

Reading and Phonetics: Manual Alphabet

LEVEL 2: Vocabulary-Building

A reading and spelling program for
multilingual and multi-abled learners

Cheri Montgomery

Copyright © 2026 Cheri A. Montgomery

ALL RIGHTS RESERVED. This book, or parts thereof, may not be reproduced in any form by any means without the written permission of the publisher. The scanning, uploading, photocopying and distribution of this book via the internet or by any other means is illegal and punishable by law. Your support of the author's rights is appreciated.

Copies of this book may be ordered by contacting:



S.T.M. Publishers
P.O. Box 111485
Nashville, TN 37222
Tel: (615) 831-9859
Email: info@studenttextmfg.com
Website: www.stmpublishers.com/teamphonetics



Reading and Phonetics: Manual Alphabet, Level 2, Teacher's Manual, spiral bound, ISBN 979-8-950135-11-8

Resources from S.T.M. Publishers:

ISBN (spiral bound) 978-1-7352114-5-9	A Handwriting Picture Workbook	Preparatory Workbook
ISBN (spiral bound) 979-8-950135-00-2 ISBN (spiral bound) 979-8-950135-01-9 ISBN (spiral bound) 979-8-950135-02-6 ISBN (spiral bound) 979-8-9898107-7-2 ISBN (spiral bound) 979-8-950135-03-3 ISBN (spiral bound) 979-8-950135-04-0 ISBN (spiral bound) 979-8-9898107-8-9	Tactile Alphabet: Visual Version ELL: Student Manual ELL: Teacher's Manual Articulation: Student Manual Articulation: Teacher's Manual Manual Alphabet: Student Manual Manual Alphabet: Teacher's Manual	Reading and Phonetics, Level 1
ISBN 979-8-9878102-1-7 (spiral bound) ISBN 979-8-9878102-2-4 (spiral bound)	Tactile Textbook for use with level 1 Tactile Workbook for use with level 1	Reading, Phonics, and Braille
ISBN (spiral bound) 979-8-950135-05-7 ISBN (spiral bound) 979-8-950135-06-4 ISBN (spiral bound) 979-8-950135-07-1 ISBN (spiral bound) 979-8-950135-08-8 ISBN (spiral bound) 979-8-950135-09-5 ISBN (spiral bound) 979-8-950135-10-1 ISBN (spiral bound) 979-8-950135-11-8	Tactile Alphabet: Visual Version ELL: Student Manual ELL: Teacher's Manual Articulation: Student Manual Articulation: Teacher's Manual Manual Alphabet: Student Manual Manual Alphabet: Teacher's Manual	Reading and Phonetics, Level 2
ISBN (spiral bound) 979-8-950135-12-5 ISBN (spiral bound) 979-8-950135-13-2 ISBN (spiral bound) 979-8-950135-14-9 ISBN (spiral bound) 979-8-950135-15-6 ISBN (spiral bound) 979-8-950135-16-3 ISBN (spiral bound) 979-8-950135-17-0 ISBN (spiral bound) 979-8-950135-18-7	Tactile Alphabet: Visual Version ELL: Student Manual ELL: Teacher's Manual Articulation: Student Manual Articulation: Teacher's Manual Manual Alphabet: Student Manual Manual Alphabet: Teacher's Manual	Reading and Phonetics, Level 3

Other titles available from S.T.M. Publishers:

Advanced French Lyric Diction Workbook; English Lyric Diction Workbook, 4th edition; French Lyric Diction Workbook, 4th edition; German Lyric Diction Workbook, 5th edition; Italian Lyric Diction Workbook, 3rd edition; Latin Lyric Diction Workbook; Russian Lyric Diction Workbook; Spanish Lyric Diction Workbook; A Sketchbook Atlas of the Vocal Tract, 3rd edition; IPA Handbook for Singers, 2nd edition; Phonetic Readings for Lyric Diction, 4th edition; Phonetic Transcription for Lyric Diction; Singer's Diction; The Singer's Daily Practice Journal, volume I, volume II, and volume III

Technical Support: Verlan Kliewer

PREFACE

Reading, and Phonetics: Manual Alphabet is the fingerspelling and lipreading 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. Level 3 extends the instruction to include words with multiple syllables. Together, these workbooks provide the activities and homework assignments needed to help the beginning reader.

