THE PHONETIC ENGLISH BIBLE SERIES

With the First Radically Different English Scriptures Since 1611CE

MANUAL AND STUDENT WORKBOOK FOR THE VIRTUAL PHONETICS™ SCRIPT

CHRISTOPHER NUGENT 2020
THE PHONETIC ENGLISH BIBLE SERIES

A series of Bible books with Hebraic roots updates

With the First Radically Different English Scriptures Since 1611CE

Written with *phonetically regular* English spelling ...and this *without* changing any English spelling.

Incorporating the most recent *changes* to the wording of the scriptures in line with the most recent *archaeological* findings from the Middle East.

THE SCRIPTURES IN THIS SERIES ARE WRITTEN IN

THE [VIRTUAL PHONETICS]® SCRIPT
FOR LEARNERS OF ENGLISH
THE PHONETIC ENGLISH BIBLE SERIES

A series of Bible books with Hebraic roots updates

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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.


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.

A PDF FILE of this booklet and its companions in this series is available on www.phoneticenglishbible.com at no charge.

Our postal address is: PO Box 47 : Kallista : Victoria: 3791 : Australia

Christopher Nugent: January 2020
... A FINAL AND FIRST STATEMENT ...

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

1  Pronunciation Keys   6-10
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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 Mošeš. 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

<table>
<thead>
<tr>
<th>a</th>
<th>a</th>
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<tbody>
<tr>
<td>á</td>
<td>ã</td>
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<tr>
<td>â</td>
<td>ã</td>
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<td>b</td>
<td>c</td>
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<td>č</td>
<td>ch</td>
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<td>d</td>
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<td>f</td>
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<td>g</td>
<td>gh</td>
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<td>i</td>
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<td>o</td>
<td>p</td>
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<td>ph</td>
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<td>q</td>
<td>qu</td>
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<td>r</td>
<td>r</td>
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<tr>
<td>s</td>
<td>ş</td>
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<tr>
<td>sh</td>
<td>t</td>
</tr>
<tr>
<td>th</td>
<td>tʰ</td>
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<tr>
<td>u</td>
<td>u</td>
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<tr>
<td>û</td>
<td>û</td>
</tr>
<tr>
<td>v</td>
<td>w</td>
</tr>
<tr>
<td>x</td>
<td>y</td>
</tr>
<tr>
<td>ž</td>
<td>ž</td>
</tr>
</tbody>
</table>

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  though  through  ghost

SIGN 4. A vertical line under the letters ç  ş  ç  ş changes their sounds to s j z and t respectively:

cell  gem  rubş  jumped  cruise

SIGN 5. A vertical line over the letters a and o changes their sounds to short o and u sounds respectively:

waş  watch  quâdş  quality  yacht
come  front  among  wonder  mother

SIGN 6. A dot over the letters o and u changes their sounds to hard u sound:

pull  butcher  böşom  woman  took

SIGN 7. Two dots over a letter tells you that there is an ah sound below:

heârt  star  läugh  spârsa  sèregeant

SIGN 8. A horizontal curved line over a letter tells you that there is er sound below:

bird  term  burn  worthy  lern

SIGN 9. A vertical ç shape over a letter tells you that there is an or sound below:

chalk  bought  bald  born  dâughter

SIGN 10. A slanted line through a letter tells you about the sound of ow as in ‘now’ sound:

bounce  alow ing  scrounge  plough
THE VP PRONUNCIATION KEY 1

a  apple ant rabbit
  acorn greatly vacant
á  want swat quarrel yacht
ä  art palm carnage
â  all raw haul

a  aｃ̣n

u  ugly umbrella cut
  union unity rude
ú  put pull butcher
û  urge nurse purple

e  egg empty entice
   even evil secret
è  her very early
ë  clerk sergeant

i  ink iglee itchy
y  yet yonder yellow
ì  idle delight icon

y  myself pigsty deny
î  irk girder birth

o  orange octopus oggle
óm  omit over eskimo
ó  son mother onion
ó  wolf hood woman
ó  word worse worth
ó  order sort transport
ó  out scowl loudly
ó  move tee into two

