PROPOSED SPELLING SCHEME

Use this form to submit your proposed spelling scheme to the Congress for consideration. Before you start the form, read:

IESC Guidance Notes	http:// spellingsociety.org/iesc-guidance-notes_sc6
Notes 1 – 6 in **Proposed Spelling Scheme: Notes**	http://spellingsociety.org/uploaded_misc/proposed-spelling-scheme-notes-misc.pdf

Tick the sections as you complete them to keep track (not all are required).

	✔
A Graphemes	☑
B Rules	☑
C Signwords	☑
D Stress	☑
E Homophones	☑
F Accents	☑
G Implementation	☑
H Transcriptions	☑
I Additional	☑
J Declaration	☑

After you have completed the form, send it as an email attachment to **spellconf.pss@gmail.com** to arrive **before the end of 31st May 2019**.

Congress will assign your proposal a unique scheme ID, watermark your proposal with your participant ID and the scheme ID, and email this back to you as a receipt. Check that it agrees with your saved copy. In the event of any disagreement, Congress will prefer the watermarked copy which it has sent you.

Example entries are given below, highlighted in yellow. These are not part of any proposed scheme. These entries are suggestive of TS but are not complete or correct. If your scheme happens to require the same entries you must supply your own entries. Do not refer to the highlighted entries or use them in your scheme.

Redacted & read-only

This form has been anonymised for publication and cannot be altered.

Section A: Graphemes

Section A must be completed for all schemes. See Note 7.

After completing section A, go to section B.

Table A1: Vowels and diphthongs

Where two entries occur in the second column, RP is on the left, Gen Am and / or rhotic is on the right.

#	/_/		TS	<>1	<>2	<>3	<>4	<>5	<>6	<>7	<>8	✔
1	eI		face	ai	ay	eigh						
2	{		pat	a								
3	aI		price	y								
4	i		simply	y								
5	I		pit	i								
6	e		pet	e								
7	{		pat	a								
8	V		pun	u								
9	U		put	uu								
10	i:		feed	è								
11	eI		face	à								
12	aI		price	ì								
13	OI		boy	oi								
14	u:		food	oo								
15	@U	oU	floe	ò								
16	aU		fowl	ou								
17	I@	i:`	near	èr								
18	e@	e`	bear	air								
19	A:	A:`	hard	ar								
20	A:		palm	aa								
21	Q	A:	pot	o								
22	O:		law	au								
23	O:	O:`	order	or								
24	ju:		new	ù								
25	3:	3`	herd	ur								
26	i		simply	è								
27	@		about	a	e							
28	@`		leader	er								
29												
30												
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Table A2: Consonants

#	/_/	TS	<>1	<>2	<>3	<>4	<>5	<>6	<>7	<>8	✔
41	D	that	dh								
42	j	yet	y								
43	p	pen	p								
44	b	bag	b								
45	t	tea	t								
46	d	day	d								
47	k	key	k								
48	g	get	g								
49	tS	church	ch								
50	dZ	judge	j								
51	f	fat	f								
52	v	van	v								
53	T	thing	thh								
54	D	that	th								
55	s	soon	s								
56	z	zero	z								
57	S	ship	sh								
58	Z	pleasure	zh								
59	h	hot	h								
60	m	more	m								
61	n	nice	n								
62	N	ring	ng								
63	l	light	l								
64	r	right	r	rr							
65	j	yet	y								
66	w	wet	w								
67	kw	quick	q								
68	gz	exam	x								
69											
70											
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Section B: Rules for reading and writing

Whether you need to complete section B depends on your scheme. See Note 8.

I did not need to complete section B ☐

After completing or skipping section B, go to section C.

Table B1: Reading — one grapheme, several phonemes

Click in rows 1–3 to scroll. Fields will revert when you click out.

#	<_>	/_/	Condition	Scheme example	TS Equivalent
1	y	j	beginning word, between vo	yelo, beyond, lawyer	yellow, beyond, lawy
2	y	i	end word unstressed	prity	pretty
3	y	aI	otherwise	syn	sign
4					
5	è	i	unstressed	kopè, ràdèàt	copy, radiate
6	è	i:	otherwise	mèt	meet
7					
8					
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Table B2: Writing — one phoneme, several graphemes

Click in rows 1–2 to scroll. Fields will revert when you click out.

