Contents

Teaching Resources	Pages
Reading Level Translation Key	R2
Phonics Picture Card Index	R3
Cumulative Key Word List	R4

Professional Resources	Pages
Research Base and Bibliography	R5
Language Transfer Chart	R14
Phonics Transfer Chart	R22
Scope and Sequence	S&S1

Additional Resources	Pages
Index	Index1
Acknowledgements	Ack1

Reading Level Translation Key

	Guided Reading	DRA	Lexile®	Reading Recovery	
K	A	A–2		A–2	K
	B	3		3	
	C			4	
1	D	4	200L–400L	5	1
				6	
	E	6		7	
	F	8		8	
				9	
	G	10		10	
	H			11	
	I	12		12	
	J	14		14	
2			200L–400L	15	2
		16			
	K				
	L–M	18–28	300L–500L	18–20	
3	N–P	30–38	500L–700L	22–24	3
4	Q–R	40	650L–850L	26	4
5	S–U	44	750L–950L	28	5
6	V–W	50	850L–1000L		6
7	X–Z		1000L–1185L		7

Reading levels are provided for each title in the ***National Geographic Reach for Reading*** Grade 1–2 Leveled Reading and Grade 3–6 Small Group Reading lessons. Please note that each leveling system is based on a different set of criteria. This may result in discrepancies when translating reading levels.

Phonics Picture Card Index

Card	Letter/Word
1	**Mm**
2	man
3	mask
4	mitten
5	monkey
6	moon
7	mop
8	mouse
9	**Ss**
10	saw
11	seal
12	seven
13	sign
14	sink
15	soap
16	sock
17	**Ff**
18	fan
19	feather
20	fence
21	fish
22	foot
23	fork
24	fox
25	**Hh**
26	hammer
27	hand
28	hat
29	heart
30	hen
31	horse
32	hose
33	**Bb**
34	baby
35	ball
36	bat
37	bear
38	bell
39	bike
40	boat
41	book
42	**Pp**
43	pan
44	parrot
45	pear
46	pencil
47	penguin
48	pig
49	pizza
50	pot
51	puppet
52	**Gg**
53	game
54	gate
55	gift
56	girl
57	goat
58	gorilla
59	guitar
60	**Cc**
61	cage
62	cake
63	can
64	cap
65	car
66	carrot
67	cat
68	cup
69	**Rr**
70	rabbit
71	rake
72	red
73	ribbon
74	ring
75	rope
76	rug
77	ruler
78	**Tt**
79	tape
80	teapot
81	tent
82	tiger
83	tire
84	top
85	turtle
86	**Ll**
87	ladder
88	lamp
89	leaf
90	lemon
91	lion
92	lizard
93	lock
94	**Kk**
95	kangaroo
96	key
97	king
98	kitchen
99	kite
100	kitten
101	**Dd**
102	deer
103	desk
104	dime
105	dog
106	doll
107	donkey
108	door
109	duck
110	**Yy**
111	yacht
112	yam
113	yarn
114	yawn
115	yellow
116	yolk
117	yo-yo
118	**Nn**
119	nail
120	necklace
121	needle
122	nest
123	nine
124	noodles
125	nose
126	nut
127	**Vv**
128	vacuum
129	valentine
130	van
131	vase
132	vest
133	violin
134	**Ww**
135	wallet
136	watch
137	watermelon
138	wig
139	window
140	wing
141	worm
142	**Jj**
143	jacket
144	judge
145	jeans
146	jellybeans
147	jet
148	**Zz**
149	zebra
150	zero
151	zipper
152	**Qq**
153	quart
154	quarter
155	queen
156	question mark
157	quilt
158	**Xx**
159	a<u>x</u>
160	bo<u>x</u>
161	fo<u>x</u>
162	o<u>x</u>
163	si<u>x</u>
164	**Aa**
165	alligator
166	anchor
167	ant
168	apple
169	astronaut
170	**Ee**
171	egg
172	elbow
173	elephant
174	elevator
175	envelope
176	**Ii**
177	igloo
178	iguana
179	ill
180	insect
181	**Oo**
182	octopus
183	olive
184	ostrich
185	otter
186	**Uu**
187	umbrella
188	umpire
189	underwear
	Blends with l
190	block
191	clam
192	clock
193	flag
194	flute
195	glass
196	plate
197	sled
198	slug
	Blends with r
199	brick
200	crab
201	drill
202	frog
203	grass
204	truck
	Blends with s
205	skunk
206	sling
207	squid
208	stamp
209	string
210	swing
	Digraph ch
211	chick
212	chin
213	chip
	Digraph sh
214	shell
215	ship
216	shoe
217	shrimp

Grade K Cumulative Key Word List

High Frequency Words

a
all
and
are
come
do
find
for
from
give
go
good
have
he
here
how
I
is
like
little
look
me
my
no
now
one
play
put
said
see
she
some
that
the
there
they
this
to
want
we
what
who
with
you
your

Key Words

adult
arrive
baby
barn
bloom
bright
brother
build
building
buy
city
class
clouds
cold
cook
cool
country
dance
dark
deliver
dig
early
earth
eat
excited
explore
fall
far
father
feet
field
fix
flower
food
forest
friend
fruit
full
future
garden
give
happy
head
healthy
hear
help
hire
hot
hungry
insect
job
know
late
laugh
leaf
leave
legs
make
map
meal
meet
moon
mother
move
neighborhood
parent
pest
pick
plan
planet
play
pond
practice
project
put
rainy
receive
return
room
root
sad
school
season
see
seed
sell
send
shadow
share
shines
shop
sing
sister
size
skill
sky
smell
snowy
sound
spring
stars
store (different kinds, such as grocery, clothing)
success
summer
sun
sunny
surprised
tail
take
taste
tomorrow
tool
town
touch
travel
tree
vegetable
wait
warm
water (v.)
weather
weed
windy
wing
winter
wood
world
young

Academic Vocabulary

belong
better
care
carry
change
choose
compare
connect
different
distance
every
feel
grow
learn
light
live
need
part
partner
people
place
plant
powerful
read
safe
sense
think
time
together
use
want
wear
work

For additional content words and story words, please see the Leveled Reading section.

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Using the Language Transfer Supports

Introduction

English learners arrive at the doors of our schools from many different countries and every walk of life. With them, they bring a wealth of linguistic and cultural diversity that transforms the simplest classroom into a unique cultural experience.

