quotations from the box to complete the reports of what people said. (You may need to make minor changes at the beginning of the quotations.)

It's a worrying and potentially damaging development.

Painting is just another way of keeping a diary.

They're the best rock band of the twentieth century

It's the most significant electronic consumer device ever invented.

I'm an environmental status assessment consultant.

| E | XAMPLE They were introduced as: The best rock band of the twentieth century' | eee t. |
|---|--|--------|
| 1 | She said that she was employed as:   | ,      |
| 2 | The managing director described the rise in oil prices as:                   | ,      |
| 3 | Apparently it was Picasso who said:  | ,      |
| 4 | The book describes the mobile phone as:                                      | ,      |

- Now read the sentences aloud. Quote the people's words using level tones and a final falling tone. Then listen and compare what you said with the recording.
- Listen to these extracts from a news broadcast. In which do you think the highlighted part is a quotation, and in which do you think it is a paraphrase of what the original speaker said? Underline 'Quotation' or 'Paraphrase'.

EXAMPLE The Foreign Office has been accused of breaking its promises on support for refugees by a senior United Nations official. *Quotation | Paraphrase* 

- 1 After a fifth shooting in the city in a week, the people of Dublin have been urged to remain alert but stay calm. *Quotation / Paraphrase*
- 2 In a speech yesterday, Professor Ken Sun of the Climate Research Institute claimed that there is now no doubt that global warming is producing climate change. Quotation / Paraphrase
- 3 Hurricane Katrina has been described as the worst natural disaster to hit the United States in living memory by a US government spokesperson. Quotation / Paraphrase
- 4 The Prime Minister has said that universities must train more scientists in order to meet the country's needs over the next few decades. *Quotation / Paraphrase*
- Think of a possible ending for each of these sentences from talks by scientists, and write it in the space. Then read the sentences aloud, using pause and intonation as described in C in order to build suspense. (Examples are given on the recording.)

EXAMPLE On the photos from Mars, much to our surprise we found ... lakes of ice.

- 1 We've developed a computer programme that can actually ...
- 2 The number of overweight people in the country has risen to an incredible ...
- 3 Using the new treatment, the number of people missing work due to backaches ...

Follow up: Record yourself reading the extracts in 60.2, first as if each highlighted part is a quotation, and then as if it is a paraphrase. Listen to the recording. Can you hear the difference between the two?

### The phonemic alphabet: Practice

### Phonemic symbols for vowels

See page 192 for a list of phonemic and other symbols used in this book.

1 Short vowels |æ| |e| |1| |p| |A| |U| |ə|

Write the correct phonemic symbol for the underlined vowel in each word.

Example rich 1

- 1 month 7 sung ..... 2 gone ..... 8 symbol ..... 3 bank ..... 9 cinema ..... 4 ago ..... 10 any ... 5 sugar ..... 11 would ..... 12 watch ..... 6 met .....
- 2 Short vowels

|æ| |e| |1| |p| |A| |U| |ə|

Complete each word with the correct short vowel(s).

EXAMPLE The cinema was f . 0. 1. (fol = full)

- 1 The kl.....k had stopped. 2 There was bl.....d on the knife.
- 7 She sl.....pt on the ice. 8 The t....st was difficult. 3 st.....nd over there. 9 Jack's their eldest s.....n. 10 I had to g.....s the answer.
- 4 I hurt my h....nd. 5 k.....d you give me a lift?

- 11 Don't worry, I'll pr.....t ..... kt you.
- 6 Do you want b.....t.... on your bread?
- 12 The car didn't st.....p.

3 Long vowels

/ai/

Underline all the vowel sounds that can be put into the gaps to make correct words.

Example r....d ii / 31 / 31 (riid = read; roid = roared)

- 1 h....m i: / a: / 3: 7 h....t a: / 3: / u: 2 b....t ir/ur/or 8 t....n 31 / 31 / UI 31 / i: / u: 9 k....n i: / a: / 3: 3 p....s 4 f....d at / ut / of 10 p....t or / ur /ar 5 t....k or / ar / ur 11 k....1 u: / 3: /o: 6 w.....m a:/i:/a: 12 h.....b 31 / a1 / i1
- 4 Long vowels

/ai/ /st/ /st/ /st/

Complete the middle of each word square with one of the long vowels, to make two correct words.

EXAMPLE

|   | W  |   |
|---|----|---|
| m | ix | 1 |
|   | k  |   |

Makes → meet/ meat; 1 weak/ week

1 d 1 g

| 3 |   | n |   |
|---|---|---|---|
|   | t |   | 1 |
|   |   | n |   |

|   | h |   |
|---|---|---|
| v |   | b |
|   | t |   |

| 7 |   | k |   |
|---|---|---|---|
|   | W |   | n |
|   |   | t |   |

| ) |   | r | 0 |
|---|---|---|---|
|   | h |   | m |
|   |   | d | 1 |

2 f Z



| 1 | T |
|---|---|
| S |   |
|   | t |
|   | S |

| 8 |   | k |   |
|---|---|---|---|
|   | p |   | t |
|   |   | m |   |

| 0 |   | р |   |
|---|---|---|---|
|   | m |   | n |
|   |   | S | 9 |

#### 5 Short and long vowels

Underline the correct phonemic spelling of these words.

| EXAMPLE | deep <u>/di:p/</u> – /dɪp/ |           |                 |
|---------|----------------------------|-----------|-----------------|
| 1 pin   | /pen/ – /pɪn/              | 8 farm    | /f3:m/ - /fa:m/ |
| 2 had   | /hɪd/ – /hæd/              | 9 full    | /fu:l/ - /ful/  |
| 3 send  | /send/ – /sænd/            | 10 hurt   | /ha:t/ - /hot/  |
| 4 golf  | /gʌlf/ – /gɒlf/            | 11 order  | /ebic/ - /eba/  |
| 5 took  | /tuk/ - /tak/              | 12 walked | /ws:kt/-/ws:kt/ |
| 6 pot   | /ppt/ - /put/              | 13 fur    | /fa:/ - /f3:/   |
| 7 part  | /pæt/ – /part/             | 14 who    | /hi:/ - /hu:/   |

Check your answers.

Do you know what word the other phonemic spelling represents in each case?

Example  $\langle dip \rangle = dip$ 

#### 6 Short and long vowels

Underline the word represented by the phonemic spelling.

| EXAMPLE / | /star – <u>store</u> |           |              |
|-----------|----------------------|-----------|--------------|
| 1 /sport/ | sport - spot         | 8 /haːd/  | heard - hard |
| 2 /kAt/   | cut - cot            | 9 /mæn/   | man - men    |
| 3 /ti:/   | tea - tow            | 10 /rest/ | wrist - rest |
| 4 /fit/   | fat – fit            | 11 /b3:d/ | bird - bored |
| 5 /hart/  | hut – hurt           | 12 /pu:l/ | pull - pool  |
| 6 /htt/   | hit - heat           | 13 /lnk/  | look - luck  |
| 7 /boks/  | books – box          | 14 /ha:t/ | heart - hat  |

Check your answers.

Can you write out the phonemic spelling of the other word in each case?

Example star = /sta:/

#### 7 Diphthongs

Put these words into the correct square in the table. Some squares will be empty. sigh, ray, fear, row (= move through water), pie, bow (= weapon), may, hoe, boy, day, hair, rare, pier, foe, hay, die, bear, tie, sow (= female pig), how, dear, tour, tear (= water from the eye), pear, mere, bow (= bend), pay, my, poor, gear, beer, say, buy, fair, rear, toy, high, tear (= pull apart), go, dare, bay, guy, soy, dough, sow (= to plant seeds), here, gay, mare, toe, row (= argument), rye, mow

|   | eə | 19   | aı   | eı  | 01         | 90 | ao        | บอ |
|---|----|------|------|-----|------------|----|-----------|----|
| b |    |      |      |     |            |    |           |    |
| d |    |      |      |     | Control of |    | W. Carrie |    |
| f |    | fear |      |     |            |    |           |    |
| g |    |      |      |     |            |    |           |    |
| h |    |      |      |     |            |    |           |    |
| m |    |      |      |     |            |    |           |    |
| p |    |      |      |     |            |    |           |    |
| г |    |      |      | ray |            |    |           |    |
| s |    |      | sigh |     |            |    |           |    |
| t |    |      |      |     |            |    |           |    |

#### Phonemic symbols for consonants

8 Write one of the two phonemic symbols in the space to complete the word.

| EXAMPLE thanks | <u> 0</u> æŋks      | 3/0               |
|----------------|---------------------|-------------------|
| 1 feather      | 'feə                | 0/ð               |
| 2 special      | 'spe <sup>9</sup> l | $\int / d3$       |
| 3 hunger       | 'hʌgə               | d3/ŋ              |
| 4 injury       | 'ın²ri              | d3/j              |
|                | bix                 | t∫/dʒ             |
| 6 drink        | drik                | 3/ŋ               |
| 7 cash         | kæ                  | j/ſ               |
| 8 seizure      | 'sizə               | 3/0               |
| 9 bath         | ba:                 | $\theta / \delta$ |
| 10 yes         | es                  | ſ/j               |
| 11 there       | еә                  | 0/ð               |
| 12 treasure    | 'treə               | 3/d3              |
| 13 sing        | SI                  | ŋ/n               |
| 14 dangerous   | 'deınərəs           | d3 / ð            |
| 15 feature     | 'firə               | ſ/tſ              |
| 16 dictionary  | 'dıkənəri           | 3/5               |
| 17 although    | ວະໄ'ອບ              | 0/3               |
|                | 'eləu               | j/d3              |
|                | 'əɪə                | t∫/θ              |
| 20 young       | Aŋ                  | 3/j               |
| 21 usual       | 'jux <sup>3</sup> l | $\int /3$         |
| 22 soldier     | 'səulə              | $d_3/3$           |

9 Underline the correct phonemic spelling to complete the sentence.

#### EXAMPLE I don't like it mat [ / mas.

- 1 He works at the 'dʒuːnɪ'vɜːsəti / 'juːnɪ'vɜːsəti.
- 2 Are these shoes made of 'leθə / 'leðə?
- 3 He was involved in a car kræſ / kræʒ.
- 4 She's a really good 'sind39 / 'sin9.
- 5 He's the one wearing 3i:nz / d3i:nz.
- 6 Don't wake her, she's 'slippin / 'slippin.
- 7 What do you θιηk / ðιηk of it?
- 8 It's even too hot in the feid / dzeid.
- 9 You'll need a longer ruler to 'mesə / 'mesə them.
- 10 After a while I got zurst / jurst to it.
- 11 I can't ri:t∫ / ri:dʒ it.
- 12 It's a small town in the sauθ'irst / saut f'irst.
- 13 What's on 'telivid3on / 'telivi3on?
- 14 Have you met my 'brλθə / 'brλðə?

### Vowels and consonants

Find phonemic spellings for seventeen different animals in the wordsearch. The words are horizontal → or vertical ↓. Use all the letters.

| _ |   |              |              | _            |    |    |              |   | _ |
|---|---|--------------|--------------|--------------|----|----|--------------|---|---|
|   | e | 1            | I            | f            | э  | n  | t            | r |   |
|   | d | 1            | f            | t∫           | m  | ſ  | g            | æ |   |
| 1 | э | aı           | D            | ir           | Λ  | ir | อบ           | b |   |
| ] | h | Э            | $\mathbf{k}$ | t            | ŋ  | p  | t            | 1 |   |
| 1 | ĭ | n            | S            | Э            | k  | t  | W            | t |   |
| , | S | $\mathbf{k}$ | æ            | t            | i  | 31 | U            | d |   |
| 1 | t | aı           | g            | Э            | b  | t  | 1            | D |   |
|   | S | n            | eı           | $\mathbf{k}$ | eə | 1  | $\mathbf{f}$ | g |   |
|   |   |              |              |              |    |    |              |   |   |

11 Match each country with its capital city.

| Country                    | Capital city      |  |
|----------------------------|-------------------|--|
| 1 't∫amə —                 | a 'lızbən         |  |
| 2 æl'dʒɪəriə               | b ¡sænti'a:gəu    |  |
| 3 'pəulənd                 | c ,kwa:lə'lompuər |  |
| 4 'swi:d°n                 | d æl'dʒɪəz        |  |
| 5 't∫ıli                   | e li'loŋwei       |  |
| 6 mə'lerziə                | f 'woisoi         |  |
| 7 'pɔːtʃəgəl               | g bei'dziŋ        |  |
| 8 'swits <sup>a</sup> land | h bain            |  |
| 9 æl'bemiə                 | i tı'ra:nə        |  |
| 10 mə'larwi                | j 'stokhaom       |  |

## Consonant clusters: Further practice

### Consonant clusters at the beginning of words

| E     | Listen and repeat the words in the box.  Listen. The speaker will say two words from the box.  If you hear the same word twice, write S (same).  If you hear two different words, write D (different).  | browse – blouse<br>blue – brew<br>breeze – bees<br>blank – bank | brink – blink<br>bland – brand<br>broad – bored<br>blend – bend |
|-------|---|---|---|
|       | 1 2 4 5   | 6 7 8   |   |
|       | Listen. Underline the word you hear.  |   |   |
|       | <ul> <li>9 The cat's black/back.</li> <li>10 a new bloom/ broom</li> <li>11 She looked at her untidy hair and blushed/brushed.</li> <li>12 Have you made the bread/bed yet?</li> <li>13 a terrible blow/bow</li> <li>14 I brought/bought it from town.</li> </ul> |   |   |
| 2 (E  | /pl-/, /pr-/ and /p-/ Listen and repeat the words in the box.   | proud – ploughed<br>plank – prank                               | please – peas<br>preach – peach                                 |
|       | Listen. The speaker will say two words from the box.  If you hear the same word twice, write S (same).  If you hear two different words, write D (different).   | pretty – pity<br>plod – prod                                    | plane – pain<br>praise – plays                                  |
|       | 1 2 3 4 5   | 6 7 8   | *******   |
|       | Listen. Underline the word you hear.  |   |   |
|       | 9 I didn't know what the <i>plan/pan</i> was for. 10 a small <i>plot/pot</i> 11 There were only two <i>prawns/pawns</i> left. 12 the first <i>pies/prize</i> 13 She wanted to <i>play/pray</i> . 14 All the children were <i>present/pleasant</i> .               |   |   |
| } (E4 | /kl-/, /kr-/ and /k-/   | cloud – crowd   | clash – cash  |
|       | Listen and repeat the words in the box.   | clown - crown   | came – claim  |
|       | Listen. The speaker will say two words from the box. If you hear the same word twice, write S (same). If you hear two different words, write D (different).   | croak – cloak<br>clutch – crutch                                | crane – cane<br>cost – crossed                                  |
|       | 1 2 3 4 5   | 6 8   | ********  |
|       | Listen. Underline the word you hear.  9 I think he's a crook/cook.  |   |   |

- 10 the main clause/cause
- 11 The captain didn't have a crewlclue.
- 12 The climb/crime was terrible.
- 13 They're very clean/keen.
- 14 They're really cool/cruel.

| 4 (E5) | /gl-/, /gr-/ and /g-/   |   | great - gate        | gave - grave                            |
|--------|---|---|---------------------|---|
|        | Listen and repeat the words in the box.   |   | green – glean       | gory – glory                            |
|        | Listen. The speaker will say two words from the box.  |   | grammar – glamour   |   |
|        | If you hear the same word twice, write S (same).  |   | glade – grade       | gloom – groom                           |
|        | If you hear two different words, write D (different).   |   |                     |   |
|        | 1 2 3 4 5   | 6 | 7 8                 | *************************************** |
|        | Listen. Underline the word you hear.  |   |                     |   |
|        | <ul> <li>9 The cows were all <i>grazing/gazing</i> over by the lake.</li> <li>10 We <i>grew/glue</i> them together.</li> <li>11 I hurt myself while I was cutting the <i>glass/grass</i>.</li> <li>12 She <i>gasped/grasped</i> at it.</li> <li>13 It just stopped <i>going/growing</i>.</li> <li>14 Her cheeks started to <i>go/glow</i> red.</li> </ul> |   |                     |   |
| 5 (E6) | /fl-/, /fr-/ and /f-/   |   | frog – fog          | fraud – ford                            |
|        | Listen and repeat the words in the box.   |   | flagrant - fragrant | flee – free                             |
|        | Listen. The speaker will say two words from the box.  |   | flame – frame       | four – floor                            |
|        | If you hear the same word twice, write S (same).  |   | fee – flee          | fresh – flesh                           |
|        | If you hear two different words, write D (different).   |   |                     |   |
|        | 1 2 3 4 5   | 6 | 7 8                 | ommu-                                   |
|        | Listen. Underline the word you hear.  |   |                     |   |
|        | <ul> <li>9 It's <i>flatter/fatter</i> in the middle.</li> <li>10 He stood there with the <i>fruit/flute</i> in his hand.</li> <li>11 It <i>froze/flows</i> through the north of the country.</li> <li>12 I <i>flavour/favour</i> plain food.</li> <li>13 Have you tried <i>flying/frying</i> it?</li> <li>14 a terrible <i>flight/fright</i></li> </ul>   |   |                     |   |
| 6 (E7) | /tr-/and /t-/; /dr-/and /d-/  |   | drip – dip          | down – drown                            |
|        | Listen and repeat the words in the box.   |   | tied – tried        | truth - tooth                           |
|        | Listen. The speaker will say two words from the box.  |   | drain – train       | tread - dread                           |
|        | If you hear the same word twice, write S (same).  |   | dug – drug          | tea – tree                              |
|        | If you hear two different words, write D (different).   |   |                     |   |
|        | 1 2 3 4 5   | 6 | 7 8                 | **********                              |
|        | Listen. Underline the word you hear.  |   |                     |   |
|        | 9 It can't be two/true.   |   |                     |   |
|        | 10 I thought it was a tap/trap.   |   |                     |   |
|        | <ul><li>11 She's taking <i>diving/driving</i> lessons.</li><li>12 The <i>door/drawer</i> was open.</li></ul>  |   |                     |   |
|        | 13 Why don't you <i>dry/try</i> it?   |   |                     |   |
|        | 14 It died/dried during the night.  |   |                     |   |
|        |   |   |                     |   |

|     | _  |                           |             |              | of word                                | 43            |
|-----|--|---------------------------|-------------|--------------|--|---------------|
| 7 ( | The second secon | usters sta<br>, /-nd/, et |             | n /-m-/ ar   | nd /-n-/                               | pitch<br>warn |
|     | Listen a   | nd repeat th              | he words ir | the box.     |  | thum          |
|     | If you h   | ear the sam               | ne word tw  | ice, write S | rom the box<br>(same).<br>(different). | k. boml       |
|     | 1  | 2                         | 3           | 4            | 5                                      | 6             |
|     |  |                           |             |              |  |               |

- pinch concerned - concern nth - warm bet - bent b - thump arm - armed o – bombs fringe - fridge

Listen. Underline the word you hear.

- 9 I blame/blamed it on the cold weather.
- 10 We had to change/chain it.
- 11 The police weren't able to fine/find her.
- 12 The rooms/room can be booked in advance.
- 13 a company that makes travs/trains
- 14 We could see the *flames/flame* in the window.

### 8 Pinal clusters starting with /-l-/ (/-lk/, /-lf/, etc.)

Listen and repeat the words in the box.

Listen. The speaker will say two words from the box. If you hear the same word twice, write S (same). If you hear two different words, write D (different).

| well - wealth | gull – gulf  |
|---------------|--------------|
| cold - coal   | kiln – kill  |
| wool - wolf   | hole - hold  |
| built - build | sale - sales |

5 ..... 4 ..... 8 .....

