

EVERYMAN'S  
ENGLISH  
Pronouncing  
Dictionary

*Everyman's*  
ENGLISH PRONOUNCING  
DICTIONARY

CONTAINING OVER 58,000 WORDS IN  
INTERNATIONAL PHONETIC TRANSCRIPTION

By

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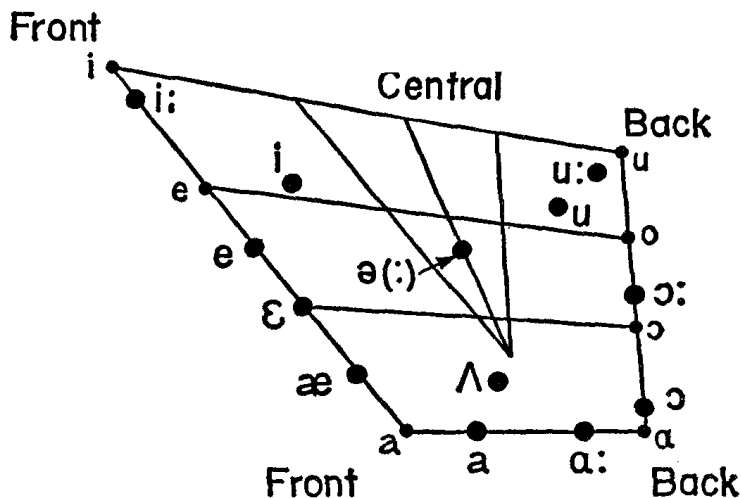
*Other volumes in preparation*

## *Other Works by Daniel Jones*

Those marked \* are pamphlets

- The Phoneme: its Nature and Use.** By D. JONES. Heffer, Cambridge, 3rd ed., 1967.
- \* **The History and Meaning of the Term Phoneme.** By D. JONES. International Phonetic Association, 1957. Obtainable from the Dept of Phonetics, University College, London.
- \* **The Aims of Phonetics.** By D. JONES. International Phonetic Association, 1938.
- An Outline of English Phonetics.** By D. JONES. 8th edition (revised, modernized and reset), Heffer, Cambridge, 9th ed., 1960 (7th edition, Teubner, Leipzig, 1949).
- The Pronunciation of English.** By D. JONES. Cambridge University Press. 4th edition revised, and with new texts, 1956.
- Phonetic Readings in English.** By D. JONES. Winter, Heidelberg. New and improved edition, 1956.
- Colloquial French.** by E. M. STEPHAN and D. JONES. A Complete Course (586 pp.). H.M.V. Gramophone Co., London. With 15 double-sided gramophone records and Key Book for Exercises. Pupils' Book for class use. 1927.
- 100 Poésies Infantines, recueillies et transcrites phonétiquement** par D. JONES. Illustrations par E. M. PUGH. Teubner, Leipzig, 1907.
- Intonation Curves.** By D. JONES. Teubner, Leipzig, 1909.
- \* **Shakespeare in the Original Pronunciation.** Texts in phonetic transcription with notes. By D. JONES. Pages 36-45 of *English Pronunciation through the Centuries*, published by the Linguaphone Institute, London. Accompanies a double-sided gramophone record of passages from Shakespeare in the original pronunciation, spoken by D. JONES and E. M. EVANS. Linguaphone Institute, London.
- Cardinal Vowels.** Double-sided gramophone records of the primary and secondary Cardinal Vowels spoken by D. JONES. Linguaphone Institute, London. With leaflet giving the texts of the records with explanations of the use of Cardinal Vowels.
- \* **Some Thoughts on the Phoneme.** By D. JONES. Philological Society, 1944. Offprints obtainable from the Dept of Phonetics, University College, London.
- \* **Dhe Fonetik Aspekt ov Speling Reform.** By D. JONES. Simplified Spelling Society, c/o I. J. Pitman & Sons 29 Parker St, London, W.C.2.
- \* **Concrete and Abstract Sounds.** By D. JONES. In the *Proceedings of the Third International Congress of Phonetic Sciences*. Ghent, 1938. Offprints obtainable from the Dept of Phonetics, University College, London.
- \* **On 'Received Pronunciation'.** By D. JONES. International Phonetic Association, 1937.
- \* **A Passage of Chaucer in Phonetic Transcription** (reconstructed pronunciation). By D. JONES. International Phonetic Association, 1938.
- \* **The Great English Vowel Shift (Chart).** By D. JONES and C. L. WRENN. Obtainable from the Dept of Phonetics, University College, London.
- \* **The Problem of a National Script for India.** By D. JONES. 1942. Obtainable from the Dept. of Phonetics, University College, London.
- A Colloquial Sinhalese Reader.** By D. JONES and H. S. PERERA. Manchester University Press, 1919.
- A Sechuana Reader.** By D. JONES and S. T. PLAATJE. University of London Press, 1916.
- The Tones of Sechuana Nouns.** By D. JONES. International African Institute, 10 Fetter Lane, London, E.C.4, 1927.
- A Cantonese Phonetic Reader.** By D. JONES and KWING TONG WOO. University of London Press, 1912. Supplement, Texts in Chinese character.

