

# A NEW DEVICE FOR ENGLISH LITERACY GLOBALLY



**A CALL FOR  
EXPRESSION OF INTEREST**

**Chris** (topher) **Nugent**: November 2021

Email: [virtualphonetics@gmail.com](mailto:virtualphonetics@gmail.com)

# A NEW DEVICE FOR ENGLISH LITERACY GLOBALLY ?

## 'PHONETICALLY REGULAR' WRITTEN ENGLISH ?

**This is not an impossibility ... Read the details and judge for yourself.**

“ As a truly ignorant young teacher of English in the early 1960s, I got the idea ... at the beginning of the May school vacation ... that if I worked flat out on this project I'd actually finish it before school recommenced.

Nearly 60 years later I'm still  
working on it. ”

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Since around the 14<sup>th</sup> century an uncountable number of writers have been frustrated by the unpredictable **'sounding out'** or **'pronunciation'** rules that underpin our English spelling system. But until the arrival of this computer based app ... no-one in the world has done anything that is practical toward a simple solution. And (as this attachment explains) this app is indeed **instantly** simple and practical.

- 1. Simplicity wise:** the app involves only a **1 MG** or **55 MG** program.
- 2. Availability wise:** the app is now **ready** for digital download.
- 3. Money wise:** the app is very cheap at a cost of almost **cents** per student.
- 4. And without changing the spellings of any English words:** the app reduces the number of English **'sounding out rules'** rules by **83% !**

**.. a truly phenomenal help to students of Basic English Literacy ..**

### **THIS IS HOW THE APP WORKS ON HIGHLIGHTED TEXTS**

The **10** marks of the app's **" phonetic English "** script reduce the complexity of our English **'sounding out'** or **'spelling'** rule system down from near **360** rules to **60** and **this without changing** the spelling of the words.

The app is based upon a ( diacritical marking ) method for the teaching of basic reading that ... at its very basics ... almost certainly first originated with the teaching of Hebrew in the time of Moses some **3,400** years ago.

**FOR MORE TECHNICAL DETAILS IMMEDIATELY :** See page 6 of this writing.

**FOR COMPLETE MANUAL :** [www.phoneticenglishbible.com](http://www.phoneticenglishbible.com)

## A SAMPLE AUSTRALIAN ABORIGINAL STORY

### A NOTE ABOUT HIGH FREQUENCY 'CONNECTOR' WORDS

A total of 20 very high frequency 'connector' words occupy a disproportionate volume of the word count on any page. To avoid an unnecessary amount of visual clutter throughout ... the PHONETICALLY REGULAR WRITTEN ENGLISH script in this publication has chosen **not** to encode the following 20 words:  
*he she me be so no as or for you her his to into of the is are was were*

### THE WEEOOM-BEENS AND THE PIGGIE-BILLAH

Author: Catherine Langloh Parker : Australia circa 1880

**PIGGIE-BILLA** = ant eater    **WEE-OOM-BEEN** = small red breasted bird

TWO Weeeoom-been bróthers went out hunting. One bróther was much younger than the óther and smáller, so when they sighted an emu, the elder one said to the younger: "You stay quietly here and do not make a noişe, or Piggie-billah, whesę camp we pássed just now, will hear you and steal the emu if I kill it. He is so strong. I'll go on and try to kill the emu with this stone." The little Weeeoom-been wáched his big bróther sneak up to the emu, cráwling along, álmost flat, on the ground.

He sáw him get quite cloşe to the emu, then spring up quickly and throw the stone with such an accurate aim as to kill the bîrd on the spot. The little bróther was so rejoiced that he forgot his bróther's cáution, and he cálled aloud in his joy. The big Weeeoom-been looked round and gave him a wáarning sign, but too late, Piggie-billah, had heard the cry and was hastening towárdş them. Quickly big Weeeoom-been left the emu and joined hiş little bróther.

Piggie-billah, when he came up, said: "Whát have you found?"

"Nóthing," said the big Weeeoom-been, "nóthing but some mistletoe berries."

"It must have been something móre than that, or yóur little bróther wóuld not have cálled out so loudly."

Little Weeeoom-been was so afraid that Piggie-billah, wóuld find their emu and take it, that he said: "I hit a little bîrd with a stone, and I was glad I cou/d throw so straight."

"It **was** no **cry** for the killing of a little **bird** or for the **finding** of mistletoe berries **that** I **heard**. It was for **something** much **more** **than** **either**, or you **would** not have **called** **out** so **joyfully**. If you **do** not tell me at **once** I will kill you **both**."

The **Weeeem-been** **brothers** were **frightened**, for Piggie-billah was a **great** **fighter** and very strong, so **when** **they** **saw** he was **really** angry, **they** **showed** him the dead **emu**.

