IMPROVE YOUR ENGLISH PRONUNCIATION

and learn over 500 commonly mispronounced words



Jakub Marian
www.jakubmarian.com

Improve your English Pronunciation

And Learn over 500 Commonly Mispronounced Words

by

Jakub Marian

First Edition, August 2013

The PDF version has no associated ISBN

Author and Publisher:

Jakub Marian, Sewanstraße 217, 10319, Berlin, Germany

Cover picture of the head by © Andrey Ospishchev,
licensed from fotolia.com. Overall front cover
design © Jakub Marian.

Before you start reading

You are reading the **sample** of this book. The full book is available as a PDF file, for Kindle, and as a paperback at:

http://jakubmarian.com/pronunciation/

This sample contains the beginning of the list of the most commonly mispronounced words (the complete book contains several hundred more words) and the beginning of the second part, which describes common error patterns in English pronunciation. The third part about English phonology is not included in the sample.

What to expect from this book

The first part of this book is concerned with words that are most commonly pronounced wrong by English learners. Pronunciation is written using the International Phonetic Alphabet (IPA), which is standard among contemporary English dictionaries, and using a pseudo-English notation that uses just four IPA characters (ə, æ, ʌ, and ð).

If you can't read IPA yet, don't worry; getting used to the pseudo-English notation will be just a matter of minutes (the rules will be explained at the beginning of the first chapter), and you will be able to read most of it right away. The list of words looks like this:

height [haɪt] (**haayt**); the pronunciation is as if it were written "hight". The "e" is there just to confuse foreigners.

wolf [wʊlf] (**wo*o*lf**); this is one of a few words in which a single "o" is pronounced as [ʊ] (as "oo" in "good"). Other examples include **woman** [ˈwʊmən] (**wo*o*-**mən), and similar words **womb** [wuːm] (**woom**), the organ in which a child before birth is, and **tomb** [tuːm] (**toom**), a place in which remains of dead people are stored. **Tombstone** is pronounced "**toom**-stone".

Greenwich [ˈgrɛnɪtʃ] (**gren**-itch) or [ˈgrɪnɪdʒ] (**grin**-idzh); you probably know this word from the Greenwich Mean Time (GMT) standard. Just remember that there is no green witch in Greenwich.

colonel [ˈkʰɜːnᵊl] (**kə'ə**-nl) UK, [ˈkʰɝːnᵊl] (**kər**-nl) US; is there a kernel inside a colonel (a military officer)? Well, at least in pronunciation, there is (they are pronounced the same).

After finishing the first part of this book, you will have learned more than **300 such words**.

In the second part of this book, you will learn about the most common patterns of errors in English. You will learn that "eu" in

English is usually pronounced [juː] (yoo) or [uː] (oo) (as in **neutral** = "**n(y)oo**-trəl"), that "x" at the beginning of a word is pronounced as [z] (as in **Xerox** = "**zee**-roks"), and several dozen more such rules.

There's also a list of words in which "o" is pronounced as [ʌ] (as in "come") which learners often mistakenly pronounce as [o] (there are about **40 such common words**). For example:

front [frʌnt] (**frʌnt**)

onion [ˈʌnjən] (**ʌn**-yən)

won [ˈwʌn] (**wʌn**)

You will also learn about words that can be pronounced in two different ways such as "**wind**":

(NOUN) [wɪnd] (**win'd**) is a movement of air.

(VERB) [waɪnd] (**waaynd**) means "to turn, especially something around something else". For example, a river or a way can "waaynd", or you can "waaynd" a wire around a coil.

Many such words differ only in stress position, for example:

conserve; [kənˈsɜːv] (kən-**sə'əv**) UK, [kənˈsɝːv] (kən-**sərv**) US (VERB) means "to use as little as possible" (e.g. "to conserve energy") or "to protect something from being destroyed" (e.g. "to conserve wildlife"); [ˈkɒnsɜːv] (**konn**-sə'əv) UK, [ˈkɑːnsɝːv] (**kaan**-sərv) US (NOUN) is synonymous to "whole fruit jam". Unlike in other languages, it *isn't* synonymous to a can (an aluminium container).

