The scheme summarised below was one of 35 that passed the sifting process and was forwarded to the Expert Commission following the first session of the Congress.

IESC 8

NU-ENGLISH

by
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The Author

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He is a science graduate from the University of Queensland in Australia, with a Master of Science degree in Microbiology, plus two post-graduate diplomas, in Information Processing and Business Administration.

He is well aware of the key differences between computer languages, which have strict rules without exceptions, and most natural languages, which have rules but many exceptions and ambiguity.

Contents

Nu-English proposal

Nu-English is a revised version of current modern written English to cover the 43 unique sounds in spoken English with an expanded alphabet consisting only of all letters in the current alphabet except for ‘q’ and ‘x’, plus the schwa or neutral ‘e’ for the slurred vowel sound in some unstressed syllables.

The 43 sounds in English comprise 23 consonant sounds and 20 vowel sounds, so each of the 43 revised symbols have only one unique sound, removing ambiguity and making the language truly phonetic.

Some symbols are used as single letters, eg ‘a’ for the short ‘a’ sound in ‘pat’, some are double letters, eg ‘aa’ for the long ‘a’ sound in ‘father’ and some are pairs of different letters, eg ‘ai’ for the long ‘a’ sound in ‘day’.

My self-published book ‘Nu-English: A Simpler Language for the Future’ (in 2018), contains an earlier version of Nu-English with interim dealings with ‘c’, ‘ch’, ‘q’ and ‘x’, together with many suggestions for simplification of English grammar, with its many problems.

Nu-English was one of 35 revised English proposals submitted to the English Spelling Society (TESS) in 2019 for review by their Expert Commission for short listing, but was not one of the six short listed proposals to be discussed and voted on at the 2nd On-line International English Spelling Congress (OIESC2) expected to occur in late 2020.

Phonetic language

The worst problem in the current English language is that it is not phonetic, ie one cannot be sure of the spelling of spoken words or the sound of written words, because there is so much ambiguity when translating from one to the other. What English needs is a modified alphabet where there is only one sound for each symbol and only one symbol for each sound. One of the main causes of this problem is that there are 43 sounds in English and only 26 letters in the written alphabet. In particular, there are only 21 current consonants for the 23 consonant sounds and only 5 vowels for the 20 vowel sounds.

There is an International Phonetic Alphabet (IPA) which attempts to cover all of the unique sounds contained in all of the languages spoken on earth, so adoption of a subset of these symbols would be one way of solving the English problem. However, because of the thousands of different sounds involved worldwide, many of the IPA symbols are foreign language letters, with or without diacritical marks, like those in Greek, Latin, French, German, Cyrillic, Scandinavian languages, etc, and others are mathematical, technical or punctuation symbols which are unsuitable to apply in English writing. Phonetic symbols and words written with them are always enclosed in forward slashes like /b/ for the sound of 'b' and /bæt/ for the sounds in 'bat'.

There is also another set of language sound symbols called SAMPA, which stands for Speech Assessment Methods Phonetic Alphabet. Where an IPA symbol is directly available on the keyboard, the SAMPA symbol is the IPA symbol, but where it is not directly available on the keyboard, another unique keyboard character or pair of characters is used. SAMPA symbols are normally enclosed in square brackets, eg the sound of the letter 'p' is written as [p].

However, I will use IPA in my explanations which follow.

Nu-English consonants

Some IPA symbols are the same as some of letters used in current English, so these can be retained in any modified English alphabet. These include the following 15 consonants: b, d, f, h, k, l, m, n, p, r, s, t, v, w and z. So, in IPA, the sounds of these letters are /b/, /d/, /f/, … /z/ respectively. The letter 's' in English currently has two sounds – the hissing soft sound in 'sell' and the hard, voiced 'z' sound in 'his', but in Nu-English I restrict 's' only to the hissing sound and 'z' is always to be used for the hard, voiced sound. So far, this makes 15 Nu-English consonants to represent 15 distinct consonant sounds.

To these 15, I add another four - 'c', 'g', 'j' and 'y', for each of which I have restrictions:

The letter 'c' in English has no actual sound of its own and instead has the sounds of two other consonants - 'k' (/k/ in IPA) as the hard voiced sound in 'cat' which logically should be spelt as 'kat', and 's' (/s/) as the soft hissing sound in 'receipt' which should be spelt with an 's' instead of the 'c'. So to retain the letter 'c' in an English alphabet, I have assigned 'c' to replace the 'ch' (/tʃ/) sound in the word 'chop', which then will be spelt as 'cop' (note that the current word 'cop' would change to 'kop'), so the digraph 'ch' will cease to be used. The single letter 'c' has some resemblance to the current 'ch' as it is one of the letters in it, so the change should be relatively easy for current users to adopt and new users will not be aware of the change.

