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DIPLOMOVÁ PRÁCE

Non-Systematic Differences between British and American Pronunciation

Nesystémové rozdíly mezi britskou a americkou výslovností

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Poděkování

Tímto způsobem bych chtěla poděkovat vedoucímu své diplomové práce, panu PhDr. Vladislavu Smolkovi, Ph.D., který nade mnou po celou dobu mého psaní držel odborný dohled a jemuž nesmírně vděčím za trefné připomínky, postřehy, ochotu, profesionalitu a vstřícný přístup.

Dále děkuji svým rodičům, kteří mě po celou dobu mého studia trpělivě podporovali, důvěřovali mi, sdíleli se mnou všechny moje úspěchy i neúspěchy a vždy mi poskytli cenné rady do života.

Anotace

Tato diplomová práce se zabývá nesystémovými rozdíly mezi britskou a americkou výslovností. Začátek práce je věnován historickému pozadí, na němž došlo ke vzniku americké angličtiny, a způsobům, jak se tyto dvě varianty angličtiny vzájemně ovlivňovaly. Dále jsou zde popsány systémové rozdíly mezi současnou britskou a americkou výslovností, jejichž vytyčení pomůže určit hranice právě s těmi nesystémovými. Vzájemné srovnávání odlišností bude probíhat na základě výslovnostních norem, tj. *Received Pronunciation* pro britskou a tzv. *General American* pro americkou angličtinu. Hlavní část práce bude věnována identifikaci izolovaných příkladů odlišností, které vyplývají z nepravidelnosti mezi oběma systémy. Součástí práce je abecední seznam přetranskribovaných slov, vlastních jmen či geografických názvů, uspořádaný podle odlišnosti v oblasti segmentální a suprasegmentální.

Klíčová slova

Systémové rozdíly, nesystémové rozdíly, Received Pronunciation, General American, segmentální oblast, suprasegmentální oblast

Abstract

This diploma thesis occupies itself with non-systematic differences between British and American English. In its initial section, this thesis outlines the historical background, the origins of American English and its influence of British English. Subsequently, the systematic differences are defined, in order to distinguish them from the non-systematic ones. The comparison of two regional varieties is done on the basis of two respective pronunciation norms, i.e. *Received Pronunciation* for British English and *General American* for American English. The main part of the thesis is focused on the identification of isolated examples of dissimilarity which follow from the irregularities of both systems. An alphabetical list of transcribed words, personal or geographical names organized into segmental and suprasegmental areas is included in the Appendix.

Key words

Systematic differences, non-systematic differences, Received Pronunciation, General American, segmental area, suprasegmental area

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1. Introduction

My diploma thesis deals with non-systematic differences between British and American pronunciation. The aim of my work is to set up an outline of these differences that do not result from general systematic distinctions.

In this thesis, I will use two pronouncing norms: Received Pronunciation (RP) for British English and General American Pronunciation (GA) for American English.

The beginning of my thesis will be aimed at history, i.e. the reasons that gave rise to diversification of pronunciation in the two respective regional varieties. A comparison of pronouncing systems of British and American English will be included as well in this section, the emphasis will lay on regular correspondences like rhoticity – non-rhoticity, distinctions in acoustic qualities of vowels, etc.

The gist of my diploma thesis will be based on identification of separated examples concerning the distinction that do not fall within the regular differences between both of the systems explored.

The thesis will deal with segmental and suprasegmental features. The research will cover proper names, as well as geographical names with emphasis on examples with different pronunciation, or orthographically identical local names, occurring in the British and in the American territory.

2. Historical Background

The English language has a considerably varied history, as I have already described in my BA thesis. Now, I would like to specifically occupy myself with American English: how it emerged, when it spread to the United States and in which ways it can be compared to British English.

The British part of language history is richer and longer than the American, however, we can note that the United States outnumbers the British in terms of native speakers. All over the world, the number of native English speakers ranges from around 330 to 360 million, according to en.wikipedia.org. So we can conclude that the Americans, a 300 million nation, are the biggest English-speaking native group in the world. By contrast, Great Britain only amounts to 60 million native speakers. (En.wikipedia.org:2018)

However, we should look at these data carefully because the U.S. represents a destination for many groups of immigrants, especially in the south. Owing to the influx of immigrants, American population has increased lately, and different languages are spoken in the U.S. in addition to English: mostly Spanish, followed by Chinese, Russian, French, Portuguese, Polish, etc.

During the period of colonization and exploration (15th– 17th century) the English language was spreading from England to the New World. In this process, English colonies began to be established and American English began to come slowly into existence. At the same time, there were suddenly two groups of inhabitants living next to each other, as Dilliard (1992:1) points out.

These were the immigrants and the indigenous people, the Amerindians. It was quite difficult for them to communicate. The language played a key role in newly arising common language. Marckwardt (1958:26) says that the language of colonists was influenced by Indians and a few new words are still used in present-day English. The colonists borrowed words from the Amerindian vocabulary which until then were not part of their own English spoken in England because they referred to the new American realia, for example *sequoia*, *totem*, *kayak*, *tepee*, *wigwam*, *chipmunk*, *raccoon*, *skunk*, *woodchuck* e.g.

As Dilliard (1992:1) continues, “the first official English-speaking group came to America 1497 with John Cabot under a patent from Henry VII.” From the beginning of the 17th century we can speak about American English for the first time. English was brought by the Pilgrim Fathers to the New World because they escaped the religious persecution in England and began to colonize today’s America. They were in search for a peaceful country and they did not want to be punished for their denomination anymore. This wave was followed by other migrations that arrived during the 18th and 19th centuries. After that, some new dialects within American English arose.

It may seem interesting, that on one hand, American English reflects Old English because, owing to its isolation on the new uninhabited continent, it retained some of the Old-English features and therefore could seem archaic. On the other hand, it can be safely assumed that the language brought to America underwent a change, caused by immigration.

3. Comparison of the pronouncing systems

There are many differences in spelling, grammar, pronunciation and vocabulary if we compare British English to American English.

Another distinct example of difference between these two types of English can be their respective official pronunciation norm. While British English uses *Received Pronunciation* (RP), there is universally accepted equivalent for the American pronunciation. We can speak about regional standards more than about one single variant, collectively called as the *General American* (GA).

3.1. Received Pronunciation (RP)

The first person who used the phrase *Received Pronunciation* was, according to Cruttenden (2014:76), the lexicographer John Walker in 1791. At that time, as well as about hundred years later, no standard pronunciation norm existed. Cruttenden continues with the statement that

the codification of English pronunciation was primarily prompted by the demands for teaching English as a foreign language.

Cruttenden (2014:77) says that the phonetician, who “established the term *Received Pronunciation* or *RP* as representing standard spoken British English” was nobody else than *Daniel Jones*. Its spreading was influenced by BBC broadcasting in 1926.

RP is a promptly identifiable accent, often termed ‘typically British’ or ‘BBC English’. It should be important to emphasize that RP is not a dialect in the territorial sense. It is not restricted to any particular region where it is primarily spoken. Additionally, in the British context, we can often identify the social class and the level of education of a particular speaker according to the accent used.

In Cruttenden’s publication *Gimson’s Pronunciation of English* (2014:81), two additional variations of RP are mentioned. It is *Conspicuous General British (CGB)* that is restricted to the upper-class and *Regional General British (RGB)* that is restricted to the territory.

On the basis of these conditions, RP could be subclassified into Conservative RP, Mainstream RP and Contemporary RP. While the first option is linked to the upper classes and older speakers, the contemporary variant corresponds with young people, in contrast to the mainstream, which seems neutral. Finally, the RP keeps changing and developing. (Bl.uk:2018)

Currently, the term *Received Pronunciation* can seem quite outdated, therefore Cruttenden (2014:80) speaks about so called *General British (GB)*. This term was first used in 1972 by a British phonetician *Windsor Lewis* and it is preferred to RP by some phoneticians.

The current state of phonetic exploration would have been impossible without outstanding scholars, such as those introduced below.

3.1.1. Daniel Jones (1881 – 1967)

He was an important representative of British phonetics who dominated English phonetics in the 20th century. He worked in the International Phonetic Association and was involved in furthering the study of pronunciation with his works. (Cruttenden 2014:77)

His popular, seminal and timeless work is called *English Pronouncing Dictionary*, published 1917. Currently, the 18th edition is available. One of his ideas is the diagram of cardinal vowels. (En.wikipedia.org:2018)

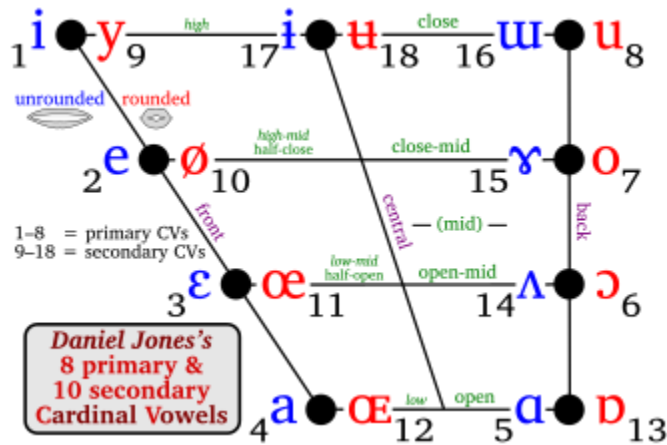


Fig. 1: Daniel Jones' Cardinal Vowels
(En.wikipedia.org:2018)

3.1.2. Alfred Charles Gimson (1917 – 1985)

A. C. Gimson, Professor of Phonetics and Linguistics at UCL, belongs among the most significant British phoneticians. His seminal phonetic work *An Introduction to the Pronunciation of English* is still regarded as a standard basis. It was revised by Cruttenden and published as *Gimson's Pronunciation of English* (1994).

According to Wells (Phon.ucl.ac.uk:2018), *An Introduction to the Pronunciation of English*, published in 1962, described the RP from a new point of view. He coined some new terms (allophone), complemented Jones and replaced his outdated theory, which had dominated until then.

The majority of Gimson's publications focus on EFL learners, e.g. *English Pronunciation Practice* (1965) or *A Practical Course of English Pronunciation* (1975).

3.1.3. John Christopher Wells (1939)

This well-known contemporary British phonetician was approached to write a pronouncing dictionary, so the *Longman Pronunciation Dictionary* came into existence in 1990. Currently, the 3rd edition is available.

The main advantage of this book is that American pronunciation is included, as well as the pronunciation of different place names, personal proper names or common foreign names. Where alternative pronunciations of a single word exist, poll preferences are sometimes included. This work is highly appreciated for this thesis, and this is why Wells' dictionary will be used as the essential reference for the practical part of this thesis.

3.1.4. Peter Roach (1943)

Peter Roach, still living, is one of the most remarkable English phoneticians. He is retired now but for a long time he was a professor at the Universities of Leeds and Reading. His two important works are *Cambridge English Pronouncing Dictionary* (currently the 18th edition) and *English Phonetics and Phonology* (currently the 4th edition). (Cambridge.org:2018)

3.2. General American Pronunciation (GA)

As stated above, and according to Skaličková (1982:196), there is no official pronouncing norm of American English equivalent to RP in British English. In the United States, we can observe many regional dialects. The essential regional standards are Eastern, Southern and General American. Bronstein declares (1960:6) that a particular pronunciation can be considered standard in case it reflects the speech patterns of educated persons in their respective communities. As Cruttenden (2014:87) states, "GA does not have marked regional characteristics [...] and is sometimes referred to as 'Network English' [...]".

