

Articulatory Phonetics: Advanced Version

LEVEL 3: Multisyllabic Words

A guide to the International Phonetic Alphabet
and English pronunciation for speech pathology,
vocal performance, and linguistics majors

Cheri Montgomery

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PREFACE

Articulatory Phonetics teaches proper pronunciation and the formation of English speech sounds using the International Phonetic Alphabet (IPA). Intended for university coursework, its concepts are applicable across multiple disciplines, including speech pathology, vocal performance, and linguistics studies. This text can be used in a university course alongside the *Reading and Phonetics Series*, which features the same word lists but employs a simplified phonetic system to introduce a phonetic approach to reading and proper pronunciation for special education students, English Language Learners (ELLs), and students acquiring clear speech. While the content is closely related, each workbook in the series serves a unique purpose. Following is the preface to *Reading and Phonetics: Articulation*.

Reading and Phonetics: Articulation is the speech-support version of a reading and spelling program. Level 1 introduces the spellings and sounds of single-syllable words. Level 2 expands the vocabulary of single-syllable words, includes words with diphthongs, and provides additional opportunities for transcription.

This text represents level 3 in the series. It extends instruction to include multisyllabic words—an area that often challenges learners who are new to reading, spelling, or English. English unstressed vowel sounds are often reduced or weakened, making them difficult to identify phonetically. Phoneticians transcribe these vowels with a schwa. The schwa has multiple pronunciations. This text is unique in that it defines vowel sounds in unstressed syllables rather than defaulting to the schwa.

Individual learning needs are supported through four parallel workbooks designed for students, parents, and teachers who are new to:

- braille
- manual signing and lipreading
- English language learning
- articulatory phonetics

The articulatory phonetics version contains images of vowel and consonant formations. The manual signing version contains images of each hand sign.

The tactile version consists of a visualized text for sighted parents and teachers and a digital text for use with a refreshable braille display. The ELL version contains rules written in formulas with concepts communicated using images. Images are also used to define words in the group exercises and homework assignments.

The resources needed to establish rules and create exercises originated from research developed for the publication of the *Lyric Diction Workbook Series* and the *IPA Scramble* game app by Cheri Montgomery. Computer search functions and her database of more than 87,000 English words were used to organize the spellings of the English language. Words from the database were arranged in order of frequency of occurrence. The words were placed in a graded order and categorized according to the sounds of the English language as defined by the International Phonetic Alphabet (IPA). A simplified version of the IPA was created for this series. A conversion chart is located on the following page.

This text follows the Moore teaching model. The Moore Method is an interactive approach to instruction designed by Robert Lee Moore, a famous topologist who first used the method at the University of Pennsylvania in 1911. His methodology engages students in the learning process by giving each class member the opportunity to present homework assignments.

Class meetings follow a daily routine. Class begins with each student presenting homework that corresponds with their assigned number(s). Students' written work can be shared using a document camera. The teacher introduces new material in a brief lecture and leads the class in a written and spoken (or sung) group exercise.

Flip this process to double the activities: pass out dry erase boards with markers numbered 1-12. Have each student complete the word list associated with their marker number. Ask students to read and spell the transcriptions. This converts the phonetic exercise into an English reading and spelling exercise.

Grading is simple. Each student begins with a 100 average. Five points would be deducted each time a student fails to present their homework. One or two extra credit opportunities could be offered throughout the grading period so that students could redeem points.

Reading and Phonetics was created to simplify English language learning and make it accessible to students with diverse learning needs. Grading is simplified as well. The recognition of English spellings with accurate pronunciation is assessed through in-class presentations.

Phonetic Conversion Chart								
IPA	Simplified	Example	IPA	Simplified	Example	IPA	Simplified	Example
[æ]	[a]	h <u>a</u> t	[k ^h]	[k]	<u>c</u> ake	[θ]	[th]	<u>t</u> hing
[ɑ]	[A]	f <u>a</u> ther	[l]	[l]	l <u>i</u> ttle	[ð]	[Th]	<u>t</u> his
[b ^h]	[b]	<u>b</u> aby	[m]	[m]	<u>m</u> eme	[u]	[u]	m <u>o</u> on
[tʃ]	[tS]	<u>ch</u> air	[n]	[n]	<u>n</u> ote	[ʊ]	[U]	b <u>o</u> ok
[d ^h]	[d]	<u>d</u> ance	[ŋ]	[N]	s <u>ing</u>	[ʌ]	[x]	<u>u</u> p
[ɛ]	[E]	b <u>e</u> d	[ɔ]	[O]	<u>o</u> ught	[v]	[v]	<u>v</u> ase
[f]	[f]	<u>f</u> ig	[p ^h]	[p]	<u>p</u> in	[w]	[w]	<u>w</u> in
[g ^h]	[g]	<u>g</u> ood	[ɹ]	[r]	<u>r</u> ing	[j]	[j]	<u>y</u> es
[h]	[h]	<u>h</u> ear <u>t</u>	[ɜ]	[R]	<u>e</u> ar <u>th</u>	[z]	[z]	<u>z</u> oo
[i]	[i]	s <u>e</u> at	[s]	[s]	<u>c</u> ease	[ʒ]	[Z]	beige
[ɪ]	[I]	f <u>i</u> t	[ʃ]	[S]	<u>sh</u> irt	stress: [']	[']	be'lieve
[dʒ]	[dZ]	j <u>u</u> dge	[t ^h]	[t]	<u>t</u> ime	glottal: [ʔ]	[ʔ]	I, ever

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Introduction

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INSTRUCTIONAL TOOLS

The International Phonetic Alphabet (IPA) was created by phoneticians for language study. Each symbol stands for one unit of sound. Brackets enclose the symbols and distinguish phonetic content from the spellings of words. The other versions in this series use a simplified phonetic system that is accessible to those who sign or read braille. It is also beneficial for those new to English as it uses only uppercase and lowercase letters. See the chart on page vi.

Level 3 introduces the spellings and sounds of words with multiple syllables. This is a complex topic for anyone new to reading, spelling, or English. Multisyllabic words have reduced vowel sounds. Vowels in unstressed syllables are often weakened or mixed with other vowel sounds. Since they are difficult to define, phoneticians transcribe them with a schwa. The schwa has multiple pronunciations. This text is unique in that it defines the vowel sounds in unstressed syllables rather than defaulting to the schwa.

The following introduction provides an index to English speech sounds in stressed and unstressed syllables. Phonetic terms are located on pages 7 and 8.

Guide students through the introduction by pronouncing the words. Ensure that students who communicate using the manual alphabet can view your mouth formation. Have students repeat each word after your example. The sounds, accompanying English spellings, and phonetic symbols will be introduced incrementally throughout the text – the introduction simply exposes students to the sounds of the language. They may refer back to this section for a review of the phonetic symbols and sounds.

The format of the exercises within allows all students to be engaged in the learning process. Encourage them (by example) to enjoy the language by singing the words. Singing is an excellent way to explore the sounds of a language. Singing slows down the articulatory process and gives the voice

time to clarify the sounds. Model singing by intoning the words. There are always students who would love to join in and share their beautiful voices with the class.

The first class meeting is unique in that it is teacher-led. Students lead class for all units that follow. A daily routine is recommended:

1. Have students present a uniquely assigned word list in front of the class (word lists are numbered 1-12). They may speak or sing their word list. Use a document camera to share the students' phonetic transcriptions. The class should observe the presentations and use the workbook to transcribe their classmates' word lists.
2. Introduce new rules in a brief lecture.
3. Lead the class in a group transcription exercise.

This workbook was designed for those acquiring clear speech. The sounds of each word are depicted using a side-view image of the vocal tract. The lip, tongue, and palate formations are indicated with intricate detail. Students are instructed to trace the flow of air through each formation.

ADDITIONAL ACTIVITIES

Phonetic exercises facilitate multiple group-engaging activities. Word lists can be distributed as board work. The students can then read the board work and provide English spellings. This flips the activity into a spelling challenge. Do not correct the board work. Encourage students to read the words as they are transcribed and allow them point out errors as they are identified.

This series was designed to help students enjoy the sounds of the English language. They will quickly discover that homework assignments are reminiscent of word games. Once they learn the sounds and associated symbols, they will be ready to play word games such as IPA Scramble. Playing cards are available at www.teamphontics.com.

PRONUNCIATION GUIDE

FRONT VOWELS

[i]	tree [t ^h .i]	coffee [ˈk ^h afi]	seaweed [ˈsiwid ^h]
[ɪ]	hill [hɪl]	pretty [ˈp ^h .ɪt ^h ɪ]	beginning [b ^h ɪˈg ^h .ɪnɪŋ]
		Unstressed [ɪ] has a sound between [i] and [ɪ]	
[ɛ]	thread [θɪɛd ^h]	breathless [ˈb ^h .ɪɛθlɛs]	recommend [ɪɛk ^h ˈmɛnd ^h]

BACK VOWELS

[u]	moon [mun]	usual [ˈjuzuəl]	schoolroom [ˈsk ^h uːlɪm]
[ʊ]	wood [wʊd ^h]	eagle [ˈɪg ^h ʊl]	mural [ˈmjʊzʊl]
[ɔ]	walk [wɔk ^h]	forlorn [fɔɪˈlɔɪn]	chalkboard [ˈtʃɔk ^h b ^h ɔɪd ^h]

CENTRAL VOWELS

[æ]	hand [hænd ^h]	palace [ˈp ^h æləs]	captain [ˈk ^h æp ^h t ^h æn]
		Unstressed [æ] has a sound between [æ] and [ɪ]	
[ɑ]	heart [hɑɪt ^h]	monarch [ˈmanɑɪk ^h]	avocado [ˈʔav ^h ɑk ^h ad ^h oʊ]
[ʌ]	sun [sʌn]	above [ʔʌˈb ^h ʌv]	wondrous [ˈwʌnd ^h ɪəs]
[ɜ]	nurse [nɜs]	murmur [ˈmɜmɜ]	earthworm [ˈʔɜθwɜm]

BILABIAL CONSONANTS

[p ^h]	pin [p ^h ɪn]	paper [ˈp ^h ɛɪp ^h ɜ]
[b ^h]	bed [b ^h ɛd ^h]	bubble [ˈb ^h ʌb ^h ʊl]

LABIODENTAL CONSONANTS

[f]	fan [fæn]	fruitful [ˈfrut ^h fʊl]
[v]	vest [vest ^h]	velvet [ˈvɛɪvɪt ^h]

DENTAL CONSONANTS

[θ]	tooth [t ^h uθ]	thirteenth [θɜˈt ^h ɪnθ]
[ð]	this [ðɪs]	thither [ˈðɪðɜ]

*ALVEOLAR CONSONANTS

[t ^h]	tea [t ^h i]	twilight [ˈt ^h waɪlaɪt ^h]
[d ^h]	dog [d ^h ɑg ^h]	divide [d ^h ɪˈvaɪd ^h]
[l]	lamp [læmp ^h]	lily [ˈlɪlɪ]

*Consonants *d*, *t*, *l*, and *r* are classified as dental in the Romance languages – the tongue tip touches the upper front teeth. The tongue tip touches the alveolar ridge for *d*, *t*, *l*, *r* in English.