'G' currently has two sounds – the hard 'g' (/g/) sound as in 'get' and the soft 'g' (/dʒ/) sound in 'gene', but I restrict 'g' to the hard sound only and the soft sound is really the sound of 'j' (/dʒ/) so I use 'j' instead. So, I spell 'get' as 'get' and I spell 'gene' as 'jeen'.

The IPA symbol for the English consonant ‘y’ is /j/, but in Nu-English I retain ‘y’ for the current English ‘y’ consonant sound as in ‘you’ which I spell as ‘yoo’ (and also in the sounded but not explicitly spelt ‘y’ sound in written words like ‘new’ which I spell in Nu-English as ‘nyoo’), and I use ‘j’ for its own sound in English, as in ‘joke’, as well as the soft ‘g’ English sound (see above). The letter ‘y’ in current English can also be a semi-vowel and act as any one of three English vowel sounds – the long ‘e’ sound (/i/ in IPA) in ‘rusty’ which I spell as ‘rustee’, the short ‘i’ (/ɪ/) sound in ‘crypt’ which I spell as ‘kript’ and the long ‘i’ (/aɪ/) sound in ‘sky’ which I spell as ‘skii’. So, I use actual vowels for these sounds, and ‘y’ is not to be used as a vowel.

The letters ‘q’ and ‘x’ would be eliminated from the revised written Nu-English alphabet, because each make a composite sound, comprising mainly of other consonants already dealt with: ‘Q’ (together with the compulsory ‘u’ attached) currently has the sound of ‘kw’ at the start or middle of words and the sound of ‘k’ at the end of words, so I have replaced ‘qu’ with these other characters. For example, ‘quiz’ will become ‘kwiz’ and ‘antique’ will become ‘anteek’. ‘X’ currently has the sound of ‘eks’ at the start of words and the sound of ‘ks’ at the end of words, so I have replaced ‘x’ with the other characters. For example, ‘fix’ will become ‘fiks’ and ‘x-rays’ will become ‘eks-raiz’. ‘Q’ and ‘x’ can, of course still be used as algebraic symbols in mathematical calculations and formulas.

So far, there are 19 consonants in the revised written English alphabet, for 19 of the consonant sounds. The remaining four consonant sounds are currently written as digraphs (two different letters together) and will continue to be written as digraphs, but with one new digraph introduced.

The nasal ‘ng’ (/ŋ /) sound at the end of ‘sing’ will continue to be written as ‘ng’, so I spell the word as ‘sing’. The ‘sh’ (/ʃ/) sound at the end of ‘wish’ will continue to be written as ‘sh’, so I spell the word as ‘wish’. Current English speakers will feel comfortable with no changes to these symbols to be learnt and new learners will continue to accept the digraphs.

The ‘th’ digraph currently has two alternative sounds in English – the soft hissing ‘th’ (/ɵ/) sound in ‘thin’ and the hard, voiced ‘th’ (/ʒ/) sound in ‘then’. To distinguish between these two sounds in written English, I have left ‘th’ to be used only for the hard, voiced sound as in ‘then’, which would remain spelt as ‘then’, but I have created the digraph ‘tt’ to be used for the soft hissing sound in ‘thin’ with the spelling changed to ‘ttin’. These two written digraphs, one for each of the two different sounds, can be remembered by the ‘h’ in ‘th’ remindful of the underlined ‘h’ in ‘hard’ and the second ‘t’ in ‘tt’ remindful of the underlined ‘t’ in ‘soft’.

This keeps the total number of consonants to 19, but, by suitable restrictions of each, coupling in three current digraphs and one new digraph, these 19 will cover all 23 consonant sounds.

Nu-English vowels

There are only five current vowels for the 20 vowel (and diphthong) sounds and the most confusion between spoken English and written English occurs because of insufficient distinctions between written vowels.

In English writing, ‘a’ is currently used to cover up to five different sounds, either on its own or in diphthongs, ‘e’ is currently used to cover up to four different sounds, either on its own or in diphthongs, ‘i’ covers two sounds, ‘o’ covers six sounds on its own or in diphthongs and ‘u’ covers two sounds, and in speech but not in writing is the schwa or neutral ‘ɐ’, making 20 sounds in total.

In Nu-English, I have retained the five single vowels strictly only to be used for five of the 20 vowel sounds:

‘a’ for the short ‘a’ (/æ/) sound in ‘pat’ which I spell as ‘pat’;

‘e’ for the short ‘e’ (/ɛ/) sound in ‘pet’ which I spell as ‘pet’;

‘i’ for the short ‘i’ (/ɪ/) sound in ‘pit’ which I spell as ‘pit’ and the short ‘y’ sound in ‘crypt’ (where the ‘y’ acts as a short ‘i’ vowel) which I spell as ‘kript’;

‘o’ for the short ‘o’ (/ɒ/) (ie alpha in reverse) sound in ‘pot’ which I spell as ‘pot’; and

‘u’ for the short ‘u’ (/ʌ/) sound in ‘cut’ which I spell as ‘kut’.

