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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.
<table>
<thead>
<tr>
<th>RP</th>
<th>Gen Am</th>
<th>Consonants</th>
</tr>
</thead>
<tbody>
<tr>
<td>•</td>
<td>p</td>
<td>pen, copy, happen</td>
</tr>
<tr>
<td>•</td>
<td>b</td>
<td>back, bubble, job</td>
</tr>
<tr>
<td>•</td>
<td>t</td>
<td>tea, tight, button</td>
</tr>
<tr>
<td>•</td>
<td>s</td>
<td>city, better</td>
</tr>
<tr>
<td>•</td>
<td>d</td>
<td>day, ladder, odd</td>
</tr>
<tr>
<td>•</td>
<td>k</td>
<td>key, cock, school</td>
</tr>
<tr>
<td>•</td>
<td>g</td>
<td>get, giggle, ghost</td>
</tr>
<tr>
<td>•</td>
<td>tʃ</td>
<td>church, match, nature</td>
</tr>
<tr>
<td>•</td>
<td>dʒ</td>
<td>judge, age, soldier</td>
</tr>
<tr>
<td>•</td>
<td>f</td>
<td>fat, coffee, rough, physics</td>
</tr>
<tr>
<td>•</td>
<td>θ</td>
<td>thing, author, path</td>
</tr>
<tr>
<td>•</td>
<td>ð</td>
<td>this, other, smooth</td>
</tr>
<tr>
<td>•</td>
<td>s</td>
<td>soon, cease, sister</td>
</tr>
<tr>
<td>•</td>
<td>z</td>
<td>zero, zone, roses, buzz</td>
</tr>
<tr>
<td>•</td>
<td>ʃ</td>
<td>ship, sure, station</td>
</tr>
<tr>
<td>•</td>
<td>ʒ</td>
<td>pleasure, vision</td>
</tr>
<tr>
<td>•</td>
<td>h</td>
<td>hot, whole, behind</td>
</tr>
<tr>
<td>•</td>
<td>m</td>
<td>more, hammer, sum</td>
</tr>
<tr>
<td>•</td>
<td>n</td>
<td>nice, know, funny, sun</td>
</tr>
<tr>
<td>•</td>
<td>ɲ</td>
<td>ring, long, thanks, sung</td>
</tr>
<tr>
<td>•</td>
<td>l</td>
<td>light, valley, feel</td>
</tr>
<tr>
<td>•</td>
<td>r</td>
<td>right, sorry, arrange</td>
</tr>
<tr>
<td>•</td>
<td>j</td>
<td>yet, use, beauty</td>
</tr>
<tr>
<td>•</td>
<td>w</td>
<td>wet, one, when, queen</td>
</tr>
</tbody>
</table>

In foreign words only:
- • x loch, chutzpah
- • ŋ llanellj, Hluhluwe

<table>
<thead>
<tr>
<th>RP</th>
<th>Gen Am</th>
<th>Vowels</th>
</tr>
</thead>
<tbody>
<tr>
<td>•</td>
<td>ɪ</td>
<td>kit, bid, hymn</td>
</tr>
<tr>
<td>•</td>
<td>ɛ</td>
<td>dress, bed</td>
</tr>
<tr>
<td>•</td>
<td>æ</td>
<td>trap, bad</td>
</tr>
<tr>
<td>•</td>
<td>ɔ</td>
<td>lot, odd, wash</td>
</tr>
<tr>
<td>•</td>
<td>a</td>
<td>strit, byd, love</td>
</tr>
<tr>
<td>•</td>
<td>u</td>
<td>foot, good, put</td>
</tr>
<tr>
<td>•</td>
<td>iː</td>
<td>fleece, sea, machine</td>
</tr>
<tr>
<td>•</td>
<td>ɪə</td>
<td>price, high, try</td>
</tr>
<tr>
<td>•</td>
<td>ɪə</td>
<td>choice, boy</td>
</tr>
<tr>
<td>•</td>
<td>uː</td>
<td>goose, twq, blue</td>
</tr>
<tr>
<td>• əʊ</td>
<td>goat, show, no</td>
<td></td>
</tr>
<tr>
<td>• əʊ</td>
<td>goat, show, no</td>
<td></td>
</tr>
<tr>
<td>• ʊə</td>
<td>variant in cold</td>
<td></td>
</tr>
<tr>
<td>• ʊə</td>
<td>mouth, now</td>
<td></td>
</tr>
<tr>
<td>• ɪə</td>
<td>near, here, serious</td>
<td></td>
</tr>
<tr>
<td>• əɛ</td>
<td>square, fair, various</td>
<td></td>
</tr>
<tr>
<td>• əɑ</td>
<td>start, father</td>
<td></td>
</tr>
<tr>
<td>• ɑː</td>
<td>let, odd</td>
<td></td>
</tr>
<tr>
<td>• ɔː</td>
<td>thought, law</td>
<td></td>
</tr>
<tr>
<td>• ɔː</td>
<td>thought, law</td>
<td></td>
</tr>
<tr>
<td>• ɔː</td>
<td>north, war</td>
<td></td>
</tr>
<tr>
<td>• ɑː</td>
<td>variant in force, four</td>
<td></td>
</tr>
<tr>
<td>• ʊə</td>
<td>cure, poor, jury</td>
<td></td>
</tr>
<tr>
<td>• ɜː</td>
<td>nurse, stir</td>
<td></td>
</tr>
<tr>
<td>• ɜː</td>
<td>nurse, stir, courage</td>
<td></td>
</tr>
<tr>
<td>• ɪ</td>
<td>happy, radiation, glorious</td>
<td></td>
</tr>
<tr>
<td>• ə</td>
<td>about, comma, common</td>
<td></td>
</tr>
<tr>
<td>• əʊ</td>
<td>influence, situation, annual</td>
<td></td>
</tr>
<tr>
<td>• ɪː</td>
<td>intend, basic</td>
<td></td>
</tr>
<tr>
<td>• ʊ</td>
<td>stimulus, educate</td>
<td></td>
</tr>
</tbody>
</table>

In foreign words only:
- • ð grand prix, chanson
- • ɒː grand prix, chanson
- • ɔː chanson
- • ɑː vingt-et-un
- • ɔː vingt-et-un
Part A: pronunciation and variants

1 Characters used in phonemic transcription

The chart on the previous page shows the chit rafters 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 dɪ '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.

a. await .5.
   1. krɪ ˈeɪt ɔ
   2. jet

b. billow ....
   3. 'ɒ rɪndʒ
   4. tʃəʊz

c. chose ....
   5. a ˈweɪt
   6. ʤɛt

d. creature ....
   7. bɪ ˈləʊ
   8. 'sʊzənt

e. drudge ....
   9. a ˈreɪndʒ
   10. hɑːt
   11. drʌg
   12. ˈbɪl əʊ

f. hurt ....
   13. rekt
   14. ˈæv ɪd

h. orange ....
   15. tʃɔɪz
   16. ˈsɑːdʒ ənt

i. sergeant ....
   17. 'krɪtʃ ə
   18. drʌʤ

j. wrecked ....
   19. ˈreʧ ɪd
   20. hɜːt

KEY Check your answers to exercise 1 with the key at the back of the book.
EXERCISES 2-8

AIM: To practise recognising and producing straightforward phonemic transcriptions.

EXERCISE 2
KEY Look back at the transcriptions in exercise 1. Write the words represented by the ten transcriptions which did not match a-j.

EXERCISE 3
Which word does each of the transcriptions below represent? Circle the correct word. Work as quickly as you can. The first one is done for you.

1. ais  
2. 'æŋkəl  
3. saʊl  
4. briːð  
5. aˈvɪd  
6. θɪŋ  
7. 'pauz ɪz  
8. vain  
9. 'luːv ə  
10. 'fiːl ɪŋz

A   eyes   B   ICE>
   ankle   uncle
   soil   soul
   breathe   breath
   avoid   evade
   thin   thing
   possess   poses
   vein   vine
   louvre   lover
   fillings   feelings

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

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

EXERCISE 5
KEY Read the transcriptions below, and then listen to the eight words on the cassette. For each word, write the letter of the correct transcription beside the corresponding number. The first one is done for you.

a. 'leð ə  e. 'kætʃ ə  i. liːd ə  m. 'kɒŋ kɔːd
b. 'wɒʃ ɪŋ  f. luːs  j. eɪdʒ  n. aˈlæv
c. kɛɪ 'ʃiə  g. 'wɒtʃ ɪŋ  k. 'bɒl ɪv  o. luːz
d. 'leʒ ə  h. eɪdʒ  l. 'kɒŋ kɔːd  p. 'ledʒ ə

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

EXERCISE 6
Look back at transcriptions a-p in exercise 5. Write the eight words shown which were not given on the cassette.
You can check your answers in the key and on the cassette.

**EXERCISE 7**

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

**EXERCISE 8**

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

a. season .19.
b. wordy ....
c. foreman ....
d. neuter ....
e. Phonetic ....
f. sinner ....
g. shield ....
h. organ ....
i. please ....
j. jeer ....

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

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 mæʧ

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 ˈdeɪtə ˈdaːtə, ɪˈdeɪtə ˈdætə, ˈdaːtə

bath v baːθ †bæθ

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

ate past of eat ət ət || ət△
(In American English et is considered incorrect.)

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

EXERCISE 9
AIM: To become familiar with the layout of entries, and recognise the types of pronunciation shown.