ALVEOLAR CONSONANTS

[ɹ]	ring [ɹɪŋ]	refresh [ɹɪ'frɛʃ]
[n]	noon [nuːn]	nation [ˈneɪʃən]
[s]	street [st ^h .ɪt ^h]	sunset [ˈsʌnset ^h]
[z]	zoo [zu]	daisies [ˈd ^h eɪzɪz]

PREPALATAL CONSONANTS

[ʃ]	sheep [ʃɪp ^h]	shellfish [ˈʃɛlɪʃ]
[ʒ]	rouge [ruːʒ]	treasure [ˈt ^h .ɪɜːʒ]
[tʃ]	church [tʃɜːtʃ]	chitchat [ˈtʃɪt ^h tʃæt ^h]
[dʒ]	joy [dʒɔɪ]	judgment [ˈdʒʌdʒmənt ^h]

VELAR CONSONANTS

[k ^h]	cup [k ^h ʌp ^h]	quickly [ˈk ^h wɪk ^h ɪ]
[g ^h]	gum [g ^h ʌm]	giggle [ˈg ^h ɪg ^h ʊl]
[ŋ]	swing [swɪŋ]	singing [ˈsɪŋɪŋ]

Classification of Symbols: Consonants



Voicing

Voiced. A voiced consonant engages the voice and can be sung. They are in bold below.

Voiceless. A voiceless consonant does not engage the voice and can only be whispered.



Points of Articulation

Phonetics

Bilabial [b^hai'ɛɪb^hɪʊt]

Refers to the lips

[b^h] [p^h] [m] [w]

Labiodental [ɛɪb^hɪo'd^hɛnt^hʊt]

Involves the lower lip and the upper front teeth

[v] [f]

Dental [d^hɛnt^hʊt]

Involves the tip of the tongue and the back of the front teeth

[ð] [θ]

Alveolar [ʔæɪ'viʊtɜ]

Involves the tip of the tongue and the ridge behind the upper teeth

[d^h] [t^h] [z] [s]
[ʔ] [n] [ɹ]

Prepalatal [p^hɪɪ'p^hæɪt^hʊt]

Involves the tip of tongue and the front of the hard palate

[ʒ] [ʃ] [dʒ] [tʃ]

Palatal [p^hæɪt^hʊt]

Involves a front arch of the tongue and the hard palate

[j]

Velar [vɪɜ]

Involves the back of the tongue and the soft palate

[g^h] [k^h] [ŋ]

Glottal [g^hɪt^hʊt]

Involves the air flow and the opening between the vocal cords

[ʔ] [h]

Manner of Articulation

Phonetics

Plosive [p^hɪʊsɪv] **Stop** [st^hap^h]

A momentary closure of the air flow passage

[b^h] [p^h] [d^h] [t^h]
[g^h] [k^h] [ʔ]

Fricative [fɪk^hɪtɪv]

Produced by directing the air flow past a set of articulators

[v] [f] [z] [s]
[ʒ] [ʃ] [h] [ð] [θ]

Affricate [ʔæfɪk^hɪtɪv]

A stop that is followed by a fricative

[dʒ] [tʃ]

Nasal [nɛɪzʊt]

Produced by directing vocalized tone through the nasal passages

[m] [n] [ŋ]

Lateral [læt^hɛzʊt]

Produced by directing vocalized tone over the sides of the tongue

[ɬ]

Glide [g^hɪtɪd^h]

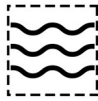
Produced by directing the tone past a set of articulators without friction

[w] [j]

Retroflex [rɛt^hɪʊfɪɛk^hs]

Produced with tongue tip curled up

[ɻ]



Classification of Symbols: Vowels



Quality	Phonetics
Closed Formed with less space between the tongue arch and the roof of mouth	[i] [u] [o]
Open Formed with more space between the tongue arch and the roof of mouth	[ɪ] [ɛ] [ʊ] [ɔ] [æ] [ɑ] [ʌ]



Peak of Tongue Arch	Phonetics
Front The front of the tongue arches with tongue tip touching lower front teeth	[i] [ɪ] [ɛ]
Back The back of the tongue arches with tongue tip touching lower front teeth	[u] [ʊ] [o] [ɔ]
Central The tongue arch maintains a low position, the tip touches lower front teeth	[æ] [ɑ] [ʌ]

Articulatory Formation of Phonetic Symbols

a [æ]	a [ɑ]	b [b ^h]	c	ch [tʃ]	d [d ^h]	e [ɛ]	f [f]	g [g ^h]	g [dʒ]	h [h]	i [i]	i [ɪ]
j [j]	k [k ^h]	l [l]	m [m]	n [n]	n [ŋ]	o [o]	o [ɔ]	p [p ^h]	q	q/c [k ^h]	r [ɹ]	r [ɜ]
s [s]	s [ʃ]	t [t ^h]	u [u]	u [ʊ]	v [v]	w [w]	x [ʌ]	y	z [z]	z [ʒ]	[']	[ʔ]

Image Key

The midsagittal (side-view) images created for this text contain intricate detail. The lips may be rounded or unrounded, positioned together or apart, to indicate various vowel or consonant formations. The soft palate may be lowered or elevated to indicate nasal or oral airflow. The tongue tip may draw near or contact the teeth or alveolar ridge for various consonant formations. The tongue may arch toward the front or back of the mouth in varying degrees, with or without a furrow, for particular vowel formations. The voice may be engaged or silent during articulation.

Voiced consonants are indicated by a sound bar and two jagged vocal fold lines. Voiceless consonants are indicated by two straight vocal fold lines. A large-scale version of the vocal tract is provided for each formation on the instructional pages. Trace the flow of air, paying close attention to the position of the lips, tongue tip, tongue arch, tongue sides, soft palate, and voicing.

UNIT 1A

English Spellings: Stressed *i* and *y* as [aɪ] or [I]

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UNIT 1A: Stressed *i* and *y* as [aɪ] or [ɪ]

TRANSCRIPTION RULES		
[aɪ]	i + 1 consonant + vowel	final ['faɪnəʃ] silence ['saɪləns]
	*Hiatus i + vowel	lion ['laɪ-ʌn] quiet ['kʰwaɪ-ɪtʰ] (exception: trio ['tʰɪ-ou])
	y + vowel	eyelid ['ʔaɪlɪdʰ] flying ['flaɪɪŋ]
	igh ild ind	brighter ['bʰɪaɪtʰɜ:] mildly ['maɪldʰɪ] kindness ['kʰaɪndʰnes]
[ɪ]	i + 2 consonants	finger ['fɪŋgʰɜ:] quickly ['kʰwɪkʰɪ] (exceptions: idle ['aɪdʰəʃ] island ['ʔaɪləndʰ])
	i + double consonants	little ['lɪtʰəʃ] village ['vɪlədʒ]

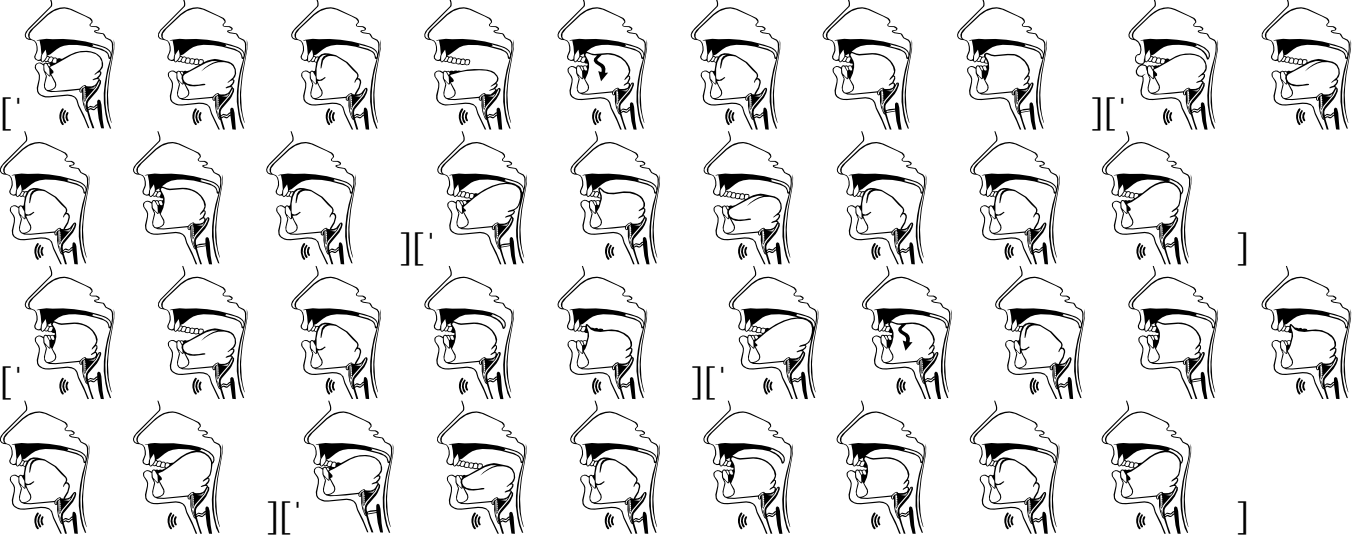
*Hiatus: adjacent vowel sounds in consecutive syllables

Stressed Syllable Mark [']

The stressed syllable is indicated with an apostrophe. It precedes the stressed syllable.
ever ['ʔɛvɜ] believe [bʰɪ'li:v]

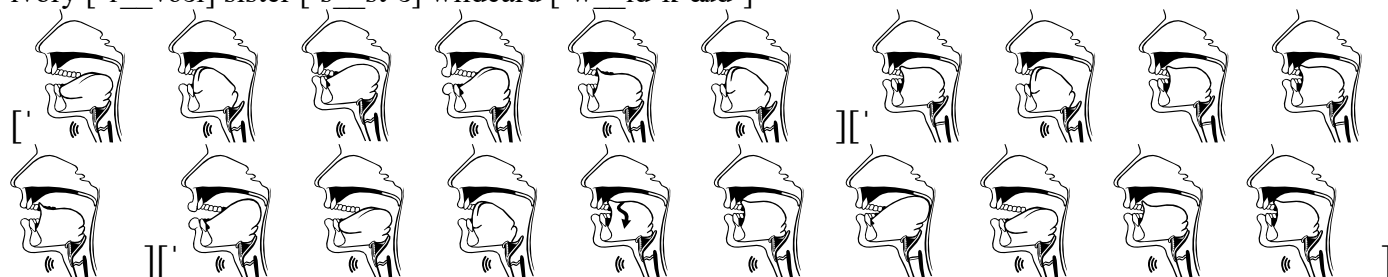
Group exercise: Place the correct phonetic symbol in front of each formation. Trace the airflow pathway.

violets ['v__ʌɪtʰs] mighty ['m__tʰɪ] crying ['kʰɪ__ɪŋ] diner ['dʰ__nɜ] glittering ['gl__tʰɜɪŋ] finding ['f__ndʰɪŋ]