Listen. Underline the word you hear.

- 9 She suddenly fell/felt ill.
- 10 The use of smokeless fuels/fuel is compulsory.
- 11 We call/called our cat 'Sparky'.
- 12 We help/held them out.
- 13 I decided to fill/film it.
- 14 I dropped a shelf/shell on the floor.

### 9 Final clusters ending with /-t/ (/-pt/, /-kt/ etc.)

Listen and repeat the words in the box.

Listen. The speaker will say two words from the box. If you hear the same word twice, write S (same). If you hear two different words, write D (different).

| left – let  | eat – east    |
|-------------|---------------|
| felt – fell | pain - paint  |
| past - pass | fact - fat    |
| hunt - hut  | pack - packed |

5 ..... 3 ..... 4 ..... 6 .....

Listen. Underline the word you hear.

- 9 just a guest/guess
- 10 He bit/built it.
- 11 I was sure I saw a ghost/goat in the house.
- 12 She was carrying a bell/belt in her hand.
- 13 We meant/met to discuss it.
- 14 when they abolished/abolish hunting

| 10 | E11   | Final clusters ending with /-d/ (/-md/, /-zd/, etc.)  Listen and repeat the words in the box.  Listen. The speaker will say two words from the box.  If you hear the same word twice, write S (same).  If you hear two different words, write D (different).  | phone – phoned<br>bombed – bond<br>harmed – hard<br>lend – led | goal – gold<br>devised – divide<br>raced – raised<br>bed – begged |
|----|-------|---|--|---|
|    |       | 1 2 3 4 5 6   | 7  | 8   |
|    |       | Listen. Underline the word you hear.  9 The wind/win was unexpected.  10 I eventually sold/sewed it.  11 His last film was surprisingly bad/banned.  12 We've tied/timed it better this time.  13 It was very wild/wide.  14 They describe/described it as their second home.   |  |   |
| 11 | (E12) | Final clusters ending with /-s/ (/-ps/, /-ks/, etc.) Listen and repeat the words in the box. Listen. The speaker will say two words from the box. If you hear the same word twice, write S (same). If you hear two different words, write D (different).  1 2 3 4 5 6   | gaps – gas<br>base – bakes<br>once – won<br>cats – caps        | licks – lips<br>cakes – case<br>clips – clicks<br>checks – chess  |
|    |       | Listen. Underline the word you hear.  9 He drew some <i>graphs/grass</i> on the board.  10 a quick <i>glass/glance</i> 11 They couldn't explain the <i>deaths/debts</i> .  12 She said she was <i>six/sick</i> .  13 covered in <i>moss/moths</i> 14 I went to buy some <i>maps/mats</i> .  |  |   |
| 2  | (E13) | Final clusters ending with /-z/ (/-vz/, /-nz/, etc.) Listen and repeat the words in the box. Listen. The speaker will say two words from the box. If you hear the same word twice, write S (same). If you hear two different words, write D (different).  1 2 3 4 5 6  Listen. Underline the word you hear.  9 Her cries/crimes were ignored. 10 The bright red robes/rose lay on the floor. 11 The launs/laus were added later. 12 She says/sells a lot, doesn't she? 13 All the black cards/cars were to the left. 14 The size/signs looked good. | lives – lies raise – rains bags – bangs rise – rides           | youths – use<br>stars – starves<br>size – sides<br>calls – cause  |
|    |       |   |  |   |

### Word stress: Further practice

This section gives further practice of suffixes covered in Units 11 and 12.

#### 1 E14 The suffixes -able, -age and -al

Write the following words in the table according to their stress pattern:

advisable arrival assemblage changeable desirable emotional enjoyable functional original pilgrimage patronage percentage

| 000 | 000 | 0000      |  |
|-----|-----|-----------|--|
|     |     | advisable |  |
|     |     |           |  |
|     |     |           |  |

Now listen, check your answers and repeat the words after the recording.

Most words with the suffixes -able, -age, and -al have stress on the same syllable as their root word. However, there are exceptions. Can you find the one exception in the words you have written in the table?



See Word stress 7 for words ending -ial.



#### \*\* The suffixes -ful, -less and -ness

Write the following words in the table according to their stress pattern:

awkwardness colourless abrasiveness alertness assertiveness characterless deviousness directionless disgraceful eventful powerful regardless

| 000 | 0000 | 0000         |
|-----|------|--------------|
|     |      | abrasiveness |
|     | 000  | 000 0000     |

Now listen, check your answers and repeat the words after the recording.

Words with the suffixes -ful, -less, and -ness have stress on the same syllable as their root word.



#### E16 The suffixes -ous, -fy and -er

Write the following words in the table according to their stress pattern:

calamitous announcer anomalous beautify beginner borrower diversify intensify marvellous dangerous simplify solidify

| 000 | 000       | 0000 |  |
|-----|-----------|------|--|
|     | announcer |      |  |
|     |           |      |  |
|     |           |      |  |

Now listen, check your answers and repeat the words after the recording.

Words with the suffixes -ous, -fy, and -er usually have stress on the same syllable as their root word. However, there are exceptions. Can you find the one exception in the words you have written in the table?



See Word stress 4 for words ending -ious and Word stress 5 for words ending -ulous, -orous and -eous.

4 E17 The suffix -ious

Write the following words in the table according to their stress pattern:

| ambitious  | anxious     | cautious   | industrious   | laborious | luxurious  |
|------------|-------------|------------|---------------|-----------|------------|
| mysterious | pretentious | s rebellio | ous religious | spacious  | suspicious |

| 00 | 000       | 0000 |  |
|----|-----------|------|--|
|    | ambitious |      |  |
|    |           |      |  |
|    | 1         |      |  |



The suffix -ious is sometimes said as one syllable (as in the words in the first two columns), and in others it is normally said as two syllables (as in the words in the last column).

Now listen, check your answers and repeat the words after the recording.

In words with the suffix -ious, main stress is usually on the syllable before the suffix.

 $\triangle$ 

See Word stress 5 for words ending *-ulous*, *-orous* and *-eous*, and Word stress 3 for other words ending *-ous*.

5 (£18) The suffixes -ulous, -orous and -eous

Write the following words in the table according to their stress pattern:

| carnivorous   | courageous | glamorous     | herbivorous | humorous  | incr | edulous   |
|---------------|------------|---------------|-------------|-----------|------|-----------|
| insectivorous | miraculous | miscellaneous | outrageous  | simultane | eous | tremulous |

| 000 | 000 | 0000        | 00000 |  |
|-----|-----|-------------|-------|--|
|     |     | carnivorous |       |  |
|     |     |             |       |  |

Now listen, check your answers and repeat the words after the recording.

In words with the suffixes -ulous, -orous, and -eous, main stress is usually on the syllable before the suffix.

 $\Lambda$ 

See Word stress 4 for words ending -ious, and Word stress 3 for other words ending -ous.

6 E19 The suffixes -ee, -eer, -ese and -ette

Write the following words in the table according to their stress pattern:

| auctioneer | Chinese     | cohabitee  | detainee | divorce | e evac  | cuee    |
|------------|-------------|------------|----------|---------|---------|---------|
| examinee   | interviewee | journalese | laundre  | tte Ta  | iwanese | trainee |

| 000        | 0000 |      |
|------------|------|------|
| auctioneer |      |      |
|            |      |      |
| (          |      |      |
|            | 000  | 0000 |

Now listen, check your answers and repeat the words after the recording.

In words with the suffixes -ee, -eer, -ese and -ette, main stress is usually on the suffix itself.

#### Section E Reference

### 7 (E20) The suffix -ial

Write the following words in the table according to their stress pattern:

adverbial ceremonial differential editorial industrial influential managerial presidential provincial remedial substantial torrential

| 000 | 0000 | 0000      | 00000 |  |
|-----|------|-----------|-------|--|
|     |      | adverbial |       |  |
|     |      |           |       |  |
|     |      |           |       |  |
|     |      |           |       |  |



In some words -ial is normally said as one syllable (as in the words in the first two columns), and in others it is normally said as two syllables (as in the words in the last two columns).

Now listen, check your answers and repeat the words after the recording.

In words with the suffix -ial, main stress is usually on the syllable immediately before the suffix.



See Word stress 1 for other words ending -al.

#### 8 (E21) The suffixes -ion, -ity and -ic

Write the following words in the table according to their stress pattern:

abbreviation accusation addiction authenticity characteristic diplomatic elasticity ethnicity extremity formulaic location musicality

| 000 | 0000 | 0000 | 00000 | 00000        |
|-----|------|------|-------|--------------|
|     |      |      |       | abbreviation |

Now listen, check your answers and repeat the words after the recording.

In words with the suffixes -ion, -ity and -ic, main stress is on the syllable immediately before the suffix.

### 9 F22 The suffix -ive

Write the following words in the table according to their stress pattern:

apprehensive constructive exploitative explosive illustrative impulsive inconclusive indicative innovative interactive progressive reproductive

| 000 | 0000 | 0000         | 0000 |  |
|-----|------|--------------|------|--|
|     |      | apprehensive |      |  |
|     |      |              |      |  |
|     |      | 1            |      |  |
|     |      | 1            |      |  |

Now listen, check your answers and repeat the words after the recording.

In words with the suffix -ive, main stress is usually on the syllable immediately before the suffix. In words ending -ative, main stress is usually on the same syllable as the root word. However, there are exceptions. Can you find the one exception in the -ative words you have written in the table?

| 10 | (E23) | The | suffixes | -ant. | -ent. | -ance. | and | -ence | (1) |
|----|-------|-----|----------|-------|-------|--------|-----|-------|-----|
| 10 | MP    | THE | Juliaca  | ant,  | Circi | arrect | anu | CITCE | (') |

Write the following words in the table according to their stress pattern:

eoherent experience hesitant ignorance inhabitant inheritance magnificent negligence pollutant resident significant tolerant

| 000 | 000      | 0000 |  |
|-----|----------|------|--|
|     | coherent |      |  |
|     |          |      |  |
|     |          |      |  |

Now listen, check your answers and repeat the words after the recording.

In words with the suffixes -ant, -ent, -ance, and -ence, main stress depends on the spelling of the pre-suffix syllable (i.e. the syllable before the suffix). If the pre-suffix syllable ends in a vowel (V) or vowel plus consonant (VC) – as in the words above – stress usually goes on the syllable before the pre-suffix syllable. However, there are exceptions. Can you find two exceptions in the words you have written in the table?



For words with the suffix -ment, see Word Stress 12.

### 11 (24) The suffixes -ant, -ent, -ance, and -ence (2)

Write the following words in the table according to their stress pattern:

appliance compliance correspondent defiant deterrent independence observance obsolescence occurrence resemblance resistant triumphant

| 0000 |
|------|
|      |
| h    |
|      |

Now listen, check your answers and repeat the words after the recording.

In words with the suffixes -ant, -ent, -ance, and -ence, main stress depends on the spelling of the pre-suffix syllable (i.e. the syllable before the suffix). Stress usually goes on the pre-suffix syllable: (i) if this syllable ends with the letter i and the corresponding root word ends with the letter y in a stressed syllable; or (ii) if the pre-suffix syllable ends with anything other than V or VC (see Word stress 10).



For words with the suffix -ment, see Word Stress 12.

### 12 E25 The suffix -ment

Write the following words in the table according to their stress pattern:

accomplishment achievement development disappointment embarrassment entertainment government investment measurement recruitment retirement settlement

| 000 | 000 | 0000           | 0000 |  |
|-----|-----|----------------|------|--|
|     |     | accomplishment |      |  |
|     | 1   | •              |      |  |
|     |     |                |      |  |
|     |     |                |      |  |

Now listen, check your answers and repeat the words after the recording.

In words with the suffix -ment, stress is usually on the same syllable as in their root word.

# E4 Glossary

auxiliary verb The verbs be, have and do are auxiliary verbs when they are used with a main verb to form questions, negatives, tenses, and passive forms, etc.

cleft sentence A cleft sentence is one in which focus is given to either the subject or object using a pattern beginning 'It...' (e.g. It was my father who gave it to me) or 'What..' (e.g. What I want is a holiday).

compound adjective A compound adjective consists of two or more words together used as an adjective, for example, well-behaved.

compound noun A compound noun consists of two or more words together used as a noun, for example, language school.

consonant A consonant sound is a sound produced by blocking the air flow from the mouth with the teeth, tongue or lips. A consonant letter is a letter that represents a consonant sound.

consonant cluster A consonant cluster is a sequence of consonant sounds that come together, for example in *spray* /spr/, *jumped* /mpt/, *electric shock* /ktr/ and /kʃ/.

contraction (or contracted form) A contraction is a shortened form of an auxiliary verb written as part of the previous word. For example, *have* is contracted to *ve* in *they've*.

ellipsis / near ellipsis Ellipsis in speech or writing is the omission of words that can be understood from the context. For example, if a speaker says 'Must go', we understand that 'I' is missed out. In speech, a short sound from the omitted word sometimes remains. In this book this is referred to as near ellipsis, for example, in 's that you? ('Is that you?').

function word (or grammatical word) / content word A function word expresses a grammatical meaning, for example, *this*, *but*, *on*. Function words can be contrasted with content words, for example, *car*, *blue*, *slowly*.

glottal stop A glottal stop is made by closing the vocal folds. If you cough gently you can feel the vocal folds closing just before you 'release' the cough. The phonetic symbol for a glottal stop is ?. In some accents of English a glottal stop replaces a /t/ sound: /fu?bɔːl/ for /futbɔːl/ (football). (For more details, see Unit 29.)

idiom An idiom is a group of words in a particular order with a meaning that is different from the meanings of each word used on its own.

imperative sentences Imperative sentences do not have a subject and use the bare infinitive form of the verb (without any endings), for example, Come here, Put it over there.

International Phonetic Alphabet (IPA) The IPA is the most widely used set of symbols for showing the sounds of a language. The IPA is used in this book, Cambridge Advanced Learner's Dictionary (CALD) and Cambridge English Pronouncing Dictionary (CEPD).

main stress (or primary stress) In a word with more than one syllable, the syllable with main stress stands out more than any other. In most dictionaries the symbol ' is placed before the syllable with main stress, for example, /'hʌndrəd/ (or 'hundred), /pə'hæps/ (or per'haps). (Compare secondary stress.)

one-stress word / two-stress word A one-stress word has one stressed syllable (e.g /kəm'pliɪt/complete). A two-stress word has one syllable with main stress and another with secondary stress (e.g. /ˌdɪsə'griɪ/ disagree).

one-stress phrasal verb / two-stress phrasal verb A one-stress phrasal verb has only one stressed syllable, in the verb, for example, 'fall for (= to fall in love with someone). A two-stress phrasal verb has secondary stress in the verb and main stress in the particle, for example, 'fall 'in (= collapse).

particle (See phrasal verb.)

phonemic symbol A phonemic symbol is a character that represents a sound. A list of phonemic symbols is given on page 192.

phrasal verb A phrasal verb is a verb together with one or two following particles (a preposition or an adverb) that has a single meaning. A two-word phrasal verb (e.g. *care for*) has a verb and one particle and a three-word phrasal verb (e.g. *look up to*) has a verb and two particles.

pitch Pitch is the level of the voice. It can be compared with notes played on a musical instrument: a high pitch corresponds to high notes and a low pitch corresponds to low notes.

prefix A prefix is a letter or group of letters added to the beginning of a word to make a new word. Examples include dis-, co-, super-.

prominent A prominent word stands out from other words around it. Prominent words are shown in capital letters and non-prominent words in lower case letters. For example, in the phrase // one of my FRIENDS//, friends is prominent and the other words non-prominent. If a word has more than one syllable, it is only necessary to make one syllable prominent (the prominent syllable) in order to make the whole word stand out. For example, in // it's your responsiBILity//, -BIL- is the prominent syllable and responsibility the prominent word.

question tag Question tags are short phrases such as isn't it, aren't they, do you, are we added at the end of a sentence to check information, ask if someone agrees, etc.

reflexive pronoun The reflexive pronouns are the words myself, yourself, himself, herself, itself, ourselves, yourselves, and themselves.

The root is the form of a word when all the prefixes and suffixes are taken away. For example, the root of the word *disagreement* is *agree*.

secondary stress In some words with more than one syllable, a syllable with secondary stress stands out less than the syllable with main stress, but more than the remaining syllables. In most dictionaries the symbol, is placed before the secondary stressed syllable, for example, /,aut'stændin/ (or ,out'standing), /'hæm,bsigə<sup>r</sup>/ (or 'ham,burger).

speech unit (or tone unit) When we speak we divide what we say into speech units. Words within speech units are usually run together without pauses, although there is often a pause between speech units. In each speech unit there is one main tone. Speech unit boundaries are indicated by //.

step-down A step-down happens when the voice moves down to a noticeably lower pitch than it was at before. In this book, the symbol **\( \Psi \)** is used to show a step-down.

step-up A step-up happens when the voice moves up to a noticeably higher pitch than it was at before. In this book, the symbol 11 is used to show a step-up.

stress In a word with more than one syllable, syllables that stand out more than others are stressed. (See also main stress and secondary stress.) An unstressed syllable is one that does not stand out.

stress shift When a word which has main stress and secondary stress is used in conversation, the syllable with main stress is usually made prominent. However, if this word is followed by another prominent word, particularly if it begins with a prominent syllable, prominence may move to an earlier syllable with secondary stress. This change is called stress shift. It happens because the rhythm of English prefers prominent syllables to be separated by non-prominent syllables where possible. In CEPD, words which commonly have stress shift are shown with an example: /ˌsek³nd'hænd/ stress shift: ˌsecondhand 'books.

strong form / weak form Some function words have two pronunciations: a strong form and a weak form. For example, but can be pronounced /bʌt/ (strong form) or /bət/ (weak form). The weak form is the usual pronunciation of these words.

suffix A suffix is a letter or group of letters added to the end of a word to make a new word. Examples include *-ive*, *-ment*, *-eer*.

syllable A syllable is a word or part of a word that contains a vowel. (For an exception, see syllable consonant.) The vowel may have consonants before or after it. For example, the word abolish has three syllables: a-/ə/, -bol-/bɒl/, -ish /ɪʃ/.

syllabic consonant A syllabic consonant is a consonant (mainly /l/ or /n/) that is pronounced as a syllable. For example, there are syllabic consonants at the end of the words *bottle* and *happen*. Dictionaries show syllabic consonants either with a , symbol under the consonant (bottle - /botl) or use the symbol of to show that the vowel before the syllabic consonant can be left out (happen - /hæpon/).

tail A tail is a word or short phrase added to the end of a sentence to emphasise or make clearer what we have just said, for example: It's a nice town, *Buxton*; It's really expensive, *that is*.

In each speech unit there is one main movement of the voice up or down, starting on the last prominent word of the speech unit. English has four main tones: falling tone , rising tone , fall-rising tone , and rise-falling tone . In addition, there may be little or no movement of the voice in the speech unit, and we refer to this as level tone.

vowel A vowel sound is a sound produced without blocking the air flow from the mouth with our teeth, tongue or lips. A vowel letter is a letter that represents a vowel sound.

## Further reading

#### Reference works

For a detailed work on the pronunciation of British English:

Cruttenden, A. (ed.) (2001) Gimson's Pronunciation of English, 6th edn. London: Hodder Arnold.

