Articulatory Phonetics: Advanced Version

LEVEL 3: Multisyllabic Words

A guide to the International Phonetic Alphabet and English pronunciation for speech pathology, vocal performance, and linguistics majors

Cheri Montgomery

S.T.M. Publishers
Nashville, TN

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PREFACE

Articulatory Phonetics: Advanced Version teaches proper pronunciation and the formation of English speech sounds using the International Phonetic Alphabet (IPA). Intended for university-level coursework, its concepts are applicable across multiple disciplines, including speech-language pathology, vocal performance, and linguistics.

The *Advanced Version* complements other workbooks in the *Articulatory Phonetics* series, which feature the same word lists but use a simplified phonetic system for early reading and pronunciation instruction. These versions are designed for students in fields such as special education and English language instruction.

Although the workbooks share similar content, each serves a distinct instructional purpose.

The *Articulatory Phonetics* series is the teacher-focused companion to *Reading and Phonetics*, a corresponding series designed for students ages 10 and up. Following is the preface to *Reading and Phonetics: Articulation*, level 3.

This text is level 3 in the series and extends instruction to include multisyllabic words, an area that often challenges learners who are new to reading, spelling, or English. In unstressed syllables, English vowel sounds are often reduced or weakened, making them difficult to identify phonetically. These vowels are commonly transcribed 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.

ABOUT THE AUTHOR

Cheri Montgomery is an author and lecturer specializing in 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. This series is used in her articulatory phonetics course designed for Vanderbilt University students majoring in voice, speech-language pathology, communication, or special education.

Phonetic Conversion Chart

IPA	Simplified	Example	IPA	Simplified	Example	IPA	Simplified	Example
[æ]	[a]	hat	[k^h]	[k]	cake	[θ]	[th]	thing
[ɑ]	[A]	father	[ɬ]	[l]	little	[ð]	[Th]	this
[b^h]	[b]	baby	[m]	[m]	meme	[u]	[u]	moon
[ʧ]	[tS]	chair	[n]	[n]	note	[ʊ]	[U]	book
[d^h]	[d]	dance	[ŋ]	[N]	sing	[ʌ]	[x]	up
[ɛ]	[E]	bed	[ɔ]	[O]	ought	[v]	[v]	vase
[f]	[f]	fig	[p^h]	[p]	pin	[w]	[w]	win
[g^h]	[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: [']	[']	be'lieve
[ʤ]	[dZ]	judge	[t^h]	[t]	time	glottal: [ʔ]	[?]	I, ever

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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. Brackets enclose the symbols and distinguish phonetic content from the spellings of words. The other versions in this series use 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. See the chart 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 was designed for those acquiring clear speech. The sounds of each word are depicted using a side-view image of the vocal tract. The lip, tongue, and palate formations are indicated with intricate detail. Students are instructed to trace the flow of air through each formation.

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 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
	[tʰɹi]	[ˈkʰɑfi]	[ˈsiwidʰ]
[ɪ]	hill	pretty	beginning
	[hɪɬ]	[ˈpʰɹɪtʰɪ]	[bʰɪˈgʰɪnɪŋ]
		Unstressed [ɪ] has a sound between [i] and [ɪ]	
[ɛ]	thread	breathless	recommend
	[θɹɛdʰ]	[ˈbʰɹɛθɬɛs]	[ɹɛkʰʌˈmɛndʰ]

BACK VOWELS

[u]	moon	usual	schoolroom
	[mun]	[ˈjuʒuʊɬ]	[ˈskʰuɬɹum]
[ʊ]	wood	eagle	mural
	[wʊdʰ]	[ˈʔigʰʊɬ]	[ˈmjʊɜʊɬ]
[ɔ]	walk	forlorn	chalkboard
	[wɔkʰ]	[fɔɹˈɬɔɹn]	[ˈʧɔkʰbʰɔɹdʰ]

CENTRAL VOWELS

[æ]	hand	palace	captain
	[hændʰ]	[ˈpʰæɬæs]	[ˈkʰæpʰtʰæn]
		Unstressed [æ] has a sound between [æ] and [ɪ]	
[ɑ]	heart	monarch	avocado
	[hɑɹtʰ]	[ˈmɑnɑɹkʰ]	[ˈʔɑvʌkʰɑdʰoʊ]
[ʌ]	sun	above	wondrous
	[sʌn]	[ʔʌˈbʰʌv]	[ˈwʌndʰɹʌs]
[ɜ]	nurse	murmur	earthworm
	[nɜs]	[ˈmɜmɜ]	[ˈʔɜθwɜm]

BILABIAL CONSONANTS

[pʰ]	pin [pʰɪn]	paper [ˈpʰɛɪpʰɜ]
[bʰ]	bed [bʰɛdʰ]	bubble [ˈbʰʌbʰʊɬ]

LABIODENTAL CONSONANTS

[f]	fan [fæn]	fruitful [ˈfɹutʰfʊɬ]
[v]	vest [vɛstʰ]	velvet [ˈvɛɬvɪtʰ]

DENTAL CONSONANTS

[θ]	tooth [tʰuθ]	thirteenth [θɜˈtʰinθ]
[ð]	this [ðɪs]	thither [ˈðɪðɜ]

*ALVEOLAR CONSONANTS

[tʰ]	tea [tʰi]	twilight [ˈtʰwaɪɬaɪtʰ]
[dʰ]	dog [dʰɑgʰ]	divide [dʰɪˈvaɪdʰ]
[ɬ]	lamp [ɬæmpʰ]	lily [ˈɬɪɬɪ]

*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

[ɹ]	ring [ɹɪŋ]	refresh [ɹɪˈfɹɛʃ]
[n]	noon [nun]	nation [ˈnɛɪʃʌn]
[s]	street [stʰɹɪtʰ]	sunset [ˈsʌnsɛtʰ]
[z]	zoo [zu]	daisies [ˈdʰɛɪzɪz]

PREPALATAL CONSONANTS

[ʃ]	sheep [ʃipʰ]	shellfish [ˈʃɛɬfɪʃ]
[ʒ]	rouge [ɹuʒ]	treasure [ˈtʰɹɛʒɜ]
[ʧ]	church [ʧɜʧ]	chitchat [ˈʧɪtʰʧætʰ]
[ʤ]	joy [ʤɔɪ]	judgment [ˈʤʌʤmɛntʰ]

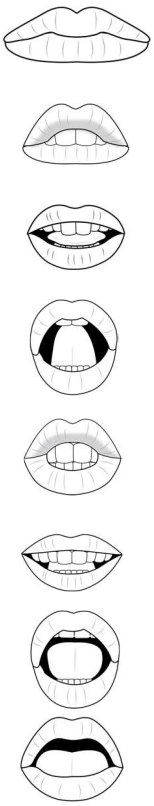
VELAR CONSONANTS

[kʰ]	cup [kʰʌpʰ]	quickly [ˈkʰwɪkʰɬɪ]
[gʰ]	gum [gʰʌm]	giggle [ˈgʰɪgʰʊɬ]
[ŋ]	swing [swɪŋ]	singing [ˈsɪŋɪŋ]

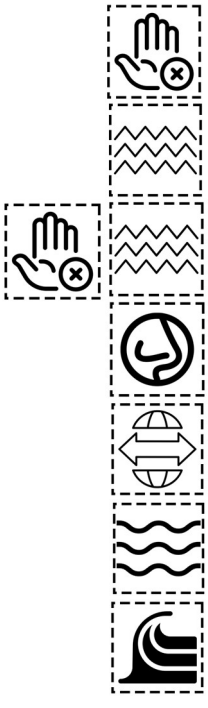
Classification of Symbols: Consonants



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 [bʰɑɪˈɬɛɪbʰɪʊɬ] Refers to the lips	**[bʰ]** [pʰ] **[m] [w]**
Labiodental [ɬɛɪbʰɪoˈdʰɛntʰʊɬ] Involves the lower lip and the upper front teeth	**[v]** [f]
Dental [ˈdʰɛntʰʊɬ] Involves the tip of the tongue and the back of the front teeth	**[ð]** [θ]
Alveolar [ʔæɬˈvioɬɜ] Involves the tip of the tongue and the ridge behind the upper teeth	**[dʰ]** [tʰ] **[z]** [s] **[ɬ] [n] [ɹ]**
Prepalatal [pʰɹˈpʰæɬɪtʰʊɬ] Involves the tip of tongue and the front of the hard palate	**[ʒ]** [ʃ] **[ʤ]** [ʧ]
Palatal [ˈpʰæɬɪtʰʊɬ] Involves a front arch of the tongue and the hard palate	**[j]**
Velar [ˈviɬɜ] Involves the back of the tongue and the soft palate	**[gʰ]** [kʰ] **[ŋ]**
Glottal [ˈgʰɬɑtʰʊɬ] Involves the air flow and the opening between the vocal cords	[ʔ] [h]



Manner of Articulation	Phonetics
Plosive [ˈpʰɬoʊsɪv] **Stop** [stʰɑpʰ] A momentary closure of the air flow passage	**[bʰ]** [pʰ] **[dʰ]** [tʰ] **[gʰ]** [kʰ] [ʔ]
Fricative [ˈfɪɪkʰʌtʰɪv] Produced by directing the air flow past a set of articulators	**[v]** [f] **[z]** [s] **[ʒ]** [ʃ] [h] **[ð]** [θ]
Affricate [ˈʔæfɪɪkʰɪtʰ] A stop that is followed by a fricative	**[ʤ]** [ʧ]
Nasal [ˈnɛɪzʊɬ] Produced by directing vocalized tone through the nasal passages	**[m] [n] [ŋ]**
Lateral [ˈɬætʰɛɜʊɬ] Produced by directing vocalized tone over the sides of the tongue	**[ɬ]**
Glide [gʰɬɑɪdʰ] Produced by directing the tone past a set of articulators without friction	**[w] [j]**
Retroflex [ˈɹɛtʰɹoflɛkʰs] Produced with tongue tip curled up	**[ɹ]**

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	[ɪ] [ɛ] [ʊ] [ɔ] [æ] [ɑ] [ʌ]







Peak of Tongue Arch	Phonetics
Front The front of the tongue arches with tongue tip touching lower front teeth	[i] [ɪ] [ɛ]
Back The back of the tongue arches with tongue tip touching lower front teeth	[u] [ʊ] [o] [ɔ]
Central The tongue arch maintains a low position, the tip touches lower front teeth	[æ] [ɑ] [ʌ]

Articulatory Formation of Phonetic Symbols

a [æ]	a [ɑ]	b [b^{h}]	c	ch [ʧ]	d [d^{h}]	e [ɛ]	f [f]	g [g^{h}]	g [ʤ]	h [h]	i [i]	i [ɪ]
												
j [j]	**k [k^{h}]**	**l [ɬ]**	**m [m]**	**n [n]**	**n [ŋ]**	**o [o]**	**o [ɔ]**	**p [p^{h}]**	**q**	**q/c [k^{h}]**	**r [ɹ]**	**r [ɜ]**
												
s [s]	**s [ʃ]**	**t [t^{h}]**	**u [u]**	**u [ʊ]**	**v [v]**	**w [w]**	**x [ʌ]**	**y**	**z [z]**	**z [ʒ]**	**[ˈ]**	**[ʔ]**
												

Image Key

The midsagittal (side-view) images created for this text contain intricate detail. The lips may be rounded or unrounded, positioned together or apart, to indicate various vowel or consonant formations. The soft palate may be lowered or elevated to indicate nasal or oral airflow. The tongue tip may draw near or contact the teeth or alveolar ridge for various consonant formations. The tongue may arch toward the front or back of the mouth in varying degrees, with or without a furrow, for particular vowel formations. The voice may be engaged or silent during articulation.