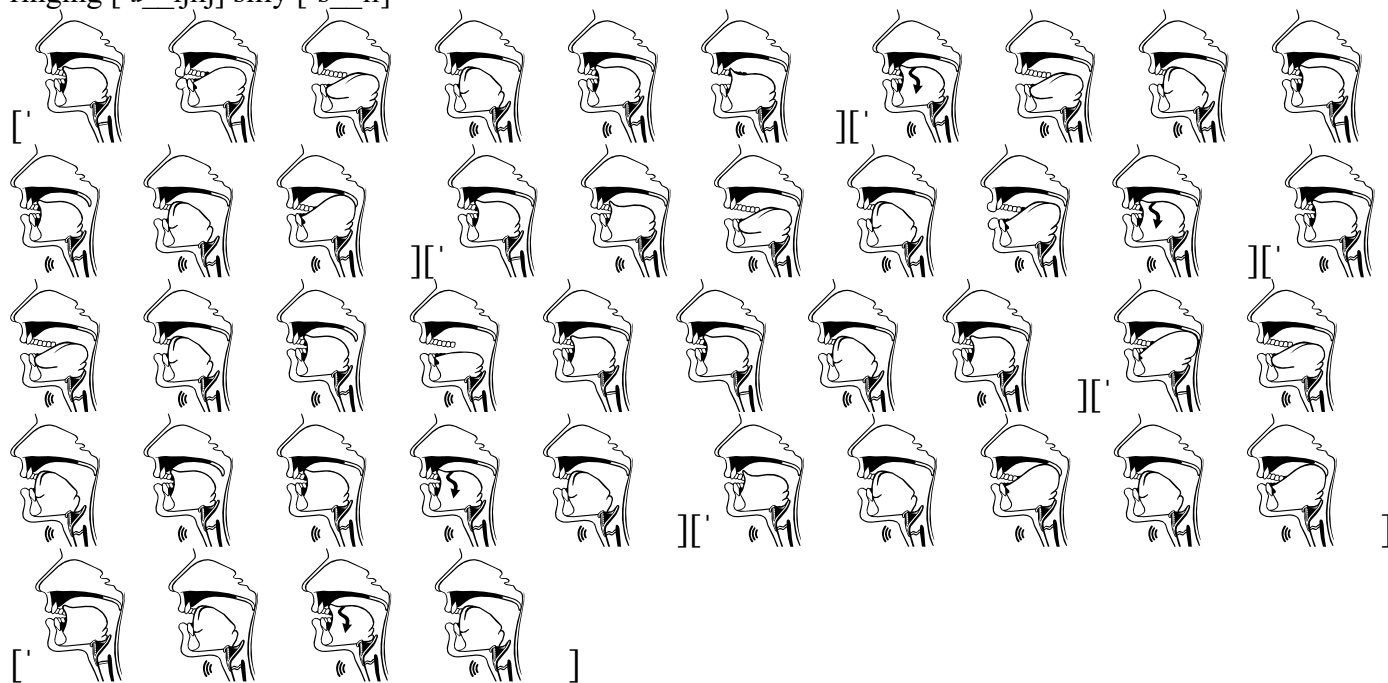
Group exercise: Place the correct phonetic symbol in front of each formation. Trace the airflow pathway.

ivory ['?__vɔɹɪ] sister ['s__stʰɜ] wildcard ['w__ldhʰkɑdʰ]

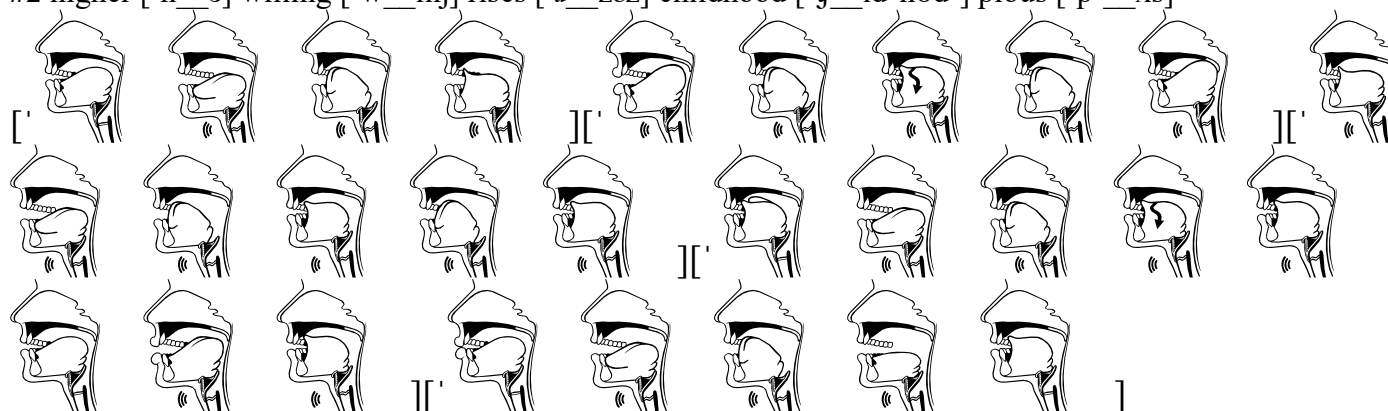


Worksheet #1A:

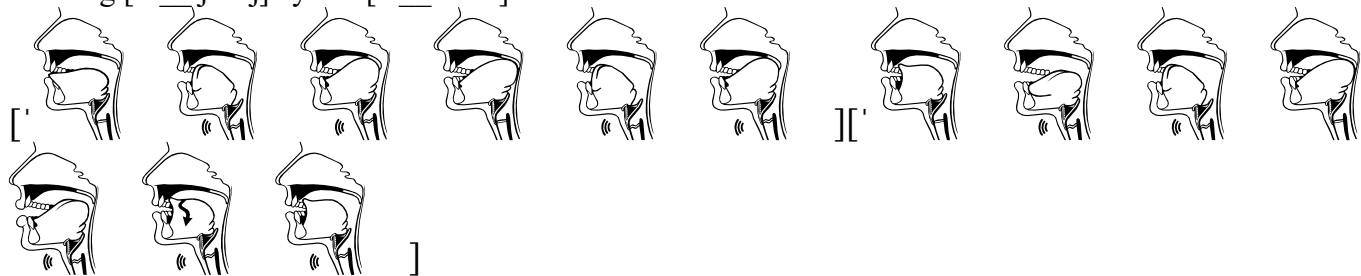
#1 spider ['spʰ__dʰɜ] lightning ['l__tʰnɪŋ] trial ['tʰɹ__ʊl] dynasties ['dʰ__nɒstʰɪz] kindly ['kʰ__ndʰɪl]
ringing ['ɹ__ŋɪŋ] silly ['s__hɪ]



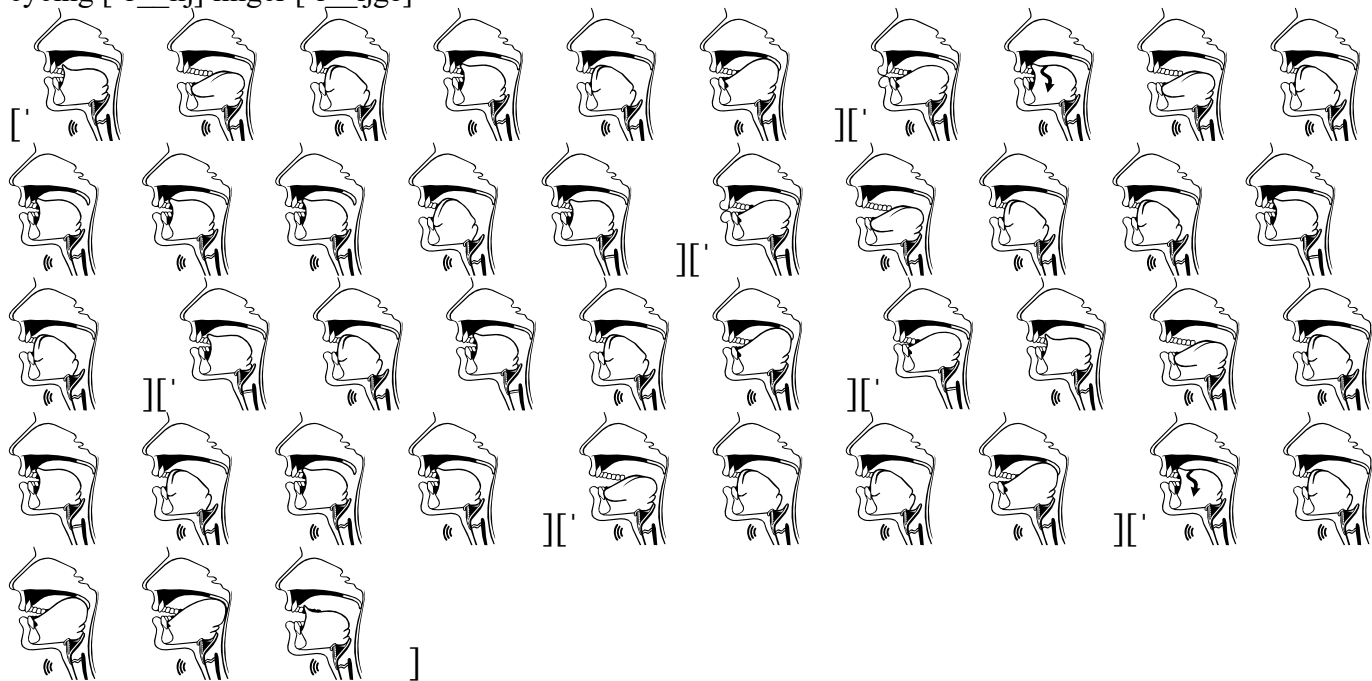
#2 higher ['h__ɜ] willing ['w__hɪŋ] rises ['ɹ__zɛz] childhood ['tʃ__ldʰhɒdʰ] pious ['pʰ__ɒs]



thinking ['θ_ŋkʰɪŋ] cycles ['s_kʰɔɪz]



#3 riding ['ɪ_dʰɪŋ] blindness ['bʰɪ_ndʰnes] piety ['pʰ_ɪtʰɪ] sitting ['s_tʰɪŋ] frightened ['fɪ_tʰɪndʰɪ]
eyeing ['ʔ_ɪŋ] linger ['l_ŋgɜ]



#4 whisper ['w_spʰɜ] quietly ['kʰw_ɪtʰɪ] winning ['w_ɪŋ] lighted ['l_tʰɪdʰɪ] childish ['tʃ_ɪdʰɪʃ]
tyrants ['tʰ_ɜæntʰs] smiling ['sm_ɪŋ]

