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Key to Exercises

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.
### 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. _in di 'pend ant_

#### 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.

<table>
<thead>
<tr>
<th>a. await 5.</th>
<th>b. billow</th>
<th>c. chose</th>
<th>d. creature</th>
<th>e. drudge</th>
<th>f. hurt</th>
<th>g. jet</th>
<th>h. orange</th>
<th>i. sergeant</th>
<th>j. wrecked</th>
</tr>
</thead>
</table>

**starting time:**

**finishing time:**

**time taken:**
EXERCISE 4
Look back at the pairs of words given in exercise 3. For each pair, transcribe the one not transcribed on the left.

EXERCISE 5
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. /ledɔ/ e. /'kæʃə/ i. /lidɔ/ m. /'kɒŋ kɔd/
b. /'wʊfɪŋ/ f. /lu:s/ j. /edʒ/ n. /'claʊv/
c. /ke'ʃəʊ/ g. /'wʊfɪŋ/ k. /'ɒl ɪv/ o. /lu:s/
d. /'leʒə/ h. /edʒ/ l. /'kɒŋ kɔd/ p. /'ledʒə/

EXERCISE 6
Look back at transcriptions a–p in exercise 5. Write the eight words shown which were not given on the cassette.

EXERCISE 7
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 2
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. ais
2. 'æŋkəl
3. soʊl
4. briːð
5. aˈvəɪd
6. θŋ
7. 'pouz ɪz
8. vain
9. 'lu:və
10. 'fɪl ɪŋz

A
eyes
ankle
soil
breathe
avoid
thin
possess
vein
louvre
fillings

B
(ice)
uncle
soul
breath
e evade
thing
poses
vine
lover
feelings
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
b. wordy
c. foreman
d. neuter
e. phonetic
f. sinner
g. shield
h. organ
i. please
j. jeer

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

1. 'sɪn ə
2. ˈfɔr 'net ik
3. ə 'gen
4. 'fɔr maŋ
5. ˈnæt ə
6. fi:ld
7. ji:ə
8. ˈfɔr 'net ik
9. 'sɪn ə
10. ˈpleɡ ə
11. 'njuːt ə
12. 'wɔd ɪ
13. 'skz ɪŋ
14. dʒuə
15. plɪz
16. si:ld
17. 'ɔg ən
18. 'fɔ: nɪm
19. 'skz ən
20. 'wɔd ɪ

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 ˈmætʃ
dot, Dot ˈdɒt, ˈdɒt

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 ˈdeɪ, ˈdɛt ˈdɛt

bath v ˈbɑθ, ˈbaθ

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

ate past of eat ɛt, ɛt

(In American English et is considered incorrect.)

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

<table>
<thead>
<tr>
<th>Item</th>
<th>Pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>curve</td>
<td>kɜrv, ˈkɜrv</td>
</tr>
<tr>
<td>lieu</td>
<td>ljʊə</td>
</tr>
<tr>
<td>tour</td>
<td>ˈtʊər</td>
</tr>
<tr>
<td>mask</td>
<td>ˈmɑsk, ˈmɑsk</td>
</tr>
<tr>
<td>raw</td>
<td>ˈrɔʊ</td>
</tr>
<tr>
<td>unguent</td>
<td>ˈʌŋˈgənt, ʌŋˈɡənt</td>
</tr>
</tbody>
</table>

main, AmE
main, alternative
main, alternative AmE
main, regional AmE
main AmE alternative
main alternative, incorrect
EXERCISE 9
AIM: TO BECOME FAMILIAR WITH THE LAYOUT OF ENTRIES, AND RECOGNISE THE TYPES OF PRONUNCIATION SHOWN.

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

1. pond, Pond pond \ˈpɒnd\ 2. sue sjuː sjuː

3. Pearl, Pearl pɜːl \ˈpɜːl\ 4. rare rɛr rɛr

5. poor poʊr \pʊər\ 6. nude njuːd \njuːd\ njuːd

7. ask əsk, Aks \əsk\ 8. last, Last lɑːst \lɑːst\ lɑːst

9. four fɔːr \fɔːr\ 10. arrow, Arrow əˈroʊ \əˈroʊ\ əˈroʊ

EXERCISE 10
AIM: TO RECOGNISE THE TYPES OF PRONUNCIATION GIVEN, AND PRACTISE TRANSCRIBING THEM.

KEY
Study the dictionary entries printed below.

Then use the information to complete the boxes on the following page.

match mætʃ
ballad ˈbæləd
mead mɛd
ballet ˈbælət
bare ˈbeər
new njuː
mark, Mark mɑːk \mɑːk\ tube tjuːb \tjuːb\ dot, Dot dɒt \dɒt\ herb hɜːb
part part \pɑːrt\ past pɑːst \pɑːst"
### 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.

<table>
<thead>
<tr>
<th>Transcription</th>
<th>Which pron?</th>
<th>English or American?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaker 1:</td>
<td></td>
<td>main</td>
</tr>
<tr>
<td>mark</td>
<td>mark</td>
<td>English with a regional accent</td>
</tr>
<tr>
<td>past</td>
<td>paest</td>
<td>regional (or AmE)</td>
</tr>
<tr>
<td>mayor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaker 2:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>tour</td>
<td></td>
<td></td>
</tr>
<tr>
<td>part</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaker 3:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>rare</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaker 4:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tube</td>
<td></td>
<td></td>
</tr>
<tr>
<td>new</td>
<td></td>
<td></td>
</tr>
<tr>
<td>suit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ballet</td>
<td></td>
<td></td>
</tr>
<tr>
<td>last</td>
<td></td>
<td></td>
</tr>
<tr>
<td>four</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 afI] - if; - I fOl. , - ]'bju:t-

KEY
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 page 15.

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 afI] - if; - I fOl. , - ]'bju:t-
1 2 3 4 5 6 7 - 12
1. The main pronunciation, the one recommended to foreign learners, is 'bju:t afI]

2. Alternative pronunciation: 'bju:t af 3l
The other alternatives all have the same first syllable as the main pronunciation, so this syllable is not repeated; it is replaced by a hyphen (–).

3 & 4. An alternative pronunciation of the middle syllable:
'bju:t if 1 'bju:t if 3l

5. An alternative pronunciation - a different pronunciation of the final syllable: 'bju:t I fOl

6. The same first and last syllable as 5 with a different middle syllable: 'bju:t 3 fOl

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

7. 'bju:t 3 l

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

8. 'bju:t 3 3l
9. 'bju:t if l
10. 'bju:t if 3l
11. 'bju:t I fOl
12. 'bju:t 3 fOl

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

 astrology ə'strol ə'dʒi] əl. 'strol-

This means that there is an alternative pronunciation, ə'strol ə'dʒi]. 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 ak'sept (2) ..................
2. behave bi'hiev (2) ..................
3. desolation 'des ə'lei jən (1) ........
4. economic ,i'kəm nəm ik (1) ........
5. exult 'eg zi'Atl (5) .................

Alternatives at the end of a word

This means that there is an alternative pronunciation 'man ədʒ. The first syllable, which is the same, is not repeated; instead it is replaced by a hyphen.

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.)
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. garage 'gær ədʒ (2) .................
2. kindred 'kind rəd (1) ..............
3. hopeful 'hoop ful (1) .............
4. mistress 'mistrəs (1) ..............
5. opiate 'oup i'At (2) ...............
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.

\[ \text{absell} \quad \text{abet selel} \quad \text{ap SAR} \]

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

\[ \begin{align*}
\text{'ae} & \text{b} & \text{serl} & \text{'ae} & \text{b} & \text{serl} \\
\text{'wp} & \text{sar}l & \text{'wp} & \text{sar}l
\end{align*} \]

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:

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

The first one is done for you.

