<table>
<thead>
<tr>
<th>RP</th>
<th>Gen</th>
<th>Consonants</th>
<th>RP</th>
<th>Gen</th>
<th>Vowels</th>
</tr>
</thead>
<tbody>
<tr>
<td>•</td>
<td>p</td>
<td>pen, copy, happen</td>
<td>•</td>
<td>i</td>
<td>kit, bid, hymn</td>
</tr>
<tr>
<td>•</td>
<td>b</td>
<td>back, bubble, job</td>
<td>•</td>
<td>e</td>
<td>dress, bed</td>
</tr>
<tr>
<td>•</td>
<td>t</td>
<td>tea, tight, button</td>
<td>•</td>
<td>æ</td>
<td>trap, bad</td>
</tr>
<tr>
<td>•</td>
<td>s</td>
<td>city, better</td>
<td>•</td>
<td>p</td>
<td>lot, odd, wash</td>
</tr>
<tr>
<td>•</td>
<td>d</td>
<td>day, ladder, odd</td>
<td>•</td>
<td>ʌ</td>
<td>stryt, byd, lve</td>
</tr>
<tr>
<td>•</td>
<td>k</td>
<td>key, cock, school</td>
<td>•</td>
<td>u</td>
<td>foot, good, put</td>
</tr>
<tr>
<td>•</td>
<td>g</td>
<td>get, giggle, ghost</td>
<td>•</td>
<td>iː</td>
<td>fleece, sea, machine</td>
</tr>
<tr>
<td>•</td>
<td>tʃ</td>
<td>church, match, nature</td>
<td>•</td>
<td>eɪ</td>
<td>face, day, steak</td>
</tr>
<tr>
<td>•</td>
<td>dʒ</td>
<td>judge, age, soldier</td>
<td>•</td>
<td>əɪ</td>
<td>price, high, try</td>
</tr>
<tr>
<td>•</td>
<td>f</td>
<td>fat, coffee, rough, physics</td>
<td>•</td>
<td>iː</td>
<td>choice, boy</td>
</tr>
<tr>
<td>•</td>
<td>v</td>
<td>view, heavy, move</td>
<td>•</td>
<td>əʊ</td>
<td>goose, twa, blue</td>
</tr>
<tr>
<td>•</td>
<td>θ</td>
<td>thing, author, path</td>
<td>•</td>
<td>əʊ</td>
<td>goat, show, no</td>
</tr>
<tr>
<td>•</td>
<td>ð</td>
<td>this, other, smooth</td>
<td>•</td>
<td>ɔː</td>
<td>goat, show, no</td>
</tr>
<tr>
<td>•</td>
<td>s</td>
<td>soon, cease, sister</td>
<td>•</td>
<td>ʌ</td>
<td>variant in cold</td>
</tr>
<tr>
<td>•</td>
<td>z</td>
<td>zero, zone, roses, buzz</td>
<td>•</td>
<td>ʌə</td>
<td>mouth, now</td>
</tr>
<tr>
<td>•</td>
<td>s</td>
<td>ship, sure, station</td>
<td>•</td>
<td>əʊər</td>
<td>near, here, serious</td>
</tr>
<tr>
<td>•</td>
<td>ʒ</td>
<td>pleasure, vision</td>
<td>•</td>
<td>ʌe</td>
<td>square, fair, various</td>
</tr>
<tr>
<td>•</td>
<td>h</td>
<td>hot, whole, behind</td>
<td>•</td>
<td>ɑː</td>
<td>start, father</td>
</tr>
<tr>
<td>•</td>
<td>m</td>
<td>more, hammer, sum</td>
<td>•</td>
<td>ɑː</td>
<td>lot, odd</td>
</tr>
<tr>
<td>•</td>
<td>n</td>
<td>nice, know, funny, sun</td>
<td>•</td>
<td>ɔː</td>
<td>thought, law</td>
</tr>
<tr>
<td>•</td>
<td>ŋ</td>
<td>ring, long, thanks, sung</td>
<td>•</td>
<td>ɒ</td>
<td>north, war</td>
</tr>
<tr>
<td>•</td>
<td>l</td>
<td>light, valley, feel</td>
<td>•</td>
<td>ɒ</td>
<td>variant in force, four</td>
</tr>
<tr>
<td>•</td>
<td>r</td>
<td>right, sorry, arrange</td>
<td>•</td>
<td>ɜː</td>
<td>cure, poor, jury</td>
</tr>
<tr>
<td>•</td>
<td>j</td>
<td>yet, use, beauty</td>
<td>•</td>
<td>əː</td>
<td>nurse, stir</td>
</tr>
<tr>
<td>•</td>
<td>w</td>
<td>wet, one, when, queen</td>
<td>•</td>
<td>ə</td>
<td>nurse, stir, courage</td>
</tr>
</tbody>
</table>