"Just **what** I **want** for my supper," he said, and so **saying**, dragged it **away** to his **own** camp. The **Weeeem-beens** followed him and **even** helped him to **make** a **fire** to **cook** the **emu**, **hoping** **by** so **doing** to get a **share** given to **them**. But Piggie-billah, **would** not give **them** any; he said he must have it **all** for himself.

Angry and disappointed, the **Weeeem-beens** **marched** **straight** off and **told** **some** black fellows **who** lived **near**, **that** Piggie-billah, had a **fine** fat **emu** just **cooked** for supper.

Up **jumped** the black fellows, **seized** **their** spears, and bade the **Weeeem-beens** to **quickly** lead **them** to Piggiebillah's camp, promising **them** for so **doing** a **share** of the **emu**.

**When** **they** were **within** range of spear **shot**, the black fellows **formed** a **circle**, **took** aim, and **threw** **their** spears at Piggie-billah. As the spears fell **thick** on him, sticking **out** **all** **over** him, Piggie-billah, **cried** **aloud**: "Bingehlah, Bingehlah. You can have it, you can have it." But the black fellows did not **desist** until Piggie-billah, was **too** **wounded** **even** to **cry** **out**; **then** **they** left him a mass of spears and **turned** to **look** for the **emu**. But to **their** surprise **they** **found** it not. **Then** for the **first** time **they** **missed** the **Weeeem-beens**.

**Looking** **round** **they** **saw** **their** tracks going to **where** the **emu** had evidently **been**; **then** **they** **saw** **that** **they** had dragged the **emu** to **their** nyunnee, **which** was a humpy **made** of grass.

**When** the **Weeeem-beens** **saw** the black fellows **coming**, **they** **caught** hold of the **emu** and dragged it to a big **hole** **they** **knew** of, **with** a big **stone** at its **entrance**, **which** **stone** **only** **they** **knew** the **secret** of **moving**. **They** **moved** the **stone**, got the **emu** and **themselves** into the **hole**, and the **stone** in **place** again **before** the black fellows **reached** the **place**.

The black fellows tried to move the stone, but could not. Yet they knew that the Weeem-beens must have done so, for they had tracked them right up to it, and they could hear the sound of their voices on the other side of it. They saw there was a crevice on either side of the stone, between it and the ground. Through these crevices they, drove in their spears, thinking they must surely kill the brothers. But the Weeem-beens too had seen these crevices and the spears, so they had placed the dead emu before them to act as a shield. And into its body were driven the spears of the black fellows extended for the Weeem-beens

Having driven the spears well in, the black fellows went off to get help to move the stone, but when they had gone a little way they heard the Weeem-beens laughing. Back they came and speared again, and again started for help, only as they left to hear once more the laughter of the brothers.

The Weeem-beens finding their laughter only brought back the black fellows to a fresh attack, determined to keep quiet, which, after the next spearing, they did.

Quite sure, when they heard their spear shots followed by neither conversation nor laughter, that they had killed the Weeem-beens at last, the black fellows hurried away to bring back the strength and cunning of the camp, to remove the stone.

The Weeem-beens hurriedly discussed what plan they had better adopt to elude the black fellows, for well they knew that should they ever meet any of them again they would be killed without mercy. And as they talked they satisfied their hunger by eating some of the emu flesh.

After a while the black fellows returned, and seen was the stone removed from the entrance. Some of them crept into the hole, where, to their surprise, they found only the remains of the emu and no trace of the Weeem-beens. As those who had gone in first crept out and told of the disappearance of the Weeem-been, others, incredulous of such a story, crept in to find it confirmed. They searched round for tracks; seeing that their spears were all in the emu it seemed to them probable the Weeem-beens had escaped alive, but if so, whether they had gone their tracks would show.

But sêarch as they woûd no tracks couîd they find. äll they couîd see were twe little bîrdş which sat on a büsh near the hole, wâtching the black fellowş äll the time. The little bîrdş flew round the hole sômetimeş, but never away, âlwayş retûrning to their büsh and seeming to be discussing the whole affair; but whât they said the black fellowş couîd not understand. But as time went on and no sign was ever found of the Weeeem-beenş, the black fellowş became sure that the broðerş had tûrned into the little white-throated bîrdş which had sat on the büsh by the hole, so, they suppoşed, to escape their vengeançe. And ever äfterwardş the little white-throats were cålled Weeeem-beenş. And the memory of Piggie-billah is perpetuated by a sôrt of pôrcupine ant-eater, which bears his name, and whose skin is covered closely with tiny spearş sticking in äll over it.

