

# **MANUAL**

## **THE PHONETIC ENGLISH FONT**



**CHRISTOPHER NUGENT 2023**

# THE PHONETIC ENGLISH FONT

**THE PURPOSE OF THE PHONETIC ENGLISH FONT** is to help students of English to cope more easily with the problems of our unique English ‘rules’ for **PRONUNCIATION**.

Since especially the **14<sup>th</sup> century**, many writers have made sensible suggestions for improvements but their suggestions have never been taken up : around the world, there were just too many English speaking people who saw no good reason to change their writing habits.

But the **PHONETIC ENGLISH FONT** that is used throughout the **PHONETIC ENGLISH BOOKS AND BIBLE SERIES** is very different and it stands a reasonable chance of becoming accepted.

The thinking here is simple : this new font for **PHONETICALLY REGULAR ENGLISH** can be read by all current readers of English **WITHOUT ANY PRIOR STUDY**.

The font is only a simple but computer based “ diacritical marking ” system that has been adapted to our existing English spelling conventions.

For centuries , the marks within all such systems have only shown readers how to pronounce the words that any given language community has chosen to communicate with. And the **PHONETIC ENGLISH FONT THAT IS USED IN THE PHONETIC ENGLISH BOOKS AND BIBLE SERIES** is no exception.

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The phonetically regular English FONT used in this publication has been written in the 'Virtual Phonetics™' font, that was trademarked in 1994. It is the exclusive intellectual property of CHRISTOPHER NUGENT and VIRTUAL PHONETICS™ PTY LTD. The use of this font for producing materials that are intended to be sold, is expressly forbidden without prior permission in writing from the company. Offenders will render themselves legally liable.

# HOW THE FONT WORKS

## A “ PHONETICALLY REGULAR ” AND PRACTICAL FONT FOR WRITTEN ENGLISH ?

### This is not an impossibility

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

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

**Chris Nugent : Australia 2022**

An uncountable number of writers have been frustrated by the unpredictable ‘sounding out’ or ‘writing’ rules that underpin our English spelling system. But until the development of this computer based app by Virtual Phonetics Pty Ltd no-one on the planet seems to have done anything that is **practical** toward a simple solution.

**Without** changing the spellings of any English words, this **new font** by Virtual Phonetics Pty Ltd reduces the number of essential English **sounding out** or **pronunciation** ‘ rules ’ by

**80%**

... **and** less than **1%** of all English words remain “out of reach” for this font.

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

The **10** marks of the app’s “ **phonetic English** ” font **reduçe** the complexity of **our English** ‘**sounding out**’ **rule** system **dow**n from **near 360** **rules** to **60** and **this witho**ut **chang**ing the spelling of the **wô**rd**s**.

The app is **base**d upon a ( diacritical marking ) **metho**d for the **teach**ing of **basic** **reading** **th**at, at its very **basics** ... **â**lmost **ç**ertainly ... **f**irst **orig**inated **with** the **teach**ing of **Hebrew** **so**me **3000** **year**s **ago**.

**THE ‘ PHONETIC ENGLISH FONT ’  
IS FOR SALE**

Companies who are interested in acquiring  
the publication rights to the PHONETIC  
ENGLISH FONT are invited to contact me at

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

Chris Nugent : October 2022

## **THE 10 MARKS OF THE PHONETIC ENGLISH FONT**

Only **10 MARKS** on and around English letters enable the PHONETIC ENGLISH FONT to work. Minimum details are provided in the next three pages but a fully elaborated MANUAL is available on

[www.phoneticenglishbooks.com](http://www.phoneticenglishbooks.com)

### **SUMMARY FEATURES**

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

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

The app contains over 15,500 different words in its coded word bank.

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

THE PHONETIC ENGLISH FONT KEY TO PRONUNCIATIONS

10 MARKS AROUND THE LETTERS HOW THEY WORK

**SIGN 1.** Faint and smaller letters are not to be sounded out. They are silent:

knob writ wrestle trouble debt

**SIGN 2.** **BOLDED** pairs of consonant letters make one common English sound unit:

**gh** as in rough **ph** as in philosophy

**ch** as in chin **sh** as in shut **qu** as in quit

**SIGN 3.** **BOLDED** single vowels **a e i o u** changes their sounds from short to long:

apron even icon oval unit

straight though through 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:

w<sup>a</sup>ş w<sup>a</sup>tch qu<sup>a</sup>dş qu<sup>a</sup>lity y<sup>a</sup>cht

c<sup>o</sup>me fr<sup>o</sup>nt am<sup>o</sup>ng w<sup>o</sup>nder m<sup>o</sup>ther

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

p<sup>u</sup>ll b<sup>u</sup>tcher b<sup>o</sup>ş<sup>o</sup>m w<sup>o</sup>man t<sup>o</sup>ok