Finally, in the third part of this book, you will learn the International Phonetic Alphabet (IPA) and basics of English phonology.

Table of Contents

Before you start reading 4

What to expect from this book 5

Foreword 8

Part I: Mispronounced words 11

I.1 Introduction 12

I.2 Words you definitely should know 14

I.3 Words you should probably know 32

I.4 Words that might be useful 46

I.5 Alphabetical index of Part I 52

Part II: Common error patterns 55

II.1 Interaction with mother tongue 56

II.2 O pronounced as in come 60

II.3 Ch pronounced as sh 62

II.4 Common prefixes and postfixes 68

II.5 Heteronyms 71

II.6 Stress position and meaning 76

II.7 Alphabetical index of Part II 91

Part III: English phonology 94

III.1 IPA for English 95

III.2 Pronunciation of vowels 106

III.3 Letter groups in English 109

Foreword

This foreword explains why I believe that English is a hard language to learn. If you are eager to start improving your pronunciation, just skip to the next section.

What is it that makes English so hard for foreigners to learn? I believe that it is a combination of its spelling and pronunciation. Most languages have a regulatory body which issues spelling reforms as the pronunciation of the language develops. On the other hand, English spelling is "regulated" by influential dictionaries, such as Webster's dictionary or The Oxford English Dictionary.

By the time these dictionaries were written (during the 19th century), English pronunciation had already been changing for several hundred years. This was unfortunately not reflected by the authors of the dictionaries, and, in addition to that, English pronunciation has diverged even further from its spelling since the first editions of these dictionaries were written. As a result, English spelling has become very irregular.

This poses a much greater problem to learners of English than to native speakers, because native speakers know how to pronounce words; they just have to be able to spell them correctly, which is not such a big problem nowadays when anyone can use a spell checker.

Learners of English, on the contrary, meet most of their vocabulary in the written form first. It is often possible (and even appropriate) to derive the meaning of a new word from the context, but instead of looking up the correct pronunciation in a dictionary, learners tend to guess what the pronunciation might be (according to their experience) and then use this pronunciation internally when thinking about the word. Unfortunately, such guesses are wrong most of the time.

One of the reasons they are wrong so often is an unusually large number of vowels and consonants present in English which must be distinguished in order to be understood correctly (the so called "minimal pairs") which sound almost the same to the learner's ear.

For example, none of the words "bed", "bet", "bad", "bat", "bud", and "but" is pronounced the same as any of the others (they

are pronounced, in the same order: [bɛd], [bɛt], [bæd], [bæt], [bʌd], and [bʌt]). Nevertheless, these are all patterns that can be learned (and you will do so in Part III of this book), because all the differences are indicated in spelling in quite a regular way.

A much greater problem is posed by spelling ambiguities and historical spellings that don't follow current pronunciation rules at all. Why is "dear" pronounced the same as "deer" but "bear" and "beer" sound different? Or why is "colonel" pronounced the same as "kernel"?

In addition to the problems we have already mentioned, there is no indication of stress placement in English whatsoever. In most languages, stress placement is governed by relatively simple rules; in English, it is almost completely irregular (apart from a few hard-to-follow patterns), and words can even change their meaning depending on stress position. Also, pronunciation of vowels usually changes depending on whether they are stressed. For example, "angel" is pronounced [ˈeɪndʒəl] (**eyn**-dzhəl) whereas "angelic" is pronounced [ænˈdʒɛlɪk] (æn-**dzhel**-ik), i.e. not only has the stress shifted by adding a suffix, but also the pronunciation of both of the vowels has changed (we will see several such words in the list).