In foreign words only:

- • | g | grand prix, chanson |
- • | ɑː | grand prix, chanson |
- • | ð | chanson |
- • | æ | vingt-et-un |
- • | ʒ | vingt-et-un |
EXERCISE 11

AIM: To identify which pronunciation of a word is used, when you hear it.

Listen to the speakers on the cassette. Notice their pronunciation of the words studied on pages 7-8. Transcribe the words as they pronounce them, and identify which of the variant pronunciations they use. You might like to say whether you think each speaker is English or American. The first one is done for you.

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

For those interested in studying some of the differences between American and British English pronunciation, there is a section on American pronunciation on pages 65-70. Regional pronunciations are discussed in LPD Introduction 2.2.

3 Alternative pronunciations

In order to present information concisely, alternative pronunciations are often abbreviated. To get the most out of the dictionary, it is important to be able to interpret the conventions which are used.

EXERCISE 12

Diagnostic exercise in interpreting information about alternative pronunciations.

How many pronunciations are represented in this entry from the dictionary?

**beautiful** 'bjuːt əfl -ɪf-; -ɪfʊl, -ə- || 'bjuːt-

**KEY** When you have worked out what you think, check your answer in the key. If you got the right answer, you made good use of the conventions which enable the dictionary to present so much information in such a small space. You do not need to work through exercises 13-16. Go straight on to exercise 17.

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

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

2. Alternative pronunciation: 'bjuːt afəl
The other alternatives all have the same first syllable as the main pronunciation, so this syllable is
4 Inflected and derived words

The dictionary shows how inflected and derived words are pronounced. One-syllable words are shown in full. For others, both the spelling and pronunciation are shown as endings following a headword.

**reason, R~ˈriːzən ~ɛd d ~ɪŋ/s .ɪŋ/z ~s z**
**reasonable ˈriːzən.əbəl ~lɪ ~nɛs nas nɪs**
**reassess ˈriːzɛs ~ɛd t ~ɛs ɪz əz ~ɪŋ ɪŋ ~mɛnt/s mɑnt/s**
**reassign ˈriːzɛn.əm ~ɛd d ~ɪŋ ɪŋ ~s z**
**reassurance ˈriːzəns ər ˈʃʊər ənɪz ‖ˈʃʊrɪŋ/li ˈʃɝːz ~ɪŋ/z ~eɪn/z ~s z**
**Reamur, Rɛamur ˈrɛi oʊməˌmjuə ‖ˌmjuːr ˈʃʊərd ‖ˈʃʊər ənɪz ‖t ˈʃʊər ənɪz ~Fr ˌwe o mjuːk]**

**Reeve riːv**
**reawaken, ˈriːəˌwɛk ən ~ɛd d ~ɪŋ .ɪŋ/z ~s z**

In the spelling of this example, endings are added to the headword with no alteration. For the pronunciation of inflected words, just add the pronunciation of the endings. Thus:

reasoned ˈriːzənd
reasoning ˈriːzɪŋ
reasonings ˈriːzɪŋz
reasons ˈriːzənz

Sometimes an ending is added not to the complete word but to just part of it. The symbol | is used to show exactly which part is concerned.