1. decision di'siz \( \text{diz} \), \( \text{tiz} \), \( \text{'zi} \), \( \text{dziz} \)
2. opposite 'op oz it 'os, t-at|aip|I ........................
3. substantial sob'stenʃal 'stæbəl, 'stәnʃl' ........................
4. transistor tranzəst o tranːəs, 'tranː-, 'sisti- ........................
5. decisive di'sais iv da-, tdi-, 'saiz- ........................
6. exasperate ig 'zespə rest eg-, og-, ik-, ek-, ak, \( \text{'-zo:p} \) ........................

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.

\[ \text{manageable} \quad \text{mæn 'mægəbəl} \]

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:

\[ \text{'mæn adABL} \]

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.

\[ \text{unceremonious} \quad \text{'ʌnkə'rəmənIəs} \]

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:

\[ \text{'ʌnkə'rəmənIəs} \]

EXERCISE 17

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

1. The American pronunciation of Aberdeen, in Scotland.
2. All the alternative pronunciations shown for academician.
3. The pronunciation of Addis Ababa.
4. The second pronunciation of manageress.
5. A regional pronunciation of misrepresentation.
EXERCISE 18
QUIZ ON ALTERNATIVE PRONUNCIATIONS.

KEY
Use the dictionary to answer the following questions.
1. Can exorcise be pronounced like exercise?
2. How many British and American pronunciations exist for majority? Transcribe each one.
3. mandatory – is the pronunciation mɛn ‘dɛt ər i used in America?
4. TRUE OR FALSE? ‘Nobody uses /s/ in the middle of appreciate.’
5. TRUE OR FALSE? ‘acotelydon is sometimes pronounced with three /s/’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~ rɪz n. ~ed d ~ɪŋ/s ɪŋj/z ~ə z
reasonable rɪz n, əb ɪŋ lɪ ~nes/nə s
reassess rɪs ə ses ~es ɪŋ i ɪ ə s ɪŋj/z
reassign rɪz ə sain ɪŋj/z
reasure rɪz ə ʃər ɪŋj/z ~ə z
sured ʃʊrd
sures ʃʊrz
suringli ʃʊrɪŋ lɪ
suringly ʃʊrɪŋ lɪ ~ə z
reassurance rɪz ə ʃər əns ~ə z
Reaumur, Réaumur rɛr oʊ mjuə
Reeve rɪv
reawaken rɪz ə wɛk ən ~ed d ~ɪŋ iŋj/z ~ə 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 rɪz ənd
reasoning rɪz ən ɪŋ
reasonings rɪz ən ɪŋz
reasons rɪz ənz
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.

<table>
<thead>
<tr>
<th>reasonable</th>
<th>/rɪˈzəˌrɑbəl</th>
<th>~li</th>
<th>ness</th>
</tr>
</thead>
<tbody>
<tr>
<td>reasonabl+ly</td>
<td>/rɪˈzəˌrɑbl+i</td>
<td></td>
<td></td>
</tr>
<tr>
<td>= reasonably</td>
<td>/rɪˈzəˌrɑbl</td>
<td></td>
<td></td>
</tr>
<tr>
<td>reassurance</td>
<td>/ˌrɪəˈsərəns</td>
<td></td>
<td></td>
</tr>
<tr>
<td>= reassurances</td>
<td>/ˌrɪəˈsərəns</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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 on page 17, 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 kindness pronounced – ‘kaind lɪ nəz or ‘kaind lə nəz?
3. Which is the correct pronunciation of uselessly – ‘juz ləz lɪ or juz ləz lɪ?
4. TRUE OR FALSE? 'The words studied and studded are sometimes pronounced the same.'
5. How is the plural of agency pronounced – ‘ɛdʒəns ɪz or ‘ɛdʒəns 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.

<table>
<thead>
<tr>
<th>AmE alternative</th>
</tr>
</thead>
<tbody>
<tr>
<td>eɪ Ngh</td>
</tr>
</tbody>
</table>

1. Asia
2. nothing
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.

<table>
<thead>
<tr>
<th>AmE alternative</th>
<th>AmE: 'top mast</th>
<th>Regional: 'grat as</th>
<th>Alternative: 'grat as</th>
<th>Main: 'grat ts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Incorrect</td>
<td>a ə 'grat ts</td>
<td>or 'grat as</td>
<td>a ə 'grat ts</td>
<td>a ə 'grat ts</td>
</tr>
</tbody>
</table>

**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**.

   - **lunch** 'lʌntʃ Some say 'lʌntʃ, others say 'lʌnf. LPD recommends 'lʌntʃ.
   - **bacon** 'bɛkən Some say 'bɛkən, others say 'bɛkn. LPD recommends 'bɛkn.

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 'lʌnf. LPD recommends 'lʌntʃ.
   - **bacon** 'bɛkən Some say 'bɛkən, others say 'bɛkn. LPD recommends 'bɛkn.

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** 'fens Some say 'fens, others say 'fens. LPD recommends 'fens.
   - **sadden** 'sedn Some say 'sedn, others say 'sedn. LPD recommends 'sedn.

**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.

   - **in full**
   - **with elision**
   1. French frentʃ frentʃ
   2. plunge plʌndʒ plʌŋʒ
   3. stamped stæmp stæmt
   4. tangerine ,tændʒə 'rin ,tændʒə 'rin
   5. tasteful 'teist fəl 'teist fəl
   6. kindness 'kænd nɪs 'kænd nɪs
   7. awaken 'ɔ wɜrk ən 'ɔ wɜrk əŋ

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~ [frenʃ]

plunge [plʌŋʃ]

stamped [stæmpd]

tangerine, T~ [tænˈdʒərɪn]

tasteful [ˈtæstfʊl]

kindness [ˈkɪndnəs]

awaken [əˈwʊrkən]

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 [lɔntʃ]  
   in full (F)

2. arrange [əˈreɪndʒ]  
   s'renʤ

3. pumped [pʌmpd]  
   pʌmt

4. lynx [ˈlaɪŋks]  
   mɪŋks

5. token [ˈtoʊkən]  
   'toʊkən

6. coldly [ˈkɔldli]  
   'kɔld-  
   'kəʊld-  
   kaʊld-  
   ñess  
   nəs

EXERCISE 25

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

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.

<table>
<thead>
<tr>
<th>Main pron</th>
<th>with insertion</th>
</tr>
</thead>
<tbody>
<tr>
<td>prince</td>
<td>prins</td>
</tr>
<tr>
<td>triumph</td>
<td>traɪ̯m</td>
</tr>
</tbody>
</table>

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. tence fen's fents
2. sentence 'sent'ən's 'sent an's
3. distance 'dɪstən's
4. mince mɪn's
5. triumph traɪ̯mpl
6. acquittance əˈkwɪntən's
7. comfort, C- 'kɒmpət
8. emphasis 'emfəsɪs
9. assistance əˈsɪstən's
10. substantial subˈstænʃəl

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.

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.

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.

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

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, 'sad 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 a plus an ordinary (non-syllabic) consonant. Thus it is possible, though not usual, to say 'sad an li' rather than 'sad 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.

<table>
<thead>
<tr>
<th>syllabic consonant</th>
<th>vowel + consonant</th>
</tr>
</thead>
<tbody>
<tr>
<td>suddenly</td>
<td>'sad n li'</td>
</tr>
<tr>
<td>Britain</td>
<td>'brit n'</td>
</tr>
<tr>
<td>frightening</td>
<td>'fræt n iŋ'</td>
</tr>
<tr>
<td>hidden</td>
<td>'hid n'</td>
</tr>
<tr>
<td>medal</td>
<td>'med l'</td>
</tr>
<tr>
<td>needlework</td>
<td>'nɪd l wæk'</td>
</tr>
<tr>
<td>cattle</td>
<td>'kæt l'</td>
</tr>
<tr>
<td>petals</td>
<td>'pet lə'</td>
</tr>
<tr>
<td>panel</td>
<td>'pæn l'</td>
</tr>
<tr>
<td>softener</td>
<td>'sɒf n ə'</td>
</tr>
<tr>
<td>station</td>
<td>'steɪ ʃn'</td>
</tr>
<tr>
<td>fastened</td>
<td>'fæst ɹnd'</td>
</tr>
</tbody>
</table>

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.

