


























Facial Diagrams for Teaching English Phonemes

Prepared by Donald L. Potter




















August 17, 2019

Blend Phonics Chart	
English Sound-to-Symbol Associations	
1. Consonants Sounds 25	<p>p wh f th¹ t s sh ch k h</p> <p>b w v th² d z (zh) j g</p> <p>m n ng</p> <p>qu l r y x</p> <p>(c¹ = k, c² = s. s can say z. zh as in <i>television</i>. g¹ = g, g² = j)</p> <p>qu = kw. x = ks. ph = f. gn = n. kn = n. wr = r. ck = k. tch = ch.</p>
2. Short and Long Vowels 10	<p><u>5 Short Vowels</u></p> <p>-a- -e- -i- -o- -u- -</p> <p>ea²</p> <p><u>5 Long Vowels</u></p> <p>a-e e-e i-e o-e u-e</p> <p>ay ee -y oa ew</p> <p>ai -e igh ow²</p> <p>ea³ ea¹ -o</p> <p>--y</p>
3. R-Controlled Vowels 3	ar or ur er ir (-or)
4. Special Vowel Sounds 5	aw ow ¹ oy oo ¹ (as in <i>moon</i>)
43 Sounds	au ou oi oo ² (as in <i>book, u in put</i>)
	a(ll)
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Consonant Chart

 p	 wh	 f ph	3 th	 t -ed	 s c ss	 sh -ti- -ci- -si-	 ch tch	 k c ck	 h
 b	 w	 v	this th	 d -ed	 z s	 -si- -su- /zh/	 j g -ge	 g	
 m				 n kn				 ng nk	
	 qu = kw			 l ll	 r wr	 y		 X = /ks	

Vowel Chart

5 Short Vowels					5 Long Vowels					
 -a-	 -e- ea	 -i- y	 -o- o	 -u- u	 a-e ay ai ea	 e-e ee ea ie -y	 5	 i-e -y igh	 o-e oa ow -o oe	 u-e eu, ew ue
 ar	 or	 ur er ir (w) or								
 aw au (a) ll	 ow ou	 oy oi	 oo	 oo u						

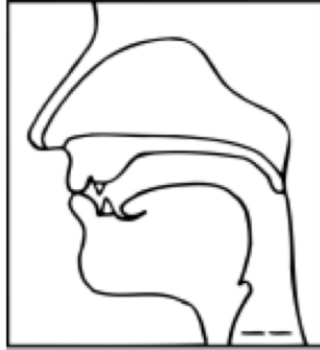
25 English Consonants Sounds

Group 1: Bilabial Consonants

p Press lips together tightly, then release a **voiceless** puff of air. (aspirated bilabial stop)

pig pay
support
rope

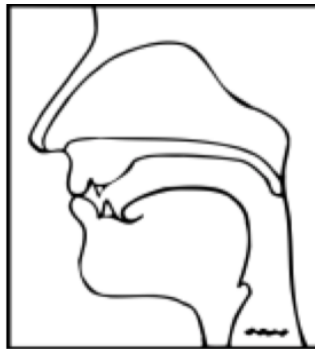
pay bay
pole bowl
cap cab
cop cob



b Press lips together tightly, then release as **voiced** puff of air. (voiced bilabial stop)

bear be
rabbit
robe

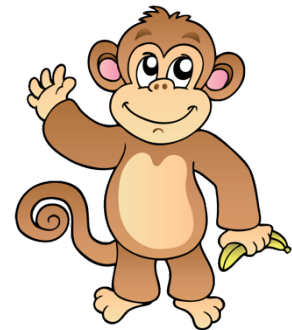
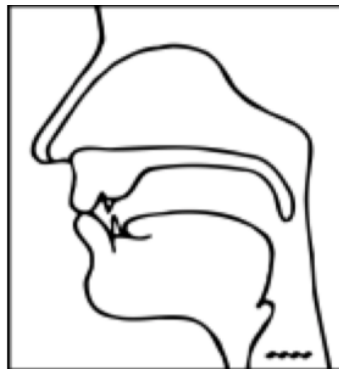
pay bay base vase
pea be boat vote
cap cab rip rib
cop cob rope robe



m Put lips together and release the **voiced** stream of air through the nose. (bilabial nasal continuant)

monkey moon
summer same comb palm

mail nail me knee mine nine
say same time came cane

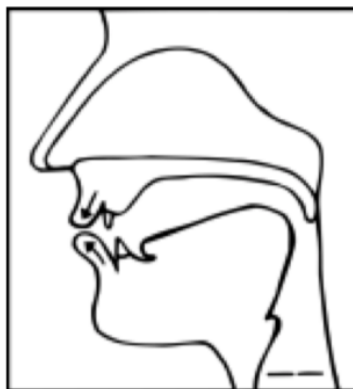


Group 2: Bilabial Fricatives (Continuants) Consonants

wh /hw/ Make the lips round, as for a kiss or to blow out a candle. Release a strong, **voiceless** stream of air.

wheel **when**

wear where
weather whether
witch which



W Make the lip round, as for a kiss or to blow out a candle. Release a steady **voiced** stream of air. (also called a glide.)

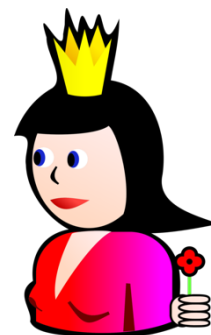
wagon **wet** **queen**

wear where
world whirled
wine whine



qu This is a consonant blend k + w /kw/. There is no separate facial diagram since there are no new sounds.

queen **quick** **quack** **quail** **quarter** **quart**

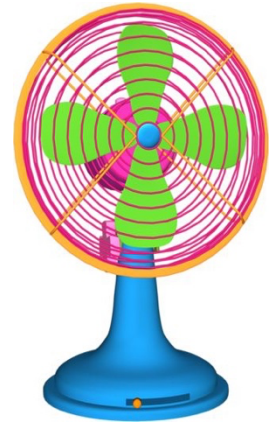


Group 3: Labiodental Fricative (Continuants)

f Put the upper teeth firmly on the lower lip and force out a voiceless stream of air

fan foot
phone suffer
life enough

face vase feel veal
fine vine few view
safe save leaf leave
proof prove



V Put the upper teeth firmly on the lower lip and force out a voiced stream of air. (voiced labiodental fricative.)

valentine very
of have **Stph**en

face vase feel veal
fine vine few view
say save way wave
safe save leaf leave

half have proof prove



Group 4: Tip Dental Fricative

th¹ Put the end of the tongue between the upper and lower teeth and release a **voiceless** stream of air.

three think

sank thank sink think sick thick

sing thing some thumb

six sixth seven seventh eight eighth

use youth pass path mouse mouth
force fourth gross growth



3

th² Put the end of the tongue between the upper and lower teeth and release a **voiced** stream of air.