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

he<sup>ä</sup>rt st<sup>ä</sup>r lä<sup>ü</sup>gh sp<sup>ä</sup>rse s<sup>ä</sup>rgeant

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

b<sup>î</sup>rd t<sup>ê</sup>rm b<sup>û</sup>rn w<sup>ô</sup>rthy l<sup>ê</sup>arn

**SIGN 9.** A vertical <sup>c</sup> shape over a letter tells you that there is an **or** sound below:

ch<sup>â</sup>lk b<sup>ô</sup>ught b<sup>â</sup>ld b<sup>ô</sup>rn d<sup>â</sup>ughter

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

b<sup>o</sup>unc<sup>e</sup> allow<sup>ing</sup> scr<sup>o</sup>ung<sup>e</sup> pl<sup>o</sup>ugh

**THE PHONETIC ENGLISH FONT KEY TO PRONUNCIATIONS**

**VOWELS**

a apple ant rabbit  
**a** acórn gre**at**ly vac**an**t  
**á** w**an**t sw**at** **quá**rrel y**á**cht  
**ä** ä**rt** pä**m** c**ä**rnag**e**  
**ǎ** ǎ**ll** rá**w** há**u**l

e egg empty entic**e**  
**e** even **ev**il **se**cret  
**ê** h**ê**r v**ê**rg**e** **ê**arly  
**ë** cl**ë**rk s**ë**rg**e**ant

i ink igl**ee** it**ch**y  
 y yet yonder yellow

**i** id**le** del**igh**t **ic**on  
**y** m**y**self pig**st**y den**y**  
**î** î**rk** g**î**rder b**î**r**th**

o orang**e** oct**op**us odd  
**o** **o**mit **o**ver eskimo  
 s**o**n m**o**th**e**r **o**n**io**n

**ô** w**ô**lf h**ô**od w**ô**man  
**ô** w**ô**rd w**ô**rs**e** w**ô**rk  
**ô** **ô**rder s**ô**rt transp**ô**rt  
**ö** **ö**ut sc**ö**wl l**ö**udly  
**ö** m**ö**ve t**ö**e into t**w**e

u ugly umbrella cut  
**u** **un**ion **un**ity **ru**de  
**û** p**û**t p**û**ll b**û**tcher  
**û** **û**rg**e** n**û**rse p**û**rp**le**

**CONSONANTS**

c cat cut cot cabbage  
**ç** ç**en**t ç**it**y ç**yc**le  
 g get got gun give  
**g** **g**em **g**entle **g**ing**e**r  
 d dig dug dog  
**d** lik**e****d** lick**e****d** kiss**e****d**  
 s sit sat set  
**ş** dig**ş** dog**ş** pre**ş**ent

**ch** **ch**at **ch**in **rich** **much**  
**sh** **sh**ed **sh**ut **rush** **rash**  
**th** **th**at **th**en **this** **thos**e  
**th** **th**in **th**ick **th**ink **th**ing  
**ph** **ph**one **graph** **neph**ew  
**gh** **to**ugh **l**ä**ugh** **c**ough  
**qu** **qu**ickly **qu**een **qu**it

r The **TOP** 'r' is spoken **before** vowels and  
 r the **BOTTOM** 'r' is not usually spoken **after** vowels.

**THE PHONETIC ENGLISH FONT KEY TO PRONUNCIATIONS**

a apple ant rabbit  
 e egg empty entiç<sub>e</sub>  
 i ink igl~~ee~~ itchy  
 y typical happy  
 o orang<sub>e</sub> octop<sub>us</sub> oggle  
**à** w<sub>ant</sub> sw<sub>at</sub> qu<sub>arrel</sub> ya<sub>cht</sub>  
 u ugly umbrella cut  
**ò** s<sub>on</sub> m<sub>other</sub> ò<sub>nion</sub>  
**ô** w<sub>olf</sub> h<sub>ood</sub> w<sub>oman</sub>  
**ù** p<sub>ut</sub> p<sub>ull</sub> b<sub>utcher</sub>

**a** ac<sub>orn</sub> gre<sub>atly</sub> vac<sub>ant</sub>  
**e** even evil secret  
**i** ivy ir<sub>on</sub> ic<sub>on</sub>  
**y** my<sub>self</sub> pig<sub>sty</sub> deny  
**o** om<sub>it</sub> ov<sub>er</sub> esk<sub>imo</sub>  
**u** un<sub>ion</sub> un<sub>ity</sub> rud<sub>e</sub>  
**e** me<sub>ve</sub> tee<sub>nto</sub> tw<sub>e</sub>  
**e** ou<sub>t</sub> scow<sub>l</sub> loud<sub>ly</sub>

