

VOWEL SOUNDS (12)

CONSONANT SOUNDS (25)

SHORT VOWEL SOUNDS

1	a	pat
2	e	pet
3	i	pit
4	o	pot
5	u	pup

LONG VOWEL SOUNDS

6	ā	māte
7	ē	ēve
8	ī	līke
9	ō	mōte
10	ū	rūde

ADDITIONAL VOWEL SOUNDS

11	sound of /a/	in tall
12	sound of /u/	in put

any of the vowels may assume the sound of the /e/ in chapel (schwa)

1	b	bob
2	d	dad
3	f	fluff
4	g	gag
5	h	hot
6	j	jam
7	k	kick
8	l	lap, until
9	m	map, ham
10	n	nap, pin
11	ŋ	sing
12	p	pan, hop
13	r	run, bar
14	s	sit, less
15	t	top, cot
16	v	veil, love
17	w	went
18	wh	whale
19	y	yell
20	z	zoo

21	ch	chain
22	sh	shall

23	th	thin
24	th	this

25 sound of 's' in treasure

Note: __x = ks
 __x = gš
 x__ = z

a fat	ape	palm arêa tall	__ar	cent cello ôcéanic graduâte
b bob				
c cat				germ
d dad				
e let	pête	ear bêta	per	
f fun			__er	
g gag				
h hot				
i it	bite	pôlice onion	fir	
j jar			__ir	
k kick				
l lilt				
m mom				
n nan				
o odd	ode	soon son moth	word	
p pop			__or	
q liquor				
r run				
s sis				résist pleasure sure
t tot				virtue option
u dust	dude	cûte cûre liquid	put	
v vivid			__ur	
w went				
w	dew			ou out, mound ow cow
x tax				
y yes				oi boil
y myth	by	partly	myrrh	oy boy, royal
z zoo			__yr	

sh shine
gh tough
th that
th thin
i onion

ch chain
ph f ps s
ew dew
ew few
__x ks
__x gs

ck k
n thank, sing
wh as in whale

a e i o u y schwa
abcdef etc. ignore
primary accents:
interpretation
compass

<p style="color: red;">vowel sounds</p>	<p style="color: blue;">consónant sounds</p>	<p>characters with duplicated sounds</p>
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- | | | | |
|-----|---|---|---|
| 1. | a | à | |
| 2. | | | b |
| 3. | | | |
| 4. | | | d |
| 5. | e | è | |
| 6. | | | f |
| 7. | | | g |
| 8. | | | h |
| 9. | i | ì | |
| 10. | | | j |
| 11. | | | k |
| 12. | | | l |
| 13. | | | m |
| 14. | | | n |
| 15. | o | ò | |
| 16. | | | p |
| 17. | | | |
| 18. | | | r |
| 19. | | | s |
| 20. | | | t |
| 21. | u | ù | |
| 22. | | | v |
| 23. | | | w |
| 24. | | | |
| 25. | | | y |
| 26. | | | z |

c (k)

additional consónant
sounds (seven):

th, th, wh, ch, sh,
sound of 's' in
'pleasure', and 'n'
in 'sink'

12 vowel sounds
25 consónant sounds
plus schwa

q (kyu)

x (ks)

'u' in 'put'
'a' in 'law'

a	bcd	e	fgh	i	jklmn	o	pqrst	u	vwx	y	z
a		e		i		o		u		y	
a		e		i		o		u		y	
a		e		i		o		u		y	
at		pet		it		pot		dud		nymp	h
cat		let		tip		pot		run		sy	lph
bat		bet		rip		lot		sun		my	th
sat		fed		sit		cot		bun			
rat		led		pit		top		fun			
tat		red		kit		rot		gun			
lap		ted		fit		jot		hut			
fat		bed		lit		dot		pun			

* b c d * f g h * j k l m n * p q r s t * v * x * z

a e i o u

w y

- vowel and consonant
 - consonant
 - vowel

A E I O U Y

ape	obey				
cat					
			note		
palm			not		
tall			moth		
	eve	pique			oddly
said	pet				
		bite			my
	ear	bit			myth
			food	crude	(dew)
			some	cup	
				cute	
	per	fir	word	put purr	myrrh
				cure	

This matrix illustrates the relationship between vowel symbols and their sounds in the American English language. (NBC English)

The heavy outlines show the traditional long and short vowel forms.

Columns show the different sounds each vowel character may indicate. (w as a vowel has but one sound)

Rows show the cases where the same sound may be indicated by different vowel characters.

A E I O U Y

àpe	òbey				
cat					
			nòte		
palm			not		
tall			moth		
	ève	pique			oddly
said	pet				
		bite			my
	ear	bit			myth
			fòod	crude	(dew)
			some	cup	
				cute	
	per	fir	word	put purr	myrrh
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This matrix illustrates the relationship between vowel symbols and their sounds in the American English language. (NBC English)
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 Columns show the different sounds each vowel character may indicate. (w as a vowel has but one sound)
 Rows show the cases where the same sound may be indicated by different vowel characters.
 Vowel characters are shown with distinctive markings which indicate their sound.
 Multi-syllable words are shown with primary accent markings.

vowels are red (on these pages only)

<p>a</p> <p>lamb at</p>	<p>à</p> <p>nàtive àpe</p>	<p>palm par art</p>	<p>any air</p>	<p>awe walk</p>
<p>b</p> <p>bob</p>	<p>c</p> <p>cat arc</p>	<p>d</p> <p>dad</p>	<p>e</p> <p>peril elf</p>	<p>è</p> <p>hèat ève</p>
<p>been ear</p>	<p>obey beta</p>	<p>learn per</p>	<p>f</p> <p>fun self</p>	<p>g</p> <p>gag</p>
<p>h</p> <p>hot</p>	<p>i</p> <p>pier it</p>	<p>î</p> <p>isle pipe ice</p>	<p>first fir</p>	<p>valise police</p>
<p>ï</p> <p>onion</p>	<p>j</p> <p>jab</p>	<p>k</p> <p>kick</p>	<p>l</p> <p>lilt humble</p>	<p>m</p> <p>mom</p>
<p>n</p> <p>nan</p>	<p>o</p> <p>top closet</p>	<p>ò</p> <p>bòw ròde</p>	<p>shoe moon</p>	<p>done flood</p>


