



**MANUAL AND STUDENT
WORKBOOK FOR THE
PHONETIC ENGLISH SCRIPT**

Chris Nugent 2020

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The scriptures in this present booklet have been altered from the **WEB Bible** in **TWO** 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 **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.

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 totally **HOLY** and **TRADITIONAL** name of our Savior.

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THE PHONETIC ENGLISH BIBLE SERIES

THE FIRST PURPOSE OF THIS SERIES

To correct a set of printed **mistranslations** that have been within most of the published versions of our English Bibles since at least **1611**CE

For over 4 centuries ...English speaking Christians globally ... have not called on the **NAME** of the **GOD** that **JESUS** told us 2000 years ago to pray to.

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.**

A FINAL AND FIRST STATEMENT

YAHWEH our Elohim is the WORD

JESUS our Savior is the WORD MADE FLESH

29 Jeşuş answered, “The grea**te**st is, ‘Hear oh Işrael, Master **YAHWEH** our **Elohim** is one. 30 you **shall love** Master **YAHWEH** your **Elohim** with **âll** yôur heärt, and with **âll** yôur soul, and with **âll** yôur mind, and with **âll** yôur strength. **This** is the first commandment. 31 The second is like **this**, ‘You **shall love** yôur neighbor as yôurself. **There** is no **ôther** commandment greater **than theşe**.” MATTHEW: 22 MARK:12

A PRAYER FOR FORGIVENESS

YAHWEH you are the **Elohim** (God) **who raised the body of your only begotten Son JESUS from the dead.**

YAHWEH you are the **Elohim** **who powered all the miracles that were worked by JESUS our Saviour.**

YAHWEH you are also the **Elohim** **whom JESUS worshipped.**

YAHWEH you are also the **Elohim** **whom JESUS told the whole of Israel (and the entire world) to worship.**

YAHWEH you are the **Elohim** **too, whose Holy Name has been obliterated ... for some 2000 years ... from the greater part of some three billion English Bibles that currently exist throughout the world.**

YAHWEH your **Holy Son JESUS** **could never have wanted this.**

YAHWEH you are the **Almighty Elohim** **whom we continue to pray to in JESUS’ Holy Name.**

YAHWEH . . . in JESUS’ Holy Name . . . please forgive us

8 **They** have no rest day and night, saying, “**Holy, holy, holy** is the Master **YAHWEH**, the **Almighty Elohim**, **who** was and **who** is and **who** is to **côme!**”
REV: 4

... A FINAL AND FIRST STATEMENT FOR THE SERIES ...

YAHWEH our Elohim is the **WORD**

JESUS our Savior is the **WORD MADE FLESH**

VISUAL TRAINING DRILLS FOR THE THE PRONUNCIATION AND SPELLING OF ENGLISH WORDS

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THE VIRTUAL PHONETICS SCRIPT
A COMPUTERIZED VERSION OF AN ANCIENT TEACHING METHOD
BUT FOR ENGLISH LITERACY.

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 a **method** for the **teaching** of **basic literacy** that **almost certainly** began with the biblical **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 many **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	ò	œ	ø	p	ph
q	qu	r	r	s	ş	sh	t	th	th
u	u	û	ü	v	w	x	y	y ²	y z

Notes: 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 Second Language (ESL)*. To this end we have also published the following *world class* website:

www.phoneticenglishbible.com

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 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 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 sèrgeant
- SIGN 8.** A horizontal curved line over a letter tells you that there is **er** sound below:
bîrd têrn bûrn wôrthy lêarn
- SIGN 9.** A vertical ^c shape over a letter tells you that there is an **or** sound below:
châlk bôught bâld bôrn dâughter
- SIGN 10.** A slanted line through a letter tells you about the sound of **ow** as in 'now' sound:
bounc^ee allow^{ing} scrou^{ng}e plough

