VISUAL VERSION

Articulatory Phonetics: Tactile Alphabet

LEVEL 3: Multisyllabic Words

A pronunciation guide and simplified phonetic system designed for special education professionals who work with learners who are blind or low-vision

Cheri Montgomery

S.T.M. Publishers
Nashville, TN

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Technical Support: Verlan Kliewer

PREFACE

Articulatory Phonetics: Tactile Alphabet is the braille version of a university-level phonetics program. It features a simplified phonetic system designed for special education professionals who work with learners who are blind or low-vision. Instruction in the phonetic transcription of multisyllabic words is provided.

The *Articulatory Phonetics* series is the teacher-focused companion to *Reading and Phonetics*, a corresponding series designed for students ages 10 and up. The preface to Level 3 of *Reading and Phonetics: Tactile Alphabet* is provided below.

Reading and Phonetics: Tactile Alphabet is the braille version of a reading and spelling program (a refreshable braille display is needed to access the tactile text). Level 1 introduces the spellings and sounds of single-syllable words. Level 2 expands the vocabulary of single-syllable words and includes words with diphthongs.

This text is 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.

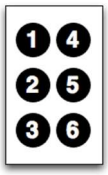
Phonetic Conversion Chart								
IPA	Simplified	Example	IPA	Simplified	Example	IPA	Simplified	Example
/æ/	/a/	hat	/kʰ/	/k/	cake	/θ/	/th/	thing
/ɑ/	/A/	father	/ɬ/	/l/	little	/ð/	/Th/	this
/bʰ/	/b/	baby	/m/	/m/	meme	/u/	/u/	moon
/ʧ/	/tS/	chair	/n/	/n/	note	/ʊ/	/U/	book
/dʰ/	/d/	dance	/ŋ/	/N/	sing	/ʌ/	/x/	up
/ɛ/	/E/	bed	/ɔ/	/O/	ought	/v/	/v/	vase
/f/	/f/	fig	/pʰ/	/p/	pin	/w/	/w/	win
/gʰ/	/g/	good	/ɹ/	/r/	ring	/j/	/j/	yes
/h/	/h/	heart	/ɜ/	/R/	earth	/z/	/z/	zoo
/i/	/i/	seat	/s/	/s/	cease	/ʒ/	/Z/	beige
/ɪ/	/I/	fit	/ʃ/	/S/	shirt	stress: /ˈ/	/'/	be'lieve
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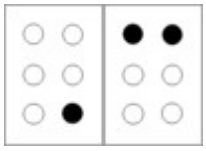
I am grateful for braille instruction from Steve Norman, braille/technology instructor at the Tennessee Rehabilitation Center. He assisted with research that culminated in articles published by the National Association of Teachers of Singing, *Journal of Singing*; *MultiBriefs*; and *Vanderbilt University News*. He was instrumental in testing the Kindle version of three diction workbooks written for singers with blindness. His willingness to share his expertise and extensive experience with the braille system and associated technology is much appreciated.

INTRODUCTION TO BRAILLE

Braille is a tactile writing system created in 1824 by Frenchman Louis Braille. Each braille character consists of a cell with raised or lowered dots. Characters are distinguished by the number and arrangement of raised dots within each cell. The six dots are organized in two columns. There are three dots in the left column and three dots in the right column (imagine a 2x3 Lego brick). The dots are numbered counting from top to bottom starting with the left column.

Braille Cell 

Each braille cell is assigned a number name according to the dot configuration within the cell. For example, the braille symbol for *c* is named dots 14 (dots 1 and 4 are raised for the braille representation of *c*). Uppercase letters are indicated by placing a braille dots 6 before the letter. The braille representation for uppercase C is a dots 6 cell followed by a dots 14 cell.

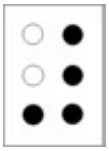


Braille consumes a lot of space. Certain characters require more than one cell. The 6-dot cell system is used for reading, math, and music. The 8-dot cell system provides an extension. A third row of dots reduces the line by including additional information, like capitalization, beneath the cell (imagine a 2x4 Lego brick).

There are three levels of encoding for English braille. Grade 1 provides a letter-by-letter representation of any given spelling, grade 2 includes abbreviations and contractions, and grade 3 contains various symbols that can be customized to suit the individual needs of the user. This text provides a study of grade 1 braille.

PATTERNS IN BRAILLE

Braille is an intuitive system designed for easy memorization of symbols. Braille letters of the alphabet correspond with numbers: *a* is 1, *b* is 2, *c* is 3, *d* is 4, *e* is 5, *f* is 6, *g* is 7, *h* is 8, *i* is 9, and *j* is 0. A numeric indicator precedes a braille number to distinguish it from a letter of the alphabet. The numeric indicator is a dots 3456 cell.