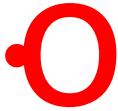


























		p	q	r
word wool	horn moth	pop	quit quay	run barb
s	t	u	u	
sis	tot	putt cup	soup dude	put pull
		u	v	w
puny cute	fury cure	quid languid	vivid	went
	x	x	y	y
dew new	tax	exit	yes	symbol myth
y			z	
buy my	myrtle myrrh	simply	zoo	
sh	ch	ck	n	
shop	chip	kick	ink	

<p>wh</p> <p>whale</p>	<p>th</p> <p>thin</p>	<p>th</p> <p>that</p>	<p>cough</p>	<p>mound out</p>
<p>cow</p>	<p>oil boil</p>	<p>boy toy</p>	<p>phone</p>	<p>psychic</p>
<p>ç</p> <p>cent çelery</p>	<p>cello</p>	<p>oceanic</p>	<p>question virtue</p>	<p>nation</p>
<p>š</p> <p>résist</p>	<p>pleasure</p>	<p>sure</p>	<p>graduate</p>	<p>george</p>
<p>schwa (sound of /u/ in 'rug', but very brief and unaccented)</p>				
<p>abcdefghijklmnopqrstuvwxyz etc.</p> <p>ignore</p>				
<p>initial sight words (which will not be marked):</p> <p>the (thu or thé) a (u or á) l (l) of (uv) one (wun) once (wuns)</p> <p>women (wimen) busy (bizy) business (biznes)</p>				

vowels are red (on these pages only)

a lamb at	à nàtive àpe	ǎ palm par art	ạ any air	ạ awe walk
b bob	c cat arc	d dad	e peril elf	è hèat ève
é been near	ẹ òbey ẹta	ë learn per	f fun self	g gag
h hot	i pier it	ì isle ice	ị first fir	ị valise pique
ị onion	j jab	k kick	l lilt humble	m mom
n nan	o top closet	ò bòw ròde	ơ shòe mòon	ơ done flood

vowels are red (on these pages only)

 wool word	 horn moth	 pop	 quit quay queue	 run barb
 sis	 tot	 putt cup	 soup dude	 put pull
 puny cute	 fury cure	 liquid	 vivid	 went
 dew new	 tax	 exit	 yes	
 myth	 buy my	 myrtle myrrh	 simply	 zoo
 shop	 chip	 kick	 ink	

vowels are red (on these pages only)

wh whale	th thin	th that	gh cough	ou mound
ow cow	oi oil boil	oy toy boy	ph phone	ps psychic
ç cent celery	ç cello	ç océanic	t ch (question)	t sh (nation)
ş résist	ş pleasure	ş şure	d graduate	g george
a e i o u y schwa (sound of /u/ in 'rug', but very brief and unaccented)				
abcdefghijklmnopqrstuvwxyz etc. ignore				

A a	à	<u>à</u> pe, <u>cà</u> pe, <u>fà</u> te, <u>là</u> te, <u>rà</u> te
B b	bée	<u>bé</u> an, <u>bé</u> am, <u>bé</u> ak, <u>bé</u> ad
C c	sée	<u>sé</u> en, <u>sé</u> am, <u>sé</u> ek, <u>sé</u> al
D d	dée	<u>dé</u> an, <u>dé</u> em, <u>dé</u> ep, <u>dé</u> al
E e	è	<u>é</u> ve, <u>é</u> el, <u>é</u> at
F f	ef	<u>je</u> ff, <u>le</u> ft
G g	gée	eff <u>ig</u> y
H h	àch	R <u>à</u> chel
I i	ì	<u>pi</u> e, <u>pi</u> ne, <u>mi</u> ne, <u>li</u> ne, <u>fi</u> ne
J j	jáy	<u>ja</u> de, <u>Ja</u> ne
K k	Káy	<u>cà</u> ve, <u>cà</u> ne, <u>cà</u> me
L l	el	<u>el</u> f, <u>se</u> lf, <u>el</u> m, <u>be</u> lt,
M m	em	<u>ge</u> m, <u>ste</u> m
N n	en	<u>te</u> n, <u>se</u> nd, <u>me</u> nd, <u>be</u> nd

O o	oh	<u>s</u> ò, <u>o</u> we, t <u>o</u> e, f <u>o</u> e, <u>o</u> at, <u>o</u> ak
P p	pèa	<u>p</u> èel, <u>p</u> èak, <u>p</u> èat
Q q	q̄eue	<u>q</u> ̄ube, <u>q</u> ̄ute
R r	are	<u>a</u> rt, <u>b</u> ar, <u>c</u> ar, <u>f</u> ar, <u>a</u> rm
S s	es	<u>l</u> ess, <u>b</u> est, <u>r</u> est
T t	tèa	<u>t</u> èam, <u>t</u> èen, <u>t</u> èak
U u	you	<u>u</u> ̇nite, <u>u</u> ̇se, <u>f</u> ew, <u>m</u> ew
V v	vée	<u>v</u> èal, <u>v</u> ènus, env <u>y</u>
W w	double-you	
X x	eks	<u>M</u> exican, <u>n</u> ext
Y y	wye	<u>w</u> ide, <u>w</u> ild,
Z z	zée	<u>z</u> èal, cr <u>a</u> zy