I have created five double vowels strictly only to be used for another five vowel sounds:

‘aa’ for the long ‘a’ (/ɑ/) sound in ‘father’ which I spell as ‘faatteu’ and the ‘ar’ sound in ‘farther’ which I also spell as ‘faatteu’;

‘ee’ for the long ‘e’ (/i/) sound in ‘feet’ and ‘beat’ which I spell as ‘feet’ and ‘beet’, and the final sound in ‘rusty’ (where ‘y’ acts as a long ‘e’ vowel) which I spell as ‘rustee’;

‘ii’ for the long ‘i’ (/ɪ/) sound in ‘sign’ and ‘sine’, both of which I spell as ‘siin’ and the final sound in ‘sky’ (where ‘y’ acts as a long ‘i’ vowel) which I spell as ‘skii’;

‘oo’ for the long ‘o’ (/u/) sound in ‘pool’ which I spell as ‘pool’ and the same sound in ‘rule’ which I spell as ‘rool’;

and ‘uu’ for the short ‘u’ (/ʊ/) sound in ‘put’ and ‘foot’ which I spell as ‘puut’ and ‘fuut’.

For the remaining nine English vowel or diphthong sounds, I have created the following digraphs, none of which are double letters:

‘ae’ for the long ‘ae’ (/ɛə/) sound in ‘aerial’, the long ‘air’ sound in ‘hair’, the long ‘eir’ sound in ‘their’ and the long ‘ere’ sound in ‘there’, which I spell as ‘aereeal’, ‘hae’, ‘thae’ and ‘thae’ respectively;

‘ai for the long ‘ay’ (/eɪ/) sound in ‘bay’ and the long ‘ai’ sound in ‘bail’ which I spell as ‘bai’ and ‘bail’ respectively;

‘au’ for the long ‘ou’ (/aʊ/) sound in ‘sour’ and the long ‘ow’ sound in ‘how’ which I spell as ‘saur’ and ‘hau’ respectively;

‘ea’ for the long ‘ea’ (/ɪə/) sound in ‘hear’ and the long ‘ere’ sound in ‘here’, both of which I spell as ‘hea’ (note the two different sounds present in the current ‘there’, where ‘ae’ is used [see above], and the current ‘here’, where ‘ea’ is used);

‘eu’ for the ‘er’, ‘ir’ and ‘ur’ (/ɜ/) sounds in ‘pert’, ‘dirt’ and ‘hurt’ which I spell respectively as or ‘peut’, ‘deut’ and ‘heut’;

‘oa’ for the long ‘or’ (/ɔ/) sound in ‘port’, the long ‘aw’ sound in ‘paw’, the long ‘augh’ in ‘caught’, which I spell as ‘poat’, ‘poa’ or ‘koat’, and the long ‘oor’ sound in ‘poor’ which I spell as ‘poa’ (note that ‘oo’ in the current ‘pool’ [see above] is different from the ‘oor’ sound in the current ‘poor’;

‘oe’ for the long ‘oe’ (/oʊ/) sound in ‘hoe’, the long ‘ow’ sound in ‘low’ and even the long ‘o’ in ‘hello’ which I spell retrospectively as ‘hoe’, ‘loe’ and ‘heloe’;

‘oi’ for the long ‘oi’ (/ɔɪ/) sound in ‘point’ and the long ‘oy’ sound in ‘boy’ which I spell retrospectively as ‘point’ and ‘boi’; and

‘ou’ for the long ‘ou’ (/ʊə/) sound in ‘tour’ which I spell as ‘tou’ (note the different sounds in the current words ‘sour’ [see above] and ‘tour’.

The lazy(?), poorly-pronounced or slurred vowel sound like ‘ah’ or ‘uh’ in an unstressed syllable of some spoken words is called the schwa or neutral ‘e’, and is assigned the IPA symbol ‘ə’ (an upside down ‘e’), which strictly is not part of the written English alphabet, because it is not used in normal writing. It is typically used only in

phonetic script, mainly in pronunciation guides and dictionaries to indicate the sound of some unstressed vowels. In the word 'apart' the first syllable 'a' has the sound of /ə/ so the pronunciation of the word would be indicated in IPA as /əpɑt/ (where the IPA symbol 'ɑ' [Greek alpha] is for the long 'a' sound in 'father' or the long 'ar' sound in 'farther'). If it has to be used in written English, I have, like others before me, assigned schwa the short-hand symbol for 'at', ie '@', so I would write 'apart' as '@paat'.

