

# Jury by Peers



## Pronunciation Exercises in American English

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## Dedication

*As a young man, I looked forward to making a difference in the world. I refused military service and sought better ways to make a difference at Hartford Seminary Foundation. But, it wasn't until I was forty-one years old that I had a chance to see the world and only after I retired that I got involved in teaching English to people from around the world.*

*Communication is imperative if we are to learn from each other. I gained enriching experiences in exchanges with twenty-six countries mainly using country dance as a cross cultural activity. I also gained a Danish daughter-in-law! But, I found that English is a difficult language!*

*This book makes use of some of what I have learned about communicating in English from my international friends and is dedicated to them as well as to potential friends with whom I share this planet!*

*John M. Ramsay  
Sain Louis, Missouri  
March 1, 2017*

## Acknowledgements

*Thank you, Google!!! Several attempts to provide graphics for each word in each Exercise ran into problems. Jan Congdon, lead teacher of our ESL class at Samuel United Church of Christ and her husband Arthur (who left his legacy just two weeks ago for heavenly pursuits) told me to search for any of my words in Google Search and click on Image. I did, and presto, a plethora of wonderful graphics appeared. I had the fun of choosing one to illustrate each word's meaning and or use.*

*These graphics are freely accessible on the internet. There could be restrictions on their use but, since I am not selling this book, and like Google am making it available to anyone as shareware on the internet, I assume the restrictions, if any, do not apply in my case.*

In the spirit of shareware, if you wish to encourage the author/editor in similar pursuits,  
You can donate by clicking      \*\* \$\$ \*\*      JMR

## Forward

Having trouble with English in conversation? Part of the problem may be that there are two kinds of English. In fact, languages all over the world have two versions: an informal, aural language for conversation and a different, formal one for literature. People are usually taught the formal form using printed material. They then have problems with conversation which uses the aural form. The Exercises in this workbook are designed to help solve that problem!

Our brains are amazing. Within the brain we process thoughts very quickly. But, input into the brain and output from the brain— not so quick! We have trouble either getting our tongues around new sound and words as we try to export them, or, when importing the sounds through ears which were trained to hear the sounds of our native language, we have trouble recognizing the small but vital aural sounds of the new language. The brain spends valuable time trying to translate the sounds into our familiar native sounds.

As a result of the lag between the speed of the brain and the slower speed of tongue and ears, spoken languages normally drop many unnecessary sounds in an attempt to catch up with the brain. If you were trained in the formal form of a new language, you will likely have trouble filling in those dropped gaps.

People learning a second language need special training both in *hearing* the new sounds and in *saying* them when speaking.

The Exercises in this Workbook are designed to train both tongue and ears!

## American Vowels

Problems of hearing and speaking often come from the pronunciation of American vowels. English words are divided into syllables and each syllable must include a vowel sound. Note that not all languages are built using syllables

The vowel part of the syllable is always vocal and requires the mouth open enough to let the sound of the vocal chords escape. The vowel can be a single, unchanging sound or sometimes two vowel sounds where the voice slides from one to the other in what is called a diphthong.

Putting your hand under your chin can help you recognize how many syllables are in a word; the chin usually goes up and down once for each syllable. Try it while you say com-fort-a-ble. Did you count the four syllables? It is the syllables which give English its characteristic rhythmic pattern. If you want to be clearly understood, learn to enunciate each syllable. Later on, you can learn our habit of linking syllables and dropping

some to speed up our speaking. But syllables, and therefore vowels, are the basic building blocks of English.

Language experts have created many different charts of vowel sounds (see page 15). The mouth, lips, and tongue are amazingly versatile and capable of producing an infinite number of sounds. The experts have tried to create a symbol to represent each variant. The *International Phonetic Alphabet* (IPA) is the agreed-on chart of human sounds—but it is too complex for any but the experts. Therefore, I have created my own chart, *American Vowel Sounds, Samuel United Church of Christ ESL Program* (AVS) which includes what I consider the basic vowel sounds of American English. I recommend that a class should take a look at my AVS chart (page 16) before beginning the Jury by Peers Exercises. AVS gives you the IPA symbol and coincides with the vowels on the Exercise sheets. I have given each of my sixteen vowel sound a number so that students do not need to learn the IPA phonetic alphabet; most students have learned to count up to sixteen in English or at least recognize printed

Arabic numerals, but, I have included the symbol used by the International Phonetic Alphabet in case the students are familiar with that phonetic alphabet.