Consequently, the standard pronunciation is not necessarily the average pronunciation of all members of the community, it is the usual language used by educated speakers in formal

situations, e.g. on TV, on radio, equally as in the informal situations, e.g. when two people talk to each other. (Dialectblog.com:2018)



Fig. 2: Area of the General American Pronunciation
(Commons.wikimedia.org:2018)

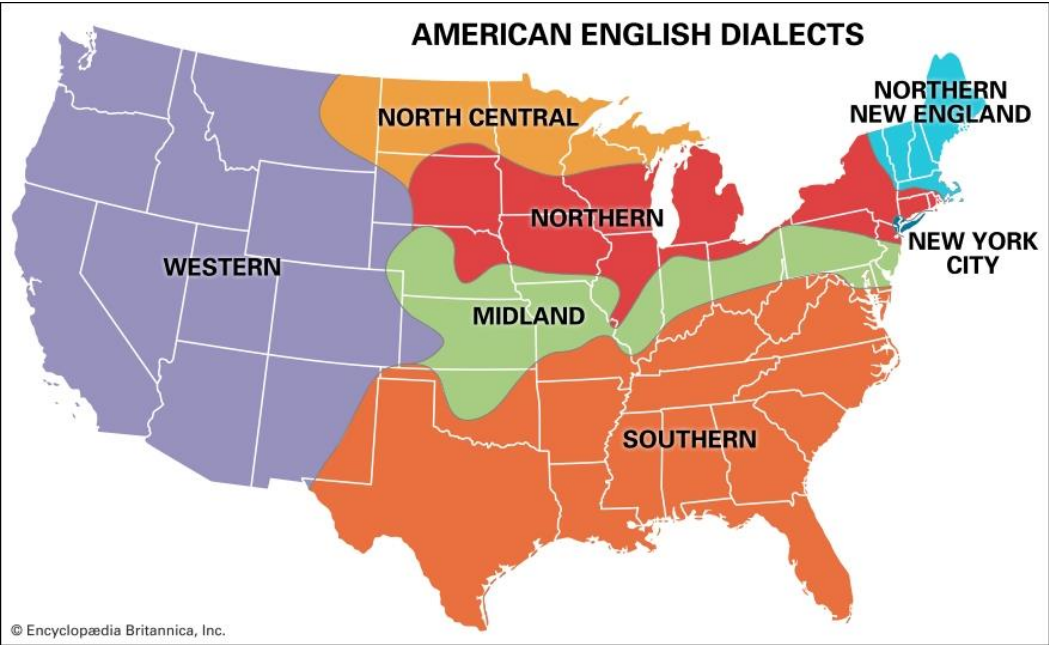


Fig. 3: American English Dialects
(Pointofnoretturn.us:2018)

3.2.1. Noah Webster (1758 – 1843)

According to Wikipedia.org, he was a significant, well-educated American author, whose area of study was lexicography. Moreover, he reformed the English orthography, too. He disagreed with variance of English spelling and he successfully tried to change it into more predictable form. (51voa.com:2019)

He can be regarded as the first person who united American English and showed its independence of England and the British English. (Payne 1995:12) He contributed to lexicography in all its aspects, primarily with his major work *An American Dictionary of the English Language* from 1828. (Wikipedia.org:2018)

Nowadays, its modern version is known under the title *Merriam-Webster Dictionary*, where *Merriam* refers to the publishing house. This dictionary is still popular and many people around the world can use it on-line, too. According to the webpage merriam-webster.com it is called *America's most-trusted online dictionary*. (Merriam-webster.com:2018)

4. Regular correspondences

We can notice many differences between British and American English, as stated above. The main areas of difference include spelling, vocabulary and pronunciation.

4.1.1. Spelling

The British spelling seems to be more complicated in comparison to the American spelling which was in many respects simplified or made more regular, mainly thanks to Noah Webster. Many suffixes or syllables were reduced or substituted with more transparent forms, especially for non-native speakers. These forms are also updated and do not insist on outdated or original grammatical rules, regarding words borrowed from Latin or Greek.

Payne (1995:14) states that

“Some words are spelled **ae** or **oe** in British English, representing the sound /e/ or /i:/, but are usually spelled **e** in American English”: *aesthetic- esthetic, gynaecology- gynecology, oestrogen- estrogen*. Some words like *aerobic, phoenix* are spelled **ae** or **oe** in both variants.

To sum up, the pronunciation of American English is more predictable because it respects regularity. Contrary to this, British English is rather more conservative and therefore often unpredictable. This makes British English fruitful area to study non-systematic differences, which are the main focus of this thesis.

Suffixes	BrE	AmE
<i>-ise/-ize</i>	apologise recognise	apologize recognize
<i>-our/-or</i>	colour neighbour	color neighbor
<i>-re/-er</i>	centre theatre	center theatre
<i>-ence/-ense</i>	defence licence	defense license
<i>-gramme/-gram</i>	programme	program
<i>-logue/-log</i>	catalogue monologue	catalog monolog

Table 1: Suffixes in BrE and AmE
(Nosek 1977:89)

4.1.2. Vocabulary

British English and American English are both specific in their use of some lexical units. We can regard these words as synonyms. A few of them are presented below as examples. These examples are only introduced for a better illustration of common differences between

American and British English and are of little relevance for this thesis because the differences described there are not phonological, but lexical.

BrE	AmE
autumn	fall
bathrobe	dressing gown
chips	fries
film	movie
maize	corn
pavement	sidewalk
petrol	gasoline
post	mail
sweets	candy
trousers	pants

Table 2: Different vocabulary in BrE and AmE

(Wordstress.info:2018)

4.1.3. Stress

Although most words tend to have the same position of stress both in BrE and AmE, there are some words that are stressed differently in the two regional varieties of English. The differences may primarily concern French loanwords.

As Skaličková (1982:202) points out, “there is often a secondary stress in 3- or more-syllable American words, which causes the syllable in question to contain an unreduced vowel”. This phenomenon is manifested for example, by words like *library* or *dictionary*. This results in another difference between British and American English- the rhythm. By way of contrast, the intonation stays quite similar.

The charts below only contain variants preferred by native speakers.

4.1.3.1. 2-syllable words

The stress in BrE tends to be on the first syllable while in AmE the last syllable is stressed. Although this could seem to be a rule, both variants of this stress pattern are acceptable in American English. This tendency is based on the Germanic (Old English) stress model in American English, which also applies to the suffix *-ate* (see below).

2-syllable word	BrE	AmE
ballet	'bæleɪ	bæ 'leɪ
beret	'ber eɪ	bə 'reɪ
brochure (pp)	'brɔʊʃ ə	brou 'ʃʊər
buffet ¹	'bʊfeɪ	bə 'feɪ
café, caffè	'kæfeɪ	kæ 'feɪ
chauffeur	'ʃəʊfə	ʃou 'fɜː
chiffon	'ʃɪf ɒn	ʃɪ 'fɑːn
croissant	'kwæsɑ̃	kwaː 'sɑ̃
debris (pp)	'deb riː	də 'briː
decor, décor	'deɪk ɔː	deɪ 'kɔːr

Table 3: Different stress of 2-syllable words in BrE and AmE

(Wordstress.info:2018)

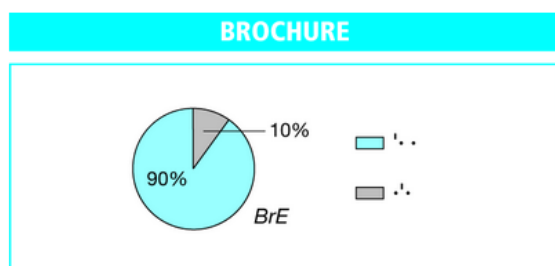


Fig. 4: Preference poll of „brochure“ in BrE

(Wells:2008)

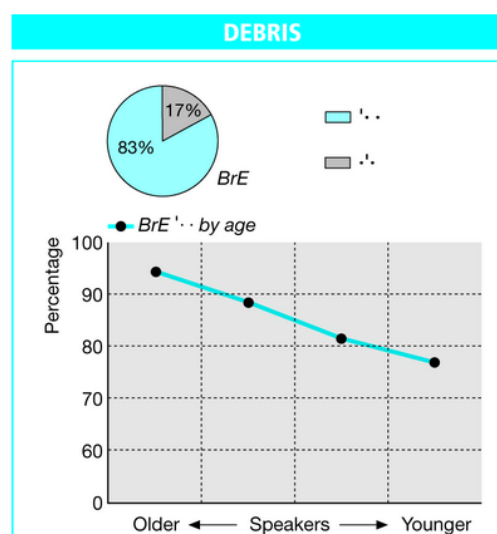


Fig. 5: Preference poll of „debris“ in BrE

(Wells:2008)

¹ Noun

4.1.3.2. 3-syllable words

The stress tends to be on the second syllable in British English and on the first syllable in American English. In case of the word *cigarette*, both stress variants are acceptable in British and American English.

3-syllable word	BrE	AmE
cigaret, cigarette	sɪgə 'ret	'sɪgəret
magazine	mægə 'zi:n	'mægəzi:n

Table 4: Different stress of 3-syllable words in BrE and AmE

(Wordstress.info:2018)

4.1.3.3. 2-syllable words ending in *-ate*

2-syllable verbs with the suffix *-ate*, are normally stressed on the last syllable in BrE and on the first syllable in AmE. Of course, we can find a few exceptions that are stressed in both varieties of English in both ways, either on the first syllable (*probate*) or on the last syllable (*create, negate*). (Wordstress.info:2018)

2-syllable verb	BrE	AmE
castrate	kæ 'streɪt	'kæstreɪt
locate	ləʊ 'keɪt	'ləʊkeɪt
mandate	mænd 'deɪt	'mændeɪt
translate	trænz 'leɪt	'trænzleɪt
vibrate	vəɪ 'breɪt	'vaɪbreɪt

Table 5: Different stress of 2-syllable verbs in BrE and AmE

(Wordstress.info:2018)

4.1.3.4. Words ending in *-ary*, *-ory*, *-ery* and *-ative*

After a more detailed pronunciation dictionary study, words with these suffixes can be classified as words with systematic differences in RP and GA. It can be noticed that American English tends to unreduce unstressed syllables, especially when there are more unstressed syllables next to each other, in case of *-ary*, *-ory*, *-ery*. The suffix *-ative* behaves like *-ary* etc.

However, the suffix *-ation* behaves oppositely. British English maintains a tertiary stress on the preceding syllable and pronounces it as a diphthong, while American English reduces it as a *schwa*.

Suffix <i>-ary</i>	BrE	AmE
contrary	'kɒntr ə r i	'kɑ:n tre r i
sanctuary	'sæŋkʃu ə r i	'sæŋkʃu er i

Table 6: Suffix *-ary*

Suffix <i>-ory</i>	BrE	AmE
celebratory	ˌsel ə 'breɪt ə r i	'sel əb rə tɔ:r i
territory	'ter ə tər i	'ter ə tɔ:r i

Table 7: Suffix *-ory*

Suffix <i>-ery</i>	BrE	AmE
monastery	'mɒn əs tər i	'mɑ:n ə ster i
stationery	'steɪʃ ə n ə r i	'steɪʃ ə ner i

Table 8: Suffix *-ery*

Suffix <i>-ation</i>	BrE	AmE
civilization	ˌsɪv əl aɪ 'zeɪʃ ə n	ˌsɪv əl ə 'zeɪʃ ə n
organization	ˌɔ:g ə n aɪ 'zeɪʃ ə n	ˌɔ:g ə n ə 'zeɪʃ ə n

Table 9: Suffix *-ation*

Suffix <i>-ative</i>	BrE	AmE
communicative	kə 'mju:n ɪk ət ɪv	kə 'mju:n ə keɪt ɪv

Table 10: Suffix *-ative*

4.1.4. Pronunciation

It is commonly known that General American Pronunciation (GA) is generally *rhotic*, as distinct from Received Pronunciation, which is *non-rhotic*. Of course, there are many exceptions within the respective countries.

Rhoticity means that the letter /r/ is pronounced in case it occurs at the end of the syllable after a vowel; this, in fact, means that it is pronounced every time it is spelt. *Non-rhoticity*, typical of RP, means that the letter /r/ is only pronounced in prevocalic positions, but not before consonants and in the final position (unless it is used as the so-called *linking-r*) for example *bird* [bɜ:d || bɜ:rd], *car* [kɑ: || kɑ:r] or *mark/Mark* [mɑ:k || mɑ:rk]. The pronunciation is the same in both variants when the /r/ is in the initial position, for example *bring* [brɪŋ], *root/Root* [ru:t] or *problem* [prɒbləm, -lɪm. -ləm || prɑ:bləm].

Other pronunciation differences between RP and GA include pronunciation of vowels and consonants; these differences are usually regular and predictable.

4.1.4.1. Vowels

ɑ: → æ	RP	GA
aunt	ɑ:nt	ænt
bath	bɑ:θ	bæθ
can't	kɑ:nt	kænt
dance	dɑ:nʔs	dæntʔs
half	hɑ:f	hæf
laugh	lɑ:f	læf

path	pɑ:θ	pæθ
------	------	-----

Table 10: Differences in pronunciation of vowels between RP and GA

(Helpforenglish.cz:2018)

ɒ → ɑ:	RP	GA
concert (noun)	kɒn'tsət	kɑ:n'tsɑ:rt
God, god	gɒd	gɑ:d
not	nɒt	nɑ:t
stop	stɒp	stɑ:p

Table 11: Differences in pronunciation of vowels between RP and GA

(Helpforenglish.cz:2018)

ɪ → ɪ / ə	RP	GA
American	ə 'mer ɪk ən	ə 'mer ək ən
timid	'tɪm ɪd	'təm əd

Table 12: Differences in pronunciation of vowels between RP and GA

əʊ → oʊ	RP	GA
broke	brəʊk	broʊk
coke	kəʊk	koʊk
mow	məʊ	moʊ

Table 13: Differences in pronunciation of vowels between RP and GA: Qualitative distinctions between similar diphthongs

4.1.4.2. Consonants

This chart deals with so called *tapped t* or *alveolar tap* that is usually voiced and therefore it reminds of d:. What is essential is that the tongue wiggles shortly up, briefly touches the alveolar area and goes down again.

