



THE PHONETIC
ENGLISH
BIBLE SERIES

**TEACHERS MANUAL
AND
STUDENT WORK BOOK**

Christopher Nugent 2021

THE PHONETIC ENGLISH BIBLE SERIES

THE FIRST PURPOSE OF THIS SERIES To correct a set of printed mis-translations that have been within most English Bibles since at least 1611CE.

THE SECOND PURPOSE OF THIS SERIES To help students of English everywhere to cope more easily with the problems of our unique English systems for speaking, writing and spelling.

The series is written with a newly invented and **PHONETICALLY REGULAR ENGLISH** script and this **without** changing the spelling of any English words.

The website for the series also presents **120** top quality lessons for students of English as a Second language.

THREE BOOKS IN THE SERIES These are 1. The Book of **Torah** 2. The Book of **Psalms** 3. The **New Testament**

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The phonetic English script used in this book is called the ‘Virtual Phonetics’ script and was trademarked in 1994. It is the exclusive intellectual property of Christopher Nugent and Virtual Phonetics Pty Ltd. The unauthorised public use of this script is subject to legal copyright restrictions and penalties.

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The scriptures in this present booklet have been altered from the WEB in **2** ways:
1... in line with my stated views on the translation of the Hebrew words for YAHWEH and Elohim (as well as its derivatives El and Eloah.)
2... the translation of the Hebrew/Aramaic word ADONAI to refer to either Master or Lord as distinct from God or Elohim or YAHWEH into English.

These alterations were included throughout by reference to:

1 ... the **HEBRAIC ROOTS BIBLE** by Don Esposito of the CONGREGATION OF YHWH: Jerusalem. PO Box 832 Carteret NJ 07008. (3rd Edition 2015)

2 ... **ARAMAIC ENGLISH NEW TESTAMENT** (AENT) By Andrew Gabriel Roth : THE NETZARI PRESS LLC PUBLISHERS : First edition in 2008 through to the fifth edition in 2012.

Finally ... There has been no alteration of the name of Jesus from its original Peshitta Aramaic forms of YESHUA or Y’SHUA. This is because any change in the name of JESUS would have been too personally confronting to the majority of devout Christians who have spent their entire lifetimes with the still holy but traditional name of our Savior in English.

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**THE PHONETIC ENGLISH ... VIRTUALPHONETICS™ ... SCRIPT IS A
COMPUTERIZED VERSION OF AN ANCIENT TEACHING METHOD BUT
FOR ENGLISH LITERACY TODAY**

The **phonetic** English text **used** in **this book** is a simple **first stage** toward helping **mainly older students and workers** to **read and spell English words** with **greater accuracy**. It is **based** upon simple **method** for the **teaching** of **basic literacy** that **almost certainly** began with **Moses**.

This ancient method is still **being used** today for the **teaching** of **Hebrew literacy skills** **throughout** the **world**. The **phonetic** English text of **this book** **basically does** for modern **English words** **what** the “**vocalization marks**” of **Hebrew** have **done** for **Hebrew words** for literally **centuries**.

SOME ‘NEW’ LETTERS WITH THE OLD ONES

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

Above are the **59** letters and letter combinations used by the Virtual Phonetics script in this booklet.. These 59 ‘letters’, when combined with the silent (*smaller and slanted*) letters, add up to the reported **60** sounding-out “rules” that are taught by the Virtual Phonetics script.

In a disciplined study, this text successfully applied these **60** rules to an impressive **98.7%** of the near **360** spelling or sounding-out ‘rules’ and contradictions that are estimated to exist in English writing.

It is relevant to note too, that the 2018 update of the computer based English **phonetic text conversion** program contains some 15,500 coded words in its support word bank.

Persons who work with *newcomers* to the English language will be most interested in the application of the Virtual Phonetics script to the teaching of *English as a Foreign Language*. To this end we have also published the following *world class* website:

www.phoneticenglishbible.com

VIRTUAL PHONETICS™

THE ADVANTAGE OF ONLY 60 'SOUNDING OUT' RULES FOR ENGLISH STUDENTS OF ALL AGES

The **10** marks of the **Virtu**al **Ph**onetics™ script reduce the complexity of our English spelling or 'sounding-out' rules system down from near **360** 'rules' to **60**, and this without changing the spelling of any of the words: consult the summary at the end of this publication .

But please be cautioned. Whilst this is a clever enough feat in its own right, the **60** rules that remain, still present too many rules for most of our youngest learner readers in schools before they start to read and spell with consistent success. For our youngest school children especially, the very best teaching method always enables them to succeed consistently after a **minimum** of teaching input about letters and their sounds.

This means that the very carefully pre-planned phonic reading series of the type that were used many years ago will always remain as the very **best** way of teaching our youngest children to spell and read accurately. The reasoning is simple. It will forever remain much easier for our youngest students to remember the **15** sounding-out rules of carefully pre-planned phonic teaching programs rather than the **60** rules of the **Virtu**al **Ph**onetics™ script.

Older age students and the teachers' manual

The shorter the alphabetic code, the easier it is to crack. The phonetically regular English script (**Virtu**al **Ph**onetics™) reduces the code of written English to around one SIXTH of its normal size. This makes it especially useful for the re-teaching of basic spelling and reading skills to older age students and adult workers.

Full details about the technicalities of this phonetically regular English script are provided in this teachers' manual and student workbook.

The finely graded **visual training drills** of this manual help to extend the existing literacy skills of especially **older age** students and workers from the ages of 8 through to 80. Exercises such as these help enormously to fix most problems that many such students have with their basic literacy skills.\

Students of English as a Foreign Language

It is in this area of teaching especially, that the **Virtu**al **Ph**onetics script comes into its own. All details on teaching with this new script are available on www.phoneticenglishbible.com This site is a fully **comprehensive** site for this area of teaching.

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 cough trough
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 jumpeđ cruışe
- SIGN 5.** A vertical line over the letters **a** and **o** changes their sounds to short **o** and **u** sounds respectively:
waş watch quádş quality yächt
còme frònt amòng wònder mòther
- SIGN 6.** A dot over the letters **o** and **u** changes their sounds to *hard u* sound :
pùll bùtcher bòşòm wòman tòok
- SIGN 7.** Two dots over a letter tells you that there is an **ah** sound below:
heärt stär läugh spärse sërgeant
- SIGN 8.** A horizontal curved line over a letter tells you that there is **er** sound below:
bîrd têrm bûrn wôrthy lêarn
- SIGN 9.** A vertical ^c shape over a letter tells you that there is an **or** sound below:
châ/k bôught bâld bôrn dâughter
- SIGN 10.** A slanted line through a letter tells you about the sound of **ow** as in 'now' sound:
bounç^e allow^{ing} scrou^{ng}e plou^{gh}

THE PHONETIC ENGLISH PRONUNCIATION KEY 1

a	apple ant rabbit	u	ugly umbrella cut
a	a córn gr eatly vac ant	u	u nión u nity rud e
á	wánt swá t quá rrel yá cht	ú	pút pù ll bù tcher
ä	ä r t pä m cä r nag e	û	û rg e n û rse p û rple
á	á ll rá w há ul		
		c	cat cut cot cabbage
e	egg empty entic e	ç	ç ent ç ity ç ycle
e	e ven e vil sec ret	g	get got gun give
ê	hê r vê rg e ê ar ly	g	g em g entle g inger
ë	clê r k sê rg eant	d	dig dug dog
i	ink igl ee it ch y	d	lik e d lick e d kiss e d
y	yet yonder yellow	s	sit sat set
i	i dle deli gh t i c on	ş	dig ş dog ş pre ş ent
y	y myself pigsty deny y		
î	îrk gî rd er bî rth	r	TOP 'r' spoken before vowels and
		r	BOTTOM 'r' not usually spoken after vowels.
			brim tram
			bar barn
o	orang e oct op us oggle	ch	ch at ch in rich much
o	o mit ov er eskimo	sh	sh ed sh ut rush rash
ó	s on m ó ther ón ion	th	th at th en this thoş e
ô	w ô lf h ô od w ô man	th	th in th ick th ink th ing
ô	w ô rd w ô rse w ô r th	ph	ph one ph raph neph ew
ô	ô rder s ô rt transp ô rt	gh	to ugh lă ugh co ugh
ö	ö ut sc ö wl l oudly	qu	qu ickly qu een qu it
ö	m ö ve t ö e into t w ö e		

MORE DETAILS: www.phoneticenglishbible

THE PHONETIC ENGLISH PRONUNCIATION KEY 2

a apple ant rabbit
 e egg empty entiç_e
 i ink igl~~ee~~ itchy
 y typical happy
 o orang_e octop_us oggle
 á want swát quarrel ya_{ch}t
 u ugly umbrella cut
 ó s_on m_other ón_on
 ò w_olf h_ood w_oman
 ù p_ut p_ull b_utcher

a ac_orn gre_atly vac_ant
 e even ev_il secr_et
 i id_le deli_{gh}t ic_on
 y my_self pig_sty den_y
 o om_it ov_er eskim_o
 u un_on un_ity rud_e
 e m_ove t_{ee} int_e tw_e
 e out sc_owl l_oudly

ä ä_rt pä_m cä_rna_ge
 ë cl_ër_k s_ër_geant

ê h_êr v_êr_ge ê_arly
 î î_rk g_îr_der b_îr_{th}
 ô w_ôrd w_ôrse w_ôr_{th}
 û û_rg_e n_ûrse p_ûrple

á á_ll rá_w há_ul
 ó ó_rder só

SHORT VOWEL SOUNDS IN ENGLISH

In the teachers' manual and student workbook, SHORT VOWEL words are found on pages 10 through to 21.