# TONGUE-POSITIONS OF VOWELS

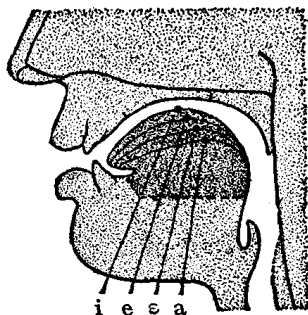


A. Diagrammatic representation of approximate tongue-positions of average English Vowels compared with those of Cardinal Vowels. (The dots indicate roughly the positions of the highest point of the tongue.)

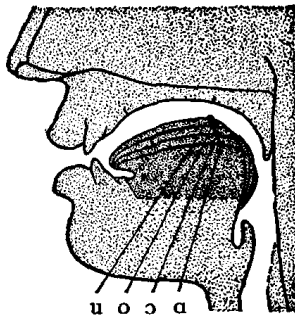
Cardinal Vowels      small dots.  
English Vowels      large dots.

(It is to be assumed that there is a small dot as well as a large one at the point « ε »)

## TONGUE-POSITIONS OF VOWELS



B. Tongue-positions of Front Cardinal Vowels



C. Tongue-positions of Back Cardinal Vowels

*Note.* The positions for cardinal « i, a, ɑ » and « u » are copied from X-ray photographs (reproduced in the frontispiece to my book *The Pronunciation of English*, third and subsequent editions). The positions for cardinal « e, ε, ɔ » and « o » are drawn approximately.

D. J.

## EDITOR'S PREFACE TO THE THIRTEENTH EDITION (1967)

1. THIS Dictionary, first published in 1917, retains in the present thirteenth edition the essential form developed by Daniel Jones over the last fifty years. However, 468 completely new words have been added in this edition, and 17 words, which appear to be no longer in common use, have been deleted. Moreover I have thought it correct to introduce certain changes which take into account the type of reader who nowadays makes use of the Dictionary and which reflect the present state of the kind of English described (Received Pronunciation: see Introduction, sections 3-9).

2. It has become increasingly clear that a very high percentage of those who consult this Dictionary do not have English as their first language. For such readers, a somewhat simplified account of RP would seem to be called for, containing a minimum of allophonic and other variants as are of interest and utility mainly to the minority of users having English as a mother tongue. I have concentrated, therefore, on indicating those variants which are of a phonemic, i.e. distinctive, kind, and have excluded many allophonic, i.e. non-distinctive, variants previously shown.

3. I have also taken into account the evolution of RP.<sup>1</sup> There seems little doubt that this type of English speech has evolved considerably since this Dictionary was first conceived. Since the turn of the century, RP has become less and less the property of an exclusive social class. Its extension throughout a wider section of the population has doubtless led to some dilution of the earlier form. As a result of this and the natural evolution of a phonological system, the quality of some sounds and the accentual patterns of some words appear to have changed sufficiently in the last half-century for the fact to be noted. Many changes, which formerly were only incipient, are now generally established. When several pronunciations of a word exist, the ordering of their usage has often changed. In order to discover how far such changes had become established and to provide some statistical basis for an assessment, a questionnaire containing nearly 300 crucial words was sent out to some 100 colleagues engaged in linguistic work who were likely to be able to make an objective judgment on the present state of RP. As a result important amendments were made to many entries, e.g. those under **actual**, **bankrupt**, **Biarritz**, **frontier**, **issue**, **retch**, etc.