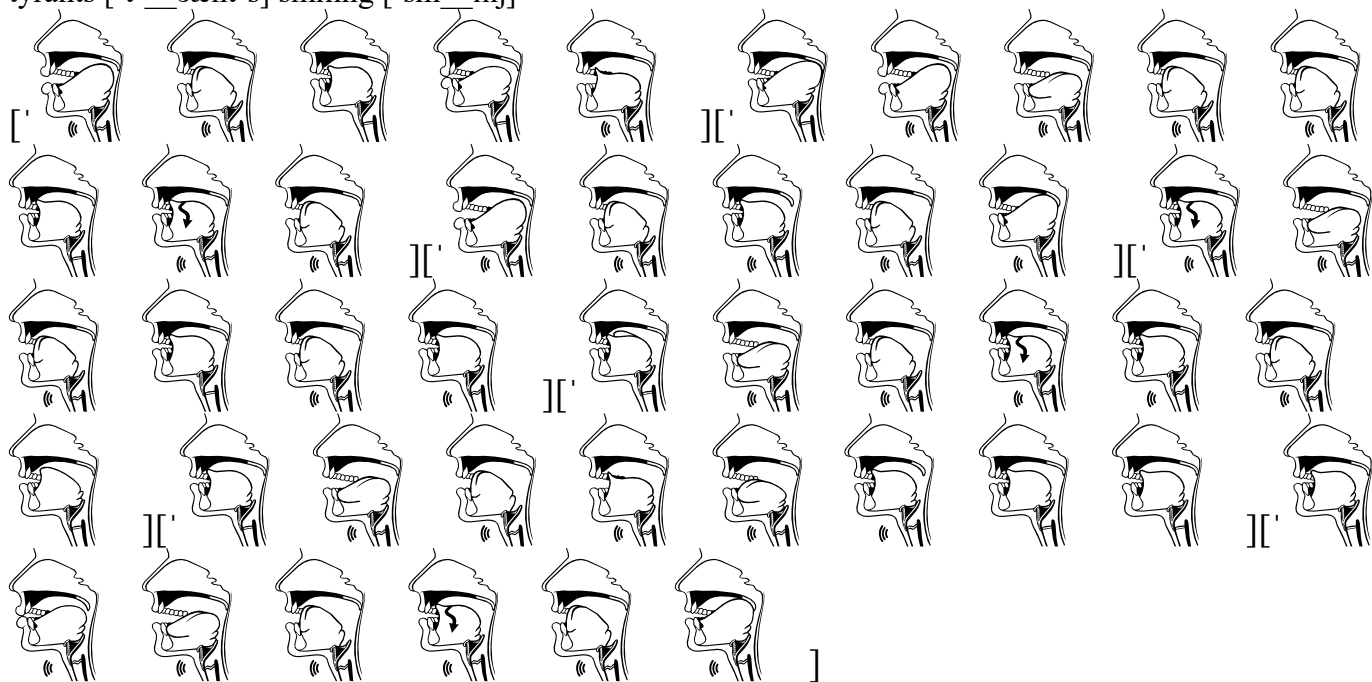
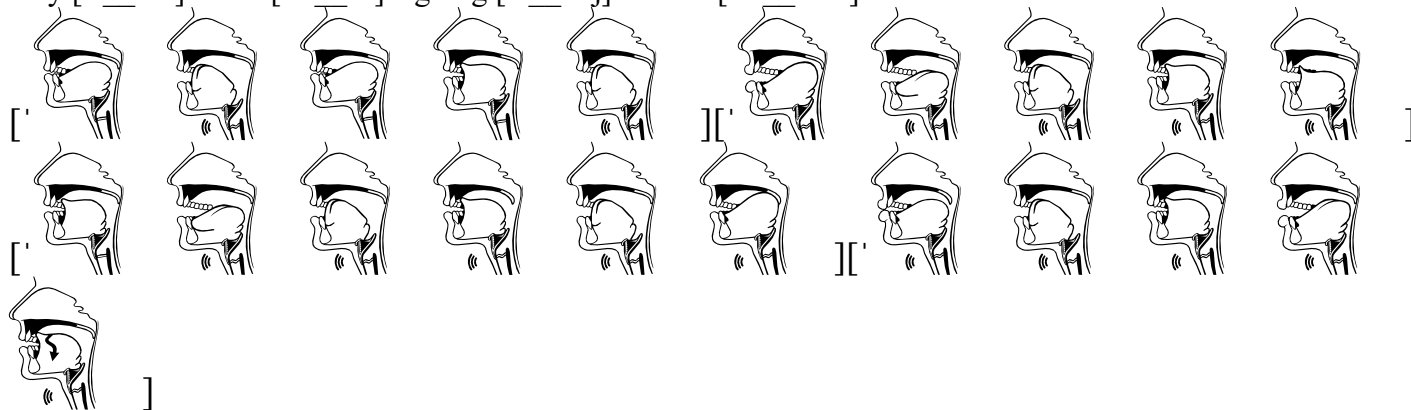
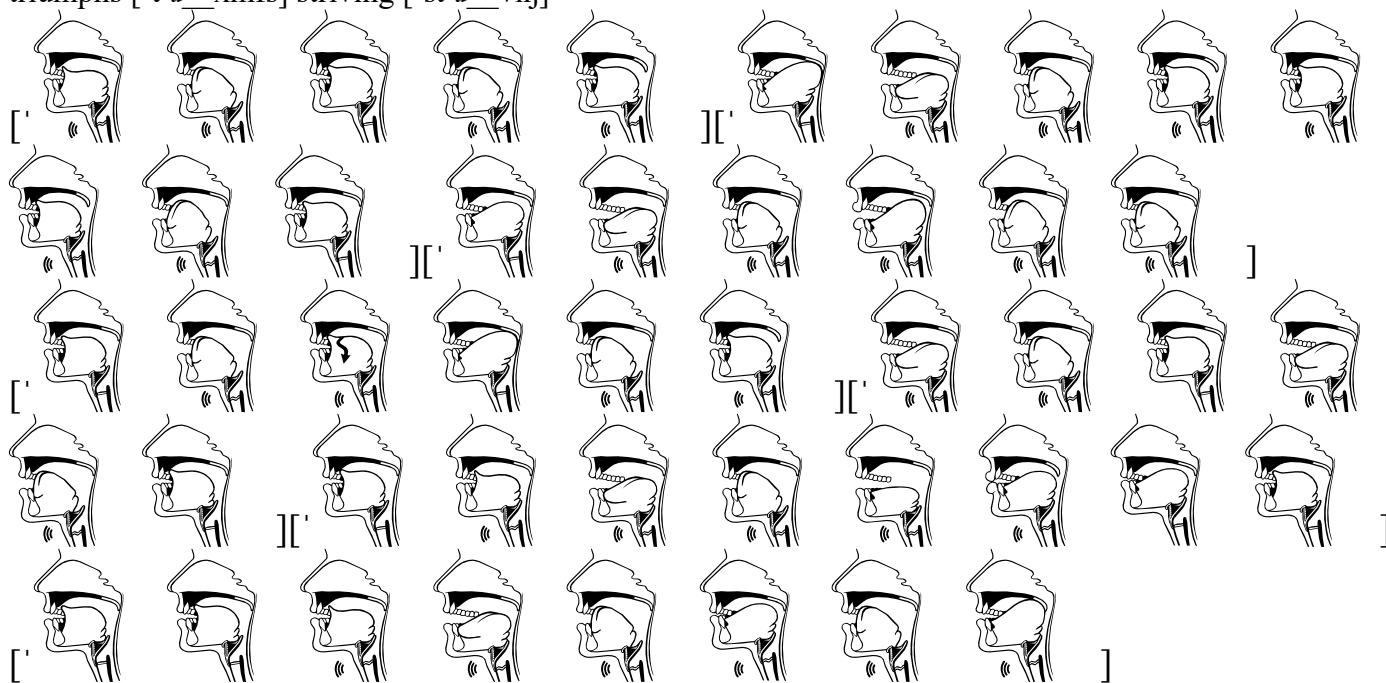
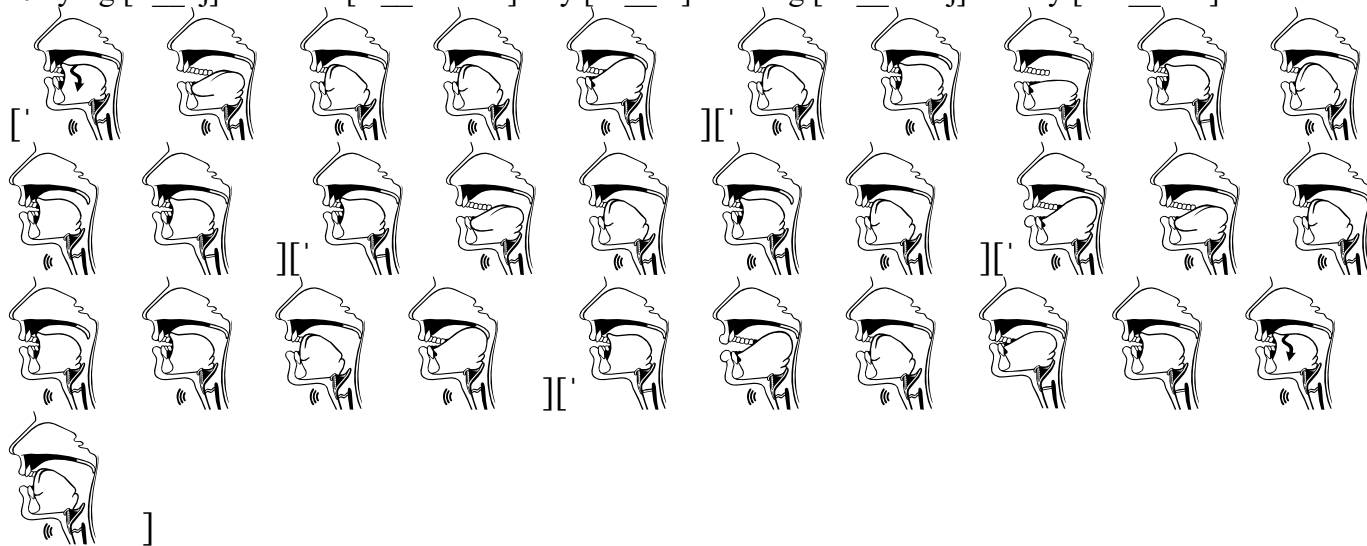