Voiced consonants are indicated by a sound bar and two jagged vocal fold lines. Voiceless consonants are indicated by two straight vocal fold lines. A large-scale version of the vocal tract is provided for each formation on the instructional pages. Trace the flow of air, paying close attention to the position of the lips, tongue tip, tongue arch, tongue sides, soft palate, and voicing.

UNIT 1A

English Spellings:
Stressed *i* and *y* as [ɑɪ] or [ɪ]

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UNIT 1A: Stressed *i* and *y* as [ɑɪ] or [ɪ]

TRANSCRIPTION RULES		
[ɑɪ]	i + 1 consonant + vowel	final [ˈfɑɪnʊɬ] silence [ˈsɑɪɬɪns]
	***Hiatus** i + vowel	lion [ˈɬɑɪ-ʌn] quiet [ˈkʰwɑɪ-ɪtʰ] (exception: trio [ˈtʰɹi-oʊ])
	y + vowel	eyelid [ˈʔɑɪɬɪdʰ] flying [ˈfɬɑɪɪŋ]
	igh ild ind	brighter [ˈbʰɹɑɪtʰɜ] mildly [ˈmɑɪɬdʰɬɪ] kindness [ˈkʰɑɪndʰnɛs]
[ɪ]	i + 2 consonants	finger [ˈfɪŋgʰɜ] quickly [ˈkʰwɪkʰɬɪ] (exceptions: idle [ˈɑɪdʰʊɬ] island [ˈʔɑɪɬʌndʰ])
	i + double consonants	little [ˈɬɪtʰʊɬ] village [ˈvɪɬædʒ]

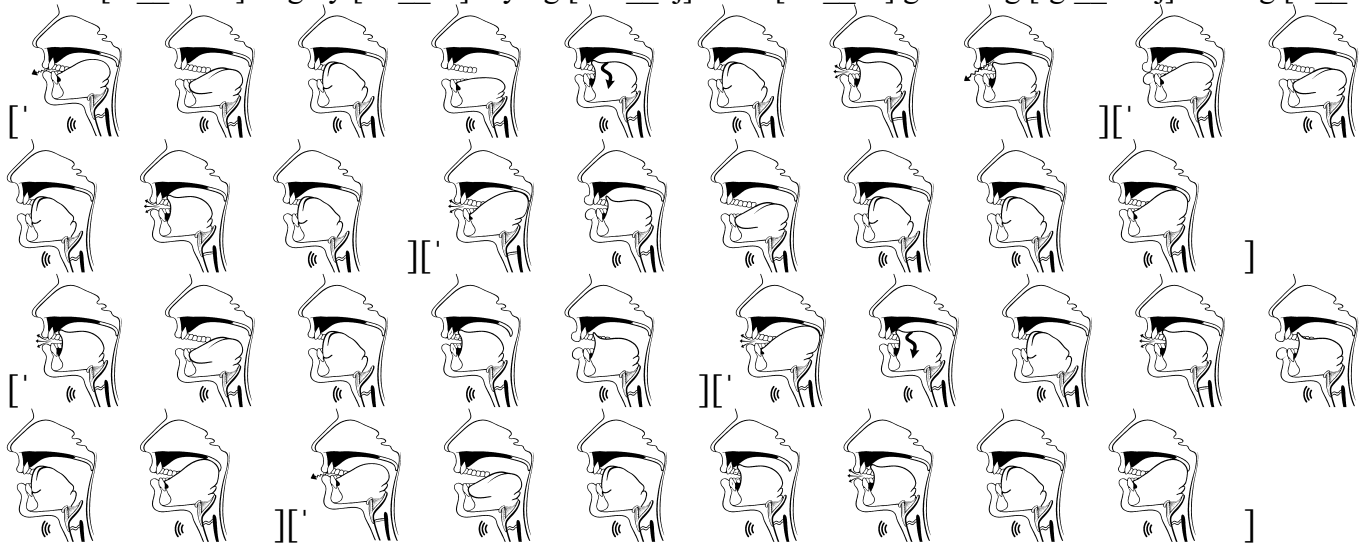
*Hiatus: adjacent vowel sounds in consecutive syllables

Stressed Syllable Mark [ˈ]

The stressed syllable is indicated with an apostrophe. It precedes the stressed syllable.
ever [ˈʔɛvɜ] believe [bʰɪˈɬiv]

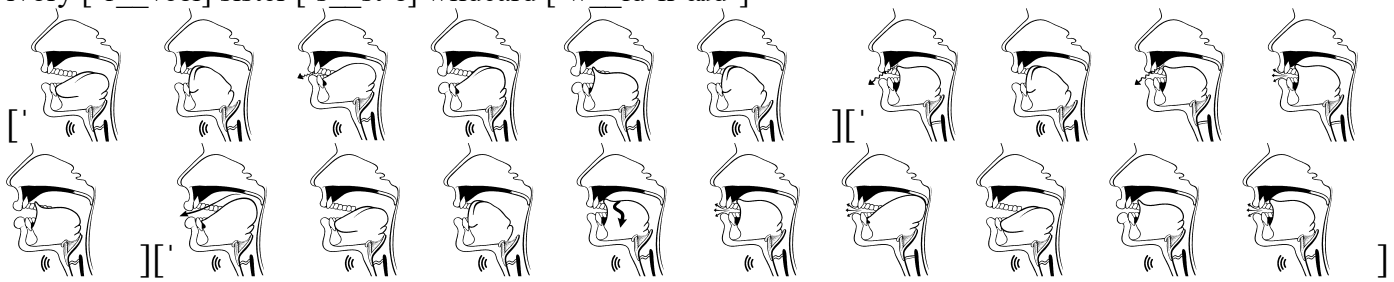
Group exercise: Place the correct phonetic symbol in front of each formation. Trace the airflow pathway.

violets [ˈv__ʌɬɪtʰs] mighty [ˈm__tʰɪ] crying [ˈkʰɹ__ɪŋ] diner [ˈdʰ__nɜ] glittering [ˈgɬ__tʰɜɪŋ] finding [ˈf__ndʰɪŋ]



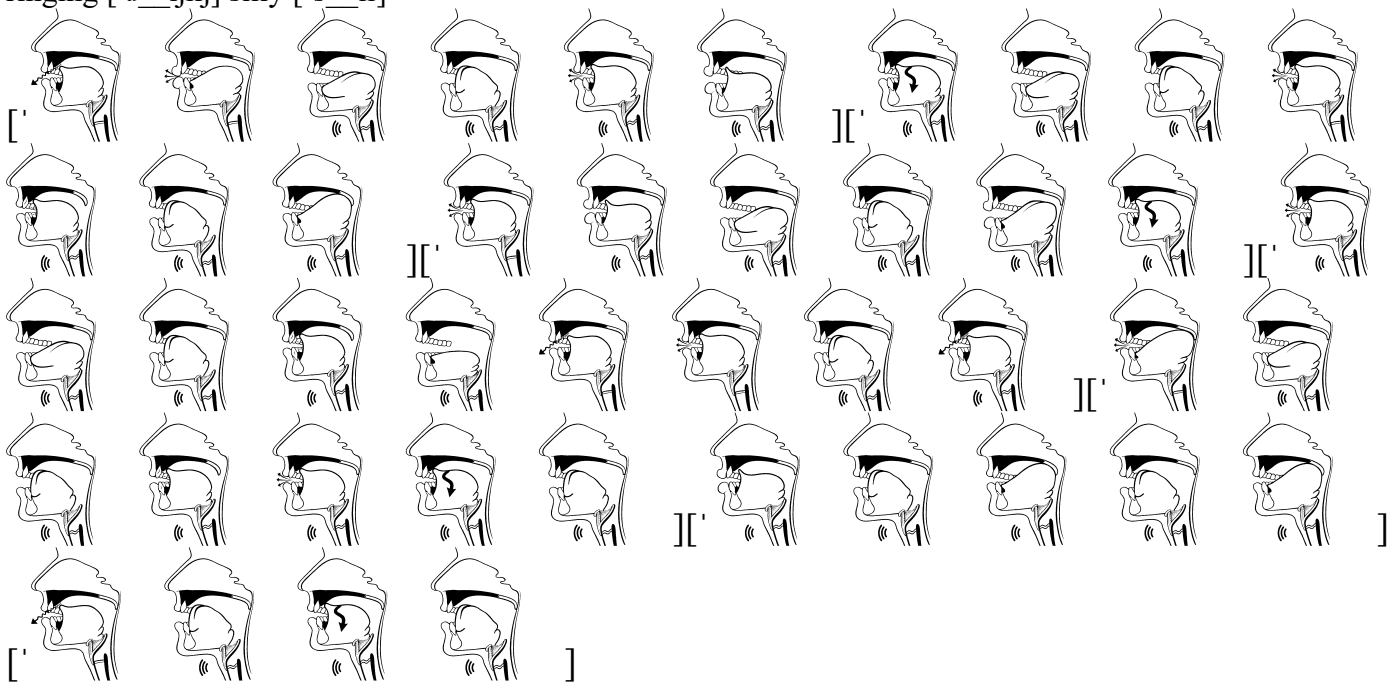
Group exercise: Place the correct phonetic symbol in front of each formation. Trace the airflow pathway.

ivory [ˈʔ__vɔɜɪ] sister [ˈs__stʰɜ] wildcard [ˈw__ɬdʰkʰɑɪdʰ]

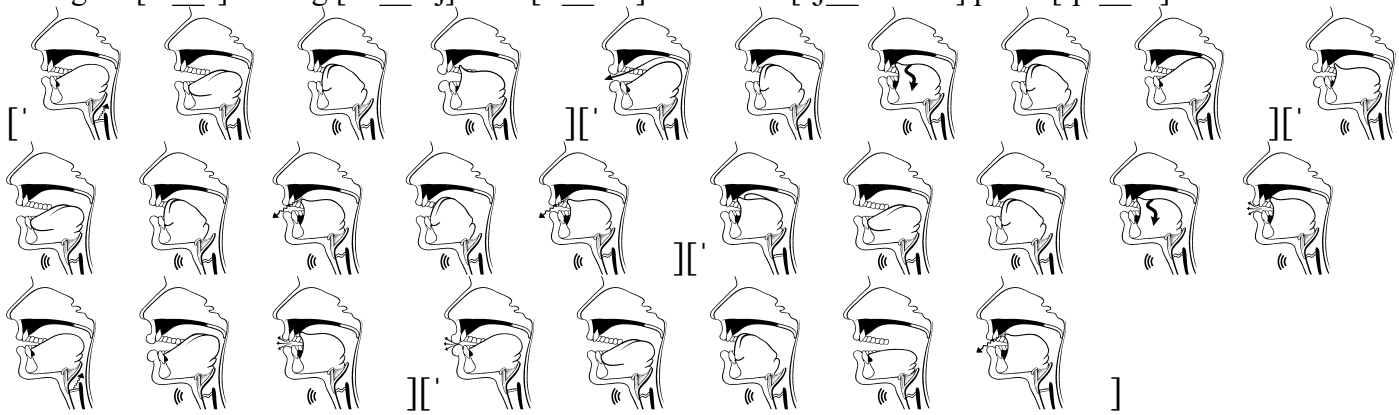


Worksheet #1A:

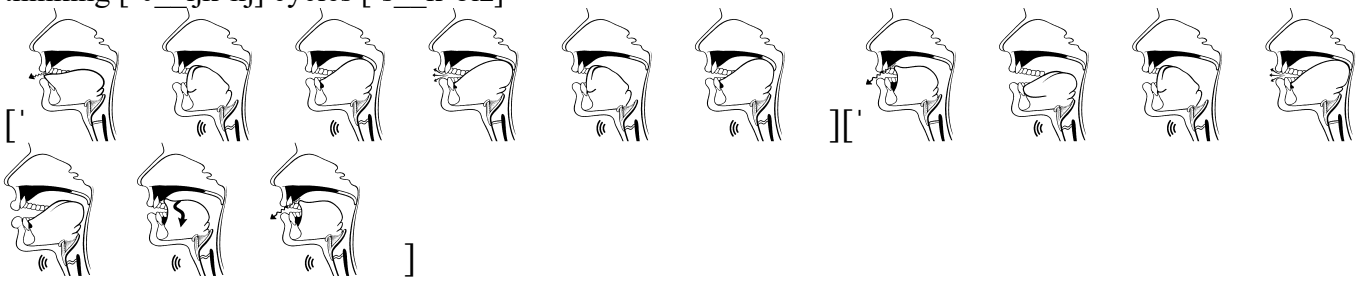
#1 spider [ˈspʰ__dʰɜ] lightning [ˈɬ__tʰnɪŋ] trial [ˈtʰɪ__ʊɬ] dynasties [ˈdʰ__nʌstʰɪz] kindly [ˈkʰ__ndʰɬɪ] ringing [ˈɪ__ŋɪŋ] silly [ˈs__ɬɪ]



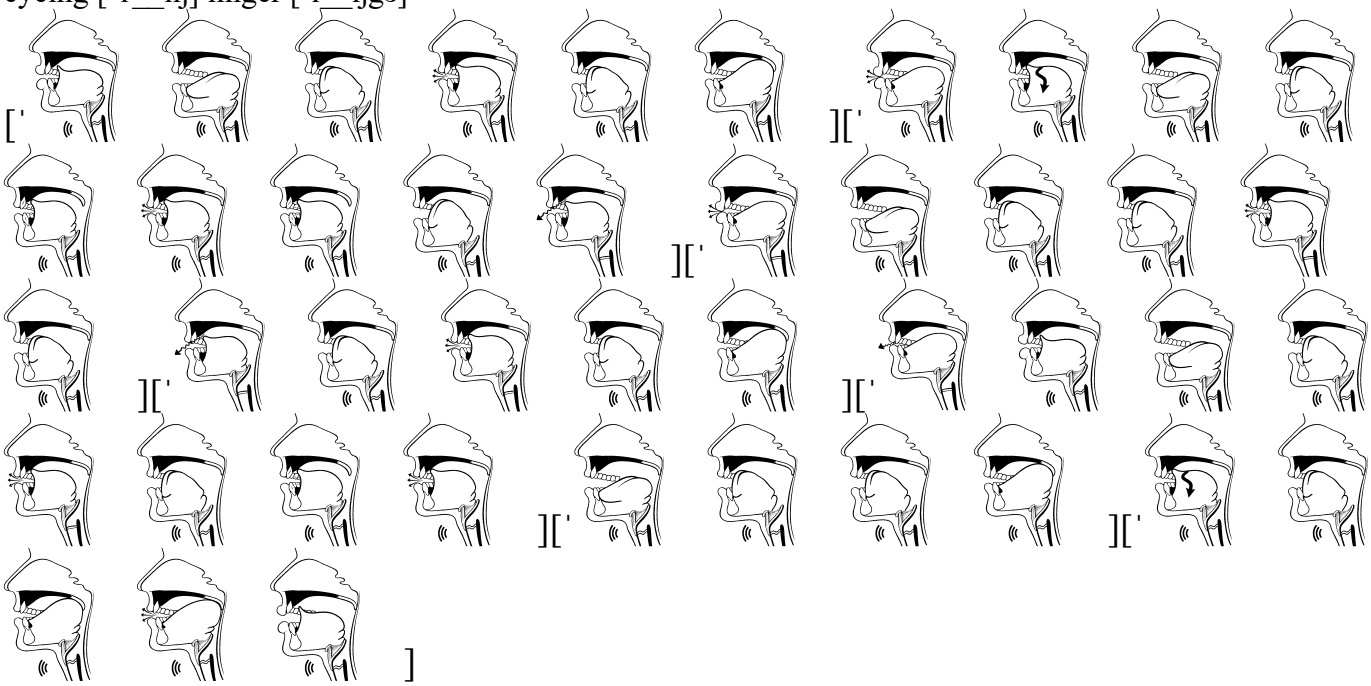
#2 higher [ˈh__ɜ] willing [ˈw__ɬɪŋ] rises [ˈɪ__zɛz] childhood [ˈʧ__ɬdʰhʊdʰ] pious [ˈpʰ__ʌs]



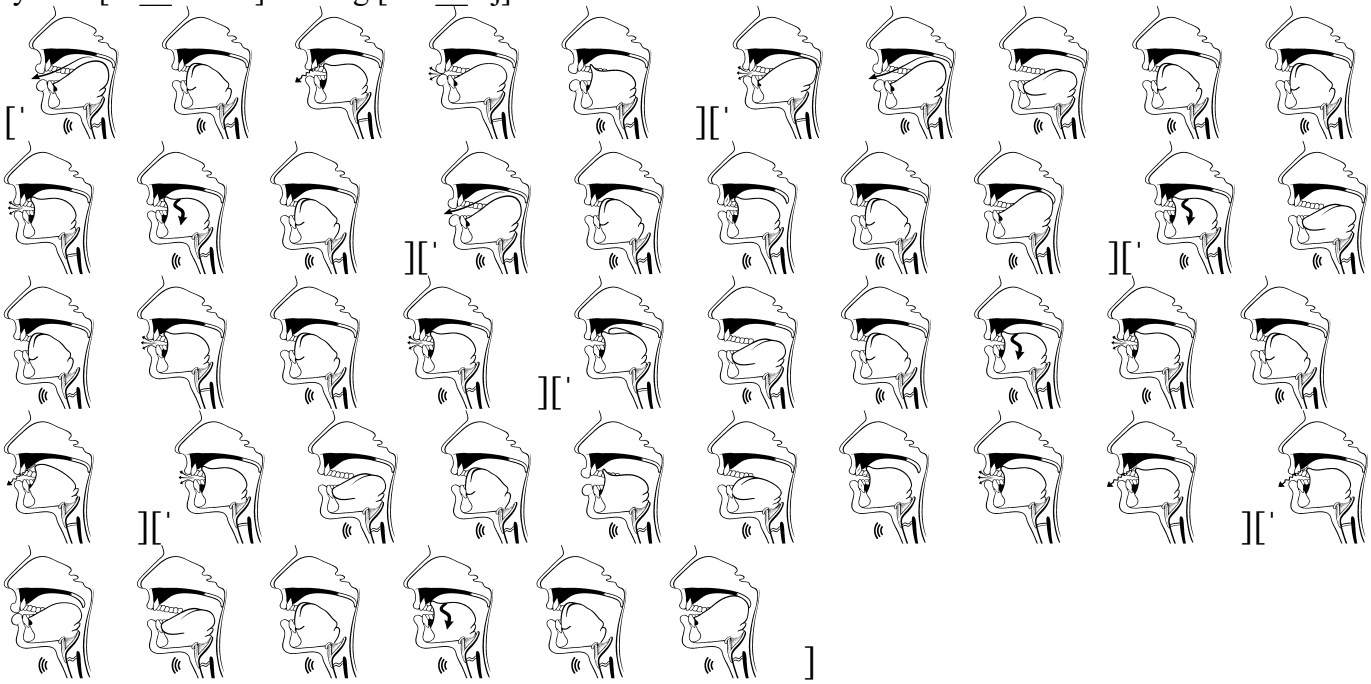
thinking [ˈθ__ŋkʰɪŋ] cycles [ˈs__kʰʊɬz]



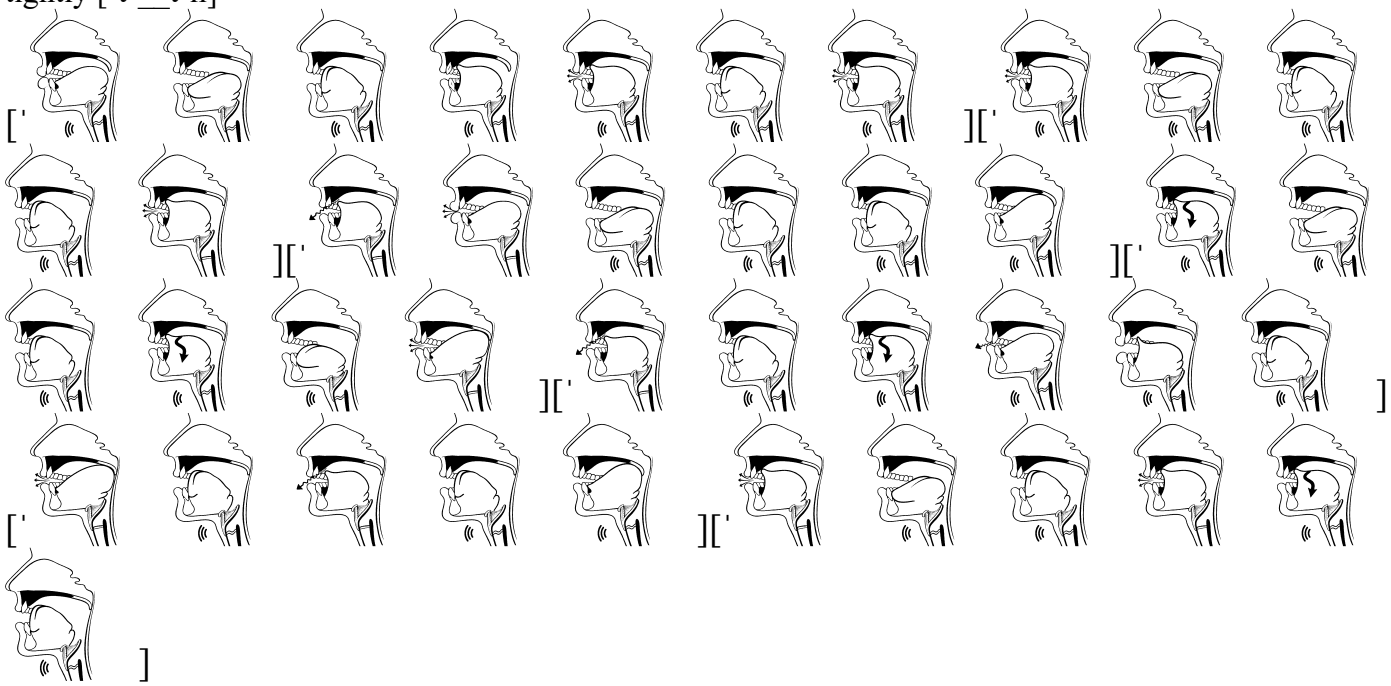
#3 riding [ˈɹ__dʰɪŋ] blindness [ˈbʰɬ__ndʰnɛs] piety [ˈpʰ__ɪtʰɪ] sitting [ˈs__tʰɪŋ] frightened [ˈfɹ__tʰɪndʰ] eyeing [ˈʔ__ɪŋ] linger [ˈɬ__ŋgɜ]



