

Section 20

Pronunciation

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20.1 Fundamentals

- 20.1.1 Various systems for representing the pronunciation of speech appear in textbooks. Publishers sometimes use unique systems, and it is not possible to include all of them in these guidelines. This section provides guidance for transcribing simple pronunciation and diacritics.

Simple Pronunciation: Uses font attributes and capitalization to indicate pronunciation and syllable stress.

Diacritics: A pronunciation system is considered to be diacritic when it contains letters of the Latin alphabet and any of the diacritic marks or special letters. Syllable stress usually is shown with stress marks.

See *Formats*, §21, Alphabetic References, for additional information when pronunciation is used.

- 20.1.2 When transcribing phonetics—the exact sounds of a letter or letter combinations in a word—refer to *IPA Braille* (International Phonetic Alphabet, used in the study of linguistics) as the authorized BANA code for the representation of those sounds. The document can be found on the BANA website, at <http://www.brailleauthority.org/ipa/ipa-braille.html>.

20.2 Pronunciation Basics

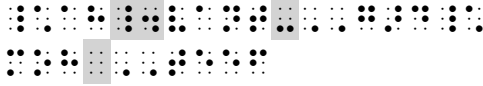
- 20.2.1 Following are the common guidelines for all pronunciation. Additional information unique to different types of pronunciation is discussed later in this section.

- a. Contractions may be used in a word when the pronunciation of the word is featured.
- b. Use modified letter indicators to represent print diacritic marks. (See *UEB*, §4, Letters and Their Modifiers.)
- c. Divide syllabified words that do not fit on one braille line at a syllable break.

20.3 Simple Pronunciation

20.3.1 **Syllable Division.** Follow print for symbols or spaces used to show syllable division. Sample:


Example 20-1: Syllable Division

<p>\ah•vant-GARD\ moh TEEF</p> 
--

20.3.2 **Syllable Stress Represented by Capital Letters or Print Emphasis.** Syllable stress may be indicated by all capitals or font attributes such as italics.


- a. When text uses full capitalization to show primary syllable stress, place the capital letter or word indicator before the affected syllable.

Example 20-2: Primary Stress Indicated with Double Capitals

<p>(ad-ap-TAY-shun)</p> 

- b. Follow print when a font attribute (e.g., italics, boldface, etc.) is used to show stress.

Example 20-3: Primary Stress Indicated with Italics

<p> ad ap <i>tay</i> shun </p> 
--

- c. Follow print when syllabification is not indicated.

Example 20-4: Stress without Syllabification

adaptayshun

Example 20-5: Primary and Secondary Stress

<ay-bi-AH-tik>

20.4 Diacritic Pronunciation

- Use modified letter indicators for print markings used to indicate diacritic pronunciation.
- Use a transcriber-defined modifier for print markings that do not have a braille equivalent.
- List modifiers representing diacritic symbols on the Special Symbols page.
- Do not use contractions when a modifier applies to one of the letters within a contraction.

Example 20-6: Hyphenated Compound Word

(in-līne skāt ing)

Example 20-7: Partial Pronunciation

(äk tiv, -tāv)

20.4.1 **Syllable Stress Using Print Symbols.** Different print signs may be used either before or after syllables to indicate stress. (See *UEB*, §15.2, *Stress*, for braille stress symbols.)

- a. Follow print for placement of stress marks. A transcriber's note may be added to the Transcriber's Note page if

placement of the stress mark might make it difficult to tell which syllable is stressed.

- b. If stress marks are not included in a pronunciation key, include them on the Special Symbols page.
- c. Stress marks do not replace the print symbol showing syllable breaks.
- d. Use a transcriber-defined indicator for a tertiary stress mark. **Note:** A grade 1 indicator preceding the transcriber-defined indicator may be required.

Example 20-8: Primary and Secondary Stress

(ar' ə mat' ik)

Example 20-9: Primary, Secondary, and Tertiary Stress

/pen'-man'-ship'/

Example 20-10: High (Primary) and Low (Secondary) Stress

\ 'a-prə- ,kāt \

[illegible]

- e. Occasionally a mark appearing over a vowel in words of more than one syllable indicates stress. Use the correct modifier to represent the print symbol(s).

