1.2 Transcription system

Our pronunciation model is the British accent called Received Pronunciation (RP). The transcription is illustrated on the inside of the cover of this book. We follow the IPA (International Phonetic Assocation) system, as represented by the Longman Pronouncing Dictionary (LPD), 1990, and adopted in the latest editions of the Longman Dictionary of Contemporary English (LDOCE), the Oxford Advanced Learner's Dictionary of Current English (OALD), Stora engelska-svenska ordboken, and many other dictionaries. Where there are noteworthy differences between British and American pronunciations (other than the pronunciation of /h/ and /au/), we also give the American transcription according to LPD: the British pronunciation to the left and the American to the right of double bars (II). The American model is General American (GA).

Most consonant phonemes are represented by ordinary letters and are therefore not included on the cover: /p b t d k g m n l r f v s h j/. Length is marked by /l/. Stress is nowadays marked before the syllable that carries the stress, either as primary stress /l/ at the top of the line or as secondary stress /l/ at the bottom: pronunciation /prənʌnʃiˈeɪʃən/. The marker is placed at the boundary between syllables ("stave Franklin's"), which is generally before one consonant, if there is only one between two vowels, between two consonants, and after the first consonant if there are three: e.g. abandon /æbəˈdɔn/, commodity /kəˈmədətɪl/ ma:d-/, imply /ɪmˈpleɪ/. A consonant + /r, l, j, w/ is regarded as one unit and thus belongs to the latter syllable: retard /rɪˈtɛr/, reply /rɪˈpleɪ/, refuse /rɪˈfjuːz/, between /biˈtwɪn/. In prefixed and compound words the syllable boundary is usually found after the prefix and between the elements of the compound: un′able /ʌnˈeɪbl/, com′ponent /kəmˈpəʊnənt/, loud′speaker /ləʊdˈspiːkr/.

1.3 Ordinary writing and transcription

There are some important differences between writing and transcription. The following devices do not occur in transcription:

- Capital letters: Bill – /bɪl/
- Double consonants (except when there is a syllable boundary): Bill /bɪl/, Betty /ˈbetɪ/, etc. But note: solely /ˈsoʊli/, misspell /ˈmɪsˈspel/.
- The letters x and c: tax /ˈteks/, circle /ˈsɜːkl/, etc.
- Punctuation marks such as full stops, commas, exclamation and question marks. Instead a vertical bar (|) is used to mark tone-unit boundaries.

Note also:

- Combinations of letters may correspond to one single sound: song /sɒŋ/, ship /ʃɪp/, lack /læk/, spread /spred/, etc.
- One letter may correspond to several sounds: box /bɒks/, exact /ɛks/, etc.
- A letter may be mute: doubt, almon, etc.
- The same letter or letters may be pronounced differently in different words: go – do – done; get – gem /dʒem/; chap /ʃæp/ – chaos /ˈkeɪs/ – champagne /ˈʃæmpən/.

10 11
3 Transcription of isolated words

3.1 From transcription to spelling A

From the RP transcription, write the following words with their ordinary spellings. Pronounce the words aloud.

1. /flæd/ .......................... 2. /pɑˈzeɪn/ ..........................
3. /taɪks/ .......................... 4. /ˈnɑf/ ..........................
5. /læŋ/ .......................... 6. /θəˈmɑmətə/ ..........................
7. /fluːz/ .......................... 8. /sænˈzɪnlə/ ..........................
9. /bəʊθ/ .......................... 10. /ˈbiznæs/ ..........................
11. /ˈbɪskɪt/ .......................... 12. /ˈhɔlədeɪ/ ..........................
15. /dʒɛdʒ/ .......................... 16. /dʒuˈarɪ/ ..........................
17. /meɪn/ .......................... 18. /ˈdrɪskɪs/ ..........................
19. /rɛˈn/ .......................... 20. /ˈkæmbæk/ ..........................
21. /ˈmeɪkəp/ .......................... 22. /ˈprezɪdənt/ ..........................
23. /aːtʃˈbɪʃəp/ .......................... 24. /ˈædə/ ..........................
25. /fɔnd/ .......................... 26. /juːdʒ/ ..........................