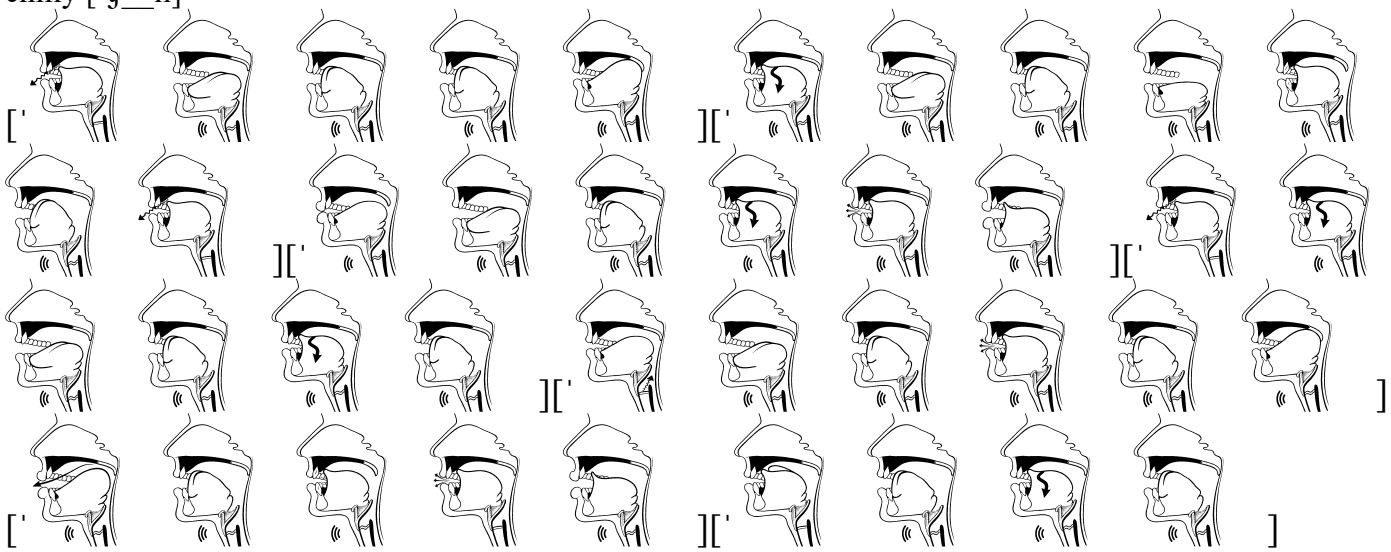
#4 whisper [ˈw__spʰɜ] quietly [ˈkʰw__ɪtʰɬɪ] winning [ˈw__nɪŋ] lighted [ˈɬ__tʰɪdʰ] childish [ˈʧ__ɬdʰɪʃ] tyrants [ˈtʰ__ɜæntʰs] smiling [ˈsm__ɬɪŋ]



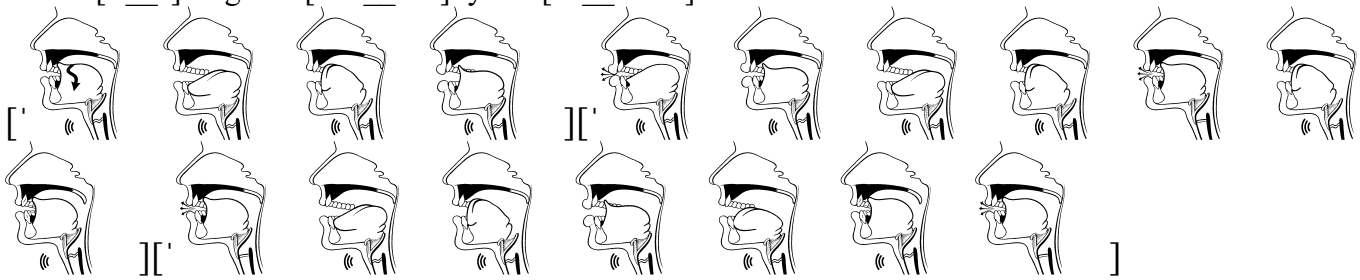
#5 minded [ˈm__ndʰɪdʰ] diet [ˈdʰ__ɪtʰ] spying [ˈspʰ__ɪŋ] lilac [ˈł__łækʰ] silvery [ˈs__łvɜɪ] kissing [ˈkʰ__sɪŋ] tightly [ˈtʰ__tʰłɪ]



#6 sighing [ˈs__ɪŋ] lioness [ˈł__ʌnɛs] milder [ˈm__łdʰɜ] slyly [ˈsł__łɪ] hiding [ˈh__dʰɪŋ] winter [ˈw__ntʰɜ] chilly [ˈʧ__łɪ]

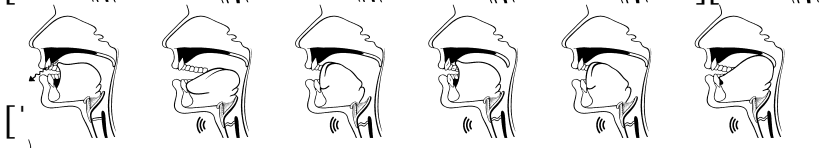
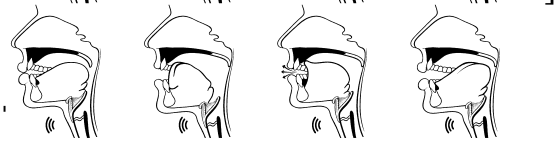


#7 liar [ˈł__ɜ] brighten [ˈbʰɪ__tʰɪn] tyrant [ˈtʰ__ɜæntʰ]



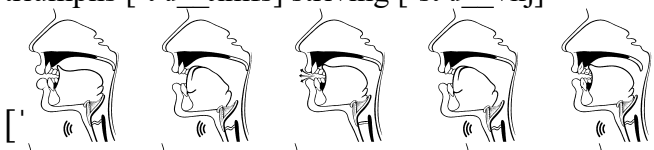
fifty [ˈf__ftʰɪ] wiser [ˈw__zɜ] signing [ˈs__nɪŋ] middle [ˈm__dʰʊɬ]

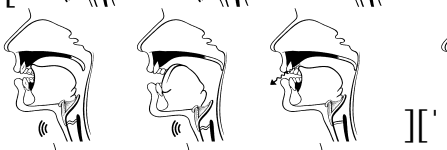
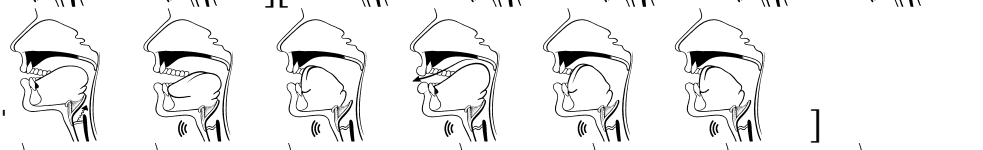
[ˈ ][ˈ ]

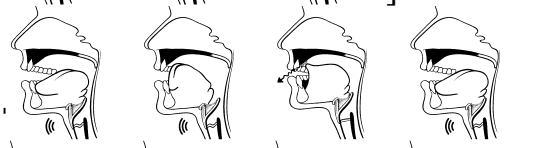
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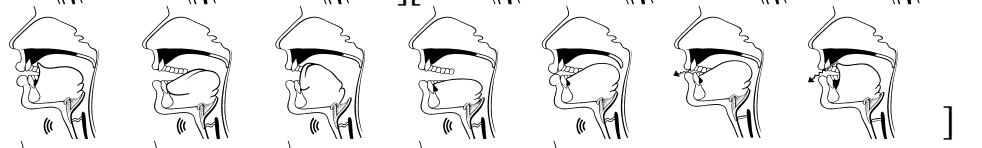
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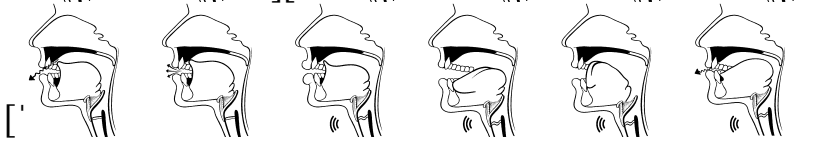
#8 written [ˈɹ__tʰɪn] kindness [ˈkʰ__ndʰnɛs] highway [ˈh__wɛɪ] silken [ˈs__ɬkʰɪn] eyesight [ˈʔ__sɑɪtʰ] triumphs [ˈtʰɹ__ʌmfs] striving [ˈstʰɹ__vɪŋ]

[ˈ ][ˈ 

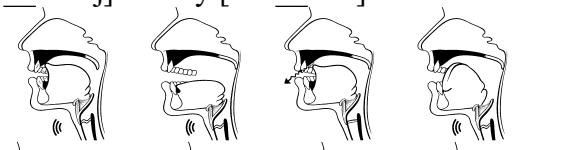
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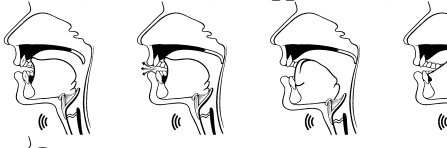
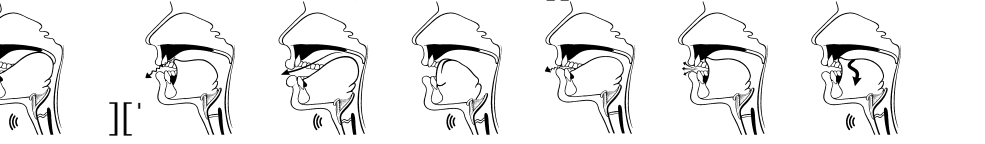
][ˈ ]

[ˈ ]

#9 lying [ˈɬ__ɪŋ] innocent [ˈʔ__nʌsɛntʰ] tiny [ˈtʰ__nɪ] winding [ˈw__ndʰɪŋ] swiftly [ˈsw__ftʰɬɪ]