Numeric Indicator # 

The braille alphabet follows a pattern. The raised dots for letters *a* through *j* are similar to letters *k* through *t* (an added dots 3 distinguishes *k* through *t*). The raised dots for letters *u, v, x, y,* and *z* are similar to letters *a, b, c, d, e* (an added dots 36 distinguishes *u, v, x, y,* and *z*). Notice that the letter *w* was not included. It was omitted by Braille since *w* is not a spelling of the French language. The letter *w* is a dots 2456 cell.

The pedagogical approach of this text is based on a a newly created phonetic system that consists of uppercase and lowercase letters. Traditional phonetic symbols are awkward to access regardless of the system. Many of the IPA symbols resemble uppercase letters. With this system, IPA symbols that resemble uppercase letters are replaced with their uppercase equivalents.

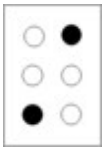
LEARNING TOOLS

Use a 2x3 egg carton and ping pong balls to recreate braille symbols. Lego bricks also provide excellent learning aids. Purchase a 32x16 base plate, 30 2x4 bricks, and 100 1x1 round dots. Recreate the braille cells using the 1x1 bricks for dots and 2x4 bricks for cells (the bottom row should remain blank). Place the cells in alphabetical order on the base plate (a through *j* on row 1, *k* through *t* on row 2,

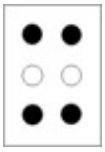
and *u v x y z w* on row 3). After the letters are memorized in alphabetical order, remove the cells from the base plate, place them in a sandwich bag, and select randomly to test your memory.

SPECIAL SYMBOLS

There are three symbols needed to navigate the braille portions of this text: the numeric indicator, the forward slash, and the letter *x.* The numeric indicator helps the reader identify numbers (see examples on the right side of this page). A forward slash is placed on either side of phonetic symbols.

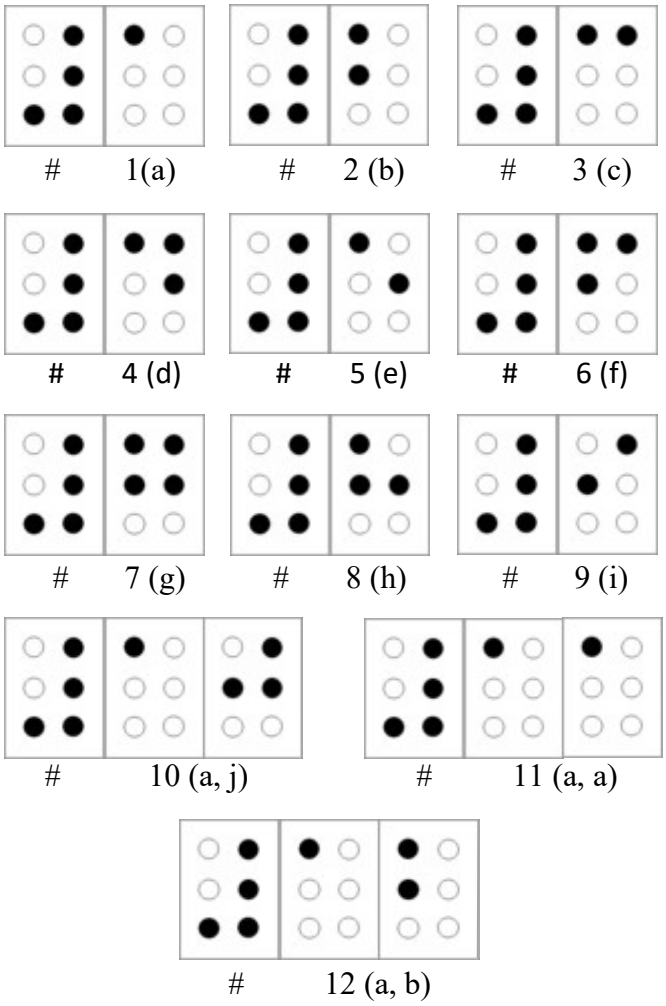
/: 

Learning to read braille requires a lot of practice. Students are encouraged to review the level 1 textbook on a regular basis. In level 1, the letter *x* acts as a place marker or tracking line for discovering new braille symbols. The dot configuration of an *x* cell marks the outer boundaries of a cell. Imagine the typed version of an uppercase *X* with dots at the ends of each diagonal line. A braille *x* is dots 1346. This arrangement of dots provides an ideal tactile reference point for other braille symbols.

x: 

A line with a group of *x* cells is used to create a tracking line. It indicates the beginning of an exercise. A number between two groups of *x* cells indicates a new line of an exercise.