$t \rightarrow \underline{t}$	RP	GA
beauty	'bju:t i	'bju:̩t i
butter	'bʌt ə	'bʌ̩t ə̩r
city	'sɪt i	'sɪ̩t i
little	'lɪt əl	'lɪ̩t ə̩l
party	'pɑ:t i	'pɑ:̩rt i

Table 14: Differences in pronunciation of consonants between RP and GA: Sonorization (vocalization) of the sound /t/ (Oxfordlearnersdictionaries.com:2018)

ju: → u:	RP	GA
duty	'dju:t i	'du:̩t i
new (pp)	nju:	nu:
Sue	sju:	su:
tube (pp)	tju:b	tu:b
Tuesday	tju:z deɪ	tu:z deɪ

Table 15: Differences in pronunciation of consonants between RP and GA

(Helpforenglish.cz:2018)

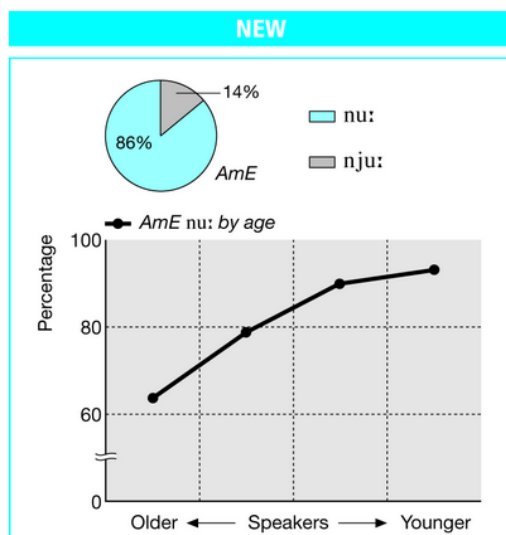


Fig. 6: Preference poll of “new” in AmE

(Wells:2008)

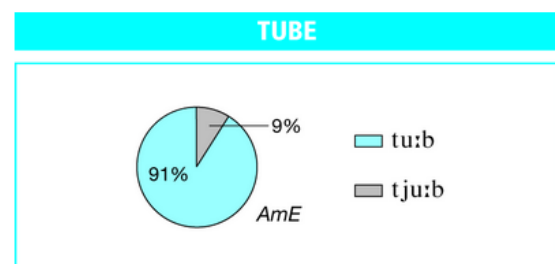


Fig. 7: Preference poll of “tube” in AmE

(Wells:2008)

nt → n	RP	GA
quantify	'kwɒnt ɪ faɪ	'kwɒn: <u>t</u> ɪ faɪ
twenty	twent i	twen <u>t</u> i

Table 16: Differences in pronunciation of consonants between RP and GA

(Oxfordlearnersdictionaries.com:2018)

4.1.5. Rhoticity and Non-Rhoticity

As said above, the main regular correspondence that English language distinguishes is between *rhotic* and *non-rhotic* accents.

Basically, *rhotic* accent means a situation when the sound /r/ is pronounced before a consonant and in the final position. According to Encyclopedia.com the main *rhotic areas* are for example Canada, Ireland, India, Scotland, south-west England or the northern and western states of the U.S. excluding New York and Boston. (Encyclopedia.com:2018)

The definition of the adjective *non-rhotic* means according to the English Oxford Living Dictionaries (en.oxforddictionaries.com:2018) “relating to or denoting a dialect of English (such as Standard British English) in which r is pronounced in prevocalic position only.”

According to John C. Wells (1982:220), non-rhoticity is in the first place typical of England, but it can be noticed in the accents of Wales, New Zealand, Australia, and South Africa and in the south of the U.S., too.

5. Place names

These place names do not differ from each other from the point of view of British and American pronunciation. The distinction can be found in their local usage. That means that the same place name with the same spelling exists within the U.S. as well as in Great Britain and the local pronunciation bears its specific signs.

It can be supposed that a native speaker from the U.S. will use the American variant for the British place name and the other way around in case of a British speaker in the U.S.

It should be noted that in the following chart the two columns marked as *GB* and *U.S.*, respectively, represent the location of the concept in question, whereas within each of the columns, the British pronunciation appears on the left before the double vertical line, while the American pronunciation is given to the right from it [||].

Place	GB	U.S.
Aberdeen	ˈæb ə ˈdiːn	ˈæb ə diːn
Bellingham	ˈbel ɪŋ əm ² ˈbel ɪn dʒ əm ³	ˈbel ɪŋ hæm ⁴
Berkeley	ˈbɑːk li ˈbɑːk li	ˈbɜːk li ˈbɜːk li
Berkshire	ˈbɑːk ʃə ˈbɑːrk ʃə	ˈbɜːk ʃə ˈbɜːk ʃə
Blyth	blaɪð ⁵	blaɪθ
Derby	ˈdɑːb i ˈdɑːrbi	ˈdɜːbi ˈdɜːb i
Devon	ˈdiːv ən ⁶	ˈdev ən
Durham	ˈdʌr əm	dɜː əm
Edinburgh	ˈed ɪn bɔː ə ˈed ɪn ˌbɜː ə	ˈed ən bɜːg ⁷
Effingham	ˈef ɪŋ əm	ˈef ɪŋ hæm

² The place in Greater London

³ The place in Northumberland

⁴ The place in Washington State

⁵ The place in Northumberland

⁶ The river in Nottinghamshire

⁷ The place in Texas

Elgin	'elgɪn ⁸	'eldʒɪn ⁹
Greenwich	'grɛnɪtʃ	'grɪ:n wɪtʃ
Hawarden	'ha:d ən 'ha:rd ən ¹⁰	'heɪ ,wɔ:d ən 'heɪ ,wɔ:rd ən ¹¹
Hereford	'herɪ fəd 'herɪ fɜrd	'hɜ: fəd 'hɜ: fɜrd ¹²
Norwich	'nɔrɪdʒ 'nɔ:rɪdʒ ¹³	'nɔ: wɪtʃ 'nɔ:r wɪtʃ ¹⁴

Table 17: Different pronunciation of the same place names in GB and the U.S.

(Wells:2008)

6. Comments on the work with the Longman Pronunciation Dictionary

The most laborious task in this thesis was to go through about more than 75,000 entries of the Longman Pronouncing Dictionary and gather words with non-systematic pronunciation within RP and GP.

This thoroughgoing work required time as well as concentration. If I take into consideration that the English alphabet consists of 26 letters and every letter took three hours to explore on the average, I can calculate that I spent more than three-24-hour-days on it. More precisely, this work alone was spread over two months with many pauses.

First of all, I tried to orient myself in the system of words in the pronouncing dictionary. I had to read both variants of RP and GP carefully and identify the differences that were relevant to this research. The most important aim was to distinguish the systematic differences from non-systematic ones, the latter being essential for the practical part.

However, the boundary between systematic and non-systematic differences can often be fuzzy, with some of the differences difficult to classify.

A new finding for me was that the Longman Pronouncing Dictionary included Czech words or names of famous personalities (Havel, Smetana, Dvořák, Zátoupek, etc.), in addition

⁸ The place in Scotland, British name

⁹ The place in Illinois, American name

¹⁰ The place in Clwyd, Wales

¹¹ The place in Iowa

¹² The place in Texas

¹³ The place in England

¹⁴ The place in Connecticut

to German, French, Spanish, Portuguese, Russian, Chinese, Japanese, Indian and other terms and names.

Subsequently, the next task was to sort out the words into given categories and the final part was to transcribe all of the words by means of standard IPA symbols.

7. Practical part

This part consists in a systematic study of the pronunciation dictionary, in the process of which all the particular words were looked up, categorized and used for the purpose of the diploma thesis as examples. The dictionary most suitable for this purpose proved to be *The Longman Pronunciation Dictionary* in its online version which fits in every computer, can be used unlimitedly and is always available.

Alphabetical lists of transcribed words, functioning as examples here, will follow at the end of the practical part as appendices. Some examples open to alternative pronunciations are complemented with a graphical representation of their rate of use, including preference polls of native speakers within BrE or AmE, respectively, or across the two basic regional varieties.

In the alphabetical overview, two official variants are compared, namely *RP (Received Pronunciation)* and *GA (General American)*, and the distinctions between them are presented. It is also possible that within one variety, a secondary pronunciation is identical with the main pronunciation in the other regional variant. It results from the fact that neither BrE nor AmE are monolithic and BrE can appear in features of AmE, and the same can happen in reverse.

The Longman Pronunciation Dictionary also includes recorded pronunciation of native speakers but their pronunciation does not always correspond with the official pronouncing forms. On the grounds of this finding, it could be supposed that secondary variants exist and are frequently used by native speakers. On the other hand, non-native speakers should avoid using other varieties than the main ones, or at least be careful if they do so. If they are not consistent, they could be misunderstood or could sound inappropriate or impolite in particular situations, because they might combine varieties of pronunciation that are incompatible or unlikely within a single speaker.

The classification of selected words into categories was a tough proposition. In the end, the differences between British and American pronunciation were accomplished in two ways according to two criteria as follows: 1) change of syllables and their nature and 2) lexical categories of words (names).

Suprasegmental features fall into the first division dealing with the reduction of unstressed syllables and stress variation, segmental features are concerned with differences of individual phonemes. There is still an awareness that segmental and suprasegmental features cannot be strictly separated. The second classification type includes personal and other names and place names.

7.1. Suprasegmental features

The main task of this section is to cope with the differences in reduction and non-reduction of the unstressed syllable. Although the reduction and non-reduction follow from the suprasegmental features (for example the position of the stress), they have an impact on the segmental features, too. The boundary between these two fields is not so clear and therefore the suprasegmental differences are reflected in the segmental area.

Although it is, for example, assumed that American English is less diphthongised than British English, some of the examples suggest that this neither an automatic nor systematic tendency.

7.1.1. Reduction/non-reduction of unstressed syllables

On the basis of analysis of the selected examples, neither RP nor GA can be considered as predictably favouring the reduced or non-reduced pronunciation of unstressed syllables, respectively, as can be demonstrated by the following example:

direct	daɪ̯ 'rekt də 'rekt
improvisation	ɪm prə vaɪ 'zeɪʃ ən ɪm ɪmˌprɑːv ə 'zeɪʃ ən
missile	'mɪs aɪ̯əl 'mɪs əɪ̯əl
waistcoat	'weɪs kəʊt 'wesk ət
saucepan	'sɔːs pən 'sɔːs pæn

jaguar 'dʒæg ju ə || 'dʒæg wɑ:r

epsilon ep 'saɪl ən || 'eps ə lɑ:n

7.1.2. Word stress

It is noteworthy that the majority of words in this section are not predominantly of the Anglo-Saxon origin; instead, many are borrowed from other languages, for example *Latin* (*aquarist, pension, vaccine*), *Greek* (*eczema, upsilon*), *French* (*hotelier, mayonnaise*), *Arabic* (*halva, fakir*), *Portuguese* (*massage*), *Spanish* (*oregano*), *Hungarian* (*paprika*) and *Italian* (*pastel, spinet, tiramisu*) etc.

To a native speaker of English who does not know the respective source languages, these words retain a specific flavour of strangeness at first sight. This is so because they frequently come from a higher stylistic level or carry rather a technical meaning, and, of course, the strangeness also results from their unusual phonological structure.

7.2. Segmental features

Segmentals are organised into sections on the basis of correspondence between vocalic and consonantal graphemes and their pronunciation. Words with different syllable boundaries or words with more than one change are included here as well. Some phenomena are found in one word within all the categories because unambiguous classification into a single category is difficult. Sometimes, the more interesting phenomenon gets priority and the word is not included in the category of words with more than one change.

7.2.1. Individual grapheme-phoneme correspondences

According to the repeating spelling sound correspondences and their varying pronunciation, the words were classified into categories representing the features observed.

Vowels spelt as *a, e, i, o, u, y*, the vocalic diagraph *ei* or spelt consonants *l, h, th* are the most variable in both RP and GA.

7.3. Personal and other names, including place names

It could be argued that the names in this section are not organized according to their suprasegmental or segmental features. However, this is a deliberate decision taken for the purpose of better orientation, because this lexical category does not include as many words as the others.

Owing to this classification, it is obvious that one entry can manifest more than one change. All the changes observed in individual phonemes are described in the previous chapter.

8. Conclusions

The English language is spread around the whole world and it is spoken as a mother tongue, the official language of a country or a language of internal communication. These reasons can account for its variability, diversity, and heterogeneity.

Non-native speakers, who learn English as a foreign language, do not often think about the language systematically. They just imitate what they hear, do not differentiate between diverse varieties of English and combine pronunciation variants that would not normally occur in a single speaker. The final result can sometimes sound like a mixture of British and American English.

The aim of this diploma thesis is to point out non-systematic differences between British and American English at the level of pronunciation. One of the most important things to study here was to describe the systematic differences and distinguish them from the non-systematic ones. While this can seem like undemanding, the opposite is true; to delimit the boundaries between them is often rather problematic.