THE VP PRONUNCIATION KEY 1

a	apple ant rabbit	u	ugly umbrella cut
a	ac orn gr e atly vac ant	u	un ion un ity rud e
á	w á nt sw á t quá rrel y á cht	ú	pú t pú ll bú tcher
ä	ä rt p ä /m c ä rn ä g e	û	û rg e n û rse p û rple
â	â ll râ w hâ ul		
		c	cat cut cot cabbage
e	egg empty entic e	ç	ç ent ç ity ç ycle
e	e ven e vil se cret	g	get got gun give
ê	hê r vê rg e ê arly	g	g em g entle g inger
ë	cl ë rk s ë rg e ant	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 del igh t i con	ş	dig ş dog ş pre ş ent
y	my self pig sty den y		
î	î rk g î rder b î r th	r	<div style="border: 1px solid black; padding: 5px; display: inline-block;"> TOP 'r' spoken before vowels and BOTTOM 'r' not usually spoken after vowels. </div>
		r	
o	orang e oct o p u s oggle	ch	ch at ch in rich much
o	o mit o ver eskimo	sh	sh ed sh ut rush rash
ó	s ó n m ó ther ó nion	th	th at th en this thoş e
ò	w ò lf h ò od w ò 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
õ	õ rder s õ rt transp õ rt	gh	gh ough lă ugh cou gh
ö	ö ut sc ö wl ö udly	qu	qu ickly qu een qu it
ë	m ë ve t ë e into t w ë		

THE VP PRONUNCIATION KEY 2

a apple ant rabbit
e egg empty entic~~e~~
i ink igl~~ee~~ itchy
y typical happy
o orang~~e~~ octop~~us~~ oggle
à w~~an~~t sw~~at~~ qu~~ar~~rel ya~~ch~~t
u ugly umbrella cut
ò s~~on~~ m~~oth~~er òn~~ion~~
ô w~~ol~~f h~~oo~~d w~~o~~man
ù p~~ut~~ p~~ull~~ b~~ut~~cher

a ac~~o~~rn gre~~at~~ly vac~~an~~t
e even ev~~il~~ secret
i id~~le~~ deli~~gh~~t ic~~o~~n
y my~~se~~lf pig~~st~~y den~~y~~
o om~~it~~ ov~~er~~ eskim~~o~~
u un~~ion~~ un~~ity~~ rud~~e~~
ë m~~ov~~e t~~ee~~ int~~e~~ tw~~e~~
ö ou~~t~~ scow~~l~~ loud~~ly~~

ä ä~~r~~t pä~~m~~ cä~~r~~nag~~e~~
ë cl~~er~~k s~~er~~geant

.....
ê h~~er~~ v~~er~~g~~e~~ ê~~ar~~ly
î î~~r~~k g~~ir~~der b~~ir~~th
ô w~~o~~rd w~~o~~rse w~~o~~rth
û û~~r~~g~~e~~ n~~ur~~se p~~ur~~ple

.....
á á~~ll~~ rá~~w~~ há~~ul~~
ó ó~~r~~der só~~rt~~

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.

THE PHONETIC ENGLISH TEXT ADVANTAGE

The **10** marks of the phonetic English text 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. 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 After **minimum** of teaching input about letters and their sounds. This means that the carefully pre-planned phonic reading series of the type that were used many years ago still 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 phonetic English text.

Older age students

The shorter the alphabetic code, the easier it is to crack. The phonetic English text in this book 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. These older students usually appreciate an easier way to extend the simple decoding skills that they've already got, rather than start all over again from scratch.

Full details about the technicalities of the phonetic English text are provided in the pages that follow in this teacher's manual and student workbook. The finely graded **visual training drills** in this manual help to extend the existing decoding skills of especially **older age** students and workers from the ages of 8 through to 80. Exercises such as these help enormously to fix any problems that many such students have in their basic word recognition skills.