Students in a group learning environment should memorize the braille number associated with their individually assigned homework. Students may locate their assignment by searching the lines that contain a group of *x* cells (dots 1346) followed by the numeric indicator (dots 3456), the exercise number, then another group of x cells. Note the braille symbol for each number: 1 is dots 1, 2 is dots 12, 3 is dots 14, 4 is dots 145, 5 is dots 15, 6 is dots 124, 7 is dots 1245, 8 is dots 125, 9 is dots 24, 10 is dots 1 and dots 245, 11 is dots 1 and dots 1, 12 is dots 1 and dots 12.



CONTENT NOTE

Unique instructional tools are provided on the first page of each unit. Every letter of the braille alphabet has a scented, tactile, taste, and sound association with topics to discuss. QR codes provide audio links to American and British pronunciations of the phonetic symbols.

CM

ABOUT THE AUTHOR

Cheri Montgomery is an author and lecturer on the topics of voice and diction. She teaches articulatory phonetics, voice, English, Italian, German, French, Latin, Spanish, and Russian lyric diction at the Blair School of Music at Vanderbilt University. Her series of workbooks for diverse learners is available at *www.teamphonetics.com*.

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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. Forward slashes 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 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 learning braille can hear the phonetic spellings by their uppercase or lowercase name. 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. The teacher 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 (braille students may share by spelling the phonetics aloud). 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 exercise.

A refreshable braille display is needed to access the tactile version of this workbook. The tactile version is available by request and sent directly to the student. Please email *info@stmpublishers.com.* In this workbook, the braille cells are depicted to the right of each exercise with phonetic symbols and English spellings positioned directly above.

ADDITIONAL ACTIVITIES

Phonetic exercises facilitate multiple group-engaging activities. Word lists can be read aloud while students spell them out phonetically. The symbols should be named by their case: lowercase *a*, uppercase *A*, lowercase *e*, uppercase *E*, and so on. The students may also spell the words. This flips the activity into a spelling challenge.

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. Lego bricks can be used to create a phonetic Scrabble game. Instructions and additional resources are available on the resources page at *www.stmpublishers.com/teamphonetics*.

PRONUNCIATION GUIDE

FRONT VOWELS

/i/	tree /tri/	coffee /'kAfi/	seaweed /'siwid/
/I/	hill /hIl/	pretty /'prItI/	beginning /bI'gInIN/
	Unstressed /I/ has a sound between /i/ and /I/		
/E/	thread /thrEd/	breathless /'brEthlEs/	recommend /rEkx'mEnd/

BACK VOWELS

/u/	moon /mun/	usual /'juZuUl/	schoolroom /'skulrum/
/U/	wood /wUd/	eagle /'?igUl/	mural /'mjURUl/
/O/	walk /wOk/	forlorn /fOr'lOrn/	chalkboard /'tSOkbOrd/

CENTRAL VOWELS

/a/	hand /hand/	palace /'palas/	captain /'kaptan/
	Unstressed /a/ has a sound between /a/ and /I/		
/A/	heart /hArt/	monarch /'mAnArk/	avocado /'?AvxkAdoU/
/x/	sun /sxn/	above /?x'bxv/	wondrous /'wxndrxs/
/R/	nurse /nRs/	murmur /'mRmR/	earthworm /'?RthwRm/

BILABIAL CONSONANTS

/p/	pin /pIn/	paper /'pEIpR/
/b/	bed /bEd/	bubble /'bxbUl/

LABIODENTAL CONSONANTS

/f/	fan /fan/	fruitful /'frutfUl/
/v/	vest /vEst/	velvet /'vElvIt/

DENTAL CONSONANTS

/th/	tooth /tuth/	thirteenth /thR'tinth/
/Th/	this /ThIs/	thither /'ThIThR/

*ALVEOLAR CONSONANTS

/t/	tea /ti/	twilight /'twAIlAIt/
/d/	dog /dAg/	divide /dI'vAId/
/l/	lamp /lamp/	lily /'lIlI/

*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 /rIN/	refresh /rI'frES/
/n/	noon /nun/	nation /'nEISxn/
/s/	street /strit/	sunset /'sxnsEt/
/z/	zoo /zu/	daisies /'dEIzIz/

PREPALATAL CONSONANTS

/S/	sheep /Sip/	shellfish /'SElfIS/
/Z/	rouge /ruZ/	treasure /'trEZR/
/tS/	church /tSRtS/	chitchat /'tSIttSat/
/dZ/	joy /dZOI/	judgment /'dZxdZmEnt/

