

## 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 Phonetics Association) 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 engelsk-svenska ordboken*, and many other dictionaries. Where there are noteworthy differences between British and American pronunciations (other than the pronunciation of /r/ and /əʊ/), we also give the American transcription according to LPD: the British pronunciation to the left and the American to the right of double bars (||). 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 :/. Stress is nowadays marked **before the syllable** that carries the stress, either as **primary stress** / / at the top of the line or as **secondary stress** /, / at the bottom: *pro,nunci'ation* /prə,nʌnsi'eɪn/. The marker is placed at the boundary between syllables ("stavelsegräns"), 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. *a'bandon* /ə'bændən/, *com'modity* /kə'mɒdətɪl-'mɔ:d/, *im'ply* /ɪm'plaɪ/. A consonant + /r, l, j, w/ is regarded as one unit and thus belongs to the latter syllable: *re'treat* /rɪ'tri:t/, *re'ply* /rɪ'plaɪ/, *re'fuse* /rɪ'fju:z/, *be'tween*

/bɪ'twi:n/. In prefixed and compound words the syllable boundary is usually found after the prefix and between the elements of the compound: *un'able* /ʌn'eɪbl/, *com'ponent* /kəm'pəʊnənt/, *'loud'speaker* /'laʊd'spi:kə/.

## 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* /'beti/, etc. But note: *solely* /'səʊl(l)i/, *misspell* /'mɪs'spel/.
- The letters *x* and *c*: *tax* /tæks/, *circle* /'sɜ:k(l)/, 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* /sɒŋlʊ:ŋ/, *ship* /ʃɪp/, *lack* /læk/, *spread* /spred/, etc.
- One letter may correspond to several sounds: *box* /bɒks||bɑ:ks/, *exact* /ɪg'zækt/, etc.
- A letter may be mute: *doubt*, *almond*, etc.
- The same letter or letters may be pronounced differently in different words: *go* – *do* – *done*; *get* – *gem* /dʒem/; *chap* /tʃæp/ – *chaos* /'keɪɒsl-ɑ:s/ – *champagne* /ʃæm'peɪn/, etc.
- The same sound may correspond to different letters: *see* /si:/ – *beat* /bi:t/ – *me* /mi:/ – *piece* /pi:s/; *job* /dʒɒblɪdʒɑ:b/ – *gem* /dʒem/ – *judge* /dʒʌdʒ/ – *spinach* /'spɪnɪdʒ||-ɪtʃ/, etc.

## 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. /flʌd/ ..... 2. /pə'zeɪn/ .....
3. /tæks/ ..... 4. /t'nʌf/ .....
5. /jʌŋ/ ..... 6. /θə'mɒmɪtə/ .....
7. /tʃu:z/ ..... 8. /'sʌnzɪnlɔ:/ .....
9. /bəʊθ/ ..... 10. /'bɪznəs/ .....
11. /'bɪskɪt/ ..... 12. /'hɒlədeɪ/ .....
13. /bri:ð/ ..... 14. /'hɪərəʊ/ .....
15. /dʒʌdʒ/ ..... 16. /'dʒuəri/ .....
17. /'mʌtn/ ..... 18. /dr'si:/ .....
19. /'ræɪn/ ..... 20. /'kʌmbæk/ .....
21. /'meɪkʌp/ ..... 22. /'prezɪdənt/ .....
23. /'ɑ:tʃ'brɪʃp/ ..... 24. /'ʌðə/ .....
25. /'fɒrɪd/ ..... 26. /ju:ðz/ .....