**ä** ä<sub>rt</sub> pä<sub>m</sub> cä<sub>rnag</sub><sub>e</sub>  
**ë** cl<sub>erk</sub> s<sub>er</sub>g<sub>eant</sub>

**ê** h<sub>er</sub> v<sub>er</sub>g<sub>e</sub> ê<sub>arly</sub>  
**î** î<sub>rk</sub> g<sub>ir</sub>der b<sub>ir</sub>th  
**ô** w<sub>ord</sub> w<sub>or</sub>se w<sub>or</sub>th  
**ù** û<sub>rg</sub>e nû<sub>rse</sub> pû<sub>rple</sub>

**â** â<sub>ll</sub> râ<sub>w</sub> hâ<sub>ul</sub>  
**ô** ô<sub>rder</sub> sô<sub>rt</sub> transpô<sub>rt</sub>

**SHORT VOWEL SOUNDS  
IN ENGLISH**

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

**LONG VOWEL SOUNDS  
IN ENGLISH**

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

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

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

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

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

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## SET ONE

## SET ONE Drill 1

## Ending -t

Write and say these words.

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

strut split splat sprat

## SET ONE Drill 2

## Ending -p

Write and say these words.

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

strip strop strap scrap scrip

## SET ONE Drill 3

## Ending -n

Write and say these words.

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

**SET ONE Drill 4 Ending -m**

Write and say these words.

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

**SET ONE Drill 5 Ending -g**

Write and say these words.

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

**SET ONE Drill 6 Ending -d**

Write and say these words.

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

**SET ONE Drill 7 Ending -b**

Write and say these words.

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

**SET ONE** Drill **8** Consonant Digraphs ... *silent letters* ... **š** as **z**

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

<b>shin</b>	<b>sham</b>	<b>shot</b>	<b>shut</b>	<b>shit</b>	<b>ship</b>
<b>shop</b>	<b>shrub</b>	<b>shrug</b>			
<b>chin</b>	<b>chum</b>	<b>chat</b>	<b>chip</b>	<b>chop</b>	<b>chap</b>
<b>then</b>	<b>than</b>	<b>them</b>	<b>that</b>	<b>this</b>	<b>thin</b>
<b>quit</b>	<b>quip</b>	<b>quid</b>	<b>quin</b>		
<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** **š** is **z**

<b>banš</b>	<b>vanš</b>	<b>binš</b>	<b>denš</b>	<b>gunš</b>	<b>henš</b>
<b>fanš</b>	<b>penš</b>	<b>tenš</b>	<b>bunš</b>	<b>planš</b>	<b>twiš</b>
<b>cramš</b>	<b>pramš</b>	<b>tramš</b>	<b>swimš</b>	<b>drumš</b>	<b>gramš</b>
<b>twigš</b>	<b>frogš</b>	<b>plugš</b>	<b>snagš</b>	<b>flagš</b>	<b>bragš</b>
<b>gridš</b>	<b>snobš</b>	<b>grubš</b>	<b>stabš</b>		
<b>shrubš</b>	<b>shrugš</b>	<b>thinš</b>	<b>shinš</b>	<b>chinš</b>	
<b>wrongš</b>	<b>wrenš</b>	<b>wringš</b>	<b>limbš</b>	<b>damnš</b>	

**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	<b>chatting</b>	<b>chopping</b>
<b>chugging</b>	<b>quitting</b>	<b>shedding</b>	<b>thudding</b>	<b>quipping</b>

### 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	
<b>shatter</b>	<b>quitter</b>	<b>chopper</b>	<b>shopper</b>	<b>chatter</b>	

### 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	<b>quibble</b>	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	<b>shredded</b>	skidded
robbed	sobbed	scrubbed	jogged	dragged
planned	crammed	strummed	tanned	stunned
clapped <b>d</b>	slapped <b>d</b>	trapped <b>d</b>	flopped <b>d</b>	dripped <b>d</b>
skipped <b>d</b>	tripped <b>d</b>	stripped <b>d</b>	scrapped <b>d</b>	strapped <b>d</b>

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

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

**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	<b>thriller</b>	<b>thrilling</b>	dolly	<b>thrilled</b>	skull

**SET THREE** Drill **3****-ss-**

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

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

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

**SET THREE** Drill **5****-sh-**

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

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

**SET THREE** Drill **6****-ck-**

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

## SET FOUR

## SET FOUR Drill 1

**-nk- -nd-**

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

**-nt- -mp- -mb-**

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

## SET FOUR Drill 2

**-nd- -nt-**

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

**-mp- -mpt- -mb-**

temper temple empty exempt tempt tempted  
 tempting contempt **membersh**ip remembering tremble  
 re**s**embled