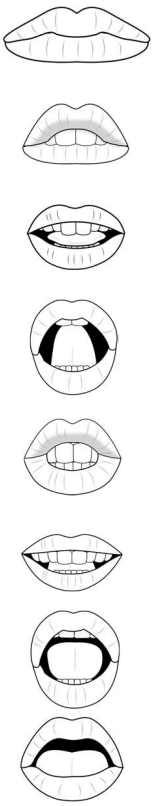
VELAR CONSONANTS

/k/	cup /kxp/	quickly /'kwIklI/
/g/	gum /gxm/	giggle /'gIgUl/
/N/	swing /swIN/	singing /'sININ/

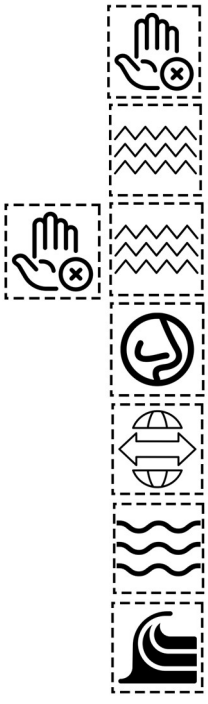
Classification of Symbols: Consonants



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'lEIbIUl/ Refers to the lips	**/b/** /p/ **/m/ /w/**
Labiodental /lEIbIo'dEntUl/ Involves the lower lip and the upper front teeth	**/v/** /f/
Dental /'dEntUl/ 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'palItUl/ Involves the tip of tongue and the front of the hard palate	**/Z/** /S/ **/dZ/** /tS/
Palatal /'palItUl/ 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 /'glAtUl/ 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 /'nEIzUl/ Produced by directing vocalized tone through the nasal passages	**/m/ /n/ /N/**
Lateral /'latERUl/ Produced by directing vocalized tone over the sides of the tongue	**/l/**
Glide /glAId/ 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/

Grade 1 Braille Phonetic Alphabet												
a /a/	a /A/	b /b/	c	ch /tS/	d /d/	e /E/	f /f/	g /g/	g /dZ/	h /h/	i /i/	i /I/
j /j/	k /k/	l /l/	m /m/	n /n/	n /N/	o /o/	o /O/	p /p/	q	q/c /k/	r /r/	r /R/
s /s/	s /S/	t /t/	u /u/	u /U/	v /v/	w /w/	x /x/	y	z /z/	z /Z/	/'/	/?/

UNIT 1A

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

TOPIC	PAGE
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UNIT 1A: Stressed *i* and *y* as /AI/ or /I/

TRANSCRIPTION RULES		
/AI/	i + 1 consonant + vowel	final /'fAInUl/ silence /'sAIlIns/
	***Hiatus** i + vowel	lion /'lAI-xn/ quiet /'kwAI-It/ (exception: trio /'tri-oU/)
	y + vowel	eyelid /'?AIlId/ flying /'flAIIN/
	igh ild ind	brighter /'brAItR/ mildly /'mAIldlI/ kindness /'kAIndnEs/
/I/	i + 2 consonants	finger /'fINgR/ quickly /'kwIklI/ (exceptions: idle /'AIdUl/ island /'?AIlxnd/)
	i + double consonants	little /'lItUl/ village /'vIladZ/

*Hiatus: adjacent vowel sounds in consecutive syllables

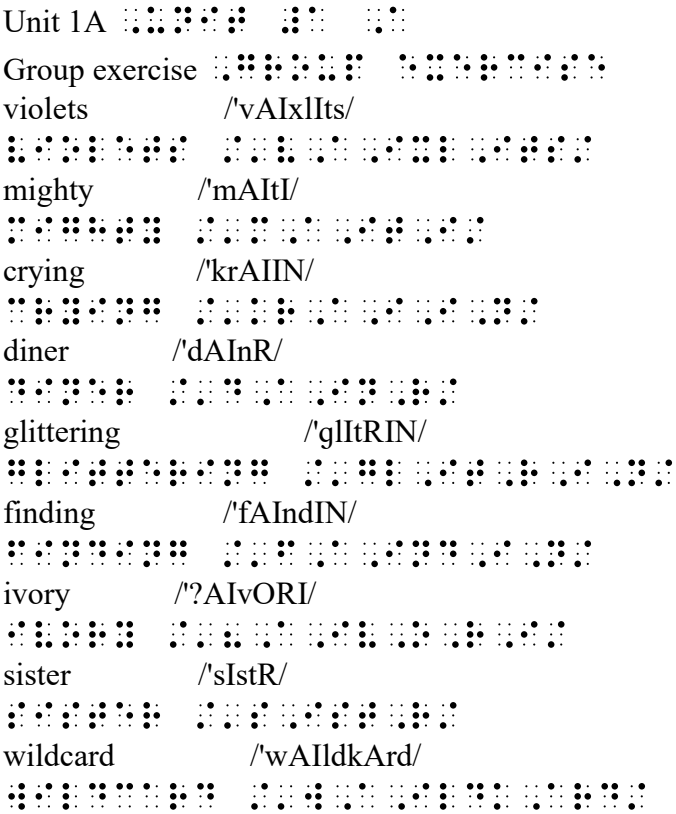
Stressed Syllable Mark /'/ ⠄

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

Unit 1A (the tactile version is to the right)