27. /'glæmə/ ..... 28. /'sɪzm/ .....
29. /ɪg'nɔ:/ ..... 30. /wɜ:θ/ .....
31. /'feɪtl/ ..... 32. /ə'kerɪn/ .....
33. /'aɪən/ ..... 34. /ju:s/ .....
35. /haɪt/ ..... 36. /'keɪps/ .....
37. /geɪdʒ/ ..... 38. /'sɪzəz/ .....
39. /eɪk/ ..... 40. /'həʊli/ .....
41. /'həʊlli/ ..... 42. /sɔ:d/ .....
43. /kɒf/ ..... 44. /'hɪkʌp/ .....
45. /saɪz/ ..... 46. /sɪ:s/ .....
47. /dʒu:z/ ..... 48. /bɜ:tʃ/ .....

### 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. /ki:/ ..... 2. /weə/ .....
3. /flu:/ ..... 4. /'flaʊə/ .....
5. /wɪtʃ/ ..... 6. /raɪt/ .....
7. /baʊ/ ..... 8. /səʊ/ .....
9. /aɪl/ ..... 10. /hju:/ .....

11. /sɔ:/ ..... 12. /təʊ/ .....  
 13. /kɔ:t/ ..... 14. /pɔ:/ .....  
 15. /wʌn/ ..... 16. /hɪə/ .....  
 17. /ðeə/ ..... 18. /kju:/ .....  
 19. /aɪ/ ..... 20. /si:z/ .....  
 21. /tu:/ ..... 22. /brəʊtʃ/ .....  
 23. /led/ ..... 24. /'klɜ:dʒimən/ .....  
 25. /heə/ ..... 26. /daɪ/ .....  
 27. /həʊl/ ..... 28. /pleɪs/ .....  
 29. /neɪv/ ..... 30. /'weðə/ .....  
 31. /θru:/ ..... 32. /'beri/ .....  
 33. /weɪ/ ..... 34. /beə/ .....

### 3.3 From transcription to spelling C

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

/ðəz 'nəʊ 'dɪnə hɪ sed 'stɔəriəsli | ðə 'krɪfən stɔ:f əv 'daʊnd 'tu:lz |

ðə 'ʃef br'lɒŋz tə ðə 'ju:nɪən əv 'kuks ən 'ʌðər emplɔɪ'i:z | ən əz

'su:n əz ðeɪ 'hɜ:d əv ɪz 'sʌməri dɪs'mɪsl et ə 'məʊmənts 'nəʊtɪs | ðeɪ

'strʌk 'wɜ:k | ðeɪ dr'mɑ:nd ɪz 'ɪnstənt ri:m'steɪtmənt ənd ən ə'pplədʒi

tə ðə 'ju:nɪən | aɪ meɪ 'æd ðæt ðeɪ ə 'veri 'fɜ:m | aɪv bɪn ə'blaɪdʒd

'i:vɪn tə 'hænd 'bæk ðə 'dɪnə rəʊlz ðæt wəɪ ɔ:l'redi ɒn ðə 'teɪbl/

### 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") ..... |

23. lurk ("ligga på lur") ..... 24. more .....  
 25. coot ("sothöna") ..... 26. weary .....  
 27. cot ("barnsäng") ..... 28. wary ("varsam") .....  
 29. caught ..... 30. boorish ("tölpaktig") .....  
 31. coat ..... 32. boring .....

### 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 .....

### 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 ("smittkoppor") ..... 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 ("bärnsten") ..... ember ("glöd") .....  
 2. achieve ..... sieve ("säll") .....  
 3. actual ..... victuals ("livsmedel") .....

## 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 ("innehållsord"), 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 the 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

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

### 3.2 From transcription to spelling B

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

12 toe, tow ("bogsera")
13 caught, court
14 pour, paw ("tass")
15 one, won
16 hear, here
17 there, their
18 queue, cue ("replik; biljardkö"), Q, Kew /Gardens/
19 I, eye, ay/e/ (dial "ja")
20 sees, seas, seize, C's
21 two, too, to (strong form)
22 brooch, broach ("föra på tal")
23 lead ("bly"), led
24 clergyman, clergymen
25 hair, hare
26 die, dye ("färga")
27 whole, hole
28 place, plaice ("rödspätta")
29 knave, nave ("mittskepp; hjulnav")
30 weather, whether ("huruvida"), wether ("bagge")
31 through, threw
32 berry, bury
33 way, weigh, whey ("vassla")
34 bear ("bära; björn"), bare