u  wint swint quire y cheer

1  w1nt sw1nt qu1rrel y1cht

v  cant cut
c  cat cut cot cabbage
ç  cent city cycle
   get got gun give
 g  gem gentle ginger
d  dig dug dog
d  liked lickled kissed
s  sit sat set
$  digs dogs present

r  TOP ‘r’ spoken before vowels and BOTTOM ‘r’ not usually spoken after vowels.
  brim tram
bar barn

ch  chat chin rich much
sh  shed shut rush rash
th  that then this those
  thin thick think thing
ph  phone graph nephew
gh  tough laugh cough
qu  quickly queen quit
THE VP PRONUNCIATION KEY 2

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.

a  apple ant rabbit

b  acorn greatly vacant

e  egg empty entiç

even evil secret

i  ink iglee itchy

delight icon

y  typical happy

y  myself pigsty deny

o  orange octopus oggle

omit over eskimo

u  union unity rude

unöf hööd woman

üt pull butcher

u  put pull butcher

ä  art pam carnage

e  clerk sergeant

é  her verge early

ê  her verge early

i  irk girder birth

î  irk girder birth

ô  word worse worth

ô  word worse worth

ü  urge nurse purple

ü  urge nurse purple

á  all raw haul

ö  order sort
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.
rans ban can fan man pan tan
vans den hen men pen ten sin
bins din fin tin win run bun
fun gun nun bran scan plan spin
twins spun stun
**SET ONE** Drill 4  **Ending -m**  
Write and say these words.

<table>
<thead>
<tr>
<th>dam</th>
<th>jam</th>
<th>hem</th>
<th>rim</th>
<th>dim</th>
<th>him</th>
<th>vim</th>
</tr>
</thead>
<tbody>
<tr>
<td>rum</td>
<td>sum</td>
<td>gum</td>
<td>mum</td>
<td>hum</td>
<td>slam</td>
<td>cram</td>
</tr>
<tr>
<td>pram</td>
<td>tram</td>
<td>swam</td>
<td>gram</td>
<td>stem</td>
<td>slim</td>
<td>brim</td>
</tr>
<tr>
<td>grim</td>
<td>skim</td>
<td>swim</td>
<td>from</td>
<td>drum</td>
<td>plum</td>
<td>swum</td>
</tr>
</tbody>
</table>

**SET ONE** Drill 5  **Ending -g**  
Write and say these words.

<table>
<thead>
<tr>
<th>rag</th>
<th>sag</th>
<th>lag</th>
<th>tag</th>
<th>bag</th>
<th>nag</th>
<th>wag</th>
</tr>
</thead>
<tbody>
<tr>
<td>leg</td>
<td>beg</td>
<td>keg</td>
<td>peg</td>
<td>big</td>
<td>dig</td>
<td>fig</td>
</tr>
<tr>
<td>jig</td>
<td>pig</td>
<td>wig</td>
<td>log</td>
<td>bog</td>
<td>hog</td>
<td>dog</td>
</tr>
<tr>
<td>fog</td>
<td>jog</td>
<td>bug</td>
<td>rug</td>
<td>hug</td>
<td>jug</td>
<td>mug</td>
</tr>
<tr>
<td>brag</td>
<td>drag</td>
<td>flag</td>
<td>snag</td>
<td>swag</td>
<td>twig</td>
<td>frog</td>
</tr>
</tbody>
</table>

**SET ONE** Drill 6  **Ending -d**  
Write and say these words.

<table>
<thead>
<tr>
<th>sad</th>
<th>mud</th>
<th>bad</th>
<th>dad</th>
<th>fad</th>
<th>had</th>
<th>mad</th>
</tr>
</thead>
<tbody>
<tr>
<td>pad</td>
<td>red</td>
<td>led</td>
<td>bed</td>
<td>fed</td>
<td>rid</td>
<td>lid</td>
</tr>
<tr>
<td>did</td>
<td>hid</td>
<td>kid</td>
<td>rod</td>
<td>cod</td>
<td>nod</td>
<td>bud</td>
</tr>
<tr>
<td>glad</td>
<td>sled</td>
<td>bred</td>
<td>bled</td>
<td>fled</td>
<td>sped</td>
<td>slid</td>
</tr>
<tr>
<td>grid</td>
<td>skid</td>
<td>prod</td>
<td>trod</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**SET ONE** Drill 7  **Ending -b**  
Write and say these words.