The important task in communicating in American English is to both hear and make each of these sixteen vowel sounds. A list of key words is given for each one on the AVS chart. In each key word, the letters used for the vowel sound are underlined. Don't spend too much time with this chart, the Jury by Peers game will give much better training in smaller, more meaningful doses.

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As the weeks go by and more Exercise sheets are "included on the docket", the students will become adept at discerning the sixteen vowel divisions in American English. Some regional, individual, and personal variations will be found, but gaining control of the sixteen will contribute greatly to successful conversation. Some of the differences between the American vowels are seemingly small to those not familiar with them, but the



slight difference changes the meaning of the words dramatically! Note: I consider vowel #12 on the AVS chart identical to a schwa (/ə/in IPA), but many experts consider them to be separate sounds—therefore, the IPA uses the symbol /ʌ/ for stressed syllable #12 on my chart, and the symbol /ə/ for unstressed situations.

## How to Use the Exercises

In a class situation, select one person to be the **defendant**, to be on trial. The rest of the class become the **jury**. Each member of the jury will take a turn selecting a single word from the Exercise and saying that word three times (this give practice in speaking). The **defendant** then points to that word on the Exercise page or on a projection board in front of the class. This gives the defendant practice in listening. If the defendant's choice is the same word intended by the **juror**, both the **juror** and the **defendant** have passed the test! If, however, the defendant selects a different word, the remaining jury members are called on to vote on their own choices. Perhaps the jury will agree with the defendant; in that case, the juror who selected the word will learn there is a problem with his/her pronunciation of the word. If the juror was upheld by the jury, the defendant will realize there is a problem with his/her hearing.

There are several advantages to Trial by Peers. Speaking (export) and hearing (import) are both addressed. When a problem is uncovered, judgement by peers is much more powerful than judgement by a single judge—such as a teacher!. Also, there are variations in acceptable pronunciation; they will become apparent in a juried situation because of individual differences among the jurors. Juries of six to twelve are ideal. Repetition and variant nuances are vital elements in learning a language. That is how mistakes can be corrected. Two people can, however, play the game successfully taking turns as defendant or juror.

When there are a number of jurors, It is recommended that a defendant be given a word by each juror in turn. At the end of one round (when each juror has had a turn to choose a word) the defendant becomes a juror and a new defendant is selected or volunteers. By giving each person a turn using the same Exercise sheet, there will be enough repetition to provide practice in both hearing and speaking each word on the Exercise. Continue the round

until each word has been chosen at least once. With sixteen words and eight jurors, each juror will have at least two chances to choose a word. Each Exercise will then take approximately forty-five minutes. Aim to spend no more than one minute per word selection.

Students should be encouraged to make notes on their Exercise sheets, using whatever system they wish, to identify ways to pronounce each word and also to indicate the word's meaning or use (many words have several meanings or grammatical forms—only one is represented by the graphic I have supplied). Learners can also be encouraged to make a 3x5 card for each word and to draw their own graphics for the word. Cards are very useful for review and practice.

## Vocabulary

In an effort to wean language students from print (vital for success at conversation), I have provided a visual graphic for each word on the Exercise sheets instead of the common textual definition. Teachers and students can be creative to give life to each word, awakening each word from it's textual dozing on a printed page. Feel free to use gestures, sounds, and actions as well as graphics because such additions will make lasting impressions. Be sure to use Exercise words when in conversation. The aim is to take words off the page and make use of them in daily talk.

