

*The self-expression medium
for Society members*

The views expressed here are the author's and are not necessarily shared by the Society, or a majority of its members.

NuEnglish by

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The Author

After receiving a B.S. in Chemical Engineering from The University of Texas, Bob Cleckler worked for many years as an engineer where he wrote numerous technical reports about his research projects. In his last position as a Senior Safety Engineer at Hercules Incorporated at a solid-propellant rocket motor plant in Magna, Utah, Cleckler and his supervisor were required to review the proposals of every plant engineer for any type of change to the manufacturing procedure, materials, or equipment used in manufacturing the rocket motors. Due to the extreme sensitivity of the nitroglycerine-based casting solvent, any mistakes could result in the death of several employees and millions of dollars of expense for plant facilities and rocket motors.

In 1985, while employed in this capacity, Cleckler read Jonathan Kozol's shocking book, *Illiterate America*. Cleckler decided to find a solution to illiteracy in English using the same careful attention to details that he used in his engineering career. Cleckler spent more than a year reading every book on the subject of teaching reading at the University of Utah's large Marriott Research Library. The next few years were spent in writing and further research on literacy. He has authored four books on ending illiteracy, all of which were totally financed by small publishing companies in Salt Lake City. His latest, very-much-improved book, *Let's End Our Literacy Crisis, Second Revision*, is now available as a free e-book at <http://LearnToReadNow.org>. (Click on the book in the left-hand column in order to download this e-book).

The English Spelling Society

The object of the Society is to raise awareness of the problems caused by the irregularity of English spelling; and to promote remedies to improve literacy, including spelling reform.

NuEnglish was originally designed in 1986 for the primary purpose of making learning to read as easy as possible for beginning readers and a secondary purpose of making learning the new spelling system as easy to learn as possible for present readers. Additional research and development since 1985 has resulted in perfecting the solution.

Unlike any other known proposed spelling system, NuEnglish has been developed within the following guidelines:

1. No phoneme is spelled with more than one grapheme, and no grapheme represents more than one phoneme.
2. The choice of which grapheme represents a phoneme is based upon Godfrey Dewey's landmark 100,000 word study of which grapheme most-often represents each phoneme (to make the spelling as much like present spelling as possible).
3. No silent letters, no double letters that represent a single phoneme —except for OO and TT (and EE, if macrons are not used), all phonemes are to be represented by a grapheme *and in the order in which it is pronounced*.

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A. Answers to Spelling Society Questions

i. Is this a new original idea or is it adapted from one developed by the writer or someone else? This is a new original idea.

ii. Is it an initial scheme for learning literacy, as a step to TS, or is it for permanent adult use? It is for permanent use of adults and children.

iii. Are there any supplementary rules to cover exceptions to the proposed system? If so, please detail. There are no exceptions to the NuEnglish rules, and there are no supplementary rules.

iv. Does your system cater for schwa and stress? Yes. Although linguists make a distinction between schwa and the sound of *U* in the word *nut*, the vast majority of people who will be using NuEnglish neither know nor care that there is a difference. The use of the schwa from the standpoint of logic serves only to allow various graphemes to be used in unaccented syllables — a practice which, for beginning readers, requires a very large amount of memorization which would be unneeded if we simply spell each phoneme according to its sound. Linguists and would-be linguists have the bad habit of insisting upon pedantic practices which serve to make themselves look intelligent but which terribly frustrate new learners.

The primary stress on NuEnglish words is shown by an asterisk before the vowel in the accented syllable unless the stress is on the first syllable — which is the syllable most-often accented in English words. Knowing the syllable which has the primary accent helps considerably in decoding (reading) the word. In TS, readers not only must memorize the spelling but also the location of the accent(s). Readers encountering an unknown word often have to try two or three accents before they recognize the word.

v. If this is a phonemic system, which accent of English is it based on? Would you cater for other accents of English? If so, how? Those learning to read NuEnglish will always be instructed to spell their words the way they sound *to them* — with the exception that those who do not pronounce their Rs should include the Rs in their spelling. All those who can read TS know very well where the Rs are located. If, however, the writer has *any doubts* about what they write being understood, they can spell their words the way radio and television news anchors in their area (or the area for the person(s) to whom they are writing) pronounce their words. This is a very workable system because we almost always understand any *speaker* of English, regardless of how differently they pronounce and accent their words. We will understand any *writer* of English even more easily because we can study what is written as long as necessary to understand it. Furthermore we can — at our leisure — examine the context of what is written both before *and after* the misunderstood word. When listening to a speaker, if we ponder the meaning of a misunderstood word in the split second in which it is pronounced, we will miss the context of what comes *after* the misunderstood word.