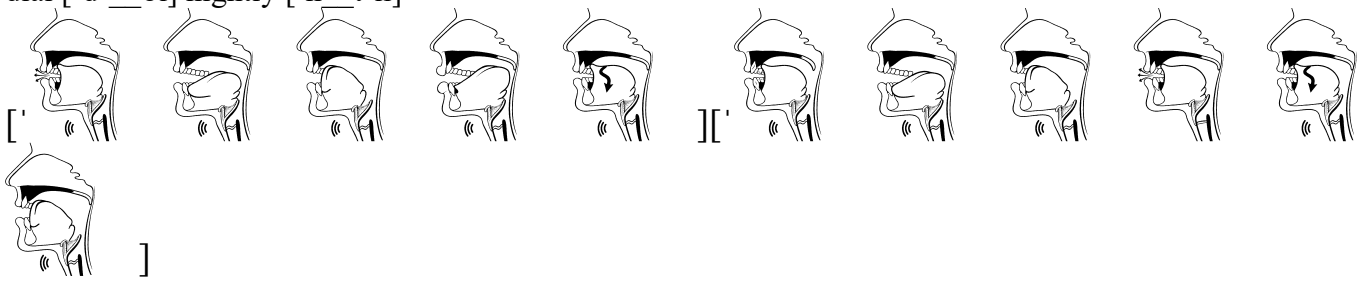
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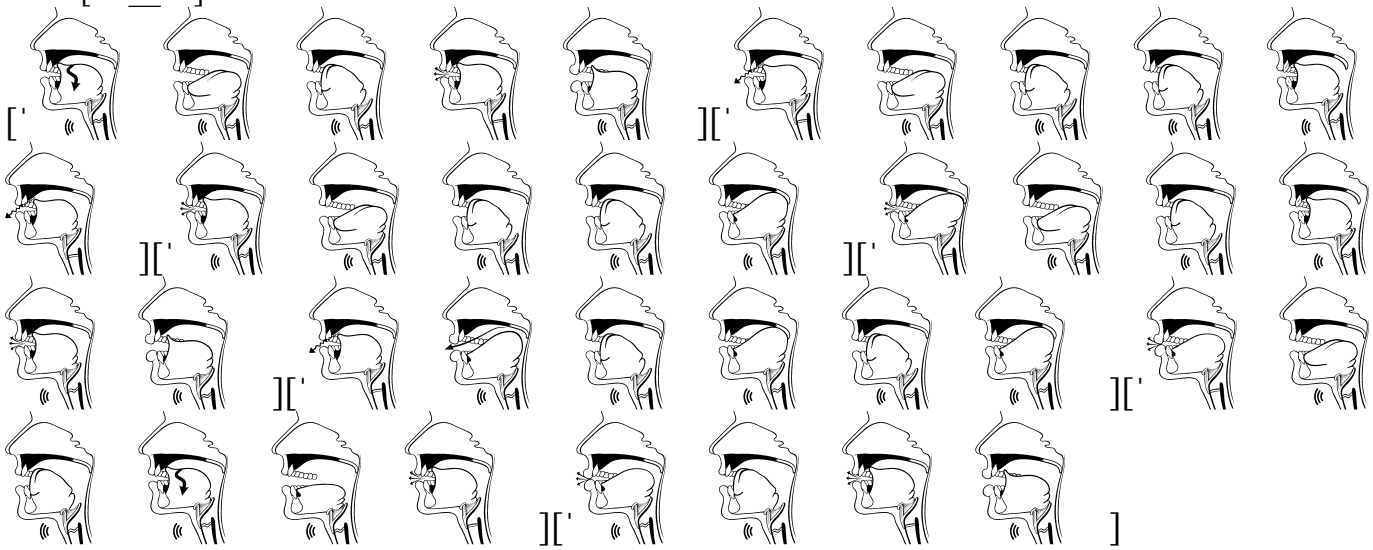
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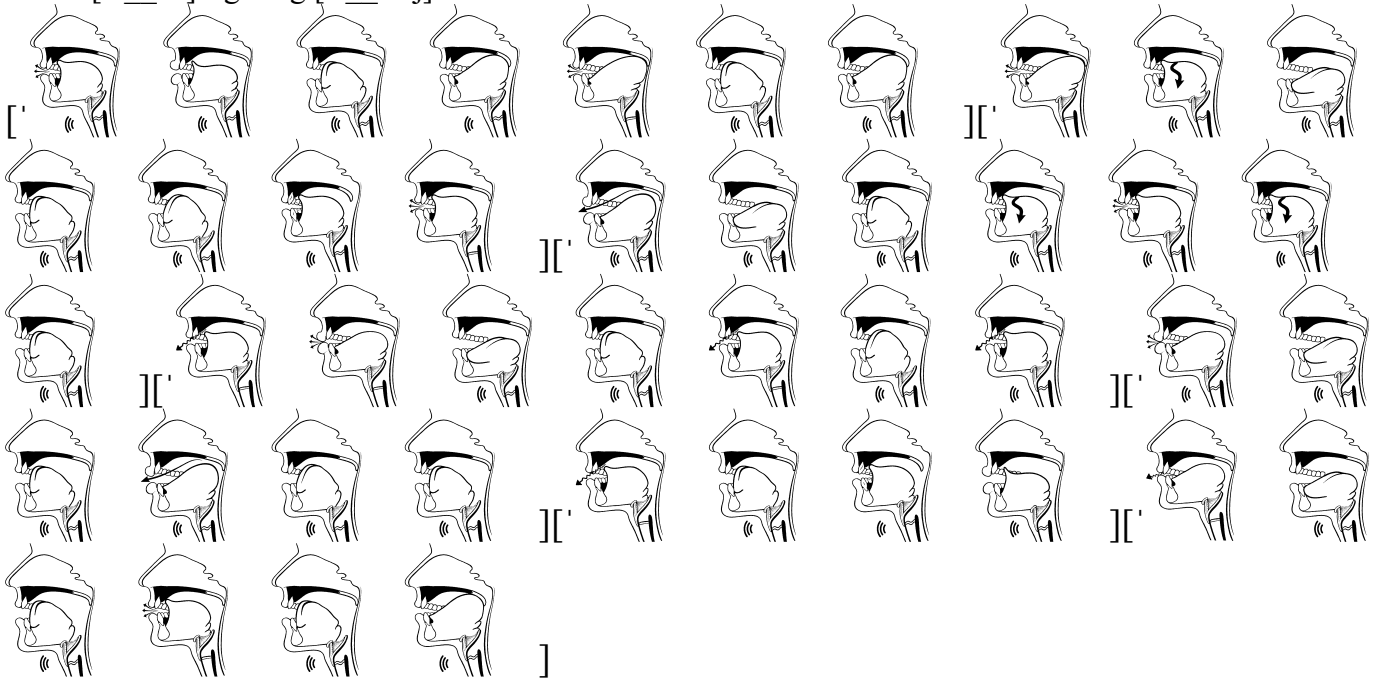
dial [ˈd^{h}__ʊɬ] nightly [ˈn__t^{h}ɬɪ]



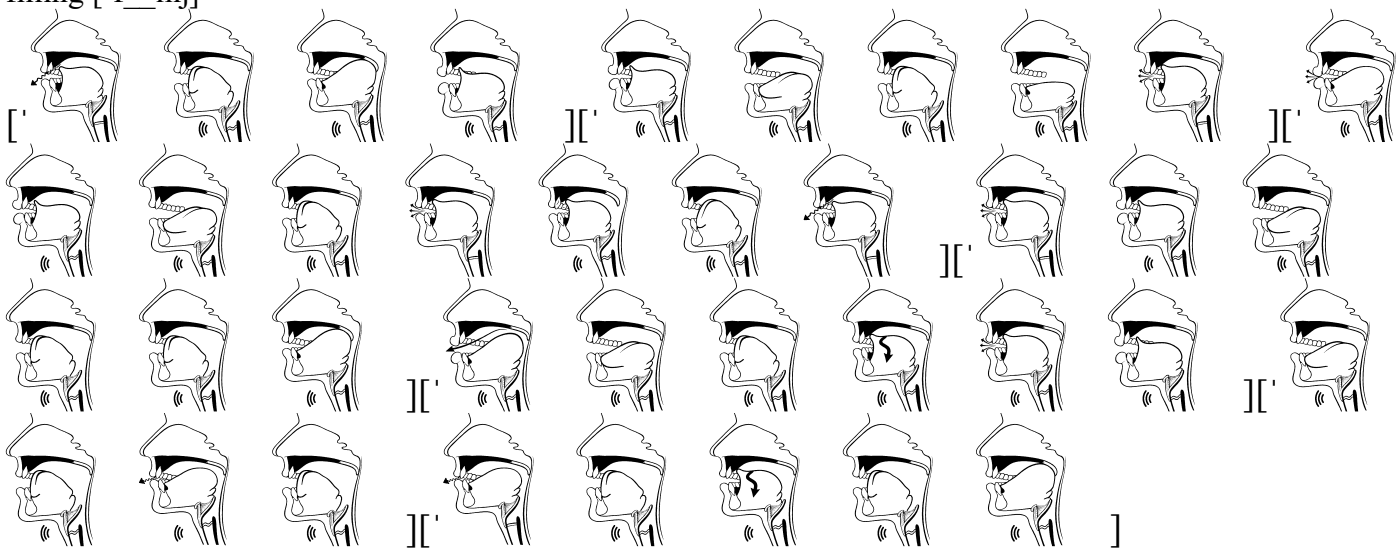
#10 lighter [ˈɬ__t^{h}ɜ] science [ˈs__ɪns] dying [ˈd^{h}__ɪŋ] kinder [ˈk^{h}__nd^{h}ɜ] swinging [ˈsw__ŋɪŋ] pilot [ˈp^{h}__ɬʌt^{h}] bitter [ˈb^{h}__t^{h}ɜ]



#11 drinking [ˈd^{h}ɪ__ŋk^{h}ɪŋ] client [ˈk^{h}ɬ__ɛnt^{h}] wildly [ˈw__ɬd^{h}ɬɪ] spices [ˈsp^{h}__sɛz] byway [ˈb^{h}__wɛɪ] sinner [ˈs__nɜ] fighting [ˈf__t^{h}ɪŋ]



#12 singer [ˈs__ŋɜ] riot [ˈɹ__ʌtʰ] brightness [ˈbʰɹ__tʰnɛs] trying [ˈtʰɹ__ɪŋ] wilder [ˈw__ɬdʰɜ] ivy [ˈʔ__vɪ] filling [ˈf__ɬɪŋ]



UNIT 1B

English Exception Spellings: Stressed *i* and *y* as [ɑɪ], [ɪ], or [i]

TOPIC	PAGE
Transcription rules	18
Group exercise	18
Individual exercises	19



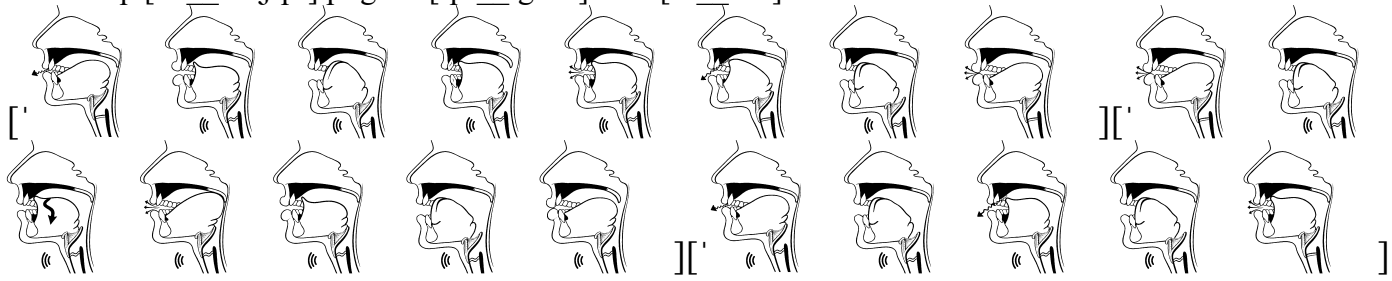
www.stmpublishers.com/level3audio

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

TRANSCRIPTION RULES New rules are in the gray-shaded areas						
[ɑɪ]	i + 1 consonant + vowel	final [ˈfaɪnʊɬ] silence [ˈsaɪɬɪns]				
[ɪ]	i + 2 consonants	finger [ˈfɪŋgʰɜ] quickly [ˈkʰwɪkʰɬɪ] (exceptions: idle [ˈʔɑɪdʰʊɬ] island [ˈʔɑɪɬʌndʰ])				
	i + double consonants	little [ˈɬɪtʰʊɬ] village [ˈvɪɬædʒ]				
[ɪ]	**Exception Words:** i + 1 consonant + vowel	Final [n]	driven, given, linen, risen, vision, vixen, living			
		Final [oʊ]	limo, widow			
		Final [ɜ]	figure, liver, quiver, rigor, river, shiver, vigor			
		Final [ʃ]	finish, licorice, spinach [ˈspʰɪnɪʧ]			
		Final [tʰ]	minute, pivot, rivet			
		Final -y	city, lily, misery, pity			
	New Spelling: i/y + consonant + i + consonant	**Final -ic**	**Final -id**	**Final -il**	**Final -it**	
		civic [ˈsɪvɪkʰ] clinic critic cynic mimic	liquid [ˈɬɪkʰwɪdʰ] rigid timid vivid	civil [ˈsɪvʊɬ] vigil	digit [ˈdʰɪʤɪtʰ] limit spirit visit	
[ɑɪ]	**Hiatus** i + vowel	lion [ˈɬɑɪ-ʌn] quiet [ˈkʰwɑɪ-ɪtʰ] (exception: trio [ˈtʰɹi-oʊ])				
	y + vowel	eyelid [ˈʔɑɪɬɪdʰ] flying [ˈfɬɑɪɪŋ]				
[i]	**New Spelling:** ie (not in hiatus)	chiefly [ˈʧifɬɪ] pieces [ˈpʰisɛz] (exception: friendly/friendship [ˈfɹɛndʰɬɪ])				
[ɑɪ]	igh, ild, ind	brighter [ˈbʰɹɑɪtʰɜ] mildly [ˈmɑɪɬdʰɬɪ] kindness [ˈkʰɑɪndʰnɛs]				
[ɪ]	**Exception Words:**	ild	building [ˈbʰɪɬdʰɪŋ] children, mildew, wilderness			
		ind	cinder [ˈsɪndʰɜ] window [ˈwɪndʰoʊ]			