Group exercise: Provide phonetic symbols

violets
/'v____xlIts/
mighty
/'m____tI/
crying
/'kr____IN/
diner
/'d____nR/
glittering
/'gl____tRIN/
finding
/'f____ndIN/
ivory
/'?____vORI/
sister
/'s____stR/
wildcard
/'w____ldkArd/



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

Provide phonetic symbols: (the tactile version is to the right)

#1

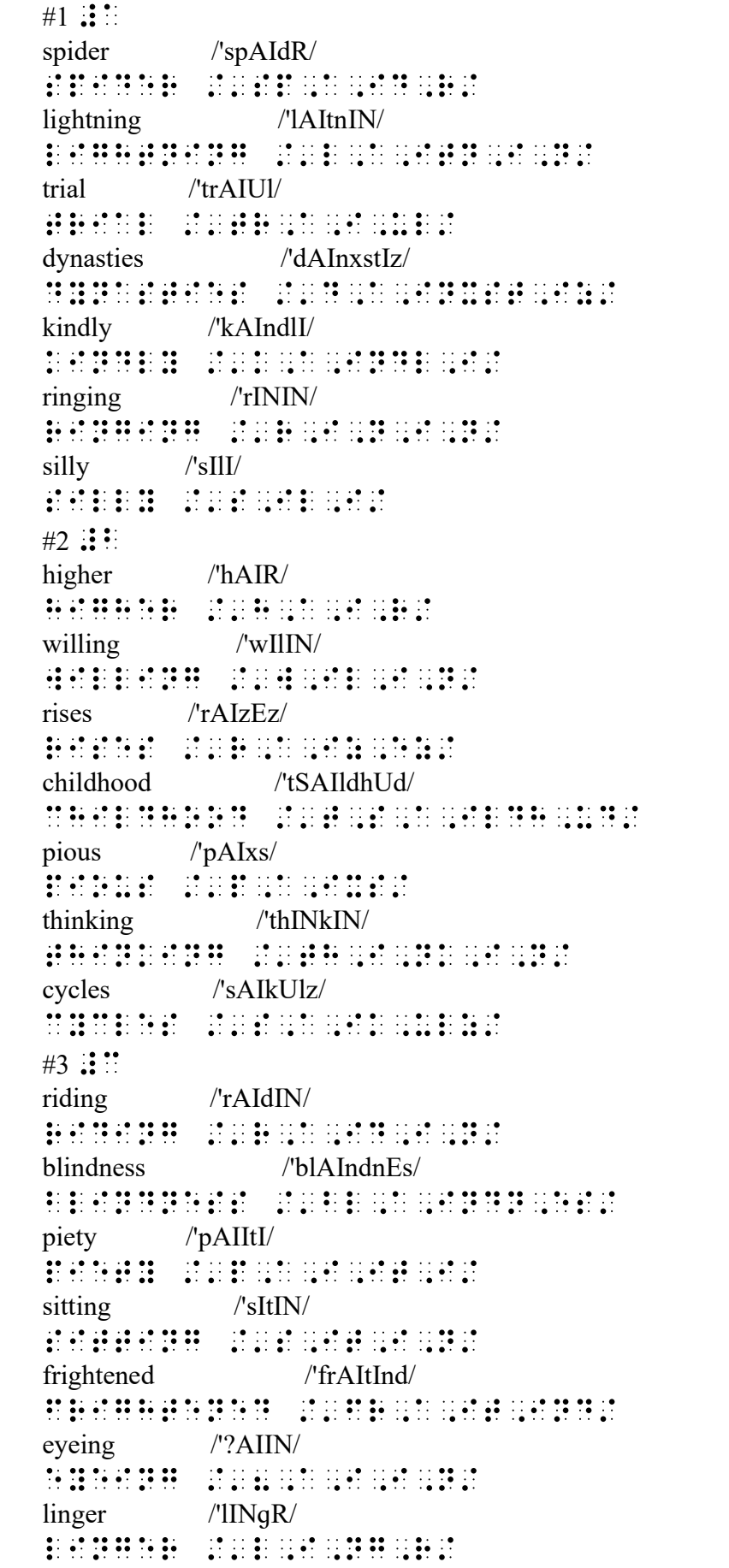
spider
/'sp____dR/
lightning
/'l____tnIN/
trial
/'tr____Ul/
dynasties
/'d____nxstIz/
kindly
/'k____ndlI/
ringing
/'r____NIN/
silly
/'s____lI/