this the bathe

they day thee d thy die
though dough those dose

bay bathe tea thee the tie tithe

low loathe sue sooth
they say thee see that sat



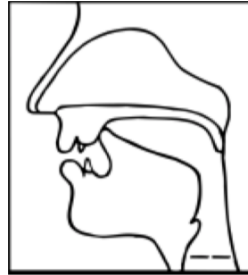
this

Group 5: Tip Alveolar

t Put the end of the tongue firmly against the roof of the mouth (not on the teeth) and then suddenly release it, letting a **voiceless** stream of air escape. (voiceless aspirated alveolar stop)

top to **button** date asked
debt indict yacht receipt
might

tie	die	time	dime
toe	dough	to	do
ray	rate	be	beat
mate	made	seat	seed
right	ride	coat	code



d Put the end of the tongue firmly against the roof of the mouth (not on the teeth!) and then suddenly release it, letting a **voiced** stream of air escape. (voiced aspirated alveolar stop)

duck day sudden made moved

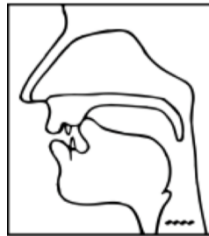
(See minimal pairs above)



n Open the mouth. Put the tongue high up on the roof of the mouth, with the sides of the tongue touching the teeth. Release a **voiced** stream of air through the nose. (nasal alveolar)

nest night funny knife
sign pneumonia
Wednesday mnemonic

nail	mail	knee	me	night	might
pay	pain	bow	bone		
cane	came				



l Make the tongue hard. Put it very firmly on the roof of the mouth, high above the teeth. Let a **voiced** stream of air escape around its sides. (voiced lateral continuant. Also called liquid.)

leaf long tall mile

late	rage	lead	read	low	row
ray	rail	he	heel	my	mile
mole	more	stole	store		

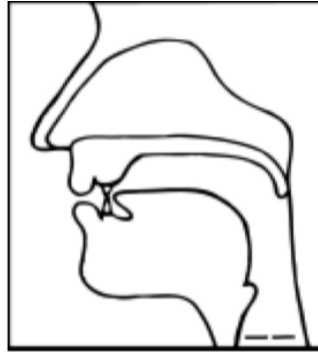


Group 6: Tip Alveolar Fricative (r is a voiced retroflex glide)

S Put teeth together, edge to edge. Keep the tongue flat and release a **voiceless** stream of air. Do not let the tongue touch the teeth.

saw sea glass base city ice
science **psalm sword waltz**

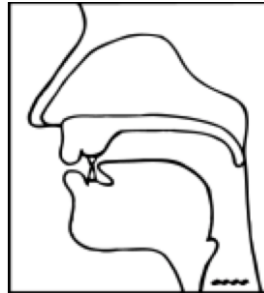
sea z seal zeal sink zinc
sip zip sue zoo
bay base knee niece



Z Put the teeth together, edge to edge. Keep the tongue flat and release a **voiced** stream of air. Do not let the tongue touch the teeth.

zebra zero jazz
doze easy raise scissors
xylophone

(See minimal pairs for s.)



ʀ Put the tongue exactly as for l, but do not touch the roof of the mouth. Or, make an l and break the contact with the roof of the mouth. Let a **voiced** stream of air escape. (called liquid)

rabbit red correct more write rhyme

late rate lead read light right
lo row foal for mole more
stole store oval over

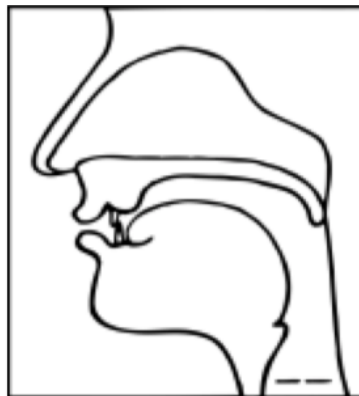


Group 7: Blade Alveolar Fricative (y is a liquid)

sh Put the front teeth together, arch the tongue and release a **voiceless** stream of air.

ship shoe sugar nation machine
crucial expansion impression
anxious conscious

sea she sigh shy so show
sue shoe sip ship
chop shop chew shoe chip ship
cheap sheep chair share
delusion dilution pleasure pressure



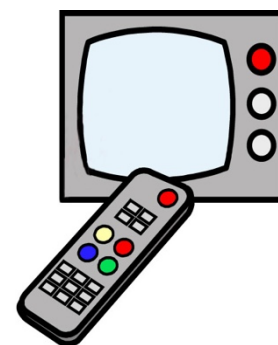
zh Put the teeth together, arch the tongue and release a **voiced** stream of air.

television beige vision seizure pleasure

composer composure
Caesar seizure

notion erosion
vicious vision

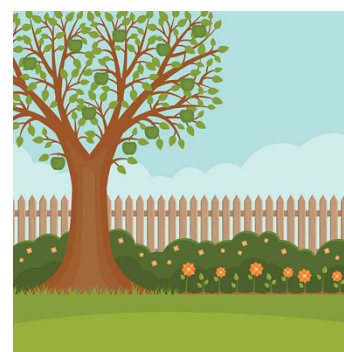
pressure pleasure
major measure



y With the mouth open, raise the middle of the tongue to the roof of the mouth. Release a **voiced** stream of air. (Also called a glide)

yard yes onion

oak yoke ear year am yam
ram yam rear year rung young
jet yet jeer year jell yell
joke yoke juice use



Group 8: Blade Alveopalatal Fricative

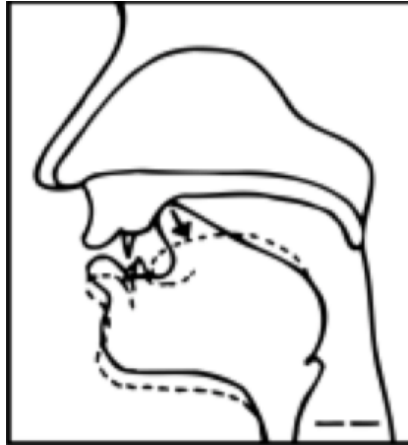
ch Put the tongue firmly against the roof of the mouth, as for the t, then quickly move the tongue into the arched position for sh. Release a **voiceless** puff of air and drop the lower jaw slightly. (voiceless blade alveopalatal fricative, also called an affricate)

cherry check nature witch cello

chop shop chew shoe
chip ship cheap sheep
e each be beach
tea teach pea peach
cheap jeep cheap jeep

choke joke chin gin

chest jest cheer jeer

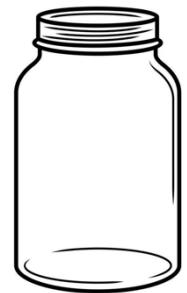
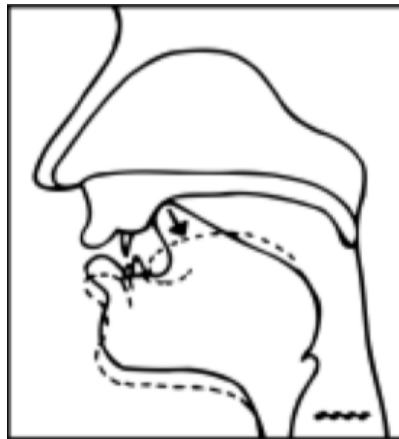


j Put the end of the tongue firmly against the roof of the mouth, as for d, then quickly move the tongue into the arched position for zh. Release a **voiced** puff of air and drop the lower jaw slightly. (voiced alveopalatal fricative, also called an affricate)

jar jump gin graduate rage

cheap jeep choke joke

chin gin chest jest
a age pay page ray rage
way wage say sage
gale jail gear jeer get jet