LONG VOWEL SOUNDS IN ENGLISH

In the teachers' manual and student workbook, LONG VOWEL words can be found on pages 22 through to 32.

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

In the teachers' manual and student workbook, 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 contain words that can best be described as polysyllabic and phonetically complex.

VISUAL TRAINING AND WRITING DRILLS

PRONUNCING AND WRITING ENGLISH WORDS

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SET ONE

SET ONE Drill 1

Ending -t

Write and say these words.

rat	sat	bat	cat	fat	hat	pat
vat	mat	nut	bet	get	jet	net
pet	vet	wet	met	hit	sit	lit
sit	lit	bit	fit	hit	rot	lot
cot	dot	got	hot	not	pot	but
cut	gut	hut	jut	flat	fret	flit
spit	slit	slot	spot	spat	snot	trot
smut	grit	twit	grit	glut		

strut split splat sprat

SET ONE Drill 2

Ending -p

Write and say these words.

gap	lap	cap	tap	nap	tap	rip
sip	lip	hip	pip	dip	tip	zip
hop	mop	pop	top	cop	cup	pup
slap	clap	slop	snap	trap	trip	step
slip	snip	clip	stop	flop	skip	flip
trip	slop	prop	grip	crop	drip	drop

strip strop strap scrap scrip

SET ONE Drill 3

Ending -n

Write and say these words.

ran	ban	can	fan	man	pan	tan
van	den	hen	men	pen	ten	sin
bin	din	fin	tin	win	run	bun
fun	gun	nun	bran	scan	plan	spin
twin	spun	stun				

SET ONE Drill 4 Ending -m

Write and say these words.

dam	jam	hem	rim	dim	him	vim
rum	sum	gum	mum	hum	slam	cram
pram	tram	swam	gram	stem	slim	brim
grim	skim	swim	from	drum	plum	swum
strum						

SET ONE Drill 5 Ending -g

Write and say these words.

rag	sag	lag	tag	bag	nag	wag
leg	beg	keg	peg	big	dig	fig
jig	pig	wig	log	bog	hog	dog
fog	jog	bug	rug	hug	jug	mug
brag	drag	flag	snag	swag	twig	frog
slog	smog	snug	plug			

SET ONE Drill 6 Ending -d

Write and say these words.

sad	mud	bad	dad	fad	had	mad
pad	red	led	bed	fed	rid	lid
did	hid	kid	rod	cod	nod	bud
glad	sled	bred	bled	fled	sped	slid
grid	skid	prod	trod			

SET ONE Drill 7 Ending -b

Write and say these words.

lab	cab	dab	jab	nab	web	rib
bib	fib	rob	sob	job	mob	rub
cub	tub	pub	slab	crab	drab	grab
stab	flab	crib	blob	snob	club	grub
scrub						

SET ONE Drill 8 Underlined & silent letters

sh ch th th and **qu** Do not sound the *small and slanted* letters.

shin	sham	shot	shut	shit	ship
shop	shrub	shrug			
chin	chum	chat	chip	chop	chap
then	than	them	that	this	thin
quit	quip	quid	quin		
<i>whip</i>	<i>whet</i>	<i>when</i>	<i>wrap</i>	<i>wren</i>	<i>wring</i>
<i>wrong</i>	<i>knap</i>	<i>knit</i>	<i>knot</i>	<i>knock</i>	<i>gnat</i>
<i>gnash</i>	<i>numb</i>	<i>dumb</i>	<i>limb</i>	<i>damn</i>	

SET ONE Drill 9 \$ is z

ban\$	van\$	bin\$	den\$	gun\$	hen\$
fan\$	pen\$	ten\$	bun\$	plan\$	twins\$
cram\$	pram\$	tram\$	swim\$	drum\$	gram\$
twig\$	frog\$	plug\$	snag\$	flag\$	brag\$
grid\$	snob\$	grub\$	stab\$		

shrub\$	shrug\$	thin\$	shin\$	chin\$
wrong\$	wren\$	wring\$	limb\$	damn\$

CONGRATULATIONS!

If you have found the work easy enough to this point, then there is absolutely nothing to stop you from going all the way. Keep up the good work. Don't forget to say each word out loud as you write it.

SET TWO

SET TWO Drill 1 Suffix - ing

padding	wagging	fanning	napping	tapping
batting	webbing	bedding	betting	tugging
netting	wetting	digging	ripping	sipping
robbing	sobbing	rubbing	patting	mopping
grabbing	dragging	slamming	planning	slapping
clapping	grinning	tripping	chatting	chopping
chugging	quitting	shedding	thudding	quipping

SET TWO Drill 2 Suffix - er

Note that some English accents pronounce the ending **r** and others don't.

gunner	sitter	winner	manner	summer	litter
butter	matter	hammer	pepper	letter	ladder
better	wetter	bigger	digger	dinner	winner
supper	bitter	robber	jogger	rubber	runner
stagger	spanner	flipper	stopper	drummer	
shatter	quitter	chopper	shopper	chatter	

SET TWO Drill 3 Suffix - y

y is **i**

daddy	baddy	nappy	happy	petty	giddy
silly	kitty	hobby	soggy	boggy	doggy
foggy	cubby	muddy	dummy	sunny	berry
funny	puppy	curry	mummy	granny	hurry
carry	flurry	sorry	scurry	scrappy	

SET TWO Drill **4** Suffix - **le**Do not pronounce the *thin and slanted* letters.

apple	dabble	saddle	haggle	rattle	battle
cattle	pebble	settle	kettle	nettle	nibble
giggle	ripple	little	hobble	rubble	bubble
cuddle	huddle	muddle	puddle	grapple	stubble
snuggle	scribble	quibble	scrabble		

SET TWO Drill **5** Suffix - **ed**Note 3 different sounds for the **ed** ending. Do not pronounce the small and slanted letters.**d** is **t**

rotted	strutted	knitted	knotted	trotted
fitted	prodded	padded	shredded	skidded
robbed	sobbed	scrubbed	jogged	dragged
planned	crammed	strummed	tanned	stunned
clapped d	slapped d	trapped d	flopped d	dripped d
skipped d	tripped d	stripped d	scrapped d	strapped d

SET THREE**SET THREE** Drill **1** -**ff-**

raffle	jaffle	baffle	traffic	cliff
sniff	sniffed d	sniffle	stiff	stiffer
offer	scoff	bluff	bluffed d	cuff
muffle	scuffle	shuffle	fluffy	gruff
huff	huffed d	puff	puffed d	stuffed d

SET THREE Drill **2** -**ll-**

shall	sell	seller	fell	hellish	jelly
spell	spelling	speller	telling	swell	filler
yell	yelled	shell	drill	drilled	swelling
hilly	killed	grilled	skill	spilling	still
willing	thriller	thrilling	dolly	thrilled	skull

SET THREE Drill 3**-ss-**

lass	mass	hassle	less	lesser	blessed
blessing	dress	dresser	messed	dressed	messy
chess	bliss	hiss	kisser	kissed	loss
loss	boss	bossy	blossom	cross	crossed
gloss	moss	mossy	fuss	fussy	fussed

SET THREE Drill 4**-zz- -x-**

dazzle	jazz	sizzle	drizzle	fizzle	nozzle	buzz
buzzer	buzzed	fuzz	fuzzy	axle	tax	taxed
wax	waxed	fax	flex	flexed	six	mixed
mixer	box	boxer	fox	foxy		

SET THREE Drill 5**-sh-**

rash	lash	slasher	cash	crash	dashed	flash
smash	trash	rash	fresher	flesh	mesh	dish
fish	fished	fishy	wished	rush	splashed	
blush	gush	hush	brushed	crushed		

rich	riches	richer	richest	which	such	much
cloth	broth	froth	frothed	sloth	method	
with	slithered	gathered	dither	bothered		

SET THREE Drill 6**-ck-**

sick	kicked	picky	back	neck	rock	socked
lock	dock	mocked	lucky	duck	slack	black
crack	smack	snack	track	quack	speck	check
chick	tricky	sticky	quick	<u>t</u> icket	struck	thick
shock	truck	rocket	jacket	ticket	socket	pocket
docket	brick	cracker	sticker	tackle	tickle	buckle
freckle	knock	knuckle	knick-knacks		knickers	

SET FOUR

SET FOUR Drill 1 **-nk- -nd-**

sank bank blank blanket drank prank plank
thanked angle rang banged fanged hanged sprang
 sand landed band brand brandy candy candle
 grand handed handy handle commanded demanded
 expanding

-nt- -mp- -mb-

antler slanted planted **chant** **enchanted** ample
 example sample lamp **camped** clamp scamper
 dampen hamper tramp rambled scramble gambler
shambles amber plumb plumber dumber dumbest

SET FOUR Drill 2 **-nd- -nt-**

send sender lend lender slender bend spend
 mender defended depended extend pretender sent
 absent lent bent dental commented spent plenty
 tent invented prevented twenty **presented**

-mp- -mpt- -mb-

temper temple empty exempt tempt tempted
 tempting contempt **membersh**ip remembering tremble
 re**se**mbled