	/_/	<_>	Condition	Scheme example	TS equivalent
1	eI	ai	otherwise	saim	same
2	eI	ay	end of word, or before vow	way, waying	weigh, weighing
3					
4	gz	gz	where z indicates plural	egz	eggs
5	gz	gz	otherwise	exam	exam
6					
7	kw	kw	middle of word, where the	bakwerd	backward
8	kw	q	otherwise	qik	quick
9					
10	@	a	start of word	about	about
11	@	er	not at start of word, unst	lìer	liar
12	@	e	otherwise	komen	common
13					
14	r	rr	when <r> leaves short sour	karrè, merrè, mirrer	carry, merry, mirror
15	r	r	otherwise	under, sor	under, sore
16					
17					
18					
19					
20					
21					
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Table B3: Other rules

Use table B3 for rules that do not correspond well to the columns of B1 or B2. But do use B1 and B2 if you possibly can.

Do not use table B3 for signwords.

#	Notes
1	Plurals:
2	The letter z is to be used for plurals, e.g. <dogz>, <katz>.
3	
4	Where "es" is used for ease of pronunciation in TS, e.g. "classes", <ez>
5	would be used; <klasez>.
6	
7	Verbs and adjectives in TS with "d" or "ed" suffix:
8	<ed> is only used when "e" is sounded, e.g. <planted> ("planted").
9	<d> is used in other cases, e.g. <splashd> ("splashed").
10	
11	Schwa:
12	<e> is only to be used for schwa when there is no obvious vowel sound
13	represented. <e> should not be used for schwa in the first syllable of a
14	word, e.g. "about" should be spelled <about>.
15	
16	To enable differentiation beween /@/ and /3/, when <e> is stressed the
17	consonant following should be doubled to confirm the /3/ sound (other than in
18	the first syllable where <e> would always be stressed, so doubling of the is
19	not necessary), e.g.
20	<rebel> as in "rebel"(noun), and <ribell> as in "rebel"(verb).
21	
22	When the grapheme following <e> is made up of 2 consonants, <e> would always
23	be read as /3/, e.g. <rifresh> as in "refresh".
24	
25	To cater for the rhotic version of the schwa sound /@`/, <er> is proposed, as
26	in <amber> / "amber". To allow differentiation, /3:/ is to be written <ur>,
27	as in <hurd> / "herd".
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Section C: Signwords

Use section C to list exceptions to the rules given in tables A and B. See Note 9. After completing section C, go to section D.

Table C1: Proper nouns

How does your scheme treat changes to the spelling of proper nouns?

- ( ) None changed
- ( ) All changed
- ( ) Owners decide
- (•) Other

If "Other" please give details in section I.

Table C2: Other TS spellings retained as rule exceptions

<...>	<...>	<...>	<...>	<...>	<...>
freight					
the					
I					
U					
Mr					
Mrs					
Dr					

If table C2 is too small, estimate the percentage of retained spellings based on the 1000 most frequent words. https://www.wordfrequency.info

Percentage retained: ____%

Section D: Stress

Use section D to describe any special indications to mark stress in words. See Note 10. After completing section D, go to section E.

Table D1: Stress

#	Notes
1	See Table B3 relating to treatment of schwa.
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Section E: Homophones

Use section E to explain how your scheme deals with homophones.

After completing section E, go to section F.

Table E1: Different spellings?

Does your scheme have different spellings for homophones (ignoring signwords)?

- ○
- Yes ○
- No ◉

Table E2: List

If you answered Yes to E1, give as many examples as you can, using the 1000 most common words. https://www.wordfrequency.info

#	TS	Proposed 1	Proposed 2	Proposed 3
1	to, too, two	tu	tuu	tuu
2				
3				
4				
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7				
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Section F: Accents

Use section F to explain how your scheme deals with different accents.

After completing section F, go to section G.

Table F1: Designed

Has your scheme been designed with a particular accent in mind (eg British, American, Australian)?

- ○ Yes
- ○ No
- ◉ No

Table F2: Details

If you answered Yes to F1, explain how one may persuade speakers of other accents to accept a scheme based on an unfamiliar accent.

If you answered No to F1, indicate how your scheme will provide graphemes capable of different interpretations in the main accents of spoken English. Are any words in your scheme spelled differently depending on the accent?

