

TEACHER MANUAL FOR VIRTUAL PHONETICS



**PHONETICALLY REGULAR WRITTEN
ENGLISH
MADE AS EASY AS
HIGHLIGHTING THE TEXT !**

Chris (topher) **Nugent**: November 2022

Website : www.phoneticenglishbible.com

THIS APP MAKES THIS POSSIBLE

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(topher) Nugent April 2022

It reduces the number of English **'sounding out rules'** rules by **83% !**

Until the arrival of this computer based app ... no-one in the world has done anything that is practical toward a simple solution. And ... as this inserted promo explains ... this app is indeed **instantly** simple and practical.

Simplicity wise: the app involves only a **1 MG** or **55 MG** program.

Availability wise: the app is now ready for **digital download**.

Money wise: the app is comes in at a cost of almost **cents** per student.

And all this without changing the spellings of any English words !

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

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

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

The app is **based** upon a (diacritical marking) **metho**d for the **teaching** of **basic reading** **that ..** at its very **basics ..** **â**lmost **ç**ertainly **f**irst **orig**inated with the **teaching** of **Hebrew** **arou**nd the **time** of the **Biblical Moşeş**.

CONTACT DETAILS

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A CALL FOR AN ORGANISATION TO TAKE OVER AND PROMOTE

The script that is produced by the app was first designed in 1994 and named as the VIRTUAL PHONETICS™ script. It is still the only script of its type in the world. Few will seriously doubt that **global school based English literacy levels** in many parts of the world ... will remain poor in these parts of the world while ever English spelling conventions remain just as they have been for centuries. In this light a number of national evaluations of this **near cost free app** seems warranted.

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

“ PHONETIC” WRITTEN ENGLISH : SUMMARY FEATURES

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

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

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

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

KEY TO PRONUNCIATIONS

10 MARKS AROUND THE LETTERS: HOW THEY WORK

- SIGN 1.** Faint and smaller letters are not to be sounded out. They are silent:
knob writ wrestle trouble debt
- SIGN 2.** **BOLDED** pairs of consonant letters make one common English sound unit:
gh as in rough **ph** as in philosophy
ch as in chin **sh** as in shut **qu** as in quit
- SIGN 3.** **BOLDED** single vowels **a e i o u** changes their sounds from short to long:
apron even icon oval unit
straight **tho**ugh **th**rough ghost
- SIGN 4.** A vertical line under the letters **ç g ş đ** changes their sounds to s j z and t respectively:
çell gem rubş jumped cruışe
- SIGN 5.** A vertical line over the letters **a** and **o** changes their sounds to short **o** and **u** sounds respectively:
waş watch quads quality yacht
còme frònt amòng wònder mòther
- SIGN 6.** A dot over the letters **o** and **u** changes their sounds to *hard u* sound:
pùll bùtcher bòşòm wòman tòok
- SIGN 7.** Two dots over a letter tells you that there is an **ah** sound below:
heärt stär läugh spärse sërgeant
- SIGN 8.** A horizontal curved line over a letter tells you that there is **er** sound below:
bîrd têrm bûrn wôrthy lêarn
- SIGN 9.** A vertical **°** shape over a letter tells you that there is an **or** sound below:
châ/k bôught bâld bôrn dâughter
- SIGN 10.** A slanted line through a letter tells you about the sound of **ow** as in 'now' sound:
bounç~~e~~ allow~~i~~ng scrou~~n~~ge plough

KEY TO PRONUNCIATIONS

VOWELS

a apple ant rabbit
a ac**o**rn gre**a**tly vac**a**nt
á w**á**nt sw**á**t qu**á**rrel y**á**cht
ä ä**r**t pä**m** c**ä**rnag**e**
å å**ll** rå**w** há**u**l

e egg empty entic**e**
e even **e**vil secret
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**l**e del**igh**t ic**o**n
y my**s**elf pig**st**y den**y**
î î**r**k g**î**rder b**î**r**th**

o orang**e** oct**o**p**u**s odd
o **o**mit **o**ver eskimo
 s**o**n m**o**th**e**r **o**n**io**n
ò w**ò**lf h**ò**od w**ò**man

ô w**ô**rd w**ô**rse w**ô**rk
õ **õ**rder s**õ**rt transp**õ**rt
ö **ö**ut sc**ö**wl l**ö**udly
ø m**ø**ve t**ø**e into t**wø**

u ugly umbrella cut
u **u**ion **u**nity rud**e**
ù p**ù**t p**ù**ll b**ù**tcher
û **û**rg**e** n**û**rse p**û**rple