### 3.3 From Transcription to spelling C

"There's no dinner," he said seriously. "The kitchen staff have downed tools. 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 nɪt	2 kæt	3 nɪt	4 kæt
5 net	6 kæt	7 næt	8 kæt
9 nat	10 'læə	11 nɒt  nɒt	12 'lɛə
13 nəʊt	14 'lɔ:jə 'lɔ:ə	15 lɒk	16 'ləʊə
17 lək	18 mɪə	19 læk	20 meə
21 lɔ:k	22 mʊə	23 lək	24 mɔ:
25 kʊt	26 'wɛəri	27 kɒt  kɒt	28 'weəri
29 kɒt	30 'bɔ:əriʃ 'bɔ:riʃ	31 kəʊt	32 'bɔ:riʃ

### 3.5 Consonants

1 su:	2 dʒɪp	3 ju:	4 tʃɪp
5 tʃu:	6 rɪdʒ	7 dʒu:	8 rɪtʃ
9 dʒu:  dʒu:	10 tʃɔ:k	11 ju:	12 dʒɔ:k
13 hju:	14 jɔ:k	15 trɒf  trɒ:f trɒ:f	16 smɪk
17 vəm	18 zmɪk	19 wəm	20 θmɪk
21 ðəm	22 'plezə	23 fɪp	24 'preʃə

### 3.6 Regular sound — spelling correspondences

1 'steɪʃən	2 'dʒʌŋkjəd
3 'ju:ʒəʊl	4 ə'nætəmi
5 'glumi	6 'tʃɒklət -lɪt  'tʃɒ:k- 'tʃɒ:k-
7 'trædʒədi -ɪdi	8 pə'tɪkjələ -jəl-
9 'æθkwɜ:k	10 ,edʒə'keɪʃən  ,edʒə-
11 'sentʃəri	12 'frʊtdʒɜ:s
13 'stræŋɡlɪŋ	14 tə'geðənəs -nɪs
15 'neɪbə	16 'kwɪk'wɪtɪd
17 'fɛnɪʃə	18 mæ'dʒɒrəti -rɪti  -'dʒɔ:r- -'dʒɔ:r-
19 'efətəs -lɪs	20 ɪg,zæmɪ'neɪʃən
21 'predʒʊdɪsɪz -dʒə-	22 'æŋɡlɪsaɪz
23 'smɔ:l'pɒks  'smɔ:l'pɒks 'smɔ:l-	24 'nesəsəri -sɪ-  -sɪ-

## 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 'ɡɒd ar'dɪə tə (H/I 6.9.11) 'gəʊ tu 'ɪŋɡlənd fər (H/I 6.9.11) ə 'fɔ:tnaɪt
- 2 ju 'həʊ 'veri 'wel ðət (H/I 6.9.12) aɪ 'kʌnt||'kænt 'du: 'ðæt
- 3 ðə (H/I 6.9.13) wəz ə 'mæn tə 'si: ju | bət (H/I 6.9.12) aɪ 'təʊld ɪm ðət ju 'wɒnt 'ðeə (H/I 6.9.13)
- 4 ðə 'fɒps||'fɒps ə (H/I 6.9.4) 'ɔ:l 'kləʊzd ət (H/I 6.9.11) 'ðɪs 'tæm əv (H/I 6.9.11) ðə 'deɪ | 'ɑ: (H/I 6.9.4) ðeɪ
- 5 'bɔɪz kən (kən) bi 'kwɔ:t 'hɔ:stɪ||'hæs- | ət 'lɪst 'sæm əv ðəm 'kæn

Source: English Pronunciation - a Workbook (3rd ed. 1993) by Johansson, S. / Rønnerdal, G.