Example 20-11: Stress over the First Vowel in the Syllable

a-back [əbák]

20.4.2 **Font Attributes in Diacritic Notation.** Ignore font attributes when syllables are marked with both stress signs *and* emphasis.

<əˈmāz'>

- ### Example 20-13: Italics and Capitals with Diacritics



- ### Example 20-14: Diacritic Marking of Two Letters



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Example 20-15: Diacritic Ligatured Letters



- b. The modifier precedes the first letter when both ligatured letters are marked with a single diacritic. Use grouping indicators to enclose the modified letters.

Example 20-16: Ligatured Letters with a Single Diacritic Mark



20.4.6 Diacritic Marking above and below a Single Letter

- a. The lowest mark is transcribed first if diacritic marks appear both above and below a letter, or both through and below a letter. Both marks are transcribed before the letter.

Example 20-17: Diacritic Marks above and below Letter



- b. The mark nearest the letter is transcribed first when two or more diacritic marks appear above a letter.

Example 20-18: Two Diacritic Marks above Letter



20.5 Instructional Content

- 20.5.1 Follow print when a diacritic symbol is shown in print without an associated letter or word, as in a dictionary entry or instructional material.

The primary stress mark is ' and the secondary stress mark is '.

The $\bar{}$ shows the long vowel sound.

20.6.1 Entry words may or may not be syllabified and/or include pronunciation or stress.

The *definition segment* includes the part of speech label, definition, descriptions, examples, etc.

- Contract the first writing of entry words without showing syllable breaks, stress, or modifiers.
- Insert the word a second time showing syllable breaks and stress if the entry word shows stress and/or syllable breaks.
- When the main entry word is followed by punctuation, capitalization, or enclosure symbols, leave one blank cell between it (including respelling and pronunciations) and the definition segment.
- When the main entry word segment is not followed by punctuation, capitalization, or enclosure symbols, leave two blank cells between it and the definition segment.
- Two blank cells always separate a main entry *phrase* from the definition segment.

accused adj. blamed

accused (uh-KUZD) adj. blamed

ac-cused' adj. blamed

ac-cused (ə-kyūzd') adj. blamed

HEAD-piece A helmet or cap worn to protect the head.

Achilles heel (ə-kīl'ēz hēl) A person's weak or vulnerable point.

20.7.1 Pronunciation keys appear in a variety of print layouts, and terms such as *pronunciation key* and *pronunciation table* are used interchangeably.

20.7.2 Summary keys are a reminder of the diacritics being used, and appear typically on each page or alternate pages in some alphabetic reference material. (See [Sample 20-1: Pronunciation and Summary Keys](#) on page 20-13, [Sample 20-2: Pronunciation and Paragraph Summary](#) on page

20-14, and [Sample 20-3: Pronunciation Key on Odd Pages](#) on page 20-15.)

20.7.3 **Placement of Pronunciation Keys**

- a. Insert pronunciation keys before the alphabetic reference material regardless of where they occur in print.
- b. The pronunciation key is necessary in every volume in which pronunciations are used. If the pronunciation key is needed in any other volume than the one in which it occurs, place it in the preliminary pages. **Note:** Maintain the original placement if there are no pronunciations prior to the print location of the key.
- c. Include the print page number of the transposed page that contains the repeated pronunciation key on the title page. For example:

Title page: Print pages 395, 45-a86

20.7.4 **Format for Pronunciation Keys.** The format for pronunciation keys varies, depending on how print sample words are shown.

- a. Follow print when categories are provided.
- b. Do not assign headings when none are shown in print.
- c. When pronunciation keys are shown in columns, list the entries using 1-3 margins, or 1-5, 3-5 for a nested list. Omit print column headings. Explain the change to print in a transcriber's note.
- d. Precede symbols by the dot locator for "mention."
Letters, groups of letters, or letters with modifiers do not require the dot locator and should be transcribed without contractions.

<u>Symbol</u>	<u>Example Words</u>
a	at, bad
e	even
ng	long, pink
oi	oil, toy
u	up, mud
zh	vision, seizure

- Begin each pronunciation key entry in cell 1.
- Contract example words.
- Follow print for use of emphasis.