SET FOUR Drill 3 **-nk- -ng-**

rink sink blink crinkle drink pink **shrink** sprinkle
 winked **twinkle** **th**ink tinker ring ringer sling bring
 finger wing king kingdom mingling spring tingle
 swing **th**ings king

-nd- -nt- -mp-

hinder wind windy swindle dwindle hinting mint print
 misprint sprint splinter tint **squint** nimble timber
thimble simple limp blimp dimple pimple **shrimp**
chimp *whimper*

SET FOUR Drill 4 -nk- -ng- -nd- -nt

sunk drunk junk skunk trunk **shrunk** sung
 lung flung hung jungle stung swung under
 bundle blunder fund hundred refund **th**under blunt
 grunt hunter stunt

-mp- -mb-

lump bumps crumple crumpling clump dump
 jump jumper mumps pump plums trumpet stump
thumps lumber slumber grumbling fumbling humble
 jumble\$ number mumbling tumbled stumbling

SET FIVE**SET FIVE Drill 1 -ld- -lm- -lt-**

elder elderly held weld helm helmet help melt
 help**ful** helpless **yelped** belt felt helter skelter pelt
 spelt swelter **sh**eltering self**sh** selfless twelf**th**

-st- -ct-

rest arrest best jester nesting pest tested
 contest detested protesting invest west **quest**
 conquest request **chest**

direct directly insect elect select effect infect
 protecting p**e**rfect p**e**rfects ejected project expected
 inspect suspects reflect

SET FIVE Drill 2 **-ft- -pt- -xt-**

left **th**eft hefty cleft slept crept adept
 kept wept swept next text extra

-lk- -lt- -sk- -st-

silk silky milk milky film filter kilt spilt
 tilt stilt wilt **qu**ilt risk brisk whisker
 lisp crisp whisper sister insist list fist
 blister twister twisted

SET FIVE Drill 3 **-ct- -ft- -pt-**

addicted predict conflict inflicted strict evict district
 restricted convict evict sift lift

drift fifty gift nifty swift swiftly **th**rift script
 conscript distinct extinct instinct

-lf- -lk- -lp- -lt- -sk- -st-

gulf sulk sulky bulk gulp consult insult adult
 result dusk husky rust rusty crust crusty cluster
 dust industry gust must distrust trust adjust

SET FIVE Drill 4 **-ct- -pt-**

exact fact factor enact **r**eact cactus pact
 compact impact contact tact tact**ful** tactless
 intact attract contract subtract distract extract
 extractor erupt abrupt interrupt bankrupt conduct
 product conductor instruct instructor construct

SET SIX

SET SIX Drill 1

Remember: Do not pronounce the thin letters

çe is **s** and **g**e is **j**

lan**ç**e dan**ç**e glan**ç**e enhan**ç**e pran**ç**e tran**ç**e **chanç**e
 advan**ç**e oran**g**e fen**ç**e defense pretense sense
 condense led**g**e sled**g**ing hed**g**e sin**ç**e min**ç**e prin**ç**e
 convin**ç**e win**ç**e rinse sing**g**e cring**g**e fring**g**e hing**g**e
 rid**g**e brid**g**e bud**g**e fud**g**e grud**g**e nud**g**ed jud**g**ed
 trud**g**e misjud**g**ed smud**g**ed dun**ç**e lun**g**e plun**g**e dod**g**ed

SET SIX Drill 2 -tch -nch

bel**ch**ed squel**ch**ed fetch sketched stretch valve
 ran**ch** ran**ch**er bran**ch** latch catch catcher match
 scratch snatch dispatch clin**ch** fin**ch** pinch win**ch**
 dit**ch** pit**ch** kitchen stit**ch**ed wit**ch** bewit**ch**ed switch
 twelve shelve**ç** themselve**ç** bench drench stench
 quen**ch** crutch clutch lunch bunched gul**ch**
 crun**ch**ed mun**ch**ed pun**ch**ed streng**th**en length
 streng**th** involved revolved di**çç**olved

SET SEVEN

SET SEVEN Drill 1

ç is **s** and **g** is **j**

çents **ç**ell **ç**entral **ç**emented **ç**elery **ç**ivil **ç**inema
çinders **ç**accepted **ç**accent **ç**except **ç**ity **ç**excellent
 offic**ç**er **g**em **g**ender **g**entle **g**entleman legend digest
 orig**g**in manag**g**er

camel model **ch**isel flannel **ch**apel barrel **ch**annel
 funnel tunnel vessel kennel gospel can**ç**el level
 gravel travel swivel unravel

SET SEVEN Drill **2**

river liver sliver **shiver** **quiver** ever sever
 never clever silver revolver ferry lorry **cherry**
 merry marry barrel **squirrel** carrot
 comic picnic plastic atomic electric devil public elastic
 traffic splendid rapid timid mimic **liquid** pencil
 family vivid credit spirit cabin hiccup victim

SET SEVEN Drill **3**

Silent **t e b n** and **w**

nestle trestle bristle **thistle** whistle listen
 glisten jostle rustle bustle hustle apostle
 epistle gristle wrestle soften crumb **thumb**
 often solemn plumber condemn

SET SEVEN Drill **4**

The letter **o** is **u**

flood **flooding** **blood** **bloody**

son **month** **front** **honey** **among** **wonder**
done **none** **some** **somebody** **something** **come**
become **dozen** **glove** **shove** **oven** **worry** **cover**
other **mother** **brother** **shovel** **ton** **above**
smother **another** **company**

SET SEVEN Drill 5The letter **á** is **o**

wád **wá**ddle **wá**ttle **wá**ffle **wá**llet **wá**sh
wánd **wá**nder **wá**nt **wá**ş **wá**tch **wá**p
wállaby **wá**rren **wá**rrior **wá**n **wá**p **wá**t **wá**tter
wámp **quá**ş **wá**t **wá**sh **quá**rry **wá**ş
quántity **quá**rrel **quá**lity **yá**cht

SET SEVEN Drill 6The letter **ú** as in **pút** and **búsh**

búll **bú**lly **bú**llet **bú**llock **bú**lldozer **bú**sh
búllring **bú**llwhip **bú**shman **ambú**sh **bú**shel
bútcher **bú**tchered **fú**ll **fú**lly **pú**ll **pú**lled
púlling **pú**dding **pú**ssy **pú**sh **pú**shed **pú**t
 inpút **outpú**t
 wouúd **couú**d **shouú**d

SET SEVEN Drill 7The letter **ó** as in **bóşóm** and **foót****bóşóm** **wó**man **wó**lf **wó**lveş

góod **gó**odness **hó**od **stó**od **wó**od **hó**of
lóok **outló**ok **overló**ok **bó**ok **có**ok **cró**ok
hóoked **unhó**ok **tó**ok **shó**ok **wó**ol **foót**
wóollen **só**oty **hó**od **childhó**od **manhó**od

SET EIGHT

CONSONANT AND VOWEL SOUNDS

There are basically 2 main types of *sounds* in spoken English.

The *consonant* sounds are those sounds in speech like *fff sss* and *zzz* or the seemingly 'shorter' sounds of *t d c* and *g*.

The *vowels* can also be either short or long. The main *short* vowels actually number 6 in all, rather than the usual 5 that are taught in most phonic teaching systems. These 6 sounds are the sounds that you can hear in the middle of words like *pat pet pit pot putt* and *put*.

Depending on the English accent that you speak with, there are roughly 13 *long* vowel sounds such as the sounds that you can hear at the beginning of *acorn even iron oval unit arm urge orb out oil ear air* and *ire*.

In the first section of this manual we have dealt extensively with the *short* vowel words. Now we start with the *long* vowel words.

SET EIGHT Drill 1

Bolded a says its own name

blade fade grade made spade trade rake lake
 bake baker brake cake make fake snake take
 mistake mistaken overtake wake awaken shake shaken
 sale gale stale whale

same lame blame came became flame game
 tamed shame cane mane plane cape escape draped
 taped shape base basement case chased rate
 lateness dated fated fateful gate hated skated
 plate stated

indicate decorate statements

SET EIGHT Drill **2**

gave rave save **shave** slave enslave grave braved
 engrave behaved daze pavement wave blazed ablaze crazy
 hazy amazed haste hasty distaste amazement wasteful
 bathе bathеş

enable cable fable table stable raçе laçе braçelet
 embracеd façе defaçed grateful paçе disgraçе plaçе
 misplaçе replaçе traçе rağе enrağе outragеd цаğed
 engagеd pağе wağеş arrangеd stranger changе
 exchangе dangеr

SET EIGHT Drill **3****Bolded e** says its own name

preçede stampede stamped millipede supreme
 supremely extreme extremely **thesе** **thе**me
 gene delete concrete cоmpete cоmplete
 cоmpletely athlete obsolete mete meter

SET EIGHT Drill **4****Bolded i** says its own name

bribe describe prescribe life strife wife ride side
 beside inside **outside** slide bride glide pride stride
 astride divide provide wide widen decided liked alike
 dislike unlike unlikely bike spike strike file mile missile
 smile tile while vile slimy grimy mime time **chime**
 fine sоmetimes vineş **outline** cоmbine diner mining
 finest define