vi. Is the scheme based on assumed knowledge of English / TS or is it independent, that is could people who had learned the spelling rules pronounce a text correctly even though they had no knowledge of English? No, beginning learners can learn NuEnglish without any knowledge

whatsoever of TS — in fact, they can learn more easily if they have **NO** knowledge of TS. If they can speak English, they can read NuEnglish by knowing how the phonemes in English are spelled in NuEnglish. Students learn the sound of the phonemes by hearing them in very common, familiar words.

vii. **How does running text in the scheme compare in length with traditional orthography (i.e. how many characters compared with TS)?** The NuEnglish spelling using macrons is five to ten percent shorter than TS. The NuEnglish spelling which does not use macrons is very nearly the same in length as TS. The form using macrons will be slightly easier to read, and publishers will much prefer the form with macrons because of the savings in typesetting time and paper costs.

viii. **How big is the change from TS? To what extent does the scheme defer to the appearance of TS? Give an estimate of the percentage of words that would need to be changed from TS.** NuEnglish does not cater to the appearance of the words if doing so would make learning more difficult for beginning readers. NuEnglish caters to the appearance of the words by using the *most-used* grapheme for every phoneme in TS (for 29 of the 38 phonemes taught in NuEnglish — 76.3% of them) and the *expected* phoneme for the others, except for the use of *TT* for the lesser-used TH phoneme in words such as "thin." If TS were to be required to have only one spelling of each phoneme, almost exactly 20% of words in TS would be phonemic. That is another way of saying that 20% of the words in TS and NuEnglish are spelled exactly the same.

ix. **Outline how the author envisages the scheme being used. How would it be introduced and existing publications be dealt with?** Governmental authorities seldom make large changes unless pushed into them by an angry public. Changing from TS to NuEnglish quite obviously requires a huge amount of publicity. Neither I nor the English Spelling Society can afford the amount of publicity that will be needed. The publishers, however — the ones who will profit the most financially from the adoption of NuEnglish — can afford the publicity needed to get the grassroots push for something that is so badly needed. This is provably true because it will almost double their potential customers. All of the very large businesses will also profit from totally eliminating functional illiteracy. Eliminating functional illiteracy will reduce the cost of recruiting in a labor pool where almost half of the potential workers cannot read well enough to do the job needed. It will also reduce the training cost for new employees. It will increase their customers when almost everyone — instead of only about half — of their potential customer can read their advertisements. Once enough people see the value of guaranteeing that their children will not join the ranks of the functionally illiterate, and when they see that consumer prices can come down when workers make fewer costly mistakes and provide low productivity that are passed along as higher prices, the general public will insist that their school board begins teaching NuEnglish after one or two years of preparation. Only kindergarten and first grade will teach NuEnglish the first year. Then each year another grade is added. Within twelve years the colleges will be ready for even more advanced reading than ever before because they will not have to start with remedial reading as they do now. The book, magazine, newspaper, and booklet publishers can print as much of their material in NuEnglish as will be profitable for them. Anything of value can be republished in NuEnglish if the publishers expect to make a profit on it. Not everything will be

republished in NuEnglish. An analysis of material in present bookstores would show that only a small portion of new books are so popular that they are sold for more than a year or two. Material of value that is hundreds of years old will be published if the publisher expects to make a profit on it — material that has long exceeded its copyright date can be published very inexpensively.

x. Does the author regard homophones as a problem and does the system indicate them in any way? No. Several linguistic and educational experts have discounted the effects of homographs (as Appendix 8 of my book proves). There are very few times when listeners become confused when hearing homographs. In spoken English there is nothing other than context needed to understand the meaning in most cases. In written material, the context can be evaluated more thoroughly than in spoken material. Whether a reader is confused by homographs, however, is entirely up to the writer. If the writer has any doubts whatsoever of being misunderstood by spelling the word the way it sounds, the writer can add a synonym in parenthesis following the word to clarify the meaning.