#2

higher
/'h____R/
willing
/'w____lIN/
rises
/'r____zEz/
childhood
/'tS____ldhUd/
pious
/'p____xs/
thinking
/'th____NkIN/
cycles
/'s____kUlz/

#3

riding
/'r____dIN/
blindness
/'bl____ndnEs/
piety
/'p____ItI/
sitting
/'s____tIN/
frightened
/'fr____tInd/
eyeing
/'?____IN/
linger
/'l____NgR/



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

Provide phonetic symbols: (the tactile version is to the right)

#4
whisper
/'w____spR/
quietly
/'kw____ItlI/
winning
/'w____nIN/
lighted
/'l____tId/
childish
/'tS____ldIS/
tyrants
/'t____Rants/
smiling
/'sm____lIN/
#5
minded
/'m____ndId/
diet
/'d____It/
spying
/'sp____IN/
lilac
/'l____lak/
silvery
/'s____lvRI/
kissing
/'k____sIN/
tightly
/'t____tlI/
#6
sighing
/'s____IN/
lioness
/'l____xnEs/
milder
/'m____ldR/
slyly
/'sl____lI/
hiding
/'h____dIN/
winter
/'w____ntR/
chilly
/'tS____lI/

#4
whisper /'wIspR/
quietly /'kwAIItlI/
winning /'wInIN/
lighted /'lAItId/
childish /'tSAIldIS/
tyrants /'tAIRants/
smiling /'smAIlIN/
#5
minded /'mAIndId/
diet /'dAIIt/
spying /'spAIIN/
lilac /'lAIlak/
silvery /'sIlvRI/
kissing /'kIsIN/
tightly /'tAItlI/
#6
sighing /'sAIIN/
lioness /'lAIxnEs/
milder /'mAIldR/
slyly /'slAIlI/
hiding /'hAIdIN/
winter /'wIntR/
chilly /'tSIlI/

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

Provide phonetic symbols: (the tactile version is to the right)

#7

liar
/'l____R/
brighten
/'br____tIn/
tyrant
/'t____Rant/
fifty
/'f____ftI/
wiser
/'w____zR/
signing
/'s____nIN/
middle
/'m____dUl/

#8

written
/'r____tIn/
kindness
/'k____ndnEs/
highway
/'h____wEI/
silken
/'s____lkIn/
eyesight
/'?____sAIt/
triumphs
/'tr____xmfs/
striving
/'str____vIN/

#9

lying
/'l____IN/
innocent
/'?____nxsEnt/
tiny
/'t____nI/
winding
/'w____ndIN/
swiftly
/'sw____ftlI/
dial
/'d____Ul/
nightly
/'n____tlI/

#7

liar /'lAIR/
brighten /'brAItIn/
tyrant /'tAIRant/
fifty /'fIftI/
wiser /'wAIzR/
Signing /'sAInIN/
middle /'mIdUl/

#8

written /'rItIn/
kindness /'kAIndnEs/
highway /'hAIwEI/
silken /'sIlkIn/
eyesight /'?AIsAIt/
triumphs /'trAIxmfs/
striving /'strAIvIN/

#9

lying /'lAIIN/
innocent /'?InxsEnt/
tiny /'tAInI/
winding /'wAIndIN/
swiftly /'swIftlI/
dial /'dAIUl/
nightly /'nAItlI/

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

Provide phonetic symbols: (the tactile version is to the right)

#10
lighter
/'l____tR/
science
/'s____Ins/
dying
/'d____IN/
kinder
/'k____ndR/
swinging
/'sw____NIN/
pilot
/'p____lxt/
bitter
/'b____tR/

#11
drinking
/'dr____NkIN/
client
/'kl____Ent/
wildly
/'w____ldlI/
spices
/'sp____sEz/
byway
/'b____wEI/
sinner
/'s____nR/
fighting
/'f____tIN/

#12
singer
/'s____NR/
riot
/'r____xt/
brightness
/'br____tnEs/
trying
/'tr____IN/
wilder
/'w____ldR/
ivy
/'?____vI/
filling
/'f____lIN/

#10
lighter /'lAItR/
science /'sAIIns/
dying /'dAIIN/
kinder /'kAIndR/
swinging /'swININ/
pilot /'pAIlxt/
bitter /'bItR/

#11
drinking /'drINkIN/
client /'klAIEnt/
wildly /'wAIldlI/
spices /'spAIsEz/
byway /'bAIwEI/
sinner /'sInR/
fighting /'fAItIN/

#12
singer /'sINR/
riot /'rAIxt/
brightness /'brAItnEs/
trying /'trAIIN/
wilder /'wAIldR/
ivy /'?AIvI/
filling /'fIlIN/

