

Jury by Peers



Pronunciation Exercises in American English

John Martin Ramsay, PhD

Samuel United Church of Christ, Clayton, Missouri, U.S.A.

© John Martin Ramsay, 2017
email: johnmramsay@mac.com

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
Saint 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.

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.

As the weeks go by and more Exercise sheets are "included on the docket", the students will became 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!

Dr. John Martin Ramsay
Samuel United Church of Christ
St. Louis, Missouri 63105
<http://www.samuelucc.org>

January 1, 2017

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

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. /ə/ 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. /əʊ/ 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

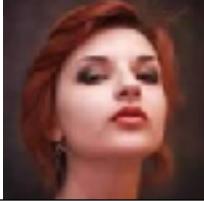
	IPA			IPA			
1	/ɪ/	bit		9	/i/	beat	
2	/ʌ/	butt		10	/aʊ/	bout	
3	/ɛ/	bet		11	/eɪ/	bait	
4	/ə/	pot		12	/aɪ/	bite	
5	/ɔ/	bought		13	/ɔɪ/	boy	
6	/ʊ/	put		14	/ju/	beaut	
7	/u/	boot		15	/oʊ/	boat	
8	/æ/	bat		16	/ɜr/	Bert	

	IPA			IPA			
1	/ɪ/	chick		9	/i/	cheek	
2	/ʌ/	chuck		10	/aʊ/	chow	
3	/ɛ/	check		11	/eɪ/	chain	
4	/ə/	shot		12	/aɪ/	China	
5	/ɔ/	chalk		13	/ɔɪ/	choice	
6	/ʊ/	cook		14	/ju/	chew	
7	/u/	Juke		15	/oʊ/	joke	
8	/æ/	jack		16	/ɜr/	chert	

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

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 /ə/ 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 

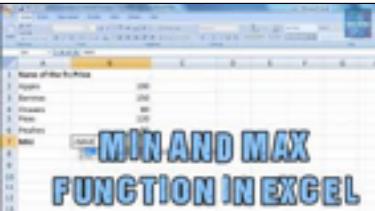
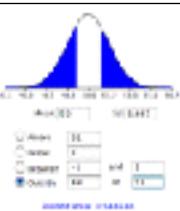
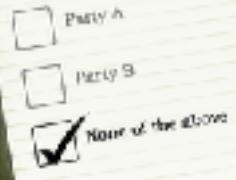
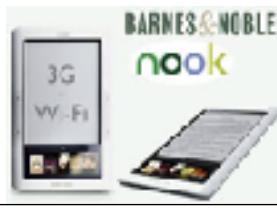
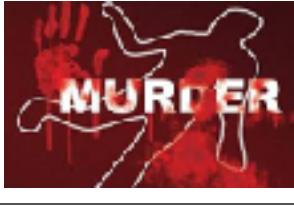
	IPA		IPA	
1	/ɪ/ bit	gyp		9 /i/ beet
				greet
2	/ʌ/ but	gut		10 /aʊ/ bough
				gown
3	/ɛ/ bet	get		11 /eɪ/
				gape
4	/ə/ box	cop		12 /aɪ/
				guy
5	/ɔ/ bought	gaudy		13 /ɔɪ/
				goy
6	/ʊ/ book	good		14 /ju/
				cupid
7	/u/ boot	goop		15 /oʊ/
				goad
8	/æ/ bat	gap		16 /ər/
				Bert

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 /ə/ 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/	kit		9	/i/	keep
2	/ʌ/	cub		10	/aʊ/	cow
3	/ɛ/	kept		11	/eɪ/	Cabe
4	/ə/	cob		12	/aɪ/	kite
5	/ɔ/	called		13	/ɔɪ/	coy
6	/ʊ/	could		14	/ju/	cube
7	/u/	coot		15	/oʊ/	cope
8	/æ/	cab		16	/ər/	curb

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

EXERCISE #9

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

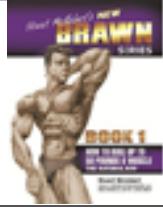
IPA			IPA	
1 /ɪ/ bit	shim		9 /i/ beet	sheen
2 /ʌ/ but	shut		10 /aʊ/ bough	shout
3 /ɛ/ bet	shed		11 /eɪ/ bait	shame
4 /ə/ box	shot		12 /aɪ/ bite	shine
5 /ɔ/ bought	Sean		13 /ɔɪ/ boy	join
6 /ʊ/ book	should		14 /ju/ you	shoot
7 /u/ boot	suit		15 /oʊ/ boat	shoat
8 /æ/ bat	sham		16 /ɜr/ Bert	shirt

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