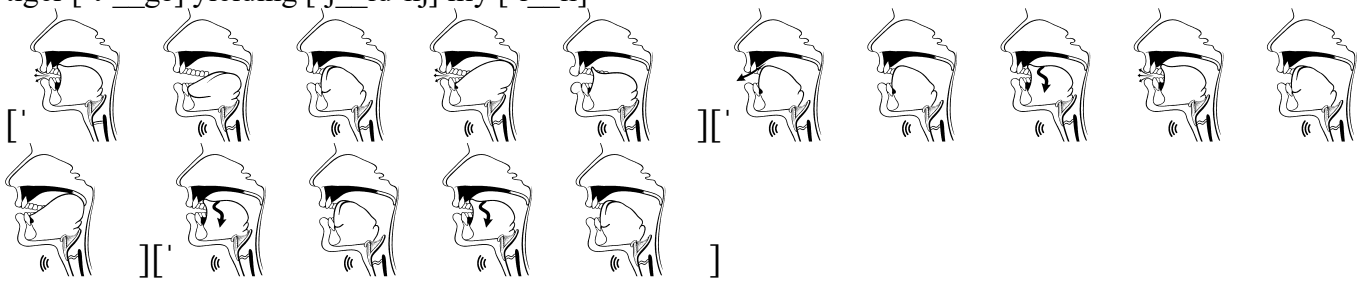
Group Exercise: Place the correct phonetic symbol in front of each formation. Trace the airflow pathway.

friendship [ˈfɪ__ndʰʃɪpʰ] pilgrim [ˈpʰ__ɬgɹɪm] visit [ˈv__zɪtʰ]



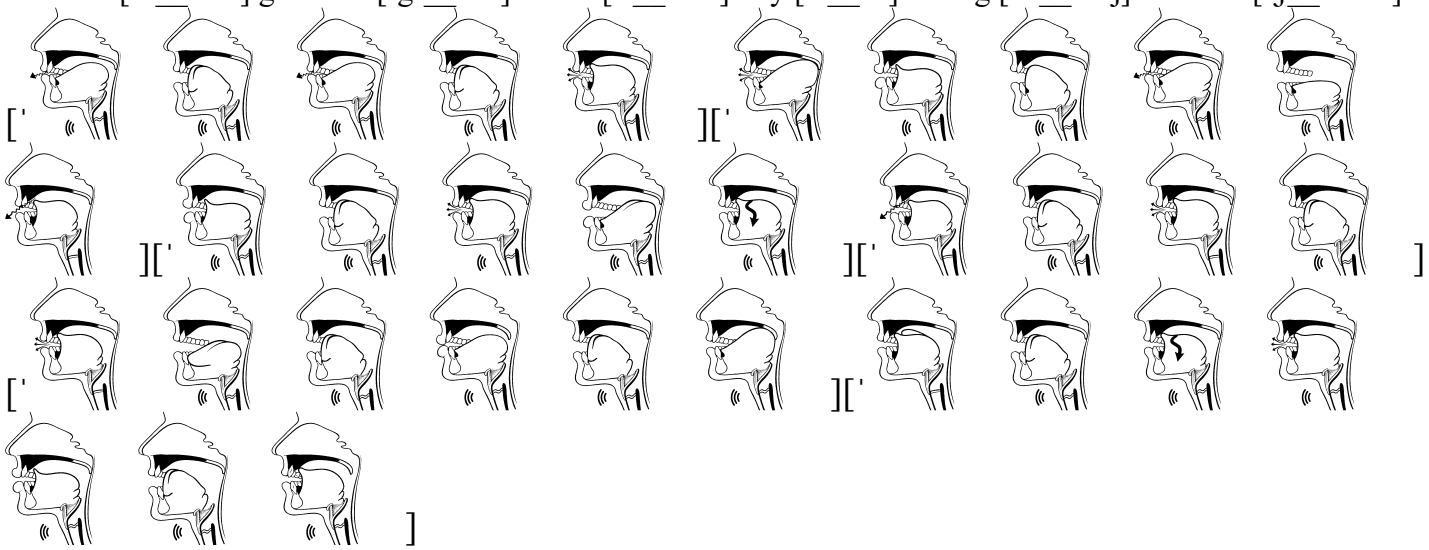
Group Exercise: Place the correct phonetic symbol in front of each formation. Trace the airflow pathway.

tiger [ˈtʰ__gɜ] yielding [ˈj__ɬdʰɪŋ] lily [ˈɬ__ɬɪ]

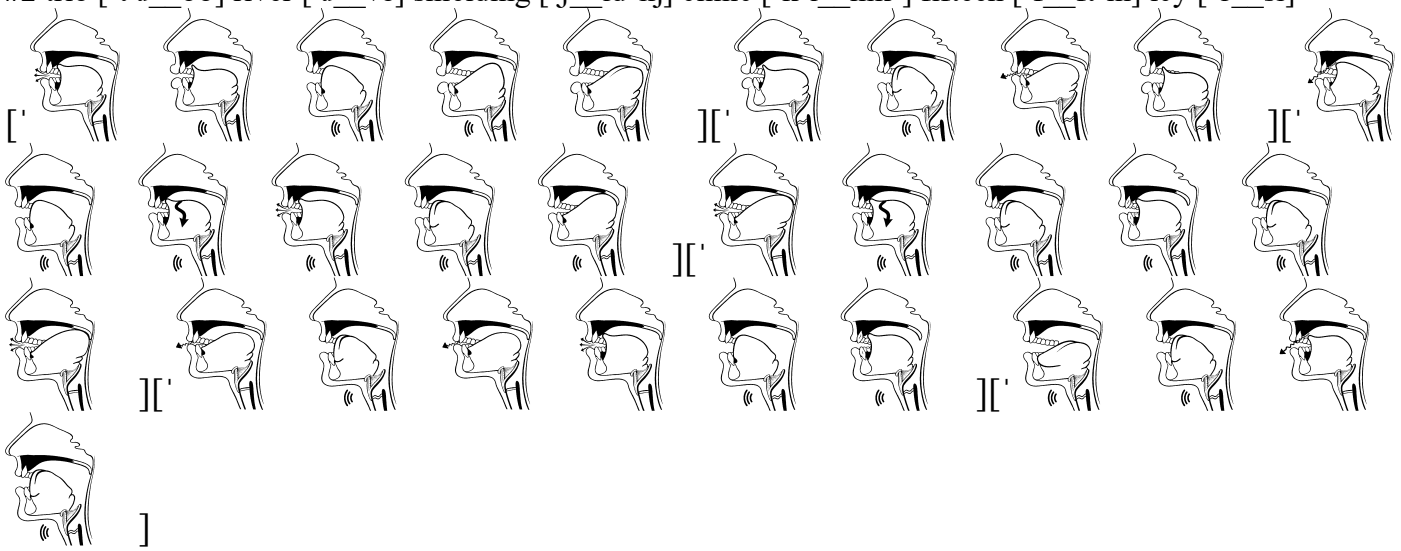


Worksheet #1B:

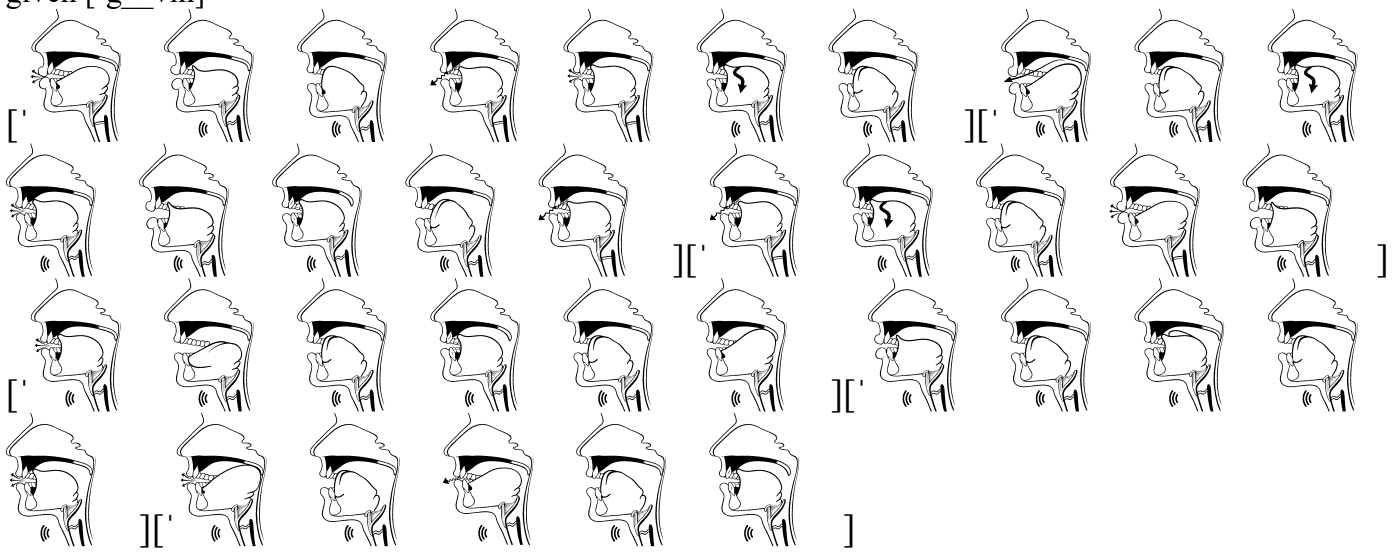
#1 vivid [ˈv__vɪdʰ] grievous [ˈgɹ__vʌs] riddle [ˈɹ__dʰʊɬ] city [ˈs__tʰɪ] timing [ˈtʰ__mɪŋ] children [ˈʧ__ɬdʰɹɪn]



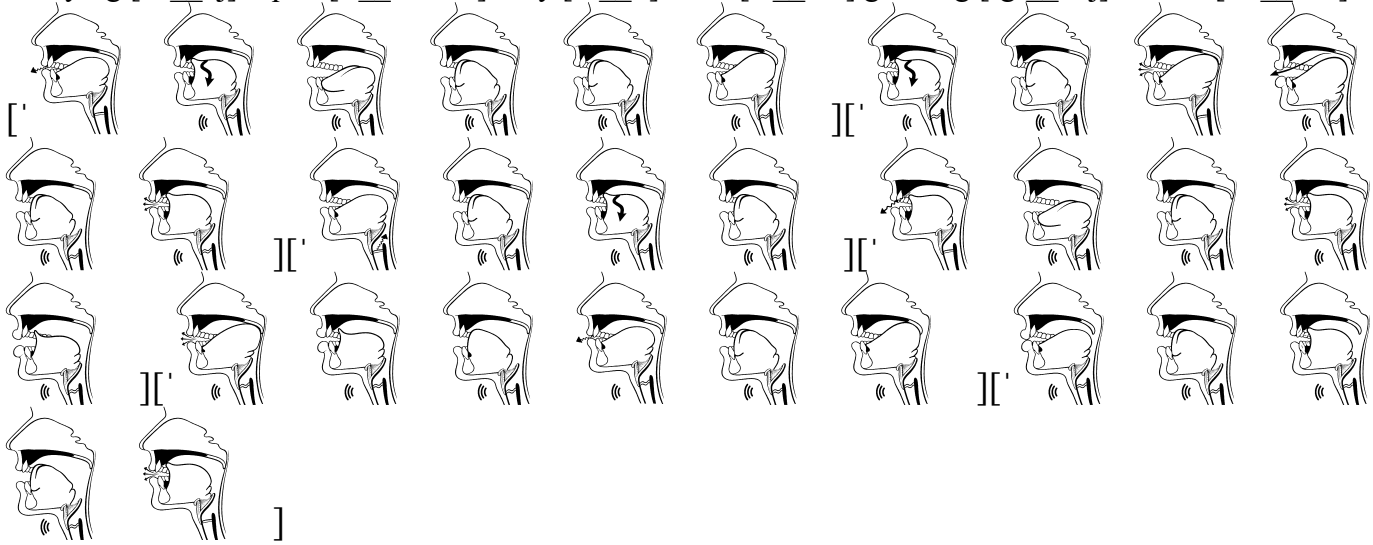
#2 trio [ˈtʰɹ__oʊ] river [ˈɹ__vɜ] shielding [ˈʃ__ɬdʰɪŋ] clinic [ˈkʰɬ__nɪkʰ] fifteen [ˈf__ftʰin] icy [ˈʔ__sɪ]