All of the 20 written vowel constructions in Nu-English use the current five vowels singly, doubly or in pairs, or '@', and all can be typed or entered easily using the normal QWERTY keyboards.

Silent letters

In written English there are many silent letters and these, of course, are not present in spoken English, so writing of the language could be much simplified by their removal, making the language easier and quicker to learn, remember and use. This would increase its adoption as a global language, which it already is to some extent, but adoption and rate of adoption could be significantly increased if faults such as these were removed.

Commonly occurring silent letters in written English include the silent second consonant in double consonants and the current compulsory use of silent 'u's following 'q's ('u's of course will be removed along with the 'q's). A double consonant such as the 'bb' in 'bubble' sounds exactly the same as the 'b' at the start of the word, so the word could be spelt as 'buble' or even better as 'bubel' which is how it would be spelt in Nu-English, with no change in the sound; and the 'dd' in 'puddle' sounds the same as a single 'd', so why not spell the word as 'pudle' or even better as 'pudel' which is how it would be spelt in Nu-English?

However, it has been the practice followed for many years (perhaps for many centuries) that a double consonant following a vowel in some words is an indirect indication that the sound of that preceding vowel is to be changed, typically to a shortened version of the vowel's sounds. For example, the 'bb' in 'rubble' indicates that the 'u' before it has to have the short sound, ie 'u' not 'uu' or 'oo' in my revised alphabet. But I propose that if the vowel sound is written with unique alphabetical symbols, the correct pronunciation is achieved directly, eg the different vowel sounds in the current 'run', 'put' and 'rune' are directly indicated in my Nu-English spellings 'run', 'puut' and 'roon'.

Many other pairs of consonants are present in the current written language where one of the letters is silent, so these should be removed with no loss or change in the sound. Examples include all of the following:

Silent 'b' in the 'bt' in 'debt' which, in Nu-English, should be spelt as 'det';

silent 'c' in the 'ck' in 'pack' which should be 'pak' and in the 'sc' in 'science' which should be 'siiens';

silent 'd' in the 'dg' of 'judge' which should be 'juj';

silent 'g' in the 'gn' in 'sign' which should be 'siin';

silent 'gh' in 'through' which should be 'ttroo' and in the 'ght' in 'light' which should be 'liit';

silent 'h' in the 'gh' in 'ghost' which should be 'goest', in the 'kh' in 'khaki' which should be 'kaakee', in the 'rh' in 'rhubarb' which should be 'roobaab' and in the 'wh' in 'when' which should be 'wen';

silent 'k' in the 'kn' of 'knock' which should be 'nok';

silent 'l' in the 'ld' of 'would' which should be 'wuud', in the 'lk' of 'yolk' which should be 'yoek' and in the 'lm' in 'psalm' which should be 'saam';

silent 'm' in the 'mn' in 'mnemonic' which should be 'nemonik';

silent 'n' in the 'mn' of 'hymn' which should be 'him';

silent ‘p’ in the ‘ps’ of ‘psychic’ which should be ‘siikik’ and in the ‘pt’ of ‘receipt’ which should be ‘reeseet’; and

silent ‘w’ in the ‘wr’ in ‘write’ which should be ‘riit’.

Other frequently occurring silent letters in writing are the silent ‘e’s at the end of many words. Sometimes these could be removed with no effect on speech. However, it has been the practice followed for a long time that a silent ‘e’ at the end of a word can be an indirect indication that the sound of one of the preceding vowels in such a word is to be changed, typically the different sound formed by lengthening of the vowel.

Examples of use of such silent final ‘e’s include the two words ‘hid’ and ‘hide’. In the first, the ‘i’ sounds like the short ‘i’ sounds in ‘hit’ or in ‘sin’, while in the second, the ‘i’ sounds like the longer ‘i’ sounds in ‘sine’ or ‘sky’ (where the ‘y’ is acting as a semi-vowel for the long letter ‘i’.). Other examples include ‘win’ and ‘wine’ with the same changes in the ‘i’ vowels. Another word pair is ‘at’ and ‘ate’, with the ‘a’ in ‘at’ sounding like the short ‘a’ sound in ‘pat’ and the ‘a’ in ‘ate’ sounding like the longer ‘a’ sound in ‘day’. Under my proposal, all the quoted words in this paragraph would be ‘hid’, ‘hiid’ ‘hit’, ‘sin’, ‘siin’, ‘skii’, ‘win’, ‘wiin’, ‘at’, ‘aat’, ‘pat’ and ‘dai’.

