PCE1003

English Phonetic Transcription Handbook
How to use this *Handbook*

This *Handbook* is used to complement the rest of the course materials. For your easy reference and use, this *Handbook* is downloadable.

This *Handbook* provides some basic information about the IPA system for English pronunciation in order to help you master phonetic transcription.

This *Handbook* includes the following sections:

- The basic understanding of English Pronunciation
- Using International Phonetic Alphabet (IPA) for English Phonetic Transcription
  - How to articulate the sounds represented by IPA
  - Key to using the IPA symbols in a dictionary
- Lists of commonly used words with IPA transcription
- Self-learning Resources on CUHK campus
- Acknowledgement

The IPA symbols used in this *Handbook* are taken from the Oxford Advanced Learner's Dictionary and there will be variation in the symbols used in other dictionaries.

This *Handbook* is to be used as a key to open the door for your own improvement in English pronunciation and help you to become a more confident speaker of English.
What is English Pronunciation?

English is a polysyllabic language in that each English word is usually made up of more than one syllable. Syllable is the beat of a word; for example, there are three syllables in the word ‘beautiful’ – beau-ti-ful. However, Chinese is a monosyllabic language and for each Chinese character there is only one syllable. Therefore, it is important for Chinese learners to know the difference between these two language systems.

Each syllable in an English word is usually composed of a vowel and consonant(s). Take the word ‘beautiful’, it is made up of three syllables and each syllable is made up of a vowel and consonant(s).

\[
\text{beautiful} \quad \longrightarrow \quad /\text{bju:t}i\text{f}l/ 
\]

Vowels and consonants are sounds represented by IPA symbols. IPA stands for International Phonetic Alphabet and the IPA symbols are the representation of the sounds system that the International Phonetics Association has standardized for English pronunciation. You may refer to the key to IPA symbols in the section Using IPA for English Phonetic Transcription for an overview of all the English vowels and consonants.

What is a vowel sound?

We normally understand the vowel sound in the pronunciation system as the sound that could be heard distinctly. Generally when we make a vowel sound, there is no constriction nor blockage of air in the process of the sound production, for example, there is no barrier like the tongue, teeth or other oral parts to obstruct the flow of air. In this way, the sound produced could be heard clearly. It is easier to master and monitor the quality of the vowel sounds as these sounds are audible. The English vowels are represented by the IPA symbols as shown in the beginning of the section Using IPA for English Phonetic Transcription.

What is a consonant sound?

Consonant sounds as defined by the Advanced Oxford Learner’s Dictionary are speech sounds “ produced by completely or partly stopping the air being breathed out through the mouth”.

In producing a consonant sound, it is necessary to note the difference between a voiced consonant and a voiceless consonant. Voiced consonants are sounds produced when the vocal cords are vibrating whereas voiceless consonants are those in which the vocal cords are apart. Voiced and voiceless consonants are shown in the diagram below:

<table>
<thead>
<tr>
<th>Voiceless</th>
<th>p</th>
<th>t</th>
<th>k</th>
<th>f</th>
<th>θ</th>
<th>s</th>
<th>z</th>
<th>ž</th>
</tr>
</thead>
<tbody>
<tr>
<td>Voiced</td>
<td>b</td>
<td>d</td>
<td>g</td>
<td>v</td>
<td>ɹ</td>
<td>s</td>
<td>z</td>
<td>ʒ</td>
</tr>
</tbody>
</table>

In producing or articulating a consonant, we would normally use in connection with a vowel sound in order to make the consonant sound audible. In this way it is easier for us to monitor our articulation and the quality of the sound produced. The chart key to IPA symbols in the section Using IPA for English Phonetic Transcription lists out all the vowels and consonants for English pronunciation.

What does the stress mark stand for?