UNIT 1B

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

TOPIC	PAGE
Transcription rules	16
Group exercise	16
Individual exercises	17



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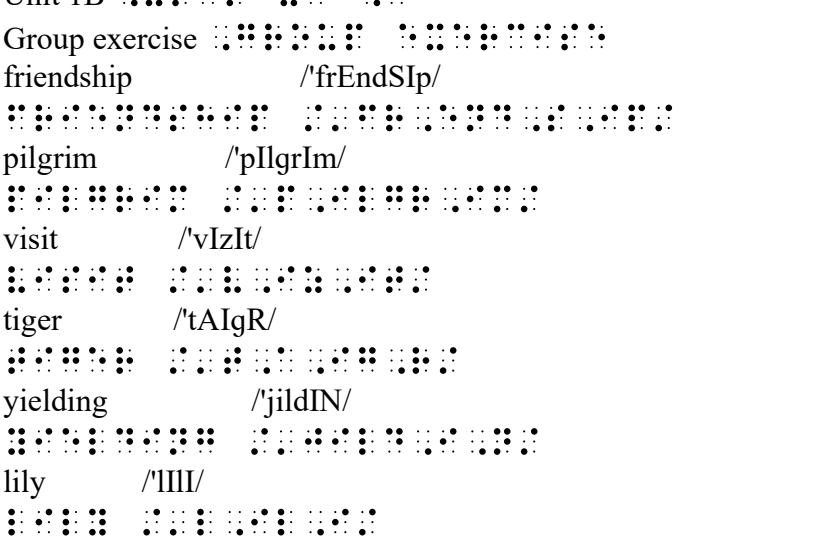
UNIT 1B: Exception spellings: stressed *i* and *y* as /AI/, /I/, or /i/

<table>
<tr><th colspan="6">TRANSCRIPTION RULES
New rules are in the gray-shaded areas</th></tr>
<tr><td>/AI/</td><td>i + 1 consonant
+ vowel</td><td colspan="4">final /'fAInUl/ silence /'sAIlIns/</td></tr>
<tr><td rowspan="2">/I/</td><td>i + 2 consonants</td><td colspan="4">finger /'fINgR/ quickly /'kwIklI/
(exceptions: idle /'?AIdUl/ island /'?AIlxnd/)</td></tr>
<tr><td>i + double consonants</td><td colspan="4">little /'lItUl/ village /'vIladZ/</td></tr>
<tr><td rowspan="2">/I/</td><td>Exception Words:
i + 1 consonant
+ vowel</td><td>Final /n/
Final /oU/
Final /R/
Final /S/
Final /t/
Final -y</td><td colspan="3">driven, given, linen, risen, vision, vixen, living
limo, widow
figure, liver, quiver, rigor, river, shiver, vigor
finish, licorice, spinach /'spInItS/
minute, pivot, rivet
city, lily, misery, pity</td></tr>
<tr><td>New Spelling:
i/y + consonant
+ i + consonant</td><td><u>Final -ic</u>
civic /'sIvIk/
clinic
critic
cynic
mimic</td><td><u>Final -id</u>
liquid
/'lIkwId/
rigid
timid
vivid</td><td><u>Final -il</u>
civil
/'sIvUl/
vigil</td><td><u>Final -it</u>
digit
/'dIdZIt/
limit
spirit
visit</td></tr>
<tr><td rowspan="2">/AI/</td><td>Hiatus
i + vowel</td><td colspan="4">lion /'lAI-xn/ quiet /'kwAI-It/
(exception: trio /'tri-oU/)</td></tr>
<tr><td>y + vowel</td><td colspan="4">eyelid /'?AIlId/ flying /'flAIIN/</td></tr>
<tr><td>/i/</td><td>New Spelling:
ie (not in hiatus)</td><td colspan="4">chiefly /'tSiflI/ pieces /'pisEz/
(exception: friendly/friendship /'frEndlI/)</td></tr>
<tr><td>/AI/</td><td>igh, ild, ind</td><td colspan="4">brighter /'brAItR/ mildly /'mAIldlI/ kindness /'kAIndnEs/</td></tr>
<tr><td>/I/</td><td>Exception Words:</td><td>ild
ind</td><td colspan="3">building /'bIldIN/ children, mildew, wilderness
cinder /'sIndR/ window /'wIndoU/</td></tr>
</table>

Unit 1B (the tactile version is to the right)

Group exercise: Provide phonetic symbols

friendship
/'fr____ndSIp/
pilgrim
/'p____lgrIm/
visit
/'v____zIt/
tiger
/'t____gR/
yielding
/'j____ldIN/
lily
/'l____lI/