#	Notes
1	Generally, it is considered that the spelling should not change to represent
2	different accents, as many words are already pronounced differently between
3	countries, regions, or even within a family. To attempt to provide a
4	comprehensive system of alternative spellings would be counterproductive and
5	introduce too many difficulties and choices when writing. For example, the
6	use of both <maaster> and <master> for "master" seems unnecessary when
7	<master> can be understood by those with different accents.
8	
9	
10	There are some words such as "airplane" and "aeroplane", that are clearly
11	different and should be spelled differently in any spelling scheme.
12	
13	
14	The difficulty lies in those words in between, so flexibilty needs to be
15	retained as it is impossible to predict how usage will develop in the future,
16	whether pronunciations will diverge or converge, or if one form would become
17	the accepted version. An example is "schedule", where a hard "k" is
18	increasingly used by British speakers - the use of both <skedùl> and <shedùl>
19	is not considered to present undue difficulty for readers. Another example is
20	<tomàtò> and <tomaatò>. The use of two spellings respects the pronunciation
21	of the writers, whilst all readers would be able to understand both.
22	
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24	The spelling scheme has attempted to take account of rhotic accents,
25	differentiating by incorporating the letter <r> in graphemes that can be
26	pronounced rhotically:, i.e.
27	/i:`/ <èr>, <bèr> ("beer")
28	/e`/ <air>, <hair> ("hair")
29	/A:`/ <ar>, <chart> (chart"): non-rhotic equivalent <aa>, <paam> ("palm")
30	/O:`/ <or>, <mor> ("more"): non-rhotic equivalent <au>, <taut> ("taut")
31	/3`/ <ur>, <hur> ("her")
32	(In Table H6, "comma" has been rendered as <komer>, to reflect the often-used
33	rhotic pronunciation, even though no <r> is used in TS.)
34	
35	
36	The treatment of the letter "y" at the end of words as in "berry":
37	The Gen American treatment often allows for the use of /i:/ in this case.
38	Therefore the use of<è> has been adopted as it would work with Gen Am, and
39	would still provide good guidance for other accents.
40	
41	
42	

Section G: Implementation

Use section G to explain how you would expect see your scheme implemented.

After completing section G, go to section H.

Table G1: Stages

Do you envisage your scheme being implemented in one step, or in a series of stages?	○ ◉ One step ○ In stages

Table G2: Details

If you answered Series of stages to G1, explain how to identify the stages, suggest how the implementation would proceed, and how conflicts with current spelling would be dealt with.

#	Notes
1	There are two main reasons to avoid stages:
2	1) The experience of friends who learned with spelling schemes in the 1960's
3	who to this day have difficulties in coming to terms with the fact that
4	"yacht" is not spelled "yot".
5	2) A staged implementation always carries the risk that subsequent stages
6	will not be carried out fully or at all - note the parallel with UK
7	metrication - how "miles" and "yards" are still used on road signs.
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Section H: Transcriptions

Use section H to give examples of your scheme. See Note 14.

As far as possible, maintain the line breaks, spacing and punctuation of the original.

After completing section H, go to section I.

Table H1: Gettysburg Address

Gettysburg Address, by Abraham Lincoln. https://en.wikipedia.org/wiki/ Creative Commons Attribution Public Domain

#	TS	Proposed
1	Fourscore and seven years ago our	Forskor and seven yurz agò our
2	fathers brought forth, on this	faatherz braut forthh, on this
3	continent, a new nation, conceived in	kontinent, a nù nàshen, konsèvd in
4	liberty and dedicated to the	libertè and dedikàted too the
5	proposition that all men are created	propozishen that aul men ar krèàted
6	equal. Now we are engaged in a great	èqel. Nou wè ar engàjd in a gràt
7	civil war, testing whether that	sivel wor, testing wether that
8	nation, or any nation so conceived,	nàshen, or enè nàshen sò konsèvd,
9	and so dedicated, can long endure. We	and sò dedikàted, kan long endùr. Wè
10	are met on a great battle-field in	ar met on a gràt batel-fèld in
11	that war. We have come to dedicate a	that wor. Wè hav kum to dedikàt a
12	portion of that field, as a final	porshen ov that fèld, az a fìnel
13	resting-place for those who here gave	resting-plàs for thòs hoo hèr gàv
14	their lives, that that nation might	thair lìvz, that that nàshen mìt
15	live. It is altogether fitting and	liv. It iz aultoogether fiting and
16	proper that we should do this, but in	proper that wè shuud doo this, but in
17	a larger sense we cannot dedicate, we	a larjer sens wè kanot dedikàt, wè
18	cannot consecrate, we cannot hallow	kanot konsikràt, wè kanot halò
19	this ground. The brave men, living	this ground. The bràv men, living
20	and dead, who struggled here, have	and ded, hoo strugeld hèr, hav
21	consecrated it far above our poor	konsikràted it far abuv our poor
22	power to add or detract. The world	pour too ad or ditrakt. The wurld
23	will little note, nor long remember,	wil litel nòt, nor long rimemmber,
24	what we say here, but it can never	wot wè sà hèr, but it kan never
25	forget what they did here. It is for	forgett wot thà did hèr. It iz for
26	us the living, rather, to be	us the living, raather, too bè
27	dedicated to the great task remaining	dedikàted to the gràt task rèmàning
28	before us that from these honored	bèfor us that from thèz onerd
29	dead we take increased devotion to	ded wè tàk inkrèsd dèvòshen too
30	that cause for which they gave the	that kauz for wich thà gàv the
31	last full measure of devotion — that	last ful mezher ov dèvòshen - that
32	we here highly resolve that these	wè hèr hìlè risolv that thès
33	dead shall not have died in vain,	ded shal not hav dìd in vàn,
34	that this nation, under God, shall	that this nàshen, under God, shal
35	have a new birth of freedom, and that	hav a nù burthh ov frèdem, and that
36	government of the people, by the	guverment ov the pèplel, bì the
37	people, for the people, shall not	pèplel, for the pèplel, shal not
38	perish from the earth.	perrish from the urthh.
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Table H2: The Tale of Peter Rabbit