SET EIGHT Drill 5

ninete**en** ninety pine spine wine entwined ripe wipe
 swiped striped bites sites spite despite invite white
 dive excite excitement reciting arrive arrival lively
 alive size drive wives prizes rise arise twice despi**se**
 advi**se** revis**se** wis**se** unwi**se** slicer di**ce** mi**ce** ni**ce**
 pri**ce** spi**ce** spic**y** spic**ed** entic**ed** vic**e** advic**e** devic**e**
 twi**ce**

SET EIGHT Drill 6**Bolded O** says its own name

robe globe global probed rode code strode exploded
 coke joke poker bloke broken spoken stroke awoke
choked sole console holes moles poles stolen dome
 home lone homeless encoding rope decoding cone alone
 lonely bony atone stony ozone throne slope grope
 hopeful

SET EIGHT Drill 7

hopeless pose hose telescope rose arose close enclose
 nose chose composed those opposed suppose open
 notes votes devoted promoted remote remotely
 outvoted quoted over rover drove drover stove wove
 woven doze froze frozen bulldozer cloth clothes
 clothed

SET EIGHT Drill **8****Bolded U** says its own name

cube tube rude crude concluded excludeş
 included intrude protrudeş gratitude duke rule
 attitude fluke ruler overrule mule tune capsule consume
 fume p^êrfume preşumed reşume dune costume volume
 immune prune tuneful tuneless

SET EIGHT Drill **9**

accuşed excuse excuşe confuşe refuse refuşe cute
 fuşe amuşe amuşement abuşing usef^ûl useless misuse
 misuşe brute dilute flute mute compute hug^e computer
 astute salute tru^çe produ^çe redu^çe^d dedu^çe introdu^çe
 delug^e refug^e

The *long* medial **u** sound in English is alternatively pronounced as ‘yew’ and ‘oo’. Among English accents, its pronunciation within many words is quite unpredictable. For this reason the marking system of the phonetic English text does not reflect any differences.

SET NINE**SET NINE** Drill **1****Bolded a** and **e** say their own names.

ap^ron lady vacant bac^on label cable ladle navy basin
 paper hasten radio native he me she be we evil
 even evening equal senior secret de^çent re^çent
 lever

SET NINE Drill **2****Bolded i** says its own name.

idea idle i^çy i^çicle item title rifle bible diver bridle
 dial trial climb mind minder blind blindness kind
 kindness behind finder unwind rewind wild

child **childish** mild mildness pint **ninth** final silent
giant **quiet** tiger library **license** climax **violent** variety
 crisis bisect lie die pie fries

SET NINE Drill **3**

Bolded O says its own name

oh **g**o **s**o **n**o sold solder colder scold fold folder
 bold **o**lder gold golden behold untold bolt bolted
 colt jolted volt host most mostly post posted postal
only ago **o**val **o**mit pony nobody sofa noble local
 progress hotel **c**ontrol patrol poet poem roll wholly
 eskimo potato piano tomato volcano rodent banjo
 comb **c**ombing

SET NINE Drill **4**

Bolded U says its own name

unit **u**nite **u**nited **u**niform **u**sual **u**sually student
 pupil tunic human humanity humid **u**truly truly duty
 cubic music musical mutiny stupid stupidity menu
 mutual museum junior futile nuclear unruly

SET NINE Drill **5**

Bolded y has the same sound as **i**

my by buy guy sly cry crying dry sky fly
 pry spy reply supply tying sty shy why satisfy
 justify modify terrify amplify

SET TEN

SET TEN Drill 1

Bolded **a** in **ai**

laid afraid maid paid raid aided unpaid rail
 nail sail hail mail nail blackmail snail daily
 detail trail wail claim claimed aimed exclaim
 proclaimed rain brain brainy drain refrain gain
 main pain plain complain explain sprain contain
 stain train bait wait await faint paint complaint
 quaint raise praise faith faithful straight.

SET TEN Drill 2

Bolded **a** in **ay**

ray say lay hay may day clay decay midday
 fray slay delay mislay dismay pay payment repay
 pray spray play display tray betray betrayal stay
 stray way stray away sway

SET TEN Drill 3

Bolded **e** in **ea**

seam beam creamy dream team steam stream
 squeamish lean bean clean mean leap heap
 cheap seated beat bleat defeated heated meat neat
 repeat treat cheat cheated wheat least beast feast
 beneath underneath wreath reach beach
 bleached peach peaches teach teacher lease
 release crease increase grease please pleased
 displeasure disease leaves weave

SET TEN Drill 4In these words the **e** is **not bolded**

bread read ready unready lead dead deadly tread
 dread dreadful dreadfully head ahead behead beheaded
 overhead spread steady unsteady instead tread treaded
 sweaty **th**reaten **th**reatening leant meant
 lea**th**er fea**th**er wea**th**er brea**th** dea**th** dea**th**bed hea**th**
 hea**th**y wea**th** wea**th**y stea**th**y dealt heavy heaven
 heavenly wea**pn** leapt deaf dreamt

Note **gr**eat **stea**k **br**eak**SET TEN Drill 5****Bolded e** in the **ie** or **ei** rule

belie**f** relie**f** brief grie**f** **th**ief **ch**ief **ch**iefly field yield
 wiew**d** **sh**ield priest priestly nie**ç**e pie**ç**e mantelpie**ç**e
 apie**ç**e belie**v**e relie**v**e relie**v**ed grie**f** **th**ieve**s** retrie**v**e
çeiling con**ç**eit con**ç**eited de**ç**eit de**ç**eitful con**ç**eive
 de**ç**eive p**ê**r**ç**eive re**ç**eive

SET TEN Drill 6**Bolded e** in **ee**

see bee free agree agreed agreement degree
 gle**e** gleeful tree**e** tree**e**top reef beef breed bleed
 pro**ç**eed cree**k** Greek week **ch**eek **ch**eeky reel
 fee**l** fee**l**ing heel peel peelings wheel seem seemed
 este**e**m este**e**med seen be**e**n scree**n** ke**e**n between
queen sixte**e**n de**e**p kne**e** kne**e**l

SET TEN Drill 7**Bolded e in ee**

deepen jeep keep peep steep weep **sheep** feet
 fleet greet meet street sweet **sheet** leech **speech**
speechless **teeth** **teething** breeze free**ze** sneezed
squeeze **squeezed** whee**ze** teens **teenager** fifteen
 six**teenth** seven**teenth** nine**teenth**

SET TEN Drill 8**Bolded e in ey**

key donkey alley valley **chimney** **monkey** **honey**
money

SET TEN Drill 9**Bolded i in igh**

sigh sighing high highness highly **thigh** right sight
oversight light lighten delight night slight bright fight
 fright frighten frightful might midnight plight tight
 tighten knight **airtight** tonight

SET TEN Drill 10**Bolded o in oa & oe**

road load toad roam foam soak croak cloak coal
 foal goal loaf loan groan moan soap boat coat
 float goat **throat** roast boast coast **coach** approach
pouch **loaves** coax cockroach **oath** doe foe goes
 hoe hoeing toe woe woeful

SET TEN Drill 11**Bolded O in OW**

owe owed rowed rower sowing blowing slow bow
 own crow flowing overflow low glowing snowing tow
 throw showing grow grown overgrown stowaway
 owner sown blown flown grown mown thrown
 shown

SET TEN Drill 12**Bolded O in OW**

shallow bellowing fellow yellow pillow willow follow
 following hollowing arrow barrow marrow narrow
 narrower sparrow borrow borrower sorrowing sorrowful
 furrow tomorrow burrow burrowing widow widower
 shadow window mellow meadow

SET TEN Drill 13**Bolded U in Ue**

sue sued clued overdue glue glued hue true accrue
 rescue statue value valued avenue continue continued
 tissue issue issued cruel cruelty duel dueling fuel
 refuel refueled refueling

SET TEN Drill 14**Bolded U in Ui**

suit suitable recruit recruitment fruit fruity fruitier
 juice juicy bruise bruised cruise cruised cruiser

SET TEN Drill 15Where **e** has a long **u** sound **e**

te de doing unde into whe whom whose lose losing
 move moving remove removing movement prove
 approve approving improve improvement womb tomb
 entombed shee canoe twe catacomb

SET TEN Drill 16Where **u** has a long **u** sound **uu**

tee mee zee speak feed meedy needle reef cool
feolish broom green bridegreen room seen loop
spoonful baloon baboon afternoon scoop dleep
treep sweep sneeze boot scooter shoot outshoot
reest reester smooth boot teet leese geese
neese cheese bamboo boomerang

SET ELEVEN**SET ELEVEN Drill 1****ou**

A TECHNICAL NOTE

Because of the relatively 'unrestricted' sound characteristics in its production, the English letter **w** is technically classified as a *semi vowel* rather than a consonant. Even when it begins English words, it can be replaced by the **u** (as in *put*) sound. For this reason, and in the interests also of a less visually cluttered script, the phonetic text has decided not to faint the **w** or the **u** after a slashed **o**.

loud aloud cloud proud foul about scout snout
spout clouted sprouted trout stout shout round
around surround surrounded sound sounding bound
found mound ground aground hound confounded
pound astound astounded wound and wound

SET ELEVEN Drill 2**ou**

count counter account encounter miscount mount
amount dismounted couch crouch pouch south
mouth drought house house mouse rouse rouse arouse
trousers bough plough bounce announce announcer
pronounce pound pounded

