
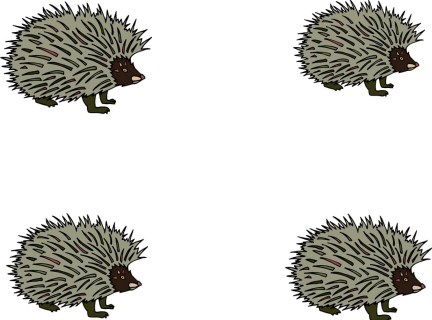

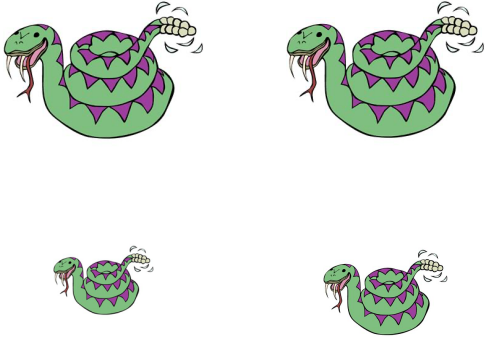

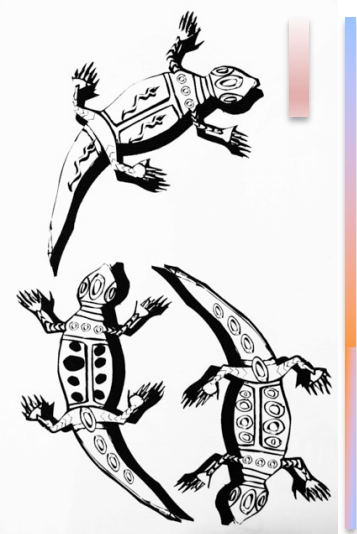

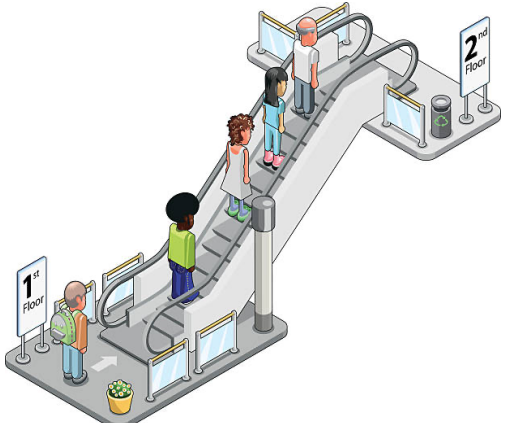


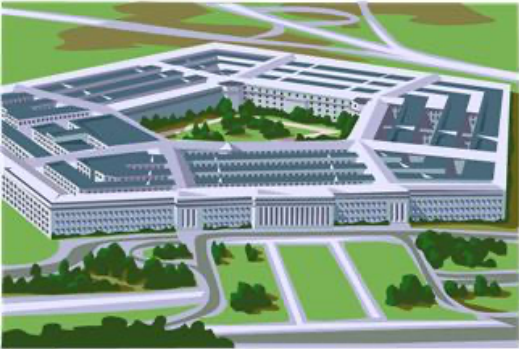


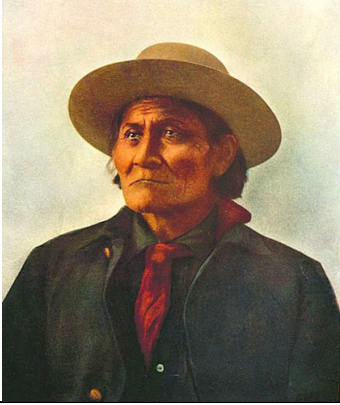

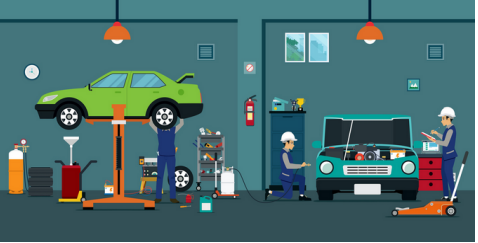





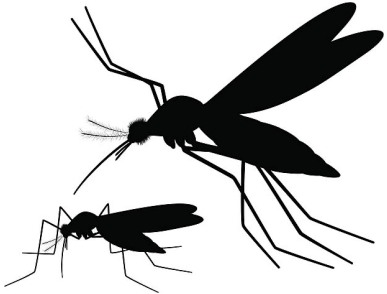





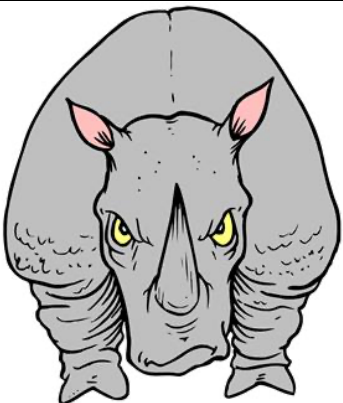



<p>albatross</p>	<p>crocodile</p>
<p>Client's production</p>	
<p>'æɪ,bə,tɹɒs</p>	<p>'kɹɒ,kə'daɪ'l</p>
	
<p>flamingo</p>	<p>porcupines</p>
<p>,flə'mɪŋ,gou</p>	<p>'pɔ:k,jʊ'pamz pɔ:k,jə'pamz</p>
	
<p>broccoli</p>	<p>rattlesnakes</p>
<p>'brɒ,kə'li 'brɒ,kə'lai</p>	<p>'ræ,təl'sneɪks 'ræ,təl'sneɪks</p>

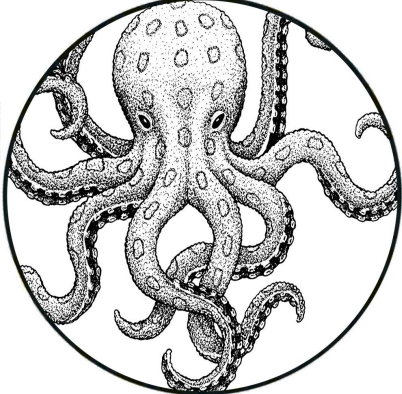
