

LONGMAN
PRONUNCIATION
DICTIONARY

STUDY GUIDE

Clare Fletcher

Longman 

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INTRODUCTION

This study guide enables readers to make the best use of the Longman Pronunciation Dictionary. The dictionary and study guide together are a powerful aid to the study of English pronunciation.

WHAT THE STUDY GUIDE CONTAINS

- Discussion of features of English pronunciation shown in the dictionary and explanation of the conventions used to show them.
- Exercises to develop effective use of the dictionary.
- Cross-references to relevant material in the dictionary's introduction and notes.
- Diagnostic exercises in the early sections to enable you to assess your proficiency and select appropriate material.
- Explicit statements of aims to show the purpose of each exercise.
- A key at the back of the book for checking the answers to exercises, where these are not immediately obvious from the dictionary.

The cassette provides three types of material:

- Illustration of pronunciations you see in the book and dictionary.
- Exercises.
- A means of checking your answers to certain exercises.

HOW TO USE THE STUDY GUIDE

You can work through the guide from beginning to end, or you can plan your own programme to meet your needs.

Planning a programme

- Look at the Contents List.
- Use the diagnostic exercises in the early sections.
- Look at the aims of sections and of specific exercises.
- Select the sections and exercises which are useful for you.

Using the commentary and exercises

- It is always helpful to *say* the pronunciations you are reading, to make them clear and to fix them in your memory. This may not be possible, for example if you are working in a library. But if you are working by yourself, or with others also using the study guide, make a habit of saying the pronunciations.
- Always look up pronunciations in the dictionary when you are told to do so. In some exercises, the words to look up begin with the same letter, to speed up the search.
- Some exercises involve transcription; you can get further practice by transcribing any of the dialogues and texts in the book and cassette, and these are transcribed in the key at the back of the book.
- Look up cross-references to the introduction or notes in the dictionary, if you want to take a point further.

RP	Gen Am	Consonants	RP	Gen Am	Vowels	
•	•	p	pen, copy, happen	•	ɪ	kit, bid, hymn
•	•	b	back, bubble, job	•	e	dress, bed
•	•	t	tea, tight, button	•	æ	trap, bad
•	•	t̩	city, better	•	ɒ	lot, odd, wash
•	•	d	day, ladder, odd	•	ʌ	strut, bud, love
•	•	k	key, cock, school	•	ʊ	foot, good, put
•	•	g	get, giggle, ghost	•	iː	fleece, sea, machine
•	•	tʃ	church, match, nature	•	eɪ	face, day, steak
•	•	dʒ	judge, age, soldier	•	aɪ	price, high, try
•	•	f	fat, coffee, rough, physics	•	ɔɪ	choice, boy
•	•	v	view, heavy, move	•	uː	goose, two, blue
•	•	θ	thing, author, path	•	əʊ	goat, show, no
•	•	ð	this, other, smooth	•	oʊ	goat, show, no
•	•	s	soon, cease, sister	•	ɒʊ	variant in cold
•	•	z	zero, zone, roses, buzz	•	aʊ	mouth, now
•	•	ʃ	ship, sure, station	•	ɪə	near, here, serious
•	•	ʒ	pleasure, vision	•	eə	square, fair, various
•	•	h	hot, whole, behind	•	aɪ	start, father
•	•	m	more, hammer, sum	•	aɪ	lot, odd
•	•	n	nice, know, funny, sun	•	ɒɪ	thought, law
•	•	ŋ	ring, long, thanks, sung	•	ɔɪ	thought, law
•	•	l	light, valley, feel	•	ɔɪ	north, war
•	•	r	right, sorry, arrange	•	oɪ	variant in force, four
•	•	j	yet, use, beauty	•	ʊə	cure, poor, jury
•	•	w	wet, one, when, queen	•	ɜː	nurse, stir
In foreign words only:				•	ɜː	nurse, stir, courage
•	•	x	loch, chutzpah	•	i	happy, radiation, glorious
•	•	ʧ	Llanelli, Hluhluwe	•	ə	about, comma, common
				•	u	influence, situation, annual
				•	ɪ	intend, basic
				•	ʊ	stimulus, educate
			In foreign words only:			
				•	ɒ̃	grand prix, chanson
				•	ɑː	grand prix, chanson
				•	ɒ̃ː	chanson
				•	æ̃	vingt-et-un
				•	ɜː	vingt-et-un

Part A: pronunciation and variants

1 Characters used in phonemic transcription



The chart on the previous page shows the characters which are used to transcribe pronunciations in the dictionary. The sounds and key words are recorded on the cassette, followed by the vowel sounds in sequence.

Within words, syllable boundaries are shown by spaces

e.g. ,ɪn dɪ 'pend ənt

EXERCISE 1

Diagnostic exercise in reading straightforward phonemic transcriptions quickly and accurately.

Time yourself as you do this exercise.

For each of the words a-j below, find the correct phonemic transcription in the list on the right. Write its number next to the word. The first one is done for you.

- | | |
|------------------|-----------------|
| a. await .5. | 1. kɪ 'eɪt ɔ |
| b. billow | 2. jɛt |
| c. chose | 3. 'b rɪndʒ |
| d. creature | 4. tʃəʊz |
| e. drudge | 5. ə 'weɪt |
| f. hurt | 6. dʒet |
| g. jet | 7. bɪ 'ləʊ |
| h. orange | 8. 'sɜ:ɪdʒ ənt |
| i. sergeant | 9. ə 'reɪndʒ |
| j. wrecked | 10. hɑ:t |
| | 11. drʌg |
| | 12. 'bɪl əʊ |
| | 13. rekt |
| | 14. 'æv ɪd |
| | 15. tʃɔɪz |
| | 16. 'sɑ:ɪdʒ ənt |
| | 17. 'krɪ:tʃ ə |
| | 18. drʌdʒ |
| | 19. 'retʃ ɪd |
| | 20. hɜ:t |

starting time:

.....

finishing time:

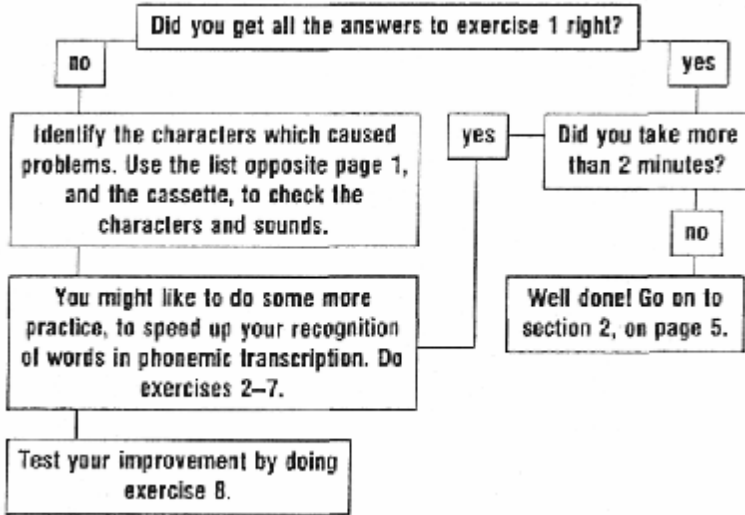
.....

time taken:

.....



Check your answers to exercise 1 with the key at the back of the book.



EXERCISES 2-8

AIM: To practise recognising and producing straightforward phonemic transcriptions.

EXERCISE 2

KEY Look back at the transcriptions in exercise 1. Write the words represented by the ten transcriptions which did not match a-j.

EXERCISE 3

Which word does each of the transcriptions below represent? Circle the correct word. Work as quickly as you can. The first one is done for you.

1. aɪs	A eyes	B <u>ice</u>
2. 'æŋkəl	ankle	uncle
3. səʊl	soil	soul
4. brɪːð	breathe	breath
5. ə'vɔɪd	avoid	evade
6. θɪŋ	thin	thing
7. 'pɒsɪz ɪz	possess	poses
8. vaɪn	vein	vine
9. 'luːv ə	louvre	lover
10. 'fiːl ɪŋz	fillings	feelings

KEY You can check your answers in the key and on the cassette.

EXERCISE 4

KEY Look back at the pairs of words given in exercise 3. For each pair, transcribe the one not transcribed on the left.


EXERCISE 5

KEY Read the transcriptions below, and then listen to the eight words on the cassette. For each word, write the letter of the correct transcription beside the corresponding number. The first one is done for you.

a. 'leð ə	e. 'kæɪf ə	i. liːd ə	m. 'kɒŋ kɔɪd
b. 'wɒf ɪŋ	f. luːs	j. eɪdʒ	n. ə'laɪv
c. kæ 'ʃɪə	g. 'wɒɪf ɪŋ	k. 'θl ɪv	o. luːz
d. 'leʒ ə	h. edʒ	l. 'kɒŋ kəd	p. 'ledʒ ə

1. i. 2. 3. 4. 5. 6. 7. 8.

EXERCISE 6

KEY  Look back at transcriptions a-p in exercise 5. Write the eight words shown which were not given on the cassette.

You can check your answers in the key and on the cassette.

EXERCISE 7

KEY In the following pairs of words, is the first syllable the same (S) or different (D)? Use the dictionary to check. The first two are done for you.

- | | | | | | |
|----------------|----------|------|--------------|----------|------|
| 1. worthy | worried | .D. | 7. majestic | magician | .... |
| 2. feral | ferrous | .S. | 8. patient | patio | .... |
| 3. dynasty | dynamite | .... | 9. southeast | southern | .... |
| 4. variegated | various | .... | 10. period | pierrot | .... |
| 5. vagary | vagabond | .... | 11. nutrient | nutmeg | .... |
| 6. vicissitude | vicar | .... | 12. foreign | forecast | .... |

EXERCISE 8

Time yourself as you do this exercise.

For each of the words a-j below, find the correct phonemic transcription in the list on the right. Write its letter next to the word. The first one is done for you.

- | | |
|------------------|---------------|
| a. season .19. | 1. 'sɪŋ ə |
| b. wordy | 2. fɒ 'net ɪk |
| c. foreman | 3. ə 'gen |
| d. neuter | 4. 'fɔ: mən |
| e. phonetic | 5. 'nʌt ə |
| f. sinner | 6. ʃɪ:ld |
| g. shield | 7. jɪə |
| h. organ | 8. fɒ 'næt ɪk |
| i. please | 9. 'sɪn ə |
| j. jeer | 10. 'pleɪ ə |
| | 11. 'ŋju:t ə |
| | 12. 'wɜ: d i |
| | 13. 'si:z ɪŋ |
| | 14. dʒɪə |
| | 15. plɪ:z |
| | 16. si:ld |
| | 17. 'ɔ:g ən |
| | 18. 'fɔ: neɪm |
| | 19. 'si:z ən |
| | 20. 'wɜ:ð i |

starting time:
.....
finishing time:
.....
time taken:
.....

KEY Check your answers with the key. Did you do better than in exercise 1? Were you more accurate and/or quicker?

2 What pronunciations are given: the layout of entries

For every word the dictionary gives a main pronunciation. This is highlighted in blue. If the American pronunciation is different, it is given, following the symbol ||, and also highlighted in blue. If no separate American pronunciation is given, this means that the word has the same pronunciation in British and American English.

match mætʃ dot, Dot dɒt || dɑ:t


If there are widely used alternatives, either in British or American English, these are given. Some alternatives are characteristic of British regional accents, and are marked †.

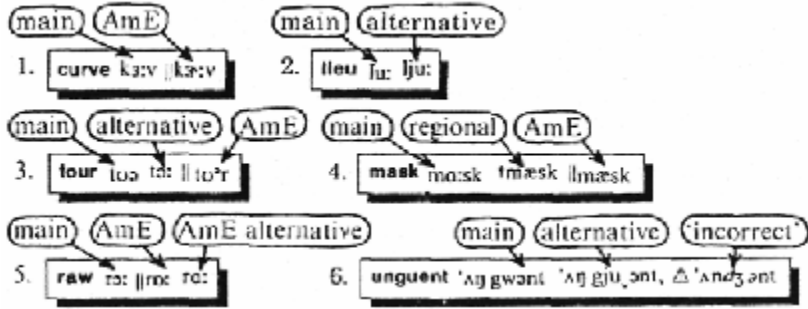
data 'deɪt ə 'daɪt ə, †'dæt ə || 'deɪt ə 'dæɪt ə, 'daɪt ə

bath v ba:θ †bæθ

Occasionally, pronunciations are shown which many English speakers use, but which many other English speakers consider incorrect. These are marked Δ.

ate *past of eat* et eɪt || eɪt Δet
(In American English et is considered incorrect.)

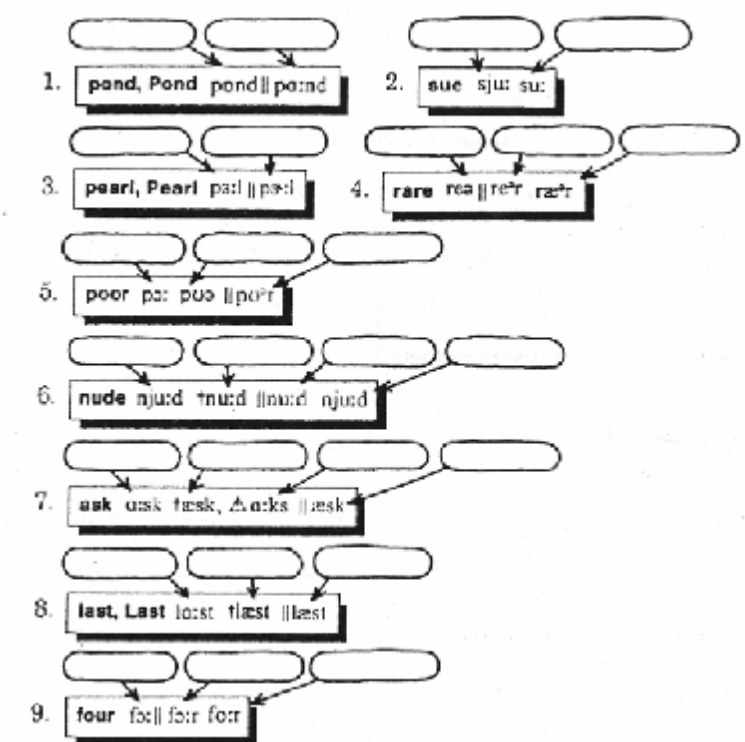
 The dictionary entries below are labelled to show the pronunciations given.



EXERCISE 9

AIM: To become familiar with the layout of entries, and recognise the types of pronunciation shown.

 Label the dictionary entries below, like those on page 5.



EXERCISE 10

AIM: To recognise the types of pronunciation given, and practise transcribing them.

 Study the dictionary entries printed below. Then use the information to complete the boxes on the following page.

match mætʃ

mayor, Mayor meɪ || meɪər || meɪr

ballad ˈbæləd

broad, Broad brɔ:d || brɔ:ɪd || brɔ:ɪd

mead mi:d

ballet ˈbæleɪ || bæˈleɪ || ˈbæleɪ

lewd lu:d || lju:d

bare beɪ || beɪr || bæɪr

suit su:t || sju:t

new nju: || nu: || nu: || nju:

mark, Mark mɑ:k || mɑ:rk

tube tju:b || tʃu:b || tu:b || tju:b

dot, Dot dɒt || dɔ:t

herb hɜ:b || ɜ:b

part pɑ:t || pɑ:rt

bath ˈbɑ:θ || ˈbæθ

past pɑ:st || pæst || pæst

KEY

	Main pron
1. match	mætʃ
2. ballad	
3. mead	

	Main pron	Alternative pron
4. lewd	lu:d	lju:d
5. suit		

	Main pron	AmE pron
6. mark	mɑ:k	mɑ:rk
7. dot		
8. herb		
9. part		

	Main pron	Regional pron	AmE pron
10. bath	bɑ:θ	bæθ	bæθ
11. past			

	Main pron	AmE pron	Alternative AmE pron
12. mayor	meə	meɪər	meər
13. broad			
14. ballet			
15. bare			

	Main pron	Regional pron	AmE pron	Alternative AmE pron
16. new	nju:	nu:	nu:	nju:
17. tube				

EXERCISE 11

AIM: To identify which pronunciation of a word is used, when you hear it.



Listen to the speakers on the cassette. Notice their pronunciation of the words studied on pages 7-8. Transcribe the words as they pronounce them, and identify which of the variant pronunciations they use. You might like to say whether you think each speaker is English or American. The first one is done for you.



	Transcription	Which pron?	English or American?
Speaker 1: mark past mayor	ma:k pæst	main regional (or AmE)	English with regional accent
Speaker 2: tour part poor			
Speaker 3: rare new suit ballet			
Speaker 4: Tube last four			

For those interested in studying some of the differences between American and British English pronunciation, there is a section on American pronunciation on pages 65-70. Regional pronunciations are discussed in LPD Introduction 2.2.

3 Alternative pronunciations

In order to present information concisely, alternative pronunciations are often abbreviated. To get the most out of the dictionary, it is important to be able to interpret the conventions which are used.

EXERCISE 12

Diagnostic exercise in interpreting information about alternative pronunciations.

How many pronunciations are represented in this entry from the dictionary?

beautiful 'bju:t əf əl -ɪf-; -ɪ fʊl, -ə- || 'bju:t-



When you have worked out what you think, check your answer in the key.

If you got the right answer, you made good use of the conventions which enable the dictionary to present so much information in such a small space. You do not need to work through exercises 13-16. Go straight on to exercise 17.

If you didn't spot all the pronunciations of beautiful, you might like to go back now and try to work them out for yourself before you look at the details below and listen to the pronunciations on the cassette.



'bju:t	əf əl	-ɪf-;	-ɪ fʊl, -ə- ||	'bju:t-
	1 2	3 4	5 6	7 - 12

1. The main pronunciation, the one recommended to foreign learners, is 'bju:t əf l

2. Alternative pronunciation: 'bju:t əf əl

The other alternatives all have the same first syllable as the main pronunciation, so this syllable is

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not repeated; it is replaced by a hyphen (-).