4. A dictionary of this kind is largely descriptive in intent, but it also fulfils for a majority of its readers a prescriptive function. It has, therefore, to be cautious and not seek to anticipate events and recommend pronunciations which may not become thoroughly established and general for the span of another generation. Thus, the word **controversy**, given in most dictionaries with a recommended accentual pattern '----, emerges from the questionnaire as having '---- (given as a less common variant in previous editions of this Dictionary) for some 40 per cent of the replies. But more than 90 per cent of some

<sup>1</sup> A. C. Gimson, *Introduction to the Pronunciation of English*, 2nd ed. 1970 (Arnold), §6.32.



500 students questioned on this point used only '----. The pattern '---- may well, therefore, supersede '---- by the turn of the century. At the moment it would seem appropriate to list both variants as equally representative.

5. As a result of the various considerations mentioned above, the changes made in this edition may be summarized as follows:

- (a) The detail of the Frontispiece diagram, showing the relationship of the English vowels, has been modified in order to take account of recent changes, i.e. /ʌ/ has been advanced, /ɔ:/ and /ə/ raised, and [ɒ] deleted.<sup>1</sup>
  - (b) The diphthong formerly transcribed as /ou/ is now shown as /əu/, for two reasons:
    - (i) [ə] more correctly indicates the present-day starting point of the RP diphthong and underlines its affinity with /ə:/.<sup>2</sup> Such a consideration is important for foreign learners;
    - (ii) often, in weakly stressed positions, e.g. in the first syllable of **November**, the choice is between /ə/ or /əu/, and this can be stated economically in the form /nəʊ'vembə\*/. The selection of /ə/ or /əu/ will usually depend on the style and speed of utterance or on the familiarity of the word, e.g. **November** tends to have /əu/ in slower or more formal speech, and **allopath** is more likely to have /əu/ in the second syllable, whereas the more common **allocate** usually has /ə/. The allophonic variant [ɒ] replacing the diphthong in cases such as **November** or in pre-vocalic situations as in **going** or **slower** is discarded as obsolescent. (In such words as **going**, **slower** the full diphthong /əu/ is given.)
  - (c) Allophonic, i.e. non-distinctive, variants have not been shown. Thus, the variants [oə] for /ua/, [ɜ] for /hɜ/, [ŋ] for /m/ or /n/ before /ɪ/ or /v/, [æ:] for /æ/, and the insertion of [ʔ] where /r/ has been omitted (e.g. in **over-eat**) have been deleted, on the grounds that, if the above are kept, many other predictable allophonic variants should be shown. The symbols in question are, however, retained where necessary for the transcription of exclamations and foreign words.
  - (d) The variant /jə:/ for /iə/, e.g. in **dear**, is deleted as obsolescent.
  - (e) The variant /jə:/ for /juə/, shown in previous editions in such a word as **curious**, is extended to many other entries of the same type, e.g. **endurance**, **furious**, as becoming increasingly common.
  - (f) In the final sequence vowel + /n/ + /l/, e.g. in **panel**, **final**, /l/ is not marked as syllabic, in accordance with Explanations, Section XVIII (p. xxviii).
6. In addition to the developments already mentioned, it seems probable that the first pronunciation of such words as **fire** and **power** will have, in an early edition, to be shown with a diphthong or monophthong rather than with a sequence of three vowels (see Explanations, Section XXIII (4), p. xxxii). The reduced forms have existed for at least a century and are probably the most common nowadays amongst RP speakers (the form /ɑ:/ being extremely widespread for such a word as **our**). The acknowledgment of the pronunciations [aə] or [ʊə] and [a:] or [ɑ:] will, however, involve a restatement of the system of English vowels.
7. As far as foreign readers are concerned, the essential qualitative distinction between /i:/-/i/ and /u:/-/u/ needs to be emphasized (see Explanations, Section XXIV, p. xxxii). It also needs to be borne in mind by foreign readers that long vowels and diphthongs are very much reduced in length before syllable-final /p, t, k, tʃ, f, θ, s, ʃ/. Thus, /i:/ in **head** is considerably longer than /i:/ in **beat**, which has approximately the same length as the /i/ (of different quality) in **bid**.<sup>3</sup>

<sup>1</sup> See my *Introduction*, §§ 7.13, 7.16, 7.19, 7.20, 7.25. In this Preface, I follow the usual convention of distinguishing phonetic and phonemic symbols by the use of [ ] and / /.