**reasonable ˈriːzən.əbəl ~lɪ ~nɛs nas nɪs**
**reasonably ˈriːzən.əbəli ~lɪ ~rɪzən.əblɪ**

**reassurance, ˈriːzəns ər ˈʃʊər ənɪz ‖ˈʃʊrɪŋ/li ˈʃɝːz ~ɪŋ/z ~eɪn/z ~s z**
**reassurance, ˈriːzəns ər ˈʃʊər ənɪz ‖ˈʃʊərɪŋ/li ˈʃɝːz ~ɪŋ/z ~eɪn/z ~s z**

**EXERCISE 19**
**AIM:** To understand the conventions used in the dictionary to show the spelling and pronunciation of inflected and derived words. To transcribe the pronunciations.

**KEY** Find the following words in the dictionary extract, and transcribe their pronunciation.
1. reassessment .................. 
2. reassigned .................... 
3. reassuring ...................... 
4. reawakens ...................... 

**EXERCISE 20**
**Quiz on inflected and derived forms.**

**KEY** Use the dictionary to help you answer the following questions.
EXERCISE 30
AIM: To recognise contexts in which syllabic consonants are likely. To identify and transcribe syllables containing a syllabic consonant or vowel + consonant, when you hear words.

a. Look at the text below. Underline words which are likely to contain syllabic consonants. Use Key A to check the words you have underlined.

b. Listen to the text on the cassette and notice how the speaker pronounces each word you have underlined: does it have a syllabic consonant? Transcribe these words as spoken on the cassette. Use Key B to check.

GOLDEN OLDIES – the most popular songs chosen by radio listeners:

The Battle of New Orleans
Wooden Heart
Beautiful Dreamer
I Beg your Pardon (I never promised you a rose garden)
The Tunnel of Love
Sentimental Journey
Suddenly it's Spring
Congratulations

3 Likely syllabic consonants are shown in LPD with the symbol ə, thus suddenly 'sʌd ən li. LPD's regular principle is that a raised symbol indicates a sound whose insertion LPD does not recommend (see OPTIONAL SOUNDS). Hence this notation implies that LPD prefers bare n in the second syllable. Since there can be no proper vowel in the syllabic, the n must be syllabic.

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

5 The IPA provides a special diacritic to show a syllabic consonant, thus ɹ. 'sʌdɹli. For AmE syllabic r, the symbol ɹ is sometimes used, thus 'faːðɹ. Because LPD uses spaces to show syllabification, it does not need these conventions. Any nasal or liquid in a syllable in which there is no other vowel must automatically be syllabic.

Since it is always possible to insert ə in a word with a syllabic consonant, words containing syllabic consonants in the dictionary are all shown with ə, as shown in the following entries.

sudden 'sʌd ən ~I ly li
Britain 'brit ən
frighten 'fraɪn ən ~ɪŋ/ly ~ɪŋ/lɪ
hidden 'hɪd ən
medal 'med əl
needlework 'niːdəl wɜːk

cattle 'kæt əl ||'kaːt əl
petal 'pet əl ||'pet əl ~ed, ~led d ~s z
3. an appearance by a star who had retired .........................
4. a sudden strike ............................
5. a cinematic device where the film switches to an earlier period ............................
6. a sudden period of heavy rain ............................
7. a mechanical (and, metaphorically, other) failure ............................
8. a ten second period immediately before the departure of a rocket ............................
9. the moment of departure of a rocket ............................
10. (initial) expenditure on a particular project ............................

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

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

9 Stress marking

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

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

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

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

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

Each of these definitions refers to a word in the dictionary extract below and on the next page. Find the appropriate word, and write its transcription, with the stress marked. The first one is done for you.

1. a business that makes its money esp. by bringing people into touch with others or the products of others .’eɪʤəns i.....
2. a list of subjects to be dealt with or talked about at a meeting ............................
3. to make (a difficult situation) more serious or dangerous; make worse ............................
4. a person whose job is to represent another person, a company, etc. esp. one who brings people into touch with others or deals with the business affairs of a person or company ............................
5. derog always ready to quarrel or attack ............................
6. BrE sl trouble, esp. fighting, eg between groups of young people ............................
7. an ............................ language: one in which words are formed by agglutination
8. able to move quickly and easily ............................
9. noun usu. derog increase in size, power or rank, esp. when intentionally planned ............................
Continue this description of a book, using as many as possible of the words and phrases in Exercises 54 to 57. Compare your version with somebody else’s, or record yourself reading it aloud.