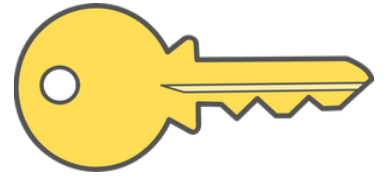


Group 9: Back Velar Stops (ng is a back velar nasal continuant)

k Put the back of the tongue up until it touches the soft palate and stops the stream of air.
Release the stop with a little **voiceless** puff of air.

key keep candle account **queen** school
sack walk make ache **khaki**

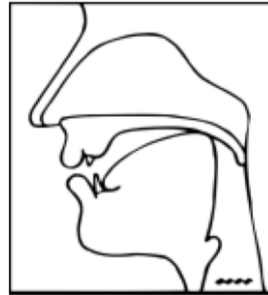
came game coat goat cold gold
come gum could good back bag
rack rag tack tag sack sag



g Pull the back of the tongue up until it touches the soft palate and stop the stream of air.
Release the stop with a little **voiced** puff of air.

goat good foggy **guest** ghost

came game coat goat cold gold
come gum could good
bag bang gag gang wig wing
buck bug muck mug duck dug



ng Put the back of the tongue up until it touches the soft palate at the back of the mouth, the same as for k and g. Release a voiced stream of air through the nose to produce the resonance of a bell's "ding-dong." (note **nk** as in **bank** is ng+k as in bank blank tank sank)

swing song
tongue
anchor

(For minimal pairs see g.)



X X is a combination of K + S. /ks/ See facial diagrams for k & s.

box fox tax wax fix mix



Group 10: Voiceless Glottal Continuant

h Open the mouth wide and release a **voiceless** stream of air. The lips and tongue are usually shaped by the following vowel

horn hat whole

is his it hit air hair
ear hear old hold

am ham at hat as has
all hall and hand
a hay e he
o hoe u hue



18 English Vowel Sounds

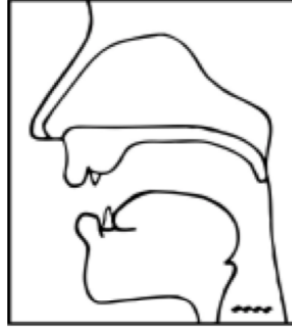
5 Short Vowels

-a- Short ă. The mouth is open and relaxed. The tongue has a low arch in front.

cat apple at laugh half

bat bait hat hate mat mate
fat fate rat rate

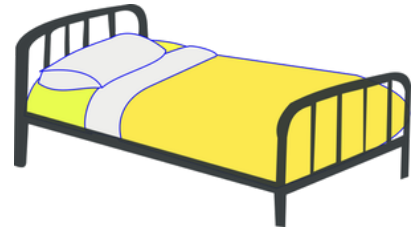
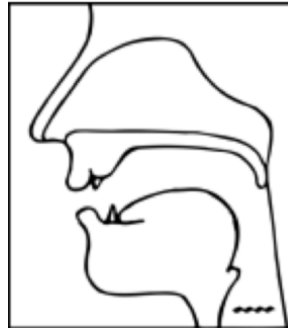
sack sick lack lick tack tick
pan pen tan ten than ten



-e- Short ě. The mouth is open and the lips are relaxed. The tongue has a low arch.

bed exit end many said says
guest friend feather

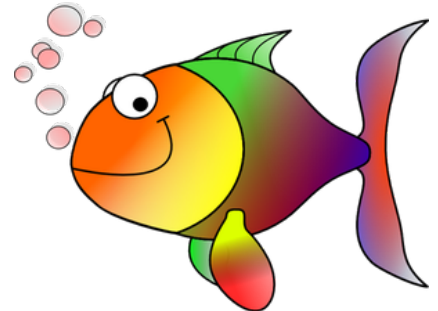
pen pine den dine men mine
then thine pen pin ten tin
bed bead led lead red read
pen pan ten tan men man



-i- Short ĭ. Make a little smile with the mouth slightly open. The tongue is arched, but not as high as for /ē/.

fish it hymn women happiness

dip deep lip leap rip reap
ship sheep chip cheap
in an pin pan tin tan
fin fan bin ban
bid bed rid red lid led
did dead hid head pin pen



-O- Short ɔ. The mouth is open about half way and the lips are relaxed. The tongue is low, flat and slightly pulled back.

top ox father

cot cut hot hut not nut
rot rut shot shut box backs
rocks racks locks lacks
hop hope mop mope sop soap
pop pope cop cope



-U- Short ʊ. The mouth is open the width of a pencil and the lips are relaxed. The middle of the tongue is very slightly arched. All muscles are relaxed. (also called schwa /ə/)

duck up ago son does blood cousin

duck dock luck lock suck sock
stuck stock shuck shock

hut hat cut cat but bat rut rat
sun sin ton tin fun fin done din

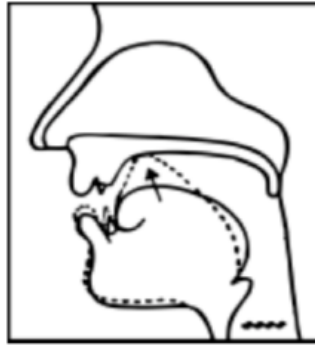


5 Long Vowels

a-e Long ā. The lips are relaxed and the mouth about the width of a pencil. The middle of the tongue is arched and moves to the roof of the mouth.

cake ate aim day they steak beige gauge

rain ran pain pan main man cane can
sail seal rail real pail feel fail feel
bait bet wait wet ate let mate met

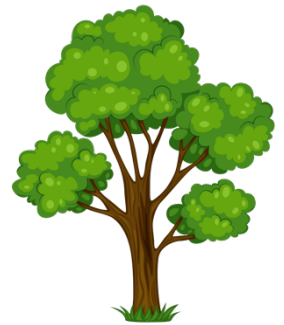
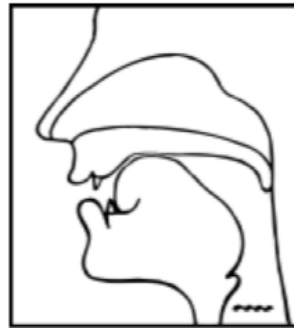


e-e ee Long ē. Smile broadly with the teeth almost closed. The tongue is arched in the middle high enough to touch the upper teeth at the sides. The tongue is hard and the muscles of the mouth are tense.

