

VISUAL VERSION

Reading and Phonetics: Tactile Alphabet

LEVEL 2: Vocabulary-Building

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

Cheri Montgomery

S.T.M. Publishers
Nashville, TN

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Technical Support: Verlan Kliewer

PREFACE

Reading and Phonetics: Tactile Alphabet is the braille version of an early reading and phonetics 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, includes words with diphthongs, and provides additional opportunities for transcription. Level 3 extends the instruction to include multisyllabic words. 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 braille version contains audio.

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. 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>at</u>	/k ^h /	/k/	c <u>ake</u>	/θ/	/th/	th <u>ing</u>
/ɑ/	/A/	f <u>at</u> her	/l/	/l/	l <u>itt</u> le	/ð/	/Th/	th <u>is</u>
/b ^h /	/b/	b <u>ab</u> y	/m/	/m/	m <u>em</u> e	/u/	/u/	m <u>oo</u> n
/tʃ/	/tS/	ch <u>air</u>	/n/	/n/	n <u>ot</u> e	/ʊ/	/U/	bo <u>o</u> k
/d ^h /	/d/	d <u>an</u> ce	/ŋ/	/N/	s <u>in</u> g	/ʌ/	/x/	u <u>p</u>
/ɛ/	/E/	b <u>ed</u>	/ɔ/	/O/	ou <u>gh</u> t	/v/	/v/	v <u>as</u> e
/f/	/f/	f <u>ig</u>	/p ^h /	/p/	p <u>in</u>	/w/	/w/	w <u>in</u>
/g ^h /	/g/	g <u>oo</u> d	/r/	/r/	r <u>in</u> g	/j/	/j/	y <u>e</u> s
/h/	/h/	h <u>ea</u> rt	/ɜ/	/R/	e <u>ar</u> th	/z/	/z/	z <u>oo</u>
/i/	/i/	s <u>ea</u> t	/s/	/s/	c <u>ea</u> se	/ʒ/	/Z/	be <u>i</u> ge
/ɪ/	/I/	f <u>it</u>	/ʃ/	/S/	sh <u>ir</u> t	stress: /' /	/' /	be' <u>l</u> ieve
/dʒ/	/dZ/	jud <u>g</u> e	/t ^h /	/t/	t <u>im</u> e	glottal: /ʔ /	/ʔ /	I, ever

ACKNOWLEDGMENT

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.

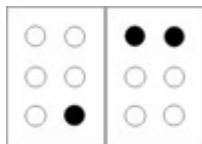
INTRODUCTION TO BRAILLE

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 newly created phonetic system that consists of uppercase and lowercase letters. Letters *a*, *i*, *b*, *d*, *g* are introduced first since they produce a sufficient word bank and complimentary phonetic study. The remaining letters are introduced incrementally to align with the accessible phonetic system and the spellings of words.

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,

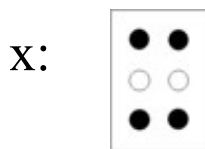
and *u v x y z w* on row 3). After the letters are memorized in alphabetical order, remove the cells from the base plate, place them in a sandwich bag, and select randomly to test your memory.

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.