CONSONANTS

c cat cut cot cabbage
ç ç**e**nt ç**i**ty ç**yc**le
 g get got gun give
g **g**em **g**entle **g**inger
 d dig dug dog
d lik**e****d** lick**e****d** kiss**e****d**
 s sit sat set
ş dig**ş** dog**ş** pres**e**nt

ch chat **ch**in rich much
sh shed **sh**ut rush rash
th that **th**en **th**is **thoş**e
th **th**in **th**ick **th**ink **th**ing
ph **ph**one graph **ph**e**w** **ò**
gh to**ugh** l**ä**ugh **co**ugh
qu quickly **qu**een **qu**it

r

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

r

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

KEY TO PRONUNCIATIONS

a	apple ant rabbit
e	egg empty enti ç e
i	ink igl ee it ch y
y	typical happy
o	orang e oct o p u s oggl e
à	w à nt sw à t qu à rrel y à cht
u	ugly umbrella cut
ò	s ò n m ò ther ò n ì on
ô	w ô lf h ô od w ô man
ù	p ù t p ù ll b ù tcher

a	a c ò rn gr e atly v a cant
e	e ven e vil s e cret
i	i vy i ron i c ò n
y	y myself pig st y d e ny
o	o mit o ver eskimo
u	u n ì on u n ì ty r u d e
e	m e ve t ee int e t w e
e	e ut sc o wl l o udly

ä	ä rt p ä /m c ä rnag e
ë	cl ë rk s ë rg e ant

ê	h ê r v ê rg e ê arly
î	î rk g î rder b î r th
ô	w ô rd w ô rse w ô r th
û	û rg e n û rse p û rple

â	â ll r â w h â ul
ô	ô rder s ô rt transp ô rt

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 Underlined & silent letters

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

shin	sham	shot	shut	shit	ship
shop	shrub	shrug			
chin	chum	chat	chip	chop	chap
then	than	them	that	this	thin
quit	quip	quid	quin		
<i>wh</i> ip	<i>wh</i> et	<i>wh</i> en	<i>wr</i> ap	<i>wr</i> en	<i>wr</i> ing
<i>wr</i> ong	<i>kn</i> ap	<i>kn</i> it	<i>kn</i> ot	<i>kn</i> ock	<i>gn</i> at
<i>gn</i> ash	<i>num</i> b	<i>dum</i> b	<i>lim</i> b	<i>dam</i> n	

SET ONE Drill 9 \$ is z

ban\$	van\$	bin\$	den\$	gun\$	hen\$
fan\$	pen\$	ten\$	bun\$	plan\$	twi\$
cram\$	pram\$	tram\$	swim\$	drum\$	gram\$
twig\$	frog\$	plug\$	snag\$	flag\$	brag\$
grid\$	snob\$	grub\$	stab\$		
shrub\$	shrug\$	thin\$	shin\$	chin\$	
wrong\$	wren\$	wring\$	limb\$	damn\$	

CONGRATULATIONS!

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

SET TWO

SET TWO Drill 1 Suffix - ing

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

SET TWO Drill 2 Suffix - er

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

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

SET TWO Drill 3 Suffix - y

y is **i**

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

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

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

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

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

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

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

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

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

willing **thriller** **thrilling** dolly **thrilled** skull

SET THREE Drill **3**

-ss-

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

SET THREE Drill **4**

-zz- **-x-**

dazzle jazz sizzle drizzle fizzle nozzle buzz
 buzzer buzzed fuzz fuzzy axle tax taxed^d
 wax waxed^d fax flex flexed^d six mixed^d
 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^d** **rush** **splashed^d**
blush **gush** **hush** **brushed^d** **crushed^d**

rich **riches** **richer** **richest** **which** **such** **much**
cloth **broth** **froth** **frothed^d** **sloth** **meth^od**
with **slithered** **gathered** **dither** **bothered**

SET THREE Drill **6**

-ck-

sick kicked picky back neck rock socked
 lock dock mocked^d 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 knick-knacks knickers^s

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 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
thumps lumber slumber grumbling fumbling humble
 jumble\$ number mumbling tumbled stumbling

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

elder elderly held weld helm helmet help melt
 helpful helpless yelped belt felt helter skelter pelt
 spelt swelter **sh**eltering selfish selfless twelfthth