3. & 4. An alternative pronunciation of the middle syllable: 'bju:t ɪf l 'bju:t əf əl
5. An alternative pronunciation - a different pronunciation of the final syllable: 'bju:t ɪf ʊl
6. The same first and last syllable as 5 with a different middle syllable: 'bju:t ə fʊl

The American pronunciation has a different allophone of t in the first syllable. The main American pronunciation is therefore:

7. 'bju:t̚ əf l

The alternative pronunciations of the middle and last syllables shown in 2-6 also occur in American pronunciations, so alternatives exist:

8. 'bju:t̚ əf əl
9. 'bju:t̚ ɪf l
10. 'bju:t̚ ɪf əl
11. 'bju:t̚ ɪ fʊl
12. 'bju:t̚ ə fʊl

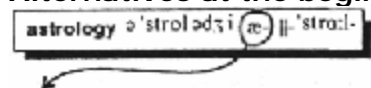
The example above shows how much information a brief entry can contain. The conventions for showing alternative pronunciations are studied systematically in the rest of this section.

EXERCISES 13-17

AIM: To understand the conventions used to abbreviate alternative pronunciations following the main pronunciation.

When alternative pronunciations differ only in one syllable, the dictionary shows the part of the word which is different, and the rest of the word is 'cut back'.

Alternatives at the beginning of a word



This means that there is an alternative pronunciation, æ'strɒl ədʒ i. Only the first syllable, is different. This is given in the dictionary, and the rest of the pronunciation is represented by a hyphen (-).

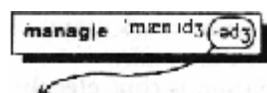
EXERCISE 13

The following words all have one or more alternative pronunciations of the first syllable. (The number in brackets shows the number of alternatives.)

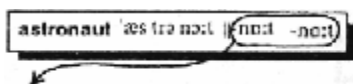
- a. Can you think what the alternatives are? Write what you think.
- b. Look the words up in the dictionary, and note the alternatives shown. Correct what you wrote, if necessary.

1. **accept** æk'sept (2)
2. **behave** bi'heɪv (2)
3. **desolation** ,des ə'leɪ ʃn (1)
4. **economic** ,i:k ə'nɒm ɪk (1)
5. **exult** ɪg'zʌlt (5)

Alternatives at the end of a word



This means that there is an alternative pronunciation. The first syllable, which is the same, is not



This means that Americans pronounce the final syllable with a different vowel; the final syllable is given (with an alternative), and the first two syllables, which are the same as the main English pronunciation, are replaced by a hyphen.

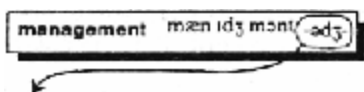
EXERCISE 14

The following words all have one or more alternative pronunciations of the last syllable. (The number in brackets shows the number of alternatives.)

- Can you think what the alternatives are? Write what you think.
- Look the words up in the dictionary, and note the alternatives shown. Correct what you wrote, if necessary.

- garage 'gær aɪz (2)
- kindred 'kɪndr əd (1)
- hopeful 'həʊp fəl (1)
- mistress 'mɪs trəs (1)
- opiate 'əʊp i.ət (2)

Alternatives in the middle of a word



This means that there is an alternative pronunciation. The first and last syllables are the same as the main pronunciation, so they are each replaced by a hyphen.

EXERCISE 15

The following words all have an alternative pronunciation of the middle syllable.

- Can you think what the alternative is? Write what you think.
- Look the words up in the dictionary, and note the alternative shown. Correct what you wrote, if necessary.

- secretive 'sɪk rət ɪv
- incisive ɪn 'saɪs ɪv
- inherent ɪn'hɪər ənt
- manager 'mæn ɪdʒ ə
- make-believe 'meɪk bɪ.li:v

Combinations of alternatives



In some words, more than one syllable has an alternative pronunciation, and these are independent of one another. The alternative syllables marked in the dictionary therefore represent several combinations.

abseil 'æb seɪəl 'æp-, -saɪəl

There are two possible first syllables, and two possible second syllables. These can combine to make four pronunciations.


'æb seɪəl 'æb seɪəl
'æp seɪəl
'æp saɪəl 'æb saɪəl
'æp saɪəl

EXERCISE 16

  Below are a number of dictionary entries. For each entry, one of the alternative pronunciations shown is recorded on the cassette. For each one:

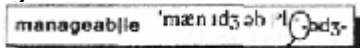
- Transcribe the pronunciation you hear.
- Circle the parts of the dictionary entry which show that pronunciation.

The first one is done for you.

- decision** dɪ'sɪʒən  - , t'diː , 'ziːʃ , -'ziːʒən...də'ziːʒn.....
- opposite** 'ɒp əz ɪt -əs- , t-ət||ɑːp-
- substantial** səb'stænʃɪəl t'sʌb- , -'stɑːnʃ-
- transistor** træn 'zɪst ə traɪn- , t'træn- , -'sɪst
- decisive** dɪ'saɪs ɪv də- , t'diː- , -'saɪz-
- exasperate** ɪg' zæsp ə reɪt eg- , əg- , ɪk- , ek- , ək- , -'zɑːsp-

Alternative pronunciations involving the symbol ■

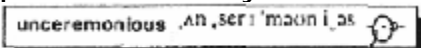
Unstressed syllables in the middle of a multisyllabic word are often shown in relation to a stressed syllable. This ensures that you know which syllable is being referred to.



This square block preceded by a stress mark stands for the stressed syllable in front of the alternative pronunciation. The alternative pronunciation of the word is thus:

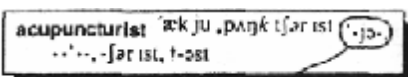
'mæn ədʒ əb əl

Notice that the square block (■) always stands for one syllable, whereas the hyphen (-) replacing part of a word may stand for one or more than one syllable.



This square block preceded by a tertiary stress mark stands for the syllable which carries tertiary stress in the main pronunciation. The alternative pronunciation is thus clearly shown as referring to the syllable following the tertiary stress. The alternative pronunciation of the word is thus:


ˌʌn.sə.rə ə 'mæʊn i .əs



This alternative is shown as being in the syllable after the initial stressed syllable. Thus:

'æk jə.pʌŋk tʃə rɪst

EXERCISE 17

 Use the dictionary to help you say and transcribe the following:

- The American pronunciation of Aberdeen, in Scotland.
- All the alternative pronunciations shown for academician.
- The pronunciation of Addis Ababa.
- The second pronunciation of manageress.
- A regional pronunciation of misrepresentation.

EXERCISE 18

Quiz on alternative pronunciations.

 Use the dictionary to answer the following questions.

- Can **exorcise** be pronounced like **exercise**?

2. How many British and American pronunciations exist for **majority**? Transcribe each one.
3. **mandatory** - is the pronunciation mæn 'dɛɪ ə r i used in America?
4. TRUE OR FALSE? 'Nobody uses /s/ in the middle of **appreciate**.'
5. TRUE OR FALSE? '**acotyledon** is sometimes pronounced with three ə's.'

4 Inflected and derived words

The dictionary shows how inflected and derived words are pronounced. One-syllable words are shown in full. For others, both the spelling and pronunciation are shown as endings following a headword.

reason, R ~ 'ri:zən ~ed d ~ing/s ɪŋ/z ~s z

reasonab|le 'ri:zən.əb|əl ~ly li ~ness nəʃ nɪʃ

reassess ,ri:ə'ses ~ed t ~es ɪz əz ~ing ɪŋ ~ment/s mənt/s

reassign ,ri:ə'saɪn ~ed d ~ing ɪŋ ~s z

reas|sure ,ri:ə |'ʃɔ: -'ʃʊə; rɪə'ɪ ▪ ||-'ʃʊər -'ʃɜ: ~sured 'ʃɔ:d 'ʃʊəd ||'ʃʊəd 'ʃɜ:d ~sures 'ʃɔ:z 'ʃʊəz ||'ʃʊəz 'ʃɜ:z ~suring/ly 'ʃɔ:r ɪŋ/li 'ʃʊər- ||'ʃʊrɪŋ/li 'ʃɜ:-

reassuranc|e ,ri:ə 'ʃʊər ənt's -'ʃɔ:r- ||'ʃʊr- 'ʃɜ:- ~es ɪz əz

Reamur, Réamur 'reɪ əʊ mjʊə ||,reɪ ʊʊ 'mjʊər -Fr [ʁe o my:ʁ]

Reave ri:v

reawaken ,ri:ə weɪk ən ~ed d ~ing ɪŋ ~s z

reason, R ~ 'ri:zən ~ed d ~ing/s ɪŋ/z ~s z

In the spelling of this example, endings are added to the headword with no alteration. For the pronunciation of inflected words, just add the pronunciation of the endings. Thus:

reasoned 'ri:zənd

reasoning 'ri:zənɪŋ

reasonings 'ri:zənɪŋz

reasons 'ri:zənz

Sometimes an ending is added not to the complete word but to just part of it. The symbol | is used to show exactly which part is concerned.

reasonab|le 'ri:zən.əb|əl ~ly li ~ness nəʃ nɪʃ

reasonab+ly=reasonably 'ri:zən.əb+li='ri:zən.əbli

reassuranc|e ,ri:ə 'ʃʊər ənt's -'ʃɔ:r- ||'ʃʊr- 'ʃɜ:- ~es ɪz əz

reassuranc+es=reassurances ,ri:ə 'ʃʊər ənt's+ɪz=,ri:ə 'ʃʊər ənt's ɪz

EXERCISE 19

AIM: To understand the conventions used in the dictionary to show the spelling and pronunciation of inflected and derived words. To transcribe the pronunciations.

KEY Find the following words in the dictionary extract, and transcribe their pronunciation.

1. reassessment
2. reassigned
3. reassuring
4. reawakens

EXERCISE 20

Quiz on inflected and derived forms.


KEY Use the dictionary to help you answer the following questions.

1. What is the American pronunciation of **marketed**?
2. How is **kindliness** pronounced - 'kaɪnd li nəs or 'kaɪnd lə nəs?
3. Which is the correct pronunciation of **uselessly** - 'ju:s ləs li or ju:z ləs li?
4. TRUE OR FALSE? 'The words **studied** and **studded** are sometimes pronounced the same.'
5. How is the plural of **agency** pronounced - 'eɪdʒ əns iz or 'eɪdʒ əns əz?

EXERCISES 21-22


AIM: To apply your understanding of layout of entries, alternative pronunciations, inflections and derived forms.

EXERCISE 21

 Look up in the dictionary the words listed below, and complete the table. The first two are done for you.


	Main	Alternative	Regional	AmE	AmE alternative
1. Asia	'eɪʃ ə	'eɪz ə		'eɪz ə	'eɪʃ ə
2. nothing	'nʌθ ɪŋ		'nʌθ ɪŋ		
3. Aberdaron					
4. ballroom					
5. behave					
6. economics					
7. managing					
8. target					

EXERCISE 22

 Look up in the dictionary the words listed below, and complete the table. The first two are done for you.

	Main	Alternative	Regional	'Incorrect'	AmE	AmE alternative
1. topmast	'tɒp mɑ:st	'tɒp məst	'tɒp məst		'tɑ:p məst	
2. arthritis	ɑ: 'θraɪt ɪs		ɑ: 'θraɪt əs	ɑ:θ ə'raɪt ɪs	ɑ:r 'θraɪt əs	
3. Buckingham						
4. dansing						
5. mistake						
6. Saturday						
7. tariff						
8. trauma						

5 Optional sounds

 1. **Optional sounds** are sounds which are pronounced by some speakers or on some occasions, but are omitted by other speakers or on other occasions. In LPD they are indicated in two ways: by *italics* and by **raised letters**.

2. Sounds shown in *italics* are sounds which the foreign learner is recommended to include (although native speakers sometimes omit them). They denote sounds which may optionally be **elided** (omitted).

lunch 'lʌntʃ Some say lʌntʃ, others say lʌnʃ. LPD recommends 'lʌntʃ.

bacon 'beɪk ən Some say 'beɪk ən, others say 'beɪk n. LPD recommends 'beɪk ən.

3. Sounds shown with **raised letters** are sounds which the foreign learner is recommended to ignore (although native speakers sometimes include them). They denote sounds which may optionally be **inserted**.

fence fen's Some say fens, others say fents. LPD recommends fens.

sadden 'sæd ən Some say 'sæd n, others say 'sæd ən. LPD recommends 'sæd n.

Sounds shown in italics: elision

Elision is the omission (= deletion) of a sound that would otherwise be present. It is particularly

characteristic of rapid or casual speech.

EXERCISE 23

AIM: To identify the full and elided pronunciation of words when you hear them.



a. The words below all have a sound which can be elided (omitted, deleted). Listen to the cassette: each word is spoken twice, first in full, and then with elision.

	<i>in full</i>	<i>with elision</i>
1. French	frentʃ	frenʃ
2. plunge	plʌndʒ	plʌŋʒ
3. stamped	stæmpt	stæmt
4. tangerine	ˌtændʒ ə ˈriːm	ˌtæŋʒ ə ˈriːm
5. tasteful	ˈteɪst fʊl	ˈteɪs fʊl
6. kindness	ˈkaɪnd nəʃ	ˈkaɪn nəʃ
7. awaken	ə ˈweɪk ən	ə ˈweɪk n



XEY

b. Listen to the words on the cassette. For each word circle the appropriate transcription in a. above.

A sound which can be elided is shown in the dictionary in italics:

French, f~	frentʃ
plunge	plʌndʒ
stamped	stæmpt
tangerine, T~	ˌtændʒ ə ˈriːm
tasteful	ˈteɪst fʊl
kindness	ˈkaɪnd nəʃ
awaken	ə ˈweɪk ən

EXERCISE 24

AIM: To understand the marking of elision in the dictionary.

The dictionary entries below show that elision may take place in these words. Look at the transcriptions next to the entries. For each one, mark whether the word is given in full (F) or with elision (E). The first one is done for you.

1. launch	lɔːntʃ	lɔːntʃ	F
2. arrange	ə ˈreɪndʒ	ə ˈreɪŋʒ	
3. pumped	pʌmpt	pʌmt	
4. minx	mɪŋks	mɪŋks	
5. token	ˈtəʊk ən	ˈtəʊk ən	
6. cold|ly	ˈkəʊld|li -ˈkəʊld- ||ˈkəʊld- ~ness	nəs nɪs	ˈkəʊld nəʃ

EXERCISES 25-26

AIM: To understand the conditions in which elision of consonants takes place, and so to predict when elision may take place. To say and transcribe full and elided forms.

Elision of consonants

Within a syllable:

t may be elided in ntʃ e.g. lunch lʌntʃ, lʌŋʃ

d may be elided in ndʒ e.g. strange streɪndʒ, streɪŋʒ

p may be elided in mps, mpt e.g. jumped dʒʌmpt, dʒʌmt

t may be elided in nts e.g. contents ˈkɒn tents, ˈkɒn tens

k may be elided in ŋks, ŋkt e.g. lynx lɪŋks, lɪŋs

At the end of a syllable, t and d may be elided before a consonant in the next syllable:



t may be elided in ft, st e.g. firstly 'fɜːst li, 'fɜːs li

and less commonly in pt, kt, tʃt, θt, ʃt

d may be elided in ld, nd e.g. baldness 'bɔːld nəs, 'bɔːl nəs

and less commonly in bd, gd, dʒd, vd, ðd, zd, md, ŋd

EXERCISE 25

  Say and transcribe the following words in their full form, and jF'lj with elision. You can check the pronunciation on the cassette, and the transcription in the key.

in full *with elision*

1. pinch
2. bandstand
3. camped
4. wistful
5. softness
6. textbook

EXERCISE 26

 Four of the following words can exhibit elision. Circle those words.

softly softer customer lounge firstly judged lateness wasteful

There is further discussion of elision in the note ELISION in LPD.

Sounds shown by raised letters: insertion

Insertion of consonants

Some words have an alternative pronunciation in which a consonant is inserted. The inserted sound is shown by a small, raised letter.

	Main pron	with insertion
prince, P~	prɪn's	prɪns
triumph n, v, T~	'traɪ ʌm'pʃ	'traɪ ʌm'f

These consonants are only inserted after a nasal sound, when the vocal organs are not precisely synchronised in their movement from the position for the nasal to the position for the following oral sound.

EXERCISE 27

AIM: TO IDENTIFY WHETHER A SOUND HAS BEEN INSERTED, WHEN YOU HEAR A WORD.

The dictionary entries below show that the words are sometimes pronounced with an inserted sound. Listen to the words on the cassette, and transcribe the pronunciations you hear.

1. fence fen'tsfents....
2. sentence 'sent ən'ts 'sent əns....
3. distanc|e 'dɪst ən'ts
4. mince mɪn'ts
5. triumph n, v, T~ 'traɪ ʌm'pʃ
6. acquaintanc|e ə 'kweɪnt ən'ts
7. comf|ort, C~ 'kʌm'pʃ|ət
8. emph|asis 'em'pʃ|əs ɪs
9. assistance ə 'sɪst ən'ts
10. substantial səb'stæn'tʃ|əl

Insertion of ə

This is an alternative to a syllabic consonant, and is dealt with in the section on syllabic consonants on pages 26-30.

EXERCISE 28

AIM: To apply knowledge of optional sounds in studying a conversation.

The conversation below is recorded on the cassette. You can use it as you choose. Three different approaches are suggested.

KEY Suggestion 1. Before you listen, read the conversation and underline the words in which elision or insertion are possible. Use Key A to check what you have marked.

KEY Then listen to the conversation on the cassette to see how the speakers pronounce these words; circle those which have undergone elision or insertion. Use Key B to check.

KEY Suggestion 2. Listen to the conversation, with the book closed, and transcribe it. You can use Key B to check your transcription.

KEY Suggestion 3. When you have listened to the conversation, (and followed suggestion 1 or 2), practise saying the conversation. Record yourself, and compare your version with the one on the cassette.

 A: I've just had my lounge decorated. It hadn't been done since I moved in.

B: What colour is it?

A: It's called French Blush.

B: Very tasteful, I'm sure, but it doesn't convey anything.

A: Well, on the chart it looked lovely - a sort of pale tangerine colour.

B: That sounds nice. The lounge faces north, doesn't it, and a tangerine glow would take away the coldness.