Chris Nugent

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\$	twi\$
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	fused

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	<u>th</u> ick
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
resembled

SET FOUR Drill 3

-nk- -ng-

rink sink blink crinkle drink pink **sh**rink sprinkle
winked **tw**inkle **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 **shrun**k 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
helpful helpless yelped belt felt helter skelter pelt
spelt swelter **sh**eltering selfish selfless twelfth

-st- -ct-

rest arrest best jester nesting pest tested
contest detested protesting invest west **quest**
con**quest** re**quest** **chest**

direct directly insect elect select effect infect
protecting p**e**rfect p**r**efects 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
scrat**ch** snat**ch** dispatch clin**ch** fin**ch** pin**ch** win**ch**
dit**ch** pit**ch** kit**ch**en stit**ch**ed wit**ch** bewit**ch**ed swit**ch**
twelve shel**ç**es the**ç**sel**ç**es ben**ch** dren**ch** st**en**ch
quench crut**ch** clut**ch** lun**ch** bun**ch**ed gul**ch**
crun**ch**ed mun**ch**ed pun**ch**ed streng**th**en length
streng**th** involved revolved di**çç**solved

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
offi**ç**er **g**em **g**ender **g**entle **g**entleman legend
dig**ç**est ori**ç**in manag**ç**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 **5**

The letter **a** is **o**

w**a**d w**a**ddle w**a**ttle w**a**ffle w**a**llet w**a**sh
w**a**nd w**a**nder w**a**nt w**a**s w**a**tch sw**a**p
w**a**llaby w**a**rren w**a**rrior sw**a**n sw**a**p sw**a**t sw**a**tter
sw**a**mp **q**u**a**d**s** sw**a**t sw**a**sh **q**u**a**rry w**a**s
qu**a**ntity **q**u**a**rrel **q**u**a**lity y**a**cht

SET SEVEN Drill **6**

The letter **u** as in **p**ut and **b**ush

b**u**ll b**u**lly b**u**llet b**u**llock b**u**lldozer b**u**sh
b**u**llring b**u**llwhip b**u**shman amb**u**sh b**u**shel
b**u**tcher b**u**tchered f**u**ll f**u**lly p**u**ll p**u**lled
p**u**lling p**u**dding p**u**ssy p**u**sh p**u**shed p**u**t
in**u**t **o**ut**u**t
w**o**u**l**d co**u**l**d** sh**o**u**l**d

SET SEVEN Drill **7**

The letter **o** as in **b**osom and **f**oot

bos**o**m w**o**man w**o**lf w**o**lves

g**o**od g**o**odness h**o**od st**o**od w**o**od h**o**of
l**o**ok **o**ut**l**ook **o**ver**l**ook b**o**ok c**o**ok cr**o**ok
h**o**oked unh**o**ok t**o**ok sh**o**ok w**o**ol f**o**ot
w**o**ollen s**o**oty h**o**od **ch**ild**h**ood man**h**ood

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 bathed bathers

enable cable fable table stable race lace bracelet
embraced faced defaced grateful peace disgrace place
misplaced replaced trace rage enraged caged
engaged page wages arranged stranger change
exchange danger

SET EIGHT Drill **3**

Bolded e says its own name

precede stamped stamped millipede supreme
supremely extreme extremely these theme
gene delete concrete compete complete
completely 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 sometimes vines outline combine 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 exc**ite** exc**itement** rec**iting** arrive arrival lively
alive size drive wive**s** prize**s** ri**se** ari**se** twi**ce**
despi**se** advi**se** revi**se** wi**se** unwi**se** slic**er** di**ce**
mi**ce** ni**ce** pri**ce** spi**ce** spic**y** spic**ed** enti**ced** vi**ce**
advic**e** devic**e** twic**e**

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 hole**s** mole**s** pole**s** stolen
dome home lone homeless encod**ing** rope decod**ing**
cone alon**e** lon**ely** bon**y** aton**e** ston**y** ozon**e** **throne**
slope grope hope**ful**

SET EIGHT Drill **7**

hopeless po**s**e ho**s**e telescope ro**s**e aro**s**e clo**s**e
enclo**s**e no**s**e cho**s**e compos**ed** tho**s**e oppos**ed**
suppos**e** op**en** not**es** vot**es** devot**ed** promot**ed** remot**e**
remot**ely** outvot**ed** quot**ed** over ro**ver** dro**ve** dro**ver**
stov**e** wov**e** wov**en** doz**e** froz**e** froz**en** bulldoz**er**
cloth**e** cloth**s** cloth**ed**