I recommend that, following each round of Jury by Peers, each juror orally use a word they had selected and put it into a complete sentence giving further practice in conversation. Students can be encouraged to discuss such sentences to create practical dialogue. This also presents a great opportunity for some humor. Students are usually very clever and their brains are always at work. Humor can be a great help in making the learning memorable!

Not all of the consonants selected to bracket the vowels (e.g. b—t) will create a recognizable word. In those cases, I have substituted alternate consonants to create a real word rather than to skip a vowel or make up a useless word. The purpose is to learn to say real words in a way that will be understood, and to be able to hear the nuances Americans use as they speak.

At Samuel United Church of Christ in Clayton Missouri, our American parishioners volunteer as tutors in our ESL classes. After holding a general session with tutors and students, we divide into one on one pairs one student with one tutor. This gives individual and personalized attention to each student. Many great friendships have developed!

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**January 1, 2017**

	IPA	APP	TP	NORAD
1	<b>ɪ</b> hit	<b>ɪ</b> sit	<b>ɪ</b> bit	<b>ɪ</b> sit
2	<b>ʌ</b> cup	<b>ə</b> cup	<b>ʌ</b> but	<b>ʌ</b> cup
3	<b>ɛ</b> met	<b>e</b> ten	<b>ɛ</b> bet	<b>ɛ</b> ten
4	<b>ɑ</b> hot	<b>ä</b> hot	<b>ɑ</b> box	<b>ɑ</b> hot
5	<b>ɔ</b> call	<b>ô</b> saw	<b>ɔ</b> bought	<b>ɔ</b> saw
6	<b>ʊ</b> put	<b>oo</b> put	<b>ʊ</b> book	<b>ʊ</b> put
7	<b>u</b> blue	<b>oo</b> too	<b>uw</b> boot	<b>u</b> too
8	<b>æ</b> cat	<b>a</b> cat	<b>æ</b> bat	<b>æ</b> cat
9	<b>i</b> see	<b>ē</b> see	<b>iy</b> beat	<b>i</b> see
10	<b>aʊ</b> now	<b>ou</b> now	<b>aw</b> cow	<b>aʊ</b> now
11	<b>eɪ</b> eight	<b>ā</b> eight	<b>ey</b> bait	<b>eɪ</b> say.
12	<b>aɪ</b> five	<b>ī</b> five	<b>ay</b> bite	<b>aɪ</b> five
13	<b>ɔɪ</b> boy	<b>oi</b> boy	<b>oy</b> boy	<b>ɔɪ</b> boy
14	<b>ju</b> you	<b>yoo</b> you		<b>yu</b> you
15	<b>oʊ</b> go	<b>ō</b> go	<b>ow</b> boat	<b>oʊ</b> go
16	<b>ɜr</b> turn	<b>ər</b> bird		<b>ər</b> bird

## Sample of Vowel Symbols

See the following websites:

**IPA** <https://www.internationalphoneticassociation.org>

**APP** Dictionary, Version 2.2.1 (194), Copyright © 2005–2016 Apple Inc.

**TP** <http://www.phonetics.ucla.edu/course/chapter1/vowels.html>

**NOAD** [https://en.wikipedia.org/wiki/New\\_Oxford\\_American\\_Dictionary](https://en.wikipedia.org/wiki/New_Oxford_American_Dictionary)

