

# A Picture Workbook of English Spellings and Phonetics

Level II for the MS-HS Multilingual Classroom

Discover proper pronunciation of the English language  
while learning to read and spell words with diphthongs,  
triphthongs, and multiple syllables

Cheri Montgomery

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## PREFACE

This volume is the second 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.

Level II is a continuation of level I. Once students learn to identify the spellings of single syllable words, they are ready for the unique rules that govern unstressed syllables. Pronunciation and transcription of single syllable words are reinforced in this text while rules for words with additional elements are added.

### UNSTRESSED SYLLABLES

Dictionaries do not specify the pronunciation of most vowels in unstressed syllables. The schwa [ə] is used to represent those sounds. The schwa is not used in this text. Establishing a reliable system of organizing spellings and defining the vowel sounds associated with those spellings is vital for English language learners. Students gain an understanding of the structural elements of English as they observe the spellings and associated phonetic symbols. This text claims that English spellings can be trusted and that vowels in unstressed syllables can be defined. The author's article, *Defining the Schwa (Journal of Singing Sept/Oct 2022)*, explores the topic.

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](http://www.stmpublishers.com).

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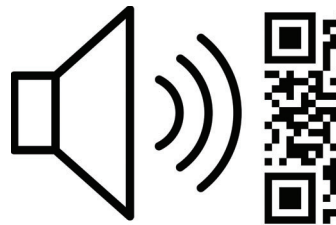
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# UNIT 2

## English Spellings: *i* and *y* as [ai]

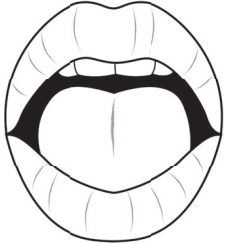



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UNIT 2: Transcription rules for *i* and *y* as [aɪ]

SOUNDS	SPELLINGS & SYMBOLS		
 	[aɪ]	i, y + 1 consonant + vowel = [aɪ]	time [t <sup>h</sup> aɪm] times [t <sup>h</sup> aɪmz] timed [t <sup>h</sup> aɪmd <sup>h</sup> ] rhyme [raɪm]
		y + silent e = [aɪ]	eye [?aɪ]
	[ɪ]	i, y + consonant(s) = [ɪ]	wit [wɪt <sup>h</sup> ] hymn [hɪm]



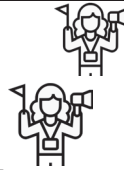
## Group Exercise

Provide IPA:

while ©



guides (N)V



prized (V)A,j



since (P)p©



lynx (N)



thyme (N) (th [t])



WORKSHEET #2: *i* and *y* as [ɑ]

Provide IPA:


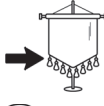









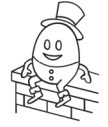






#1	#2	#3
types (N) (V) _____	biked (V) _____	styles (N) _____
hissed (V) _____	syncs (V) _____	rise (V) _____
mine (N) (V) (Pn) _____	wide (A) (j) _____	cringe (V) _____
gym (N) _____	vines (N) _____	thrived (V) _____
lines (N) _____	thrilled (A) (j) _____	lymph (N) _____
strived (V) _____	rye (N) _____	pipes (N) _____



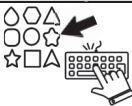












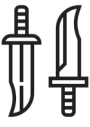


#4	#5	#6
wise (A) (j) _____	myth (N) _____	sides (N) (V) _____
chimed (V) _____	ride (N) (V) _____	ridge (N) _____
sync (V) _____	picked (V) _____	hide (V) _____
brides (N) _____	dye (N) (V) _____	bytes (N) _____
dipped (V) _____	sniped (V) _____	filed (V) _____
lye (N) _____	fines (N) (V) _____	crypt (N) _____



WORKSHEET #2: *i* and *y* as [aɪ]

Provide IPA:

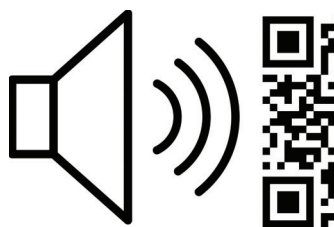
#7	#8	#9
grilled ☑ 	fringe ☑ 	drive ☑ 
write ☑ 	bye ☑ 	crypts ☑ 
hype ☑☑ 	quite ☑ 	hiked ☑ 
kites ☑ 	griped ☑ 	rhymes ☑☑ 
dived ☑ 	pinetrees ☑ 	kissed ☑ 
cyst ☑ 	hymns ☑ 	tides ☑ 

#10	#11	#12
twice ☑ 	wiped ☑ 	type ☑☑ 
filled ☑ 	tyke ☑ 	dimmed ☑ 
eyes ☑ 	dimes ☑ 	glide ☑ 
whined ☑ 	synced ☑ (c [kʰ]) 	syncs ☑ 
myths ☑ 	pride ☑ 	liked ☑ 
knives ☑ 	limped ☑ 	miles ☑ 

# UNIT 13

## English Spellings: unstressed vowel + *l* as [ʊl]

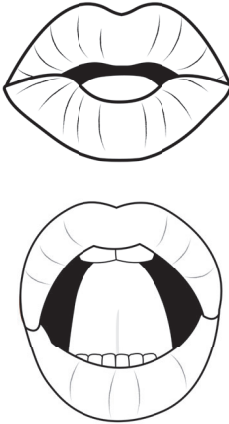
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## UNIT 13: Transcription rules for unstressed vowel + l as [ʊl]

SOUNDS	SPELLINGS & SYMBOLS		
	[ʊl]	Unstressed al	crystal ['kʰɪstʰʊl]
		Unstressed el	jewel ['dʒuʊl]
		Unstressed le	little ['lɪtʰʊl]
		Unstressed ol	symbol ['sɪmbʰʊl]
		Unstressed ul	peaceful ['piːsfʊl]

See rules for unstressed syllables on page 38.

 <b>Group Exercise</b> Provide IPA:			
youthful (A)j [ou [u]) 	angel (N) (a [ɛɪ]) 	gentle (A)j 	
whistled (V) (st [s]) 	civil (A)j (i [ɪ]) 	equal (A)j 	

WORKSHEET #13: Unstressed vowel + l as [ʊɫ]

Provide IPA:

#1	#2	#3
steeples <sup>Ⓝ</sup> _____	beetles <sup>Ⓝ</sup> _____	apple <sup>Ⓝ</sup> _____
formal <sup>Ⓜj</sup> _____	awful <sup>Ⓜj</sup> _____	mental <sup>Ⓜj</sup> _____
table <sup>Ⓝ</sup> (a [ɛɪ]) _____	rebel <sup>Ⓝ</sup> (e [ɛ]) _____	quarrel <sup>Ⓝv</sup> (a [ɔ]) _____
pencil <sup>Ⓝ</sup> _____	coral <sup>Ⓝ</sup> _____	joyful <sup>Ⓜj</sup> _____
dreadful <sup>Ⓜj</sup> _____	docile <sup>Ⓜj</sup> (o [ɑ]) _____	tumult <sup>Ⓝ</sup> _____
cancel <sup>v</sup> _____	simple <sup>Ⓜj</sup> _____	futile <sup>Ⓜj</sup> (u [ju]) _____

#4	#5	#6
people <sup>Ⓝ</sup> (eo [i]) _____	temples <sup>Ⓝ</sup> _____	crumpled <sup>Ⓜj</sup> _____
cruel <sup>Ⓜj</sup> (u [u]) _____	level <sup>Ⓝv</sup> (e [ɛ]) _____	fearful <sup>Ⓜj</sup> (ear [ɪɜ]) _____
general <sup>Ⓜj</sup> (e [ɛ]) _____	single <sup>Ⓜj</sup> _____	battle <sup>Ⓝv</sup> _____
bashful <sup>Ⓜj</sup> _____	pistol <sup>Ⓝ</sup> _____	idol <sup>Ⓝ</sup> _____
emerald <sup>ⓃⓂj</sup> (e [ɛ]) _____	cymbal <sup>Ⓝ</sup> _____	dismal <sup>Ⓜj</sup> (s [z]) _____
nostril <sup>Ⓝ</sup> _____	doubtful <sup>Ⓜj</sup> (ou [aʊ]) _____	marvel <sup>v</sup> _____