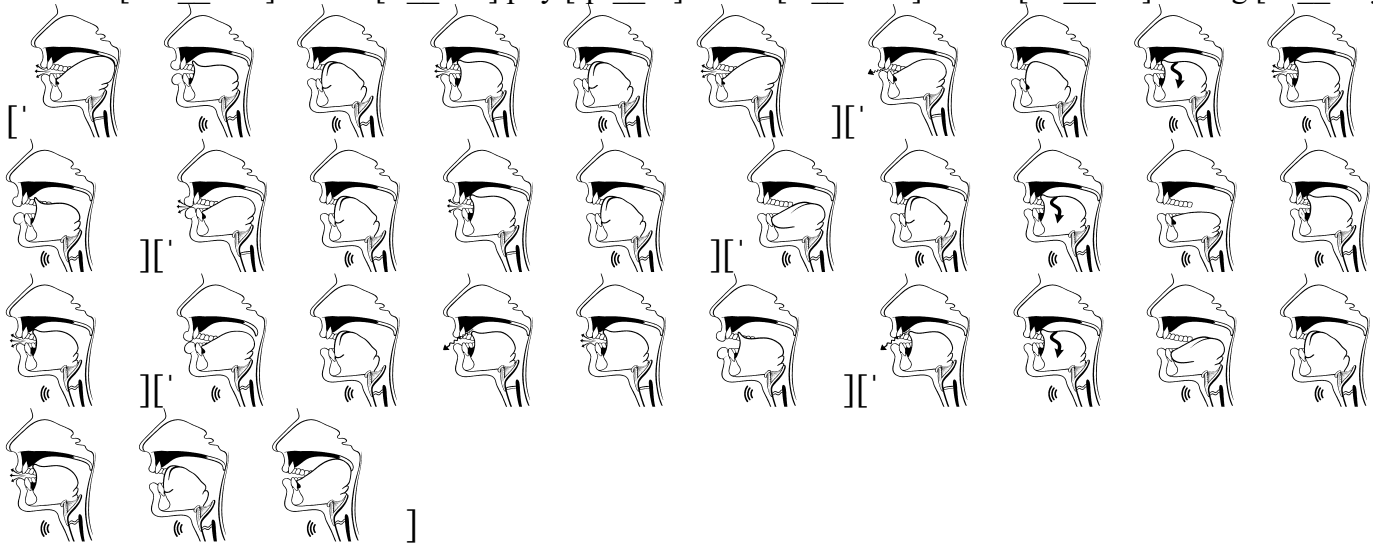
#3 priestly [ˈpʰɹ__stʰɬɪ] wilderness [ˈw__ɬdʰɜnɛs] slipper [ˈsɬ__pʰɜ] dining [ˈdʰ__nɪŋ] rigid [ˈɹ__ʤɪdʰ] given [ˈg__vɪn]



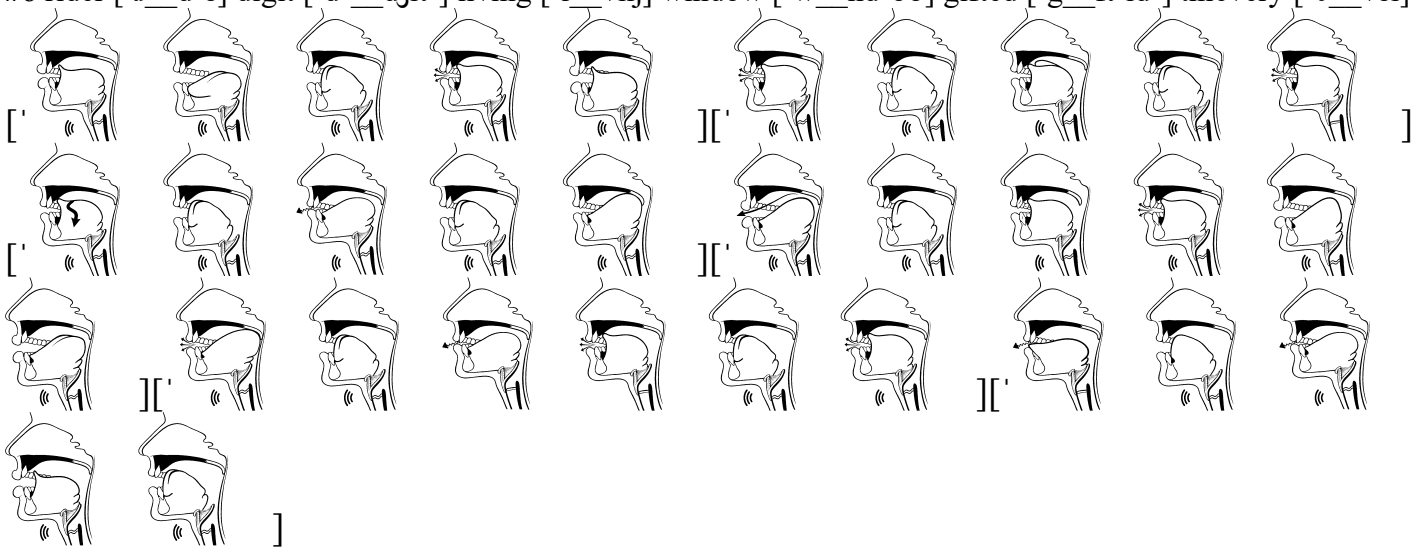
#4 flying [ˈfɬ__ɪŋ] liquid [ˈɬ__kʰwɪdʰ] hilly [ˈh__ɬɪ] cider [ˈs__dʰɜ] grieving [ˈgɹ__vɪŋ] minute [ˈm__nɪtʰ]



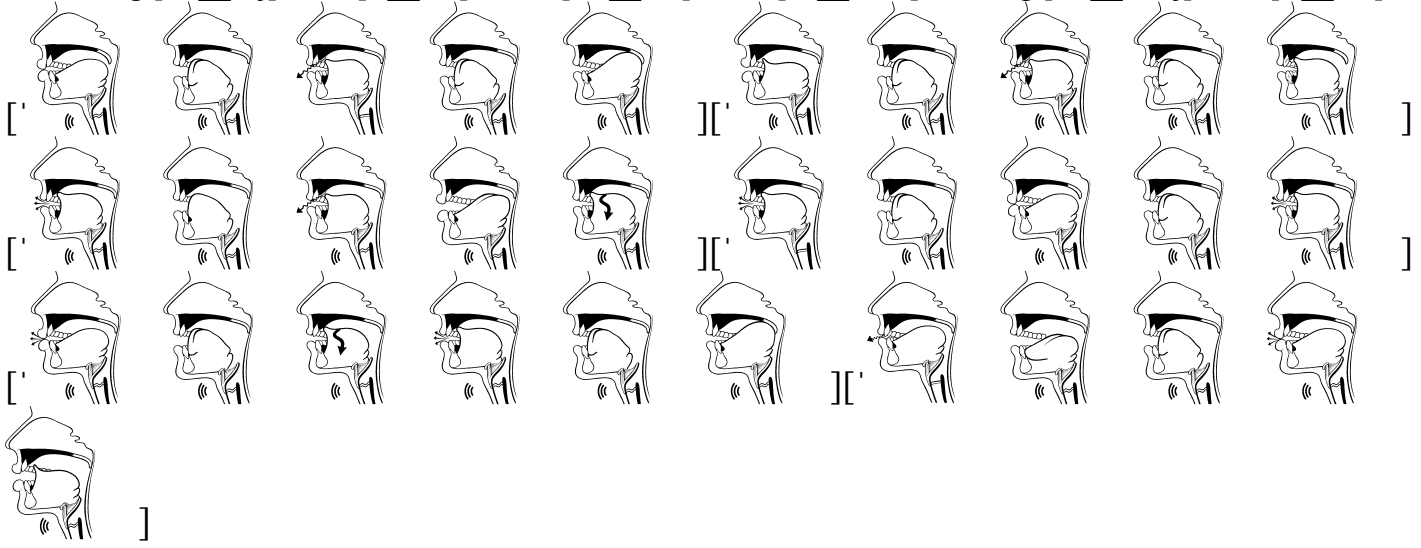
#5 critic [ˈkʰɹ__tʰɪkʰ] fielder [ˈf__ɬdʰɜ] pity [ˈpʰ__tʰɪ] island [ˈʔ__ɬʌndʰ] mister [ˈm__stʰɜ] sliding [ˈsɬ__dʰɪŋ]



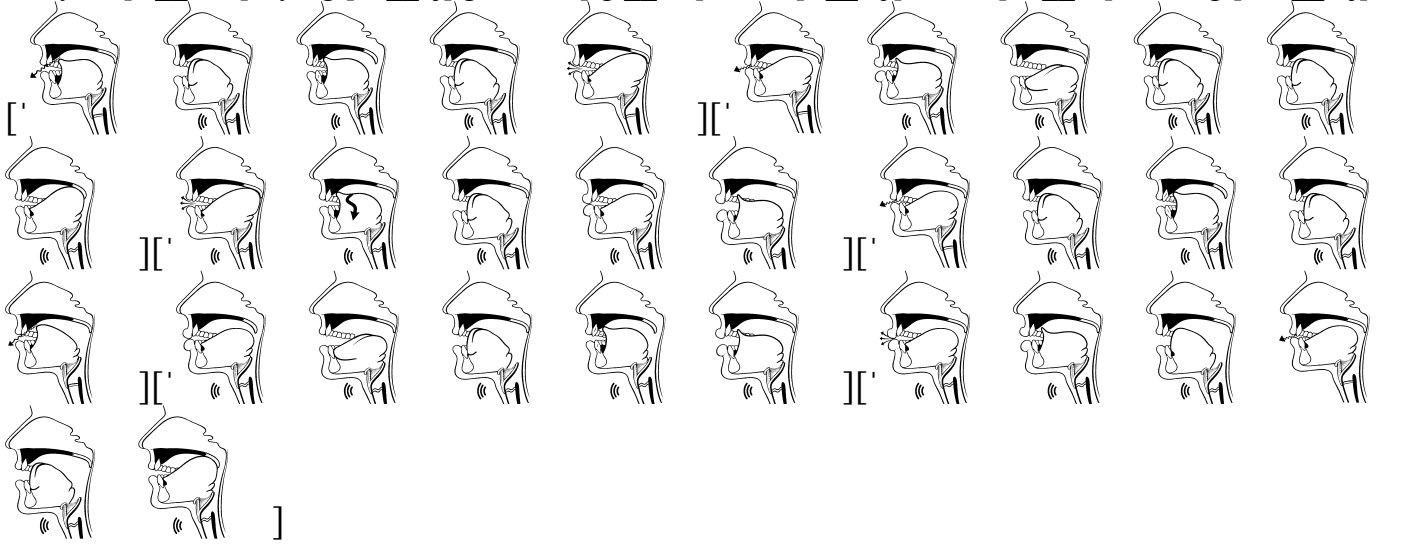
#6 rider [ˈɹ__dʰɜ] digit [ˈdʰ__ʤɪtʰ] living [ˈɬ__vɪŋ] window [ˈw__ndʰoʊ] gifted [ˈg__ftʰɪdʰ] thievery [ˈθ__vɜɪ]