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 'sʌdənli. 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 ə in the second syllable. Since there is then no proper vowel in this syllable, the ə must be syllabic.

4 Similarly, in middle 'mɪdl LPD recommends a pronunciation with syllabic l, thus 'mɪdl. In father 'fɑːðər LPD recommends for AmE a pronunciation with syllabic r, thus 'fɑːr.

5 The IPA provides a special diacritic ə to show a syllabic consonant, thus n. 'sʌdənli. For AmE syllabic r, the symbol ə is sometimes used, thus 'fɑːrə. 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 a 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 'sʌdən "E ly li"
- Britain 'brɪtn"
- frighten 'fraɪtn" -ing/ly 'fraɪtn"
- hidden 'hɪdn"
- medal 'medəl"
- needlework 'nɪdləwɔːk"
- cattle 'kætl"

What is the difference between ən and n?
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 'dɪstənt"
  the recommended pronunciation is dist ənt
- a raised letter shows a sound which is sometimes inserted. The main pronunciation does not include this sound. So for button, B - 'bætn"
  the recommended pronunciation is bat n
Exercise 31

**AIM:** TO INTERPRET THE SYMBOLS 'AND 'QUICKLY AND CORRECTLY.

In some of the following words, the recommended pronunciation has a syllabic consonant. In others, the recommended pronunciation has a syllable with a. 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 ...........................

**KEY**

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 'lɛnɪnt Two pronunciations are possible: a slower one 'lɛnɪnt and a faster one 'lɛnɪnt

   diagram 'daɪəgram Two pronunciations are possible: a slower one 'daɪəgram and a faster one 'daɪəgram.'

   maddening 'mædɪnɪŋ Two pronunciations are possible: a slower one with three syllables, 'mædɪnɪŋ or 'mædɪnɪŋ, and
   a faster one with two syllables, 'mædɪnɪŋ.

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.

*battle, B-'batl]-'batl] -ed -es-

This represents an entry

**battling** bet 'lɪŋ

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 4.... 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.

<table>
<thead>
<tr>
<th>Words with no compression: always three syllables</th>
<th>Words with compression: can be two syllables</th>
</tr>
</thead>
<tbody>
<tr>
<td>e.g. finally 'fain ə li'</td>
<td>e.g. traveller 'trævlə'</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>fain ə li</td>
<td>'trævlə'</td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>full</th>
<th>with compression</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>1. obvious 'ob vi,əs'</td>
<td>'ob vi əs'</td>
</tr>
<tr>
<td>2. bicentennial 'bai sen 'ten i,əl'</td>
<td>'bai sen 'ten jal'</td>
</tr>
<tr>
<td>3. studious 'stju:d i,əs'</td>
<td>'stju:d jəs'</td>
</tr>
<tr>
<td>4. usual 'ju:3 u,əl'</td>
<td>'ju:3 wəl'</td>
</tr>
</tbody>
</table>
EXERCISE 37
AIM: TO IDENTIFY WHETHER WORDS HAVE UNDERGONE COMPRESSION WHEN YOU HEAR THEM.

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.

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 biennials. 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!
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.

\[
\text{e.g. a record } \text{'re kænd} \quad \text{to record } \text{'ri kænd} \\
\text{perfect } \text{'pər fikt} \quad \text{to perfect } \text{pə 'fekt}
\]

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

\begin{tabular}{llllll}
contest & convert & escort & increase & insult & survey
\end{tabular}
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.

<table>
<thead>
<tr>
<th>answer</th>
<th>contrast</th>
<th>offer</th>
<th>present</th>
<th>reject</th>
<th>reply</th>
</tr>
</thead>
<tbody>
<tr>
<td>transport</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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. 'in salt in 'salt
In other pairs, the vowel is the same. e.g. 'in salt in 'salt

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 a keyboard, panel of switches
   } console } kan 'saul
   } ................

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
   } ................

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 put 'teik of
EXERCISE 43
AIM: TO PRACTISE STRESS ON THE FIRST SYLLABLE OF NOUNS.

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

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.

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 afraid 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.

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 ***end3,ans.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 ..........................
EXERCISE 46

AIM: TO RECOGNISE SECONDARY AND PRIMARY STRESS WHEN YOU HEAR A WORD.
TO MARK SECONDARY AND PRIMARY STRESS.

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

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

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 Majestie's ................. Sir Richard Fanshawe
An ......................... Ode  John Hall
......................... George Herbert
The ......................... of Love  Andrew 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. sabbatarian  5. Sagittarius
2. sacramental   6. Salamanca
3. sacrificial    7. Salieri
4. sacrilegious  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.

cannibalism
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.

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
3. revisionism
4. caretaker
5. castaway
6. undercarriage
7. upbringing
8. obstructionism
9. officeholder
10. estate agent
11. record library
12. Oedipus complex
13. uncertainty principle

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. safecracker
2. safe-conduct
3. safe-deposit
4. safekeeping
5. safety curtain
6. safety-first

EXERCISE 50
AIM: TO RECOGNISE PRIMARY, SECONDARY AND TERTIARY STRESS WHEN YOU HEAR WORDS.
TO MARK PRIMARY, SECONDARY AND TERTIARY STRESS.

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-education
2. intercontinental
3. sadomasochistic
4. valetudinarian
5. Received pronunciation
6. co-efficient of friction
7. occupational therapy

EXERCISE 51
AIM: TO RECOGNISE STRESS PATTERNS OF WORDS WHEN YOU HEAR THEM (MIXED PATTERNS).

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

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

<table>
<thead>
<tr>
<th>Your stress marking</th>
<th>Correct stress marking</th>
</tr>
</thead>
<tbody>
<tr>
<td>habilitate</td>
<td>habilitate</td>
</tr>
<tr>
<td>habilitation</td>
<td>habilitation</td>
</tr>
<tr>
<td>habit</td>
<td>habit</td>
</tr>
<tr>
<td>habitability</td>
<td>habitability</td>
</tr>
<tr>
<td>habitat</td>
<td>habitat</td>
</tr>
<tr>
<td>habitation</td>
<td>habitation</td>
</tr>
<tr>
<td>habit-forming</td>
<td>habit-forming</td>
</tr>
</tbody>
</table>
EXERCISE 53
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.

<table>
<thead>
<tr>
<th>Your stress marking</th>
<th>Correct stress marking</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. daredevil</td>
<td>daredevil</td>
</tr>
<tr>
<td>2. deactivate</td>
<td>deactivate</td>
</tr>
<tr>
<td>3. deputation</td>
<td>deputation</td>
</tr>
<tr>
<td>4. deputy</td>
<td>deputy</td>
</tr>
<tr>
<td>5. deregulation</td>
<td>deregulation</td>
</tr>
<tr>
<td>6. derelict</td>
<td>derelict</td>
</tr>
<tr>
<td>7. dermatitis</td>
<td>dermatitis</td>
</tr>
<tr>
<td>8. derogatory</td>
<td>derogatory</td>
</tr>
<tr>
<td>9. desecrate</td>
<td>desecrate</td>
</tr>
<tr>
<td>10. discrimination</td>
<td>discrimination</td>
</tr>
<tr>
<td>11. dishonest</td>
<td>dishonest</td>
</tr>
<tr>
<td>12. dishwasher</td>
<td>dishwasher</td>
</tr>
</tbody>
</table>

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 •mid ˈeɪdʒd•
middle-aged spread

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.

KEY

1. arrangements made at the last minute •last-minute
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

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  \(\text{at`mos} \text{`fer} \text{ ik} \text{ `pres} \text{ o}\)

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

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:

\(\text{,next-door} \text{ `neighbours} = \text{ neighbours who live ,next `door}\)

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  \textit{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.
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.

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.
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. 'washing machine' (a machine for doing the washing)
  - 'swimming lesson' (a lesson in swimming)

- OR a present participle, with the force of:
  - an adjective e.g. '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 understands 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.