### **MORE EXTENSIVE WORKS ARE AVAILABLE TO INSPECT**

More extensive works with this app are available for inspection on my

**WEBSITE** [www.phoneticenglishbible.com](http://www.phoneticenglishbible.com)

These works include (1) a comprehensive manual for teachers (2) a specialised *word/work* book for students and teachers (3) the transliteration of around 50% of an English Bible and (4) a complete Teaching English as a Second Language program.

## A CALL FOR A NATIONWIDE ORGANISATION TO TAKE OVER AND PROMOTE

The script that is produced by the app was designed in 1994 and named as the VIRTUAL PHONETICS™ script. It is the only script of its type in the world.

To date, the presentations of this app to various national authorities in English education globally have failed to impress. Few will seriously doubt however, that *global school based literacy levels* will fall further under the influence of the continuing *COVID 19* pandemic. In this light especially, a national evaluation of this *near cost free app* seems warranted.

Both of the current forms of the app ( a *plug in* for MS Word and a *free standing* version ) will be downloadable from [www.anewcode.com](http://www.anewcode.com) which will likely be managed by the organisation ( hopefully a nationwide organisation somewhere in the world ) that takes control of its distribution.

### “ PHONETIC ” WRITTEN ENGLISH : SUMMARY FEATURES

Below are the **59** letter designs used by the phonetically regular written English text in the program. These **59** new ‘letters’, when combined with the silent (*smaller and slanted*) letters, make up the **60** sounding out ‘rules’ that are taught by the **Virtual Phonetics™** script. This new script of **60** sounding out ‘rules’ replaces the well over **360** sounding-out ‘rules’ that all children have to learn on their way to normal adult reading skill.

The script does not change the **spelling** of any words yet it goes almost **99%** of the way in converting normal English words into ‘**phonetically regular**’ ones.

The app contains a total of 15,500 different words in its coded word bank

a	<b>a</b>	<b>á</b>	<b>ä</b>	<b>â</b>	b	c	<b>ç</b>	<b>ch</b>		
d	<b>d</b>	e	<b>e</b>	<b>ê</b>	<b>ë</b>	f	g	<b>g</b>	<b>gh</b>	
h	i	<b>i</b>	<b>î</b>	j	k	l	m	n	o	<b>o</b>
<b>ô</b>	<b>ó</b>	<b>ó</b>	<b>ô</b>	<b>ø</b>	<b>œ</b>	p	<b>ph</b>			
q	<b>qu</b>	r	s	<b>ş</b>	<b>sh</b>	t	<b>th</b>	<b>th</b>		
u	<b>u</b>	<b>û</b>	<b>ù</b>	v	w	x	y	y <sup>2</sup>	<b>y</b>	z

# "PHONETIC WRITTEN ENGLISH" KEY TO PRONUNCIATIONS

## 10 MARKS AROUND THE LETTERS: HOW THEY WORK

- SIGN 1.** Faint and smaller letters are not to be sounded out. They are silent:  
knob writ wrestle trouble debt
- SIGN 2.** **BOLDED** pairs of consonant letters make one common English sound unit:  
**gh** as in rough **ph** as in philosophy  
**ch** as in chin **sh** as in shut **qu** as in quit
- SIGN 3.** **BOLDED** single vowels **a e i o u** changes their sounds from short to long:  
apron even icon oval unit  
straight **tho**ugh **th**rough ghost
- SIGN 4.** A vertical line under the letters **ç g ş đ** changes their sounds to s j z and t respectively:  
çell gem rubş jumped cruışe
- SIGN 5.** A vertical line over the letters **a** and **o** changes their sounds to short **o** and **u** sounds respectively:  
waş watch quads quality yacht  
come front among wonder mother
- SIGN 6.** A dot over the letters **o** and **u** changes their sounds to *hard u* sound :  
pull butcher bosome woman took
- SIGN 7.** Two dots over a letter tells you that there is an **ah** sound below:  
heart star laugh sparse sergeant
- SIGN 8.** A horizontal curved line over a letter tells you that there is **er** sound below:  
bird term burn worthy learn
- SIGN 9.** A vertical <sup>c</sup> shape over a letter tells you that there is an **or** sound below:  
chalk bought bald born daughter
- SIGN 10.** A slanted line through a letter tells you about the sound of **ow** as in 'now' sound:  
bounc<sup>e</sup>e allowing scroun<sup>e</sup>e plough