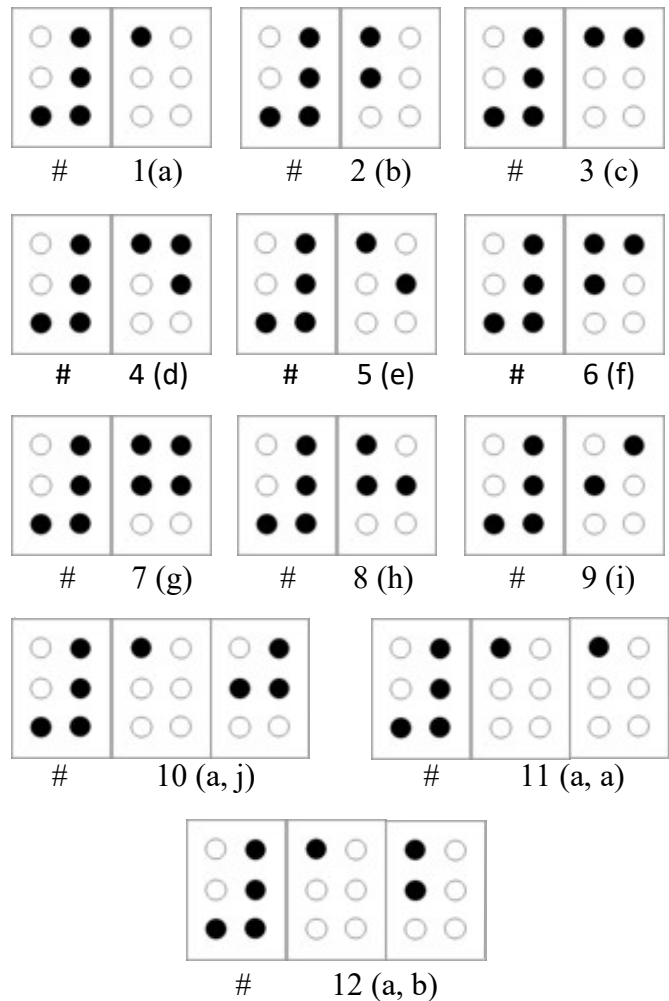


The letter *x* acts as a place marker or tracking line for discovering new braille symbols. The dot configuration of an *x* cell marks the outer boundaries of a cell. Imagine the typed version of an uppercase *X* with dots at the ends of each diagonal line. A braille *x* is dots 1346. This arrangement of dots provides an ideal tactile reference point for other braille symbols.



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.

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.

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	106 106 107
26	English spellings: <i>ou</i> and <i>ow</i> as /AU/	Transcription rules Group exercise Individual exercises	110 110 111
27	English spellings: <i>oi</i> and <i>oy</i> as /OI/	Transcription rules Group exercise Individual exercises	114 114 115
28	English spellings: vowel clusters with /R/	Transcription rules Group exercise Individual exercises	118 118 119
Optional assignment		Words of wisdom	121
Appendix: review of rules			123
Answer key			127
Answer key for tactile reading version			165
Bibliography			195

Introduction

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



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. 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.

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 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. 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 (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 transcription exercise. An answer key is located on page 127.

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. The content of the tactile version is visualized on page 165. Blank braille cells are provided on the worksheet pages so that teachers can help students build the braille cells using egg cartons and ping pong balls.

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/	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/
/N/	swing /swIN/	wink /wINk/

GLOTTAL CONSONANTS

/h/

hat

harp

/hat/

/hArp/

/?/

arm

eggs

/?Arm/

/?Egz/

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:



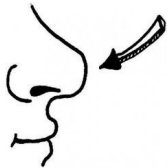
Aa Ee Ii Oo Uu

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



Aa Ee Ii Oo Uu

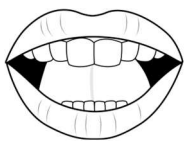
Nasal consonants. Circle the two consonant sounds that have a nasal quality:



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' dEntUI/

Involves the lower lip and the upper front teeth

/v/ /f/

Dental /'dEntUI/

Involves the tip of the tongue and the back of the front teeth

/Th/ /th/

Alveolar /'al'vioIR/

Involves the tip of the tongue and the ridge behind the upper teeth

**/d/ /t/ /z/ /s/
/l/ /n/ /r/**

Prepalatal /prI' palltUI/

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

/Z/ /S/ /dZ/ /tS/

Palatal /'palltUI/

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 /'glAtUI/

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 /'ʔafrIkIt/

A stop that is followed by a fricative

/dZ/ /tS/

Nasal /'nEIzUI/

Produced by directing vocalized tone through the nasal passages

/m/ /n/ /N/

Lateral /'latRU/

Produced by directing vocalized tone over the sides of the tongue

/l/

Glide /glAIId/

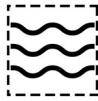
Produced by directing the tone past a set of articulators without friction