As mentioned before, English is a polysyllabic language, there are often more than one syllable in each word. It would be most unpleasant to the ear and difficult to pronounce if there is equal length for each syllable in a word. A stress mark indicates which syllable should be clear and loud in sound, and relatively
longer in length. This could normally be observed by the pitch of the voice. For details, refer to the section of Using IPA for English Phonetic Transcription on stress.
<table>
<thead>
<tr>
<th>Vowels</th>
<th>Diphthongs</th>
</tr>
</thead>
<tbody>
<tr>
<td>iː</td>
<td>/siː/</td>
</tr>
<tr>
<td>ɪ</td>
<td>/sɪt/</td>
</tr>
<tr>
<td>i</td>
<td>/hæpi/</td>
</tr>
<tr>
<td>e</td>
<td>/tɛn/</td>
</tr>
<tr>
<td>æ</td>
<td>/kæt/</td>
</tr>
<tr>
<td>ɑː</td>
<td>/fæθə(r)/</td>
</tr>
<tr>
<td>Α</td>
<td>/kæp(r)/</td>
</tr>
<tr>
<td>ɔː</td>
<td>/sɔː/</td>
</tr>
<tr>
<td>uː</td>
<td>/tjuː/</td>
</tr>
<tr>
<td>u</td>
<td>/pʊt/</td>
</tr>
<tr>
<td>ʊ</td>
<td>/æktrəʊ/</td>
</tr>
<tr>
<td>ʒ</td>
<td>/bɜːd/</td>
</tr>
<tr>
<td>ə</td>
<td>/əˈbaut/</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Consonants</th>
</tr>
</thead>
<tbody>
<tr>
<td>p</td>
</tr>
<tr>
<td>b</td>
</tr>
<tr>
<td>t</td>
</tr>
<tr>
<td>d</td>
</tr>
<tr>
<td>k</td>
</tr>
<tr>
<td>g</td>
</tr>
<tr>
<td>l</td>
</tr>
<tr>
<td>r</td>
</tr>
<tr>
<td>m</td>
</tr>
<tr>
<td>n</td>
</tr>
<tr>
<td>ŋ</td>
</tr>
<tr>
<td>s</td>
</tr>
</tbody>
</table>
(r) indicates that British pronunciation will have /r/ only if a vowel sound follows directly; otherwise it is omitted. In American pronunciation, every ‘r’ of the ordinary spelling is retained.

The sounds written /iː/ and /u/ must always be different, as in heat /hɪːt/ compared with hit /hɪt/. But /i/ represents a vowel that can be sounded in either way, or as a sound which is a compromise between them. In a word such as happy /ˈhæpi/, younger speakers use a quality more like /iː/ but short in duration. When /iː/ is followed by /ɔ/ the sequence can also be pronounced /jɔ/. So the word dubious, shown in the dictionary as /ˈdjʊːbjas/ may be pronounced as three syllables /ˈdjʊəbjas/, or as two syllables /ˈdjʊbjas,

In the same way, the two vowels represented by /uː/ and /o/ must be distinct but /u/ represents a vowel that varies between them. If /u/ is followed directly by a consonant sound, it can also be pronounced in a third way, as /ɔ/. So stimulate, shown as /ˈstɪmjʊlət/, can be pronounced as any of /ˈstɪmjʊlət, ˈstɪmjʊlət, or ˈstɪmjʊlət/. 
Key to using the IPA symbols in a dictionary

Adapted from the Oxford Advanced Learner’s Dictionary

1. Weak forms and strong forms

Certain common words like at, and, for, can, have two pronunciations. The Oxford Advanced Learner’s (OAL) Dictionary and some other dictionaries give the usual (weak) pronunciation first. The second pronunciation (strong) must be used if the word is stressed, and also generally when the word is at the end of a sentence. For example:

- I’m waiting for /fə(r)/ a bus.
- What are you waiting for /fə(r)/?

2. British and American pronunciation

The first pronunciation given in OAL Dictionary is that of younger speakers of General British (Brit). This includes RP (Received Pronunciation) and a range of similar accents which are not strongly regional. Often the same phonetic representation is also appropriate for American speech, with simple automatic changes (for instance to insert /r/ in a word such as farm). But if the American pronunciation is different in a way which cannot be easily predicted, it is given separately with the label US. The American pronunciations chosen are as possible as could be the most general (not associated with any particular region).

Most kinds of American English do not have a vowel like British /ʌ/. For an American pronunciation, /ʌ/ generally pronounces in the same way as /ə/. For instance hot, shown as /hɒt/ in American pronunciation is pronounced /hɑːt/. A large number of such words are not marked in this way in the dictionary. In a smaller number of words, British /ʌ/ corresponds to American /ɔ/ instead. These are indicated separately, for instance soft /sɔft/; US /sɔːrt/.