Regardless of previous educational experiences, second-language learners have a developed sense of how language operates. Through home language experiences, they understand how sounds combine to form words and how words combine to convey meaning, sense, and ideas. Students' understanding of their first language serves sometimes to accelerate and other times to detour their acquisition of similar skills in English.

When you learn to identify and capitalize on students' existing language skills, you use positive transfer to accelerate progress. For example, you can use explicit instruction to develop pronunciation skills by explaining how sounds are the same or approximate. Once you know which grammatical structures transfer negatively to academic English conventions, you can adjust instruction to provide maximum reinforcement for skills lessons on these structures.

The charts on the following pages address language transfer items between English and seven of the most common languages spoken by English learners in U.S. schools.

- The **Language Structure Transfer Chart** explains grammar differences between English and seven other languages plus African American Vernacular English to identify points of possible negative transfer. Compare students' errors to the transfer errors on the chart. This will help you understand why the error is occurring so that you can design appropriate instruction. You may also wish to encourage students to identify and share ways in which English parallels or differs from their own home languages.
- The **Phonics Transfer Chart** compares the sounds of English to those of the same seven languages. As you work with students to teach phonics or develop pronunciation skills, use the chart to identify which sounds students may already know and which are new. In your instruction, devote particular practice to sounds that do not exist, or exist with different symbols, in students' primary languages.

More than 150 spoken languages, as well as American Sign Language, are used by English learners in our schools. We hope this section, though it addresses just seven languages, is a good start on the transfer issues involved in the education of our English learners. For languages other than those shown in the charts, including American Sign Language, make use of the resources in your district (including community volunteers, district language translators, and in-class primary language support) to identify the points of positive and negative transfer for your students.

Transfer Charts

The following charts are designed to help teachers locate potential transfer issues in a simple, practical way. National Geographic Learning recognizes that language structures and pronunciation can vary based upon multiple factors including region, dialect, and even sociological issues. For this reason, we have enlisted the aid of the following language consultants, educators, linguists, and phonologists to compile and review information about each of the seven languages. We gratefully acknowledge their assistance and appreciate the contributions they made to the compilation of the Transfer Charts. We especially acknowledge the assistance of OMA Graphics, Inc., in Fremont, California, in locating language consultants throughout the United States. In a few cases, the language consultants were unable to reach a consensus on specific items. The resulting charts show our best attempt to reconcile the information in a clear and consistent fashion. We welcome additional input and suggestions that will assist us in updating this information and in adding information for other languages in future publications.

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Language Structure Transfer Chart

ENGLISH STRUCTURE	LANGUAGE TRANSFER ISSUE	LANGUAGES	SAMPLE TRANSFER ERRORS IN ENGLISH
Articles	There are no indefinite articles.	**Chinese** **Hmong** **Korean** **Vietnamese**	He goes to one class on Wednesdays. = He goes to a class on Wednesdays. I bought one cake from bakery. = I bought a cake from a bakery.
	The definite article can be omitted.	**Hmong**	Do you have book? = Do you have the book? Do you have a book?
	The definite article is used before a title.	**Spanish** **Tagalog**	I saw the Mrs. Cruz. = I saw Mrs. Cruz.
	The indefinite article is not used before a profession.	**Chinese** **Haitian Creole** (article is optional if the predicate contains the verb *be)* **Korean** **Spanish** **Tagalog** **Vietnamese**	He is teacher. = He is a teacher. My sister is famous doctor. = My sister is a famous doctor.
	Singular and plural definite articles follow the noun.	**Haitian Creole** **Examples:** zanmi an = friend (the) zanmi yo = friends (the)	***Note:*** *Students may place definite articles incorrectly.*
	A definite article is used in place of a possessive adjective.	**Spanish** (definite article used for parts of the body and articles of clothing)	Ana broke the leg. = Ana broke her leg.
Nouns	There is no plural form for nouns (plurals can be expressed through an adjective quantifier).	**Chinese** **Hmong** **Korean** (plurals are usually used for "people" nouns, such as *my friends*) **Vietnamese**	I have many good idea. = I have many good ideas. The paper has several problem. = The paper has several problems.
	There is no plural form after a number.	**Chinese** **Haitian Creole** (plural form is often omitted) **Hmong** **Korean** **Tagalog** **Vietnamese**	There are three new student. = There are three new students. Vacation is four week. = Vacation is four weeks.
	A plural is formed by placing a plural marker after the noun.	**Haitian Creole** (indefinite plurals are unmarked) **Korean**	***Note:*** *Students may add an additional word rather than adding* -s *to the noun.*
	In English, *-es* is added only after the consonants *s*, *x*, *ch*, *sh*, and *z*. Also, *y* is changed to *i* before adding *-es*. In other languages, *-es* is added to nouns that end in *y* or any consonant.	**Spanish**	*walles* = walls *rayes* = rays
	The *-s* is not always added to a noun to form the plural, especially when there is a cardinal number.	**African American Vernacular English**	Two girl just left. = Two girls just left.
	English contains noncount nouns that do not have a plural form (for example: *fishing, money, bread, honesty, water, snow*).	**Chinese** **Haitian Creole** **Hmong** **Korean** **Vietnamese**	I like dancings. = I like dancing. She wears jewelrys. = She wears jewelry.
	Proper names can be listed last name first. *Chinese example:* Chan Fu Kwan is written last name first without a comma. *Vietnamese example:* Tran My Bao is written last, middle, first.	**Chinese** (always last name first) **Hmong** (in Asia) **Korean** **Vietnamese**	***Note:*** *Teachers and students may confuse first and last names.*

