

PROPOSED SPELLING SCHEME

Use this form to submit your proposed spelling scheme to the Congress for consideration. Before you start the form, read [Guidance](#) and [Note 1](#).

Tick the sections as you complete them (not all are required):

| | | |
|---|----------------|--------------------------|
| A | Graphemes | <input type="checkbox"/> |
| B | Rules | <input type="checkbox"/> |
| C | Signwords | <input type="checkbox"/> |
| D | Stress | <input type="checkbox"/> |
| E | Homophones | <input type="checkbox"/> |
| F | Accents | <input type="checkbox"/> |
| G | Implementation | <input type="checkbox"/> |
| H | Transcriptions | <input type="checkbox"/> |
| I | Additional | <input type="checkbox"/> |

After you have completed the form, save a read-only copy to prevent accidental alterations, and then send it as an email attachment to spellcom@gmail.com.

Congress will assign your proposal a unique scheme ID, watermark your proposal with your participant ID and the scheme ID, and email this to you as a receipt.

Declaration

I certify that I have the right to submit this scheme in my own name and that, should it be selected by the IESC as the preferred alternative to current spelling, I will allow it to be used by others free of any charge or restriction. I understand that as the proposer of this scheme I must abstain from any vote in which this scheme is a candidate.

| | |
|---------------------|--|
| Name of proposer | |
| IESC participant ID | |
| Email address | |
| Postal address | |
| Name of scheme | |
| Date of submission | |

Digital signature

Congress does not require a digital signature, but Adobe Acrobat Reader may need it to make the form read-only. If so, put the signature here. See Note 2.

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

| # | / / | TS | <>1 | <>2 | <>3 | <>4 | <>5 | <>6 | <>7 | <>8 | +... |
|----|-----------|--------|-----|-----|------|-----|-----|-----|-----|-----|------|
| 0 | ei | face | a_e | ay | eigh | | | | | | |
| 1 | l | pit | | | | | | | | | |
| 2 | e | pet | | | | | | | | | |
| 3 | { | pat | | | | | | | | | |
| 4 | v | pun | | | | | | | | | |
| 5 | U | put | | | | | | | | | |
| 6 | i: | feed | | | | | | | | | |
| 7 | ei | face | | | | | | | | | |
| 8 | ai | price | | | | | | | | | |
| 9 | Oɪ | boy | | | | | | | | | |
| 10 | U: | food | | | | | | | | | |
| 11 | @U, oU | floe | | | | | | | | | |
| 12 | aU | fowl | | | | | | | | | |
| 13 | i@, i@r | near | | | | | | | | | |
| 14 | e@, e@(r) | bear | | | | | | | | | |
| 15 | A:, A:r | hard | | | | | | | | | |
| 16 | A: | palm | | | | | | | | | |
| 17 | Q, A: | pot | | | | | | | | | |
| 18 | O: | law | | | | | | | | | |
| 19 | O:r | order | | | | | | | | | |
| 20 | ju: | new | | | | | | | | | |
| 21 | 3:, 3` | herd | | | | | | | | | |
| 22 | i | simply | | | | | | | | | |
| 23 | @ | about | | | | | | | | | |
| 24 | | | | | | | | | | | |
| 25 | | | | | | | | | | | |
| 26 | | | | | | | | | | | |
| 27 | | | | | | | | | | | |
| 28 | | | | | | | | | | | |