tree eel eat even people key field
receive baby machine phoenix

eat it feet fit beat bit seat sit heat hit

feed fed read red leād lēad bead bed seed said
be bay me may we way see say thee they

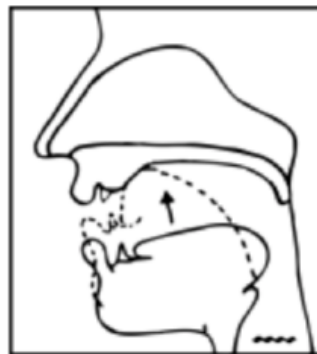


i-e Long ī. The mouth is half open with relaxed lips. The tongue is low and flat. As the mouth closes slightly, the lips are pulled back into a broad smile. The tongue moves forward in a frontal arch, high enough to touch the sides of the upper teeth.

five by buy bye lie eye aisle night
guide island height

light let might met night net bite bet

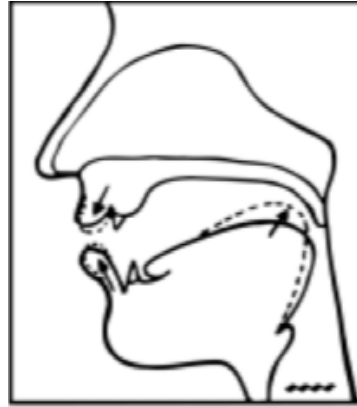
by be my me pie pea high he
by bow my mow high hoe



O-e Long ō. The mouth is half open and the lips are round and tense. Arch the tongue slightly at the back, then move it farther back and up, while tightening the rounded lips.

rose note own toe throat shoulder
though bureau yeoman

coal call hole hall bowl ball foal fall
soak sock poke pock joke jock cloak clock
boat but coat cut note nut
goat gut wrote rut

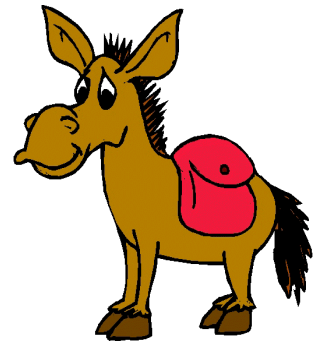
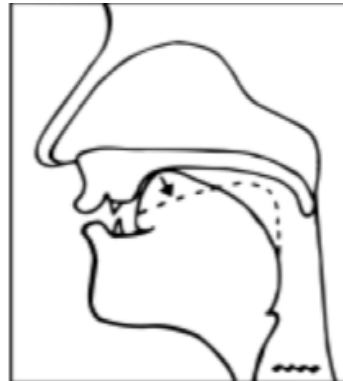


U-e Long ū. The mouth is slightly open and the lips are a little rounded. The tongue is arched in the middle and touches the hard palate. As the lower jaw drops slightly, the tongue is arched toward the back of the mouth. (The *American Heritage Dictionary* symbol is yō̄)

mule use you hue few feud view beautiful

use ooze fuel fool feud food

hues whose beauty booty
muse maze pews pays hues haze fuse phase
fuel foal mule mole cute coat mute moat



Three R-Controlled Vowels

ar We count **ar** as a separate sound. It may be viewed as a combination of aw + r.

car rare far star arm farm art heart cart



or We count **or** as a separate sound. It may be viewed as a combination of o + r.

fork or ore for more door war floor tore sore store



er ir ur (-or) These r-controlled vowels share the same sound.

fur (key word for /ûr/)

her early brother sister after faster over (earth father)

fir sir dirt first thirst bird girl birth y

murk turn fur cur burn turn nurse purse curl burp church

mayor major color doctor motor harbor labor work word world



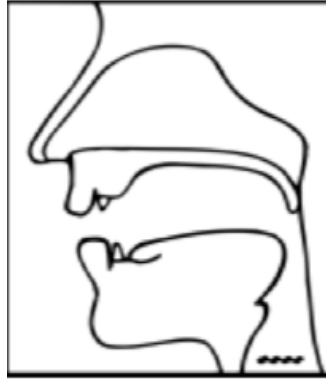
Five Special Vowel Sounds

aw au (a)ll. The lips are slightly rounded, but relaxed. The mouth is half open. The tongue is low and pulled back so that the back is higher than the front. Digraph.

saw awe author talk all
bought caught cough

call coal fall foal ball bowl

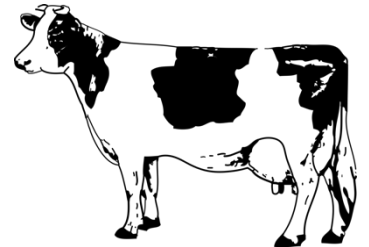
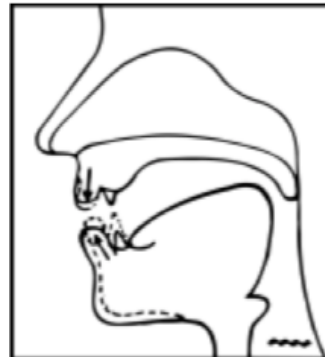
hall hole mall mole dawn done
gone gun fawn fun pawn pun



ow¹ ou The mouth is half open. The lips are slightly pulled back. The tongue is low and a little pulled back. As the mouth closes slightly, the lips become tense and round. Diphthong.

cow owl town bough out

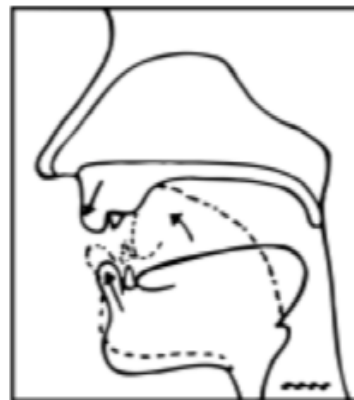
doubt dot shout shot pour pot
towel tall fowl fall
now no sow so how hoe bow bow



oi oy The mouth is half open with rounded lips. The tongue is low and a little pulled back. As the mouth closes slightly, the lips are pulled back into a broad smile. The tongue moves upward in a high frontal arch. Diphthong.

boy voice royal toy

toil towl foil fowl coy cow
toil tall foil fall boil ball
coil call toiled told foiled fold
soiled sold



oo Long oo / \overline{o} /. The lips are round and tense, as if ready to whistle. The tongue is arched in the back high enough to touch the sides of the upper teeth. Digraph.

moon school soon boot through too zoo

woed would shoed should
stewed stood

to toe do dough
who hoe shoe show

through throw
ooze use fool fuel
food feud

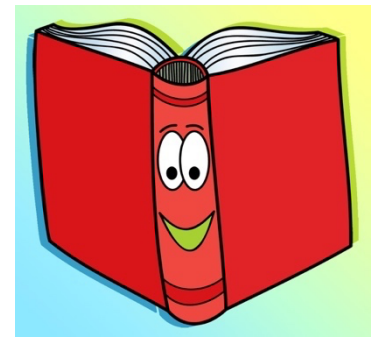


oo Short oo / \overline{o} /. The mouth and lip muscles are relaxed. The tongue is arched high in the back, but not enough to touch any teeth. Digraph.

book put could woman

would woed could coed

should shoed stood stewed
book buck look luck
took tuck shook shuck
full fall bull ball
wool wall pull Paul



Note from Internet Publisher: Donald L. Potter

August 17, 2019

These facial diagrams are designed as an aid to teachers using Hazel Loring's 1980 *Reading Made Easy with Blend Phonics for First Grade* and Donald L. Potter's *Blend Phonics Lessons and Stories*. Mr. Potter's book is a decodable reader with 62 stories, 4 comprehension question for each story, and a total of 636 spelling words organized by spelling patterns.