<table>
<thead>
<tr>
<th>lab</th>
<th>cab</th>
<th>dab</th>
<th>jab</th>
<th>nab</th>
<th>web</th>
<th>rib</th>
</tr>
</thead>
<tbody>
<tr>
<td>bib</td>
<td>fib</td>
<td>rob</td>
<td>sob</td>
<td>job</td>
<td>mob</td>
<td>rub</td>
</tr>
<tr>
<td>cub</td>
<td>tub</td>
<td>pub</td>
<td>slab</td>
<td>crab</td>
<td>drab</td>
<td>grab</td>
</tr>
<tr>
<td>stab</td>
<td>flab</td>
<td>crib</td>
<td>blob</td>
<td>snob</td>
<td>club</td>
<td>grub</td>
</tr>
</tbody>
</table>
SET ONE  Drill  8  Underlined & silent letters

sh  ch  th  ð 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
whip  whet  when  wrap  wren  wring
wrong  knap  knit  knot  knock  gnat
gnash  numb  dumb  limb  damn

SET ONE  Drill  9  þ is z

ban$  van$  bin$  den$  gun$  hen$  fan$  pen$  ten$  bun$  plan$  twin$
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  chattering  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  strutto hand  knitted  knotted  trotted
fitted  prodded  padded  shredded  skidded
robbed  sobbed  scrubbed  juggled  dragged
planned  crammed  strumm ed  tanned  stunned
clapped  slapped  trapped  flopped  dripped
skipped  tripped  stripped  scraped  strapped

SET THREE

SET THREE  Drill 1  -ff-

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

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 fuzzy axe 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

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 ticket struck thick

shock truck rocket jacket ticket socket pocket
docket brick cracker sticker tackle tickle buckle

freckle knock knuckle nick-knacks knickers
SET FOUR

SET FOUR Drill 1 -nk- -nd-
sank bank blank blanket drank prank plank
tanked angled rang banged fanged hanged sprang
sand landed band brand brandy candy candle
grand landed 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 plumplumber dumber dumbest

SET FOUR Drill 2 -nd- -nt-
send sender lend lender slender bend spend
mender defended depended extended 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 membership remembering tremble
resembled

SET FOUR Drill 3 -nk- -ng-
rink sink blink crinkle drink pink shrink sprinkle
wink(ed) twinkle think tinker ring ringer swing bring
finger wing king kingdom mingling spring tingle
swing things king

-set four
Drill 4  -nk- -ng- -nd- -nt
sunk drunk junk skunk trunk shrunken sung
lung flung hung jungle stung swung under
bundle blunder fund hundred refund thunder blunt
grunt hunter stunt

-set five
Drill 1  -ld- -lm- -lt-
elder elderly held weld helm helmet help melt
helpful helpless yelp(led) belt felt helter skelter pelt
spelt swelter sheltering selfish selfless twelfth

-rest arrest best jester nesting pest tested
contest detested protesting invest west quest
conquest request chest
direct directly insect elect select effect infect protecting perfect prefects ejected project expected inspect suspects reflect

SET FIVE Drill 2 -ft- -pt- -xt-
left theft 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 quilt risk brisk whisker
lisp crisp whisper sister insist list fist
blist er 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 thrift 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-
extact fact factor enact react cactus pact
compact impact contact tact tactful 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

cē is s and ge is j

lance dance glance enhance prance trançê chance
advance orange fence defense pretense sense
condense ledge sledging hedge since minçê prince
convince winçê rinse singe cringe fringe hinge
ridge bridge budge fudge grudge nudged judged
trudge misjudged smudged dunçê lunge plunge dodged