/w/ /j/

Retroflex /'rEtroflEKs/

Produced with tongue tip curled up

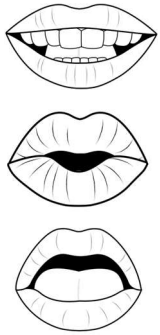
/r/



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 1:

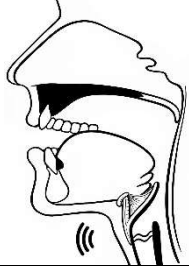
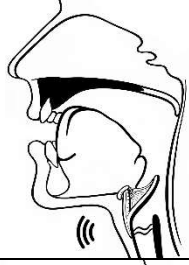
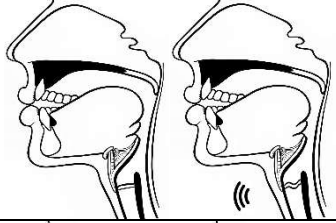
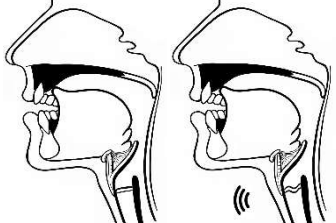
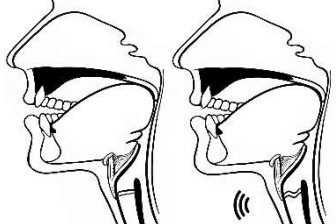
English Spellings: *a, i, b, p, d, t, g, k, c*

<u>TOPIC</u>	<u>PAGE</u>
Transcription rules	10
Group exercise	10
Individual exercises	11
Tactile version	166
Answer key	128



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 phonetics by filling in the cells or by using an egg carton with ping pong balls. Instructions for the tactile version are on page 165.