<table>
<thead>
<tr>
<th>Early stress</th>
<th>Late stress</th>
</tr>
</thead>
<tbody>
<tr>
<td>e.g. 'picture frame'</td>
<td>e.g. 'central heating'</td>
</tr>
<tr>
<td>Spanish lessons</td>
<td>Monday evenings</td>
</tr>
</tbody>
</table>

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:

1a. 'blackbird = a kind of bird: Turdus merula
1b. 'black bird = any bird which is black

Using this pattern, what would you call the things 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

EXERCISE 61

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

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

Late stress
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.

*Nearest Underground Station*

- Tower of London: Tower 'Hill
- National Gallery: Charing Cross
- Harrods: Knightsbridge
- West End cinemas & theatres: Leicester Square
- Madame Tussaud's: Baker Street
- Statue of Eros: Piccadilly Circus
- Speakers' Corner: Marble Arch
- Barbican Centre: Moorgate
- British Museum shopping: Tottenham Court Road
- Bond Street, Oxford Circus

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

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

(The blocks stand for: /'kəʊ.draɪər/)

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 /ˈæbsələt/.
2. backgammon /ˈbækˌgæmən/.
3. backpedal, back-pedal /ˈbækˌpedəl/.
4. caviar, caviare /ˌkəˈvɪər/.
5. cigarette /ˈsɪgərət/.
6. manageress /ˌmænɪˈdres/.
7. submarine /ˈsʌbrɪmən/.
8. Adam's apple /ˈædəmz ˈæpl/.
9. ice cream /ˈaɪs k्रɛm/.
10. radio alarm /ˈrɛdʒəl/.

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 /ˈvælju əˈdɛd ˈtæks/.
2. vaseline /ˈvæsəliːn/.
3. velveteen /ˈvɛlvətən/.
4. verifiable /ˈvɜːrɪflər/.
5. vicereine /ˈvɪsərən/.
6. video cassette /ˈvɪdəʊ ˈkæsət/.
7. video cassette recorder /ˈvɪdəʊ ˈkæsət ˈrekərdər/.
8. violin /ˈvaɪələn/.
9. violinist /ˈvaɪənɪst/.
10. Virgin Islands /ˈvɜːrən ˈɪsləndz/.
11. vivisection /ˌvɪvəˈsɛkʃən/.
12. vocal cords /ˈvɑːkəl ˈkɔːrdz/.
13. voiceover /ˈvɔɪsəvər/.
14. Voltaire /ˈvɑːltər/.

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 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.

KEY

1. Is value added tax charged on video-cassettes?
   1. M/A
   2. M/A

2. My neighbour is a violinist. She plays a violin made in the Virgin Islands.
   3. M/A

3. Old leather books can be preserved by treating the surface with vaseline, and wrapping them in velveteen.
   4. 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.
   4. M/A

5. 'Who said that the only meaningful statements are those which are verifiable by sense experience?' It sounds like Voltaire.
   5. 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 a 'plik a bʌl An alternative pronunciation which stresses the first syllable will contain a strong vowel instead of the weak vowel: 'æp lik a bʌl

**EXERCISE 66**

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

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

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 'braʊʃə M
   2. applicable
   3. primarily
   4. subsidence
   5. decade
   6. communal
   7. harass
   8. controversy
   9. clandestine
   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 ,regularity 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

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, 'emotion, 'information

**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
   A. 'Portugal
      ,Portu'guese
      'poison
   B. comfort
      period
   C. wide
      mountain
   D. economy
      sympathy
   E. picture
      proverb

   SUFFIXES

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

   e.g. stress-neutral suffix:
      -ous
      hazardous
      'hazard'ad os
      carnivorous
      ka: niv'o:rs
      'ka: niv'o:rs

   stress-imposing suffix:
      -ic
      stress-imposing
      'stres-im'po sing
      periodic
      peri'od ik
      peri'od ik

   stressed suffix:
      -ese
      'jornai'ese
      'jornai'ese
      Japanese
      dʒə'pə nəz

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.

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.

<table>
<thead>
<tr>
<th>Stress-neutral</th>
<th>Stress-imposing</th>
<th>Stressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>-ous</td>
<td>-ic</td>
<td>-ese</td>
</tr>
</tbody>
</table>

KEY
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  bʊrd  bɜrd
   - cart  kɑrt
   - teacher, T ˈtiːʃər  tɨˈʃər

EXERCISE 70

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 ə, GenAm (like northern English accents) has æ.

   pass pas; ʌpəz ʌl pes
   bath ə tæθ ʌl beθ
   after əfəθ təfəθ ʌl fəθ

**EXERCISE 71**

Give the American pronunciations of the following words:

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

Notice that not all RP ə: sounds are pronounced æ in GenAm:

   father ˈfɑθər ðə ˈfɑθər

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

   **RP**
   ə: lot odd
   ə: thought law north war
   ə: start father

   **GenAm** (Note that there is considerable variation among speakers of General American, and not all speakers make all the following distinctions.)
   ə: lot odd start father
   ə: thought law (if not ə:)
   œ: north war
   ə: variant of œ: in force, four

**EXERCISE 72**

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.

*KEY*

card cord harm lawn thorn wrong

**RP**

1. ə ...........................................
2. œ ...........................................
3. a ...........................................

**GenAm**

4. ə ...........................................
5. œ ...........................................
6. a ...........................................

4. For most Americans, ə and ə are not distinct as weak vowels (so that rabbit rhymes with abbot). For American pronunciation, LPD follows the rule of showing ə before palato-alveolar and velar consonants (f if 3 d g k n), 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 ə according to this rule.

**LPD INTRODUCTION 2.3**

**EXERCISE 73**

Which weak vowel, ə or ə, 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 əʊ, ɔ are replaced in GenAm by pure vowels.

\[
\begin{align*}
\text{appearance} & : \text{ə'pærəns} \quad \text{liə'prəns} \\
\text{idea} & : \text{ə'ıdə} \quad \text{a'-ıdə} \\
\text{various} & : \text{ə'verəs} \quad \text{liə'verəs} \quad \text{a'-verəs}
\end{align*}
\]

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

\[
\begin{align*}
\text{pier} & : \text{pəər} \\
\text{pear} & : \text{pəər} \quad \text{pəər}
\end{align*}
\]

**EXERCISE 74**

**KEY**

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

<table>
<thead>
<tr>
<th>1. staring</th>
<th>2. careful</th>
<th>3. dearest</th>
<th>4. experience</th>
<th>5. variation</th>
<th>6. sincerely</th>
</tr>
</thead>
</table>

**RP**

**GenAm**

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 ‘ʃʌtər’ ər. It may sound identical with d e.g. shudder ‘ʃʌdər’ ər.

(For a fuller account, see LPD note: T-VOICING.)
**EXERCISE 78**

**AIM:** TO STUDY THE FEATURES OF AMERICAN PRONUNCIATION IN A SPOKEN TEXT.

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.

<table>
<thead>
<tr>
<th>write</th>
<th>ratt ( = right)</th>
</tr>
</thead>
<tbody>
<tr>
<td>bear</td>
<td>n, be</td>
</tr>
</tbody>
</table>

**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:

\[ \text{e.g. SALT} \quad \text{soːt} \quad \text{split} \quad \text{ʃ} \quad \text{soːt} \quad \text{so:t} \quad \text{(Strategic Arms Limitation Talks)} \]

In others, the letters are pronounced separately:

\[ \text{e.g. VIP} \quad \text{viː} \quad \text{at} \quad \text{ˈpiː} \quad \text{(very important person)} \]

Some abbreviations are pronounced in both ways:

\[ \text{e.g. VAT} \quad \text{viː} \quad \text{ˈtiː} \quad \text{ˈvæt} \quad \text{(value added tax)} \]

**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.

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Separate letters</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Certificate of Secondary Education</td>
<td>GCSE</td>
</tr>
<tr>
<td>General Agreement on Tariffs and Trade</td>
<td>GATT gaet</td>
</tr>
<tr>
<td>Organisation for Economic Co-operation and Development</td>
<td></td>
</tr>
<tr>
<td>Organisation of Petroleum Exporting Countries</td>
<td></td>
</tr>
<tr>
<td>Trades Union Congress</td>
<td></td>
</tr>
<tr>
<td>Universities Central Council on Admissions</td>
<td></td>
</tr>
<tr>
<td>University of California at Los Angeles</td>
<td></td>
</tr>
<tr>
<td>unilateral declaration of independence</td>
<td></td>
</tr>
<tr>
<td>United Nations Educational, Scientific and Cultural Organisation</td>
<td></td>
</tr>
</tbody>
</table>

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**: 'land n or 'land on?
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 syllable, 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 'daoun bikt -- 'daum bikt

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

- fine grade 'fain gred -- 'fain gred
incrediəbl 'inkredəbl -- 'ınkredəbl

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

- red paint 'red pənt -- 'reb pənt
admit 'admit -- 'æb 'mit
bad guys 'bad gaiz -- 'bæg gaiz

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 'eit 'boiz -- 'eit 'boiz, (eit 'boiz)

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.