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

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.
<table>
<thead>
<tr>
<th></th>
<th>Main pron</th>
<th>Alternative pron</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>match</td>
<td>mætʃ</td>
</tr>
<tr>
<td>2.</td>
<td>ballad</td>
<td>'bæləd</td>
</tr>
<tr>
<td>3.</td>
<td>mead</td>
<td>mæd</td>
</tr>
<tr>
<td>4.</td>
<td>lewd</td>
<td>lju:d</td>
</tr>
<tr>
<td>5.</td>
<td>suit</td>
<td>lju:d</td>
</tr>
<tr>
<td>6.</td>
<td>mark</td>
<td>mɑːk</td>
</tr>
<tr>
<td>7.</td>
<td>dot</td>
<td>dɑt</td>
</tr>
<tr>
<td>8.</td>
<td>herb</td>
<td>hɜːb</td>
</tr>
<tr>
<td>9.</td>
<td>part</td>
<td>pɑːrt</td>
</tr>
<tr>
<td>10.</td>
<td>bath</td>
<td>bɑːθ</td>
</tr>
<tr>
<td>11.</td>
<td>past</td>
<td>pɑːst</td>
</tr>
<tr>
<td>12.</td>
<td>mayor</td>
<td>meə</td>
</tr>
<tr>
<td>13.</td>
<td>broad</td>
<td>broʊd</td>
</tr>
<tr>
<td>14.</td>
<td>ballet</td>
<td>'bælət</td>
</tr>
<tr>
<td>15.</td>
<td>bare</td>
<td>bær</td>
</tr>
<tr>
<td>16.</td>
<td>new</td>
<td>nju:</td>
</tr>
<tr>
<td>17.</td>
<td>tube</td>
<td>tjuːb</td>
</tr>
</tbody>
</table>

**KEY**

- **Main pron**
- **Alternative pron**
- **AmE pron**
- **Regional pron**
- **Alternative AmE pron**
**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>Speaker 1: mark past mayor</th>
<th>Transcription</th>
<th>Which pron?</th>
<th>English or American?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaker 2: tour part poor</td>
<td></td>
<td>main regional (or AmE)</td>
<td>English with regional accent</td>
</tr>
<tr>
<td>Speaker 3: rare new suit ballet</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaker 4: Tube last four</td>
<td></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` 'bjuːt əfl -ıf-; -ıfəl, -əl- || 'bjuːt-

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

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

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

1. The main pronunciation, the one recommended to foreign learners, is 'bjuːt əfl

2. Alternative pronunciation: 'bjuːt əfl

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: 'bjuːt ɪf l  'bjuːt əf əl

5. An alternative pronunciation - a different pronunciation of the final syllable: 'bjuːt ɪf ul

6. The same first and last syllable as 5 with a different middle syllable: 'bjuːt a əf l

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

7. 'bjuːt əf l

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

8. 'bjuːt əf əl
9. 'bjuːt ɪf l
10. 'bjuːt ɪf əl
11. 'bjuːt ɪ f ul
12. 'bjuːt a ful

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 pronunciation is represented by a hyphen (-).

**Alternatives at the beginning of a word**

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

**EXERCISE 13**
The following words all have one or more alternative pronunciations of the first syllable. (The number in brackets shows the number of alternatives.)

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

1. **accept** æk′sept (2) ...................
2. **behave** br′heɪv (2) ...................
3. **desolation** ,des ə′leɪ ʃn (1) .................
4. **economic** ,ɪk ə′nɒm ɪk (1) .................
5. **exult** ɪg′zʌlt (5) .................

**Alternatives at the end of a word**

This means that there is an alternative pronunciation. The first syllable, which is the same, is not
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 ˈgær əːʒ (2) ..............
2. kindred ˈkɪndr əd (1) ..............
3. hopeful ˈhœp ɪə (1) ..............
4. mistress ˈmɪs tras (1) ..............
5. opiate ˈəʊp i.-ət (2) ..............

**Alternatives in the middle of a word**

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

**EXERCISE 15**
The following words all have an alternative pronunciation of the middle syllable.

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

1. secretive ˈsiːk rət ɪv ..............
2. incisive ɪn ˈsایs ɪv ..............
3. inherent ɪnˈhɪər ənt ..............
4. manager ˈmæn ɪʤ ə ..............
5. make-believe ˈmeɪk bəˌliːv ..............

**Combinations of alternatives**

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

**abseil** ˈæb ˌseɪl ˈæp-, -ˈseɪl

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

ˈæb ˌseɪl
ˈæp ˌseɪl
ˈæp ˌsайl
ˈæp ˌsайl
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** dɪˈsɪʒən də- †diː, ˈzɪʃ, -zɪʃ
2. **opposite** ˈɒp ətɪs- †-ət‖ɑːp
3. **substantial** səbˈstænʃəl †səb-, -ˈstænʃəl
4. **transistor** trænˈzɪstər †trən-, -ˈzɪst
5. **decisive** dɪˈsaɪvədə- †diː, -ˈsaɪvəd
6. **exasperate** ɪgˈzæspəreɪt eg-

**Alternative pronunciations involving the symbol ▪**

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

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

'ʃæn əʤəbəl

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

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

ˌʌnˈserəˈməʊn i

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

ˈæk əkˈpʌŋ kʧər ɪst

EXERCISE 17

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

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.

Use the dictionary to answer the following questions.

1. Can *exorcise* be pronounced like *exercise*?
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.

\begin{itemize}
  \item \textbf{reason, R}~'riːz\textsuperscript{n} \text{~ed} \rightarrow \text{~ing/s} ~\text{iŋ/z} ~\text{~z}
  \item \textbf{reasonable, R}~'riːz\textsuperscript{n}.\text{ab}\textsuperscript{ly} \rightarrow \text{~ly ~ness} ~\text{nəs \text{nəs}}
  \item \textbf{reassessment, R}~'e\text{a}~\text{s}~\text{es} ~\text{~ed} \rightarrow \text{~ing} ~\text{iŋ ~~ment/s} ~\text{mənt/s}
  \item \textbf{reassign, R}~'a\text{~s}~\text{ain} ~\text{~ed} \rightarrow \text{~ing} ~\text{iŋ ~~s}
  \item \textbf{reason, R}~'riːz\textsuperscript{n} \rightarrow \text{ed} \rightarrow \text{~ing/z ~~s}
\end{itemize}

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:

\begin{itemize}
  \item reasoned \text{r\textʰiːz\textʰənd}
  \item reasoning \text{r\textʰiːz\textʰ.\textʰıŋ}
  \item reasoningings \text{r\textʰiːz\textʰ.\textʰıŋ\textʰz}
  \item reasons \text{r\textʰiːz\textʰəz}
\end{itemize}

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.

\begin{itemize}
  \item reasonably \text{r\textʰiːz\textʰ\textʰəb\textʰl\textʰ}
  \item reassurances \text{r\textʰiːz\textʰ\textʰən\textʰs\textʰiz}
  \item reassurances+es=reassurances \text{r\textʰiːz\textʰ\textʰən\textʰs\textʰiz=\text{r\textʰiːz\textʰ\textʰən\textʰs\textʰiz}
\end{itemize}

\textbf{EXERCISE 19}

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

\textbf{KEY} Find the following words in the dictionary extract, and transcribe their pronunciation.

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

\textbf{EXERCISE 20}

\textbf{Quiz on inflected and derived forms.}

\textbf{KEY} Use the dictionary to help you answer the following questions.
1. What is the American pronunciation of marketed?
2. How is kindliness pronounced - 'kaɪnlɪs or 'kaɪnd lə nəs?
3. Which is the correct pronunciation of uselessly - 'juːsləz li or juːzləz li?
4. TRUE OR FALSE? ‘The words studied and studded are sometimes pronounced the same.’
5. How is the plural of agency pronounced - 'eɪdʒənz iz or 'eɪdʒəns əz?

EXERCISES 21-22
AIM: To apply your understanding of layout of entries, alternative pronunciations, inflections and derived forms.

EXERCISE 21
KEY Look up in the dictionary the words listed below, and complete the table. The first two are done for you.

<table>
<thead>
<tr>
<th>Main</th>
<th>Alternative</th>
<th>Regional</th>
<th>AmE</th>
<th>AmE alternative</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Asia</td>
<td>'eɪʃə</td>
<td>'nʌθɪŋ</td>
<td>'eɪʃə</td>
<td>'eɪʃə</td>
</tr>
<tr>
<td>2. nothing</td>
<td>'eɪʃə</td>
<td>'nʌθɪŋ</td>
<td>'eɪʃə</td>
<td>'eɪʃə</td>
</tr>
<tr>
<td>3. Aberdaron</td>
<td>'eɪʃə</td>
<td>'nʌθɪŋ</td>
<td>'eɪʃə</td>
<td>'eɪʃə</td>
</tr>
<tr>
<td>4. ballroom</td>
<td>'eɪʃə</td>
<td>'nʌθɪŋ</td>
<td>'eɪʃə</td>
<td>'eɪʃə</td>
</tr>
<tr>
<td>5. behave</td>
<td>'eɪʃə</td>
<td>'nʌθɪŋ</td>
<td>'eɪʃə</td>
<td>'eɪʃə</td>
</tr>
<tr>
<td>6. economics</td>
<td>'eɪʃə</td>
<td>'nʌθɪŋ</td>
<td>'eɪʃə</td>
<td>'eɪʃə</td>
</tr>
<tr>
<td>7. managing</td>
<td>'eɪʃə</td>
<td>'nʌθɪŋ</td>
<td>'eɪʃə</td>
<td>'eɪʃə</td>
</tr>
<tr>
<td>8. target</td>
<td>'eɪʃə</td>
<td>'nʌθɪŋ</td>
<td>'eɪʃə</td>
<td>'eɪʃə</td>
</tr>
</tbody>
</table>

EXERCISE 22
KEY Look up in the dictionary the words listed below, and complete the table. The first two are done for you.

<table>
<thead>
<tr>
<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. topmast</td>
<td>'tɒp mɑːst</td>
<td>'tɒp mast</td>
<td>'tɒp mæst a: 'θraɪt ɪz</td>
<td>'tɒp mæst a: 'θraɪt ɪs</td>
<td>'tɒp mæst a: 'θraɪt ɪs</td>
</tr>
<tr>
<td>2. arthritis</td>
<td>'eɪθrɪtɪs</td>
<td>'eɪθrɪtɪs</td>
<td>'eɪθrɪtɪs</td>
<td>'eɪθrɪtɪs</td>
<td>'eɪθrɪtɪs</td>
</tr>
<tr>
<td>3. Buckingham</td>
<td>'bʌkɪnɪm</td>
<td>'bʌkɪnɪm</td>
<td>'bʌkɪnɪm</td>
<td>'bʌkɪnɪm</td>
<td>'bʌkɪnɪm</td>
</tr>
<tr>
<td>4. dancing</td>
<td>'dɑːnsɪŋ</td>
<td>'dɑːnsɪŋ</td>
<td>'dɑːnsɪŋ</td>
<td>'dɑːnsɪŋ</td>
<td>'dɑːnsɪŋ</td>
</tr>
<tr>
<td>5. mistake</td>
<td>'mɪstək</td>
<td>'mɪstək</td>
<td>'mɪstək</td>
<td>'mɪstək</td>
<td>'mɪstək</td>
</tr>
<tr>
<td>6. Saturday</td>
<td>'sətərdeɪ</td>
<td>'sətərdeɪ</td>
<td>'sətərdeɪ</td>
<td>'sətərdeɪ</td>
<td>'sətərdeɪ</td>
</tr>
<tr>
<td>7. tariff</td>
<td>'tæfər</td>
<td>'tæfər</td>
<td>'tæfər</td>
<td>'tæfər</td>
<td>'tæfər</td>
</tr>
<tr>
<td>8. trauma</td>
<td>'træmə</td>
<td>'træmə</td>
<td>'træmə</td>
<td>'træmə</td>
<td>'træmə</td>
</tr>
</tbody>
</table>

5 Optional sounds

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

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

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

   **b**acon 'bɛɪk ən Some say 'bɛɪk ən, others say 'bɛɪk n. LPD recommends 'bɛɪk n.

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

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

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

Sounds shown in **italics**: elision

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

<table>
<thead>
<tr>
<th>in full</th>
<th>with elision</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. French</td>
<td>frenʃ</td>
</tr>
<tr>
<td>2. plunge</td>
<td>plʌndʒ</td>
</tr>
<tr>
<td>3. stamped</td>
<td>stæmplt</td>
</tr>
<tr>
<td>4. tangerine</td>
<td>,tændʒə 'ri:m</td>
</tr>
<tr>
<td>5. tasteful</td>
<td>'terst fʊl</td>
</tr>
<tr>
<td>6. kindness</td>
<td>'kaind nəs</td>
</tr>
<tr>
<td>7. awaken</td>
<td>a 'weik an</td>
</tr>
</tbody>
</table>

---

**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 plʌndʒ
- stamped stæmplt
- tangerine, T~ ,tændʒə 'ri:m
- tasteful 'terst fʊl
- kindness 'kaind nəs
- awaken a 'weik an

**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 lɔ:nʃ F
2. arrange a 'reɪnʤ F
3. pumped pʌmppt
4. minx mɪŋks
5. token təuk an E
6. coldly 'kould lɪ -'kould- "'kould- -ness nəs nɪs E

**EXERCISES 25-26**
AIM: To understand the conditions in which elision of consonants takes place, and so to predict when elision may take place. To say and transcribe full and elided forms.