can



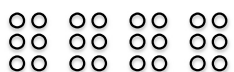
pan



back



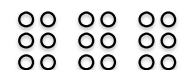
big



did



tap



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

#1

dip

oo oo oo oo
oo oo oo oo
oo oo oo oo

nap

oo oo oo
oo oo oo
oo oo oo

tag

oo oo oo
oo oo oo
oo oo oo

mitt

oo oo oo oo
oo oo oo oo
oo oo oo oo

cat

oo oo oo
oo oo oo
oo oo oo

bad

oo oo oo
oo oo oo
oo oo oo

#4

Dan

oo oo oo
oo oo oo
oo oo oo

mint

oo oo oo oo oo
oo oo oo oo oo
oo oo oo oo oo

pact

oo oo oo oo
oo oo oo oo
oo oo oo oo

tip

oo oo oo oo
oo oo oo oo
oo oo oo oo

nab

oo oo oo
oo oo oo
oo oo oo

gap

oo oo oo
oo oo oo
oo oo oo

#2

pig

oo oo oo oo
oo oo oo oo
oo oo oo oo

band

oo oo oo oo
oo oo oo oo
oo oo oo oo

mid

oo oo oo oo
oo oo oo oo
oo oo oo oo

camp

oo oo oo oo
oo oo oo oo
oo oo oo oo

Tim

oo oo oo oo
oo oo oo oo
oo oo oo oo

knack

oo oo oo
oo oo oo
oo oo oo

#5

map

oo oo oo
oo oo oo
oo oo oo

Gib

oo oo oo oo
oo oo oo oo
oo oo oo oo

bat

oo oo oo
oo oo oo
oo oo oo

tack

oo oo oo
oo oo oo
oo oo oo

dim

oo oo oo oo
oo oo oo oo
oo oo oo oo

pant

oo oo oo oo
oo oo oo oo
oo oo oo oo

#3

ban

oo oo oo
oo oo oo
oo oo oo

tick

oo oo oo oo
oo oo oo oo
oo oo oo oo

Pam

oo oo oo
oo oo oo
oo oo oo

kit

oo oo oo oo
oo oo oo oo
oo oo oo oo

cad

oo oo oo
oo oo oo
oo oo oo

mig

oo oo oo oo
oo oo oo oo
oo oo oo oo

#6

mat

oo oo oo
oo oo oo
oo oo oo

Nick

oo oo oo oo
oo oo oo oo
oo oo oo oo

gag

oo oo oo
oo oo oo
oo oo oo

nip

oo oo oo oo
oo oo oo oo
oo oo oo oo

tad

oo oo oo
oo oo oo
oo oo oo

bin

oo oo oo oo
oo oo oo oo
oo oo oo oo

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

#7

damp

oo oo oo oo
oo oo oo oo
oo oo oo oo

pick

oo oo oo oo
oo oo oo oo
oo oo oo oo

tan

oo oo oo
oo oo oo
oo oo oo

bag

oo oo oo
oo oo oo
oo oo oo

cab

oo oo oo
oo oo oo
oo oo oo

Pip

oo oo oo oo
oo oo oo oo
oo oo oo oo

#10

knit

oo oo oo oo
oo oo oo oo
oo oo oo oo

Mac

oo oo oo
oo oo oo
oo oo oo

dig

oo oo oo oo
oo oo oo oo
oo oo oo oo

mad

oo oo oo
oo oo oo
oo oo oo

pin

oo oo oo oo
oo oo oo oo
oo oo oo oo

tab

oo oo oo
oo oo oo
oo oo oo

#8

nag

oo oo oo
oo oo oo
oo oo oo

tint

oo oo oo oo oo
oo oo oo oo oo
oo oo oo oo oo

dam

oo oo oo
oo oo oo
oo oo oo

bid

oo oo oo oo
oo oo oo oo
oo oo oo oo

Mack

oo oo oo
oo oo oo
oo oo oo

pit

oo oo oo oo
oo oo oo oo
oo oo oo oo

#11

pad

oo oo oo
oo oo oo
oo oo oo

Kip

oo oo oo oo
oo oo oo oo
oo oo oo oo

dab

oo oo oo
oo oo oo
oo oo oo

tin

oo oo oo oo
oo oo oo oo
oo oo oo oo

cap

oo oo oo
oo oo oo
oo oo oo

gig

oo oo oo oo
oo oo oo oo
oo oo oo oo

#9

Matt

oo oo oo
oo oo oo
oo oo oo

tact

oo oo oo oo
oo oo oo oo
oo oo oo oo

kid

oo oo oo oo
oo oo oo oo
oo oo oo oo

gab

oo oo oo
oo oo oo
oo oo oo

pack

oo oo oo
oo oo oo
oo oo oo

bit

oo oo oo oo
oo oo oo oo
oo oo oo oo

#12

gnat

oo oo oo
oo oo oo
oo oo oo

mag

oo oo oo
oo oo oo
oo oo oo

kick

oo oo oo oo
oo oo oo oo
oo oo oo oo

dad

oo oo oo
oo oo oo
oo oo oo

bib

oo oo oo oo
oo oo oo oo
oo oo oo oo

Pat

oo oo oo
oo oo oo
oo oo oo

UNIT 2

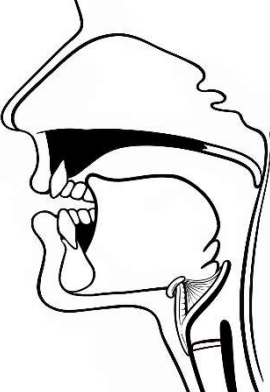
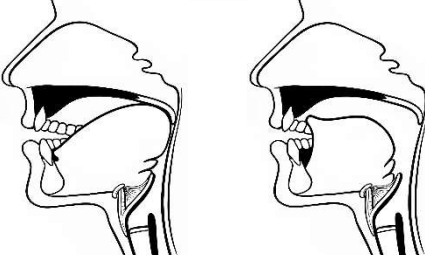
English Spellings: *s* and *x*