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

Units in the level 2 versions contain rules for converting spellings into phonetic symbols, teacher-led group exercises, and 12 word lists for individual assignment. Supplemental materials are accessible via QR codes that link to spoken examples of the word lists. In place of audio, the manual signing and lipreading version contains images of vowel and consonant formations. In place of lengthy descriptions, the ELL version contains rules written in formulas with concepts communicated using images. Images are also used to define words from the group 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 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 voice and 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 is available at www.stmpublishers.com.

Phonetic Conversion Chart

IPA	Simplified	Example	IPA	Simplified	Example	IPA	Simplified	Example
[æ]	[a]	h <u>a</u> t	[k ^h]	[k]	ca <u>k</u> e	[θ]	[th]	th <u>ing</u>
[ɑ]	[A]	f <u>a</u> ther	[l]	[l]	l <u>itt</u> le	[ð]	[Th]	th <u>is</u>
[b ^h]	[b]	b <u>a</u> by	[m]	[m]	<u>m</u> eme	[u]	[u]	mo <u>o</u> n
[tʃ]	[tS]	ch <u>a</u> ir	[n]	[n]	<u>n</u> ote	[ʊ]	[U]	bo <u>o</u> k
[d ^h]	[d]	d <u>a</u> nce	[ŋ]	[N]	si <u>ng</u>	[ʌ]	[x]	u <u>p</u>
[ɛ]	[E]	be <u>d</u>	[ɔ]	[O]	ou <u>gh</u> t	[v]	[v]	va <u>s</u> e
[f]	[f]	f <u>i</u> g	[p ^h]	[p]	pi <u>n</u>	[w]	[w]	w <u>i</u> n
[g ^h]	[g]	g <u>o</u> od	[ɹ]	[r]	ri <u>ng</u>	[j]	[j]	ye <u>s</u>
[h]	[h]	h <u>e</u> art	[ɜ]	[R]	ea <u>r</u> th	[z]	[z]	zo <u>o</u>
[i]	[i]	se <u>a</u> t	[s]	[s]	ce <u>a</u> se	[ʒ]	[Z]	beige
[ɪ]	[I]	fi <u>t</u>	[ʃ]	[S]	shi <u>r</u> t	stress: [']	[']	be'lieve
[dʒ]	[dZ]	jud <u>g</u> e	[t ^h]	[t]	ti <u>m</u> e	glottal: [ʔ]	[ʔ]	I, ever

The Signed Phonetic Alphabet

An underlined sign indicates capitalization

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]	[']	[ʔ]

TABLE OF CONTENTS

<u>Unit</u>	<u>Topic</u>	<u>Section</u>	<u>Page</u>
Single syllable words with monophthongs			
	Introduction	Instructional tools	2
		Pronunciation guide	3
		Group exercise	6
		Terms	7
1	English spellings: <i>a, i, b, p, d, t, g, k, c</i>	Transcription rules	10
		Group exercise	10
		Individual exercises	11
2	English spellings: <i>s</i> and <i>x</i>	Transcription rules	14
		Group exercise	14
		Individual exercises	15
3	English spellings: <i>z</i> and <i>s</i> as [z]	Transcription rules	18
		Group exercise	18
		Individual exercises	19
4	English spellings: <i>l</i> and <i>r</i>	Transcription rules	22
		Group exercise	22
		Individual exercises	23
5	English spelling: <i>e</i> as [i]	Transcription rules	26
		Group exercise	26
		Individual exercises	27
6	English spellings: <i>e</i> as [E], and silent <i>e</i>	Transcription rules	30
		Group exercise	30
		Individual exercises	31
7	English spellings: <i>w, gu, and qu</i>	Transcription rules	34
		Group exercise	34
		Individual exercises	35
8	English spellings: <i>f</i> and <i>v</i>	Transcription rules	38
		Group exercise	38
		Individual exercises	39
9	English spelling: initial vowel words	Transcription rules	42
		Group exercise	42
		Individual exercises	43
10	English spellings: <i>o</i> and <i>a</i> as [O]	Transcription rules	46
		Group exercise	46
		Individual exercises	47