aa salaam	ae aerobic aegis	ai bail said plaid aisle	ao gaol	au author authority laugh gauge	ay bay bayou	aw law awry
ea each head break heart heard beard idea ocean	ee see been toupee	ei receive vein height heir counterfeit	eo people leopard theory surgeon	eu feud deuce grandeur	ey they monkey	ew dew few sew (so)
ia initial	ie view lie believe friend sieve	ii Riis	io action onion	iu Belgium	iy	iw
oa boat broad board coalesce	oe toe loess shoe does	oi boil	oo cool wood flood brooch door	ou out soup touch soul thought should	oy boy coyote	ow cow low
ua guarantee guard casualty dual	ue fuel conquer	ui suite juice build guide	uo quota quonset	uu vacuum	uy buy	uw
ya	ye lye	yi	yo	yu	yy	yw

p pop	pad, pan, pet, pit, plot, pox
b bob	bad, ban, bet, bit, blot, box
c cat	cap, cot, cut
k kick	kill
q liquor	quays
g gag	gap, gill, geese, got, gut
t tot	tan, ten, time, tin, tot, tuck
d dad	Dan, den, dime, din, dot, duck
f fun	fat, fan, fail, feign, fine
v vivid	vat, van, vale, vain, vine
h hot	
ch chop	chip, chill, chug
j jar	gyp, Jill, jug
l lilt	
m mom	
n nan	
r run	
s sis	sip, sag
z zoo	zip, zigzag
x xerox	xylophone
sh ship	cashew, fashion
s pleasure	casual, occasion
th thin	thistle
th then	this
when	whale, wheel, while
w went	wail, weal, wile
x tax	
y yes	

Conventions

The following words will not be marked, because of their unusual pronunciation or bizarre spelling: (there are others, but low usage)

1.	a	(u or á)	one	(wun)
	the	(thu or thé)	once	(wuns)
	of	(uv)	women	(wimen)
	l	(l)	busy / business	(bizy / biznes)

2. The combination of:

'l' - 'e' as in: table, riddle, paddle

at the end of a final unaccented syllable will be assumed to have the sound of 'le' in 'apple'. Letters appended directly to the base word may require marking of the 'e' to maintain correct pronunciation. For instance 'simple', 'simpler'.

3. The combination of:

vowel - 'l' as in: tribal, label, civil, symbol, bashful,

at the end of a final unaccented syllable will have the vowel marked to indicate the schwa sound.

It should be noted that these combinations may be followed by an 's', or 'd' or 'ed'

lábels	lábeted	lábél's
tables	tabled	table's

4. Where the letters 'ed' indicating the past tense of a verb, form a separate final syllable, they will be pronounced as the 'ed' in 'funded'. Where the 'ed' letters do not form a separate syllable they will be pronounced as 't' in the case of verbs ending in unvoiced consonants, and as 'd' in all other cases.

5. Two of the same consonants at the end of a syllable will be assumed to have the same sound as one of the consonants.

6. Where 'x' is the first letter in a word or syllable it is pronounced with the sound of 'z'.

7. Where 'r', 'l', 'm', 'n' are used singly as the only vowels in a syllable their pronunciation will be that of the second letter in 'ar', 'el', 'em', 'en'. (ácre, grab'm)

8. In the first part of the primer all syllables in all words are shown with accent marks, a small mark to indicate an unaccented syllable, a larger mark to indicate an accented syllable. The marks are shown either preceding the first letter of the affected syllable or preceding the vowel. In the latter part of the primer only the syllable with primary stress will be marked. Accented first syllables will not be marked.

Some disclaimers:

In the preparation of material intended for teaching new readers of English, some simplifications were made:

1. The letter 'r' is usually shown as a consonant. It occasionally has the sound of a vowel, but is seldom given the appearance of one in English text.

2. The sound of 'u' in 'put' is shown in marked text as the vowel sound which precedes the 'r' in words such as 'fir' and 'word'. This sound is indeed very brief, but it is there, and its representation in text adds consistency to the spelling. It is easy to test this assumption. Say the word 'fir'. You will note that following the 'f' sound the tongue makes a transition from a low to high position which it then maintains as long as the 'r' sound is held. The word 'fir' can be pronounced with no movement of the tongue (the 'r' can act as a true vowel), but in NBC English at least, the 'r' seems invariably to be preceded by the slight other vowel sound produced with the tongue in the low position.

In the cases where the 'r' sound is preceded by an 'l', 'n' or 't' the transition from the 'l' sound to the 'r' sound is made without an intervening 'other' vowel sound, but there would be little to gain by treating these cases differently in the marking system.

Where the terminal letters of a multisyllable word have the sound of the 'er' in 'under' the vowel will be shown with the schwa indication: páper, colór

a bat, cat

à made, mail

ǎ palm, car

ạ fare, any

ḁ law, walk

e pet, peril

è pête, sèen

ē near, been

ē vein, eight

ē per, term

i hit, sit

i bite, light

i firm, girl

i liter, police

i onion, opinion

O not, lot

Ó code, load

Ø boot, soon

Ō come, flood

Ŏ book, word

Ȯ moth, off

U cup, dud

U̇ dude, rude

U̇ put, fur

U̇ cute, mute

U̇ cure, fury

U̇ liquid, queen

y myth, lynch

y try, bye

y myrrh, syrup

y partly

a mat

b bat
 c cat
 d dad
 e pet
 f fit
 g got
 h hot
 i hit
 j jam
 k kin
 l lip
 m met
 n net
 o not
 p pot
 q quip
 r rip
 s sit
 t tip
 u cup
 v vim
 w win
 x tax
 y yes
 y lynch
 z zip

th this
 n think
 gh rough
 g george
 d graduate
 t virtue
 t nation
 s résumé
 s pleasure
 ş şure

a

mat
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ape
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 t tip
 u cup
 v vim
 w win
 x tax
 y yes
 y lynch
 z zip

