

Reading and Phonetics: English Language Learners

LEVEL 3: Multisyllabic Words

An early reading program for students, parents,
and teachers new to articulatory phonetics

Cheri Montgomery

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Reading and Phonetics: English Language Learners, Level 3, Teacher's Manual, ISBN 979-8-950135-14-9

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PREFACE

Reading and Phonetics: English Language Learners is an image-based workbook designed for the multilingual classroom. 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>at</u>	[k ^h]	[k]	c <u>ake</u>	[θ]	[th]	<u>th</u> ing
[ɑ]	[A]	f <u>at</u> her	[l̩]	[l]	l <u>itt</u> le	[ð]	[Th]	<u>th</u> is
[b ^h]	[b]	<u>b</u> aby	[m]	[m]	<u>m</u> eme	[u]	[u]	mo <u>o</u> n
[tʃ]	[tS]	<u>ch</u> air	[n]	[n]	<u>n</u> ote	[ʊ]	[U]	bo <u>o</u> k
[d ^h]	[d]	<u>d</u> ance	[ŋ]	[N]	s <u>ing</u>	[ʌ]	[x]	u <u>p</u>
[ɛ]	[E]	be <u>d</u>	[ɔ]	[O]	<u>ou</u> ght	[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]	y <u>e</u> s
[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]	se <u>at</u>	[s]	[s]	<u>c</u> ea <u>s</u> e	[ʒ]	[Z]	be <u>i</u> ge
[ɪ]	[I]	f <u>i</u> t	[ʃ]	[S]	<u>sh</u> irt	stress: [']	[']	be'lieve
[dʒ]	[dZ]	ju <u>d</u> ge	[t ^h]	[t]	<u>t</u> ime	glottal: [ʔ]	[ʔ]	I, ever

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Introduction

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Link available with purchase

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. This series uses 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. A conversion chart is located 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 is ideal for the multilingual classroom. Rules are written in formulas. Concepts are communicated using images in the English Language Learners version. English instructions are included but not necessary for comprehension.

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 (phonetic symbols) 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



coffee



seaweed



[tri]

['kʌfi]

['siwi:d]

[ɪ]

hill



pretty



beginning



[hɪl]

['prɪtɪ]

[bɪ'gɪnɪŋ]

Unstressed [ɪ] has a sound between [i] and [ɪ]

[E]

thread



breathless



recommend



[θrɛd]

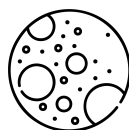
['brɛθlɛs]

[rɛkx'mɛnd]

BACK VOWELS

[u]

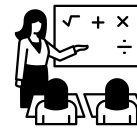
moon



usual



schoolroom



[mun]

['ju:zʊəl]

['skulrʊm]

[U]

wood



eagle



mural



[wʊd]

['?ɪgʊl]

['mjʊrʊl]

[O]

walk



forlorn



chalkboard



[wɒk]

[fɔr'lɔrn]

['tʃɒkbɔ:d]

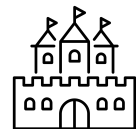
CENTRAL VOWELS

[a]

hand



palace



captain



[hand]

['palas]

['kaptən]

Unstressed [a] has a sound between [a] and [ɪ]

[A]

heart



monarch



avocado



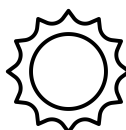
[hɑ:t]

['mɒnɑ:k]

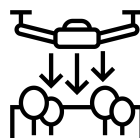
['?AvxkAdoʊ]

[X]

sun



above



wondrous



[sxn]

['?x'bxv]

['wɒndrɪs]

[R]

nurse



murmur



earthworm



[nɜ:s]

['mɜ:mɜ:]

['?Rθwɜ:m]

BILABIAL CONSONANTS

[p]

pin

[pIn]



paper

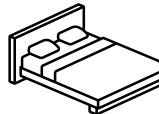
['pEIpR]



[b]

bed

[bEd]



bubble

['bxbU]



LABIODENTAL CONSONANTS

[f]

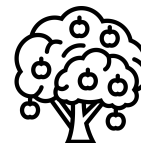
fan

[fan]



fruitful

['frutfU]



[v]

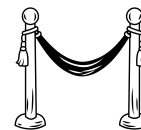
vest

[vEst]



velvet

['vElvIt]



DENTAL CONSONANTS

[th]

