

# Poor Little Sick Boy

pʊr

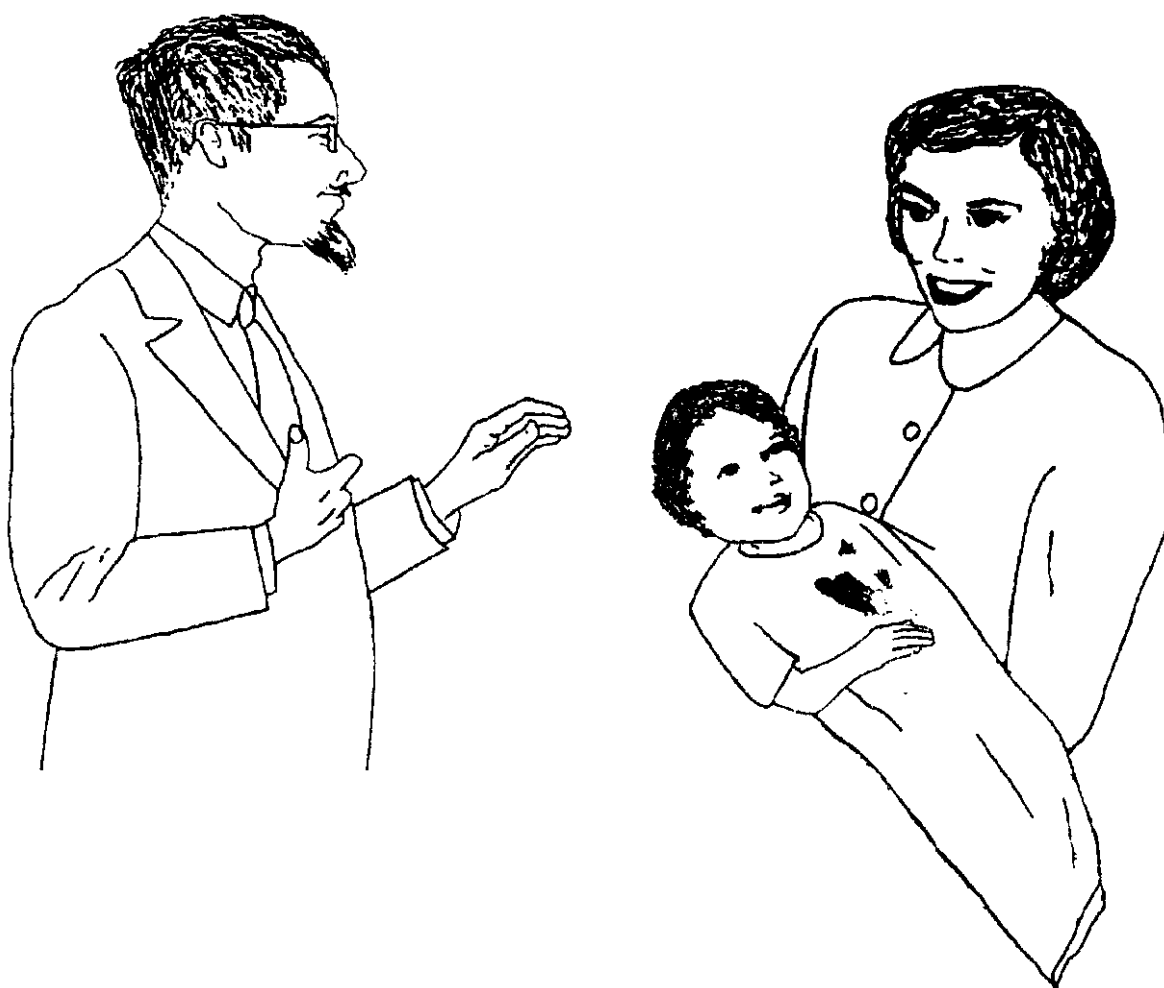
lɪtəl

sɪk

bɔɪ


(Le Petit Malade)

Georges Courteline



An Easy Speedy Reader®

Designed for Interaction

A publication of  
Great Adventure 2000  
A Non-Profit Corporation Dedicated to  
**Space-Age Literacy, Unlimited** 

**Twenty-first century approaches  
to easier, speedier acquisition  
of reading and writing skills**

Translation, Text and Illustrations

by

Wendell H. Hall

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## Introduction

The Commissioner of Education of one of the largest U.S. states has stated: “The number of functional illiterates in our country is alarming, and a means of helping these individuals is urgent for their well-being as well as for our nation.” Educators, government officials, and citizens everywhere concur. Sadly, however, what to do is stuck in the rut of an endless, obfuscating debate over ‘Phonics’ vs. ‘Whole Language,’ neither of which has a hope in Hades of untying the Gordian knot with which our ancient spelling has hogtied us.

