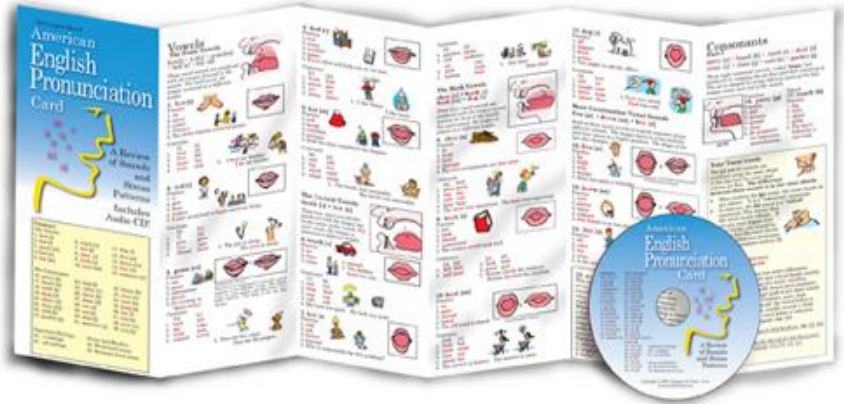


# The American English Pronunciation Card



## Instructor's Guide

by Michael Berman

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## Author's Note

The American English Pronunciation Card was born – like many resources – out of necessity. I had been looking desperately for something that didn't exist. I needed a supplementary pronunciation text to add to my curriculum that...

- allowed me to integrate pronunciation systematically and effectively into a multi-skills course
- was clear and easy to use at a moment's notice
- included treatments of all major consonant and vowel sounds in addition to word stress, sentence stress, and troublesome clusters (reasonably comprehensive)
- included an audio CD or [downloadable mp3 files](#) (so students could practice independently)
- was printed in full color (my students could not deal with those confusing black-and-white mouth drawings that look like they're from an orthodontics textbook)
- drew from only high-frequency words for its examples (students do not gain much from example words that they do not know or will never use)
- was compact and affordable (less taxing on students' backs and wallets).

*The American English Pronunciation Card* is now that resource.

As noted above, the Pronunciation Card is a supplementary resource that is designed to fit into courses which feature pronunciation as a component of the curriculum. The Card can be used as a centerpiece for in-class pronunciation work, as a self-study guide for students, and as a diagnostic tool. This brief set of notes offers suggestions and comments in all three of these areas.

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January 2016

## Exercises and Activities: Vowel and Consonant Sounds

A note on modeling: You, as the instructor, should always try to model the target sound (or play the audio CD or mp3 file) before having students practice on their own. If possible, follow your demonstration with a brief recognition exercise to make sure students can not only *hear* the sound but also aurally *differentiate* it from others. For example, if modeling the vowel sound [i] (fet), read the first couple “practice” words in Lesson 1, and then read the first one or two “contrasts” (i.e., seat vs. sit) to assure that students are aware of the difference in these sounds.

### Instant Feedback Groups

**Vowels:** Assign students to groups of three or four for this activity. Assign the class one or more of the **vowel sounds** in the Pronunciation Card to work with. (Again, instructors should always model the target sound first.) Have each student say aloud each of the “Practice” examples, with the other group mates giving feedback as to whether the sound seems correctly uttered. Then, using the contrasts provided for the vowels in the Card, each student should carefully say **one word/sentence** in each of the contrastive pairs, with the other students noting which of the two words they think they heard. Students love this exercise! It gives them meaningful practice and instant, authentic feedback on their pronunciation strengths and weaknesses. Of course, you may be called in to “verify” some of the results.

If you have time, you may wish to have groups work on two or more vowel sounds in the same sitting. This may be a more efficient use of group time and you can systematically choose sound pairings which students often need extra practice in differentiating. For example, phonemic pairings that are particularly troublesome to many students include:

- a. [i] and [ɪ] (Lessons 1 and 2)
- b. [u] and [ʊ] (Lessons 8 and 9)

**Consonants:** The pages that follow (4 to 8) can be used as worksheets for practicing the **consonant sounds**, either in “feedback groups,” as above, or in some other arrangement. For example, to convert this exercise into an easier, receptive (aural) activity, the instructor can read one of the words in each minimal pair, and students mark which word they think they heard.