Elision of consonants

Within a syllable:
- t may be elided in ntʃ e.g. lunch lʌntʃ, lʌnʃ
- d may be elided in ndʒ e.g. strange streɪnʤ, streɪŋs
- p may be elided in mps, mpt e.g. jumped dʒɑmpt, dʒɑmt
- t may be elided in nts e.g. contents 'kɔntents, 'kɔnt tens
k may be elided in ηks, ηkt e.g. lynx lɪŋks, lɪŋs
At the end of a syllable, t and d may be elided before a consonant in the next syllable:
    t may be elided in ft, st e.g. firstly 'fɜːsti, 'fɜːs li
    and less commonly in pt, kt, ʃt, ət, ʃt
    d may be elided in id, nd e.g. baldness 'bɔːld nəs, 'bɔːl nəs
    and less commonly in bd, gd, dʒd, vd, ʃd, md, ʃd

EXERCISE 25
Say and transcribe the following words in their full form, and ʃF'lj with elision. You can check the pronunciation on the cassette, and the transcription in the key.

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

EXERCISE 26
Four of the following words can exhibit elision. Circle those words.

softly softer customer lounge firstly judged lateness wasteful

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

Sounds shown by raised letters: insertion

Insertion of consonants

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

Main pron with insertion
prince, P~ prin's prɪns prɪnts (= prints)
triumph n, v, T~ 'traɪ ʌm'f 'traɪ ʌmpf

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

EXERCISE 27
AIM: TO IDENTIFY WHETHER A SOUND HAS BEEN INSERTED, WHEN YOU HEAR A WORD.
The dictionary entries below show that the words are sometimes pronounced with an inserted sound. Listen to the words on the cassette, and transcribe the pronunciations you hear.

1. fence fen's .....fents....
2. sentence 'sent ən's .....'sent ans....
3. distanc e 'dɪst ən's ...............
4. mince mɪn's ............... 
5. triumph n, v, T~ 'traɪ ʌm'f ................ 
6. acquain tanc e ə 'kwain t ən's ............... 
7. comfort, C~ 'kʌm'fət at ............ 
8. emph asis əm'fəs əs əs ............... 
9. assistance ə 'sɪst ən's ............... 
10. substantial səb'stændəl ...............
Insertion of

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

**EXERCISE 28**

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

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

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

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

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

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

A: I've just had my lounge decorated. It hadn't been done since I moved in.
B: What colour is it?
A: It's called French Blush.
B: Very tasteful, I'm sure, but it doesn't convey anything.
A: Well, on the chart it looked lovely - a sort of pale tangerine colour.
B: That sounds nice. The lounge faces north, doesn't it, and a tangerine glow would take away the coldness.
A: That's just what I thought: elegant but comfortable. But actually it's more like orange. It's cheerful - but not very restful.

6 Syllabic consonants

1 Most syllables contain a vowel sound. Sometimes, though, a syllable consists only of a consonant (or consonants). If so, this consonant (or one of them) is a nasal (usually n) or liquid (l or, especially in AmE, r). For example, in the usual pronunciation of *suddenly* 'sʌd n əli, 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 + consonant rather than the syllabic consonant. Thus it is possible, though not usual, to say 'sʌd ən li rather than 'sʌd n li.

**EXERCISE 29**

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

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

<table>
<thead>
<tr>
<th>Word</th>
<th>Syllabic Consonant</th>
<th>Vowel + Consonant</th>
</tr>
</thead>
<tbody>
<tr>
<td>suddenly</td>
<td>'sʌd n əli</td>
<td>'sʌd ən li</td>
</tr>
<tr>
<td>Britain</td>
<td>'brit n</td>
<td>'brit an</td>
</tr>
<tr>
<td>frightening</td>
<td>'fræt n əŋ</td>
<td>'fræt ən əŋ</td>
</tr>
<tr>
<td>hidden</td>
<td>'hɪd n</td>
<td>'hɪd ən</td>
</tr>
<tr>
<td>medal</td>
<td>'med l</td>
<td>'med əl</td>
</tr>
<tr>
<td>needlework</td>
<td>'niːd l wɜːk</td>
<td>'niːd al wɜːk</td>
</tr>
<tr>
<td>cattle</td>
<td>'kæt l</td>
<td>'kæt al</td>
</tr>
<tr>
<td>petals</td>
<td>'pet əl</td>
<td>'pet əl</td>
</tr>
<tr>
<td>panel</td>
<td>'pæn l</td>
<td>'pæn əl</td>
</tr>
</tbody>
</table>
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.

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 'sʌd ə n li. LPD's regular principle is that a raised symbol indicates a sound whose insertion LPD does not recommend (see OPTIONAL SOUNDS). Hence this notation implies that LPD prefers bare n in the second syllable.

Since there is then no proper vowel in this syllabic, the n must be syllabic.

4 Similarly, in middle 'mɪd ə l LPD recommends a pronunciation with syllabic l, thus 'mɪd l. In father 'faːð ə l|'faːd ə r LPD recommends for AmE a pronunciation with syllabic r. thus 'faːd r.

5 The IPA provides a special diacritic to show a syllabic consonant, thus n. 'sʌdŋli. For AmE syllabic r, the symbol a is sometimes used, thus 'faːdə. 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 'sʌd n ə ~ly li
Britain 'brit n
frighten 'fraɪn ə ~ing/ly ɪŋ/li
hidden 'hɪd n
medal 'med ə l
needlework 'niːd ə wɜːk
cattle 'kæt ə l|'kæt ə l
petal 'pet ə l|'pet ə l ~ed, ~led d ~s z
What is the difference between an and øn?

Remember the conventions used in the dictionary:
- an italic letter shows a sound which is sometimes elided. The main pronunciation - which foreign learners are recommended to use - includes the sound. So for distant 'dɪst ænt
  the recommended pronunciation is 'dɪst ænt.
- a raised letter shows a sound which is sometimes inserted. The main pronunciation does not include this sound. So for button, B
  the recommended pronunciation is 'bʌt n.

EXERCISE 31
AIM: To interpret the symbols ø and ø 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 ø. 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 æm 
7. servant ............... 
8. similar ............... 
9. traveller ............... 
10. vacant ............... 

7 Compression

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

  E.g. lenient 'lɪːənt
        Two pronunciations are possible: a slower one 'lɪːn i ənt, and a faster one 'lɪːn jənt

diagram 'daɪərəm
        Two pronunciations are possible: a slower one 'daɪə rəm, and a faster one 'doʊrəm.

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

2 Generally the uncompressed version is more usual

  • in rarer words
  • in slow or deliberate speech
  • the first time the word occurs in a discourse.
The compressed pronunciation is more usual
- in frequently-used words
- in fast or casual speech
- if the word has already been used in the discourse.

**Compression involving a consonant**

Compression causes a possible syllabic consonant to become a plain non-syllabic consonant. A frequent context for compression is when -ing is added to a verb ending with a syllabic consonant. The inflected form often appears in the dictionary under the verb, with the ending shown separately.

![Image of compression involving a consonant]

This represents an entry **battling** bæt ɪŋ 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...
2. battling 2...
3. flattening ....
4. sprinkling ....
5. cycling ....
6. reckoning ....
7. threatening ....
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.
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>obvious 'ɒb viəs</td>
<td>'ɒb vəs</td>
</tr>
<tr>
<td>bicentennial 'bəntənənɪəl</td>
<td>'bəntənənæl</td>
</tr>
<tr>
<td>studious 'stju:d ɪəs</td>
<td>'stju:d əs</td>
</tr>
<tr>
<td>usual 'juːʒuəl</td>
<td>'juːʒəl</td>
</tr>
<tr>
<td>material 'mætɪərɪəl</td>
<td>'mætɪərɪəl</td>
</tr>
<tr>
<td>diagram 'dɪəgræm</td>
<td>'dɪəgræm</td>
</tr>
</tbody>
</table>

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

EXERCISE 37
AIM: To identify whether words have undergone compression when you hear them.

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 biannuals. Biennial plants only flower every other year. Your plants obviously aren't flowering because this is the first year.
A: I thought a biennial was a sort of two-hundred year anniversary. 1989 was the biennial of the
French Revolution, and there was a great celebration in Paris.
B: No, you are thinking of bicentennial.
A: Oh, the advantages of a classical education!

Part B: stress in words and phrases

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

8 Pairs of words with different stress

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

e.g. a record ˈre kɔːd to record rɪˈkɔːd
perfect ˈpɜːf ɪkt to perfect pəˈfɛkt

EXERCISE 39
AIM: To stress nouns and verbs correctly.

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

countest convert escort increase insult survey

EXERCISE 40
AIM: A. To use the dictionary to check stress patterns.
B. To stress nouns and verbs correctly.