For more on English phonetics and phonology:

Roach, P. (2000) English Phonetics and Phonology: A Practical Course, 3rd edn. Cambridge: Cambridge University Press.

For a dictionary of pronunciation:

Jones, D. (2006) Cambridge English Pronouncing Dictionary, 17th edn. Edited by P. Roach, J. Setter and J. Hartman. Cambridge: Cambridge University Press.

For more on the pronunciation of national and regional varieties of English: Gramley, S. and Pätzold, K.-M. (2004) A Survey of Modern English, 2nd edn. London: Routledge.

For more on differences between North American and British English pronunciation: Celce-Murcia, M., Brinton, D. M. and Goodwin, J. M. (1996) *Teaching Pronunciation: A Reference for Teachers of English to Speakers of Other Languages*. Cambridge: Cambridge University Press. (See in particular Appendix 1.)

For more on the pronunciation of English as an 'international' language (see Unit 2): Jenkins, J. (2000) *The Phonology of English as an International Language: New Models, New Norms, New Goals.* Oxford: Oxford University Press.

For more on 'tails' (see Unit 40):

Carter, R. and McCarthy, M. (1997) Exploring Spoken English. Cambridge: Cambridge University Press.

For more on phrasal verbs (see Units 19 and 20):

Cambridge Phrasal Verbs Dictionary (2006) 2nd edn. Cambridge: Cambridge University Press.

For information on the pronunciation problems of particular first language speakers: Swan, M. and Smith, B. (eds.) (2001) *Learner English: A Teacher's Guide to Interference and Other Problems*, 2nd edn. Cambridge: Cambridge University Press.

#### Material for further practice

Bradford, B. (1998) Intonation in Context: Intonation Practice for Upper-Intermediate and Advanced Learners of English. Cambridge: Cambridge University Press.

Brazil, D. (1994) Pronunciation for Advanced Learners of English. Cambridge: Cambridge University Press.

Cauldwell, R. (2002) Streaming Speech: Listening and Pronunciation for Advanced Learners of English. (British/ Irish version). Birmingham: Speechinaction. (American/ Canadian version, 2005).

Cauldwell, R (2005) Listening to Accents of the British Isles. Birmingham: Speechinaction. Gilbert, J. (2004) Clear Speech, 3rd edn. Cambridge: Cambridge University Press. (North American English)

 Hahn, L. D. and Dickerson, W. B. (1999) Speechcraft: Discourse Pronunciation for Advanced Learners. Ann Arbor: The University of Michigan Press. (North American English)
 Vaughan-Rees, M. (2002) Test Your Pronunciation. Harlow: Pearson.

#### Other books in the English Pronunciation in Use series

Hancock, M. (2003) English Pronunciation in Use Intermediate. Cambridge: Cambridge University Press.

Marks, J. (2007) English Pronunciation in Use Elementary. Cambridge: Cambridge University Press.

# Key

On the recording you will mostly hear speakers of BBC English (see page 10). Where other speakers are recorded, the country or region of Britain they come from is noted.

#### Unit 1

### 1.1 Speaker 1

I don't get a lot of time to myself these days, but if I have a couple of hours to spare then I go down to the tennis club. I've just joined a tennis club near me and we've moved to a new house and er the tennis courts are right outside the back of my garden, so I just literally walk down and go through the gate and spend a couple of hours knocking balls about.

#### Speaker 2 (United States)

When I've got some free time um I like to read. Usually I avoid the latest fiction and look for novels or novelists that I've always known about and wanted to read. But occasionally I just stroll through a bookshop and sometimes it's just the cover of a book that makes me grab it and take it home.

#### Speaker 3 (Canada)

When I've got spare time I like to go to the lake. It's about a twenty minute drive and when I get there I go water skiing. I just love water skiing when the weather's good. And afterward if I've got enough energy, I pick Saskatoon berries on the lane behind the cabin. And later on in the week I make some pies.

#### Speaker 4 (Australia)

My favourite thing to do on a sunny day is to go to the beach. It takes about an hour from my house. I have to get the train and a bus, but it's worth it. Lots of my friends live near the beach, so it's always the perfect way to catch up and enjoy the sunshine.

### Speaker 5 (South Africa)

One of my favourite things to do when I've got a bit of spare time is to go fishing with my friends. Er we get a bit of tackle together, the fishing rods, pile it all into the back of a four-by-four and we head up into the mountains. There's some wonderful streams up there, well stocked with trout, and carp, and bream. We normally take a bit of a picnic up, you know, some bread rolls, and some ham and cheese, and it's just a nice day out.

#### 1.2 Here are some of the things you might have noticed:

|  | British (Br) vs American (US)   |
|--|---|
| magazine   | The stress is different: on the 3rd syllable (maga'zine) in Br and on the 1st syllable ('magazine) in US.   |
| common   | The first vowel is different: /p/ (as in 'hot') in Br and /q:/ (as in 'car') in US.   |
| research The stress is different: on the 2nd syllable (re'search) in Br and on the 1st syllable ('research) in US. |   |
| over   | There is a sound close to /r/ at the end of the word in US, but in Br it ends with a vowel  |
| forty  | The 't' is 'flapped' in US so that it sounds like 'd'.  |
| overweight   | (See 'over' above.)   |
| survey   | There is a sound close to /r/ before /v/ in US, but not in Br.  |
| walk   | The vowel is different: /ɔː/ (as in 'door') in Br and /ɑː/ (as in 'car') in US.   |
| better   | The 't' is 'flapped' in US so that it sounds like 'd'.  |
| leisure  | The first vowel is different: /e/ (as in 'ten') in Br and /iː/ (as in 'see') in US.   |
| understandable   | There is a sound close to /r/ before '-stand-' in US, but not in Br.  |
| exercise   | There is a sound close to /r/ before '-cise' in US, but not in Br.  |
| schedule   | The first consonant is different: /ʃ/ (as in 'she') in Br and /sk/ in US. (Although note that some speakers of Br say /sk/ at the beginning of 'schedule'.) |

### 1.3 1 (northern England)

When I get a day off, I like to go up into the Yorkshire Dales. These are sort of hills, er about twenty miles from where I live. And I'll er walk through the day. I'll set off while it's still dark and walk for about eight hours. And at the end of that finish up in a village somewhere and have a nice meal.

Here are some of the differences you may have noticed between this accent and BBC English:

- the vowel in 'I', 'like', 'nice' (/aɪ/ in BBC English) is more 'open', beginning with a sound close to /ɑː/ (as in 'car')
- the vowel in 'walk' (/ɔː/ in BBC English) is said almost as two vowels /ɔː/ + /ə/
- the 'r' sound in 'for about' is said with a slight tap of the tongue behind the top teeth

#### 2 (Scotland)

I live in the country and I'm I'm quite lucky because where I live is sort of on the top of um a range of low, flat hills. So it's quite windy. On good days, I like to take my children out and we go and fly kites. The children have got little kites, because obviously if it's too windy and with a big kite it would be really too, too much for them, they couldn't control it. Um but they they thoroughly enjoy being out just just in the fresh air.

Here are some of the differences you may have noticed between this accent and BBC English:

- 'r' is pronounced where it would not be in BBC English (in 'sort', 'for then', 'air') and said with a flap of the tongue
- the vowel in 'like', 'fly', 'kite', etc. (/aɪ/ in BBC English) begins with a sound close to 'ee' (/iː/)
- the vowel in 'low', 'so', 'go' (/əu/ in BBC English) is pronounced more like a simple vowel, close to /ɔɪ/

#### 3 (Wales)

In my spare time I really like visiting gardens. Usually, the gardens of big houses. And at every time of the year there's something different to see. The spring, of course, is the best time, when everything's coming into bud, and then later in the summer into full flower. It's really wonderful. And even when it's raining, you can still get great pleasure visiting gardens.

Here are some of the differences you may have noticed between this accent and BBC English:

- the vowel in 'year' (/19/ in BBC English) is pronounced with more rounded lips
- the vowel in 'gardens' (/aɪ/ in BBC English) is more 'open', beginning with a sound close to /æ/ (as in 'cat')
- the /r/ in 'raining' and 'really' is said with a flap of the tongue

#### 4 (Northern Ireland)

Usually, 'cause erm I'm working during the week er and sometimes on a Saturday as well the only day off that I have would be a Sunday. Er and on Sunday we like to get up early, make a big breakfast and if the weather's good er I take my kids for a long walk in the country. Erm we go off er with our little fishing rods and sometimes er go down to the local stream and with a net and try and er catch a few tiddlers or something like that.

(Note: A tiddler is a very small fish.)

Here are some of the differences you may have noticed between this accent and BBC English:

- the vowel in 'usually' and 'during' (/uː/ in BBC English) is pronounced rather like the vowel in 'good' (/u/)
- the vowel in 'off' (/p/ in BBC English) is pronounced with more rounded lips
- the vowel in 'stream' (/i:/ in BBC English) is pronounced almost as two vowels /i:/ + /ə/

Speaker 1 is from Spain.Speaker 4 is from Poland.

Speaker 2 is from India. Speaker 5 is from Japan. Speaker 3 is from China.

### Speaker 1 (Spain)

I have one brother and one sister. My brother is thirty years old. Er he's married. He has two children er three and five. He works as a teacher in a local school. My sister is twenty-five and she's just finished her degree and she has decided to go round the world travelling, so that was a bit of a shock for my parents.

### Speaker 2 (India)

I have er only one sister. She is older than me and er she is getting married, actually, next year, which is very exciting for all of us. And we are very busy preparing for the wedding. Erm but I am married myself all two years now. Er I had a lovely wedding and it is my anniversary next week.

### Speaker 3 (China)

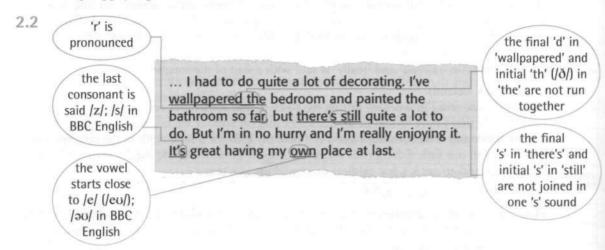
There are four people in my family, my parents and my brother and me. My brother is two years younger than me, and he's married with a kid. And my father, er both my parents are retired now, but my father is still going to senior citizen university, where he's doing photography, whereas my mum is interested in cooking.

### Speaker 4 (Poland)

I have one brother, he's two years older than I am. He's a dentist. He's married and he has two kids. Erm they are aged twenty and eighteen. The older one is already at the university. He studies archaeology, and er the younger one er is going to take his 'A' levels very soon.

### Speaker 5 (Japan)

I am er thirty-two years old and I have a sister um who is twenty-eight. And I have older brother, er thirty-four. And my sister is now married and lives in America, and my brother is a lawyer. And erm I am married er myself and erm my wife er is from Germany. And er we're living happily together.



#### Full transcription:

I've had to buy some really expensive things for the kitchen – a fridge, a dishwasher and a cooker. I already had cutlery and cups and saucers, and my brother gave me some new plates and bowls. I had to get quite a lot of furniture, too. I didn't need a new bed, but I bought a nice old wooden table and some chairs for the sitting room. I had to do quite a lot of decorating. I've wallpapered the bedroom and painted the bathroom so far, but there's still quite a lot to do. But I'm in no hurry and I'm really enjoying it. It's great having my own place at last.

| 3.1 | 1 a=ii; b=i | 4 a=ii; b=i | 7 a=i; b=ii | 10 a=i; b=ii | 13 a=i; b=ii | 16 a=ii; b=i |
|-----|-------------|-------------|-------------|--------------|--------------|--------------|
|     | 2 a=i; b=ii | 5 a=i; b=ii | 8 a=i; b=ii | 11 a=ii; b=i | 14 a=i; b=ii | 17 a=ii; b=i |
|     | 3 a=ii; b=i | 6 a=ii; b=i | 9 a=ii; b=i | 12 a=i; b=ii | 15 a=i; b=ii | 18 a=ii; b=i |

3.2 1 tortuous 5 subterranean 9 debutante
2 methylated spirits 6 decompression chamber 10 repetitive strain injury
3 flabbergasted 7 pistachio 11 rotisserie
4 symbiosis 8 glitterati 12 idiolect

#### Follow-up

Beauchamp /'birtsəm/ McFadzean /mək'fædiən/

Mousehole /'mauz<sup>2</sup>l/ (Note that <sup>2</sup> means that the vowel /2/ might be left out.)

Towcester /'təustə<sup>r</sup>/ (Note that <sup>r</sup> means that a /r/ sound may be added if the next word begins with a vowel.)

isogloss /'aɪsəuglos/ (isogloss is a line on a map giving information about dialects) ozokerite /əu'zəuk³rɪt/ (ozokerite is a mineral. Note that ³ means that the vowel /ə/ might be left out.)

### Unit 4

4.3 These words have the same pronunciation in British and American English: belligerent (/bəˈlɪdʒərənt/), continuum (/kənˈtɪnjuəm/), precinct (/ˈpriːsɪnkt/), sepia (/ˈsiːpiə/).

These words have different pronunciations in British and American English: charade (/ʃəˈrɑːd/ (Br); /ʃəˈreɪd/ (US)), felafel (/fəˈlæfəl/ (Br); /fəˈlɑːfəl/ (US)), vitamin (/ˈvɪtəmɪn/ (Br); /ˈvaɪtəmɪn/ (US)), wrath (/rɒθ/ (Br); /rɑːθ/ (US)).

#### Follow up

Here are some example search results:

Key search words 'pronunciation guide stars':

http://www.earthsky.org/skywatching/pronunciation.php (North American pronunciation)

Key search words 'pronunciation guide fashion':

http://fashion.about.com/cs/designers/l/blpronounce.htm

Key search words 'pronunciation guide geography':

http://www.brookscole.com/earthscience\_d/templates/student\_resources/0030339669\_salter/geo2\_pronunciation/geoApp2.html# (North American pronunciation)

#### Unit 5

- 5.1 Slow speech is more likely in situations 1, 3 and 4.
- (Australia)(South Africa)She said she'd never seen anything like it before.They don't seem to be getting on too well.

(Australia) 4 As long as you don't mind us coming in late. (South Africa) 5 We should be able to get there in a couple of hours.

### 5.3 (Speaker C = Canada)

- A: So why did you go for Jensens// to supply the machines//
- B: Well// at the time// I thought they were the best available//
- C: And we've done business with them before//
- A: But that was years ago//
- B: Yes// but the management hasn't changed at all//
- C: And they've still got a pretty good reputation//
- A: But you now feel// that the product isn't up to scratch//
- B: No// they've been pretty poor// to be honest//
- A: So you think// we ought to be looking for a different supplier//
- B: Yes// I do// And for compensation from Jensens//
- C: Shall I contact the lawyers about it//
- A: Yes, please// We'll leave that to you//
- 5.4 1 // but that was years ago//
  - 2 // but the management hasn't changed at all//
  - 3 // to be honest//
  - 4 // we ought to be looking for a different supplier//
  - 5 // we'll leave that to you//

### Unit 6

Δ

Remember that in Section C you can find detailed description and additional practice of the pronunciation features of fast speech introduced in Units 5 and 6.

6.1 together pronounced 'zee' /zi:/ pronounced /ja/

1 Has he been to see you since Saturday?

pronounced 'bin' /bm/ together pronounced 'sinsaturday'; the two /s/ sounds are merged

pronounced 'aster' /a:stə/;

/k/ and /h/ are missed out

/t/ is missed out

/d/ is missed out

/t/ is pronounced as a glottal stop /?/

2 I asked her for the best tickets they'd got left.

together pronounced 'jer' /d3ə/

/t/ is pronounced as a glottal stop /?/

3 Do you mind moving along a bit?

together pronounced 'mymoving'; /d/ is missed out, /n/ pronounced like /m/, and the two /m/ sounds then merged

negleces her

6.2 1 A: Rick doesn't take one bit of interest. He neglects her.

soun<del>ds</del> together pronounced 'zee' /zi:/

A: That sounds terrible. Why does he do that?

B: Maybe he's jealous because she's doing so well.

together pronounced /dʒa/ who's

2 A: Do you know who's coming?

except

B: Everyone except Cathy.

'11

A: What time will they be here?

about

B: About six.

/ə/ /jə

/fər/; a /r/ sound is added before the vowel

3 A: Are you coming out for a walk?

'll just /t/ is pronounced like /p/ before /m/

B: Okay. I'll just get my coat.

together pronounced /ænd3ə/

together pronounced /nixd3ə/

A: And your hat. And you'll need your gloves, too.

together pronounced /əndʒəl/

### Unit 7

### 7.1 (United States)

1 (a piece of thin cord) string

- 2 (a woman who rules a country) queen
- 3 (an injury to a muscle) strain
- 4 (a country in southern Europe) Spain
- 5 (a poor area in a city) slum

- 6 (a feeling when you have been hurt) pain
- 7 (to drink a small amount) sip
- 8 (done with great speed) quick
- 9 (to make someone frightened) scare
- 10 (a hard transparent material) glass

### 7.2 (Canada)

| 1 (grow) to increase in size         | (NOT glow)  |
|--------------------------------------|-------------|
| 2 (quake) to shake with fear         | (NOT cake)  |
| 3 (swim) to move through water       | (NOT slim)  |
| 4 (store) another word for shop      | (NOT straw) |
| 5 (spit) watery liquid in your mouth | (NOT split) |
| 6 (pay) to give money for something  | (NOT play)  |
| 7 (flame) burning gas                | (NOT frame) |
| 8 (pure) not mixed                   | (NOT poor)  |

- 7.3 1 Just cross the road.
  - 2 The cat was following its trail.
  - 3 Before that I had to ride a motorbike.
  - 4 It's Michael's twin.

- 5 He fell into a deeper sleep.
- 6 I thought it was a terrible sight.
- 7 Just below your nose.
- 8 This one is a pear.

8.1 Number of final consonant sounds

| 1 final consonant sound  | catch $ tf $ ears $ z $ earth $ \theta $ ledge $ d3 $  |
|--------------------------|--|
| 2 final consonant sounds | axe /ks/ laughed /ft/ touched /tʃt/  |
| 3 final consonant sounds | accents /nts/ against /nst/ aspects /kts/ diamonds /ndz/<br>grasped /spt/ next /kst/ risked /skt/ stamps /mps/ |
| 4 final consonant sounds | attempts /mpts/ contexts /ksts/ sculpts /lpts/ tempts /mpts/   |

8.2 1 next (no simplification)

5 aspects #

2 accents #

6 diamonds d

3 stamps (no simplification)

7 context (no simplification)

4 against (no simplification)

8 grasped (no simplification)

8.3 (Australia)

1 paint 2 designers

3 faster

4 trains 5 ridged

6 exports

8.4 The police think the roads on the south coast will be packed when the seventh Felton Pop Festival begins next weekend. Last year more than 10,000 pop fans packed into the field where the festival was held. There is simple accommodation on a nearby farm, but most people will camp in small tents.

### Follow-up

English has longer consonant clusters and a wider range of possible combinations of consonants in word-final clusters than many other languages. For example, in Greek, words that end in more than one consonant sound are rare apart from words borrowed from other languages. In Greek, the most common word-final consonant sound is /s/ and less frequently /n/.

## Unit 9

9.1 When I started playing badminton, I was sixty and I hadn't done any strenuous (/'strenjuəs/) exercise (/'eksəsaiz/) for almost twenty years. But after just a few months I'd won the over-fifties national championship and an international competition. My husband thinks I'm crazy and that I'll injure myself. But I've found a number of advantages in taking up a sport. I feel much healthier, and it's important to be active at my age. And meeting new people has improved my social life. So I'll carry on playing until I get too old.