#### “Hangman” Seven Strikes



Another terrific activity that deals with vowel and consonant sounds is a variation on the classic “hangman” game. (I’m not fond of the “hangman” imagery and name, so I prefer to call it *Seven Strikes*.) In this variation, the teacher writes blanks on the board for each phonetic symbol of a word. For example, write “\_\_\_\_\_” for “baseball” (b e i s b a l). The students, in teams, send representatives up to guess a phonetic symbol. If that symbol is in the word, write the symbol in the appropriate space, and that team gets a chance to guess the word. If not, a strike is recorded for that team, and the other team gets a chance. When a team has accumulated seven strikes, it is disqualified. If both teams reach seven strikes, you can give them extra chances or reveal the word. In most cases, it’s a good idea to let students refer to their Pronunciation Cards as they play the game. It might also be a good idea to give the class some sort of clue about the mystery word.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Voiceless vs. Voiced Consonants Contrast Exercise 1

It is often difficult to feel and hear the difference between unvoiced and voiced consonant sounds. These extra tips may help:

- In voiced consonants, you are adding your “voice” into the sound (just like you do in vowel sounds). In unvoiced sounds, however, you are only using air flow around your tongue, teeth, mouth, etc., to make the sounds.
- Put your hands tightly over your ears. Make an unvoiced sound, such as [s]. You will only hear the soft sound of air flowing. Then make a voiced sound, such as [z]. Your head will buzz and vibrate with the sound.
- Get a kazoo (a small inexpensive instrument). Try making an unvoiced sound into it, such as [s]. You will hear nothing but soft air flowing. Then make a voiced sound, such as [z]. The instrument will hum with your voice!

**Instructions:** Practice the contrasts below. Review lessons 16-23 in the *American English Pronunciation Card* as needed.

**1. [p] (unvoiced) vs. [b] (voiced)**

1. peach beach
2. pill bill
3. pole bowl
4. rip rib
5. Take a cap.  
Take a cab.

**2. [t] (unvoiced) vs. [d] (voiced)**

1. to do
2. tie die
3. wrote road
4. height hide
5. She tried the dish.  
She dried the dish.

**3. [dʒ] (voiced) vs. [tʃ] (unvoiced)**

1. joke choke
2. Jane chain
3. junk chunk
4. badge batch
5. The artist completed the edging.  
The artist completed the etching.

**4. [k] (unvoiced) vs. [g] (voiced)**

1. cold gold
2. come gum
3. Girl curl
4. Pick pig
5. Put it in the back.  
Put it in the bag.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Voiceless vs. Voiced Consonants Contrast Exercise 2

**Instructions:** Practice the contrasts below. Review these sounds in lessons 18-19, 22-23, and 26-29 in the *American English Pronunciation Card* as needed.

**1. [ð] (voiced) vs. [θ] (unvoiced)**

1. **these thesis**
2. **this thick**
3. **rather wrath**
4. **teethe teeth**
5. **smooth tooth**

**4. [d] (voiced) vs. [t] (unvoiced)**

1. **down town**
2. **door tour**
3. **said set**
4. **hard heart**
5. David needs to **ride** home.  
David needs to **write** home.

**2. [z] (voiced) vs. [s] (unvoiced)**

1. **zoo sue**
2. **zip sip**
3. **wins wince**
4. **eyes ice**
5. She ate the **peas**.  
She ate the **piece**.

**5. [g] (voiced) vs. [k] (unvoiced)**

1. **good could**
2. **game came**
3. **league leak**
4. **tag tack**
5. The hair stylist worked on a **girl**.  
The hair stylist worked on a **curl**.

**3. [f] (unvoiced) vs. [v] (voiced)**

1. **few view**
2. **fine vine**
3. **safe save**
4. **life live**
5. She looked at her **face**.  
She looked at her **vase**.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Difficult Consonant Contrasts Contrast Exercise 3

**Instructions:** Practice the contrasts below. Review these sounds in lessons 18-19, 22-23, and 26-29 in the *American English Pronunciation Card* as needed.