3. Stress

The mark /ː/ shows the main stress in a word. Compare able /ˈeɪbl/, stressed on the first syllable, with ability /ˈæbilətɪ/, stressed on the second. A stressed syllable is relatively loud, long in duration, said clearly and distinctly, and made noticeable by the pitch of the voice.
Longer words may have one or more secondary stresses coming before the main stress. The main stress is normally called the **primary** stress and the other **secondary** stress(es). These are marked with `/` and `/` as in abbreviation `/ˈbriːvətʃən/`, agricultural `/æɡˈriːkələr/`. These secondary stresses feel like beats in a rhythm leading up to the main stress.

Weak stresses coming after the main stress in a word can sometimes be heard, but they are not marked in this dictionary.

When two words are put together in a phrase, the main stress in the first word may shift to the place of secondary stress to avoid a clash between two stressed syllables next to each other. For instance “**well-known**” has the main stress on **known**, but in the phrase “**well-known author**” the stress on **known** is missing. This kind of ‘stress-shift’ is shown by stress marks on many of the examples in this dictionary.

### 4. Stress in idioms

Most idioms are shown in the dictionary with at least one main stress. The learner should not change the position of this stress when speaking, or the special meaning of the idiom may be lost.
The self-learning resources are available in the Independent Learning Centre (ILC) which is located on the 4th Floor of Ting Ka Ping Building.

The following is a list of materials for improving pronunciation in the Independent Learning Centre (ILC)

**Audio-tapes** *(available at the Pronunciation shelf)*


Hewings, M. 1993 *Pronunciation Tasks: A Course for Pre-intermediate Pronunciation Learners.* Cambridge University Press.


Willes, M. 1993 *A Programmed Introduction to The Mechanism of Speech.*


**CD-ROMs** *(available at the counter)*

Kluhara, S. 1995 *Pronunciation Plus.* (used on 7200 Mac)

Payne, J. 1996 *Pronunciation Power.* (used on either Mac or PC)

*See it, Hear it, SAY IT!* (used on PC)
Muller, E.A. & Samson, E Pronunciation & Speech Tutor (used on either Mac or PC) The English Centre, The University of Hong Kong, 1998.

**Software** *(available at PCs in the Writing Lab)*

HK Polytechnic University 1997 Sounds.

**Websites** *(available at the PCs in the Writing Lab)*

Lai, E. & Cheung, Y.L , 1997 Exercises of IPA Symbols *(available at the PCs in the Writing Lab)*
http://www/cuhk.edu.hk/cgi-custom/ilc/ima/index.cgi

Boozer, B. & Johnson, P., 1997. An Introduction to the International Phonetic Symbols for the Pronunciation of English *(available at the PCs in the Writing Lab and Mac stations, better effect on PC's)*

**Videotapes** *(available at the ILC counter)*

Tape 1
http://www.ilc.cuhk.edu.hk/ipa/tape1.html

Tape 2
http://www.ilc.cuhk.edu.hk/ipa/tape2.html

Tape 3
Can you pronounce every one of them?

**BODY PARTS**

- Oesophagus /ˈiːsəfəɡəs/
- Duodenum /ˈdjuːədənəm/
- Diaphragm /ˈdaɪəfræm/
- Forehead /ˈfoʊrid/
- Vocal chord /ˈvɑʊkl/
- Tongue /ˈtʌŋ/
- Jaw /dʒɔː/
- Temples /ˈtemplz/
- Skull /ˈskaʊl/
- Ventricles /ˈventrɪklz/
- Sternum /ˈstɜːnəm/
- Stomach /ˈstəmɑk/
- Intestines /ˈɪntɛstɪnz/
- Kidney /ˈkɪdnə/
- Liver /ˈlɪvə/
- Groin /ɡrɔɪn/
- Thigh /θai/
- Ankles /ˈæŋklz/
- Elbows /ˈɛlbəuz/
- Thumb /θaʊm/
- Shoulder /ˈʃɔʊlda/
- Knuckles /ˈnʌklz/
- Waist /ˈwɛist/
- Wrist /ˈrɪst/
- Nostrils /ˈnɒstrəlz/
- Earlobe /ˈɪələʊb/
- Pupils /ˈpjuːplz/
- Brain /ˈbreɪn/
- Heel /hiːl/
- Nape /neip/
- Navel /ˈnɛvl/
- Calf /ˈkæf/ 
- Kneecap /ˈniːkæp/
- Pancreas /ˈpæŋkrəs/
- Appendix /ˈɛpəndɪks/
- Rectum /ˈrɛktəm/
- Tonsils /ˈtɒnslz/
- Aorta /əˈɔrətə/
Lists of commonly used words for IPA transcription / 2

