

BRITISH ENGLISH PHONETIC TRANSCRIPTION

Paul Carley and Inger M. Mees



Key to Chapter 20

Passage 1

Be'lieve it or /not, | I 'used to be quite a good \juggler | in my ,younger days. || I'm probably 'still pretty good \now. || It's \not the kind of thing you completely for^get. || You 'get ,rusty, | but \after a bit of ^practice, | you're 'back to your old \self. || I did a 'few different \types of juggling, | but pre'ferred ,juggling | with 'three \balls. || \That was ^most satisfying, | because there are 'endless vari'ations | and \tricks you can do. || And 'three balls are easier to carry a,round | and \practise with | than a \lot of ^other juggling gear. || I've \still got my juggling balls ^somewhere around the house. || They're 'mixed in with my daughters' \toys | ,now, | and 'sometimes I im,press them | with a 'simple three ball ca\scade. || I \think it's the satis^faction I get | from \learning little ^tricks, | re\petitive ^practice | and a \ttention to ^detail | that e'ventually led me to pho\netics. || 'Want to see how I can wiggle my ^ears?

Passage 2

'Let me give you some ,tips | for 'hitchhiking in the U.K. || ^First, || it's 'easier than you \think. || There are 'lots of people driving around the ,country | for their ,work | or 'recre,ationally | who 'don't mind doing someone a ,favour | or 'wouldn't mind a bit of \company on their drive. || ^Second, | it 'isn't \dangerous. || ^Often, || the \person picking you ^up | is as con\cerned for their ^own safety | as 'you are for \yours. || I \wouldn't recommend ^women to hitchhike on their own, though. || A \lone ^woman | should \never get in a stranger's car, | e'xcept perhaps another \woman's car, | and 'even \then | you never ,know. || But ^two women, | or a ^man and a woman, | are i'deal. || 'Those are the best combi,nations. || A 'man on his ,own | 'looks a little \threatening, | and ^two men | 'haven't got a \chance. || 'Make sure you know where you're \going, | so you're 'facing the right ,way | on the 'right \road, | and 'make a cardboard ,sign | with
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your 'destination on it. || \u026a\u02c6, | and 'only wait at ,places | where there's a 'safe ,place | for 'cars and trucks to \u02c6stop |, \u02c6otherwise | \u02c6nobody'll pick you up.

Passage 3

I 'did a shift at a \u02c6factory | ,once. || It was \u02c6just \u02c6one shift | because I 'never went \u02c6back. || \u02c6one shift | was \u02c6more than enough for \u02c6me. || The 'factory be,longed | to a 'well-known Japanese electronics company, | and they 'made \u02c6televisions there, | traditional televisions, | \u02c6not the modern \u02c6flat-screen ones. || 'Maybe they made \u02c6other things | \u02c6too, | but 'I was working with \u02c6televisions. || It was a \u02c6long \u02c6time ago, | so I \u02c6can't remember the \u02c6details very clearly, | but I \u02c6think my job | was to a \u02c6ttach \u02c6television screens | to \u02c6vacuum hoses | be'fore they went \u02c6through | 'some kind of \u02c6oven. || And \u02c6then I had to de\u02c6tach them | when they 'came back \u02c6out. || It was \u02c6something like that. || The 'line of televisions kept ,moving, | and 'I had to keep \u02c6up with it. It was \u02c6horrible. || It was \u02c6hot, || and I \u02c6hate being hot. || 'And \u02c6boring. || It was \u02c6very boring. || \u02c6After the first \u02c6hour, | I'd 'learnt everything I ,had to learn, | and had e'leven more hours a ,head of me. || We had a 'couple of ,breaks, | and I 'fell a ,sleep | during 'each \u02c6one. || E\u02c6ventually | the 'shift \u02c6finished, | and I 'managed to e ,scape.

Passage 4

My 'two ,oldest | and 'best ,friends | are \u02c6brothers. || The \u02c6older brother | was in the 'same \u02c6year as me | at \u02c6school, | so I 'got to know \u02c6him first. || I \u02c6didn't get to know the \u02c6younger brother || – he was 'just two \u02c6years younger – || un'til we'd left \u02c6school. || 'Those ,boys || have got 'interesting \u02c6characters. || I \u02c6don't think they mind me \u02c6saying | that the \u02c6older brother | was a 'bit of a \u02c6rebel | in his ,younger days | and \u02c6caused his \u02c6family | a 'lot of \u02c6worry, | while the \u02c6younger brother | was 'always quite conventional | and a 'good \u02c6student. || But as 'time has gone ,on, | their 'roles have reversed. || The \u02c6older brother | has 'settled ,down, | and the \u02c6younger brother | has 'gone

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off the rails a bit. || I think we've 'all got a tendency | to 'want to rebel, | and if you `don't do it when you're younger, | you'll 'end up doing it later in life.