A: That's just what I thought: elegant but comfortable. But actually it's more like orange. It's cheerful - but not very restful.


6 Syllabic consonants

1 Most syllables contain a vowel sound. Sometimes, though, a syllable consists only of a consonant (or consonants). If so, this consonant (or one of them) is a nasal (usually n) or liquid (l or, especially in AmE, r). For example, in the usual pronunciation of **suddenly** 'sʌd n li, the second syllable consists of n alone. Such a consonant is called a **syllabic consonant**.

2 Instead of a syllabic consonant it is always possible to pronounce a vowel ə plus an ordinary (non-syllabic) consonant. Thus it is possible, though not **usual**, to say 'sʌd ən li rather than 'sʌd n li.


EXERCISE 29

AIM: To recognise syllables containing a syllabic consonant or vowel + consonant, when you hear and see them.

 a. The words below all have a main pronunciation with a syllabic consonant. Listen to the cassette: each word is spoken twice, first with a syllabic consonant, and then with a vowel + consonant.


	<i>syllabic consonant</i>	<i>vowel + consonant</i>
1. suddenly	'sʌd n li	'sʌd ən li
2. Britain	'brɪt n	'brɪt ən
3. frightening	'fraɪt n ɪŋ	'fraɪt ən ɪŋ
4. hidden	'hɪd n	'hɪd ən
5. medal	'med l	'med əl
6. needlework	'ni:d l wɜ:k	'ni:d əl wɜ:k
7. cattle	'kæt l	'kæt əl
8. petals	'pet lz	'pet əlz
9. panel	'pæn l	'pæn əl


10.softener	'sɒf n ə	'sɒf ən ə
11.station	'steɪ ʃn	'steɪ ʃən
12.fastened	'fɑ:s nd	'fɑ:s ənd

 **KEY** b. Listen to the words on the cassette. For each word, circle the appropriate transcription in a. above.

EXERCISE 30

AIM: To recognise contexts in which syllabic consonants are likely. To identify and transcribe syllables containing a syllabic consonant or vowel + consonant, when you hear words.

 **KEY** a. Look at the text below. Underline words which are likely to contain syllabic consonants. Use Key A to check the words you have underlined.

 **KEY** b. Listen to the text on the cassette and notice how the speaker pronounces each word you have underlined: does it have a syllabic consonant? Transcribe these words as spoken on the cassette. Use Key B to check.

GOLDEN OLDIES – the most popular songs chosen by radio listeners:

The Battle of New Orleans
Wooden Heart
Beautiful Dreamer
I Beg your Pardon (I never promised you a rose garden)
The Tunnel of Love
Sentimental Journey
Suddenly it's Spring
Congratulations

3 Likely syllabic consonants are shown in LPD with the symbol ə, thus **suddenly** 'sʌd ən li. LPD's regular principle is that a raised symbol indicates a sound whose insertion LPD does not recommend (see OPTIONAL SOUNDS). Hence this notation implies that LPD prefers bare n in the second syllable. Since there is then no proper vowel in this syllable, the n must be syllabic.

4 Similarly, in **middle** 'mɪd əl LPD recommends a pronunciation with syllabic l, thus 'mɪd l. In **father** 'fɑ:ð ə || 'fɑ:ð ər LPD recommends for AmE a pronunciation with syllabic r, thus 'fɑ:ð r.

5 The IPA provides a special diacritic to show a syllabic consonant, thus ŋ̩. 'sʌdŋ̩li. For AmE syllabic r, the symbol ɹ̩ is sometimes used, thus 'fɑ:ðɹ̩. Because LPD uses spaces to show syllabification, it does not need these conventions. Any nasal or liquid in a syllable in which there is no other vowel must automatically be syllabic.

Since it is always possible to insert ə in a word with a syllabic consonant, words containing syllabic consonants in the dictionary are all shown with ə, as shown in the following entries.

sudden 'sʌd ən -ly li
Britain 'brɪt ən
frighten 'fraɪt ən ~ing/ly -ɪŋ/li
hidden 'hɪd ən
medal 'med əl
needlework 'ni: d əl wɜ:k
cattle 'kæt ə || 'kɑt əl
petal 'pet ə || 'pet əl ~ed, ~led d ~s z

panel 'pæn əl

softener 'sɒfənə

station 'steɪʃ ən

fasten 'fɑ:sn t'fæs- ||'fæsən ~ed d

What is the difference between ən and ɪn?

Remember the conventions used in the dictionary:

- an italic letter shows a sound which is sometimes elided. The main pronunciation - which foreign learners are recommended to use - *includes* the sound. So for

distant 'dɪst ənt

the recommended pronunciation is 'dɪst ənt.

- a raised letter shows a sound which is sometimes inserted. The main pronunciation does not include this sound. So for

button, B~ 'bʌt ɪn

the recommended pronunciation is 'bʌt n.

EXERCISE 31

AIM: To interpret the symbols ɪ and ə quickly and correctly.

KEY In some of the following words, the recommended pronunciation has a syllabic consonant. In others, the recommended pronunciation has a syllable with ə. Look up each word in the dictionary; then transcribe its recommended pronunciation. The first one is done for you.

1. absent ... 'æb snt.....
2. beckon
3. current
4. cycle
5. Pamela
6. paragon
7. servant
8. similar
9. traveller
10. vacant

7 Compression

1 Sometimes a sequence of sounds in English has two possible pronunciations: either as two separate syllables, or **compressed** into a single syllable. Possible compressions are shown in LPD by the symbol ~ between the syllables affected.

E.g. **lenient** 'li:n i~ənt Two pronunciations are possible: a slower one 'li:n i ənt, and a faster one 'li:n jənt

diagram 'daɪ~ə græm Two pronunciations are possible: a slower one 'daɪ ə græm, and a faster one 'dæ græm.

maddening 'mæd ɪn~ɪŋ Two pronunciations are possible: a slower one with three syllables, 'mæd n ɪŋ or 'mæd ən ɪŋ and a faster one with two syllables, 'mæd nɪŋ.

2 Generally the uncompressed version is more usual

- in rarer words
- in slow or deliberate speech
- the first time the word occurs in a discourse.

The compressed pronunciation is more usual

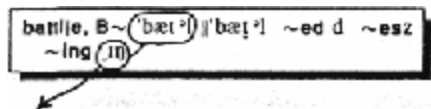
- in frequently-used words
- in fast or casual speech
- if the word has already been used in the discourse.

Compression involving a consonant

Compression causes a possible syllabic consonant to become a plain non-syllabic consonant.

A frequent context for compression is when -ing is added to a verb ending with a syllabic consonant.



The inflected form often appears in the dictionary under the verb, with the ending shown separately.



This represents an entry **battling** $bæt \text{el} \text{ɪ} \text{ŋ}$ which can be pronounced with three syllables or two syllables.



EXERCISE 32

AIM: To check your understanding of the conventions shown above.

  Say and transcribe the pronunciations of **battling** with three syllables and two syllables. You can check the pronunciations on the cassette, and the transcriptions in the key.

EXERCISE 33


AIM: To recognise whether a word has undergone compression when you hear the word.

  Listen to the words below, on the cassette. For each one, decide if it is pronounced with three syllables, i.e. has a syllabic consonant in the middle, or if it is pronounced with two syllables, i.e. has undergone compression. Write how many syllables you hear. The first two are done for you.

- | | |
|--------------------|---------------------|
| 1. maddening .3.. | 5. cycling |
| 2. battling .2.. | 6. reckoning |
| 3. flattening | 7. threatening |
| 4. sprinkling | 8. trickling |

EXERCISE 34

AIM: To transcribe words containing a syllabic consonant plus suffix, showing whether the syllabic consonant has undergone compression.

 Transcribe the words on the cassette in exercise 33, making sure you show whether there is a syllabic consonant or whether it has undergone compression.


EXERCISE 35

AIM: To use the dictionary to check whether compression can take place.

The following words all have a main pronunciation with three syllables. In some of the words, compression sometimes takes place and they are pronounced with two syllables.

finally **traveller** **carefully** **globally** **lengthening** **normally** **nursery** **sampling** **summarise**
totally **tunnelling**

Look up each word in the dictionary and check whether it is marked for compression. Complete the table on the next page. The first two are done for you.

	
Words with no compression: always three syllables e.g. finally 'faɪn əl i	Words with compression: can be two syllables e.g. traveller 'træv əl ə

'faɪn ə l i	'træv lə
-------------	----------

Compression involving a vowel

Where compression is marked between vowels, the two vowels can be compressed into one syllable. The details of the phonetic changes possible are given in the LPD note: COMPRESSION, para. 7.

EXERCISE 36

AIM: To recognise full and compressed forms when you hear and see them.



a. The words below can all undergo compression. Listen to the cassette: each word is spoken twice, first in full and then with two syllables compressed into one.

	<i>full</i>	<i>with compression</i>
1. obvious 'ɒb vi əs	'ɒb vi əs	'ɒb vjəs
2. bicentennial ,baɪ sen 'ten i əl	,baɪ sen 'ten l əl	,baɪ sen 'ten jəl
3. studious 'stju:d i əs	'stju:d l əs	'stju:d jəs
4. usual 'ju:z u əl	'ju:z u əl	'ju:z wəl
5. material mə 'tɪər i əl	mə 'tɪər l əl	mə 'tɪər jəl
6. diagram 'daɪ ə græm	'daɪ ə græm	'dæ græm



KEY

b. Listen to the words on the cassette. For each word, circle the appropriate transcription in a. above.

EXERCISE 37

AIM: To identify whether words have undergone compression when you hear them.



KEY

The words below can all undergo compression. Listen to them on the cassette, and write F for full, or C for compressed. The first two are done for you.

1. cafeteria F
2. diabetes C
3. previous
4. proprietor
5. fastidious
6. affluent
7. residual
8. obedient
9. curious

EXERCISE 38

AIM: To recognise syllabic consonants and compression in a conversation.



KEY

Listen to the conversation on the cassette. Can you find the following?

Eight words with syllabic consonants.

Two words with compression involving a consonant.

Five words with compression involving vowels.

A: These plants haven't flowered at all this year. I bought them from a reputable company, but I think they must be rotten.

B: This label says they are biennials.

A: So they ought to flower twice a year.

B: No, those are biannuals. Biennial plants only flower every other year. Your plants obviously aren't flowering because this is the first year.

A: I thought a biennial was a sort of two-hundred year anniversary. 1989 was the biennial of the

French Revolution, and there was a great celebration in Paris.


B: No, you are thinking of bicentennial.

A: Oh, the advantages of a classical education!

Part B: stress in words and phrases

This part of the book deals with the marking of stress in words and phrases. It begins with an introductory case study, focussing on one very specific use of stress patterns in words, before going on to look at the full range of stress patterns and marking. Stress is discussed in LPD in the Introduction 3:3, and the note STRESS.


8 Pairs of words with different stress

 A number of English words have the same spelling for a noun or adjective and a verb. There is a group of these two-syllable words where the noun/adjective is stressed on the first syllable, and the verb on the second.

e.g. a **record** 're kɔ:d to **record** rɪ 'kɔ:d
 perfect 'pə:fɪkt to **perfect** pə: 'fekt

EXERCISE 39

AIM: To stress nouns and verbs correctly.

 Fill the gaps in the sentences below. The words you need are listed under the sentences. Mark the stressed syllable of each word.


1. There has been a big ..increase.. in the number of students applying to this college.
2. As a Red-Cross volunteer, she sometimes has to disabled people travelling across London.
3. A recent showed that 98% of households have colour television.
4. The council are going to the High Street into a pedestrian shopping centre.
5. The winning song in the Eurovision Song is usually pretty dull.
6. A gesture which is friendly in one country may be a deadly in another country.

contest convert escort increase insult survey

EXERCISE 40

AIM: A. To use the dictionary to check stress patterns.

B. To stress nouns and verbs correctly.

 a. The words below can all be a noun and a verb. For some of them the noun and verb have different stress (like 'record'). For others, the noun and verb have the same stress. Underline the words which you think have different stress for the noun and verb. Use the dictionary to check your choice.

answer contrast offer present reject reply transport

b. Use each underlined word in two sentences, once as a noun and once as a verb. Make sure you say the words with the correct stress.

Vowels in unstressed syllables

In some Noun-Verb pairs, the vowel in the first syllable is different in the noun and the verb.

e.g. 're kɔ:d rɪ 'kɔ:d

In other pairs, the vowel is the same. e.g. 'ɪn sʌlt ɪn 'sʌlt

EXERCISE 41

AIM: To use the dictionary to check pronunciation.

Use the dictionary to check the vowel in the first syllable of the words underlined below. Write the word and mark the stressed syllable.

- 1a. There has been a decrease in the birth rate. ... 'di: kri:s.....
- 1b. The number of members is expected to decrease.
- 2a. His business interests conflict with his public duty.
- 2b. The border dispute may lead to armed conflict between the two countries.
- 3a. The President had an armed escort.
- 3b. The receptionist will escort visitors to the meeting room.
- 4a. Taxes are not expected to increase.
- 4b. The average increase in earnings last year was 6%.
- 5a. I cannot permit such behaviour.
- 5b. Have you got a permit for that gun?
- 6a. I'm going to protest.
- 6b. There will be a storm of protest.
- 7a. The rebels in the hills will never surrender.
- 7b. Every child rebels against authority at some stage.

EXERCISE 42

AIM: Further practice with stress and pronunciation in pairs of words.

Can you solve the following clues? In each pair of clues, the words referred to have the same spelling, but different stress. Write the spelling, and the pronunciation corresponding to each meaning. The first one is done for you.

1. give sympathy and comfort console kən 'səʊl
a keyboard, panel of switches 'kɒn səʊl
2. decline to do something
rubbish
3. get smaller
a formal legal agreement
4. happy, satisfied
what is contained in something
5. pull out
a short passage from a longer text
6. disagree, protest
a thing
7. very small
sixty seconds
8. go away from, leave
a place where nothing grows

KEY If you are stuck, choose from the words in Key A. The full answers are given in Key B.

Stress on the first syllable of nouns

This is a productive pattern, and frequently appears in new words, particularly those formed from phrasal verbs, e.g. 'In pʊt 'teɪk ɒf

EXERCISE 43

AIM: To practise stress on the first syllable of nouns.

KEY Can you identify the nouns defined below? They are all related to phrasal verbs. When you say the nouns, make sure the first syllable is stressed.

1. an armed bank raid ..a hold-up...
2. a burglary

3. an appearance by a star who had retired
4. a sudden strike
5. a cinematic device where the film switches to an earlier period
6. a sudden period of heavy rain
7. a mechanical (and, metaphorically, other) failure
8. a ten second period immediately before the departure of a rocket
9. the moment of departure of a rocket
10. (initial) expenditure on a particular project

If you are stuck, choose from the nouns listed below.


breakdown break-in comeback countdown downpour flashback hold-up lift-off outlay
walkout

9 Stress marking

The stresses marked in the dictionary are lexical (= underlying = potential) stresses; the marking shows how the word is stressed when it is spoken in isolation, and which syllables can be accented in connected speech.

EXERCISE 44

AIM: To recognise the stressed syllable when you hear a word. To use the primary stress mark ' correctly in a word with one stressed syllable.

 **KEY** The extract below comes from *Down and Out in Paris and London* by George Orwell. Orwell is describing his experience as a tramp in London in the 1930's. Listen to the extract on the cassette. Mark the stressed syllable in the words underlined. The first two are done for you.

I stayed in the streets till late at night, 'keeping on the move all the time. Dressed as I was, I was half a'fraid that the police might arrest me as a vagabond, and I dared not speak to anyone, imagining that they must notice a disparity between my accent and my clothes. (Later I discovered that this never happened.) My new clothes had put me instantly into a new world. Everyone's demeanour seemed to have changed abruptly. I helped a hawker pick up a barrow that he had upset. "Thanks, mate," he said with a grin. No one had called me mate before in my life – it was the clothes that had done it. For the first time I noticed, too, how the attitude of women varies with a man's clothes. When a badly dressed man passes them they shudder away from him with a quite frank movement of disgust, as though he were a dead cat. Clothes are powerful things. Dressed in a tramp's clothes it is very difficult, at any rate for the first day, not to feel that you are genuinely degraded. You might feel the same shame, irrational but very real, your first night in prison.

EXERCISE 45

AIM: To use the primary stress mark ' correctly in a word with one stressed syllable.

KEY Each of these definitions refers to a word in the dictionary extract below and on the next page. Find the appropriate word, and write its transcription, with the stress marked. The first one is done for you.