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ew dew
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ew dew
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ew fèw
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 c cat
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 m met
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 p pot
 q quip
 r rip
 s sit
 t tip

u cup

v vim
 w win
 x tax
 y yes
 y lynch
 z zip

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 up
 hug
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 w win
 x tax
 y yes

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z zip

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ç cell
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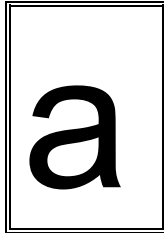
éw few
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 x__ xylophone

fat, cat, lap, rat, map, sap, tap, jam, ram, rank, sank, can, man, fan, lamb, plan

bay
cape
tape
rail
sail
take

law, paw, tall, author, ward,

aw



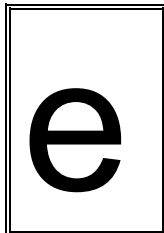
ma, palm, calm, car, marr, tar, far

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pet, let, set, met, bet, jet, net, bell, sell, fell, imperative, berry, ferry, wear

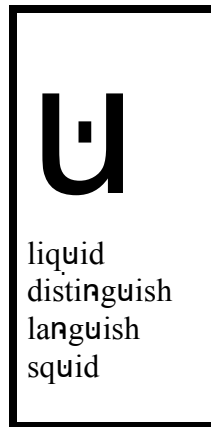
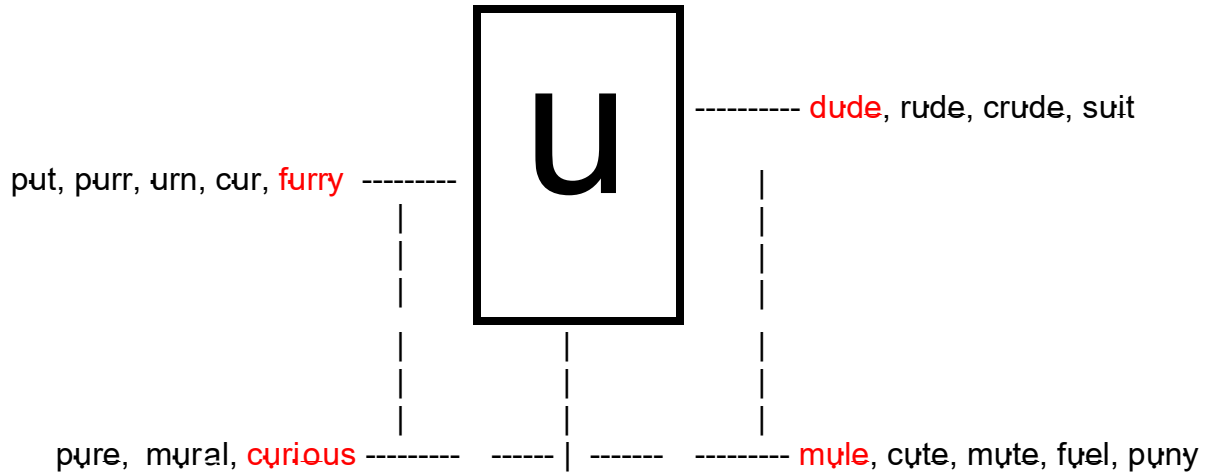
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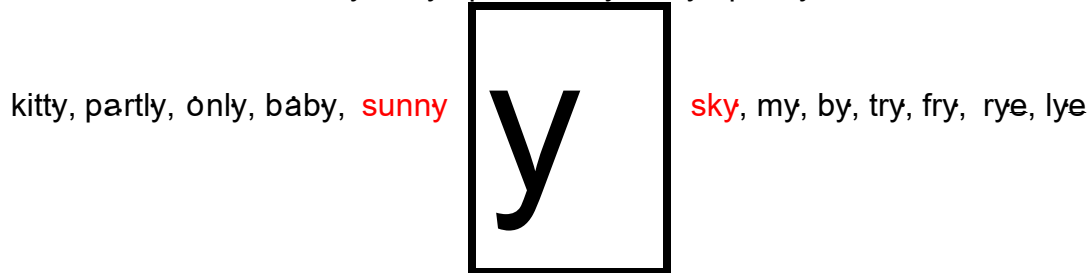


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pup, rut, dud, lug, rug, fun, sun, cut, mutt, putt, luck, tuck, pluck

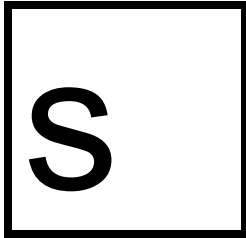


myth, symptom, bicycle, lymph, sylvan



myrrh
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Myrtle

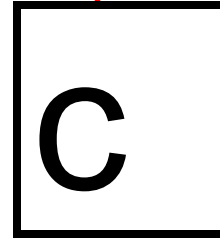
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leisure pleasure
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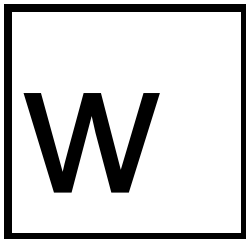
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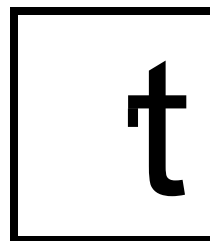
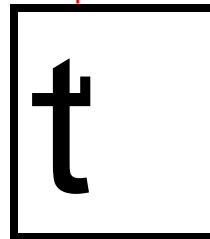
ocean
optician
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wet went wê



dew, flew, blew,

bastion
virtue
venture
question



option
caption
partial
martial

THE AROBASE TYPE-FONT PROGRAMS: aso1, aso2, aso3, aso4, aso5, arobase, asoschwa, and arostrik

aso1	À	Á	Â	Ã	Ä	Å	Æ	Ç	È	É	Ê	Ë	Ì	Í
aso2	À	Á		Ä	Å	Æ		È	É	Ê	Ë			ÿ
aso3	À	Á		Ä	Å	Æ		È	É		Ë			ÿ
aso4	À			Ä		Æ		È			Ë			
aso5								È			Ë			
aso1	à	á	â	ã	ä	å	æ	ç	è	é	ê	ë	ì	í
aso2	à	á		ä	å	æ		è	é	ê	ë			ÿ
aso3	à	á		ä	å	æ		è	é		ë			ÿ
aso4	à			ä		æ		è			ë			
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 arostrik ABCDEFGHIJKLMNOPQRSTUVWXYZ [] < >