11 Compounds and phrases

**Early and late stress**

There are many English expressions consisting of two words, or in which two words have been combined.

- e.g. central heating, picture frame, dishwasher
- Some of these have early stress; primary stress is on the first element.
- e.g. picture frame, dishwasher
- Some have late stress; primary stress is on the second element, e.g. central ‘heating

Can you give any guidelines for the placement of the ‘stress? Write down what you think before you turn over the page.

**Early and late stress: some guidelines**

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

**EXERCISES 59-62**

**AIM:** To understand and use guidelines for predicting stress in compounds and phrases.

**EXERCISE 59**
were being towed. They turned on all the green lights for him. Some drivers are like that. He never missed one.

It had been a warm afternoon, but the heat was gone. We whipped past a distant cluster of lighted buildings and an endless series of lighted mansions, not too close to the road. We dipped down to skirt a huge green polo field with another equally huge practice field beside it, soared again to the top of a hill and swung mountainward up a steep hill road of clean concrete that passed orange groves, some rich man's pet because this is not orange country, and then little by little the lighted windows of the millionaires' homes were gone and the road narrowed and this was Stillwood Heights.

*Farewell, My Lovely* Raymond Chandler (Penguin edition p. 126)

15 Homophones

A number of dictionary entries show a homophone - another word, with a different spelling, which has the same pronunciation.

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

**EXERCISE 79**

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

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

1. The government *annalist* got so depressed studying the *annals* that he had to go to an *analyst* for treatment. ...
2. A Victorian lady who sat in her *parlour* and shunned the sun took pride in the *pallor* of her cheeks. ....
3. I've been on a *cruise* several times, and the *crews* have all been very efficient. ....
4. They *leant* on the door so that their sister couldn't go out until she *lent* them some money. ....
5. The weather which has been *becalming* the sailing boats *is* becoming better. ....
6. The *baron* ruled over hundreds of acres of *barren* land. ......
7. The assistant who *packed* the box left out this *packet*. ....
8. If the clasp of your *brooch* is too *loose*, you could easily *lose* it. ....
9. There are ten *canons* at Westchester Cathedral, and ten *cannons* at Westchester Castle. ....
10. A teacher wouldn't *lessen* my interest in the subject by giving one tedious *lesson*. ....

16 Abbreviations

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

*GATT* gæt (Strategic Arms Limitation Talks)

In others, the letters are pronounced separately:

*VAT* ˈvæt (value added tax)

**EXERCISE 80**

**AIM:** To use the dictionary to check the pronunciation of abbreviations.

The following items are all commonly abbreviated. Use the dictionary to check whether the initial letters are pronounced as an acronym or separately; enter the abbreviation in the correct column. The first two are done for you.

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Separate letters</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GATT</strong></td>
<td>gæt</td>
</tr>
<tr>
<td><strong>GCSE</strong></td>
<td></td>
</tr>
</tbody>
</table>
KEY

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

EXERCISE 2

EXERCISE 3

EXERCISE 4

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

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

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

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

EXERCISE 9

<table>
<thead>
<tr>
<th>Exercise 10</th>
<th>Main pron</th>
<th>Alternative pron</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. match</td>
<td>mæʧ</td>
<td></td>
</tr>
<tr>
<td>7. ballad</td>
<td>'bæl ad</td>
<td></td>
</tr>
<tr>
<td>8. mead</td>
<td>miːd</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Exercise 9</th>
<th>Main pron</th>
<th>Alternative pron</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. lewd</td>
<td>lju:d</td>
<td>lju:d</td>
</tr>
<tr>
<td>10. suit</td>
<td>suːt</td>
<td>suːt</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Exercise 9</th>
<th>Main pron</th>
<th>AmE pron</th>
</tr>
</thead>
<tbody>
<tr>
<td>18. mark</td>
<td>maːk</td>
<td>maːrk</td>
</tr>
<tr>
<td>19. dot</td>
<td>dot</td>
<td>doːt</td>
</tr>
<tr>
<td>20. herb</td>
<td>hə:b</td>
<td>ʒə:b</td>
</tr>
<tr>
<td>21. part</td>
<td>paːt</td>
<td>paːrt</td>
</tr>
</tbody>
</table>
EXERCISE 27
3. 'dɪst ənts 4. mɪnts 5. 'træɪ əmplf 6. a 'kwɛənt ənts 7. 'kʌmpf ə sɪs 9. a 'sɪst ənts 10. səb 'stɛntʃ l