## American Vowel Sounds

Samuel United Church of Christ ESL Program

1. /ɪ/ if, ill, in, is, it, city, did, finish, give, kill, lid, lip, pick, quit, women, zillion
2. /ʌ/ up, cut, done, fun, glove, love, luck, nut, run, sun, son, was, buzz, does
3. /ɛ/ end, air, bed, bear, bare, care, head, fair, fare, men, pet, ten, went
4. /ɑ/ ah! aha! odd, olive, box, block, father, hot, not, knot, rock, sock, wok
5. /ɔ/ aw! all, ought, ball, bawl, call, caught, dawn, gone, hall, jaw, paw, saw
6. /ʊ/ book, cook, foot, hook, put, took, wood, would, full, pull, soot, should
7. /u/ ooze, cool, duty, who, Hu, moon, new, room, shoe, two, to, too, zoo
8. /æ/ act, add, ant, apple, back, cat, chant, fan, hand, land, man, ran, sad
9. /i/ eat, even, equal, beat, beet, see, fee, he, meet, meat, pea, pee, tea
10. /aʊ/ ow! out, brown, cow, clown, crown, down, found, ground, house, loud, now, shout, town, wow!
11. /eɪ/ ape, ace, bake, date, great, OK, lane, name, main, make, play, cafe'
12. /aɪ/ I, eye, ice, bite, die, dye, fine, five, high, height, mine, pie, right, write
13. /ɔɪ/ oil, boil, boy, coin, joy, join, moist, noise, point, soil, toil
14. /ju/ use, abuse, cute, cure, few, Jew, view, you, shoot, queue, mew, chew
15. /oʊ/ oh! open, over, bone, cold, go, home, joke, nose, phone, so, sew, toe
16. /ɜr/ earth, earn, urn, burn, curb, dirt, girl, her, hurl, hurt, were, verb, further
17. /ə/ (same sound as 2. /ʌ/, but unstressed) uh! a, above, agent, sanity, comply, focus, sicken, possible, melon, circus, system, easily, nation



EXERCISE #1

b/p—?—t

File name: Jury by Peers

3/20/17

	IPA			IPA	
1	/ɪ/ bit	bit 	9	/i/ beet	beat 
2	/ʌ/ but	butt 	10	/aʊ/ bough	bout 
3	/ɛ/ bet	bet 	11	/eɪ/ bait	bait 
4	/ɑ/ box	pot 	12	/aɪ/ bite	bite 
5	/ɔ/ bought	bought 	13	/ɔɪ/ boy	boy 
6	/ʊ/ book	put 	14	/ju/ you	beaut 
7	/u/ boot	boot 	15	/oʊ/ boat	boat 
8	/æ/ bat	bat 	16	/ɜr/ sir	Bert 

**EXERCISE #2**  
ch/sh/k/j—?—k/t/n/s/t


File name: Jury by Peers

3/20/17

	IPA			IPA		
1	/ɪ/ bit	chick		9	/i/ beet	cheek 
2	/ʌ/ but	chuck		10	/aʊ/ bough	chow 
3	/ɛ/ bet	check		11	/eɪ/ bait	chain 
4	/ɑ/ box	shot		12	/aɪ/ bite	China 
5	/ɔ/ bought	chalk		13	/ɔɪ/ boy	choice 
6	/ʊ/ book	cook		14	/ju/ you	chew 
7	/u/ boot	Juke		15	/oʊ/ boat	joke 
8	/æ/ bat	jack		16	/ɜr/ Bert	chert 

	IPA			IPA		
1	/ɪ/ bit	din		9	/i/ beet	dean 
2	/ʌ/ but	done		10	/aʊ/ bough	down 
3	/ɛ/ bet	den		11	/eɪ/ bait	dame 
4	/ɑ/ box	Don		12	/aɪ/ bite	dine 
5	/ɔ/ bought	dawn		13	/ɔɪ/ boy	doyenne 
6	/ʊ/ book	~ duh		14	/ju/ you	June 
7	/u/ boot	dune		15	/oʊ/ boat	dote 
8	/æ/ bat	dam		16	/ɜr/ sir	durn 



	IPA			IPA			
1	/ɪ/ bit	fit		9	/i/ beet	feed	
2	/ʌ/ but	fudge		10	/aʊ/ bough	found	
3	/ɛ/ bet	fed		11	/eɪ/ bait	fade	
4	/ɑ/ box	fodder		12	/aɪ/ bite	fide	
5	/ɔ/ bought	fought		13	/ɔɪ/ boy	void	
6	/ʊ/ book	foot		14	/ju/ you	feud	
7	/u/ boot	food		15	/oʊ/ boat	vote	
8	/æ/ bat	fad		16	/ɜr/ Bert	fern	