### 1. [tʃ] vs. [ʃ]

1. **ch**air    **sh**are
2. **ch**oose    **sh**oes
3. **catch**    **cash**
4. **witch**    **wish**
5. She has to **watch** the kids.  
She has to **wash** the kids.

### 4. [s] vs. [ʃ]

1. see    **sh**e
2. save    **sh**ave
3. so    **sh**ow
4. rust    **rushed**
5. The **class** is stressful.  
The **clash** is stressful.

### 2. [v] vs. [b]

1. very    **berry**
2. van    **ban**
3. vest    **best**
4. calves    **cabs**
5. Watch out for the **curve**!  
Watch out for the **curb**!

### 5. [ʃ] vs. [tʃ]

1. **sh**ore    **ch**ore
2. shop    chop
3. sheet    cheat
4. wish    which
5. They sell **ships**.  
They sell **chips**.

### 3. [θ] vs. [t]

1. **th**eme    **te**am
2. **th**rew    **tr**ue
3. **th**ought    **ta**ught
4. **ba**th    **ba**t
5. The **th**in man was in the movie.  
The **T**in Man was in the movie.

### 6. [h] vs. Ø

1. **h**it    **i**t
2. **h**as    **a**s
3. **h**air    **a**ir
4. **h**all    **a**ll
5. They **h**ate the soup.  
They **a**te the soup.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Difficult Consonant Contrasts Contrast Exercise 4

**Instructions:** Practice the contrasts below. Review these sounds in lessons 21, 25, 33-35, and 38-39 in the *American English Pronunciation Card* as needed.

### 1. [m] vs. [n]

1. **might**    **night**
2. **moon**    **noon**
3. **seem**    **seen**
4. **them**    **then**
5. The mother **warmed** her children.  
The mother **warned** her children.

### 4. [w] vs. [v]

1. **wine**    **vine**
2. **west**    **vest**
3. **wary**    **vary**
4. **went**    **vent**
5. The **wheel** was expensive.  
The **veal** was expensive.

### 2. [n] vs. [ŋ]

1. **seen**    **sing**
2. **thin**    **thing**
3. **sun**    **sung**
4. **lawn**    **long**
5. **sand**    **sang**

### 5. [y] vs. [dʒ]

1. **yet**    **jet**
2. **yoke**    **joke**
3. **use**    **juice**
4. **Yale**    **jail**
5. It's in the **yard**.  
It's in the **jar**.

### 3. [ŋ] vs [ŋk]

1. **thing**    **think**
2. **sung**    **sunk**
3. **singing**    **sinking**
4. **rang**    **rank**
5. The athlete entered the **ring**.  
The athlete entered the **rink**.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Difficult Consonant Contrasts

### Contrast Exercise 5: [l] vs. [r]

**Instructions:** Practice the contrasts below. Review these sounds in lessons 36-37 in the *American English Pronunciation Card* as needed.

#### [l] vs. [r]

1. list    wrist
2. light    right
3. late    rate
4. lent    rent
5. low    row
6. load    road
7. long    wrong
8. collect    correct
9. feel    fear
10. fail    fair
11. eagle    eager
12. deal    dear
13. all    are
14. He is stealing the car.  
    He is steering the car.



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Recognizing the Phonetic Symbols

A. Identify the underlined sounds in these words. Then write the correct phonetic symbols in the spaces.

### Vowels

1. we i \_\_\_\_\_ • [ʌ]
2. six \_\_\_\_\_ • [ə]
3. day \_\_\_\_\_ • [æ]
4. met \_\_\_\_\_ • [u]
5. ask \_\_\_\_\_ • [ɪ]
6. bus \_\_\_\_\_ • [ɪ]
7. stop \_\_\_\_\_ • [ɛ]
8. to \_\_\_\_\_ • [ʊ]
9. look \_\_\_\_\_ • [a]
10. so \_\_\_\_\_ • [ou]
11. off \_\_\_\_\_ • [ɔ]
12. my \_\_\_\_\_ • [ɔɪ]
13. town \_\_\_\_\_ • [aɪ]
14. joy \_\_\_\_\_ • [au]
15. often \_\_\_\_\_ • [ei]

