

# Reading and Phonetics: English Language Learners

LEVEL 2: Vocabulary-Building

An early reading program for students, parents,  
and teachers new to articulatory phonetics

Cheri Montgomery

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## PREFACE

*Reading and Phonetics: English Language Learners* is an image-based workbook designed for the multilingual classroom. 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](http://www.stmpublishers.com).

Phonetic Conversion Chart								
IPA	Simplified	Example	IPA	Simplified	Example	IPA	Simplified	Example
[æ]	[a]	h <u>at</u>	[k <sup>h</sup> ]	[k]	c <u>ake</u>	[θ]	[th]	<u>th</u> ing
[ɑ]	[A]	f <u>at</u> her	[l̥]	[l]	l <u>itt</u> le	[ð]	[Th]	<u>th</u> is
[b <sup>h</sup> ]	[b]	<u>b</u> aby	[m]	[m]	<u>m</u> eme	[u]	[u]	mo <u>o</u> n
[tʃ]	[tS]	<u>ch</u> air	[n]	[n]	<u>n</u> ote	[ʊ]	[U]	bo <u>o</u> k
[d <sup>h</sup> ]	[d]	<u>d</u> ance	[ŋ]	[N]	s <u>ing</u>	[ʌ]	[x]	<u>u</u> p
[ɛ]	[E]	be <u>d</u>	[ɔ]	[O]	<u>o</u> ught	[v]	[v]	<u>v</u> ase
[f]	[f]	<u>f</u> ig	[p <sup>h</sup> ]	[p]	<u>p</u> in	[w]	[w]	<u>w</u> in
[g <sup>h</sup> ]	[g]	<u>g</u> ood	[ɹ]	[r]	<u>r</u> ing	[j]	[j]	<u>y</u> es
[h]	[h]	<u>h</u> ear <u>t</u>	[ɜ]	[R]	<u>e</u> ar <u>th</u>	[z]	[z]	<u>z</u> oo
[i]	[i]	<u>s</u> ea <u>t</u>	[s]	[s]	<u>c</u> ea <u>s</u> e	[ʒ]	[Z]	be <u>i</u> ge
[ɪ]	[I]	<u>f</u> it	[ʃ]	[S]	<u>sh</u> irt	stress: [']	[']	be'lieve
[dʒ]	[dZ]	<u>j</u> udge	[t <sup>h</sup> ]	[t]	<u>t</u> ime	glottal: [ʔ]	[ʔ]	I, ever

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# Introduction

<u>TOPIC</u>	<u>PAGE</u>
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Link available with purchase

## 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 129.

This workbook is ideal for the multilingual classroom. Rules are written in formulas. Concepts are communicated using images in the English Language Learners version (refer to the legend of terms on page 8). English instructions are included but not necessary for comprehension.



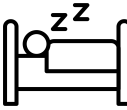






### ADDITIONAL ACTIVITIES

Phonetic exercises facilitate multiple group-engaging activities. Word lists can be distributed as board work. The students 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.

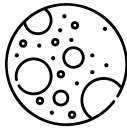








This series was designed to help students enjoy the sounds of the English language. They will quickly discover that homework assignments are reminiscent of word games. Once they learn the sounds and associated symbols, they will be ready to play word games such as IPA Scramble. Large playing cards are available on the S.T.M. Publishers website at [www.teamphontics.com](http://www.teamphontics.com).

# PRONUNCIATION GUIDE







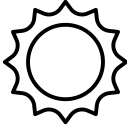





## FRONT VOWELS

[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

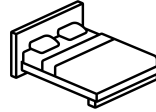
[pAm]



[b]

bed

[bEd]



bag

[bag]



## LABIODENTAL CONSONANTS

[f]

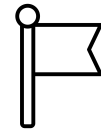
fan

[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]

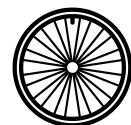
lamp

[lamp]





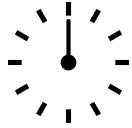
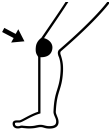
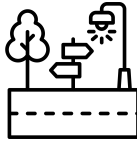



wheel

[wil]

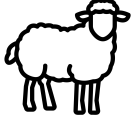









\*Consonants *d*, *t*, *l*, and *r* are classified as dental in the Romance languages – the tongue tip touches the upper front teeth. The tongue tip touches the alveolar ridge for *d*, *t*, *l*, *r* in English.