I believe that this highly indirect method for changing the sound of one written vowel inside a word by the presence or absence of an silent ‘e’ at the end of the word should be replaced by the creation of different written symbols for each of the vowels, so the change can be indicated directly by changing the symbol for the vowel itself. In addition, there are different sounds of the same vowel in thousands of different words where the indirect use of a final ‘e’ is not employed, eg the short ‘i’ sound in ‘bin’ is different from the longer ‘i’ sound in ‘bind’, so a direct method is needed to differentiate between the different sounds in such words.

Phonetics again

Although currently there are only five written vowel characters and 21 written consonant characters in English, there are in fact 20 vowel sounds and 23 consonant sounds in English, so there is a need for 20 unique vowel/diphthong symbols and 23 consonant/digraph symbols such as those in Nu-English to make English phonetic, ie so that spoken and written English are accurately and uniquely matched without the current ambiguity.

True phonetic languages are easier and quicker to learn, facilitating English to become even more the choice for a global language. And the sooner we do these changes, the better it will be for all learning and using English anywhere in the world.

My book

Prior to learning of TESS and their plans for the OIESC2, I wrote and self-published a book in 2018 called ‘Nu-English: A Simpler Language for the Future’, in which I addressed not only the problems in English spelling and pronunciation, but also the many problems in English grammar and some comparisons with and problems in French and German grammars.

The book dealt with ‘c’, ‘ch’, ‘q’ and ‘x’ differently from what I have in this proposal summary or the proposal itself, ie by deleting ‘c’ from my alphabet because it has no unique sound of its own and uses the sounds of two other letters, continuing use of the digraph ‘ch’ for the ‘ch’ (/tʃ/) sound, continuing use of ‘q’ but without the normally attached ‘u’ and continuing use of ‘x’, all mainly to reduce the number of immediate changes to the alphabet (although I mentioned as comments that these could be further changed later in the transition process). The book also suggested a long transition process may be required (perhaps several years up to one whole generation of the population).

However, I have re-thought about these and after contact with TESS personnel and reading their publications, I now see transition should be much faster and that full changes should be made immediately to ‘c’, ch’ ‘q’ and ‘x’. So, in my proposal to TESS, I proposed and repeat here that ‘c’ be retained in the alphabet but with only one

unique sound, that of ‘ch’, that ‘ch’ never be used and that ‘q’ and ‘x’ be deleted from the alphabet and replaced by the individual characters in the composites concerned.

The grammar problem topics in my book included: 3rd person singular regular verbs, irregular verbs, very irregular verbs like ‘be’, plural nouns, collective nouns, numbers, pronouns, comparative and superlative adjectives and adverbs, accented syllables and homonyms, plus some related comments on French and German. Some of these directly impact on spelling and therefore necessitate spelling changes, as discussed below. The spelling changes (and corresponding pronunciation changes) would be quicker and easier to learn for those learning English.

Grammar changes proposed, which influence spelling

Verbs

Past tense and past participles of all verbs in Nu-English should only be indicated by adding ‘ed’ to the verb stem or ‘d’ if the stem ends in ‘e’. So, words like ‘spelt’ (current past tense and past participle of the current irregular verb ‘spell’, which itself should be spelt as ‘spel’) should be pronounced as ‘spelled’, not ‘spelt’, and written as ‘speled’; the past tense and past participle of ‘speak’, which itself should be spelt as ‘speek’, should be pronounced as ‘speaked’, not ‘spoke’ and ‘spoken’, and both written as ‘speeked’; the past tense and past participle of the very irregular verb stem ‘be’ should be pronounced as ‘beed’ and written as ‘beed’, not ‘was’ or ‘been’, while the stem itself should be spelt as ‘bee’.

The very irregular verbs like ‘be’ and ‘have’ are even irregular in the present tense, having different forms depending on person and number, such as ‘I am’, ‘he is’, ‘we are’, ‘he has’, etc. These could all be simplified and made even more regular by changing the pronunciation and spelling to always have the verb stem instead: ‘I bee’, ‘hee bee’, ‘wee bee’, ‘hee have’, etc. All these proposals make English easier and quicker to learn.

Present participles of all verbs should be indicated by adding ‘ing’ to the verb stem, so the written ‘spelling’ becomes ‘speling’, ‘speaking’ becomes ‘speeking’ and ‘being’ becomes ‘beeing’.