-st- -ct-

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

direct directly insect elect select effect infect
 protecting 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

çe is **s** and **ğ**e is **j**

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

SET SIX Drill 2 -tch -nch

bel**ch**ed squel**ch**ed fetch sketched stretch valve
 ran**ch** ran**ch**er bran**ch** latch catch catcher match
 scratch snatch dispatch clin**ch** fin**ch** pinch win**ch**
 dit**ch** pit**ch** kitchen stit**ch**ed wit**ch** bewit**ch**ed switch
 twelve shel**ç**es the**ç**sel**ç**es ben**ç** dren**ç** st**ç**n**ç**
quen**ç** crut**ç** clut**ç** lun**ç** bun**ç**ed gul**ç**
 crun**ç**ed mun**ç**ed pun**ç**ed streng**th**en length
 streng**th** involved revolved di**çç**olved

SET SEVEN

SET SEVEN Drill 1

ç is **s** and **ğ** is **j**

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

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

SET SEVEN Drill **2**

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

SET SEVEN Drill **3**

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

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

SET SEVEN Drill **4**

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

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

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

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

w**á**d w**á**ddle w**á**ttle w**á**ffle w**á**llet w**á**sh
w**á**nd w**á**nder w**á**nt w**á**ş w**á**tch sw**á**p
w**á**llaby w**á**rren w**á**rrior sw**á**n sw**á**p sw**á**t sw**á**tter
sw**á**mp **quá**ş sw**á**t sw**á**sh **quá**rry w**á**ş
quántity **quá**rrel **quá**lity y**á**cht

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

b**ú**ll b**ú**lly b**ú**llet b**ú**llock b**ú**lldozer b**ú**sh
b**ú**llring b**ú**llwhip b**ú**shman amb**ú**sh b**ú**shel
b**ú**tcher b**ú**tchered f**ú**ll f**ú**lly p**ú**ll p**ú**lled
p**ú**lling p**ú**dding p**ú**ssy p**ú**sh p**ú**shed p**ú**t
 inp**ú**t **o**utp**ú**t
 w**ó**uld c**ó**uld sh**ó**uld

SET SEVEN Drill 7The letter **ò** as in **bòşòm** and **fòòt****bòşòm** w**ò**man w**ò**lf w**ò**lveş

g**ò**od g**ò**odness h**ò**od st**ò**od w**ò**od h**ò**of
l**ò**ok **o**utl**ò**ok **o**verl**ò**ok b**ò**ok c**ò**ok cr**ò**ok
h**ò**oked unh**ò**ok t**ò**ok sh**ò**ok w**ò**ol f**ò**ot
w**ò**ollen s**ò**oty h**ò**od **ch**ildh**ò**od manh**ò**od

SET EIGHT

CONSONANT AND VOWEL SOUNDS

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

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

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

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

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

SET EIGHT Drill 1

Bolded a says its own name

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

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

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 bathed bathers

enable cable fable table stable race lace bracelet
 embraced face defaced grateful pace disgrace place
 misplace replace trace rage enraged caged
 engaged page wages arranged stranger change
 exchange danger

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

precede stamped stamped millipede supreme
 supremely extreme extremely these theme
 gene delete concrete compete complete
 completely athlete obsolete mete meter

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

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

SET EIGHT Drill 5

ninete**en** ninety pine spine wine entwined ripe wipe
 swiped striped bites sites spite despite invite white
 dive exc**ite** exc**ite**ment rec**it**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**e**r di**c**e
 mi**c**e ni**c**e pri**c**e spi**c**e spi**c**y spi**c**e**d** enti**c**e**d** vi**c**e
 advi**c**e devi**c**e twi**c**e

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

robe globe global probed rode code strode exploded
 coke joke poker bloke broken spoken stroke awoke
choked sole console hole**s** mole**s** pole**s** stolen
 dome home lone homeless encod**ing** rope decod**ing**
 cone 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**e**d tho**s**e oppos**e**d
 suppo**s**e o**pen** not**es** vot**es** devot**ed** promot**ed** remot**e**
 remot**ely** outvot**ed** quot**ed** over 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**e**d**

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

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

SET EIGHT Drill **9**

accuşed excuse excuşe confuşe refuse refuşe cute
 fuşe amuşe amuşement abuşing usef ul useless misuse
 misuşe brute dilute flute mute compute hu e computer
 astute salute tru e produ e redu ed dedu e introdu e
 delu e refuge