### Consonants

1. price \_\_\_\_\_ • [ʃ]
2. yes \_\_\_\_\_ • [ð]
3. change \_\_\_\_\_ • [ʒ]
4. juice \_\_\_\_\_ • [ʒ]
5. speak \_\_\_\_\_ • [r]
6. busy \_\_\_\_\_ • [θ]
7. shop \_\_\_\_\_ • [s]
8. usual \_\_\_\_\_ • [t]
9. thing \_\_\_\_\_ • [ŋ]
10. this \_\_\_\_\_ • [y]
11. time \_\_\_\_\_ • [tʃ]
12. no \_\_\_\_\_ • [dʒ]
13. sing \_\_\_\_\_ • [l]
14. ring \_\_\_\_\_ • [p]
15. life \_\_\_\_\_ • [n]

B. Analyze the phonetic symbols below. Write the words in the spaces.

1. yu \_\_\_\_\_ you \_\_\_\_\_
2. mi \_\_\_\_\_
3. ðem \_\_\_\_\_
4. 'læŋgwɪdʒ \_\_\_\_\_
5. 'klæsrum \_\_\_\_\_
6. prəˌnʌnsi'eɪʃən \_\_\_\_\_
7. 'spɪkɪŋ \_\_\_\_\_
8. 'ɪsəniŋ \_\_\_\_\_
9. 'kælɪdʒ \_\_\_\_\_
10. ˌɛdʒə'keɪʃən \_\_\_\_\_
11. 'tɪtʃər \_\_\_\_\_
12. θæŋk \_\_\_\_\_

## Exercises and Activities: Grammatical Endings

**Final -s Endings.** Review the pronunciation rules for –s endings (Lesson 40) and have students, in pairs or groups, practice the example words listed in that lesson. Then, as an extension, assign students one of these activities (or a variation thereof):

- a. Have students compile a list of five to ten nouns, all in plural, that are associated with a particular field or occupation. Students read their lists in groups or to the class, paying particular attention to the accuracy of their –s endings.
- b. Do the same exercise as above, but instead of nouns, have students compile a list of five to ten verbs associated with a particular field or occupation. The students should then use those verbs in sentences with singular subjects. For example, a student could write, “A trial lawyer argues cases in court.” Again, students should carefully read their sentences aloud in class.
- c. Give students a list of plural nouns and third-person singular verbs. The list should have approximately equal representation from the three categories of final –s pronunciations: [ɪz], [s], and [z]. Have students work in groups and categorize each word in the list. Here is a sample list: cats, computers, bushes, touches, takes, reads, rises, paths, assumes, buildings, drops, elements, forces, girls, houses. (There are five from each category: [ɪz]=bushes, touches, rises, forces, houses; [s]=cats, takes, paths, drops, elements; [z]=computers, reads, assumes, buildings, girls.

**–ed Endings.** Review the pronunciation rules for –ed endings (Lesson 41) and have students, in pairs or groups, practice the example words listed in that lesson. Then, as an extension, assign students one of these activities (or a variation thereof):

- a. Give the students the assignment of telling a story of their choice – a myth, a legend, a folk tale, a fable, etc. – to the class. The tale should use the simple past tense as the predominant tense. Students should practice the story enough before their presentations so that they can pronounce –ed endings in their stories confidently and correctly when.
- b. Have students compile a list of five to ten regular verbs which describe the things that they did the day before. The students should then compose sentences with those verbs. For example, a student could write, “I cooked dinner for my family.” Again, students should carefully read their sentences aloud in class.
- c. Give students a list of verbs and participial adjectives with –ed endings. The list should have approximately equal representation from the three categories of final –ed pronunciations: [ɪd], [t], and [d]. Have students work in groups and categorize the list. Here is a sample list: turned, closed, voted, worked, attempted, named, controlled, dressed, helped, ended, established, lowered, itched, graded, predicted. (There are five from each category: [ɪd]=voted, attempted, ended, graded, predicted; [t]=worked, dressed, helped, established, itched; [d]=turned, closed, named, controlled, lowered.