In terms of vocabulary, English is like a patchwork. It is a mixture of (mostly) Middle French, Anglo-Saxon, Latin, and Greek. As a result, there are often different words to express the same idea. For example, one doesn't speak of "touchy feedback" but of "tactile feedback", and not of "smelly system" but of "olfactory system" (the system in the body that perceives smells). If you do something using your hands, you don't do it "handily", you do it "manually", and the "green" electricity you may be using doesn't come from "sunny plants" but from "solar plants".

This process results in an amount of vocabulary that is somewhat larger than necessary. This is not a bad thing *per se*; it adds some expressive power to English and makes it a good starting point for learning other European languages. In combination with English pronunciation and spelling problems, this can, however, be a huge nuisance to learners, especially since English spelling of such words

usually reflects the original spelling in the language of origin, not its contemporary English pronunciation.

Even though learning English in general requires a substantial amount of time and dedication, I believe that after you finish reading this book, you should be able to cope at least with all the problems mentioned above. I hope that you will also enjoy doing so.

Jakub Marian
Berlin, 2013

Part I

Mispronounced words

I.1 Introduction

This chapter forms the core of this book. Even though there are rules and patterns for English pronunciation that can be learned (this is what especially Part III of this book is about), there are many words whose pronunciation has to be learned by heart.

In the first part of this book, we shall take a look at words which a majority of English learners pronounce wrong at some point in their "career" as English speakers. The words are ordered so that the most common words come first, the least common last.

***If you don't like lengthy introductions, you can skip to the next section** and start reading the words right away (you will probably do just fine). If you are interested in basic conventions used in the rest of this book, just read further.*

The IPA transcription used in this book is very precise (it is always written in square brackets); it distinguishes, for example [e] and [ɛ], [a] and [ɑ] etc. Also, [ʰ] denotes an aspirated consonant (a consonant after which a slight shade of "h" is pronounced); this is usually ignored by dictionaries to maintain simplicity. [ʳ] is used for British English and is pronounced as [r] if the following word begins with a vowel. Short [i] after [r] usually sounds more like [ɪ], but it is traditional to denote it also as [i], and this book follows this convention. The full IPA for English is described in Part III.

If you already know some IPA, reading the book may actually be a good way to master it really well. If you don't know any IPA yet, you can read the pseudo-English transcription. In order to do so, you will have to remember just four IPA characters; the rest should be pronounced as you would intuitively pronounce it as an English word. The characters you have to remember are:

[ə] is pronounced as "a" in "a book" (i.e. as the indefinite article). It is a neutral sound, as if you were just releasing air through your vocal chords. If you sometimes think that there's an "ə" used in a place where you would expect "i" as in "pit" (or

conversely), don't worry; these two sounds are often interchangeable.

[æ] is a sound approximately between "a" in "f**a**ther" and "e" in "b**e**d". The symbol is used to remind you that English "a" (as in "c**a**t" = "kæt", "b**a**d" = "bæd", "s**a**d" = "sæd" etc.) is pronounced somewhat differently than you are used from your mother tongue.

[ʌ] is the sound of "u" in "b**u**t" (bʌt) and "o" in "c**o**me" (kʌm).

[ð] is the sound of "th" in "**th**at" or "fa**th**er". It is produced by saying "d" but putting the tip of your tongue on the back of your upper teeth instead of the fleshy part behind it.

There are also a few groups of letters used consistently in the pseudo-English notation (but don't worry about them too much; you will remember them naturally as you start reading the list): "*aw*" is pronounced as in "l<u>aw</u>", "oo" as in "c<u>oo</u>l", "*oo*" (italicised) as in "g<u>oo</u>d" (the same as "u" in "put"), "*ee*" (italicised) is used to denote the same sound as in "s<u>ee</u>" but short, and "*oh*" is used to denote [oʊ] which is how Americans pronounce "oh"; in British English, "oh" is pronounced as "əu".