Passage 5

Once, | 'not long after I left school, | I a'plied for a job | 'farming leeches. || 'These were medical leeches, | and they were 'farmed in a lab | at the 'local hospital. || It was the `only place in the country | where they did it. || It 'turns out, | that 'leeches are very good | for pre'venting blood clots | 'during grafts | and 'things like that. || 'When they suck your blood, | they pro'duce a substance | that 'keeps the blood flowing | and 'stops it clotting, | and 'that keeps the graft alive. || The interview process | took 'half a day | because they `wanted to make sure | that the `people a'pplying | 'weren't squeamish. || I 'got to see the whole process. | It was `very interesting, | but `in the end, | I 'didn't get the job. || I su'ppose I was still young | and shy, | and 'didn't make a very good impression.

Passage 6

I `suddenly remembered yesterday | that I 'once tried to join the navy. || I'd com'pletely forgotten about it. || I was 'totally serious | at the time. || My plan was to 'join up, | 'train as an engineer, | 'spend a few years | 'seeing the world, | and `then get a job | as a ma'rine engineer. || So I 'had an interview | at the recruiting office | in the 'nearest big city. || The guy I spoke to | was 'very encouraging. || He said there's a 'whole range of careers in the navy. || It's like a 'world in miniature. || And 'no doubt | there'd be 'something for me. || One thing I had to tell him, though, | was that my eyesight isn't very good. | I'm 'short-sighted | and colour blind. | He 'gave me a form for my doctor to fill in, | and said that he'd 'get back to me | about 'what kind of navy jobs were open to me. || A 'couple of weeks later | I got a phone call. || It 'turned out | that with my eyes, | there was nothing I could do in the navy. || I 'couldn't be

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an enɡi'neer | or 'anything \else, | 'not even a \cook | or \deck-scrubber. || So 'that was the end of
\that.

Passage 7

For 'nearly two ,years, | I've been 'regularly listening to \audiobooks | on my \phone. | It's 'really
made a big \difference to my life. || Be'fore ,then, | I \hadn't read anything for ^pleasure | for
\years, | but ^since then, || a\ccording to my ^phone, | I've spent 'one ,month, | 'fourteen ,days, |
'two ,hours | and 'nine \minutes listening to audiobooks. || It's \so much ^easier | to \listen to
books as I'm doing other ^things | than to 'find time to sit down and \read. || And there are \loads
of audiobooks to choose from, | ,these days. || ^Personally, | I pre'fer autobi,ographies | 'read by
the \author. || ^That way, | I get a 'chance to hear the voice of a real \person, | 'not an ,actor |
with a pre'dictable standard \accent. || And \people ^read better | when they're 'reading their
own \words. || A'part from ,that, | I 'tend to ,listen | 'either to books that I read when I was
,young, | 'just for the sake of no,stalgia, | or to 'classic English \literature, | \not because I'm a
^literature buff, | but 'just because I like to ,hear | about 'how people lived their ,lives | in the
\past. | I'm 'off to \bed | ,now. || 'That's a \nother thing audiobooks are good for | – 'helping you
fall a,sleep.

Passage 8

\One problem | with pho,netics | is that 'people always con,fuse it | with \phonics. | Pho^netics |
is the 'study of the sounds of \speech, | while ^phonics | is a 'tech,nique | for 'teaching children to
\read. || It's a 'bit like mixing up a,stromy | and a\strology, | but per\haps not as ^bad | because
pho'netics is quite an ob\scure subject, | and we \can't really ^blame people | for \not knowing
what it ^is | and for 'mixing it ,up | with the 'better-,known | and 'similar-,sounding | \phonics. ||
And ^phonics | \isn't like a^strology, of course. || 'Phonics is \much more respectable, |

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eːspecially ˈθese ˈdaɪs. || It's ˈmɔː poplɪə than ɪt's ˈevə biːn. || There are ˈlɒts of ˈstʌdɪs to ˈsʊpˌpɔːt ɪt, | and ɪt's biːŋ ˈuzd ɪn ˈskuːlz | ˈɔːl ɔːvə ðe ˈɪŋɡlɪʃ-spiːkɪŋ ˈwɜːld, | ɪnˈkluːdɪŋ at ˈmi ˈdɔːtəz's skuːl.