ENGLISH STRUCTURE	LANGUAGE TRANSFER ISSUE	LANGUAGES	SAMPLE TRANSFER ERRORS IN ENGLISH
Nouns, *continued*	A first name is preferred when repeating a person's name.	**Hmong** **Vietnamese**	Mr. Kou Xiong is a teacher. Mr. Kou (first name) speaks many languages.
Possessives	Possessive nouns are formed with an *of* phrase.	**Haitian Creole** (Southern Haiti only) **Spanish** **Tagalog** **Vietnamese**	This is the chair of Jamie. = This is Jamie's chair.
	Possession is shown by the proximity of the two nouns. The *'s* is not added if another noun follows.	**African American Vernacular English**	This is Tom book. = This is Tom's book.
	A possessive adjective is formed by placing a separate word or character before the pronoun.	**Vietnamese**	This car is (of) him. = This car is his.
	A possessive adjective is placed after the noun.	**Haitian Creole**	That book is (for) me. = That is my book.
	A possessive adjective can be placed before or after a noun.	**Tagalog**	This the friend me, Marissa. = This is my friend, Marissa.
	A possessive adjective is formed by placing a separate word, character, or article between the pronoun and the noun.	**Chinese** (suffix may be omitted in some cases) **Hmong**	he (possessive character) book = his book
	Possessive adjectives are omitted when the association is clear.	**Korean** **Vietnamese**	He raised hand. = He raised his hand.
	There is no distinction between personal pronouns and possessive adjectives.	**Vietnamese**	It is book I. = It is my book.
Pronouns	There is no distinction between subject and object pronouns.	**Chinese** **Haitian Creole** **Hmong** **Vietnamese**	I gave the forms to she. = I gave the forms to her. Him helped I. = He helped me.
	There is no gender difference for third-person singular pronouns.	**Chinese** (spoken language only) **Haitian Creole** **Hmong** (uses the pronoun *it*) **Tagalog** (has one pronoun for *he, she*; another for *him, her*; no pronoun for *it*) **Vietnamese** (uses familiar form of third person singular)	Talk to the girl and give it advice. = Talk to the girl and give her advice. Is over there. = It is over there.
	There is no distinction between simple, compound, subject, object, and reflexive pronouns.	**Hmong**	The book is I. = The book is mine. She is I sister. = She is my sister. I go I. = I go by myself.
	There are no relative pronouns.	**Korean** (modifying clause can function as a relative clause) **Vietnamese**	Look at the backpack is on the floor. = Look at the backpack which is on the floor.
	A subject pronoun often immediately follows a subject noun in a sentence.	**African American Vernacular English**	The boy he 12 years old. = The boy is 12 years old.
	It is possible to omit the pronoun *it* as a subject.	**Chinese** **Hmong** **Korean** **Tagalog** (never used; no word for *it)* **Vietnamese**	What time? = What time is it? Three o'clock already. = It is three o'clock already. Is raining. = It is raining.
	A subject pronoun can be omitted when the subject is understood.	**Chinese** **Korean** (can omit the subject pronoun *you*) **Spanish**	Is crowded. = It is crowded. Am hungry. = I am hungry.

Language Structure Transfer Chart, continued

ENGLISH STRUCTURE	LANGUAGE TRANSFER ISSUE	LANGUAGES	SAMPLE TRANSFER ERRORS IN ENGLISH
Verbs	The verb *be* can be omitted with adjectives and prepositional phrases.	**Chinese** **Haitian Creole** **Hmong** **Korean** **Vietnamese**	We always cheerful. = We are always cheerful. I hungry. = I am hungry. You at home. = You are at home.
	The verb *be* is not used for adjectives or places.	**Hmong** **Vietnamese**	She beautiful. = She is beautiful. The book on the table. = The book is on the table.
	The verb *be* does not exist.	**Tagalog**	My classmate tall. = My classmate is tall.
	The unstressed present tense forms *is* and *are* are deleted, often before an adjective or prepositional phrase.	**African American Vernacular English**	He happy. = He is happy.
	The verb forms *is* and *are* are deleted when they indicate a temporary condition in the present.	**African American Vernacular English**	She tired. = She is tired now.
	The contraction *it's* or *i's* is used instead of *there is* or *there are*.	**African American Vernacular English**	I's a lot of people. = There are a lot of people.
	Be is used to show a habitual, regular, or repeated condition.	**African American Vernacular English**	She be tired. = She is always tired.
	A verb is not inflected for person and number.	**Chinese** **Haitian Creole** **Hmong** **Korean** (verbs are inflected to reflect age or status) **Tagalog** **Vietnamese**	That house have a big door. = That house has a big door. Everyone like you. = Everyone likes you.
	Verbs in the present tense keep the same form for all subjects. Third-person singular, present-tense verbs are not different.	**African American Vernacular English**	He sing. = He sings.
	Forms of *be* in the present progressive are deleted.	**African American Vernacular English**	He singin'. = He is singing.
	Several verbs can be used together with no words or punctuation to separate them.	**Hmong** **Vietnamese**	I cook eat at home. = I cook and eat at home.
	There is no gerund form (*-ing*) and/or no distinction between gerunds and infinitives.	**Chinese** **Haitian Creole** **Hmong** **Korean** **Spanish** **Vietnamese**	To read is my favorite activity. = Reading is my favorite activity.
	The verb *be* can be used in place of *have*.	**Korean**	I am car. = I have one car.
	Infinitives are not used to indicate purpose.	**Haitian Creole**	I want learn English. = I want to learn English. I go to the library for study. = I go to the library to study.
	A *that* clause is used rather than an infinitive.	**Hmong** **Spanish**	I want that they try harder. = I want them to try harder.
	Have is used in place of *there is, there are,* or *there was, there were*.	**Hmong** **Vietnamese**	In the library have many books. = In the library, there are many books.
	The verb *have* is used to express states of being (such as age or hunger).	**Spanish**	She has ten years. = She is ten years old. I have hunger. = I am hungry.
	Double and sometimes triple modals (*can, could, might,* etc.) are used.	**African American Vernacular English**	I might could do that. = I might be able to do that.