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

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

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

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

idea idle i y i icle item title rifle bible diver
 bridle dial trial climb mind minder blind blindness
 kind kindness behind finder unwind rewind wild

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

SET NINE Drill **3**

Bolded O says its own name

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

SET NINE Drill **4**

Bolded U says its own name

unit unite united uniform usual usually student
 pupil tunic human humanity humid truth truly
 duty cubic music musical mutiny stupid stupidity
 menu mutual museum junior futile nuclear unruly

SET NINE Drill **5**

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

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

SET TEN

SET TEN Drill 1

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

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

SET TEN Drill 2

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

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

SET TEN Drill 3

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

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

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

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

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

Note **great** **steak** **break****SET TEN Drill 5****Bolded e** in the **ie** or **ei** rule

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

ceiling **conceit** **conceited** **deceit** **deceitful** **conceive**
deceive **perceive** **receive**

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

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

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

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

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

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

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

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

SET TEN Drill 10**Bolded o in Oa & Oe**

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

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

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

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

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

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

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

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

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

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

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

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

tee mee zee speak feed meedy needle reef
cool feelish broom groom bridegroom room
seen leep spoonful balloon baboon afternoon
scoop droop troop sweep sneeze beet scooter
shoot outshoot roost rooster smooth beet teet
loose goose noose cheese bamboo boomerang

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

A TECHNICAL NOTE

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

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

SET ELEVEN Drill 2**ou**

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

SET ELEVEN Drill 3**OW**

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

SET TWELVE**SET TWELVE Drill 1**The **Oi** sound

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

avoid embroider embroidery coin join adjoin joiner
 oily boil coil recoil foil spoil toil toilet loiter
 exploit joint point disappoint no**is**y poi**so**n hoist
 moist voi**ce** rejo**ice** **choi**ce noi**se** poi**se**

SET TWELVE Drill 2The **Oy** sound

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

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

SET TWELVE Drill 3The **ei** sound

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

veil unveil unveiling reins 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 enlärge dischärg overchärg
 cärve snärl cärtoon färther pärçel ärgue
 cärpenter çigär crowbär gärgle

SET THIRTEEN Drill 3

ä

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

SET THIRTEEN Drill 4

ä

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

clerk sęgant

SET THIRTEEN Drill 5**ór**

fór forbid fórgo nór abşórb órbit órder lórd
 bórder córdial discórd affórd córd fórk pórk
 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 fórc eńfórc divórc hórs
 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**

over**â**ll b**â**ll c**â**ll c**â**lling f**â**llen w**â**ll h**â**ll h**â**llway
 sm**â**ll t**â**ll t**â**ller t**â**llest st**â**ll inst**â**ll rec**â**ll
 downf**â**ll netb**â**ll bas**â**eball f**â**otball b**â**ske**â**tball
 vol**â**leyb**â**ll **â**lso **â**lways **â**lready **â**lmost **â**lter b**â**ld
 sc**â**ld

SET THIRTEEN Drill 10**êr**

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

SET THIRTEEN Drill 11**êr**

p**ê**rch b**ê**rth P**ê**rth imm**ê**rse v**ê**rse rev**ê**rse
 em**ê**rge subm**ê**rge v**ê**rge s**ê**rve cons**ê**rve n**ê**rve
 sw**ê**rve de**ê**serve ob**ê**serve pres**ê**rve p**ê**rson th**ê**rmos
 p**ê**rmit f**ê**rtil**ê** f**ê**rvent m**ê**rcy

SET THIRTEEN Drill 12**îr**

s**î**r f**î**r st**î**r f**î**rm sm**î**rk sh**î**rk b**î**rd g**î**rder th**î**rd
 g**î**rl tw**î**rl wh**î**rl d**î**rt d**î**rty fl**î**rt sk**î**rt squ**î**rt
 th**î**rty sh**î**rt f**î**rst th**î**rst th**î**rsty b**î**rth g**î**rth
 m**î**rth

SET THIRTEEN Drill 13**ûr**

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

SET THIRTEEN Drill 14**ûr**

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

SET FOURTEEN**SET FOURTEEN Drill 1****êar**

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

ear

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

SET FOURTEEN Drill 2**eer and ere**

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

SET FOURTEEN Drill 3**are**

rare rarely **b**are **c**are **c**areful **c**areless **d**are
 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**

fair **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**

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

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

oar**s** **r**o**a**r **b**o**a**rd **o**ver**b**o**a**rd **c**o**a**rse **h**o**a**rse
side**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**
be**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**
sho**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
st**o**r**e**h**o**use **ign**o**r**e