## Exercises and Activities: Stress and Rhythm

**Sentence-level Stress.** The elements of stress and rhythm can be very difficult for students to understand and gain control over. In addition to reviewing together the explanation and examples in the Card (Lessons 42-43), it may be helpful to point out the similarity between patterns of word stress and those of sentence stress:

• • • understood	• • • Bring the wood.
• • • • • identification	• • • • • I sat at the station.

For extra practice with stress and “unstress” (including reductions), you can go over these common patterns with students:

- |             |  |
|-------------|--|
| • • •       | 1. black ‘n white (black and white)      |
|             | 2. two ‘r three (two or three)           |
| • • • •     | 3. Why didja call? (Why did you call?)   |
|             | 4. Who c’n ya ask? (Who can you ask?)    |
| • • • • •   | 5. The work was done by noon.            |
|             | 6. The snow has blocked the street.      |
| • • • • • • | 7. Her feelings were hurt by her friend. |
|             | 8. Computers are easy to use.            |

Emphasize to students that stressed words – words that are central to a sentence’s meaning – are louder, longer, and higher in tone than unstressed words. These words are often:

- nouns
- main verbs
- adjectives
- adverbs
- negative expressions (e.g., won’t, can’t)

Unstressed words – words that are grammatically necessary but not very important to the meaning of a sentence – are spoken quickly, softly, and less precisely than stressed words, and they frequently become reduced. These words are often:

- articles
- prepositions
- conjunctions
- auxiliary verbs
- pronouns

Use the exercises on pages 13-15 to practice these concepts and skills in class. The first exercise is a simple but challenging matching exercise that works well when assigned to pairs or groups of students. The next two exercises utilize famous speeches (via internet links) and develop students “ear” for hearing sentence stress and understanding how it is used. In these cases, I have included two of my favorite speeches as examples: Malala Yousafzai’s 2014 Nobel Prize acceptance speech and Barack Obama’s 2004 speech at the Democratic National Convention – but there are hundreds of other terrific, inspirational speeches to choose from on YouTube, Ted.com and other sites.

In general, the stress patterns in these two speech segments are completely predictable and show the rhythm of English extremely well. However, there are a few places in these speeches where a stressed word is an exception to a rule. For example, in Obama’s speech, he says, “...his father, my grandfather, was a cook...” In this sentence, both the pronouns “his” and “my” are stressed because he is contrasting these pronouns to make his message clearer. These and a couple other sentence stress “exceptions” provide great opportunities to discuss the underlying purpose of sentence stress – to signal meaning and importance in a message – and why deviations from the norm are sometimes required.

Answers to these exercises can be found in the back of this guide.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Word and Sentence Stress

**Instructions:** Match the words and phrases with the same stress pattern. Review lessons 42 and 43 in the *American English Pronunciation Card* as necessary.

- |                                    |                              |
|------------------------------------|------------------------------|
| 1. pronunciation _____             | a. It's not important.       |
| 2. teacher _____                   | b. Take your time.           |
| 3. Return my notebook. _____       | c. He has left the building. |
| 4. Pass the ice cream. _____       | d. Find her.                 |
| 5. right answer _____              | e. can't see it              |
| 6. Get a job. _____                | f. into the classroom        |
| 7. Did you call your mother? _____ | g. a pen                     |
| 8. Compare _____                   | h. Do your homework.         |
| 9. Practice the sounds. _____      | i. She wrote it herself.     |
| 10. She owes me fifteen. _____     | j. fifty to one              |

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Understanding Sentence Stress through Speeches

### Exercise # 1: Malala Yousafzai's 2014 Nobel Prize Acceptance Speech

**Part A: Building Background Knowledge.** In pairs or groups, use your cell phones, tablets or computers to find out who Malala Yousafzai is. After a few minutes, share what you learn with your classmates.

**Part B: Getting the Gist.** Watch the first three minutes of Malala Yousafzai's speech (<https://www.youtube.com/watch?v=MOqIotJrFVM>) and answer the questions below.