xi. Could the system be used easily on most computers and word processors? Yes. If the writer does not want to go to the trouble of bringing up the character map (by clicking on "all programs," "accessories," and "system tools," for example), the writer can use the form of NuEnglish without macrons. When writing by hand, the writer is very likely to use the form without macrons. It is easier to add an *E*, the easiest of all letters to write, than to pick up the pen or pencil, find the place to add the macron, then return to your place.

xii. Is the system used in everyday life by the author and anyone else? Gary Sprunk and I often communicate by email using NuEnglish. When preparing lengthy material in NuEnglish, I use the Respeller program at <http://NuEnglish.org/respeller.aspx>. This program has a database of more than 628,000 English words and will quickly convert up to 25 pages at a time from English into NuEnglish in either Standard American or British spelling.

B. The NuEnglish Spelling System

The graphemes for the 38 phonemes taught in NuEnglish are shown in rules 1-5 in italicized, underlined capital letters for highlighting only. No such highlighting is required in NuEnglish.

1. The A, E, I, O, and U are pronounced as in "That pet did not run."
2. The AE, EE, IE, OE, and UE are pronounced as in "Mae Green tried roe glue." These vowels may, instead, be spelled with a macron as in "Thā ēt frīd tōfū." (They eat fried tofu.)
3. The AU, OI, OO, and OU are pronounced as in "Haul good oil out."
4. The 18 single consonants are pronounced as in "YeS, VaL ' ZiP KiM HiD ouR BiG FaN-JeT Win."
5. Six consonant sounds are spelled with two letters: (1) CH is pronounced as in "chip." This is the only way the letter C is used in NuEnglish. (2) SH and (3) NG are pronounced as in "wishing," (4) ZH is pronounced as in muzhik. (Muzhik is an English word in which the zh is pronounced the same as the s in treasure.) (5) TH is pronounced as in "then," and (6) TI is pronounced the same as the th in "thin." This is because TS spells the sounds in "thin" and "then" the same, and spelling them both the same requires memorizing which of the two sounds apply in EVERY word spelled with *th*.

6. The above letters represent the basic sounds used to distinguish between syllables or words. Two letters (X and Q) represent more than one basic sound. The X is used ONLY for the KS blend. The Q (not QU) is used ONLY for the KW blend. All the other sounds of X and Q are spelled out.
7. Traditional English spelling does not distinguish between the vowel sounds in "sue" and "fuel." NuEnglish spells the vowel sound in "sue" as ue and the sound in "fuel" as yue. (This is equivalent to placing an F sound before the word "Yule").
8. The initial sound in words like "which" are actually pronounced as HW. Air is expelled before the W sound, so it is spelled that way: hwich.
9. There are no silent letters and no double letters having a single sound except OO and TT. (If macrons are not used, the EE is also used for a single sound.) The two Gs in the NuEnglish spelling "finggur," as an example, are in two syllables, therefore two sounds.
10. All sounds are shown except the NG sound in NK and NX as in "bank" and "jinx."
11. To show the accent, an asterisk is placed before the vowel in a primary accented syllable. An asterisk (say star when spelling aloud) is not used if primary accent is on the first syllable since more English words have the accent on the first syllable than on any other.
12. Numbers are used instead of spelling out the number unless spelling of the numbers is required. Numbers must be spelled out on some legal documents, such as on a check. Numbers should be spelled when numbers may be confused with letters, e.g. I, L, O, or S.

Being able to read NuEnglish requires only knowledge of these 12 simple rules. In order to standardize spelling enough to enable programming of a traditional-English-spelling-to-NuEnglish-spelling converter and to ensure that everyone can read what you write requires knowledge of the following NuEnglish spelling rules.