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WASHINGTON -- The Federal Reserve raised interest rates by a quarter of a percentage point on Tuesday, saying that the combination of strong growth and low unemployment had left the economy vulnerable to an outbreak of inflation. It was the third time this year that the central bank had raised rates to check the economy's momentum, and the move clearly signaled that the Fed's faith in technology's ability to improve business efficiency and temper inflationary pressures has its limits.

In explaining its action, the Fed emphasized a concern that Alan Greenspan, the central bank's chairman, has stressed repeatedly in recent months: that the nation is literally running out of workers and that, as it does so, wages and then prices will inevitably be pushed higher, endangering an economic expansion that is about to become the longest in the nation's history.

The Fed said it was raising its benchmark federal funds target rate on overnight loans between banks to 5.5 percent from 5.25 percent after two other quarter-point increases this year, in June and August. Tuesday's increase took back the last of three quarter-point reductions made last year in response to the global financial crisis and left the rate back where it was 14 months ago.

The central bank also said it would increase its largely symbolic discount rates on loans to financial institutions from the Federal Reserve system to 5 percent from 4.75 percent. It was the second quarter-point increase in the rate this year after two quarter-point reductions last year.

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The Kitchen and the Apple Pie

Pam was restless. The weather was not good, a bit rainy. Her older brother and sister were at a friend's house, and she was tired of playing with her toys. Her Mom said, "Come in to the kitchen. I'm going to make an apple pie, and you can watch". She decided to use the kitchen table so Pam could see. Pam liked this kind of activity. She knew there would be good smells, and little bits of apple to eat, and later some tasty bits of pie-crust covered with cinnamon and sugar. Her mother pulled up a stool and the little girl climbed up and sat down. Pam was nearly five years old, and her mother thought she was a very bright little girl. She already knew her ABC's, and something about letters. She might well be one of those children who learn to read in kindergarten.

Pam saw her mother spread some old newspaper on the plastic table cloth and get down a big bowl from the cupboard which she put on the table. She also got a smaller bowl for the apple peels and cores, and a sharp paring knife. The apples were outside in the old refrigerator on the back patio. She went out and brought in a bag full of them. They were a very pretty green and red color. She pulled out one of the kitchen chairs, sat down and began cutting the apples into quarters. She cut out the seeds and the cores, peeled the sections, cut them in two or three pieces and put them in the bowl. All the time she talked to her little daughter about the way a pie was made. She had already made the dough for the crust. She asked Pam to pick up some peelings she had dropped. Pam got down and crawled under the table on the red-brick patterned linoleum and retrieved the peelings. The floor was clean and shiny. Her mother washed and waxed it with self polishing floor wax once a week.

Pam looked around the kitchen. It had pretty wall paper, orange and yellow, with scenes from farming country. She looked at the table. It was fairly crowded at the one end. There was a toaster, used every morning at breakfast time, (and Pam was allowed to make the toast). There was a small basket which contained the sugar bowl and spoon, salt and pepper shakers, a little container of toothpicks, which the cat loved to play with (though she should not be on the table). There was also her Dad's bottle of Tabasco sauce, a small vinegar cruet, a bottle of aspirin tablets, and some little plastic bags of ketchup and mustard left over from some trip to McDonald's. Mom's little calculator was there and some pads of paper. These were all familiar items.

Next to the kitchen table was another smaller metal table which held a toaster oven. This was often used to warm sweet rolls.

Pam's Mom finished cutting and peeling the apples. She took the dough she had prepared and using a rolling pin and a pastry cloth on the counter top she rolled the dough until it was the right size to line the pie pan. She carefully put the apple sections in the lined pan, sprinkled in a cup of sugar, some cinnamon and a bit of tapioca. She added several pats of butter which she got from the kitchen refrigerator, then rolled another lump of dough for the top of the pie. She put that on, and trimmed and pinched the edge all around, saving the cutoff pieces of dough. She put an S-shaped cut in the top to let the steam out. Soon the pie was ready for the oven, which she had already warmed. She got out another pie pan for the leftover strips of dough, which she sugared, sprinkled with cinnamon and put into the oven with the pie. While doing this she and Pam went over the names of the various things in the kitchen. She asked Pam what was on the stove top. Pam said, "the tea kettle and the large salt and pepper shakers".

It was remarkable how much the little girl already knew. She knew the names of all the things in the silverware drawer. Big spoons, table spoons, teaspoons, knives and forks. Also a set of small utensils for Pam, which fit her small hands. They talked about the pantry. This was a rather small and crowded vertical cupboard. And it was always full; of boxes, and cans of vegetables and soup (and lots of cans of catfood). There were also bags of popcorn for the microwave, and on the lower shelf bigger bags of flour and sugar, and a large can of coffee. There were hooks in the pantry. Hanging from the hooks were big and little ladles, funnels, sieves and spatulas. Also some strainers. Pam liked to play with these things but they were usually out of her reach, and some had sharp edges.

More accessible were the pots and pans under the stove. When she was very little Pam would crawl over the floor and open the doors and get out some of the shiny things. She would play with the lids, putting them off and on the pots they fit, and pretend to be doing some of the things she saw her mother doing.