Passage 9

ˈwʌn ɔv ðe ˈɔðə ˈθɪŋs ɪ wɪz ɪnterɪstɪd ɪn əs ˈtiːnɪdʒə | wɪz ˈmetl dɪtɛkɪŋ. || ɪ ˈdɒn't knəʊ wɪə ɪ fɜːst ɡɒt ðe ɪˈdɪə frɒm, | bʌt ɪ sɪpəʊz ˈɔːl kɪdz ɑː ɪnterɪstɪd | ɪn ˈbʌrɪd ˈtreʒə, | and ɪt wɪz ɪn ˈɛkstɪnʃən ɔv ˈθæt. || ɪ faʊnd ɔʊt ˈɔːl əˈbaʊt ɪt || bɪ ˈriːdɪŋ ˈbʊks | and ˈmɑːɡəˈzɪnz. || There wɪz ˈnɔ ˈɪntənɪt | ˈθen. || ɪn ðe ˈɛnd θəʊ, | ɪ ˈnevə ɡɒt ɪnɪ ˈfɜːðə | θən ˈriːdɪŋ əbaʊt ɪt. || ɪ ˈdʒʌst dɪdnt ˈhæv ðe ˈmʌni ˈfɔː ðæt kɪnd ɔv ˈhɒbi. || ˈmetl dɪtɛktəz ɑː ˈɛkspɛnsɪv, | and ɪv ˈhæv tuː ˈhæv ɪv ɔv ˈn ˈtrɒnsˌpɔːt. || ɪv ˈhæv tuː ɡɛt pɛrˈmɪʃən | frɒm ˈlændəʊnəz | ˈtuː, | and ɪ wɪz ˈdʒʌst ə ˈkɪd ət ðe ˈtaɪm, | sɔ there wɪz ˈnɔ ˈtʃɑːns ɔv ˈθæt. || ˈnəʊ θæt ɪm ˈɔːldə, | ɪ kʊd ˈdʊ ɔːl θæt | ɪf ɪ ˈwɒntəd tuː, | bʌt ɪ pɪˈfɛr tuː wɒtʃ ˈvɪdiəz ɔv pɛˈpl ˈmetl dɪtɛkɪŋ | ˈɒnˈlaɪn. || ɪt's ˈriːli ˈsætɪsfaɪɪŋ | tuː ˈsiː ˈðem wɒstɪŋ ðeɪr ˈtaɪm faɪndɪŋ nɒθɪŋ | ɪnˈstɛd ɔv ˈme.

Passage 10

ɪ ˈɔːns ɛˈksperɪmɛntɪd | wɪθ ə ˈtɒp-ˈdaʊn ˈɔːpɪtʃ tuː ˈtiːtʃɪŋ trɒnskrɪpʃən. || ɪnˈstɛd ɔv ɪntrəˈdʒuːsɪŋ | and ˈpræktɪsɪŋ | ˈwʌn ˈnjuː sɪmbəl ət ə ˈtaɪm, | ɪ ˈgɒv ˈmi ˈstʌdnts ə ˈprezənˈteɪʃən | ɒn ðe ˈkɒnsənənt and ˈvəʊl sɪmbəlz, | and ˈθen sɛt ðem ðe ˈtɑːsk | ɔv dɪˈkɒdɪŋ sɔm ʃɔrt ˈsɛntɪns | ˈwɪrɪn ɪn ˈfɒnɛmɪk trɒnskrɪpʃən. || ɪ ˈθɔːt ˈθæt ɪt mɪt biː ɪn ədˈvɑːntɪdʒ ˈfɔː ðem | tuː ˈɡɛt ɪn ɔvəˈl ɪˈdɪə ɔv ðe sɪmbəlz | and ə ˈpæsɪv ˈfæmɪlɪə ˈwɪθ trɒnskrɪpʃən | bɪˈfɔː ˈhævɪŋ tuː dʊ ɪt ðemˈselvz. || The ɛksperɪmɛnt wɪzn't ə sʌksɛs. || ɪv ˈmɪt θɪŋk ɪt's ˈhɑːd | tuː ˈriːd wəʊl sɛntɪns ɪn trɒnskrɪpʃən, | bʌt ˈɔːktʃʊəlɪ | ɪt's ˈkwaɪt ˈeɪsi | bɪkɔːz ˈmɒst ɔv ðe ˈkɒnsənənt sɪmbəlz | ɑː ðe ˈsɑːm ɑːs ɪn ðe ˈnɔːml ˈspɛlɪŋ. || ˈθeɪ prəˈvɪd ðe ˈaʊtlaɪn

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of the words, | and you can 'guess the \rest. || It's ^harder | when you're 'only given a \single word. || ^That way | there's 'no \context to guess from, | and you can \only work out the ^word | if you 'know the \symbols. || ^Sometimes | the ,simple, | ,logical, | tra^ditional way of learning something | \one step at a ^time | from the \bottom ^up | 'really \is the best way.

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