27. /ɡlæmə/ .......................... 28. /ˈsɪzm/ ..........................
29. /gˈnɔː/ .......................... 30. /wɔːθ/ ..........................
31. /ˈfɛtɪl/ .......................... 32. /əˈkerɪn/ ..........................
33. /ˈærən/ .......................... 34. /ˈjuːs/ ..........................
35. /hɔut/ .......................... 36. /ˈkɛrɪs/ ..........................
37. /ˈɡɛdʒ/ .......................... 38. /ˈsɪzəz/ ..........................
39. /ˈeɪk/ .......................... 40. /ˈhɔuli/ ..........................
41. /ˈhɔuli/ .......................... 42. /ˈskɔd/ ..........................
43. /kɔf/ .......................... 44. /ˈhʌkəp/ ..........................
45. /ˈsaɪz/ .......................... 46. /ˈsɪs/ ..........................
47. /dʒuːz/ .......................... 48. /ˈvɜːtʃ/ ..........................

3.2 From transcription to spelling B

From the RP transcription, write the following words with their ordinary spellings. Each word can be spelt in at least two ways. Make a note of the difference in meaning.

1. /ˈkiː/ .......................... 2. /ˈweə/ ..........................
3. /ˈfluː/ .......................... 4. /ˈflɔːə/ ..........................
5. /wʊtʃ/ .......................... 6. /ˈrænt/ ..........................
7. /ˈbɔʊ/ .......................... 8. /ˈsoʊ/ ..........................
9. /ˈærl/ .......................... 10. /ˈhjuː/ ..........................

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3.4 Vowels

Practise transcription of vowels. Do not forget to put in stress marks before the stressed syllable in words with more than one syllable.

1. neat .......................... 2. cut ..........................
3. knit ................................ 4. cat ..........................
5. net ................................ 6. cart ..........................
7. gnat ("mygga") ................... 8. curt ("kort") .........
9. nut ................................ 10. liar ..........................
11. not ................................ 12. layer ..........................
13. note ................................ 14. lawyer ..........................
15. look ................................ 16. lower ..........................
17. luck ................................ 18. mere ..........................
19. lack ................................ 20. mare ..........................
21. lark ............................. 22. moor ("hed") ............

3.3 From transcription to spelling C

Transfer the following passage to ordinary writing. Read the passage aloud.

"strak 'wark l dey dr'mund iz 'instan ri:ns'tertment and an a'poladʒi,
tə də 'junشن l ar met 'ænd dət dər ə 'veri 'fæm l arv bm a'blaɪdʒd,
'lɪvn tə 'hænd 'bæk də 'dɪnə rəʊzl dət wər ɔ'redi nə də 'teɪbl/"

"sən ə z dət hæd əv iz 'saməɹi dɪs'mɪsl at a 'mænənts 'nɔutəs l dər"
23. lurk ("ligga på lur") 24. more
25. coot ("sothöna") 26. weary
27. cot ("barnsång") 28. wary ("varsam")
29. caught 30. boorish ("tölpaktig")
31. coat 32. boring

3.6 Regular sound-spelling correspondences
Transcribe the following words. Then pronounce them aloud, sound by sound.

1. station 2. junk-yard ("skrotupplag")
3. usual 4. anatomy
5. gloomy 6. chocolate
7. tragedy 8. particular
9. earthquake 10. education
11. century 12. fruit-juice
13. strangling 14. togetherness
15. neighbour 16. quick-witted
17. furniture 18. majority
19. effortless 20. examination
21. prejudices 22. anglicize
23. smallpox ("smittkoppar") 24. necessary

3.7 Similar spelling – different sounds
Transcribe the following pairs with similar spelling but (usually) different sounds. Mark which of the pairs rhyme.

1. amber ("bärsten") ember ("glöd")
2. achieve sieve ("såll")
3. actual victuals ("livsmedel")

3.5 Consonants
Practise transcription of consonants.

1. Sue 2. jeep
3. shoe 4. cheap
5. chew 6. ridge
7. Jew 8. rich
9. due 10. choke
11. you 12. joke
13. hew ("hugga") 14. yoke
15. trough ("tråg") 16. sink
17. vine ("vinranka") 18. zinc
19. wine 20. think
21. thine (obsolete "din") 22. pleasure
23. sheep 24. pressure

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4 Weak forms

This chapter gives practice of so-called weak (or reduced) forms and sentence stress. Weak forms are used in monosyllabic function words ("form-ord") like articles, pronouns (except demonstratives and interrogatives), auxiliary verbs, prepositions, and conjunctions. Note the different meanings of strong that and there (=demonstrative pronoun and adverb, respectively) compared with weak that (=relative pronoun or conjunction) and there (corresponding to Swedish "det").