ôor and **ô**ur

d**ô**or fl**ô**or p**ô**or f**ô**ur p**ô**ur p**ô**ured y**ô**ur y**ô**ur**ş**
f**ô**ur**th** f**ô**ur**teen** m**ô**urn c**ô**urt c**ô**ur**se**

ure and **o**ur

sec**u**re en**u**re p**u**re imp**u**re man**u**re s**o**ur fl**o**ur
dev**o**ur **o**ur**ş**

SET FIFTEEN

SET FIFTEEN Drill 1

war and **qu**ar

w**ar** w**ar**ble w**ar**d w**ar**den aw**ar**ded rew**ar**d
rew**ar**ding w**ar**m w**ar**mer w**ar**m**th** w**ar**n f**o**rew**ar**n
w**ar**p w**ar**ped w**ar**t sw**ar**m sw**ar**ming dw**ar**f
dw**ar**ves**ş** **th**w**ar**t **th**w**ar**ted tow**ar**d**ş** **qu**ar**t** **qu**ar**ter**
quar**ter**ly **qu**ar**t**z **qu**ar**t**et

SET FIFTEEN Drill 2

ward**ş**

f**o**ward**ş** backward**ş** upward**ş** d**o**wnward**ş** **ä**fterward**ş**
homeward**ş** **ä**wkward westward s**o**uthward n**o**rthward
eastward

SET FIFTEEN Drill 3

w**o**r

w**o**rd w**o**rk w**o**rker w**o**rkman w**o**rm w**o**rd w**o**rst
w**o**r**th**y un**w**o**r**th**y** w**o**r**se** w**o**r**sen** w**o**r**ship**
hou**se**w**o**rk hom**e**w**o**rk

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**
âlthough plough bough **thorough**

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

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

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

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

fançy merçy çity çitizen çircle çircus çentral
 success succeed eccentric accident innocent
 conçert perçent recent decent sçent ascend
 descend fascinate sçene sçenery sçissors
 sciençe scientist general energy emergençy
 passenger religion college original engineer

SET SIXTEEN Drill 2Word ending **Or**

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

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

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

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

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

SET SIXTEEN Drill **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**

moment **pay**ment **tre**atment **ô**rnament dep**â**rtment
 amazement **equi**PMENT **â**rgument instrument
 experiment mea**ş**urement **punish**ment man**â**gement
 arr**ang**ement **fixt**ure **mixt**ure **text**ure **feat**ure **creat**ure
culture **capt**ure **fract**ure **pic**ture **advent**ure **fû**rniture
 temperat**ur**e dep**â**rt**ur**e man**ufact**ure **fut**ure **natur**e

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

pity density activity majority **et**ernity **ne**cessity
 electric**ity** opp**ô**rtunity **vis**ibility **â**uthority **p**ersonality
 simplici**ty** collar grammar similar **solar** vinegar
 calendar **partic**ular **pop**ular **reg**ular caterpill**ar**
ôrdinary secretary **dicti**onary **stat**ionary **sec**ondary
boundary anniv**ê**rsary **ne**cessary

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

sch**ool** **ch**ôrd chemist chemistry **Christ** **Christ**ian
 Christmas **ech**o anchor **ô**rchid **schem**e mechanic
 mechanical technical **ach**e **â**rchitect **chrom**e chronic
 character

hero **zero** **era** **series** **serial** **serious** **ç**ereal
 inter**ferenç**e **material** **superior** **inferior** **period**
query **experienç**e

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

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

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

ty**r**e ty**p**e ty**p**ist by**p**äss **ç**ycle **ç**ycling a**y**e e**y**e
çyclist **ç**yclone ty**r**ant ty**ph**oid deny**ing** st**yl**e
 h**y**ena n**yl**on p**yl**on p**yth**on r**ye** d**ye** m**ys**elf
 l**y**re**bird** by**st**ander h**yp**hen pig**st**y h**yd**raulic
 h**yd**roelectric