## SET FOUR Drill 3

**-nk- -ng-**

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

**-nd- -nt- -mp-**

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

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

sunk drunk junk skunk trunk **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  
**th**umps 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 selfsh selfless twelfthth

**-st- -ct-**

rest arrest best jester nesting pest tested  
 contest detested protesting invest west **qu**est  
 conquest request **ch**est

direct directly insect elect select effect infect  
 protecting perfect prefects 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

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

## SET SIX Drill 2 -tch -nch

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

## SET SEVEN

## SET SEVEN Drill 1

**ç** is **s** and **g** is **j**

**ç**ents **ç**ell **ç**entral **ç**emented **ç**elery **ç**ivil **ç**inema  
**ç**inders **ç**accepted **ç**accent **ç**except **ç**ity **ç**excellent  
 offic**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** **flood**ing **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**ad      **w**addle      **w**attle      **w**affle      **w**allet      **w**ash  
**w**and      **w**ander      **w**ant      **w**as      **w**atch      **w**ap  
**w**allaby      **w**arren      **w**arrior      **w**an      **w**ap      **w**at      **w**atter  
**s**wamp      **q**uads      **s**wat      **s**wash      **q**uarry      **w**as  
**q**uantity      **q**uarel      **q**uality      **y**acht

## SET SEVEN Drill 6

The letter **u** as in **put** and **bush**

**b**ull      **b**ully      **b**ullet      **b**ullock      **b**ulldozer      **b**ush  
**b**ullring      **b**ullwhip      **b**ushman      **a**mbush      **b**ushel  
**b**utcher      **b**utchered      **f**ull      **f**ully      **p**ull      **p**ulled  
**p**ulling      **p**udding      **p**ussy      **p**ush      **p**ushed      **p**ut  
                          **i**nput      **o**utput  
                          **w**ould      **c**ould      **s**ould

## SET SEVEN Drill 7

The letter **o** as in **bosom** and **foot****b**osom      **w**oman      **w**olf      **w**olves

**g**ood      **g**oodness      **h**ood      **s**ood      **w**ood      **h**oof  
**l**ook      **o**utlook      **o**verlook      **b**ook      **c**ook      **cr**ook  
**h**ooked      **u**nhook      **t**ook      **s**hook      **w**ool      **f**oot  
**w**oolen      **s**ooty      **h**ood      **ch**ildhood      **ma**nhood

## 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

indic**ate** decor**ate** stat**ements**

## 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 bath**e** bath**e**r**s**

enable cable fable table stable ra**ç**e la**ç**e bra**ç**elet  
 embrac**e**d fa**ç**e defac**e**d grateful pa**ç**e disgrac**e** pla**ç**e  
 misplac**e** replac**e** trac**e** rag**e** enrag**e** outrag**e**d cag**e**d  
 engag**e**d pag**e** wag**e**s arrang**e**d strang**e**r chang**e**  
 exchang**e** dang**e**r

## SET EIGHT Drill 3

**Bolded e** says its own name

pre**e**cede stamp**e**de stamp**e**ded millip**e**de sup**e**reme  
 sup**e**remely ext**e**reme ext**e**remely the**e**s**e** the**e**m**e**  
 g**e**ne del**e**te con**e**crete c**o**mp**e**te c**o**mp**e**te  
 c**o**mp**e**tely ath**e**lete obso**e**lete met**e** met**e**r

## SET EIGHT Drill 4

**Bolded i** says its own name

bri**i**be descri**i**be prescri**i**be lif**e** str**i**fe w**i**fe r**i**de s**i**de  
 bes**i**de ins**i**de **o**u**s**id**e** slid**e** brid**e** glid**e** prid**e** strid**e**  
 astrid**e** divid**e** provid**e** wid**e** wid**e**n decid**e**d lik**e**d  
 al**i**ke dis**i**like un**i**like un**i**lik**e**ly bik**e** sp**i**ke stri**k**e fil**e** mil**e**  
 miss**i**le sm**i**le til**e** wh**i**le vil**e** slim**y** grim**y** mim**e** tim**e**  
 ch**i**me fin**e** som**e**tim**e**s**s** vin**e**s**s** **o**u**t**lin**e** c**o**mb**i**n**e** din**e**r  
 min**i**ng fin**e**st def**i**n**e**

**SET EIGHT Drill 5**

ninete**en** ninety pine spine wine entwined ripe wipe  
 swiped striped **bit**es sites spite despite invite white  
 dive exc**ite** exc**ite**ment rec**ite**ing arrive arrival lively  
 alive size drive wive**s** prize**s** ri**s**e ari**s**e twi**ce**  
 despi**s**e advi**s**e revi**s**e wi**s**e unwi**s**e slic**er** di**ce**  
 mi**ce** ni**ce** pri**ce** spi**ce** spic**y** spic**ed** enti**ced** vi**ce**  
 advi**ce** devi**ce** twi**ce**

