

CUT SPELNG

PART II

**TH SYSTM
DEMNSTRATED**

PART II: CONTENTS

Part II of the Cut Spelling Handbook is divided into three Sections. The first consists of lists of words grouped according to individual cutting patterns. The second mixes words that follow more than one cutting pattern. And the third consists of parallel texts in TO and CS. The introduction to Part II suggests how each of these sections may best be used.

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PART II

Introduction: HOW TO USE *PART II*

1 To new readers

Readers coming to Cut Spelling (CS) directly, without intending to study the detailed analysis in Part I, are advised to begin here, with Part II. For the benefit of such readers a brief review of how CS works is given next, which may be skipped by those who have studied Part I. Readers starting with Part II will encounter full CS from the next paragraph onwards (it was introduced chapter by chapter in Part I), and may like some guidance on how to begin reading it. New readers are likely to pause and reflect on unusual spellings, but it is probably better if they begin by trying to read fluently, ignoring the spellings as far as possible, as there will be plenty of opportunity to think about them afterwards in Sections 1, 2 & 3. Naturally CS will appear a little strange at first, but the strangeness wears off quite soon, and before long readers should find themselves only hesitating over occasional spellings. Fluency in reading CS grows quickly with practice.

2 Outline structure of CS

CS is quite easy to read even when seen for the first time, because most words are spelt almost in their familiar way. The main change is the disappearance of the many unnecessary letters which learners, readers and writers find so confusing in traditional spelling (called Traditional Orthography, or TO for short).

Learning to write in CS, on the other hand, needs much more concentration than reading. The writer has to learn which letters in TO are unnecessary, and then to practise writing words without them. There are three rules for deciding which letters to cut out, and three rules for which letters are substituted. These rules are outlined next.

- **Rule 1** says that letters are cut out if they have nothing to do with how words sound. Many such letters are obvious, like B in *debt* or G in *foreign*. In fact around 20 letters of the alphabet are sometimes redundant like this. But some letters may at first seem redundant because they are silent, although they can't be cut, as they tell us something indirectly about how a word sounds. For example, the E in *hope* is silent, but without it, the word would be *hop*. This tells us that, although silent, the E in *hope* is needed to show the sound of the word, and it must be kept in CS. The patterns and exercises in Sections 1 & 2 teach how to decide which silent letters have to be kept in CS, as well as which can be cut.

- **Rule 2** cuts unstressed vowel letters, most often in the last syllables of words, especially before L or M or N or R, but also in the endings -ED, -ES, -ING, -ABLE, -IBLE. This rule cuts words like TO *chapel, fathom, curtain, murmur* to CS *chapl, fathm, curtn, murmr*, and TO *washed, washes, washing, washable* to CS *washd, washs, washng, washbl*. These endings are very common, and although there are some exceptions to the rule, it is not difficult to learn when to make this cut.
- **Rule 3** is the easiest: it involves cutting nearly all doubled consonants to just one; for instance, TO *accommodate* becomes CS *acomodate*. There are a few exceptions to this rule too, for instance to prevent *holly* becoming *holly*.
- **The three substitution rules** are also easy. The first says, write F instead of GH or PH, when these are pronounced /f/ (eg, CS *ruf, fotograf*). The second replaces G or DG with J when they are pronounced like J (eg, *jinjr, juj*). And the third says, write Y instead of IG in words like *sigh, sight, sign* and Y instead of IE in some other positions (eg, CS *sy, syt, syn, replyd*).

3 Purpos of Part II: th systm demnstrated and taut

Part I of the Handbook gives a detailed account of how the CS system is designed, discussing the underlying linguistic and sociological theory as well as which letters can be omitted from the written form of English words. It is intended for reference on specific points of CS and as essential background information for a critical evaluation of the system. By and large it is intended for specialists rather than for the general reader. Although the text of Part I progressively introduces CS in practice, it is not meant to give a quick overview of the system, nor to teach learners how to write it.

Those are the aims of this second part of the Handbook. Part II is intended for readers whose main interest is practical, who want a clear overview of how CS works, and who may wish to learn to write CS themselves. By skimming through the lists in the first section of Part II, readers will gain a general impression of the system, and by studying the spelling patterns more carefully they will begin to develop a feel for the CS cutting procedures.

The patterns listed in Section 1, with TO forms in the left hand column and CS equivalents beside them on the right, can, if learners wish, be used as teach-yourself exercises. The learner can cover the CS column and write down the CS forms, checking the correct answers afterwards against the CS list; any wrong answers can be marked for attempting again later. However, the lists in Section 1 are not primarily intended for this purpose: since a typical list consists of words cut by a single pattern, most cuts are obvious and readers may find the process tedious after respelling the first two or three words in each list. Section 1 is primarily intended for rapid perusal, as a demonstration and catalogue of the CS rules. Each pattern refers to a paragraph in Part I, where it is discussed in its wider orthographic context.

Sections 2 and 3 of this second Part of the Handbook on the other hand are designed specifically as self-tutoring exercises, where learners can test their mastery of the CS cutting and substitution rules. Unlike Section 1, the lists in Section 2 are structured to mix the patterns, and learners will therefore need to consider carefully which are the appropriate cuts to make as they work through each exercise. In the early exercises most words are cut more than once by a single cutting rule (eg, TO *adjourn* loses both its D and its O by Rule 1), but as the learner proceeds, so the range of cuts required becomes more varied, with cuts being made by two or more Rules, until in the final exercises the most complex and varied cutting patterns of all have to be applied (eg, TO *acknowledgment* becomes CS *aknolejmnt* by Rules 1, 2 & 3, as well as by DG > J substitution).

Section 3 provides authentic texts with parallel versions in TO and CS. These are in one respect easier and in another respect harder to reduce to CS: many words in them are easy because they do not have to be cut at all, but the learner has to be able to distinguish those words in the texts which are not cut from those that are, and then make the necessary cuts.

4 Using Part II for critical evaluation of TO & CS

Whether or not the exercises are used specifically for training in how to write CS, they will be found, by their systematic comparison and contrasting of different spelling patterns in TO, to give a revealing insight into its irregularities and redundancies. Readers wishing to undertake a critical evaluation of CS as a reformed orthography should also find the lists useful, as directly showing which CS forms are self-evidently an improvement on TO (in the sense of giving a better match between spelling and pronunciation) and whether some should be considered more doubtful.