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

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

Vowels in unstressed syllables

In some Noun-Verb pairs, the vowel in the first syllable is different in the noun and the verb.
e.g. ˈre kɔːd rɪˈkɔːd
In other pairs, the vowel is the same. e.g. ɪn ˈsʌlt ɪnˈsʌlt

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. ..ˈdiː kriːs......
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**
   - ˈkɔn 'sɔul

2. **decline to do something**
   - rubbish

3. **get smaller**
   - a formal legal agreement
   - **a formal legal agreement**
   - ‘forʊm leɪ 'ɡrɛmənt'

4. **happy, satisfied**
   - what is contained in something
   - **what is contained in something**
   - ˈwɒt iz kɔntˈtenɪd ɪn ˈsʌmθɪŋ

5. **pull out**
   - a short passage from a longer text
   - **a short passage from a longer text**
   - ˈpʊl ətʃəz frɔm ə ˈlɔŋər ˈtekst

6. **disagree, protest**
   - a thing

7. **very small**
   - sixty seconds
   - **sixty seconds**
   - ˈsɪksti 'sɛkɪnts

8. **go away from, leave**
   - a place where nothing grows

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

**Stress on the first syllable of nouns**

This is a productive pattern, and frequently appears in new words, particularly those formed from phrasal verbs, e.g. ˈɪn put ˈteɪk əf

**EXERCISE 43**

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

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

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

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

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

9 Stress marking

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

EXERCISE 44
AIM: To recognise the stressed syllable when you hear a word. To use the primary stress mark ´ correctly in a word with one stressed syllable.

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

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

EXERCISE 45
AIM: To use the primary stress mark ´ correctly in a word with one stressed syllable.

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 ..ˈeɪdʒ əns i.....
2. a list of subjects to be dealt with or talked about at a meeting .............
3. to make (a difficult situation) more serious or dangerous; make worse .............
4. a person whose job is to represent another person, a company, etc. esp. one who brings people into touch with others or deals with the business affairs of a person or company .............
5. derog always ready to quarrel or attack .............
6. BrE sl trouble, esp. fighting, eg between groups of young people .............
7. an ............. language: one in which words are formed by agglutination
8. able to move quickly and easily .............
9. noun usu. derog increase in size, power or rank, esp. when intentionally planned .............
aghast
aggrieved
aggregate
aggravation
aggluti
agglomeration
Aggie
agent
agenda
Сайт «Артефакт»
This suffix may impose rhythmic stress on the preceding stem
(advantagous).
ageratum
Agfa
tdmk
Agg
Aggett
Aggie
aggiornamento
agglomerate
agglomeration
agglutinate
agglutination
agglutinative
aggrandize
aggrandizement
aggravate
aggravation
aggregate
aggregation
aggression
aggressive
aggressor
agrieved
aggro
Agha-
Aghast
agile
Secondary + primary stress
When the primary stress in longer words occurs late in the word, there is a secondary stress on the first or second syllable.

Secondary stress
Primary stress
EXERCISE 46

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

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
A ........................: forbidding mourning
The ........................
An Ode upon his Majestie's ...........................
An ......................... Ode
The ........................ of Love
........................

Thomas Carew
John Donne
Sir Richard Fanshawe
John Hail
George Herbert
Ancirew Marvell
Henry Vaughan

EXERCISE 47

AIM: To mark secondary and primary stress.

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

1. ˌsabba'tarian 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. (ˌ)San 'Remo
This means that some speakers put a secondary stress on the first syllable:
ˌSan '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.

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. ˌrain.ferst 8. obstructionism
2. octosyllable 9. officeholder
EXERCISE 49

AIM: To distinguish between: primary stress + tertiary stress e.g. 'super-market

secondary stress + primary stress e.g. super 'sonic

Look up the following items in the dictionary and check the stress. Mark the stress.
1. safebreaker
2. safe-conduct
3. safe-deposit
4. safekeeping
5. safety curtain
6. safety deposit
7. safety-first

Tertiary stress - between secondary and primary stress

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

EXERCISE 50

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

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

1. co.edu'cation
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>
</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.

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

10 Stress shift

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

middle-aged ◀ˌmɪdˈeɪdʒd ◀ˌmiddle-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.

1. arrangements made at the last minuteˌlast-minute arˈrangements
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
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
1b. audio-visual aids
2a. automatic
2b. automatic pilot
3a. occupational
3b. occupational therapy
4a. operational
4b. operational research
5a. radioactive
5b. 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:

ˌnext-door ˈneighbours = neighbours who live ˌnext ˈdoor

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

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

EXERCISE 57

Say the following pairs of sentences.

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

EXERCISE 58
Continue this description of a book, using as many as possible of the words and phrases in Exercises 54 to 57. Compare your version with somebody else’s, or record yourself reading it aloud.

11 Compounds and phrases

Early and late stress

There are many English expressions consisting of two words, or in which two words have been combined.
e.g. central heating  picture frame  dishwasher
Some of these have early stress: primary stress is on the first element.
e.g. ‘picture frame ’dishwasher
Some have late stress: primary stress is on the second element, e.g. ‘central ‘heating
Can you give any guidelines for the placement of the ‘ stress? Write down what you think before you turn over the page.

Early and late stress: some guidelines

Early stress is usual in:
Compounds in which the two elements are written as one word,
e.g. ‘dishwasher, ‘blackbird
Expressions consisting of NOUN + NOUN, e.g. ‘picture frame
Late stress is usual in:
Expressions consisting of ADJECTIVE + NOUN, e.g. ‘central ‘heating
Note that a word ending in -ing may operate as a noun
e.g. a ‘washing machine (a machine for doing the washing)
a ‘swimming lesson (a lesson in swimming)
OR a present participle, with the force of:
an adjective e.g. a moving story (a story which is moving, emotional)
a verb e.g. moving pictures (pictures which move: hence ‘movies’)

EXERCISES 59-62
AIM: To understand and use guidelines for predicting stress in compounds and phrases.

EXERCISE 59
For each of the expressions underlined in the following text, decide whether it has early or late stress. Write it in the correct column of the table below. The first one is done for you.

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

<table>
<thead>
<tr>
<th>Early stress</th>
<th>Late stress</th>
</tr>
</thead>
<tbody>
<tr>
<td>picture frame</td>
<td>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:

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

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

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

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

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

a rubber 'duck
b paper 'plates
c cheese 'sandwiches
d apple 'crumble

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

a almond cake
b orange juice
b barley 'water

LPD note: COMPOUNDS & PHRASES: 5

EXERCISE 61

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

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

Early stress
rubber plant

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

Melrose 'Road
Lavender 'Crescent
Oxford 'Circus
King's 'Avenue
but 'Gower Street

LPD note: COMPOUNDS & PHRASES: 6

EXERCISE 62
Below is a list of places which a visitor to London might wish to visit, together with the name of the nearest Underground station.

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, Tottenham Court Road
shopping, 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.

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

**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* ˈkɔʊˌdɹəvər ˈ••

(The blocks stand for: ˌkɔʊˌdɹəvər)

**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 ˈæb sa ljuːt ˌ••
2. backgammon ˈbækˌgæm ən ˌ••
3. backpedal, back-pedal ˌbækˌpedəl ˌ•••
4. caviar, caviare ˈkæv̩r i ə: ˌ••
5. cigarette, sig ə ˈret ˌ•••
6. manageressˌmæn ɪdəz a ˈres ˌ•••
7. submarine ˈn, adj ˈsʌb mə riːn ˌ••
8. Adam's 'apple ∥ˌ•••
9. Ice ˌcrem, ˈ••
10. radio ˌælərm ˌ••• ˌ•

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

**EXERCISE 65**

The words and phrases below all have an alternative stress pattern given in the dictionary.

a. Mark what you think are the main and alternative stress patterns. The first one is done for you.

<table>
<thead>
<tr>
<th>Your stress marking</th>
<th>Correct stress marking</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. value added tax</td>
<td>ˌ••••••</td>
</tr>
<tr>
<td>2. vaseline</td>
<td>••••••</td>
</tr>
<tr>
<td>3. velveteen</td>
<td>ˌ••••••</td>
</tr>
<tr>
<td>4. violin</td>
<td>•••</td>
</tr>
<tr>
<td>5. violinist</td>
<td>••••••</td>
</tr>
<tr>
<td>6. Virgin Islands</td>
<td>••••••</td>
</tr>
</tbody>
</table>
b. Look up the words in the dictionary to check. Correct your marking if necessary.
c. Listen to the sentences below, on the cassette. For each of the words or phrases underlined, identify whether the stress pattern used is that of the main pronunciation or the alternative. Circle the correct letter - M for main, or A for alternative. The first one is done for you.

(1) Is value added tax charged on video-cassettes?

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 velveteen.

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.

5. ‘Who said that the only meaningful statements are those which are verifiable by sense experience?’ ‘It sounds like Voltaire.’

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 əˈplɪkəbəl
An alternative pronunciation which stresses the first syllable will contain a strong vowel instead of the weak vowel: æpˈlɪkəbəl

EXERCISE 66

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

1. harass 'hær as ha 'ræs
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 ‘braʊʃ a M
2. applicable .................
3. primarily .................
4. subsidence .................
5. decade .................

10. subsidence .................

13 Suffixes

EXERCISE 67

AIM: To consider stress in words with suffixes.

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, reg'ularity Yes
2. Inform
3. Entertain
4. Electric
5. Careless

b. Add a suffix to each of the words below to form an adjective. Mark the stress in the original word and the related adjective. Does the stress change when the suffix is added?
1. Plenty
2. Photograph
3. Beauty
4. Value
5. Japan

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

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

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

e.g. -ful 'beauty' 'beautiful

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

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

ˈfashion ˈmotion ˌinforˈmation

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

EXERCISE 68

AIM: To identify types of suffix.

a. Each of the groups of words below contains:
1. a stress-neutral suffix SN
2. a stress-imposing suffix SI
3. a stressed suffix S

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

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

| 'climate' | cli'matic | 2. SI |
| 'Portugal' | ,Portu'guese | 3. S |
| 'poison' | 'poisonous' | 1. SN |

| launder | launderette |
| comfort | comfortable |
| period | periodical |

| punctual | punctuality |
| widen | wider |
| mountain | mountaineer |

| cigar | cigarette |
| economy | economic |
| sympathy | sympathise |

| punish | punishment |
| picture | picturesque |
| proverb | proverbial |

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

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

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

e.g. stress-neutral suffix:

-ous as – hazardous ˈhæz əd əs || -ic – carnivorous ˈkɑːrəvərəs əs || -ese – stress-imposing suffix:
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.

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

Part C: aspects of pronunciation in the dictionary

14 American pronunciation

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

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

EXERCISES 70-75

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

Some differences between RP and GenAm:
1. In GenAm, where there is an r in the spelling, it is always pronounced:
   - bird, Bird bɜːd || bɝːd
   - cart kɑːt || kɑːrt
   - teacher, T~ ˈtiːʃər || ‘tiːʃɑːr’

EXERCISE 70

Give the American pronunciations of the following words:

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

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 aː sounds are pronounced se in GenAm: father ‘faːtər’ || ‘faːtər’

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

RP
aː lot odd
ɔː thought law north war
ɑː start father
GenAm (Note that there is considerable variation among speakers of General American, and not all
EXERCISE 72

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

- card
- cord
- harm
- lawn
- thorn
- wrong

RP
1. ɒ ........................................
2. ɔː ........................................
3. ɑː ........................................