SET ELEVEN Drill 3**ow**

cow now sow allow allowed bow flower how row
 power powerful powerless towel trowel shower crowd
 powder scowl fowl growl howl prawl brown crown
 down gown frown town township

SET TWELVE**SET TWELVE Drill 1**The **oi** sound

A short **o** sound and a short **i** sound when put together make a sound very close to **oi**

avoid embroider embroidery coin join adjoin joiner
 oily boil coil recoil foil spoil toil toilet loiter exploit
 joint point disappoint noisy poison hoist moist voice
 rejoice choice noise poison

SET TWELVE Drill 2The **oy** sound

A short **o** sound and a short **y** sound when put together make a sound very close to **oy**

boy toy joy royal loyal alloy decoy ploy ahoy enjoy
 annoy employ employer oyster employee employment
 destroy destroyer

SET TWELVE Drill 3The **ei** sound

A short **e** sound and a short **i** sound when put together make a sound close to **a**

veil unveil unveiling reins reindeer vein eight eighteen
 eighth eighty sleigh freight weigh weight neighbor reign
 feign deign

SET THIRTEEN

SET THIRTEEN Drill 1

är

bär cär scär fär jär stär cärd discärd gärden
 regärd härd yärd därling snärl bärk därk märk
 märket remärked pärk spärk spärkle shärk alärm
 färm färmer härm chärm bärn därn yärn

SET THIRTEEN Drill 2

är

cärpet härp shärp märch stärch härsh märsh
 cärt därk pärt depärt depärtment stärt stärtle
 chärt bärter lärg enlärg dischärg overchärg
 cärve snärl cärtoon färther pärçel ärgue cärpenter
 çigär crowbär gärgle

SET THIRTEEN Drill 3

ä

äfter räft cräft gräft shäft äfternoon bäsk bäsket
 cäsk bäsket täsk räsp cläsp gäsp cläss outcläss
 bräss gräss gläss päss sörpäss

SET THIRTEEN Drill 4

ä

läst lästly bläst förecäst outcäst overcäst fäst
 fäster fästest mäster mastery nästy päst pästa
 conträst cästle fästen räther bätth fäther päth
 föötpäth

clerk sērgēant

SET THIRTEEN Drill **5****ór**

fór förbid förgo nör abşorb órbit órder lórd
 bórder córdial discórd affórd cörk förk pörk störk
 förn förnal införn införnmal përförn reförn nörnmal
 abnörnmal störn uniförn

SET THIRTEEN Drill **6****ör**

börn cörner mörning törn wörn swörn **thörn** sört
 pört expört impört transpört repört **shört** scörch
 törch pörch förçe enförçe divörçe hörse órder
 órgan nör**th** nör**th**ern förtune

SET THIRTEEN Drill **7****áw**

ráw jáw sáw láw cláw dráw dráwer withdráwal
 fláw páw stráw **tháw** áwful háwk squáwk báwl
 bráwl cráwl scráwl **sháwl** tráwler spráwled báwling
 sáwn láwn bráwn dáwn dráwn fáwn práwn yáwn

SET THIRTEEN Drill **8****áu**

fráud gáudy appláud hául **overhául** mául fáuna
 háunt táunt sáuçe sáuçer cáuße páuße appláuße
áught cáught dáughter náughty táught áutumn á**th**or
 láunch astronáut áugust coşmonáut aquanáut
 áutumnal

SET THIRTEEN Drill **9****á**

overáll báll cáll cálling fállen wáll háll hállway
 småll táll táller tálllest stáll instáll recáll downfáll
 netbáll **basebá**ll föotbáll bäsketbáll volleybáll **á**lso
álways **á**lready **á**lmost **á**lter báld scáld

SET THIRTEEN Drill 10**êr**

hêr refêr prefêr vêrb advêrb provêrb hêrd hêrder
 jêrk pêrky têrm gêrm pêrmanent fêrn kêrnel
 conçêrn assêrt insêrt alêrt expêrt divêrt deşşêrt
 deşert

SET THIRTEEN Drill 11**êr**

pêrch bêrth Pêrth immêrse vêrse revêrse
 emêrge submêrge vêrge sêrve consêrve nêrve
 swêrve deşêrve obşêrve preşêrve pêrson thêrmos
 pêrmit fêrtille fêrvent mêrçy

SET THIRTEEN Drill 12**îr**

sîr fir stîr fîrm smîrk shîrk bîrd gîrder thîrd
 gîrl twîrl whîrl dîrt dîrty flîrt skîrt squîrt thîrty
 shîrt fîrst thîrst thîrsty bîrth gîrth mîrth

SET THIRTEEN Drill 13**ûr**

fûr blûr sûrf spûr tûrf lûrk hûrt spûrt absûrd
 bûrden cûrdle hûrdle mûrder cûrl cûrler hûrl bûrly
 bûrn bûrnt tûrn retûrn overtûrn fûrnish fûrniture
 Satûrn

SET THIRTEEN Drill 14**ûr**

bûrst outbûrst lûrch chûrch cûrse nûrse pûrse
 cûrve ûrge ûrgent pûrple Thûrşday bûrglar sûrname
 sûrvey gûrgle fûrther tûrmoil tûrquoiş chûrchyârd
 pertûrb tûrkey mûrmur

SET FOURTEEN

SET FOURTEEN Drill 1

ear

h**ear**d **ear**l **ear**ly p**ear**l **ear**n **ear**nest l**ear**n l**ear**nt
 s**ear**ch **ear**th un**ear**th h**ear**se reh**ear**se y**ear**n

ear

r**ear** cl**ear** d**ear** f**ear** g**ear** h**ear** n**ear** n**ear**ly
 ap**ear** t**ear** y**ear** y**ear**ly

SET FOURTEEN Drill 2

eer and **ere**

b**eer** d**eer** j**eer** p**eer** s**teer** s**teering** v**eer** q**ueer**
cheer **cheery** **cheerful** **sheer** v**eneer** volun**teer**
 eng**ineer** eng**ineering** buccan**eer** o**verseer** m**ere**
 h**ere** sev**ere** ad**here** inter**fer**e p**er**sev**ere** sin**cer**e
 sin**cer**e

SET FOURTEEN Drill 3

are

r**are** r**are**ly b**are** c**are** c**areful** c**areless** d**are** decl**are**
 sc**are** sc**are**d f**are** fl**are** h**are** aw**are** m**are** bew**are**
 comp**are** prep**are** prep**are**d sp**are** st**are** st**are**d squ**are**
share fan**fare** h**ard**ware ware**house**

SET FOURTEEN Drill 4

air

f**air** unf**air** f**airy** aff**air** h**air** d**airy** l**air** p**air** desp**air**
 st**air**s **ch**air upst**air**s downst**air**s b**ear** p**ear** t**ear** w**ear**
 w**ear**ing underw**ear** sw**ear** **th**ere wh**ere** comp**ere**
 som**ew**here any**wh**ere every**wh**ere now**h**ere

SET FOURTEEN Drill 5**ire**

sire fire hire hired admire spire empire expire
 dire conspire tired entire wire acquire mire inspire
 require shire desire fireplace fireman umpire drier
 flier pliers liar diary diaries

SET FOURTEEN Drill 6**oar** and **ore**

oars roar board overboard coarse hoarse sideboard
 blackboard sore bore core adore score before
 more snore explore store wore swore shore ashore
 foreshore chore bored boredom storehouse ignore

oor and **our**

door floor poor four pour poured your yours
 fourth fourteen mourn court course

ure and **our**

secure endure pure impure manure sour flour
 devour ours

SET FIFTEEN**SET FIFTEEN Drill 1****war** and **quar**

war warble ward warden awarded reward rewarding
 warm warmer warmth warn forewarn warp warped
 wart swarm swarming dwarf dwarves thwart
 thwarted towards quart quarter quarterly quartz
 quartet

SET FIFTEEN Drill **2**

wards

f~~o~~rwards backwards upwards d~~o~~wnwards äfterwards
 homewards äwkward westward s~~o~~uthward n~~o~~rthward
 eastward

SET FIFTEEN Drill **3**w~~o~~r

w~~o~~rd w~~o~~rk w~~o~~rker w~~o~~rkman w~~o~~rm w~~o~~rd w~~o~~rst
 w~~o~~rthy unw~~o~~rthy w~~o~~rse w~~o~~rsen w~~o~~rship h~~o~~usew~~o~~rk
 homew~~o~~rk

SET FIFTEEN Drill **4**Four more sounds for **OU**

s~~o~~ught b~~o~~ught br~~o~~ught f~~o~~ught n~~o~~ught **th~~o~~ught**
 wr~~o~~ught overwr~~o~~ught

country young courage

soup group youth **th~~ro~~ugh** route souvenir troupe
 coupon

soul boulder mould **sh~~ou~~lder** moult poultry **th~~ou~~gh**
 ä**th~~ou~~gh** pl~~ou~~gh b~~ou~~gh **th~~ou~~rough**

SET FIFTEEN Drill **5**The **f** sound for **ph** and **gh**

phone **ph**antom nephew **ph**rase **o**rphan **o**rphaned
 alphabet elephant siphon graph alphabetic phobia
pharmacy sphere hemisphere atmosphere
 ä**u**tobiography **g**eography ä**u**tograph clä**u**strophobia
photo **ph**otograph **ph**otographer

rou**gh** tou**gh** enou**gh** cou**gh** trou**gh** lä**ugh** lä**ugh**ed
 lä**ugh**ing lä**ugh**ter drä**ugh**ts