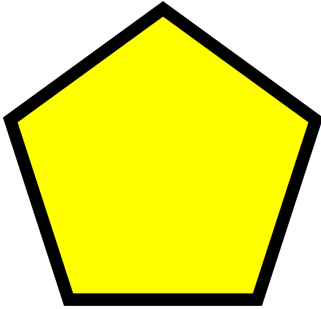




	
<p>pelican</p>	<p>goannas</p>
<p>'pelɪ,kən pɛl,ə,kən</p>	<p>,gou'æn,əz</p>
<p>Client's production</p>	
	
<p>giraffe</p>	<p>escalator</p>
<p>,dʒə'ɪɑ:f</p>	<p>'es,kə'leɪ,tə</p>




	
<p>umbrellas</p>	<p>octopus</p>
<p>Client's production</p>	
<p>ʌmˈbrɛ,ləz</p>	<p>ˈɒk,tə,pəs ˈɒk,təˈpʊs</p>
	
<p>Pentagon</p>	<p>Jerusalem</p>
<p>ˈpen,tə,ɡɒn ˈpen,tə,ɡən</p>	<p>dʒəˈruː,sə,ləm dʒəˈruː,səˈlem</p>

	
<p>monopol<u>y</u></p>	<p>Geronim<u>o</u></p>
<p>Client's production</p>	
<p><u>,mən</u>'ɒ,pə,li</p>	<p><u>,dʒə</u>'rɒ,nə,mou</p>
	
<p>anim<u>als</u></p>	<p>mechanic<u>s</u></p>
<p><u>'æ,nə</u>'mælz</p>	<p><u>,mə</u>'kæ,nɪks</p>
	
<p>echidn<u>as</u></p>	<p>magician</p>
<p><u>ə</u>'kɪd,nəz i:'kɪd,nəz</p>	<p><u>,mə</u>'dʒɪ,ʃən</p>