The pseudo-English notation uses dashes to divide each word into simpler parts, for example "police" = "pə-**lees**". The stressed part is bold (if the word is monosyllabic, then it may be bold just to draw attention to the pronunciation). These parts often correspond to the syllables of the word, but they do not if this could lead to a wrong pronunciation, so don't pronounce the dashes as any kind of pause. For example "recipe" is denoted as "**res**-ip-*ee*", although the syllables are in fact "res-i-pee", but this would mislead some people to pronounce the "i" as "aay".

If the American pronunciation differs from the British one, the one just explained is marked by the symbol UK or US after the given pronunciation. If several variants are given but neither of the two symbols is present, then they are all in use both in British English as well as in American English.

1.2 WORDS YOU DEFINITELY *SHOULD* KNOW

This section contains words that are common in everyday spoken language and should be mastered by all English learners.

height [haɪt] (**haayt**); the pronunciation is as if it were written "hight". The "e" is there just to confuse foreigners.

fruit [fruːt] (**froot**); a similar situation as in the previous word; simply ignore the "i".

suit [suːt] (**soot**), in the UK also [sjuːt] (**syoot**); as in the case of "fruit", the "i" is silent.

since [sɪns] (**sins**); some people, misled by the "e" at the end, pronounce this word as "saayns".

subtle [ˈsʌtʰl] (**sʌ**-tl) UK, [ˈsʌrl] (**sʌ**-dl) US; "btle" simply doesn't sound good. Don't pronounce the "b".

queue [kʰjuː] (**kyoo**); if you want to pronounce this word correctly, just think of the Q at the beginning; "ueue" is not pronounced at all.

change [tʃeɪndʒ] (**tcheyndzh**); the word is pronounced with "ey", not with "æ" or "e".

hotel [həʊˈtʰɛl] (həu-**tel**) UK, [hoʊˈtʰɛl] (h*o*h-**tel**) US; "ho ho *ho*, *tell* me why you are not at home" is something Santa Claus could ask you if you stayed in a hotel over Christmas. It is most certainly not the reason why it is called "hotel", but it will hopefully help you remember that the stress is actually on the second syllable (there is not [tl] at the end).

recipe [ˈrɛsɪpi] (**res**-ip-*ee*); "cipe" in this case doesn't rhyme with "ripe"; it consists of two separate syllables.

iron [ˈaɪən] (**aay**-ən) UK, [ˈaɪə-n] (**aay**-rn) US; this word is mispronounced by almost 100% of beginning English learners who pronounce it as **aay**-rən or **aay**-ron, but none of these pronunciations is correct. The same is true also for "ironed" [ˈaɪənd] (**aay**-ənd) UK, [ˈaɪə-nd] (**aay**-rn'd) US and "ironing" [ˈaɪənɪŋ] (**aay**-ə-ning) UK, [ˈaɪə-nɪŋ] (**aay**-ər-ning) US.

lettuce [ˈlɛtɪs] (**let**-is) UK, [ˈlɛɾɪs] (**led**-is) US; remember that lettuce doesn't grow on a spruce; and it also doesn't rhyme with it.

womb [wuːm] (**woom**), **tomb** [tʰuːm] (**toom**); people tend to pronounce "o" as in "lot". Think about "tomb" as about "to"+"mb". "Mb" may sound nice in Swahili, but not so much in English, so the "b" is silent. The same applies to all other words in which "m" and "b" belong to the same syllable, such as **numb** [nʌm] (**nʌm**) and **plumb** [pʰlʌm] (**plʌm**). The "b" is silent even in "number" when it means "more numb" and in "plumber".

comb [kəʊm] (**kəum**) UK, [koʊm] (**koh'm**) US; the toothed device used for styling hair is pronounced without the "b" at the end. Remember: the "m" already looks like a comb, so no "b" is needed.

bomb [bɒm] (**bom**) UK, [bɑːm] (**baam**) US; after all the other words, it shouldn't surprise you that the "b" is silent. This word is perhaps even more confusing than the others in that it also exists in most other languages in the same written form but with the "b" pronounced. The same pronunciation is used also for **bombing** [ˈbɒmɪŋ] (**bom**-ing) UK, [ˈbɑːmɪŋ] (**baam**-ing) US.