The words carrying sentence stress are usually content words ("inne-hållosd"), that is nouns, lexical verbs, adjectives, and adverbs. Other classes of words which regularly receive sentence stress are numerals ("räkneord"), demonstrative and interrogative pronouns. Sentence stress is marked // before the syllable carrying primary stress. Secondary stress is reduced in connected speech and should not be marked. Monosyllabic content words regularly receive sentence stress, which is marked before the word. Note that words with two or more syllables keep the stress on the same syllable as when pronounced in isolation. Do not automatically place the stress marker at the beginning of a word.

Proceed to transcribe the sentences and texts. The first two texts are particularly suitable for the practice of weak forms. The others illustrate all kinds of pronunciation problems. In transcribing sentences and texts you should note the following points:

- Sentence stress is mainly placed on content words.
- Weak forms are generally used in unstressed function words.
- A vertical bar (|) is used for pauses often corresponding to punctuation marks in writing (full stops; exclamation and question marks; colons and semi-colons; commas).
- Slanting lines (/.../) begin and end phonemic transcription. It is sufficient to put in one marker before the first word and one after the last word of the sentence/text.
- Assimilation and elision often occur when words are used in context.

As before, remember the non-existence in transcription of capital letters, double consonants, the letters c and x, and punctuation marks (cf Chapter 1). For more information on weak forms and sentence stress, see Chapters 6-7 in the *Handbook/Introducing*.

4.1 Sentences

Transcribe the sentences below, following the instructions given above. When you have transcribed the sentences, read them aloud making sure you have used weak forms when they are required.

1. It sounds like a good idea to go to England for a fortnight.

2. You know very well that I can't do that.

3. There was a man to see you, but I told him that you weren't there.

4. The shops are all closed at this time of the day. — Are they?

5. Boys can be quite nasty, at least some of them can.
3 Transcription of isolated words

3.1 From transcription to spelling A

<table>
<thead>
<tr>
<th>1 flood</th>
<th>2 possession</th>
<th>3 tax, tacks (&quot;rubbar&quot;)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 enough</td>
<td>5 young</td>
<td>6 thermometer</td>
</tr>
<tr>
<td>7 choose, chews</td>
<td>8 sons-in-law</td>
<td>9 both</td>
</tr>
<tr>
<td>10 business</td>
<td>11 biscuit</td>
<td>12 holiday</td>
</tr>
<tr>
<td>13 breathe</td>
<td>14 hero</td>
<td>15 judge</td>
</tr>
<tr>
<td>16 jury</td>
<td>17 mutton</td>
<td>18 decease (&quot;död&quot;)</td>
</tr>
<tr>
<td>19 ration</td>
<td>20 come-back</td>
<td>21 make-up</td>
</tr>
<tr>
<td>22 precedent</td>
<td>23 archbishop</td>
<td>24 other</td>
</tr>
<tr>
<td>25 forehead</td>
<td>26 youths</td>
<td>27 glamo/u/r</td>
</tr>
<tr>
<td>28 schism</td>
<td>29 ignore</td>
<td>30 worth</td>
</tr>
<tr>
<td>31 fatal</td>
<td>32 occasion</td>
<td>33 iron</td>
</tr>
<tr>
<td>34 use (noun)</td>
<td>35 height</td>
<td>36 chaos</td>
</tr>
<tr>
<td>37 ga/ug/ge</td>
<td>38 scissors</td>
<td>39 ache</td>
</tr>
<tr>
<td>40 holy</td>
<td>41 wholly</td>
<td>42 sword (&quot;svärd&quot;)</td>
</tr>
<tr>
<td>43 cough</td>
<td>44 hiccup, -cup</td>
<td>45 size, sighs</td>
</tr>
<tr>
<td>46 cease</td>
<td>47 Jews</td>
<td>48 birch</td>
</tr>
</tbody>
</table>