SET SIX  Drill 2  -tch  -nch

belchêd squelchêd fetch sketched stretch valve
ranch rancher branch latch catch catcher match
scratch snatch dispatch clinch finch pinch winch
ditch pitch kitchen stitched witch bewitched switch
twelve shelves themselves bench drench stench
quench crutch clutch lunch bunched gulch
crunched munched punched strengthened lengthened
strength involved revolved dissolved

SET SEVEN

SET SEVEN  Drill 1

cê is s and gê is j

cênts cell central cêmented cêlery cêvil cêinema
cênders ê accepted êccênt êcept êcity êxcellent
ôfficer gêm gender gêntle gêntlemân légend
dîgest origin manager
camel model chisel flannel chapel barrel channel
funnel tunnel vessel kennel gospel cancel 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 ō 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 á is o

wâd waddle wâtter waffle wâllet wâsh
wând wânder wânt wâş wâch swâp
wâllaby wâren wârrior swânn swâp swât swâtter
swâmp quâdš swât swâsh quârry wâş
quântity quârrel quâlity yâcht

SET SEVEN  Drill  6

The letter ũ as in pût and bûsh

bûll bûlly bûllet bûllock bûlldozer bûsh
bûllring bûllwhip bûshman ambûsh bûshel
bûtcher bûtchereď ďull ďully pûll pûlled
pûlling pûdding pûssy pûsh pûshèd pût
input output

would cou’d shou’d

SET SEVEN  Drill  7

The letter ó as in bôšôm and fôót

bôšôm wôman wôlf wôlveș
gôôd gôôdness hôôd stôôd wôôd hôôf
lôôk eutlôôk overlôôk bôôk côôk crôôk
hôôked unhôôk tôôk shôôk wôôl fôôt
wôôllen sóôty hôôd childhôôd manhôôd
CONSONANT AND VOWEL SOUNDS

There are basically 2 main types of sounds in spoken English. The consonant sounds are those sounds in speech like \textit{fff} ss\textit{s} and \textit{zzz} or the seemingly ‘shorter’ sounds of \textit{t d c} and \textit{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 \textit{pat pet pit pot putt} and \textit{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 \textit{acorn even iron oval unit arm urge orb out oil ear air} and \textit{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.

\begin{itemize}
  \item \textbf{SET EIGHT Drill 1} \hspace{1cm} Bolded \textit{a} says its own name
  \item \textit{blade} \hspace{0.2cm} \textit{fade} \hspace{0.2cm} \textit{grade} \hspace{0.2cm} \textit{made} \hspace{0.2cm} \textit{spade} \hspace{0.2cm} \textit{trade} \hspace{0.2cm} \textit{rake} \hspace{0.2cm} \textit{lake} \hspace{0.2cm} \textit{bake} \hspace{0.2cm} \textit{baker} \hspace{0.2cm} \textit{brake} \hspace{0.2cm} \textit{cake} \hspace{0.2cm} \textit{make} \hspace{0.2cm} \textit{fake} \hspace{0.2cm} \textit{snake} \hspace{0.2cm} \textit{take} \hspace{0.2cm} \textit{mistake} \hspace{0.2cm} \textit{mistaken} \hspace{0.2cm} \textit{overtake} \hspace{0.2cm} \textit{wake} \hspace{0.2cm} \textit{awaken} \hspace{0.2cm} \textit{shake} \hspace{0.2cm} \textit{shaken} \hspace{0.2cm} \textit{sale} \hspace{0.2cm} \textit{gale} \hspace{0.2cm} \textit{stale} \hspace{0.2cm} \textit{whale}
  \item \textit{same} \hspace{0.2cm} \textit{lame} \hspace{0.2cm} \textit{blame} \hspace{0.2cm} \textit{came} \hspace{0.2cm} \textit{became} \hspace{0.2cm} \textit{flame} \hspace{0.2cm} \textit{game} \hspace{0.2cm} \textit{tamed} \hspace{0.2cm} \textit{shame} \hspace{0.2cm} \textit{cane} \hspace{0.2cm} \textit{mane} \hspace{0.2cm} \textit{plane} \hspace{0.2cm} \textit{cape} \hspace{0.2cm} \textit{escape} \hspace{0.2cm} \textit{draped} \hspace{0.2cm} \textit{tape\textit{d}} \hspace{0.2cm} \textit{shape} \hspace{0.2cm} \textit{base} \hspace{0.2cm} \textit{basement} \hspace{0.2cm} \textit{case} \hspace{0.2cm} \textit{chased} \hspace{0.2cm} \textit{rate} \hspace{0.2cm} \textit{lateness} \hspace{0.2cm} \textit{dated} \hspace{0.2cm} \textit{fated} \hspace{0.2cm} \textit{fateful} \hspace{0.2cm} \textit{gate} \hspace{0.2cm} \textit{hated} \hspace{0.2cm} \textit{skated} \hspace{0.2cm} \textit{plate} \hspace{0.2cm} \textit{stated}
\end{itemize}
indicate decorate statements