As has oft been noted, ‘Phonics’ trips over its own name, suggesting p-honics. Give its proponents credit, however, for fostering a system that is 100% sound for Spanish, Finnish and other languages with decent alphabets. ‘Sounding out,’ when it works, is without question the soundest way to go, but with a spelling that has been mixed up and messed up for centuries, not only beginners but advanced readers too can only guess wildly at the pronunciation of every unfamiliar word. (‘Epitome,’ for example, ‘logically,’ confidently and erroneously pronounced epi-tome instead of ɪpɪtəmi.) The problem is not with p-honics but with our unbelievably archaic, incredibly irregular, unpredictable non-system of spelling.

As for ‘Whole Language’ (which essentially means copious reading of appealing, interesting, enthusiasm-generating texts rather than dull, boring, artificial ‘phonics’ ones), with a respectable alphabet even little kindergartners will be able to handle any-thing at all in terms of sounding it out, and the only challenge will be the the rate at which they can build their vocabularies—most commonly simply by deriving meanings from context, though glossaries and graphic illustrations of meanings could be part of every beginning reader. With Space-Age reform of our Dark-Ages spelling, ‘Learning to read by reading’ will automatically become a commonplace everyday reality for us.

Shouldn’t it mortify us to the very core to know that countries like Bolivia and Cuba, thanks to a nearly perfect Spanish alphabet, are leaving us in the dust in terms of eliminating illiteracy? This despite the fact that unlike us they are unable to throw billions of dollars at the problem. Are we going to continue to throw money down a rat hole or come to our senses and cut the alphabetical Gordian knot that’s got us so hogtied that we just keep stumbling along with no real progress?

The valuable “initial teaching alphabet” experiments carried out in both the United Kingdom and the United States suggest effective techniques for accelerating the acquisition of reading skills while simultaneously implementing spelling reform. Unfortunately, the i.t.a focus was exclusively

on children, whereas it must always be incumbent on adults to set the example and lead the way. Narrowly intended for teaching reading in the first grades only, with no commitment beyond throwing out a lifesaver temporarily for children rather than a permanent lifeline not only for them but for all of us, the i.t.a. approach acquired no momentum.

Taking a leaf from i.t.a. (which employed some unnecessarily weird letters) and vastly improving on it, Easy Speedy Readers® are designed to overwhelmingly demonstrate how speedy and easy learning to read can be with a spelling that surpasses even that of Spanish—winning over even the willfully blind among us prone to obstinately resist welcoming the light and opening their eyes. Then at long last our own incomparably enlightened, progressive Space-Age generation will switch to Nu-Spel without a hitch as the British monk Orm’s 800-year-old dream finally comes true. (See poster #11)

During a transition period, of course, all of us will be ‘biliterate’ in both NuSpel and OldSpel, just like those now able to fluently read and write both OldSpel and shorthand, though NuSpel—hands down, no contest at all—is much, much easier to learn. Like them—but much more so—we will have every right to feel very proud of ourselves, able to ecstatically exclaim one day, **“We did it! They said it couldn’t be done, but we did it! We were there. We were part of it. We caught the vision. We did our part and more!”** And the rest of the world will exuberantly and incredulously join in: **“Those crazy speakers of English actually did it!”**

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The basic pattern for Easy Speedy Readers® presents the text in NuSpel first, then in OldSpel with pronunciation guides in NuSpel, and finally in OldSpel. An effort is made to enliven every text with illustrations which also help learners to readily grasp and retain meanings. Additionally these afford opportunities for interaction through questions and comments based on them. The same is true of the posters, which may require a little explanation and discussion to help younger learners grasp the ideas presented and internalize a sense of being part of a great adventure. Crucial points to consider:

1. An estimated 40 million Americans above age 15 are functional illiterates. Our children are compelled to mispend years acquiring reading skills that ought to be totally—utterly—simple and easy to learn. Years that should be devoted instead to other crucial, vital, exciting, enriching studies and pursuits. The major culprit: our spelling ~~system~~ (NOT!)