TABLE OF CONTENTS

<u>Unit</u>	<u>Topic</u>	<u>Section</u>	<u>Page</u>
11	English spellings: <i>oo, ou, ew, u, o</i> as [u]	Transcription rules Group exercise Individual exercises	50 50 51
12	English spellings: <i>y, u, ew</i> as [j]	Transcription rules Group exercise Individual exercises	54 54 55
13	English spellings: exception words with [U] pronunciation	Transcription rules Group exercise Individual exercises	58 58 59
14	English spelling: <i>u</i> as [x]	Transcription rules Group exercise Individual exercises	62 62 63
15	English spellings: <i>a</i> and <i>o</i> as [A]	Transcription rules Group exercise Individual exercises	66 66 67
16	English spelling: vowel + <i>r</i> as [R]	Transcription rules Group exercise Individual exercises	70 70 71
17	English spellings: <i>h, ch, gh, ph, wh</i>	Transcription rules Group exercise Individual exercises	74 74 75
18	English spelling: <i>th</i>	Transcription rules Group exercise Individual exercises	78 78 79
19	English spellings: <i>sh</i> and <i>ch</i>	Transcription rules Group exercise Individual exercises	82 82 83
20	English spellings: <i>g</i> and <i>j</i>	Transcription rules Group exercise Individual exercises	86 86 87
21	English spellings: <i>ng</i> and <i>nc</i>	Transcription rules Group exercise Individual exercises	90 90 91

TABLE OF CONTENTS

<u>Unit</u>	<u>Topic</u>	<u>Section</u>	<u>Page</u>
Single syllable words with diphthongs			
22	English spellings: <i>i</i> and <i>y</i> as [AI]	Transcription rules Group exercise Individual exercises	94 94 95
23	English spellings: <i>i</i> and <i>y</i> as [AI] continued	Transcription rules Group exercise Individual exercises	98 98 99
24	English spellings: <i>a</i> and <i>e</i> as [EI]	Transcription rules Group exercise Individual exercises	102 102 103
25	English spellings: <i>o</i> , <i>ow</i> , and <i>oa</i> as [oU]	Transcription rules Group exercise Individual exercises	108 108 109
26	English spellings: <i>ou</i> and <i>ow</i> as [AU]	Transcription rules Group exercise Individual exercises	114 114 115
27	English spellings: <i>oi</i> and <i>oy</i> as [OI]	Transcription rules Group exercise Individual exercises	118 118 119
28	English spellings: vowel clusters with [R]	Transcription rules Group exercise Individual exercises	122 122 123
Optional assignment		Words of wisdom	125
Appendix: review of rules			129
Answer key			133
Bibliography			165

Introduction

<u>TOPIC</u>	<u>PAGE</u>
Instructional tools	2
Pronunciation guide	3
Group exercise	6
Terms	7

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.

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

The following introduction provides an index to all speech sounds of the English language. 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. A QR code link on the title page of each unit provides audio examples of each word.

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. An answer key is located in the teacher's manual on page 133.

This workbook was designed for those learning the manual alphabet. The signed phonetic spellings of words from the group and individual assignments are depicted. Students are encouraged to sign the spellings and phonetic symbols of each word.

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. Large playing cards are available on the S.T.M. Publishers website at www.teamphontics.com.

PRONUNCIATION GUIDE

FRONT VOWELS

[i]	tree [tri]	leaf [lif]	sleep [slip]
[I]	hill [hIl]	mitt [mIt]	wind [wInd]
[E]	thread [thrEd]	nest [nEst]	bread [brEd]

BACK VOWELS

[u]	moon [mun]	fruit [frut]	school [skul]
[U]	wood [wUd]	foot [fUt]	book [bUk]
[O]	walk [wOk]	thought [thOt]	corn [kOrn]

CENTRAL VOWELS

[a]	hand [hand]	lamb [lam]	cat [kat]
[A]	heart [hArt]	rock [rAk]	stop [stAp]
[x]	sun [sxn]	dove [dxv]	won [wxn]
[R]	nurse [nRs]	bird [bRd]	world [wRld]