1. Who does Malala thank? Circle the answers.
  - a. everyone who supports her
  - b. her friends
  - c. her father
  - d. her mother
  - e. her president
  - f. her teacher
  
2. Why is Malala proud? Circle the answer.
  - a. She is the first Pakistani to be awarded a Nobel Peace Prize
  - b. She is the youngest person ever to receive a Nobel Prize.
  - c. both A and B

**Part C: Identifying Sentence Stress.** Read the transcript below and try to predict the stresses. Then listen to the first three minutes of the speech again and underline the stressed words.

*Your Majesties, Your royal highnesses, distinguished members of the Norwegian Nobel Committee, dear sisters and brothers,*

*Today is a day of great happiness for me. I am humbled that the Nobel Committee has selected me for this precious award.*

*Thank you to everyone for your continued support and love. Thank you for the letters and cards that I still receive from all around the world. Your kind and encouraging words strengthens and inspires me.*

*I would like to thank my parents for their unconditional love. Thank you to my father for not clipping my wings and for letting me fly. Thank you to my mother for inspiring me to be patient and to always speak the truth- which we strongly believe is the true message of Islam. And also thank you to all my wonderful teachers, who inspired me to believe in myself and be brave.*

*I am proud, well, in fact, I am very proud to be the first Pashtun, the first Pakistani, and the youngest person to receive this award. Along with that, along with that, I am pretty certain that I am also the first recipient of the Nobel Peace Prize who still fights with her younger brothers. I want there to be peace everywhere, but my brothers and I are still working on that.*

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Understanding Sentence Stress through Speeches

### Exercise # 2: Barack Obama's 2004 Speech at the Democratic National Convention

**Part A: Building Background Knowledge.** Barak Obama gave this speech before he became president in 2006. He talks about his family background. What types of details do you think he talks about? Why? Discuss your opinions.

**Part B: Getting the Gist.** Watch the first minute of Obama's speech ([https://www.youtube.com/watch?v=dYAr4lhPb\\_s](https://www.youtube.com/watch?v=dYAr4lhPb_s)) and answer the question below.

1. What does Obama say about his opportunity to make such an important speech?
  - a. He understands economics and social problems because of his background.
  - b. It is an unlikely opportunity because of his background.
  - c. It is special because his parents are there in the audience.
  - d. He is glad that he is giving the speech in Kansas.

**Part C: Identifying Sentence Stress.** Read the transcript below and try to predict the stresses. Then listen to the first minute of the speech again and underline the stressed words.

*Let me express my deepest gratitude for the privilege of addressing this convention.*

*Tonight is a particular honor for me because, let's face it, my presence on this stage is pretty unlikely. My father was a foreign student, born and raised in a small village in Kenya. He grew up herding goats, went to school in a tin-roof shack. His father -- my grandfather -- was a cook, a domestic servant to the British. But my grandfather had larger dreams for his son. Through hard work and perseverance my father got a scholarship to study in a magical place, America, that shone as a beacon of freedom and opportunity to so many who had come before. While studying here, my father met my mother. She was born in a town on the other side of the world, in Kansas.*

## The Pronunciation Card as a Diagnostic Tool

You can get a fairly thorough inventory of a student's strengths and weaknesses by having the student read through the entirety of the Card – about a 15-minute activity – while you take notes. The organization of the Card provides a natural checklist. The following table can be used as a basis to document a student's speech profile.

Elements of Speech	Strengths	Difficulties	Examples
Vowel sounds			
Consonant sounds			
Grammatical endings			
Word stress			
Rhythm in sentences			
Delivery		(e.g., too fast, too soft)	
Other			

In the last two rows of the rubric, space has been provided for elements not discretely addressed in the *Pronunciation Card* but which can be important factors of clear communication. For example, for many students, if they simply slow down and speak up, many of their other pronunciation issues become negligible.