ENGLISH STRUCTURE	LANGUAGE TRANSFER ISSUE	LANGUAGES	SAMPLE TRANSFER ERRORS IN ENGLISH
Verbs, *continued*	There are no helping verbs.	**Tagalog**	I go. = I am going.
	Two-word verbs, or phrasal verbs, exist in very few languages. (In addition to English, they are found in a few other languages, such as Dutch, German, and Scandinavian languages.)		***Note:*** *Most ESL students find two-word verbs difficult, but it is necessary to learn them in order to understand informal, conversational English.*
Verb Tense	There are no tense inflections. Tense is usually indicated through context or by adding an expression of time.	**Chinese** **Hmong** (infinitive form of the verb is used with an expression of time) **Vietnamese**	When I am small, I ask many questions. = When I was small, I asked many questions. She teach math next semester. = She will teach math next semester.
	Verbs are not always changed to the past tense. Past time can be expressed by a word other than a verb.	**African American Vernacular English**	She go there last year. = She went there last year.
	Verb tense does not change within the same sentence.	**Haitian Creole** **Hmong**	When we finish, we leave. = When we finish, we will leave.
	Present-perfect tense can be used in place of past tense.	**Haitian Creole**	I have seen Lucas yesterday. = I saw Lucas yesterday.
	There is no perfect tense.	**Tagalog**	I ate already. = I have eaten already.
	Present tense can be used in place of future tense. The present tense is used in place of the present perfect.	**Haitian Creole** **Hmong** **Spanish**	I finish it tomorrow. = I will finish it tomorrow. I live here a long time. = I have lived here a long time.
	Been is used to describe an action that took place earlier in time and that is still true at the moment of speaking.	**African American Vernacular English**	He been singin'. = He has been singing for a long time and is still singing.
Adverbs	Adverbs are not used. Two adjectives or two verbs can be used to describe an adjective or verb.	**Hmong**	I run fast fast. = I run really fast. I run run to school. = I run quickly to school.
	Adverbs are not formed by adding a suffix to an adjective.	**Tagalog**	***Note:*** *Students may overuse* -ly. I run fastly. = I run fast.
Adjectives	Adjectives follow the nouns they modify.	**Hmong** **Spanish** (the position of the adjective can also indicate meaning; limiting adjectives precede the noun, descriptive adjectives follow the noun) **Tagalog** (adjective may follow or precede noun) **Vietnamese**	They have a house big. = They have a big house. We live in a village Laotian. = We live in a Laotian village.
	Adjectives can reflect number and gender.	**Spanish** **Tagalog** (number only)	I have kinds parents. = I have kind parents.
	Some nouns and adjectives share the same form.	**Chinese**	***Note:*** *Students may have difficulty choosing between noun and adjective forms.* She wants to be independence. = She wants to be independent.
	Comparative adjectives do not change form. They are expressed with the equivalent of *more* and *most*.	**Hmong** (add adverbs after the adjective) **Korean**	She is fast more. = She is faster. She is more old than you. = She is older than you.
Prepositions	Meanings of prepositions do not always correspond to those in English.	**Spanish** **Tagalog**	I like the songs in the CD. = I like the songs on the CD. We go on lunchtime. = We go at lunchtime.

Language Structure Transfer Chart, continued

ENGLISH STRUCTURE	LANGUAGE TRANSFER ISSUE	LANGUAGES	SAMPLE TRANSFER ERRORS IN ENGLISH
Word Order (Statements)	The verb precedes the subject.	**Spanish** **Tagalog** (verb may precede or follow subject)	Arrived the teacher late. = The teacher arrived late.
	Verbs are placed last in a sentence. The usual word order is subject-object-verb.	**Korean**	The teacher the assignment gives. = The teacher gives the assignment.
	Subject and verb order is rarely changed.	**Chinese** **Haitian Creole** **Korean** **Tagalog**	She is content and so I am. = She is content and so am I.
	A direct object precedes an indirect object when the indirect object is a pronoun.	**Chinese** (Cantonese only)	I gave an apple him. = I gave him an apple.
	Adverbs and adverbial phrases can precede verbs.	**Chinese** **Korean** **Tagalog**	I hard study. = I study hard. He by train goes to school. = He goes to school by train.
Questions	*Yes/No* questions can be formed by adding an element to the end of a declarative statement.	**Chinese** **Hmong** **Korean** **Vietnamese** (statement followed by phrase "*or not*")	The book is interesting, yes? = Is the book interesting? You like that color, no? = Do you like that color?
	Yes/No questions can be formed by adding a marker word to a sentence.	**Tagalog** (position of marker word, *ba*, varies depending on verb)	Likes (ba) he soup? = Does he like soup? Far (ba)? = Is it far?
	Yes/No questions can be formed by adding a verb followed by its negative within a statement.	**Chinese** **Vietnamese**	You want not want watch movie? = Do you want to watch a movie or not?
	Yes/No questions can be formed by adding the question word between the pronoun and the verb.	**Hmong**	You (question word) like the school? = Do you like the school?
	Yes/No questions start with a verb followed by a subject; there is no auxiliary verb such as *do* or *have*.	**Tagalog**	Cooks he (ba)? = Does he cook? Went she (ba)? = Has she gone?
	Question words are placed according to the position of the answer. For example, if the answer functions as an object, the question words are placed in the regular object position.	**Chinese** **Korean**	He told you what? = What did he tell you? Tell me he is where? = Tell me where he is.
	The answers *yes* and *no* vary depending upon the verb used in the question.	**Hmong**	***Note:*** *Students may substitute a verb for a yes-or-no answer.* Do you speak English? Speak. = Do you speak English? Yes. Do you speak English? No speak. = Do you speak English? No.
	Rising intonation at the end of a direct question is used instead of inverting the subject and the verb.	**African American Vernacular English**	This is your book? = Is this your book?
Commands	Commands can be formed by adding an adverb after verbs to be emphasized.	**Hmong** (add the adverb *now*) **Vietnamese** (add the adverb *right now*)	Do now. = Do it!
	Commands can be formed by adding a time indicator after the verbs to be emphasized.	**Hmong**	Fix the car at 3:00. = Fix the car.
	Commands can be formed by adding the verb *go* for emphasis at the end of the sentence.	**Vietnamese**	Buy my groceries, go! = Buy my groceries.
	Commands can be formed by changing the verb ending.	**Korean**	Bring(ing) it over here. = Bring it over here.
	The subject pronoun *you* is not omitted in a command.	**Tagalog**	You go home now. = Go home now.

ENGLISH STRUCTURE	LANGUAGE TRANSFER ISSUE	LANGUAGES	SAMPLE TRANSFER ERRORS IN ENGLISH
Negatives and Negative Sentences	Double negatives are routinely used.	**Haitian Creole** **Spanish**	They don't like nothing. = They don't like anything.
	Multiple negatives are often used.	**African American Vernacular English**	I don't want nothing from nobody. = I don't want anything from anybody.
	The negative marker goes before the verb or verb phrase.	**Korean** (especially in informal situations) **Spanish** (when using perfect tense) **Tagalog**	Joey not has finished the homework. = Joey has not finished the homework. Not she bought fruit. = She did not buy fruit.
	Ain't is used to make a sentence negative. It can mean *am not, aren't, don't, hasn't,* or *haven't.*	**African American Vernacular English**	I ain't doing this. = I am not doing this.
	Inversion of a double or multiple negative is sometimes used. The verb comes before the subject.	**African American Vernacular English**	Can't nobody do better. = Nobody can do better.
Subjects and Predicates	Sentences do not always include a subject.	**Spanish** **Tagalog** (only when the subject is it, as there is no word for *it* in Tagalog)	Is fun to cook? = Is it fun to cook? Raining. = It is raining. Is your mother? Yes, is. = Is she your mother. Yes, she is.
	Subject pronouns can immediately follow a noun, resulting in a double subject.	**African American Vernacular English**	Mary she mad. = Mary is mad.
	Sometimes a singular verb is used with a plural subject, or a plural verb is used with a singular subject.	**African American Vernacular English**	We was there. = We were there. She have a car = She has a car.