<sup>2</sup> *Introduction to the Pronunciation of English*, § 7.25.

<sup>3</sup> See my *Introduction to the Pronunciation of English*, § 7.04.

8. The Introduction written by Daniel Jones remains unchanged. It expresses the philosophy which has guided the Dictionary since the time of its first compilation. All the items and definitions contained in the more recent Glossary of Phonetic Terms have also been retained. However, the Explanations on p. xxii, et seq., have been amended, where necessary, to conform to the modifications in approach which I have felt to be justified. Paragraphs amended in this way are indicated by a notice in brackets.

A. C. G.

*January 1967.*

## ACKNOWLEDGMENTS

I continue to remember with gratitude those who rendered service in connexion with former editions, and especially those whose names were recorded in previous prefaces. Here it must suffice if I make special mention of my late friend Walter Ripman whose death in 1947 deprived the world of a very remarkable linguist, teacher and authority on modern methods in education. His help with this Dictionary dated from the time when the book was in contemplation about fifty years ago. Its original plan was settled largely in consultation with him; he revised all the proofs of the first edition, and he never failed subsequently to assist me with his experience and advice as long as he was able. I am glad to take this opportunity of recalling with gratitude and affection all the help that he so generously bestowed on this work.

D. J.

*February 1963.*

### *(For the Thirteenth Edition)*

I must above all thank Professor Daniel Jones for entrusting this present edition to my care and for his unfailing help and encouragement during the many months of preparation. My sincere thanks are also due to Mr. G. F. Arnold, my colleague at University College, London, for undertaking the heavy task of checking all the proofs of this revised edition. In addition, I must express my gratitude to all those colleagues and correspondents from all over the world who have suggested corrections and new entries and who have given most valuable advice. I am especially grateful to Professor D. Abercrombie, Mr. S. S. Eustace, Mr. R. Furuskog, Mr. L. Guierre, Mr. L. A. Hill, Dr. W. R. Lee, Mr. J. W. Lewis, Mr. P. A. D. MacCarthy, Mr. K. P. Mayer, Miss G. M. Miller (and the Pronunciation Unit of B.B.C.), Mr. V. Petti, Mr. J. Posthumus, Dr. J. T. Pring, Mrs. H. J. Uldall, and to all those colleagues who painstakingly completed the long and tedious questionnaire which I sent them.

A. C. G.

*January 1967*

## NUMBER OF THE WORDS RECORDED IN THE DICTIONARY

THE fourth printing (1960) of the eleventh edition of this Dictionary recorded the pronunciation of some 58,101 words, comprising:

Ordinary Words <sup>1</sup>	.	.	.	:	:	43,378
Proper Names <sup>2</sup> and Abbreviations	.	.	.	:	:	14,723

The twelfth edition added about 200 more words. The present (thirteenth) edition contains 556 new words (including 88 previously printed as a supplement), of which 387 are ordinary words and 169 proper names and abbreviations. Seventeen entries have been deleted. The present total therefore reaches 58,840 words (excluding the inflected forms).

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<sup>1</sup> Ordinary words include all head-words and those grouped under head-words with such terminations as **-ly**, **-ness**, **-er**, **-or**, **-ment**. Not included in the total (except when they occur as head-words with specific meanings) are plurals of nouns, similar forms without plural meaning (e.g. **athletics**), comparatives and superlatives of adjectives, inflected forms of verbs, verbal forms derived from words other than verbs (e.g. **blanketing**), proper names of plural form grouped under the corresponding singular form (e.g. **Ayre**, **-s**). Words of different meaning but the same pronunciation and spelling have a single entry (e.g. **bear**).