Nouns

Plural nouns should always be formed from the singular noun by addition of ‘s’ or ‘z’ to the singular word if the current singular noun does not end in ‘s’ or ‘ss’ (both are /s/), ‘ch’ (now changed to ‘c’ for/tʃ/), ‘x’ (now ‘ks’ for /ks/) or ‘zz’ (same /z/ sound as ‘z’), eg ‘kats’ from ‘cat’ (‘kat’), and ‘plaits’ from ‘plate’ (‘plait’), but ‘dogz’ from ‘dog’ (‘s’ or ‘z’ is used depending on the sound of the last letter of the singular noun). If the final letters of the current singular noun are ‘s’or ‘ss’ (/s/), ‘ch’ (now ‘c’ for /tʃ/), ‘x’ (now ‘ks’ for /ks/) or ‘zz’ (/z/ like ‘z’), then ‘es’ or ‘ez’ is added instead, because an extra syllable will be required, eg ‘hises’ from ‘hiss’ (‘his’), but ‘ceucez’ from ‘church’ (‘ceuc’).

Current plural formation rules like plural ‘fish’ (one of two current choices, the other being ‘fishes’) from singular ‘fish’, plural ‘sheep’ as the only current one from singular ‘sheep’, plural ‘oxen’ from singular ‘ox’, plural ‘children’ from singular ‘child’ (‘ciild’), plural ‘men’ from singular ‘man’, plural ‘feet’ from singular ‘foot’ (‘fuut’), plural ‘mice’ from singular ‘mouse’ (‘maus’), plural ‘axes’ from singular ‘axis’ (‘aksis’), plural ‘indices’ from singular ‘index’ (‘indeks’), ‘plural ‘formulae’ from singular ‘formula’ (‘foamyoolaa’) and plural ‘plateaux’ from singular ‘plateau’ (‘platoe’) should all be changed to ‘fishes’, ‘sheeps’, ‘oksez’, ‘chiilds’, ‘mans’, ‘foots’, ‘mausez’, ‘aksisez’, ‘indeksez’, ‘foamyoolaas’ and ‘platoez’ respectively. I realise that some of these follow plural rules of other languages but for consistency in English, they should be anglicised as well as revised to become phonetic. All these proposals on plural rules make English easier and quicker to learn.

When singular nouns end in ‘s’ there currently are two choices for forming the possessive case: add APOSTROPHE ‘s’ or add ‘s’ APOSTROPHE. The second choice should not be allowed, because whether plural nouns end in ‘s’ or not, the possessive should be formed by adding APOSTROPHE only. These proposals make English easier and quicker to learn.

Numbers

The inconsistency currently in written numbers should be eliminated so that current syllables contain the same spelling for related words, eg the current spelling of 'forty' is inconsistent with the spelling in the related 'four' and 'fourteen' and all should be changed to 'foatee', 'foa' and 'foateen' respectively. Similarly, the current 'five', 'fifteen' and 'fifty' should all have 'v's, not 'f's to become 'fiiv', 'fiivteen' and 'fiivtee' respectively, again easing the learning of English.

Pronouns

The current number of personal pronouns could be much reduced by using the current subject ones , ie 'I', 'he', 'she', 'it', 'we', 'you' and 'they' (and even 'thou') as object pronouns, as parts of possessive pronouns, as parts of determiners and as parts of reflexive object pronouns, making the language simpler to learn. Using first person singular for example, 'I' ('ii') can be substituted for 'me' in 'He hit me.' as 'Hee hit ii.', for 'mine' in 'This is mine.' as 'This is ii's.', for 'my' in 'This is my book.' as 'This is ii's book.' and for 'myself' in 'I like myself' as 'Ii liik iiself.'

Adjectives

To form comparative or superlative adjectives in English, there are two generally applicable methods – add the suffixes 'er' and 'est' to the original adjective or put 'more' or 'most' in front of the word, eg 'short' forms 'shorter' and 'shortest', while 'sensitive' forms 'more sensitive' and 'most sensitive'. However, some of the most common words are irregular in that they use neither of these methods. Hence the groups: 'bad'-'worse'-'worst', 'far' has two choices as 'far'-'farther'-'farthest' or as 'far'-'further'-'furthest', 'good'-'better'-'best', 'many'-'more'-'most', 'much'-'more'-'most', and 'old' has two choices as 'old'-'older'-'oldest' or 'old'-'elder'-'eldest'. Taking 'bad' ('bad') as an example and standardising on the first method, 'badeu' and 'badest' would be the new comparative and superlative forms.

Adverbs

Adding 'more' and 'most' in front of original adverbs is the standard method for forming comparative and superlative adverbs, eg 'quickly' becomes 'more quickly' and 'most quickly'. but there are currently a few irregular exceptions: the groups 'badly'-'worse'-'worst', 'little'-'less'-'least', 'much'-'more'-'most' and 'well'-'better'-'best'. Taking 'badly' ('badlee') as example and using the standard method, it could form the new 'moa badlee' and 'moest badlee' instead. Using standard methods for comparative and superlative adverbs would simplify learning English.