GenAm
4. ɑː ........................................
5. ɒː ........................................
6. ɔː ........................................

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

LPD INTRODUCTION 2.3

EXERCISE 73

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

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

5. The RP diphthongs ia, ea are replaced in GenAm by pure vowels.

appearance ə 'prɪər ən's || ə 'prɪ-
idea ə 'dɪə ,ar-, †'-di:-ə
various 'vær ɪ.əs || 'ver ɪ.əs 'vær

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

pier ə ə || ə ə
pear ə || ə ə

EXERCISE 74

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

<table>
<thead>
<tr>
<th></th>
<th>RP</th>
<th>GenAm</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. staring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. careful</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. dearest</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. experience</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. variation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. sincerely</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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 \( 'ʃʌtər \)
\( ^\text{ar} \). It may sound identical with d e.g. shudder \( 'ʃʌdər \). (For a fuller account, see LPD note: T-VOICING.)

**EXERCISE 75**

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

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

**EXERCISES 76-77**

Quizzes on American pronunciations.

**EXERCISE 76**

Odd one out.

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

1. rafter rather rock rod
2. after class father ghastly
3. sordid worthy warden warm

**EXERCISE 77**

Rhymes quiz.

There once was an old English Lord
Whose views were exceedingly broad.
He said: 'I don't worry
How people say "furry".'
That tolerant old English Lord.

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

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

<table>
<thead>
<tr>
<th>RP rhymes</th>
<th>GenAm rhymes</th>
</tr>
</thead>
</table>

**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.

**write** *ratt (= right) bear n, v *beə* || *beər* (*bare*)

**EXERCISE 79**

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

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

1. The government _annalist_ got so depressed studying the _annals_ that he had to go to an _analyst_ for treatment. ..S..
2. A Victorian lady who _sat_ in her _parlour_ and shunned the sun took pride in the _pallor_ of her cheeks. ....
3. I've been on a _cruise_ several times, and the _crews_ have all been very efficient. ....
4. They _leant_ on the door so that their sister couldn't go out until she _lent_ them some money. ....
5. The weather which has been _becalming_ the sailing boats is _becoming_ better. ....
6. The _baron_ ruled over hundreds of acres of _barren_ land. ....
7. The assistant who _packed_ the box left out this _packet_. ....
8. If the clasp of your brooch is too _loose_, you could easily _lose_ it. ....
9. There are ten _canons_ at Westchester Cathedral, and ten _cannons_ at Westchester Castle. ....
10. A teacher wouldn't _lesser_ my interest in the subject by giving one tedious _lesson_. ....

16 Abbreviations

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

*e.g.* **SALT** *sɔːlt* || *sɔːlt* (Strategic Arms Limitation Talks)

In others, the letters are pronounced separately:

*e.g.* **VIP** *ˌvɪp* (very important person)

Some abbreviations are pronounced in both ways:

*e.g.** **VAT** *ˌvæt* (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>GATT gæt</td>
<td>GCSE</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**: 'lʌnd n or 'lʌnd an?
10. Edward **Lear**, the poet, and Shakespeare's King **Lear** - same or different?
11. 'Yes, I remember **Adlestrop**'
   'I will arise and go now, and go to Innisfree'
   'Albion's most lovely daughter sat on the banks of the **Mersey** dangling her landing stage in the water'
   These are the first lines of poems by Edward Thomas, W B Yeats, and Adrian Henri respectively. How are the places, and the poets, pronounced?

18 Assimilation

1. **Assimilation** is a type of COARTICULATION. It is the alteration of a speech sound to make it more similar to its neighbours.
2. The alveolar consonants t, d, n, when they occur at the end of a word or syllabic, can optionally assimilate to the place of articulation of the consonant at the beginning of the next syllable.
Thus n can become m before p, b, m, as in the examples
   - **ten men** ,ten 'men → .tem 'men
   - **downbeat** 'daun bıːt → .daʊm bıːt
Similarly, n can become ŋ before k,g, as in:
   - **fine grade** ,fain 'greɪd → .fain 'greɪd
   - **incredible** ɪn 'kred əbəl → ɪn 'kred əbəl
In the same way d can change to b and g respectively, as in
red paint /red ˈpeɪnt/ → /rɛb ˈpeɪnt
admit /æd ˈmit/ → /əb ˈmit
bad guys /ˈbæd ɡaɪz/ → /ˈbæɡ ɡaɪz/

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

eight boys /eɪt ˈbɔɪz/ → /eɪt ˈboɪz/ (ɛp ˈboɪz)

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

EXERCISE 82

AIM: To predict assimilation of alveolar consonants.

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

1. cranberry /ˈkraːn bær/ →
2. unbalanced /ən ˈbæl ən/ →
3. in/put /ɪn ˈpʊt/ →
4. ungrateful /ən ˈgreɪtl fɑːl/ →
5. record-break /ˈrek ɔːd ˈbreɪk ˌæl əd/ →
6. midpoint /ˈmɪd pɔɪnt/ →
7. broadcast /ˈbɹɔːd kɔːst/ →
8. weedkiller /ˈwiːdˌklɪr/ →

5. Yod coalescence (or coalescent assimilation) is the process which changes t or d plus j into tf or dz respectively.
6. Where a word, the status of yod coalescence depends on whether the following vowel is strong or weak (see WEAK VOWELS).

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

   - tune /tuːn/ → /tʃuːn/
   - endure /ɪn ˈdjuər/ → /ɪn ˈdʒuə-
   - Where the vowel is weak, i.e. u or a, assimilation is usually variable in RP but obligatory in GenAm.
   - factual /ˈfækt juː.əl/ → /ˈfæk tʃuː.əl/
   - educate /ˈed juː kərt jə-/ → /ˈedʒ u kərt jə-

   LPD note: ASSIMILATION 5 & 6

EXERCISE 83

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

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

1. costume /ˈkɒst tjuːm/ → /ˈtʃɒst tʃuːm/ 5. amplitude /ˈæmpl lɪ ˈtʃuːd/ → /ˈtʃəld/ 6. reduce /rɪ ˈdʒuːs/ → /ˈtʃədʒuːs/
2. tube /tjuːb/ → /tʃuːb/ 7. education /ˌed juː ˈkɛdʒ ən/ → /ˌedʒ u-
3. mildew /ˈmɪld djuː/ → /ˈtʃuːdʒuː/ 8. reconstruct /ˌriː kənˈstrʌkt/ → /ˈtʃuːt tʃuːt tʃuːt tʃuːt /

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 his seem more plausible. But no – the knock was repeated.

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

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

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

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

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 .peɪpər'
  
  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** kəʊld → kəʊld
  
  Some varieties of RP use the special allophone ɒʊ before l in the same syllable.

- **include** in 'kləːd → ɪŋ-
  
  Anticipatory devoice assimilation of the n- anticipating the following k. produces ʤk 'klurd.

- **induce** in 'ɪnˈdjuːs → ɪŋ-ˈdʒuːs
  
  Assimilation: coalescence of d and j to form ʤ.

**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** rɪˈfaɪn mənt rə-, ɪˈriːn- → 'fɪm-

Сайт «Артефакт» — http://artefact.lib.ru
2. patrol ∕ˈtræul/ — 'troul
3. tempestuous ∕ˈtempɪʃuːs/ — 'tem-, --ˈpeʃ-;
4. cardboard ∕ˈkɑːdbɔːd/ — 'kɑːb-
5. institution ∕ˌɪnˈstɪʃən/ — 'ɪn-,-ə-, --ˌɪn-
6. handgun ∕ˈhændɡæn/ — 'hæŋ-
7. enfold ∕ˌɪnfəʊld/ — 'ɪnfəuld
8. Wibsey ∕ˈwɪb si/ — 'wɪp si
9. tune ∕ˈtjuːn/ — 'tʃu:
10. landmark ∕ˈlændmɑːk/ — 'læm-

20 Incorrect pronunciations

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

EXERCISE 86

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

KEY a. Listen to the text below, being read by an aspiring newsreader. Transcribe the whole text, if you wish.

KEY 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.

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>bɜːɡ al ri</td>
<td>incorrect</td>
<td>bɜːɡ lər i</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 ' 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 'kæt a.
Combining this with -graphic 'græf ɪk we get catagraphic, kæt ə 'græf ɪk. Combining it with -phyte we get cataphyte 'kæt ə faɪt.

5 With a stress-imposing suffix, cata- is pronounced kə 'tæ-. (The sign " is a reminder that this syllable is incomplete and must attract at least one consonant from the suffix.) Combining cata- with -logy lədʒ i (stress-imposing), we get catalogy kə 'tæl aðʒ i.

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

**EXERCISE 87**

**AIM:** To understand dictionary entries on combining forms.

Study the entries below for first elements and suffixes.

<table>
<thead>
<tr>
<th>First elements</th>
<th>Suffixes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>caco-</strong> comb. form</td>
<td>-gamy stress-imposing ɡæm i</td>
</tr>
<tr>
<td><em>with stress-neutral suffix</em> ,kæk aʊ</td>
<td>-a -cacographic ,kæk aʊ 'græf ɪk -</td>
</tr>
<tr>
<td><em>with stress-imposing suffix</em> kæ 'kə&quot; kə--</td>
<td></td>
</tr>
<tr>
<td><strong>cardio-</strong> comb. form</td>
<td>-gamous stress-imposing ɡæm əs -</td>
</tr>
<tr>
<td><em>with stress-neutral suffix</em> ,kə:d i aʊ</td>
<td></td>
</tr>
<tr>
<td><em>with stress-imposing suffix</em> ,kə:d i'ə&quot;</td>
<td></td>
</tr>
<tr>
<td><strong>endo-</strong> comb. form</td>
<td>-gram ɡræm</td>
</tr>
<tr>
<td><em>with stress-neutral suffix</em> ,e nd ə</td>
<td></td>
</tr>
<tr>
<td><em>with stress-imposing suffix</em> en 'də&quot; en 'da:ə&quot; -endogenous en 'dədʒ ən əs -</td>
<td>ɪn- --'dədʒ</td>
</tr>
<tr>
<td><strong>mono-</strong> comb. form</td>
<td>-graphic 'græf ɪk</td>
</tr>
<tr>
<td><em>with stress-neutral suffix</em> ,məʊ əʊ</td>
<td></td>
</tr>
<tr>
<td><em>with stress-imposing suffix</em> mə 'nə&quot; mə-</td>
<td></td>
</tr>
<tr>
<td><strong>octa-</strong> comb. form</td>
<td>-gonal stress-imposing ɡən əl</td>
</tr>
<tr>
<td><em>with stress-neutral suffix</em> ,ɒkt ə</td>
<td></td>
</tr>
<tr>
<td><em>with stress-imposing suffix</em> ɒk 'tæ&quot;</td>
<td></td>
</tr>
<tr>
<td><strong>poly-</strong> comb. form</td>
<td>-phony stress-imposing ˈfʌni</td>
</tr>
<tr>
<td><em>with stress-neutral suffix</em> ,pɔl i</td>
<td></td>
</tr>
<tr>
<td><em>with stress-imposing suffix</em> pə,l ə&quot; pə-</td>
<td></td>
</tr>
</tbody>
</table>
The following words combine elements shown above. Write the pronunciation of each word. (If you already know the pronunciation, look to see how the information is conveyed in the dictionary entries. If you are not sure of the pronunciation, work it out from the entries. Then you can check the transcription in the key, and listen to the pronunciations on the cassette.)