1. a business that makes its money esp. by bringing people into touch with others or the products of others ..'eɪdʒ əns i.....
2. a list of subjects to be dealt with or talked about at a meeting
3. to make (a difficult situation) more serious or dangerous; make worse
4. a person whose job is to represent another person, a company, etc. esp. one who brings people into touch with others or deals with the business affairs of a person or company
5. *derog* always ready to quarrel or attack
6. *BrE sl* trouble, esp. fighting, eg between groups of young people
7. an language: one in which words are formed by agglutination
8. able to move quickly and easily
9. *noun usu.* derog increase in size, power or rank, esp. when intentionally planned

agency 'eɪdʒ əns |i -ies iz

agenda ə 'dʒend ə ~s z

agene 'eɪdʒ i:n

agent 'eɪdʒ ənt ~s s —see also phrases with this word

agent provocateur ,æʒ ð prə ,vɒk ə 'tɜː ,eɪdʒ ənt- || ,ɑːʒ āː prou ,vɑːk ə 'tɜː -'tʊər

—Fr [a ʒā pɒk vɔ ka tœːʁ] **agents provocateur same pronunciation, or -z**

agentive 'eɪdʒ ənt ɪv

age-old ,eɪdʒ 'əʊld ◀ →-'bʊld || -'oʊld ◀

-ageous 'eɪdʒəs —*This suffix may impose rhythmic stress on the preceding stem*
(,advan'tageous).

ageratum ,ædʒ ə 'reɪt əm -'reɪt- ~s z

Agfa tdmk 'æɡ fə

Agg æɡ

Aggett 'æɡ ɪt -ət

Aggie 'æɡ ɪ

aggiornamento ə ,dʒɔːn ə 'ment əʊ ,æ- || ə ,dʒɔːr n ə 'ment oʊ — It [ad 'dʒɔr na 'men to]

agglomerate v ə 'glɒm ə |reɪt || ə 'glɑːm- ~rated reɪt ɪd -əd || reɪt əd ~rates reɪts ~rating reɪt ɪŋ
|| reɪt ɪŋ

agglomerate *adj, n* ə ,glɒm ə r ət -ɪt, -ə reɪt || ə ,glɑːm- ~s s

agglomeration ə ,glɒm ə 'reɪʃ ən || ə ,glɑːm- ~s z

agglutinate v ə 'gluːt ɪ |neɪt -ə- || -ə|n eɪt ~nated neɪt ɪd -əd || neɪt əd ~nates neɪts ~nating neɪt ɪŋ
|| neɪt ɪŋ

agglutinate *adj, n* ə 'gluːt ɪ n ət -ən-, -ɪt; -ɪ neɪt, -ə- || -ən- ~s s

agglutination ə ,gluːt ɪ 'neɪʃ ən -ə- || -ən 'eɪʃ-

agglutinative ə 'gluːt ɪ n ət ɪv -'ən-; -ɪ neɪt-, -ə neɪt-, -ən eɪt- | -ən eɪt ɪv -ən ət ɪv ~ly li

aggrandis... —see **aggrandiz...**

aggrandize e ə 'grænd aɪz 'æɡ rən daɪz ~ed d ~es ɪz əz ~ing ɪŋ

aggrandizement ə 'grænd ɪz mənt -əz-, -aɪz-

aggravate 'æɡ rə |veɪt ~vated veɪt ɪd -əd || veɪt əd ~vates veɪts ~vating/ly veɪt ɪŋ /li || veɪt ɪŋ /li

aggravation ,æɡ rə 'veɪʃ ən ~s z

aggregate *adj, n* 'æɡ rɪɡ ət -rəɡ-, ɪt; -rɪ geɪt, -rə- ~s s

aggregate v 'æɡ rɪ |geɪt -rə- ~gated geɪt ɪd -əd || geɪt əd ~gates geɪts ~gating geɪt ɪŋ || geɪt ɪŋ

aggregation ,æɡ rɪ 'geɪʃ ən -rə- ~s z

aggression ə 'ɡres ən

aggressive ə 'ɡres ɪv ~ly li ~ness nəs nɪs

aggressor ə 'ɡres ə || -ər ~s z

aggrieved ə 'ɡriːvd


aggro 'æɡ rəʊ || -rou

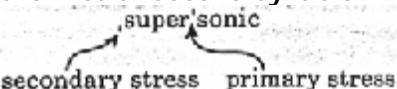
Agha- *comb. form in Irish place names* 'æx ə —**Aghacully** ,æx ə 'kʌl i

aghost ə 'ɡɑːst -'gæst || ə 'gæst

agile 'ædʒaɪəl || -əl -aɪəl (*not ·'·*) ~ly li ~ness nəs nɪs

Secondary + primary stress

 When the primary stress in longer words occurs late in the word, there is a secondary stress on the first or second syllable.


secondary stress primary stress

EXERCISE 46

AIM: To recognise secondary and primary stress when you hear a word. To mark secondary and primary stress.



KEY

Listen to these words on the cassette. Mark the secondary and primary stress, as in the example on page 43.

1. anniversary
2. definition
3. epicurean
4. mediocrity
5. metaphysical
6. mortification
7. proclamation
8. regeneration
9. valediction

Use the words above to fill the gaps below. Say the titles.

The Poets

A selection of poems

..... in love rejected	Thomas Carew
A: forbidding mourning	John Donne
The	John Donne
An Ode upon his Majesty's	Sir Richard Fanshawe
An Ode	John Hail
.....	George Herbert
The of Love	Ancirew Marvell
.....	Henry Vaughan

EXERCISE 47

AIM: To mark secondary and primary stress.

The following words each have two stressed syllables, with the later stressed syllable carrying the primary stress. Mark the two stressed syllables. You can look the words up in the dictionary to check. The first one is done for you.

1. ,sabba'tarian
2. sacramental
3. sacrificial
4. sacrilegious
5. Sagittarius
6. Salamanca
7. Salieri
8. salmonella

Some words have a secondary stress marked in brackets e.g. (,)San 'Remo

This means that some speakers put a secondary stress on the first syllable:

,San 'REMO and others do not stress it: San 'Remo

Tertiary stress - after primary stress



In multi-syllabic words, there is sometimes a rhythmic beat on a syllable after the primary stress. This syllable is not usually accented when the word is in a sentence. It is marked ˙ and referred to as tertiary stress.

˙cannibal˙ism
primary stress tertiary stress

EXERCISE 48

AIM: To recognise tertiary stress after the primary stress when you hear a word. To mark primary and tertiary stress.



KEY

Listen to the following words and phrases on the cassette. Each has two stressed syllables, with the earlier stressed syllable carrying the primary stress. Mark the stressed syllables, as in the example on page 45. The first one is done for you.

1. 'rain.˙forest
2. octosyllable
8. obstructionism
9. officeholder

- | | |
|------------------|---------------------------|
| 3. revisionism | 10. estate agent |
| 4. caretaker | 11. record library |
| 5. castaway | 12. Oedipus complex |
| 6. undercarriage | 13. uncertainty principle |
| 7. upbringing | |



EXERCISE 49

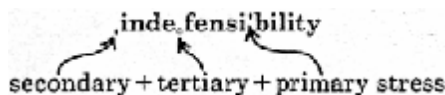
AIM: To distinguish between: primary stress + tertiary stress e.g. 'super. market
secondary stress + primary stress e.g. ,super 'sonic

Look up the following items in the dictionary and check the stress. Mark the stress.

- | | |
|-----------------|-------------------|
| 1. safebreaker | 4. safekeeping |
| 2. safe-conduct | 5. safety curtain |
| 3. safe-deposit | 6. safety-first |


Tertiary stress - between secondary and primary stress

 There is another context in which tertiary stress occurs. Words with secondary and primary stress sometimes have a rhythmic beat between the secondary and primary stress. This is marked  and referred to as tertiary stress.



EXERCISE 50

AIM: To recognise primary, secondary and tertiary stress when you hear words. To mark primary, secondary and tertiary stress.

 **KEY** Listen to the following words and phrases on the cassette. Each has three stressed syllables, with the last stressed syllable carrying the primary stress. Mark the secondary, tertiary and primary stress in these words and phrases. The first one is done for you.

- | | |
|---------------------|-----------------------------|
| 1. ,co.edu'cation | 5. Received pronunciation |
| 2. intercontinental | 6. co-efficient of friction |
| 3. sadomasochistic | 7. occupational therapy |
| 4. valetudinarian | |

EXERCISE 51

AIM: To recognise stress patterns of words when you hear them (mixed patterns).

 **KEY** Listen to the following words on the cassette. Mark the stress.

- | | |
|-------------------|----------------------|
| 1. tyrannicide | 6. adolescence |
| 2. indivisibility | 7. sacrosanct |
| 3. sacrificial | 8. intellectual |
| 4. caretaker | 9. unconventionality |
| 5. liberator | 10. capitalism |

EXERCISE 52

AIM: To use the dictionary to check stress patterns.

a. Mark what you think is the stress pattern on the following words.

b. Then look each word up, and check if your stress marking is correct. Write the correct stress marking, if necessary.

Your stress marking	Correct stress marking
1. habilitate	habilitate
2. habilitation	habilitation
3. habit	habit
4. habitability	habitability
5. habitat	habitat

- | | |
|------------------|---------------|
| 6. habitation | habitation |
| 7. habit-forming | habit-forming |

EXERCISE 53

AIM: To use the dictionary to check stress patterns.

- Mark what you think is the stress pattern on the following words.
- Then look each word up, and check if your stress marking is correct. Write the correct stress marking, if necessary.

Your stress marking	Correct stress marking
1. daredevil	daredevil
2. deactivate	deactivate
3. deputation	deputation
4. deputy	deputy
5. deregulation	deregulation
6. derelict	derelict
7. dermatitis	dermatitis
8. derogatory	derogatory
9. desecrate	desecrate
10. discrimination	discrimination
11. dishonest	dishonest
12. dishwater	dishwater

10 Stress shift

Some words seem to change their stress pattern in connected speech; the position of the stress is shifted when the word is followed in a phrase by a more strongly stressed word. Words which are likely to undergo stress shift are marked ◀ in the dictionary.

 middle-aged ,mɪd əl 'eɪdʒd ◀ ,middle-aged 'spred


This means that in isolation, **middle-aged** has primary stress on 'aged'. So in the sentence: Most Daily Telegraph readers are middle-aged. 'aged' is more prominent than 'middle'.

But in the phrase **middle-aged spread**, with primary stress on the noun 'spread', it is 'middle' and not 'aged' that carries the secondary stress: i.e. 'middle' is more prominent than 'aged'.

EXERCISES 54-58

AIM: To recognise, mark and pronounce words which undergo stress shift.

EXERCISE 54


 Listen to the example on the cassette. Notice the stress shift.

arrangements made at the last minute
last minute arrangements

The phrases below can all be transformed in a similar way. Transform each phrase. Mark the secondary and primary stress. The first one is done for you.

1. arrangements made at the last minute ,last-minute ar'rangements
2. a map drawn to a large scale
3. surgery performed on the open heart
4. a personality which is laid-back
5. a potato-peeler designed for people who are left-handed
6. a letter which is misspelt
7. a person's youth which was misspent

EXERCISE 55

 XEY In words of four or more syllables, when stress is shifted, the original primary stress still carries a rhythmic beat; this tertiary stress is marked ..

e.g. atmospheric atmospheric pressure

ˌæt məs 'fer ɪk ˌæt məs ˌfer ɪk 'preʃ ə

A similar process may take place in the words and phrases below. Say and mark the stress in the word in isolation, and the phrase containing the word:

- | | |
|------------------|-------------------------|
| 1a. audio-visual | b. audio-visual aids |
| 2a. automatic | b. automatic pilot |
| 3a. occupational | b. occupational therapy |
| 4a. operational | b. operational research |
| 5a. radioactive | b. radioactive decay |

EXERCISE 56



ХЕУ

The phrases below are all given in the dictionary as examples of a phrase in which the first element is likely to undergo stress shift. Each phrase could be expressed in a longer form, with a relative clause:

e.g. next-door neighbours = neighbours who live next door.

Listen to the example on the cassette, and notice the difference in stress when 'next-door' is in final position:

ˌnext-door 'neighbours = neighbours who live ˌnext 'door

Express each of the phrases below in a similar way. When you say the two versions, be careful to stress correctly the element in final position.

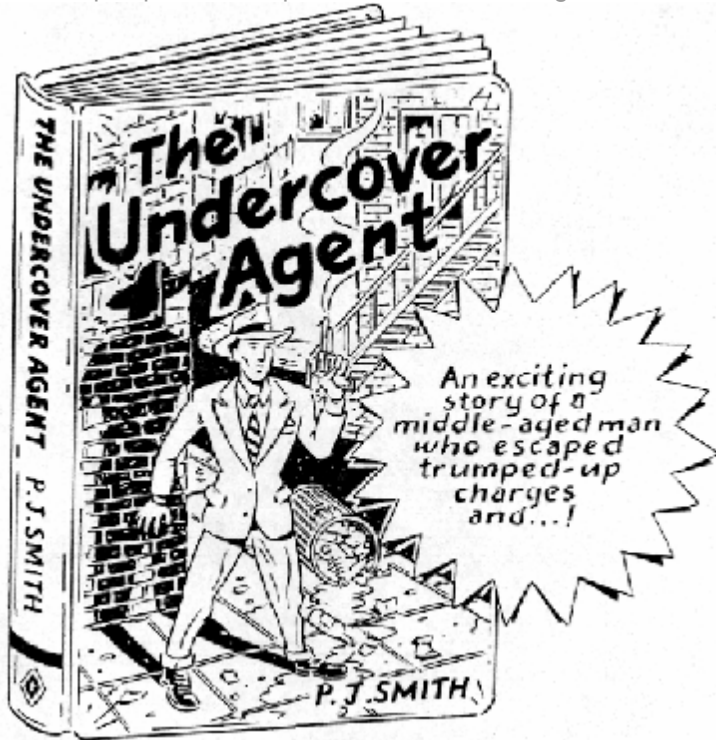
1. trumped-up charges *charges which are trumped up*
2. the mid-day sun
3. an undercover agent
4. unearned income
5. a middle-aged man
6. cast-iron railings
7. a crazy mixed-up kid

EXERCISE 57

Say the following pairs of sentences.

1. Don't go out at mid-day.
Don't go out in the mid-day sun.
2. She's always at my right-hand.
She's always on the right-hand side.
3. They're soft-hearted.
They're a soft-hearted couple.
4. I'm going via Panama.
I'm going via the Panama Canal.
5. She was sent overseas.
She was sent on an overseas posting.
6. John's at university.
John's at University College.
7. They're cruising in the Adriatic.
They're cruising in the Adriatic Sea.
8. He's very interested in Latin America.
He's very interested in Latin-American dancing.
9. The underlying rocks are carboniferous.
The underlying rocks are carboniferous limestone.
10. We're going to Oklahoma.
We're going to Oklahoma City.


EXERCISE 58



Continue this description of a book, using as many as possible of the words and phrases in Exercises 54 to 57. Compare your version with somebody else's, or record yourself reading it aloud.

11 Compounds and phrases

Early and late stress

 There are many English expressions consisting of two words, or in which two words have been combined.

e.g. central heating picture frame dishwasher

Some of these have early stress: primary stress is on the *first* element.

e.g. 'picture frame 'dishwasher

Some have late stress: primary stress is on the *second* element, e.g. ,central 'heating

Can you give any guidelines for the placement of the ' stress? Write down what you think before you turn over the page.

Early and late stress: some guidelines

 Early stress is usual in:

Compounds in which the two elements are written as one word,

e.g. 'dishwasher, 'blackbird

Expressions consisting of NOUN + NOUN, e.g. 'picture frame

Late stress is usual in:

Expressions consisting of ADJECTIVE + NOUN, e.g. ,central 'heating

Note that a word ending in -ing may operate as a noun

e.g. a 'washing ma.chine (a machine for doing the washing)

a 'swimming .lesson (a lesson in swimming)

OR a present participle, with the force of:

an adjective e.g. a ,moving 'story (a story which is moving, emotional)

a verb e.g. ,moving 'pictures (pictures which move: hence 'movies')

EXERCISES 59-62



AIM: To understand and use guidelines for predicting stress in compounds and phrases.

EXERCISE 59


For each of the expressions underlined in the following text, decide whether it has early or late stress. Write it in the correct column of the table below. The first one is done for you.

I am taking Spanish lessons at the moment. I attend evening classes on Monday evenings at the local Community Centre. We've got an English teacher, and of course her Spanish accent isn't perfect, but she understand the problems we have, and we are making progress. Some of us have formed our own study group, and we meet during the week to practise. One of the members is a civil engineer whose driving ambition is to go to South America. Another is a driving instructor, who keeps his grammar book in the car so he can study between lessons. Occasionally he forgets, and amazes his pupils by giving directions in Spanish.

Early stress e.g. 'picture frame	Late stress e.g. ,central 'heating
Spanish lessons	Monday evenings


  The text is recorded on the cassette so you can listen to check your answers, before you compare your version with the key.

EXERCISE 60

 Notice the difference in stress:
 a 'blackbird = a kind of bird: *Turdus merula*
 a ,black 'bird = any bird which is black

 Using this pattern, what would you call the tilings defined below? Write the words and mark the stress.

- 1a = a teacher of English
- b = a teacher who is English
- 2a = a lightless room for developing photographs
- b = a room with not much light in it
- 3a = a board with a specially treated black surface, traditionally used in classrooms for writing on with chalk
- b = a board painted black
- 4a = a shelf for keeping glasses on
- b = a shelf made of glass

 Some expressions, which are grammatically compounds, are nevertheless pronounced with late stress (= as if they were phrases). There is no firm rule; that is why many compounds and phrases are listed separately in LPD with their stress patterns.

One group of expressions of this type comprises those where the first element names the material or ingredient out of which a thing is made.


- a ,rubber 'duck
- ,paper 'plates
- ,cheese 'sandwiches
- ,apple 'crumble
- a ,pork 'pie

Note, however, that expressions involving cake, juice, water take early stress.

- 'almond cake
- 'orange juice
- 'barley ,water

LPD note: COMPOUNDS & PHRASES: 5

EXERCISE 61


 The following items can be divided into two groups. Write each item in the correct group.

apple blossom

Late stress

apple pie
 cheese grater
 cheese sauce
 jam jar
 jam sandwich
 peach brandy
 peach stone
 rubber duck
 rubber plant
 salt beef
 salt cellar

rubber duck
Early stress
rubber plant

 In names of thoroughfares, note that all take late stress except street, which takes early stress.

,Melrose 'Road
 ,Lavender 'Crescent
 ,Oxford 'Circus
 ,King's 'Avenue

but 'Gower Street

LPD note: COMPOUNDS & PHRASES: 6

EXERCISE 62

Below is a list of places which a visitor to London might wish to visit, together with the name of the nearest Underground station.

- KEY** a. Mark the stress in the names of the stations. The first one is done for you.
 b. Using the underground map, plan a route, visiting all the places listed, in the most efficient order. Compare your route with someone else's, or record yourself describing your route; make sure you stress the stations correctly.

Tower of London
 National Gallery
 Harrods
 West End cinemas & theatres
 Madame Tussaud's
 Statue of Eros
 Speakers' Corner
 Barbican Centre
 British Museum
 shopping

Nearest Underground Station

,Tower 'Hill
 Charing Cross
 Knightsbridge
 Leicester Square
 Baker Street
 Piccadilly Circus
 Marble Arch
 Moorgate
 Tottenham Court Road
 Bond Street, Oxford Circus



LRT Registered User No. 90/1254

The general guidelines on page 52 are very useful, but they do not give a firm rule for all

expressions. That is why many expressions are listed in the dictionary.


EXERCISE 63

AIM: To use the dictionary to check the stress pattern of compounds.

- a. Mark what you think is the stress pattern in the following compounds.
b. Then look up each compound, and check if your stress marking is correct. Write the correct stress marking, if necessary.