For many children, simply imitation is sufficient for learning to hear and produce the phonemes. Nevertheless, it is beneficial for all students to learn something of the mechanics of sound production, and it is essential for some. This is why I prefer to teach it to all my students. I see no reason to wait until a student fails to start to provide good articulation training.

In short, speech training for all is harmful to none, necessary for some, and beneficial for all. I recommend using a mirror to teach the correct pronunciation.

Teachers will find this information especially valuable for students who need to improve their speech and dyslexic students weak in phonemic awareness.

Note that the vowel sounds are notoriously difficult to describe and liable to alternate interpretations, as comparing any two popular dictionaries will quickly prove. I attempt to be as accurate as possible, but within the reasonable limits necessary to teach students good phonics reading skills.

I owe a debt of gratitude to Elizabeth Brown helping created the beautiful *Blend Phonics Key Word Sound Chart* to go with the *Blend Phonics Sound-to-Symbol Association Chart*.

The key words and overall organization follow the Phonovisual Charts which in turn were based on Caroline Yale's Northampton Charts. (Pace the Association Method.)

The facial diagrams for teaching articulation are from *Lane's English Pronunciation Guide*.
<http://esl-online.net/probook1view.pdf>

<https://archive.org/details/lanesenglishpron00lane/mode/2up>

The Articulation Test in the appendix is adapted from *Better Speech and Better Reading: A Practice Book* (1937, 1951) by Lucille D. Schoolfield.

It should be noted that phonics instruction naturally entails a certain degree of speech instruction. Students with speech delays in speech development will benefit greatly from instruction in *Blend Phonics*.

First Lessons in Speech Improvement by Birmingham and Krapp (1922). One of the best books ever on the sound of English. Very practical!

<https://archive.org/details/firstlessonsinsp00birmuoft>

Last updated on September 11, 2019 and November 15, 2021.

Appendix 1

Articulation Test Material

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2. Speech Diagnostic Chart for Basic Sounds	21
3. Key to Diagnostic Sentences for Basic Sounds	22
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5. Diagnostic Words	27
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The Articulation Test is adapted from *Better Speech and Better Reading: A Practice Book* (1937, 1951) by Lucille D. Schoolfield.

https://www.dropbox.com/s/n77xrl0r86un83y/Better_Speech_Better_Reading.pdf?dl=0

Directions for Giving Articulation Test

For the Identification of Consonant and Vowel Errors in Speech

The examiner should keep in mind that the child who is to be tested may have a serious speech defect, toward which he may have emotional reactions which increase his difficulty in speaking, especially under unusual circumstances. Since the test is to determine the articulatory defects which appear in the pupil's speech when he is speaking in his accustomed manner, the examiner should make every effort to give the pupil a feeling of confidence. During the test no comment should be made on any word incorrectly pronounced but if the child is unable to recognize a word, the examiner should supply it and ask the pupil to repeat the sentence.

1. Material for Testing

The pupil should read aloud the *Diagnostic Sentences*, while the examiner uses the *Key to the Diagnostic Sentences* as a guide. The *Diagnostic Chart Articulation Test* is used for recording the errors appearing in the pupil's speech.

2. Explanation of Key to the Diagnostic Sentences

Numbers on the *Key to the Diagnostic Sentences* correspond to the numbers on the *Diagnostic Chart-Articulation Test*. Each sentence tests a particular sound. The sound to be tested appears at the left of the sentence, and in the sentence in colored or bold type. Consonants are tested in their initial, medial, and final positions, as:

Sentence 14. **l** A lady gave us the tulips in that bow.

Vowels to be tested appear at least three times in a sentence, as:

Sentence 76. **e** He saw a sheep sleep in the field.

3. Use of the Diagnostic Chart

The small index numbers on the *Diagnostic Chart-Articulation Test* (p.140) correspond to the numbers on the *Diagnostic Sentences*, *Key to the Diagnostic Sentences*, and *Diagnostic Test Words*. The pupil should be asked to read aloud the sentences on page 2. Using the "Key" as guide, the examiner should listen carefully to the pronunciation of each designated sound. For example, a pupil may read sentence 14, "A lady gave us the tulips in that bow," as "A wady gave us a the tuwipos in that bow." In this instance it should be noted that the sounds of l is incorrectly pronounced in its initial and medial position, and omitted in its final position. The error should therefore be indicated on the *Diagnostic Chart* by an x, as

Initial	Medial	Final
¹⁴ l		
X	X	X

4. Use of Diagnostic Test Words

Numbers on the *Diagnostic Test Words* corresponds to those on the other *Diagnostic Chart*. It should be noted that this test is less complete than that given by the *Diagnostic Sentences*, since it tests only the initial and final sounds. The pupil should be able to read, or repeat, either one or more of the Test Word in a group. The examiner should record any error on the *Diagnostic Chart* as noted in paragraph 3 above.

5. Use of the Blend Phonics Diagnostic Consonant and Vowel Chart

This chart is found on page one. It may be used to test children who have not learned to read. Only the initial sound is tested, except final ng and x.

Blend Phonics

Diagnostic Chart – Articulation Test

Initial	Medial	Final	Initial	Medial	Final	Initial	Medial	Final	Initial	Medial	Final
1 p			15 s			28 -ā-			38 ar		
2 b			16 z			29 -ĕ-			39 or		
3 m			17 r			30 -ĭ-			40 ur		
4 wh		--	18 sh			31 -ō-			41 aw		
5 w		--	19 zh -si-			32 -ū-			42 ow ¹		
6 qu			20 y			33 ā			43 oy		
7 f			21 ch			34 ē			44 ōō		
8 v			22 j			35 ī			45 ōō		
9 th ¹			23 k			36 ō					
10 th ²			24 g			37 ū					
11 t			25 ng								
12 d			26 x								
13 n			27 h								
14 l											

Note: Numbers on the chart correspond to numbers on the Diagnostic Sentences, Diagnostic Test Words, and Blend Phonics Vowel and Consonant Charts. Directions are on page 20. **Red** consonants are **voiced**. **Blue** consonants are **voiceless**.

Articulation Test

Key to Diagnostic Sentences
(Do not let the pupil see this page.)