**SET EIGHT** Drill 2

gave r**ave** save **shave** slave enslave grave braved engrave behaved daze pavement wave blazed ablaze
crazy hazy amazed haste hasty distaste amazement wasteful bathe bather

enable cable fable table stable r**ače** lače bracelet
embraced fâce deflect grateful pâce disgrace place
misplace replace trâce rage enrage outraged caged engaged page wages arranged stranger change exchange danger

**SET EIGHT** Drill 3

precede stampede stampeded millipede supreme supremely extreme extremely these them
gene delete concrete compete completely athlete obsolete mete meter

**SET EIGHT** Drill 4

brie 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

24
SET EIGHT  Drill 5

nineteen ninety pine spine wine entwined ripe wipe swiped striped bites sites spite despite invite white dive excitement reciting arrive arrival lively alive size drive wise prizes rise arise twice despise advise revise wise unwise slice die nice price spice spicy spiced enticed vice advice device twice

SET EIGHT  Drill 6  Bolded O says its own name

robe globe global probed rode code strode exploded coke joke poker broke broken spoken stroke awoke choke sole console holes mole 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 choose composed those opposed suppose open notes votes devoted promoted remote remotely outvoted quoted over rover drove drover stove wove woven doze froze frozen bulldozer clothe clothes clothed
The long medial \textit{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.
child  childish mild mildness pint ninth final silent giant quiet tiger library license climax violent variety crisis bisect lie die pie frieş

SET NINE Drill 3 Bolded 0 says its own name

oh go so no 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 dislay 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 feast

beneath underneath wreath reach beach
bleached peach peaches teach teacher lease
In these words the **e** is **not bolded**

**SET TEN  Drill  4**

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
decieve 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

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  sixteenth  seventeenth  nineteenth

SET TEN  Drill  8

key  donkey  alley  valley  chimney  monkey  honey
money

SET TEN  Drill  9

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

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  poach  leaves  coax  cockroach  oth  doe
foe  goes  hoe  hoeing  toe  woe  woeful
SET TEN  Drill  11  

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

SET TEN  Drill  12  

shallow bellowing fellow yellow pillow willow follow 
followling 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  

sue sued clad 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  

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

SET TEN  Drill  15  

Where œ has a long u sound œ 
te de deing und œ inte wh œ whom whose leš e 
losing move moving remove removing movement 
prove approve approving improve improvement 
embemb embbed shee can œ e tw œ catacœmb
SET TEN  Drill 16

Where a has a long u sound

tee meee zee speak feed meedy needle reef
ceel feelish breem green bridegreen room
seen loop spoonful balloon babeen afternoon
sceep droop treep sweep sneeze beet scooter
sheet outsheet reest reester smooth beet teet
loose goose noose cheese bamboo boomerang

SET ELEVEN

SET ELEVEN  Drill 1

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.

louid alouid clouid prouid feul about scouit snout
spouit clouted sprouted trous trout shouit round
around surround surrounded sound sounding bound
fouind mouind ground aground hound confounded
pound astound astounded wound and wound

SET ELEVEN  Drill 2

count counter account encounter miscount mount
amount dismounted cоuch сrouch pouch south
mouth draught house house mouse reouse rouse
arouse trousers bough plough bounce announce
announcer pronounce pound pounded
SET ELEVEN  Drill 3

ow now sow allow allowed bow flower how
row power powerful powerless towel trowel shower
crowd powder scowl fowl growl howl prow 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 poisons hoist
moist voice rejoice choice noise poised