ENTERTAINMENT

Palm /puːm/
Sole /səʊl/

film /fɪlm/  
radio /ˈreɪdiəʊ/  
music /ˈmjuːzɪk/  
shopping /ˈʃɒptɪŋ/  
travel /ˈtrævl/  
theatre /ˈθɪətri/  
funfair /ˈfʌnfər/  
drama /ˈdraːmə/  
photography /ˌfəʊtəˈɡrɑːfi/  
comedy /ˈkɒmidi/  
tragedy /ˈtrædʒədi/  
thriller /ˈθrɪlər/  
basketball /ˈbæskətβɔːl/  
badminton /ˈbædmɪntən/  
swimming /ˈswɪmɪŋ/  
photography /ˌfəʊtəˈɡrɑːfi/  
comedy /ˈkɒmidi/  
tragedy /ˈtrædʒədi/  
thriller /ˈθrɪlər/  
acting /ˈæktɪŋ/  
chess /tʃes/  
wrestling /ˈrɛstlɪŋ/  
snooker /ˈsnʊkər/  
skiing /ˈskiːɪŋ/  
surfing /ˈsɜːfɪŋ/  
orchestra /ˈɔːkəstra/  
hiking /ˈhækɪŋ/  
Canoe /ˈkænuː/  
piano /ˈpɪənəʊ/  
flute /flʌt/  
arcade /ˈɑːrkəd/  
trail /trel/  
camping /ˈkæmptɪŋ/
<table>
<thead>
<tr>
<th>Word</th>
<th>IPA Transcription</th>
</tr>
</thead>
<tbody>
<tr>
<td>parachuting</td>
<td>/'pærəʃjuːtɪŋ/</td>
</tr>
<tr>
<td>explore</td>
<td>/ɪkˈsplɔː(r)/</td>
</tr>
<tr>
<td>picnic</td>
<td>/ˈpɪknɪk/</td>
</tr>
<tr>
<td>yacht</td>
<td>/jɔt/</td>
</tr>
<tr>
<td>clown</td>
<td>/ˈklɔʊn/</td>
</tr>
<tr>
<td>cinema</td>
<td>/sɪnəmə/</td>
</tr>
</tbody>
</table>

**FOODS & DRINKS**

<table>
<thead>
<tr>
<th>Item</th>
<th>IPA Transcription</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bloody Mary</td>
<td>/ˈblɒdɪ/ /ˈmeərɪ/</td>
</tr>
<tr>
<td>Daiquiri</td>
<td>/ˈdɑːkərɪ/</td>
</tr>
<tr>
<td>Martini</td>
<td>/mɑːtɪnɪ/</td>
</tr>
<tr>
<td>Screw Driver</td>
<td>/ˈskruː/ /ˈdraɪvɜ/</td>
</tr>
<tr>
<td>Lager</td>
<td>/ˈlæɡə/</td>
</tr>
<tr>
<td>Stout</td>
<td>/stɔːt/</td>
</tr>
<tr>
<td>Apple Cider</td>
<td>/ˈæpl əˈsɑrd/</td>
</tr>
<tr>
<td>Lemon Squash</td>
<td>/ˈlemən/ /ˈskwɑʃ/</td>
</tr>
<tr>
<td>Virgin Mary</td>
<td>/ˈvɜːdʒɪn/ /ˈmeərɪ/</td>
</tr>
<tr>
<td>Champagne</td>
<td>/ʃæmˈpeɪn/</td>
</tr>
<tr>
<td>Expresso</td>
<td>/ɪkˈspresəʊ/</td>
</tr>
<tr>
<td>Cappuccino</td>
<td>/ˈkæpətʃɪnəʊ/</td>
</tr>
<tr>
<td>Jasmine</td>
<td>/ˈdʒæməsmin/</td>
</tr>
<tr>
<td>Chamomile</td>
<td>/ˈkæməmɪl/</td>
</tr>
<tr>
<td>Earl Grey</td>
<td>/ɜːl/ /ˈɡreɪ/</td>
</tr>
<tr>
<td>Coke</td>
<td>/kɔk/</td>
</tr>
<tr>
<td>Sprite</td>
<td>/sprɑːt/</td>
</tr>
<tr>
<td>Asparagus</td>
<td>/əˈspærəɡəs/</td>
</tr>
<tr>
<td>Apple Strudel</td>
<td>/ˈæpl ˈstrʌdəl/</td>
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<tr>
<td>Mussel</td>
<td>/ˈmʌsl/</td>
</tr>
<tr>
<td>Spinach</td>
<td>/ˈspɪnɪtʃ/</td>
</tr>
<tr>
<td>Parsley</td>
<td>/ˈpɑːslər/</td>
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<tr>
<td>Yogurt</td>
<td>/ˈjɒɡət/</td>
</tr>
<tr>
<td>Apricot</td>
<td>/ˈæprɪkət/</td>
</tr>
<tr>
<td>Croissant</td>
<td>/ˈkrɔsənt/</td>
</tr>
<tr>
<td>Muffin</td>
<td>/ˈmʌfɪn/</td>
</tr>
<tr>
<td>Blueberry</td>
<td>/ˈbluːbərɪ/</td>
</tr>
<tr>
<td>Avocado</td>
<td>/ˈævəkɑːdəʊ/</td>
</tr>
<tr>
<td>Lettuce</td>
<td>/ˈletts/</td>
</tr>
<tr>
<td>Salami</td>
<td>/ˈsələmə/</td>
</tr>
<tr>
<td>Salmon</td>
<td>/ˈsæmən/</td>
</tr>
<tr>
<td>Tuna</td>
<td>/ˈtjuːna/</td>
</tr>
</tbody>
</table>
Oyster /ˈoɪstə/
Basil /ˈbæzl/
Tandoori /ˈtænduːrɪ/
Pasta /ˈpʌstə/
Brownie /ˈbraʊni/ 
Vanilla /ˈvænɪlə/
Relish /ˈrɛlɪʃ/ 
Quiche /ˈkwaɪʃ/ 
Mustard /ˈmʌstəd/ 
Tart /tɑːt/
Samosa /ˈsəʊməsa/ 
Bagel /ˈbeɪgl/ 
Prawn /ˈprɔːn/ 
Crumble /ˈkrʌmbl/ 
Grapefruit /ˈɡreɪprfruːt/ 
Mayonnaise /ˈmeɪənəɪz/ 
Raisin /ˈreɪzɪn/ 