Phonics Transfer Chart

ENGLISH			SPANISH		CANTONESE		VIETNAMESE	
Phoneme	**Grapheme**	**Key Word**	**Sound Transfer?**	**Sound-Symbol Match?**	**Sound Transfer?**	**Sound-Symbol Match?**	**Sound Transfer?**	**Sound-Symbol Match?**
Consonants								
/b/	**b**	book	yes	yes	approx.	no	approx.	yes
/k/	**c**	carrot	yes	yes	yes	no	yes	yes
	k	key	yes	yes	yes	no	yes	yes
	ck	check	yes	no	yes	no	yes	no
/d/	**d**	desk	approx.	yes	approx.	no	approx.	yes
/f/	**f**	fish	yes	yes	yes	no	yes	no
/g/	**g**	girl	yes	yes	approx.	no	yes	yes
/h/	**h**	hand	yes	no	yes	no	yes	yes
/j/	**j**	jacket	no	no	approx.	no	approx.	no
	g	cage	no	no	approx.	no	approx.	no
	dge	badge	no	no	approx.	no	approx.	no
/l/	**l**	lamp	yes	yes	yes	no	yes	yes
/m/	**m**	map	yes	yes	yes	no	yes	yes
/n/	**n**	newspaper	yes	yes	yes	no	yes	yes
/p/	**p**	pizza	yes	yes	yes	no	yes	yes
/kw/	**qu**	quarter	yes	no	approx.	no	yes	yes
/r/	**r**	red	approx.	approx.	no	no	no	yes
/s/	**s**	seed	yes	yes	yes	no	yes	yes
	c	city	yes	yes	yes	no	yes	yes
/t/	**t**	ten	yes	yes	yes	no	approx.	yes
/v/	**v**	van	yes	yes	no	no	yes	yes
/w/	**w**	window	yes	yes	yes	no	no	no
/ks/	**x**	six	yes	yes	no	no	no	yes
/y/	**y**	yellow	yes	yes	yes	no	no	yes
/z/	**z**	zero	no	no	no	no	yes	no
Digraphs								
/ch/	**ch**	chin	yes	yes	approx.	no	no	yes
	tch	match	yes	no	approx.	no	no	no
/sh/	**sh**	shell	no	no	no	no	yes	no
/hw/	**wh**	whisk	no	no	no	no	no	no
/th/	**th**	bath	approx.	no	no	no	approx.	yes
/th/	**th**	this	approx.	no	no	no	no	yes
/ng/	**ng**	ring	yes	yes	yes	no	yes	yes
Short Vowels								
/a/	**a**	map	approx.	no	no	no	approx.	yes
/e/	**e**	ten	yes	yes	approx.	no	approx.	yes
/i/	**i**	lid	approx.	no	approx.	no	no	yes
/o/	**o**	dot	approx.	no	approx.	no	approx.	yes
/u/	**u**	cup	approx.	no	approx.	no	yes	no

ENGLISH			TAGALOG		HMONG		KOREAN		HAITIAN CREOLE	
Phoneme	**Grapheme**	**Key Word**	**Sound Transfer?**	**Sound-Symbol Match?**	**Sound Transfer?**	**Sound-Symbol Match?**	**Sound Transfer?**	**Sound-Symbol Match?**	**Sound Transfer?**	**Sound-Symbol Match?**
Consonants										
/b/	**b**	book	yes	yes	approx.	no	approx.	no	yes	yes
/k/	**c**	carrot	yes	no		no	yes	no	yes	yes
	k	key	yes	yes	yes	yes	yes	no	yes	yes
	ck	check	yes	no	yes	no	yes	no	yes	yes
/d/	**d**	desk	yes	yes	yes	yes	approx.	no	yes	yes
/f/	**f**	fish	yes	no	yes	yes	no	no	yes	yes
/g/	**g**	girl	yes	yes	approx.	no	approx.	no	yes	yes
/h/	**h**	hand	yes	yes	yes	yes	yes	no	approx.	yes
/j/	**j**	jacket	yes	no	no	no	approx.	no	yes	yes
	g	cage	yes	no	no	no	approx.	no	yes	yes
	dge	badge	yes	no	no	no	approx.	no	yes	yes
/l/	**l**	lamp	yes	yes	yes	yes	yes	no	yes	yes
/m/	**m**	map	yes	yes	yes	yes	yes	no	yes	yes
/n/	**n**	newspaper	yes	yes	yes	yes	yes	no	yes	yes
/p/	**p**	pizza	yes	yes	approx.	yes	yes	no	yes	yes
/kw/	**qu**	quarter	yes	yes	no	no	yes	no	yes	yes
/r/	**r**	red	yes	yes	no	no	no	no	yes	yes
/s/	**s**	seed	yes	yes	yes	no	yes	no	approx.	approx.
	c	city	yes	yes	yes	no	yes	no	approx.	approx.
/t/	**t**	ten	yes	yes	approx.	yes	yes	no	yes	yes
/v/	**v**	van	no	no	yes	yes	no	no	yes	yes
/w/	**w**	window	yes	yes	no	no	yes	no	yes	yes
/ks/	**x**	six	no	no	no	no	yes	no	yes	yes
/y/	**y**	yellow	yes	yes	yes	yes	yes	no	yes	yes
/z/	**z**	zero	no	no	yes	no	no	no	yes	yes
Digraphs										
/ch/	**ch**	chin	yes	yes	yes	no	yes	no	yes	yes
	tch	match	approx	yes	yes	no	yes	no	yes	yes
/sh/	**sh**	shell	no	no	yes	no	yes	no	yes	yes
/hw/	**wh**	whisk	no	no	no	no	yes	no	yes	yes
/th/	**th**	bath	no	no	no	no	no	no	yes	yes
/th/	**th**	this	no	no	no	no	yes	no	yes	yes
/ng/	**ng**	ring	yes	yes	yes	no	no	no	approx.	approx.
Short Vowels										
/a/	**a**	map	no	no	yes	yes	yes	no	yes	yes
/e/	**e**	ten	yes	yes	no	no	yes	no	no	no
/i/	**i**	lid	yes	yes	no	no	yes	no	yes	yes
/o/	**o**	dot	approx	no	approx.	yes	approx.	no	yes	yes
/u/	**u**	cup	no	no	no	no	no	no	no	no