There were many pots and pans of various sizes in the cupboards under the stove. Sometimes it was difficult to reach the ones you wanted, especially when they were way at the back. There was a big pot for boiling corn on the cob. There was the pressure cooker, and the colander with its many holes. The small, medium and large frying pans were also there because there was simply no place to hang them. Along the edge were the cookie sheets. Pam's Mom went over the names of these things just to see how many her little girl remembered.

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Pam could see several appliances on the counters. These took up space but were only occasionally used. There was the big mixer, a blender, and a food processor, and a very handy electric appliance for juicing oranges. Also on this counter near the stove were the three stainless steel canisters for flour, sugar, and coffee. Next to the sink was a round container which held wooden spoons, flexible spatulas, kitchen scissors and an egg beater.

Above the kitchen sink was a hanging plant, which often had beautiful waxy flowers. Pam's Mom watered the plant with a can which had a long spout. In the sink was the garbage disposal where she put the apple peels. Below was the automatic dishwasher which got heavy use once a day. Pam often watched her mother put the dishes, cups, pans, pots, glasses and silverware into the washer, and turn it on. She heard the odd swishing noise it made when it was working. On the wall above was the plain round kitchen clock, which needed a new battery once in a while.

On another counter was the automatic coffee maker and a small container of filters, also a big cookie jar which often held cookies Pam's Mom made. Beside the cookie jar was the wooden knife holder which held all the large knives. Near this was the little timer which her Mom often used. Above was the paper towel holder, which was hard for Pam to reach. These were all comfortable and familiar things to the little girl. She saw the telephone on the wall, and under it the big telephone books, and note pads and the container of pencils and pens. The large bulletin board was located on the back of the upper kitchen cabinets. It was always full of little messages and numbers.

In a little while a wonderful smell began to come from the oven. The pie was beginning to cook. Pam's mother looked at it from time to time through the glass door of the oven. She waited until the crust was just the right shade of brown, and the juice was bubbling up through the cut on top. When she knew the pie was done she took it out to cool. And something Pam was waiting for; the pie tin with the sugared strips of leftover dough. As soon as they were cool enough Pam and her Mom happily ate them. The pie would be dessert for supper. They thought how pleased her Dad would be. He just loved a nice piece of fresh apple pie!

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Janet and Pam go to he Store

Janet looked out the rear door. She could see her little daughter Pam playing with two of the neighborhood children. She called to her and said, "Come in Pam. We have to go to the store". Pam was having fun, but she knew she could not stay home alone. Her older brothers were in school. She had to go with her mother.

When Pam came in, Janet looked at her clothes and hands. She said, "We will have to wash your hands, but your dress is clean". With some help from her Mom Pam washed her hands and was ready to go. Janet locked the front and the back doors, and they went out into the garage. She opened the garage door by pressing a button beside the door. She then opened the rear door of the car and when Pam got in she put the seat belt around her and made it tight. She got into the front seat and backed the car out, closing the garage door with the remote control.

This was a familiar routine for Pam. She liked to go shopping with her Mom. She also knew that a cookie or a bit of candy was likely to come her way.

Janet backed slowly out of the driveway into the street, making sure there were no children or cars present. They then headed for the shopping center, a trip of about ten minutes.

After parking the car at the store Janet unlocked Pam's seat belt and let her climb out of the car, but she held on to her hand. They went to the front entrance and pulled a shopping cart out of a closely packed group. Pam was too big to fit into the little seat. Her mother said, "Stay close to me, now, I want to be able to see you at all times".

Pam was a good girl and she did mind her mother most of the time. But she was tempted to touch things at times and had knocked some things off the shelves the last time they shopped. This time she was more careful, and all went well.

The first stop was at the bakery end of the store. Janet bought two loaves of white bread which were on sale. Next stop was the counter of the bakery. On the counter top was a plate of broken cookies. She took two pieces and gave one to Pam, who knew this routine. Pam munched happily and trailed her mother to the meat display. The steaks and chops looked very good, but were not cheap. The hamburger, of three different grades, was on sale and Janet thought of meatloaf. So she bought the proper amount of hamburger of the low-fat type, and asked the man behind the counter to grind together some veal and pork. When he was done he wrapped the meat, marked it with the cost and handed it to Janet. She put it into her cart.

Next stop was in the cereal aisle, where she bought a big box of corn flakes. On they went to the other end of the store, which had all the fruits and vegetables. She and Pam looked around at the colorful display. Green beans were a bargain, so she bought a pound and a half, putting them in a plastic bag. She also bought a yellow onion which she would use in the meat loaf.

The magazine and books aisle was next. Janet thought she might get a children's book for Pam, who very much liked to be read to. But her eye caught the sight of a colorful book with large letters on it - - A B C. It was a coloring book, which she knew Pam liked, but it was more. It showed big letters of the alphabet, each with a few simple

words which began with the sound the letter represented. It also showed letters, first spaced apart then brought together to form words. Janet gave this some thought. Pam had already memorized the names of the letters of the alphabet, but no attempt had been made to teach her their sounds. This would seem to be the job of her school teacher. But Janet had become uneasy about the reading progress of her older boy, who was now in the third grade.

Bob was a bright boy, who talked well and could recognize many simple words at a glance while still in first grade. He continued to add words in the second grade but now he seemed to be falling behind. He did not like to read and seemed discouraged by the ability of many of his classmates to easily read material he found difficult.

Janet and her husband had moved to their present neighborhood just before her oldest went into the second grade, in a new school with different teachers. Her youngest boy was now in first grade. Unlike his older brother he had been taught the sounds of many letters in kindergarten and could sound out some simple words even then. The teacher said he would do well. He was already reading some simple stories for enjoyment and liked to show his parents what he could do. Janet could not help feeling that her oldest was not reading much better now than his younger brother.