13. For consistency, the "-able" and "-ible" suffixes are always written "-ubul" in NuEnglish.
14. All words, including names, trademarks, etc., are spelled as they sound. When proper names and trademarks are first used, for clarity and legality, the traditional spelling will appear between square brackets after the NuEnglish spelling, as in "Mattyue [Matthew] or Tilunaul [Tylenol]. The only exceptions are the names of the months and days and proper nouns used as common nouns, as in "Mok" ("Mach" number).
15. Compound words (words composed of 2 or more words) are hyphenated, as in "hot-daug" and "finggur-print" ("hotdog" and "fingerprint"). A prefix is considered a separate word when its meaning is clear and the meaning of the rest of the compound word is clear also, such as "a-", "anti-", "dis-", "non-", "re-" and "un-" in "ā-mōrul", "antī-statik", "dis-u-pir", "non-profit", "rē-dū" and "un-butun" ("amoral", "antistatic", "disappear", "nonprofit", "redo" and "unbutton"). This special consideration for prefixes will improve sight understanding, and may not burden a word with more punctuation, as the hyphen may substitute for a star. Care must be taken with "re-": meaning "again", it is written with a long E and hyphen, as in "rē-dū" ("redo"), whereas with the meaning "back", it is written with a short E and hyphen, as in "re-mīnd" ("remind"). Chemical names hyphenate all prefixes, such as "polē-tetru-flōrō-ettilēn" ("polytetrafluoroethylene").
16. Use an apostrophe to show contractions, as in "kan't" for "kan not", or possession, as in "Tom'z" ("Tom's").
17. Clarification of spelling with numbers: The only deviation from phonemic spelling is for numbers of less than a million. Thus: "U 3-fōld inkrēs", "1 and 1 iz 2", "Sum-1 iz at hu dōr", and "Ī'I bē u-wā fōr 4 dāz". The reasons are because numerals are universally understood, are very compact, and are easily distinguished from "won", "to", "too", "for", "fore", and "ate". Ordinal numbers are written as a numeral plus "tt" or "ett": "4tt", "10tt", "100tt", "20ett", "30ett", excepting "1st", "2nd", and "3rd", and the pronunciation of "5tt" (fiftt). The use of numerals instead of spelling the numbers is optional and should not be used when filling out forms such as bank checks which specify spelling out the numbers, or whenever the number 1 could possibly be confused with the letters capital I or lower case L, or when the letter O could possibly be confused with zero or capital S with the number 5.

In Summary: In NuEnglish, there are 14 vowels, the five most-used vowels spelled with single letters (*a, e, I, o, and u*), five with digraphs (*ae, ee, ie, oe, and ue*) or with macrons (*ā, ē, ī, ō, and ū*) and four only with digraphs (*au, oi, oo, and ou*). There are 24 consonants, 18 single letters and 6 digraphs (*ch, sh, zh, ng, th, and tt*) in NuEnglish. This totals 38 letters or letter combinations, 23 single letters and 15 digraphs (or 10 digraphs and five vowels with macrons).

Unlike any other known proposed spelling system, in NuEnglish the grapheme (single letters or digraphs only) chosen to represent each phoneme is based upon the most used grapheme for that phoneme in Godfrey Dewey's monumental 100,000 word study of various types of written material to represent common English prose. Dewey determined how many times each grapheme is used to represent each of the phonemes in common English usage in his book *Relativ Frequency of English Speech Sounds*. Each of the digraphs used in NuEnglish make up 1.0% or less of the phonemes used except for the *TH* phoneme (which makes up only 2.75% of the total phoneme usage) and the *AU* phoneme (which makes up 1.31% of the total phoneme usage). As a result, NuEnglish spelling is very near the optimum for brevity. Twenty-nine of the 38 phonemes are represented by the *most-used* letters for those phonemes in traditional spelling, 7 are pronounced the way we *expect* them to be pronounced, one (*AE*) is a slightly unusual usage, and one (*TT*) is a new grapheme, as follows:

1. The *E* is expected to have the sound as in *met*; more often it has the vowel sound in *nut* because of use in unaccented syllables.
2. The *O* is expected to have the sound as in *pop*; more often it has the vowel sound in *nut* because of use in unaccented syllables.
3. The *IE* is expected to have the sound as in *pie*; more often it has the long *E* sound because of changing *Y* to *I* and adding *ED* or *ES* for past tense or plurals.
4. The *OE* is expected to have the sound in *toe*; more often it has the vowel sound in *nut* entirely because of the very common word *does*.
5. The *F* is expected to have the sound in *fan*; more often it has a *V* sound entirely because of the very common word *of*.
6. The *S* is expected to have the sound in *sat*; more often it has the *Z* sound because of the very common words *is* and *was* and plurals such as *bags*.
7. The *Y* is expected to have the sound in *yet*; more often it has the sound as in *very, spy, myth* or *physician*.
8. The "long" *A* phoneme is represented with *AE* because other choices conflict with other vowels, but when *AE* appears in traditional spelling it is pronounced with a long *A*.
9. The *TT* grapheme is the only grapheme different than traditional spelling and is used because the *TH* is used in traditional spelling for two different phonemes.