Phonics Transfer Chart, continued

ENGLISH			SPANISH		CANTONESE		VIETNAMESE	
Phoneme	**Grapheme**	**Key Word**	**Sound Transfer?**	**Sound-Symbol Match?**	**Sound Transfer?**	**Sound-Symbol Match?**	**Sound Transfer?**	**Sound-Symbol Match?**
Long Vowels								
/ā/	**a_e**	cake	yes	no	approx.	no	approx.	no
	ai	sail	yes	no	approx.	no	approx.	no
	ay	tray	yes	no	approx.	no	approx.	no
/ē/	**ee**	feet	yes	no	approx.	no	yes	no
	ea	sea	yes	no	approx.	no	yes	no
	y	happy	yes	no	approx.	no	yes	no
/ī/	**i_e**	bike	yes	no	approx.	no	yes	no
	ie	tie	yes	no	approx.	no	yes	no
	igh	night	yes	no	approx.	no	yes	no
	y	sky	yes	no	approx.	no	yes	no
/ō/	**o_e**	globe	yes	no	approx.	no	approx.	no
	oa	boat	yes	no	approx.	no	approx.	no
	ow	rowboat	yes	no	approx.	no	approx.	no
/ū/	**u_e**	flutes	yes	no	approx.	no	yes	yes
	ui	suit	yes	no	approx.	no	yes	no
	ue	blue	yes	no	approx.	no	yes	no
/yo͞o/	**u_e**	mule	yes	no	approx.	no	no	no
	ue	rescue	yes	no	approx.	no	no	no
R-Controlled Vowels								
/är/	**ar**	star	approx.	yes	approx.	no	no	no
/ôr/	**or**	horn	approx.	yes	approx.	no	no	no
/ûr/	**er**	fern	approx.	yes	approx.	no	no	no
	ir	bird	approx.	no	approx.	no	no	no
	ur	curb	approx.	no	approx.	no	no	no
/âr/	**air**	chair	no	no	no	no	no	no
	ear	bear	no	no	no	no	no	no
/îr/	**eer**	deer	no	no	no	no	no	no
	ear	tear	no	no	no	no	no	no
Variant Vowels								
/oi/	**oi**	coin	yes	yes	approx.	no	approx.	yes
	oy	boy	yes	yes	approx.	no	approx.	no
/ou/	**ou**	cloud	yes	no	approx.	no	yes	no
	ow	crown	yes	no	approx.	no	yes	no
/ô/	**aw**	saw	approx.	no	yes	no	yes	no
	au	laundry	approx.	no	approx.	no	yes	no
/ôl/	**al**	salt	approx.	yes	approx.	no	no	no
	all	ball	approx.	no	approx.	no	no	no
/o͞o/	**oo**	moon	yes	no	approx.	no	approx.	no
	ew	screw	yes	no	approx.	no	approx.	no
/o͝o/	**oo**	book	no	no	approx.	no	approx.	no
/ə/	**a (initial syllable)**	asleep	no	no	no	no	approx.	no

ENGLISH			TAGALOG		HMONG		KOREAN		HAITIAN CREOLE	
Phoneme	**Grapheme**	**Key Word**	**Sound Transfer?**	**Sound-Symbol Match?**	**Sound Transfer?**	**Sound-Symbol Match?**	**Sound Transfer?**	**Sound-Symbol Match?**	**Sound Transfer?**	**Sound-Symbol Match?**
Long Vowels										
/ā/	**a_e**	cake	no	no	approx.	no	yes	no	yes	yes
	ai	sail	no	no	approx.	no	yes	no	yes	no
	ay	tray	no	no	approx.	no	yes	no	yes	no
/ē/	**ee**	feet	no	no	yes	no	yes	no	yes	yes
	ea	sea	no	no	yes	no	yes	no	yes	no
	y	happy	yes	yes	yes	no	yes	no	yes	no
/ī/	**i_e**	bike	yes	yes	yes	no	yes	no	yes	yes
	ie	tie	yes	no	yes	no	yes	no	yes	yes
	igh	night	yes	yes	yes	no	yes	no	yes	yes
	y	sky	yes	no	yes	no	yes	no	yes	yes
/ō/	**o_e**	globe	no	no	no	no	yes	no	yes	yes
	oa	boat	no	no	no	no	yes	no	yes	yes
	ow	rowboat	no	no	no	no	yes	no	yes	yes
/ū/	**u_e**	flutes	yes	no	yes	yes	yes	no	yes	yes
	ui	suit	yes	no	yes	no	yes	no	yes	yes
	ue	blue	yes	yes	yes	no	yes	no	yes	no
/yo͞o/	**u_e**	mule	no	no	no	no	yes	no	no	no
	ue	rescue	no	no	no	no	yes	no	no	no
R-Controlled Vowels										
/är/	**ar**	star	yes	yes	no	no	no	no	no	no
/ôr/	**or**	horn	yes	yes	no	no	no	no	no	no
/ûr/	**er**	fern	no	no	no	no	no	no	no	no
	ir	bird	no	no	no	no	no	no	no	no
	ur	curb	no	no	no	no	no	no	no	no
/âr/	**air**	chair	no	no	no	no	no	no	no	no
	ear	bear	no	no	no	no	no	no	no	no
/îr/	**eer**	deer	no	no	no	no	no	no	no	no
	ear	tear	no	no	no	no	no	no	no	no
Variant Vowels										
/oi/	**oi**	coin	yes	no	no	no	yes	no	yes	yes
	oy	boy	yes	yes	no	no	yes	no	yes	yes
/ou/	**ou**	cloud	yes	no	approx.	no	yes	no	yes	yes
	ow	crown	yes	no	approx.	no	yes	no	yes	no
/ô/	**aw**	saw	no	no	approx.	no	approx.	no	yes	no
	au	laundry	approx	no	approx.	no	approx	no	yes	yes
/ôl/	**al**	salt	no	no	no	no	approx.	no	yes	yes
	all	ball	yes	no	no	no	approx.	no	yes	yes
/o͞o/	**oo**	moon	no	no	yes	no	yes	no	yes	yes
	ew	screw	no	no	yes	no	yes	no	yes	yes
/o͝o/	**oo**	book	yes	no	no	no	approx.	no	no	no
/ə/	**a (initial syllable)**	asleep	yes	yes	no	no	yes	no	yes	yes

Articulation of English Consonant and Vowel Sounds

How Are Consonant Phonemes Classified?