SET SEVENTEEN Drill 4

More silent letters

w**ä**lk **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**h**epherd gh**o**st gh**ä**stly exh**ä**ust exhilar**ate** rh**u**b**ä**rb
 rhy**th**m rhy**m**e guess guest gu**ä**rd biscuit gu**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**ä**lm ps**y**chic ps**y**chology
 pne**u**monia pne**u**matic re**ç**eipt cupboard do**u**bt
 do**u**btless subtle fier**ç**e pier**ç**e we**i**rd hei**g**ht sieve
 frien**d** heifer o**ç**ean plai**t** sw**o**rd aisle ma**y**or
 re**ç**ipe cl**ë**rk bro**o**ch scone be**a**uty

SET SEVENTEEN Drill 6

More silent letters

be**a**utiful peo**p**le do**u**bt fore**i**gn f**o**rfeit co**u**nterfeit
 fore**h**ead isla**n**d ä**u**nt aborig**i**ne apostr**o**phe jo**u**rney
 knowled**g**e adjo**u**rn co**u**rteous co**u**rtesy ca**u**liflower
 ph**y**sician the**a**tre manoe**u**vre st**o**mach lei**s**ure
 mosq**u**ito che**q**ue pl**ä**que que**u**e t**o**rque ga**o**l mosq**u**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** brewery scre**w**ed dew**dr**ops fe**w** few**er** fle**w** gre**w** ne**w** rene**w**
 ste**w**ed thre**w** che**w** stre**w**n jew**e**l Jew**ish** jew**e**ler jew**e**lry

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

bouq**u**et lie**u**tenant bu**r**eau plate**au** **o**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** margari**n**e magazi**n**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	catch	plait
e	egg	beg	bed	friend wrestle
i	ink	pink	pitch	sieve
y	gym	myth	biç ycle	
o	odd	orange	posh	dodge
à	waş	want	yaç ht	quådş
u	umbrella	bunker	uncle	subtle
ó	són	shóvel	móther	tóngue
ù	püt	büt cher	bù sh	sho ù/d
ò	gò od	tò ok	wò man	bòş òm

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

acórn **e**ven **i**cón **o**val **u**nión

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

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

a	ac órn	st ay	ma id	la dy	Cä stl re agh
	str aigh t	cam pa ig n	a Ch e		
e	e ven	re ach	e ither	sch em e	m eek
	br ief	sc en e	ob s ce ne		
i	i cón	di e	sp ire	des p ite	c ónf in e
	m ild	bl ind	br igh t	c ómb in ing	
y	my	ap ply	bu y	py thón	sc yth e
o	bo th	ho ld	ho ly	sp ok e	c óns ol e
	pill ow	vog ue	gn om e		
u	u s u ally	u nión	tr uly	bl ue	ju ic e w ound
	grad ually	p nu m onia	c ou p ón		
o	o ut	ar ound	pl ough	dr ough t	t row e l
	c ow e r	c row d ed			

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

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

är	st ärt	gä rdener	guit är	st är	st ärring
	lä ugh t er	rh ub ä rb	fä th e r	ps ä m	mir äg e
	c ónf i rm	st ir	st irring	en erg y	fi er ç e
êr	w ör k	ad jo û rn	co û r tesy	f ê r n	al ê r t
	l ê a rn t	re hê a r s e	w ô r th i ness		
ôr	f ô r	p ô u r	g â u nt	b â l d	d â u gh t er
	â wf û l	b ô u gh t	c â u gh t	l â w n	sw ô r d

THE PHONETICALLY REGULAR ENGLISH TEXT

SUMMARY CONSIDERATIONS

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

- The pronunciation of the letter ‘r’ after English vowels is subject to a lot of accentual variation in different parts of the world. It is sometimes pronounced and sometimes not. I have chosen to reflect this variation in pronunciation by inserting the Times New Roman ‘r’ font after every vowel to denote possible ambiguities caused by accentual variation.
- Similarly, the variation in the pronunciation of the ‘u’ in words such as **duke tube due** and **elude** is an unpredictable phenomenon both from word to word and from regional accent to regional accent. For this reason no separate sign has been designed to reflect differences in pronunciation.
- Since the original designing of this system in the mid 90s, it was found necessary to add an extra sign. This was the horizontal line through the **e** in order to represent the **u** sound.

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

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

For a number of reasons a very small number of letter combinations were impossible to reach without 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 PHONETICALLY REGULAR ENGLISH TEXTS

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 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 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 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.

Chris (topher) Nugent : 2022