Excerpt from The Tale of Peter Rabbit, by Beatrix Potter
https://en.wikisource.org/wiki/The_Tale_of_Peter_Rabbit
Public Domain since 2013.

#	TS	Proposed
1	Once upon a time there were four	Wuns upon a tìm thair wur 4
2	little Rabbits, and their names were	litel Rabitz, and thair nàmz wur
3	Flopsy, Mopsy, Cotton-tail, and	Flopsè, Mopsè, Koten-tàl, and
4	Peter. They lived with their Mother	Pèter. Thà livd with thair Muther
5	in a sand-bank, underneath the root	in a sand-bangk, undernèthh the root
6	of a very big fir-tree. 'Now, my	ov a verrè big fur-trè. 'Nou, mì
7	dears,' said old Mrs. Rabbit one	dèrz,' sed òld Mrs Rabit wun
8	morning, 'you may go into the fields	morning, 'U mà gò intoo the fèldz
9	or down the lane, but don't go into	or doun the làn, but dòn't gò intoo
10	Mr. McGregor's garden: your Father	Mr MkGreggerz garden: yor Faather
11	had an accident there; he was put in	had an aksident thair; he woz put in
12	a pie by Mrs. McGregor.'	a pì bì Mrs MkGregger.'
13		
14	'Now run along, and don't get into	'Nou run along, and dòn't get intoo
15	mischief. I am going out.' Then old	mischèf. I am gòing out.' Then old
16	Mrs. Rabbit took a basket and her	Mrs Rabit tuuk a basket and hur
17	umbrella, and went through the wood	umbrella, and went thhroo the wuud
18	to the baker's. She bought a loaf of	too the bàkerz. Shè baut a lòf ov
19	brown bread and five currant buns.	broun bred and 5 kurrent bunz.
20		
21	Flopsy, Mopsy, and Cotton-tail, who	Flopsè, Mopsè, and Koten-tàl, hoo
22	were good little bunnies, went down	wur guud litel bunèz, went doun
23	the lane to gather blackberries: But	the làn too gather blakberrès: But
24	Peter, who was very naughty, ran	Pèter, hoo woz verrè nautè, ran
25	straight away to Mr. McGregor's	stràt awà too Mr MkGreggerz
26	garden, and squeezed under the gate!	garden, and sqèzd under the gàt!
27		
28	First he ate some lettuces and some	Furst hè àt sum letusez and sum
29	French beans; and then he ate some	French bènz; and then hè àt sum
30	radishes; And then, feeling rather	radishez; and then, fèling raather
31	sick, he went to look for some	sik, hè went too luuk for sum
32	parsley. But round the end of a	parslè. But round the end ov a
33	cucumber frame, whom should he meet	kùkumber fràm, hoom shuud hè mèt
34	but Mr. McGregor!	but Mr MkGregger!
35		
36	Mr. McGregor was on his hands and	Mr MkGregger woz on hiz handz and
37	knees planting out young cabbages,	nèz planting out yung kabijez,
38	but he jumped up and ran after Peter,	but hè jumpd up and ran after Pèter
39	waving a rake and calling out, 'Stop	wàving a ràk and kauling out, 'Stop
40	thief!'	thhèf!'
41		
42	Peter was most dreadfully frightened;	Pèter woz mòst dredfulè frìtend;
43	he rushed all over the garden, for he	hè rushd aul òver the garden, for hè
44	had forgotten the way back to the	had forgoten the wà bak too the
45	gate. He lost one of his shoes among	gàt. Hè lost 1 ov hiz shooz among
46	the cabbages, and the other shoe	the kabijez, and the uther shoo
47	amongst the potatoes. After losing	amongst the potàtòz. After loozing
48	them, he ran on four legs and went	them, hè ran on 4 legz and went
49	faster, so that I think he might have	faster, so that I thhink hè mìt hav
50	got away altogether if he had not	got awà aultoogether if hè had not
51	unfortunately run into a gooseberry	unfortùnàtlè run intoo a goosberrè
52	net, and got caught by the large	net, and got kaut by the larj
53	buttons on his jacket. It was a blue	butenz on hiz jaket, It woz a bloo
54	jacket with brass buttons, quite new.	jaket with bras butenz, qìt nù.
55		
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Table H3: The Love Song of J. Alfred Prufrock