Here is the most important feature of NuEnglish: *NuEnglish spelling cannot be made any simpler without introducing letter usages or letter combinations that are very unusual or entirely unknown in present spelling.*

Ten Beneficial Characteristics of NuEnglish

(1) No phoneme is ever spelled with more than one grapheme.

(2) No grapheme ever represents more than one phoneme.

Having more than one way to spell a phoneme or more than one grapheme representing a phoneme obviously requires additional learning. It also adds a very confusing ambiguity to the spelling. NuEnglish has a perfect one-to-one grapheme-to-phoneme correspondence.

(3) There are no silent letters.

(4) There are no double letters which represent only one phoneme except *OO* and *TT* — and *EE*, if macrons are not used.

The use of double letters to represent a single phoneme is perhaps the cause of more misspellings than any other in traditional spelling.

(5) Every sound in every word is represented (except the *NG* sound in words such as *bank* and *jinx*) and is represented in *strict first to last order*.

(6) An asterisk (pronounced "star," when spelling aloud) precedes the vowel in the primary accented syllable unless the accent is on the first syllable. The first syllable in English is more likely to be accented than any other syllable.

The use of an indication of the primary accented syllable is very valuable because *it will enable easy reading*. When learning traditional spelling we must not only memorize the spelling of the word but also memorize which syllable has the primary accent. When reading unfamiliar material, we must often try more than one accent placement before we can recognize (read) many of the words.

(7) In order to make NuEnglish look much more familiar for present readers, the choice of graphemes used in NuEnglish to represent *every phoneme possible* is based upon how the phonemes are *most often* spelled in common English usage (traditional spelling). *Every time a phoneme appears in NuEnglish, it is ALWAYS spelled with the same grapheme*.

(8) Although strictly speaking a vowel followed by an *R* phoneme produces a unique diphthong (which many phoneticists consider to be a separate phoneme thus claiming the English language has more than 38 phonemes), beginning students can easily learn these additional phonemes by blending the vowel and the *R* phoneme in the same way as they learn all the other blends.

- (9) There is a free computer program on our <http://nuenglish.org/respeller.aspx> website which will quickly convert up to about 25 pages of traditionally spelled material at a time into NuEnglish. The program has an English word database of more than 628,000 words and provides NuEnglish spelling in either General American or British dialects.
- (10) Due to the simplicity and logic of NuEnglish spelling, people who already read traditional spelling can learn to read NuEnglish in less than ten minutes and return to previous reading speeds after only two or three months of using NuEnglish. Some of the better beginning students may be able to read NuEnglish fluently after only a week. All but the most seriously mentally handicapped beginning students can easily learn to read NuEnglish in less than three months. Dr. Frank Laubach was one of the most successful reading teachers of all times. He spent almost his entire adult life successfully teaching thousands of students to read fluently. Dr. Laubach taught students in well over 300 languages. Dr. Laubach's students were able to unfailingly become fluent readers in 95% of these languages in from one to twenty days, and became fluent in 98% of the languages in less than three months — because 98% of these languages were almost perfectly phonemic. Dr. Laubach stated on page 48 of his book, *Forty Years With the Silent Billion*, "If we spelled English phonetically, American children could learn to read in a week." Very few students can become fluent in reading traditional spelling in English in less than two or three years.

Learning the graphemes to represent 38 phonemes and learning how to blend them into words is quite obviously much easier than learning every word in a person's reading vocabulary one-at-a-time by rote memory or by repeated use — the ONLY way students can learn to read English. Most fluent readers have a reading vocabulary of at least 20,000 words. Many people have speaking vocabularies of 70,000 words or more; considerably fewer people have reading vocabularies that large, however.

A very large portion of the proposed spelling systems, other than NuEnglish, were quite obviously designed to be similar in several respects to traditional spelling in order to increase the acceptance of the system by present readers. Why else would they purposely add features requiring memorization of exceptions to the grapheme-to-phoneme correspondences — making learning more difficult for beginning readers? Most of those who propose simplified spelling systems are very wary about making spelling systems that are too different from present spelling, believing that acceptance by present readers is absolutely essential to the success of the proposed system. They do not realize, however, that the general public will be much more likely to embrace spelling reform if they fully understand (1) how *difficult* it is for beginners to learn to read English—particularly those whose native language is not English, (2) how *seriously* illiteracy affects not only the illiterates but also those of us who are literate, (3) that NuEnglish was scientifically designed to be as simple as possible for *beginning* readers, and (4) that *present readers can easily learn to read NuEnglish in less than ten minutes*.