Your stress marking	Correct stress marking
1. takeaway	takeaway
2. talcum powder	talcum powder
3. tank engine	tank engine
4. tonic water	tonic water
5. top drawer	top drawer
6. touch-type	touch-type
7. totem-pole	totem-pole
8. trapdoor	trapdoor
9. tumbleweed	tumbleweed
10. tumble-drier	tumble-drier
11. tunnel vision	tunnel vision
12. typewriter	typewriter

12 Alternative pronunciations with different stress

 Some words have alternative pronunciations which differ from the main pronunciation only in their stress. The alternative stress pattern is shown using blocks to represent syllables.


e.g. **codriver** 'kəʊ ˌdraɪv ə ˈɪ••

(The blocks stand for: ˌkəʊ ˈdraɪv ə)



EXERCISES 64-66

AIM: To understand the conventions used to show alternative pronunciations with different stress. To identify alternative pronunciations when you hear them.

EXERCISE 64

 a. Look at the dictionary entries shown below. Listen to the cassette. For each word, the main and alternative pronunciations are given.

1. absolute 'æb sə lu:t ˌ••'•
2. backgammon 'bæk ˌgæm ən ˈ'••
3. backpedal, back-pedal ˌbæk 'ped ə | ˌ•••
4. caviar, caviare 'kæv i ɑ: ˌ••'•
5. cigarette ˌsɪg ə 'ret ˈ'•••
6. manageress ˌmæn ɪdʒ ə 'res ˈ'••••
7. submarine *n, adj* 'sʌb mə ri:n ˌ••'•
8. ˌAdam's 'apple || ˈ'••••
9. ˌIce 'cream, ˈ'••
10. ˌradio a'larm ˈ'••• ˌ••

  b. Listen to the words on the cassette. For each word, circle the appropriate stress pattern shown in a. above.

EXERCISE 65

The words and phrases below all have an alternative stress pattern given in the dictionary
a. Mark what you think are the main and alternative stress patterns. The first one is done for you.

- | | |
|-----------------------------|-------------------------|
| 1. value added tax ˌ••••ˈ'• | 8. violin ••• |
| 2. vaseline ••• | 9. violinist •••• |
| 3. velveteen ••• | 10. Virgin Islands •••• |

- | | |
|-----------------------------------|---------------------|
| 4. verifiable ■■■■ | 11. vivisect ■■■ |
| 5. vicereine ■■ | 12. vocal cords ■■■ |
| 6. video cassette ■■■■ | 13. voiceover ■■■ |
| 7. video cassette recorder ■■■■■■ | 14. Voltaire ■■ |



KEY

b. Look up the words in the dictionary to check. Correct your marking if necessary.
c. Listen to the sentences below, on the cassette. For each of the words or phrases underlined, identify whether the stress pattern used is that of the main pronunciation or the alternative. Circle the correct letter - M for main, or A for alternative. The first one is done for you.

1. Is value added tax charged on video-cassettes?
(M)/A M/A
2. My neighbour is a violinist. She plays a violin made in the Virgin Islands.
M/A M/A M/A
3. Old leather books can be preserved by treating the surface with vaseline, and wrapping them in velveteen.
M/A
4. I was once offered a job doing a voiceover for a television advertisement. The pay was marvellous, but I developed an infection of the vocal cords and couldn't do it.
M/A
5. 'Who said that the only meaningful statements are those which are verifiable by sense experience?' 'It sounds like Voltaire.'
M/A

Some words have alternative pronunciations involving differences in both stress and sounds. Consider a word with an unstressed syllable containing a weak vowel e.g. the first syllable of **applicable** ə 'plɪk ə bəl

An alternative pronunciation which stresses the first syllable will contain a strong vowel instead of the weak vowel: æp 'lɪk ə bəl

EXERCISE 66

a. Can you give two pronunciations of the following words? Say and write what you think.

- | | |
|---------------------------|----------------------|
| 1. harass 'hær əs hə 'ræs | 6. controversy |
| 2. brochure | 7. decade |
| 3. clandestine | 8. kilometre |
| 4. communal | 9. primarily |
| 5. contribute | 10. subsidence |



KEY

b. Look up the words in the dictionary to check. Notice the stressed syllables and the vowels which are different. Correct your versions, if necessary. Notice which is the main pronunciation.

c. Listen to four sentences, which include the words below, on the cassette. For each word, transcribe the pronunciation you hear, and say whether it is given in the dictionary as the main (M) or alternative (A) pronunciation. The first one is done for you.

- | | |
|------------------------|-----------------------|
| 1. brochure 'brəʊʃ ə M | 6. communal |
| 2. applicable | 7. harass |
| 3. primarily | 8. controversy |
| 4. subsidence | 9. clandestine |
| 5. decade | 10. contributed |

13 Suffixes

EXERCISE 67

AIM: To consider stress in words with suffixes.

KEY a. Add a suffix to each of the words below to form an abstract noun. Mark the stress in the original word and the related noun. Does the stress change when the suffix is added? Write 'Yes' if it does, and 'No' if it doesn't.

1. 'regular ,regu'lariti Yes
2. inform
3. entertain
4. electric
5. careless

KEY b. Add a suffix to each of the words below to form an adjective. Mark the stress in the original word and the related adjective. Does the stress change when the suffix is added?

1. plenty
2. photograph
3. beauty
4. value
5. Japan

c. Look at the words in a. and b. where the stress changes with the addition of a suffix. You will see that in some cases, the stress falls on the suffix; in others, it has moved to a different syllable of the stem.

 We can identify three types of suffix, from the point of view of stress:

Stress-neutral suffix – the suffix does not affect the location of stress in the stem to which it is attached.

e.g. -ful 'beauty 'beautiful

Stress-imposing suffix - the suffix causes the stress to fall on a particular syllable of the stem.

e.g. -ion: stress always falls on the syllable before the suffix

'fashion e'motion ,infor'mation

Stressed suffix - the suffix itself is stressed, e.g. -ese ,Japan'ese

EXERCISE 68

AIM: To identify types of suffix.

a. Each of the groups of words below contains:

1. a stress-neutral suffix SN
2. a stress-imposing suffix SI
3. a stressed suffix S

But they are not in the same order in every group.

In each group, mark which words contain which type of suffix. The first one is done for you.

	'climate	cli'matic	2. SI
A.	'Portugal	,Portu'guese	3. S
	'poison	'poisonous	1. SN
<hr/>			
B.	launder	launderette	
	comfort	comfortable	
	period	periodical	
<hr/>			
C.	punctual	punctuality	
	wide	widen	
	mountain	mountaineer	
<hr/>			
D.	cigar	cigarette	
	economy	economic	
	sympathy	sympathise	
<hr/>			
E.	punish	punishment	
	picture	picturesque	
	proverb	proverbial	

KEY b. Use the suffixes in the words in a. to complete the table below, writing suffixes into the correct column. The first three are done for you.

Stress-neutral	Stress-imposing	Stressed
-ous	-ic	-ese

Dictionary entries for suffixes show which type of suffix they are, with an example.

e.g. stress-neutral suffix:

-ous əs – hazardous 'hæz əd əs || -ərd- carnivorous kɑ: 'nɪv ər-əs || kɑ:r-

stress-imposing suffix:

-ic *stress-imposing* ɪk – periodic ,pɪər i 'bɒd ɪk ◀ || ,pɪr i 'ɑːd ɪk ◀
stressed suffix:

-ese 'iːz || -'iːs – journalese ,dʒɜːn ə 'liːz ◀ ,dʒɜːn- -'liːs ◀ Japanese ,dʒæp ə 'niːz ◀

EXERCISE 69

AIM: To remember how suffixes affect stress.

a. Make up sentences or little texts using the words in exercise 68 and other words with these suffixes.

e.g. I sympathise with mountaineers who meet with terrible climatic conditions.

Record yourself saying the sentences, with the correct stress. Use the sentences for reference.

b. As you come across other suffixes, use the table in exercise 68 b to keep a record of them. Make up sentences for those suffixes too.

Part C: aspects of pronunciation in the dictionary

14 American pronunciation

2.3 American pronunciation. The AmE pronunciations shown in LPD are those appropriate to the variety (accent) known as **General American**. This is what is spoken by the majority of Americans, namely those who do not have a noticeable eastern or southern accent. It is the appropriate pronunciation for EFL learners who take AmE as their model, rather than BrE.

American pronunciation is discussed further in LPD INTRODUCTION 2.3, 3.1 and 3.2.

EXERCISES 70-75

AIM: To be able to predict some differences in pronunciation between RP and GenAm.



Some differences between RP and GenAm:

1. In GenAm, where there is an r in the spelling, it is always pronounced:

bird, Bird bɜːd || bɜːrɪd

cart kɑːt || kɑːrt

teacher, T ~ 'ti:tʃ ə || -ər

EXERCISE 70



KEY Give the American pronunciations of the following words:

- | | |
|-----------------|-----------------|
| 1. stir | 4. larger |
| 2. third | 5. barn |
| 3. leader | |



2. In some words such as 'fast', where RP has ɑː, GenAm (like northern English accents) has æ.

pass pɑːs †pæs || pæs

bath n bɑːθ †bæθ || bæθ

after 'ɑːft ə †'æft- || 'æft ə

EXERCISE 71



KEY Give the American pronunciations of the following words:

- | | |
|-------------------|-----------------|
| 1. craft | 4. banana |
| 2. flask | 5. past |
| 3. laughter | |



Notice that not all RP ɑː sounds are pronounced se in GenAm: fath|er 'fɑːð |ə || -|ər



3. The distribution of back vowels is different. Compare:

RP

ɒ lot odd

ɔː thought law north war

ɑː start father

GenAm (Note that there is considerable variation among speakers of General American, and not all

- a: lot odd start father
- ʊ: thought law (if not a:)
- ɔ: north war
- o: variant of ɔ: in force, four

EXERCISE 72

KEY What vowel is used in the following words, in RP and in GenAm? Write each word alongside the correct vowel below, for RP and for GenAm.

card cord harm lawn thorn wrong

RP

- 1. ʊ
- 2. ɔ:
- 3. a:

GenAm

- 4. a:
- 5. ʊ:
- 6. ɔ:

4. For most Americans, ə and ɪ are not distinct as weak vowels (so that rabbit rhymes with abbot). For American pronunciation, LPD follows the rule of showing ɪ before palato-alveolar and velar consonants (ʃ tʃ ʒ dʒ k g ŋ), and in prefixes such as re-, e-, de-; but ə elsewhere. Where no separate indication is given for the American pronunciation, it may be assumed that it has ə or ɪ according to this rule.

LPD INTRODUCTION 2.3

EXERCISE 73

Which weak vowel, ə or ɪ, is used in American pronunciation in the unstressed syllable of the following words? Write the correct vowel. The first two are done for you.

- | | | | | |
|------------|----------|-----------|-----------|-------------|
| 1. cabbage | 3. habit | 5. Lenin | 7. vanish | 9. carriage |
| 2. robin | 4. panic | 6. wicked | 8. arches | |

5. The RP diphthongs ɪə, eə are replaced in GenAm by pure vowels.

appearance ə 'pɪər ənts || ə 'pɪr-

Idea aɪ 'dɪə ,aɪ-, †-'dɪɪə

various 'veər iəs || 'ver iəs 'væər

In some words, some American speakers do include ə before r; this is shown in the dictionary by ə.

pier pɪə || pɪər

pear peə || peər pæər

EXERCISE 74

KEY a. Transcribe the RP and GenAm pronunciations of the following words.

- | | RP | GenAm |
|---------------|----|-------|
| 1. staring | | |
| 2. careful | | |
| 3. dearest | | |
| 4. experience | | |
| 5. variation | | |
| 6. sincerely | | |



KEY

b. Listen to the words on the cassette. For each one, circle the appropriate pronunciation (RP or GenAm) in a. above.

6. T-voicing

In GenAm, t can be voiced when it occurs between vowels, at the end of a syllable e.g. **shutter** 'ʃʌt̚t̚. It may sound identical with d e.g. **shudder** 'ʃʌd̚. (For a fuller account, see LPD note: T-VOICING.)

EXERCISE 75



In which of these words would the t be voiced in GenAm? Circle the voiced t's. The first one is done for you.

- | | | | |
|--------------|------------|-----------|--------------|
| 1. wri(t)ing | 3. return | 5. softer | 7. attack |
| 2. later | 4. related | 6. attic | 8. lightning |

EXERCISES 76-77

Quizzes on american pronunciations.

EXERCISE 76

Odd one out.



Consider the GenAm vowel sound in the stressed syllable in the following groups of words. In each group, one word has a different vowel sound in GenAm from the others. Circle the odd one out.

- rafter rather rock rod
- after class father ghastly
- sordid worthy warden warm

EXERCISE 77

Rhymes quiz.

There once was an old English Lord
Whose views were exceedingly broad.

He said: 'I don't worry
How people say "furry".'

That tolerant old English Lord.



In the following words, find three pairs which rhyme in RP but not in GenAm, and three pairs which can rhyme in GenAm but not in RP. Fill in the table.

abbot bother clerk court father habit laugh mark nought scarf sorry story

RP rhymes	GenAm rhymes

EXERCISE 78

AIM: To study the features of american pronunciation in a spoken text.



The text below is recorded on the cassette, by an American speaker.



Either: Listen to the cassette and transcribe the text. Use the key to check your transcription.

Or: Transcribe the text as you expect it to be spoken by an American speaker. Then listen to the cassette and/or look at the key and compare what you have written.

The car was a dark blue seven-passenger sedan, a Packard of the latest model, custom-built. It was the kind of car you wear your rope pearls in. It was parked by a fire-hydrant and a dark foreign-looking chauffeur with a face of carved wood was behind the wheel. The interior was upholstered in quilted grey chenille. The Indian put me in the back. Sitting there alone I felt like a high-class corpse, laid out by an undertaker with a lot of good taste.

The Indian got in beside the chauffeur and the car turned in the middle of the block and a cop across the street said: 'Hey,' weakly, as if he didn't mean it, and then bent down quickly to tie his shoe.

We went west, dropped over to Sunset and slid fast and noiseless along that. The Indian sat motionless beside the chauffeur. An occasional whiff of his personality drifted back to me. The driver looked as if he was half asleep but he passed the fast boys in the convertible sedans as though they

were being towed. They turned on all the green lights for him. Some drivers are like that. He never missed one.

It had been a warm afternoon, but the heat was gone. We whipped past a distant cluster of lighted buildings and an endless series of lighted mansions, not too close to the road. We dipped down to skirt a huge green polo field with another equally huge practice field beside it, soared again to the top of a hill and swung mountainward up a steep hill road of clean concrete that passed orange groves, some rich man's pet because this is not orange country, and then little by little the lighted windows of the millionaires' homes were gone and the road narrowed and this was Stillwood Heights.

Farewell, My Lovely Raymond Chandler (Penguin edition p. 126)

15 Homophones

A number of dictionary entries show a homophone - another word, with a different spelling, which has the same pronunciation.

write raɪt (= *right*)

bear n, v beə || beə̯ bəə̯ (= *bare*)

EXERCISE 79

AIM: To use the dictionary marking of homophones as a quick way of checking whether pairs of words have the same pronunciation.

In the sentences below, some of the pairs of words underlined have the same pronunciation, and some have different pronunciations. You can check quickly by looking up the first underlined word in each pair. Mark whether the pronunciations are the same (S) or different (D).

1. The government annalist got so depressed studying the annals that he had to go to an analyst for treatment. ..S..
2. A Victorian lady who sat in her parlour and shunned the sun took pride in the pallor of her cheeks.
3. I've been on a cruise several times, and the crews have all been very efficient.
4. They leant on the door so that their sister couldn't go out until she lent them some money.
5. The weather which has been becalming the sailing boats is becoming better.
6. The baron ruled over hundreds of acres of barren land.
7. The assistant who packed the box left out this packet.
8. If the clasp of your brooch is too loose, you could easily lose it.
9. There are ten canons at Westchester Cathedral, and ten cannons at Westchester Castle.
10. A teacher wouldn't lessen my interest in the subject by giving one tedious lesson.

16 Abbreviations

Some abbreviations consisting of the initial letters of words are acronyms - the letters are pronounced as if they are a word:

e.g. **SALT** sɔ:lt sɒlt || sɔ:lt sɑ:lt (Strategic Arms Limitation Talks)

In others, the letters are pronounced separately:

e.g. **VIP** ,vi: aɪ 'pi: (very important person)

Some abbreviations are pronounced in both ways:

e.g. **VAT** ,vi: eɪ 'ti: væt (value added tax)

EXERCISE 80

AIM: To use the dictionary to check the pronunciation of abbreviations.

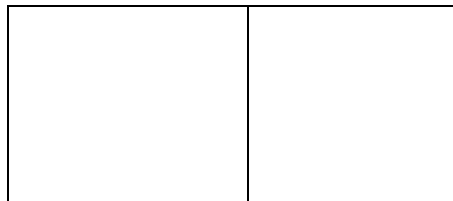
The following items are all commonly abbreviated. Use the dictionary to check whether the initial letters are pronounced as an acronym or separately; enter the abbreviation in the correct column.

The first two are done for you.

1. General Certificate of Secondary Education
2. General Agreement on Tariffs and Trade
3. Organisation for Economic Cooperation and Development
4. Organisation of Petroleum Exporting Countries

Acronym	Separate letters
GATT gæt	GCSE

5. Trades Union Congress
6. Universities Central Council on Admissions
7. University of California at Los Angeles
8. unilateral declaration of independence
9. United Nations Educational, Scientific and Cultural Organisation



17 Names of people and places

Slough

Come, friendly bombs, and fall on Slough
It isn't fit for humans now.
There isn't grass to graze a cow
Swarm over. Death!

The town satirised in John Betjeman's poem, and the English county in which it is situated, Berkshire, both have pronunciations which are difficult to predict from their spelling. The dictionary contains a large number of names – English names that may present a problem, the English pronunciation of English names which are commonly used in other languages, the English pronunciation of foreign names.

EXERCISE 81

Quiz.

Use the dictionary to help you answer the questions.