Test for Consonants

1. **p** The girl **p**ut the **p**aper on **t**op of the **t**able.
2. **b** The **b**oy put the **b**aby in the **t**ub.
3. **m** The **m**an saw the **f**armer at the **f**arm.
4. **wh** Please the **w**heel **somew**here else.
5. **w** **W**e are going **aw**ay on **M**onday.
6. **qu** The **q**ueen **re**quested the **k**ing to see the **m**an.
7. **f** The **f**armer had a **beautif**ul **c**alf.
8. **v** The **v**illage by the **r**iver is **fi**ve miles away.
9. **th** I **th**ink his **birth**day is next **month**.
10. **th** **Th**at **moth**er will go **with** her son.
11. **t** I **t**old her that your **letter** had **not** come.
12. **d** **D**id **Daddy** **ride** the horse?
13. **n** **D**o **not** give **money** to that **man**.
14. **l** A **l**ady gave us the **tul**ips in that **bow**l.
15. **s** I **s**aw the **polic**eman near our **house**.
16. **z** **Z**ell came **Thurs**day with the **boys**.
17. **r** The **r**abbit ate a **carrot**.

18. **sh** I **sh**all sit in the sun**sh**ine near the **sh**ub.
19. **zh** Father put his car as **zh**usual in our **zh**garage.
20. **y** Do **y**ou like **y**onions?
21. **ch** The **ch**ild saw his **ch**eacher in **ch**urch.
22. **j** Jack has a **j** pigeon in a **j** cage.
23. **k** Come and see the **k** monkey in my **k** book.
24. **g** We shall **g**o in the **g** wagon to get the **g** dog.
25. **-ng** She was **-ng** swinging in our **-ng** swing.
26. **-x** (-ks) All the boys are here **-x**cept Max.
27. **h** He **h**id **h** behind the **h**ouse.

Test for Vowels

Five Short Vowels

28. **-a-** /ă/ That **fat** **man** looks very **happy**.
29. **-e-** /ĕ/ The little **red** **hen** laid an **egg** in the **nest**.
30. **-i-** /ĭ/ **Did** you buy the ring in our **city**.
31. **-o-** /ŏ/ Do **not** **drop** the **hot** **porridge**.
32. **-u-** /ŭ/ She **cut** the bread and **buttered** it for **lunch**.

Five Long Vowels

33. **a-e** /ā/ There is the best **chair** for Baby **Bear**.
34. **ee** /ē/ He saw a **sheep** **asleep** in the **field**.
35. **i-e** /ī/ My **child** will be **five** by the **time** school opens.
36. **o-e** /ō/ It is **so** **cold** I **hope** you will wear your **coat**.
37. **u-e** /ū/ Hugh has a **beautiful** **tulip**.

Three R-Controlled Vowels

38. **ar** /ār/ How **far** is your **garden** from our **barn**?
39. **or** /ōr/ Dan caught all the **horses** in the **corn** field.
40. **er-ir-ur** /ūr/ Her **bird** was **hurt** when the cage **turned** over.

Five Special Vowels

41. **aw-au** /aw/ Dan **caught** **all** the horses in the corn field.
42. **ow-ou** /ou/ **How** did you get the cat **out** of the **house**?
43. **oy-oi** /oi/ The **boy** **soiled** his hands with **oil**.
44. **oo¹** /ōō/ He drew a picture of the **stool** in our **room**.
45. **oo²** /ōō/ She **put** the **book** where he **could** see it.

Diagnostic Sentences

Read these sentences aloud:

Consonants

p-, b-, m-

1. The girl put the paper on top of the table.
2. The boy put the baby in the tub.
3. The man saw the farmer at the farm.

wh-, w-, qu-

4. Please the wheel somewhere else.
5. We are going away on Monday.
6. The queen requested the king to see the man.

f-, v-

7. The farmer had a beautiful calf.
8. The village by the river is five miles away.

th-, th-

9. I think his birthday is next month.
10. That mother will go with her son.

t-, d-, n-, l-

11. I told her that your letter had not come.
12. Did Daddy ride the horse?
13. Do not give money to that man.
14. A lady gave us the tulips in that bowl.

s-, z-, r-

15. I saw the policeman near our house.
16. Zell came Thursday with the boys.
17. The rabbit ate a carrot.

sh, y

18. I shall sit in the sunshine near the bush.
19. Father put his car as usual in our garage.
20. Do you like onions?

ch, j

21. The child saw his teacher in church.
22. Jack has a pigeon in a cage.

k-, g, ng, -x

23. Come and see the monkey in my book.
24. We shall go in the wagon to get the dog.
25. She was swinging in our swing.
26. All the boys are here except Max.

h-

27. He hid behind the house.

Vowels

Short Vowels

28. That fat man looks very happy.
29. The little red hen laid an egg in the nest.
30. Did you buy the ring in our city.
31. Do not drop the hot porridge.
32. She cut the bread and buttered it for lunch.

Long Vowels

33. There is the best chair for Baby Bear.
34. He saw a sheep asleep in the field.
35. My child will be five by the time school opens.
36. It is so cold I hope you will wear your coat.
37. Hugh has a beautiful tulip.

R-Controlled Vowels

38. How far is your garden from our barn?
39. Dan caught all the horses in the corn field.
40. Her bird was hurt when the cage turned over.

Five Special Vowel Sounds

41. Dan caught all the horses in the corn field.
42. How did you get the cat out of the house?
43. The boy soiled his hands with oil.
44. He drew a picture of the stool in our room.
45. She put the book where he could see it.

Diagnostic Test Words

- | | | |
|---|--|--|
| 1. pie up
put keep
pig top | 2. be rub
boy web
but rub | 3. me arm
my him
man name |
| 4. why --
when --
white -- | 5. we --
will --
was -- | 6. queen --
quick --
quiet -- |
| 7. farm if
fire off
feet wolf | 8. very have
voice give
visit five | 9. thank mouth
think bath
thing both |
| 10. the with
they smooth
that bathe | 11. too at
tell put
toy kite | 12. do red
doll bad
dog good |
| 13. no sun
not ten
now man | 14. lay all
let pull
leg girl | 15. saw us
see house
said horse |
| 16. zoo is
zebra his
zone was | 17. ran --
red --
rope -- | 18. shoe wish
ship dish
shall fish |
| 19. | 20. you --
yes --
your -- | 21. chair much
child which
chick watch |
| 22. jump age
just cage
jar large | 23. keep cook
kite cake
kind book | 24. go big
good pig
gate leg |
| 25. -- sing
-- thing
-- long | 26. -- box
-- fox
-- six | 27. he --
hop --
hot -- |

- | | | |
|--|---|---|
| 28. cat bad
hat had
that has | 29. met said
get head
leg bread | 30. sit did
hit big
his pig |
| 31. not top
got stop
hot hop | 32. cup sun
cut fun
but nut | 33. make may
cake say
came paint |
| 34. he eat
see seat
seed meat | 35. mice by
like my
kite tie | 36. go goat
gold boat
cold coat |
| 37. new use
mew cube
few cute | 38. car are
far arm
star farm | 39. horn boar
horse roar
corn soar |
| 40. turn bird
burn heard
hurt work | 41. awe saw
awning paw
awesome walk | 42. mouse cow
house now
mouth how |
| 43. boy noise
toy voice
joy boil | 44. moon do
soon who
soup shoe | 45. book could
cook would
look should |

Articulation Test for Consonant Blends

Key to Diagnostic Sentence

W-Blends

1. **tw** **T**wenty boys stood **betw**een the houses.
2. **dw** The **d**warf lives in the wood.