<sup>2</sup> The term 'proper name' is taken to include all words written with a capital initial letter.

# INTRODUCTION

by *Daniel Jones*

## OBJECT OF THIS BOOK

1. THE purpose of the present Dictionary is to record, with as much accuracy as is necessary for practical linguistic purposes, the pronunciation used by a considerable number of typical Southern English people (see § 3) in ordinary conversation.

2. The book is a record of *facts*, not of theories or personal preferences. No attempt is made to decide how people *ought* to pronounce; all that the dictionary aims at doing is to give a faithful record of the manner in which certain people *do* pronounce.

## THE PRONUNCIATION

3. The pronunciation represented in this book is that which I believe to be very usually heard in everyday speech in the families of Southern English people who have been educated at the public schools.<sup>1</sup> This pronunciation is also used (sometimes with modifications) by those who do not come from Southern England, but who have been educated at these schools. The pronunciation may also be heard, to an extent which is considerable though difficult to specify, from natives of Southern England who have not been educated at these schools. It is probably accurate to say that a majority of Londoners who have had a university education, use either this pronunciation or a pronunciation not differing greatly from it.<sup>2</sup>

4. I believe that the pronunciation above referred to is readily understood in most parts of the English-speaking world. This result is perhaps due to the boarding-school system of education prevalent in England. For centuries past, boys from all parts of Great Britain have been educated together in boarding-schools. If a boy in such a school has a marked local peculiarity in his pronunciation, it generally disappears or is modified during his school career under the influence of the different mode of speaking which he hears continually around him; he consequently emerges from school with a pronunciation similar to that of the other boys. Similar considerations apply to modern boarding-schools for girls.

5. In day schools local pronunciations do not disappear nearly as readily as in the boarding-schools, because the pupils continually hear

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<sup>1</sup> 'Public school' in the English sense, not in the American sense.

<sup>2</sup> The pronunciation is in the main that which I use myself. I have, however, put my pronunciation in a secondary place in all cases where another form appears to me to be in more frequent use. Readers may like to know that my father and mother were both Londoners, and that I have lived all my life in or near London. I was educated at Radley College (Abingdon), University College School (London) and King's College, Cambridge.

the local pronunciation used around them. Nevertheless the fact remains that people in every important centre often have opportunities of hearing the above-mentioned pronunciation either from people who have had a public school education, or through the constant intercommunication with London, or through the school teachers or through broadcasting. For these reasons I think it probable that this form of speech is more widely understood with ease in Great Britain than any other form would be. It is often called 'Received Pronunciation' (abbreviation RP), for want of a better term. I should like it to be understood, however, that RP means merely 'widely understood pronunciation', and that I do not hold it up as a standard which everyone is recommended to adopt.

6. RP is, as far as I have been able to ascertain, also easily understood in South Africa, Australia and New Zealand, and by English-speaking Canadians. Even in the United States, where so many varieties of pronunciation are to be heard, it seems that this pronunciation is fairly universally understood without difficulty—a curious fact considering that American speech is not by any means always understood in England. When I was in America in 1925, several American teachers (mostly from New York and the North-Eastern part of the United States) informed me, somewhat to my surprise, that RP or RP with slight modifications would be a suitable standard for teaching in American schools. This view is probably no longer held. In any case, I cannot think that any attempt to introduce this pronunciation into America is likely to meet with success.

7. The fact that RP and approximations to it are easily *understood* almost everywhere in the English-speaking world does not mean that RP is *used* by a majority of English-speaking people. On the contrary, it is used by a rather small minority. There exist countless other ways of pronouncing English, some of them being used by large communities. Whether broadcasting will in the long run alter this state of things remains to be seen.

8. I would add here that I do not regard RP as intrinsically 'better' or more 'beautiful' than any other form of pronunciation. I have recorded it because it happens to be the only type of English pronunciation about which I am in a position to obtain full and accurate information.