SET SIXTEEN

SET SIXTEEN Drill 1

Revising **ç** and **ğ**

fancy mêrcy city citizen circle circus central
 success succeed eccentric accident innocent
 concert percent recent decent scent ascend
 descend fascinate scene scenery scissors science
 scientist general energy emergency passenger
 religion college original engineer

SET SIXTEEN Drill 2

Word ending **or**

actor mirror error terror horror **tailor** sailor
 victor sector inventor inspector director **visitor**
 factor governor conductor victory history interior
 exterior factory satisfactory territory junior senior
 inferior superior

SET SIXTEEN Drill 3

Endings ant ent ançe ençe

instant distant ignorant important pleasant
 extravagant peasant consultant different president
 permanent frequent **obedient** convenient independent
 continent instançe distançe entrançe assistançe
 insurançe ambulançe appearançe importançe absençe
 confidençe influençe **â**udiençe differençe silençe
 violençe

SET SIXTEEN Drill 4

Endings **ous** **our** **al**

poisonous tremendous jealous enormous vigorous
 marvelous disastrous ridiculous nervous glorious
 obvious perilous generous dangerous famous serious

favour **fl**avour **lab**our behaviour **rum**our **col**our h**ä**rbour
 animal metal practical hospital several interval
 prin**ci**p**al** actual

SET SIXTEEN Drill **5**

Endings able **ag**e ate

enjoyable mi**se**rable bearable profitable considerable
 valu**ab**le avail**ab**le p**or**table dam**ag**e man**ag**e pass**ag**e
 mess**ag**e vill**ag**e band**ag**e advant**ag**e aver**ag**e cour**ag**e
 langu**ag**e p**ur**ch**as**e s**ur**fa**ç**e pala**ç**e **ch**ocolate delicate
 c**er**tificate imm**ed**iate private climate f**or**tun**ate** accur**ate**

SET SIXTEEN Drill **6**

Endings ible ive i**ç**e ite

vis**i**ble sensible responsible impossible incredible terrible
 horrib**le** active nat**iv**e adject**iv**e attent**iv**e relat**iv**e
 inf**or**mative expens**iv**e detect**iv**e not**iç**e offic**ç**e s**er**v**ç**e
 practic**ç**e precip**ç**e prom**is**e definit**e** fav**our**ite oppos**it**e
 eng**in**e imag**in**e medic**ç**ine examin**e**

SET SIXTEEN Drill **7**

Endings **tion** and **ion**

act**ion** attract**ion** sect**ion** object**ion** direct**ion** protect**ion**
 collect**ion** affect**ion** addit**ion** destruct**ion** descript**ion**
 devot**ion** invent**ion** attent**ion** condit**ion** definit**ion**
 competit**ion** junct**ion** mill**ion** bill**ion** trill**ion** **ch**ampion
 opini**on** fash**ion** regi**on** divis**ion** collis**ion** occas**ion**
 conclus**ion** explos**ion** poss**ession** discuss**ion** mans**ion**
 expans**ion**

SET SIXTEEN Drill **8**

Ending **ation**

nati**on** stati**on** operati**on** locati**on** vacati**on** inflati**on**
 donati**on** sensati**on** educati**on** invitati**on** irrigati**on**
 situati**on** elevati**on** destinati**on** foundati**on** separati**on**
 pres**er**vati**on** obs**er**vati**on** decorati**on** inf**or**mation

examination fascination preparation population
 explanation investigation qualification determination
 anticipation multiplication

SET SIXTEEN Drill **9**

Endings ment ture

moment payment treatment ornament department
 amazement equipment argument instrument experiment
 measurement punishment management arrangement
 fixture mixture texture feature creature culture capture
 fracture picture adventure furniture temperature
 departure manufacture future nature

SET SIXTEEN Drill **10**

Endings ity ar ary

pity density activity majority eternity necessity
 electricity opportunity visibility authority personality
 simplicity collar grammar similar solar vinegar
 calendar particular popular regular caterpillar ordinary
 secretary dictionary stationary secondary boundary
 anniversary necessary

SET SEVENTEEN**SET SEVENTEEN** Drill **1**

More about ch and er

school chord chemist chemistry Christ Christian
 Christmas echo anchor orchid scheme mechanic
 mechanical technical ache architect chrome chronic
 character
 hero zero era series serial serious cereal
 interference material superior inferior period query
 experience

SET SEVENTEEN Drill 2The letter **y** in complex words

bi**ç**ycle tri**ç**ycle system sympt**ò**m sympath**y** syrup
gym syring**e** syllable typical mystery **ç**ylinder
çylindrical Sydne**y** **g**ypsy crypt **E**gypt **E**gyptian
 pyj**ä**ma**ş** hymn **g**ymnastics oxy**g**en crystal myster**i**ous
 symbol rhy**th**m sympath**i**ze sym**ph**ony

SET SEVENTEEN Drill 3The letter **y** in complex words

ty**r**e ty**p**e ty**p**ist by**p**äss **ç**ycle **ç**ycling a**y**e e**y**e
çyclist **ç**ycl**o**ne ty**r**ant ty**ph**oid deny**ing** st**yl**e hy**en**a
 nyl**o**n pyl**o**n py**th**on r**y**e d**y**e my**se**lf ly**r**e**bird**
 by**st**ander hy**ph**en pig**st**y hyd**r**a**ul**ic hyd**r**oelectric

SET SEVENTEEN Drill 4

More silent letters

w**ä**lk ch**ä**lk t**ä**lkback st**ä**lk st**ä**lker p**ä**/m c**ä**/m c**ä**f
 hä**f** hä**ve**ş c**ä**veş gn**ä**rl gn**o**me gn**ä**w gn**ä**wed sign
 signwriter de**ş**ign de**ş**igner re**ş**ign re**ş**igned camp**ai**gn

h**o**ur h**o**urly honest honor di**ş**honor honorable **sh**epherd
 gh**o**st gh**ä**stly exh**ä**ust exhilar**ate** rh**u**b**ä**rb rhy**th**m
 rhy**m**e guess guest gu**ä**rd biscuit gu**ag**e y**ä**cht
 muscle

SET SEVENTEEN Drill 5

More silent letters

t**o**ngue le**ag**ue va**g**ue ro**g**ue vo**g**ue m**ö**rgue catalogue
 pro**l**ogue epilo**g**ue ps**ä**/m ps**y**chic ps**y**chology pne**u**monia
 pne**u**matic re**ç**eipt cupboard do**u**bt do**u**btless subtle
 fier**ç**e pier**ç**e we**i**rd height sieve friend heifer **o**ç**e**an
 plait sw**ö**rd aisle ma**y**or re**ç**ipe cl**è**rk brooch
 scone be**au**ty

SET SEVENTEEN Drill 6

More silent letters

beautiful people doub~~u~~t foreign forfeit counterfeit forehead
 island äunt aborigine apostrophe journey knowledge
 adjourn courteous courtesy cauliflower physician
 theatre manoeuvre stomach leisure mosquito **cheque**
 pläque **que**ue torque **ga**ol mosque conquer lacquer
 liquorice **che**que colonel

ODD BITS THAT DIDN'T AND WON'T FIT

There is only one common primary level 'phonic letter combination' that is not currently covered by the marks of the phonetic English text. It is the **ew** combination and I can't think of a viable mark to properly enable it to be covered by the current rules of the phonetic English text.

brew brewery screwed dewdrops few fewer flew grew new renew
 stewed threw chew strewn jewel Jew Jewish jeweler jewelry

A number of other words contain odd bits that are just too hard to fit

bouquet lieutenant bureau plateau **one** meringue lingerie reservoir
 abattoir busy pretty women minute business conscience **sew** sewn
 camouflage police machine machinery margarine magazine chivalry parachute
chef **ch**ute buffet **ch**ic choir

In the 14,500 word sample that was finally examined, the 10 basic signs of the phonetic English text has gone an amazing 98.7% of the way toward making elementary school written English seem more logical. Each of the above words contains a tiny idiosyncrasy that prevents it from being satisfactorily encoded by the phonetic text. There is no doubt that if we choose to look again with a second microscope we will still find a few more to fit into this category.

MORE TECHNICAL DETAILS

Some persons who use the phonetic English text will take an interest in some of the technicalities involved in its development. So here they are.

SINGLE CONSONANTS There are **25** of these within the new text. Four of them notably are the 'altered' sounds for the letters **c g d** and **s**.

The sounds of these letters usually alter in response to the influence of adjoining letters of certain types: The **c** and **g** change to **s** and **j** respectively in the presence of **i e** and **y**. The **d** and **s** change to **t** and **z** under the influence of a fairly complex set of

internalized sounding out rules that underpin the pronunciation of English words. The details of this rule system are not important for present purposes.

Please note that the unbolded **y** is given a short **i** sound as in city happy family and so on. When the **y** is bolded it serves the same purpose as the bolded letter **i** as in **try** **rely** **comply**. The **y** is also used as a consonant.

CONSONANT DIGRAPHS There are **7** of these:

sh as in ship **ch** as in chip **th** as in thin **th** as in that
qu as in quit **ph** as in phone **gh** as in cough

The common combinations **kn** **wr** and **wh** are not treated as digraphs by the new text : they can be regarded each as containing a silent letter. Finally the common digraph **ng** has not been treated as a digraph because, among native English speakers, its unique nasal sound can be ‘predicted’ from an analysis of the single letters.