	
<p>computer</p>	<p>intruder</p>
<p>Client's production</p>	
<p><i>ˌkəmˈpjʊːtə</i></p>	<p><i>ˌɪnˈtruːdə</i></p>
	
<p>cinema</p>	<p>mosquitos</p>
<p><i>ˈsɪnəmə</i></p>	<p><i>məsˈkiːtʌz ˈmɒsˈkiːtʌz</i></p>
	
<p>spaghetti</p>	<p>guitars</p>
<p><i>ˌspæˈɡeːti</i></p>	<p><i>ˌɡəʊˈtɑːz</i></p>

	
<p>chameleon</p>	<p>skateboards</p>
<p>Client's production</p>	
<p>ˌkə'miːlɪən ˌkə'miːljn</p>	<p>'sketɪ'bɔːdz</p>
	
<p>giraffe</p>	<p>rhinoceros</p>
<p>ˌdʒə'ɪɑːf</p>	<p>'ɪɑː'nɒsə'ɪəs ˌɪɑː'nɒsɜːɪəs</p>
	
<p>escalator</p>	<p>refrigerator</p>
<p>'es,kəleɪ,tə</p>	<p>ɪ'frɪdʒə'reɪ,tə</p>

	
<p>octopus</p>	<p>pentagon</p>
<p>Client's production</p>	
<p>'ɒk,tə,pəs 'ɒk,tə'pʊs</p>	<p>'pen,tə,gɒn 'pen,tə,gən</p>
	
<p>artichokes</p>	<p>ambulance</p>
<p>'ɑ:trɪ'tʃouks 'ɑ:tə'tʃouks</p>	<p>'æm,bju:'ləns 'æm,bjə'ləns</p>
	
<p>buffalo</p>	<p>pyjamas</p>
<p>'bʌ,fə'lou</p>	<p>ˌpə'dʒɑ:məz ˌprɪ'dʒɑ:məz</p>

	
<p style="text-align: center;">hospital</p>	<p style="text-align: center;">Africa</p>
<p>Client's production</p>	
<p style="text-align: center;">'hɒs,pɪ,təl 'hɒs,pə,tʊl</p>	<p style="text-align: center;">'æf 'ɪ,kə 'æf,ɪə,kə</p>
	<p>ReST Rapid Syllable Transition Training</p> <p>These polysyllabic words can be used for assessment purposes and/or as a follow-up probe. The ReST Manual to be used in conjunction with the ReST website (below), research articles, explanatory videos and other information, assessment materials and intervention resources are freely available at:</p> <p>https://rest.sydney.edu.au</p> <p>The broad phonetic transcription here reflects non-rhotic Australian English pronunciation.</p>
<p style="text-align: center;">envelopes</p>	
<p style="text-align: center;">'ɛn,və'loups 'ɒn,və'loups</p>	

These words were mostly drawn from Deb James' research. Some appeared in Gozzard et al., 2006.

Words used in the Gozzard et al., study

aeroplane, ambulance, animals, banana, broccoli, bulldozer, butterfly, capsicum, computer, crocodile, cucumber, dinosaur, echidna (singular), elephant, hamburger, hospital, kangaroo, koala, medicine, microwave, mosquito (singular), motorbike, octopus, platypus, policeman, potato, pyjamas, rectangle, sausages, spaghetti, stethoscope, tomato, triangle, umbrella (singular), Vegemite, vegetables, zucchini, avocado, caterpillar, cauliflower, escalator, helicopter, Pinocchio, rhinoceros, television, thermometer, vacuum cleaner, washing machine, watermelon, hippopotamus.

Gozzard, H., Baker, E., & McCabe, P. J. (2006). Children's productions of polysyllables. *ACQuiring Knowledge in Speech, Language and Hearing*, 8(3), 113-116.

https://www.academia.edu/22333231/Children_s_productions_of_polysyllables

James, D. G. H. (2006). Hippopotamus is so hard to say: Children's acquisition of polysyllabic words. Unpublished PhD thesis, University of Sydney. <https://ses.library.usyd.edu.au/handle/2123/1638>