Consonant phonemes are generally classified according to manner of articulation (type of consonant sound), place of articulation (position in the mouth), and whether they are voiced or voiceless. Consonant sounds are also classified as either a continuous sound or a complete stop. When a consonant phoneme is produced, the air flow is cut off either partially or completely.

CONSONANT PHONEME CLASSIFICATIONS

Manner of Articulation

How is the sound produced?

- **Plosives:** formed by closing or blocking off the air flow and then exploding a puff of air; for example, /b/ as in *box*.
- **Fricatives:** formed by narrowing the air channel and then forcing air through it, creating friction in the mouth; for example, /v/ as in *voice*.
- **Affricatives:** formed by a stop followed by a fricative; for example, /ch/ as in *chip*.
- **Nasals:** formed when the mouth is closed forcing air through the nose; for example, /m/ as in *man*.
- **Lateral:** formed by interrupting the air flow slightly, but no friction results; for example, /l/ as in *line*.
- **Glides:** formed in similar ways as vowels; for example, /y/ as in *yes*.

Place of Articulation

Where in the mouth is the sound produced?

- Lips (bilabial)
- Lips and teeth (labiodental)
- Tongue between teeth (dental)
- Tongue behind teeth (alveolar)
- Roof of mouth (palatal)
- Back of mouth (velar)
- Throat (glottal)

Voiced or Voiceless

- **Voiced:** the vocal cords vibrate; for example, /z/ as in *zoo*.
- **Voiceless:** the vocal cords do not vibrate; for example, /s/ as in *sit*.

Continuous or Stop

- **Continuous:** a sound that can be produced for several seconds without distortion; for example, /s/ as in *sun*.
- **Stop:** a sound that can be produced for only an instant; for example, /p/ as in *pop*.

CONSONANT PHONEME ARTICULATION

Place ▶ ▼ Manner	Lips	Lips and teeth	Tongue between teeth	Tongue behind teeth	Roof of mouth	Back of mouth	Throat
Plosives	/p/ /**b**/*			/t/ /**d**/		/k/ /**g**/	
Fricatives		/f/ /**v**/	/th/ /**th**/	/s/ /**z**/	/sh/ /**zh**/		/h/
Affricatives					/ch/ /**j**/		
Nasals	/**m**/			/**n**/		/**ng**/	
Lateral				/**l**/			
Glides	/hw/ /**w**/			/**r**/	/**y**/		

* Boldface indicates a voiced phoneme. Note the voiceless-voiced consonant pairs.

CONSONANT PHONEMES

Continuous Sounds

/f/, /h/, /l/, /m/, /n/, /r/, /s/, /v/, /w/, /y/, /z/

Stop Sounds

/b/, /d/, /g/, /j/, /p/, /t/, /k/, /ch/

Some students may need extra practice in producing consonant sounds that do not transfer from their native languages. Use the scripts and information below to model and discuss the English consonant sounds.

/m/	
Place of Articulation: Lips **Manner of Articulation: Nasal** **Voiced**	Say the sound /*m*/. Pay attention to your mouth. What part of your mouth moves? (*lips*) How do they move? (*They are pressed tightly together.*) Does any air come out? (*yes*) Now hold your nose. Can you still say /*m*/? (*no*) That's because air comes out through your nose.

/p/	
Place of Articulation: Lips **Manner of Articulation: Stop** **Voiceless**	Now say /*p*/. What part of your mouth moves? (*lips*) The lips help make /*p*/ also. Close your lips and then open them quickly. Does any air come out? (*yes, a lot*) When you say a /*p*/, you stop the air for a moment, and then you let the air rush out. Put your hand in front of your mouth and feel the air when you say /*p*/.

/t/	
Place of Articulation: Tongue behind teeth **Manner of Articulation: Stop** **Voiceless**	Try making the sound /*t*/. Put your hand in front of your mouth. Do you feel a lot of air coming out? (*yes*) Now try to close your lips and say /*t*/. Does it work? (*no*) Another part of your mouth makes /*t*/. Can you feel what part? (*the tongue*) Where does it stop the air? (*on the hard ridge behind your top teeth)*

/b/	
Place of Articulation: Lips **Manner of Articulation: Stop** **Voiced**	Do you remember saying the /*p*/ sound? Say /*p*/. What makes the air stop? (*lips*) Do you feel a lot of air come out? (*yes*) Now use your mouth in the same way, but use your voice also. This sound is /*b*/. Do you think you really use your voice? Cover your ears and say /*p*/ and /*b*/. Which one sounds louder? (/*b*/) That is because you are using your voice. Say *pit*, *bit*. Notice that when you change only one sound, you can get a different word.

/k/	
Place of Articulation: Back of mouth **Manner of Articulation: Stop** **Voiceless**	Now try saying /*k*/. Put your hand in front of your mouth. Do you feel a lot of air come out? (*yes*) What stops the air? Do your lips move? (*no*) Do you put your tongue up behind your top teeth? (*no*) Where is your tongue? (*the front is low because the back of the tongue stops the air.*) Where? *(in the back of the mouth)* The /*k*/ is pronounced in the back of the mouth.

/n/	
Place of Articulation: Tongue behind teeth **Manner of Articulation: Nasal** **Voiced**	Let's say the sound /*n*/. Keep on saying /*n*/ and put your hand in front of your mouth. Does any air come out? (*no*). Now hold your nose. Can you say an /*n*/ now? (*no*) What other sound did we practice where air came through the nose? (/*m*/) Say an /*m*/ now. What part of your mouth did you use? (*lips*) We don't use our lips for the /*n*/ sound. Say /*m*/ and /*n*/. Where does your tongue move to? Say *meat*, *neat*. The tongue is behind the teeth for *neat* and air still comes out the nose.

/d/	
Place of Articulation: Tongue behind teeth **Manner of Articulation: Stop** **Voiced**	Now let's say /*d*/. Does a lot of air come out? (*yes*) How do you know that? *(I put my hand in front of my mouth*) Cover your ears when you make /*d*/. Do you use your voice in making this sound? (*yes*) Say /t/, /d/, /t/, /d/. How are these sounds different? (We use our voice for /*d*/ but not for /*t*/. That is the only difference.)