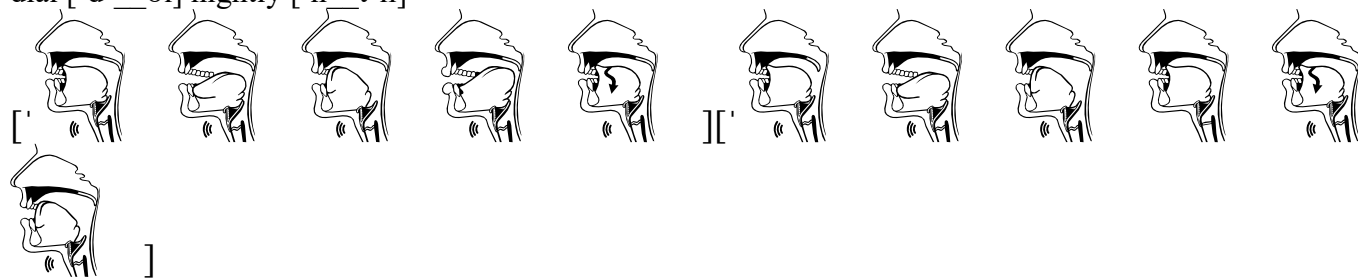
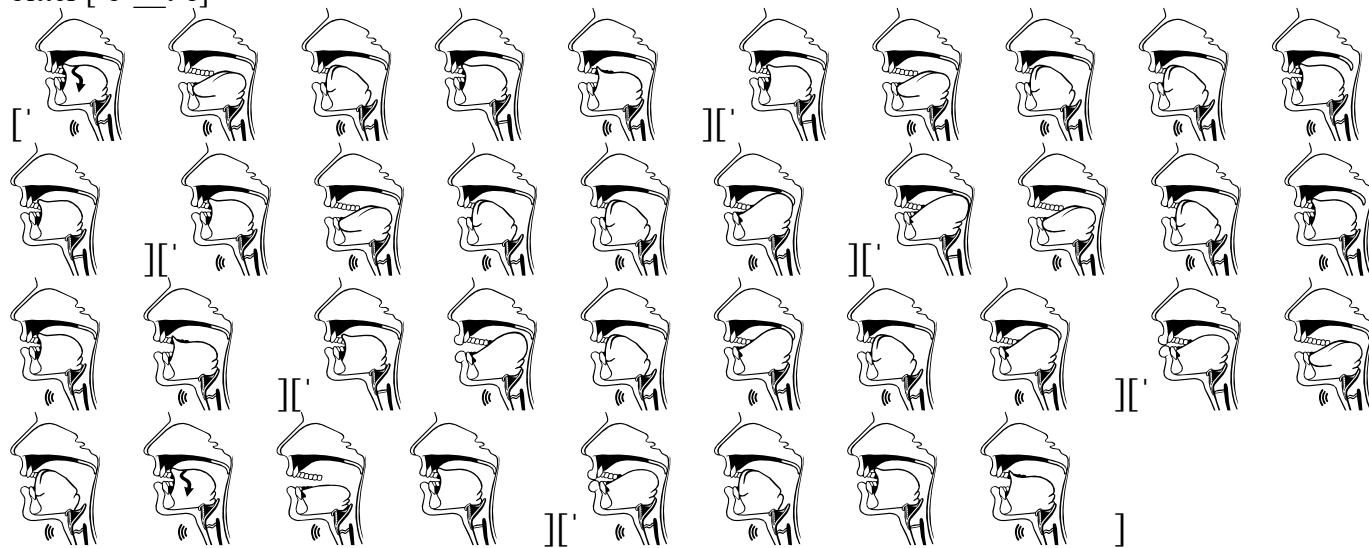
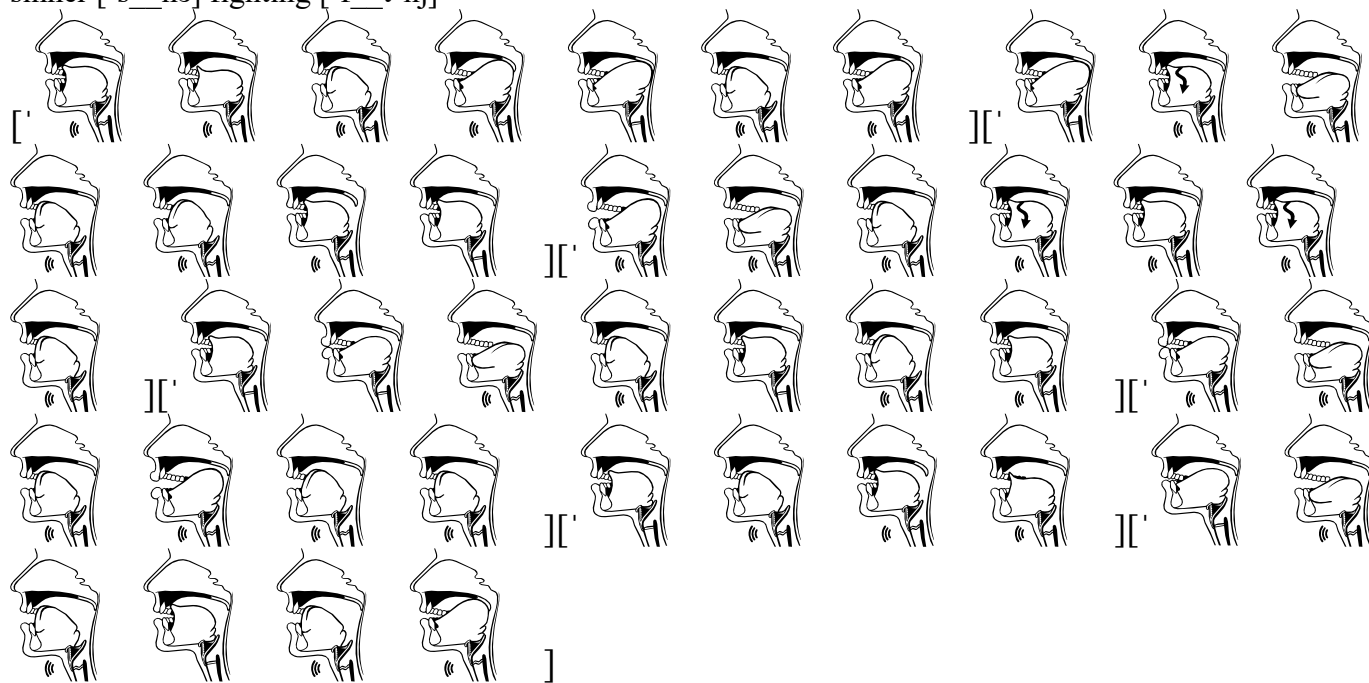
Figure 1 consists of a 4x10 grid of sagittal cross-sections of the human vocal tract. The diagrams are arranged in four rows and ten columns. The first two columns are labeled with 'I' and 'II' respectively, indicating tongue height. The next two columns are labeled with 'I'' and 'II'' respectively, indicating tongue backness. The remaining four columns show intermediate positions. Each diagram shows the tongue's position relative to the hard palate and the soft palate, with the oral cavity shaded to represent the space available for articulation. The diagrams illustrate the articulation of the vowel [ɪ] in different positions of the tongue.

fifty ['f__ftʰɪ] wiser ['w__zɪ] signing ['s__nɪŋ] middle ['m__dʰɒl]

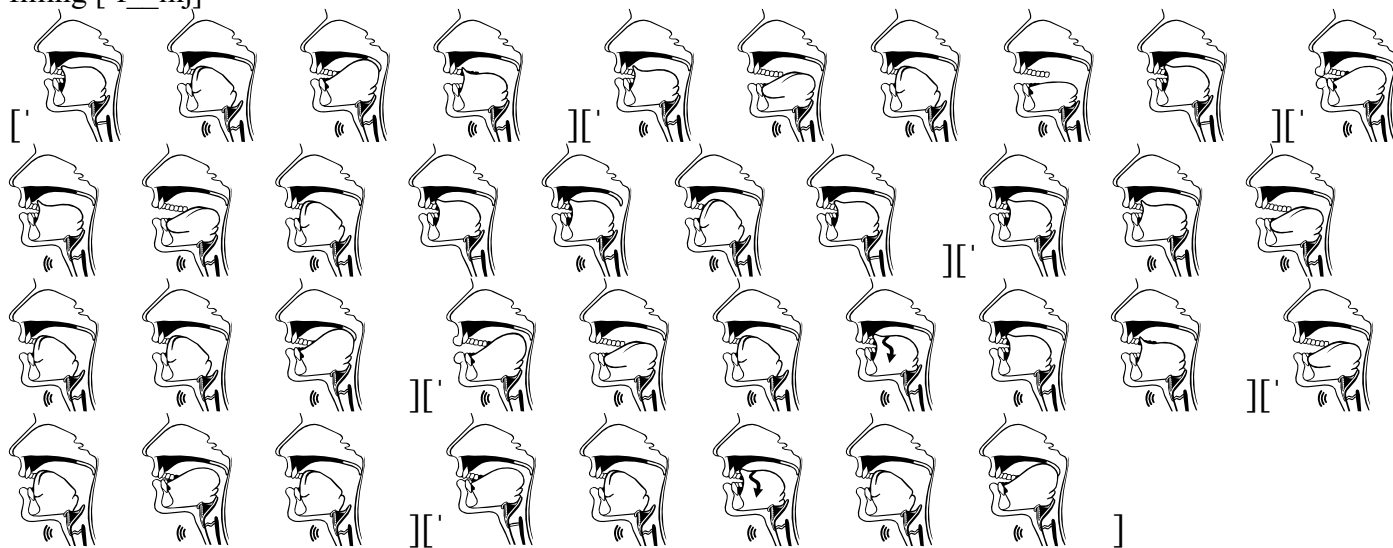
#8 written ['ɪ__tʰɪn] kindness ['kʰ__ndʰnes] highway ['h__weɪ] silken ['s__tʰkʰɪn] eyesight ['?__saɪtʰ]
triumphs ['tʰɪ__ʌmfs] striving ['stʰɪ__vɪŋ]

#9 lying ['l__ɪŋ] innocent ['?__nʌsɛntʰ] tiny ['tʰ__nɪ] winding ['w__ndʰɪŋ] swiftly ['sw__ftʰɪ]



dial ['d^h__ɑɪ] nightly ['n__t^hɪ]#10 lighter ['l__t^hɜ] science ['s__ms] dying ['d^h__ɪŋ] kinder ['k^h__nd^hɜ] swinging ['sw__ŋɪŋ] pilot ['p^h__lɑt^h] bitter ['b^h__t^hɜ]#11 drinking ['d^hɪ__ŋk^hɪŋ] client ['k^hɪ__ɛnt^h] wildly ['w__ld^hɪ] spices ['sp^h__sɛz] byway ['b^h__weɪ] sinner ['s__nɜ] fighting ['f__t^hɪŋ]

#12 singer ['s__ŋɜ] riot ['ɪ__ʌtʰ] brightness ['bʰɪ__tʰnɛs] trying ['tʰɪ__ɪŋ] wilder ['w__ldʰɜ] ivy ['ʔ__vi]
 filling ['f__ɪŋ]



UNIT 1B

English Exception Spellings: Stressed *i* and *y* as [ɑɪ], [ɪ], or [i]

<u>TOPIC</u>	<u>PAGE</u>
Transcription rules	18
Group exercise	18
Individual exercises	19



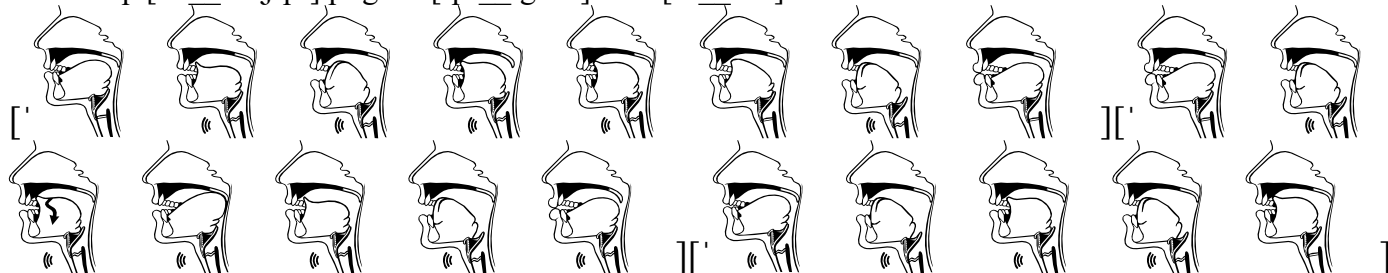
www.stmpublishers.com/level3audio

UNIT 1B: Exception spellings: stressed *i* and *y* as [ɑɪ], [ɪ], or [i]