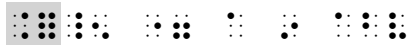
Pronunciation Key

a	back	ch	nature
ah	father	e	less
ay	day	i	idea, life

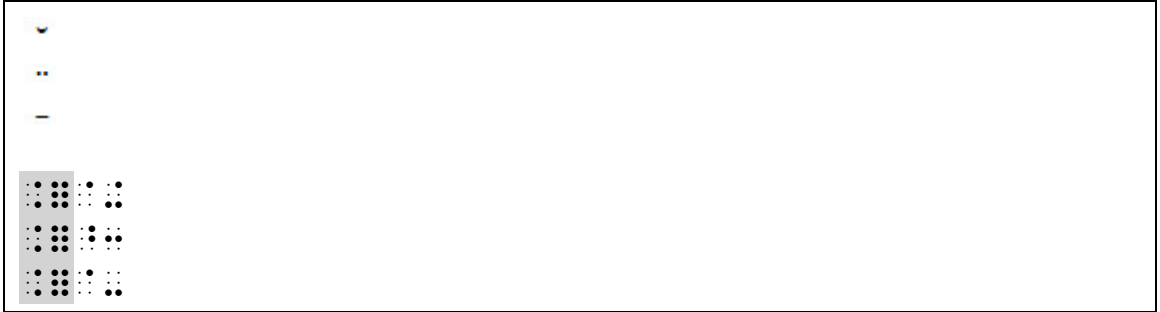
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Example 20-29: Schwa

ə = a in above



Example 20-30: Diacritic Symbols without Identification



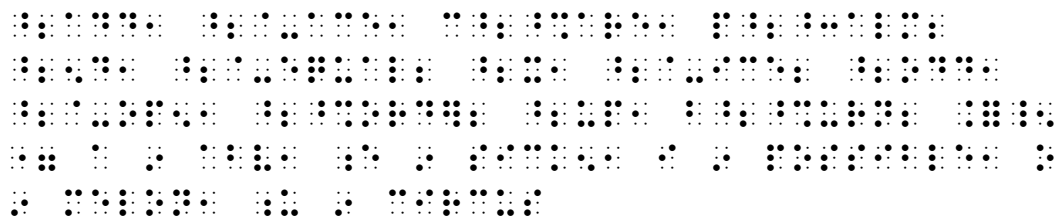
(See [Sample 20-4: Pronunciation Key without Heading](#) on page 20-16.)

20.7.6 Summary Keys

- Omit the summary key when print includes a pronunciation key *and* a summary key.
- Include the summary key when it is the only type of key.
- Insert summary keys before the beginning of dictionaries or glossaries. Do not repeat them in following text.
- Follow print paragraph or list format.

Example 20-31: Summary Key with Diacritics

add, āce, cāre, pālm; end, ēqual; it, īce; odd, ōpen, ôrder; up, būrn;
ə = a in above, e in sicken, i in possible, o in melon, u in circus



20.8 Samples

[Sample 20-1: Pronunciation and Summary Keys](#), page 20-13

[Sample 20-2: Pronunciation and Paragraph Summary](#), page
20-14

[Sample 20-3: Pronunciation Key on Odd Pages](#), page 20-15

[Sample 20-4: Pronunciation Key without Heading](#), page
20-16

Sample 20-1: Pronunciation and Summary Keys (Print Only)

Spelling Dictionary

Parts of a Dictionary Entry

- 1 Entry word
- 2 Homograph number
- 3 Pronunciation
- 4 Definitions
- 5 Illustrative sentence or phrase
- 6 Part-of-speech label
- 7 Inflected forms
- 8 Etymology
- 9 Run-in entry
- 10 Idiom

Full Pronunciation Key

a hat, cap	i it, pin	p paper, cup	v very, sure
ā ego, face	ī ice, five	r nor, try	w will, woman
ā father, far		s say, yes	y young, yet
ā core, hair	l lion, enjoy	sh she, wish	z zero, please
	k kind, speak	t tell, it	zh measure, seizure
b bad, job	l load, coal	th thin, both	
ch child, much	m me, am	th then, smooth	
d did, red	n no, in	u up, other	
	ng long, bring	ū pull, put	
e let, best	o hot, rock	ū rule, move	
ē equal, be	ō open, go		
ēr term, learn	ō oil, saw		
	ō order, stove		
f fat, if	oi oil, voice		
g go, bag	ou house, out		
h he, how			