3.2 From transcription to spelling B

| 1 key, quay   |              |                         |
| 2 where, wear |              |                         |
| 3 flew, flu ("influensta"), flue ("rökgång") |       |
| 4 flower, flour |            |                         |
| 5 which, witch |              |                         |
| 6 right, write, rite, /play/wright |       |
| 7 how ("bugs"), bough ("gren") |        |
| 8 so, sow ("så"), sew ("så") |        |
| 9 isle, I'll, aisle ("sidoskepp, mittgång") |     |
| 10 hew ("hugga"), hue ("färgton"), Hugh |      |
| 11 saw, sore, soar ("svåva") |       |

3.3 From Transcription to spelling C

"There's no dinner," he said seriously. "The kitchen staff have downsized. The chef belongs to the union of cooks and other employees, and as soon as they heard of his summary dismissal at a moment's notice, they struck work. They demand his instant reinstatement and an apology to the union. I may add that they are very firm. I've been obliged even to hand back the dinner rolls that were already on the table."
3.4 Vowels

1 nat  2 kat  3 nit  4 kæt
5 net  6 kæt  7 naet  8 kæt
9 nae  10 lae  11 noi  næt  12 lae
13 nae  14 'lnæ  'lae  15 læk  16 læn
17 læk  18 mea  19 lek  20 mea
21 lek  22 meæ  23 læk  24 me
25 kæt  26 'wæri  27 kæt kæt  28 'wæri
29 kæt  30 'boæri  bær  31 kæt  32 'boær

3.5 Consonants

1 su  2 dʒip  3 jur  4 tʃip
5 tʃu  6 ridʒ  7 dʒu  8 ritʃ
g 10 tjæk  11 jur  12 dʒæk
13 bju  14 'dʒæk  15 trof tʃæf tʃæf 16 sjuŋk
17 vam  18 sŋk  19 wam  20 θŋk
21 ðam  22 'pleʃa  23 tʃep  24 'preʃa

3.6 Regular sound — spelling correspondences

1 'stæfæn  2 ʹdʒæŋkʃəd
3 'tʃæʒəl  4 ʹænətəmi
5 'ɡlæmi  6 ʹʃɔklatex  ʹʃɔk  ʹʃæk
7 'tɾædʒədi  ʹdʒi  8 ʹpætʃələ  ʹjal
9 ʹsɵkwirik  10 ʹædʒuˈkeɹən  ʹædʒo
11 'ʃæŋʃəri  12 ʹfrætʃəs
13 'stɾæŋɡlɪŋ  14 ʹteɡəˈdənəs  ʹnis
15 ʹnæbə  16 ʹkwɪkˈwɪtɪd
17 ʹfæntʃə  18 meidʒərəti  ʹrətʃi  ʹdʒær  ʹdʒær
19 ʹɛfstrəs  ʹlis  20 ɪɡˈzɛmˈnɛʃən
21 ʹprɛdʒədəsɪz  ʹdʒæ-
22 ʹæŋgləsərz
23 ʹsmɔɪlpəks  ʹsmɔɪlpəks  ʹsmɔɪl-  24 ʹnesəsəri  ʹsɛr-

4 Weak forms

References to the Handbook (H) and to Introducing English Pronunciation (I) are given within parentheses. As before, double bars || separate the pronunciation in British and American English and a single bar | marks the boundary between tone units.

4.1 Sentences

1 It 'saʊndz laɪk ə 'gʊd arˈda tə (l/l 6.9.11) 'geʊ tuˈɪŋglænd fər (l/l 6.9.11)
 a ˈfɪtnər
2 ju ˈnæʊ vərɪ ˈwel ˈbæt (l/l 6.9.12) ar ˈkɑnt||'kænt ˈdər ˈbæt
3 ə ɪ (l/l 6.9.13) wəz a ˈmeɪn tə ˈsɪ ˈjʊ ˈbæt (l/l 6.9.12) ar ˈtʊld ɪn ˈbæt ˌju
 ˈwɒnt ˈθiː (l/l 6.9.13)
4 ə ˈfɔps||ˈfɔps ər (l/l 6.9.4) ˈəl ˈklaʊd ət (l/l 6.9.11) ˈbɪs ˈtæm əv
 (l/l 6.9.11) ə dət ˈəʊ ˈlə (l/l 6.9.4) ˈbɛt
5 ˈbɔz ˈkæn ˈkæn ˈkwɑt ˈnəʊstɪ||ˈnɛɪs ˈeɪt ˈlɪst ˈsʌm əv ˈsəm ˈkæn