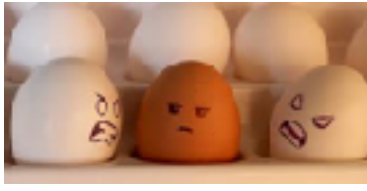


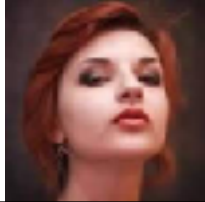


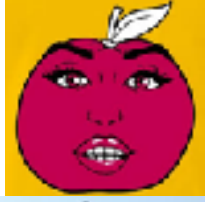




	IPA			IPA		
1	/ɪ/ bit	<b>gyp</b>		9	/i/ beet	<b>greet</b> 
2	/ʌ/ but	<b>gut</b>		10	/aʊ/ bough	<b>gown</b> 
3	/ɛ/ bet	<b>get</b>		11	/eɪ/ gape	
4	/ɑ/ box	<b>cop</b>		12	/aɪ/ bite	<b>guy</b> 
5	/ɔ/ bought	<b>gaudy</b>		13	/ɔɪ/ boy	<b>goy</b> 
6	/ʊ/ book	<b>good</b>		14	/ju/ you	<b>cupid</b> 
7	/u/ boot	<b>goop</b>		15	/oʊ/ boat	<b>goad</b> 
8	/æ/ bat	<b>gap</b>		16	/ɜr/ Bert	<b>gurney</b> 






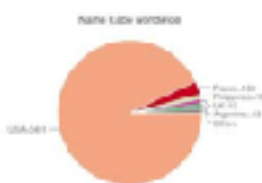



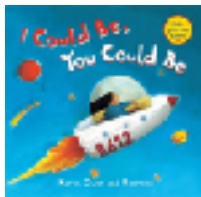





EXERCISE #6

File name: Jury by Peers

h/p/b— ?—t/d/w/l

3/20/17

	IPA				IPA		
1	/ɪ/ bit	hit		9	/i/ beet	heat	
2	/ʌ/ but	hut		10	/aʊ/ bough	how	
3	/ɛ/ bet	head		11	/eɪ/ bait	hate	
4	/ɑ/ box	hot		12	/aɪ/ bite	height	
5	/ɔ/ bought	haughty		13	/ɔɪ/ boy	Hoyt	
6	/ʊ/ book	put		14	/ju/ you	beaut	
7	/u/ boot	hoot		15	/oʊ/ boat	hotel	
8	/æ/ bat	hat		16	/ɜr/ Bert	hurt	

	IPA			IPA		
1	/ɪ/ bit	kit		9	/i/ beet	keep 
2	/ʌ/ but	cub		10	/aʊ/ bough	cow 
3	/ɛ/ bet	kept		11	/eɪ/ bait	Cabe 
4	/ɑ/ box	cob		12	/aɪ/ bite	kite 
5	/ɔ/ bought	called		13	/ɔɪ/ boy	coy 
6	/ʊ/ book	could		14	/ju/ you	cube 
7	/u/ boot	coot		15	/oʊ/ boat	cope 
8	/æ/ bat	cab 		16	/ɜr/ sir	curb 



1	/ɪ/ bit	<b>lick</b>		9	/i/ beet	<b>leak</b>	
2	/ʌ/ but	<b>luck</b>		10	/aʊ/ bough	<b>loud</b>	
3	/ɛ/ bet	<b>fleck</b>		11	/eɪ/ bait	<b>lake</b>	
4	/ɑ/ box	<b>lock</b>		12	/aɪ/ bite	<b>like</b>	
5	/ɔ/ bought	<b>loft</b>		13	/ɔɪ/ boy	<b>loiter</b>	
6	/ʊ/ book	<b>look</b>		14	/ju/ you	~ <b>lewd</b>	
7	/u/ boot	<b>Luke</b>		15	/oʊ/ boat	<b>load</b>	
8	/æ/ bat	<b>lack</b>		16	/ɜr/ Bert	<b>learn.</b>	