9.2 1 // she's a freelance translator//

(no simplification)

2 // the president spoke next//

(/t/ is shortened)

3 // she wore a silk dress//

(/k/ is shortened)

4 // it looked green to me//

(/t/ is left out)

5 // it's on the first floor//

(/t/ is left out)

6 // he speaks three languages//

(no simplification)

7 // lift your arms slowly//

('...s s...' make one lengthened /s/ sound)

8 // there was a cold breeze//

(/d/ is left out)

9 // what's that unpleasant smell//

(/t/ is left out)

10 // it's huge//

(no simplification)

#### 9.3 The most likely answers are:

direct speech (/t/ is left out) general strike (no simplification) golf club (no simplification) (no simplification) lamp shade first class (/t/ is left out) (no simplification) passive smoking (/k/ is shortened) rock music (/t/ is left out) lost property (no simplification) speech therapist time travel (no simplification) (/t/ is left out) tourist trap

### Follow-up

Here are some examples of compounds which have consonant clusters across word boundaries taken from the field of physics: chaos theory, electron microscope, focal point, jet propulsion, tensile strength, surface tension.

### Unit 10

| 10.1 | 1 occasional (1) | 4 cosmopolitan (2) |  |
|------|------------------|--------------------|--|
|      | 2 (supplement(1) | 5 pedestrian (1)   |  |

7 electronic (2)

3 temperamental (2)

5 pedestrian (1)

8 spectacular (1)

6 incoherent (2)

9 documentary (2)

#### 10.2 \*indicates stress shift.

1 pronunciation 8 Mediterranean 2 routine \* 9 sixteen \* 3 propaganda 10 propaganda 4 Mediterranean \* 11 routine 12 independent \* 5 sixteen 6 satisfactory \* 13 satisfactory 7 independent 14 pronunciation

The words which do not have stress shift are 'pronunciation' and 'propaganda'.

10.3 concise **foot**bridge lifelike paintbox subjective tablecloth disarming

### (Speaker A = South Africa)

1 concise 5 tablecloth 2 handbag 6 paintbox 3 lifelike 7 disarming

4 subjective

#### Follow-up

(i) In Indian English, for example, stress often comes on the next to last syllable of a word regardless of where it comes in the word in other varieties. For example, 'event, 'refer in Indian English compared with e'vent, re'fer in British English.

(ii) Here are some words stressed differently in British and American English: 'adult, 'brochure, 'debris, mou'stache (in British English); a'dult, bro'chure, de'bris, 'moustache (in American English).

11.1 (United States) Note that this speaker of American English pronounces 'herb' /ɛɪrb/; in British English it is usually pronounced /hɜɪb/.

(Example: Note also that 'medicine' is usually pronounced with 2 syllables /'medson/, but may be pronounced with three in slow, careful speech /'medison/.)

- 1 di'saster di'sastrous
- 5 per'centage per'cent
- 2 'outrage out'rageous
- 6 my'sterious 'mystery
- 3 Re'gardless re'gard
- 7 agri'cultural 'agriculture
- 4 'industry in'dustrious

### 11.2 (Jamaica)

Words with the same stress pattern as their root:

de'pendable (de'pend)

re'liable (re'ly)

pro'fessional (pro'fession)

me'chanical (me'chanic)

ac'ceptable (ac'cept)

de'batable (de'bate)

Words with a different stress pattern from their root:

uni'versal ('universe)

'reputable (re'pute)

acci'dental ('accident)

11.3 \* indicates stress shift.

1 absentee \* 2 volunteer \*

3 Cantonese 4 roulette

ette 5 Sudanese \*

#### Follow-up

Here are some more nationality adjectives ending *-ese*: Beninese, Chinese, Congolese, Guyanese, Lebanese, Maltese, Portuguese, Senegalese, Sudanese, Taiwanese, Tongolese, Vietnamese. Said on their own, they all have main stress on *-ese*; said in the context of 'the \_\_\_\_\_\_\_people', they are all likely to have stress shift with main stress in the first syllable.

### Unit 12

### 12.1 (Canada)

- 1 (being hostile to something) hostility
- 2 (when someone is prosecuted) prosecution
- 3 (being willing to cooperate) cooperative
- 4 (a newspaper article giving the editor's opinion) editorial
- 5 (when people speculate to make a profit) speculation
- 6 (acting on impulse) impulsive
- 7 (being familiar with something) familiarity
- 8 (to do with photography) photographic

The word with a suffix which is an exception to the rule given at the beginning of **A** is 'co'operative'. (It doesn't have stress on the syllable immediately before *-ive*.)

### 12.2

| /tʃən/ (e.g. sug        | ges <u>tion</u> )     | /ʃən/ (e.g. educa <u>ti</u>                  | on)                                     | /ʒən/ (e.g. dec     | ri <u>sion</u> )      |
|-------------------------|-----------------------|--|---|---------------------|-----------------------|
| combustion<br>digestion | congestion exhaustion | accommodation<br>comprehension<br>expression | celebration<br>depression<br>suspension | erosion<br>invasion | explosion<br>revision |

12.3 resident excellence

per<u>for</u>mance corre<u>spon</u>dent informant de<u>fi</u>ant a<u>ssis</u>tant acceptance convergence maintenance insistence reference applicant significance

The exception is "excellence". The syllable before the suffix *-ence* ends in 'ell' (VCC) and so stress would be on this syllable if the second rule in B were followed. (Note that "excellent" is also an exception.)

12.4 The words with the same (S) stress pattern as their root are:

de'fiant (de'fy) as'sistant (as'sist)

coincidence

con'vergence (con'verge) in'formant (in'form) ,corre'spondent (,corre'spond)

ac'ceptance (ac'cept)

in'sistence (in'sist)

The words with a different (D) stress pattern from their root are:

'reference (re'fer)

'excellence (ex'cel)

'maintenance (main'tain)

'applicant (ap'ply)

co'incidence (coin'cide)

sig'nificance ('signify)

### Follow-up

Here are some examples from the field of medicine:

| /t∫ən/ (e.g. sugges <u>tion</u> ) | /ʃən/ (e.g. edu      | ica <u>tion</u> ) | /ʒən/ (e.g. deci <u>sion</u> ) |
|-----------------------------------|----------------------|-------------------|--------------------------------|
| indigestion                       | addiction concussion | hypertension      | vision                         |

## Unit 13

13.1 (Australia)

inter'vention = S (inter'vene)

Ca'nadian = D ('Canada) stu'pidity = D ('stupid)

nor'mality = D ('normal) 'preference = D (pre'fer) se'curity = S (se'cure)

con'sumption = S (con'sume) application = D (a'pply)

de'livery = S (de'liver) sin'cerity = S (sin'cere) advan'tageous = D (ad'vantage)

ma'turity = S (ma'ture)
'sanity = S (sane)
pre'cision = S (pre'cise)
di'version = S (di'vert)

13.2 The words with a different vowel sound from their root are:

intervention /e/ (intervene /iː/) consumption /ʌ/ (consume /uː/) sanity /æ/ (sane /eɪ/) precision /ɪ/ (precise /aɪ/) sincerity /e/ (sincere /ɪə/)

The words with the same vowel sound as their root are: familiarise /1/ (familiar /1/) security /0ə/ (secure /0ə/) maturity /0ə/ (mature /0ə/) delivery /1/ (deliver /1/)

diversion /31/ (divert /31/)

- 13.3 1 a divide b division
  - 2 a competitive b compete
  - 3 a collision b collide
  - 4 a example b exemplary
  - 5 a national b nation
- 13.4

| Vowel sound in<br>main stressed<br>syllable of root | /p/ (as in stop)   | /ɪ/ (as in s <u>i</u> t)  | /aɪ/ (as in drive)                                      | /æ/ (as in black)   | /e/ (as in pen)   |
|---|--|---|---|---|---|
|   | commercial<br>(commerce)<br>evolution<br>(evolve)<br>modernity<br>(modern) | symbolic<br>(symbol)<br>historic<br>(history)<br>influential<br>(influence) | applicant (apply) financial (finance) decision (decide) | accidental (accident) calculation (calculate) magnetic (magnet) | speciality (special) demonstration (demonstrate) medicinal (medicine) |

- 14.1 1 unwise 2 unpack 3 discourage 4 illegal
- 14.2 (Speaker A = Spain)

1 replace 2 illegal

3 unpack

4 discourage

14.3

| /di:-/                                  | /d1-/   | /ri:-/  | /rı-/  |
|---|---|---|--|
| debug deregulate<br>destabilise devalue | deflate deform<br>delineate demote<br>descend | reapply recharge<br>reconsider resit<br>restructure | reflect refresh<br>relapse replace<br>review |

### 14.4 (South Africa)

- 1 a recover /rɪˈkʌvə/ (= get well) b re-cover /ˌriːˈkʌvə/ (= cover again)
- 2 a re-sign /,rit'saɪn/ (= sign again) b resign /rɪ'zaɪn/ (= give up a job)
- 3 a re-count /rir'kaunt/ (= count again) b recount /ri'kaunt/ (= describe)

### Unit 15

#### 15.1 (United States)

- 1 co-education
- 5 Superstars; counteroffensive (counteroffensive is also possible)
- 2 subconscious
- 6 supernatural; undercurrents

3 interface

- 7 co-writers; hypertext
- 4 underachievers; subtitles
- 8 international; counterparts

- 15.2 2 g (000Oo)
- 4 f (Ooo)
- 6 e (O000)

- 3 d (00O00)
- 5 a (oOo)
- 7 b (ooOo)

- 15.3 \*indicates stress shift
  - 1 impractical
- 3 impolite\*
- 5 dishonest
- 7 undressed

- 2 review
- 4 misplaced\*
- 6 dehydrated\*

### Follow-up

Here are some more *sub*- and *super*- words with their main stressed syllable underlined: <u>subgroup</u>, <u>suborbital</u>, <u>superhuman</u>, <u>subeditor</u>, <u>superglue</u>, <u>sub</u>culture, <u>superbug</u>

### Unit 16

| 16.1 | 1 chemical formula (adjective + noun)        | 7 mobile phone (adjective + noun)    |
|------|--|--------------------------------------|
|      | 2 bank account (noun + noun)                 | 8 flight attendant (noun + noun)     |
|      | 3 American football (adjective + noun)       | 9 sofa bed (noun + noun)             |
|      | 4 artificial intelligence (adjective + noun) | 10 magnetic field (adjective + noun) |
|      | 5 coffee shop (noun + noun)                  | 11 tea strainer (noun + noun)        |
|      | 6 best man (adjective + noun)                | 12 space station (noun + noun)       |

### 16.2 (Canada)

| 1 voicemail         | 8 a hot potato       | 15 lipstick         |
|---------------------|----------------------|---------------------|
| 2 a paper towel     | 9 a claim form       | 16 boiling point    |
| 3 a civil war       | 10 house-hunting     | 17 a search party   |
| 4 a greenhouse      | 11 a town hall       | 18 a shop assistant |
| 5 an ice rink       | 12 a pay phone       | 19 dental floss     |
| 6 distance learning | 13 a defining moment | 20 a rubber band    |
| 7 a loudspeaker     | 14 orange juice      |                     |

'Greenhouse', 'town hall', 'defining moment', 'dental floss' and 'orange juice' are all exceptions to the rules in B and C. They are all mentioned in the reference page.

#### Follow-up

Here are ten examples from the field of music with main stressed syllables underlined. <u>bar</u>bershop <u>disc</u> jockey grand pi<u>ano</u> <u>tu</u>ning fork heavy <u>me</u>tal <u>mouth</u>piece musical <u>in</u>strument <u>bluegrass</u> French <u>horn</u> <u>sound</u>track

## Unit 17

| 17.1 | 1 homesick       | 5 armour-plated | 9 empty-handed      |
|------|------------------|-----------------|---------------------|
|      | 2 far-fetched    | 6 cinemagoing   | 10 fireproof        |
|      | 3 spine-chilling | 7 gift-wrapped  | 11 self-financing   |
|      | 4 mind-blowing   | 8 well-meaning  | 12 machine-readable |

The exception is 'armour-'plated'. Most noun + past participle compound adjectives have main stress on the *first* part.

### 17.2 (Australia)

| <ul> <li>indicates compounds</li> </ul> | which have stress shift |              |
|---|-------------------------|--------------|
| bad-tempered                            | high-flying*            | eye-catching |
| public-spirited                         | world- <u>fa</u> mous   | tongue-tied  |
| time-consuming                          | hard-working            | camera-shy   |
| good- <u>look</u> ing                   | ground-breaking         | long-term*   |
| close-cropped*                          | well-dressed            | fat-free     |
| short-sighted                           | <u>loose</u> -fitting*  | well-earned* |

### 17.3 Definitions of abbreviations:

CEO = chief executive officer DVD = digital versatile disc or digital video disc

AOB = any other business PC = personal computer

OHP = overhead projector NHS = National Health Service (the British state health care system)

ATM = automated teller machine (a machine, often outside a bank, where you can get money from your account using a bank card)

RP = received pronunciation (an accent of British English considered to have no regional features) AGM = annual general meeting

RSI = repetitive strain injury (a medical condition causing pain in the hand, wrists, etc., especially in people who use computers a lot)

TLC = tender loving care (being looked after carefully and gently) VAT = value added tax

UFO = unidentified flying object WHO = World Health Organisation

EU = European Union RSVP = répondez s'il vous plaît (= please reply)

CV = curriculum vitae ETA = estimated time of arrival

CD = compact disc IT = information technology

CND = Campaign for Nuclear Disarmament (a British organisation opposing nuclear weapons)

DIY = do-it-yourself (decorating or repairing your home rather than paying someone else to do it)

GMT = Greenwich Mean Time HGV = heavy goods vehicle (a large truck used for transporting goods)

The letter with main stress is underlined and \* indicates stress shift.

| 1 CEO | 5 AGM*         | 9 ETA          |
|-------|----------------|----------------|
| 2 PC* | 6 TLC          | 10 CD*         |
| 3 NHS | 7 <u>W</u> HO* | 11 DI <u>Y</u> |
| 4 RP  | 8 <u>E</u> U*  | 12 GMT         |

### Unit 18

### 18.1 (South Africa)

| main stress on the first part   | main stress on the second part  | main stress on the third part  |
|---|---|--|
| pinball machine<br>aircraft carrier<br>nail varnish remover<br>payback period | left-luggage office<br>headed notepaper<br>car boot sale<br>level playing field<br>cooling-off period | first-time buyer<br>downhill skiing<br>bullet-proof vest<br>two-way mirror<br>right-hand drive<br>household name |

#### 18.2 The syllables with main stress are underlined. The correct answer is given first.

Example: washing-up liquid (peanut butter)

- 1 grant-maintained school (teacher-training college)
- 2 old-people's home (semi-detached house)
- 3 air traffic controller (travelling salesman)
- 4 windscreen wipers (rear-view mirror)
- 5 baseball cap (shoulder-length hair)

18.3 1 double-decker bus

- 2 bullet-proof vest
- 3 four-leaf clover

4 hot-water bottle

- 5 three-piece suit
- 6 right-angled triangle

The exception is 'hot-water bottle' which has main stress on the second part, 'water'.

#### Follow-up

Here are some things you might see. The syllables with main stress are underlined. bedside <u>lamp</u> walk-in <u>war</u>drobe four-poster <u>bed</u> drop-leaf <u>table</u> wide-screen television radio-cassette player table-tennis bat built-in wardrob

#### Unit 19

### 19.1 (United States)

11 22 32 41 52 61 71 81

### 19.2 (Speaker A = Spain)

Prominent syllables in the parts in bold are given in capitals.

- 1 What are you DRIVing at?
- 2 I thought she'd disapPROVE of them.
- 3 I said I think it will reSULT IN climate change. (The particle is made prominent for contrast.)
- 4 Yes, I READ about it.
- 5 Where does she COME from?
- 6 But I don't know what to AIM AT. (The particle is made prominent for special emphasis.)
- 7 Yes, it's TEEMing with them.

#### 19.3 (Speaker A = India)

Prominent syllables in the parts in **bold** are given in capitals.

- 1 Yes, when you're next in town, why don't you COME BY? (,come 'by = visit)
- 2 Well, at this time of year fresh vegetables are difficult to COME by. ('come by = obtain)
- 3 I was stroking Susan's cat when it just TURNED on me. ('turn on = attack)
- 4 Yes, he certainly knows how to TURN it ON. (turn 'on = to show a particular quality)

#### Follow-up

For example, you could note stress in phrasal verbs like this:

one-stress: 'settle for 'hint at

two-stress: "glaze 'over "set 'off

### Unit 20

- 20.1 1 <u>handed your homework</u> in (The particle is non-prominent as the object, 'your homework', is between it and the verb and is prominent.)
  - 2 turn it off
  - 3 <u>rolled</u> my <u>trou</u>sers up (The particle is non-prominent as the object, 'my trousers', is between it and the verb and is prominent.)
  - 4 get by
  - 5 get along
  - 6 pointing out
  - 7 <u>fell</u> off the <u>wall</u> (The particle is non-prominent as the object, 'the wall', is after it but still in the same clause.)
  - 8 send them on

### 20.2 (Speaker A = Poland)

Prominent syllables in the parts in **bold** are given in capitals.

- 1 A: Did you lend Ellen your mobile? B: No, she just WALKED OFF with it.
- 2 A: Do you think you'll buy the house? B: If I can COME up with the MONey. ('... COME UP with the MONey' would also be possible)
- 3 A: You don't really want the job, do you? B: No, but I don't know how I'm going to GET OUT of it.
- 4 A: Have the holiday brochures arrived yet? B: I've only just SENT aWAY for them.
- 5 A: Steve's working really hard at the moment. B: Yes, I think he's hoping to PUT in for a proMOtion. ('... PUT IN for a proMOtion' would also be possible)
- 6 A: So how do you suggest improving education in the country? B: Well, first, we should DO aWAY with PRIvate SCHOOLS. (\*... DO away with PRIvate SCHOOLS' would also be possible)

## 20.3 1 a check it in b check-in

3 a back them up b backup

2 a gets together b get-together

4 a follow it up b follow-up

#### Follow-up

Here are some examples from the area of business. Main and secondary stressed syllables are marked in the example phrasal verbs and compound nouns. Prominent syllables are marked in the example sentences.

Phrasal verb:

.walk 'out

The 200 striking workers WALKED OUT last week.

Compound noun:

'walkout

There's been a WALKout at the factory.

Phrasal verb:

mark 'up

Prices have been MARKED UP since last week.

Compound noun: 'mark-up

The MARK-up on the products is over 100 per cent.

### Unit 21

### 21.2 (Speaker A = Japan)

The reason why some function words are in the strong form is given in brackets.

Example a S (word is at end of sentence) b W

- 1 a W b S ('would' is used as a content word rather than a function word)
- 2 a W b S ('were' is contrasted with 'weren't')
- 3 a W b S ('from' is contrasted with 'for')
- 4 a S ('your' is used as a content word rather than a function word) b W
- 5 a S (word is at end of sentence) b W
- 21.3 1 2 2 They were waiting for their brother.
  - $2 \ 3 2$  I knew that she was going to be late again.
  - 3 2 3 Would you take her to the swimming pool?
  - 4 4-3 I thought we were at the station already, but I was wrong.
  - 52-4 Shall we go to the zoo, or have you been before?
  - $6 \ 3 3$  There are some more books here that he could have.
  - 7 3-2-3 He asked me for some money and I lent it to him.
  - 8 6 She told me that we would have been better off going by bus.