2. Space-Age/Computer-Age technology greatly simplifies and facilitates the conversion of texts of all kinds to NuSpel as well as its promotion and acceptance.

3. Dr. J. Donald Bowen of The Foreign Service Institute has employed an i.t.a. approach successfully to enable foreigners to overcome our appalling spelling roadblock to learning English. Strenuous, innovative efforts to help foreigners and no comparable exertion in behalf of our own struggling, precious children?

4. Caring, concerned, effective interaction between learners, teachers and parents is an essential key to success. Appropriate materials should emphasize this. (A beginning reader that goes all out to accomplish this: **The Training Wheels Alphabet Book.**)

5. Children are fascinated by language and are as open to stimulating novelty as the most imaginative and creative of adults.

6. To adults some of the new NuSpel letters may seem odd, but to the young all the letters are equally fresh and new. (Please see Poster #22.) Learning Russian, as just one example, requires mastering a whole new alphabet. By contrast, learning a few additional NuSpel letters is a snap.

7. At first sight, with OldSpel there is no sure way to determine by 'phonics' how an English word is pronounced. *Shoes* and *toes*, *lose* and *hose*, not to mention *calliope*, *psoriasis*, etc., etc. are just a few among innumerable proofs of this.

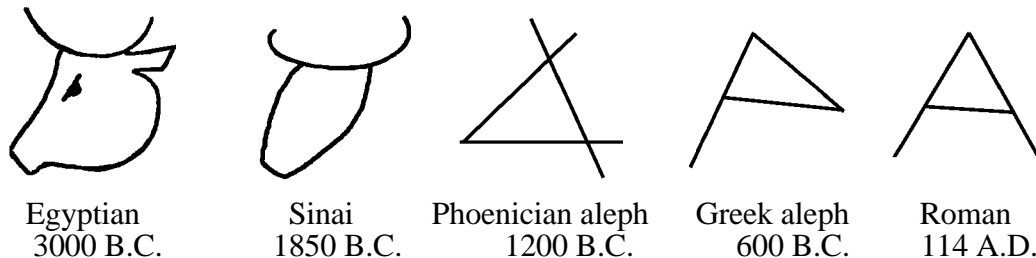
8. A teacher or tutor cannot always be standing by to confirm, encourage and help, nor is it feasible to expect children to apply complex rules and remember unpredictable exceptions that baffle, confuse and deter adults.

9. With NuSpel it is not only possible but very simple and easy to represent the whole gamut of English sounds and their combinations—not possible while some of them remain orphans without letters of their own—as in *azure*, *luge*, *Zsa Zsa*, *rouge*, *pleasure*, etc.


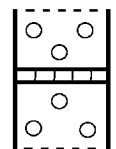
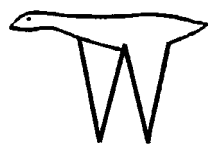
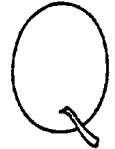


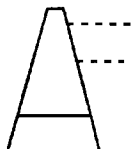





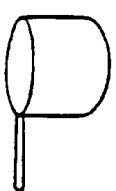
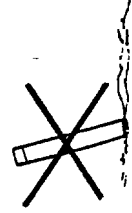






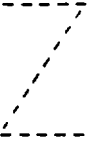
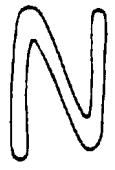

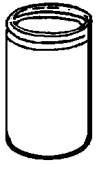
10. Germany, Austria, Switzerland and Liechtenstein have recently joined to-gether to reform the spelling of German, a process expected to be irreversible by 2002. Even without reform, their system is far, far superior to our **non**-system, but they want to do every single thing in their power—right down to perfecting the last jot and tittle—to facilitate efficient, rapid, painless acquisition of reading and writing skills for their precious little ones. Are we so much less caring, concerned and capable that we can't do the same?

## OldSpel Memory Grabbers\*

An illustration of the transition from an Egyptian pictograph depicting an ox to a symbol representing a sound.... Named *aleph* (ox) by the Phoenicians, it was converted to *alpha* by the Greeks and together with Semitic *beth*, meaning *house*, it formed the basis for what we now call in English the *alphabet*. Note that Phoenician *aleph* preserved a semblance of horns. Following the same model, we could call our English alphabet *axbelt*, for example. Early letters like the Sinai one made the sounds associated with them perfectly obvious as the first vocalization in the word represented: aleph - a, beth - b, etc.