For the purposes of this diploma thesis, two official varieties of English were examined: the so-called *Received Pronunciation*, used in Great Britain and preferred in the Czech education system, and *General American*, which is typical of the U.S. The main publication this thesis proceeds from is *The Longman Pronunciation Dictionary*, compiled by J. C. Wells., a very popular phonetician.

I hope that this diploma thesis will be a helpful contribution to all English speakers who are seriously interested in English, who think about the language they use for their everyday communication and who care about how they speak. It should be of benefit to teachers, as well as students. I will be delighted if everyone who reads this diploma thesis broadens their horizons as I did: working on it provided me with insights into the finer differences of pronunciation that I had not been aware of before, and I am happy to say that it substantially improved my professional competence as a teacher of English.

9. Resumé

Angličtina je rozšířená po celém světě, ať už jako mateřský, úřední či dorozumívací jazyk. Je to jazyk velmi rozmanitý a variabilní. Mezi hlavní výslovnosti varianty patří ve Velké Británii používaná tzv. *Received Pronunciation (RP)*, neboli varianta britské angličtiny preferovaná při výuce angličtiny jako cizího jazyka, a pro Ameriku typická tzv. *General American (GA)* neboli americká angličtina.

Hlavním úkolem této práce bylo popsat nesystémové rozdíly mezi britskou a americkou angličtinou. Nejdůležitější ale bylo nejdřív porozumět rozdílům systémovým, se kterými se běžně setkáváme a máme o nich v rámci možností nějaké ponětí. Oproti tomu nesystémové rozdíly si běžný mluvčí angličtiny neuvědomuje a nezabývá se jimi.

Dalším bodem bylo vytyčení hranice mezi systémovými a nesystémovými rozdíly, což se ukázalo jako ne úplně jednoduché. Oba typy rozdílů se navzájem prolínají a ovlivňují. Proto tato práce vyžadovala hodně úsilí a koncentrace.

Běžný student či žák, který se začíná angličtinu učit nebo se jí už nějaký čas věnuje, tedy nerodilý mluvčí, málokdy přemýšlí o tom, jestli je jeho výslovnost v souladu s jedinou konkrétní výslovnostní variantou, a ani nemůže být schopen to objektivně posoudit. Častokrát se pak stává, že kromě zjevných cizostí přenesených z mateřského jazyka jediný nerodilý mluvčí kombinuje varianty RP a GA, případně další.

Jak již bylo zmíněno, velká rozrůzněnost variant v rámci angličtiny na nás působí dojmem, že vše je povoleno a že jakýkoli jev může být kdykoli použit. Jakožto učitelé anglického jazyka bychom měli naše žáky a studenty vést k tomu, aby cíleně směřovali pouze k jedné variantě, tj. buď britské, nebo americké, a nikdy je nepoužívali současně. K tomu by mělo dopomoci jasné vymezení pravidel.

V České republice je ve výuce cizích jazyků upřednostňována britská angličtina. Je tomu tak z důvodu její vysoké srozumitelnosti i tradice. Naším cílem by měla být srozumitelnost v oblasti produktivní i receptivní, tedy to, jak sami mluvíme a také, abychom i my porozuměli ostatním mluvčím.

Musím přiznat, že před psaním své diplomové práce jsem o této problematice tolik nepřemýšlela. Byla jsem vedena k používání britské angličtiny, avšak vím, že ne vždy jsem

v tom byla důsledná. Díky své diplomové práci jsem se na tuto problematiku více zaměřila a kladu na ni větší důraz. I své žáky ve výuce povedu konzistentně jednotným směrem.

Protože se má diplomová práce zabývá fonetikou, přesněji výslovností, jsou všechny vybrané příklady přepsány do transkripce v abecedním pořadí a rozříděny podle určitých kritérií. Jsou zde uvedeny jak britské, tak i americké výslovnostní varianty, pouze však ty hlavní, vedlejšími možnostmi výslovnosti se práce nezabývá.

Doufám, že moje diplomová práce se stane přínosem pro studenty či učitele anglického jazyka, kteří by si mohli díky ní rozšířit obzory svých znalostí. Byla bych ráda, aby je přiměla k zamyšlení nad výslovností anglického jazyka a byla jim v praxi užitečná stejně tak jako mně.

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Appendices

All the diagrams used here to show preference polls of particular words are taken from the *Longman Pronunciation Dictionary* (Wells:2008)

A1: Suprasegmentals

Reduction/non-reduction of the unstressed syllable

A

abhor əb 'hɔ: || æb 'hɔ:r

achromatism ə 'krəʊm ə ,tɪz əm || eɪ 'krəʊm ə ,tɪz əm

C

contribute (pp) kən 'trɪb ju:t || kən 'trɪb jət

D

dimension daɪ 'menʃ ən || də 'menʃ ən

direct (pp) daɪə 'rekt || də 'rekt

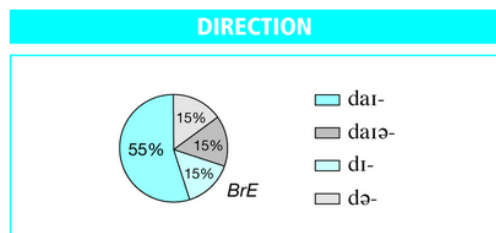
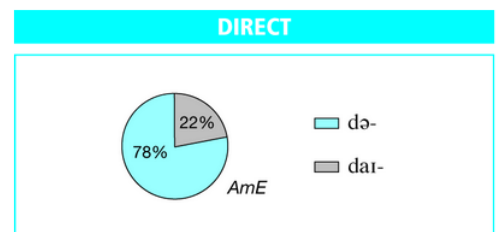
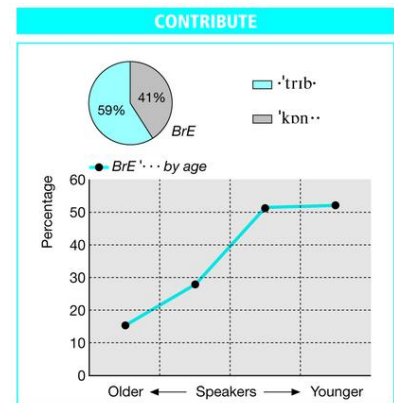
direction (pp) daɪə 'rek ʃən || də 'rek ʃən

director daɪə 'rekt ə || də 'rekt ə

diverge daɪ 'vɜ:dʒ || də 'vɜ:dʒ

diversion daɪ 'vɜ:ʃ ən || də 'vɜ:ʒ ən

divorcé, -ee, -ée dɪ ,vɔ: 'si: || də ,vɔ:r 'set



F

fatality fə 'tæl ət i || fɛɪ 'tæl ət̩ i
 financial (pp) faɪ 'næntʃ əl || fə 'næntʃ əl
 follicular fɒ 'lɪk jʊl ə || fə 'lɪk jəl ə

H

harem 'hɑːr i:m || 'hær əm
 hegemony hɪ 'ɡem ən i || hə 'dʒem ən i

I

improvisation ɪm prə vaɪ 'zeɪʃ ən || ɪm ˌprɑːv ə 'zeɪʃ ən

K

kilometer/ -tre (pp) kɪ 'lɒm ɪt ə || kə 'lɑ:m ət̩ ə

M

minority maɪ 'nɔːr ət i || mə 'nɔːr ət̩ i
 missile 'mɪs aɪəl || 'mɪs əl

O

obey ə 'beɪ || oʊ 'beɪ

P

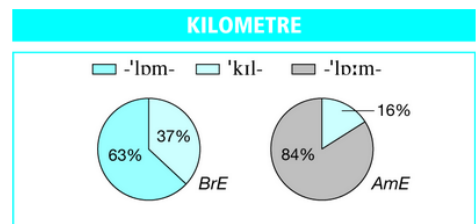
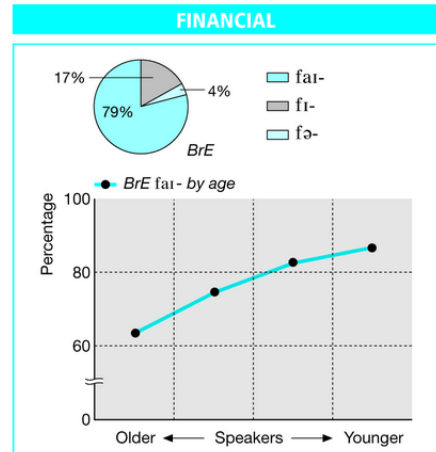
prowess 'praʊ es || 'praʊ əs

R

regime, régime reɪ 'ʒi:m || rə 'ʒi:m

S

saucepan 'sɔ:s pən || 'sɔ:s pæn



synesthesia ,sɪn i:s 'θi:z iə || ,sɪn əs 'θi:z ə

T

tomentose tə 'ment əʊs || tou 'ment əʊs

tricolor, tricolour 'trɪk əl ə || 'traɪ ,kɒl ə

V

vehicle 'vi: ɪk əl || 'vi: ək əl

W

waistcoat 'weɪs kəʊt || 'weɪk ət

Stress

A

accent¹⁵ æk 'sent || 'æk sent

address (pp) ə 'dres || 'ædr əs

adult (pp) 'æd ʌlt || ə 'dʌlt

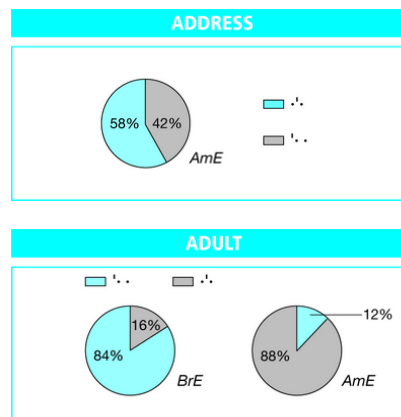
adverse 'æd vɜ:s || æd 'vɜ:s

advertisement əd 'vɜ:t ɪs mənt || ,æd vɜr 'taɪz mənt

aestival i 'stɑ:v əl || 'est əv əl

alternate¹⁶ ə:l 'tɜ:n ət || 'ɔ:lt ərn ət

amine 'æm i:n || ə 'mi:n



¹⁵ Verb

¹⁶ Noun, adjective

antedate ,ænt i 'deɪt || 'ænt i deɪt

applicable (pp) ə 'plɪk əb əl || 'æplɪk əb əl

aquarist 'æk wə rɪst || ə 'kwɛr ɪst

B

baptize (pp) bæp 'taɪz || 'bæpt aɪz

baton 'bæt ɒn || bə 'tɑ:n

bisector baɪ 'sekt ə || 'baɪ ,sekt ə r

C

capsize (pp) kæp 'saɪz || 'kæps aɪz

cervical sə 'vɑ:ɪk əl || 'sɜ:v ɪk əl

combat¹⁷ 'kɒm bæt || kəm 'bæt

communal (pp) 'kɒm ju:n əl || kə 'mjʊ:n əl

complex¹⁸ (pp) 'kɒm pleks || ,kɑ:m 'pleks

composite¹⁹ 'kɒmp əz ɪt || kəm 'pɑ:z ət

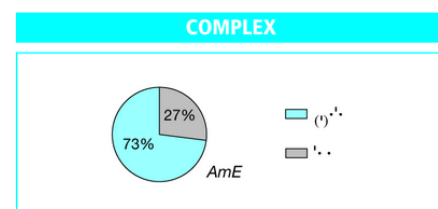
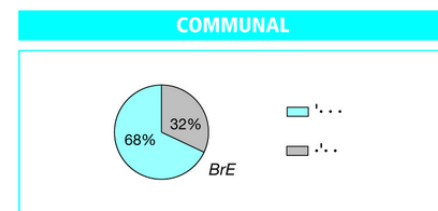
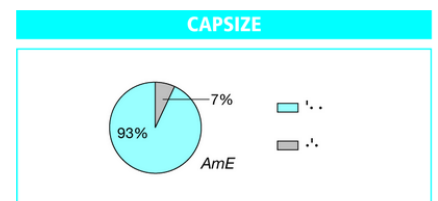
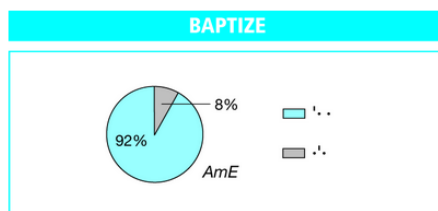
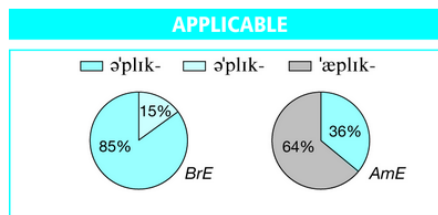
composite²⁰ 'kɒmp ə zaɪt || kəm 'pɑ:z ət