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

1. cranberry 'kraen burli

2. unbalance 'ʌn 'bæləns

3. input 'ɪn pət

4. ungrateful 'ʌngret Pil
EXERCISE 84

AIM: TO IDENTIFY ASSIMILATION WHEN YOU HEAR IT, INCLUDING ASSIMILATION OF FINAL CONSONANTS INFLUENCED BY THE FOLLOWING WORD.

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 this 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.'

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 ˈkostəm / ˈkostɪm
2. tube ˈtjuːb
3. mildew ˈml djuː / ˈml djuː
4. adduce əˈdjuːs / əˈdjuːs
5. amplitude ˈæmpəltjuːd / əˈtʃuːd
6. reduce ˈrɪdʒuːs / ˈrɪdʒuːs
7. education ˌɛdʒuˈkeɪʃn / ˌɛdʒuˈkeɪʃn
8. reconstitute ˌrekˈsɪstɪtjuːt / əˈtʃuːd

LPD note: ASSIMILATION 5 & 6

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 → 'kwef-

Assimilation of the s. anticipating the following tʃ. produces 'kwef tʃən

**newspaper** 'njuːs pɛərə

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

**handbag** 'hænd bæg → 'hæm-

Elision: 'hænd bæg becomes 'hæm bæg + assimilation: 'hæm bæg becomes 'hæm bæg

**cold** kɔld → kəld

Some varieties of RP use the special allophone ɒː before ɹ in the same syllable.

**include** ɪn 'klʌd → ɪp-

Anticipatory dental assimilation of the n. anticipating the following k. produces ɪŋ 'klʌd.

**induce** ɪn 'djuːs → ɪn'djuːs

Assimilation: coalescence of d and j to form ðʒ.

---

**EXERCISE 85**

AIM: TO IDENTIFY RULES AFFECTING ALTERNATIVE PRONUNCIATIONS.

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** rɪˈfæm mənt rɑː-, tɹɪv-, ərˈfæm-

2. **patrol** pəˈtrɔʊl → 'tɹɔʊl

3. **tempestuous** temˈpes tʃuːs tɑːm-, ərˈtʃuːs-

4. **cardboard** ˈkaːd bɔːd → ˈkoʊb-

5. **institution** inˈstiʃən ɪn -oʊt-, ərˈtʃuːs-

6. **handgun** ˈhænd ɡʌn → ˈhæŋ-

7. **enfold** ɪnˈfould en-, ən-, ərˈfould

8. **Witney** ˈwɪtni ɪzi ˌThe place in WYks is locally also → ˈwɪp si

9. **tune** tuːn → tʃuːn

10. **landmark** ˈlænd mɑːk → ˈlæm-
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 △.

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...

<table>
<thead>
<tr>
<th>Word</th>
<th>Pronunciation on cassette</th>
<th>Alternative, regional, or 'incorrect'?</th>
<th>Recommended pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>burglary</td>
<td>ˈbrʌgləri</td>
<td>incorrect</td>
<td>ˈbrʌgləri</td>
</tr>
</tbody>
</table>

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 ˌ in the pronunciation of a first element means a stress. This will be a secondary stress (‘) if the suffix includes a main stress. If not, it will be a main stress (‘).

For example, take the first element cata-. With a stress-neutral suffix, it is pronounced ˈkaːtə. Combining this with -graphic ˈgræfɪk we get catagraphic ˈkaːtəˈgræfɪk. Combining it with -phyte we get cataphyte ˈkaːtəˈfɪt.

5 With a stress-imposing suffix, cata- is pronounced ˈkaːtə. (The sign ˌ is a reminder that this syllable is incomplete and must attract at least one consonant from the suffix.) Combining cata- with -logy ˌlaʤi (stress-imposing), we get catalogy ˈkaːtələʤi.

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
- **caco-** comb. form with stress-neutral suffix \(\text{ˈkækə}\) — caciocavallo

- **cardio-** comb. form with stress-imposing suffix \(\text{ˈkɑrdiə}\) — cardiology

- **endo-** comb. form with stress-neutral suffix \(\text{ˈendə}\) — endocrine

- **mono-** comb. form with stress-neutral suffix \(\text{ˈmɒnə}\) — monocular

Suffixes
- \(\text{-gamy}\) stress-imposing \(\text{ˈɡəmə}\)

- \(\text{-gonal}\) stress-imposing \(\text{ˈɡənəl}\)

- \(\text{-logy}\) stress-imposing \(\text{ˈɡɔlə}\)

- \(\text{-phonic}\) stress-imposing \(\text{ˈfənɪk}\)

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
2. cardiology
3. endogenous
4. monogram
5. octagonal
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**
EXERCISE 1: a. 5 b. 12 c. 4 d. 17 e. 18 f. 20 g. 6 h. 3 i. 16 j. 13


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

EXERCISE 6: a. leather b. washing c. caーター d. loose e. age f. k. olive g. m. concord h. n. 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

EXERCISE 9:

<table>
<thead>
<tr>
<th>Main</th>
<th>AmE</th>
<th>Main</th>
<th>Alternative</th>
<th>Main</th>
<th>AmE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. pond</td>
<td>pond</td>
<td>pond</td>
<td>pond</td>
<td>pond</td>
<td>pond</td>
</tr>
<tr>
<td>2. sue</td>
<td>ˈsuː</td>
<td>ˈsjuː</td>
<td>ˈsjuː</td>
<td>ˈsjuː</td>
<td>ˈsjuː</td>
</tr>
<tr>
<td>3. pearl</td>
<td>ˈpɜːl</td>
<td>ˈpɜːl</td>
<td>ˈpɜːl</td>
<td>ˈpɜːl</td>
<td>ˈpɜːl</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Main</th>
<th>AmE</th>
<th>Main</th>
<th>Alternative</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. rare</td>
<td>ˈreər</td>
<td>ˈreər</td>
<td>ˈreər</td>
</tr>
<tr>
<td>5. poor</td>
<td>ˈpɔːr</td>
<td>ˈpɔːr</td>
<td>ˈpɔːr</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Main</th>
<th>AmE</th>
<th>Main</th>
<th>Alternative</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. nude</td>
<td>ˈnjuːd</td>
<td>ˈnjuːd</td>
<td>ˈnjuːd</td>
</tr>
<tr>
<td>7. ask</td>
<td>ˈæsk</td>
<td>ˈæsk</td>
<td>ˈæsk</td>
</tr>
<tr>
<td>8. last</td>
<td>ˈlɑːst</td>
<td>ˈlɑːst</td>
<td>ˈlɑːst</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Main</th>
<th>AmE</th>
<th>Main</th>
<th>Alternative</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. four</td>
<td>ˈfɔːr</td>
<td>ˈfɔːr</td>
<td>ˈfɔːr</td>
</tr>
</tbody>
</table>