/g/	
Place of Articulation: Back of Mouth **Manner of Articulation: Stop** **Voiced**	Watch my face as I say a /*g*/ sound (*as in get*). Does any part of my face move? (*no*) (*If someone does notice your throat, you should recognize the good observation and come back to it later.*) Now let's make the sound and see if a lot of air comes out. (*yes*) You should have put your hand up to be sure. Do you use your voice? How do you know? (*cover your ears*) Notice where your tongue stops the air when you start to make the sound. Is it in the front of your mouth or the back? (*in the back*) Now say /k/, /g/, /k/, /g/. These sounds are pronounced in the same place, but we use our voice for one. Which one do we use our voice for? (/*g*/)

/l/	
Place of Articulation: Tongue behind teeth **Manner of Articulation: Lateral** **Voiced**	Say an /l/. Does a lot of air come out? (*no*) The air is not stopped for /l/, so you don't feel a puff of air when you make this sound. Keep saying /l/. Can you say /t/ and hold it? (*no*) The air stops on /t/ and then rushes out. For /l/, the air flows out at both sides of the tongue. Can you tell me where the tip of the tongue is for /l/? (*on the upper ridge behind the front teeth*)

/f/

Place of Articulation: Lips and teeth

Manner of Articulation: Fricative

Voiceless

Try saying an /f/ sound. Can you keep saying this sound? (*yes*) Watch my face as I say the sound /f/. What part of my mouth moved? (*Students may say lips*.) Watch again closely. Do both lips move? (*no*, *just one*) Which one, the upper lip or the lower lip? (*the lower lip*) Say the sound /f/ yourself. The lower lip comes up close to your upper teeth and makes the air sound noisy. Keep saying the /f/ and listen to the noise of the air.

/h/

Place of Articulation: Throat

Manner of Articulation: Fricative

Voiceless

Now say /h/, /h/, /h/ and hold your hand in front of your mouth. Do you feel a puff of air? (*yes*) Now say *eee*. Then say *he*, *he*, *he*. Did you feel a difference from when you said *eee*? (*yes*) Now say *ooo*, *ho*, *ho*, *ho*. When we put a small puff of air before another sound, it is the /h/ sound. Say *I*, *hi*, or *it*, *hit*. Do you think the /h/ sound makes a difference in the meaning? (*yes*)

/r/

Place of Articulation: Tongue behind teeth

Manner of Articulation: Glide

Voiced

Try saying the sound /r/. Can you keep saying this sound for a while? (*yes*) /r/ does not stop the air. Now stop making /r/, but keep your tongue ready to say the sound. Take a deep breath and notice your tongue. The part of your tongue that feels cool is the part that helps to make this sound. It is the under part of the tip of your tongue. This part comes close to a part of your mouth. What part of your mouth does the tongue come close to? (*the roof of the mouth*) Say *at*. Now put the /r/ first and say *rat*. Do *at* and *rat* mean different things? (*Yes*, *the /r/ makes a difference in meaning*.)

/w/

Place of Articulation: Lips

Manner of Articulation: Glide

Voiced

For the next sound, I am going to get ready to say it, but I won't say it. Can you guess what sound it is? (round your lips to pronounce /w/, but do not say it.) Can you tell me what sound I was going to make? (/w/) Now let's all make the /w/ sound. Which part of your mouth moves? (*lips*) What do they do? (*get round and tight*) (Do you use your voice to say the /w/ sound? (*yes*) Say *itch*, then witch. Does the /w/ sound make a difference in meaning? (*yes*)

/sh/

Place of Articulation: Roof of mouth

Manner of Articulation: Fricative

Voiceless

Next, we will make another sound where the lips are round but not as tight. Try /sh/. Can you keep saying this sound? (*yes*) (Have a student stand in the corner of the room and make the /sh/.) Could everyone hear (student's name) make the /sh/? (*yes*) The air is very noisy. Remember, the air gets noisy when it rushes past a close or narrow place. The lips help make this narrow place, and so does the top of the front part of the tongue. The tip of the tongue comes close to the roof of your mouth.

/s/

Place of Articulation: Tongue behind teeth

Manner of Articulation: Fricative

Voiceless

Now watch my lips as I switch from making /sh/ to /s/. How do my lips change? (*They are not round*.) Does the air make a lot of noise in /s/? (*yes*) Are your teeth close together or far apart? (*close together*) The top of your tongue makes this sound also, but it has moved from the ridge to come close to another part of your mouth. Can you tell where? (*It comes close behind your teeth*.) Say *she*, *see*, or *ship*, *sip*. Do you think /s/ makes a difference in meaning? (*yes*)

How Are Vowel Phonemes Classified?

When a consonant phoneme is produced, the air flow is cut off either partially or completely. When a vowel phoneme is produced, however, the air flow is unobstructed, or continuous. Vowel phonemes are all continuous sounds. They are classified according to tongue position and mouth position. All vowel sounds are voiced.

VOWEL PHONEME CLASSIFICATIONS

Tongue Position

1. Is the tongue high, in neutral position, or low in the mouth?

2. Is the tongue near the front, center, or back of the mouth?

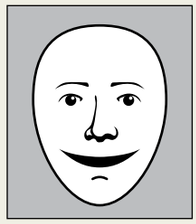
Mouth Position

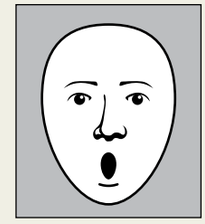
1. How rounded are the lips?

2. How tense are the mouth and jaw muscles?

In the chart below, the most common English spellings are listed under each vowel sound. Notice that to produce the /ē/ sound in the word *tree*, the mouth position is wide and smiling; the jaw muscles are tense. To pronounce the /o/ sound in the word *lot*, the mouth position is round and wide open; the jaw muscles are relaxed. To pronounce the /o͞o/ sound in the word *boot*, the mouth position is round and partially open; the jaw muscles are tense.

VOWEL PHONEMES BY MOUTH POSITION





/ē/
tree
these
be
seat
key
sunny
chief
either

/i/
pit
gym
build

/ā/
rake
trail
may
they
eight
vein
great

/e/
bed
head
said
says

/a/
mat
have
plaid
laugh

/ī/
time
lie
right
sky
rifle
guy

/ə/
about
soda
lesson

/o/
lot
box
rock
father

/u/
cut
flood
tough
does
hover
among

/aw/
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tall
water
pause

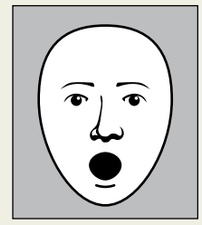
/ō/
poke
toe
boat
row
open
bold

/o͝o/
book
put
sould

/o͞o/
boot
tube
suit
chew
ruby
soup

/oi/ boil, joy, lawyer

/ou/ cloud, now



/ûr/ bird, herd, fur

/är/ car

/ôr/ four, horn