concretize 'kɒŋ kri:t aɪz || kɑ:n 'kri:t aɪz

congener kən 'dʒɪ:n ə || 'kɑ:n dʒ ən ə r

contrite 'kɒn traɪt || kən 'traɪt

cretonne kre 'tɒn || 'kri:t ɑ:n



¹⁷ Verb

¹⁸ Adjective

¹⁹ Adjective

²⁰ Verb

curator kju^ə 'reit ə || 'kjʊr eɪt^ər

D

deaconess ,di:k ə 'nes || 'di:k ən əs

defalcate 'di: fæl k eɪt || di 'fæl k eɪt

demarcate 'di: mɑ:k eɪt || di 'mɑ:rk eɪt

diagnose (pp) 'daɪ əg nəʊz || ,dɑ:g 'nəʊs

dictator dɪk 'teɪt ə || 'dɪkt eɪt^ər

diktat 'dɪkt æt || dɪk 'tɑ:t

dirham 'dɪr əm || də 'ræm

doctrinal dɒk 'trɑ:n əl || 'dɑ:k trən əl

E

eczema 'eks ɪm ə || ɪg 'zi:m ə

enfilade²¹ ,en fɪ 'leɪd || 'en fə leɪd

ephedrine 'ef ɪ dri:n || ɪ 'fedr ən

epsilon ep 'saɪl ən || 'eps ə lɑ:n

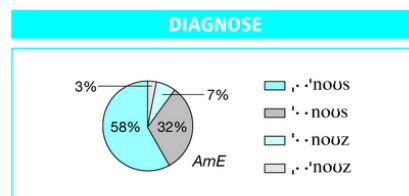
escallop, escalope 'esk ə lɒp || ɪ 'ska:l əp

escapade ,esk ə 'peɪd || 'esk ə peɪd

espadrille ,esp ə 'drɪl || 'esp ə drɪl

esplanade ,esp lə 'neɪd || 'esp lə nɑ:d

esquire ɪ 'skwɪə || 'esk wɪə^ər



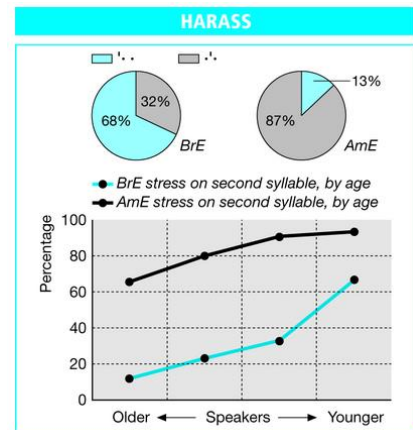
²¹ Verb

F

fakir 'feɪk ɪə || fə 'kɪər
 frontier 'frʌnt ɪə || frʌn 'tɪər
 furore fjuə 'rɔːr i || 'fjʊər ər

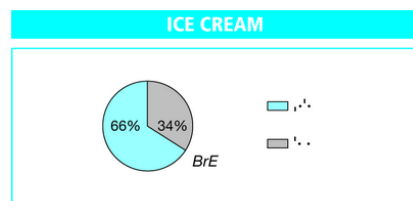
H

halva, halvah 'hælv ə || hæɪl 'vɑː
 harass (pp) 'hær əs || hə 'ræs
 headquarter ,hed 'kwɔːt ə || 'hed ,kwɔːrt̩ ə
 hemoglobin ,hi:m ə 'glɒb ɪn || 'hi:m ə glɒb ən
 homemade ,həʊm 'meɪd || 'həʊm meɪd
 hospitable hɒ 'spɪt əb əl || 'hɑːsp ət əb əl
 hotelier həʊ 'tel i ɛɪ || ,əʊt əl 'jeɪ
 hygienic haɪ 'dʒiːn ɪk || ,haɪdʒ i 'en ɪk
 hygienist 'haɪdʒ iːn ɪst || haɪ 'dʒiːn əst



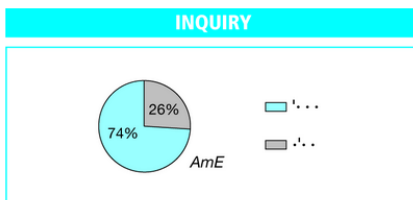
I

ice cream (pp) aɪs 'kriːm || 'aɪs kriːm
 ingrowing ,ɪn 'grəʊ ɪŋ || 'ɪn ,grəʊ ɪŋ
 inquiry (pp) ɪn 'kwɪər i || 'ɪn kwər i



J

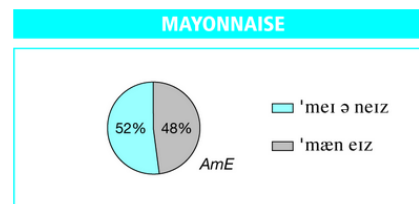
jug-eared ,dʒʌg 'ɪəd || 'dʒʌg ɪrd



M

magazine ,mæg ə 'ziːn || 'mæg ə ziːn

malcontent	'mæl kən ,tent ,mæl kən 'tent
massage	'mæs ɑ:ʒ mə 'sɑ:ʒ
mayonnaise (pp)	,meɪ ə 'neɪz 'meɪ ə neɪz
metallurgy	me 'tæl ədʒ i 'met əl ɜ:dʒ i
methylamine	me 'θaɪ ə mi:n ,meθ əl ə 'mi:n
militarily	'mɪl ɪ tər əl i ,mɪl ə 'ter əl i
miscellany	mɪ 'sel ən i 'mɪs ə leɪn i
misdiagnose	,mɪs 'daɪəg nəʊz mɪs ,daɪ əg 'nəʊs



O

obsolete	'ɒb sə li:t ,ɑ:b sə 'li:t
occult ²²	'ɒk ʌlt ə 'kʌlt
opportune	'ɒp ə tʃu:n ,ɑ:p ər 'tu:n
oregano	,ɒr ɪ 'gɑ:n əʊ ə 'reg ə nou

P

papa	pə 'pɑ: 'pɑ: p ə
paprika	'pæp rɪk ə pə 'pri:kə
pastel	'pæst əl pæ 'stel
patronal	pə 'trəʊn əl 'peɪtr ən əl
pension ²³	'pɛns jɒ pɑ:ns 'jəʊn
penult	pə 'nʌlt 'pi:n ʌlt

²² Adjective, noun

²³ Boarding house

perfume ²⁴	'pɜ: fju:m pə'r 'fju:m
phenom	fɪ 'nɒm 'fi:n ə:m
pianist	'pi.ən ɪst pi 'æ:n əst
premature (pp)	'preɪm ətʃ ə ,pri:m ə 'tʊər
princess (pp)	,prɪn 'ses 'prɪn's əs
priores	,praʊ 'res 'prai ə'r əs
prolapse ²⁵	'prəʊ læps prou 'læps
prospect ²⁶	prə 'spekt 'prɑ:sp ekt
protester (pp)	prə 'test ə 'prɔ:st ər

pulsator pʌl 'seɪt ə || 'pʌls ɛɪt ər

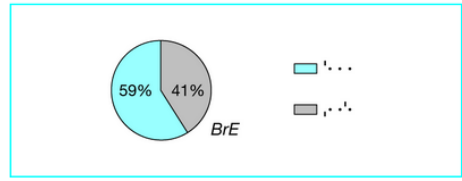
Q

quadruple	'kwɒdr ʊp əl kwɑ: 'dru:p əl
quinine	kwɪ 'ni:n 'kwain əm
quintuplet	'kwɪnt jʊp lət kwɪn 'tʌp lət

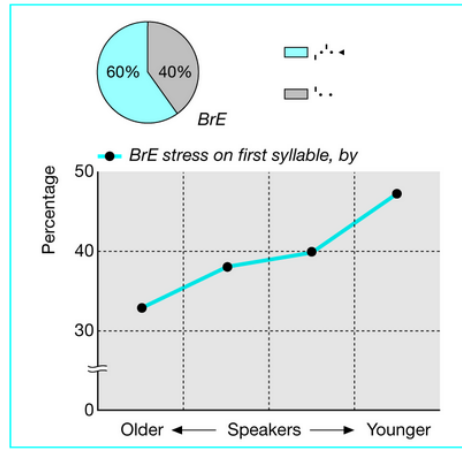
R

raceme	'ræs i:m rei 'si:m
recess ²⁷	ri 'ses 'ri: ses
recluse	ri 'klu:s 'rek lu:s
reportage	,rep ə: 'tɑ:ʒ ri 'pɔ:rtɪdʒ

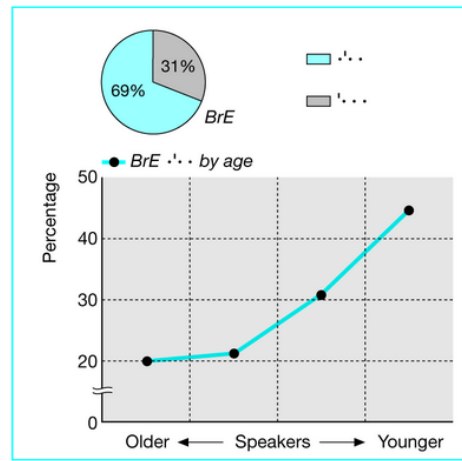
PREMATURE



PRINCESS

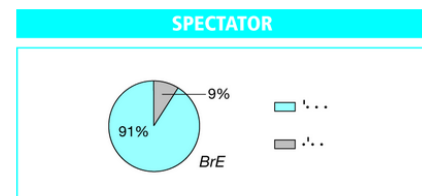


PROTESTER



²⁴ Verb
²⁵ Noun
²⁶ Verb
²⁷ Noun, verb

reseda	'res ɪd ə rɪ 'si:d ə
resource	rɪ 'zɔ:s 'ri: sɔ:rs
S	
saxophonist	sæk 'sɒf ən ɪst 'sæks ə fəʊn əst
scenarist	'si:n ə ɪst sə 'nær əst
secondarily	'sek əndə ɹəl i ,sek ən 'der əl i
semicolon	,sem i 'kəʊl ən 'sem i ,kəʊl ən
sextuple	'seks tʃʊp əl sek 'stʊ:p əl
sextuplet	'seks tʃʊp lət sek 'stʌp lət
shepherdess	,ʃep ə 'des 'ʃep ərd əs
sojourner	'sɒdʒ ən ə sou 'dʒɜ:n ə
sonorous	'sɒn ə əs sə 'nɔ:r əs
spectator (pp)	spek 'teɪt ə 'spekt eɪt ə
spinet	sprɪ 'net 'spɪn ət
stalagmite	'stæl əg maɪt stə 'læg maɪt
stigmata	'stɪg mət ə stɪg 'mɑ:t ə
striated	straɪ 'eɪt ɪd 'straɪ eɪt ɪd
subaltern	'sʌb əlt ən sə 'bɔ:lt ən
submariner	sʌb 'mær ɪn ə 'sʌb mə ri:n ə
summarily	'sʌm ə ɹəl i sə 'mer əl i
T	
tiramisu	,tɪr əm i 'su: ,tɪr ə 'mi: su:



transference 'træns fɜːrəns || træns 'fɜː əns

U

unnecessarily ʌn 'nes əs ɪrəl i || ʌn ɪnes ə 'ser əl i

unquote ʌn 'kwəʊt || 'ʌn kwəʊt

upsilon juːp 'saɪl ən || 'uːps ə lɑːn

V

vaccine 'væks iːn || væk 'siːn

vaginal və 'dʒaɪn əl || 'vædʒ ən əl

vibrator vaɪ 'breɪt ə || 'vaɪb reɪt ɪr

W

whereabouts²⁸ ˌweər ə 'baʊts || 'wer ə baʊts

whoopie²⁹ wʊ 'piː || 'wʊp i

wire-haired ˌwaɪə 'heəd || 'waɪr ɪrd

wonton ˌwɒn 'tɒn || 'wɑːn tɑːn

X

xylophonist zaɪ 'lɒf ən ɪst || 'zaɪl ə fəʊn əst

²⁸ Interrogative adverb

²⁹ Interjection

A2: Segmentals

Sound corresponding to spelt [a]