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 employee oyster employee
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 reindeer vein eight
eighteen eighth eighty sleigh freight weigh weight
neighbor reign feign deign
SET THIRTEEN

SET THIRTEEN  Drill 1
bär cäär scäär fär jär stär cärd discärd
gärden regärd härd yärd däräling snärl bärk
därk märk märkten remärkäd pärk spärk spärkle
shärk alärn färn färner härn chärn bärn
därn yärn

SET THIRTEEN  Drill 2
cárpét härp shärp márch stärch häsh másh
cärt därk pärt depärt depärtment stär tärëtle
chärt bärter læqe enläqe dischärg ovérchärg
cärvæ snärl cártëen färthër pärçel ärguë
cärpentër çiçär crowbär gärëgle

SET THIRTEEN  Drill 3
äfter räft cräft gräft shäft äfternëen bäsk
bäsket cäsk bäsket täsck räsp cläsp gäspp
class outcláss bråss gráss gláss pässt súrpáss

SET THIRTEEN  Drill 4
läst lästly bläst forecást outcást overcást fäst
fäster fästest máster mástery nästy pást pässta
contrást cäsile fästen räther bätth fäther pätth
foötpätth

clërk sërgënt
SET THIRTEEN Drill 5
ôr
for forbid forgō nor absorb orb ord lōrd
order cordial discord afford cōrk fork pork
stōrk form formal inform informal perform reform
nor mal abnorm al stōrm unif orm

SET THIRTEEN Drill 6
ôr
bōrn cōrner mōrning tōrn wōrn swōrn thōrn
sort pōrt export import transpōrt report shōrt
scōrch tōrch pōrch fōrce enfōrce divorcē hōrse
order organ nōrth nōthern fortūne

SET THIRTEEN Drill 7
áw
raw jōw sōw lōw clōw drōw drāwer
thōdrāwal flōw pōw strōw thōw awfūl hōwk
squāwk bōwl brāwl crāwl scrāwl shōwl trāwler
sprāwler bōwling sāwn lāwn brāwn dāwn
drawn fāwn prāwn yāwn

SET THIRTEEN Drill 8
áu
frāud gāudy applāud hāul overhāul māul fāuna
hāunt tāunt sāuĉe sāučer cāuĉe pāuĉe
applāuĉe aught caugh t daught er nāughty tāught
autumn aŭthr āunch astronāut āugust
cosmānut aquanāut āutumnal
SET THIRTEEN  Drill 9

overall ball call calling fallen wall hall hallway small tall taller tallest stall install recall downfall netball baseball football basketball volleyball also always already almost alter bald scald

SET THIRTEEN  Drill 10

her refer prefer verb adverb proverb herd herder jerk perky term germ permanent fem kernel concern assert insert alert expert divert desert desolate desert

SET THIRTEEN  Drill 11

perch berth Perth immerse verse reverse emerge submerge verge serve conserve nerve serve deserve observe preserve person thermos permit fertile fervent mercy

SET THIRTEEN  Drill 12

sir fir stir firm smirk shirk bird girder third girl twirl whirl dirt dirty flirt skirt squirt thirtieth shirty first thirst thirsty birth girish mirth
SET THIRTEEN  Drill 13
fūr blūr sūrf spūrf tūrf lūrk hūrt spūrt abūrd būrden cūrdle hūrdle mūrder cūrler hūrl būrly būrn būrnt tūrn rētūrn fūrnīsh fūrnīture Satūrn

SET THIRTEEN  Drill 14
būrst outbūrst lūrch chūrch cūrse nūrse pūrse cūrve ūrgē ūrgent pūrple Thūrsdāy būrglar sūrname sūrvey gūrgle fūrther tūrmoil tūrquoice chūrchyārd pertūrb tūrkey mūrmur

SET FOURTEEN

SET FOURTEEN  Drill 1  ēar
hēard ēarl ēarly pēarl ēarn ēarnest lēarn lēartn sēarch ēarth unēarth hēarse rehēarse yēarn ēar
rear clear dear fear gear hear near nearly appear tear year yearly