TRANSCRIPTION RULES

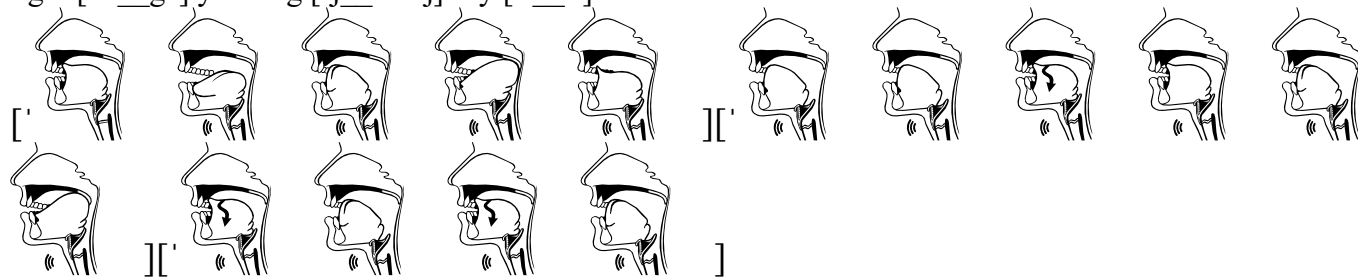
New rules are in the gray-shaded areas

[ɑɪ]	i + 1 consonant + vowel	final ['faɪnəl] silence ['saɪləns]			
[ɪ]	i + 2 consonants	finger ['fɪŋg ^h ɜ] quickly ['k ^h wɪk ^h ɪ] (exceptions: idle ['ʔaɪd ^h oʊ] island ['ʔaɪlənd ^h])			
	i + double consonants	little ['lɪt ^h əl] village ['vɪlədʒ]			
[ɪ]	Exception Words: i + 1 consonant + vowel	Final [n] Final [oo] Final [ɜ] Final [ʃ] Final [t ^h] Final -y	driven, given, linen, risen, vision, vixen, living limo, widow figure, liver, quiver, rigor, river, shiver, vigor finish, licorice, spinach ['sp ^h ɪnɪʃ] minute, pivot, rivet city, lily, misery, pity		
	New Spelling: i/y + consonant + i + consonant	Final -ic civic ['sɪvɪk ^h] clinic critic cynic mimic	Final -id liquid ['lɪk ^h wɪd ^h] rigid timid vivid	Final -il civil ['sɪvəl] vigil	Final -it digit ['dɪdʒɪt ^h] limit spirit visit
[ɑɪ]	Hiatus i + vowel	lion ['laɪ-ʌn] quiet ['k ^h waɪ-ɪt ^h] (exception: trio ['t ^h ɪ-oo])			
	y + vowel	eyelid ['ʔaɪlɪd ^h] flying ['flaɪɪŋ]			
[i]	New Spelling: ie (not in hiatus)	chiefly ['tʃɪfɪ] pieces ['piːsɪz] (exception: friendly/friendship ['frɛnd ^h ɪ])			
[ɑɪ]	igh, ild, ind	brighter ['b ^h raɪt ^h ɜ] mildly ['maɪld ^h ɪ] kindness ['k ^h ænd ^h nɪs]			
[ɪ]	Exception Words:	ild ind	building ['bɪld ^h ɪŋ] children, mildew, wilderness cinder ['sɪnd ^h ɜ] window ['wɪnd ^h oo]		

Group Exercise: Place the correct phonetic symbol in front of each formation. Trace the airflow pathway.friendship ['frɪ__nd^hʃɪp^h] pilgrim ['pɪ__lɡɪm] visit ['v__zɪt^h]

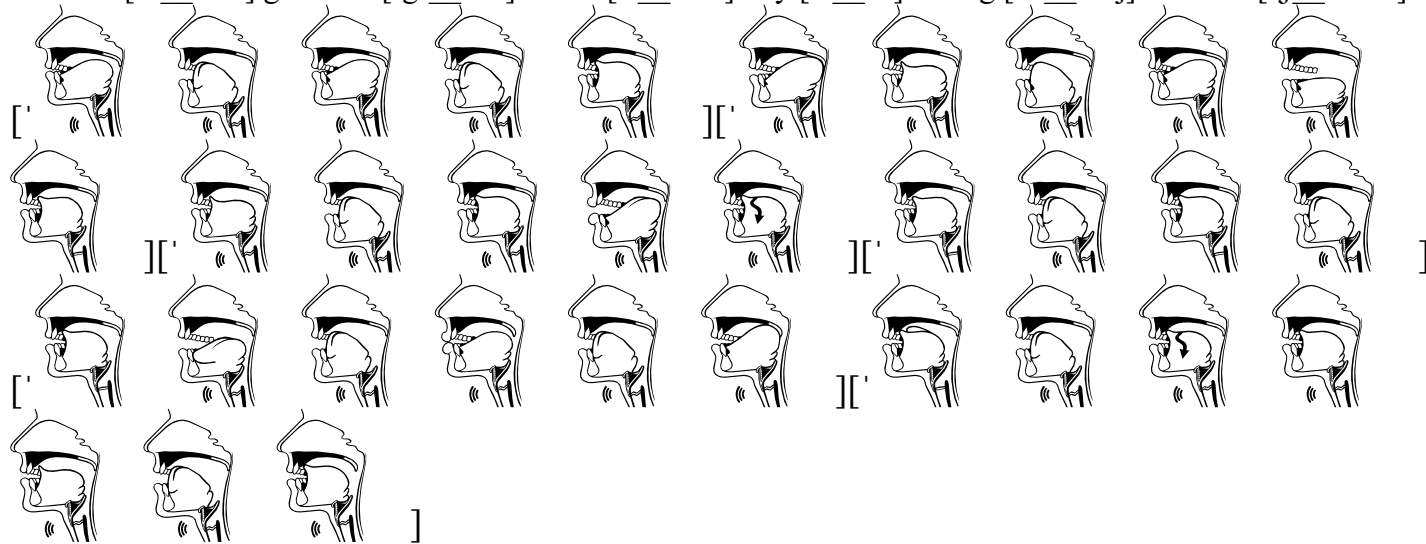
Group Exercise: Place the correct phonetic symbol in front of each formation. Trace the airflow pathway.

tiger ['t^h__gɜ] yielding ['j__ld^hɪŋ] lily ['l__lɪ]

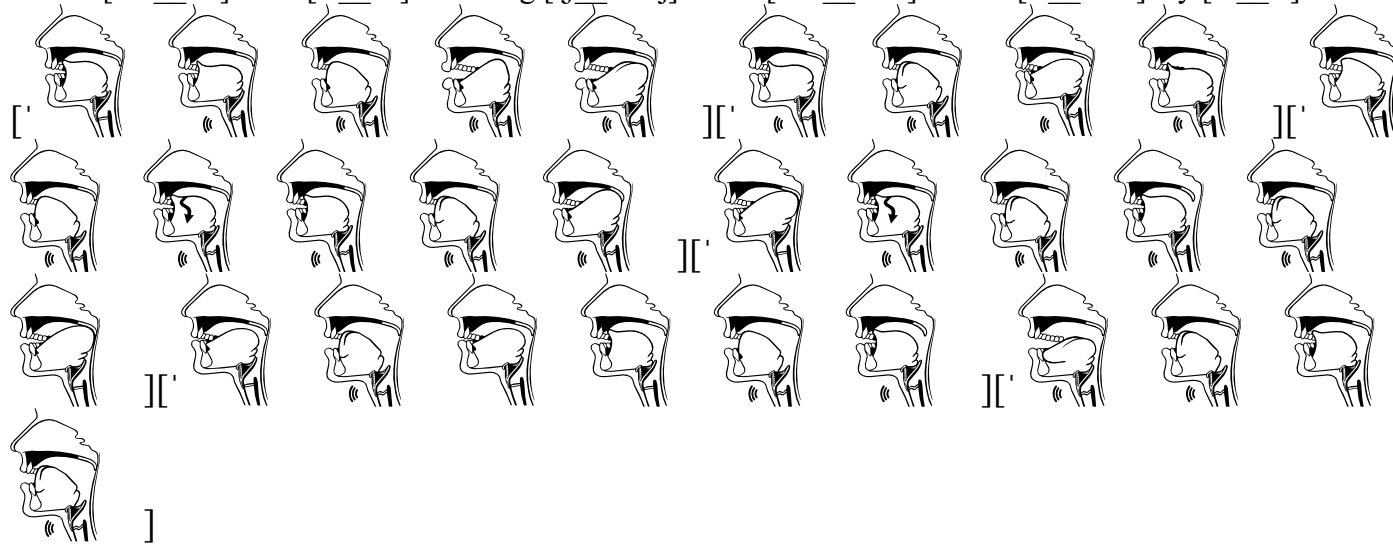


Worksheet #1B:

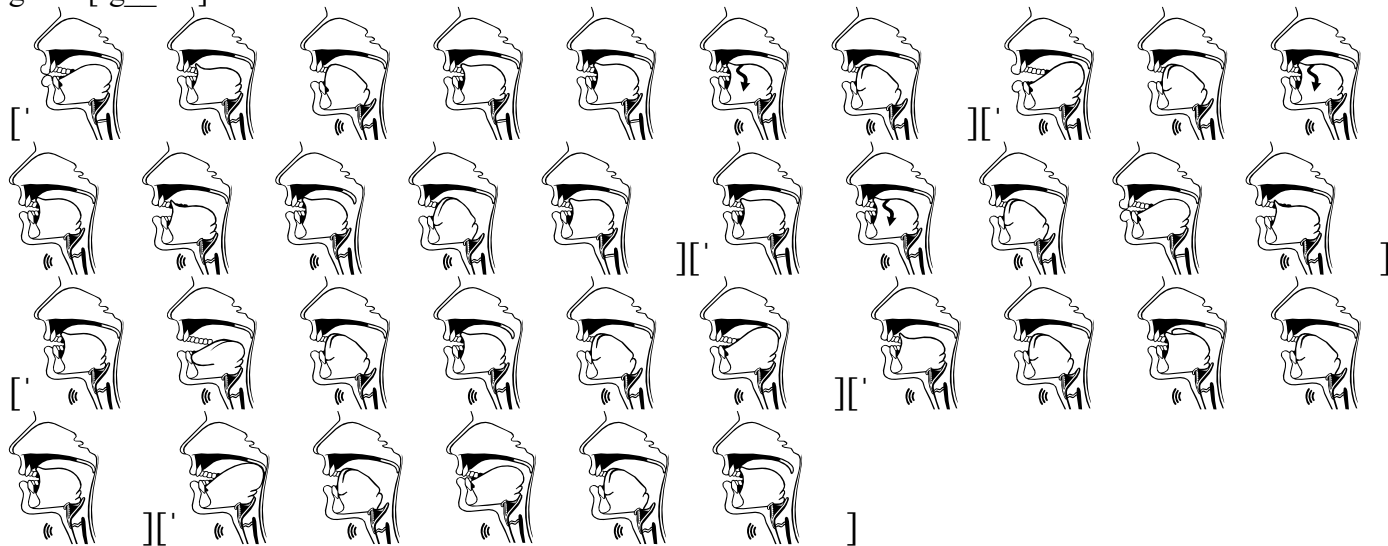
#1 vivid ['v__vɪd^h] grievous ['grɪ__vʌs] riddle ['ɪ__d^hʊl] city ['s__t^hɪ] timing ['t^h__mɪŋ] children ['tʃ__ld^hɪrən]



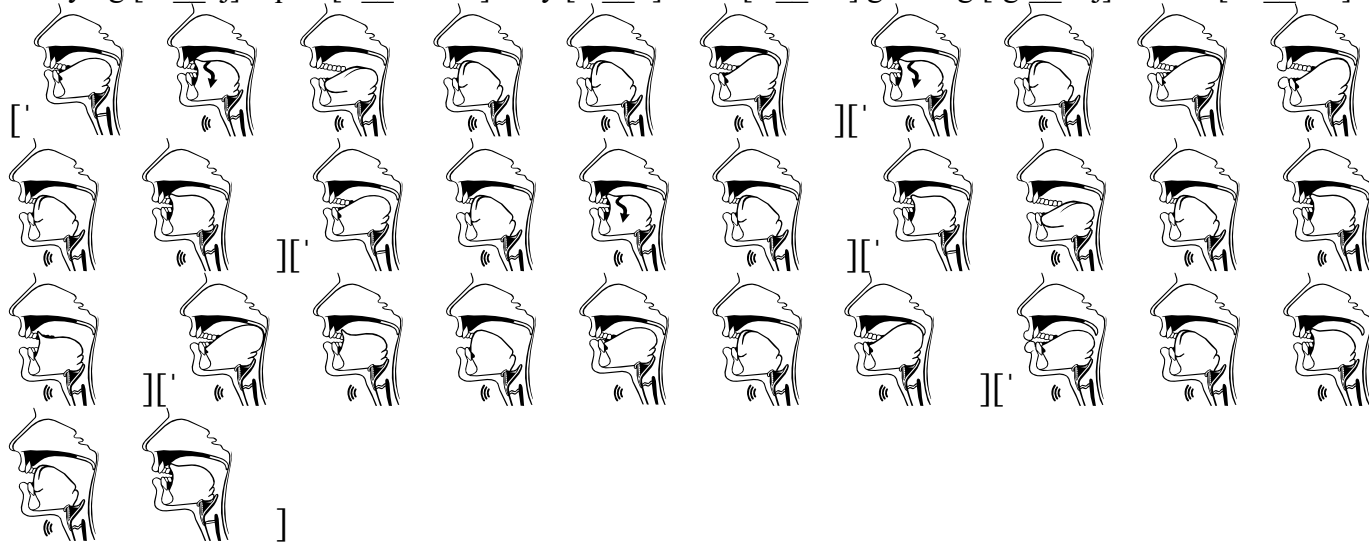
#2 trio ['t^hɪ__oʊ] river ['ɪ__vɜ] shielding ['ʃ__ld^hɪŋ] clinic ['k^hl__nɪk^h] fifteen ['f__ft^hɪn] icy ['ɪ__sɪ]