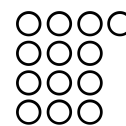
tooth

[tuth]



thirteenth

[thR'tinth]



[Th]

this

[ThIs]



thither

['ThIThR]



*ALVEOLAR CONSONANTS

[t]

tea

[ti]



twilight

['twAIIt]



[d]

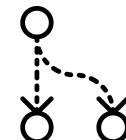
dog

[dAg]



divide

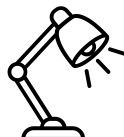
[dI'vAI]



[l]

lamp

[lamp]







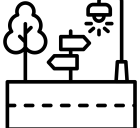
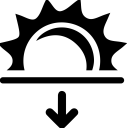


lilly

['lII]

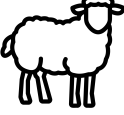









*Consonants *d*, *t*, *l*, and *r* are classified as dental in the Romance languages – the tongue tip touches the upper front teeth. The tongue tip touches the alveolar ridge for *d*, *t*, *l*, *r* in English.







ALVEOLAR CONSONANTS

[r]	ring [rɪŋ]		refresh [rɪ'frɛʃ]	
[n]	noon [nuːn]		nation ['neɪʃn]	
[s]	street [striːt]		sunset ['sʌnsɛt]	
[z]	zoo [zuː]		daisies ['deɪzɪz]	

PREPALATAL CONSONANTS

[ʃ]	sheep [ʃiːp]		shellfish ['ʃɛlɪʃ]	
[ʒ]	rouge [ruːʒ]		treasure ['trɛʒə]	
[tʃ]	church [tʃɜːtʃ]		chitchat ['tʃɪtʃət]	
[dʒ]	joy [dʒɔɪ]		judgment ['dʒʌdʒmənt]	

VELAR CONSONANTS

[k]	cup [kʌp]		quickly ['kwɪkli]	
[g]	gum [gʌm]		giggle ['gɪgl]	
[ŋ]	swing [swɪŋ]		singing ['sɪŋɪŋ]	

GLOTTAL CONSONANTS

[h]

hat



hedgehog



[hat]

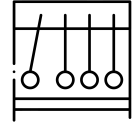
['hEdZhAg]

[ʔ]

arm



unending



[ʔArm]

[ʔxn'ʔEndIN]

Consonant and vowel terms are defined throughout this text. All terms are defined on pages 7-8.

Group Exercise:

Every word contains a vowel. Vowels are long. Consonants are short. Consonants introduce the vowel or end a word or syllable. Circle the five vowels in the following list of English letters:

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn

Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

Back vowels. Circle the two vowels that are formed by rounding the lips:



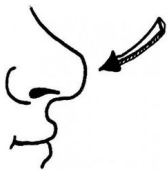
Aa Ee Ii Oo Uu

Front vowels. Circle the two vowels that are formed by spreading the lips:



Aa Ee Ii Oo Uu

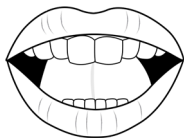
Nasal consonants. Circle the two consonant sounds that have a nasal quality:



Bb Cc Dd Ff Gg Hh Jj Kk Ll Mm Nn

Pp Qq Rr Ss Tt Vv Ww Xx Yy Zz

Tongue tip consonants. Circle eight consonants that are formed by lifting the tongue tip:



Bb Cc Dd Ff Gg Hh Jj Kk Ll Mm Nn

Pp Qq Rr Ss Tt Vv Ww Xx Yy Zz

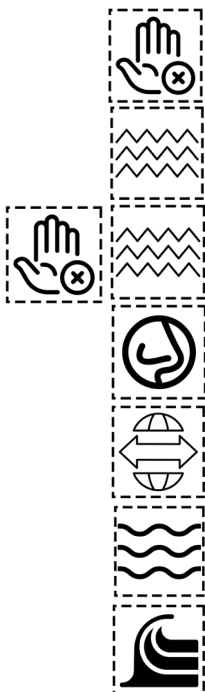
Classification of Symbols: Consonants



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 [bAI'IEIbUI] Refers to the lips	[b] [p] [m] [w]
Labiodental [IEIbIo'dEntUI] Involves the lower lip and the upper front teeth	[v] [f]
Dental ['dEntUI] Involves the tip of the tongue and the back of the front teeth	[Th] [th]
Alveolar [?'al'violR] Involves the tip of the tongue and the ridge behind the upper teeth	[d] [t] [z] [s] [l] [n] [r]
Prepalatal [prI'palltUI] Involves the tip of tongue and the front of the hard palate	[Z] [S] [dZ] [tS]
Palatal ['palItUI] Involves a front arch of the tongue and the hard palate	[j]
Velar ['vilR] Involves the back of the tongue and the soft palate	[g] [k] [N]
Glottal ['glAtUI] Involves the air flow and the opening between the vocal cords	[?] [h]