Table A2: Consonants

| //# | / / | TS | <>1 | <>2 | <>3 | <>4 | <>5 | <>6 | <>7 | <>8 | +... |
|-----|-----|---------------------------|-----|-----|-----|-----|-----|-----|-----|-----|------|
| 1 | p | <u>p</u> en | | | | | | | | | |
| 2 | b | <u>b</u> ag | | | | | | | | | |
| 3 | t | <u>t</u> ea | | | | | | | | | |
| 4 | d | <u>d</u> ay | | | | | | | | | |
| 5 | k | <u>k</u> ey | | | | | | | | | |
| 6 | g | <u>g</u> et | | | | | | | | | |
| 7 | k | <u>k</u> itten | | | | | | | | | |
| 8 | tʃ | <u>ch</u> urch | | | | | | | | | |
| 9 | dʒ | <u>g</u> udge | | | | | | | | | |
| 10 | f | <u>f</u> at | | | | | | | | | |
| 11 | v | <u>v</u> an | | | | | | | | | |
| 12 | θ | <u>th</u> ing | | | | | | | | | |
| 13 | ð | <u>th</u> at | | | | | | | | | |
| 14 | s | <u>s</u> oon | | | | | | | | | |
| 15 | z | <u>z</u> ero | | | | | | | | | |
| 16 | s | <u>s</u> un | | | | | | | | | |
| 17 | ʃ | <u>sh</u> ip | | | | | | | | | |
| 18 | ʒ | <u>pl</u> ea <u>su</u> re | | | | | | | | | |
| 19 | h | <u>h</u> ot | | | | | | | | | |
| 20 | m | <u>m</u> ore | | | | | | | | | |
| 21 | n | <u>n</u> ice | | | | | | | | | |
| 22 | ŋ | <u>ri</u> ng | | | | | | | | | |
| 23 | l | <u>l</u> ight | | | | | | | | | |
| 24 | r | <u>r</u> ight | | | | | | | | | |
| 25 | j | <u>y</u> et | | | | | | | | | |
| 26 | w | <u>w</u> et | | | | | | | | | |
| 27 | | | | | | | | | | | |
| 28 | | | | | | | | | | | |
| 29 | | | | | | | | | | | |
| 30 | | | | | | | | | | | |
| 31 | | | | | | | | | | | |

Section B: Rules

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

After completing section B, go to section C.

Table B1: One phoneme represented by many graphemes

| //# | /_/ | <# | <_> | Explanation | Code |
|-----|-----|----|------|--|--------|
| 0 | ei | 1 | a_e | In all other cases: <a_e>. | /-ei-/ |
| 0 | ei | 2 | ay | If /ei/ is at the end of a word: <ay>. | /-ei/ |
| 0 | ei | 3 | eigh | If the word ends /eit/: <eigh>. | /-eit/ |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

Table B2: One grapheme represented by many phonemes

| <># | <_> | //# | /_/_ | Explanation | Code |
|-----|-----|-----|------|-------------|------|
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