<u>TOPIC</u>	<u>PAGE</u>
Transcription rules	14
Group exercise	14
Individual exercises	15
Tactile version	167
Answer key	129



Link available with purchase

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

SOUNDS	SPELLINGS & SYMBOLS		
	/s/	s, ss = /s/	sat /sat/ bliss /bli:s/
		c + e = /s/ c + i = /s/	peace /pi:s/ cinch /sintʃ/
	/ks/	x = /ks/	next /nɛkst/ box /bɒks/

Group Exercise: Provide phonetics by filling in the cells or by using an egg carton with ping pong balls. Instructions for the tactile version are on page 165.

stand

○	○	○	○	○
○	○	○	○	○
○	○	○	○	○

tips

○	○	○	○	○
○	○	○	○	○
○	○	○	○	○

sacks

○	○	○	○
○	○	○	○
○	○	○	○

mists

○	○	○	○	○	○
○	○	○	○	○	○
○	○	○	○	○	○

past

○	○	○	○
○	○	○	○
○	○	○	○

six

○	○	○	○	○
○	○	○	○	○
○	○	○	○	○

WORKSHEET #2: *s* and *x*

#1

masks

oo oo oo oo oo
oo oo oo oo oo
oo oo oo oo oo

stamps

oo oo oo oo oo oo
oo oo oo oo oo oo
oo oo oo oo oo oo

gas

oo oo oo
oo oo oo
oo oo oo

skim

oo oo oo oo oo
oo oo oo oo oo
oo oo oo oo oo

tax

oo oo oo oo
oo oo oo oo
oo oo oo oo

sits

oo oo oo oo oo
oo oo oo oo oo
oo oo oo oo oo

#4

picks

oo oo oo oo oo
oo oo oo oo oo
oo oo oo oo oo

snap

oo oo oo oo
oo oo oo oo
oo oo oo oo

mix

oo oo oo oo oo
oo oo oo oo oo
oo oo oo oo oo

sand

oo oo oo oo
oo oo oo oo
oo oo oo oo

gnats

oo oo oo oo
oo oo oo oo
oo oo oo oo

skips

oo oo oo oo oo oo
oo oo oo oo oo oo
oo oo oo oo oo oo

#2

cats

oo oo oo oo
oo oo oo oo
oo oo oo oo

snacks

oo oo oo oo oo
oo oo oo oo oo
oo oo oo oo oo

bass

oo oo oo
oo oo oo
oo oo oo

skimp

oo oo oo oo oo oo
oo oo oo oo oo oo
oo oo oo oo oo oo

pats

oo oo oo oo
oo oo oo oo
oo oo oo oo

mix

oo oo oo oo oo
oo oo oo oo oo
oo oo oo oo oo

#5

snip

oo oo oo oo oo
oo oo oo oo oo
oo oo oo oo oo

masts

oo oo oo oo oo
oo oo oo oo oo
oo oo oo oo oo

gasp

oo oo oo oo
oo oo oo oo
oo oo oo oo

spats

oo oo oo oo oo
oo oo oo oo oo
oo oo oo oo oo

nix

oo oo oo oo oo
oo oo oo oo oo
oo oo oo oo oo

sticks

oo oo oo oo oo oo
oo oo oo oo oo oo
oo oo oo oo oo oo

#3

spits

oo oo oo oo oo oo
oo oo oo oo oo oo
oo oo oo oo oo oo

packs

oo oo oo oo
oo oo oo oo
oo oo oo oo

sad

oo oo oo
oo oo oo
oo oo oo

tints

oo oo oo oo oo oo
oo oo oo oo oo oo
oo oo oo oo oo oo

Max

oo oo oo oo
oo oo oo oo
oo oo oo oo

smack