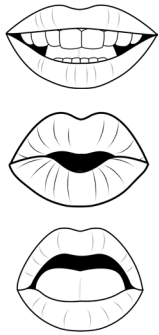


Manner of Articulation	Phonetics
Plosive ['ploUsIv] Stop [stAp] A momentary closure of the air flow passage	[b] [p] [d] [t] [g] [k] [?]
Fricative ['frIkxtIv] Produced by directing the air flow past a set of articulators	[v] [f] [z] [s] [Z] [S] [h] [Th] [th]
Affricate [?'afrIkIt] A stop that is followed by a fricative	[dZ] [tS]
Nasal ['nEIzUI] Produced by directing vocalized tone through the nasal passages	[m] [n] [N]
Lateral ['latERUI] Produced by directing vocalized tone over the sides of the tongue	[l]
Glide [glAIId] Produced by directing the tone past a set of articulators without friction	[w] [j]
Retroflex ['rEtroflEKs] Produced with tongue tip curled up	[r]

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	[I] [E] [U] [O] [a] [A] [x]



Peak of Tongue Arch	Phonetics
Front The front of the tongue arches with tongue tip touching lower front teeth	[i] [I] [E]
Back The back of the tongue arches with tongue tip touching lower front teeth	[u] [U] [o] [O]
Central The tongue arch maintains a low position, the tip touches lower front teeth	[a] [A] [x]

Parts of Speech Indications

Ⓐ Adjective	Ⓣ Determiner	Ⓡ Preposition
Ⓓ Adverb	Ⓜ Interrogative	Ⓟ Pronoun
Ⓒ Conjunction	Ⓝ Noun	Ⓥ Verb

Terms

	Exception word 例外词 palabra de excepción từ ngoại lệ		Voiced consonant 浊辅音 consonante sonora phụ âm hữu thanh
	Hiatus (adjacent vowels in consecutive syllables) 间断 / 暂停 hiato / pausa gián đoạn / tạm dừng		Voiceless consonant 清辅音 consonante sorda phụ âm vô thanh
	Past tense 过去式 Pasado Thì quá khứ		First/Initial letter of word 单词首字母 primera letra de la palabra Chữ cái đầu tiên của từ
	Short word (2-3 letters) 短词 (2-3个字母) Palabra corta (2-3 letras) Từ ngắn (2-3 chữ cái)		Middle letter of word 单词的中间字母 Letra del medio de la palabra Chữ giữa của từ
	Silent vowel 不发音的元音 vocal muda nguyên âm im lặng		Final letter of word 单词的最后一个字母 letra final de la palabra Thư cuối cùng của từ

UNIT 1A

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

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Link available with purchase

UNIT 1A: Stressed *i* and *y* as [AI] or [I]










TRANSCRIPTION RULES		
[AI]	i + 1 consonant + vowel	final ['fAIInUI] silence ['sAIInS]
	*Hiatus i + vowel	lion ['lAI-xn] quiet ['kwAI-It] (exception: trio ['tri-oU])
	y + vowel	eyelid ['?AIId] flying ['flAIIn]
	igh ild ind	brighter ['brAIItR] mildly ['mAIIdlI] kindness ['kAIIndnEs]
[I]	i + 2 consonants	finger ['fINgR] quickly ['kwIkI] (exceptions: idle ['AIIdUI] island ['?AIInsd])
	i + double consonants	little ['lItUI] village ['vIlAdZ]

*Hiatus: adjacent vowel sounds in consecutive syllables

Stressed Syllable Mark [']







































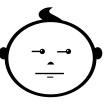


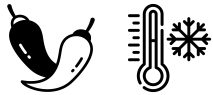
The stressed syllable is indicated with an apostrophe. It precedes the stressed syllable.
ever ['?EvR] believe [bI'liv]