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 erfume 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 ul useless misuse
 misuşe brute dilute flute mute compute hu e computer
 astute salute tru e produ e redu ed dedu e introdu e
 delu e refu 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.

apron lady vacant bacon label cable ladle navy
 basin paper hasten radio native he me she be
 we evil even evening equal senior secret decent
 recent lever

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

idea idle i y i icle 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 older gold golden behold untold bolt
bolted colt jolted volt host most mostly post
posted postal only ago oval omit pony nobody
sofa noble local progress hotel control patrol poet
poem roll wholly eskimo potato piano tomato
volcano rodent banjo comb combing

SET NINE Drill **4**

Bolded U says its own name

unit unite united uniform usual usually student
pupil tunic human humanity humid truth 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
displease disease leaves weave

SET TEN Drill 4

In 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 threaten threatening leant meant
leather feather weather breath death deathbed health
healthy wealth wealthy stealthy dealt heavy heaven
heavenly weapon leapt deaf dreamt

Note great steak break

SET TEN Drill 5

Bolded e in the **ie** or **ei** rule

belief relief brief grief thief chief chiefly field
yield wield shield priest priestly niece piece
mantelpiece apiece believe relieve relieved grief
thieves retrieve

ceiling conceit conceited deceit deceitful conceive
deceive perceive receive

SET TEN Drill 6

Bolded e in **ee**

see bee free agree agreed agreement degree
glee gleeful tree treetop reef beef breed bleed
proceed creek Greek week cheek cheeky reel
feel feeling heel peel peelings wheel seem
seemed esteem esteemed seen been screen
keen between queen sixteen deep knee kneel

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 freeze
sneezed squeeze squeezed wheeze 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** loves 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 15

Where **e** has a long **u** sound **e**

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

SET TEN Drill 16Where **o** has a long **u** sound **oo**

tee **mee** **zee** **spook** **feed** **moody** **needle** **roof**
cool **feelish** **broom** **groom** **bridegroom** **room**
seen **leap** **spoonful** **balloon** **baboon** **afternoon**
scoop **droop** **troop** **sweep** **sneeze** **beet** **scooter**
shoot **outshoot** **reest** **reester** **smooth** **beet** **teet**
loose **goose** **noose** **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 **ü** (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

c**ow** n**ow** s**ow** allow allowed b**ow** flower h**ow**
r**ow** p**ow**er p**ow**erful p**ow**erless t**ow**el t**ow**el shower
c**ow**rd p**ow**der sc**ow**l f**ow**l g**ow**l h**ow**l p**ow**l br**ow**n
c**ow**n d**ow**n g**ow**n fr**ow**n t**ow**n t**ow**nship

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 no**is**y poi**so**n hoist
moist voi**ce** rejo**ice** **choi**ce noi**se** poi**se**

SET TWELVE Drill **2**

The **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 employ**ee**
employment destroy destroyer

SET TWELVE Drill **3**

The **ei** sound

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

veil unveil unveiling reins~~re~~ reinde**er** vein eight
eigh**teen** 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 enlärge 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 bät~~h~~ fäther pä~~th~~
föotpä~~th~~

clerk sērg~~e~~ant

SET THIRTEEN Drill 5

ór

fór forbid fôrgo nôr abşôrb ôrbit ôrder lôrd
bôrder córdial discórd affórd côrk fôrk pôrk
stôrk fôrm fôrmal infôrm infôrmal pêrfôrm refôrm
nôrmal abnôrmal stôrm unifôrm

SET THIRTEEN Drill 6

ór

bôrn córner mórning tórն wôrn swôrn **th**ôrn
sôrt pôrt expôrt impôrt transpôrt repôrt **sh**ôrt
scôrch tôrch pôrch fôrçe enfôrçe divôrçe hôrse
ôrder ôrgan nôr**th** nôr**th**ern fôrtune