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

robe globe global probed rode code strode exploded  
 coke joke poker bloke broken spoken stroke awoke  
**choked** sole console hole**s** mole**s** pole**s** stolen  
 dome home lone homeless encod**ing** rope decod**ing**  
 cone al**one** lon**ely** bon**y** at**one** st**ony** oz**one** **thr**one  
 slo**pe** gro**pe** 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**  
 suppo**s**e o**pen** not**es** vot**es** devot**ed** promot**ed** remot**e**  
 remot**ely** outvot**ed** quot**ed** o**ver** ro**ver** dro**ve** dro**ver**  
 st**ove** w**ove** w**oven** do**ze** fro**ze** fro**zen** bu**ll**do**zer**  
 clo**th**e clo**th**e**s** clo**th**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<sup>ê</sup>r<sup>u</sup>fume 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<sup>u</sup>l useless misuse  
 misuşe brute dilute flute mute compute huşe computer  
 astute salute truşe produşe reduşed deduşe introduşe  
 deluşe refuşe

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<sup>ç</sup>y i<sup>ç</sup>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

**o**h **g**o **s**o **n**o sold solder colder scold fold  
 folder bold **o**lder gold golden behold untold bolt  
 bolted colt jolted volt host most mostly post  
 posted postal **o**nly ago **o**val **o**mit pony nobo**d**y  
 sofa noble local progress hotel **c**ontrol patrol poet  
 poem roll wholly eskimo **p**otato piano tomäto  
 volcano rodent banjo **c**omb **c**ombing

**SET NINE** Drill **4**

**Bolded U** says its own name

**u**nit **u**nite **u**nited **u**niförm **u**sual **u**sually student  
 pupil tunic human humanity humid **tr**uth truly  
 duty cubic **m**usic **m**usical mutiny stupid stupidity  
 menu **m**utual **m**useum **j**unior futile **n**uclear unruly

**SET NINE** Drill **5**

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

**m**y **b**y **b**uy **g**uy **s**ly **c**ry **c**rying **d**ry **s**ky **f**ly  
**p**ry **s**py **r**epl**y** **s**uppl**y** **t**ying **s**ty **s**hy **w**hy  
 satisf**y** just**y**fy **m**od**y**fy **t**err**y**fy **a**mpl**y**fy

## SET TEN

## SET TEN Drill 1

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

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

## SET TEN Drill 2

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

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

## SET TEN Drill 3

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

seam beam creamy dream team steam stream  
 squeamish lean bean clean mean leap heap  
 cheap seated beat bleat defeated heated meat  
 neat repeat treat cheat cheated wheat least beast  
 feast

beneath underneath wreath reach beach  
 bleached peach peaches teach teacher lease  
 release crease increase grease please pleased  
 displeasure disease leaves weave

**SET TEN Drill 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 **th**row showing grow grown overgrown  
 stowaway owner sown blown flown grown mown  
**th**rown 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 canoe twe catacomb

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

**too** **moo** **zoo** **spook** **food** **moody** **needle** **roof**  
**cool** **feelish** **broom** **groom** **bridegroom** **room**  
**seen** **leop** **spoonful** **balloon** **baboon** **afternoon**  
**scoop** **droop** **treop** **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** **crutch** **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**ld p**ow**der sc**ow**l f**ow**l gr**ow**l h**ow**l pr**ow**l br**ow**wn  
 cr**ow**n d**ow**n g**ow**rn 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 **ai**

veil unveil unveiling reins~~g~~ reinde**er** vein eight  
 eight**ee**n 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  
 gärd regärd härd yärd därling snärl bärk  
 därk märk märket remärked pärk spärk spärkle  
**shärk** alärm färm färmer härm **chärm** bärn  
 därn yärn

## SET THIRTEEN Drill 2

är

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

## SET THIRTEEN Drill 3

ä

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

## SET THIRTEEN Drill 4

ä

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

clerk sērgēant

**SET THIRTEEN** Drill 5**ór**

fór forbid fórgo nór abşórb órbit órder lórd  
 bórder córdial discórd affórd córd fórd pórd  
 stórd fórm fórmal infórm infórmal pêrfórm refórm  
 nórmal abnórmal stórm unifórm

**SET THIRTEEN** Drill 6**órn**

bórn córner mórning tórn wórn swórn **thórn**  
 sórt pórt expórt impórt transpórt repórt **shórt**  
 scórch tórch pórch fórcé enfórcé divórcé hórise  
 órder órgan nór**th** nór**th**ern fórtune