Group Exercise: Provide phonetic symbols

violets [Ⓝ] ['v____xllts]		diner [Ⓝ] ['d____nR]		ivory [Ⓝ] [ⓐ] ['?____vORI]	
mighty [ⓐ] ['m____tI]		glittering [Ⓝ] [ⓐ] ['gl____tRIN]		sister [Ⓝ] ['s____stR]	
crying [Ⓝ] [Ⓝ] ['kr____IN]		finding [Ⓝ] [Ⓝ] ['f____ndIN]		wildcard [Ⓝ] ['w____ldkArd]	

WORKSHEET #1A: Stressed *i* and *y* as [AI] or [I]

Provide phonetic symbols:

#1	#2	#3			
spider ㉟ [ˈsp____dR] lightning ㉟ [ˈl____tnIN] trial ㉟ [ˈtr____UI] dynasties ㉟ [ˈd____nxstIz] kindly ㊟ [ˈk____ndII] ringing ㉟㉟ [ˈr____NIN] silly ㊟ [ˈs____II]	      	higher ㊟㊟ [ˈh____R] willing ㊟ [ˈw____IIN] rises ㉟㉟ [ˈr____zEz] childhood ㉟ [ˈtS____ldhUd] pious ㊟ [ˈp____xs] thinking ㉟㉟ [ˈth____NkIN] cycles ㉟㉟ [ˈs____kUlz]	      	riding ㉟㉟ [ˈr____dIN] blindness ㉟ [ˈbl____ndnEs] piety ㉟ [ˈp____ItI] sitting ㉟㉟ [ˈs____tIN] frightened ㊟㉟ ⌚ [ˈfr____tInd] eyeing ㉟㉟ [ˈ?____IN] linger ㉟ [ˈl____NgR]	      
#4	#5	#6			
whisper ㉟㉟ [ˈw____spR] quietly ㊟ [ˈkw____ItII] winning ㉟㊟ [ˈw____nIN] lighted ㉟㊟ ⌚ [ˈl____tId] childish ㊟ [ˈtS____ldIS] tyrants ㉟ [ˈt____Rants] smiling ㊟㉟ [ˈsm____IIN]	      	minded ㊟ [ˈm____ndId] diet ㉟㉟ [ˈd____It] spying ㉟㉟ [ˈsp____IN] lilac ㉟ [ˈl____lak] silvery ㊟ [ˈs____lvRI] kissing ㉟㉟ [ˈk____sIN] tightly ㊟ [ˈt____tII]	      	sighing ㉟㉟ [ˈs____IN] lioness ㉟ [ˈl____xnEs] milder ㊟㊟ [ˈm____ldR] slyly ㊟ [ˈsl____II] hiding ㉟㉟ [ˈh____dIN] winter ㉟ [ˈw____ntR] chilly ㉟㊟ [ˈtS____II]	      

WORKSHEET #1A: Stressed *i* and *y* as [AI] or [I]

Provide phonetic symbols:

#7	#8	#9
liar ① [l____R]	written ①② ⌚ [r____tIn]	lying ①② [l____IN]
brighten ① [ˈbr____tIn]	kindness ① [ˈk____ndnEs]	innocent ① [ˈ?____nxsEnt]
tyrant ① [ˈt____Rant]	highway ① [ˈh____wEI]	tiny ① [ˈt____nI]
fifty ①② [ˈf____ftI]	silken ① [ˈs____lkIn]	winding ①② [ˈw____ndIN]
wiser ①② [ˈw____zR]	eyesight ① [ˈ?____sAI]	swiftly ② [ˈsw____ftII]
signing ①② [ˈs____nIN]	triumphs ①② [ˈtr____xmfs]	dial ①② [ˈd____UI]
middle ①② [ˈm____dUI]	striving ①② [ˈstr____vIN]	nightly ①② [ˈn____tII]
#10	#11	#12
lighter ① [ˈl____tR]	drinking ①② [ˈdr____NkIN]	singer ① [ˈs____NR]
science ① [ˈs____Ins]	client ① [ˈkl____Ent]	riot ①② [ˈr____xt]
dying ①② [ˈd____IN]	wildly ② [ˈw____ldII]	brightness ① [ˈbr____tnEs]
kinder ①② [ˈk____ndR]	spices ① [ˈsp____sEz]	trying ①② [ˈtr____IN]
swinging ①② [ˈsw____NIN]	byway ① [ˈb____wEI]	wilder ①② [ˈw____ldR]
pilot ①② [ˈp____lxt]	sinner ① [ˈs____nR]	ivy ① [ˈ?____vI]
bitter ①② [ˈb____tR]	fighting ①② [ˈf____tIN]	filling ①② [ˈf____IIN]