- 22.1 Words in **bold** which are prominent are underlined.
  - 1 A: Do you know of any good restaurants in Brockhurst?
    - B: Well, I haven't been for <u>some</u> years, but there used to be <u>some</u> very good ones. The Oyster was <u>the</u> place to eat seafood.
    - A: Mmm. I do like seafood.
    - B: But I'm sure any of the restaurants there will be good.
  - 2 A: Try turning the tap off.
    - B: I have tried turning it, but it's stuck.
    - A: Did you ask anyone for help?
    - B: No. Look, why don't you try?
    - A: Okay. Hmmm. There must be some way of doing it.
    - B: I did tell you it was stuck.
    - A: There. It just needed some strength! Anyone could have done it.

### 22.2 (Speaker A = Jamaica)

Prominent words are in capitals.

1 is THAT IT?

3 YES, THIS is IT.

5 THAT'S it.

7 WHAT IS it?

2 OH, IS it?

4 YES, THAT'S IT.

6 THIS is IT, then.

8 I CAN'T. THAT'S just IT.

### 22.3 (Speaker A = China)

Prominent words in the parts in bold are in capitals.

- 1 A: I couldn't understand a word he said. B: WHERE was he FROM?
- 2 A: Can I book a table for tonight, please? B: HOW many is it FOR?
- 3 A: While I was out, someone left these flowers outside my house. B: WHO could it have BEEN?
- 4 A: That woman you were talking to seemed nice. B: Yes, but I don't know WHO she WAS.
- 5 A: Couldn't you have helped him at all? B: There was nothing we could have DONE.
- 6 A: You just sit and relax. B: But isn't there anything I can DO?

#### Follow-up

Here is an extract from a conversation between two people talking about computers. Notice how Speaker 2 (S2) uses 'This is it' to mean something like: 'I agree. You have done a lot of work on it and you don't want to lose the information'.

- S1 I've got it on the hard disk and I've got it on an A drive. But I wanted to have it on two just in case I lose er you know the floppy or er you know anything happens. It's best to isn't it?
- S2 Oh right. Yeah. Yeah. Yeah.
- S1 I've done a hell of a lot of work on that.
- S2 This is it. Yeah.
- S1 I don't want to lose it.

- 23.1 1 NC
  - 2 C (director /ai/ director /ə/)
  - 3 C (December /1/ December /ə/)
  - 4 NC
  - 5 C (ambulance /o/ ambulance /ə/)
  - 6 NC

- 7 NC
- 8 C (vocabulary /əu/ vocabulary /ə/)
- 9 NC
- 10 C (corridor /ɔː/ corridor /ə/)
- 11 C (consent /p/ consent /ə/)
- 12 NC

### 23.2 (First speaker = India; second speaker = Scotland)

The definitions on the recording are given before each answer. The symbol . shows syllable divisions.

- 1 A wish to learn about something, curiosity /kjuə.ri'ps.1.ti/
- 2 Very much like a particular thing. virtual /'v3:r.tʃu.əl/
- 3 To do with countries that were once colonies, colonial /kə'ləu.ni.əl/
- 4 One of the things used to make something. ingredient /ɪŋ¹griː.di.ənt/
- 5 Someone who is famous. celebrity /sɪ'leb.rɪ.ti/
- 6 Very angry. furious /'fjuə.ri.əs/
- 7 The force that makes things fall to the ground. gravity /'græv.i.ti/
- 8 The larger part of something. majority /mə'dʒp.rɪ.ti/
- 9 A phrase that acts like an adverb. adverbial /æd'v3:r.bi.əl/
- 10 Describes someone who spends a long time studying. studious /'stju:.di.əs/

(Note: The second speaker (from Scotland) pronounces 'r' in virtual and adverbial, where these would not be pronounced in BBC English.)

- 23.3 The symbol . shows syllable divisions.
  - 1 furious /'fjoə.rjəs/
  - 2 studious /'stju:.d3əs/
  - 3 celebrity /sə'leb.rə.ti/
  - 4 colonial /kəˈləu.njəl/
  - 5 majority /məˈdʒɒ.rə.ti/
- 6 adverbial /əd'v3:.bjəl/
- 7 ingredient /ɪŋˈgriː.dʒənt/
- 8 curiosity / kjuə.ri'ps.ə.ti/
- 9 gravity /'græv.ə.ti/
- 10 virtual /'va:.tʃəl/

### Unit 24

- 24.1 1 My cousin lives in a mansion with a huge garden.
  - 2 He took out a little bottle full of poison and poured it into her tea.
  - 3 Eleven people were injured in the collision.
  - 4 When she got on the bicycle and began to pedal she started to wobble.
  - 5 Since she started playing the violin, her <u>ambition</u> has been to be a <u>classical musician</u>.
  - 6 I burnt my knuckle on a candle and had to go to hospital.
  - 7 He wrote an article about a famous politician who was sent to prison.

### 24.2 (Speaker A = Canada)

- 24.3 ... religions Buddhism and Hinduism
  - ... political systems capitalism and communism
  - ... things to avoid when appointing someone to a job ageism and favouritism
  - ... good qualities for someone to have in a job enthusiasm and professionalism (or optimism)
  - ... feelings you might have about a situation optimism and pessimism (or enthusiasm)

### Follow-up

The Channel Tunnel is the tunnel under the English Channel connecting England and France.

- faux pas (noun) a socially embarrassing mistake joie de vivre (noun) great enjoyment of life déjà vu (noun) the feeling that you have already experienced what is happening now fait accompli (noun) something that has happened and can't be changed carte blanche (noun) complete freedom to take whatever action you want entre nous (adj/adv) used to say that something should be a secret 'between ourselves' en route (adv) on the way to or from somewhere nuance (noun) a very small difference in meaning, appearance, etc.
- 25 B doppelgänger (noun) a person who looks exactly like you but is not related to you realpolitik (noun) practical politics, decided by immediate needs rather than by principle wanderlust (noun) the wish to travel far and to many different places
- 25 C incommunicado (adj) not communicating with anyone mañana (adv) some time in the future El Nino or El Niño (noun) an unusual current in the Pacific Ocean that temporarily changes world weather patterns
- 25 D cognoscente (noun) a person who has a lot of specialist knowledge, particularly of the arts plural: cognoscenti prima donna (noun) someone who thinks they are special and should be treated in a special way
- 25 E bonsai (noun) a very small tree that has been stopped from growing to its full size kimono (noun) a loose piece of outer clothing with side sleeves origami (noun) making decorative objects by folding paper
- 25 F feng shui (noun) an ancient Chinese belief that the way your house is built and the way that you arrange objects affects success, health and happiness lychee (noun) a fruit with a rough brown shell and sweet white flesh typhoon (noun) a violent wind which has a circular motion, found in the West Pacific Ocean

### 25.1 French:

denouement /dei'nuːmɑ̃ɪŋ/ (noun) the end of a book or play where everything is explained nouvelle cuisine /ˌnuːvelkwi'ziɪn/ (noun) a style of cooking in which a small amount of food is served in an attractive pattern on the plate

### Chinese:

gingseng /'dʒɪnseŋ/ (noun) the root of a tropical plant used to improve health kumquat /'kʌmkwpt/ (noun) a small, oval orange-coloured fruit

### Italian:

diva /'diːvə/ (noun) a famous female singer sotto voce /,sptəu'vəutʃeɪ/ (adjective) said in a very quiet voice

#### German:

ersatz /'eəsæts/ or /'eəzɑːts/ (adjective) describes something used instead of something else because the original is rare or too expensive schadenfreude /'ʃɑːdənˌfrɔɪdə/ (noun) a feeling of pleasure you get when something bad happens

to someone else

### Japanese:

haiku /'haiku:/ (noun) a poem made up of 17 syllables only ninja /'nind3ə/ (noun) a Japanese sword-carrying fighter

#### Spanish:

macho /ˈmætʃəʊ/ (adjective) behaving forcefully and without emotion in a way that was thought typical of a man

pronto /'prontəo/ (adjective) quickly and at once

25.2 1 d /ˌbet'nwaɪ²/ 5 c /ˈkɒntrətɑ̃ɪŋ/ 2 g /ˌkɔːzsel'ebrə/ 6 h /ˌɑ̃ɪn'swiɪt/

3 a /dərɪˈgɜːr/ 4 f /ˌkliːɑ̃ːnˈtel/ 7 b /,nɔində'pluɪm/

8 e /,sævwa:'feə<sup>r</sup>/

25.3 glasnost /'glæsnost/ (noun) a policy of making government more open and accountable to its people

intelligentsia /m,teli'dzentsiə/ (noun) the highly educated people in a society who are interested in arts and politics

politburo /'pplit,bjuorou/ (noun) the main governing group in a Communist country samovar /'sæməvar'/ (noun) a large metal container used to heat water for tea troika /'trɔikə/ (noun) a group of three powerful politicians

Unit 26

### 26.1 (Speaker A = Spain)

| 1   | A: Where are you going?             | 6  | B: By_air. /i/                      |
|-----|-------------------------------------|----|-------------------------------------|
| 2   | A: When?                            | 8  | B: Yes, I grew up there. $ \omega $ |
| 3   | A: Why?                             | tt | B: Yes, a new _umbrella.  ω         |
| 4   | A: Who is he?                       | 12 | B: He asked me for one. /i/         |
| 5   | A: Have you got cousins there, too? | 2  | B: Tomorrow afternoon. /ω/          |
| 5   | A: How will you get there?          | 9  | B: I'll stay_a week. /i/            |
| 7   | A: How long will it take?           | 1  | B: To Austria. /ω/                  |
| 3   | A: Have you been there before?      | 5  | B: No, they all live in France.  4  |
| )   | A: How long will you be there?      | 10 | B: It's too expensive.  ω           |
| )   | A: Why don't you stay longer?       | 3  | B: To see Adam. [i]                 |
| - 1 | A: Will you take Adam a present?    | 7  | B: A few hours. /w/                 |
|     | A: Why an umbrella?                 | 4  | B: My_uncle. //                     |

### 26.2 Possible /r/ links are marked.

- 1 He's got a finger\_in every pie. (= be involved in and have influence over many different activities; usually used in a disapproving way)
- 2 It's in the nature of things. (= usual and expected)
- 3 She's without a care in the world. (= without any worries)
- 4 It's as clear as mud. (= difficult to understand; usually used in humorous way)
- 5 It's the law\_of the jungle. (= the idea that people who care only about themselves will be most likely to succeed in a society or organisation)
- 6 Let's focus on the matter in hand. (= the subject or situation being discussed)
- 7 Is that your idea of a joke? (= what you consider to be a joke)
- 8 He's a creature of habit. (= he always does the same thing in the same way)
- 9 Pride comes before a fall. (= if you are too confident about your abilities, something bad will happen showing that you are not as good as you think)
- 10 Get your\_act together! (= organise yourself more effectively)

26.3 The answers and the sentences on the recording are given.

1 lock / lot

back / bat

The house is a lot safer now we've got a new back door.

2 play / played

park / part

We played tennis in the park near my home last weekend.

3 hit / hid

trick / trip

First he hit David on the head and then tried to trick Maggie into giving him money.

like / <u>light</u>

planned / plan

The room is painted a light green, but I plan to change it soon.

5 right / ride

road / robe

We took a right turn, and went along the road by the sea.

#### Follow-up

Mr Brookes would probably have disapproved of 'It's the law\_of the jungle.' and 'Is that your idea\_of a joke?' People who have strong feelings that language should be used 'correctly' often see the insertion of a /r/ sound in contexts like this as an example of 'lazy' speech. However, the majority of people don't disapprove.

### Unit 27

|    | A: He's leaving now.                       | 4 | B: Let's ask the farmer.                 |
|----|--|---|--|
| Ĭ. | A: We're arriving at ten.                  | t | B: I thought he'd gone already.          |
|    | A: I haven't got any money on me.          | 6 | B: Yes, I think it's ridiculous.         |
| ŀ  | A: Do you think it'd be okay to camp here? | 2 | B: It'll be good to see you.             |
|    | A: You should've taken the job.            | 7 | B: Well, let's eat now.                  |
|    | A: I suppose you've heard Kathy's idea?    | 3 | B: Don't worry. I've got my credit card. |
| 7  | A: I'm starving.                           | 5 | B: You're right. I should.               |

### 27.2 (Australia)

- 1 My feet'll get wet because my shoes've got holes in.
- 2 There's no butter, but this'll do instead.
- 3 I'm sure Ann'd help if she could.
- 4 How'd they know we'd be there? (Note that 'did' in 'How did ...' is less likely to be contracted than other words in this exercise.)
- 5 Adam's phoned to say he isn't ready to go yet, but he'll call again when he is.
- 6 There've been four parcels delivered for you while you've been away.
- 7 What'll you do if Tom's already gone?
- 27.3 1 I'd've bought some more coffee if I'd known we'd run out. (= I would have; I had; we had)
  - 2 The film won't've started yet, so we've got lots of time. (= will not have; we have)
  - 3 I suppose they'll've closed by now, so we better come back tomorrow. (= they will have; we had better)
  - 4 I wouldn't've gone if there'd been anything good on TV. (= I would not have; there had)
  - 5 A: I shouldn't've had that last slice of pizza.
    - B: I told you it'd make you feel sick! (= I should not have; it would)

#### Follow-up

As well as the usual contracted forms, others found in song lyrics include: gonna (= going to), kinda (= kind of), sorta (= sort of), wanna (= want to).

- 28.1 Pronunciation of the sections in **bold** is given in brackets.
  - A: What are you making? NE (/wptfə/)
  - B: It's a cake for Richard's birthday. E (/əkeɪk/)
  - A: It's amazing, isn't it? E (/əmeɪzɪŋ/)
  - B: Do you think he'll like it? NE (/d3θιηk/)
  - A: I'm sure he will, although he's a bit fussy about food, isn't he? E (/[ɔ:r/) / NE (/zəbɪt/)
  - B: Have you seen this? E (/siːn/)
  - A: Wow! Is that a real flower? NE (/zðæt/)
  - B: No, it's made from sugar. NE (/tsmeɪd/)
  - A: When does it have to be ready? NE (/wenzɪt/)
  - B: It's his birthday tomorrow. Do you know where he is now? NE (/tsɪz/) / NE (/dʒnəu/)
  - A: I've no idea. E (/nəu/)

### 28.2 (Speaker A = Poland)

12 A 'dibber' is a small hand-held tool used by gardeners for making holes in soil into which seeds can be dropped.

14 A 'brown-bag lunch' is a phrase mainly used in North American English. It is food bought or prepared at home to be eaten during a lunch break at work, often carried in a brown paper bag. In British English we would be more likely to talk about a 'packed lunch'.

### Unit 29

- 29.1 1 He wrote it.
- 5 Take a left turn.
- 9 We crossed over.

- 2 A published article.
- 6 They kept quiet.
- 10 I'll contact Ann.

- 3 It's in first gear.
- 7 It looked good.
- 11 He finished first.

- 4 It was just him.
- 8 We reached Berlin.
- 12 I slept badly.

29.2

| A No change to /t/ | B /t/ left out | C /t/ replaced with glottal stop | D/t/ + /j/ said as $/t / J/$ |
|--------------------|----------------|----------------------------------|------------------------------|
| 3, 8, 11, 15       | 1, 5, 9, 12    | 4, 6, 14, 16                     | 2, 7, 10, 13                 |

29.3 The letters in black show what happens to /t/ on the recording, but other changes are possible and these are shown in green. For example, in 'What you', /t/ and /j/ are said as /t ʃ/ (D), but /t/ could also be replaced by a glottal stop (C).

A: What you got there?

B: It's Don Simpson's latest novel. Have you read it?

A: Bought it just the other day.

B: I don't think it's as good as his first.

A: Don't you? But then that was really tremendous.

#### Follow-up

For example, go to the BBC's 'Voices' website (http://www.bbc.co.uk/voices/) and listen to speakers who live in and around London. Many very often replace /t/ with a glottal stop.

| 30.1 | 1 She's world champion. | 5 I was pleased with it. | 9 We climbed over.      |
|------|-------------------------|--------------------------|-------------------------|
|      | 2 We sailed slowly.     | 6 She arrived there.     | 10 It moved towards us. |
|      | 3 She changed clothes.  | 7 Can you hold it?       | 11 They're second hand. |
|      | 4 I'll send Lucy.       | 8 I understand that.     | 12 He turned round.     |

- 4 I'll send Lucy.
  8 I understand that.
  12 He turned round.
  30.2 1 A: He wasn't at home.
  B: No, I think he's on holiday.
  3 A: How's Tom these days?
  B: Haven't you heard about his heart attack?
  4 A: Kate says she left her handbag here.
  Have you seen it?
  A: Here.
  B: This one? But Judy says it's hers.
- 30.3 ?
  A: Have you got much work on just now?

B: I really hope we'll get to see her.

B: Dr Thomas has given us a very hard essay, but I mustn't get a low mark this time.

A: I had an argument with my tutor last week.

B: What happened?

A: Well, I couldn't find my coursework, so I asked for a couple of days extra.

She got really annoyed with me and complained I was always late for lectures.

Anyway, I told her I thought her course was a waste of time.

Anyway, I told Her I thought Her course was a waste of this

B: Did you? Well, at least Dr Thomas doesn't shout at us, although I'm not very confident that I'll pass his exam.

### Unit 31

- 31.1 1 interest traditional 5 prisoner mystery
  2 considerable difference 6 carefully directory
  3 miserable secondary 7 thankfully battery
  4 frightening discovery 8 accidentally deafening
- 31.2 loyally 3 suppose 2 anniversary 5 police 2 machinery 4 technically 3 delivery 4 medicine 3 geometrically 5 perhaps 2 historically 4 nursery 3
- 31.3 1 3/S 5 4/S 9 5/S 2 1/D (suppose) 6 3/S 10 1/D (perhaps) 3 4/D (anniversery) 7 3/D (delivery) 11 4/S 4 1/D (pelice) 8 2/D (medicine) 12 2/D (nursery)
- 31.4 Left-hand extract from Popcorn by Ben Elton.

Middle extract from The Scholar. A West-side story by Courttia Newland.

Right-hand extract from The Echo by Minette Walters.

#### Follow-up

They might want to get your attention or be asking you to get out of the way. It is a common way of saying 'excuse me'. In informal speech it is sometimes reduced even more to 'scuse' /skjuiz/.

- 32.1 1 that's the main thing// and then// if you've got any questions afterwards// hopefully// we'll still have time// to go through a few of them// is that okay
  - 2 she'd left// when she had a baby// and then// decided not to go back// although the job had been kept open for her
  - 3 Tom dear// where's the advert// for this calculator// because I don't know the address// and I don't know// who I've got to make the cheque payable to

### 32.2 (United States)

- 1 when I woke up // I didn't even realise // what time it was
- 2 of course // it's written in a language // that hardly anyone can understand
- 3 I was working late // because they want it done // as quickly as possible
- 4 because he was ill // I didn't expect him // to come to work
- 5 if I get some time // I'll be over on the weekend // to see you both
- 6 luckily // we haven't had any rain // since the day we arrived
- 7 it should never have been built // in my opinion // this new office building

(Note: In 5, speakers of British English would usually say 'at the weekend'.)