COMMON FIRST NAMES

Aaron /ˈoʊrən/ 
Abby /ˈæbɪ/ 
Adrian /ˈædriən/ 
Alan, Allan, Allen /ˈælən/ 
Alana /ˈæləna/ 
Albany /ˈælbəni/ 
Albert /ˈælbərt/ 
Alec /ˈælk/ 
Alex /ˈælɪks/ 
Alexander /ˈælɪkˈsændər/ 
Alexis /ˈæləksɪs/ 
Alfred /ˈælfrɪd/ 
Alfreda /ˈælfrɪda/ 
Alvis /ˈælvɪs/ 
Annette /ˈænət/ 
Anthea /ˈænθiə/ 
Arthur /ˈɔːθər/ 
Audrey /ˈɔːdr/ 
Beatrice /ˈbiːtrɪs/ 
Bernadette /bəˈnædət/ 
Bernard /ˈbɜːnərd/
Lists of commonly used words for IPA transcription / 5

Brian, Bryan /ˈbraɪən/
Charlene /ˈfərəli̯n/
Cheryl /ˈtʃərl/ 
Chloe /ˈklɔu̯/ 
Daphne /ˈdeɪfn/ 
Deirdre /ˈdrᵻdr/ 
Denise /ˈdɛniz/ 
Douglas /ˈdɔlɡəs/ 
Elaine /ˈeɪlən/
Elisa /ˈeIlə/ 
Erica /ˈerɪka/ 
Fion /ˈfɪən/ 
Fiona /ˈfɪənə/ 
Gareth /ˈɡærəθ/ 
Gillian /ˈdʒɪliən/ 
Harry /ˈhæri/ 
Henry /ˈhɪnri/ 
Ian /ˈɪən/ 
Laurence, Lawrence /ˈlɔrsns/ 
Liam /ˈlɪəm/ 
Lily /ˈlɪli/ 
Lyle /ˈlaɪl/ 
Madeleine /ˈmeɪdlɪn/ 
Marian, Marion /ˈmɛriən/ 
Miriam /ˈmiriəm/ 
Naomi /ˈnəʊmi/ 
Penelope /ˈpəˌneləpi/ 
Phoebe /ˈfiːbi/ 
Regina /ˈrɪdʒɪnə/ 
Richard /ˈrɪdʒəd/ 
Sean /ˈʃən/ 
Sharon /ˈʃərən/ 
Trudie, Trudy /ˈtrʌdi/ 
Vince /ˈvɪns/ 
Vincent /ˈvɛnsnt/ 
Virginia /ˈvɜrdʒɪnə/ 
Vivien, Vivienne, Vivian /ˈvɪvɪən/ 
Winston /ˈwɪnstən/ 
Yvonne /ˈvɪvn/ 
Zoe /ˈzoʊ/
HONG KONG STREET NAMES