EXERCISE 28
KEY A:
A: I've just had my lounge decorated. It hadn't been done since I moved in.
B: What colour is it?
A: It's called French Blush.
B: Very tasteful, I'm sure, but it doesn't convey anything.
A: Well, on the chart it looked lovely - a sort of pale tangerine colour.
B: That sounds nice. The lounge faces north, doesn't it, and a tangerine glow would take away the coldness.
A: That's just what I thought: elegant but comfortable. But actually it's more like orange. It's cheerful - but not very restful.
KEY B:
A: Can (dræs) had mat (laʊnz) dek a reit id'd hæd nt bi'n dan σɪns ar mu:vd ɪn
B: wot kəl ər ɪz ɪt
A: its kɔːld (fren) blʌʃ
B: veri tɛrst ful aɪm fə:|bat ɪt dəz nt kan vei en i θŋ
A: wel ən ðə tʃaɪt ɪt (lʊk) laʊv li| a sɔːt av petl (tænt ər iːn) kəl ə
B: ðæt saʊndz nats|ðə laʊndz feɪs ɪz ɪz nɔːθ (dəz n) ɪt|and a tændk ər iːn glau wud teik a wɛi ðə kəʊld nəs
A: ðæts (dræs) wɔt ə θɔːt|el i ɡɔnt bat (kæmpf əb l)|bat ək ʧu əl i ɪts mo: laɪk or tænda|fəʊt əf ful|bat nɔt veri (res ful)

EXERCISE 29B

<table>
<thead>
<tr>
<th>Syllable</th>
<th>Consonant</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suddenly</td>
<td>(ˈsʌd n lɪ)</td>
<td>ˈsʌd ən lɪ</td>
</tr>
<tr>
<td>Britain</td>
<td>'brɪt n</td>
<td>ˈbrɪt n</td>
</tr>
<tr>
<td>frightening</td>
<td>(ˈfɪnt nɪŋ)</td>
<td>ˈfɪnt nɪŋ</td>
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<tr>
<td>Hidden</td>
<td>('hɪd n)</td>
<td>ˈhɪd ən</td>
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<td>Medal</td>
<td>'med l</td>
<td>('med al)</td>
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<tr>
<td>Needlework</td>
<td>('nɪl ə l ˈwɑːk)</td>
<td>ˈnɪl ə l ˈwɑːk</td>
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<tr>
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<td>('kæt l</td>
<td>ˈkæt al</td>
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<td>Petals</td>
<td>(ˈpet ɪz</td>
<td>('pet alz)</td>
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<tr>
<td>Panel</td>
<td>(ˈpæn l)</td>
<td>ˈpæn al</td>
</tr>
<tr>
<td>Softener</td>
<td>'sɒf n ə</td>
<td>ˈsɒf ən ə</td>
</tr>
<tr>
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<td>ˈstɛn fɔːn</td>
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<td>(ˈfɑːst nd)</td>
<td>ˈfɑːst ənd</td>
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EXERCISE 30
KEY A
GOLDEN OLDIES – the most popular songs chosen by radio listeners:
The Battle of New Orleans
Wooden Heart
Beautiful Dreamer
I Beg your Pardon (I never promised you a rose garden)
The Tunnel of Love
Sentimental Journey
Suddenly it's Spring
Congratulations
KEY B:
ˈgɔːld ən, ˈʃfɔʊz ən, ˈlɪs n əz, ˈbæt l, ˈwʊd ən, ˈbjuːt ɪ fə, ˈpaːd n, ˈɡɑːd n, ˈtæn əl, ,sent i ˈment l, ˈʃɒd n li,