1. **Renault** cars are French - how are they pronounced in England, and in the USA?
2. **Frances** is a woman's name: **Francis** is a man's name and a surname. Is the pronunciation the same or different?
3. **Eau-de-cologne** means literally 'water from Cologne' – but is **cologne** pronounced the same way?
4. The University of Essex is at **Norwich**; the University of Kent is at **Canterbury**, and the nearest town to the University of Sussex is **Lewes**. How are the three places pronounced?
5. **Birmingham**, England, and **Birmingham**, Alabama, USA – same or different?
6. **Olive's olives**: - same or different?
7. 'When I tell English people I come from **Valencia**, they don't understand me.' How do they pronounce **Valencia**?
8. **Sir Peter Pears**, the singer, and **Pears soap** - same or different?
9. **London**: 'lʌnd n or 'lʌnd ən?
10. **Edward Lear**, the poet, and **Shakespeare's King Lear** - same or different?
11. 'Yes, I remember **Adlestrop**'
'I will arise and go now, and go to **Innisfree**'
'**Albion's** most lovely daughter sat on the banks of the **Mersey** dangling her landing stage in the water'
These are the first lines of poems by **Edward Thomas**, **W B Yeats**, and **Adrian Henri** respectively. How are the places, and the poets, pronounced?

18 Assimilation

1. **Assimilation** is a type of COARTICULATION. It is the alteration of a speech sound to make it more similar to its neighbours.
2. The alveolar consonants t, d, n, when they occur at the end of a word or syllabic, can optionally assimilate to the place of articulation of the consonant at the beginning of the next syllable.

Thus n can become m before p, b, m, as in the examples

ten men ,ten 'men → ,tem 'men

downbeat 'daun bi:t → 'daʊm bi:t

Similarly, n can become ŋ before k, g, as in:

fine grade ,fain 'greɪd → ,faɪŋ 'greɪd

incredible ɪn 'kred əbəl → ɪŋ 'kred əbəl

In the same way d can change to b and g respectively, as in

red paint ,red 'peɪnt → ,reb 'peɪnt

admit əd 'mɪt → əb 'mɪt

bad guys 'bæd gaɪz → 'bæg gaɪz

It is also possible for t to change to p and k respectively, though a more frequent possibility is for t to be realized as a GLOTTAL STOP when followed by another consonant:

eight boys ,eɪt 'bɔɪz → ,eɪʔ 'bɔɪz (,eɪp 'bɔɪz)

Where dictionary entries contain alternative pronunciations which are derived by assimilation, they are preceded by →, the symbol for a pronunciation derived by rule.

EXERCISE 82

AIM: To predict assimilation of alveolar consonants.



The following words, shown with their main pronunciation, all have an alternative derived by assimilation. Write the pronunciation with assimilation.

1. cranberry |y 'kræn bəri |i →
2. unbalance |e ,ʌn 'bæl əntɪs →
3. input v, n |ɪn |pʊt →
4. ungrateful |ʌn 'greɪt fəl →
5. record-break |er/s 'rek ɔ:d ,breɪk |ə/z †-əd- →
6. midpoint 'mɪd pɔɪnt →
7. broadcast 'brɔ:d kɑ:st →
8. weedkiller 'wi:d ,ki:l ə →

5. **Yod coalescence** (or **coalescent assimilation**) is the process which changes t or d plus j into tʃ or dʒ respectively.

6. Within a word, the status of yod coalescence depends on whether the following vowel is strong or weak (see WEAK VOWELS).

– Where the vowel is strong, i.e. u: or ʊə, yod coalescence can frequently be heard in BrE, although it is not considered standard. (In AmE there is usually no j present, so the possibility of assimilation does not arise.)

tune tju:n → tʃu:n

endure ɪn 'dʒʊə → †ɪn 'dʒʊə

– Where the vowel is weak, i.e. u or ə, assimilation is usually variable in RP but obligatory in GenAm.

factual 'fækt juəl → 'fækt ʃuəl

educate 'ed ju keɪt -jə- → 'edʒ u keɪt -ə-

LPD note: ASSIMILATION 5 & 6

EXERCISE 83

AIM: To identify assimilation when you hear words containing t or d before j.



Look at the dictionary entries below, and listen to the words on the cassette. For each entry, circle the pronunciation you hear. The first one is done for you.

1. **costume** n, adj 'kɒs tʃu:m → (†'kɒs tʃu:m)
2. **tube** tju:b → †tʃu:b
3. **mildew** 'mɪl dju: → †-'dʒu:
4. **adduce** |e ə 'dju:z → †-'dʒu:z
5. **amplitude** 'æmp lɪ tʃu:d → †-tʃu:d
6. **reduce** |e rɪ 'dju:z → †-'dʒu:z
7. **education** ,ed ju 'keɪʃ ən ,edʒ u-
8. **reconstitute** ,ri: 'kɒnstɪ tɪ |tju:t → †-tʃu:t

EXERCISE 84

AIM: To identify assimilation when you hear it, including assimilation of final consonants influenced by the following word.



KEY

The following text is recorded on the cassette. Use it as you wish. Three different approaches are suggested.

Suggestion 1. Listen to the cassette, and transcribe the text, paying particular attention to assimilation.

Suggestion 2. Read the text, and predict where assimilation might take place. Underline the sounds you predict. Then listen to the cassette and check how those sounds are pronounced.

Suggestion 3. Listen to the cassette with the text in front of you. Circle the words where you hear assimilation.

He swung round startled. *A knock on his door!* There must be some mistake. Or his ears were playing him tricks. The darkness of the room – for he had not yet switched on the lights – made his seem more plausible. But no – the knock was repeated.

'Come in,' he said in a thin, cracked voice, and cleared his throat. 'Come in!' He moved eagerly towards the door to welcome his visitor, and to turn the lights on at the same time, but collided with a chair and dropped his cigar, which rolled under the table. He dived after it as the door opened. A segment of light from the corridor fell across the floor, but did not reveal the hiding-place of the cigar. A woman's voice said uncertainly, 'Professor Zapp?'

'Yeah, come in. Would you switch the light on, please?'

The lights came on and he heard the woman gasp. 'Where are you?'

'Under here.' He found himself staring at a pair of thick fur-lined boots and the hemline of a shaggy fur coat. To these was added, a moment later, an inverted female face, scarved, red-nosed and apprehensive. 'I'll be right with you,' he said. 'I dropped my cigar somewhere under here.'

Changing Places David Lodge (Penguin edition pp. 83-84)

Assimilation is also included in section 19, Pronunciations derived by rule, on pages 78-79. There is further discussion of assimilation in the note ASSIMILATION in LPD.

19 Pronunciations derived by rule

The symbol → shows that an alternative pronunciation is the result of a general rule which affects not just this word but a whole range of words and phrases in the language. The dictionary only shows the results of such rules when they operate within the word, independently of surrounding words.

Examples:

question 'kwes tʃən → 'kwɛf-,

Assimilation of the s, anticipating the following tʃ, produces 'kwɛf tʃən

newspaper 'nju:z ˌpeɪp ə

Assimilation: the z of nju:z is devoiced, anticipating the following unvoiced p. (This pronunciation is now standard).

handbag 'hænd bæɡ → 'hæm-

Elision: 'hænd bæɡ becomes 'hæn bæɡ

+ assimilation: 'hæn bæɡ becomes 'hæm bæɡ

cold kəʊld → kɒld

Some varieties of RP use the special allophone ɒʊ before l in the same syllable.

include ɪn 'klu:ɪd → ɪŋ-

Anticipatory dental alveolar assimilation of the n- anticipating the following k. produces ɪŋ 'klɪrd.

induce ɪn 'dju:ɪs → ɪ-'dʒu:ɪs

Assimilation: coalescence of d and j to form dʒ.

EXERCISE 85

AIM: To identify rules affecting alternative pronunciations.



KEY

The dictionary entries below all include an alternative pronunciation derived by rule from the main pronunciation. In each case, state what rule is involved, as in the examples on page 80.

1. **refinement** rɪ 'faɪn mənt rə-, ˈtri:-, →-'faɪm-

2. **patrol** pə'trəʊl → -'trəʊl
3. **tempestuous** tem 'pes tʃu-əs təm-, → -'peʃ-;
4. **cardboard** 'kɑ:d bɔ:d → 'kɑ:b-
5. **institution** ,ɪn'ɪst ɪ 'tʃu:ʃ ən -ə-, → † -'tʃu:ʃ-
6. **handgun** 'hænd ɡʌn → 'hæŋ-
7. **enfold** ɪn 'fəʊld en-, ən-, → -'fəʊld
8. **Wibsey** 'wɪb si -zi – *The place in WYks is locally also* → 'wɪp si
9. **tune** 'tju:n → † 'tʃu:n
10. **landmark** 'lænd mɑ:k → 'læm-




20 Incorrect pronunciations

–For a few words, LPD includes a pronunciation variant that is not considered standard. Although generally seen as incorrect, these variants are included because of the fact that they are in widespread use. They are marked with the special sign Δ.

LPD INTRODUCTION 2.2

EXERCISE 86

AIM: To use the dictionary to check whether pronunciations are considered incorrect.

-  a. Listen to the text below, being read by an aspiring newsreader. Transcribe the whole text, if you wish.
-  b. Twelve words are pronounced in a way which is not the main pronunciation. Underline what you think are the twelve words. Transcribe the pronunciation of these words, as you heard it. Compare your version with the Key.
-  c. Use the dictionary to check the status of these pronunciations: are they alternative, regional, or 'incorrect' pronunciations? Complete the table.

INTERNATIONAL RADIO NEWS CORPORATION TEST PIECE FOR APPLICANTS FOR POSTS AS NEWSREADERS

Several London papers claimed today that a burglary had taken place at Buckingham Palace. A spokesperson refused to confirm whether or not anything had been stolen.

A nuclear power station in Bangor, North Wales, has been closed down, while maintenance work is carried out. Asphalt on the roof of the main reactor building has cracked, and accumulated debris needs to be removed. A local pressure group claim that increased incidence of migraine in the area is due to radiation escaping through the cracks. The management of the plant reject this as a mischievous attempt to cause alarm.

And now here is the latest weather forecast from the Meteorological Office ...

Word	Pronunciation on cassette	Alternative, regional, or 'incorrect'?	Recommended pronunciation
burglary	bɜ:g əl ri	<i>incorrect</i>	bɜ:g lər i

21 Combining forms

1 Many learned words are composed of **combining forms** derived from Greek or Latin. These words consist of a first element and a second element. For example, **micro-** plus **-scopic** gives **microscopic**. LPD contains entries for these separate elements, which makes it possible to work out the pronunciation of many unlisted rare or new words.

2 Most combining form **suffixes** (= second elements) are **stress-neutral** (= they preserve the location of stresses in the first element). Others are **stress-imposing** (= they cause the main stress to fall on a particular syllable of the first element).

3 A first element usually has two different pronunciations, one used with stress-neutral suffixes, the

other with stress-imposing suffixes. For the pronunciation of the whole word, the pronunciation for the suffix must be combined with the appropriate pronunciation for the first element.

4 The mark ' in the pronunciation of a first element means a stress. This will be a secondary stress (˘) if the suffix includes a main stress (ˈ). If not, it will be a main stress (ˈ).

For example, take the first element **cata-**. With a stress-neutral suffix, it is pronounced ˈkæt ə. Combining this with **-graphic** ˈgræf ɪk we get **catagraphic** ˈkæt ə ˈgræf ɪk. Combining it with **-phyte** we get **cataphyte** ˈkæt ə faɪt.

5 With a stress-imposing suffix, **cata-** is pronounced kə ˈtæː. (The sign ː is a reminder that this syllable is incomplete and must attract at least one consonant from the suffix.) Combining **cata-** with **-logy** lədʒ i (stress-imposing), we get **catalogy** kə ˈtæl ədʒ i.

The words **catagraphic**, **cataphyte**, **catalogy** probably do not exist. But an author could easily invent them. If they were to be used, this is how they would be pronounced.

EXERCISE 87

AIM: To understand dictionary entries on combining forms.

Study the entries below for first elements and suffixes.

First elements	Suffixes
<p>caco- <i>comb. form</i> with stress-neutral suffix ˈkæk əv || -ə – cacographic ˈkæk əv ˈgræf ɪk ◀ || -ə- with stress-imposing suffix kə ˈkɒː kə- || kə ˈkɑːː – cacography kə ˈkɒg rəf ɪ kə- || -ˈkɑːg-</p>	<p>-gamy stress-imposing gəm i</p>
<p>cardio- <i>comb. form</i> with stress-neutral suffix ˈkɑːd i əv || ˈkɑːrd i əv – cardiomyopathy ˈkɑːd i əv maɪ ˈbɒp əθ i || ˈkɑːrd i əv maɪ ˈɑːp- with stress-imposing suffix ˈkɑːd i ˈbɒː || ˈkɑːrd i ˈɑːː – cartography ˈkɑːd i ˈbɒg rəf i ˈkɑːrd i ˈɑːg-</p>	<p>-genous stress-imposing dʒən əs –</p>
<p>endo- <i>comb. form</i> with stress-neutral suffix ˈend əv || ˈend ə – endocranial ˈend əv ˈkreɪn i əl ◀ -ə- with stress-imposing suffix en ˈdɒː || en ˈdɑːː – endogenous en ˈdɒdʒ ən əs -ɪn- || -ˈdɑːdʒ-</p>	<p>-gram græm</p>
<p>mono- <i>comb. form</i> with stress-neutral suffix ˈmɒn əv || ˈmaːn ə -əv, but before a vowel always -əv || -əv – monochord ˈmɒn əv kɔːd || ˈmaːn ə kɔːrd – monoacidic ˈmɒn əv ə ˈsaɪd ɪk ◀ -æː- || ˈmaːn əv with stress-imposing suffix mə ˈnɒː mə- || mə ˈnɑːː maː- – monology mə ˈnɒl ədʒ i mə- || mə ˈnɑːl- maː-</p>	<p>-graphic ˈgræf ɪk</p>
<p>octa- <i>comb. form</i> with stress-neutral suffix ˈɒkt ə || ˈɑːkt ə – octachord ˈɒkt ə kɔːd || ˈɑːkt ə kɔːrd with stress-imposing suffix ɒk ˈtæː || ɑːk ˈtæː – octameter ɒk ˈtæm ɪt ə -ət- || ɑːk ˈtæm ət ər</p>	<p>-gonal stress-imposing gən əl</p>
<p>poly- <i>comb. form</i> with stress-neutral suffix ˈpɒl i ˈpaːl i -but in certain more familiar words, before a consonant, also ˈpɒl ə ˈpaːl ə – polygenesis ˈpɒl i ˈdʒen əs ɪs -ɪs ɪs, †-əs ˈpaːl- with stress-imposing suffix pə ˈlɪː pə-</p>	<p>-phony stress-imposing fən i</p>

–polyphagous pə 'lɪf əg əs pθ-	
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КЕУ

The following words combine elements shown above. Write the pronunciation of each word. (If you already know the pronunciation, look to see how the information is conveyed in the dictionary entries. If you are not sure of the pronunciation, work it out from the entries. Then you can check the transcription in the key, and listen to the pronunciations on the cassette.)

- | | |
|------------------------|--------------------|
| 1. cacophony | 4. monogram |
| 2. cardiographic | 5. octagonal |
| 3. endogenous | 6. polygamy |

EXERCISE 88



AIM: To use dictionary entries to predict pronunciation of unfamiliar words.

Many other words can be formed by combining the elements shown in exercise 1. Some will be familiar, others will be unfamiliar either because you haven't met them before or because you have just created them. Devise ten words that are unfamiliar to you, and work out how they would be pronounced.

e.g. **endographic** ,end əu 'græf ɪk

KEY

EXERCISE 1

a. 5 b. 12 c. 4 d. 17 e. 18 f. 20 g. 6 h. 3 i. 16 j. 13

EXERCISE 2

1. creator 2. yet 7. below 8. surgeon 9. arrange 10. heart, hart 11. drug 14. avid 15. choice 19. wretched

EXERCISE 3

1. B ice 2. A ankle 3. B soul 4. A breathe 5. A avoid 6. B thing 7. B poses 8. B vine 9. A louvre 10. B feelings

EXERCISE 4

1. A aɪz 2. B 'lʌŋkəl 3. A sɔɪl 4. A breθ 5. B ɪ'veɪd 6. A θɪn 7. A pə 'zes 8. A veɪn 9. B 'lʌ ə 10. A 'fɪl ɪŋz

EXERCISE 5

1. i 2. o 3. c 4. g 5. n 6. l 7. d 8. h

EXERCISE 6

a. leather b. washing e. catcher f. loose j. age k. olive m. concord p. ledger

EXERCISE 7

3D – but S in American 4S 5D 6D 7S 8D 9D 10S 11D 12D (but can be S in American)

EXERCISE 8

a. 19 b. 12 c. 4 d. 11 e. 2 f. 9 g. 6 h. 17 i. 15 j. 14

1. main AmE pond pɒnd|pɑ:nd 2. main alternative sue su:|sju: 3. main AmE pearl pɜ:l||pɜ:l

4. main AmE AmE alternative rare reə||reɪ rɛr 5. main alternative AmE poor pɔ:|pɒ||pɔr

6. main regional AmE AmE alternative nude nju:d||nu:d||nʊd||nju:d

7. main regional incorrect AmE ask ɔ:sk|tɜ:k|tɜ:k|tɜ:k 8. main regional AmE last lɔ:st|tɛst||lɛst

9. main AmE AmE alternative four fɔ:|fɔ:r||fɔr

EXERCISE 9

EXERCISE 10

	Main pron
6. match	mætʃ
7. ballad	'bæl əd
8. mead	mɪd

	Main pron	Alternative pron
9. lewd	lu:d	lju:d
10. suit	su:t	sju:t

	Main pron	AmE pron
18. mark	mɑ:k	mɑ:rk
19. dot	dɒt	dɑ:t
20. herb	hɜ:b	ɜ:b
21. part	pɑ:t	pɑ:rt

	Main pron	Regional pron	AmE pron
22.bath	ba:θ	bæθ	bæθ
23.past	pɑ:st	pæst	pæst

	Main pron	AmE pron	Alternative AmE pron
24.mayor	meə	meɪər	meər
25.broad	brɔ:d	brʊ:d	bra:d
26.ballet	'bæleɪ	bæ'leɪ	'bæleɪ
27.bare	beə	beər	bæər

	Main pron	Regional pron	AmE pron	Alternative AmE pron
28.new	nju:	nu:	nu:	nju:
29.tube	tju:b	tʃu:b	tu:b	tju:b

EXERCISE 11

	Transcription	Which pron?	English or American?
Speaker 2: tour part poor	tɔ: pɑ:t	alternative main main	English
Speaker 3: rare new suit ballet	pɔ: rær nu:	AmE alternative AmE or regional main AmE	American
Speaker 4: Tube last four	su:t bæ 'leɪ tʃu:b læst fɔ:	regional regional or AmE main	English, with a regional accent

EXERCISE 12

'Beautiful' – there are twelve pronunciations shown.