SET THIRTEEN Drill 7

áw

ráw jáw sáw láw cláw dráw dráwer
withdráwal fláw páw stráw **th**áw áwful háwk
squáwk báwl bráwl cráwl scráwl **sh**áwl 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 cáuçe páuçe
appláuşe áught cáught dáughter náughty táught
áutumn áuthor láunch astronáut áugust
coşmonáut aquanáut áutumnal

SET THIRTEEN Drill 9

â

over**â**ll b**â**ll c**â**ll c**â**lling f**â**llen w**â**ll h**â**ll h**â**llway
sm**â**ll t**â**ll t**â**ller t**â**llest st**â**ll inst**â**ll rec**â**ll
downf**â**ll netb**â**ll bas**â**eb**â**ll f**â**o**â**tb**â**ll b**â**sk**â**etb**â**ll
vol**â**leyb**â**ll **â**lso **â**lways **â**lready **â**lmost **â**lter b**â**ld
sc**â**ld

SET THIRTEEN Drill 10

êr

h**ê**r ref**ê**r pref**ê**r v**ê**rb adv**ê**rb prov**ê**rb h**ê**rd
h**ê**rder j**ê**rk p**ê**rky t**ê**rm g**ê**rm p**ê**rmanent f**ê**rn
k**ê**rn**ê**l con**ê**cern ass**ê**rt ins**ê**rt al**ê**rt exp**ê**rt div**ê**rt
de**ê**ss**ê**rt de**ê**sert

SET THIRTEEN Drill 11

êr

p**ê**rch b**ê**rth P**ê**rth imm**ê**rse v**ê**rse rev**ê**rse
em**ê**rge subm**ê**rge v**ê**rge s**ê**rve con**ê**rve n**ê**rve
sw**ê**rve de**ê**serve ob**ê**serve pre**ê**serve p**ê**rson **th**êrmos
p**ê**rmit f**ê**rtil**ê** f**ê**rvent m**ê**r**ç**y

SET THIRTEEN Drill 12

îr

s**î**r f**î**r st**î**r f**î**rm sm**î**rk **sh**îrk b**î**rd g**î**rder **th**îrd
g**î**rl tw**î**rl wh**î**rl d**î**rt d**î**rty fl**î**rt sk**î**rt squ**î**rt
thîrty **sh**îrt f**î**rst **th**îrst **th**îrsty b**î**rth g**î**rth
m**î**rth

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 tûrquoise
chûrchyârd pertûrb tûrkey mûrmur

SET FOURTEEN

SET FOURTEEN Drill **1**

êar

hêard êarl êarly pêarl êarn êarnest lêarn lêarnt
sêarch êarth unêarth hêarse rehêarse yêarn

ear

rear clear dear fear gear hear near nearly
appear tear year yearly

SET FOURTEEN Drill **2**

eer and **ere**

beer deer jeer peer steer steering veer
queer cheer cheery cheerful sheer veneer
volunteer engineer engineering buccaneer
overseer mere here severe adhere interfere
persevere sincere sincerely

SET FOURTEEN Drill 3

are

rare rarely **b**are **c**are **c**areful **c**areless **d**are
de**cl**are **s**care **s**cared **f**are **fl**are **h**are **aw**are
m**a**re **b**ew**a**re **c**o**m**pare **p**re**p**are **p**re**p**ared **s**pare
st**a**re **st**ared **s**qu**a**re **sh**are fan**f**are h**ä**rd**w**are
w**ar**eh**o**use

SET FOURTEEN Drill 4

air

fair **un**fair **f**airy **aff**air **h**air **d**airy **l**air **p**air
desp**a**ir st**a**ir**ş** **ch**air upst**a**ir**ş** d**o**wnst**a**ir**ş** **b**ear **p**ear
tear wear wearing underwear swear **th**ere **w**here
compere **s**om**e**where **a**n**y**where **e**very**w**here **n**ow**h**ere