C. Standard Text

The Star (H G Wells)

It was on the first day of the new year that the announcement was made, almost simultaneously from three observatories, that the motion of the planet Neptune, the outermost of all the planets that wheel about the sun, had become very erratic. A retardation in its velocity had been suspected in December. Then a faint, remote speck of light was discovered in the region of the perturbed planet. At first this did not cause any great excitement. Scientific people, however, found the intelligence remarkable enough even before it became known that the new body was rapidly growing larger and brighter, and that its motion was quite different from the orderly progress of the planets.

It wuz on thu 1st dā uv thu nū yir that thē un*ounsmunt wuz mād, aul-mōst sīmult*ānēuslē frum 3 ubz*urvutōrēz, that thu mōshun uv thu planut Neptūn, thē outur-mōst uv aul thu planuts that hwēl u-bout thu sun, had bi-kum verē er*atik. U retord*āshun in its vel*ositē had ben sus*pektud in Des*embur. Then u fānt, rem*ōt spek uv lit wuz dis-kuvurd in thu rējun uv thu purt*urbd planut. At 1st this did not kaus enē grāt ex*ītmunt. Sīunt*īfik pēpul, hou-evur, found thē int*elujuns rem*orkubul en*uf ēvun bi-fōr it bi-kām nōn that thu nū bodē wuz rapidlē grōing lorjur and brītur, and that its mōshun wuz qīt difrunt frum thē ōrdurlē progres uv thu planuts.

Britten when young (Frank Kermode)

We may nowadays be chary about using the word 'genius', but we still have a good idea what is meant by it. For example, there are great numbers of very gifted musicians who are admired but not called geniuses. But there are others, manifestly prodigious, performing often at extraordinary ages, a variety of feats so complex that the layman could hardly imagine, even with the most desperate labour, accomplishing any of them, while even musicians are astonished: and we then reach for the good, handy, vague, Enlightenment word and call them geniuses. The list includes Mozart and Mendelssohn; and despite all the limiting judgements, it includes Benjamin Britten.

Wē mā nou-u-dāz bē charē u-bout yūzing thu wurd 'jēnyus', but wē stil hav u good īd*ēu hwut iz ment bī it. Fōr egz*ampul, ther or grāt numburz uv verē giftud myūz*ishunz hū or adm*īrd but not kauld jēnyusuz. But ther or uthurz, manifestlē prud*ijus, purf*ōrming afun at extr-ōrdinarē ājuz, u vur*ītē uv fēts sō kumpl*ex that thu lā-mun kood hordlē im*ajin, ēvun witt thu mōst desprut lābur, uk*omplishing enē uv them, hwīl ēvun myūz*ishunz or ust*onisht: and wē then rēch fōr thu good, handē, vāg, En-lītumunt wurd and kaul them jēnyusuz. Thu list inkl*ūdz Mōtsort [Mozart] and Mindulsun [Mendelssohn]; and de-spīt aul thu limiting jujmunts, it inkl*ūdz Benjumin [Benjamin] Britin [Britten].

Ode to a nightingale (John Keats)

Tis not through envy of thy happy lot,
But being so happy in thine happiness.
That thou, light-winged Dryad of the trees,
In some melodious plot
Of beechen green, and shadows numberless,
Singest of summer in full-throated ease.

Tiz not ttrū envē uv thī hapē lot,
But bēing sō hapē in thīn hapēnus.
That ttou, līt-wingd Drīad uv thu trēz.
In sum mel*ōdēus plot
Uv bēchun grēn, and shadōz numbur-les,
Singest uv sumur in fool-ttrōtud ēz.

Fuzzy-opaque orthographical visions
(C Upward)

There was a poor boy couldn't spell
Half the words in our language too well.
His teachers thought: "Brain-sick!"
Mum and Dad hoped: "Dyslexic?"
Yet the child rashly jeered:
"What the hell!"