The grammar changes proposed in this last section have not been reflected in the sample texts which follow, as only the simple revised spelling has been substituted for the current or original spellings.

Answers to TESS questions in guidelines 9(d)

(i) Nu-English is original, created by me;

(ii) it is for permanent adult use;

(iii) there are no exceptions to the rules, but simplification of English grammar is hinted at here and explained fully in my book 'Nu-English: A Simpler Language for the Future';

(iv) schwa is included, but stress is only hinted at here, although my book has more details;

(v) it is based on pronunciation of English with the Australian accent, which is close to the general UK accent and the general US accent, and could be applicable world-wide, with only minor adjustments to the local pronunciation, eg if 'history' is pronounced with a silent 'h' as 'istory' in a local dialect, it can still be written as

‘histoaree’ or simply as ‘istoaree’ if the person wishes, as sometimes already occurs, but mainly in novels about different geographical regions;

(vi) the scheme is independent, so once the spelling rules have been learnt, it should easily be pronounced without prior knowledge of English spelling;

(vii) the length of running text in Nu-English is extremely close to that of traditional spelling;

(viii) most consonants and consonant constructions in Nu-English are the same as in traditional spelling because their symbols are actually valid IPA symbols, except for simple changes to pronunciation of ‘c’, restrictions for ‘g’, ‘s’ and ‘y’, plus addition of ‘j’ for the /ʤ/ sound, replacement of ‘q’ and ‘x’ by their component sounds, retention of digraphs ‘ng’, ‘sh’ and ‘th’ and addition of a new digraph ‘tt’ for the second sound of the current ‘th’. However, single vowels are restricted to only one unique sound each, while double vowels, other vowel pairs plus schwa are added, so the biggest changes occur with the vowels (naturally since currently five vowels cover 20 sounds). No diacritics are used in Nu-English. In the sample text ‘The Star’, 66 or 55% of the 114 words have been changed, so it would seem reasonable to use 55% as a rough estimate of the percentage of words that would need change;

(ix) the scheme would initially be promoted as a legal alternative written English language to be adopted, but as soon as possible, it would then replace the current language as the only valid version. In the early stages, translation text books (including translation dictionaries, not only between Nu-English and current Engllish, but also between Nu-English and other current foreign languages) and translation computer programs would need to be prepared (these could most easily be prepared by programs converting IPA or SAMPA pronunciation notes on current words in current dictionaries to the equivalent Nu-English symbols, either a letter or syllable at a time at first and then expanding to multi-syllabic words), whole educational curricula would have to be prepared (with computer translation programs doing much of the basic work). There are already computer programs recording digital versions of existing books, some of which are in archaic text, so appropriate modification to programs such as these could facilitate translation;

(x) homonyms are certainly a problem in current English, but Nu-English does not really address it, other than indicating that new unique words will have to be created;

(xi) Nu-English could be used easily on computers and word processors, as all the characters required are directly available on the so-called QWERTY keyboards; and

(xii) Nu-English is not currently being used by anyone.

Sample texts and word list

THE STAR
By H. G. Wells

It was on the first day of the New Year that the announcement was made, almost simultaneously from three observatories, that the motion of the planet Neptune, the outermost of all the planets that wheel about the sun, had become very erratic. A retardation in its velocity had been suspected in December. Then a faint, remote speck of light was discovered in the region of the perturbed planet. At first this did not cause any great excitement. Scientific people, however, found the intelligence remarkable enough even before it became known that the new body was rapidly growing larger and brighter, and that its motion was quite different from the orderly progress of the planets.

THE STAA
Bii H. G. Wells

It woz on the feust dai ov the Nyoo Yea that the anaunsment woz maid, oalmoest simultaineeusly from ttree obzeuvatoareez, that the moeshon ov the planet Neptyoon, the auteumoest ov oal the planets that weel ubaut the sun, had beekum veree aeratik. A reetaadaishon in its velositee had been suspekted in Deesembeu. Then a faint, reemoet spek ov liit woz diskuveud in the reejon ov the peuteubd planet. At feust this did not koaz enee grait eksiitment. Siientifik peepel, haueveu, faund the inteleejens reemaakabel eenuf eeven beefoa it beekaim noen that the nyoo bodee woz rapidlee groeing laajeu and briiteu, and that its moeshon woz kwiit difeuent from the oadeulee proegres ov the planets.

BRITTEN WHEN YOUNG
By Frank Kermode

We may nowadays be chary about using the word "genius," but we still have a good idea what is meant by it. For example, there are great numbers of very gifted musicians who are admired but not called geniuses. But there are others, manifestly prodigious, performing often at extraordinary ages, a variety of feats so complex that the layman could hardly imagine, even with the most desperate labour, accomplishing any of them, while even musicians are astonished: and we then reach for the good, handy, vague, Enlightenment word and call them geniuses. The list includes Mozart and Mendlessohn; and despite all limiting judgments, it includes Benjamin Britten.