### Unit 33

- 33.1 Prominent words are underlined and the prominent syllable in these words is in capital letters.
  - 1 // MOST of the time// we ADvertise jobs// in national NEWSpapers// and on our WEBsite// ocCAsionally however// we might apPROACH someone// to see if they're INterested// someone we might REAlly want//
  - 2 (Canada)
    - // when we ran out of MONey// we WORKED for a bit// and then got a TRAIN// somewhere ELSE// and eVENtually we ended up// in a little VILlage// in the ANdes// WAY up high//
- 33.2 Speech unit divisions are marked with //. Prominent words are underlined and the prominent syllable in these words is in capital letters.
  - 1 should the <u>GOVernment</u> pay// for <u>HEALTH</u> care// or do you <u>THINK</u> it's// the <u>indiVIDual's</u> responsibility// to <u>SAVE</u> money// for when they need <u>TREATment</u>// my <u>PERsonal</u> view// is that we should pay for our <u>OWN</u> treatment
  - 2 (Canada)
    - I'm <a href="imPRESSED">imPRESSED</a>// with your <a href="mailto:COOKing">COOKing</a> Annie// that was <a href="mailto:VERy">VERy</a> nice// I <a href="parTICularly">parTICularly</a> liked// how you did the <a href="mailto:RICE/">RICE/</a>/ I'd really like the <a href="mailto:RECipe">RECipe</a> sometime// if you could write it <a href="mailto:DOWN">DOWN</a> for me
- Prominent words are underlined and the prominent syllable in these words is in capital letters.

  1 // we've had WONderful weather// for the LAST two WEEKS// but ADam and Emma // have been up in SCOTland// where they've had HEAvy RAIN// and even FLOODing// in the WESTern parts of the country//

#### 2 (Canada)

// I was THINKing of buying// a SECond-hand CAR// from this garAGE// but because I DON'T know anything aBOUT cars// I PAID for the AA// to inSPECT it// and they FOUND all KINDS of things wrong// so of COURSE// I didn't BUY it//

(Note: In 2, speakers of British English would usually say 'GARage'; the AA = the Automobile Association, a British motoring organisation which gives help and advice to its members.)

34.1 (Female speaker = Australia)

1a + (ii), 1b + (i); 2a + (ii), 2b + (i); 3a + (i), 3b + (ii); 4a + (ii), 4b + (i)

34.2 (Speaker A = Spain)

The words most likely to be prominent are underlined. Prominent syllables in these words are in capital letters. These versions are on the recording.

1 She's got three SISters.

5 I said I'd be there <u>LAter</u>.

2 I'm going NEXT week.

6 It was a BIG mistake.

3 It's in EAST Newtown.

7 But I work at HOME on Fridays.

4 We live at fifty-NINE.

- 8 You should have taken the first on the RIGHT.
- 34.3 The words most likely to be prominent are underlined. Prominent syllables in these words are in capital letters. These versions are on the recording.

In an OLD house by the RIVer.

It's only a **SHORT** walk from the **STAtion**.

It's FIVE minutes from the BUS stop.

The <u>FIRST</u> house on the <u>LEFT</u>.

### Follow-up

Possibilities include:

A: He says he's a friend of yours. B: // I've never SEEN him before//

A: Do you know everyone here? B: // I've never seen HIM before//

### Unit 35

35 A a race against time = trying to do something quickly because there is only a short time in which to finish it

could barely hear myself think = there was so much noise that it was almost impossible to hear anything

35.1 The incorrect speech unit divisions are crossed out, and the fixed phrases and idioms are in bold, with explanations below.

hi Maggie// got your message// and your question about car repairs// sorry// but I haven't got# a clue// the best person to contact is ...// oh// it was on the tip# of my tongue// and my mind just# went blank// Peter Thomas// that was it// he's a mine# of information// about that sort of thing// anyway// I'll be over to see you// when I can// as soon as the doctor's given me// a clean bill# of health// the new medication// is doing me# a power of good// so I'm hoping to be up# and about// in the next week or so// speak to you soon//

I haven't got a clue = I have no information about it

it was on the tip of my tongue = I know the information and should be able to remember it soon my mind went blank = I couldn't think of what to say

he's a mine of information = he knows a lot

a clean bill of health = after a medical examination, saying that someone is healthy

doing me a power of good = making me feel better

to be up and about = well enough to be out of bed and moving around after an illness

- 35.2 1 Don't jump to conclusions.
  - 2 They're putting a brave face on it.
  - 3 He's had a change of heart.
- 4 You can say that again.
- 5 You may well ask.
- 6 He took them in his stride.

### 35.3 (Speaker A = Poland)

A: How did Nick get on in his exams last week?

B: He took them in his stride.

A: Didn't get nervous?

B: (1) Not in the slightest.

A: I suppose he'll be off to university next year?

B: (2) Don't jump to conclusions.

A: But I thought he wanted to be a doctor.

B: (3) He's had a change of heart.

A: He'd be crazy not to go to university.

B: (4) You can say that again.

A: His parents must be really annoyed.

B: (5) They're putting a brave face on it.

A: So what does he want to do now?

B: (6) You may well ask.

not in the slightest = not at all

don't jump to conclusions = don't guess the facts about a situation without having enough information

they're putting a brave face on it = acting as if they are happy when they are not a change of heart = a change in opinion

you can say that again = I completely agree with what you have just said

you may well ask = it would be interesting to know the answer

he took them in his stride = he dealt with something difficult in a calm way without letting it affect what he was doing

### Unit 36

- 36.1 Prominent words are underlined and the prominent syllables in these words are in capital letters.
  - 1 // But you KNOW I can't drive//
  - 2 // I'm not INterested in cricket//
  - 3 // But you haven't even apPLIED for the job yet//
  - 4 // there were HUNdreds of people waiting//
- 36.2 The most likely answers are given.

1 to drink

3 going

5 from there

7 from now

9 you're reading

2 went off

4 in my soup

6 she's holding

1

8 place

10 in here

### 36.3 (Speaker A = India)

- 1 A: Still no word from Dan.
- 2 A: Tim has raised some objections to your proposals.
- 3 A: I'm looking after my two nephews this weekend.
- 4 A: He's working in Barcelona for the summer.
- 5 A: These cakes are great. Can I have another one?
- 6 A: Paula didn't get the promotion she'd been expecting.

- B: I'm sure he'll have a whale of a time.
- 3 B: You'll really have your work cut out for you.
  - B: Oh, well, I suppose no news is good news.
- 6 B: I bet that wiped the smile off her face.
  - B: Sure, there's plenty more where that came from.
- 2 B: Trust him to throw a <u>spanner</u> in the works.

- 37.1 1 or anything 2 or wherever 3 the place 4 the things 5 or someone
- 37.2 Vague expressions are underlined, and prominent words before these vague expressions are circled.
  - A: You've just got back from Italy, haven't you? The Amalfi coast or somewhere.
  - B: That's right. We stayed in Positano. Do you know it?
  - A: Yes, I went there twenty years ago or something. But I don't remember much about the place.

    A good holiday?
  - B: Well, we had some problems at first. They lost our luggage at the airport it got put on the wrong plane or something like that. So the first night we didn't have a change of clothes or toothbrushes or whatever. It turned up the following day, though.
  - A: So how did you spend your time there?
  - B: We just relaxed, walked around, sat on the beach and that sort of thing. And we looked around the shops and places.
  - A: Did you buy a lot of stuff?
  - B: No, just a few presents and things.
- 37.3 1 ... and that.
- 3 ... the thing.
- 5 ... or whenever.

- 2 ... or so.
- 4 ... or something.
- 6 ... or anything like that.

### Unit 38

- 38.1 1 She was killing herself laughing.
  - 2 We had to do all the cooking ourselves.
  - 3 They blame themselves for it.
  - 4 He didn't know what to do with himself.
  - 5 Take care of yourself.
  - 6 He made it all himself.

- 7 I'm going to get myself a bike.
- 8 They made fools of themselves.
- 9 I picked them myself.
- 10 Speak for yourself.
- 11 I just burned myself.
- 12 Take one for yourself, too.
- 38.2 1 What did you do to yourself?
  - 2 I fell asleep on the train and found myself in Cardiff.
  - 3 The city centre itself is quite interesting.
  - 4 She went for a walk by herself.
  - 5 He's got himself a new car.

- 6 Have a good time. Enjoy yourselves.
- 7 Do they bake the bread themselves?
- 8 I'm keeping myself warm.
- 9 I grew all the vegetables myself.
- 10 She tried to defend herself.

- 38.3 A: I've made you a cake.
  - B: Is that it?
  - A: Yes, help yourself.
  - B: Er, you have some first.
  - A: But I didn't make it for me.
  - B: I can't eat it all <u>myself</u>. Marco would like it. Why not give some to him?
  - A: But I made it for you. You don't like it, do you?
  - B: Well, it's not the cake itself. It's the icing...
  - A: And I was feeling so pleased with myself.

#### Follow-up

'DIY' stands for 'do-it-yourself', referring to decorating or repairing your home for yourself rather than paying someone else to do it for you. The last word is usually prominent: DO it yourSELF. Note also that when the abbreviation is said, the last letter is usually prominent, e.g. He's a DIY enthusiast.

- 39.1 Prominent words are underlined and the prominent syllables in these words are in capital letters.
  - 1 Was she REALly?

6 You remember PABlo.

2 I supPOSE so.

- 7 I gave it to my SON.
- 3 I've ALways lived around here.
- 8 Can we GO now?
- 4 It's broken down aGAIN. Sa
- 9 One MOment, please.

5 Shall I have a go?

10 There was DUST all over the place.

### 39.2 (Speaker A = Wales)

The last prominent syllable in each speech unit (where the falling or rising tone starts) is in capital letters.

- 1 A: What time shall we leave?
  - B: // we could go NOW \\ // as you're READy \\ //
- 2 A: What time did David get back?
  - B: // I heard him come IN <a>| // at about THREE</a> <a>| // // <a>
- 3 A: I'm not sure his plan would work very well.
  - B: // I thought his sugGEStion // was riDICulous //
- 4 A: The hall was packed, wasn't it?
  - B: // I HATE it \sum // when it's so CROWded //
- 5 A: Do you want a drink?
  - B: // I wouldn't mind some Orange juice \\/ if you've GOT any \\//
- 6 A: When did they tell you it would get here?
  - B: // They SAID it would be delivered **Z**// by YESterday **Z**//
- 7 A: Have you heard Trio Gitano play before?
  - B: // I FIRST saw them perform // a couple of YEARS ago //
- 8 A: I could move that easily.
  - B: // well why don't you TRY \sim // if you think you're so STRONG \textsty//

#### Follow-up

Example: // I came aCROSS it ■ (already introduced in 'where did you find it')// in an anTIQUE shop ■ (giving A the information he asked for)//

- 1 // we could go NOW (giving A the information he asked for)// as you're READy (apparent to both A and B)//
- 2 // I heard him come IN (already introduced in 'what time did David get back?')// at about THREE (giving A the information he asked for)//
- 4 // I HATE it (B tells A his opinion)// when it's so CROWded (already introduced in 'the hall was packed')//
- 5 // I wouldn't mind some Orange juice Some (B tells A what kind of drink he wants)// if you've GOT any some (the fact that A has drinks to offer is implied in the question; a falling tone here would seem to question whether A, in fact, had any drinks to offer)//
- 6 // they SAID it would be delivered 

  (already introduced in 'tell ... get here')// by YESterday 

  (giving A the information he asked for)//
- 7 // I FIRST saw them perform (already introduced in 'heard ... play before') // a couple of YEARS ago (giving A the information he asked for)//
- 8 // well why don't you TRY 
  (making a new suggestion) // if you think you're so STRONG (implied in A's claim that he could move it easily)//

- 40.1 1 It's so boring ▶, tennis ►.
  - 2 I think it's gone off , this cream .
  - 3 I took them myself , most of these photos .
  - 4 That's my coat \( \structure{\mathbb{N}} \), the one with the fur collar \( \textit{\mathbb{Z}} \).
  - 5 They're a bit unfriendly , our neighbours .
  - 6 It's really annoying \( \square\), that dripping tap \( \mathbb{Z} \).
  - 7 They're quite similar , those two shirts .
  - 8 She was the first one in our family to go to university , my sister .
- 40.2 Note: Remember that most tails have a rising tone, but where they follow a *wh* question, they usually have a falling tone.
  - 1 Where's it being held, Friday's concert?
  - 2 What's it like, this cheese?
  - 3 It can be dangerous, skiing.
  - 4 It's made from Thai silk, Vicky's dress.
  - 5 When are they coming, Frank and Gill?
  - 6 How much did you pay for them, these tickets?
  - 7 It's not a great day for us to meet, Sunday.
- 40.3 A: They're fascinating ➤, these things ➤.
  - B: Careful, it's sharp , that knife .
  - A: Looks old, too.
  - B: They've been in my family for over a hundred years , most of those things .
  - A: Amazing , that .
  - B: (He) Brought them back from Nepal , my grandfather did .
  - A: That's/It's somewhere I'd really like to go >, Nepal >.
  - B: Me, too. But I'd have to go by plane, and I hate it , flying .

#### Follow-up

Here are some example criticisms:

They're a bit worn out, those carpets.

It's broken, this window.

It's very cold, the bathroom.

Here are some example compliments:

It's fantastic, the view from this window.

It's very reasonable, the price.

I really like it, the dining room.

41.1 A: Wonderful view from up here, isn't it?

B: Great.

A: I said it would be worth the effort, didn't I?

B: Hmm.

A: You're not tired, are you?

B: Exhausted. Give me some water, will you?

A: Not very fit, are you? Still, not much further.

B: But we're at the top, aren't we?

A: Just another kilometre to go. We can't turn round now, can we?

B: Of course we can, Let's go back now, shall we? 
Please.

### 41.2 (Speaker A = Japan)

1 2 2 3 3 4 4 5 6 8 7 2

### 41.3 (Speaker A = Jamaica)

The most likely tag with the more likely tone is given. These are used on the recording.

1 aren't they 🗷 (🔌 is also possible, but less likely) 4 are you 🖠

2 wasn't it 5 could (or can/will/would) you

3 will there **∠** (**∑** is also possible, but less likely)

### Follow-up

Examples of question tags in other languages are n'est-ce pas? (French) and eller hur? (Swedish).

### Unit 42

### 42.1 (Speaker A = Northern Ireland)

The last prominent syllable in each question, where the falling or rising tone starts, is in capital letters.

- 5 what you should DO w is write and comPLAIN .
- 6 What we WANT w is some RAIN w.
- 7 All they had LEFT were these SAUSages ...
- 8 All I can SEE w is a block of FLATS .
- 42.2 3 coffee and TOAST \(\sigma\) is what I USually have \(\sigma\).
  - 4 A new comPUter \( \sigma \) is what I'm HOPing for \( \sigma^\* \).
  - 5 Write and comPLAIN is what you should DO ...
  - 6 some RAIN is what we WANT .....
  - 7 These SAUSages were all they had LEFT .
  - 8 A block of FLATS is all I can SEE .

#### 42.3 (Speaker A = China)

The most likely patterns of intonation are given.

- 1 It was his brother who went to Australia
- 2 It was my back that was aching.
- 3 It was the Democrats who won the election.

### Follow-up

Here are some beginnings of what- and it- clefts that might be useful in conversation:

What I want to do first is ...

What I think is nice is ...

What I don't understand is why ...

It was only last week that I ...

It was my brother who suggested ...

It was the bad weather that stopped me from ...

43.1 The last prominent syllable in each question, where the falling or rising tone starts, is in capital letters.

| 1 Were the poLICE involved?                    | making sure | ×  |
|--|-------------|----|
| 2 Are you feeling oKAY now?                    | finding out | -  |
| 3 Don't we turn LEFT here?                     | making sure | ×  |
| 4 why didn't you phone me EARlier?             | finding out | 50 |
| 5 Have you discussed it with your PArents yet? | finding out | ×  |
| 6 How do you get the TOP off?                  | making sure | 1  |
| 7 Did I see you in TOWN on Saturday?           | making sure | ×  |
| 8 what happened after THAT?                    | finding out | ×  |

43.2 The most likely tones, and those used on the recording, are given. However, other tones are possible. The last prominent syllable in each question, where the falling or rising tone starts, is in capital letters.

Are you aWAKE? \( \)

I wonder what TIME it is? \( \)

When did you book the TAxi for? \( \)

Which terminal does the plane LEAVE from? \( \)

You don't KNOW? \( \)

Doesn't PHILip work at the airport? \( \)

Are you SURE? \( \)

WHAT time is it again? \( \)

Would you mind if I put the RAdio on? \( \)

43.3 The last prominent syllable in each question, where the falling or rising tone starts, is in capital letters.

Example: Is it oKAY to park here?

- 1 can I get you another DRINK?
- 2 Have you been here beFORE?
- 3 wasn't DON at the meal?

WHEN'S the taxi coming?

- 4 Can you see it more CLEARly now?
- 5 Would you like me to FETCH it for you?

### Follow-up

Here are the first ten questions in an episode of a radio soap opera. The last prominent syllable is in capital letters, and the tone starting on this syllable is indicated.

- 1 Do you want a HAND, sally ? (an offer of help; see C note)
- 2 well, how ELSE can I look at it ? (a finding out question; see A)
- 3 Great, WEREN'T they ? (the speaker expects the hearer to agree; see Unit 41A)
- 4 so, what are we DOing this year ? (a finding out question; see A)
- 5 what time's LUNCH \( \subseteq \)? (a finding out question; see A)
- 6 And you think that's oKAY ? (If we take 'And you think that's okay' to be a statement, then we might have expected a rising tone [see C]. However, if we take it to mean 'And do you think that's okay?' with 'do you' left out, then this would be a yes-no question intended to find out; see A)
- 7 And this is BETter ? (a statement; see C)
- 8 Not this after NOON ? (Unit 41 doesn't deal with intonation in this type of question directly. However, it seems to be like a statement, and rising tone is usual; see C)
- 9 HAPpy ? (a reduced form of the yes-no, making sure question 'Are you happy?)
- 10 what aBOUT ? (By using a rising tone here, the speaker seems to mean 'Remind me what (it's) about'; in other words, the question is checking something that the speaker implies they have temporarily forgotten; see B)

### Unit 44

#### 44.1 (Speaker A = Australia)

2 3 1 2 10 🗷

#### 44.2 (Speaker B = Spain)

The last prominent syllable in each part, where the falling or fall-rising tone starts on the recording, is given in capital letters.

- 1 when are they supposed to be BACK ? This EVEning ??
- 2 where's she LIVing now ? with her PArents ??
- 3 How many of your cousins have you inVIted ? ALL of them ??
- 4 why did you do such a silly THING ►? Because your friends TOLD you to ► ?
- 5 How much of the assignment have you written so FAR ? ANy of it ??
- 6 what's wrong with your MOTHer ? Nothing SErious ??
- 7 which doctor did you want to SEE ? Dr IREland ??

#### Follow-up

what FOR ? (= why e.g. A: I want you to come with me. B: What for?)

How COME Sa? (used to ask why something has happened e.g. A: We had to get a taxi.

B: How come?)

why NOT : (used to agree to a suggestion e.g. A: Shall we go out for a curry? B: Why not?)

what's UP \( \sup \)? (= what is happening or what is wrong? e.g. A: What's up? B: I'm stuck!)

so WHAT ? (= it's not important or I don't care e.g. A: Your parents won't be happy. B: So what?)

