

A Picture Workbook of English Spellings and Phonetics

Level I for the MS-HS Multilingual Classroom

Discover proper pronunciation of the English language
while learning to read and spell single syllable words

Cheri Montgomery

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PREFACE

This volume is the first book in a two-part series. Level one covers the sounds of English using single syllable words. Level two covers words with diphthongs, triphthongs, and multiple syllables. With these resources, teachers have all the lecture notes, activities, and homework assignments needed to help students read, spell, and pronounce English words and sentences. Images are used to define concepts and vocabulary making it ideal for the multilingual middle school through adult audience. Links to audio give independent learners the ability to study English without an instructor. A braille version is available under the title *Reading, Phonics, and Braille*.

The textbook/workbook format gives teachers the ability to offer a concise approach to proper pronunciation and spelling. Phonetic transcription rules are based on spelling – numerous lists of sight words are not necessary.

Each unit contains pronunciation instructions, rules for converting spellings into phonetic symbols, instructor-led group exercises, multiple homework assignments, and exercises with a word bank for creating sentences (images and phonetic hints are provided to assist with the answers).

Supplemental materials are easily accessible via QR codes that lead to spoken examples of the word lists, recordings of speech sounds in multiple languages, and color images of the vocal tract as it appears for each vowel and consonant formation. Supplemental materials within the text include: a review of phonetic transcription rules, a study of articulatory phonetics, consonant and vowel charts for defining the terms, and a handwriting exercise.

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.

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). 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 can be simple. Each student would begin 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.

A Picture Workbook of English Spellings and Phonetics was created to make English accessible. Familiarity is gained as numerous words are encountered. The comprehension of English spellings with accurate pronunciation is assessed during in-class presentations. No outside grading is needed.

ABOUT THE AUTHOR

Cheri Montgomery is an author and lecturer on the topics of voice and diction. She teaches English, Italian, German, French, Latin, Spanish, and Russian lyric diction at the Blair School of Music at Vanderbilt University. Her series of workbooks with book reviews and published articles are available at www.stmpublishers.com.

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INSTRUCTOR'S NOTES

A phonetic symbol handwriting exercise is located on this page in the student's manual.
A printable version is available at <https://bit.ly/42RHjCC>.

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. Studying phonetic transcription is an efficient way to learn a language. Students discover proper pronunciation while learning the spellings of English – numerous lists of sight words are not necessary.

Unit 1 introduces students to the speech sounds of the English language. Phonetic terms are located on pages 7 and 8. Phonetic terms are helpful for instructors but can be overwhelming for students. It is best to expose them to the information when they are ready.

Guide students through the first unit by pronouncing the words. Have them repeat each word after your example. The sounds, accompanying English spellings, and phonetic symbols will be introduced incrementally throughout the text – the first unit simply exposes students to the sounds of the language. They may refer back to this unit for a review of the phonetic symbols.

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 coloring the images or 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 on one note. There are always students who would love to join in and share their beautiful voices with the class.

The first unit 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 sing or speak 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 (an answer key is located at the end of the instructor's manual on page 139).

This text is ideal for the multilingual classroom. Rules are written in formulas with concepts communicated using images (refer to the legend of terms on page 8). 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 could 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 workbook 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. The IPA Scramble game is free in the app store. Large playing cards are available at www.stmpublishers.com/ell. Visit S.T.M. Publishers for a listening lab and other free diction resources.

UNIT 2:

English Spellings: *a, i, b, p, d, t, g, k, c*

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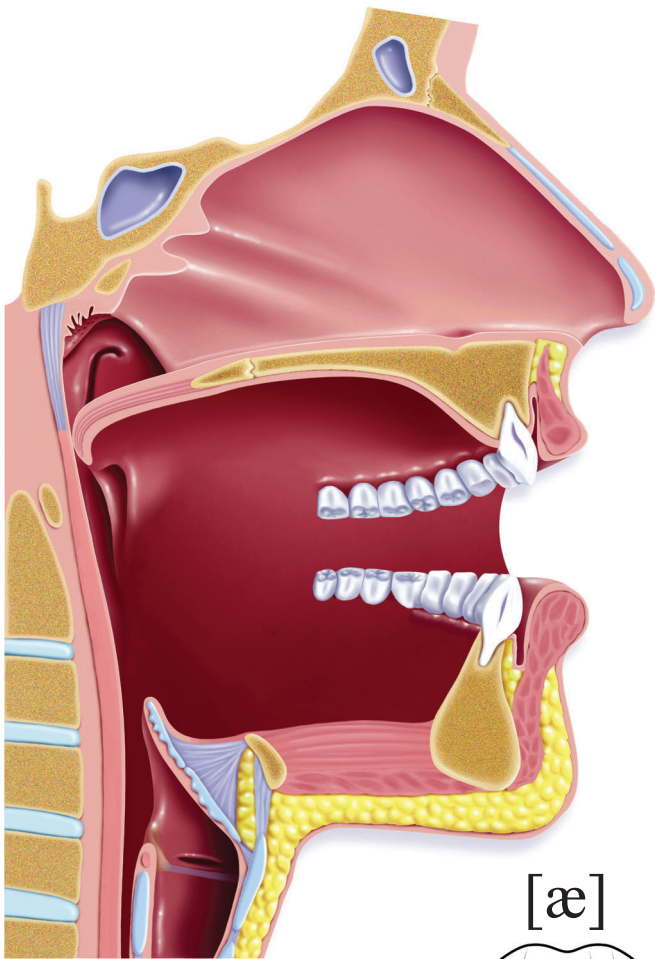
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UNIT 2: Enunciation rules for [æ] [ɪ] [p^h] [b^h] [t^h] [d^h] [k^h] [g^h]

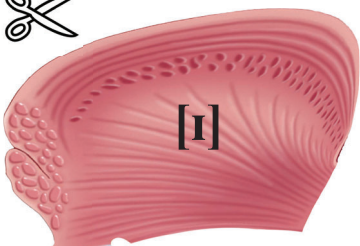
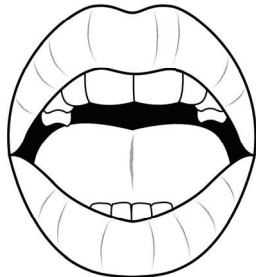
Vowels: [æ] [ɪ]

Vowels maintain a larger space between the articulators. Cut out the tongue formations and place them in the blank mouth to observe the airflow pathway.



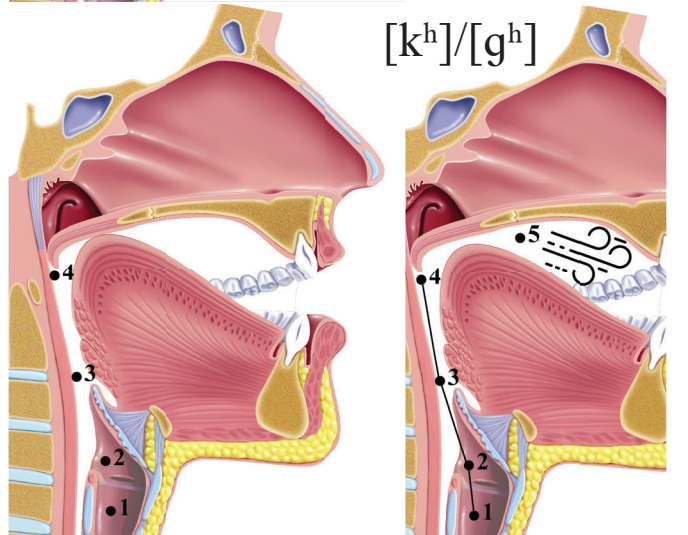
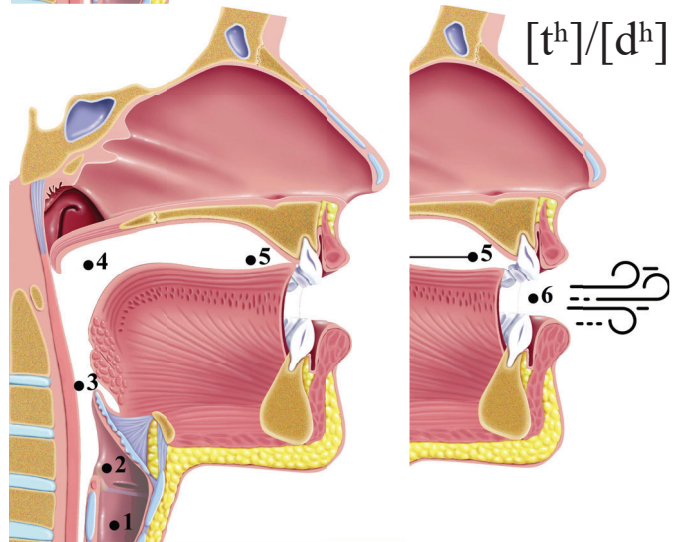
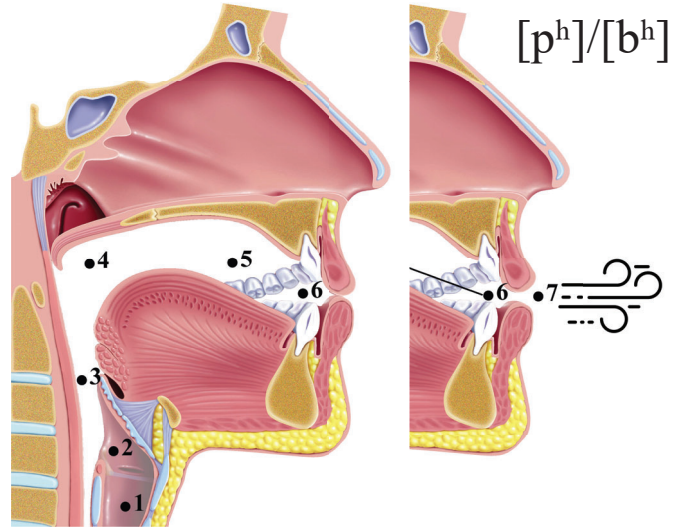
[æ]