eɪ → ɑ:, ɑ: → eɪ, æ → eɪ, æ → ɑ:, æ → ʌ

A

agar 'eɪg ə || 'ɑ:g ər

agave ə 'geɪv i || ə 'gɑ:v i

asphalt 'æs fælt || 'æs fɔ:lt

ate³⁰ (pp) et || eɪt

B

basil 'bæz əl || 'beɪz əl

C

cicada sɪ 'kɑ:d ə || sɪ 'keɪd

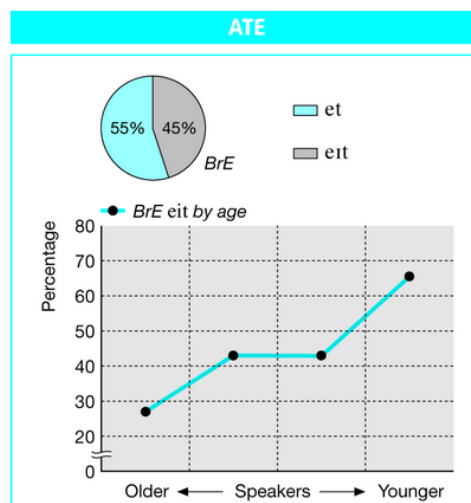
D

dacron 'dæk rɒn || 'deɪk rɑ:n

dachshund 'dæks ənd || 'dɑ:ks hund

E

expatriation eks ,pætr i 'eɪʃ ən || eks ,peɪtr i 'eɪʃ ən



³⁰ Past of *eat*

F

falcon (pp) 'fɔ:lk ən || 'fælk ən

G

gala 'gɑ:l ə || 'geɪl ə

gulash 'gu:l æʃ || 'gu:l a:ʃ

charade ʃə 'rɑ:d || ʃə 'reɪd

H

harem 'hɑ:r i:m || 'hær əm

L

latte 'læt eɪ || 'lɑ:t eɪ

P

paleotype 'pæl i əʊ taɪp || 'peɪl i ou taɪp

pasta 'pæst ə || 'pɑ:st ə

patent 'peɪt ənt || 'pæt ənt

patriotic (pp) ,pætr i 'ɒt ɪk || ,peɪtr i 'ɑ:t ɪk

patronise/-ize (pp) 'pætr ə naɪz || 'peɪtr ə naɪz

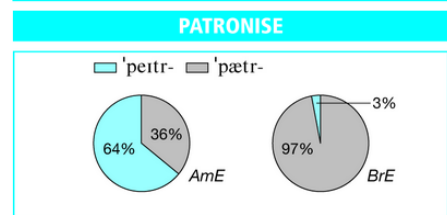
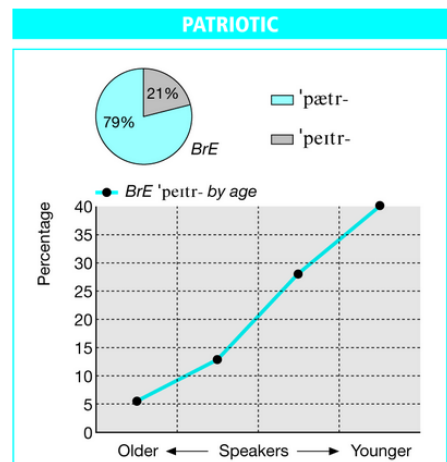
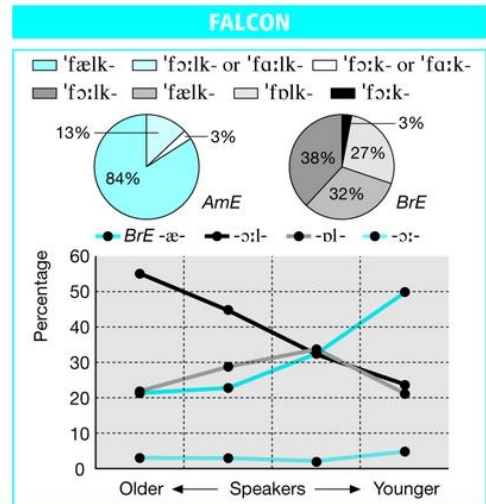
pavan, pavane pə 'væn || pə 'vɑ:n

penates pe 'nɑ:t eɪz || pe 'neɪt eɪz

plait plæt || pleɪt

praline 'pra:l i:n || 'preɪl i:n

promenade ,prɒm ə 'nɑ:d || ,pra:m ə 'neɪd



Q

quagmire (pp) 'kwɒg maɪə || 'kwæg maɪə

S

saline 'seɪl ən || 'seɪl ɪn

satrapy 'sætr əp i || 'seɪtr əp i

scabrous 'skeɪb rəs || 'skæb rəs

scallop (pp) 'skɒl əp || 'skæl əp

shalom ʃæ 'lɒm || ʃɑ: 'ləʊm

strata 'stræt ə || 'streɪt ə

T

tantra 'tænr ə || 'tʌnr ə

tomato tə 'mɑ:t əʊ || tə 'meɪt əʊ

tzatziki tæt 'sɪ:k i || tɑ:t 'sɪ:k i

V

vase vaɪz || veɪs

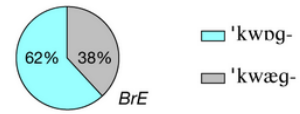
W

was³¹ wɒz || wʌz

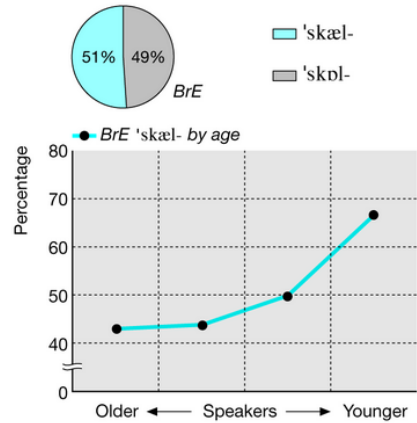
what wɒt || wʌt

wrathful 'rɒθ fʊl || 'ræθ fʊl

QUAGMIRE



SCALLOP



³¹ Strong form

Sound corresponding to spelt [e]
 i: → eɪ, e → i:, e → I, i: → e, ɜ: → e, Iə → i:

B

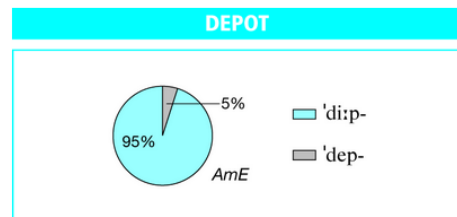
beta 'bi:tə || 'beɪt ə

C

cretin 'kretɪn || 'kri:t ən

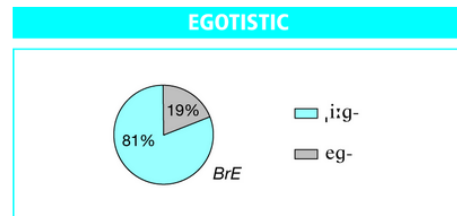
D

depot (pp) 'dep əʊ || 'di:p əʊ



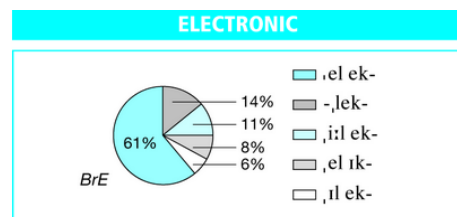
E

egotistic (pp) ,eg əʊ 'tɪstɪk || ,i:g ə 'tɪstɪk



electronic (pp) ,el ek 'trɒnɪk || i ,lek 'tra:nɪk

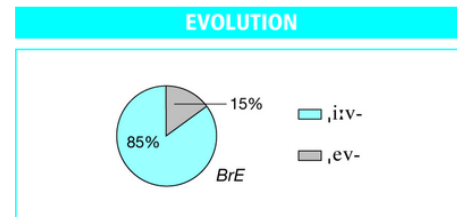
epoch 'i:p ək || 'ep ək



ergo 'ɜ:g əʊ || 'erg əʊ

err ɜ: || eər

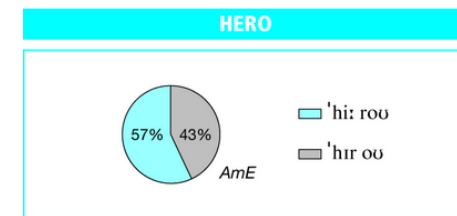
esthetic i:s 'θetɪk || es 'θetɪk



evolution (pp) ,i:v ə 'lu:ʃ ən || ,ev ə 'lu:ʃ ən

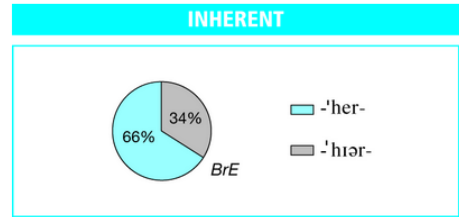
H

hero (pp) 'hɪərəʊ || 'hi:rou



I

inherent (pp) in 'her ənt || in 'hɪr ənt

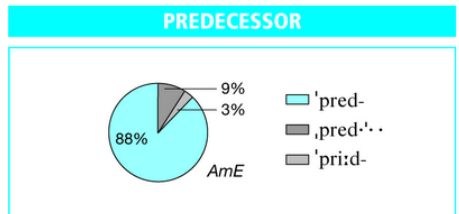


L

lever 'li:v ə || 'lev ər

M

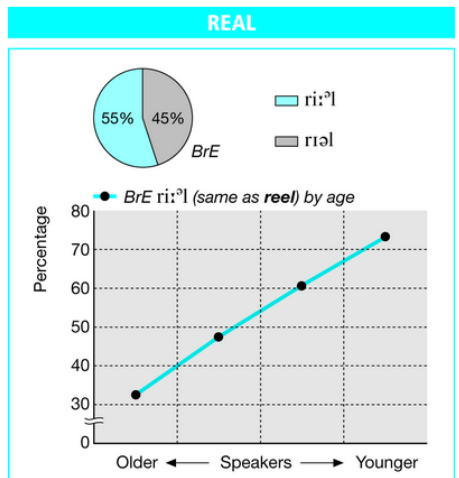
medieval ,med i 'i:v əl || ,mi:d i 'i:v əl



P

phenyl 'fi:n ərəl || 'fen əl

predecessor (pp) 'pri:d ɪ ses ə || 'pred ə ses ər

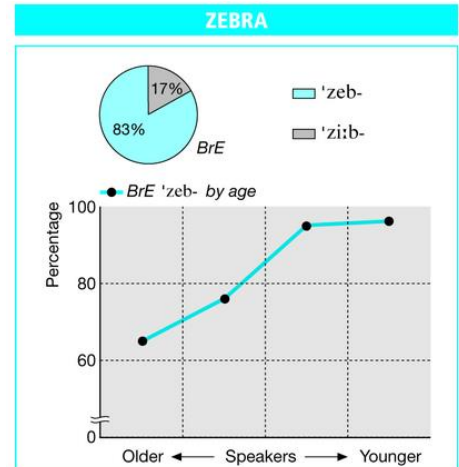


R

real (pp) rɪəl || ri:əl

Z

zebra (pp) 'zeb rə || 'zi:b rə



zenithal 'zen ɪθ əl || 'zi:n əθ əl

Sound corresponding to spelt [i]

i: → aɪ, ɪ → aɪ, aɪ → i

C

clientele ,kli: ən 'tel || ,klaɪ ən 'tel

E

enclave 'end ɪv || 'end əv

enfranchisement in 'frænʃ ɪz mənt || in 'frænʃ əɪz mənt

F

futile 'fju:t aɪəl || 'fju:t əl

H

housewifery 'haus wɪf əri || 'haus waɪf ə ri

I

iodine 'aɪ di:n || 'aɪ dam

M

migraine (pp) 'mi:g reɪn || 'maɪg reɪn

P

privacy (pp) 'prɪv əs i || 'praɪv əs i

S

saline 'seɪl əm || 'seɪl ɪn

simultaneous (pp) ,sɪm əl 'teɪn iəs || ,saɪm əl 'teɪn iəs

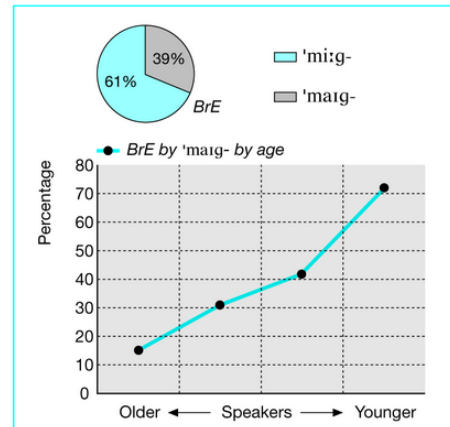
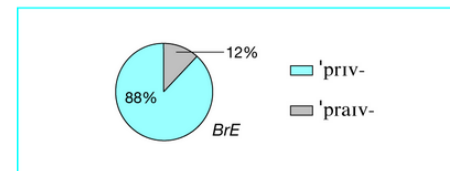
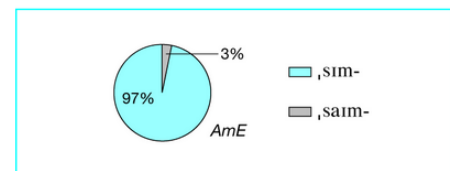
T

tactile 'tækt aɪ əl || 'tækt əl

titre 'tɪt ə || 'taɪt ər

V

vitamin 'vɪt əm ɪn || 'vaɪt əm ɪn

MIGRAINE**PRIVACY****SIMULTANEOUS**

Sound corresponding to spelt [o]