climb [klaɪm] (**klaaym**); as in the previous words, the "b" in "mb" is silent. This is true also for "climbing" [ˈklaɪmɪŋ] (**klaay**-ming),

"climbed" [ˈklaɪmd] (klaaymd), and "climber" [ˈklaɪməʳ] (**klaay**-mə) UK, [ˈklaɪmə˞] (**klaay**-mr) US.

comfortable [ˈkʰʌmfətəbᵊl] (**kʌm**-fə-tə-bl) UK, in the US also [ˈkʰʌmftəbᵊl] (**kʌm**-ftə-bl); if you "come for a table" to a furniture shop, it will hopefully be comfortable, although it doesn't rhyme with it.

Greenwich [ˈgrɛnɪtʃ] (**gren**-itch) or [ˈgrɪnɪdʒ] (**grin**-idzh); you probably know this word from the Greenwich Mean Time (GMT) standard. Just remember that there is no green witch in Greenwich.

elite [ɪˈliːt] (ih-**leet**), sometimes also [eɪˈliːt] (ey-**leet**); elite people are certainly not a "lite version" of the population. Don't rhyme them with it.

END OF THE SAMPLE OF THIS SECTION

This is the end of the sample of this section. To continue reading, visit the following web page, where you can get the full book as a PDF file, for Kindle, or as a paperback:

http://jakubmarian.com/pronunciation/

(The full book is 112 pages long.)

I.3 Words you should probably know

The words in this section are not as common as the ones in the previous one, but once you reach a certain level of fluency in English, you will inevitably have to use them sooner or later, so it is advisable to learn them as well.

dessert [dɪˈzɜːt] (di-**zə'ət**) UK, [dɪˈzɝːt] (di-**zərt**) US is a sweet course that concludes the meal. Don't confuse it with **desert** [ˈdɛzət] (**de**-zət) UK, [ˈdɛzɚt] (**de**-zrt) US which is a large area of dry land.

veggie [ˈvɛdʒi] (**vedzh**-*ee*); in British English, you can "turn veggie", for example, which means that you become a **veg**etarian (the word "veggie" can refer to a vegetarian in general). In the US, the word is used mostly as an adjective meaning "**veg**etable". Anyway, in all these words, "veg" is pronounced with [dʒ] (dzh).

Arkansas [ˈɑːkənˌsɔː] (**aak**-ən-s*aw*) UK, [ˈɑːrkənˌsɔː] (**aark**-ən-s*aw*) US; the name of one of the US states sounds like a symbol for a new religious movement: "ark and saw". However, this is how it is really pronounced.

schedule [ˈʃɛdjuːl] (**shed**-yool) UK, [ˈskɛdʒuːl] (**skedzh**-ool) US; I am not sure which of the two variants is more confusing. Anyway, if you learn a certain dialect, you should stick to the pronunciation used in that dialect.

houses [ˈhaʊzɪz] (h*aa*u**ziz**); the singular form, house, is pronounced with [s] at the end: [haʊs] (h*aa*us). The plural of it, however, is pronounced with [z].

sword [sɔːd] (s*aw*'**d**) UK, [sɔːrd] (s*aw*'**rd**) US; the "w" is silent, and the word is pronounced as if it were written "sord". However, it is not true that in "sw" the "w" would always be silent; for ex-

ample "**swan**" is pronounced [swɒn] (**swonn**) UK, [swɑːn] (**swaan**) US.

thesaurus [θɪˈsɔːrəs] (thi-***saw***-rəs) is used by learners and native speakers alike to spice up their writing with better-looking words. Three things can go wrong with its pronunciation—the "the" at the beginning is [θɪ] (thi), not [ðə] (the), "au" in the second syllable is [ɔː] (*aw*), and the "s" that precedes it is [s], not [z].