SET FOURTEEN  Drill 2  ēer and ēre
beer deer jeer peer stēer steering vēer queer cheer cheery cheerful sheer vēener volunteer engīneer engīneering buccanēer overseeer mēre here severe adhēre interfēre pērsēveゥ sinčēre sinčērely
SET FOURTEEN Drill 3
are
are rarely bare care careful careless dare
declare scare scared fare flare hare aware
maré beware compare prepare prepared spare
stare stared square share fanfare hardware
warehouse

SET FOURTEEN Drill 4
air
fair unfair fairy affair hair dairy lair pair
despair stairs chair upstairs downstairs bear pear
tear wear wearing underwear swear there where
compare somewhere anywhere everywhere nowhere

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
år and øre
år sound roar board overboard coarse hóarse
sidëboard blackboard sôre bôre côre adôre scôre
before more snôre explore stôre wôre swôre
shôre ashôre foreshôre chôre bôred bôredóm
stôrehouse ignôre
SET FIFTEEN

SET FIFTEEN Drill 1

wår  wårble  wård  wården  awåred  reward  rewarding  wårn  wårmer  wårmtårn  fôrewårn
wårp  wårped  wårt  swårm  swårming  dwårf  dwårves  thwår  thwårt  thwårted  towards  quårt  quårter
quårterly  quårtz  quårtet

SET FIFTEEN Drill 2

wardsş  forwardsş  backwardsş  upwardsş  downwardsş  âfterwardsş  homewardsş  âwkward  westward  southward  nôrthward  eastward

SET FIFTEEN Drill 3

wôrd  wôrk  wôrkêr  wôrkman  wôrm  wôrld  wôrst  wôrthy  unwôrthy  wôrse  wôrsen  wôrship
hôusewôrk  homewôrk
SET FIFTEEN  Drill 4  Four more sounds for **OU**

- sought  bought  brought  fought  nought  thought
- wrought  overwrought

- country  young  courage
- soup  group  youth  through  route  souvenir  troupe  coupon

- soul  boulder  mould  shoulder  moul  poultry  though
- although  pleugh  beugh  thorough

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

- phone  phantom  nephew  phrase  orphan
- orphaned  alphabet  elephant  siphon  graph
- alphabetic  phobia  pharmacy  sphere  hemisphere
- atmosphere  autobiography  geography  autograph
- claustrophobia  photo  photograph  photographer

- rough  tough  enough  cough  through  laugh
- laughed  laughing  laughter  draughts

SET SIXTEEN

SET SIXTEEN  Drill 1  Revising **ç** and **ğ**

- fancy  mercy  city  citizen  circle  circus  central
- success  succeed  eccentric  accident  innocent
- concert  percent  recent  decent  scent  ascend
- descend  fascinated  scene  scenery  scissors
- science  scientist  general  energy  emergency
- passenger  religion  college  original  engineer
SET SIXTEEN Drill 2

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

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 4

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 5

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 6

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 7

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 8

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
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
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
school chord chemist chemistry Christ Christian
Christmas echo anchor orchid scheme mechanic
mechanical technical ache architect chrome chronic
caller

hero zero era series serial serious cereal
interference material superior inferior period
query experience
SET SEVENTEEN   Drill 2

The letter **y** in complex words

biçycle  tricycle  system  symptom  sympathy  syrup
şyman  syringe  syllable  typical  mystery  çylinder
çylindrical  Sydney  gypsy  crypt  Egypt  Egyptian
pyjamas  hymn  gymnastics  oxygen  crystal  mysterious
symbol  rhythm  sympathize  symphony

SET SEVENTEEN   Drill 3

The letter **y** in complex words

tyre  type  typist  bypass  cycle  cycling  ey e  eye
çyclist  cyclone  tyrant  typhoid  denying  style
hyena  nylon  pylon  python  y e  dye  myself
lyrebird  bystander  hyphen  pigsty  hydraulic
hydroelectric