Argyle Street /ˌaːɡəl/  
Bowring Street /ˈbɔːrɪŋ/  
Bute Street /bjʊt/  
Carnavon Road /ˈkɑːnəvən/  
Chater Road /ˈtʃeɪtə(r)/  
Chatham Road /ˈtʃætəm/  
Conduit Road /ˈkɒndɪt/  
Connaught Road /ˈkɒnət/  
D’Aguilar Street /dəˈɡwɪlə(r)/  
Des Voeux Road /dɛs ˈvɔːz/ /drɪˈvɔʊ/  
Dundas Street /dʌndəs/  
Durham Road /ˈdərəm/  
Fife Street /fɛf/  
Gascoigne Road /ˈɡæskɔɪn/  
Gloucester Road /ˈɡləʊstə(r)/  
Hennessy Road /ˈhɛnəstɪ/  
Leighton Road /ˈliːtn/  
Macdonnell Road /ˌmekˈdɒnl/  
Nathan Road /ˈneɪθən/  
Salisbury Road /ˈsælzbərɪ/  
Wylie road /ˈwʌlɪ/  
Wyndham Street /ˈwɪndəm/  

HEALTH PROBLEMS

allergy /ˈælədʒi/  
Alzheimer’s disease /ælts hæm o z ˈdiːz/  
anæmia/anæmia /əˈniːmə/  
appendicitis /,æpenˈdɪsɪtɪs/  
artherosclerosis /ˌɑːθərəˈsklərəsɪs/  
arthritis /ˈɑːrθrɪtɪs/  
asthma /ˈæstma/  
bienign tumor /ˈbiːnɪŋ/ /ˈjɪma(r)/  
bronchitis /bɹɒŋkˈkærɪtɪs/  
cholera /ˈkɑlərə/  
constipation /ˌkɒnˈstɪpeɪʃn/  
cough /ˈkɒf/  
diabetes /ˌdaɪəˈbɛtɪz/
Lists of commonly used words for IPA transcription

- diarrhoea/diarrhea: /'daiərɪə/
- hepatitis: /'hepə'tatɪs/
- influenza: /'ɪnfləuənza/
- insomnia: /'ɪn'səʊmnɪə/
- jaundice: /'dʒɔːndɪs/
- malignant tumor: /'mælɪgnənt/ /'tuː.ˈmɔ(r)/
- measles: /'miːzləz/
- meningitis: /'mɛnɪnʤətɪs/
- migraine: /'mɪgreɪn/ /'mælgreɪn/
- mumps: /'mʌmps/
- pneumonia: /'nuː.ˈməʊntɪə/
- senile dementia: /'siː.ˈneɪl/ /'dɛməntɪə/
- tonsilitis: /'tɒnˈsɪlɪtɪs/
- tuberculosis: /'tjuː.ˈbəkələsɪs/
- ulcer: /'ʌlə(r)/

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- Apartheid: /'ɔːpəθiːt/,
- Buffet: /'bʊfi/,
- encore: /ˈɔŋkɔ(r)/,
- Endoscopy: /enˈdəskəpi/ /'en'daːskəpi/,
- Fatigue: /fəˈtɪdʒ/,
- Gauge Theory: /'ɡeɪdʒ/ /'ɡəri/,
- gauze: /ɡɔːz/,
- aromatherapy: /ərəʊməθərəpi/,
- indict: /ɪnˈdaɪt/,
- indicate: /ɪnˈdɪket/,
- The Thames: /'θiːmz/,
- tame: /teɪm/,
- time: /tʌm/,
- Manchester United: /'mæntʃəstə(r)/ /'juː.nætɪd/,
- lounge: /ˈlaʊndʒ/,
- quay: /ˈkiː/,
- rendezvous: /'rɛndəvʊs/,
- savoir-faire: /səvwaːrˈfɛə(r)/,
- tentative: /ˈtenətɪv/,
- rumbustious: /rʌmbʌstɪəs/,

- The End -
This Handbook has made use of the following references:

1. Oxford Advanced Learner's Dictionary, OUP.