despicable [dɪˈspɪkəbᵊl] (dis-**pik**-ə-bl), rarely also [ˈdɛspɪkəbᵊl] (**des**-pik-ə-bl); when you despise [dɪˈspaɪz] (dis-**paayz**) something, you find it "despicable", which is pronounced with [k] for some reason. The word "despisable" [dɪˈspaɪzəbᵊl] (dis-**paay**-zə-bl) (spelled with an "s") theoretically exists in some dictionaries, but no-one really uses it in practice.

maple [ˈmeɪpᵊl] (**mei**-pl); you can make a map (mæp) out of its wood, you can eat an apple (æ-pl) with its syrup, but don't pronounce it with [æ]. By the way, the word "**syrup**" is pronounced [ˈsɪrəp] (**si**-rəp), not "saay-rəp".

owl [aʊl] (***aa*ul**); it may be a silly way, but if you remember that an owl looks like ʌ(OO)ʌ, it will perhaps help you remember that it is pronounced with something close to "ʌoo".

END OF THE SAMPLE OF THIS SECTION

This is the end of the sample of this section. To continue reading, visit the following web page, where you can get the full book as a PDF file, for Kindle, or as a paperback:

http://jakubmarian.com/pronunciation/

I.4 Words that might be useful

This section contains words that you will most likely meet just in written form, but depending on your field of interest, they might be useful as well. You might want to skip to the second part of this book during the first reading and return to this section later.

albeit [ɔːlˈbiːɪt] (***aw'l***-bee-it) this fairly formal word, meaning "although", is not used much in speech, but is still quite common in literature. Once you remember that it is actually a combination of three words "all be it", you will no longer have any problem with its correct pronunciation.

caveat [ˈkʰævi˧æt] (**kæv**-*ee*-æt) or [ˈkʰævi˧ɑːt] (**kæv**-*ee*-aat), in the UK also [ˈkʰævɛ˧ɑːt] (**kæ**-ve-aat); meaning "a warning", it is not so common in speech, but still appears in literature or official documents. Just remember that you can't eat a caveat. Especially not in a cave.

scythe [saɪð] (**saayð**); now, when the Death comes for you, you can try to compliment him by saying what a nice scythe he has. I cannot guarantee he will let you go, though.

Edinburgh [ˈɛdɪnbərə] (**ed**-in-bə-rə) or [ˈɛdɪnbrə] (**ed**-in-brə) UK, [ˈɛdənbʌrə] (**ed**-ən-bʌ-rə) or [ˈɛdənbərə] (**ed**-ən-bə-rə) US; the name of the capital of Scotland is known well enough to slip into many other languages in an almost unchanged written form, but its correct counter-intuitive pronunciation is usually known only to native speakers.

blessed (adjective) [ˈblɛsɪd] (**bles**-id); when "blessed" is the past tense or the past participle of "bless", it is pronounced as one would expect: [blɛst] (blest), but when it is an adjective, it is pronounced with "id" at the end, as in "a moment of blessed calm" or "blessed are the poor".

tapestry [ˈtæpəstri] (**tæp**-əs-tr*ee*); although rolled up tapestries resemble tapes, their pronunciation doesn't even *try*.

valet [ˈvæleɪ] (**væ**-lei) or [ˈvælɪt] (**væ**-lit), in the US also [væˈleɪ] (væ-**lei**) is a personal servant. Not to be confused with "wallet" [ˈwɒlɪt] (**woll**-it) UK, [ˈwɑːlɪt] (**waa**-lit) or [ˈwɔːlɪt] (**w'*aw***-lit) US which is the little thing in which we usually transport money.

eerie [ˈɪəri] (**ih**-ə-ree) UK, [ˈɪri] (**ih**-ree) US is an adjective meaning "strange and frightening".

psoriasis [səˈraɪəsɪs] (sə-**raay**-ə-sis) is a very inconvenient, incurable, and non-contagious skin disease.

centaur [ˈsɛntɔːʳ] (**sen**-t*aw*) UK, [ˈsɛntɔːr] (**sen**-t*aw*'r) US; half man, half horse—legends about this creature are many **cen**turies old. This will hopefully help you remember that the first letter is pronounced as "s", not as "k".