## ALVEOLAR CONSONANTS

[r]	ring [rɪŋ]		roof [ruːf]	
[n]	noon [nuːn]		knee [niː]	
[s]	street [striːt]		swan [swɑːn]	
[z]	zoo [zuː]		news [njuːz]	

## PREPALATAL CONSONANTS

[ʃ]	sheep [ʃiːp]		fish [fɪʃ]	
[ʒ]	rouge [ruːʒ]		liege [liːʒ]	
[tʃ]	chart [tʃɑːrt]		church [tʃɜːtʃ]	
[dʒ]	judge [dʒʌdʒ]		jar [dʒɑː]	

## VELAR CONSONANTS

[k]	cup [kʌp]		key [kiː]	
[g]	gum [gʌm]		dog [dɒg]	
[ŋ]	swing [swɪŋ]		wink [wɪŋk]	

## GLOTTAL CONSONANTS

[h]

hat



harp



[hat]

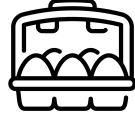
[hArp]

[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:



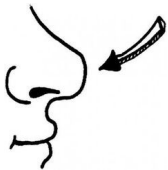
Aa Ee Ii Oo Uu

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



Aa Ee Ii Oo Uu

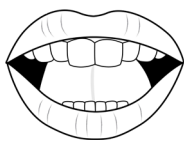
**Nasal consonants.** Circle the two consonant sounds that have a nasal quality:



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



<b>Voicing</b>
<b>Voiced.</b> A voiced consonant engages the voice and can be sung. They are in bold below.
<b>Voiceless.</b> A voiceless consonant does not engage the voice and can only be whispered.



<b>Points of Articulation</b>	<b>Phonetics</b>
<b>Bilabial</b> [bAI'IEIbIU] Refers to the lips	<b>[b] [p] [m] [w]</b>
<b>Labiodental</b> [IEIbIo' dEntUI] Involves the lower lip and the upper front teeth	<b>[v] [f]</b>
<b>Dental</b> ['dEntUI] Involves the tip of the tongue and the back of the front teeth	<b>[Th] [th]</b>
<b>Alveolar</b> [?'al'violR] Involves the tip of the tongue and the ridge behind the upper teeth	<b>[d] [t] [z] [s] [l] [n] [r]</b>
<b>Prepalatal</b> [prI' palItUI] Involves the tip of tongue and the front of the hard palate	<b>[Z] [S] [dZ] [tS]</b>
<b>Palatal</b> [' palItUI] Involves a front arch of the tongue and the hard palate	<b>[j]</b>
<b>Velar</b> ['vilR] Involves the back of the tongue and the soft palate	<b>[g] [k] [ŋ]</b>
<b>Glottal</b> ['glAtUI] Involves the air flow and the opening between the vocal cords	<b>[ʔ] [h]</b>

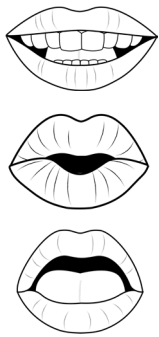


<b>Manner of Articulation</b>	<b>Phonetics</b>
<b>Plosive</b> ['ploUsIv] <b>Stop</b> [stAp] A momentary closure of the air flow passage	<b>[b] [p] [d] [t] [g] [k] [ʔ]</b>
<b>Fricative</b> ['frIkxtIv] Produced by directing the air flow past a set of articulators	<b>[v] [f] [z] [s] [Z] [S] [h] [Th] [th]</b>
<b>Affricate</b> [?'afrIkIt] A stop that is followed by a fricative	<b>[dZ] [tS]</b>
<b>Nasal</b> ['nEIzUI] Produced by directing vocalized tone through the nasal passages	<b>[m] [n] [ŋ]</b>
<b>Lateral</b> ['latRUl] Produced by directing vocalized tone over the sides of the tongue	<b>[l]</b>
<b>Glide</b> [glAIId] Produced by directing the tone past a set of articulators without friction	<b>[w] [j]</b>
<b>Retroflex</b> ['rEtroflEks] Produced with tongue tip curled up	<b>[ɻ]</b>