EXERCISE 10

<table>
<thead>
<tr>
<th>Main pron</th>
<th>Alternative pron</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. match</td>
<td>ˈmatʃ</td>
</tr>
<tr>
<td>2. ballad</td>
<td>ˈbæləd</td>
</tr>
<tr>
<td>3. mead</td>
<td>ˈmiːd</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Main pron</th>
<th>Alternative pron</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. lewd</td>
<td>ˈlʊd</td>
</tr>
<tr>
<td>5. suit</td>
<td>ˈsuːt</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Main pron</th>
<th>AmE pron</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. mark</td>
<td>ˈmɑːrk</td>
</tr>
<tr>
<td>7. dot</td>
<td>ˈdɒt</td>
</tr>
<tr>
<td>8. herb</td>
<td>ˈhɜːb</td>
</tr>
<tr>
<td>9. part</td>
<td>ˈpɑːrt</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Main pron</th>
<th>Regional pron</th>
<th>AmE pron</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. bath</td>
<td>ˈbæθ</td>
<td>ˈbæθ</td>
</tr>
<tr>
<td>11. past</td>
<td>ˈpɑːst</td>
<td>ˈpɑːst</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Main pron</th>
<th>AmE pron</th>
<th>Alternative AmE pron</th>
</tr>
</thead>
<tbody>
<tr>
<td>12. mayor</td>
<td>ˈmeɪər</td>
<td>ˈmeɪər</td>
</tr>
<tr>
<td>13. broad</td>
<td>ˈbrɔːd</td>
<td>ˈbrɔːd</td>
</tr>
<tr>
<td>14. ballet</td>
<td>ˈbælət</td>
<td>ˈbælət</td>
</tr>
<tr>
<td>15. bare</td>
<td>ˈbeər</td>
<td>ˈbeər</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Main pron</th>
<th>Regional pron</th>
<th>AmE pron</th>
<th>Alternative AmE pron</th>
</tr>
</thead>
<tbody>
<tr>
<td>16. new</td>
<td>ˈnuː</td>
<td>ˈnuː</td>
<td>ˈnuː</td>
</tr>
<tr>
<td>17. tube</td>
<td>ˈtjuːb</td>
<td>ˈtjuːb</td>
<td>ˈtjuːb</td>
</tr>
</tbody>
</table>
EXERCISE 18
1. Yes, there is an alternative pronunciation of the middle syllable of exercise, giving 'eks a sayz.
2. Two British, and two American: ma dżar az i, ma pón 'eks a sayz a i ma 'eks a sayz a i
3. No.
4. FALSE. There is an alternative pronunciation: apris i et.
5. TRUE: acotyledon et, kmit, kmit, iex, iex. The alternatives circled can be combined to give e iks i led an.

EXERCISE 19: 1. reassessment ri, o 'ses mont 2. reassigned ri, o 'sandom 3. reassuring ri, o 'sær in 4. reawakens ri, o 'weik anz

EXERCISE 20: 1. 'marrk a ad 2. 'kamd li nas 3. 'jus bari 4. TRUE
5. 'endz, am iz

EXERCISE 21

<table>
<thead>
<tr>
<th></th>
<th>Main</th>
<th>Alternative</th>
<th>Regional</th>
<th>AmE</th>
<th>AmE alternative</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Aberdaron</td>
<td>bed ron</td>
<td>'bed ron</td>
<td>'bed ron</td>
<td>'bed ron</td>
<td>'bed ron</td>
</tr>
<tr>
<td>4. ballroom</td>
<td>'bæl ri'm b</td>
<td>bed ron</td>
<td>'bed ron</td>
<td>'bed ron</td>
<td>'bed ron</td>
</tr>
<tr>
<td>2. behave</td>
<td>'be'vei</td>
<td>'be'vei</td>
<td>'be'vei</td>
<td>'be'vei</td>
<td>'be'vei</td>
</tr>
<tr>
<td>3. decisiv</td>
<td>di'sæv i 4</td>
<td>di'sæv i 4</td>
<td>di'sæv i 4</td>
<td>di'sæv i 4</td>
<td>di'sæv i 4</td>
</tr>
<tr>
<td>5. economics</td>
<td>'ek n o'miks</td>
<td>'mæn 'ædʒ</td>
<td>'mæn 'ædʒ</td>
<td>'mæn 'ædʒ</td>
<td>'mæn 'ædʒ</td>
</tr>
<tr>
<td>6. managing</td>
<td>'mani'm giig</td>
<td>'ma'nig</td>
<td>'ma'nig</td>
<td>'ma'nig</td>
<td>'ma'nig</td>
</tr>
<tr>
<td>7. target</td>
<td>'tær giit</td>
<td>'tær giit</td>
<td>'tær giit</td>
<td>'tær giit</td>
<td>'tær giit</td>
</tr>
<tr>
<td>8. exasperate</td>
<td>'ez,pr eit</td>
<td>'ez,pr eit</td>
<td>'ez,pr eit</td>
<td>'ez,pr eit</td>
<td>'ez,pr eit</td>
</tr>
<tr>
<td>9. opposite</td>
<td>'op as it</td>
<td>'op as it</td>
<td>'op as it</td>
<td>'op as it</td>
<td>'op as it</td>
</tr>
<tr>
<td>10. substantial</td>
<td>'stæ,bl</td>
<td>'stæ,bl</td>
<td>'stæ,bl</td>
<td>'stæ,bl</td>
<td>'stæ,bl</td>
</tr>
<tr>
<td>11. transitor</td>
<td>tran'zıtor</td>
<td>tran'zıtor</td>
<td>tran'zıtor</td>
<td>tran'zıtor</td>
<td>tran'zıtor</td>
</tr>
<tr>
<td>12. last</td>
<td>last</td>
<td>last</td>
<td>last</td>
<td>last</td>
<td>last</td>
</tr>
<tr>
<td>13. four</td>
<td>fər</td>
<td>alternative</td>
<td>English, with a regional accent</td>
<td>English, with a regional accent</td>
<td>English, with a regional accent</td>
</tr>
</tbody>
</table>

EXERCISE 22

<table>
<thead>
<tr>
<th></th>
<th>Main</th>
<th>Alternative</th>
<th>Regional</th>
<th>'Incorrect'</th>
<th>AmE</th>
<th>AmE alternative</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Buckingham</td>
<td>'bæk iŋ am</td>
<td>'dæns iŋ</td>
<td>'dæns iŋ</td>
<td>'bæk iŋ 'ham</td>
<td>'bæk iŋ</td>
<td>'bæk iŋ 'ham</td>
</tr>
<tr>
<td>2. dancing</td>
<td>'dæns iŋ</td>
<td>'dæns iŋ</td>
<td>'dæns iŋ</td>
<td>'dæns iŋ</td>
<td>'dæns iŋ</td>
<td>'dæns iŋ</td>
</tr>
<tr>
<td>3. mistake</td>
<td>mi'stık</td>
<td>mi'stık</td>
<td>mi'stık</td>
<td>mi'stık</td>
<td>mi'stık</td>
<td>mi'stık</td>
</tr>
<tr>
<td>4. Saturday</td>
<td>sät 'dæ ti</td>
<td>sät 'dæ ti</td>
<td>sät 'dæ ti</td>
<td>sät 'dæ ti</td>
<td>sät 'dæ ti</td>
<td>sät 'dæ ti</td>
</tr>
<tr>
<td>5. tariff</td>
<td>tar if</td>
<td>'træm a</td>
<td>'træm a</td>
<td>'træm a</td>
<td>'træm a</td>
<td>'træm a</td>
</tr>
<tr>
<td>6. trauma</td>
<td>tar af</td>
<td>tar af</td>
<td>tar af</td>
<td>tar af</td>
<td>tar af</td>
<td>tar af</td>
</tr>
<tr>
<td>7. 'sæz 'dər 'ter of trauma</td>
<td>'sæz 'dər 'ter of trauma</td>
<td>'sæz 'dər 'ter of trauma</td>
<td>'sæz 'dər 'ter of trauma</td>
<td>'sæz 'dər 'ter of trauma</td>
<td>'sæz 'dər 'ter of trauma</td>
<td></td>
</tr>
</tbody>
</table>
EXERCISE 23b

1. French
2. plunge
3. stamped
4. tangerine
5. tasteful
6. kindness
7. awaken

in full    with elision
frentʃ    frentʃ
plʌŋɡ     plʌŋɡ
stæmpd   stæmpd
ˈtæŋgriːn    ˈteɪstʃul
ˈkændıːs    ˈkændıːs
ˈəʊˈwerk ən
ˈəʊˈwerk  n


EXERCISE 25

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

in full    with elision
pɪntʃ     pɪntʃ
ˈbænd stænd     ˈbær stænd
kæmpd   kæmt
ˈwɪst fʊl   ˈwɪs fʊl
ˈsɒft nɛs   ˈsɒft nɛs
ˈtekst bʊk   ˈteks bʊk

EXERCISE 26: softly, lounge, firstly, wasteful

EXERCISE 27: 3. ˈdɪst ɔnts
4. ˈmɛns
5. ˈtɹæf ʌmplf
6. ə ˈkwɛrn tɔnts
7. ˈkæmp st 8. ˈempf ə sɪs
9. ə ˈsɜst ɔnts
10. ˈsəb ˈstɛntʃ ɪl

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.