SET FOURTEEN Drill 5

ire

sire **f**ire **h**ire **h**ired **adm**ire **sp**ire **emp**ire **exp**ire
d**ir**e **c**o**n**spire **t**ired **ent**ire **w**ire **acq**uire **m**ire
ins**pi**re **re**qu**ir**e **sh**ire **de**ş**ir**e **fi**re**pl**a**ç**e **fi**reman
ump**ir**e **d**rier **f**lier **p**lier**ş** **li**ar **di**ary **di**arie**ş**

SET FOURTEEN Drill 6

ôar and **ô**re

ôar**ş** **r**ôar **b**ôard **o**ver**b**ôard **c**ôarse **h**ôarse
side**b**ôard black**b**ôard **s**ôre **b**ôre **c**ôre **ad**ôre **sc**ôre
bef**ô**re **m**ôre **sn**ôre **expl**ôre **st**ôre **w**ôre **sw**ôre
shôre **ash**ôre **f**ôre**sh**ôre **ch**ôre **b**ôred **b**ôred**o**m
st**ô**re**h**ouse **ign**ôre

ôor and ôur

dôor flôor pôor fôur pôur pôured yôur yôurş
fôurth fôurteen môurn côurt côurse

ure and our

secure endure pure impure manure sour flour
devour ourş

SET FIFTEEN

SET FIFTEEN Drill 1

wâr and quâr

wâr wârble wârd wârden awârded rewârd
rewârding wârm wârmer wârmth wârn fôrewârn
wârp wârped wârt swârm swârmîng dwârf
dwârves thwârt thwârted towârdş quârt quârtter
quârtterly quârtz quârtet

SET FIFTEEN Drill 2

wardş

fôwardş backwardş upwardş downwardş äfterwardş
homewardş äwkward westward southward nôrthward
eastward

SET FIFTEEN Drill 3

wôr

wôrd wôrk wôrker wôrkmán wôrmm wôrld wôrst
wôrthy unwôrthy wôrse wôrsen wôrship
housewôrk homewôrk

SET FIFTEEN Drill 4

Four more sounds for **OU**

sought bought brought fought nought **thought**
wrought **overwrought**

country young courage

sop group youth **through** route souvenir troupe
coupon

soul boulder mould **shoulder** moult poultry **though**
âlthough plough bough **thorough**

SET FIFTEEN Drill 5

The **f** sound for **ph** and **gh**

phone **ph**antom nephew **ph**rase **o**rphan
orphaned alphabet elephant siphon graph
alphabetic **ph**obia **ph**armacy sphere hemis**ph**ere
atmos**ph**ere **â**utobiography **g**eography **â**utograph
clâustrophobia **ph**oto **ph**otograph **ph**otographer

rou**gh** tou**gh** enou**gh** cou**gh** trou**gh** lâu**gh**
lâu**gh**ed lâu**gh**ing lâu**gh**ter drâu**gh**ts

SET SIXTEEN

SET SIXTEEN Drill 1

Revising **ç** and **g**

fan**ç**y mêr**ç**y **ç**ity **ç**itizen **ç**ircle **ç**ircus **ç**entral
succ**ç**ess succ**ç**eed ec**ç**entric acc**ç**ident innoc**ç**ent
con**ç**ert pêr**ç**ent rec**ç**ent dec**ç**ent s**ç**ent asc**ç**end
des**ç**end fascinate s**ç**ene s**ç**enery sc**ç**issors
sc**ç**ience sc**ç**ientist **g**eneral enêr**g**y emêr**g**ency
passen**g**er religion college original engineer

SET SIXTEEN Drill 2Word 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 3Endings **ant ent ançe ençe**

instant distant ignorant **important** **pleasant**
 extravagant **peasant** **consultant** different **president**
permanent **frequent** **obedient** **convenient**
 independent continent **instance** **distance** **entrance**
assistance **insurance** **ambulance** **appearance**
importance **absence** **confidence** **influence** **audience**
difference **silence** **violence**