# "PHONETIC WRITTEN ENGLISH" KEY TO PRONUNCIATIONS

## VOWELS

a apple ant rabbit  
**a** ac**o**rn gre**a**tly vac**a**nt  
**á** w**á**nt sw**á**t qu**á**rrel y**á**cht  
**ä** ä**r**t pä**m** c**ä**rnag**e**  
**â** â**l** r**â**w h**â**ul

e egg empty entic**e**  
**e** even **e**vil secret  
**ê** h**ê**r v**ê**g**e** **ê**arly  
**ë** cl**ë**rk s**ë**rg**e**ant

i ink igl**ee** it**ch**y  
 y yet yonder yellow  
**i** id**l**e del**igh**t ic**o**n  
**y** my**s**elf pig**st**y den**y**  
**î** î**r**k g**î**rder b**î**r**th**

o orang**e** oct**o**p**u**s odd  
**o** **o**mit **o**ver eskimo  
 s**o**n m**o**th**e**r **o**n**í**o**n**  
**ó** w**ó**lf h**ó**o**d** w**ó**man  
**ô** w**ô**rd w**ô**rse w**ô**rk  
**ô** **ô**rder s**ô**rt transp**ô**rt  
**ö** **ö**ut sc**ö**wl l**ö**udly  
**ö** m**ö**ve t**ö**e into t**wö**

u ugly umbrella cut  
**u** **u**n**í**o**n** **u**n**í**ty r**u**de  
**ú** p**ú**t p**ú**ll b**ú**tcher  
**û** **û**rg**e** n**û**rse p**û**rp**l**e

## CONSONANTS

c cat cut cot cabbage  
**ç** ç**e**nt ç**í**ty ç**yc**le  
 g get got gun give  
**g** **g**em **g**entle **g**ing**e**r  
 d dig dug dog  
**d** l**í**k**e**d l**í**ck**e**d k**í**ss**e**d  
 s sit sat set  
**ş** d**í**g**ş** d**o**g**ş** p**r**es**e**nt

**ch** **ch**at **ch**in r**í**ch m**uch**  
**sh** **sh**ed **sh**ut r**ush** r**ash**  
**th** **th**at **th**en **th**is **thoş**e  
**th** **th**in **th**ick **th**ink **th**ing  
**ph** **ph**one **ph** graph **ph** nephew **ó**  
**gh** t**ough** l**ä**ugh c**ough**  
**qu** **qu**ickly **qu**een **qu**it

r

The **TOP** 'r' is spoken **before**  
vowels and

r

the **BOTTOM** 'r' is not usually  
spoken **after** vowels.

## "PHONETIC WRITTEN ENGLISH" KEY TO PRONUNCIATIONS

a apple ant rabbit  
 e egg empty entic~~e~~  
 i ink igl~~ee~~ itchy  
 y typical happy  
 o orang~~e~~ octop~~us~~ oggl~~e~~  
**à** w~~ant~~ sw~~at~~ **qu**arrel y~~a~~cht

u ugly umbrella cut  
**ò** s~~on~~ m~~oth~~er **ò**n~~ion~~

**ò** w~~olf~~ h~~oo~~d w~~o~~man  
**ù** p~~ut~~ p~~ull~~ b~~ut~~cher

**a** ac~~orn~~ gre~~at~~ly vac~~ant~~

**e** even ev~~il~~ secret

**i** ivy ir~~on~~ ic~~on~~

**y** my~~self~~ pig~~sty~~ deny

**o** om~~it~~ ov~~er~~ eskimo

**u** un~~ion~~ un~~ity~~ rud~~e~~

**e** m~~ove~~ t~~ee~~ int~~e~~ tw~~e~~

**e** ~~o~~ut sc~~ow~~l l~~ou~~dly

**ä** ä~~rt~~ pä~~m~~ cä~~r~~na~~g~~e

**ë** cl~~er~~k s~~er~~g~~e~~ant

**ê** h~~er~~ v~~er~~g~~e~~ ê~~ar~~ly

**î** î~~rk~~ g~~ir~~der b~~ir~~th

**ô** w~~or~~d w~~or~~s~~e~~ w~~or~~th

**û** û~~rg~~e nû~~r~~s~~e~~ pû~~r~~ple

**â** â~~ll~~ râ~~w~~ hâ~~ul~~

**ô** ô~~r~~der sô~~r~~t transpô~~r~~t

### SHORT VOWEL SOUNDS IN ENGLISH

In the teachers' manual, SHORT VOWEL word lists are found on pages 10 through to 21.

### LONG VOWEL SOUNDS IN ENGLISH

In the teachers' manual, LONG VOWEL word lists are found on pages 22 through to 32.

### ENGLISH VOWEL SOUNDS THAT ARE USUALLY INFLUENCED BY THE LETTER 'R'

In the teachers' manual, words whose VOWELS ARE INFLUENCED by the letter 'r' are found on pages 33 to 38.

The final word lists on pages 39 to 44 of the teachers' manual are taken up by words that can best be classified as polysyllabic and phonetically complex.