L-Blends

3. **bl** The **b**lack bunny is **nibl**ing a carrot.
4. **cl** The **c**lown **decl**ared he was sick.
5. **fl** The **f**lying **snowfl**akes are beautiful.
6. **gl** I am **gl**ad my looking-**gl**ass wasn't broken
7. **pl** **P**lease look at the **airpl**ane I made.
8. **sl** The **s**ly boy seemed to be **asl**eepest.
9. **spl** The baby **spl**ashed in her tube.
10. **-dl** The baby is in the **cradl**e.
11. **-tl** The boy caught a **turtl**e.
12. **-zl** He has a new **puzzl**e.

R-Blends

13. **br** **B**ring your **umbrell**a with you.
14. **cr** She heard the baby **cry**ing **across** the road.
15. **dr** Please **d**raw a picture for the **childr**en.
16. **fr** My **f**riend is not **afra**id.
17. **gr** **G**randma gives me cake when I am **hungry**.
18. **pr** The **p**rince **surpr**ised the king.
19. **scr** She **screa**med when he **describ**ed the fight.

20. **shr** We have some **shrubs** in our yard.
21. **spr** I like the **spring** of the year.
22. **str** The **street** car **destroyed** the bicycle.
23. **tr** I shall **try** to go to the **country** on Monday.
24. **thr** He has **three** books for you.

S-Blends

25. **sk** The **school** **basked** is by my **desk**.
26. **sm** I saw the **smoke**.
27. **sn** I like to play in the **snow**.
28. **sp** Although I **spoke** in a **whisper** it makes her **gasp**.
29. **st** He stayed **upstairs** in the **guest** room.
30. **sw** **Swinging** high, **swing** low, and over you'll go.
31. **-fs** When she reads the story, she **laughs**.
32. **-ls** No one **else** will be here.
33. **-ns** She saw him only **once**.
34. **-ps** Where are the blue **cups**?
35. **-ts** Mary has two new **hats**.
36. **-sts** Daddy has two white **vests**.
37. **ths** Where you away the last two **months**?

Z-Blends

38. **-bz** Look at the spider **webs**.
39. **-dz** He has many **friends**.
40. **-lz** Where are the other **girls**.
41. **-mz** Did you bring both **drums**?
42. **-nz** I play in the house when it **rains**.
43. **-ngz** We learned two new **songs**.

44. **-thz** He tore his **clothes**.

45. **-vz** I will show you where Bob lives.

Misc. Blends

46. **-lk** After **milking** the cow, put the **milk** in the can.

46. **squ** The **squirrel** is in the cage.

48. **-x (-gz)** Those are **exactly** the right **flags**.

Diagnostic Sentences for Consonant Blends

Read these sentences aloud:

W-Blends

1. Twenty boys stood between the houses.
2. The dwarf lives in the wood.

L-Blends

3. The black bunny is nibbling a carrot.
4. The clown declared he was sick.
5. The flying snowflakes are beautiful.
6. I am glad my looking-glass wasn't broken
7. Please look at the airplane I made.
8. The sly boy seemed to be asleep.
9. The baby splashed in her tube.
10. The baby is in the cradle.
11. The boy caught a turtle.
12. He has a new puzzle.

R-Blends

13. Bring your umbrella with you.
14. She heard the baby crying across the road.
15. Please draw a picture for the children.
16. My friend is not afraid.
17. Grandma gives me cake when I am hungry.
18. The prince surprised the king.
19. She screamed when he described the fight.
20. We have some shrubs in our yard.
21. I like the spring of the year.
22. The street car destroyed the bicycle.
23. I shall try to go to the country on Monday.
24. He has three books for you.

S-Blends

25. The school basked is by my desk.
26. I saw the smoke.
27. I like to play in the snow.
28. Although I spoke in a whisper it makes her gasp.
29. He stayed upstairs in the guest room.
30. Swinging high, swing low, and over you'll go.
31. When she reads the story, she laughs.
32. No one else will be here.
33. She saw him only once.
34. Where are the blue cups?
35. Mary has two new hats.
36. Daddy has two white vests.
37. Where you away the last two months?

Z-Blends

38. Look at the spider webs.
39. He has many friends.
40. Where are the other girls.
41. Did you bring both drums?
42. I play in the house when it rains.
43. We learned two new songs.
44. He tore his clothes.
45. I will show you where Bob lives.

Misc. Blends

46. After milking the cow, put the milk in the can.
47. The squirrel is in the cage.
48. Those are exactly the right flags.

Appendix 2

International Phonetic Alphabet Symbol Equivalents

25 Consonant Sounds

<u>Blend Phonics</u>	<u>IPA</u>	<u>Blend Phonics</u> <u>Key Word</u>
1. p	p	<u>p</u> ig
2. b	b	<u>b</u> ear
3. m	m	<u>m</u> onkey
4. wh	hw	<u>w</u> heel
5. w	w	<u>w</u> agon
6. qu	kw	<u>q</u> ueen
7. f	f	<u>f</u> an
8. v	v	<u>v</u> alentine
9. th ¹	θ	<u>th</u> ree
10. th ²	ð	<u>th</u> is
11. t	t	<u>t</u> op
12. d	d	<u>d</u> uck
13. n	n	<u>n</u> est
14. l	l	<u>l</u> eaf
15. s	s	<u>s</u> aw
15. z	z	<u>z</u> ebra
16. r	r	<u>r</u> abbit
17. sh	ʃ	<u>sh</u> ip
18. -si- /zh/	ʒ	tele <u>visi</u> on
19. y	j	<u>y</u> ard
20. ch	tʃ	<u>ch</u> erry
21. j	dʒ	<u>j</u> ar
22. k	k	<u>k</u> ey
23. g	g	<u>g</u> oat
24. x	ks	<u>x</u> box
25. h	h	<u>h</u> orn

International Phonetic Alphabet Symbol Equivalents

18 Vowel Sounds

<u>Blend Phonics</u>	<u>AHD</u>	<u>IPA</u>	<u>Blend Phonics</u> <u>Key Word</u>
1. -a-	/ă/	æ	<u>cat</u>
2. -e-	/ĕ/	ɛ	<u>bed</u>
3. -i-	/ĩ/	ɪ	<u>fĭsh</u>
4. -o-	/ŏ/	ɔ or ɑ	<u>top</u>
5. -u-	/ŭ/	ə	<u>duck</u>
6. a-e	/ā/	e	<u>cake</u>
7. ee	/ē/	i	<u>tree</u>
8. i-e	/ī/	aɪ	<u>fĭve</u>
9. o-e	/ō/	o	<u>rose</u>
10. u-e	/yōō/	ju	<u>mule</u>
11. ar	/är/		<u>car</u>
12. or	/ôr/	ɔr	<u>fork</u>
13. ur	/ər/		<u>fur</u>
14. aw	/ô/		<u>saw</u>
15. ow	/ou/	aʊ	<u>cow</u>
16. oy	/oy/	ɔɪ	<u>boy</u>
17. oo ¹	/ōō/	u	<u>moon</u>
18. oo ²	/ō̃ō/	ʊ	<u>book</u>

Note: I am still working on the IPA Vowel Equivalent Chart. Some of the decisions are tentative. AHD stands for *American Heritage Dictionary*.