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

EXERCISE 88

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

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

e.g. endographic ,end au ’græf tk
KEY

EXERCISE 1
a. 5 b. 12 c. 4 d. 17 e. 18 f. 20 g. 6 h. 3 i. 16 j. 13

EXERCISE 2

EXERCISE 3

EXERCISE 4

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

EXERCISE 6
a. leather  b. washing  e. catcher  f. loose  j. age  k. olive  m. concord  p. ledger

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

EXERCISE 8
a. 19  b. 12  c. 4  d. 11  e. 2  f. 9  g. 6  h. 17  i. 15  j. 14

EXERCISE 9

EXERCISE 10

<table>
<thead>
<tr>
<th></th>
<th>Main pron</th>
<th>Alternative pron</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.</td>
<td>match</td>
<td>mætʃ</td>
</tr>
<tr>
<td>7.</td>
<td>ballad</td>
<td>'bæl əd</td>
</tr>
<tr>
<td>8.</td>
<td>mead</td>
<td>miːd</td>
</tr>
<tr>
<td>9.</td>
<td>lewd</td>
<td>luːd</td>
</tr>
<tr>
<td>10.</td>
<td>suit</td>
<td>suːt</td>
</tr>
<tr>
<td>11.</td>
<td>mark</td>
<td>maːrk</td>
</tr>
<tr>
<td>12.</td>
<td>dot</td>
<td>dət</td>
</tr>
<tr>
<td>13.</td>
<td>herb</td>
<td>ɜːt</td>
</tr>
<tr>
<td>14.</td>
<td>part</td>
<td>paːt</td>
</tr>
<tr>
<td></td>
<td>Main pron</td>
<td>Regional pron</td>
</tr>
<tr>
<td>-------</td>
<td>-----------</td>
<td>---------------</td>
</tr>
<tr>
<td>22. bath</td>
<td>bæθ</td>
<td>bæθ</td>
</tr>
<tr>
<td>23. past</td>
<td>paːst</td>
<td>paːst</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Main pron</th>
<th>AmE pron</th>
<th>Alternative AmE pron</th>
</tr>
</thead>
<tbody>
<tr>
<td>24. mayor</td>
<td>meə</td>
<td>meər</td>
<td>meər</td>
</tr>
<tr>
<td>25. broad</td>
<td>broːd</td>
<td>broːd</td>
<td>broːd</td>
</tr>
<tr>
<td>26. ballet</td>
<td>'bæleɪ</td>
<td>'bæleɪ</td>
<td>'bæleɪ</td>
</tr>
<tr>
<td>27. bare</td>
<td>bea</td>
<td>beɪr</td>
<td>beɪr</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Main pron</th>
<th>Regional pron</th>
<th>AmE pron</th>
<th>Alternative AmE pron</th>
</tr>
</thead>
<tbody>
<tr>
<td>28. new</td>
<td>nju:</td>
<td>nu:</td>
<td>nu:</td>
<td>nju:</td>
</tr>
<tr>
<td>29. tube</td>
<td>tjuːb</td>
<td>tʃuːb</td>
<td>tʃuːb</td>
<td>tʃuːb</td>
</tr>
</tbody>
</table>

**EXERCISE 11**

<table>
<thead>
<tr>
<th>Transcription</th>
<th>Which pron?</th>
<th>English or American?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaker 2: tour part</td>
<td>tɔ: paːt</td>
<td>English</td>
</tr>
<tr>
<td>Speaker 3: rare new suit ballet</td>
<td>rær nuː suːt 'bælət</td>
<td>American</td>
</tr>
<tr>
<td>Speaker 4: Tube last four</td>
<td>tʃuːb læst ʃː</td>
<td>English, with a regional accent</td>
</tr>
<tr>
<td>alternative main</td>
<td>main</td>
<td>AmE alternative AmE or regional main</td>
</tr>
<tr>
<td>AmE</td>
<td>regional or AmE main</td>
<td></td>
</tr>
</tbody>
</table>

**EXERCISE 12**

'Beautiful' – there are twelve pronunciations shown.

**EXERCISE 16**

2. **opposite** 'ɔp əz ɪt –əs–, †–ət|əp– ...'ɔp as ɪt......
3. **substantial** səb'stænʃəl †səb – 'stænʃəl ...səb 'stænʃəl ɪl......
4. **transistor** træn 'zɪstə rən–, †træn–, †'zɪst ...træn 'zɪst a......
5. **decisive** di'saɪs ɪv da–, †diː–, †'saɪz– ...daˈsaɪz ɪv......
6. **exasperate** egzəp ə rɛt ɛg–, əɡ–, ɪk–, ɛk–, ək–, †'zaːsp– ...ɪk 'zaːsp ə rɛt......

**EXERCISE 17**

1. æb ər 'diːn
2. ə ,kæd ə 'mɪʃ ən, ək ad ə 'mɪʃ ən, ə ,kæd 1 'mɪʃ ən, ək ad 1 'mɪʃ ən, ə ,kæd e 'mɪʃ ən, ək ad e 'mɪʃ ən
3. æd əs 'æb ə ə
4. əmæn ædʒ ə 'res
5. 'mɪs .rep riː zen 'teɪʃ ən

**EXERCISE 18**

1. Yes, there is an alternative pronunciation of the middle syllable of **exorcise**, giving 'eksə satz.
2. Two British, and two American: ma 'dʒɔr ət i ma 'dʒɔr ɪt i ‖ma 'dʒɔːr ət i ma 'dʒɔːr ət i 3. No.
4. FALSE. There is an alternative pronunciation: aˈpriːs i ɛt.
EXERCISE 19
1. reassessment,riːə'ses 2. reassigned,riːə'seɪnd 3. reassuring,riːə'serɪŋ 4. reawakens,riːə ˈweɪk ənz

EXERCISE 20
1. 'mɑːrk əd 2. 'kəʊnd li əs 3. 'juːs las li 4. TRUE 5. 'eədz əns 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>3</td>
<td>Aberdaron</td>
<td>æb ə'dær ən</td>
<td>'bɔːl ruːm</td>
<td>æb ə'r'dær ən</td>
<td>æb ə'ɾ'dær ən</td>
</tr>
<tr>
<td>4</td>
<td>ballroom</td>
<td>'bɔːl ruːm</td>
<td>bi ˈheɪv</td>
<td>bi ˈheɪv</td>
<td>iːk ə 'nəːm ɪks</td>
</tr>
<tr>
<td>5</td>
<td>behave</td>
<td>iːk ə 'nəm ɪks</td>
<td>mæn ɪdʒ ɪŋ</td>
<td>iːk ə 'nəːm ɪks</td>
<td>eək ə 'nəːm ɪks</td>
</tr>
<tr>
<td>6</td>
<td>economics</td>
<td>'mæn ɪdʒ ɪŋ</td>
<td>'tæːɡ ət</td>
<td>'tæːɡ ət</td>
<td>'tæːɡ ət</td>
</tr>
<tr>
<td>7</td>
<td>managing</td>
<td>'tæːɡ ət</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>target</td>
<td>'tær əf</td>
<td></td>
<td></td>
<td></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>3</td>
<td>Buckingham</td>
<td>'bæk ɪn əm</td>
<td>ma 'stɛik</td>
<td>'bæk ɪn əm</td>
<td>'bæk ən əm</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>dancing</td>
<td>'dɑːn's ɪŋ</td>
<td>'sæt ə ədɪ</td>
<td>'dæn's ɪŋ</td>
<td>'dæn's ɪŋ</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>mistake</td>
<td>'tær ɪf</td>
<td>'traʊm ə</td>
<td>'sæt ɪf</td>
<td>'sæt ər ədɪ</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Saturday</td>
<td>'traʊm ə</td>
<td></td>
<td>'sæt ɪf</td>
<td>'sæt ər ədɪ</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>tariff</td>
<td>'tær əf</td>
<td></td>
<td>'traʊm ə</td>
<td>'traʊm ə</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>trauma</td>
<td>'traʊm ə</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

EXERCISE 23B
in full with elision
1. French      (frenʃ) | (frenʃ) |
2. plunge       (plʌndʒ) | (plʌnʒ) |
3. stamped      (stæmt) | (stæmt) |
4. tangerine    (ˈtændʒ ə ˈriːm) | (ˌtændʒ ə ˈriːm) |
5. tasteful     (ˈtɛst əl) | (ˈtɛs əl) |
6. kindness     (ˈkəɪnd əs) | (ˈkəɪnd əs) |
7. awaken        (ə 'weɪk ən) | (ə 'weɪk ən) |

EXERCISE 24

EXERCISE 25
in full with elision
1. pinch        pɪntʃ | pɪntʃ |
2. bandstand    ˈbænd stænd | ˈbæn stænd |
3. camped        kæmt | kæmt |
4. wistful      ˈwɪst ful | ˈwɪst ful |
5. softness      ˈsɒft nəs | ˈsɒft nəs |
6. textbook      ˈtekst bʊk | ˈtekst bʊk |

EXERCISE 26
softly, lounge, firstly, wasteful
EXERCISE 27
3. 'dist ants 4. mīnts 5. 'træiˌmpf 6. a 'kwɛrənt 7. 'kʌmpf ə tʃ 8. 'empf ə sɪs 9. a 'sɪst ənts 10. sɒb 'stænd ʃ l