[ɪ]




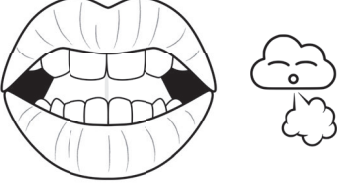
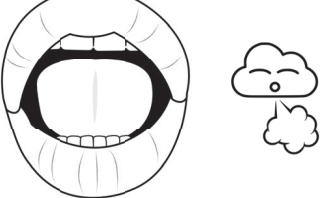


Consonant stops: [p^h] [b^h] [t^h] [d^h] [k^h] [g^h]





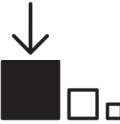
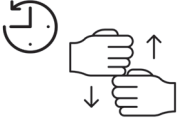

Consonants restrict the air flow. A stop is made by blocking then releasing the breath. Connect the dots to observe the stop and release of air.



UNIT 2: Transcription rules for *a, i, p, b, t, d, k, g, c*

SOUNDS	SPELLINGS & SYMBOLS		
	[æ]	a = [æ]	man [mæn] cat [k ^h æt ^h]
	[ɪ]	i, y, ui = [ɪ]	win [wɪn] hymn [hɪm] build [b ^h ɪld ^h]
	[p ^h]	p, pp = [p ^h]	pin [p ^h ɪn]
	[b ^h]	b, bb = [b ^h] (mb = [m])	bib [b ^h ɪb ^h]
	[t ^h]	t, tt = [t ^h]	tan [t ^h æn]
	[d ^h]	d, dd = [d ^h]	dad [d ^h æd ^h]
	[k ^h]	c, k, ck = [k ^h] (kn = [n])	kick [k ^h ɪk ^h]
	[g ^h]	g, gg = [g ^h] (gn = [n])	give [g ^h ɪv]

Note. The [h] symbol indicates an aspirate consonant. A puff of air is released with the consonant articulation.

 Group Exercise Circle all letters that are made with a stick and a circle (<i>b, d, g, p</i>). These (with <i>t, c, k</i>) are pronounced with an aspirate [h]. Provide IPA:			
can (N)V 	pan (N) 	back (N)Av 	
big (A)j 	did (V) 	tap (V) 	

WORKSHEET #2: *a, i, p, b, t, d, k, g, c*



















Provide IPA:
















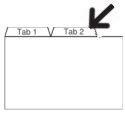


#1	#2	#3
dip ^N _V	pig ^N	ban ^N _V
nap ^N _V	band ^N	tick ^N _V
tag ^N	mid ^A _j	Pam
mitt ^N	camp ^N _V	kit ^N
cat ^N	Tim	cad ^N
bad ^A _j	knack ^N	mig ^N

#4	#5	#6
Dan	map ^N	mat ^N
mint ^N	Gib	Nick
pact ^N	bat ^N	gag ^V
tip ^N _V	tack ^N	nip ^V
nab ^V	dim ^A _j _V	tad ^N
gap ^N	pant ^V	bin ^N