ə → oʊ, ɒ → ɔ:, əʊ → ɑ:, ɒ → oʊ, ɔ: → ʊ³, ɒ → ʌ

C

ceremony 'ser əm ən i || 'ser ə moun i

D

diphthongize 'dɪf θɒŋ gaɪz || 'dɪf θɔ:ŋ aɪz

docility dəʊ 'sɪl ət i || dɑ: 'sɪl ət i

dishcloth 'dɪʃ klɒθ || 'dɪʃ klɔ:θ

H

historic (pp) hɪ 'stɔ:r ɪk || hɪ 'stɔ:r ɪk

M

mocha 'mɒk ə || 'moʊk ə

monism 'mɒn ,ɪz əm || 'moʊn ,ɪz əm

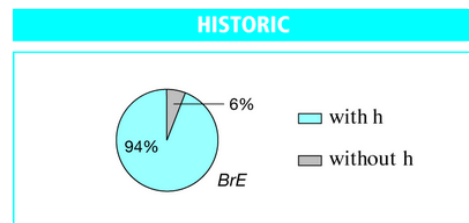
O

opportune 'ɒp ə tju:n || ,ɑ:p ər 'tu:n

P

polka 'pɒlk ə || 'poʊlk ə

produce³² 'prɒd ju:s || 'proʊ du:s



³² Noun

R

risotto rɪ 'zɒt əʊ || rɪ 'sɔ:t ou

S

scone (pp) skɒn || skoun

shalom ʃæ 'lɒm || ʃɑ: 'loum

sloth sləʊθ || slɔ:θ

T

troll trɒl || troul

Y

yogurt, yoghourt, yoghurt 'jɒg ət || 'jɔ:g ərt

your, you're³³ jɔ: || jʊə

W

whereof ,weəɹ 'ɒv || weɹ 'ʌv

Sound corresponding to spelt [u]

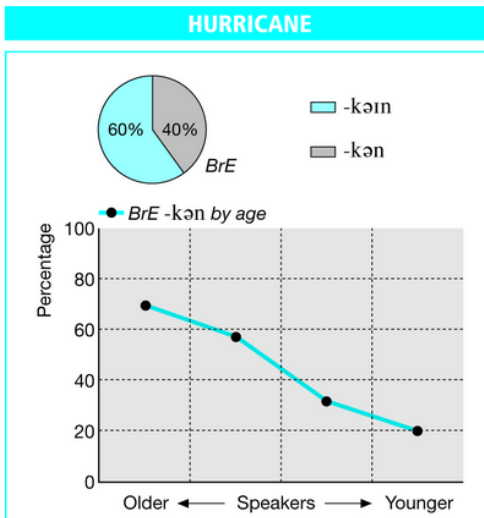
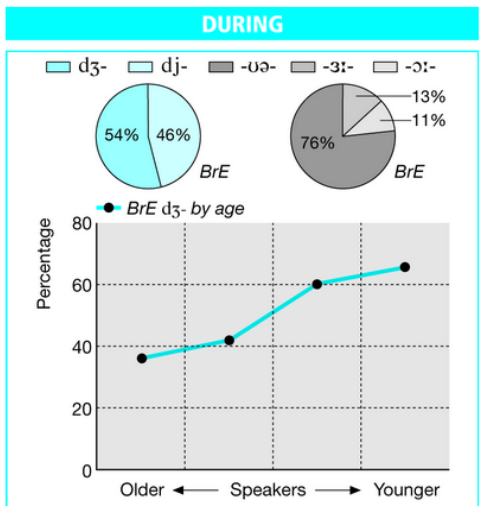
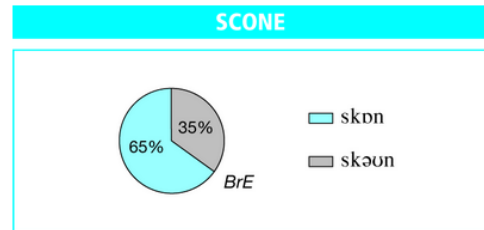
ʊ → ʊ, ʌ → ʊ, ɔ: → ʊ³³

D

during (pp) 'dʒʊəɹ ɪŋ || 'dʒ: ɪŋ

H

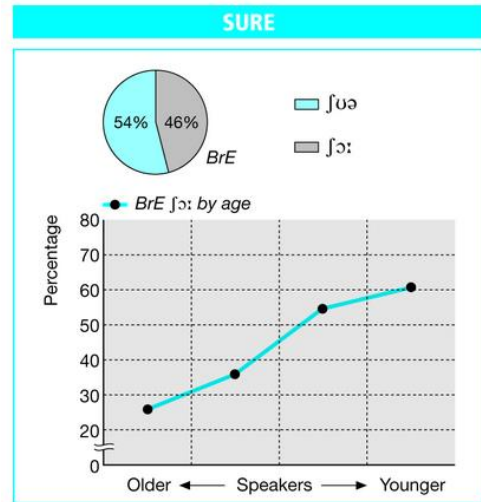
hurricane (pp) 'hʌɹ ɪk ən || 'hɜ: ə keɪn



³³ Strong form

S

- scurry 'skʌr i || 'skɜː i
- slurry 'slʌr i || 'slɜː i
- sure (pp) ʃɜː || ʃʊə



Sound corresponding to spelt [y]

aɪ → i, i → aɪ

C

- carbonyl 'kɑːb ə naɪəl || 'kɑːrb ə nɪl

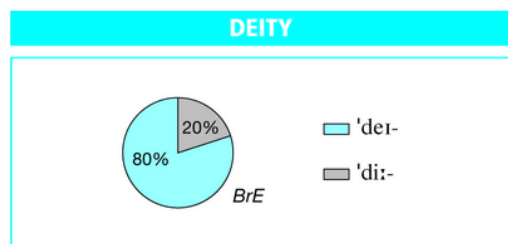
D

- dynasty 'dɪn əst i || 'dɑːn əst i
- forsythia fɔː 'saɪθ i ə || fɔːr 'saɪθ i ə

Vocalic diagraph [ei]

eɪ → iː, aɪ → iː, e → iː, aɪ → iː

- deity (pp) 'deɪ ət i || 'diː ət i
- either 'aɪð ə || 'iːð ə
- leisure 'leɜ ə || 'liːz ə
- pleiad 'plæəd || 'pliː əd
- spontaneity ,spɒnt ə 'neɪ ət i || ,spɔːnt ən 'iː ət i

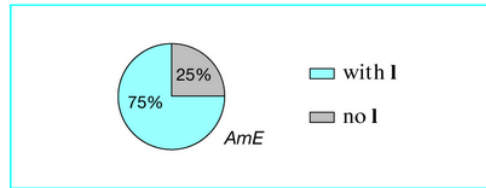


Consonant [l]

almond (pp) 'ɑ:m ənd || ,ɑ:l m ənd

palm (pp) pɑ:m || pɑ:l m

ALMOND



Consonant [h]

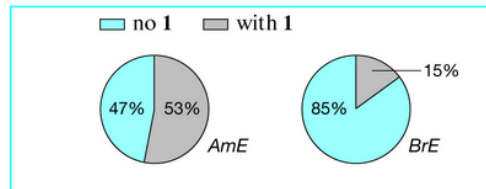
herb (pp) hɜ:b || ɜ:b

herbal 'hɜ:b əl || 'ɜ:b əl

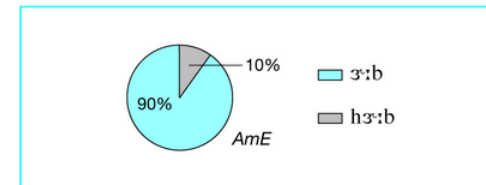
overwhelm ,əʊv ə 'welm || ,əʊv ə r 'hweɪl m

whopping 'wɒp ɪŋ || 'hwa:p ɪŋ

PALM



HERB



Consonant [th]

B

booth(pp) bu:ð || bu:θ

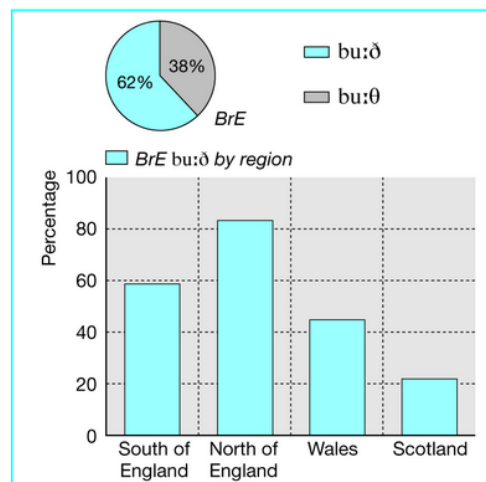
D

dishcloths 'dɪʃ klɒθs || 'dɪʃ klɒ:ðz

T

thither 'θɪð ə || 'θɪð ə r

BOOTH

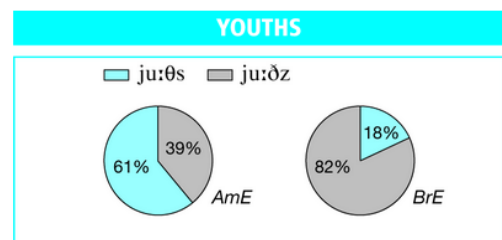
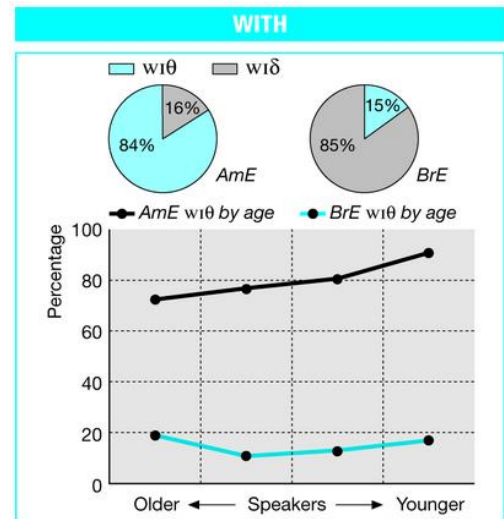


W

with (pp) wɪð || wɪθ

Y

youths (pp) ju:ðz || ju:θs



Different syllable boundary

E

exurban eks 'ɜ:b ən || ek 'sɜ:b ən

F

familiarity fə ,mɪl i 'æɾ ət i || fə ,mɪl 'jæɾ ət i

I

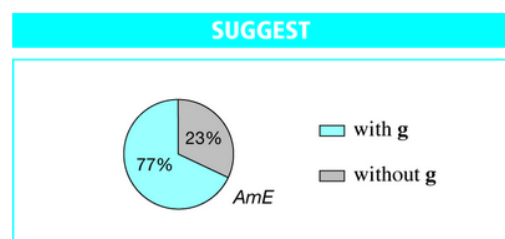
inure ɪ 'njʊə || ɪn 'jʊə

M

mentalistic ,ment ə 'lɪsr ɪk || ,menʔɪ 'lɪst ɪk

S

suggest (pp) sə 'dʒest || səg 'dʒest



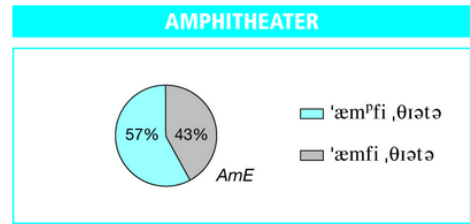
Words with more than one change, hard-to-classify words

A

accursed ə 'kɜ:s ɪd || ə 'kɜ:st

aerie, eyrie 'ɪər i || 'er i

amphitheatre/-ter (pp) 'æmpfi θiət ə || 'æmp ə θi: ət ər

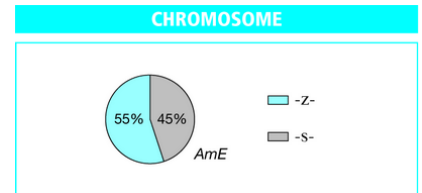


C

chromosome (pp) 'krəʊm ə səʊm || 'krʊm ə zəʊm

conquistador kɒn 'kwɪst ə dɔ: || kɑ:n 'ki:st ə dɔ:r

crescent (pp) 'krez ənt || 'kres ənt



D

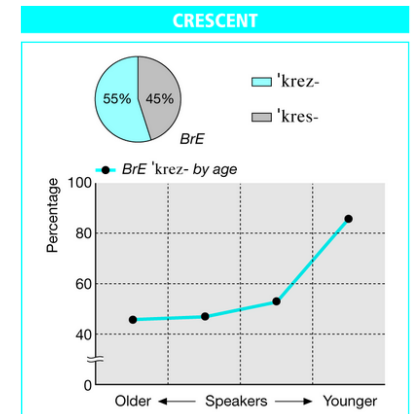
diabetes ,daɪ ə 'bi:t i:z || ,daɪ ə 'bi:t əs