BILABIAL CONSONANTS

[p]	pin [pIn]	palm [pAm]
[b]	bed [bEd]	bag [bag]

LABIODENTAL CONSONANTS

[f]	fan [fan]	flag [flag]
[v]	vest [vEst]	glove [glxv]

DENTAL CONSONANTS

[th]	tooth [tuth]	wealth [wElth]
[Th]	this [ThIs]	breathe [briTh]

*ALVEOLAR CONSONANTS

[t]	tea [ti]	tent [tEnt]
[d]	dart [dArt]	drink [drINk]
[l]	lamp [lamp]	wheel [wil]

*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]	roof [ruf]
[n]	noon [nun]	knee [ni]
[s]	street [strit]	swan [swAn]
[z]	zoo [zu]	news [njuz]

PREPALATAL CONSONANTS

[S]	sheep [Sip]	fish [fIS]
[Z]	rouge [ruZ]	liege [liZ]
[tS]	chart [tSArt]	church [tSRtS]
[dZ]	judge [dZxdZ]	jar [dZAr]

VELAR CONSONANTS

[k]	cup [kxp]	key [ki]
[g]	gum [gxm]	dog [dAg]
[ŋ]	swing [swIN]	wink [wINk]

GLOTTAL CONSONANTS

[h]

hat

harp

[hat]

[hArp]

[ʔ]

arm

eggs

[ʔArm]

[ʔEgz]

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:



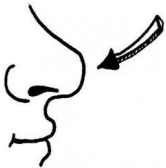
Aa Ee Ii Oo Uu

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



Aa Ee Ii Oo Uu

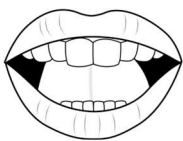
Nasal consonants. Circle the two consonant sounds that have a nasal quality:



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'IEIbIU]

Refers to the lips

[b] [p] [m] [w]

Labiodental [IEIbIo'dEntU]

Involves the lower lip and the upper front teeth

[v] [f]

Dental ['dEntU]

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'palItU]

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

[Z] [S] [dZ] [tS]

Palatal ['palItU]

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] [ŋ]

Glottal ['glAtU]

Involves the air flow and the opening between the vocal cords

[ʔ] [h]

Manner of Articulation

Phonetics

Plosive ['ploUsIv] **Stop** [stAp]

A momentary closure of the air flow passage

**[b] [p] [d] [t]
[g] [k] [ʔ]**

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 ['nEIzU]

Produced by directing vocalized tone through the nasal passages

[m] [n] [ŋ]

Lateral ['latRU]

Produced by directing vocalized tone over the sides of the tongue

[l]

Glide [glAId]

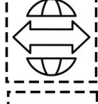
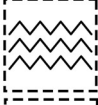
Produced by directing the tone past a set of articulators without friction

[w] [j]

Retroflex ['rEtroflEks]

Produced with tongue tip curled up

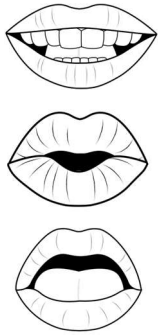
[ɻ]



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



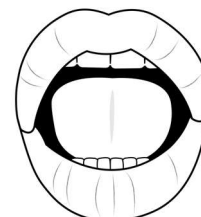
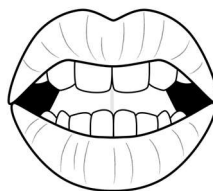
Peak of Tongue Arch	Phonetics
Front The front of the tongue arches with tongue tip touching lower front teeth	[i] [I] [E]
Back The back of the tongue arches with tongue tip touching lower front teeth	[u] [U] [o] [O]
Central The tongue arch maintains a low position, the tip touches lower front teeth	[a]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

The Signed Phonetic Alphabet												
An underlined sign indicates capitalization												
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 1:

English Spellings:

a [👉] *i* [👆] *b* [👆] *p* [👉] *d* [👆] *t* [👆] *g* [👉] *k/c* [👆]