## Classification of Symbols: Vowels



Quality	Phonetics
<b>Closed</b> Formed with less space between the tongue arch and the roof of mouth	[i] [u] [o]
<b>Open</b> 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
<b>Front</b> The front of the tongue arches with tongue tip touching lower front teeth	[i] [I] [E]
<b>Back</b> The back of the tongue arches with tongue tip touching lower front teeth	[u] [U] [o] [O]
<b>Central</b> The tongue arch maintains a low position, the tip touches lower front teeth	[a] [A] [x]

### Parts of Speech Indications

(A) Adjective	(E) Exclamation	(R) Preposition
(D) Adverb	(I) Interrogative	(P) Pronoun
(C) Conjunction	(N) Noun	(V) Verb

### Image Definitions

	<b>Aspirate consonant (breath sound)</b> 送气辅音 (呼吸声) aspirar consonante (sonido de respiración) hút phụ âm (tiếng thở)		<b>Voiced consonant</b> 浊辅音 consonante sonora phụ âm hữu thanh
	<b>Exception word</b> 例外词 palabra de excepción từ ngoại lệ		<b>Voiceless consonant</b> 清辅音 consonante sorda phụ âm vô thanh
	<b>Past tense</b> 过去式 Pasado Thì quá khứ		<b>First/Initial letter of word</b> 单词首字母 primera letra de la palabra Chữ cái đầu tiên của từ
	<b>Short word (2-3 letters)</b> 短词 (2-3个字母) Palabra corta (2-3 letras) Từ ngắn (2-3 chữ cái)		<b>Middle letter of word</b> 单词的中间字母 Letra del medio de la palabra Chữ giữa của từ
	<b>Silent vowel</b> 不发音的元音 vocal muda nguyên âm im lặng		<b>Final letter of word</b> 单词的最后一个字母 letra final de la palabra Thư cuối cùng của từ

# UNIT 1:

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

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Link available with purchase

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

SOUNDS	SPELLINGS & SYMBOLS		
	[a]	a = [a]	man [man] cat [kat]
	[ɪ]	i, y, ui = [ɪ]	win [wɪn] hymn [hɪm] build [bɪld]
	[p]	p, pp = [p]	pin [pɪn]
	[b]	b, bb = [b] (mb = [m])	bib [bɪb]
	[t]	t, tt = [t]	tan [tan]
	[d]	d, dd = [d]	dad [dad]
	[k]	c, k, ck = [k] (kn = [n])	kick [kɪk]
	[g]	g, gg = [g] (gn = [n])	give [gɪv]

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

Group Exercise: Provide phonetic symbols			
can (N) (V)		pan (N)	
big (A)		did (V) (X)	

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



















Provide phonetic symbols:


















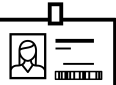
#1	#2	#3
dip (N V) _____	pig (N) _____	ban (N V) _____
nap (N V) _____	band (N) _____	tick (N V) _____
tag (N) _____	mid (P) _____	Pam _____
mitt (N) _____	camp (V) _____	kit (N) _____
cat (N) _____	Tim _____	cad (N) _____
bad (A) _____	knack (N) _____	mig (N) _____

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

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

Provide phonetic symbols:

#7	#8	#9
damp <sup>(A)</sup> _____	nag <sup>(V)</sup> _____	Matt _____
		
pick <sup>(NV)</sup> _____	tint <sup>(NV)</sup> _____	tact <sup>(N)</sup> _____
		
tan <sup>(NA)</sup> _____	dam <sup>(NV)</sup> _____	kid <sup>(N)</sup> _____
		
bag <sup>(N)</sup> _____	bid <sup>(NV)</sup> _____	gab <sup>(V)</sup> _____
		
cab <sup>(N)</sup> _____	Mack _____	pack <sup>(NV)</sup> _____
		
Pip _____	pit <sup>(N)</sup> _____	bit <sup>(N)</sup> _____
		

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

# UNIT 2

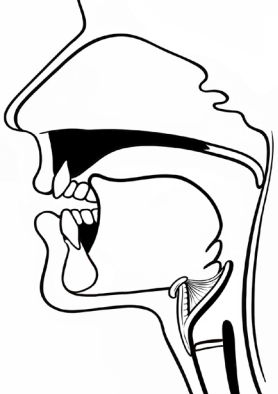

## English Spellings: *s* and *x*







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Link available with purchase

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: Provide phonetic symbols			
stand (N) (V) 	sacks (N) 	past (N) (A) (D) 	
tips (N) (V) 	mists (N) (V) 	six 	

WORKSHEET #2: *s* and *x*

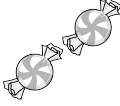






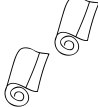




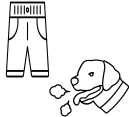
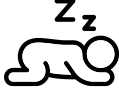




Provide phonetic symbols:




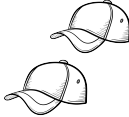


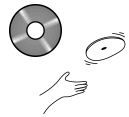








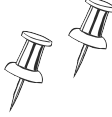


#1	#2	#3
masks (N) (V)	cats (N)	spits (V)
stamps (N) (V)	snacks (N) (V)	packs (N) (V)
gas (N)	bass (N)	sad (A)
skim (V) (A)	skimp (V)	tints (V)
tax (N) (V)	pats (V)	Max
sits (V)	mix (V)	smack (V)

#4	#5	#6
picks (V)	snip (V)	sips (N) (V)
snap (V)	masts (N)	casts (N) (V)
mix (V)	gasp (V)	spam (N)
sand (N)	spats (N)	knits (V)
gnats (N)	nix (V)	sax (N)
skips (V)	sticks (N) (V)	disk (N)

WORKSHEET #2: s and x

Provide phonetic symbols:

#7	#8	#9
mints <sup>Ⓝ</sup> 	tax <sup>Ⓝ</sup> <sub>Ⓟ</sub> 	cysts <sup>Ⓝ</sup> 
scab <sup>Ⓝ</sup> 	skits <sup>Ⓝ</sup> 	maps <sup>Ⓝ</sup> 
tasks <sup>Ⓝ</sup> 	mats <sup>Ⓝ</sup> 	snag <sup>Ⓝ</sup> <sub>Ⓟ</sub> 
six 	spin <sup>Ⓟ</sup> 	nix <sup>Ⓟ</sup> 
pants <sup>Ⓝ</sup> <sub>Ⓟ</sub> 	naps <sup>Ⓝ</sup> <sub>Ⓟ</sub> 	sat <sup>Ⓟ</sup> <sub>Ⓟ</sub> 
sack <sup>Ⓝ</sup> 	skid <sup>Ⓟ</sup> 	kits <sup>Ⓝ</sup> 

#10	#11	#12
sick <sup>Ⓐ</sup> 	stacks <sup>Ⓝ</sup> <sub>Ⓟ</sub> 	sap <sup>Ⓝ</sup> 
caps <sup>Ⓝ</sup> 	pits <sup>Ⓝ</sup> 	dints <sup>Ⓝ</sup> <sub>Ⓟ</sub> 
disc <sup>Ⓝ</sup> 	stab <sup>Ⓟ</sup> 	stats <sup>Ⓝ</sup> 
sax <sup>Ⓝ</sup> 	camps <sup>Ⓝ</sup> <sub>Ⓟ</sub> 	kicks <sup>Ⓟ</sup> 
stints <sup>Ⓝ</sup> 	skin <sup>Ⓝ</sup> 	taps <sup>Ⓟ</sup> 
tacks <sup>Ⓝ</sup> 	Max 	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]

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