END OF THE SAMPLE OF THIS SECTION

This is the end of the sample of this section. To continue reading, visit the following web page, where you can get the full book as a PDF file, for Kindle, or as a paperback:

http://jakubmarian.com/pronunciation/

(The full book is 112 pages long.)

Part II

Common error patterns

II.1 Interaction with mother tongue

We all have a mother tongue which functions as a filter for what sounds we are able to distinguish. When you learn a foreign language, you have to understand that it uses a different set of sounds and different orthographic rules than your mother tongue (i.e. the same letter or a letter group written in a different language may be pronounced differently).

What learners often do is that they read words as if they were written in their native language. Here are the most common errors of this type.

"au" *in English is not pronounced as "**aoo**";* it is almost always pronounced as [ɔː] (***aw***, as in "saw"); for example "auto-" is pronounced [ɔːtə] (*aw*-tə), as in **autobiography** [ˌɔːtəbaɪˈɒgrəfi] (*aw*-tə-baay-**ogg**-rə-f*ee*) UK, [ˌɔːtəbaɪˈɑːgrəfi] (aw-tə-baay-**aag**-rə-f*ee*) US and **autopsy** [ˈɔːtɒpsi] (***aw***-top-s*ee*) UK, [ˈɔːrɑpsi] (***aw***-dap-s*ee*) US.

"ps" *at the beginning of a word is not pronounced "**p+s**";* it is pronounced just as [s], such as in **psychology** [saɪˈkɒlədʒi] (saay-**koll**-ə-dzh*ee*) UK, [saɪˈkɑːlədʒi] (saay-**kaa**-lə-dzh*ee*) US or **pseudonym** [ˈsuːdənɪm] (**soo**-də-nim), in the UK also [ˈsjuːdənɪm] (**syoo**-də-nim).

"eu" *is not pronounced "**eoo**";* unlike perhaps in all other languages, in English, it is pronounced [juː] (yoo, mostly UK) or [uː] (oo, mostly US), and sometimes also short ([jʊ] or [ʊ]). Examples include **Euclid** [juːˈklɪd] (yoo-**klid**), **pneumatic** [njuːˈmætɪk] (nyoo-**mæt**-ik) UK, [njuːˈmærɪk] (noo-**mæ**-dik) US, or **neuron** [ˈnjʊərɒn] (n**yoo**-ə-ron) UK , [ˈnʊrɑːn] (n**oo**-raan) US.

"pn" *at the beginning of a word is not pronounced as "**p+n**";* it is pronounced just as [n], e.g. **pneumatic** [njuːˈmætɪk] (nyoo-**mæt**-ik) UK, [njuːˈmærɪk] (noo-**mæ**-dik) US, **pneumonia** [njuːˈməʊniə] (nyoo-**məu**-n*ee*-ə) UK, [nuːˈmoʊniə] (noo-**moh**-n*ee*-ə) US.

"kn" *at the beginning of a word is not pronounced as "**k+n**";* it is pronounced just as [n], e.g. **know** [nəʊ] (**nəu**) UK, [noʊ] (**no*h***) US, **knee** [niː] (**nee**), **knife** [naɪf] (**naayf**).

"gn" *at the beginning of a word is not pronounced as "**g+n**";* it is, as in the previous two cases, pronounced as [n], such as in **gnome** [nəʊm] (**nəum**) UK, [noʊm] (**no*h*'m**) US, and **gnash** [næʃ] (**næsh**). The word **gnocchi** can be pronounced according to this rule as [ˈnɒki] (**nokk**-*ee*) UK, [ˈnjɑːki] (**nyaa**-k*ee*) US, but it is more common to pronounce it as [ˈɲɒki] (**ñokk**-*ee*) UK, [ˈɲɑːki] (**ñaa**-k*ee*) US, where "ñ" represents a soft n, as in Spanish (gn in French or Italian).