SILENT LETTERS Some of the letters in the new text might be considered as better off being ‘silenced’ by the use of *faint* print. This applies especially to the letter **r** when it ends words or is placed immediately before consonants, as in the case of words like **bärn** **pärt** **färm**.

The problem of the *semi* silent letter **r** is too frequently a matter of personal preference combined with regional variation in accent. At some future date this problem might be addressed by different applications of the rules of the new text that are targeted toward distinctively different accents globally.

SUFFIXES The suffixes which apply most frequently to early reading programs are as follows:

-ed **-er** **-es** **-est** **-ing** **-s** **-ly** **-y** **-le** **-tion**

Most of these are phonetically predictable. Native speakers of English rarely have problems with those that are not. However the ‘marked’ **ş** as **z** and **đ** as **t** will be of some help to students of English as a second language.

SUFFIX FORMS The idea of a ‘suffix form’ arises only when we need to describe the operation of diacritical mark systems for written English. A ‘suffix form’ is not a suffix but only something that *looks* like a suffix. Consider the:

-er **-le** **-y** and **-ly** in words such as letter little penny ugly.

PREFIXES Prefixes as well as ‘prefix forms’ are very much rarer in reading and spelling materials for children in the early years of schooling. Those which do occur, such as **pre** and **re** and some 35 more, do not present any difficulty for the new text.

UNSTRESSED SYLLABLES The occurrence of *root* words of more than *two* syllables in English language early reading series, is a fairly rare event. The stories in our early reading

series employ root words of one or two syllables almost exclusively. Moreover, it is common enough to find these words extended with suffixes but much rarer to find one extended with a prefix. Finally, the much greater part (around 95%) of the two syllable words are those where the speech *stress* is only on *one* of the syllables.

These features of the design and distribution of word structures within our materials for teaching early literacy skills, has been quite advantageous for the design of the new text. Effectively, it means that there has not been a need to deploy an *eleventh* marking sign to denote how all of the ‘unstressed’ syllables are pronounced.

The reason is clear. Once the learner reader has given speech sound stress to one of the two syllables, the vowel in the other syllable simply takes care of itself. This vowel sound quite automatically converts to a mumbled (or ‘schwa’) sound in line with the reader’s internalized habits of stress allocation in normal English speech patterns.

SHORT VOWELS There are **6** short or ‘checked’ vowels in the new text but **10** ways in which they are represented by the marking signs. The ‘checked’ sounds are those that are represented in the following words:

pat pet pit pot putt and **püt**

The sounds, letters and markings are listed below.

a	apple	bad	catch	plait
e	egg	beg	bed	friend
i	ink	pink	pitch	sieve
y	gym	myth	biçycle	
o	odd	orange	posh	dodge
	á	wáş	wánt	yácht
u	umbrella	bunker	uncle	subtle
	ó	són	shóvel	móther
ú	püt	bütcher	búsh	shóuld
	ò	góod	tóok	wòman
			bòşóm	

LONG VOWELS The vowel sounds that are traditionally classified as **long** are the **ay ee ie oe** and **ue** sounds as in **say see sigh so** and **sué**. In traditional literacy instructional circles, the basic *rule* to school children is that under some circumstances these vowels *say their own names* as at the beginning of the following words:

acörn even icón oval unión

The new text writes in **bold** any vowel that *says its own name* but for reasons of pronunciation variations in regional accents, it does not draw any distinction between the **u** in the words **rule** and **fuel**. The new text also writes in **bold** the letter **y** when it has the sound of the long **i** as in words such as **fly** & **rely**.

Also belonging to the class of long vowel sounds is the **ow** sound as in **cow towel out** and **round**:

a	ac o rn	stay	maid	lady	Cä st l r ea gh
	str a ight	camp a ign	a che		
e	even	re a ch	e ither	sch e me	m e ek
	br ie f	sc e ne	obs c ene		
i	ic o n	di e	sp i re	desp i te	c o n f ine
	m i ld	bl i nd	br i ght	c o m b ining	
y	my	ap pl y	bu y	py th o n	sc y th e
o	bo th	ho ld	ho ly	sp o ke	c o n s ole
	pillow	v o gue	gn o me		
u	u s ually	un i o n	truly	bl u e	ju i ce
	grad u ally	p h umonia	co u po n		
e	o u t	ar o und	pl o ugh	dr o ught	tr o wel
	c o wer	cr o wded			

VOWELS INFLUENCED BY ‘R’ The influence of the letter ‘r’ on the sounds of surrounding letters is contentious globally. No matter what any phonetics expert does about it, it will only fuel a continued debate. In the new text I have long debated my decisions and, after considering mainly the needs of the student who is learning to read, I present these decisions below.

The vowel sounds of **ar** **er** and **or** in the new text have been marked by two dots and two curved lines, one of which is horizontal and the other vertical. Two dots represent the **ah** sound. The horizontal curve represents the **er** sound, and the vertical curve or ‘c’ represents the **or** sound. See examples below:

är	st är t	g är dener	guit är	st är	st är ring
	lä u ghter	rh u bärb	f ä ther	ps ä lm	mir ä ge
	c o n f irm	st i r	st i rring	en e rgy	fi e r c e
êr	w o rk	adjo u rn	co u rtesy	f e rn	al e rt
	l e arnt	reh e arse	w o rthiness		
ôr	f o r	p o ur	g ä unt	b ä ld	d ä ughter
	ä w ful	b o ught	c ä ught	l ä wn	sw o rd

THE PHONETIC ENGLISH TEXT

SUMMARY CONSIDERATIONS

A NOTE IN PARTICULAR ABOUT ‘r’ and ‘u’ and ‘e’

- The pronunciation of the letter ‘r’ after English vowels is subject to a lot of accentual variation in different parts of the world. It is sometimes pronounced and sometimes not. I have chosen to reflect this variation in pronunciation by inserting the Times New Roman ‘r’ font after every vowel to denote possible ambiguities caused by accentual variation.
- Similarly, the variation in the pronunciation of the ‘u’ in words such as **duke tube due** and **elude** is an unpredictable phenomenon both from word to word and from regional

accent to regional accent. For this reason no separate sign has been designed to reflect differences in pronunciation.

- Since the original designing of this system in the mid 90s, it was found necessary to add an extra sign. This was the horizontal line through the **o** in order to represent the **u** sound.

THE CONSONANTAL SYSTEM Essentially, the **bolding** of the 7 consonant pairs and the vertical lines under 4 of them, when combined with the *fainting* of the so called silent letters, has brought a very high measure of *predictability* to the framework of consonants that underpins the structure of English spelling. For the reasons associated with ‘clutter’ that were given earlier, no attempt has been made to separately mark combinations such as **ci ti** and **si** as having a **sh** sound. Likewise, the **zh** sound as in **treasure** and **leisure** is bypassed entirely.

THE VOWEL SYSTEM The marks on the *vowels* in the new text have not provided such an effective counter-measure to the problems of their idiosyncratic behaviour in the spelling and pronunciation of English words. Even after we have applied all of the rules we still have a few too many items that remain out of reach.

For a number of reasons a very small number of letter combinations were impossible to reach without overstretching the rules of the new system. The sounds and shapes of such letters and letter combinations might be taught separately. Or more likely, they will be just ‘picked up’ by the students as an incidental by product of their new learning with a phonetically regular English text.

SINGLE WORD IDIOSYNCRACIES A number of English words such as *lingerie busy many any one once pretty sew chef choir plateau bury* and a few more, will always remain to defy any attempt at logical categorization. But if we enable our students to cope with all of the other words and their rules for sounding and spelling, then words such as these will present no problem.

WHY YOUR STUDENTS MIGHT NEED PHONETIC ENGLISH TEXT

The standards of basic English spelling and reading skills in Australian schools and workplaces are close enough to the worst in the English speaking world. It is impossible to ignore national evidence like the following:

- There is a national literacy crisis in Australia: we have up to **8** million workers with serious reading problems in our workforce and at least **1.5** million students with serious spelling and reading problems in our schools and colleges.
- The *spelling-for-age* performance levels of our school students was last nationally tested all the way back in **1936**. Despite official denials, Australia’s yearly NAPLAN tests do **not** conventionally test accurate spelling skill.
- In December of 2012 a global survey of basic spelling skill revealed that the scores of Australian students in year 4 were the **lowest** of some 27 countries in the English speaking world.
- Australia’s current 2016 national primary English curricula **avoid** giving **clear**

directions to teachers as to vital *year level content* in the testing and teaching of the 3 core literacy basics of (1) *alphabetic* (or ‘phonic’) *skills* (2) *spelling* skills and (3) *read-aloud* skills. You can check this out for yourself: on your home computer, try to find even *one* example nationally, of a government curriculum that prescribes a content list of *core*:

- (1) *year level* spelling words for primary or secondary students!
 - (2) *year level* sight vocabulary words for primary or secondary students!
 - (3) *year level* phonic word lists for primary or secondary students!
- Since at least the early 1980s none of our government literacy curricula in Australia has contained simple guidelines to direct teachers at *any* level to the systematic testing or teaching of *any* of the above *core* English literacy skills. Even today, our national primary English curriculum does not even once mention the word *test!* And without relevant testing ‘on the spot’, no relevant year level teaching can *begin* on the spot either.
 - Since the early 1980s, literacy curricula throughout Australia have been aimed toward actually *eradicating* spelling from the testing and teaching of basic English at *all* levels. My websites provide all the necessary evidence here.
 - Some 9.5 *million* students and workers with problems in both spelling and reading did not accidentally arise out of merely intermittent errors in our literacy curricula. They arose instead out of an official *maintenance* of errors that are still being maintained nationally today, even after more than 3 decades of crisis level nationwide failures.