**SET THIRTEEN** Drill 7**áw**

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

**SET THIRTEEN** Drill 8**áu**

fráud gáudy appláud hául overhául mául fáuna  
 háunt táunt sáuce sáucer cáuse páuse  
 appláuse áught cáught dáughter náughty táught  
 áutumn áuthor láunch astronáut áugust  
 coşmonáut aquanáut áutumnal

## SET THIRTEEN Drill 9

â

overâll báll cáll cálling fâllen wâll hâll hâllway  
 smâll táll tâller tâllest stâll instâll recâll  
 downfâll netbâll basebâll fôotbâll bâsketbâll  
 volleybâll âlso âlways âlready âlmost âlter bâld  
 scâld

## SET THIRTEEN Drill 10

êr

hêr refêr prefêr vêrb advêrb provêrb hêrd  
 hêrder jêrk pêrky têrm gêrm pêrmanent fêrn  
 kêrnel concêrn assêrt insêrt alêrt expêrt divêrt  
 deșșêrt deșert

## SET THIRTEEN Drill 11

êr

pêrch bêrth Pêrth immêrse vêrse revêrse  
 emêrge submêrge vêrge sêrve consêrve nêrve  
 swêrve deșêrve obșêrve preșêrve pêrson thêrmos  
 pêrmit fêrtilê fêrvent mêrçy

## SET THIRTEEN Drill 12

îr

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

**SET THIRTEEN** Drill **13****ûr**

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

**SET THIRTEEN** Drill **14****ûr**

bûrst outbûrst lûrch chûrch cûrse nûrse pûrse  
 cûrve ûrge ûrgent pûrple Thûrşday bûrglar  
 sûrname sûrvey gûrgle fûrther tûrmoil 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**

**r**are rarely **b**are **c**are **c**areful **c**areless **d**are  
 decl**a**re **s**c**a**re **s**c**a**red **f**are **f**lare **h**are **a**ware  
 m**a**re **b**ew**a**re **c**om**p**are **p**re**p**are **p**re**p**ared **s**pare  
 st**a**re **s**t**a**red **s**qu**a**re **sh**are fan**f**are h**a**rd**w**are  
 w**a**re**h**ouse

**SET FOURTEEN Drill 4****air**

**f**air **u**n**f**air **f**airy **a**ff**a**ir **h**air **d**airy **l**air **p**air  
 desp**a**ir st**a**ir**s** **ch**air upst**a**ir**s** d**o**wnst**a**ir**s** **b**ear **p**ear  
 t**e**ar **w**ear **w**earing **u**nder**w**ear **s**wear **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**

**s**ire **f**ire **h**ire **h**ired **a**d**m**ire **s**pire **e**mpire **e**xpire  
**d**ire **c**on**s**pire **t**ired **e**n**t**ire **w**ire **a**c**q**uire **m**ire  
**i**nspire **r**equ**i**re **sh**ire **d**es**i**re **f**irepl**a**ce **f**ireman  
**u**mpire **d**rier **f**ier **p**lier**s** **l**iar **d**iary **d**iar**e**s

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

**o**ar**s** **r**o**a**r **b**o**a**rd **o**ver**b**o**a**rd **c**o**a**rse **h**o**a**rse  
**s**ide**b**o**a**rd **bl**ack**b**o**a**rd **s**o**r**e **b**o**r**e **c**o**r**e **a**d**o**r**e** **s**c**o**r**e**  
**b**e**f**o**r**e **m**o**r**e **s**n**o**r**e** **e**xpl**o**r**e** **s**t**o**r**e** **w**o**r**e **s**w**o**r**e**  
**sh**o**r**e **a**sh**o**r**e** **f**o**r**esh**o**r**e** **ch**o**r**e **b**o**r**ed **b**o**r**ed**o**m  
**s**t**o**r**e**h**o**use **ign**o**r**e

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  
deavour ourş

## SET FIFTEEN

### SET FIFTEEN Drill 1

wâr and quâr

wâr wârble wârd wârden awârded rewârd  
rewârding wârm wârmer wârmoth wârn fôrewârn  
wârp wârped wârt swârm swârmîng dwârf  
dwârveş 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 wôrkman wôrm wôrld wôrst  
wôrthy unwôrthy wôrse wôrsen wôrship  
housewôrk homewôrk

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

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

country young courage

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

sol boulder mould **shoulder** moult poultry **though**  
**although** plough bough **thorough**

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

**ph**one **ph**antom nephew **ph**rase **o**rphan  
**o**rphaned alphabet elephant siphon graph  
 alphabetic **ph**obia **ph**armacy sphere hemis**ph**ere  
 atmos**ph**ere **au**tobiography **g**eography **au**tograph  
 claustr**o**phobia **ph**oto **ph**otograph **ph**otographer

rou**gh** tou**gh** enou**gh** cou**gh** trou**gh** läu**gh**  
 läu**gh**ed läu**gh**ing läu**gh**ter dräu**gh**ts