oo oo oo oo
oo oo oo oo
oo oo oo oo

#6

sips

oo oo oo oo oo
oo oo oo oo oo
oo oo oo oo oo

casts

oo oo oo oo oo
oo oo oo oo oo
oo oo oo oo oo

spam

oo oo oo oo
oo oo oo oo
oo oo oo oo

knits

oo oo oo oo oo
oo oo oo oo oo
oo oo oo oo oo

sax

oo oo oo oo
oo oo oo oo
oo oo oo oo

disk

oo oo oo oo oo
oo oo oo oo oo
oo oo oo oo oo

WORKSHEET #2: *s* and *x*

#7

mints

oo oo oo oo oo oo
oo oo oo oo oo oo
oo oo oo oo oo oo

scab

oo oo oo oo
oo oo oo oo
oo oo oo oo

tasks

oo oo oo oo oo
oo oo oo oo oo
oo oo oo oo oo

six

oo oo oo oo oo
oo oo oo oo oo
oo oo oo oo oo

pants

oo oo oo oo oo
oo oo oo oo oo
oo oo oo oo oo

sack

oo oo oo
oo oo oo
oo oo oo

#10

sick

oo oo oo oo
oo oo oo oo
oo oo oo oo

caps

oo oo oo oo
oo oo oo oo
oo oo oo oo

disc

oo oo oo oo oo
oo oo oo oo oo
oo oo oo oo oo

sax

oo oo oo oo
oo oo oo oo
oo oo oo oo

stints

oo oo oo oo oo oo oo
oo oo oo oo oo oo oo
oo oo oo oo oo oo oo

tacks

oo oo oo oo
oo oo oo oo
oo oo oo oo

#8

tax

oo oo oo oo
oo oo oo oo
oo oo oo oo

skits

oo oo oo oo oo oo
oo oo oo oo oo oo
oo oo oo oo oo oo

mats

oo oo oo oo
oo oo oo oo
oo oo oo oo

spin

oo oo oo oo oo
oo oo oo oo oo
oo oo oo oo oo

naps

oo oo oo oo
oo oo oo oo
oo oo oo oo

skid

oo oo oo oo oo
oo oo oo oo oo
oo oo oo oo oo

#11

stacks

oo oo oo oo oo
oo oo oo oo oo
oo oo oo oo oo

pits

oo oo oo oo oo
oo oo oo oo oo
oo oo oo oo oo

stab

oo oo oo oo
oo oo oo oo
oo oo oo oo

camps

oo oo oo oo oo
oo oo oo oo oo
oo oo oo oo oo

skin

oo oo oo oo oo
oo oo oo oo oo
oo oo oo oo oo

Max

oo oo oo oo
oo oo oo oo
oo oo oo oo

#9

cysts

oo oo oo oo oo oo
oo oo oo oo oo oo
oo oo oo oo oo oo

maps

oo oo oo oo
oo oo oo oo
oo oo oo oo

snag

oo oo oo oo
oo oo oo oo
oo oo oo oo

nix

oo oo oo oo oo
oo oo oo oo oo
oo oo oo oo oo

sat

oo oo oo
oo oo oo
oo oo oo

kits

oo oo oo oo oo
oo oo oo oo oo
oo oo oo oo oo

#12

sap

oo oo oo
oo oo oo
oo oo oo

dints

oo oo oo oo oo oo
oo oo oo oo oo oo
oo oo oo oo oo oo

stats

oo oo oo oo oo
oo oo oo oo oo
oo oo oo oo oo

kicks

oo oo oo oo oo
oo oo oo oo oo
oo oo oo oo oo

taps

oo oo oo oo
oo oo oo oo
oo oo oo oo

six

oo oo oo oo oo
oo oo oo oo oo
oo oo oo oo oo

ANSWER KEY

Unit 1

Group Exercise

can
/kan/
big
/bIg/
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/