UNIT 1B

English Exception Spellings: Stressed *i* and *y* as [AI], [I], or [i]

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Transcription rules	14
Group exercise	14
Individual exercises	15
Answer key	99



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

TRANSCRIPTION RULES

New rules are in the gray-shaded areas

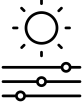




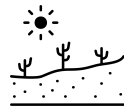







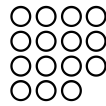



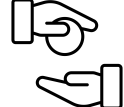
[AI]	i + 1 consonant + vowel	final ['fAI n UI] silence ['sAI l l ns]			
[I]	i + 2 consonants	finger ['fI n g R] quickly ['kw I k l I] (exceptions: idle ['?AI d UI] island ['?AI l x nd])			
	i + double consonants	little ['l I t UI] village ['v I l d Z]			
[I]	Exception Words: i + 1 consonant + vowel	Final [n]	driven, given, linen, risen, vision, vixen, living		
		Final [oU]	limo, widow		
		Final [R]	figure, liver, quiver, rigor, river, shiver, vigor		
		Final [S]	finish, licorice, spinach ['sp I n I t S]		
		Final [t]	minute, pivot, rivet		
		Final -y	city, lily, misery, pity		
	New Spelling: i/y + consonant + i + consonant	Final -ic civic ['s I v I k] clinic critic cynic mimic	Final -id liquid ['l I kw I d] rigid timid vivid	Final -il civil ['s I v UI] vigil	Final -it digit ['d I d Z I t] limit spirit visit
[AI]	Hiatus i + vowel	lion ['l AI -x n] quiet ['kw AI -I t] (exception: trio ['tri -o U])			
	y + vowel	eyelid ['?AI l l d] flying ['fl AI I n]			
[i]	New Spelling: ie (not in hiatus)	chiefly ['t s I f I I] pieces ['p i s E z] (exception: friendly/friendship ['fr End I I])			
[AI]	igh, ild, ind	brighter ['br AI t R] mildly ['m AI l d I I] kindness ['k AI I n d n E s]			
[I]	Exception Words:	ild ind	building ['b I l d I n] children, mildew, wilderness cinder ['s I n d R] window ['w I n d o U]		



















Group Exercise: Provide phonetic symbols

friendship ㉞ ['fr ____ nd s I p]		visit ㉞ ['v ____ z I t]		yielding ㉞ ['j ____ l d I n]	
pilgrim ㉞ ['p ____ l g r I m]		tiger ㉞ ['t ____ g R]		lily ㉞ ['l ____ I I]	

WORKSHEET #1B: Exception spellings: stressed *i* and *y* as [AI], [I], or [i]

Provide phonetic symbols:

#1	#2	#3
vivid [Ⓐ] [ˈv____vɪd]	trio [Ⓝ] [ˈtr____oʊ]	priestly [Ⓐ] [ˈpr____stli]
		
grievous [Ⓐ] [ˈgr____vʌs]	river [Ⓝ] [ˈr____vɪ]	wilderness [Ⓝ] [ˈw____ldɹnɛs]
		
riddle [Ⓝ] [Ⓥ] [ˈr____dɪl]	shielding [Ⓥ] [Ⓝ] [ˈʃ____ldɪŋ]	slipper [Ⓝ] [ˈsl____pɪ]
		
city [Ⓝ] [ˈs____tɪ]	clinic [Ⓝ] [ˈkl____nɪk]	dining [Ⓝ] [Ⓥ] [ˈd____nɪŋ]
		
timing [Ⓝ] [Ⓥ] [ˈt____mɪŋ]	fifteen [Ⓐ] [Ⓝ] [ˈf____ftɪn]	rigid [Ⓐ] [ˈr____dʒɪd]
		
children [Ⓝ] [ˈtʃ____ldrɪn]	icy [Ⓐ] [ˈi____sɪ]	given [Ⓐ] [Ⓥ] [ˈg____vɪn]
		

