CUT SPELNG

PART II

TH SYSTM DEMNSTRATED

PART II: CONTENTS

Part II of th Cut Spelng Handbook is divided into thre Sections. Th first consists of lists of words groupd acordng to individul cutng patrns. Th secnd mixs words that folo mor than one cutng patrn. And th third consists of paralel texts in TO and CS. Th introduction to Part II sujests how each of these sections may best be used.

[Introduction is in this file; Sections 1, 2, 3 are in other files.]

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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 structur of CS

CS is quite esy to read even wen seen for th first time, because most words ar spelt almost in ther familir way. Th main chanje is th disapearance of th many unecesry letrs wich lernrs, readrs and riters find so confusing in traditional spelng (cald Traditionl Orthografy, or TO for short).

Lernng to rite in CS, on th othr hand, needs much mor concentration than readng. Th riter has to lern wich letrs in TO ar unecesry, and then to practis riting words without them. Ther ar thre rules for deciding wich letrs to cut out, and thre rules for wich letrs ar substituted. These rules ar outlined next.

- ***Rule 1*** says that letrs ar cut out if they hav nothing to do with how words sound. Many such letrs ar obvius, like B in *debt* or G in *foreign*. In fact around 20 letrs of th alfabet ar somtimes redundnt like this. But som letrs may at first seem redundnt because they ar silent, altho they cant be cut, as they tel us somthing indirectly about how to a word sounds. For exampl, th E in *hope* is silent, but without it, th word wud be *hop*. This tels us that, altho silent, th E in *hope* is needd to sho th sound of th word, and it must be kept in CS. Th patrns and exrcises in Sections 1 & 2 teach how to decide wich silent letrs hav to be kept in CS, as wel as wich can be cut.

- ***Rule 2*** cuts unstresd vowl letrs, most ofn in th last sylabls of words, especialy befor L or M or N or R, but also in th endngs -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 endngs ar very comn, and altho ther ar som exeptions to th rule, it is not dificlt to lern wen to make this cut.
- ***Rule 3*** is th esiest: it involvs cutng nearly al dubld consnnts to just one; for instnce, TO *accommodate* becoms CS *acomodate*. Ther ar a few exeptions to this rule too, for instnce to prevent *holly* becomng *holy*.
- ***Th thre substitution rules*** ar also esy. Th first says, rite F insted of GH or PH, wen these ar pronounced /f/ (eg, CS *ruf, fotograf*). Th secnd replaces G or DG with J wen they ar pronounced like J (eg, *jinjr, juj*). And th third says, rite Y insted of IG in words like *sigh, sight, sign* and Y insted of IE in som othr positions (eg, CS *sy, syt, syn, replyd*).

3 Purpos of Part II: th systm demnstrated and taut

Part I of th Handbook givs a detaild acount of how th CS systm is desynd, discusng th undrlyng linguistic and sycolojicl theory as wel as wich letrs can be omitd from th ritn form of English words. It is intendd for refrnce on specific points of CS and as esential bakground infrmation for a criticl evaluation of th systm. By and larj it is intendd for specialists rathr than for th jenrl readr. Altho th text of Part I progressivly introduces CS in practis, it is not ment to giv a quik overvew of th systm, nor to teach lernrs how to rite it.

Those ar th aims of this secnd part of th Handbook. Part II is intendd for readrs hos main intrest is practicl, ho want a clear overvew of how CS works, and ho may wish to lern to rite CS themselvs. By skimng thru th lists in th first section of Part II, readrs wil gain a jenrl impression of th systm, and by studying th spelng patrns mor carefuly they wil begin to develop a feel for th CS cutng procedurs.

Th patrns listd in Section 1, with TO forms in th left hand colum and CS equivlnts beside them on th ryt, can, if lernrs wish, be used as teach-yrself exrcises. Th lernr can covr th CS colum and rite down th CS forms, chekng th corect ansrs aftrwrds against th CS list; any rong ansrs can be markd for atemtng again later. Howevr, th lists in Section 1 ar not primarily intendd for this purpos: since a typicl list consists of words cut by a singl patrn, most cuts ar obvius and readrs may find th process tedius aftr respelng th first two or thre words in each list. Section 1 is primarily intendd for rapid perusal, as a demnstration and catlog of th CS rules. Each patrn refers to a paragraf in Part I, wher it is discusd in its wider orthograficl context.

Sections 2 and **3** of this secnd Part of th Handbook on th othr hand ar desynd specificly as self-tutorng exrcises, wher lernrs can test ther mastry of th CS cutng and substitution rules. Unlike Section 1, th lists in Section 2 ar structurd to mix th patrns, and lernrs wil therfor need to considr carefuly wich ar th apropriat cuts to make as they work thru each exrcise. In th erly exrcises most words ar cut mor than once by a singl cutng rule (eg, TO *adjourn* loses both its D and its O by Rule 1), but as th lernr proceeds, so th ranje of cuts required becoms mor varid, with cuts being made by two or mor Rules, until in th final exrcises th most complex and varid cutng patrns of al hav to be aplyd (eg, TO *acknowledgment* becoms CS *aknolejmnt* by Rules 1, 2 & 3, as wel as by DG > J substitution).

Section 3 provides authentic texts with paralel versions in TO and CS. These ar in one respect esir and in anothr respect hardr to reduce to CS: many words in them ar esy because they do not hav to be cut at al, but th lernr has to be able to distinguish those words in th texts wich ar not cut from those that ar, and then make th necesry cuts.

4 Using Part II for criticl evaluation of TO & CS

Wethr or not th exrcises ar used specificly for trainng in how to rite CS, they wil be found, by ther systmatic comparisn and contrastng of difrnt spelng patrns in TO, to giv a revealng insyt into its iregularitis and redundncis. Readrs wishng to undrtake a criticl evaluation of CS as a reformd orthografy shud also find th lists useful, as directly shoing wich CS forms ar self-evidntly an improvemnt on TO (in th sense of givng a betr mach between spelng and pronunciation) and wethr som shud be considrd mor doutful.