"x" *at the beginning of a word is not pronounced as "**ks**";* it is pronounced as [z], for example **xenophobia** [ˌzɛnəˈfəʊbiə] (zen-ə-**fəu**-b*ee*-ə) UK, [ˌzɛnəˈfoʊbiə] (zen-ə-**f*oh***-b*ee*-ə) US (one of several possible pronunciations) or **Xena** [ˈziːnə] (**zee**-nə), a fictional character.

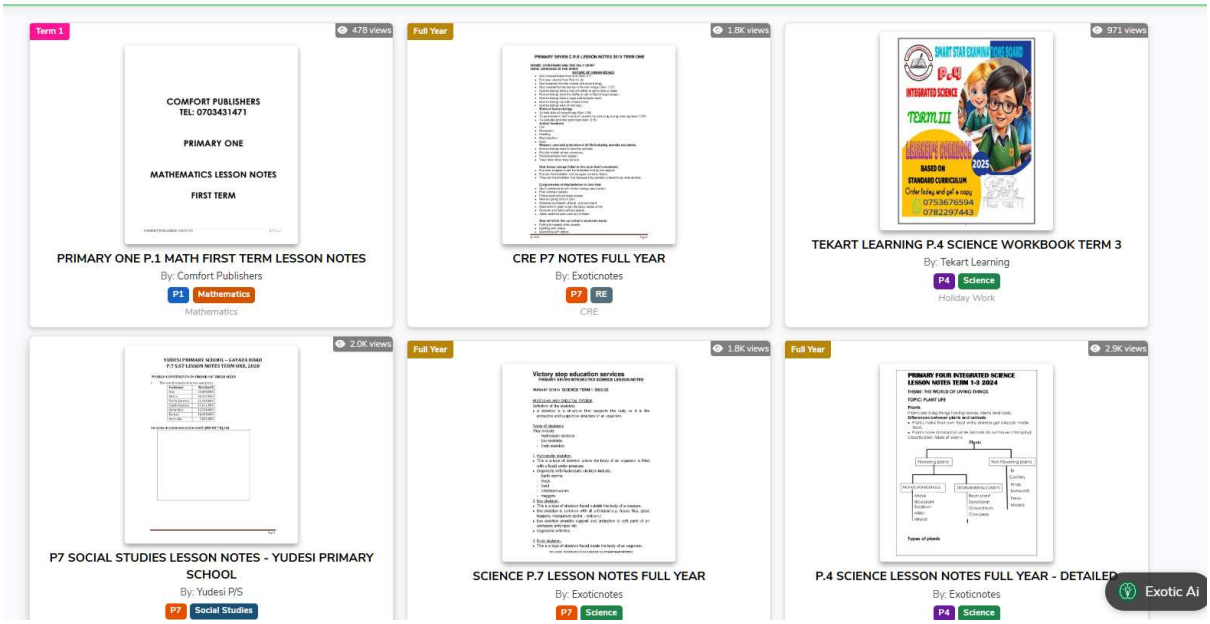
END OF THE SAMPLE

This is the end of the sample of this book. To continue reading, visit the following web page, where you can get the full book as a PDF file, for Kindle, or as a paperback:

http://jakubmarian.com/pronunciation/

(The full book is 112 pages long.)

This document was downloaded from https://exoticnotes.com



Do you need more LESSON NOTES for Primary (All classes)?

Click
https://exoticnotes.com/notes/primary/

If you need LESSON NOTES for SCIENCE (P.1 – P.7)
Click
https://exoticnotes.com/notes/primary/science/

If you need LESSON NOTES for English (P.1 – P.7)
Click
https://exoticnotes.com/notes/primary/english/

If you need LESSON NOTES for Mathematics (P.1 – P.7)
Click
https://exoticnotes.com/notes/primary/mathematics/