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agreeable analyze

a-gree-a-ble (ə grē/ə bel), giving pleasure; pleasing. *She had an agreeable manner. adj.*
ag-ri-cul-ture (ə grī/ə kul/cher), science or art of cultivating the soil, including the production of crops and the raising of livestock; farming. *n.*
a-head (ə hed/), in front; before. *Walk ahead of me. adv.*
at-pol-lu-tion (at/ pō lū/shən), the contamination of the air by waste gases from industry, fuel exhaust, and automobiles. *n.*
a-lot (ə lot/), a large number of persons or things considered as a group. *n.*
a-loud (ə loud/), loud enough to be heard; not in a whisper. *The book I was reading was so funny I laughed aloud. The teacher read the story aloud to the class. adv.*
al-ready (ə lēd/ē), before this time; by this time; even now. *You are already here. adv.*
al-though (ə lō/ə thō), in spite of the fact that; though. *Although it rained all morning, they went on the hike. conj.*
al-ways (ə l'wēz or ə l'wēz/), at all times; every time. *Night always follows day. adv.*
am-a-teur (am/ə cher or am/ə tēr), person who does something for pleasure, not for money or as a profession. *Only amateurs are allowed to compete in this tournament. n.*
am-bi-tious (am bish/ēs), having or guided by ambition; desiring strongly. *She is ambitious to get into a high school in three years. adj.*
am-bu-lance (am/bye lens), an automobile equipped to carry sick, injured, or wounded persons. *n., pl. am-bu-lanc-es.*
a-mong (ə mung/), surrounded by; a house among the trees. *prep.*
a-mount (ə maunt/), the total of two or more numbers taken together; sum. *What is the amount of the bill for the groceries? n.*
a-muse (ə myuz/), cause to laugh or smile. *The clown's antics amused everyone. The joke was amusing. v., a-mused, a-mus-ing.*
an-alyze (an/ə lēz), examine carefully and systematically. *analyze a situation. v.*
an-al-lyze (an/ə lēz), analyze the results of the election. *v., an-a-lyzed, an-a-lyz-ing.*

a had	i ice	u put	o about
ā ago	o not	ū rule	ā in about
ā far, calm	ō open	ch child	ē in taken
ār are	ō saw	ng long	i in pend
e let	ō order	sh she	o in lemon
ē equal	oi oil	th thin	u in circus
ēr term	ou out	tr then	
i it	u up	zh measure	

Sample 20-2: Pronunciation and Paragraph Summary (Print Only)

Pronunciation Key

<p>a as in at</p> <p>ā as in late</p> <p>ā as in care</p> <p>ä as in father</p> <p>e as in set</p> <p>ē as in me</p> <p>i as in it</p> <p>ī as in kite</p> <p>o as in ox</p> <p>ō as in rose</p>	<p>ó as in bought and raw</p> <p>ol as in coin</p> <p>ōō as in book</p> <p>ōō as in too</p> <p>or as in form</p> <p>ou as in out</p> <p>u as in up</p> <p>ū as in use</p> <p>ūr as in turn; germ, learn, firm, work</p>	<p>ə as in about, chicken, pencil, cannon, circus</p> <p>ch as in chair</p> <p>hw as in which</p> <p>ng as in ring</p> <p>sh as in shop</p> <p>th as in thin</p> <p>th as in there</p> <p>zh as in treasure</p>
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The mark (·) is placed after a syllable with a heavy accent, as in **chicken** (**chik'·ən**).

The mark (·) after a syllable shows a lighter accent, as in **disappear** (**dis'·əpēr'·**).

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application

atmosphere

Pronunciation Key: at; lāte; cāre; fāther; set; mē; it; kīte; ox; rōse; ō in bought; cōin; bōōk; tōō; fōrm; out; up; ūse; tūrn. ə sound in about, chicken, pencil, cannon, circus; chair; hw in which; ring; shop; thin; there; zh in treasure.

arms (ārms) *n.* Plural of **arm**: weapon.