Excerpt from Prufrock and Other Observations, by T S Eliot
https://en.wikisource.org/wiki/Prufrock_and_Other_Observations/The_Love_Song_of_J._Alfred_Prufrock
Licence https://creativecommons.org/licenses/by-sa/3.0/legalcode

#	TS	Proposed
1	Let us go then, you and I,	Let us gò then, U and I,
2	When the evening is spread out	Wen the èvening iz spred out
3	against the sky	agànst the skì
4	Like a patient etherized upon a	Lìk a pàshent èthherìzd upon a
5	table;	tàbel;
6	Let us go, through certain	Let us gò, thhroo surten
7	half-deserted streets,	haaf-dizerted strètz,
8	The muttering retreats	The mutering ritrètz
9	Of restless nights in one-night cheap	Ov restles nìtz in 1-nìt chèp
10	hotels	hòtelz
11	And sawdust restaurants with	And saudust resterontz with
12	oyster-shells:	oister-shelz:
13	Streets that follow like a tedious	Strètz that folò lìk a tèdèes
14	argument	Argùment
15	Of insidious intent	Ov insidèes intent
16	To lead you to an overwhelming	Too lèd U too an òverwelming
17	question ...	qestshen ...
18	Oh, do not ask, "What is it?"	Ò, doo not ask, "Wat iz it?"
19	Let us go and make our visit.	Let us gò and màk our vizit,
20	In the room the women come and go	In the room the wimen kum and gò
21	Talking of Michelangelo.	Tauking of Mìkelanjelò
22	The yellow fog that rubs its back	The yelò fog that rubz itz bak
23	upon the window-panes,	upon the windò-pànz,
24	The yellow smoke that rubs its muzzle	The yelò smòk that rubz itz muzel
25	on the window-panes,	on the windò pànz,
26	Licked its tongue into the corners of	Likd itz tung intoo the kornerz of
27	the evening,	the èvening,
28	Lingered upon the pools that stand in	Linggerd upon the poolz that stand in
29	drains,	dràn z.
30	Let fall upon its back the soot that	Let faul upon itz bak the soot that
31	falls from chimneys,	faulz from chimnèz,
32	Slipped by the terrace, made a sudden	Slipd bì the terres, màd a suden
33	leap,	lèp,
34	And seeing that it was a soft October	And sèing that it woz a soft Oktòber
35	night,	nìt,
36	Curled once about the house, and fell	Kurld wuns about the hous, and fel
37	asleep.	aslèp.
38	And indeed there will be time	And indèd thair wil bè tìm
39	For the yellow smoke that slides	For the yelò smòk that slìdz
40	along the street,	along the strèt,
41	Rubbing its back upon the	Rubing itz bak upon the
42	window-panes;	windò-pànz;
43	There will be time, there will be	Thair wil bè tìm, thair wil bè
44	time	tìm
45	To prepare a face to meet the faces	To prèpair a fàs too mèt the fàsez
46	that you meet;	that U mèt;
47	There will be time to murder and	thair wil bè a tìm too murder and
48	create,	krèàt,
49	And time for all the works and days	And tìm for aul the wurkz and dàz
50	of hands	ov handz
51	That lift and drop a question on your	That lift and drop a qestshen on yor
52	plate;	plàt;
53	Time for you and time for me,	Tìm for U and a tìm for mè,
54	And time yet for a hundred	And tìm yet for a hundred
55	indecisions,	indisizhenz,
56	And for a hundred visions and	And for a hundred vizhenz and
57	revisions,	rivizhenz,
58	Before the taking of a toast and tea.	Bèfor the tàking of a tòst and tè.