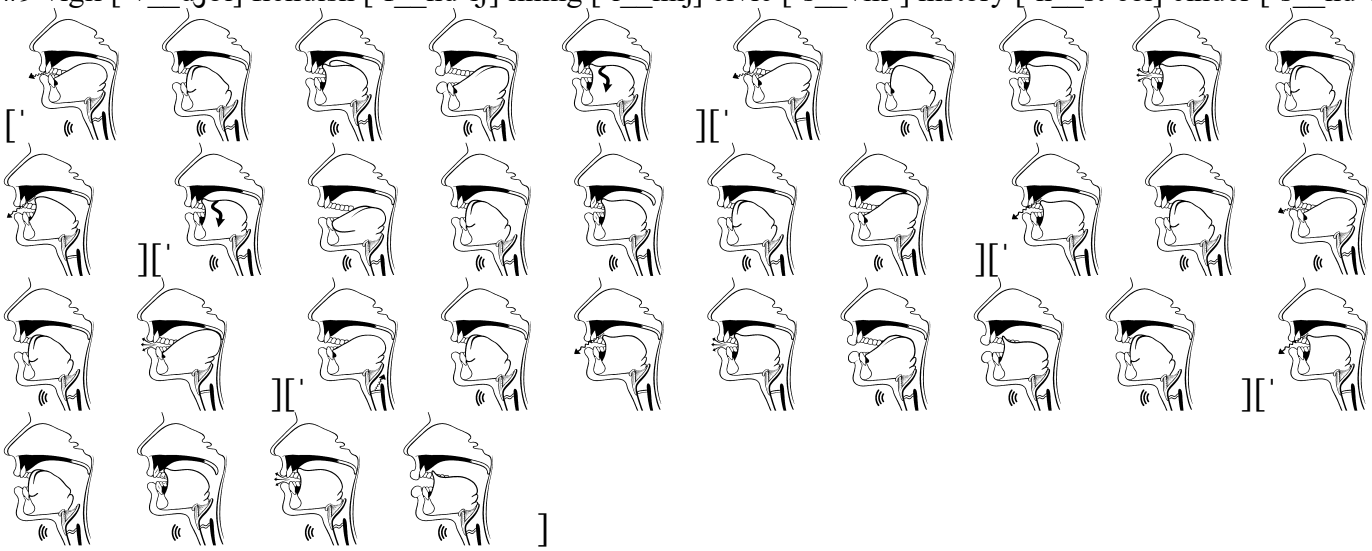
#7 missing [ˈm__sɪŋ] risen [ˈɹ__zɪn] diesel [ˈdʰ__zʊɬ] timid [ˈtʰ__mɪdʰ] building [ˈbʰ__ɬdʰɪŋ] fiber [ˈf__bʰɜ]



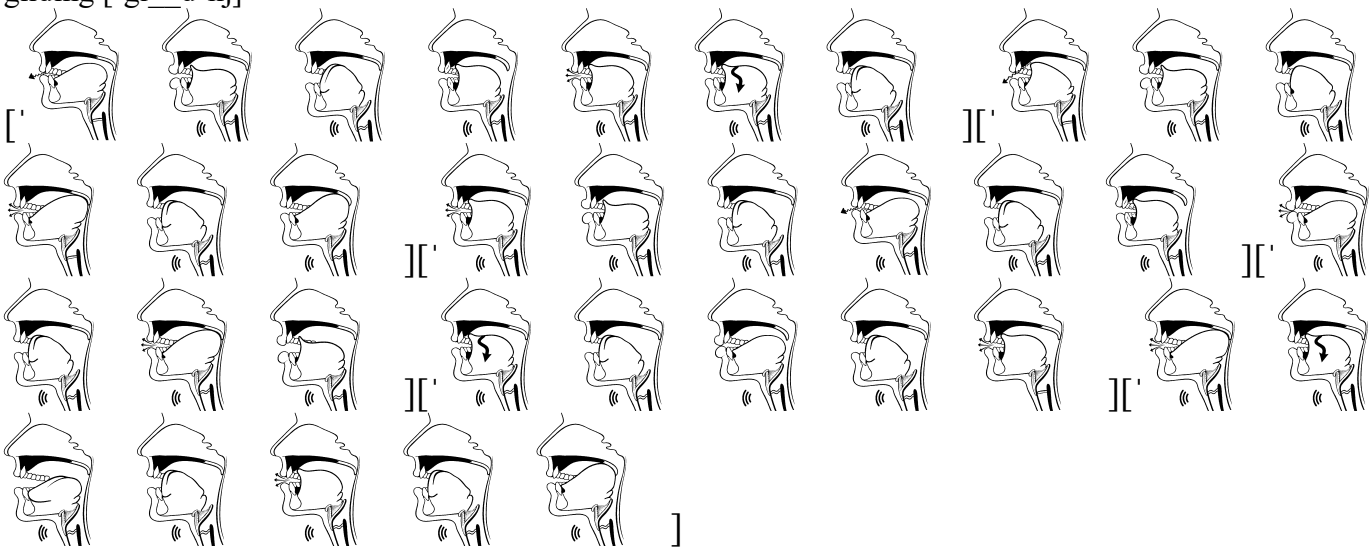
#8 cynic [ˈs__nɪkʰ] frying [ˈfɪ__ɪŋ] glimmer [ˈgɬ__mɜ] finish [ˈf__nɪʃ] minor [ˈm__nɜ] briefing [ˈbʰɹ__fɪŋ]



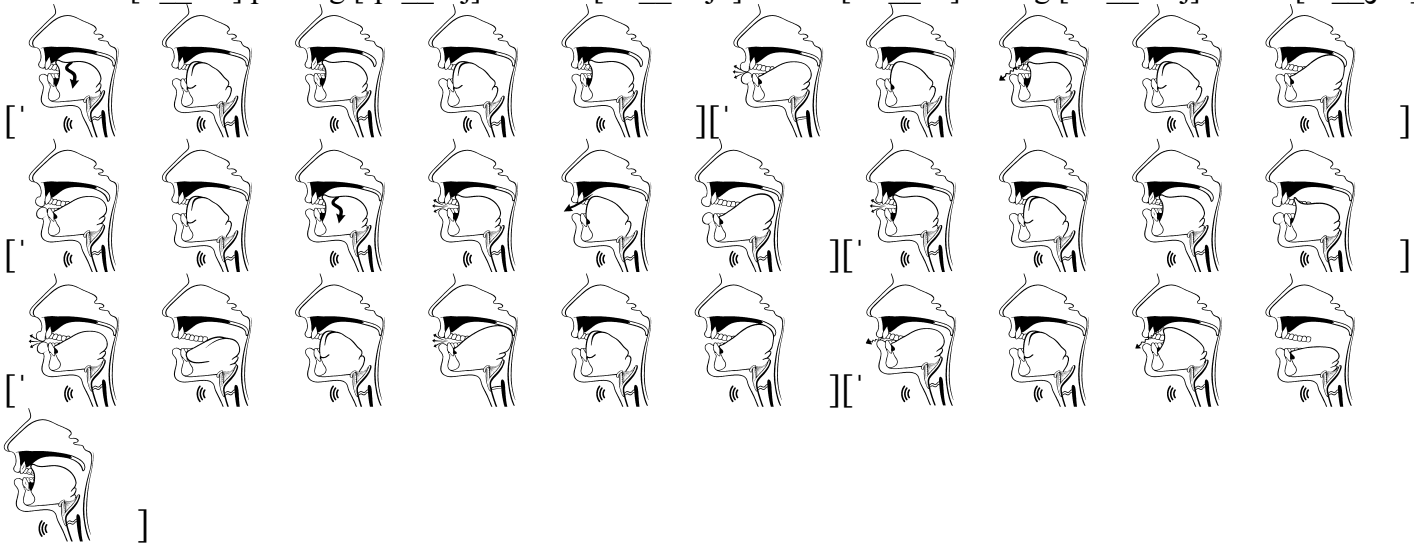
#9 vigil [ˈv__ʤʊł] fiendish [ˈf__ndʰɪʃ] lining [ˈł__nɪŋ] civic [ˈs__vɪkʰ] history [ˈh__stʰɔɜɪ] cinder [ˈs__ndʰɜ]



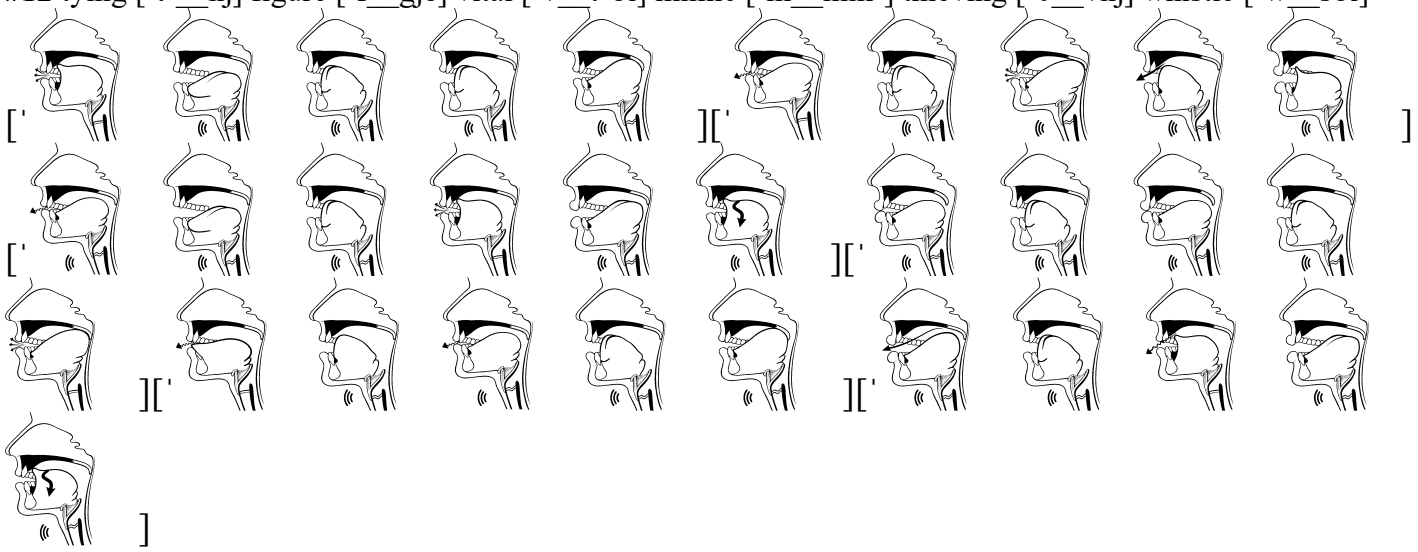
#10 friendly [ˈfɹ__ndʰłɪ] shrieking [ˈʃɹ__kʰɪŋ] driven [ˈdʰɹ__vɪn] bigger [ˈbʰ__gɜ] limit [ˈł__mɪtʰ] gliding [ˈgł__dʰɪŋ]



#11 linen [ˈł__nɪn] piecing [ˈpʰ__sɪŋ] mildew [ˈm__łdʰju] dinner [ˈdʰ__nɜ] biking [ˈbʰ__kʰɪŋ] vision [ˈv__ʒʌn]



#12 tying [ˈtʰ__ɪŋ] figure [ˈf__gjɜ] vital [ˈv__tʰʊł] mimic [ˈm__mɪkʰ] thieving [ˈθ__vɪŋ] whistle [ˈw__sʊł]



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