

This table will aid the teacher who wishes to systematize or review the exercises in phonics. The examples given are supposed to be written on the blackboard and supplemented with additional words.

SINGLE VOWELS	DIPHTHONGS	CONSONANTS
a as in :	ai : ail, rain	<i>b, d, f, h, j, k, l, m, n,</i>
(1) cat, man	ay : day, tray	<i>p, q, r, t, v, w, x, y, z,</i>
(2) ¹ arm, palm	au : Paul, fraud	have, with a few unim-
(3) ¹ ask, graft	aw : awl, law	portant exceptions, but
(4) ale, make	ea : steak, break ²	one sound.
(5) ¹ care, fare	ea : bread, head	c (hard) cat, attic
(6) all, water	ea : dream, eat	c (soft) cent, place
e as in :	ee : see, sheep	g (hard) get, tag
(1) met, fed	ei : veil, vein	g (soft) gem, page
(2) eve, she	ei : seize, either	ng long, sing
i as in :	ei : height, sleight	s (sharp) see, yes
(1) it, ill	ew : few, blew	s (flat) is, has
(2) girl, bird	ey : they, obey	ch (soft) chin, rich
(3) ice, pile	ie : thief, siege	ch (hard) choir, chord
o as in :	ie : pie, lie	gh = f cough, laugh
(1) on, pot	oa : oat, toad	sh she, lash
(2) ¹ orb, cord	oe : foe, hoe	th (sharp) then, path
(3) old, note	oi : boil, noise	th (flat) this, with

¹ Lists of words with phones a (2), a (3), etc., while useful as exercises in pronunciation, are not needed for the recognition of words. In most cases the knowledge of the long and short sounds of the vowels suffice, with the help of the context, for the recognition of the correct variation. For example, in "a drink of water" the child may sound *water* to rhyme with *hatter*, but when he returns to read the phrase, the context or association suggests the right pronunciation.

² Lists of words in *ea*, *ow*, etc., should be given in interpretative phrases or sentences. See Lesson VIII.