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

fancç mêrçy **ç**ity **ç**itizen **ç**ircle **ç**ircus **ç**entral  
 succçess succçeed eccçentric accçident innocçent  
 concçert pêrçent recçent decçent sçent ascçend  
 descçend fascinate sçene sçenery scissorç  
 scien**ç**e scientist **g**eneral enêrgy emêrgency  
 passen**g**er religion college original engineer

**SET SIXTEEN Drill 2**Word ending **Or**

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

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

instant distant ignorant **impörtant** **pleaşant**  
 extravagant **peaşant** **consultant** different **preşident**  
**pêrmanent** **frequent** **obedient** **convenient**  
 independent continent **instançe** **distançe** **entrançe**  
**assistançe** **insurançe** **ambulançe** **appearançe**  
**impörtançe** **absençe** **confidençe** **influençe** **ăudiençe**  
**differençe** **silençe** **violençe**

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

**poişonous** **tremendous** **jealous** **enormous** **vigorous**  
**mărvelous** **dişăstrous** **ridiculous** **nêrvous** **glorious**  
 obvious **perilous** **generous** **dangerous** **famous**  
**serious** **favour** **flavour** **labour** **behaviour** **rumour**  
**colour** **hărbour** **animal** **metal** **practical** **hospital**  
 several **interval** **prinçipal** **actual**

**SET SIXTEEN** Drill **5**Endings **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 **6**Endings **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 **7**Endings **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 **8**Ending **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**

mo**ment** pa**ym**ent tre**at**ment **o**rnament dep**ar**tment  
 ama**z**ement **e**quipment **ä**rgument instrument  
 exper**i**ment mea**s**urement pun**i**shment man**a**gement  
 arra**ng**ement fix**t**ure mix**t**ure text**u**re fea**t**ure crea**t**ure  
 cult**u**re capt**u**re fract**u**re pict**u**re advent**u**re f**u**rniture  
 temperat**u**re dep**ar**t**u**re man**u**fact**u**re fut**u**re nat**u**re

**SET SIXTEEN** Drill **10**Endings **ity ar ary**

pity density activity majority et**e**rnity ne**ç**essity  
 electri**ç**ity opp**o**rtunity vi**s**ibility **ä**uthority p**e**rsonality  
 simplici**ç**ity collar grammar similar sol**a**r vinegar  
 calendar partic**u**lar pop**u**lar regul**a**r caterpill**a**r  
**o**rdinary secretary dict**i**onary stati**o**nary sec**o**ndary  
 bound**a**ry anniv**e**rsary ne**ç**essary

**SET SEVENTEEN****SET SEVENTEEN** Drill **1**More about **ch** and **er**

sch**o**ol ch**o**rd chemist chemistry **C**hrist **C**hristian  
 Christmas ech**o** anchor **o**rchid sch**e**me mechanic  
 mechanical technical **a**che **ä**rchitect **ch**rome chronic  
 character

her**o** zero **e**ra seri**e**ş serial serious **ç**ereal  
 inter**er**en**ç**e material super**er**ior infer**er**ior per**er**iod  
**q**uery exper**er**en**ç**e

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

bi**ç**ycle tri**ç**ycle system sympt**o**m sympath**y** syrup  
**g**ym syringe syllable typical mystery **ç**ylinder  
**ç**ylindrical Sydney **g**ypsy crypt **Eg**pt **Eg**ptian  
 pyj**ä**ma**ş** hymn **g**ymnastics oxy**g**en crystal myster**io**us  
 symbol rhy**th**m sympath**iz**e sym**pho**ny

**SET SEVENTEEN Drill 3**The 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  
**ç**yclist **ç**yclone ty**r**ant ty**ph**oid deny**ing** st**yl**e  
 h**y**ena n**yl**on p**yl**on p**yth**on r**y**e d**ye** m**ys**elf  
 l**y**rebird by**st**ander h**yp**hen pig**st**y h**yd**raulic  
 h**ydro**electric

**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 s**ign** s**ign**writer de**ş**ign de**ş**igner re**ş**ign  
 re**ş**igned camp**ai**gn

h**o**ur h**o**urly honest honor di**ş**honor honorable  
 s**he**pherd gh**o**st gh**ä**stly exh**ä**ust exhilar**ate** rh**u**b**ä**rb  
 rhy**th**m rhy**me** guess guest gu**ä**rd biscuit gu**ä**ge  
 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 a**i**sl**e** ma**y**or  
 re**ç**ipe cl**ë**r**k** 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 islan**d** ä**u**nt aborig**i**ne apostr**o**p**h**e jo**u**rne**y**  
 knowled**g**e adjo**u**rn co**u**rteous co**u**rtesy ca**u**liflow**e**r  
 ph**y**s**i**ci**a**n th**e**atre 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**o**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** brew**e**ry scre**w**ed dew**dr**ops fe**w** few**e**r fle**w** gre**w** ne**w** rene**w**  
 st**ew**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

bou**q**uet lie**u**tenant bu**r**eau plate**au** **o**ne 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**i**r