Ther wuz u poor boi koodun't spel
Haf thu wurdz in our langgwuj tū wel.
Hiz tēchurz ttaut: "Brān-sik!"
Mum and Dad hōpt: "Dis-lexik?"
Yet thu chīld rashlē jird:
"Hwut thu hel!"

D. Word List

pen, copy, happen
back, bubble, job
tea tight button
city, better
day ladder odd
key cock school
get giggle ghost
church match nature
judge age soldier
fat coffee rough move
thing author path
this other smooth
soon cease sister
zero zone roses
ship sure station
pleasure vision
hot whole behind
more hammer some
nice know funny sun
ring long thanks sung
light valley feel
yet use beauty
wet one when queen
dress bed
lot odd wash
strut bud love
foot good put
fleece day streak

pen, kopē, hapun
bak, bubul, job
tē tīt butun
sitē, betur
dā ladur od
kē kok skūl
get gigul gōst
church mach nāchur
juj āj sōljur
fat kaufē ruf mūv
tting auttur patt
this uthur smūth
sūn sēs sistur
0 zōn rōzuz
ship shur stāshun
plezhur vizhun
hot hōl bi-hīnd
mōr hamur sum
nīs nō funē sun
ring laung ttanks sung
līt valē fēl
yet yūs byūtē
wet 1 hwen qēn
dres bed
lot od waush
strut bud luv
foot good poot
flēs dā strēk

price high try	prīs hī trī
choice boy	chois boi
goose two blue	gūs 2 blū
goat show no cold	gōt shō nō kōld
mouth now	moutt nou
near here serious	nir hir sirēus
square fair various	sqar far varēus
start father	stort fothur
thought law	ttaut lau
north war	nōrtt waur
cure poor jury	kyur poor jurē
nurse stir	nurs stur
courage	kuruj
happy radiation glorious	hapē rādē*āshun glōrēus
about comma common	u-bout komu komun
influence situation annual	inflūuns sichū*āshun anyūul
intend basic	int*end bāsik
stimulus educate	stimyulus ejukāt
kit bid hymn	kit bid him
trap bad	trap bad

640 letters in TS, 560 in NuEnglish

E. Potentially the Most Useful MEMORY AID of All Time (Once NuEnglish is adopted)

The late Edward Rondthaler, a very active spelling reform advocate throughout his long adult life, famously stated that if a non-Spanish-speaking traveler on an airline flight from an American city to Mexico City were to be given a 3 by 5 inch card showing the pronunciation of every Spanish grapheme, by the time of his arrival he would be able to read aloud any material in Spanish so well that a Spanish-speaking person would understand every word. Anyone familiar with Traditional English spelling knows that such a feat is absolutely impossible in English. When English words are spelled with NuEnglish spelling, however, this will definitely be possible, as a careful study of the simulated 3 by 5 inch card below demonstrates.

Learning NuEnglish will be easier with the more explicit NuEnglish spelling rules above. Those who will carefully use this memory aid, however, will find it to be a convenient and very useful reminder of the exact sound represented by each of the 38 NuEnglish graphemes.

When persons learn the pronunciation of 38 NuEnglish phonemes and when they use the NuEnglish accent rule (the primary accent in a syllable other than the first syllable is shown by an asterisk immediately before the vowel in the accented syllable) they will be able to recognize (read) any word in their listening vocabulary AND be able to correctly pronounce a word even if it is NOT in their listening vocabulary.

Mae Green lied, "Joe Blue and Kevin
1 2 3 4 5 6 7 8 9 10 11 12 * 13 14 ** 15 16 17 18 *

'Top Gun' Wood haul our oil."
19 20 21 * 22 * 23 24 * 25 26 * 27 * 28 *

Quit mezhuring fish hwich yuez this
* * * * 29 * * * 30 31 * 32 * * * 33 34 * 35 36 * 37

ttin box. (Quit, measuring, which, use, and thin in TS.)
38 * * * *

Phonemes are the smallest sound used to distinguish between syllables or words. The numbers show the 38 phonemes in NuEnglish. The asterisks are letters or letter combinations that were previously numbered. Q and X represent the consonant blends KW and KS, respectively. GR, BL, ND, and HW are consonant blends, not phonemes. The digraphs shown here are underlined only for quick recognition; such underlining is not a necessary characteristic of NuEnglish.