EXERCISE 16

2. opposite 'ɒp əz ɪt -əs-, ʔ-ət||ɑ:p- ...'ɒp əs ɪt.....
3. substantial səb'stænʃɪəl ʔsʌb-, -'stɑ:nʃ- ...səb 'stɑ:nʃ əl.....
4. transistor træn 'zɪst ə trɑ:n-, ʔtræn-, -'sɪst ...træn 'zɪst ə.....
5. decisive dɪ'saɪs ɪv də-, ʔdɪz-, -'saɪz- ...də 'saɪz ɪv.....
6. exasperate ɪg' zæsp ə reɪt eg-, əg-, ɪk-, ek-, ək-, -'zɑ:sp- ...ɪk 'zɑ:sp ə reɪt.....

EXERCISE 17

1. ,æb ə 'di:n
2. ə ,kæd ə 'mɪf ən, ,æk əd ə 'mɪf ən, ə ,kæd ɪ 'mɪf ən, ,æk əd ɪ 'mɪf ən, ə ,kæd e 'mɪf ən, æk əd e 'mɪf ən
3. ,æd ɪs 'æb əb ə
4. ,mæn ədʒ ə 'res
5. ,mɪs ərep rɪ: zen 'teɪf ən

EXERCISE 18

1. Yes, there is an alternative pronunciation of the middle syllable of exorcise, giving 'eks ə saɪz.
2. Two British, and two American:mə 'dʒɔr ət i mə 'dʒɔr ɪt i||mə 'dʒɔ:r ət i mə 'dʒɔ:r ət i
3. No.
4. FALSE. There is an alternative pronunciation: ə'prɪ:z i ɪt.

5. TRUE: **acotyledon** ,eɪ .kɒt ɪ 'li:dən ,ə .kɒt-, -ə-. The alternatives circled can be combined to give ə ,kɒt ə 'li:d ən.

EXERCISE 19

1. reassessment ,ri:~ə'ses mənt 2. reassigned ,ri:~ə'saɪnd 3. reassuring ,ri:~ə 'ʃʊ:r ɪŋ 4. reawakens ,ri:~ə weɪk ənz

EXERCISE 20

1. 'mɑ:rk ət əd 2. 'kaɪnd li nəs 3. 'ju:z ləs li 4. TRUE 5. 'eɪdʒ əns ɪz

EXERCISE 21

	Main	Alternative	Regional	AmE	AmE alternative
3. Aberdaron	,æb ə'dær ən			,æb ər'dær ən	,æb ər'dær ən
4. ballroom	'bɔ:l ru:m	'bɔ:l rum			
5. behave	bɪ 'heɪv	bə 'heɪv	bi: 'heɪv		
6. economics	,i:k ə 'nɒm ɪks	,ek ə 'nɒm ɪks		,i:k ə 'nɑ:m ɪks	,ek ə 'nɑ:m ɪks
7. managing	'mæn ɪdʒ ɪŋ	'mæn ədʒ ɪŋ			
8. target	'tɑ:g ɪt		'tɑ:g ət	'tɑ:rg ət	

EXERCISE 22

	Main	Alternative	Regional	'Incorrect'	AmE	AmE alternative
3. Buckingham	'bʌk ɪŋ əm		'bʌk ɪŋ həm	'bʌk ən əm		
4. dancing	'dɑ:n's ɪŋ		'dæn's ɪŋ		'dæn's ɪŋ	
5. mistake	mɪ 'steɪk	mə 'steɪk				
6. Saturday	'sæt ə deɪ	'sæt ə di		'sæt di	'sæt ər deɪ	'sæt ər di
7. tariff	'tær ɪf		'tær əf		'ter ɪf	'ter əf
8. trauma	'trɔ:m ə	'traum ə			'traum ə	'trɒ:m ə 'tra:m ə

EXERCISE 23B

	<i>in full</i>	<i>with elision</i>
1. French	frentʃ	(frenʃ)
2. plunge	(plʌndʒ)	plʌŋʒ
3. stamped	stæmpt	(stæmt)
4. tangerine	,tændʒ ə 'ri:m	(,tæŋz ə 'ri:m)
5. tasteful	('teɪst fʊl)	'teɪs fʊl
6. kindness	'kaɪnd nəs	('kaɪn nəs)
7. awaken	(ə 'weɪk ən)	ə 'weɪk n

EXERCISE 24

2. E 3. E 4. F 5. F 6. E

EXERCISE 25

	<i>in full</i>	<i>with elision</i>
1. pinch	pɪntʃ	pɪnʃ
2. bandstand	'bænd stænd	'bæn stænd
3. camped	kæmpt	kæmt
4. wistful	'wɪst fʊl	'wɪs fʊl
5. softness	'sɒft nəs	'sɒf nəs
6. textbook	'tekst bʊk	'teks bʊk

EXERCISE 26

softly, lounge, firstly, wasteful

EXERCISE 27

3. 'dɪst ənts 4. mɪnts 5. 'traɪ ʌmpf 6. ə 'kweɪnt ənts 7. 'kʌmf ət 8. 'empf ə sɪs 9. ə 'sɪst əns 10. səb 'stæntʃ l

EXERCISE 28

KEY A:

A: I've just had my lounge decorated. It hadn't been done since I moved in.

B: What colour is it?

A: It's called French Blush.

B: Very tasteful, I'm sure, but it doesn't convey anything.

A: Well, on the chart it looked lovely - a sort of pale tangerine colour.

B: That sounds nice. The lounge faces north, doesn't it, and a tangerine glow would take away the coldness.

A: That's just what I thought: elegant but comfortable. But actually it's more like orange. It's cheerful - but not very restful.

KEY B:

A: aɪv (dʒʌs) hæd maɪ (laʊnz) dek ə reɪt ɪd||ɪt hæd nt bi:n dʌn sɪns aɪ mu:vd ɪn

B: wɒt kʌl ɜz ɪt

A: ɪts kɔ:ld (frenʃ) blʌʃ

B: veri teɪst fʊl aɪm ʃɔ:||bət ɪt dʌz nt kən veɪ en ɪ θɪŋ

A: wel ʌn ðə tʃa:ɪt ɪt (lʊk) ʌv li||ə sɔ:ɪt əv peɪl (tænz ɜr i:n) kʌl ə

B: ðæt saʊndz naɪs||ðə laʊndʒ feɪs ɪz nɔ:θ (dʌz n) ɪt||ənd ə tændʒ ɜr i:n gləʊ wʊd teɪk ə weɪ ðə kəʊld nəs

A: ðæts (dʒʌs) wɒt aɪ θɔ:ɪt||el ɪ gənt bət (kʌmpft əb l)||bət æk tʃu əl ɪ ɪts mɔ: laɪk ɒr ɪndʒ||ɪts tʃɪə fʊl||bət nɒt veri (res fʊl)

EXERCISE 29B

	<i>syllabic consonant</i>	<i>vowel + consonant</i>
1. suddenly	('sʌd n li)	'sʌd ən li
2. Britain	'brɪt n	('brɪt ən)
3. frightening	'fraɪt n ɪŋ	('fraɪt ən ɪŋ)
4. hidden	('hɪd n)	'hɪd ən
5. medal	'med l	('med əl)
6. needlework	('ni:d l wɜ:k)	'ni:d əl wɜ:k
7. cattle	'kæt l	('kæt əl)
8. petals	'pet lz	('pet əlz)
9. panel	('pæn l)	'pæn əl
10. softener	'sɒf n ə	('sɒf ən ə)
11. station	'steɪ ʃn	('steɪ ʃən)
12. fastened	('fɑ:s nd)	'fɑ:s ənd

EXERCISE 30

KEY A

GOLDEN OLDIES – the most popular songs chosen by radio listeners:

The Battle of New Orleans

Wooden Heart

Beautiful Dreamer

I Beg your Pardon (I never promised you a rose garden)

The Tunnel of Love

Sentimental Journey

Suddenly it's Spring

Congratulations

KEY B:

'gəʊld ən, 'tʃəʊz ən, 'lɪs n əz, 'bæt l, 'wʊd ən, 'bjʊ:t ɪ fəl, 'pɑ:d n, 'gɑ:d n, 'tʌn əl, ,sent ɪ 'ment l, 'sʌd n li,

kən ,grætf u 'leɪf ənz

EXERCISE 31

1. 'æb sənt 2. 'bek ən 3. 'kʌr ənt 4. 'saɪk l 5. 'pæm əl ə 6. 'pær ə gən 7. 'sɜ:v nt 8. 'sɪm əl ə 9. 'træv l ə 10. 'veɪk ənt

EXERCISE 32

With three syllables: 'bæt l ɪŋ (recommended pronunciation),

and also: 'bæt əl ɪŋ

With two syllables: 'bæt lɪŋ

EXERCISE 33

3. flattening .2.. 4. sprinkling .3.. 5. cycling .3. 6. reckoning .2.. 7. threatening .3.. 8. trickling .2..

EXERCISE 34

1. 'mæd n ɪŋ 2. 'bæt lɪŋ 3. 'flæt nɪŋ 4. 'sprɪŋk l ɪŋ 5. 'saɪk l ɪŋ 6. 'rek nɪŋ 7. 'θret n ɪŋ 8. 'trɪk lɪŋ

EXERCISE 35

Words with no compression: always three syllables e.g. <u>finally</u> 'faɪn əl i	Words with compression: can be two syllables e.g. <u>traveller</u> 'træv əl ə
'gləʊb əl i	'keəf li
'kɔ:m əl i	'leɪθ nɪŋ
'sʌm ər aɪz	'nɜ:s ri
'təʊt əl i	'sɑ:mp lɪŋ
'tʌn əl ɪŋ	

EXERCISE 36B

	<i>full</i>	<i>with compression</i>
1. obvious 'ɒb vi əs	('ɒb vi əs)	'ɒb vjəs
2. bicentennial ,baɪ sen 'ten i əl	(,baɪ sen 'ten l əl)	,baɪ sen 'ten jəl
3. studious 'stju:d i əs	'stju:d l əs	('stju:d jəs)
4. usual 'ju:z u əl	'ju:z u əl	('ju:z wəl)
5. material mə 'tɪər i əl	mə 'tɪər l əl	(mə 'tɪər jəl)
6. diagram 'daɪ ə græm	('daɪ ə græm)	'daə græm

EXERCISE 37

3. C 4. F 5. C 6. C 7. F 8. C 9. F

EXERCISE 38

8 words with syllabic consonants: haven't, reputable, rotten, label, Revolution, celebration, classical, education.

2 words with compression involving a consonant: company, anniversary.

5 words with compression involving vowels: flowered, biennial, biannual, obviously, bicentennial.

A: ðɪz plɑ:nts hæv nt flaəd ət ɔ:l ðɪs jɪə aɪ bɔ:t ðəm frəm ə rep jə təb l klɑmp ni||bət aɪ θɪŋk ðeɪ mʌs bi rɒt n

B: ðɪs leɪb l sez ðeə baɪ en jelz

A: səʊ ðeɪ ɔ:t tə flau ə twaɪs ə jɪə

B: nəʊ ðəʊz ə baɪ æn julz||baɪ en jel plɑ:nts əʊn li flau ə ev ri lð ə jɪə||jɔ: plɑ:nts ɒb vjəs ly aɪnt flau ə ɪŋ bi kɒz ðɪs ɪs ðə fɜ:ʃ jɪə

A: aɪ θɔ:t ə baɪ en jel wəz ə ɔ:t əv tu: hʌndr əd jɪər æn ɪ vɜ:s ri||nɑɪn tɪ:n eɪt i nɑɪn wəz ðə baɪ en jel əv ðə frenʃ rev ə lu:ʃ n||ən ðə wəz ə greɪt sel ɪ breɪʃ n ɪn pæ rɪs

B: nəʊ jɔ: θɪŋk ɪŋ əv baɪ sen ten jel

A: əʊ ði əd vɑ:nt ɪdʒ ɪz əv ə klæs ɪk l ed ju keɪf n

EXERCISE 39

2. es'cort 3. 'survey 4. con'vert 5. 'contest 6. 'insult

EXERCISE 40

contrast, reject, present, transport

EXERCISE 42

KEY A: choose from these words: content, contract, desert, extract, minute, object, refuse

KEY B: 2. refuse rɪf 'ju:z 'ref ju:z
3. contract kən 'trækt 'kɒn trækt
4. content kən 'tent 'kɒn tent
5. extract ɪk 'strækt 'ek strækt
6. object əb 'jekt 'ɒb jekt
7. minute maɪ 'nju:t 'mɪn ɪt
8. desert dɪ 'zɜ:t 'dez ət

EXERCISE 43

2. break-in 3. comeback 4. walkout 5. flashback 6. downpour 7. breakdown 8. countdown 9. lift-off 10. outlay

EXERCISE 44

ar'rest 'vagabond 'anyone i'magining 'notice dis'parity be'tween 'accent 'later dis'covered 'never 'happened 'instantly 'everyone's de'meanour a'bruptly 'hawker 'barrow up'set be'fore 'noticed 'attitude 'women 'varies 'badly 'shudder a'way 'movement dis'gust 'powerful 'difficult 'genuinely de'graded ir'rational 'prison

EXERCISE 45

2. ə 'dʒend ə 3. 'æg rə veɪt 4. 'eɪ dʒənt 5. ə 'ɡres ɪv 6. 'æg rəʊ 7. ə 'ɡlu:t ɪn ət ɪv 8. 'ædʒ aɪl 9. ə 'ɡrænd ɪz mənt

EXERCISE 46

1. ,anni'versary 2. ,defi'nition 3. ,epicu'rean 4. ,medi'ocrity 5. ,meta'physical 6. ,mortifi'cation 7. ,procla'mation 8. re, gene'ration 9. ,vale'diction

The Metaphysical Poets

A selection of poems

Mediocrity in love rejected	Thomas Carew
A Valediction: forbidding mourning	John Donne
The Anniversary	John Donne
An Ode upon his Majesty's Proclamation	Sir Richard Fanshawe
An Epicurean Ode	John Hail
Mortification	George Herbert
The Definition of Love	Ancirew Marvell
Regeneration	Henry Vaughan

EXERCISE 48

2. 'octo.syllable 3. re'vision.ism 4. 'care.taker 5. 'casta.way 6. 'under.carriage 7. 'up.bringing 8. ob'struction.ism 9. 'office.holder 10. e'state .agent 11. 'record .library 12. 'Oedipus .complex 13. un'certainty .principle

EXERCISE 50

2. ,inter.conti'netal 3. ,sado.maso'chistic 4. ,vale.tudi'narian 5. Re,ceived pro.nunci'ation 6. ,co.ef.ficient of' friction 7. ,occu.pational 'therapy

EXERCISE 51

1. ty'rannicide 2. ,indiˌvisi'bility 3. ,sacri'ficial 4. 'careˌtaker 5. 'liberator 6. ,ado'lescence 7. 'sacrosanct 8. ,intel'lectual 9. ,unconˌvention'alinity 10. 'capitalˌism

EXERCISE 54

2. a ,large-scale 'map 3. ,open-heart 'surgery 4. a ,laid-back 'personality 5. a ,left-handed po'tato-peeler 6. a ,misspelt 'letter 7. a ,misspent 'youth

EXERCISE 55

- 1a. ,audio-'visual b. ,audioˌˌvisual 'aids
 2a. ,auto'matic b. ,autoˌˌmatic 'pilot
 3a. ,occu'pational b. ,occuˌˌpational 'therapy
 4a. ,ope'ratinal b. ,opeˌˌrational re'search
 5a. ,radio'active b. ,radioˌˌactive de'cay

EXERCISE 56

(suggested versions: others are possible)

2. the sun at midday
 3. an agent who works undercover
 4. income which is unearned
 5. a man who is middle-aged
 6. railings made of cast-iron
 7. a kid who is crazy and mixed-up

EXERCISE 59

Early stress e.g. 'picture frame	Late stress e.g. ,central 'heating
Spanish lessons evening classes Community Centre study group driving instructor grammar book	Monday evenings English teacher Spanish accent civil engineer driving ambition South America

EXERCISE 60

- 1a. an 'English ˌteacher b. an ,English 'teacher
 2a. a 'darkroom b. a ,dark 'room
 3a. a 'blackboard b. a ,black 'board
 4a. a 'glass shelf b. a ,glass 'shelf

EXERCISE 61

Late stress: rubber duck, apple pie, cheese sauce, jam sandwich, peach brandy, salt beef.
 Early stress: rubber plant, apple blossom, cheese grater, jam jar, peach stone, salt cellar

EXERCISE 62

Early stress: - written as one word: 'Knightsbridge, 'Moorgate
 - with street: 'Baker Street, 'Bond Street

Late stress: ,Tower 'Hill, ,Charing 'Cross, ,Leicester 'Square, ,Piccadilly 'Circus, ,Marble 'Arch,
 ,Tottenham ˌCourt 'Road, ,Oxford 'Circus

EXERCISE 64B

1. absolute 'æb sə lu:t (,■■'■) 2. backgammon ('bæk ˌgæm ən) ■'■■ 3. backpedal ,bæk 'ped əl (■ˌ■■) 4. caviar ('kæv i ə:) ,■■'■ 5. cigarette (,sɪg ə 'ret) '■■■■ 6. manageress ,mæn ɪdʒ ə 'res ('■■■■) 7. submarine 'sʌb mə ri:n (,■■'■) 8. (,Adam's 'apple) '■■■■ 9. ice 'cream ('■■) 10. (,radio a'larm) '■■■ ■■

EXERCISE 65C

- (M)/A M/A
1. Is 'value added tax charged on 'video-cas,ettes?
(M)/A M/(A) M/(A)
2. My neighbour is a 'vio'linist. She plays a 'violin made in the 'Virgin 'Islands.
(M)/A
3. Old leather books can be preserved by treating the surface with 'vaseline, and wrapping them in 'velve'teen.
(M)/A
4. I was once offered a job doing a 'voice,over for a television advertisement. The pay was marvellous, but I developed an infection of the 'vocal cords and couldn't do it.
M/(A)
5. 'Who said that the only meaningful statements are those which are 'veri'fiable by sense experience?' 'It sounds like 'Vol'taire.'
(M)/A

EXERCISE 66C

- | | | |
|-----------------|------------------|---|
| 2. applicable | ə 'plɪk əb l | M |
| 3. primarily | praɪ 'mɪr əl i | A |
| 4. subsidence | səb 'saɪd əs | M |
| 5. decade | dɪ 'keɪd | A |
| 6. communal | 'kɒm jʊn l | M |
| 7. harass | 'hær əs | M |
| 8. controversy | kən 'trɒv əs i | A |
| 9. clandestine | klæn 'dest ɪn | M |
| 10. contributed | kən 'trɪb jʊt ɪd | M |

EXERCISE 67

- a.
2. in'form ,infor'mation Yes
3. ,enter'tain ,enter'tainment No
4. e'lectric e,lec'tricity Yes
5. 'careless 'carelessness No
- b.
1. 'plenty 'plentiful No
2. 'photograph ,photo'graphic Yes
3. 'beauty 'beautiful No
4. 'value 'valuable No
5. Ja'pan ,Japa'nese Yes

EXERCISE 68

- a.
- | | | | |
|----|-----------|---------------|-------|
| | 'launder | ,launde'rette | 3. S |
| B. | 'comfort | 'comfortable | 1. SN |
| | 'period | ,peri'odical | 2. SI |
| | 'punctual | ,punctu'ality | 2. SI |
| C. | wide | 'widen | 1. SN |
| | 'mountain | ,mountai'neer | 3. S |

	ci'gar	,ciga'rette	3. S
D.	e'conomy	,eco'nomiC	2. SI
	'sympathy	'sympathise	1. SN
	'punish	'punishment	1. SN
E.	'picture	,pictu'resque	3. S
	'proverb	pro'verbial	2. SI

b.