Table H4: Recipes

Excerpt from Fifty-Two Sunday Dinners by Elizabeth O Hiller. http://www.gutenberg.org/files/31534/31534-h/31534-h.htm

#	TS	Proposed
1	NOODLE SOUP 2 quarts Chicken	NOODEL SOOP 2 qortz Chiken
2	Consommé. 1 teaspoon finely chopped	Konsomà. 1 tèspoon fìnlè chopd
3	parsley. 1 recipe noodles cut very	parslè. 1 resipè noodelz kut verrè
4	fine (see below). PROCESS: Cook fowl	fìn (sè bèlò). PRÒSES: Kook foul
5	same as for Boiled Fowl (do not tie	sàm az for Boild Foul (doo not tì
6	in cheese cloth). Drain fowl from	in chès klothh). Dràn foul from
7	stock, and strain. When cold, remove	stok, and stràn. Wen kòld, rèmoov
8	fat, and clear. Reheat, add noodles,	fat, and klèr. Rèhèt, ad noodelz,
9	and simmer twenty minutes. Sprinkle	and simer 20 minitz. Springkel
10	with parsley and serve very hot.	with parslè and surv verrè hot.
11		
12	NOODLES 1 egg. 1/2 teaspoon salt.	NOODELZ 1 eg. 1/2 tèspoon solt.
13	Flour. Few grains nutmeg. PROCESS:	Flour. Fù gràns nutmegg. PRÒSES:
14	Beat egg slightly, add seasonings,	Bèt eg slìtlè, ad sèsoningz,
15	add flour enough to make a stiff	ad flour ènuf too màk a stif
16	dough. Knead on a floured board until	dò. Nèd on a flourd bord until
17	smooth and elastic. Roll out on a	smooth and èlastik. Ròl out on a
18	sheet as thin as paper, cover and let	shèt az thhin az pàper, kuver and let
19	stand for half an hour. Roll loosely	stand for 1/2 an our. Ròl looslè
20	and cut the desired width, either in	and kut the dizìrd widthh, ìther in
21	threads or ribbons, unroll and	thhredz or ribonz, unròl and
22	scatter over board; let lay half an	skater òver bord; let là 1/2 an
23	hour. Cook in boiling, salted water	our. Kook in boiling, solted wauter
24	fifteen minutes, drain and add to	15 minitz, dràn and ad too
25	soup. Noodles may be cooked in	soop. Noodelz mà bè kookd in
26	Consommé twenty minutes but the soup	Konsomà 20 minitz but the soop
27	will not be as clear as when noodles	wil not bè az klèr az wen noodelz
28	are cooked previously.	ar kookd prèvèuslè.
29		
30	BOILED BEEF Have five pounds of beef,	BOILD BÈF Hav 5 poundz ov bèf,
31	cut from the face of the rump. Wipe	kut from the fàs ov the rump. Wìp
32	meat, sprinkle with salt, pepper, and	mèt, springkel with solt, peper, and
33	dredge with flour. Brown richly in an	drej with flour. Broun richlè in an
34	iron skillet in some of its own fat	ìen skilet in sum ov itz òn fat
35	tried out, turning often. Remove to	trìd out, turning often. Rèmoov to
36	kettle and cover with boiling water.	ketel and kuver with boiling wauter.
37	Add one tablespoon salt, one-half	Ad 1 tàbelspoon solt, 1/2
38	teaspoon peppercorns, a bit of bay	tèspoon peperkornz, a bit of bà
39	leaf, one carrot sliced, one turnip	lèf, 1 karet slìsd, 1 turnip
40	sliced, and one-half onion sliced.	slìsd, and 1/2 unyen slìsd.
41	Add two sprays each of parsley and	Ad 2 spràz èch ov parslè and
42	thyme and one of marjoram. Cover and	tìm and 1 ov marjerem. Kuver and
43	heat to boiling point. Skim when	hèt too boiling point, Skim wen
44	necessary. Reduce heat and simmer	neseserè. Ridùs hèt and simer
45	until meat is tender (four or five	until mèt iz tender (4 or 5
46	hours). Remove to serving platter.	ourz). Rimoov too surving plater.
47	Strain stock and use for soup or	Stràn stok and ùs for soop or
48	sauces. Serve meat with hot	sausez. Surv mèt with hot
49	Horseradish Sauce. (For recipe see	Horsradish Saus. (For resipè sè
50	page 51.)	pàj 51.)
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Table H5: Most common words