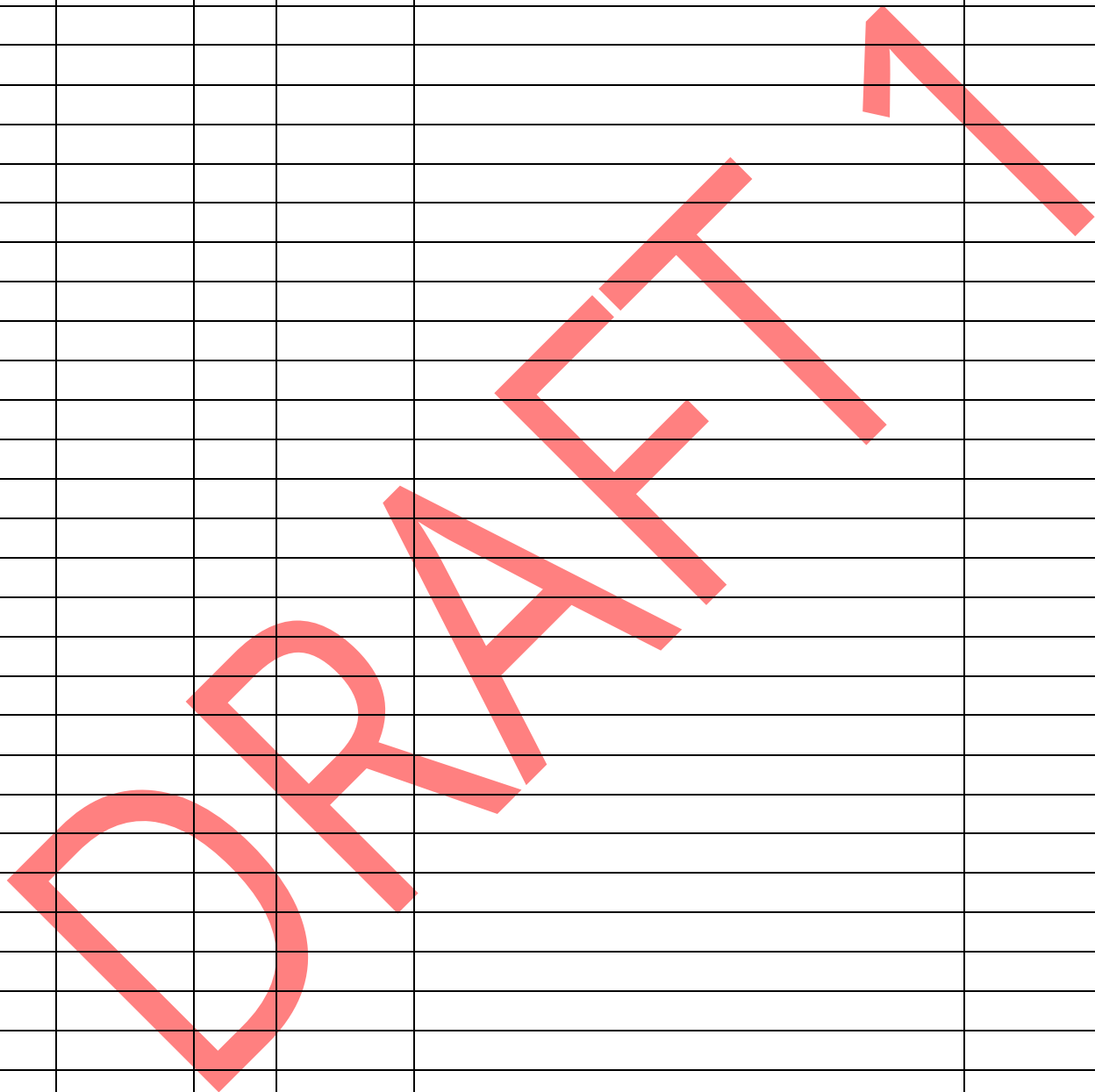


Table B3: Other rules

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 | |
| 2 | |
| 3 | |
| 4 | |
| 5 | |
| 6 | |
| 7 | |
| 8 | |
| 9 | |
| 10 | |
| 11 | |
| 12 | |
| 13 | |
| 14 | |
| 15 | |
| 16 | |
| 17 | |
| 18 | |
| 19 | |
| 20 | |
| 21 | |
| 22 | |
| 23 | |
| 24 | |
| 25 | |
| 26 | |
| 27 | |
| 28 | |
| 29 | |
| 20 | |
| 31 | |
| 32 | |
| 33 | |
| 34 | |
| 35 | |

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, common words

| | |
|---|---|
| How does your scheme treat changes to the spelling of proper nouns? | <input type="checkbox"/> None <input type="checkbox"/> All <input type="checkbox"/> Owners decide |
| If there are too many signwords to list in table C2, what percentage of the most common 1000 words does your scheme retain with traditional spelling? | _____ % |

Table C2: Retained or changed

| TS | Proposed | TS | Proposed | TS | Proposed |
|-----|----------|----|----------|----|----------|
| the | = | be | = | to | tu |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

Table C3: Other changes

Use table C3 to list any other changes to signwords.

| # | Notes |
|----|-------|
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| 5 | |
| 6 | |
| 7 | |
| 8 | |
| 9 | |
| 10 | |
| 11 | |
| 12 | |
| 13 | |
| 14 | |
| 15 | |
| 16 | |
| 17 | |
| 18 | |
| 19 | |
| 20 | |
| 21 | |
| 22 | |
| 23 | |
| 24 | |
| 25 | |
| 26 | |
| 27 | |
| 28 | |
| 29 | |
| 20 | |
| 31 | |
| 32 | |
| 33 | |
| 34 | |
| 35 | |
| 36 | |
| 37 | |

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 | |
| 2 | |
| 3 | |
| 4 | |
| 5 | |
| 6 | |
| 7 | |
| 8 | |
| 9 | |
| 10 | |
| 11 | |
| 12 | |
| 13 | |
| 14 | |
| 15 | |
| 16 | |
| 17 | |
| 18 | |
| 19 | |
| 20 | |
| 21 | |
| 22 | |
| 23 | |
| 24 | |
| 25 | |
| 26 | |
| 27 | |
| 28 | |
| 29 | |
| 20 | |
| 31 | |
| 32 | |
| 33 | |

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)? | <input type="checkbox"/> Yes <input type="checkbox"/> No |
|--|---|

Table E2: List

If you answered Yes to E1, give as many examples as you can, using the 1000 most common words. See Note 9.1.

| TS | Proposed 1 | Proposed 2 | TS | Proposed 1 | Proposed 2 |
|----|------------|------------|----|------------|------------|
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

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)? | <input type="checkbox"/> Yes <input type="checkbox"/> 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 | |
| 2 | |
| 3 | |
| 4 | |
| 5 | |
| 6 | |
| 7 | |
| 8 | |
| 9 | |
| 10 | |
| 11 | |
| 12 | |
| 13 | |
| 14 | |
| 15 | |
| 16 | |
| 17 | |
| 18 | |
| 19 | |
| 20 | |
| 21 | |
| 22 | |