Word Derivations

Below are some words related to **arms**:

arm	armor	armed
armory	armament	arming

aromas (ə rō' mās) *n.* Plural of **aroma**: a pleasant or agreeable smell.

ascend (ə send') *v.* To climb.

assassins (ə sas' ins) *n.* Plural of **assassin**: a person who murders a public figure, such as a government leader.

assigned (ə sīnd') *v.* Past tense of **assign**: to give out as a task.

associate (ə sō' sē āt') *v.* To connect in one's mind.

association (ə sō' sē ā' shən) *n.* A group of people joined together for a common purpose.

assumed (ə sōōmd') *v.* Past tense of **assume**: to take for granted.

assure (ə sūr') *v.* To give confidence to.

astronomy (ə strōn' ə mē) *n.* The science that deals with the sun, moon, stars, planets, and other heavenly bodies.

atmosphere (at' mō sfir') *n.* The layer of gases that surrounds a planet.

application (ap' li kā' shən) *n.* A request, especially for a job.

Word Derivations

Below are some words related to **application**:

applicant	apply	applied
applying	applicable	applicatory

archaeology (ār' kē ol' ə jē) *n.* The study of the way humans lived a long time ago. Archaeologists dig up the remains of ancient cities and towns and then study the tools, weapons, pottery, and other things they find.

Word History

Archaeology, or archeology, came into English in the year 1837. It is from the Latin word *archaeologia*, meaning knowledge gained through the study of ancient objects. This Latin word's origins are with the Greek words *arch*, meaning "beginning," and *logos* meaning "word."

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Sample 20-3: Pronunciation Key on Odd Pages (Print Only)

GLOSSARY

The glossary that follows is an alphabetical list of various words found in the selections in this book. Use this glossary just as you use a dictionary—to find out the meanings of unfamiliar words. (Technical, foreign, or more obscure words are not listed here but are defined instead in the footnotes that accompany each selection.)

Many words in the English language have more than one meaning. This glossary gives the meanings that apply to the words as they are used in the selections in this book. Words closely related in form and meaning are usually listed together in one entry (*agitated* and *agitation*), and the definition is given for the first form.

The following abbreviations are used:

<i>adj.</i> , adjective	<i>n.</i> , noun	<i>prep.</i> , preposition
<i>adv.</i> , adverb	<i>pl.</i> , plural form	<i>v.</i> , verb

Unless a word is very simple to pronounce, its pronunciation is given in parentheses. A guide to the pronunciation symbols appears at the bottom of each right-hand glossary page.

For more information about the words in this glossary or about words not listed here, consult a dictionary.

abasement (ə·bās'mənt) *n.*: humiliation.

abate (ə·bāt') *v.*: to lessen.

abject (əb'jekt') *adj.*: degrading; humiliating.

ablution (əb·lōō'shən) *n.*: washing of the body, especially as a religious rite.

abominable (ə·bām'ə·nə·bəl) *adj.*: disgusting; hateful.

absolution (əb'sə·lōō'shən) *n.*: forgiveness.

abstain (əb·stān') *v.*: to refrain from; hold oneself back from.

abyss (ə·bis') *n.*: bottomless pit.

accentuate (ək·sen'chōō·āt') *v.*: to emphasize.

accrue (ə·krōō') *v.*: to increase over time.

acquit (ə·kwit') *v.*: to clear of a charge; absolve.

admonish (əd·mān'ish) *v.*: to scold mildly.

adversity (əd·vər'sə·tē) *n.*: trouble; misfortune.

aesthetics (es·thet'iks) *n. pl.*: principles of beauty.

affliction (ə·flik'shən) *n.*: deep suffering.

aggrieved (ə·grēvd') *adj.*: offended; wronged.

agitated (əj'i·tāt'id) *adj.*: disturbed; upset. —**agitation** *n.*

agog (ə·gäg') *adj.*: in a state of excitement and anticipation.

alienate (āl'ē·ən·āt') *v.*: to drive apart.

allege (ə·lej') *v.*: to declare or assert, often without proof.

alleviation (ə·lē've·ā'shən) *n.*: something that lightens, relieves, or makes easier to bear.

allotment (ə·lāt'mənt) *n.*: distribution.

alms (ānz) *n. pl.*: goods donated to the poor as charity.

altruistic (əl'trōō·is'tik) *adj.*: unselfish.

ambiguous (əm·big'yōō·əs) *adj.*: having more than one meaning; unclear; vague.

amiability (ā'mē·ə·bil'ə·tē) *n.*: friendliness.