#	TS	Proposed
1	the, a, to, for, on, they, his, n't,	the, a, too, for, on, thà, hiz, n't,
2	as, can, would, make, there, when,	az, kan, wuud, màk, thair, wen,
3	me, into, your, than, then, more,	mè, intoo, yor, than, then, mor,
4	look, because, no, thing, only, very,	luuk, bikauz, nò, thhing, ònlè
5	any, us, work, should, school, too,	enè, us, wurk, shuud, skool, too,
6	state, high, another, out, while,	stàt, hì, anuther, out, wìl,
7	student, same, seem, where, start,	stùdent, sàm, sèm, wair, start,
8	show, place, few, company, right,	shò, plàs, fù, kumpanè, rìt,
9	question, government, off, night,	qestshen, guverment, of, nìt,
10	believe, happen, large, home, write,	bilèv, hapen, larj, hòm, rìt,
11	money, month, study, word, side, far,	munè, munthh, studè, wurd, sìd, far,
12	little, since, around, sit, hour,	litel, sins, around, sit, our,
13	line, ever, however, meet, include,	lìn, ever, houevver, mèt, inklùd,
14	community, once, learn, minute(n),	komùnitè, wuns, lurn, minit,
15	kid, ago, understand, together,	kid, agò, understand, toogether,
16	create, others, add, health, such,	krèàt, utherz, ad, helthh, such,
17	within, change, low, guy, moment,	within, chànj, lò, gì, mòment,
18	force, education, foot, toward,	fors, edùkàshen, fuut, tooword,
19	policy, music, actually, wait, send,	polisè, mùsik, aktùlè, wàt, send,
20	build, nation, interest, experience,	bild, nàshen, intrest, ekspèrèens,
21	kill, use(n), control, else, major,	kil, ùs, kontròl, els, màjer,
22	development, better, decide, heart,	divellepment, beter, disìd, hart,
23	light, police, return, report,	lìt, polès, ritern, riport,
24	explain, develop, town, true,	eksplàn, divellep, toun, troo,
25	difference, international, model,	diferens, internashenel, model,
26	position, record(n), special,	posishen, rekord, speshel,
27	support, matter, site, base, need,	suport, mater, sìt, bàs, nèd,
28	American, situation, figure, itself,	Amerriken, sitùàshen, figer, itself,
29	cover, practice, describe, patient,	kuver, praktis, diskrìb, pàshent,
30	movie, personal, third, baby, draw,	moovè, pursenel, thhurd, bàbè, drau,
31	source, choose, point, difficult,	saus, chooz, point, difikelt,
32	billion, period, realize, likely,	bilyon, pèrèed, rèalìz, lìklè,
33	letter, single, south, campaign,	leter, singel, southh, kampàn,
34	call, church, current, involve,	kaul, church, kurrent, involv,
35	security, west, per, rest, fight,	sikùritè, west, pur, rest, fìt,
36	past, order, focus, blood, nature,	past, order, fòkes, blud, nàcher,
37	store, fine, page, common, race,	stor, fìn, pàj, komen, ràs,
38	similar, usually, animal, shoot,	similer, ùzhùelè, animel, shoot,
39	artist, career, thus, exactly, size,	artist, kerèr, thus, exaktlè, sìz,
40	occur, thought, quality, hard,	okur, thhaut, qolitè, hard,
41	meeting, whatever, particularly,	mèting, wotevver, partikùlerlè,
42	recognize, loss, herself, TV, deal,	rekognìz, los, hursellf, TV, dèl,
43	lay, bill, arrive, sex, section,	là, bil, arìv, seks, sekshen,
44	skill, operation, ok, design, ten,	skil, operàshen, OK, disìn, ten,
45	blue, clearly, truth, check, public,	bloo, klèrlè, troothh, chek, publik,
46	guess, prove, claim, help, network,	ges, proov, klàm, help, netwurk,
47	form, green, seat, trial, firm,	form, grèn, sèt, trìel, furm,
48	management, tonight, close(v),	manijment, toonìt, klòz,
49	theory, maintain, onto, employee,	thhèerè, màntàn, ontoo, emploiè,
50	head, apply, shake, chair, structure,	hed, aplì, shàk, chair, strukcher,
51	weight, top, evening, unit, worry,	wàt, top, èvening, ùnit, werrè,
52	individual, necessary, shoulder,	individùel, neseserè, shòlder,
53	dream	drèm
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Table H6: Assorted words