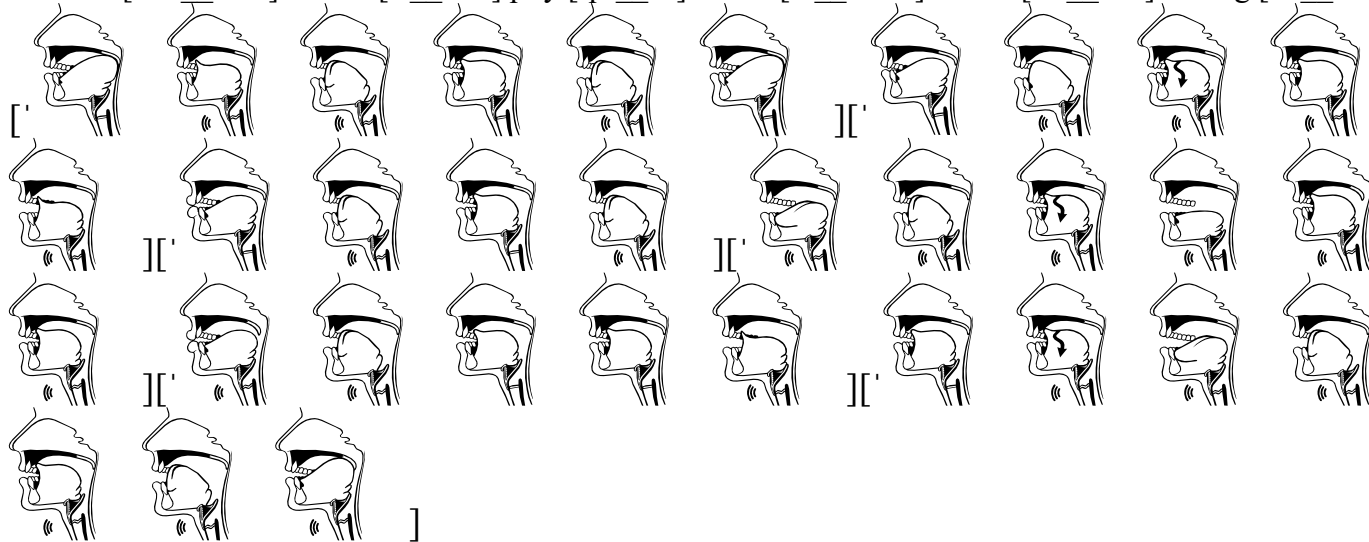
#3 priestly ['p^hɪ__st^hɪ] wilderness ['w__ld^hɜːnes] slipper ['sl__p^hɜː] dining ['d^h__nɪŋ] rigid ['ɪ__dʒɪd^h]
given ['g__vɪn]

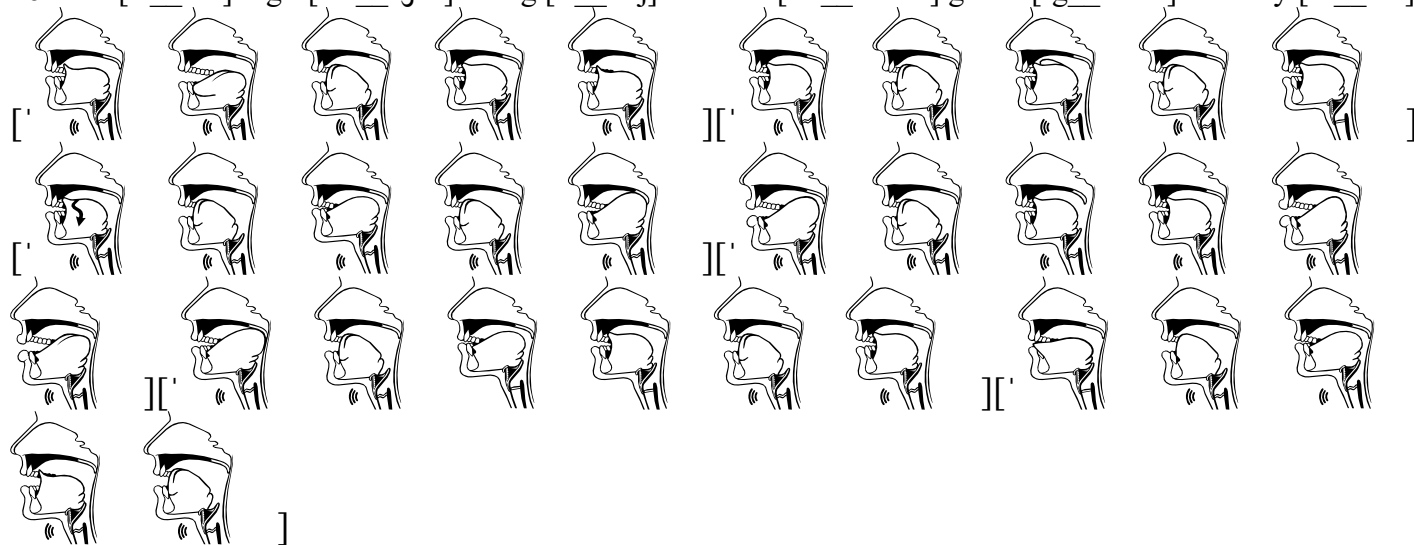
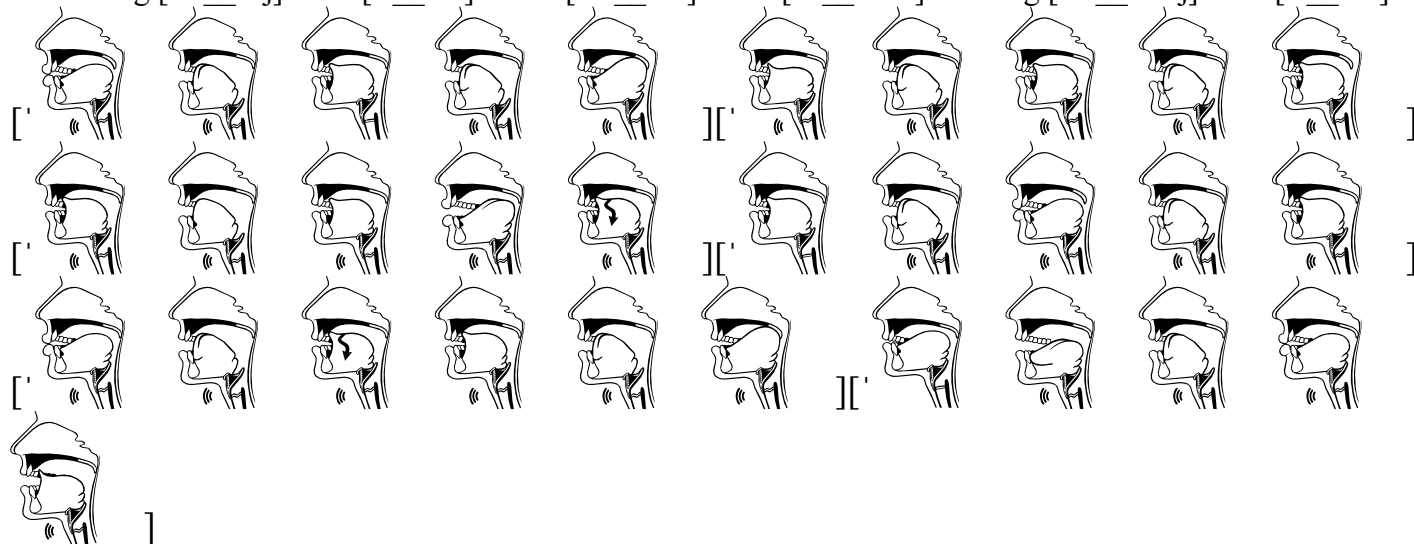
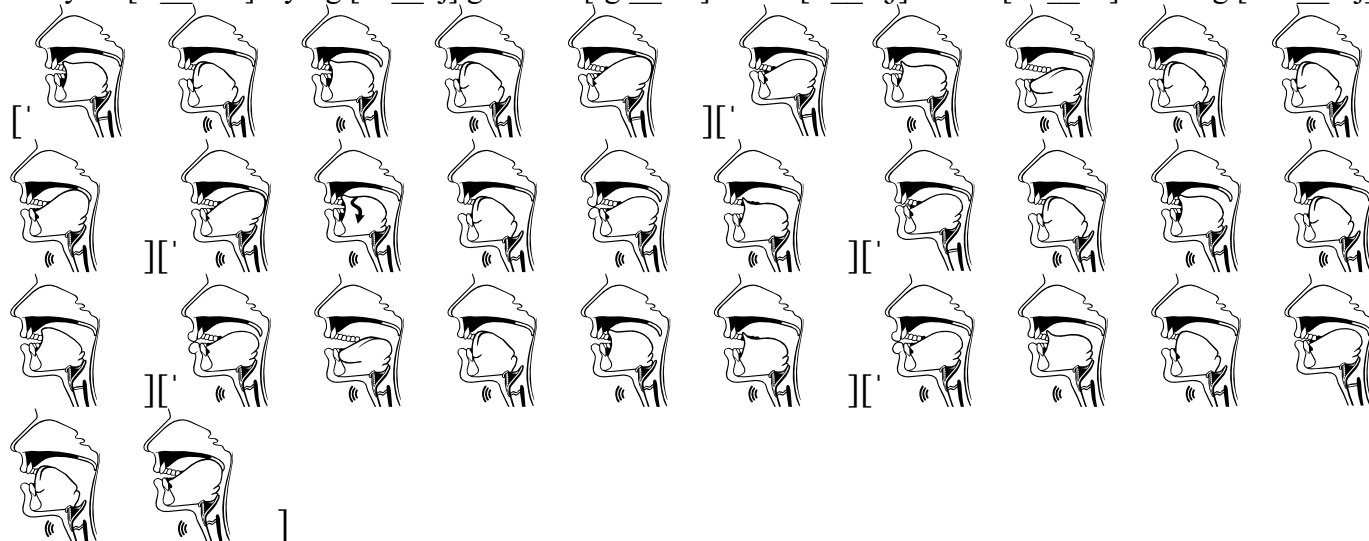


#4 flying ['fl__ɪŋ] liquid ['l__k^hwɪd^h] hilly ['h__ɪl] cider ['s__d^hɜː] grieving ['gɪ__vɪŋ] minute ['m__nɪt^h]