TOPIC

PAGE

Transcription rules

10

Group exercise

10

Individual exercises

11

Answer key

134

UNIT 1: Transcription rules for *a, i, p, b, t, d, k, g, c*

SOUNDS	SPELLINGS & SYMBOLS		
	[a]	a = [a]	man [man] cat [kat]
	[I]	i, y, ui = [I]	win [wIn] hymn [hIm] build [bIld]
	[p]	p, pp = [p]	pin [pIn]
	[b]	b, bb = [b] (mb = [m])	bib [bIb]
	[t]	t, tt = [t]	tan [tan]
	[d]	d, dd = [d]	dad [dad]
	[k]	c, k, ck = [k] (kn = [n])	kick [kIk]
	[g]	g, gg = [g] (gn = [n])	give [gIv]

Note. The consonants above are classified as aspirate. A puff of air is released with the consonant articulation.

Group Exercise: Write the corresponding phonetic symbol above each fingerspelled form.

can []

pan []

back []




big []

did []





tap []

WORKSHEET #1: *a, i, p, b, t, d, k, g, c*

#1

dip [  ]nap [  ]tag [  ]mitt [  ]cat [  ]bad [  ]

#4

Dan [  ]mint [   ]pact [   ]tip [  ]nab [  ]gap [  ]

#2

pig [  ]band [   ]mid [  ]camp [   ]Tim [  ]knack [   ]




#5

map [  ]Gib [  ]bat [  ]tack [   ]dim [  ]pant [   ]

#3

ban [  ]tick [   ]Pam [  ]kit [  ]cad [  ]mig [  ]

#6

mat [  ]Nick [   ]gag [  ]nip [  ]tad [  ]bin [  ]

WORKSHEET #1: *a, i, p, b, t, d, k, g, c*

#7

damp [   ]pick [  ]tan [  ]bag [  ]cab [  ]Pip [  ]



#10

knit [   ]Mac [  ]dig [  ]mad [  ]pin [  ]tab [  ]



#8

nag [  ]tint [   ]dam [  ]bid [  ]Mack [   ]pit [  ]



#11

pad [  ]Kip [  ]dab [  ]tin [  ]cap [  ]gig [  ]

#9

Matt [  ]tact [   ]kid [  ]gab [  ]pack [   ]bit [  ]

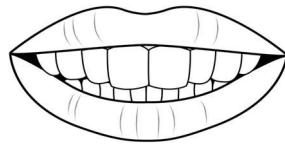
#12

gnat [   ]mag [  ]kick [   ]dad [  ]bib [  ]Pat [  ]

UNIT 2

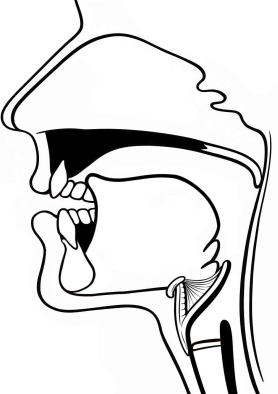

English Spellings:

s [👉] and x [👉👉]



<u>TOPIC</u>	<u>PAGE</u>
Transcription rules	14
Group exercise	14
Individual exercises	15
Answer key	135



UNIT 2: Transcription rules for *s* and *x*

SOUNDS	SPELLINGS & SYMBOLS		
	[s]	s, ss = [s]	sat [sat] bliss [blɪs]
		c + e = [s] c + i = [s]	peace [pi:s] cinch [sɪntʃ]
	[ks]	x = [ks]	next [nɛkst] box [bɒks]

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

stand [   ]

mists [   ]

tips [  ]

past [  ]

sacks [  ]

six [  ]

WORKSHEET #2: *s* and *x*

#1

masks []stamps []gas []skim []tax []sits []

#4

picks []snap []mix []sand []gnats []skips []

#2

cats []snacks []bass []skimp []pats []mix []

#5

snip []masts []gasp []spats []nix []sticks []

#3

spits []packs []sad []tints []Max []smack []

#6


sips []casts []spam []knits []sax []disk []