THE INTERNATIONAL PHONETIC ALPHABET (revised to 2018)

CONSONANTS (PULMONIC)

© 2018 IPA

	Bilabial	Labiodental	Dental	Alveolar	Postalveolar	Retroflex	Palatal	Velar	Uvular	Pharyngeal	Glottal
Plosive	p b			t d		ʈ ɖ	c ɟ	k ɡ	q ɢ		ʔ
Nasal	m	ɱ		n		ɳ	ɲ	ŋ	ɴ		
Trill	ʙ			r					ʀ		
Tap or Flap		ⱱ		ɾ		ɽ					
Fricative	ɸ β	f v	θ ð	s z	ʃ ʒ	ʂ ʐ	ç ʝ	x ɣ	χ ʁ	ħ ʕ	h ɦ
Lateral fricative				ɬ ɮ							
Approximant		ʋ		ɹ		ɻ	j	ɰ			
Lateral approximant				l		ɭ	ʎ	ʟ			

Symbols to the right in a cell are voiced, to the left are voiceless. Shaded areas denote articulations judged impossible.

CONSONANTS (NON-PULMONIC)

Clicks	Voiced implosives	Ejectives
◌ Bilabial	ɓ Bilabial	ʼ Examples:
◌ Dental	ɗ Dental/alveolar	pʼ Bilabial
◌ (Post)alveolar	ɟ Palatal	tʼ Dental/alveolar
◌ Palatoalveolar	ɠ Velar	kʼ Velar
◌ Alveolar lateral	ɠ Uvular	sʼ Alveolar fricative

OTHER SYMBOLS

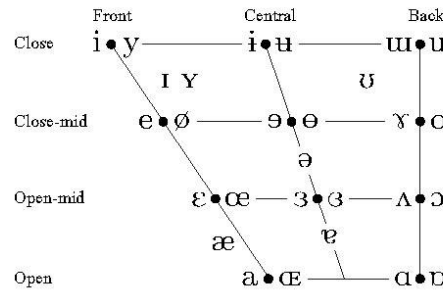
- ʌ Voiceless labial-velar fricative ɕ ʑ Alveolo-palatal fricatives
- ʷ Voiced labial-velar approximant ɺ Voiced alveolar lateral flap
- ɥ Voiced labial-palatal approximant ɧ Simultaneous ʃ and x
- ħ Voiceless epiglottal fricative
- ʕ Voiced epiglottal fricative Affricates and double articulations can be represented by two symbols joined by a tie bar if necessary.
- ʕ̰ Epiglottal plosive

ts̰ k̰p̰

DIACRITICS Some diacritics may be placed above a symbol with a descender, e.g. ɲ̰

◌ Voiceless	ᵿ ɸ̥	◌ Breathy voiced	ᵿ ɸ̤	◌ Dental	ᵿ ɸ̥
◌ Voiced	ᵿ ɸ̤	◌ Creaky voiced	ᵿ ɸ̰	◌ Apical	ᵿ ɸ̥
◌ Aspirated	ᵿ ^h ɸ̤ ^h	◌ Linguolabial	ᵿ̣ ɸ̣	◌ Laminal	ᵿ̣ ɸ̣
◌ More rounded	ᵿ̠	◌ Labialized	ᵿ ^w ɸ̤ ^w	◌ Nasalized	ᵿ̃
◌ Less rounded	ᵿ̠̥	◌ Palatalized	ᵿ ^j ɸ̤ ^j	◌ Nasal release	ᵿ ⁿ
◌ Advanced	ᵿ̟	◌ Velarized	ᵿ ^v ɸ̤ ^v	◌ Lateral release	ᵿ ^l
◌ Retracted	ᵿ̠	◌ Pharyngealized	ᵿ ^ɣ ɸ̤ ^ɣ	◌ No audible release	ᵿ [̚]
◌ Centralized	ᵿ̠̞	◌ Velarized or pharyngealized	ᵿ̤		
◌ Mid-centralized	ᵿ̠̞̞	◌ Raised	ᵿ̥ (ɹ̥ = voiced alveolar fricative)		
◌ Syllabic	ᵿ̩	◌ Lowered	ᵿ̜ (β̜ = voiced bilabial approximant)		
◌ Non-syllabic	ᵿ̯	◌ Advanced Tongue Root	ᵿ̰		
◌ Rhoticity	ᵿ̤ ᵿ̥	◌ Retracted Tongue Root	ᵿ̡		

VOWELS



Where symbols appear in pairs, the one to the right represents a rounded vowel.

SUPRASEGMENTALS

- ˈ Primary stress ˌ Secondary stress
- ː Long eː
- ˑ Half-long eˑ
- ◌ Extra-short ɛ̥
- ◌ Minor (foot) group
- ◌ Major (intonation) group
- ◌ Syllable break ɪ̥.ækt
- ◌ Linking (absence of a break)

TONES AND WORD ACCENTS

- | LEVEL | CONTOUR |
|----------|------------------|
| é̥ or ɛ̥ | ↗ Extra high |
| é̄ | ↘ High |
| ē̄ | ↗ Mid |
| è̄ | ↘ Low |
| è̥ | ↗ Extra low |
| ↓ | ↗ Downstep |
| ↑ | ↘ Upstep |
| ě̄ or ɛ̄ | ↗ Rising |
| é̄ | ↘ Falling |
| ē̄ | ↗ High rising |
| è̄ | ↘ Low rising |
| è̥ | ↗ Rising-falling |
| ↗ | ↗ Global rise |
| ↘ | ↘ Global fall |

Typefaces: Doulos SIL (matatext), TIPA Roman – tipsa (symbols)

IPA Resources

<http://www.ipachart.com/>

<https://www.coursehero.com/file/7322052/modified-IPA-chart-pdf/>

<http://www.antimoon.com/how/pronunc-soundsipa.htm>

<https://jakubmarian.com/international-phonetic-alphabet-ipa-for-english-consonants/>

<https://jakubmarian.com/international-phonetic-alphabet-ipa-for-english-vowels/>

I used the following program for creating the IPA symbols.

For IPA Phonetic Symbols: <https://ipa.typeit.org/full/>