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 DIAGRAPHS** 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	<b>catch</b>	plait
e	egg	beg	bed	friend wrestle
i	ink	pink	<b>pitch</b>	sieve
y	gym	<b>myth</b>	<b>biç</b> ycle	
o	odd	orange	<b>posh</b>	dodg <del>e</del>
<b>à</b>	<b>wàş</b>	want	<b>yächt</b>	<b>quádsş</b>
u	umbrella	bunker	uncle	subtle
<b>ó</b>	són	shóvel	<b>móther</b>	tóngue
<b>ù</b>	<b>püt</b>	<b>bütcher</b>	<b>bùsh</b>	<b>shoù</b> /d <b>coù</b> /d
<b>ò</b>	<b>góod</b>	<b>tóok</b>	<b>wòman</b>	<b>bòşóm</b>

**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<sub>e</sub>**. 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**órn    **e**ven    **i**cón    **o**val    **u**ión

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**:

<b>a</b>	<b>ac</b> órn	<b>st</b> ay	<b>ma</b> id	<b>la</b> dy	<b>Cä</b> stl <b>rea</b> gh
	<b>str</b> aight	<b>camp</b> aign	<b>a</b> che		
<b>e</b>	<b>e</b> ven	<b>re</b> ach	<b>ei</b> ther	<b>sch</b> eme	<b>m</b> eek
	<b>br</b> ief	<b>sc</b> ene	<b>obs</b> cene		
<b>i</b>	<b>i</b> cón	<b>di</b> e	<b>sp</b> ire	<b>des</b> pite	<b>cón</b> fine
	<b>m</b> ild	<b>bl</b> ind	<b>br</b> ight	<b>cóm</b> binig	
<b>y</b>	<b>my</b>	<b>ap</b> ply	<b>bu</b> y	<b>py</b> thón	<b>sc</b> yth <b>e</b>
<b>o</b>	<b>bo</b> th	<b>ho</b> ld	<b>ho</b> ly	<b>sp</b> oke	<b>cón</b> sole
	<b>pill</b> ow	<b>vog</b> ue	<b>gn</b> ome		
<b>u</b>	<b>u</b> sually	<b>u</b> ión	<b>tr</b> uly	<b>bl</b> ue	<b>ju</b> i <b>ç</b> e
	<b>grad</b> ually	<b>p</b> numonia	<b>cou</b> pón		
<b>o</b>	<b>o</b> ut	<b>ar</b> ound	<b>pl</b> ough	<b>dr</b> ough <b>t</b>	<b>t</b> rowel
	<b>c</b> ower	<b>c</b> rowded			

**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:

<b>är</b>	<b>st</b> ärt	<b>gä</b> rdener	<b>guit</b> är	<b>st</b> är	<b>st</b> ärring
	<b>lä</b> ugh <b>ter</b>	<b>rh</b> ub <b>är</b> b	<b>fä</b> ther	<b>psä</b> m	<b>mirä</b> g <b>e</b>
	<b>cón</b> f <b>ir</b> m	<b>st</b> ir	<b>st</b> irring	<b>en</b> er <b>g</b> y	<b>fi</b> er <b>ç</b> e
<b>êr</b>	<b>w</b> ör <b>k</b>	<b>adjo</b> ür <b>n</b>	<b>co</b> ür <b>tesy</b>	<b>f</b> êr <b>n</b>	<b>al</b> êr <b>t</b>
	<b>l</b> êar <b>nt</b>	<b>re</b> hêar <b>se</b>	<b>w</b> ör <b>th</b> iness		
<b>ôr</b>	<b>f</b> ör	<b>p</b> ôur	<b>g</b> äunt	<b>b</b> äld	<b>d</b> ä <b>ugh</b> ter
	<b>ä</b> wf <b>ül</b>	<b>b</b> ô <b>ugh</b> t	<b>c</b> ä <b>ugh</b> t	<b>l</b> äwn	<b>sw</b> ô <b>rd</b>

## THE PHONETICALLY REGULAR ENGLISH FONT

### 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 A PHONETICALLY REGULAR ENGLISH FONT

As explained more fully elsewhere, 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 21<sup>st</sup> 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 FONT

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 in the world, 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 FONT**

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 FONT**

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.

**Chris (topher) Nugent : 2023**