Charles L. Laubach, who brought literacy to millions of people throughout the world (Read his inspiring book The Silent Billion), employed this system to help learners quickly learn and remember letters of the new alphabets provided for those whose languages had never had one. The same approach works equally well for children and older learners who are just learning their English letters. Write the matching letters (large and small) next to the mnemonic drawings below—first the OldSpel letter following the pronunciation most commonly associated with it and then, to remove all possible ambiguity, the NuSpel one. We'll start with the snake, which not only reminds us of an S but makes a hissing sound like one: Ssssss.

						ax belt collar dipper end table flag glove hinge inch jar kindling leg mountain noodle olive pot quince ribbon snake tack umbrella vest wings x-out yoke zig-zag
						
						
						

\*Formally known as mnemonic devices or aids to memory

# Poor Little Sick Boy

pʊr (pɔr)                      lɪtəl                      sɪk                      bɔɪ

Adapted from Georges Courteline

ˌædaptəd                      frɒm                      ʒɔrʒ                      kʊrtəlɪn

DOCTOR, at the door: Is this where there is a

dɒktər                      ðə                      dɔr                      ɪz                      ðɪs                      hwɛr                      ðɛr                      ɪz                      ʌ

poor little sick boy?

pʊr                      lɪtəl                      sɪk                      bɔɪ

MOTHER: Yes, come in, doctor. It's my little Toto.

mʌðər                      kʌm                      ɪn                      dɒktər                      ɪt's                      mɪ                      lɪtəl

I just don't understand how it happens, but ever

ɪ                      dʒʌst                      ʌndərstand                      haʊ                      ɪt                      hʌpənz                      bʌt                      evər

since I got him out of bed this morning the poor

sɪns                      ɪ                      ɡɒt                      hɪm                      aʊt                      ɒv                      ðɪs                      mɔrnɪŋ                      ðə                      pʊr

darling keeps falling down.

dɑrlɪŋ                      ki:ps                      fəlɪŋ                      daʊn

DOCTOR: He falls down?

dɒktər                      hi                      fɔlz                      daʊn

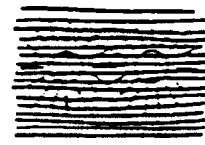
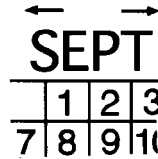
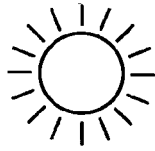
MOTHER: Yes, doctor. All the time.

mʌðər                      dɒktər                      ɔl                      ðə                      tɪm

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Pages of the story are given first as OldSpel with nu equivalentents, then completely in OldSpel and finally in NuSpel. NuSpel equivalentents are given only when the traditional spelling is irregular. A review follows the OldSpel-NuSpel pages. The pronunciation reflected is General American (GA), which varies slightly across the country.

1 litəl



man

2 mornɪŋ

sɪns

3 sɪk

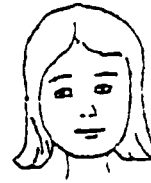
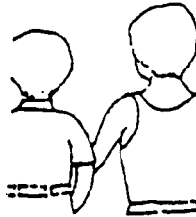
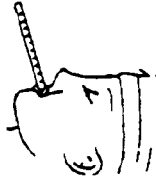


pest

4 bɪfɔr

bɪg

5 bɔɪ



helθi

6 pet

nɪt

7 fəl

Le Petit Malade  
The Little Sick Person (masculine)  
Poor Little Sick Boy



əl ðə tɪm

8 kɪp

ðə dɔr



9 hɒpən

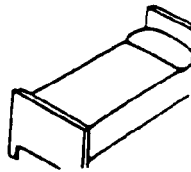
dəʊn

10 kloz

ɪŋglɪʃ

11 get aʊt ɔv

smɪlɪŋ



12 ʌdɒpt tu

Figurez-vous, je ne sais pas comment cela arrive,  
depuis ce matin ce pauvre chéri tombe.

bed

Il tombe!

Tout le temps; oui, docteur.

13 ʌndə'stænd

Par terre?