## The Pronunciation Card as a Self-Study Tool

If a student uses the Card as a self-study tool, several important habits are necessary for the student to achieve substantive results:

1. **Repetition.** The student must have the self-discipline to practice regularly and often.
2. **Practicing aloud.** All practice sessions must involve practicing out loud in a concentrative and self-assessing manner. To this end, students should record their own voices as often as possible to compare their pronunciation and rhythm to that on the Pronunciation Card audio program. Students should also be encouraged to enlist the help of friends, classmates or relatives to listen and offer feedback. Practicing in front of a mirror can also help students to achieve the proper mouth and tongue position.
3. **Self-monitoring.** Ultimately, students will only reach their full potential if they strive to gain the ability to self-monitor themselves without the aid of the Pronunciation Card, a tape recorder, or listener feedback. That is, students must develop the habit of listening to themselves as they speak, in whatever context that may be, and self-correcting whenever possible. Only through regular practice will students gain the ability to do this. Another key to success in this regard is for the student to develop pronunciation “priorities.” After all, it is unrealistic for a student to self-monitor their entire range of phonemes and stresses at the same time. Students should choose one or two specific goals at a time and work on these goals for a set amount of time – perhaps weeks, perhaps months – before turning to the next pronunciation goals on their priority list.
4. **The *American English Pronunciation Tutor* Mobile App!** This app was created to mirror the themes in the card and to provide students with a broad range of fun, interactive exercises for developing their pronunciation skills. In short, it was created to allow students to make substantial pronunciation progress outside of the classroom. In addition, the *American English Pronunciation Tutor* is also a powerful tool to use in class, as discussed in the next section.

## Integration with the *American English Pronunciation Tutor* Mobile App



Coming in 2016 to Google Play (Android)



### Overview

The American English Pronunciation Tutor features clear, engaging instruction and four types of interactive exercises to help students learn key aspects of English pronunciation:

- Pronunciation of vowel and consonant sounds
- Accuracy and awareness of grammatical endings
- Word-level stress
- Sentence-level stress and rhythm

It is a fun, easy-to-use mobile app for developing clear, confident speech. Try out the free version now!

For each of the 10 units, the Pronunciation Tutor guides students through an interactive introduction to the target pronunciation topic. Students then complete a series of fun, active exercises that systematically improve their pronunciation, fluency and grammatical awareness.

In the “Practice” exercise, they will listen to a series of words and short sentences and then record themselves as they repeat them. Then can then compare their pronunciation with the model. The super-intuitive exercise design makes this task easy, fun and incredibly effective.

In the “Contrasts” exercise, students will listen to and repeat pairs of words with similar sounds that are often trouble spots for many English learners. This “minimal pairs”-type exercise develops phonetic awareness needed for accurate pronunciation of vowel and consonant sounds.

In the “Listening Quiz” exercise, students are quizzed on the contrasts from the previous exercise. They hear a word or a sentence and then must identify which word/sentence they heard. Was it “feet” or “fit”? Was it “wait” or “wet”? This exercise gives students instant feedback on whether they can hear the sounds of American English accurately.

Finally, in the “Speech Recognition” exercise, students can assess their pronunciation accuracy by choosing and saying a word from the “word wheel.” If the word is recognized correctly, students will know they have achieved clarity and

comprehensibility. If not, they can adjust their pronunciation and try again. This exercise will push students to make the necessary changes to improve their articulation and clarity.

### **Unit List:**

Unit 1: The Front Vowels

Unit 2: The Central Vowels

Unit 3: The Back Vowels

Unit 4: Combination Vowels

Unit 5: The Schwa

Unit 6: Consonants: “Stops”

Unit 7: Consonants: “Continuants”

Unit 8: Grammatical Endings

Unit 9: Word Stress

Unit 10: Sentence Stress

### **The App in the Classroom**

The app is a powerful classroom tool. If you can hook up an iPad to a projector, all of the above exercises work well as whole-class activities that the students will love.

In particular, the “Practice,” “Listening Quiz” and “Speech Recognition” exercises are extremely productive and enjoyable when used in the classroom.