WORKSHEET #2: *a, i, p, b, t, d, k, g, c*





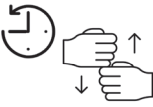























Provide IPA:

#7	#8	#9
damp (A)j 	nag (V) 	Matt 
pick (NV) 	tint (NV) 	tact (N) 
tan (VA)j 	dam (NV) 	kid (N) 
bag (N) 	bid (NV) 	gab (V) 
cab (N) 	Mack 	pack (NV) 
Pip 	pit (N) 	bit (N) 

#10	#11	#12
knit (V) 	pad (N) 	gnat (N) 
Mac 	Kip 	mag (N) 
dig (V) 	dab (NV) 	kick (V) 
mad (A)j 	tin (NA)j 	dad (N) 
pin (NV) 	cap (N) 	bib (N) 
tab (N) 	gig (N) 	Pat 

WORKSHEET #2: *a, i, p, b, t, d, k, g, c*

Use the word bank to create sentences:

SUBJECT	VERB	VERB	ANSWER
*A cat 	can 	camp 	Example:
A kid 	did 	dig 	1.
A man 		gab 	2.
A pig 		gag 	3.
Dad 		kick 	4.
Dan 		knit 	5.
Mack 		nab 	6.
Matt 		nap 	7.
Nan 		pack 	8.
Nick 		pant 	9.
Pam 		pick 	10.
Pat 		tag 	11.
Tim 		tap 	12.

*Note: the word *a /ʔΛ/* is needed for the creation of phrases and sentences. It is a necessary sight word.

Unit #2: Group Exercise

can
[k^hæⁿ]
big
[b^hɪg^h]
pan
[p^hæⁿ]
did
[d^hɪd^h]
back
[b^hæk^h]
tap
[t^hæp^h]

#1
dip
[d^hɪp^h]
nap
[næp^h]
tag
[t^hæg^h]
mitt
[mɪt^h]
cat
[k^hæt^h]
bad
[b^hæd^h]

#4
Dan
[d^hæⁿ]
mint
[mɪnt^h]
pact
[p^hæk^ht^h]
tip
[t^hɪp^h]
nab
[næb^h]
gap
[g^hæp^h]

#2
pig
[p^hɪg^h]
band
[b^hænd^h]
mid
[mɪd^h]
camp
[k^hæmp^h]
Tim
[t^hɪm]
knack
[næk^h]

#5
map
[mæp^h]
Gib
[g^hɪb^h]
bat
[b^hæt^h]
tack
[t^hæk^h]
dim
[d^hɪm]
pant
[p^hænt^h]

#3
ban
[b^hæⁿ]
tick
[t^hɪk^h]
Pam
[p^hæm]
kit
[k^hɪt^h]
cad
[k^hæd^h]
mig
[mɪg^h]

#6
mat
[mæt^h]
Nick
[nɪk^h]
gag
[g^hæg^h]
nip
[nɪp^h]
tad
[t^hæd^h]
bin
[b^hɪn]

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Cheri Montgomery teaches English, Italian, German, French, Russian, Spanish, and Latin Lyric Diction at the Blair School of Music at Vanderbilt University. She has authored numerous books and articles on the topics of voice, diction, and braille literacy. Book reviews are available at www.stmpublishers.com.



A Picture Workbook of English Spellings and Phonetics brings years of research together in one resource. Drawing from her database of 87,000+ English words, the author transcribed and organized the spellings of the English language according to phonetic sounds. This is of particular importance to English language learners as the spellings of English appear to be without consistency. Dictionary transcriptions further complicate the topic as vowels in unstressed syllables are often transcribed with a schwa. The schwa represents an undefined sound in an unstressed syllable. Establishing a reliable system of organizing spellings according to pronunciation is essential for an effective phonetic and spelling study. Montgomery claims that English spellings can be trusted and that vowels in unstressed syllables can be defined. Her article, *Defining the Schwa*, published in the *Journal of Singing* (Sept/Oct 2022), further explores the topic.

The series is divided into two levels. Level I covers single syllable words. Level II covers words with diphthongs, triphthongs, and multiple syllables. This text is ideal for the multilingual classroom as it uses formulas and images to communicate phonetic concepts and vocabulary. English instructions are included but not required for comprehension.

The textbook/workbook format provides teachers with lecture content, activities, and homework assignments. Students learn to read, spell, and pronounce single syllable English words without numerous sight words. The phonology of the English language is made discoverable through an understanding its spellings.