### 45.1 (Speaker A = India)

- 1 HOW much ??
- 2 WHEN do you need it ??
- 3 HOW old is it ??
- 4 you did WHAT ??
- 5 HOW far is it ?
- 6 HOW many ??
- 7 WHAT were you looking for ? (Note: A spatula is a tool used in cooking, particularly for lifting food out of a pan. It is wide and flat at the end, and not sharp.)
- 8 WHERE ?
- 9 WHICH one's yours ??
- 10 she's doing WHAT ? (Note: Abseiling is going down a very steep slope by holding on to a rope. The rope is fastened at the top of the slope.)

### 45.2 (Speaker A = Poland)

The last prominent syllable in each question, where the falling or rising tone starts, is given in capital letters.

- 1 WHAT did you say?
- 2 How can you TELL? Sa
- 3 WHAT sort do you want?
- 4 WHY doesn't he want to go?
- 5 WHAT is? 🔊
- 6 How many were THERE?
- 7 WHO did you buy it for?

### Follow-up

- 1 WHAT did you say?
- 3 WHAT sort do you want?
- 4 WHY doesn't he want to go?
- 7 WHO did you buy it for?

### 46.1 (speaker A = Japan)

The syllable where the falling or fall-rising tone starts is given in capital letters.

Example: They're really quite COMfortable , even though they're TIGHT ....

- 1 I PHONED him wa, but there was no ANswer .
- 2 I didn't get to SPEAK to him , though everyone ELSE seemed to ...
- 3 My DAD was asleep , but my Mum was waiting UP for me .
- 4 I used to live on EXmoor , not DARTmoor ...
- 5 Although he's overWEIGHT w, he's actually quite FIT w.
- 6 You'd be better off travelling on Saturday MORning , rather than Friday NIGHT .

### 46.2 (Speaker A = Northern Ireland)

The syllable where the falling or rising tone starts is given in capital letters.

Example I actually liked her FIRST one with more than her SECond ...

- 1 But it's easier to talk face-to-FACE \square than on the PHONE ...
- 2 You either need smaller FINgers or new GLASses x.
- 3 Much as we'd LIKE to go , we can't afFORD it .
- 4 she's going to Perth in SCOTland , not Perth in AusTRAlia .
- 5 It's not a NOVel exactly , more a short STOry .
- 6 Instead of going by BOAT , we went by HELicopter .

#### Follow-up

### Examples

- 46.1, 1 There was no ANswer when I PHONED him w.
- 46.1, 2 Though everyone ELSE seemed to 1 didn't get to SPEAK to him 1.
- 46.2, 3 we can't afFORD it , much as we'd LIKE to go .
- 46.2, 4 she's not going to Perth in AusTRAlia , she's going to Perth in SCOTland .

### Unit 47

### 47.2 (Speaker A = Jamaica)

- 1 a No, three spoonfuls of sugar.
- 2 a No, they've bought me a car.
- 3 a No, I'm not going to school today.
- 4 a But I took it to work.

- 1 b No, three spoonfuls of sugar.
- 2 b No, they've bought me a car.
- 3 b No, I'm not going to school today.
- 4 b But I took it to work.

### 47.3 (Speaker A = China)

- 1 software
- 3 inflate
- 5 postcode

- 2 indoors
- 4 unwound
- 6 seasick

#### Follow-up

The speaker presumably wanted to contrast the government's promise that it would happen and the fact that it is not happening now. Saying '... it's not 1 HAPPening \( \sigma' \) would not have done this in this context, but highlighting '... ing' in the way he did successfully focuses our attention on the timing of the event (now) rather than the event itself. He could, of course, have achieved the same effect by saying '... it's not happening 1 NOW \( \sigma' \).

- 48.1 1 You couldn't do me a favour?
  - 2 Do you want to borrow my umbrella?
  - 3 I'd rather meet at ten, if you can make it.
  - 4 Couldn't you come another day?
- 5 Will you be able to write a reference for me?
- 6 Can I open the door for you?
- 7 Can you get something for me from town while you're there?

Numbers 2 and 6 would probably sound more polite or sincere with a falling (rather than a fall-rising) tone, as they are offers.

### 48.2 (Speaker A = Spain)

| 1 | A: Mr Brown's an excellent dentist.              | 3 B: His <u>lat</u> er ones were.        | - 1 |
|---|--|--|-----|
| 2 | A: I've put on a lot of weight recently.         | 6 B: I wanted to come.                   |     |
| 3 | A: Dali's paintings were so strange.             | 1 B: He's very good with children.       | .   |
| 4 | A: You're very good at chess, aren't you?        | 5 B: It was certainly unexpected.        |     |
| 5 | A: Great news about Martha's new job.            | 4 B: Well, I <u>used</u> to play well.   |     |
| 6 | A: It's a pity you couldn't come skiing with us. | 2 B: You still look <u>fit</u> , though. |     |

### 48.3 1 ii 2 ii 3 ii 4 i

#### Follow-up

Here are some example positive sentences about Norway and possible responses expressing reservation.

- 1 'The standard of living is very high.' 'But it's very exPENsive there ...'.
- 2 'The scenery is beautiful.' 'Along the COAST it is ...'.
- 3 'The winters are great for skiing.' 'The skiing's better in SWITzerland ...'

#### Unit 49

- 49.1 These are the most likely tones for these attitude words and phrases in these positions, and are the ones given on the recording. However, others are possible.
  - 1 presumably : in fact \
  - 2 naturally \square; of course \square
  - 3 Apparently \*\*; as it happens \*
  - 4 On reflection \*\*; in fairness \*; so to speak \*
- 49.2 1 A: Why don't you get a new job?
  - 2 A: How did the workers feel about the decision?
  - 3 A: What did your mother say when you left?
  - 4 A: This wine tastes wonderful.
  - 5 A: My dog ate my homework.

- 4 B: Yes. Mind you , it should at the price.
- 2 B: It was unpopular, to say the least .
- 5B: You don't expect me to believe that, surely > ?
- 1 B: Believe me N, I would if I could.
- 3 B: She was disappointed, to put it mildly .

# 49.3 1 outwardly 2 technically 3 politically 4 superficially

### Follow-up

Here are some more examples.

I've got a food mixer. The only problem is , I can't find the instructions.

I know you think we should get a new car. The question is \*\*, do we really need one?

I've got the money to lend you. The point is MI I don't want to.

- 50.1 1 sadly:  $a = \times$  b =
  - 2 luckily: a = > b = >
  - 3 frankly: a = 7 b = 4
  - 4 strangely enough: a = 7 b = 4
- 1 A: Basically B: essentially
  - - 2 A: Apparently B: on the whole 2
    - 3 A: apparently B: Actually
    - 4 A: Presumably B: actually

### Follow-up

Here are some example incorrect statements about a friend, and possible corrections.

- 1 'He's a civil engineer.' 'He's a structural engineer, actually ...'
- 2 'He lives in Paris.' 'Actually , he lives in Geneva.'
- 3 'He's married.' 'He's divorced, actually ...'

### Unit 51

- 51.1 (Speaker A = Scotland)
  - 1 2 (enthusiastic) 3 3 4 5 5 6 6 (enthusiastic) 7 (enthusiastic)
- 51.2 (Speaker A = Japan)
  - 1 convenient 2 horrified 3 useless 4 bizarre 5 exhausting
- The responses on the recording are given first. Other possible responses are in brackets.
  - 1 A: He reckons United are going to win. B: That's riDICulous [No WAY ] You're KIDding \*\*!)
  - 2 A: I crashed my car again. B: You IDiot . (You're KIDding .!)
  - 3 A: Go on, lend me the money. B: No WAY \*\*! (You're KIDding \*\*! [= I don't believe you're asking mel)
  - 4 A: Jane has left Adam. B: You're KIDding . (No WAY . That's riDICulous . [both = I think you're wrongl)
  - 5 A: He's bought a Porsche, B: A PORSCHE \*! (No WAY \*! That's riDICulous \*! [both = I think you're wrong])
- 51.4 1 A: Karen says she wants to be a vet. B: REALly!
  - 2 A: I thought the homework was easy. B: REALly?
  - 3 A: The builders say they'll be finished by tomorrow. B: REALly?
  - 4 A: Lee's going to work in Nepal. B: REALly!
  - 5 A: Crossing the river shouldn't be a problem. B: REALly?
  - 6 A: I passed my driving test. B: REALly!
  - 7 A: Paul and Nickie are getting married. B: REALly!
  - 8 A: My sister's planning to cycle across the country. B: REALly?
  - 9 A: I plan to lose five kilos in the next month. B: REALly?
  - 10 A: There's a fox in the garden. B: REALly!

#### Follow-up

Here are some example demands from a teacher or boss, and responses expressing surprise.

- 1 'I want you to start work/school at 5 o' clock tomorrow.' 'FIVE \*\*!'
- 3 'You should answer all one hundred questions.' 'All one HUNdred \*\*!'

- 52.3 A: So it'll go past those trees ...
  - В: мНМ ...
  - A: ... across that footpath ...
  - B: YEAH .
  - A: ... and down across the top of that field.
  - B: RIGHT , and who owns that?
  - A: All the fields around here are part of a big farm.
  - B: UHUH ...
  - A: Belongs to the farmer who lives in that white house.
  - B: RIGHT .
  - A: Of course, he won't be happy about the plans.
  - B: WON'T he
  - A: No, I doubt that he'll want to sell any of his land.
  - B: oKAY **S**. So what'll happen then?
  - A: I suppose the council could force him to sell.
  - B: REALly ??
  - A: But that wouldn't be popular with the local community.
  - B: 1 SEE .

### Unit 53

- 53.1 (Speaker A = Jamaica)
  - 1 Otherwise 2 2 Worse still 3 Well 4 Besides 5 In that case
- 53.2 (Speaker A = China)
  - 1 By the way 2 Better still 3 Well 4 Anyway 5 by the same token 3
- 53.3 (Speaker A = Spain)

Example answers

- 1 In that case , I'll take a couple of days off work.
- 2 Incidentally , have you seen Mona recently?
- 3 Besides , I don't really enjoy jazz.
- 4 Look S, I keep telling you it's not for sale.

#### Follow-up

'then again' (or 'there again') is usually used to add a new thought that is different or opposite to what has just been said. For example:

- A: I doubt that Fran will want to walk to work.
- B: Then aGAIN , she might be happy to get some fresh air.

- 54.1 1 The ship was launched // in September 1942 // and destroyed a month later.
  - 2 Property prices will increase // as long as interest rates // remain low.
  - 3 The bird is often heard // but seldom // seen in the wild.
  - 4 They took what they could carry // and left the rest // of their belongings behind.
  - 5 Why students drop out // of university // is a complex issue.
  - 6 Thieves made off // with the painting // despite security guards in the building.
  - 7 Most people also speak French // which is taught // from the age of six.
  - 8 Who gave the order // to shoot // is to be investigated further.
  - 9 Women // who are pregnant // should avoid alcohol.
  - 10 He claimed // he was innocent // but the jury disagreed.
- Possible speech unit boundaries are shown. These are used in the recording.

  Complementary therapy,// which focuses on the whole person,// is becoming more widely used.// It considers a patient's physical symptoms// and also takes lifestyle into account.//

Most practitioners believe// that the body seeks a state of balance.// What complementary therapy does// is help people achieve this balance.// Treatment not only relieves the disease// but also promotes general wellbeing.//

How complementary therapy works// is still not entirely clear.// Recent research// has compared it with traditional medicine.// In one study conducted in Canada// a group of patients// who had severe back pain// were treated either with complementary// or traditional treatments.// Patients who had complementary treatments// showed faster rates of improvement.

- 55.1 The most likely speech unit boundaries in the green parts are given. These are used on the recording. The relevant rule from section B is also given.
  - 1 The whole basis of Goldberg's analysis// has been called into question. (b)
  - 2 Most of her money// she left to children's charities. (d) (iv)
  - 3 In the first half of this year// our sales have fallen by 25 per cent. (d) (i)
  - 4 As a result// women are having fewer children than in the 1990s. (d) (ii)
  - 5 Collectively// the members of the organisation// were known as 'The Followers'. (a) and (b)
  - 6 Unhappily for his family// he was never seen again. (a)
  - 7 To conclude// all these factors suggest the need for job cuts. (d) (iii)
  - 8 The two companies// although in competition// have agreed to cooperate on the project. (c)

Possible speech unit boundaries are shown. These are used in the recording.

Ever since the industrial revolution// we have dumped waste// into the air.// Consequently,//
atmospheric carbon dioxide levels// are now a third higher// than in pre-industrial time.// The
process may,// it has to be said,// have started long before,// when we first burnt down trees// to
make way for agriculture.// However,// over the last few decades// the rate of increase// has grown
rapidly.// Although its precise nature is unclear// there is an obvious relationship// between levels
of carbon dioxide in the atmosphere// and higher global surface temperatures.//

The impact of higher temperatures// is difficult to assess,// but there will certainly be a different world// as humans and other living organisms// try to adapt to change.// These changes,// which will affect us all,// include drought and extreme weather.// Southern Europe,// for example,// already has long periods// without rainfall.// And in the Americas and Asia// powerful hurricanes// and typhoons// have recently killed// more people// than in several// decades.//

Of course,// some scientists dispute the evidence.// But these people,// as we all know,// represent industries// having vested interests// – their business,// they believe,// would be damaged// by limits on carbon emissions.// But among the wider scientific community// the argument is about the speed of change,// not whether change is taking place.//

### Unit 56

- 56.1 1 In a number of countries// New Zealand for instance// attempts are being made to harness geothermal energy.
  - 2 The city of Chester// originally a <u>Roman settlement//</u> was a major military stronghold by the time of the English Civil War in the 17th century.
  - 3 At the top of the hill are the Three Witches// as they <u>used</u> to be called// which is a curious rock formation.
  - 4 A large group of protestors// nearly three <u>thou</u>sand// were in the audience when the president began his last speech.
  - 5 Gregor's final novel// by far his most entertaining// was written when he was in his nineties.
- 56.2 Prominent syllables in the inserts are in capital letters.
  - 1 Karl Huzel from our GERman SISter company will be talking to us after my presentation.
  - 2 The countries of the European Union with the exCEPtion of FRANCE have all approved the new regulations on working conditions.
  - 3 Our latest model the Dc6 was released in April this year.
  - 4 The new research and development unit to be BASED in DUBlin will be opened later this year.

#### Follow-up

Here are three examples, with inserts, from the field of astronomy.

- 1 The estimated total number of asteroids in the solar system many of which are very small is greater than half a million.
- 2 The science of measuring the brightness of stars known as photometry dates back more than 2000 years.
- 3 The generally accepted theory of sunspots proposed by Babcock in 1961 suggests that they are caused by changes in the sun's magnetic field.

- 57.1 The step-ups on the recording are marked, but other places for step-ups are possible.
  - 1 She always said it was her best film, although the critics 1 hated it.
    - ('... T critics ...' would also be possible, contrasting 'her' and 'the critics')
  - 2 Rather than a military solution, we should be looking for a 1 political one.
  - 3 Some plastics are easy to produce, but # difficult to dispose of.
    - ('... difficult to 1 dispose of' would also be possible, contrasting 'produce' and 'dispose of')
  - 4 Instead of a quick resolution to the war, their tactics 1 prolonged it.
  - 5 Most people think he's French, but in fact he's from 1 Canada.
    - ('... in f fact ...' would also be possible, contrasting what 'most people think' and 'fact')
  - 6 The model weighs only four kilos, whereas the full-scale version will weigh four thousand. ('... the full-scale version ...' would also be possible, contrasting the 'model' and the 'full-scale version')
  - 7 Despite the President's personal popularity, his party 1 lost the election.
    - ('... 1 party ...' would also be possible, contrasting 'the President' and 'his party')
  - 8 The novel was all his own work or he 1 claimed it was.
  - 9 The area is a popular tourist attraction, and yet **1** completely unspoilt.
  - 10 Unlike most of our competitors, we've 🔳 actually made a profit this year.
    - ('... a 1 profit ...' would also be possible, contrasting 'a profit' with 'a loss', which is implied)
- In this lesson, we're going to look further at the life of Napoleon. As you'll remember, Napoleon was probably one of the greatest military leaders in history. In the class that week, we studied his earlier life, until about 1808, and now we'll look at events from about 1808 until his death. By 1808, you'll recall, Napoleon had crowned himself Emperor of the first French Empire. By this time he was in control of much of Europe, including Austria, Italy, Spain and Sweden. However, in the 1809, Spain and Austria rose up against the French. Although the French army defeated them, thousands of men were lost. And in the 1812, ignoring repeated advice against it, Napoleon began his invasion of Russia. In this campaign, over half a million soldiers in his army were killed, and by 1814 Paris had fallen and Napoleon had abdicated. Now that I'd like this half of the class to do is read the account of the battle near Vienna in 1809 in your textbooks starting on page 82. The tother half should study the maps and pictures of the 1812 invasion on the handout, and write a brief account of what you have observed.

- 58.1 1 Michael Watson , the reigning champion , has been knocked out of the French Open.
  - 2 Whitedown Hill S., I above the Trant Valley M., is to be the location of a new wind farm.
  - 3 Two sisters from France ■, both in their seventies ■, have become the oldest people to swim the English Channel.
  - 4 A black woodpecker , a I rare visitor to Britain , has been spotted on the east coast.
  - 5 The head of NATO in Europe . Major Peter Alvin , has warned that its military equipment is becoming seriously outdated.
- 58.2 The tones used in the added information and the previous noun phrase are shown. These tones begin on the previous prominent syllable.
  - Example: Large areas of the COUNtry Sa, one of the POORest in Asia Sa, have been hit by drought.
  - 1 Mr Abram IvANich , a FORmer COMMunist , has been elected president of Novistan.
  - 2 The Nisota car factory in PERTH ■, emPLOYing over THREE thousand PEople ■, is to close next year.
  - 3 A statue of Sir Frank WHIttle, W., I in VENtor of the JET engine W., has been unveiled in his home town.
  - 4 Over fifty thousand PEople 

    , almost a TENth of the popuLAtion 
    , are now thought to have been infected with influenza.
  - 5 The city of St PEtersburg , I PREviously LENingrad , is encouraging people to use public transport.
- On your fright we're passing the beautiful National Theatre, built in the mid 1800s and one of the most important Czech cultural institutions. If you want to see opera or ballet in Prague, that's the place to go. We're for now passing under one of the best-known bridges in the world, the Charles Bridge. It was built in the 13th century, and has 75 statues along its sides. Over on the felt, up on the hill, is Prague Castle, the home of Czech kings throughout the ages and now the seat of the President of the Czech Republic. You can for also see the spires of Saint Vitus Cathedral, where most of the Czech kings are buried. To your for right now is the Rudolfinum, a concert hall...

- 59.1 1 Make sure you give three pieces of information on each page your name ▶, your student number ▶ and the date ▶.
  - 2 When I was learning to drive my instructor made me say 'mirror ➡, signal ➡, manoeuvre ➡' every time I drove away.
  - 3 Attempts on the mountain have been made this year by Japanese climbers , Swiss climbers and Brazilian climbers .
  - 4 You'll remember that Trollope's first three novels in his Barsetshire Chronicles were *The Warden* \*\*\* Barchester Towers \*\*\* and Doctor Thorne \*\*.
  - 5 I want you to paint the squares the colours of the rainbow red ♠, orange ♠, yellow ♠ and so on ▶.
- 1 She had a number of jobs in Berlin // as a waitress//, bookseller//, music teacher// but still found time to develop her career in the theatre.
  - 2 Note that the last enrolment dates are // the 15th of July//, the 30th of July// and the 30th of August//.
  - 3 A copy of the contract, // signed//, sealed// and delivered//, will be on your desk tomorrow. [Note: 'signed, sealed, and delivered' means that it is officially signed and completed]
  - 4 Don't forget that for this experiment you'll need // safety glasses//, protective clothing// and rubber gloves//.
  - 5 To get to the bookshop // go down this street//, turn left at the traffic lights// and then cross the square//.