#4	#5	#6
flying [Ⓥ] [Ⓐ] [ˈfl____ɪŋ]	critic [Ⓝ] [ˈkr____tɪk]	rider [Ⓝ] [ˈr____dɪ]
		
liquid [Ⓝ] [Ⓐ] [ˈl____kwɪd]	fielder [Ⓝ] [ˈf____ldɪ]	digit [Ⓝ] [ˈdɪ____dʒɪt]
		
hilly [Ⓐ] [ˈh____ɪli]	pity [Ⓝ] [Ⓥ] [ˈpɪ____tɪ]	living [Ⓝ] [Ⓐ] [ˈlɪ____vɪŋ]
		
cider [Ⓝ] [ˈsɪ____dɪ]	island [Ⓝ] [ˈi____lənd]	window [Ⓝ] [ˈwɪ____ndoʊ]
		
grieving [Ⓥ] [Ⓝ] [ˈgrɪ____vɪŋ]	mister [Ⓝ] [ˈmɪ____stɪ]	gifted [Ⓐ] [Ⓢ] [ˈgɪftɪd]
		
minute [Ⓝ] [Ⓐ] [ˈmɪ____nɪt]	sliding [Ⓥ] [Ⓝ] [ˈslɪ____dɪŋ]	thievery [Ⓝ] [ˈθɪ____vɪ]
		

WORKSHEET #1B: Exception spellings: stressed *i* and *y* as [AI], [I], or [i]

Provide phonetic symbols:

#7	#8	#9
missing (A)V [ˈm____sɪn]	cynic (N) [ˈs____nɪk]	vigil (N) [ˈv____dʒɪl]
risen (V)A [ˈr____zɪn]	frying (V)N [ˈfr____ɪn]	fiendish (A) [ˈf____ndɪʃ]
diesel (N) [ˈd____zɪl]	glimmer (N)V [ˈgl____mɪr]	lining (N)V [ˈl____nɪŋ]
timid (A) [ˈt____mɪd]	finish (V)N [ˈf____nɪʃ]	civic (A) [ˈs____vɪk]
building (N)V [ˈb____ldɪŋ]	minor (A)N [ˈm____nɪr]	history (N) [ˈh____stɒrɪ]
fiber (N) [ˈf____bɪr]	briefing (N)V [ˈbr____fɪŋ]	cinder (N) [ˈs____ndɪr]

#10	#11	#12
friendly (A) [ˈfr____ndli]	linen (N) [ˈl____nɪn]	tying (V)N [ˈt____ɪŋ]
shrieking (V)A [ˈʃr____kiŋ]	piecing (V) [ˈp____siŋ]	figure (N)V [ˈf____ɡjɜː]
driven (V)A [ˈdr____vɪn]	mildew (N)V [ˈm____ldjuː]	vital (A) [ˈv____tɪl]
bigger (A) [ˈb____ɡɜː]	dinner (N) [ˈd____nɪr]	mimic (N)V [ˈm____mɪk]
limit (N)V [ˈl____mɪt]	biking (V)N [ˈb____kiŋ]	thieving (A) [ˈθ____viŋ]
gliding (V)N [ˈgl____dɪŋ]	vision (N)V [ˈv____ʒɪʒn]	whistle (N)V [ˈw____sɪl]

ANSWER KEY

Unit 1A

Group exercise

violets	['vAIxlIts]
mighty	['mAIItI]
crying	['krAIIN]
diner	['dAIInR]
glittering	['glItRIN]
finding	['fAIIndIN]
ivory	['?AIvORI]
sister	['sIstR]
wildcard	['wAIldkArd]

#1

spider	['spAIIdR]
lightning	['lAItnIN]
trial	['trAIU]
dynasties	['dAIInxstIz]
kindly	['kAIIndII]
ringing	['rININ]
silly	['sIII]

#4

whisper	['wIspR]
quietly	['kwAIItII]
winning	['wInIN]
lighted	['lAIItId]
childish	['tSAIdIS]
tyrants	['tAIRants]
smiling	['smAIIN]

#7

liar	['lAIR]
brighten	['brAIItIn]
tyrant	['tAIRant]
fifty	['fIfI]
wiser	['wAIzR]
signing	['sAIInIN]
middle	['mIdU]