Because of her concern she had read some articles which caught her eye. These articles spoke of a great debate over the way we should teach our children to read. They spoke of 'phonics' and 'whole word' and 'sight words'. Janet began to wonder if her two boys had been taught to read by two very different methods. She had spoken to her parents about her uneasy feeling regarding her older son's

ability to read. They had simply reassured her, saying he would soon learn to read OK. It was just taking some time.

They told her that in their experience, in all the schools they had attended, they did not know one child who could not read. You went to school to learn your ABC's. And as a matter of course you soon began reading. But Jan was still uneasy. She did not know much about different teaching theories, and had never given her own successful experience much thought. Could Bob have missed something in kindergarten and the first grade that was only now beginning to affect his reading skill? Could he have a serious reading problem, even though he was only in the third grade? Another article she had read said that many children learned to read before they ever went to school. Their parents simply taught them how. Janet gave more thought to all of this, and bought the ABC book. She would see just how much her little girl could understand.

It was time to go through the checkout station. Pam did not like to stand in line, but there were things to look at. And placed very close to a little girl's hand were such things as candy bars and small bags of corn chips. She begged her Mom for candy. And Jan gave in. She said, "You can pick out one candy bar". Which Pam did, and put it in the cart. They finally reached the checkout counter and put their groceries on the broad black belt. The clerk totaled the purchases and bagged **them**.

When Janet had handed the clerk her credit card, signed her name and put the card back in her wallet, she and her daughter retrieved the loaded cart with its plastic bags and went to the exit door. This opened without a touch and they were able to go through and out to the car. Janet

used her key to open the trunk, and with Pam trying to help she lifted the bags out of the cart and into the car. **She** then returned the cart to the holding area, with Pam held by the hand. They returned to the car where Pam climbed into the back seat and was belted in securely. The trip home did not take long. Pam munched on her candy bar.

The garage door went up with a press of the button on the remote. Janet drove the car in and they took the purchases into the house. Pam did her part by carrying the bag with the cereal. Janet told her that lunch would soon be ready and to stay around the house. Pam did not need much urging. By now she was hungry. The day had gone quite well, and after lunch she had the whole afternoon to play.

Janet spent some time looking at the book about ABC's. She thought a trip to the library might be wise. And she also thought she would ask her husband to do a bit of searching on the internet. There might be information regarding this 'phonics' and 'whole word' business. All in all an interesting morning.

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After parking the car at the store Janet unlocked Pam's seat belt and let her climb out of the car, but she held on to her hand. They went to the front entrance and pulled a shopping cart out of a closely packed group. Pam was too big to fit into the little seat. Her mother said, "Stay close to me, now, I want to be able to see you at all times".

Pam was a good girl and she did mind her mother most of the time. But she was tempted to touch things at times and had knocked some things off the shelves the last time they shopped. This time she was more careful, and all went well.

The first stop was at the bakery end of the store. Janet bought two loaves of white bread which were on sale. Next stop was the counter of the bakery. On the counter top was a plate of broken cookies. She took two pieces and gave one to Pam, who knew this routine. Pam munched happily and trailed her mother to the meat display. The steaks and chops looked very good, but were not cheap. The hamburger, of three different grades, was on sale and Janet thought of meatloaf. So she bought the proper amount of hamburger of the low-fat type, and asked the man behind the counter to grind together some veal and pork. When he was done he wrapped the meat, marked it with the cost and handed it to Janet. She put it into her cart.

Next stop was in the cereal aisle, where she bought a big box of corn flakes. On they went to the other end of the store, which had all the fruits and vegetables. She and Pam looked around at the colorful display. Green beans were a bargain, so she bought a pound and a half, putting them in a plastic bag. She also bought a yellow onion which she would use in the meat loaf.

The magazine and books aisle was next. Janet thought she might get a children's book for Pam, who very much liked to be read to. But her eye caught the sight of a colorful book with large letters on it - - A B C. It was a coloring book, which she knew Pam liked, but it was more. It showed big letters of the alphabet, each with a few simple

words which began with the sound the letter represented. It also showed letters, first spaced apart then brought together to form words. Janet gave this some thought. Pam had already memorized the names of the letters of the alphabet, but no attempt had been made to teach her their sounds. This would seem to be the job of her school teacher. But Janet had become uneasy about the reading progress of her older boy, who was now in the third grade.

Bob was a bright boy, who talked well and could recognize many simple words at a glance while still in first grade. He continued to add words in the second grade but now he seemed to be falling behind. He did not like to read and seemed discouraged by the ability of many of his classmates to easily read material he found difficult.

Janet and her husband had moved to their present neighborhood just before her oldest went into the second grade, in a new school with different teachers. Her youngest boy was now in first grade. Unlike his older brother he had been taught the sounds of many letters in kindergarten and could sound out some simple words even then. The teacher said he would do well. He was already reading some simple stories for enjoyment and liked to show his parents what he could do. Janet could not help feeling that her oldest was not reading much better now than his younger brother.

Because of her concern she had read some articles which caught her eye. These articles spoke of a great debate over the way we should teach our children to read. They spoke of 'phonics' and 'whole word' and 'sight words'. Janet began to wonder if her two boys had been taught to read by two very different methods. She had spoken to her parents about her uneasy feeling regarding her older son's

ability to read. They had simply reassured her, saying he would soon learn to read OK. It was just taking some time.

They told her that in their experience, in all the schools they had attended, they did not know one child who could not read. You went to school to learn your ABC's. And as a matter of course you soon began reading. But Jan was still uneasy. She did not know much about different teaching theories, and had never given her own successful experience much thought. Could Bob have missed something in kindergarten and the first grade that was only now beginning to affect his reading skill? Could he have a serious reading problem, even though he was only in the third grade? Another article she had read said that many children learned to read before they ever went to school. Their parents simply taught them how. Janet gave more thought to all of this, and bought the ABC book. She would see just how much her little girl could understand.