SET SIXTEEN Drill 4Endings **ous our al**

poisonous tremendous jealous **enormous** vigorous
marvelous disastrous ridiculous **nervous** glorious
 obvious perilous **generous** **dangerous** famous
serious **favour** **flavour** **labour** **behaviour** **rumour**
colour **harbour** animal metal practical hospital
 several interval **principal** **actual**

SET SIXTEEN Drill 5Endings **able age ate**

enjoyable miserable bearable profitable considerable
 valuable available portable damage manage
 passage message village bandage advantage
 average courage language purchase surface palace
chocolate delicate certificate immediate private
 climate fortunate accurate

SET SIXTEEN Drill 6Endings **ible ive ice ite**

visible sensible responsible impossible incredible
 terrible horrible active native adjective attentive
 relative informative expensive detective notice office
 service practice precipice promise definite favourite
 opposite engine imagine medicine examine

SET SIXTEEN Drill 7Endings **tion and ion**

action attraction section objection direction
 protection collection affection addition destruction
 description devotion invention attention condition
 definition competition junction million billion trillion
champion opinion fashion region division
 collision occasion conclusion explosion possession
 discussion mansion expansion

SET SIXTEEN Drill 8Ending **ation**

nation station operation location vacation inflation
 donation sensation education invitation irrigation
 situation elevation destination foundation
 separation preservation observation decoration
 information examination fascination preparation
 population explanation investigation qualification
 determination anticipation multiplication

SET SIXTEEN Drill **9**

Endings **ment ture**

moment **pay**ment **tre**atment **ô**rnament dep**â**rtment
amaz**e**ment **equi**PMENT **â**rgument instrument
experiment mea**ş**urement **punish**ment man**a**gement
arr**a**ngement **fixt**ure **mixt**ure **text**ure **feat**ure **creat**ure
cult**ur**e capt**ur**e fract**ur**e pict**ur**e advent**ur**e **fû**rniture
temperat**ur**e dep**â**rt**ur**e man**uf**act**ur**e **fut**ure **natur**e

SET SIXTEEN Drill **10**

Endings **ity ar ary**

pity density activity majority et**ê**rnity ne**ç**essity
electri**ç**ity opp**ô**rtunity vi**ş**ibility **â**uthority p**ê**rs**ô**nality
simplici**ç**ity collar grammar similar **solar** vinegar
calendar **particular** **popular** **regular** caterpillar
ôrdinary secretary dicti**ô**nary **stat**ionary **sec**ondary
bound**ary** anniv**ê**rsary ne**ç**essary

SET SEVENTEEN

SET SEVENTEEN Drill **1**

More about **ch** and **er**

sch**ool** ch**ô**rd chemist chemistry **Christ** **Christian**
Christmas ech**o** anchor **ô**rchid **schem**e mechanic
mechanical technical **ache** **â**rchitect **chrom**e chronic
character

hero **zero** **era** **series** **serial** **serious** **çereal**
inter**ferenç**e material superior inferior **per**iod
query exper**ienç**e

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

bi**ç**ycle tri**ç**ycle system sympt**o**m sympath**y** syrup
gym syringe syllable typical mystery **ç**ylinder
çylindrical Sydney **g**ypsy crypt **Eg**pt **Eg**ptian
 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**yclone ty**r**ant ty**ph**oid denying st**y**le
 h**y**ena n**y**lon p**y**lon p**yth**on r**y**e d**y**e my**l**self
 l**y**rebird by**st**ander h**y**phen pig**st**y h**yd**raulic
 h**yd**roelectric

SET SEVENTEEN Drill 4

More silent letters

w**ä**k ch**ä**k t**ä**kback st**ä**k st**ä**/ker p**ä**/m c**ä**/m
 c**ä**/f h**ä**/f h**ä**/ve**ş** c**ä**/ve**ş** 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**a**ign

h**o**ur h**o**urly honest honor di**ş**honor honorable
 she**p**herd gh**o**st gh**ä**stly exh**ä**ust exhilar**a**te rh**u**b**ä**rb
 rhy**th**m rhy**m**e guess guest gu**ä**rd biscuit gu**a**g**e**
 y**ä**cht muscle