The government designed literacy curricula that have so clearly *directed* Australian literacy levels to the bottom of the international barrel, have got to be scrapped.

The phonetic English text is an adaption to English of a 3,200 year old Hebrew method that worked in the centuries that preceded the 21st century and is still working today throughout the world. It won’t fix all the problems but it does promise to make an impact on many.

BACKGROUND ISSUES IN DESIGNING THE TEXT

From a technical standpoint, the marking signs around the letters of the phonetic English text, like the vocalization signs around Hebrew letters, are often called *diacritical* marks. Diacritical marks have been linked to most European languages for centuries. Students of French for example, are introduced to the ‘accenting’ marks around French words in the earliest lessons. Such markings on the letters show students how the pronunciations of these letters change from word to word.

From the mid 1960s onward, a few commercially produced English language systems for the teaching of early reading to school children also used publications with diacritical marks. With the notable exception of the DISTAR materials, few of these programs have endured the test of time. I make no pretences however. The structure of English spelling is relentless. It cannot be changed because there are far too many people in the world whose spelling habits in English would need to be changed too. So to be perfectly frank, the true purpose of any diacritical marking system for English is to convey the impression that our spelling is really a lot more forgivable than it is.

This amounts to a benevolent form of deception and I am quite blunt about this because I respect accusation of false academy. But I have a teaching job to do, and this job is mainly to help learners of written English to get to grips with at least the *sensible* bits that go together to make English words. The teaching aspiration here is, that once any student gets to master all of the sensible spelling bits, then all of the later spelling ‘idiosyncrasies’ will be easier to cope with.

As a retired teacher as well as a disciplined analyst of the English spelling system, I have had to make a number of decisions with the phonetic English text that many, including myself, will remain ‘irritated’ by. In short, the design of around 14,500 different English words forced the ways in which I decided to use the *10* signs of the text. And on occasions these decisions have been arbitrary.

AN EASIER SYSTEM

All over the world, and Australia is not an exception here, children are failing to learn to read whilst at school. Illiterate adults too, exist in alarming numbers within our communities. And foreign students of English echo the objections of first millennium spelling critics. The cry still goes out continually. “How *do* you pronounce this word?”

The 35 year reign of so called *whole language* methods and materials for the teaching reading and spelling in schools has now failed on a truly massive scale throughout the English speaking world. Education systems around the world are abandoning such materials and returning to the traditional and systematic teaching of English *code cracking* skills for students of all ages.

In Australia, as elsewhere, the 35 year reign of *whole language* teaching methods has left some billions of dollars’ worth of now dubiously useful books on school shelves. It is increasingly recognized that these books simply *cannot* be read accurately by far too many students until *after* they have been taught to systematically *crack the alphabetic code*. The so called ‘*natural*’ language style of the sentences and words in what must now be billions of *whole language* story books, still require students to learn far too much and too soon about the complex *alphabetic rule system* that underpins the reading and spelling of English words.

By contrast, our traditional *phonically* based school readers (of the *cat sat on the mat* type) get children started *consistently* in their reading and spelling after the teaching of usually less than *15* of the simplest rules. As mentioned earlier, this type of early reader will *forever* remain as the easiest way of getting children consistently successful in their early literacy skills. The global empirical evidence to support this statement has been unassailable for over half a century.

Nevertheless, most *whole language* reading books will remain as fun reading once the children have been taught sufficient skill to crack the alphabetic code.

RULES THAT GUIDED THE DESIGN OF THE TEXT

The simpler the code, the easier it is to crack. The phonetic English text reduces the complexity of the English ‘sounding-out’ or ‘spelling’ code to around *one sixth* of its normal size. To keep publishing and purchasing costs at a minimum, the creation of an entire new font of letter shapes was avoided. The new text had to make do with what was readily available to most modern personal computers.

As far as possible, the marking signs that indicate the changes in the sounds of the letters, are all in a faint graphics so that there is a minimum of visual distraction for students. In general,

more marks mean not only more *rules* for the student to learn, but also more visual distraction for readers to cope with. Indeed, I guess that 3 more signs could have made a more complete job of this revision of the original 1994 plans for the originally named ‘Virtual Phonetics’ system. But these extra signs would have been added at the cost of the overall simplicity of the present system for both teachers and students.

The golden rule for any system that marks the pronunciation of English letters and letter combinations is:

There must be the minimum of visual and intellectual clutter.

Each rule must be sufficient to enable the student to correctly pronounce the word. This is the main *rule of convenience* to the effect that if the response is right then the rule is right too. Hence, the precision of viewpoints from the university based science of ‘phonetics’ is quite irrelevant if the basic teaching rule has enabled the student to get the right answers. The main exceptions which lie outside of a reasonable reach of these rules must, of course, be accounted for in an explanatory manual to the system such as this.

FOUR TIPS WHEN TEACHING

1. RESTARTING READING WITH THE PHONETIC ENGLISH TEXT

One mechanic *with* tools will do *more work* on your car than will a thousand without them. Most people who can already spell and read, and who also have the right attitude toward helping others, can be qualified easily to start teaching basic reading and spelling skills. These people usually need only *simple* basic teaching tools to teach with. This introductory book to the phonetic English text system is a set of such tools.

2. FINELY GRADED PERCEPTION TASKS

The *visual training* or ‘drill’ tasks in this book begin with words as simple as *cat* and proceed in finely graded steps through to words like *catastrophe*. With most students, at each step on the way, a sufficient number of words is provided to successfully *drill* the learning of the new rule. Some students however, will still need to repeat some activities. Competent readers *do* know *all* of these basic rules. Older students with literacy problems, regardless of age, do need to need *know* and to be *taught* these rules or they will *continue* to fail. There simply is no other option.

3. FINDING A STARTING POINT

Whether you are a qualified teacher, a parent at home or simply a student helping another student in a classroom, you still have to find out roughly where to *start* helping the person that you want to help. This means that you must test the person that you are teaching. You can test either formally or informally.

Most people at home, and sometimes even at school, prefer to get by with *informal* testing. If this happens to be the case with you, then you will need to remember the following guidelines.

- To **pretest** a student's ability with the words of any drill task in this book, get him to **read aloud** a selection of words on the page. If he is clearly fast and accurate in his reading then he needs to be tested on the later, more difficult drill tasks. With these later drill tasks, as soon as he starts to indicate that he is **not so sure of himself** that's the point where you start teaching him.
- Another way of **pretesting** for student skill is to give a simple spelling test. Usually, only **one or two** words selected from any drill task will give you the information that you are looking for. If you have a **group** of students that you want to help, a spelling pretest is probably the more efficient.

4. ANSWERING A VITAL QUESTION BEFORE THE RESTART

Older age school students and workers who have problems with basic reading and spelling skills in English are always acutely aware that they are not coping well enough.

But few of them are ever given the most simple reason as to why....

The very best explanation to any student as to the fundamental cause of his reading problem, is probably the most truthful one of the lot. In simple terms, any student who has a reading problem has not yet been **taught often enough** as to how he needs to use his **eyes** (i.e. his basic visual perception skills) when trying to read. Permit me to explain further.

Reduced to essentials, the so called basic reading process is not simple at all. It involves a highly complex set of **strategies of visual perception** that are very rapidly integrated with a set of **diverse and complex language processes**. These rapid sets of skills are both locked inside each student's head. Something of the enormous complexity in how these processes actually work together to produce only "simple" reading, needs to be conveyed to the student in simple language such as the following:

*"When you are reading, you use both your **eyes** and **brain**. If you use your **brain** too much when reading, this usually means that you are thinking either too much or too fast: and this almost always causes you to **guess** too much as well. What you need to do to make **fewer** mistakes in reading, is to **slow down and let me teach you** how to use your eyes **before** you use your brain.*

*Though no-one might ever have told you, it is indeed possible to actually **use your brain either too much or too soon** when reading. You need to be shown exactly when to use your eyes **first**, and that is what I'm here to teach you to do. That's the main reason why we going to go through all these new **visual training drills** together. Don't ever forget: when it comes to fixing your reading problem you have to allow me to teach you **how and when** you should use your eyes **before** you use your brain to guess with. Guesswork is almost always stresswork and it works well less than 50% of the time. So now let's begin a reading program that trains you to use your eyes **before** you use your brain.*

Simplistic though this account of the basic reading process might appear upon first reading, it has a lot to recommend it. Among other things, it helps to remove the tendency toward destructive *self blame* from the negative thoughts that the older student has about his literacy problem. It also brings a valid explanation as to why the graded *drill tasks* of the phonetic English text are necessary. These drill tasks are *vital* for the purpose of carefully developing the basic *visual perceptual competencies* that underpin competent reading skill.

Finally, on my future not-for-profit website (on Literacy Testing) I shall provide a fuller and more professional account of the various visual perceptual and other language processes that are involved in early reading behaviors. I'll refer you to that source when the time comes.