BRITTEN WEN YUNG
Bii Frank Kermode

Wee mai nauadaiz bee caeee ubaut yoozing the weud “jeeneeus”, but wee stil hav a guud iidea wot iz ment bii it. Foa eksampel, thae aa grait numbeuz ov veree gifted myoosishons hoo aa admiid but not koald jeeneeuses. But thae aa utteus, manifestlee prodijyus, peufoaming ofen at ekstroadinaree ajez, a vaariietee ov feets soe kompleks that the laiman kuud haadlee imajin, even witt the moest despeuait laiboa, akumplishing enee ov them, wiil even muusishons aa astonishd: and wee then reec foa the guud, handee, vaig, Enliitenment weud and koal them jeeneeuses. The list inkloodz Mozart and Mendlessohn; and despiit oal limiting jujments, it inkloodz Benjamin Britten.

ODE TO A NIGHTINGALE
By John Keats

'Tis not through envy of thy happy lot,
But being so happy in thine happiness.
That thou, light-winged Dryad of the trees
In some melodious plot
Of beechen green, and shadows numberless,
Singest of summer in full-throated ease.

OED TOO A NIITINGAIL
Bii John Keats

'Tiz not ttroo envee ov thii hapee lot,
But beeing soe hapee in thiin hapeenes.
That thau, liit-wingd Dreead ov the treez
In sum meloedeeus plot
Ov beecen green, and shadoez
numbeules,
Singest ov sumeu in ful-ttroeted eez.

FUZZY OPAQUE
ORTHOGRAPHIC VISIONS
By Christopher Upward

There was a poor boy who couldn't spell
Half the words in our language too well.
His teachers thought: "Brain-sick!"
Mum and Dad hoped: "Dyslexic?"
Yet the child rashly jeered:
"What the hell!"

FUZEE OEPAIK
OATTOEGRAFIK VISHONZ
Bii Christopher Upward

Thae woz a poa boi hoo kuudn't spel
Haaf the weudz in au langwij too wel.
Hiz teeceuz ttoat: "Brain-sik!"
Mum and Dad hoeped: "Disleksik?"
Yet the ciild rashlee jead:
"Wot the hel!"

Word list

TS	Nu-English	TS	Nu-English
pen, copy, happen	pen, kopee, hapen	lot, odd, wash	lot, od, wosh
back, bubble, job	bak, bubel, job	strut, bud, love	strut, bud, luv
tea, tight, button	tee, tiit, buton	foot, good, put	fuut, guud, puut
city, better	sitee, beteu	fleece, day, streak	flees, dai, streek
day, ladder, odd	dai, ladeu, od	price, high, try	priis, hii, trii
key, cock, school	kee, kok, skool	choice, boy	cois, boi
get, giggle, ghost	get, gigel, goest	goose, two, blue	goos, too, bloo
church, match, nature	ceuc, matc, naityou	goat, show, no, cold	goet, shoe, noe, koeld
judge, age, soldier	juj, aij, soeldyeu	mouth, now	mautt, nau
fat, coffee, rough, move	fat, kofee, ruf, moov	near, here, serious	nea, hea, seareeus
thing, author, path	tting, oatteu, paatt	square, fair, various	skwae, fae, vaereeus
this, other, smooth	this, utheu, smooth	start, father	staat, faatheu
soon, cease, sister	soon, sees, sisteu	thought, law	ttoat, loa
zero, zone, roses	zeao, zoen, roezez	north, war	noatt, wau
ship, sure, station	ship, shoa, staishon	cure, poor, jury	kou, poa, jooree
pleasure, vision	pleshyou, vizeeon	nurse, stir	neus, steu
hot, whole, behind	hot, hoel, beehiind	courage	kuraij
more, hammer, some	moa, hameu, sum	happy, radiation, glorious	hapee, raadeeaishon, gloareeus
nice, know, funny, sun	niis, noe, funee, sun	about, comma, common	@baut, kom@, kom@n
ring, long, thanks, sung	ring, long, ttanks, sung	influence, situation, annual	inflooens, sityooaashon, anyooal
light, valley, feel	liit, valee, feel	intend, basic	intend, baisik
yet, use, beauty	yet, yoos, byootee	stimulus, educate	stimoolus, edyookait
wet, one, when, queen	wet, wun, wen, kween	kit, bid, hymn	kit, bid, him
dress, bed	dres, bed	trap, bad	trap, bad
Total characters (TS)	635	**Total words**	135
Total characters (Nu-English)	619	**Total words changed**	110