9. I wish also to state that I have no intention of becoming either a reformer of pronunciation or a judge who decides what pronunciations are 'good' and what are 'bad'. My aim is to observe and record accurately, and I do not believe in the feasibility of imposing one particular form of pronunciation on the English-speaking world. I take the view that people should be allowed to speak as they like. And if the public wants a standardized pronunciation, I have no doubt that some appropriate standard will evolve itself. If there are any who think otherwise, it must be left to them to undertake the invidious task of deciding what is to be approved and what is to be condemned. This book will provide them with some of the materials they will require as a basis to work upon.

9a. Useful further information relating to RP will be found in Chapter IV of *Problems and Principles* by David Abercrombie (published by Longmans).

## UTILITY OF THIS BOOK IN PRACTICAL LINGUISTIC TEACHING

(1) *Utility in General*

10. This Dictionary will, it is hoped, prove useful to anyone who wishes to find out an existing pronunciation of words or proper names which he has seen written but never heard.<sup>1</sup> In addition it will be found to have the following special uses depending on the normal speech of the student.

(2) *Utility to the English Student who speaks with RP*

11. A study of this pronunciation will help such a student to realize what sounds he uses when he speaks. This knowledge is indispensable to him if he is called upon to teach his own pronunciation of English. It may also be of value to him if he is learning to speak a foreign language, and finds it necessary to compare his native speech habits with those of speakers of the language he wishes to acquire.

(3) *Utility to the English-speaking Student whose Pronunciation differs from that here recorded*

12. A study of RP will bring home to such a student the important fact, which is fundamental to all linguistic study, that great variations of pronunciation exist, and are to be expected.

13. If he is a teacher of English, it is desirable that he should be familiar with the main features of other types of English speech besides his own.

(4) *Utility to Foreign Learners*

14. Many foreign learners will no doubt consider one form of RP to be a suitable pronunciation for them to acquire, for the practical reasons that it is widely understood in the English-speaking world and that books dealing with it are easily accessible.

## THE PHONETIC TRANSCRIPTION

15. The phonetic alphabet used in this Dictionary is that of the *Association Phonétique Internationale* (generally known in English as the IPA). For full particulars of this alphabet and the manner of using the symbols readers are referred to the Association's brochure *The Principles of the International Phonetic Association*, 1949 and subsequent editions; it is obtainable from the Secretary of the Association, Department of Phonetics, University College, London, W.C.1 (price 6s. 6d.).

16. Various types of phonetic transcription are possible within the framework of this or any other system. Their constructions depend upon the purposes for which the transcriptions are needed. Some

<sup>1</sup> Its use is thus the contrary of that of the *English Phonetic Dictionary* by H. Michaelis and myself (Carl Meyer, Hanover, 1912). That work was designed for those who wish to find out the current spelling of words they have heard but not seen written.

types are very simple, and comprise relatively few letters and marks; in such types many existing shades of sound are not designated by particular symbols, but are implied by conventions. Other types are more elaborate, and contain more symbols; some or many of the minuter distinctions of sound are shown by means of special symbols, with the result that there are fewer conventions.

17. The simplest kind of phonetic transcription is one which represents one definite form of the language and which is both linguistically and typographically 'broad'. By 'linguistically broad' is meant 'phonemic', i.e. based on the principle 'one symbol per phoneme'.<sup>1</sup> By 'typographically broad' is meant 'using the minimum number of letter shapes of simplest Romanic form'.<sup>2</sup> More elaborate kinds of transcription comprise additional symbols or marks introduced for one or more of the following purposes:

(1) to denote particular 'allophones',<sup>3</sup> (2) to show that sounds of the language transcribed differ from analogous sounds of one or more other languages or dialects, (3) to make the system adaptable to more than one way of pronouncing the language transcribed. When a system introduces special symbols for purpose (1) above, it is said to be 'allophonic' or 'linguistically narrow'. When it introduces special symbols for purpose (2), it is said to be 'comparative' or 'typographically narrow'. When it comprises symbols for purpose (3), it is said to be 'inclusive'.<sup>4</sup>

18. For the general theory of types of phonetic transcription and the terminology applicable to the various types, readers are referred to Appendix A in the 1956 and subsequent editions of my *Outline of English Phonetics* (published by Heffer, Cambridge), in which the subject is discussed in considerable detail, and to the article 'Phonetic Transcriptions' by D. Abercrombie in *Le Maître Phonétique*, July-December 1953.