E

encephalitic en ,kef ə 'li:t ɪk || ɪn ,sef ə 'li:t ɪk

encore 'ɒŋ kɔ: || 'ɑ:n kɔ:r

exhume eks 'hju:m || ɪg 'zu:m



G

gazpacho gæz 'pætʃ əʊ || gə 'spɑ:tʃ əʊ

figure 'fi:g ə || 'fi:g jər

foyer 'fɔɪ eɪ || 'fɔɪ ər

I

immobile ɪ 'məʊb əɪ əl || ɪ 'mɔʊb əl

imprimatur ,ɪm prɪ 'maɪt ə || ,ɪm prɪ 'maɪt ʊr

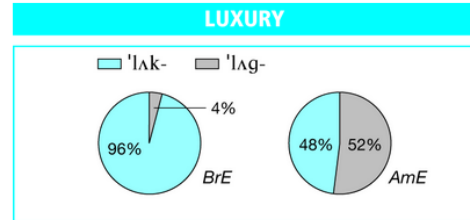
insular 'ɪnʃʊlə ə || 'ɪnʃə ə

J

jaguar 'dʒæɡjuə ə || 'dʒæɡwɑːr

L

luxury (pp) 'lʌkʃəri i || 'lʌɡzəri i



M

mascarpone ,mæskɑː'pəʊni i || ,mɑːskɑːr'pəʊni eɪ

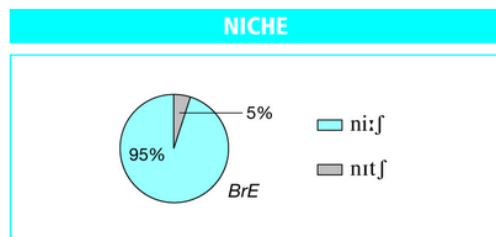
masseur mə'sɜː || mə'sʊər

mayoral 'meərə ə || 'meɪərə ə

miniature 'mɪniətʃ ə || 'mɪniətʃər

N

niche (pp) niːʃ || niːʃ



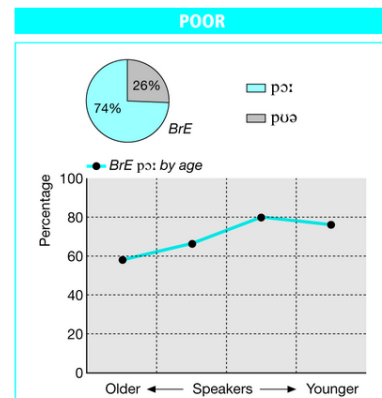
nourish 'naʊrɪʃ || 'nɜːrɪʃ

P

paramour 'pær ə muə || 'pær ə məːr

pennyworth 'pen əθ || 'pen i wɜːθ

poor (pp) pɔː || pʊər



R

reconquest ,riː'kɒŋkwɛst || ,riː'kɑːnkwɛst

restaurant (pp)

'rest ə rɒnt || 'rest ə ənt -ə rɑ:nt; 'res trənt, -t rɑ:nt

risotto

rɪ 'zɒt əʊ || rɪ 'sɔ:t ou

S

seamstress

'sem^ps trəs || 'si:m^ps trəs

schedule (pp)

'ʃed ju:l || 'skedʒ u:l

spontaneity

ˌspɒnt ə 'neɪ ət i || ˌspɑ:nt ən 'i: ət i

T

towards

tə 'wɔ:dz || təɪrdz

trait

treɪ || treɪt

trauma

'trɔ:m ə || 'traʊm ə

troche

trəʊʃ || 'trɒk i:

U

usurpation

ju:z ə 'peɪʃ ən || ju:s ə 'peɪʃ ən

V

voyeur

vwaɪ 'ɜ: || vwa: 'jɜ:

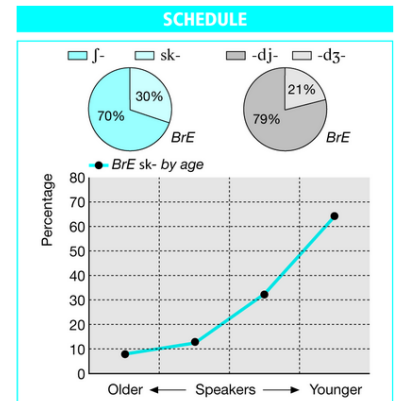
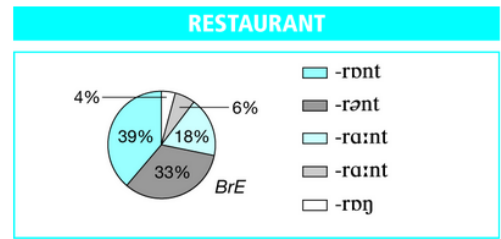
W

waltzer

'wɔ:ls ə || 'wɔ:lts ə

whoop

wu:p || hu:p



A3: Personal and other names

A

Aaron	'earən 'æɾən 'erən
Adolf	'æd ɒlf 'eɪd ɑ:lf
Aileen	'eɪl i:n eɪ 'li:n; 'aɪl i:n aɪ 'li:n
Almond	'ɑ:m ənd ,ɑ:lm ənd
Augustine	ɔ: 'gʌst ɪn 'ɔ:g ə stɪn

B

Barack	'bær æk bə 'rɑ:k
Basil	'bæz əl 'beɪz əl
Beta	'bi:t ə 'beɪt ə

C

Cecile	'ses i:əl se 'si:əl
--------	------------------------

D

Dacron	'dæk rən 'deɪk rɑ:n
--------	------------------------

E

Ephraim	'i:f reɪ ɪm 'i:f ri əm
Eva	'i:v ə 'eɪv ə; 'ev ə
Evelyn	'i:v lɪn 'ev lɪn

F

February	'feb ru ər i 'feb ju er i
Flaherty	'flɑ: hət i 'flæ ʔɹt i

Florentine 'flɒ rən taɪn || 'flɔ:r ən ti:n

Franz frænʔs || frɑ:nʔs; frænz

H

Haughey³⁵ 'hɔ: hi || 'hɔ:k i

Helene he 'leɪn || he 'li:n

Hindu ,hɪn 'du: || 'hin du:

Holocaust 'hɒl ə kɔ:st || 'houl ə kɔ:st

M

Marcia 'mɑ:s iə || 'mɑ:rʃ ə

Maureen 'mɔ:r i:n || mɔ: 'ri:n

Maximilian ,mæks ɪ 'mɪl i ən || ,mæks ə 'mɪljən

N

Noreen 'nɔ:r i:n || nɔ: 'ri:n

O

Odysseus ə 'dɪs ju:s || ou 'dɪs i əs

Oedipus 'i:d ɪp əs || 'ed əp əs

Omega 'əʊm ɪg ə || ou 'meɪg ə

S

Semite 'si:m aɪt || 'sem aɪt

Sophia səʊ 'fɑ:ɪ ə || sou 'fi: ə

³⁴ American name

³⁵ Irish surname

Soviet 'səʊv i ət || 'sɒv i et

T

Taliban 'tæl ɪ bæŋ || 'tɑ:l ə bɑ:n

Tatiana ,tæt i 'ɑ:n ə || tɑ:t 'jɑ:n ə

Thanksgiving 'θæŋks ,ɡɪv ɪŋ || θæŋks 'ɡɪvɪŋ

V

Viola 'vaɪ əl ə || vaɪ 'oʊl ə

A3.1.: Place names

A

Abbeville 'æb vɪl || æb 'vi:əl

Aceldama³⁶ ə 'keldəmə || ə 'seldəmə

Azores ə 'zɔ:z || 'eɪz ɔ:rz

B

Bagdad/Baghdad ,bæg 'dæd || 'bæg dæd

Bayeux baɪ 'ɜ: || 'beɪ u

Broadmoor 'brɔ:d mɔ: || 'brɔ:d mʊr

Budapest ,bjʊ:d ə 'pest || 'bu:d ə pest

³⁶ The place in Jerusalem

C

Colville 'kɒl vɪl || 'kɔʊl vɪl

D

Dodona³⁷ dəʊ 'dɒn ə || də 'daʊn ə

Dolomite 'dɒl ə maɪt || 'dɔʊl ə maɪt

E

Eritrea ,er ɪ 'treɪ ə || ,er ɪ 'tri: ə

G

Galapagos gə 'læp əg əs || gə 'la:p ə gəʊs

Gareloch³⁸ 'geə lɒx || 'ger lɑ:k

Grantchester 'grɑ:n tʃɪst ə || 'græn ,tʃest ə

Greenhough 'grɪ:n ɒf || 'grɪ:n haʊ

H

Harrogate 'hær əg ət || 'hær əʊ geɪt

Hercegovina ,hɜ:ts ə 'gɒv ɪn ə || ,herts ə 'gəʊv ɪn ə

Hokkaido hɒ 'kaɪd əʊ || haʊ 'kaɪd əʊ

K

Kirkgate³⁹ 'kɜ:g ət || 'kɜ:k geɪt

Kuala Lumpur ,kwa:l ə 'lʌmp ʊə || ,kwa:l ə lʌm 'pʊə

³⁷ The place in Greece

³⁸ The lake in Scotland

³⁹ Streets in Leeds, Bradford

L

Lanchester 'lɑ:ntʃ ɪst ə || 'læn ʃfest ə

Laos laʊs || 'lɑ: ɔʊs

Launceston⁴⁰ 'lɔ:nʃt ən || 'lɔ:nʃ əst ən

M

Marylebone 'mær əl ə bən || 'mer əl ə boun

Mekong⁴¹ ,mi: 'kɒŋ || ,meɪ 'kɔ:ŋ

Muncaster 'mʌŋk əst ə || 'mʌn ,kæst ə

N

Nicaragua ,nɪk ə 'ræŋ ju ə || ,nɪk ə 'rɑ:g wə

Niger⁴² ni: 'ʒeə || 'naɪdʒ ə

P

Pakistan ,pɑ:k ɪ 'stɑ:n || 'pæk ɪ stæn

Q

Qatar 'kæt ɑ: || 'kɑ: tɑ:r

R

Rhode Island 'rəʊd ,aɪl ənd || rəʊd 'aɪl ənd

S

Saughton 'sɔxt ən || 'sɔ:kt ən

Singapore ,sɪŋ ə 'pɔ: || 'sɪŋ gə pɔ:r

⁴⁰ In Tasmania 'lɒnʃ əst ən || 'lɑ:nʃ-

⁴¹ The river in Asia

⁴² Country, not the river

U

Uzbekistan ˌʊz bɛk ɪ 'stɑːn || ʊz 'bɛk ə stæn

W

Wastdale 'wɒs dəl || 'wɑːt dəl

Wheatstone 'wi:t stən || 'wi:t stoun

Winchester 'wɪntʃ ɪst ə || 'wɪn ˌtʃɛst ə

Y

Yalta 'jælt ə || 'jɔːlt ə

Yap⁴³ jæp || jɑ:p

Z

Zermatt 'zɜː mæt || tser 'mɑ:t

⁴³ An island of Micronesia

A5: Phonetic symbols, explanatory notes

Phonetic symbols according to Cambridge Dictionary Online (Dictionary.cambridge.org:2019)

Vowels

Long Vowels

i:	sheep
ɑ:	farm
u:	coo
ɔ:	horse
ɜ:	bird

Short Vowels

ɪ	ship	e	head
æ	hat	ə	above
ʊ	foot	ə-	mother (US)
ɒ	sock (UK)	ɜ-	worm (US)
ʌ	cup		

Consonants

Voiced

b	book
d	day
g	give
v	very
ð	the
z	zoo
ʒ	vision
dʒ	jump

Voiceless

p	pen
t	town
k	cat
f	fish
θ	think
s	say
ʃ	she
tʃ	cheese

l	look
r	run
j	yes
w	we
m	moon
n	name
ŋ	sing

Diphthongs

eɪ	day
aɪ	eye
ɔɪ	boy
aʊ	mouth
əʊ	nose (UK)
oʊ	nose (US)
ɪə	ear (UK)
eə	hair (UK)
ʊə	pure (UK)

Other symbols

h	/ˈhænd/ hand
ð	/ˈkwæs.ð/ croissant (UK)
i	/ˈhæp.i/ happy
t̩	/ˈbʌt̩.ə/ butter (US)
u	/ˌɪn.fluˈen.zə/ influenza
l̩	/ˈlɪt.l̩/ little

əɪ, əm, ən can be pronounced either: əl or l̩, etc.:		
/ˈleɪb.əɪ/ = /ˈleɪb.əl/ or /ˈleɪb.l̩/		
r	linking r is pronounced only before a vowel in British English: fɔːr + ˈæp.lz = fɔːræp.lz four + apples = four apples	
ˈ	main stress	/ˌek.spekˈteɪ.ʃən/ expectation
ˌ	secondary stress	/ˌrɪːˈtɛll/ retell
·	syllable division	/ˈsɪs.təm/ system

Other symbols:

[x] loch (Scottish English)

[||] division of BrE and AmE

[;] alternative variety within BrE/AmE

Italics sounds in italics can be omitted

(pp) preference poll (see picture on the right hand side of the page)