EXERCISE 29b

1. suddenly
2. Britain
3. frightening
4. hidden
5. medal
6. needlework
7. cattle
8. petals
9. panel
10. softener
11. station
12. fastened

syllabic consonant    vowel + consonant
ˈsʌd nli    ˈsʌd n li
ˈbrɪt n    ˈbrɪt n
ˈfɜːt n ɪŋ    ˈfɜːt n ɪŋ
ˈhɪd n    ˈhɪd n
ˈmed l    ˈmed əl
ˈnɛld wʊk    ˈnɛld ə wʊk
ˈkæt l    ˈkæt l
ˈpɛt lz    ˈpɛt l z
ˈpɛn l    ˈpɛn l
ˈsɒf n ə    ˈsɒf n ə
ˈstɛn lɪn    ˈstɛn lɪn
ˈfæst nɛd    ˈfæs 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: ˈgɔuld ənˈɪfjʊz ən ˈɪz n ɔz ˈbæt l ˈwʊd ən ˈbjuːt fʊl ˈpɑːrd n ˈɡɔrd n ˈtæn əl ˈsɛnt ɪn ˈment l ˈsʌd n ən ˈkæn ˈɡreɪt fə ˈlɛf ənt

EXERCISE 31: 1. ˈæb sɑnt
2. ˈbek ən
3. ˈkær ənt
4. ˈsɑŋk l
5. ˈpæm ə lə
6. ˈpɜər ə ɡɛn
7. ˈsɜvnt
8. ˈsɪm ə lə
9. ˈtrɛvl ə
10. ˈvɛlk ənt

EXERCISE 32: With three syllables: ˈbæt l ɪŋ (recommended pronunciation),
and also: ˈbæt l ɪŋ
With two syllables: ˈbæt l ɪŋ
EXERCISE 34: 1. 'need n 2. 'bar li 3. 'flint n 4. 'spring n 5. 'silk l 6. 'reck n 7. 'tret n 8. 'trik li
EXERCISE 35
Words with no compression: always three syllables
eg. finally 'fam li

<table>
<thead>
<tr>
<th>Words with compression: can be two syllables</th>
</tr>
</thead>
</table>
| eg. traveller 'trav l  

| 'glaub pl i  
| 'norm el i  
| 'sam ar arz  
| 'taut el i  
| 'lan el en |

EXERCISE 36b
1. obvious 'ob vi pl  
2. bicentennial 'bain sen ten i al  
3. studio 'stju d i os  
4. usual 'ju st al  
5. material 'ma tur i al  
6. diagram 'da gram  


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: 'biza plants hav'nt flaed at al 'dis ji a 'bax dom from a rep'ja tabl  
kamp ni bat ai 'gink 'dei 'mas bi rot n  
B: 'dis lebl sez 'dei bar en jelz  
sa 'sau del 'zat 'fla in twas a jo  
B: 'nau douz 'bair en juz 'bair en jul plants 'zub 'fla in ev ni a do ju jik 'plaits  
b 'vos ly cmn fla ar ni bi knz 'dis is de 'saf jik  
A: a 'bax 'bair en jul waz a szt at tut 'handr de 'juz en a 'nas 'rin in tint eti nam  
waz 'de 'bair en jul av do 'fren 'rev 'aluf 'nij do 'waz a 'gret 'sel 'breif n in par is  
B: 'nau 'gik in av 'bair en sen jik  
A: a do 'a'i 'vent id'jiz av a 'kles ik led ju kef n

EXERCISE 39: 2. 's cort 3. 'survev 4. 'con'vert 5. 'con'test 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 'rif juz  
3. contract 'kan 'trak ti  
4. content 'kan 'ten  
5. extract 'rek 'trak ti  
6. object 'ob jek ti  
7. minute 'mau 'njuk  
8. desert 'diz 'zat

EXERCISE 44: ar'est 'vagabond 'anyone 'imagining 'notice 'disparity 'be 'tween 'accent 'later 'discovered 'never 'happened 'instantly 'everyone's 'de 'mesnour 'brutally 'hawker 'harrow 'upset 'before 'noticed 'attitude 'women 'varies 'badly 'shudder 'a 'way 'movement 'disgust 'powerful 'difficult 'generally 'de 'grated 'ir 'rational 'prison
EXERCISE 45: 2. 'a 'dzen 3. 'a 'gen av 4. 'cei 'zoni 5. 'a 'gres iv 6. 'aeg 'rou 7. 'a 'glut in at iv 8. 'ed 'aie 9. 'a 'grend iz mont
EXERCISE 46: 1. anni 'versary 2. defini 'tion 3. epic'ye'en 4. 'medi 'ocriti 'ty 5. meta 'physi cal 6. mortifica 'tion 7. procla ma 'tion 8. re 'gene 'ration 9. va l'dic 'tion

The Metaphysical Poets
A selection of poems

Mediocrity in love rejected
A Valediction: forbidding mourning
The Anniversary:
An Ode upon his Majesty's Proclamation
An Epicurean Ode
Mortification
The Definition of Love
Regeneration

Thomas Carew
John Donne
Sir Richard Fanshawe
John Hall
George Herbert
Andrew Marvell
Henry Vaughan

EXERCISE 50: 2. inter-, continental 3. sado, masochistic 4. vale, tu, diarian 5. Re, ceived, pro-, nunciation 6. co-, efficient of friction 7. occu-, pational therapy


EXERCISE 54: 2. a large-scale map 3. open-heart surgery 4. a laid-back personality 5. a left-handed potato-peeler 6. a misspelt letter 7. a misspent youth

EXERCISE 55:
1a. audio-, visual b. audio-, visual 'aids
2a. auto-, matic b. auto-, matic 'pilot
3a. occu-, pational b. occu-, pational 'therapy
4a. opo-, rational b. opo-, rational re-, 'search
5a. radio-, active b. radio-, active de-, 'cay

EXERCISE 56: (suggested versions: others are possible)
1. the sun at midday
2. an agent who works undercover
3. income which is unearned
4. a man who is middle-aged
5. railings made of cast-iron
6. a kid who is crazy and mixed-up

EXERCISE 59:
<table>
<thead>
<tr>
<th>Early stress</th>
<th>Late stress</th>
</tr>
</thead>
<tbody>
<tr>
<td>eg. 'picture frame</td>
<td>eg. 'central heating</td>
</tr>
</tbody>
</table>

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 'teacher 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 Court Road, Oxford Circus

EXERCISE 64b: 1. absolute 'abs a lu: 2. backgammon 'back gam on
3. backpedal 'back ped 4. caviar 'ke vi ar
5. cigarette 'sig a ret 6. manageress 'man idz 'ret
7. submarine 'sub ma rin 8. Adam's apple 9. ice cream
10. radio a l'arm