It was time to go through the checkout station. Pam did not like to stand in line, but there were things to look at. And placed very close to a little girl's hand were such things as candy bars and small bags of corn chips. She begged her Mom for candy. And Jan gave in. She said, "You can pick out one candy bar". Which Pam did, and put it in the cart. They finally reached the checkout counter and put their groceries on the broad black belt. The clerk totaled the purchases and bagged them.

When Janet had handed the clerk her credit card, signed her name and put the card back in her wallet, she and her daughter retrieved the loaded cart with its plastic bags and went to the exit door. This opened without a touch and they were able to go through and out to the car. Janet

used her key to open the trunk, and with Pam trying to help she lifted the bags out of the cart and into the car. She then returned the cart to the holding area, with Pam held by the hand. They returned to the car where Pam climbed into the back seat and was belted in securely. The trip home did not take long. Pam munched on her candy bar.

The garage door went up with a press of the button on the remote. Janet drove the car in and they took the purchases into the house. Pam did her part by carrying the bag with the cereal. Janet told her that lunch would soon be ready and to stay around the house. Pam did not need much urging. By now she was hungry. The day had gone quite well, and after lunch she had the whole afternoon to play.

Janet spent some time looking at the book about ABC's. She thought a trip to the library might be wise. And she also thought she would ask her husband to do a bit of searching on the internet. There might be information regarding this 'phonics' and 'whole word' business (bizness) All in all an interesting morning.

A Fat lady charms many lawyers.
 E Let me fear veiled persons.
 I It's Mike's first liter. (his opinion)
 O Odd old boat from wooly moth
 U Dusty rude bull cute, curious, languid
 Y Hymn by Myrtle's Daddy
 W Flew, blew, stew, threw, chew, few, mew

pronunciation key:

cat, ape, palm/part, said/mare, law pet/peril, eve, ear/been, vein bit, bite,
 lien, onion rot, rote, food, son, moth dud, dude, cute, cure, liquid myth, my,
 rugby /__w/ cow/few /oi/ oil, /oy/ boy, /ou/ found
 /e/, /i/, /o/, /u/, /y/ = per, fir, wood/word, put/purr, myrrh
 aeiouy = schwa abcdef = ignore
 /ch/ chain, /sh/ she, /n/ rink, /th/ that, /th/ thin, /gh/ tough, /ck/ k, /ph/ f,
 /ps/ s, /s/ z, /s/ pleasure, /ʃ/ sh, /c/ cent, /e/ cello, /ç/ ocean, /wh/ whale
 /t/ ch, /t/ sh, /g/ j, /d/ j, /q/ k, /i/ y /__x/ ks, /__x/ gʃ, /x__/ z

a fat	ape	palm area tall	__ar	cent cello oceanic graduate
b bob	pete	ear beta	per	
c cat			__er	germ
d dad	bite	police onion	fir	
e let			__ir	
f fun	ode	soon son moth	word	
g gag			__or	
h hot	dude	cute cure liquid	put	
i it			__ur	
j jar	flew	partly	myrrh	<div style="border: 1px solid black; padding: 5px;"> ou out, mound ow cow oi boil oy boy, royal </div>
k kick				
l lilt	by			
m mom				
n nan				
o odd				
p pop				
q liquor				
r run				
s sis				
t tot				
u dust				
v vivid				
w went				
w				
x tax				
y yes				
y myth				
z zoo				

sh shine
 gh tough
 th that
 th thin
 i onion

ch chain
 ph f ps s
 ew flew
 ew few
 __x ks
 __x gs

ck k
 n thank, sing
 wh as in whale

a e i o u y schwa
 abcdef etc. ignore

 primary accents:
 interpretation
 compass

	a	at, cat, map	v1	w	flew, cow		
a1	â	ape, late				lose	close
a2	a	palm, car		x	extra	close	closet
a3	ă	any, air, said	v1	x	exam	cellô	borrow
a4	a	awe, law, talk				record	record
					out	mover	brother
	e	elf, met			oil	bother	mother
e1	ê	eve			toy	protéase	mariner
e2	e	ear, fear, pretty				breakfast	heath
e3	ẹ	beta, veil		th	think	break	over
e4	e	erg, per	v3	th	that	breath	word
						beat	broth
	i	it, pit, is, mirror	v1	n	rink	breathe	bone
i1	î	ice, mite				heart	come
i2	i	irk, fir, sir		g	gag	heard	clone
i3	ï	liter, police	v1	g	george	ear	son
i4	i	onion				deaf	do
				d	dad	bear	does
	o	odd, cod, rod	v1	d	graduate	freight	to
o1	ô	ode, code				sleight	two
o2	o	boat, coat, lot	v2	gh	rough	slough	too
o3	o	come, son, done				dove	soft
o4	o	cook, word, foot	ps		as in psychic	dove	road
o5	o	off, moth, song, or	ph		as in phone	done	broad
			ck		as in lock	boot	foot
	u	dud, up, cup, sup				moon	soon
u1	û	ruse, rude, crude		s	sister	cook	flood
u2	u	pull, full, fur, bush	v1	s	résumé	laugh	been
u3	ұ	use, fuse, abuse	v2	s	treasure	have	salve
u4	ү	cure, pure	v3	ş	sure	gauge	says
u5	u	liquid, distinguish		sh	shine	question	sieve
						build	kind
	y	symptom, lymph		c	cat	drachm	climb
y1	y	by, try, pry	v1	ç	celery	soul	schism
y2	ÿ	myrrh	v2	c	cellô	choir	zero
y3	y	candy	v3	ç	ocean	circus	pencil
				ch	chain	exit	squid
w1	__w	as sound of /u/ in cow					
	ew	as in flew		w__	as in went		
	ew	as in few		wh	as in whale		
			v1	t	ch		
			v2	t	sh		