### Follow-up

The last prominent syllable in each marked speech unit (where the tone starts) is in capital letters. Let every nation know, whether it wishes us well or ill,// that we shall pay any PRICE ///, bear any BURden ///, meet any HARDship ///, support any FRIEND ///, oppose any FOE ///, to assure the survival and the success of LIBerty ///.

In passing this office to the Vice President, I also do so with the profound sense of the weight of responsibility that will fall on his shoulders tomorrow and, therefore,// of the underSTANding \(\frac{1}{2}\)/, the PAtience \(\frac{1}{2}\)/, the coopeRAtion \(\frac{1}{2}\)/ he will need from all Americans.

- 60.1 1 She said that she was employed as: 'an environmental status assessment consultant'.
  - 2 The managing director described the rise in oil prices as: 'a worrying and potentially damaging development'.
  - 3 Apparently it was Picasso who said: 'Painting is just another way of keeping a diary.'
  - 4 The book describes the mobile phone as: 'the most significant electronic consumer device ever invented'.
- 60.2 1 Paraphrase 2 Paraphrase 3 Quotation 4 Paraphrase
- 60.3 Example sentences on the recording:
  - 1 We've developed a computer programme that can it actually ... teach itself a new language.
  - 2 The number of overweight people in the country has risen to an # incredible ... 50 million.
  - 3 Using the new treatment, the number of people missing work due to backaches ... was cut by half.

### Section E1

```
1 A
           2 p
                  3 æ
                           4 ə
                                  5 U
                                          6 e
                                                 7 A
                                                        8 1
                                                                9 2
                                                                      10 e
                                                                              11 o
                                                                                       12 p
    1 klpk = clock
                                          7 slipt = slipped
    2 blad = blood
                                          8 \text{ test} = \text{test}
    3 stænd = stand
                                          9 \text{ san} = \text{son}
    4 hænd = hand
                                        10 ges = guess
    5 kod = could
                                        11 protekt = protect
    6 bata = butter
                                        12 \text{ stpp} = \text{stop}
3
     1 h_m
                             it / at / 31
                                                      (ha:m = harm)
                                                     (birt = beat/beet; burt = boot; bort = bought)
     2 b_t
                             it / ut / of
                             31 / it / ut
                                                     (pais = purse; piis = piece/peace)
     3 p_s
                             ai/ui/oi
                                                     (fu:d = food; fo:d = ford)
     4 f_d
                                                     (to:k = talk/torque)
     5 t_k
                             oi/ai/ui
     6 w_m
                             a: / i: / o:
                                                     (worm = warm)
                                                     (hart = heart; hart = hurt; hurt = hoot)
                             a: / 3: / u:
     7 h_t
     8 t_n
                                                     (tsin = turn; tsin = torn)
                             31 /31 / ur
     9 k_n
                             i: / a: / 3:
                                                     (ki:n = keen)
                                                      (port = port; part = part)
                             oi / ui /ai
    10 p_t
    11 k_l
                             u1 / 31 / 31
                                                      (ku:l = cool; k3:l = curl; k5:l = call)
                             31 / a1 / i1
                                                     (h3:b = herb)
    12 h_b
                                                                                   9
    1
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                               n
        g 3: 1
                           t un 1
                                              v
                                                 31 b
                                                                  w or n
                                                                                       h u: m
                                                                                          d
                               n
                                                  t
                                                                     t
           t
                                             → verb $hurt
                                                                 → warn/worn
                                                                                     → whom
       →girl ‡dirt
                          →tool ‡noon
                                                                                      1 rude
                                                                 + caught/court
    2
                                           6
                                                                                  10
                               b
                                                                     k
                                                  S
                                                 ir
                                                                  p a:
                           dr or
                                              n
                                                     t
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                                                                                      m ii n
        V
          a: z
                                  Z
                               n
                                                  m
                                                                     m
                                                                                          S
           m
                          → draws/drawers → neat
                                                                 → part ‡calm
                                                                                     → mean
       → vase ‡farm
                           $ born/borne
                                              ↓ seem/seam
                                                                                      ↓ peace/piece
                             5 /tok/ - /tak/
                                                        9 /fu:l/ - /fol/
                                                                                 13 /fax/ - /fax/
     1 /pen/ - /pin/
                                                      10 /hart/ - /hat/
                                                                                 14 /hiz/ - /huz/
     2 /hrd/ - /hæd/
                             6 /ppt/ - /put/
                                                      11 /cba/ - /cida/
     3 /send/ – /sænd/
                             7 /pæt/ – /pa:t/
                                                      12 /wo:kt/ - /ws:kt/
     4 /galf/ - /golf/
                             8 /f3:m/ - /fa:m/
                                                        9 /fu:1/ = fool
                                                                                 13 / for = far
      1/pen/=pen
                             5 / t_{\Lambda} k / = tuck
                                                      10 /hAt/ = hut
                                                                                 14 / \text{hiz} / = \text{he}
     2 /hid/ = hid
                             6 / pot / = put
     3 / \text{sænd} / = \text{sand}
                             7 / pæt / = pat
                                                      11 / pda / = odder
     4 / gAlf / = gulf
                             8 /f3:m/ = firm
                                                      12 /w3:kt/ = worked
```

| 6 | 1 sport - spot     | 5 hut - hurt                    | 9 man - men           | 13 look - luck  |
|---|--------------------|---------------------------------|-----------------------|-----------------|
|   | 2 cut - cot        | 6 hit – heat                    | 10 wrist - rest       | 14 heart - hat  |
|   | 3 tea - two        | 7 books – box                   | 11 bird - bored       |                 |
|   | 4 fat – <u>fit</u> | 8 heard - hard                  | 12 pull – <u>pool</u> |                 |
|   | 1 spot = /spot/    | 5 hut = $\frac{h_{\Lambda}t}{}$ | 9 men = /men/         | 13 look = /lok/ |
|   | $2 \cot = /kpt/$   | 6 heat = /hirt/                 | 10 wrist = /rist/     | 14 hat = /hæt/  |
|   | 3 two = /tu:/      | 7  box = /bpks/                 | 11 bored = /bo:d/     |                 |
|   | 4 fat = /fæt/      | 8 heard = /h3:d/                | 12 pull = /pul/       |                 |

7

9

|   | eə                     | 19                                | aı   | eī  | )IC | 90                                  | au                         | กอ    |
|---|------------------------|-----------------------------------|------|-----|-----|-------------------------------------|----------------------------|-------|
| b | bear                   | beer                              | buy  | bay | boy | bow<br>(= weapon)                   | bow<br>(= bend)            | d in  |
| d | dare                   | dear                              | die  | day |     | dough                               | A Summer                   | EL TA |
| f | fair                   | fear                              |      |     |     | foe                                 |                            |       |
| g |                        | gear                              | guy  | gay |     | go                                  | mush death                 |       |
| h | hair                   | here                              | high | hay |     | hoe                                 | how                        |       |
| m | mare                   | mere                              | my   | may |     | mow                                 | EVALUE OF                  |       |
| р | pear                   | pier                              | pie  | pay |     |                                     |                            | poor* |
| r | rare                   | rear                              | rye  | ray |     | row<br>(= move<br>through<br>water) | row<br>(= argument)        |       |
| 5 |                        |                                   | sigh | say | soy | SOW<br>(= to plant<br>seeds)        | SOW<br>(= a female<br>pig) |       |
| t | tear<br>(= pull apart) | tear<br>(= water<br>from the eye) | tie  |     | toy | toe                                 |                            | tour* |

<sup>\* &#</sup>x27;poor' can also be pronounced /po:/ and 'tour' can also be pronounced /to:/.

| 8 | 1 'feðə                 | 7 kæ∫     | 13 sin         | 18 'jeləu   |
|---|-------------------------|-----------|----------------|-------------|
|   | 2 'spe∫ <sup>9</sup> I  | 8 'sir39  | 14 'deind3'rəs | 19 'σ:θə    |
|   | 3 'hangə                | 9 baiθ    | 15 'fi:tʃə     | 20 jan      |
|   | 4 'ınd3 <sup>ə</sup> ri | 10 jes    | 16 ¹dık∫³n³ri  | 21 'jur3°l  |
|   | 5 birt∫                 | 11 ðeə    | 17 วะไ'อ้อบ    | 22 'səuldaə |
|   | 6 drijk                 | 12 'tre39 |                |             |

| 1 | dzumi'varsəti / jumi'varsəti | 8 feid / dzeid   |
|---|------------------------------|------------------|
| 2 | 'leθə / <u>'leðə</u>         | 9 'mesə/'mesə    |
| 3 | kræf / kræ3                  | 10 guist / juist |
|   |                              | 44 1             |

6 <u>'sli:pin</u> / 'sli:pin 13 'telividʒən / <u>'teliviʒən</u> 7 <u>θτηk</u> / δτηk 14 'brʌθə / <u>'brʌðə</u>

10



| Country                           | Capital city                                 |
|-----------------------------------|--|
| 1 't∫aɪnə – China                 | g ber'dʒɪŋ – Beijing                         |
| 2 æl'dʒɪəriə – Algeria            | d æl'dʒɪəz – Algiers                         |
| 3 'poulond - Poland               | f 'woiso: - Warsaw                           |
| 4 'swird'n – Sweden               | j 'stpkhaom - Stockholm                      |
| 5 't∫ɪli – Chile                  | b ˌsænti'aːgəu – Santiago                    |
| 6 mə'lerziə - Malaysia            | c ,kwa:lə'lompoə <sup>r</sup> – Kuala Lumpur |
| 7 'pɔːt∫əgəl – Portugal           | a 'lızbən – Lisbon                           |
| 8 'swits'land - Switzerland       | h bɜːn – Berne                               |
| 9 æl'berniə - Albania             | i tı'rɑːnə – Tirana                          |
| 10 mə <sup>r</sup> larwi - Malawi | e Ir'lonwer – Lilongwe                       |

### Section E2

- 1 brand bland (D); 2 blouse browse (D); 3 blank (S); 4 bend blend (D); 5 brink (S); 6 breeze (S); 7 broad bored (D); 8 brew (S); 9 black; 10 broom; 11 blushed; 12 bread; 13 bow; 14 bought
- 2 1 prank (S); 2 pretty (S); 3 proud (S); 4 plane pain (D); 5 plod prod (D); 6 peach preach (D); 7 please (S); 8 plays praise (D); 9 plan; 10 pot; 11 prawns; 12 pies; 13 play; 14 present
- 3 1 croak (S); 2 crane (S); 3 cloud crowd (D); 4 cash clash (D); 5 crutch (S); 6 cost crossed (D); 7 claim came (D); 8 clown (S); 9 cook; 10 clause; 11 crew; 12 climb; 13 keen; 14 cruel
- 4 1 grammar (S); 2 gory glory (D); 3 grade glade (D); 4 great gate (D); 5 groom (S); 6 glean (S); 7 glide guide (D); 8 gave (S); 9 grazing; 10 glue; 11 grass; 12 gasped; 13 going; 14 glow
- 1 fragrant flagrant (D); 2 flame (S); 3 four floor (D); 4 ford fraud (D); 5 flee free (D); 6 flesh (S); 7 flee (S); 8 frog (S); 9 flatter; 10 fruit; 11 flows; 12 favour; 13 flying; 14 fright
- 6 1 dug (S); 2 tree tea (D); 3 tread dread (D); 4 tooth (S); 5 train (S); 6 down drown (D); 7 drip dip (D); 8 tied tried (D); 9 two; 10 trap; 11 diving; 12 drawer; 13 try; 14 died
- 7 1 warmth (S); 2 concerned concern (D); 3 fridge (S); 4 thump (S); 5 bomb (S); 6 bet bent (D); 7 pinch (S); 8 armed arm (D); 9 blame; 10 change; 11 find; 12 rooms; 13 trays; 14 flame
- 8 1 gulf gull (D); 2 coal (S); 3 well wealth (D); 4 sale (S); 5 hold (S); 6 build (S); 7 wolf wool (D); 8 kill kiln (D); 9 fell; 10 fuels; 11 called; 12 help; 13 film; 14 shell
- 9 1 eat (S); 2 hunt (S); 3 fell felt (D); 4 past pass (D); 5 let left (D); 6 packed pack (D); 7 paint (S); 8 fat (S); 9 guess; 10 built; 11 goat; 12 bell; 13 meant; 14 abolished
- 10 1 led lend (D); 2 devised (S); 3 bombed bond (D); 4 led lend (D); 5 begged bed (D); 6 raced raised (D); 7 harmed (S); 8 gold goal (D); 9 wind; 10 sewed; 11 bad; 12 timed; 13 wild; 14 describe
- 11 1 clips clicks (D); 2 cats caps (D); 3 gaps (S); 4 checks (S); 5 lips (S); 6 once (S); 7 bakes base (D); 8 case cakes (D); 9 graphs; 10 glance; 11 deaths; 12 sick; 13 moss; 14 maps
- 12 1 youths (S); 2 stars (S); 3 bags (S); 4 lies lives (D); 5 rains raise (D); 6 rides rise (D); 7 size sides (D); 8 cause (S); 9 crimes; 10 robes; 11 lawns; 12 sells; 13 cars; 14 size

## Section E3

| 000   | 000                                 | 0000   |  |
|---|-------------------------------------|--|--|
| changeable<br>functional<br>patronage<br>pilgrimage | arrival<br>assemblage<br>percentage | advisable<br>desirable<br>emotional<br>enjoyable<br>original |  |

The exception is 'original' (compare 'origin and o'riginal).

2

| 000                                   | 000  | 0000                         | 0000   |
|---------------------------------------|--|------------------------------|--|
| awkwardness<br>colourless<br>powerful | alertness<br>disgraceful<br>eventful<br>regardless | characterless<br>deviousness | abrasiveness<br>assertiveness<br>directionless |

| 000   | 000                   | 0000  |
|---|-----------------------|---|
| beautify<br>borrower<br>dangerous<br>marvellous<br>simplify | announcer<br>beginner | anomalous<br>calamitous<br>diversify<br>intensify<br>solidify |

The exception is 'solidify' (compare 'solid and so'lidify).

4

| Oo                              | 000   | 0000  |  |
|---------------------------------|---|---|--|
| anxious<br>cautious<br>spacious | ambitious<br>pretentious<br>religious<br>suspicious | industrious<br>laborious<br>luxurious<br>mysterious<br>rebellious |  |

5

| 000                                | 000        | 0000  | 00000  |
|------------------------------------|------------|---|--|
| glamorous<br>humorous<br>tremulous | courageous | carnivorous<br>herbivorous<br>incredulous<br>miraculous | insectivorous<br>miscellaneous<br>simultaneous |



⚠ In fast speech, -eous in 'miscellaneous' and 'simultaneous' might be said as one syllable (/-jəs/), so would have the pattern ooOo.

| 00         | 000        | 0000   |
|------------|------------|--|
| Chinese    | auctioneer | cohabitee  |
| laundrette | detainee   | evacuee  |
| trainee    | divorcee   | examinee   |
|            | journalese | interviewee  |
|            | Taiwanese  | Name of the Control o |

| 000                       | 0000                     | 0000                 | 00000                |
|---------------------------|--------------------------|----------------------|----------------------|
| provincial<br>substantial | differential influential | adverbial industrial | ceremonial editorial |
| torrential                | presidential             | remedial             | managerial           |

|   | The state of the s | in 'averbial', 'remed |                       |                      |           |
|---|--|-----------------------|-----------------------|----------------------|-----------|
|   | so would have th   | e patterns oOo ('adve | erbial' and 'remedial | l') and ooOo ('cerei | monial'). |
|   |  | *                     |                       |                      |           |
|   |  |                       |                       |                      |           |
| 0 |  |                       |                       |                      |           |

| 000                   | 0000                   | 0000                                  | 00000                                    | 00000                          |
|-----------------------|------------------------|---------------------------------------|--|--------------------------------|
| addiction<br>location | ethnicity<br>extremity | accusation<br>diplomatic<br>formulaic | authenticity<br>elasticity<br>musicality | abbreviation<br>characteristic |

| 000   | 0000                    | 0000   | 0000                       |
|---|-------------------------|--|----------------------------|
| constructive<br>explosive<br>impulsive<br>progressive | exploitative indicative | apprehensive inconclusive interactive reproductive | illustrative<br>innovative |

The exception is 'indicative' (compare 'indicate and in'dicative).

6

| 000                    | 000                  | 0000                       |
|------------------------|----------------------|----------------------------|
| hesitant<br>ignorance  | coherent             | experience<br>inhabitant   |
| negligence<br>resident | Notice to think your | inheritance<br>magnificent |
| tolerant               |                      | significant                |

| 000   | ^  | 0000  |  |
|---|--|---|--|
| appliance<br>compliance<br>defiant<br>deterrent<br>observance | occurrence<br>resemblance<br>resistant<br>triumphant | correspondent<br>independence<br>obsolescence |  |

| 000                                     | 000  | 0000   | 0000                            |
|---|--|--|---------------------------------|
| government<br>measurement<br>settlement | achievement<br>investment<br>recruitment<br>retirement | accomplishment<br>development<br>embarrassment | disappointment<br>entertainment |

# Key to phonemic and other symbols

### Vowels

| Short vowels           | Long vowels   | Diphthongs       |
|------------------------|---------------|------------------|
| I pit, it              | ix see, eat   | eI day, eight    |
| e wet, end             | part, arm     | aI my, eyes      |
| æ cat, apple           | saw, always   | OI boy, join     |
| Λ run, up              | too, you      | ου low, open     |
| <b>D</b> hot, opposite | 3I her, early | av how, out      |
| U put, would           |               | Ia near, here    |
|                        |               | eə hair, where   |
| ago, doctor            |               | Uə tourist, sure |
| i happy, cosy          |               |                  |

#### Consonants

influence, annual

| b bee, about  | m map, lamp | Z zoo, loves     |
|---------------|-------------|------------------|
| d do, side    | n nose, any | d3 general, age  |
| f fat, safe   | p pen, stop | n hang, hoping   |
| g go, big     | red, around | ð that, other    |
| h hat, behind | s soon, us  | θ thin, bath     |
| j yet, you    | t ten, last | ship, push       |
| k key, week   | v vet, live | 3 measure, usual |
| 1 led, allow  | wet, swim   | t f chin, catch  |

### Other symbols used in this book

- a glottal stop, as in /'fo?baːl/ ('football'). See Section E4 Glossary for more information.

  shows that /ə/ can be pronounced or not pronounced, as in /'æv³rɪdʒ/ (average).

  shows that in BBC English /r/ is pronounced when it is followed by a vowel sound but not when it is followed by a consonant sound, as in /'brʌðə¹/ (brother). In some other varieties, such as North American English, /r/ is always pronounced.

  put before the syllable with main stress, as in /ı'vent/ (e'vent).

  put before the syllable with secondary stress, as in /ıætməs'ferɪk/ (ˌatmos'pheric).

  shows a syllabic consonant, as in /'botl/ (bottle). See Section E4 Glossary for more information.
- /./ shows syllable divisions within a word, as in /'drf.ə/ (differ).

# **English Pronunciation in Use**

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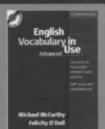
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