SET SEVENTEEN Drill 5

More silent letters

t**o**ngue le**a**gue va**g**ue ro**g**ue vo**g**ue m**o**rgue catalogue
 pro**l**ogue epilo**g**ue ps**a**lm 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 hei**g**ht sieve
 frien**d** heifer o**ç**ean plai**t** sw**o**rd aisle ma**y**or
 re**ç**ipe cl**ë**rk bro**o**ch scone be**a**uty

SET SEVENTEEN Drill 6

More silent letters

be**a**utiful peo**p**le do**u**bt fore**i**gn f**o**rfeit co**u**nterfeit
 fore**h**ead isla**n**d ä**u**nt aborig**i**ne apostr**o**phe jo**u**rney
 knowled**g**e adjo**u**rn co**u**rteous co**u**rtesy ca**u**liflower
 ph**y**sician the**a**tre manoe**u**vre st**o**mach lei**s**ure
 mosquit**o** che**q**ue pl**ä**que qu**e**ue t**o**rque ga**o**l mosqu**e**
 conq**u**er lacq**u**er liquo**ri**ç**e** che**q**ue c**ô**lonel

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.

br**ew** brewery scre**w**ed dew**dr**ops fe**w** few**er** fle**w** gre**w** ne**w** rene**w**
 ste**w**ed thre**w** che**w** stre**w**n jew**e**l Jew**ish** jew**e**ler jew**e**lry

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

bouq**u**et lie**u**tenant bu**r**eau plate**au** o**n**e meringue ling**e**rie reser**vo**ir
 abatto**ir** bus**y** pret**t**y w**o**men min**u**te bus**i**ness consc**i**ence se**w** se**w**rn
 camou**fl**age pol**i**ce mach**i**ne mach**i**ner**y** margarin**e** magazin**e** ch**i**valry
 parach**u**te ch**e**f ch**u**te buff**e**t ch**i**c cho**ir**

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 wrestle
i	ink	pink	pitch	sieve
y	gym	myth	biç ycle	
o	odd	orange	posh	dodge
à	waş	want	yaç ht	quá dş
u	umbrella	bunker	uncle	subtle
ó	són	shóvel	mó ther	tóngue
ù	püt	büt cher	bù sh	sho ù/d
ò	gó od	tó ok	wó man	bó şóm

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 **su_e**. 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:

ac_orn even ic_on oval un_on

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 **c_ow t_owel **o**ut** and **r_ound**:

a	ac_orn stay maid lady Cästl_rea_{gh} strai_{gh}t campai_{gn} a_che
e	even re_ach ei_ther sche_me mee_k brief scen_e obs_cene
i	ic_on di_e sp_ire desp_ite c_onfi_ne mild blind bri_{gh}t c_ombi_ning
y	my apply bu_y py_th_on sc_yth_e
o	bo_th hold hol_y sp_oke c_onso_le pillow vog_ue gn_ome
u	usu_ally un_on truly blu_e ju_ice wou_nd gradu_ally p_numonia cou_pon
ow	o_ut ar_ound pl_ough dr_ought t_owel c_ower cr_owded

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	stä_rt gä_rdener guitä_r stä_r stä_rring lä_ugh_ter rh_ubä_rb fä_ther psä_m mirä_ge
êr	c_onfi_rm stî_r stî_rring energ_y fiê_rç_e w_or_k adjo_urn co_urtesy fê_rn alê_rt lê_arn_t rehê_arse w_or_thiness
ôr	f_or p_our gä_unt bä_ld dä_ugh_ter ä_wf_ul b_ough_t cä_ugh_t lā_wn sw_or_d

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 **e** 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 overstressing 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.

... A FINAL AND FIRST STATEMENT ...

YAHWEH our Elohim is the WORD

JESUS our Savior is the WORD MADE FLESH