## WORKSHEET #13: Unstressed vowel + l as [ʊ]

Provide IPA:

#7	#8	#9
trouble $\text{N}\text{V}$ (ou [ʌ]) _____	tranquil $\text{A}\text{j}$ _____	purple $\text{A}\text{j}$ _____
evil $\text{N}$ _____	chapel $\text{N}$ (a [æ]) _____	fatal $\text{A}\text{j}$ _____
vessel $\text{N}$ _____	ripples $\text{N}\text{V}$ _____	thankful $\text{A}\text{j}$ _____
castles $\text{N}$ (st [s]) _____	faithful $\text{A}\text{j}$ _____	vigil $\text{N}$ (i [ɪ]) _____
rival $\text{N}\text{V}$ _____	animal $\text{N}$ (a [æ]) _____	candles $\text{N}$ _____
cheerful $\text{A}\text{j}$ _____	double $\text{V}\text{A}\text{j}$ (ou [ʌ]) _____	model $\text{N}\text{V}$ (o [ɑ]) _____

#10	#11	#12
petal $\text{N}$ (e [ɛ]) _____	humble $\text{A}\text{j}$ _____	powerful $\text{A}\text{j}$ (ower [aʊɜ]) _____
wrinkled $\text{V}\text{A}\text{j}$ _____	beautiful $\text{A}\text{j}$ (eau [ju]) _____	idle $\text{A}\text{j}\text{V}$ (i [aɪ]) _____
laurel $\text{N}$ _____	carol $\text{N}$ _____	channel $\text{N}$ _____
capitol $\text{N}$ (a [æ]) _____	travel $\text{N}\text{V}$ (a [æ]) _____	turtles $\text{N}$ _____
bottle $\text{N}$ _____	vocal $\text{A}\text{j}$ _____	devil $\text{N}$ (e [ɛ]) _____
tuneful $\text{A}\text{j}$ _____	pebbles $\text{N}$ _____	mortal $\text{N}\text{A}\text{j}$ _____

## Unit #2: Group Exercise

while

[waɪl]

since

[sɪns]

guides

[gʰaɪdʰz]

lynx

[lɪŋkʰs]

prized

[pʰraɪzdʰ]

thyme

[tʰaɪm]

#1

types

[tʰaɪpʰs]

hissed

[hɪstʰ]

mine

[maɪn]

gym

[dʒɪm]

lines

[laɪnz]

strived

[stʰraɪvdʰ]

#2

biked

[bʰaɪkʰtʰ]

syncs

[sɪŋkʰs]

wide

[waɪdʰ]

vines

[vaɪnz]

thrilled

[θraɪdʰ]

rye

[raɪ]

#3

styles

[stʰaɪlz]

rise

[raɪz]

cringe

[kʰrɪŋdʒ]

thrived

[θraɪvdʰ]

lymph

[lɪmf]

pipes

[pʰaɪpʰs]

#4

wise

[waɪz]

chimed

[tʃaɪmdʰ]

sync

[sɪŋkʰ]

brides

[bʰraɪdʰz]

dipped

[dʰɪpʰtʰ]

lye

[laɪ]

#5

myth

[mɪθ]

ride

[raɪdʰ]

picked

[pʰɪkʰtʰ]

dye

[dʰaɪ]

sniped

[snaɪpʰtʰ]

fines

[faɪnz]

#6

sides

[saɪdʰz]

ridge

[raɪdʒ]

hide

[haɪdʰ]

bytes

[bʰaɪtʰs]

filed

[faɪldʰ]

crypt

[kʰrɪpʰtʰ]

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