EXERCISE 28
KEY A:
A: I’ve just had my lounge decorated. It hadn’t been done since I moved in.
B: What colour is it?
A: It’s called French Blush.
B: Very tasteful, I’m sure, but it doesn’t convey anything.
A: Well, on the chart it looked lovely - a sort of pale tangerine colour.
B: That sounds nice. The lounge faces north, doesn’t it, and a tangerine glow would take away the coldness.
A: That’s just what I thought: elegant but comfortable. But actually it’s more like orange. It’s cheerful - but not very restful.
KEY B:
A: əv (dʒæs) hæd mæt (lɔʊnɪ) dɛk ə rɛt ɪd||ɪt hæd nt bɪ:n dʌn sɪns ə muːvd ɪn
B: wʊt kɑl ər ɪz ɪt
A: ɪts kəːld (frenʃ) bɪləf
B: veri tɛrst ʃʊl ɑːm fɔː||bɑt ɪt dæz ənt kæn vɛə ɪn i ðən
A: wel ɔn ðə tʃɑːt (lʌk) lɔn lɪ ə sɔːt əv petl (tænʤ ər ɪʃn) kɑl ə
B: ðæt sʊndz ʃɛz||ðə ˈləʊndər feəz ɪz əv ət (dæz ən) ɪt||ænd ə tænʤ ər ɪʃn gləʊ wʊd tɛk ə wɛə ðə ˈkʊəld ˈnæs
A: ðæts (dʒæs) wɔt ər θɔːt||ɛl ð ɡɑnt bɑt (ˈkæmpf ə bəl)||bɑt ək tʃu əl ɪ ɪts ˈmɔː ləɪk or ɪŋk||ɪts ˈtʃɪə ʃʊl||bɑt nɔt ʊrɪ (rɛs ʃʊl)

EXERCISE 29B

1. suddenly
   (ˈsʌd ən lɪ) 'sʌd ən lɪ
2. Britain
   (ˈbrɪt n) (ˈbrɪtn)
3. frightening
   (ˈfærtn ən) (ˈfærtn ən)
4. hidden
   (ˈhɪd n) 'hɪdn
5. medal
   (ˈmed l) ('med əl)
6. needlework
   (ˈniːd l ˈwɜːk) 'niːd əl ˈwɜːk
7. cattle
   (ˈkæt l) (ˈkætl)
8. petals
   (ˈpet lɪz) (ˈpet əlz)
9. panel
   (ˈpæn l) (ˈpæn əl)
10. softener
    (ˈsɒf ən) (ˈsɒf ən)
11. station
    (ˈstɛn ʃən) (ˈstɛn ʃən)
12. fastened
    (ˈfɑːst nd) 'fɑːst 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:
'ɡəʊld ən, ɪfɔʊz ən, 'lɪs n əz, 'bæt l, ˈwʊd ən, ˈbjuːt ɪ fɔl, ˈpɑːd n, ˈɡɑːd n, ˈtʌn əl, ,sent ɪ 'ment l, 'sʌd n əl,
EXERCISE 31
1. 'æb sant 2. 'bek an 3. 'kær ant 4. 'særk l 5. 'pæm al a 6. 'pær a gən 7. 'sɜːv nt 8. 'sɪm al a 9. 'trew l a 10. 'veik ant

EXERCISE 32
With three syllables: 'baet l ɪn (recommended pronunciation),
and also: 'baet al ɪn
With two syllables: 'baet ɪn

EXERCISE 33
3. flattening .2.. 4. sprinkling .3.. 5. cycling .3. 6. reckoning .2.. 7. threatening .3.. 8. trickling .2..

EXERCISE 34
1. 'mæd n ɪŋ 2. 'baet ɪŋ 3. 'flæt ɪŋ 4. 'sprɪŋk l ɪŋ 5. 'særk l ɪŋ 6. 'rek ɪŋ 7. 'θret n ɪŋ 8. 'trɪk ɪŋ

EXERCISE 35
<table>
<thead>
<tr>
<th>Words with no compression:</th>
<th>Words with compression:</th>
</tr>
</thead>
<tbody>
<tr>
<td>always three syllables</td>
<td>can be two syllables</td>
</tr>
<tr>
<td>e.g. finally 'fain ɪ l i</td>
<td>e.g. traveller 'træv ɪ ə</td>
</tr>
<tr>
<td>'glæub ɪ l i</td>
<td>'keaf li</td>
</tr>
<tr>
<td>'nɔːm al i</td>
<td>'lɛŋəl ɪŋ</td>
</tr>
<tr>
<td>'sæm ət ət z</td>
<td>'ntəs ri</td>
</tr>
<tr>
<td>'tɔut əl i</td>
<td>'sə:mp ɪŋ</td>
</tr>
<tr>
<td>'tæn ɪ l ɪŋ</td>
<td></td>
</tr>
</tbody>
</table>

EXERCISE 36B
1. obvious 'ɒb vi.əs
2. bicentennial ,bə sen 'ten i.əl
3. studious 'stju:ð i.əs
4. usual 'juːzd u.əl
5. material maˈtɔr i.əl
6. diagram 'dæɹ.ə græm

EXERCISE 37

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: 'dɪz plænts hæv nt flaad at ɔ: l ʌɪs ɹɪət bəm ɹəm ə rep ɹə təb l ɹəmp niɪ|bæt ət θɪŋk ˈdɛ ɪə ɹis ɹiɹ ɹət ən
B: ˈdɪs leɪb l ɹəz ˌdeɪ ɹæt ən jel
A: ˈsəʊv ˈdɛ ɪət tə flæu ə twaɪs ə ɹɪət
B: ˈnɔʊv ˌdɔʊz ə bæt ən ɪl|bæt ən jel plænts əʊn li flæu ə ɹi ɹə ə ɹɪət|jʊə plænts ɔb ɹvɪəz lɪə ənt flæu ə ɹɪət ɪə ɹiɹ ɔɹ ɪs ɹiɹ ɹət ən
A: ˈræt ə tə bæt ən jel waz ə ˈsɔt əv tu: hændəd əd ɹɪət ən ɹiɹ|nəm ɹiɹ ɪət ɪən ɹiɹ ən ɹiɹ ən waz ɹ Ã hæt ən jel əv ɹə fɾɛnʃ ɹə v ə lʊəf ɹən n|ən ɹəd waz ə gɾeɪt sɛl ɪ bɹɪʃ n ɪn ɹæ ɹiɹ
B: ˈnɔɜɹ ˌθɪŋk ɪə əv bæt ən ɹen ɹɪət

EXERCISE 39

EXERCISE 40
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: 'dɪz plænts hæv nt flaad at ɔ: l ʌɪs ɹɪət bəm ɹəm ə rep ɹə təb l ɹəmp niɪ|bæt ət θɪŋk ˈdɛ ɪə ɹis ɹiɹ ɹət ən
B: ˈdɪs leɪb l ɹəz ˌdeɪ ɹæt ən jel
A: ˈsəʊv ˈdɛ ɪət tə flæu ə twaɪs ə ɹɪət
B: ˈnɔʊv ˌdɔʊz ə bæt ən ɪl|bæt ən jel plænts əʊn li flæu ə ɹi ɹə ə ɹɪət|jʊə plænts ɔb ɹvɪəz lɪə ənt flæu ə ɹɪət ɪə ɹiɹ ɔɹ ɪs ɹiɹ ɹət ən
A: ˈræt ə tə bæt ən jel waz ə ˈsɔt əv tu: hændəd əd ɹɪət ən ɹiɹ|nəm ɹiɹ ɪət ɪən ɹiɹ ɪət ɹiɹ ən ɹiɹ ən waz ɹ Ã hæt ən jel əv ɹə fɾɛnʃ ɹə v ə lʊəf ɹən n|ən ɹəd waz ə gɾeɪt sɛl ɪ bɹɪʃ n ɪn ɹæ ɹiɹ
B: ˈnɔɜɹ ˌθɪŋk ɪə əv bæt ən ɹen ɹɪət
EXERCISE 39
2. es'cort 3. 'survey 4. con'vert 5. 'contest 6. 'insult

EXERCISE 40
contrast, reject, present, transport

EXERCISE 42
KEY A: choose from these words: content, contract, desert, extract, minute, object, refuse
KEY B: 2. refuse řif 'juːz řef juːs
3. contract kan 'trakt 'kɒn trækt
4. content kan 'tent 'kɒn tent
5. extract řek 'strækt 'ek strækt
6. object ōb 'jekt 'ɒb jekt
7. minute mət 'njjuːt 'mɪn ɪt
8. desert dɪ 'zɜːt 'dez ət

EXERCISE 43

EXERCISE 44
ar'rest 'vagabond 'anyone i'magining 'notice dis'parity be'tween 'accent 'later dis'covered 'never 'happened 'instantly 'everyone's de'meanour a'bruptly 'hawk'er 'barrow up'set be'fore 'noticed 'attitude 'women 'varies 'badly 'shudder a'way 'movement dis'gust 'powerful 'difficult 'genuinely de'graded ir'rational 'prison

EXERCISE 45
2. a 'dʒend a 3. 'æg rə ɔːrt 4. 'eɪ dʒænt 5. a 'gres ɪv 6. 'æg ræv 7. a 'glʌt ɪn ət ɪv 8. 'ædʒ aɪl 9. a 'grænd ɪz mənt

EXERCISE 46
1. an'niversary 2. def'i'nition 3. ep'i'curean 4. med'i'oectomy 5. meta'physical 6. mor'tifi'cation 7. pro'clamation 8. re'gene'ration 9. vale'diction

The Metaphysical Poets
A selection of poems

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

EXERCISE 48

EXERCISE 50
2. .inter.conti'nental 3. sado.maso'chistic 4. .vale.tudi'narian 5. Re.ceived pro.nunci'ation 6. co-eff.i cient of fric'tion 7. .occu.pational 'therapy
EXERCISE 51
1. ty'rannicide  2. .indi.vis'i'bility  3. sacri'ficial  4. 'care.taker  5. 'liberator  6. .ado'lescence  7. 'sacrosanct  8. .intel'lectual  9. .uncon.vent'ion'ality  10. 'capital.ism

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

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

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

EXERCISE 59
<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>
<tr>
<td>evening classes</td>
<td>English teacher</td>
</tr>
<tr>
<td>Community Centre</td>
<td>Spanish accent</td>
</tr>
<tr>
<td>study group</td>
<td>civil engineer</td>
</tr>
<tr>
<td>driving instructor</td>
<td>driving ambition</td>
</tr>
<tr>
<td>grammar book</td>
<td>South America</td>
</tr>
</tbody>
</table>

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 'æb ə lət (••••)  2. backgammon ('bæk .gæm an) ••••  3. backpedal ,bæk 'ped əl (••••)  4. caviar ('kæv i ə) ,••••  5. cigarette (sɪg ə 'ret) ••••  6. manageress ,mæn ɪdə' res (••••)  7. submarine 'sæb ma ri:n (••••)  8. (Adam's 'apple) ••••  9. ice 'cream (•••)  10. (.radio a'lar'm) ••••
EXERCISE 65C

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 velveteen.