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? | <input type="checkbox"/> One step <input type="checkbox"/> Series of stages |
|--|--|

Table G2: Details

If you answered *One step* 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 | |
| 2 | |
| 3 | |
| 4 | |
| 5 | |
| 6 | |
| 7 | |
| 8 | |
| 9 | |
| 10 | |
| 11 | |
| 12 | |
| 13 | |
| 14 | |
| 15 | |
| 16 | |
| 17 | |
| 18 | |
| 19 | |
| 20 | |
| 21 | |
| 22 | |
| 23 | |
| 24 | |
| 25 | |

Section H: Transcriptions

Use section H to give examples of your scheme. Maintain line breaks.

After completing section H, go to section I.

Table H1: Gettysburg Address, Abraham Lincoln

| # | TS | Proposed |
|----|--------------------------------|----------|
| 1 | Four score and seven years ago | |
| 2 | our fathers brought forth, on | |
| 3 | this continent, a new nation, | |
| 4 | conceived in liberty and | |
| 5 | dedicated to the | |
| 6 | proposition that all men are | |
| 7 | created equal. Now we are | |
| 8 | engaged in a great civil war, | |
| 9 | testing whether that nation, | |
| 10 | or any nation so conceived, | |
| 11 | and so dedicated, can long | |
| 12 | endure. We are met on a great | |
| 13 | battle-field in that war. We | |
| 14 | have come to dedicate a | |
| 15 | portion of that field, as a | |
| 16 | final resting-place for those | |
| 17 | who here gave their lives, | |
| 18 | that that nation might live. | |
| 19 | It is altogether fitting and | |
| 20 | proper that we should do this, | |
| 21 | but in a larger sense we | |
| 22 | cannot dedicate, we cannot | |
| 23 | consecrate, we cannot hallow | |
| 24 | this ground. The brave men, | |
| 25 | living and dead, who struggled | |
| 26 | here, have consecrated it far | |
| 27 | above our poor power to add or | |
| 28 | detract. The world will little | |
| 29 | note, nor long remember, what | |
| 30 | we say here, but it can never | |
| 31 | forget what they did here. It | |
| 32 | is for us the living, rather, | |
| 33 | to be dedicated to the great | |

| | | |
|----|----------------------------------|--|
| 34 | task remaining before us that | |
| 35 | from these honoured dead we | |
| 36 | take increased devotion to that | |
| 37 | cause for which they gave the | |
| 38 | last full measure of devotion | |
| 39 | – that we here highly resolve | |
| 40 | that these dead shall not have | |
| 41 | died in vain, that this | |
| 42 | nation, under God, shall have | |
| 43 | a new birth of freedom, and | |
| 44 | that government of the people, | |
| 45 | by the people, for the people, | |
| 46 | shall not perish from the earth. | |

| | | |
|---------------------------------------|------|----------|
| Gettysburg Address | TS | Proposed |
| Number of characters, ignoring spaces | 1085 | |

Table H2: Hamlet Soliloquy, William Shakespeare

| # | TS | Proposed |
|----|---|----------|
| 1 | To be, or not to be-that is the question: | |
| 2 | Whether 'tis nobler in the mind to suffer | |
| 3 | The slings and arrows of outrageous fortune | |
| 4 | Or to take arms against a sea of troubles | |
| 5 | And by opposing end them. To die, to sleep— | |
| 6 | No more—and by a sleep to say we end | |
| 7 | The heartache, and the thousand natural shocks | |
| 8 | That flesh is heir to. 'Tis a consummation | |
| 9 | Devoutly to be wished. To die, to sleep— | |
| 10 | To sleep—perchance to dream: ay, there's the rub, | |
| 11 | For in that sleep of death what dreams may come | |
| 12 | When we have shuffled off this mortal coil, | |
| 13 | Must give us pause. There's the respect | |
| 14 | That makes calamity of so long life. | |
| 15 | For who would bear the whips and scorns of time, | |