#10

lighter	['lAIItR]
science	['sAIIns]
dying	['dAIIN]
kinder	['kAIIndR]
swinging	['swININ]
pilot	['pAIIt]
bitter	['bItR]

#2

higher	['hAIR]
willing	['wIIIN]
rises	['rAIzEz]
childhood	['tSAIdhUd]
pious	['pAIxs]
thinking	['thINkIN]
cycles	['sAIkUlz]

#5

minded	['mAIIndId]
diet	['dAIIt]
spying	['spAIIN]
lilac	['lAIItak]
silvery	['sIlvRI]
kissing	['kIsIN]
tightly	['tAIItII]

#8

written	['rItIn]
kindness	['kAIIndnEs]
highway	['hAIwEI]
silken	['sIlkIn]
eyesight	['?AIsAIIt]
triumphs	['trAIxmfs]
striving	['strAIvIN]

#11

drinking	['drINkIN]
client	['klAIEnt]
wildly	['wAIldII]
spices	['spAIIsEz]
byway	['bAIwEI]
sinner	['sInR]
fighting	['fAIItIN]

#3

riding	['rAIIdIN]
blindness	['blAIIndnEs]
piety	['pAIItI]
sitting	['sItIN]
frightened	['frAIItInd]
eyeing	['?AIIN]
linger	['lINgR]

#6

sighing	['sAIIN]
lioness	['lAIxnEs]
milder	['mAIIdR]
slyly	['slAIItII]
hiding	['hAIIdIN]
winter	['wIntR]
chilly	['tSIII]

#9

lying	['lAIIN]
innocent	['?InxsEnt]
tiny	['tAIInI]
winding	['wAIIndIN]
swiftly	['swIfItII]
dial	['dAIUI]
nightly	['nAIItII]

#12

singer	['sINR]
riot	['rAIxt]
brightness	['brAIItnEs]
trying	['trAIIN]
wilder	['wAIIdR]
ivy	['?AIvI]
filling	['fIIIN]

Unit 1B

Group exercise

friendship	['frEndSIp]
pilgrim	['pIlgrIm]
visit	['vIzIt]
tiger	['tAIgR]
yielding	['jildIN]
lily	['lIII]

#1

vivid	['vIvId]
grievous	['grivxs]
riddle	['rIdU]
city	['sItI]
timing	['tAIImIN]
children	['tSIldrIn]

#4

flying	['flAIIN]
liquid	['lIkwid]
hilly	['hIII]
cider	['sAIIdR]
grieving	['grivIN]
minute	['mInxt]

#7

missing	['mIsIN]
risen	['rlzIn]
diesel	['dizU]
timid	['tImId]
building	['bIldIN]
fiber	['fAIbR]

#10

friendly	['frEndII]
shrieking	['SrikIN]
driven	['drIvIn]
bigger	['bIgr]
limit	['lImIt]
gliding	['glAIIdIN]

#2

trio	['trIoU]
river	['rIvR]
shielding	['SIldIN]
clinic	['klInIk]
fifteen	['fIfIn]
icy	['?AIsI]

#5

critic	['krItIk]
fielder	['fIldR]
pity	['pItI]
island	['?AIlxnd]
mister	['mIstR]
sliding	['slAIIdIN]

#8

cynic	['sInIk]
frying	['frAIIN]
glimmer	['glImR]
finish	['fInIS]
minor	['mAIInR]
briefing	['brIfIN]

#11

linen	['lInIn]
piecing	['pIsIN]
mildew	['mIldju]
dinner	['dInR]
biking	['bAIkIN]
vision	['vIZxn]

#3

priestly	['prIstII]
wilderness	['wIldRnEs]
slipper	['slIpR]
dining	['dAIInIN]
rigid	['rIdZId]
given	['gIvIn]

#6

rider	['rAIIdR]
digit	['dIdZId]
living	['lIvIN]
window	['wIndoU]
gifted	['gIfId]
thievery	['thIvRI]

#9

vigil	['vIdZU]
fiendish	['fIndIS]
lining	['lAIInIN]
civic	['sIvIk]
history	['hIstORI]
cinder	['sIndR]

#12

tying	['tAIIN]
figure	['flgJR]
vital	['vAIItUI]
mimic	['mImIk]
thieving	['thIvIN]
whistle	['wIsUI]

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