#2

pig
/pIg/
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/

#3

ban
/ban/
tick
/tIk/
Pam
/pam/
kit
/kIt/
cad
/kad/
mig
/mIg/

#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/

#10

knit ⠠⠎⠞⠢⠞⠢
 /nIt/ ⠠⠎⠞⠢⠞⠢⠞
 Mac ⠠⠎⠠⠎⠠⠎
 /mak/ ⠠⠎⠠⠎⠠⠎
 dig ⠠⠞⠢⠠⠎⠠⠎
 /dIg/ ⠠⠞⠢⠠⠎⠠⠎
 mad ⠠⠎⠠⠞⠠⠞
 /mad/ ⠠⠎⠠⠞⠠⠞
 pin ⠠⠎⠠⠞⠠⠎⠠⠎
 /pIn/ ⠠⠎⠠⠞⠠⠎⠠⠎
 tab ⠠⠞⠠⠎⠠⠎
 /tab/ ⠠⠞⠠⠎⠠⠎

#11

pad ⠠⠎⠠⠞⠠⠞
 /pad/ ⠠⠎⠠⠞⠠⠞
 Kip ⠠⠎⠠⠞⠠⠎⠠⠎
 /kIp/ ⠠⠎⠠⠞⠠⠎⠠⠎
 dab ⠠⠞⠠⠎⠠⠎
 /dab/ ⠠⠞⠠⠎⠠⠎
 tin ⠠⠞⠠⠎⠠⠎⠠⠎
 /tIn/ ⠠⠞⠠⠎⠠⠎⠠⠎
 cap ⠠⠎⠠⠞⠠⠎
 /kap/ ⠠⠎⠠⠞⠠⠎
 gig ⠠⠎⠠⠞⠠⠎⠠⠎
 /gIg/ ⠠⠎⠠⠞⠠⠎⠠⠎

#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/ ⠠⠎⠠⠞⠠⠞⠠⠞

#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/ ⠠⠎⠠⠞⠠⠞⠠⠞

#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 ⠠⠎⠠⠞⠠⠞
 /dIks/ ⠠⠎⠠⠞⠠⠞

#7

mints
/mInts/
scab
/skab/
tasks
/tasks/
six
/sIks/
pants
/pantz/
sack
/sak/

#10

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

#8

tax
/taks/
skits
/skIts/
mats
/mats/
spin
/spIn/
naps
/naps/
skid
/skId/

#11

stacks
/staks/
pits
/pIts/
stab
/stab/
camps
/kamps/
skin
/skIn/
Max
/maks/

#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/

Unit 3

Group Exercise

spins
/spInz/
bags
/bagz/
sands
/sandez/
Nick's
/nIks/
cabs
/kabz/
zig
/zIgz/

#1

skids
/skIdz/
gabs
/gabz/
bins
/bInz/
Pam's
/pamz/
is
/?Iz/
stamps
/stamps/

#2

zap
/zap/
pics
/pIks/
scabs
/skabz/
tins
/tInz/
Cam's
/kamz/
bids
/bIdz/

#3

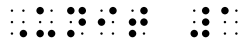
Sam's
/samz/
zags
/zagz/
ticks
/tIks/
bands
/bandz/
cans
/kanz/
dibs
/dIbz/

ANSWER KEY FOR TACTILE READING VERSION

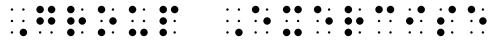
A refreshable braille display is needed to access the tactile content.
Email info@stmpublishers for the refreshable braille display format.

Page 1 of the tactile text: reading assignment

Unit #1



Group Exercise



can big pan did back tap

#1 dip nap tag mitt cat bad

#2 pig band mid camp Tim knack

#3 ban tick Pam kit cad mig

#4 Dan mint pact tip nab gap

#5 map Gib bat tack dim pant

#6 mat Nick gag nip tad bin

#7 damp pick tan bag cab Pip

#8 nag tint dam bid Mack pit

#9 Matt tact kid gab pack bit

#10 knit Mac dig mad pin tab

#11 pad Kip dab tin cap gig

#12 gnat mag kick dad bib Pat

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