| | | |
|----|--|--|
| 16 | Th' oppressor's wrong, the proud man's contumely | |
| 17 | The pangs of despised love, the law's delay, | |
| 18 | The insolence of office, and the spurns | |
| 19 | That patient merit of th' unworthy takes, | |
| 20 | When he himself might his quietus make | |
| 21 | With a bare bodkin? Who would fardels bear, | |
| 22 | To grunt and sweat under a weary life, | |
| 23 | But that the dread of something after death, | |
| 24 | The undiscovered country, from whose bourn | |
| 25 | No traveller returns, puzzles the will, | |
| 26 | And makes us rather bear those ills we have | |
| 27 | Than fly to others that we know not of? | |
| 28 | Thus conscience does make cowards of us all, | |
| 29 | And thus the native hue of resolution | |
| 30 | Is sicklied o'er with the pale cast of thought, | |
| 31 | And enterprise of great pitch and moment | |
| 32 | With this regard their currents turn awry | |
| 33 | And lose the name of action. | |

| | | |
|---------------------------------------|------|----------|
| Hamlet Soliloquy | TS | Proposed |
| Number of characters, ignoring spaces | 1145 | |

Table H3: Limerick, Edward Lear

| # | TS | Proposed |
|---|---|----------|
| 1 | There was an Old Man with a beard | |
| 2 | Who said, 'It is just as I feared. | |
| 3 | Two Owls and a Hen, four Larks and a Wren | |
| 4 | Have all built their nests in my beard.' | |

| | | |
|---------------------------------------|-----|----------|
| Limerick | TS | Proposed |
| Number of characters, ignoring spaces | 118 | |

Table H4: Assorted

| # | TS | Proposed |
|----|--------------------------|----------|
| 1 | pen, copy, happen | |
| 2 | back, bubble, job | |
| 3 | tea, tight, button | |
| 4 | city, better | |
| 5 | day, ladder, odd | |
| 6 | key, cock, school | |
| 7 | get, giggle, ghost | |
| 8 | church, match, nature | |
| 9 | judge, age, soldier | |
| 10 | fat, coffee, rough, move | |
| 11 | thing, author, path | |
| 12 | this, other, smooth | |
| 13 | soon, cease sister | |
| 14 | zero, zone, roses | |
| 15 | ship, sure, station | |
| 16 | pleasure, vision | |
| 17 | hot, whole, behind | |
| 18 | more, hammer, some | |
| 19 | nice, know, funny, sun | |
| 20 | ring, long, thanks, sung | |
| 21 | light, valley, feel | |
| 22 | yet, use, beauty | |
| 23 | wet, one, when, queen | |
| 24 | dress, bed | |
| 25 | lot, odd, wash | |
| 26 | strut, bud, love | |
| 27 | foot, good, put | |
| 28 | fleece, day, streak | |
| 29 | price, high, try | |
| 30 | choice, boy | |
| 31 | goose, two, blue | |
| 32 | goat, show, no, cold | |
| 33 | mouth, now | |
| 34 | near, here, serious | |
| 35 | square, fair, various | |
| 36 | start, father | |
| 37 | thought, law | |
| 38 | north, war | |

| | | |
|----|----------------------------|--|
| 39 | cure, poor, jury | |
| 40 | nurse, stir | |
| 41 | courage | |
| 42 | happy, radiation, glorious | |
| 43 | about, comma, common | |

| | | |
|---------------------------------------|-----|----------|
| Assorted | TS | Proposed |
| Number of characters, ignoring spaces | 647 | |

DRAFT



Section I: Additional

Use section I for any additional comments or explanation you may wish to offer. Continue on next page if necessary; cross-reference to relevant earlier passages.

| # | Notes |
|----|-------|
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| 5 | |
| 6 | |
| 7 | |
| 8 | |
| 9 | |
| 10 | |
| 11 | |
| 12 | |
| 13 | |
| 14 | |
| 15 | |
| 16 | |
| 17 | |
| 18 | |
| 19 | |
| 20 | |
| 21 | |
| 22 | |
| 23 | |
| 24 | |
| 25 | |
| 26 | |
| 27 | |
| 28 | |
| 29 | |
| 30 | |
| 31 | |
| 32 | |
| 33 | |
| 34 | |
| 35 | |

| # | Notes |
|----|-------|
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| 5 | |
| 6 | |
| 7 | |
| 8 | |
| 9 | |
| 10 | |
| 11 | |
| 12 | |
| 13 | |
| 14 | |
| 15 | |
| 16 | |
| 17 | |
| 18 | |
| 19 | |
| 20 | |
| 21 | |
| 22 | |
| 23 | |
| 24 | |
| 25 | |
| 26 | |
| 27 | |
| 28 | |
| 29 | |
| 30 | |
| 31 | |
| 32 | |
| 33 | |
| 34 | |
| 35 | |
| 36 | |
| 37 | |
| 38 | |
| 39 | |

DRAFT