WORKSHEET #2: s and x

#7

mints [scab [tasks [six [pants [sack [


#10

sick [caps [disc [sax [stints [tacks [

#8

tax [skits [mats [spin [naps [skid [

#11

stacks [pits [stab [camps [skin [Max [

#9

cysts [maps [snag [nix [sat [kits [

#12

sap [dints [stats [kicks [taps [six [

ANSWER KEY

Unit 1

Group Exercise

can [kan]

big [bIɟ]

pan [pan]

did [dId]

back [bak]

tap [tap]

#1

dip [dIp]

nap [nap]

tag [tag]

mitt [mIt]

cat [kat]

bad [bad]

#4

Dan [dan]

mint [mInt]

pact [pakt]

tip [tIp]

nab [nab]

gap [gap]

#7

damp [damp]

pick [pIk]

tan [tan]

bag [bag]

cab [kab]

Pip [pIp]

#10

knit [nIt]

Mac [mak]

dig [dIɟ]

mad [mad]

pin [pIn]

tab [tab]

#2

pig [pIɟ]

band [band]

mid [mId]

camp [kamp]

Tim [tIm]

knack [nak]

#5

map [map]

Gib [gIb]

bat [bat]

tack [tak]

dim [dIm]

pant [pant]

#8

nag [nag]

tint [tInt]

dam [dam]

bid [bId]

Mack [mak]

pit [pIt]

#11

pad [pad]

Kip [kIp]

dab [dab]

tin [tIn]

cap [kap]

gig [gIɟ]

#3

ban [ban]

tick [tIk]

Pam [pam]

kit [kIt]

cad [kad]

mig [mIɟ]

#6

mat [mat]

Nick [nIk]

gag [gag]

nip [nIp]

tad [tad]

bin [bIn]

#9

Matt [mat]

tact [takt]

kid [kId]

gab [gab]

pack [pak]

bit [bIt]

#12

gnat [nat]

mag [mag]

kick [kIk]

dad [dad]

bib [bIb]

Pat [pat]

Unit 2

Group Exercise

stand	[stand]
tips	[tIps]
sacks	[saks]
mists	[mIsts]
past	[past]
six	[sIks]

#1

masks	[masks]
stamps	[stamps]
gas	[gas]
skim	[skIm]
tax	[taks]
sits	[sIts]

#4

picks	[pIks]
snap	[snap]
mix	[mIks]
sand	[sand]
gnats	[nats]
skips	[skIps]

#7

mints	[mInts]
scab	[skab]
tasks	[tasks]
six	[sIks]
pants	[pants]
sack	[sak]

#10

sick	[sIk]
caps	[kaps]
disc	[dIsk]
sax	[saks]
stints	[stInts]
tacks	[taks]

#2

cats	[kats]
snacks	[snaks]
bass	[bas]
skimp	[skImp]
pats	[pats]
mix	[mIks]

#5

snip	[snIp]
masts	[masts]
gasp	[gasp]
spats	[spats]
nix	[nIks]
sticks	[stIks]

#8

tax	[taks]
skits	[skIts]
mats	[mats]
spin	[spIn]
naps	[naps]
skid	[skId]

#11

stacks	[staks]
pits	[pIts]
stab	[stab]
camp	[kamps]
skin	[skIn]
Max	[maks]

#3

spits	[spIts]
packs	[paks]
sad	[sad]
tints	[tInts]
Max	[maks]
smack	[smak]

#6

sips	[sIps]
casts	[kasts]
spam	[spam]
knits	[nIts]
sax	[saks]
disk	[dIsk]

#9

cysts	[sIsts]
maps	[maps]
snag	[snag]
nix	[nIks]
sat	[sat]
kits	[kIts]

#12

sap	[sap]
dints	[dInts]
stats	[stats]
kicks	[kIks]
taps	[taps]
six	[sIks]

Bibliography

Marshall, Madeleine. *The Singer's Manual of English Diction*. New York: G. Schirmer, Inc., 1953.

Montgomery, Cheri. *A Sketchbook Atlas of the Vocal Tract*. Nashville, TN: S.T.M. Publishers, 2025.

Ross, W. M. T. *Voice Culture and Elocution*. New York: The Baker & Taylor Co., 1890.