# EXERCISE #9

File name: Jury by Peers

m/n—?—m/n/d/s/k/d

3/20/17

	IPA			IPA		
1	/ɪ/ bit	min.		9	/i/ beet	mean 
2	/ʌ/ but	none		10	/aʊ/ bough	mound 
3	/ɛ/ bet	men		11	/eɪ/ bait	main 
4	/ɑ/ box	mom		12	/aɪ/ bite	mine 
5	/ɔ/ bought	moss		13	/ɔɪ/ boy	coin 
6	/ʊ/ book	nook		14	/ju/ you	mew 
7	/u/ boot	moon		15	/oʊ/ boat	moan 
8	/æ/ bat	man		16	/ɜr/ Bert	murder 

EXERCISE #10

File name: Jury by Peers

r/wh—?—n/st/s/z/ce/z

3/20/17

	IPA				IPA		
1	/ɪ/ bit	risen		9	/i/ beet	Reece	
2	/ʌ/ but	Russ		10	/aʊ/ bough	rouse	
3	/ɛ/ bet	rest		11	/eɪ/ bait	raise	
4	/ɑ/ box	Roz		12	/aɪ/ bite	rice	
5	/ɔ/ bought	Ross		13	/ɔɪ/ boy	Royce	
6	/ʊ/ book	rook		14	/ju/ you	reuse	
7	/u/ boot	ruse		15	/oʊ/ boat	rose	
8	/æ/ bat	razzle		16	/ɜr/ Bert	whirrs	

	IPA			IPA		
1	/ɪ/ bit	shim		9	/i/ beet	sheen 
2	/ʌ/ but	shut		10	/aʊ/ bough	shout 
3	/ɛ/ bet	shed		11	/eɪ/ bait	shame 
4	/ɑ/ box	shot		12	/aɪ/ bite	shine 
5	/ɔ/ bought	Sean		13	/ɔɪ/ boy	join 
6	/ʊ/ book	should		14	/ju/ you	shoot 
7	/u/ boot	suit		15	/oʊ/ boat	shoat 
8	/æ/ bat	sham		16	/ɜr/ Bert	shirt 

EXERCISE #12

File name: Jury by Peers

br/b/p— ? —m/n/d/nt/l/k

3/20/17

	IPA				IPA		
1	/ɪ/ bit	brim		9	/i/ beet	breed	
2	/ʌ/ but	bun		10	/aʊ/ bough	brown	
3	/ɛ/ bet	Brent		11	/eɪ/ bait	brain	
4	/ɑ/ box	bronze		12	/aɪ/ bite	brine	
5	/ɔ/ bought	brawn		13	/ɔɪ/ boy	broil	
6	/ʊ/ book	brook		14	/ju/ you	puny	
7	/u/ boot	broom		15	/oʊ/ boat	brome	
8	/æ/ bat	bran		16	/ɜr/ Bert	burn	

# EXERCISE

File name: Jury by Peers

Make a Copy and Create Your Own

3/20/17

	IPA			IPA	
<b>1</b>	<b>/ɪ/</b> bit	_____		<b>9</b>	<b>/i/</b> beet
<b>2</b>	<b>/ʌ/</b> but	_____		<b>10</b>	<b>/aʊ/</b> bough
<b>3</b>	<b>/ɛ/</b> bet	_____		<b>11</b>	<b>/eɪ/</b> bait
<b>4</b>	<b>/ɑ/</b> box	_____		<b>12</b>	<b>/aɪ/</b> bite
<b>5</b>	<b>/ɔ/</b> bought	_____		<b>13</b>	<b>/ɔɪ/</b> boy
<b>6</b>	<b>/ʊ/</b> book	_____		<b>14</b>	<b>/ju/</b> you
<b>7</b>	<b>/u/</b> boot	_____		<b>15</b>	<b>/oʊ/</b> boat
<b>8</b>	<b>/æ/</b> bat	_____		<b>16</b>	<b>/ɜr/</b> Bert