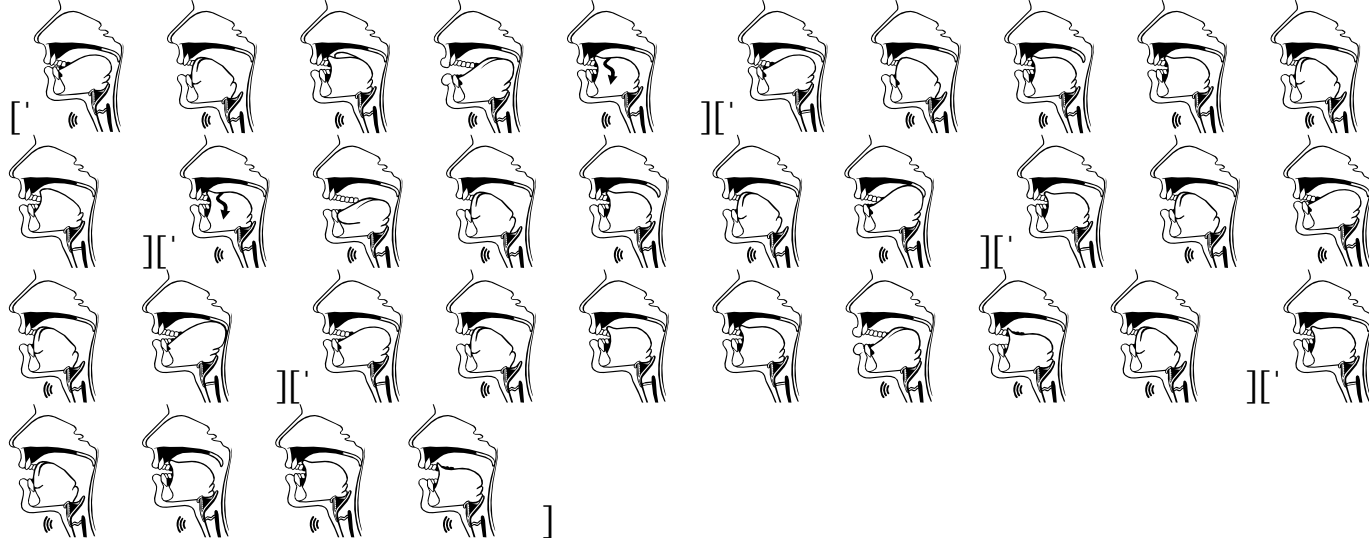


#5 critic ['k^hɪ__t^hɪk^h] fielder ['f__ld^hɜː] pity ['p^h__t^hɪ] island ['?__lænd^h] mister ['m__st^hɜː] sliding ['sl__d^hɪŋ]

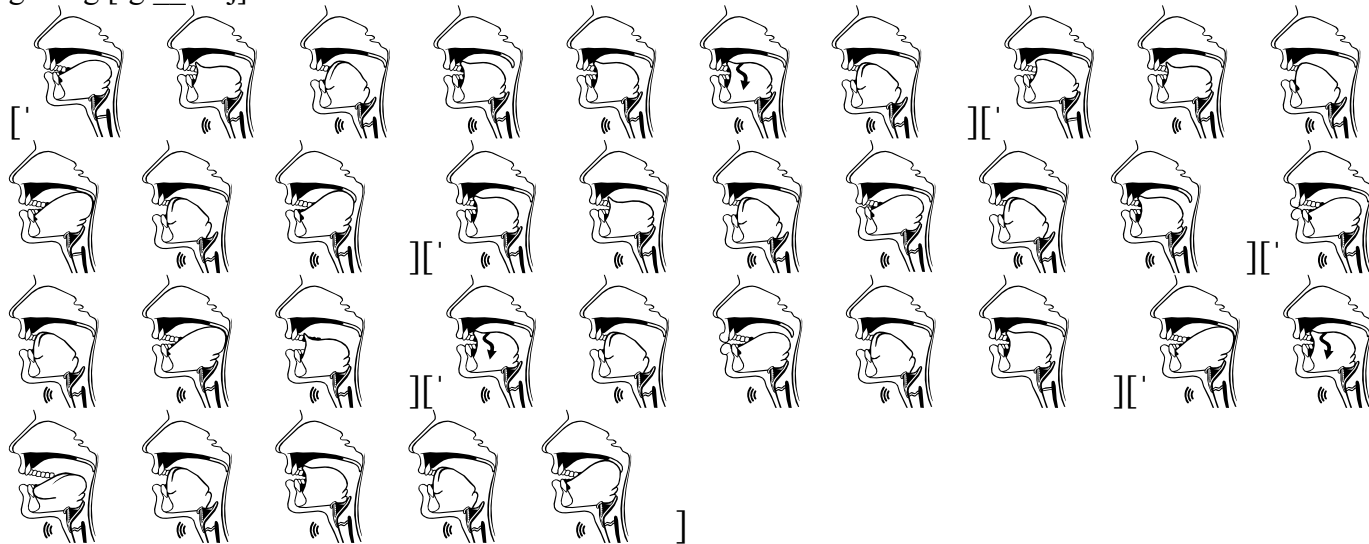


#6 rider ['ɹ__d^hɪ] digit ['d^h__dʒɪt^h] living ['l__vɪŋ] window ['w__nd^hoʊ] gifted ['g__ft^hɪd^h] thievery ['θ__vɜɪ]#7 missing ['m__sɪŋ] risen ['ɹ__zɪn] diesel ['d^h__zʊl] timid ['t^h__mɪd^h] building ['b^h__ld^hɪŋ] fiber ['f__b^hɜɪ]#8 cynic ['s__nɪk^h] frying ['fɹ__ɪŋ] glimmer ['gl__mɜɪ] finish ['f__nɪʃ] minor ['m__nɜɪ] briefing ['b^hɹ__fɪŋ]

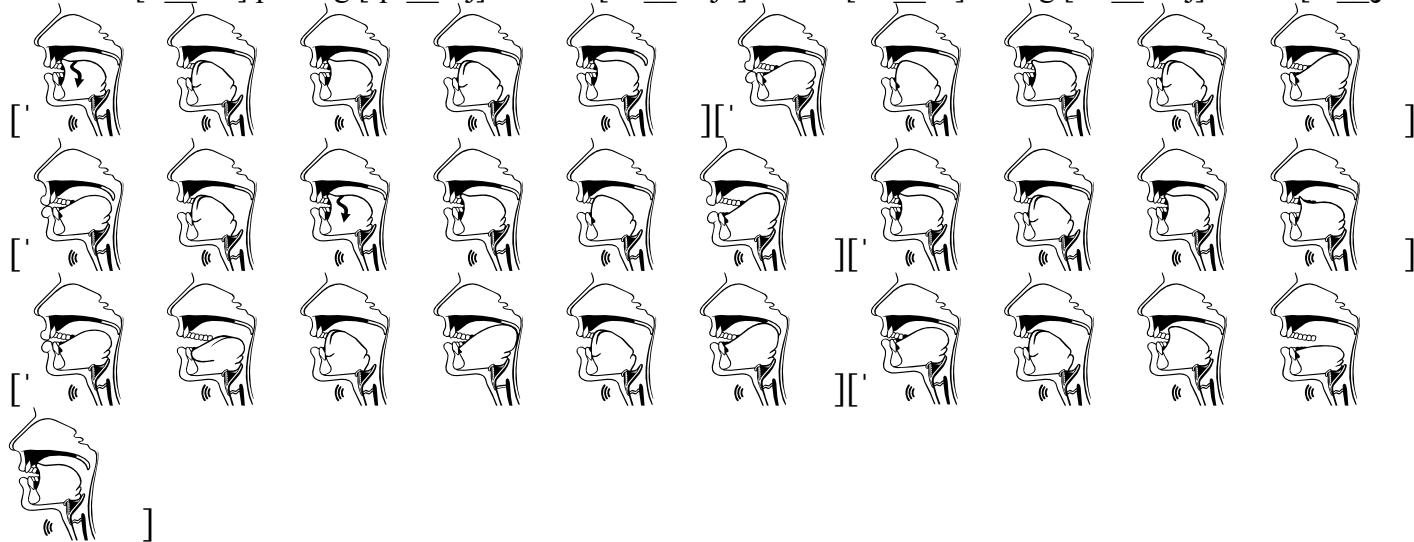
#9 vigil ['v_ɟʊɪ] fiendish ['f_ndʰɪʃ] lining ['l_nm] civic ['s_vɪkʰ] history ['h_stʰɔɜɪ] cinder ['s_ndʰɜ]



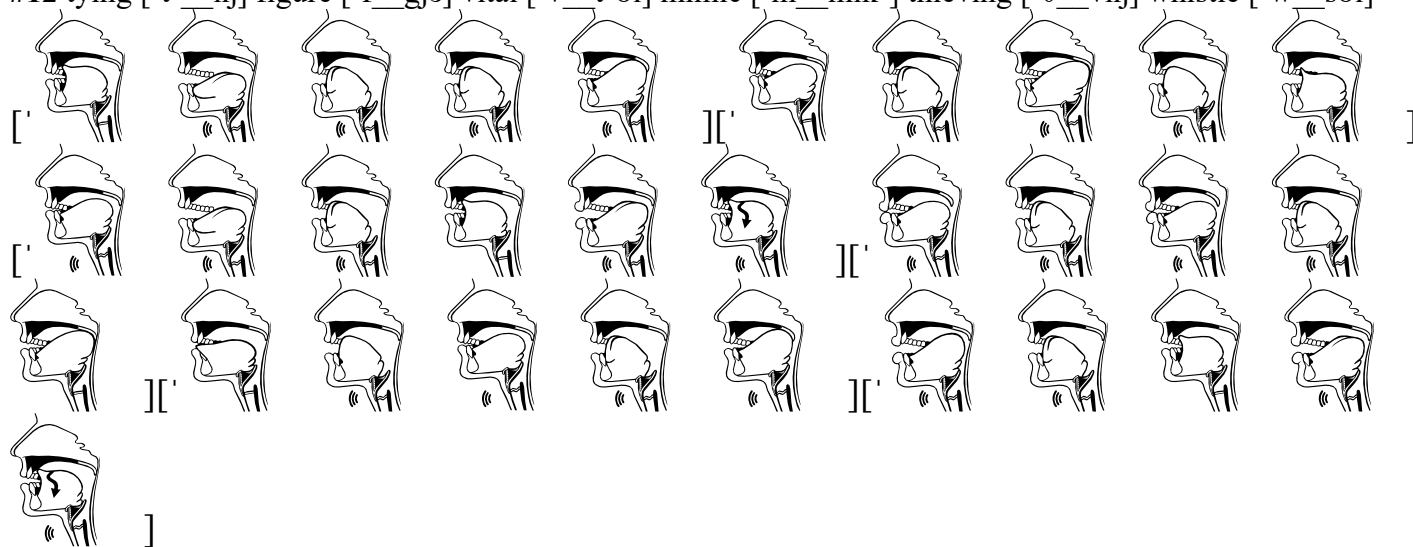
#10 friendly ['fr_ndʰɪɪ] shrieking ['ʃɪ_kʰɪŋ] driven ['dʰɪ_vɪn] bigger ['bʰ_gɜ] limit ['l_mtʰ] gliding ['gl_dʰɪŋ]



#11 linen ['l_nm] piecing ['pʰ_sɪŋ] mildew ['m_ɪdʰju] dinner ['dʰ_nɜ] biking ['bʰ_kʰɪŋ] vision ['v_ʒʌn]



#12 tying ['t^h__ɪŋ] figure ['f__gɜː] vital ['v__t^hʊl] mimic ['m__mɪk^h] thieving ['θ__vɪŋ] whistle ['w__sʊl]



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