Stress-neutral	Stress-imposing	Stressed
-ous	-ic	-ese
-able	-ical	-ette
-en	-ity	-eer
-ise	-ial	-esque
-ment		

EXERCISE 70

1. stɜː 2. θɜːd 3. 'liːd r 4. 'laɪdʒ r 5. bəɪrn

EXERCISE 71

1. kræft 2. flæsk 3. 'læft r 4. bə'næn ə 5. pæst

EXERCISE 72

RP 1. ʊ wrong GenAm 4. aː card, wrong, harm
 2. ɔː cord, lawn, thorn 5. ɒː lawn
 3. aː card, harm 6. ɔː cord, thorn

EXERCISE 73

1. ɪ 2. ə 3. a 4. ə 5. ə 6. ə 7. ɪ 8. ə 9. ɪ
 1. cabbage 2. robin 3. habit 4. panic 5. Lenin 6. wicked 7. vanish 8. arches 9. carriage

EXERCISE 74

a.

	RP	GenAm
1. staring	'steər ɪŋ	'ster ɪŋ
2. careful	'keəf l	'kerf l
3. dearest	'dɪər ɪst	'dɪr ɪst
4. experience	ɪk 'spɪər i əns	ɪk 'spɪr i əns
5. variation	,veər i 'eɪf n	,ver i 'eɪf n
6. sincerely	sɪn 'sɪə li	sɪn 'sɪr li

b.

	RP	GenAm
1. staring	'steər ɪŋ	('ster ɪŋ)
2. careful	('keəf l)	'kerf l
3. dearest	'dɪər ɪst	('dɪr ɪst)
4. experience	ɪk 'spɪər i əns	(ɪk 'spɪr i əns)
5. variation	(,veər i 'eɪf n)	,ver i 'eɪf n
6. sincerely	sɪn 'sɪə li	(sɪn 'sɪr li)

EXERCISE 75

1. wri(t)ing 2. la(t)er 3. return 4. rela(t)ed 5. softer 6. a(tt)ic 7. attack 8. lightning
 t is not voiced in 'return' and 'attack' because the t is not at the end of a syllable.
 t is not voiced in 'softer' and 'lightning' because the t is not between vowels.

EXERCISE 76

1. (rafter) rather rock rod

2. after class (father) ghastly
3. sordid (worthy) warden warm

EXERCISE 77

RP rhymes		GenAm rhymes	
nought	court	bother	father
clerk	mark	abbot	habit
laugh	scarf	sorry	story

EXERCISE 78

ðə 'kɑ: wəz ə 'da:rk 'blu: 'sev n 'pæs ndʒ r sɪ 'dæn ə 'pæk rd əv ðə 'leɪt əs 'ma:ɪd l 'kɒst əm 'bɪlt ɪt wəz ðə 'kɑ:nd əv kɑ:r jə 'wer jə 'roup 'p l z ɪn||ɪt wəz 'pɑ:rk t baɪ ə 'faɪr ˌhaɪdɪ ənt ən ə 'da:rk 'fɔ:r ən 'lʊk ɪŋ ʃu 'f wəð ə 'feɪs əv 'kɑ:rvd 'wʊd wəz bɪ 'haɪnd ðə 'hwi:l||ði ɪn 'tɪr i r wəz ə 'pɒvɪst rd ɪn 'kwɪlt əd 'greɪ ʃə 'ni:l||ði 'ɪnd i ən 'pʊt mi ən ðə 'bæk||sɪt ɪŋ ðər ə 'loun aɪ 'felt laɪk ə 'haɪ klæs 'kɔ:rs 'leɪd 'aʊt baɪ ən 'lɑnd r teɪk r wəð ə 'lɑ:t əv 'gʊd 'teɪst||
ði 'ɪnd i ən 'gɑ:t ɪn bɪ 'saɪd ðə ʃu 'f ən ðə 'kɑ:r 't nd ɪn ðə 'mɪd l əv ðə 'blɑ:k ən ə 'kɑ:p ə 'kro:s ðə 'stri:t sed 'heɪ 'wɪ:k li əz 'ɪf i 'dɪd n 'mi:n ət ən 'ðen 'bent 'daʊn 'kwɪk li tə 'taɪ ɪz 'ʃu: ||
wɪ 'went 'west 'drɑ:pt 'ou v r tə 'sɒn set ən slɪd 'fæst ən 'nɔ:z ləs ə 'lɒ:ŋ 'ðæt||ði 'ɪnd i ən 'sæt 'mouʃ n ləs bɪ 'saɪd ðə ʃu 'f ||ən ə 'keɪz nəl 'hwɪf əv hɪz 'p s n 'æl ət i 'drɪft əd 'bæk tə mi||ðə 'draɪv r 'lʊkt əz əf hɪ wəz 'hæf ə 'sli:p bɛt i 'pæst ðə 'fæst bɔ:z ɪn ðə kən 'v t əb l sɪ 'dænz əz 'ðu ðəɪ wr 'bɪ: ɪŋ 'toud||ðəɪ 'tɜ:nd 'a:n 'mɪl ðə 'gri:n 'laɪts fɔ:r ɪm||'sɒm 'draɪv r z r 'laɪk ðæt||hɪ: 'nev r 'mɪst 'hwɒn||
ɪt əd bɪn ə 'wɔ:rm 'æft r 'nu:n bət ðə 'hɪ:t wəz 'gɒ:n||wɪ: hwɪpt pæst ə 'dɪst ənt 'kɒst r əv 'laɪt əd 'bɪld ɪŋz ənd ən 'end ləs 'sɪr ɪz əv 'laɪt əd 'mænf n z 'nɑ:t tu: 'kloʊs tə ðə 'roud||wɪ: 'dɪpt 'daʊn tə 'sk t ə 'hju:dʒ 'gri:n 'pɒvɪl ou fɪ:ld wɪθ ə 'nɒð r 'ɪ:k wəl i 'hju:dʒ 'prækt əs fɪ:ld bə 'saɪd ɪt 'sɔ:rd ə gen tə ðə 'ta:p əv ə 'hɪl ən 'swɒŋ 'maʊnt n wrd ɒp ə 'sti:p 'hɪl 'roud əv 'kli:n 'kɑ:n kɪrɪt ðət 'pæst 'ɔ:r ndʒ grʊvz sɒm 'rɪtʃ mænz 'pet bɪ kəz ðɪs əz 'nɑ:t 'ɔ:r ndʒ 'kɑntr i||ən ðen 'lɪt l baɪ 'lɪt l ðə 'laɪt əd 'wɪnd ouz əv ðə 'mɪl jə 'nerz houmz wr 'gɒ:n ən ðə 'roud 'nær ɒd ən 'ðɪs wəz 'stɪl wʊd 'hɑ:ts||

EXERCISE 79

2. D 3. S 4. S 5. D 6. S 7. D 8. D 9. S 10. S

EXERCISE 80

3. Organisation for Economic Cooperation and Development
4. Organisation of Petroleum Exporting Countries
5. Trades Union Congress
6. Universities Central Council on Admissions
7. University of California at Los Angeles
8. unilateral declaration of independence
9. United Nations Educational, Scientific and Cultural Organisation

Acronym	Separate letters
	OECD
OPEC 'əʊp ek	TUC
UCCA 'ʌk ə	UCLA UDI
UNESCO ju 'nesk əʊ	

EXERCISE 82

1. 'kræm bær.i 2. ʌm 'bæl əns 3. 'ɪm pʊt 4. ʌŋ 'greɪt fəl 5. 'rek ɔ:b ˌbreɪk ə/z 6. 'mɪb pɔɪnt 7. 'brɔ:g kɑ:st 8. 'wɪ:g ˌkɪl ə

EXERCISE 83

1. 'kɒs tʃu:m 2. tʃu:b 3. 'mɪl dju: 4. ə 'dʒu:s 5. 'æmpl ɪ tʃu:d 6. rɪ 'dju:s 7. ˌedʒ u 'keɪʃ n 8. ,rɪ: 'kɒnst ɪ tʃu:t

EXERCISE 84

hɪ swɒŋ rəʊn stɑ:tɪd||ə nɒk θn ɪz dɔ: ||ðeə mɒs bɪ sɒm mɪsteɪk||ɔ:r ɪz ɪəz wə pleɪŋ ɪm trɪks||ðə da:kneɪs

æv ðə rum fər i əd nɒtʃet swɪtʃt ʊn ðə laɪts meɪd ðɪs sɪ:m mɔ: plɔ:zəbl||bət nəʊ ðə nɒk wəz rɪpɪ:tɪd||
 kɒm ɪn hi sed ɪn ə θɪŋ krækt vɔɪs əŋ klɪəd ɪz θrəʊt||kɒm ɪn||hi mu:vd ɪ:ɡəli təwɔ:dz ðə dɔ: tə welkəm ɪz
 vɪzɪtə ən tə tɜ:n ðə laɪts ʊn ət ðə seɪm taɪm bæk kələɪdɪd wɪð ə tʃeə ən drɒpt ɪz sɪɡə: wɪtʃ rəʊld ʌndə ðə
 teɪbl||hi daɪvd a:ftər ɪt əz ðə dɔ:r əʊpənd||ə segmənt əv laɪt frəm ðə kɒrɪdɔ: fel əkrɒs ðə flɔ: bət dɪd nɒt
 rɪvɪ:l ðə haɪdɪŋ pleɪs əv ðə sɪɡə:||ə wʊmənɜ: vɔɪs sed ʌnsɜ:tnli prəfesə zæp||
 jəə kɒm ɪn||wʊdʒu: swɪtʃ ðə laɪt ʊn plɪ:z||
 ðə laɪts keɪm ʊn ən i hɜ:d ðə wʊmənɜ: ɡa:sp||weər a: ju:||
 ʌndə hɪə||hi faʊnd steərɪŋ ət ə peər əv θɪk fɜ: laɪmb bu:ts ən ðə hemlɪn əv ə ʃæɡɪ fɜ: kəʊt||tə ði:z wəz
 ædɪd ə məʊmənt leɪtə ən ɪnvɜ:tɪd fɪ:mɛɪl feɪs skɑ:vd red nəʊzd ən æprɪhensɪv||
 aɪl bi raɪt wɪð ju hi sed||aɪ drɒpt məɪ sɪɡə: sɒmwɛər ʌndə hɪə||

EXERCISE 85

refinement rɪ 'faɪm mənt

Anticipatory dealveolar assimilation of the n, anticipating the m.

patrol pə'trəʊl

Use of special allophone ʊ before l in the same syllable.

tempestuous tem 'pef tʃu:əs

Assimilation of the s, anticipating the following tʃ.

cardboard 'kɑ:b bɔ:d

Anticipatory dealveolar assimilation of the d, anticipating the b.

institution ,ɪn'stɪ t 'tʃu:ʃ ən

Assimilation: coalescence of t and j to form tʃ.

handgun 'hæŋ ɡʌn

Elision of d, plus assimilation of n, anticipating the g.

enfold ɪn 'fəʊld

Use of special allophone ʊ before l in the same syllable.

Wibsey 'wɪp si

Assimilation: the b is devoiced, anticipating the following unvoiced s.

tune 'tʃu:n

Assimilation: coalescence of t and j to form tʃ.

landmark 'læm mɑ:k

Elision of d, plus assimilation of n, anticipating the m.

EXERCISE 86

b. sev rəl ʌn dən peɪp əz kleɪmd tə deɪ ðæt ə bʊ:ɡ əl rɪ hæd teɪk n pleɪs ət bʌk ɪŋ həm pæl ɪs ə spəʊks
 pɜ:s n rɪf ju:zd tə kɒn fɜ:m weð ə r ɔ: nɒt en i θɪŋk əd bɪ:n stəʊl ən ə ŋju:k jəl ə paʊ ə steɪf n ɪn bæŋ ə
 nɔ:θ weɪlz hæz bɪ:n kləʊdʒ daʊn waɪl meɪn teɪn əns wɜ:k ɪz kær ɪd aʊt æf felt ʊn ðə ru:f əv ðə meɪn rɪ
 æk tə bɪldɪŋ hæz krækt ənd ə kju:m ə leɪt ɪd deb rɪ nɪ:dz tə bɪ: rɪ mu:vd ə ʌʊk l pref ə ɡru:p kleɪm ðæt
 ɪŋ krɪ:st ɪn sɪd əns əv məɪ ɡreɪn ɪn ði eər i ə hz dju: tə reɪd i eɪf n ɪ skeɪp ɪŋ θru: ðə kræks ðə mən ɪdʒ
 mənt əv ðə plɑ:nt dɪnaɪ ðɪs əz ə mɪs tʃi:v əs ə tempt tə kɔ:z ə la:m ənd nəʊ hɪər ɪz ðə leɪt ɪst weðə fɔ:
 kɑ:st frəm ðə mɪ:t ə ə lɒdʒ ɪk l ɒf ɪs

c.

Word	Pronunciation on cassette	Alternative, regional, or 'incorrect'?	Recommended pronunciation
Buckingham	'bʌk ɪŋ həm	regional	'bʌk ɪŋ əm
confirm	kɒn 'fɜ:m	regional	kən 'fɜ:m
anything	'en i θɪŋk	incorrect	'en i θɪŋ
nuclear	'ŋju:k jəl ə	incorrect	'ŋju:k li ə
Bangor	'bæŋ ə	incorrect	'bæŋ ɡə
maintenance	meɪn 'teɪn əns	incorrect	meɪn 'tən əns
asphalt			

accumulated migraine mischievous Meteorological	'æf felt ə 'kju:m ə leɪt ɪd 'maɪ greɪn mɪs 'tʃi:v əs ,mɪt ə ə 'lɒdʒ ɪk l	incorrect alternative incorrect incorrect	'æs fælt ə 'kju:m jə leɪt ɪd 'mi: greɪn 'mɪs tʃɪv əs ,mɪt i ə ə 'lɒdʒ ɪk l
--	--	--	--

EXERCISE 87

1. kə 'kɒf ən i 2. ,kɑ:d i əʊ 'græf ɪk 3. end 'lɒdʒ ən əs 4. mɒn ə græm 5. øk 'tæg n əl 6. pə 'lɪg əm i

EXERCISE 88

The possible combinations of first and second elements are:

cacogamy	kə 'kɒg əm i, kə-	monogamy	mə 'nɒg əm i
cacogenous	kə 'kɒdʒ ən əs, kə-	monogenous	mə 'nɒdʒ ən əs
cacogram	'kæk əʊ græm, -ə-	monographic	,mɒn əʊ 'græf ɪk, -ə-
cacographic	,kæk əʊ 'græf ɪk, -ə-	monogonal	mə 'nɒg n əl
cacogonal	kə 'kɒg n əl, kə-	monophony	mə 'nɒf ən i
cardiogamy	,kɑ:d i 'bɒg əm i	octagamy	øk 'tæg əm i
cardiogenous	,kɑ:d i 'lɒdʒ ən əs	octagenous	øk 'tædʒ ən əs
cardiogram	'kɑ:d i əʊ græm, -ə-	octagram	'ɒkt ə græm
cardiogonal	,kɑ:d i 'bɒg n l	octagraphic	,ɒkt ə 'græf ɪk
cardiophony	,kɑ:d i 'bɒf ən i	octaphony	øk 'tæf ən i
endogamy	en 'dɒg əm i	polygenous	pə 'lɪdʒ ən əs
endogram	'end əʊ græm, -ə-	polygram	'pɒl i græm
endographic	,end əʊ 'græf ɪk, -ə-	polygraphic	,pɒl i 'græf ɪk
endogonal	en 'dɒg n əl	polygonal	pə 'lɪg n əl
endophony	en 'dɒf ən i	polyphony	pə 'lɪf ən i