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
3. primarily
4. subsidence
5. decade
6. communal
7. harass
8. controversy
9. clandestine
10. contributed

EXERCISE 67

a.
2. in'form ,infor'mation Yes
3. ,enter'tain ,enter'tainment No
4. e'lectric e,lec'tricity Yes
5. 'careless ,carelessness No

b.
1. 'plenty 'plentiful No
2. 'photograph ,photo'graphic Yes
3. 'beauty 'beautiful No
4. 'value 'valuable No
5. Ja'pan Japa'nese Yes

EXERCISE 68

a.
B. 'launder ,launde'rette 3. S
'comfort 'comfortable 1. SN
'period ,peri'odical 2. SI
C. 'punctual ,punctu'ality 2. SI
'wide 'widen 1. SN
'mountain ,mountai'neer 3. S
EXERCISE 70
1. stəː  2. θəːd  3. 'liːd r  4. 'laːrdʒ r  5. bəːrn

EXERCISE 71
1. kræft  2. flæsk  3. 'læft r  4. bə'næn a  5. pæst

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

EXERCISE 73

EXERCISE 74
a.

1. staring   RP  'stɛr ɪŋ   GenAm  'stɛr ɪŋ
2. careful   RP  'kɛrf l  'kɛrf l
3. dearest   RP  'dɛrst ɪst  'dɛrst ɪst
4. experience 1k 'spɪər ɪ  1k 'spɪər ɪ
5. variation 1vɛr ɪ 'ɛʃ ɲ  1vɛr ɪ 'ɛʃ ɲ
6. sincerely 1sɪn 'sɪli  1sɪn 'sɪli

b.

1. staring   RP  ('stɛr ɪŋ)   GenAm ('stɛr ɪŋ)
2. careful   RP  ('kɛrf l)  'kɛrf l
3. dearest   RP  ('dɛrst ɪst) ('dɛrst ɪst)
4. experience 1k 'spɪər ɪ  (1k 'spɪər ɪ
5. variation 1vɛr ɪ 'ɛʃ ɲ  (1vɛr ɪ 'ɛʃ ɲ
6. sincerely 1sɪn 'sɪli  (1sɪn 'sɪli)

EXERCISE 75
1. wr(t)ing  2. la(t)er  3. return  4. rela(t)ed  5. softer  6. a(tt)ic  7. attack  8. lightning
   t is not voiced in 'return' and 'attack' because the t is not at the end of a syllable.
   t is not voiced in 'softer' and 'lightning' because the t is not between vowels.

EXERCISE 76
1. (rafter) rather rock rod
### EXERCISE 77

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

### EXERCISE 78

**da 'ka: waz a 'da:rk 'blu: 'sev n 'pæs ndʒ r st 'dæn a 'pæk rd av da 'leɪt as 'ma:d l 'kast am 'bɪlt it waz da 'kænd av ka:ʒ ja 'wer ja 'rɔʊp 'p l z in 'ʃi:t waz 'pɜːrkt bæt a 'fɛər .hæzdr ant an a 'da:rk 'fɔːr an 'lʊk in 'ʃuː f .wəd a 'fɛəs av 'kaːrvd 'wʊd waz bɪ 'hænd da 'hwiː||dɪ in 'tɪr i r waz a 'pʊlst rd in 'kwɪlt ad 'ɡreɪ fa 'niː||dɪ 'ɪnd i an 'pʊt mi an da 'bæk||st in 'dɑːr a 'loun at 'fɛlt laɪk a 'hɑːt kles 'kɔːrps 'lɛrd 'aʊt bæt an 'ænd r tɛt r wɒd a 'lɑːt ə 'ɡʊd 'tɛst||**

### EXERCISE 79

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

### EXERCISE 80

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Separate letters</th>
</tr>
</thead>
<tbody>
<tr>
<td>OPEC</td>
<td>'aup ek</td>
</tr>
<tr>
<td>UCCA</td>
<td>'ʌk ə</td>
</tr>
<tr>
<td>UNESCO</td>
<td>ju 'nesk aʊ</td>
</tr>
<tr>
<td>OECD</td>
<td>TUC</td>
</tr>
<tr>
<td>TUC</td>
<td>UCLA</td>
</tr>
<tr>
<td>UDI</td>
<td></td>
</tr>
</tbody>
</table>

### EXERCISE 82

1. 'kræm bæ.i 2. 'æm bæl ans 3. 'ɪm put 4. 'æŋ 'ɡreɪt fɪl 5. 'rek ɔːb 'breɪk ə/z 6. 'mɪb point 7. 'brɔːg kɑːst 8. 'wɪŋ .kɪl a

### EXERCISE 83

1. 'kɔs tʃuːm 2. tʃuːb 3. 'mɪl dʒuː 4. ə 'dʒuːs 5. 'æmpl ɪ tʃuːd 6. ɹɪ 'dʒuːs 7. ,ɛdʒ u 'kɛtʃ n 8. ,riː 'kɒnst ɪ tʃuːt

### EXERCISE 84

hi swæŋ raʊn staːld||ə nɔk ʌn iz də'||ðə mas bi sam mɪstekki|ɔːr iz ɪz əf ə pletɪŋ im triks||ðə daːknas
EXERCISE 85
refinement /riːˈfɑːm mɑnt/
Anticipatory dealveolar assimilation of the n, anticipating the m.
patrol /paːtroul/
Use of special allophone ʊ before l in the same syllable.
tempestuous /ˈtempəstjuːs/
Assimilation of the s, anticipating the following ʧ.
cardboard /ˈkɑːbɔːrd/
Anticipatory dealveolar assimilation of the d, anticipating the b.
institution /ɪnˈstɪʃn/ˈtʃɪn/
Assimilation: coalescence of t and j to form ʧ.
handgun /ˈhæŋ ɡɑːn/
Elision of d, plus assimilation of n, anticipating the g.
unfold /ˈʌndfʊl/
Use of special allophone ʊ before l in the same syllable.
Wisbey /ˈwɪsp si/ˈwɪsp si/
Assimilation: the b is devoiced, anticipating the following unvoiced s.
tune /ˈtjuːn/ˈtuːn/
Assimilation: coalescence of t and j to form ʧ.
landmark /ˈlænd mɑrk/ˈlænd mɑrk/
Elision of d, plus assimilation of n, anticipating the m.

EXERCISE 86
b. sev ral ʟən dan pezp az kleɪmd tə dɛt dæt a ʰæɡ aɪ rɪ had tɛrk n ˈplazz at ˈbæk ɪn hæm pæl ɪs ə spauks ˈpɜːz n ˈrɪf juːzd tə kɒn ˈfæm wɛd ə r ɔː n ˈɛnt i ˈθɪŋ kəd biːn stəʊl ən ə ɲuːk jəl ə pɔʊ ə stɛf jɪn ɪn ˈbæn ə nɔːθ wɛlz həz biːn kləʊdʣ dəun weɪl mɛɪn ˈtɛrn ɑːns ˈwæk ɪz kər id aut ɛf ˈfɛlt ən ə rʊf əv ə mɛn ri ək tə bɪldʒ həz kɾeɪkt ənd a kjuːm ə lɛt ɪd ˈdɛb ri niːd tə biːr mjuːvəd ə lɑʊk l ˈprɛʃ ə grʊ p kliːm ˌdæt iŋ kriːst ɪn sʊd ɑns əv ˈmeɪt greɪnt ɪn diː ɛə r i a hz djʊː tə rɛɪd iˈɛf niː ː skɛrp ɪŋ ˈθrʊː də kɾeɪks də mɛn ɪdʒ mənt əv ə ˈplæːnt dɪnət dɪz əz ə mɪt ˈtʃɪv əs a tempt tə kəz ə ˈleɪm ənd nɔʊ hɪər iz də lɛt ɪst wɛdə fɔː kəːst frɔm də mɪt ə r ə lɒd ɪk l əf ɪs

c.

<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>Buckingham</td>
<td>ˈbæk ɪn hæm</td>
<td>regional</td>
<td>ˈbæk ɪn əm</td>
</tr>
<tr>
<td>confirm</td>
<td>kɒn ˈfɜːm</td>
<td>regional, incorrect</td>
<td>kʌn ˈfɜːm</td>
</tr>
<tr>
<td>anything</td>
<td>ˈen i ˈθɪŋk</td>
<td>incorrect</td>
<td>ˈen i ˈθɪŋk</td>
</tr>
<tr>
<td>nuclear</td>
<td>ˈɲuːk jəl ə</td>
<td>incorrect</td>
<td>ˈɲuːk liːə</td>
</tr>
<tr>
<td>Bangor</td>
<td>ˈbæŋ ə</td>
<td>incorrect</td>
<td>ˈbæŋ ɡə</td>
</tr>
<tr>
<td>maintenance</td>
<td>mɛɪn ˈtɛrn ɑːns</td>
<td>incorrect</td>
<td>mɛɪn ˈtæn ɑːns</td>
</tr>
<tr>
<td>asphalt</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>accumulated</td>
<td>migraine</td>
<td>mischievous</td>
<td>Meteorological</td>
</tr>
<tr>
<td>-------------</td>
<td>----------</td>
<td>-------------</td>
<td>----------------</td>
</tr>
<tr>
<td>'æf felt</td>
<td>a 'kjuːm a liːt ɪd</td>
<td>'mæ greɪn</td>
<td>'mɪs ˈʧɪːv əs</td>
</tr>
<tr>
<td>incorrect alternative incorrect incorrect</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>EXERCISE 87</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. kæ 'kɒf an i 2. ,kaːd i ˌɔːu 'ɡræf ɪk 3. end 'ɒʤ ən əs 4. mon a græm 5. ɒk 'tæg n əl 6. pa 'lɪg əm i</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EXERCISE 88</th>
</tr>
</thead>
<tbody>
<tr>
<td>The possible combinations of first and second elements are:</td>
</tr>
<tr>
<td>cacogamy</td>
</tr>
<tr>
<td>cacogenous</td>
</tr>
<tr>
<td>cacomagram</td>
</tr>
<tr>
<td>cacomographic</td>
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<tr>
<td>cacomogonal</td>
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<tr>
<td>cardiogamy</td>
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<td>cardiogenous</td>
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<td>cardiogram</td>
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<tr>
<td>cardiogonal</td>
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<tr>
<td>cardiophony</td>
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<tr>
<td>endogamy</td>
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<tr>
<td>endogram</td>
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<tr>
<td>endographic</td>
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<tr>
<td>endogonal</td>
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<tr>
<td>endophony</td>
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</table>