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

Provide phonetic symbols: (the tactile version is to the right)

#1
vivid
/'v____vId/
grievous
/'gr____vxs/
riddle
/'r____dUl/
city
/'s____tI/
timing
/'t____mIN/
children
/'tS____ldrIn/

#1
vivid /'vIvId/
grievous /'grivxs/
riddle /'rIdUl/
city /'sItI/
timing /'tAImIN/
children /'tSIldrIn/

#2
trio
/'tr____oU/
river
/'r____vR/
shielding
/'S____ldIN/
clinic
/'kl____nIk/
fifteen
/'f____ftin/
icy
/'?____sI/

#2
trio /'trioU/
river /'rIvR/
shielding /'SildIN/
clinic /'klInIk/
fifteen /'fIftin/
icy /'?AIsI/

#3
priestly
/'pr____stlI/
wilderness
/'w____ldRnEs/
slipper
/'sl____pR/
dining
/'d____nIN/
rigid
/'r____dZId/
given
/'g____vIn/

#3
priestly /'pristlI/
wilderness /'wIldRnEs/
slipper /'slIpR/
dining /'dAInIN/
rigid /'rIdZId/
given /'gIvIn/

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

Provide phonetic symbols: (the tactile version is to the right)

#4
flying
/'fl____IN/
liquid
/'l____kwId/
hilly
/'h____lI/
cider
/'s____dR/
grieving
/'gr____vIN/
minute
/'m____nxt/

#4
flying /'flAIIN/
liquid /'lIkwId/
hilly /'hIlI/
cider /'sAIdR/
grieving /'grivIN/
minute /'mInxt/

#5
critic
/'kr____tIk/
fielder
/'f____ldR/
pity
/'p____tI/
island
/'?____lxnd/
mister
/'m____stR/
sliding
/'sl____dIN/

#5
critic /'krItIk/
fielder /'fildR/
pity /'pItI/
island /'?AIlxnd/
mister /'mIstR/
sliding /'slAIdIN/

#6
rider
/'r____dR/
digit
/'d____dZIt/
living
/'l____vIN/
window
/'w____ndoU/
gifted
/'g____ftId/
thievery
/'th____vRI/

#6
rider /'rAIdR/
digit /'dIdZIt/
living /'lIvIN/
window /'wIndoU/
gifted /'gIftId/
thievery /'thivRI/

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

Provide phonetic symbols: (the tactile version is to the right)

#7
missing
/'m____sIN/
risen
/'r____zIn/
diesel
/'d____zUl/
timid
/'t____mId/
building
/'b____ldIN/
fiber
/'f____bR/

#8
cynic
/'s____nIk/
frying
/'fr____IN/
glimmer
/'gl____mR/
finish
/'f____nIS/
minor
/'m____nR/
briefing
/'br____fIN/

#9
vigil
/'v____dZUl/
fiendish
/'f____ndIS/
lining
/'l____nIN/
civic
/'s____vIk/
history
/'h____stORI/
cinder
/'s____ndR/

#7
missing /'mIsIN/
risen /'rIzIn/
diesel /'dizUl/
timid /'tImId/
building /'bIldIN/
fiber /'fAIbR/

#8
cynic /'sInIk/
frying /'frAIIN/
glimmer /'glImR/
finish /'fInIS/
minor /'mAInR/
briefing /'brifIN/

#9
vigil /'vIdZUl/
fiendish /'findIS/
lining /'lAInIN/
civic /'sIvIk/
history /'hIstORI/
cinder /'sIndR/

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

Provide phonetic symbols: (the tactile version is to the right)

#10
friendly
/'fr____ndlI/
shrieking
/'Sr____kIN/
driven
/'dr____vIn/
bigger
/'b____gR/
limit
/'l____mIt/
gliding
/'gl____dIN/

#10
friendly /'frEndlI/
shrieking /'SrikIN/
driven /'drIvIn/
bigger /'bIgR/
limit /'lImIt/
gliding /'glAIdIN/

#11
linen
/'l____nIn/
piecing
/'p____sIN/
mildew
/'m____ldju/
dinner
/'d____nR/
biking
/'b____kIN/
vision
/'v____Zxn/

#11
linen /'lInIn/
piecing /'pisIN/
mildew /'mIldju/
dinner /'dInR/
biking /'bAIkIN/
vision /'vIZxn/

#12
tying
/'t____IN/
figure
/'f____gjR/
vital
/'v____tUl/
mimic
/'m____mIk/
thieving
/'th____vIN/
whistle
/'w____sUl/

#12
tying /'tAIIN/
figure /'fIgjR/
vital /'vAItUl/
mimic /'mImIk/
thieving /'thivIN/
whistle /'wIsUl/

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