—**amiable** *adj.*

amorous (am'ə·res) *adj.*: full of love.

anecdote (an'ik·dōt') *n.*: brief, little-known fact or amusing story.

anguish (an'gwish) *n.*: agony.

animosity (an'ə·mäs'ə·tē) *n.*: hostility; intense hatred or resentment.

annals (an'alz) *n. pl.*: historical records.

annihilate (ə·nī'ə·lāt') *v.*: to destroy completely.

annul (ə·nul') *v.*: to do away with; cancel.

aperture (ap'er·chər) *n.*: opening.

apparition (ap'ə·rish'ən) *n.*: strange figure, like a ghost, that appears suddenly.

apprehensible (ap'rē·hen'sə·bəl) *adj.*: able to be seen or understood. —**apprehend** *v.*

approbation (ap'rə·bā'shən) *n.*: approval.

arable (ar'ə·bəl) *adj.*: suitable for growing crops.

arboreal (är·bôr'ē·əl) *adj.*: full of trees.

ardor (är'dər) *n.*: passion; enthusiasm. —**ardent** *adj.*

arrears (ə·rirz') *n. pl.*: overdue debts.

arrest (ə·rest') *v.*: to check or halt in motion.

assail (ə·sāl') *v.*: to attack. —**assailable** *adj.*

assent (ə·sent') *n.*: acceptance.

assert (ə·surt') *v.*: to declare.

assignation (as'ig·nā'shən) *n.*: appointment; meeting.

asunder (ə·sun'dər) *adv.*: apart.

attenuate (ə·ten'yōō·āt') *v.*: to make very slender or drawn out.

audacious (ō·dā'shəs) *adj.*: bold.

audit (ōd'it) *n.*: examination or accounting.

augment (ōg·ment') *v.*: to increase.

avarice (av'ə·ris) *n.*: greed. —**avaricious** *adj.*

aversion (ə·vər'zhən) *n.*: dislike.

avow (ə·vou') *v.*: to openly declare; acknowledge.

baleful (bāl'fəl) *adj.*: sinister; threatening.

baser (bās'ər) *adj.*: less valuable or worthy.

bastion (bas'chən) *n.*: fortified place; bulwark.

beguile (bē·gil') *v.*: 1. to pass the time in a pleasant way.
2. to charm.

benediction (ben'ə·dik'shən) *n.*: blessing.

benign (bi·nīn') *adj.*: kind; gracious.

bequest (bē·kwest') *n.*: gift left by means of a will.

blanch *v.*: to turn pale.

blasphemy (blas'fə·mē') *n.*: mockery of God.

—**blaspheme** *v.*

blight (blit) *n.*: something that causes decay or withers one's hopes. —**blighted** *adj.*

botanical (bə·tan'i·kəl) *adj.*: of plants or plant life; connected to the science of botany, which is the study of plants, their structure, growth, and so on.

breach (brēch) *v.*: to break.

brevity (brev'ə·tē) *n.*: being brief.

fāt, āpe, cār; tēn, ēven; is, bīte; gō, hōrn, look, tōō; yoo, cure; yōō, use; āl, out; up, fur; get; joy; yet; chin; she; thin; then; zh, leisure; ŋ, ring; ə for a in ago, e in agent, i in sanity, o in comply, u in focus; ' as in battle (bat'tl).

Sample 20-4: Pronunciation Key without Heading

ɑ	add	oo	took	ə =
ā	ace	oo	pool	ɑ in <i>above</i>
â	care	u	up	e in <i>sicken</i>
ä	palm	û	burn	i in <i>possible</i>
e	end	yoo	fuse	o in <i>melon</i>
ē	equal	oi	oil	u in <i>circus</i>
i	it	ou	pout	
ī	ice	ng	ring	
o	odd	th	thin	
ō	open	th	this	
ô	order	zh	vision	

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—New Braille Page—

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