SET SEVENTEEN   Drill 4

More silent letters

walk  châk  talkback  stalk  stalkler  palm  came
caf  háf  hâvesh  cânvesh  gnârl  gnome  gnaw
gnawed  sign  signwriter  design  designer  resigned
resigned  campaign

hour  hourly  honest  honor  dishonor  honorable
shepherd  ghost  ghastly  exhaust  exhilarate  rhubarb
rhythm  rhyme  guess  guest  guârd  biscuit  guâge
yacht  muscle
SET SEVENTEEN  Drill 5

More silent letters

tongue league vague rogue vogue morgue catalogue
prologue epilogue psalm psychic psychology
pneumonia pneumatic receipt cupboard doubt
doubtless subtle fierce pierce weird height sieve
friend heifer oceean plait sword aisle mayor
recipE clerK brooch scone beauty

SET SEVENTEEN  Drill 6

More silent letters

beautiful people doubt foreign forfeit counterfeit
forehead island aunt aborigine apostrophe journey
knowledge adjourn courteous courtesy cauliflower
physician theatre manoeuvre stomach leisure
mosquito cheque plaque queue torture gaol mosque
conquer lacquer liquorice cheque 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 chute buffet chic choir

In the 14,500 word sample that was finally examined, the 10 basic signs of the phonetic English text have 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 DIAGRAPHS There are 7 of these:

<table>
<thead>
<tr>
<th>Diagraph</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>sh</td>
<td>ship</td>
</tr>
<tr>
<td>ch</td>
<td>chip</td>
</tr>
<tr>
<td>th</td>
<td>thin</td>
</tr>
<tr>
<td>qu</td>
<td>quit</td>
</tr>
<tr>
<td>ph</td>
<td>phone</td>
</tr>
<tr>
<td>gh</td>
<td>cough</td>
</tr>
</tbody>
</table>

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 barn part farm.

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 -ción

Most of these are phonetically predictable. Native speakers of English rarely have problems with those that are not. However the ‘marked’ š as z and d 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:

\[ \text{pat pet pit pot putt and pút} \]

The sounds, letters and markings are listed below.

\[
\begin{align*}
\text{a} & & \text{apple} & \text{bad} & \text{catch} & \text{plant} \\
\text{e} & & \text{egg} & \text{beg} & \text{bed} & \text{friend} & \text{wrestle} \\
\text{i} & & \text{ink} & \text{pink} & \text{pitch} & \text{sieve} \\
\text{y} & & \text{gym} & \text{myth} & \text{bicycle} \\
\text{o} & & \text{odd} & \text{orange} & \text{posh} & \text{dodge} \\
\text{á} & & \text{waś} & \text{want} & \text{yacht} & \text{quáś} \\
\text{u} & & \text{umbrella} & \text{bunker} & \text{uncle} & \text{sustle} \\
\text{ó} & & \text{son} & \text{shovel} & \text{mother} & \text{tongue} \\
\text{ú} & & \text{put} & \text{butcher} & \text{bush} & \text{should} & \text{could} \\
\text{ó} & & \text{good} & \text{took} & \text{woman} & \text{bòósom}
\end{align*}
\]
**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 sue. 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:

```
acorn even icon oval union
```

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 acorn stay maid lady Cæslræagh
straight campaign ache
e even reach either scheme meek
brief scene obscene
i icon die spine despite confine
mild blind bright combining
y my apply buy python scythe
o both hold holy spoke console
pillow vogue gnome
u usually union truly blue juice wound
gradually pneumonia coupon
e out aroundpleugh drought trewel
cower crowded
```

**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 ‘e’ represents the or sound. See examples below:

```
är start gardener guitar stär starring
läugher rhubarb fäther pšäm miräge
confirm stir stirring energy fiërce
ër wörk adoûrn courtesy fén aiërt
lërnt rehärse wôrthiness
ör för pör gâunt balld daughter
awful bought caught lâwn swôrd
```
THE PHONETIC ENGLISH TEXT

SUMMARY CONSIDERATIONS

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

- 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 θ 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.

... A FINAL AND FIRST STATEMENT ...

YAHWEH our Elohim is the WORD
JESUS our Savior is the WORD MADE FLESH