19. The form of phonetic transcription of English used in this Dictionary is of an intermediate type. If the book had been designed solely for the use of the foreign learner needing a representation of one particular kind of English pronunciation which he can take as a model, a simpler notation might have been used. Very suitable for such a purpose is the 'Simplified IPA Transcription' employed, for instance, in my book *The Phoneme*, in the books for foreign learners by MacCarthy, Scott and Tibbitts, in Hornby and Parnwell's *English-Reader's Dictionary* and in numerous articles by myself and others which have appeared in *Le Maître Phonétique* since 1930.<sup>5</sup> The present Dictionary, however, covers a wider field. It is intended as a work of reference for English-speaking people as well as for foreign learners, and is designed both for those who take interest in phonetics as a subject and for those who desire informa-

<sup>1</sup> For the term 'phoneme' see various books on phonetics, e.g. my *Outline of English Phonetics* (9th ed., 1960), pp. 49, 50, and *The Pronunciation of English* (4th ed., 1956), p. 165, or in greater detail *The Phoneme* (3rd ed., 1967), and K. L. Pike's *Phonemics* (University of Michigan Press, 1947).

<sup>2</sup> See *Outline of English Phonetics* (9th ed., 1960), Appendix A, §§ 5, 13.

<sup>3</sup> i.e. 'members of phonemes'. See *Outline of English Phonetics* (1956), §197, or *The Pronunciation of English* (4th ed., 1956), § 497, or *The Phoneme*, § 24.

<sup>4</sup> See *Outline of English Phonetics* (9th ed., 1960), Appendix A, §§ 24-27.

<sup>5</sup> Simplified IPA Transcription represents adequately one type of Southern English without recourse to the special vowel letters «ɛ», «æ», «ɑ» and «ɔ» used in this Dictionary.



tion not only on one particular form of English but also on the most important varieties of pronunciation which may be considered as coming within the range of RP.

20.<sup>1</sup> To this end the present phonetic transcription has to be more 'inclusive' than the Simplified IPA Transcription (see (3) in § 17 above). In particular the following variants (which are unimportant from the point of view of the foreign learner) are shown by means of it:

- (1) the occasional lengthening of «æ»,
- (2) the reduction of the sequences «eiə», «ouə», «oui» to diphthongs «eə», «oə», «oi» (distinct from «ɛə», «ɔə», «ɔi»),
- (3) the use of a monophthongal «o»-sound (distinct from «ɔ») in various unstressed syllables where either «ou» or «ə» or sometimes «u» are also possible.

The transcription is moreover 'internally comparative' to the extent of providing a special symbol «a» (separate from «æ» and «ɑ») to denote the beginning parts of the diphthongs «ai» and «au».

21. Four other variant pronunciations are demonstrable by the transcription used here, but it has not seemed to me necessary to include them. They are the occasional lengthening of the traditionally short «e» and «ʌ», and the reduction of «aiə» to a diphthong «aə» or to a monophthongal «a:» (distinct from «ɑ:»). Yet other variants which might be considered to come within the range of RP exist, but they are not shown in this Dictionary because their inclusion would necessitate a considerable elaboration of the transcription. There are, for instance, many Southern English people who at times lengthen the traditionally short «i», «u» and «ɔ», and there are some who reduce «auə» to a diphthong of the «aə»-type (distinct from the corresponding reduction of «aiə») or to a monophthong of the «a:»-type (distinct from «ɑ:» and also distinct from the reduction of «aiə»). To represent these variants would necessitate the introduction and use throughout the book of four further phonetic symbols, which would I believe seriously impair the legibility and therefore the value of the transcripts.

22. For the same reason I have judged it inadvisable to narrow the transcription (as some have urged me to do) by indicating a third degree of length, or by using a special sign for 'dark' «ɫ», or by introducing a special vowel-letter to denote the ordinary English short «e» on the ground that it differs from the French sounds of *é* and *ê*.

<sup>1</sup> [Certain of the variants mentioned in this paragraph have been omitted from the present edition: in particular, «ou» is now replaced by «əu», and the monophthongal «o» no longer used. See Editor's Preface, p. viii—A. C. G.]