EXERCISE 65:
1. Is value 'added tax charged on video-cassette?
2. My neighbour is a violinist. She plays a violin made in the Virgin Islands.
3. Old leather books can be preserved by treating the surface with 'vaseline, and wrapping them in velvet.
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.
5. 'Who said that the only meaningful statements are those which are verifiable by sense experience?' "It sounds like Voltaire."
EXERCISE 66c
2. applicable ə'plɪk əbl M
3. primarily ˈprɪmərɪli A
4. subsidence ˈsʌbdʌns M
5. decade dɪˈkeɪd A
6. communal ˈkɒmn juːnl M
7. harass ˈhær əs M
8. controversy ˈkɒntrəvɜːsɪ M
9. clandestineˈklænd ˈdestən M
10. contributed kənˈtriːbjuːt Id M

EXERCISE 67
a. 1. in formˌɪnərˈmæʃən Yes
  2. enter‘tainˌent No
  3. e’lectricˌɪlekˈtrɪsɪtɪ Yes
  4. enterpriseˈɪnprəˈzaːsən No
b. 1. plentyˌplɛntɪfl No
  2. photographicˌfəˈɡrɑːfɪk Yes
  3. beautyˌbjuːtɪfl No
  4. valueˌvæljuːfl No
  5. Japaˌnese Yes

EXERCISE 68
a. 'laundərˌlaʊndərət 3. S
  B. comfort 'kʌmfərt 1. SN
  1. periodˌpɜːrəˈdɪsəl 2. SI
  2. punctualˌpʌŋktʃuələt I 2. SI
  C. wideˌwaɪd 1. SN
  1. mountainˌmɔntəˈneər 3. S
  2. cigarˌsɪgər 3. S
  D. econ‘omyˌiˌkɒnəmɪk 2. SI
  1. sympathyˌsɪmpəθiːzəs 1. SN
  2. punishˌpʌnɪʃmənt 1. SN
  E. ‘pictureˌpɪktʃuər 3. S
  1. ‘pro‘verbˌproʊˈverbəl 2. SI

  b. Stress-neutral | Stress-imposing | Stressed
  -ous -ic -ese
  -able -ical -etle
  -en -ity -eer
  -ise -ial -esque

EXERCISE 70: 1. start 2. things 3. led 4. learned 5. born

EXERCISE 71: 1. kreat 2. flees 3. left 4. worn 5. past

EXERCISE 72
RP 1. n wrong GenAm 4. a: card, wrong, harm
  2. ə: cord, lawn, thorn
  5. o: lawn
  6. ə: card, harm

EXERCISE 73

EXERCISE 74
a. 1. staringˌstɑːrɪŋ 1. SN
  2. carefulˌkərfl 1
  3. dearestˌdɪərst 1
  4. experienceˌɪkˈspɪrəns 1
  5. variationˌveɪˈʃən 1
  6. sincerelyˌsɪnˈsɜːrli
b. 1. staringˌstɑːrɪŋ 1. SN
  2. carefulˌkərfl 1
  3. dearestˌdɪərst 1
  4. experienceˌɪkˈspɪrəns 1
  5. variationˌveɪˈʃən 1
  6. sincerelyˌsɪnˈsɜːrli

EXERCISE 75
1. wrɪŋk 2. hərə 3. return 4. reləʊd 5. softer 6. əˈlɛs 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. rather — rock — rod
2. after — class — rather — ghastly
3. sordid — worthy — warden — warm

### EXERCISE 77

<table>
<thead>
<tr>
<th>RP rhymes</th>
<th>GenAm rhymes</th>
</tr>
</thead>
<tbody>
<tr>
<td>nought  court</td>
<td>bother father</td>
</tr>
<tr>
<td>clerk  mark</td>
<td>abbot  habit</td>
</tr>
<tr>
<td>laugh  scarf</td>
<td>sorry  story</td>
</tr>
</tbody>
</table>

### EXERCISE 78


di ‘ind i n ‘gəst in ‘hə su’də l jə jə u ‘f’ tən a ‘kər t ‘nd in ‘məd l nən də ‘blək a n ‘kərŋ a ‘kərəs də ‘strit səd ‘he’ ‘wək li əz ‘i’ dən n ‘mən nən də n ‘mən in an ‘dən ‘bənt’ dəun ‘kwək l l o tə ‘τai ɪs ‘jəu’


### EXERCISE 79
3. Organisation for Economic Co-operation 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

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Separate letters</th>
</tr>
</thead>
<tbody>
<tr>
<td>OPEC</td>
<td>TUC</td>
</tr>
<tr>
<td>UCCA</td>
<td>UCLA</td>
</tr>
<tr>
<td>UNESCO</td>
<td>UDI</td>
</tr>
</tbody>
</table>

### EXERCISE 80

### EXERCISE 81

### EXERCISE 82
jeo kəm in wədəwət swi:tʃ də lətts on plı:z

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Separate letters</th>
</tr>
</thead>
<tbody>
<tr>
<td>OPEC</td>
<td>TUC</td>
</tr>
<tr>
<td>UCCA</td>
<td>UCLA</td>
</tr>
<tr>
<td>UNESCO</td>
<td>UDI</td>
</tr>
</tbody>
</table>

### EXERCISE 83

### EXERCISE 84

### EXERCISE 85

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Separate letters</th>
</tr>
</thead>
<tbody>
<tr>
<td>OPEC</td>
<td>TUC</td>
</tr>
<tr>
<td>UCCA</td>
<td>UCLA</td>
</tr>
<tr>
<td>UNESCO</td>
<td>UDI</td>
</tr>
</tbody>
</table>
EXERCISE 85

refinement rɪˈfæm ˈmɑnt
Anticipatory dental assimilation of the n, anticipating the m. patrollo pɑˈtrɒl
Use of special allophone ʂ before l in the same syllable.
tempestuous tem pɛtʃ ˈtʃu,  textSize
Assimilation of the s, anticipating the following t. cardboard kæb ˈkɔrd
Anticipatory dental assimilation of the d, anticipating the b. institution ɪnˈʃtʃən
Assimilation: coalescence of t and j to form tj.
handgun hæŋ ˈɡæn
Elision of d, plus assimilation of n, anticipating the g. enfold m ˈfɔuld
Use of special allophone ʂ before l in the same syllable.
Wibsey wɪb ˈsi
Assimilation: the b is devoiced, anticipating the following unvoiced s.
tune tjuːn
Assimilation: coalescence of t and j to form tj.
landmark leɪk ˈmaʊk
Elision of d, plus assimilation of n, anticipating the m.

EXERCISE 86

b.

several lan don peper ɑ ˈkiːməd tə dɛ tɔ bɪgɔl rɪ ˈhɒt tɛŋ n plɛrs ə bɪk in hæm
pelis ə spɔks paʃ n rɪˈfɜːzd tə kɒn fæm ˈwɪd ə ə nɒt en ˈθɪŋk ɔd bɪn ˈsɪklən ə
njʊkt ˈdʒæl pə ˈstɛf n ɪn bɛŋ ə ˈnɔl ˈwɛlz hæz bɪn kləʊd daʊn wɛl mən tɛm nəns
wək ɪz kær ɪd əʊ ˈɛf fəlt ən ə ˈrɛf ən ər ˈmɛn ɾi ək tə bɪldɪŋ hæz kæˈrækt ənd
ə ˈkjuːm ə lɛnt ɪd ˈdɛb rɪ ˈnɪdz tə ˈbɪ ə ˈmɪn ə bʊk l ˈprɛf ə ˈɡrɛp klɛm dɪt əŋ rɪˈkraɪt
mɪs tɛm nəns ə mi trɪn ˈɛf fəlt tə rɛd i ˈɛf n ɪ ˈskɛp tɪŋ truː tə ˈrækt kəs ə
ˈmɛn tɛd mən əd pɔl ˈplænt dən ə dɒs tə ˈmɪs tʃiv ə tə ˈtɛmp ti tə kɑːz ˈɜːləm ənd ˈnæʊ
hɔr tə ˈdəl ɪst ˈwɛd d ə kæst fəm əm ə tʌrəldʒ ɪk ə n ə ɪd

c.

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