#	TS	Proposed
1	pen, copy, happen,	pen, kopè, hapen,
2	back, bubble, job,	bak, bubel, job,
3	tea, tight, button,	tè, tìt, buten,
4	city, better,	sitè, beter,
5	day, ladder, odd,	dà, lader, od,
6	key, cock, school,	kè, kok, skool,
7	get, giggle, ghost,	get, gigel, gòst,
8	church, match, nature,	church, mach, nàcher,
9	judge, age, soldier,	juj, àj, sòljer,
10	fat, coffee, rough, move,	fat, kofè, ruf, moov,
11	thing, author, path,	thhing, authher, pathh,
12	this, other, smooth,	this, uther, smooth,
13	soon, cease, sister,	soon, sès, sister,
14	zero, zone, roses,	zèrò, zòn, ròzez,
15	ship, sure, station,	ship, shùr, stàshen,
16	pleasure, vision,	plezher, vizhen,
17	hot, whole, behind,	hot, hòl, bèhìnd,
18	more, hammer, some,	mor, hamer, sum,
19	nice, know, funny, sun,	nìs, nò, funè, sun,
20	ring, long, thanks, sung,	ring, long, thhangkz, sung,
21	light, valley, feel,	lìt, valè, fèl,
22	yet, use, beauty,	yet, ùs, bùtè
23	wet, one, when, queen,	wet, wun, wen, qèn,
24	dress, bed,	dres, bed,
25	lot, odd, wash,	lot, od, wosh,
26	strut, bud, love,	strut, bud, luv,
27	foot, good, put,	fuut, guud, puut,
28	fleece, day, streak,	flès, dà, strèk,
29	price, high, try,	prìs, hì, trì,
30	choice, boy,	chois, boi,
31	goose, two, blue,	goos, too, bloo,
32	goat, show, no, cold,	gòt, shò, nò, kòld,
33	mouth, now,	mouthh, nou,
34	near, here, serious,	nèr, hèr, sèrèus,
35	square, fair, various,	sqair, fair, vairèus,
36	start, father,	start, faather,
37	thought, law,	thhaut, lau,
38	north, war,	northh, wor,
39	cure, poor, jury,	kùr, poor, joorè,
40	nurse, stir, courage,	nurs, stur, kurrij,
41	happy, radiation, glorious,	hapè, ràdèàshen, glorèes,
42	about, comma, common.	about, komer, komen,
43		
44		
45		

Table H7: Character count

This table automatically counts the characters in each transcription. See Note 14.

#	Table	TS	Proposed
1	Gettysburg Address	1325	1247
2	The Tale of Peter Rabbit	1673	1579
3	The Love Song of J. Alfred Prufrock	1398	1304
4	Recipes	1649	1494
5	Most common words	1799	1668
6	Assorted words	813	748

Section I: Additional

Use section I for any additional comments or explanation you may wish to offer. Cross-reference to relevant earlier pages. See Note 15.

This is page # 1 Check if continued on next page ☐

#	Notes
1	Proper Nouns and Foreign Words:
2	It is envisaged that the spellings of proper nouns and foreign words will in
3	time be changed to reflect the proposed spelling system. However, in the
4	short term, and long term for legal and administration processes, it is
5	assumed that original spellings would need to be retained. It is proposed
6	that such words are either italicised (in print) or underlined (handwritten).
7	The equivalent new spelling should be provided, either in brackets after the
8	first use of the word (as is currently the convention for abbreviations), or
9	as a footnote, to inform readers of the correct pronunciation.
10	
11	Possessive nouns:
12	Apostrophes are not be be used. The letter z is to be used as suffix, e.g.
13	"cat's" or "cats'" would be written as <katz>.
14	
15	Numbers:
16	The existing convention to write numbers up to 10 with letters and to use
17	digits for numbers above 10 is not widely understood or applied consistently.
18	It is therefore proposed to use digits generally for all numbers unless
19	required for legal or other purposes. Commas are to be used to separate
20	thousands (e.g. 10,000), as large numbers otherwise become unreadable. For
21	large numbers where the length in digits would make reading difficult,
22	descriptions such as hundreds, thousands, millions, etc. should be used for
23	ease of reading. In such cases, digits should generally be used with them,
24	e.g. 5 <milyon> (5 "million").
25	
26	When numbers are to be written with letters, they should comply with the
27	rules of the spelling scheme, e.g. <wun>, <too>, <thhrè>. Fractions are to be
28	written as mathematical fractions, e.g. <1/2>, <3/4>.
29	
30	Exceptions would be permitted where numbers or fractions are used as literary
31	devices, e.g. <haaf-dizerted strètz> ("half-deserted streets"),
32	<wun morning> ("one morning").
33	
34	Abbreviations:
35	Abbreviations where the letter names are sounded out, such as "tv" and "ok"
36	should be written in capital letters; <TV> and <OK>.
37	
38	The use of apostrophes is to be retained for omitted letters in abbreviations
39	such as <kaan't> ("can't") and <I'l> (I'll).
40	
41	Alternatives to diacritics:
42	If, for some practical reason, diacritics cannot be used to change the vowel
43	sound, the letter e can be inserted after the vowel such that <à>, <è>, <ì>,
44	<ò>, <ù> would become <ae>, <ee>, <ie>, <oe>, <ue>. Further, to assist
45	readability where another vowel follows, the letter e can be replaced with a
46	dash, e.g. <e->, so "react" could be written as <re-akt> instead of <reeakt>.
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