- For the “Practice” exercise, invite students up to record the target word and then you can compare, as a class, that students attempt with the model.
- For the “Listening Quiz” exercise, play the model word for the class, and have individuals or groups of students guess which of the answer choices is correct (e.g., “feet” or “fit”). The Listening Quiz exercises for grammatical endings (Unit 8, lessons 3 and 6) are particularly challenging and enjoyable. Here, students must decide, for example, whether the word they heard (e.g., “plays”) ends with a [IZ], [S] or [Z] ending. Furthermore, in Unit 9, Lesson 2 gives students practice discriminating between, for instance, “thirteen” and “thirty,” and Lesson 3 gives students practice in differentiating between the noun *PREsent* and the verb *preSENT*.
- In the “Speech Recognition” exercise, students can volunteer to come up and try to pronounce a given word in one of the lessons and see whether their attempt was recognized as intended by Speech Recognition. If not, the teacher and/or other students can make suggestions about what part of the student’s utterance needs adjusting.

If individual students have the app on their mobile devices, groups of students can work independently with any of the above exercises.

We have put tremendous effort into the design and intuitiveness of this app. It is easy and stress free to use in the classroom. Once you try it, we don’t think you will ever go back.

## Answer Key to Selected Exercises

### Page 9: Recognizing the Phonetic Symbols

Part A.

Vowels:

1. i, 2. I, 3. ei, 4. ε, 5. Æ, 6. Λ, 7. a, 8. u, 9. υ, 10. ou, 11. ɔ, 12. ai, 13. Au, 14. ɔi, 15. ə

Consonants:

16. p, 17. y, 18. tʃ, 19. dʒ, 20. s, 21. z, 22. ʃ, 23. ʒ, 24. Θ, 25. Ð, 26. t, 27. n, 28. ŋ, 29. l, 30. l

Part B.

- |                  |               |
|------------------|---------------|
| 1. you           | 7. speaking   |
| 2. me            | 8. listening  |
| 3. them          | 9. college    |
| 4. language      | 10. education |
| 5. classroom     | 11. teacher   |
| 6. pronunciation | 12. thank     |

### Page 13: Word and Sentence Stress

- |      |       |
|------|-------|
| 1. f | 6. b  |
| 2. d | 7. c  |
| 3. a | 8. g  |
| 4. h | 9. j  |
| 5. e | 10. i |

### Page 14: Understanding Sentence Stress through Speeches, #1

Part B.

a, c, d, f

Part C.

Your **Majesties**, Your **royal highnesses**, **distinguished members** of the **Norweigan Nobel Committee**, **dear sisters** and **brothers**,

**Today** is a **day** of **great happiness** for me. I am **humbled** that the **Nobel Committee** has **selected** me for this **precious award**.

**Thank** you to **everyone** for your **continued support** and **love**. **Thank** you for the **letters** and **cards** that I **still receive** from **all** around the **world**. Your **kind** and **encouraging words** **strengthens** and **inspires** me.

I would **like** to **thank** my **parents** for their **unconditional love**. **Thank** you to my **father** for **not clipping** my **wings** and for **letting** me **fly**. **Thank** you to my **mother** for **inspiring** me to be **patient** and to **always speak** the **truth**- which we **strongly believe** is the **true message** of **Islam**. And **also thank** you to **all** my **wonderful teachers**, who **inspired** me to **believe** in **myself** and be **brave**.

I am **proud**, **well in fact**, I am **very proud** to be the **first Pashtun**, the **first Pakistani**, and the **youngest person** to **receive** this **award**. **Along** with **that**, **along** with **that**, I am **pretty certain** that I am **also** the **first recipient** of the **Nobel Peace Prize** who **still fights** with her **younger brothers**. I **want** there to be **peace everywhere**, but my **brothers** and **I** are **still working** on **that**.

**Page 15: Understanding Sentence Stress through Speeches, #2**

Part B.  
b

Part C.

**Let me express my deepest gratitude for the privilege of addressing this convention.**

**Tonight is a particular honor for me because, let's face it, my presence on this stage is pretty unlikely. My father was a foreign student, born and raised in a small village in Kenya. He grew up herding goats, went to school in a tin-roof shack. His father – my grandfather – was a cook, a domestic servant to the British. But my grandfather had larger dreams for his son. Through hard work and perseverance my father got a scholarship to study in a magical place, America, that shone as a beacon of freedom and opportunity to so many who had come before. While studying here, my father met my mother. She was born in a town on the other side of the world, in Kansas.**