Frenç

Par terre.

C'est étrange. Quel âge a-t-il?

Above: Match antonyms (words meaning the opposite) with the words to the right by pointing or by writing a small erasable number by them. Below: Match the action words (verbs) in the same way. Match with the pictures, too.

Ansər ðiz kwescənz tu yǝrselƒ or wɪθ wʌn or mɔr frendz, tɛkiŋ tʊrnz ridiŋ ðə kwescənz and ansəriŋ ðem ʌʌʊd.

1. Hu kɛm tu ðə dɔr?
2. Waz hi invɪtəd tu kʌm in?
3. Iz ðis hwər Tɔtɔ livz?
4. Hwʌt iz ðə mʌðər'z nɛm?
5. Hwʌt iz it ðat ʃi dʌzn't ʌndərstand?
6. Hwɪ dʌz ʃi kʌl Tɔtɔ ʌ pʊr dʌrliŋ?
7. Sɪns hwɛn haz ðis bɪn hʌpənɪŋ?
8. Hʌʊ ɔfən dʌz pʊr litəl Tɔtɔ fʌl dʌʊn?
9. Dʌz eniθiŋ mɛk yu θɪŋk ðis iz kwɪt an old stɔri?
10. Haz ʌ dɔktər evər mɛd ʌ "hʌʊs kʌl" fɔr yu?

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Note: What follows is for older persons, who may, however explain it simply to younger ones. Please note that ʌ is used as a standard spelling for OldSpel a, though the pronunciation may be, for example, ɛ, ə or ʌ book. ʊ is employed for unstressed schwa (the most common vowel of English, which NuSpel finally gives a letter of its own). We may say "Sʌʌʌm sup (soup)!" for emphasis but otherwise we ask for "səm sup." Write it as pronounced. Also, ðʌ, ðə, ði answer. Exception: In order not to depart too abruptly from tradition, words beginning with a are writte ʌmæziŋ, etc. ʌ looks much more like A than ʊ. So, ʌmerika, not ʊmerika.

**DOKTØR:** Hi falz ovær ontu ðæ flor?

**MΛÐØR:** Yes. i stand him bak λp and ovær hi goz λgen.

**DOKTØR:** Hi falz ovær on ðæ flor?

**MΛÐØR:** Yes. i stand him λp and ovær hi goz, on ðæ

flor.

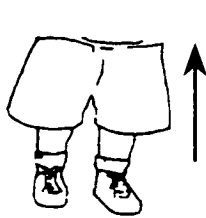
**DOKTØR:** Ðis iz strɛnj. Veri strɛnj. Haʊ old iz hi?

**MΛÐØR:** Almost θri.

**DOKTØR:** At ðat εj λ norməl cild ot tu bi εbəl tu

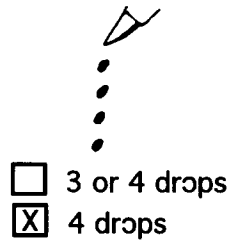
stand on its fit. Exaktli haʊ did ðis hapən?

1 haõ old



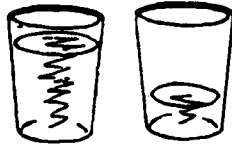
uzæl (uzwæl) 0in

2 almost fæl



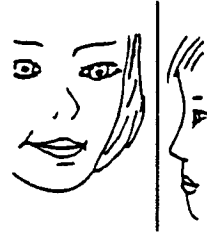
bõu or gõri

3 exaktli



nõt mor, nõt les

4 bak ʌp



ʌp ʌgøn

5 normæl (tu du)



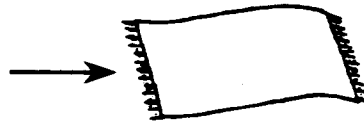
hwæt εj

6 cild



nirli empti

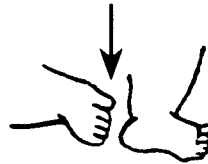
7 ot tu



tu rait

8 bi εbæl

*From Brandon*  
*I kʌlæd it mi self*



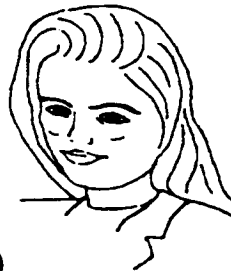
ʌgøn

9 fal ɔntu ʌ



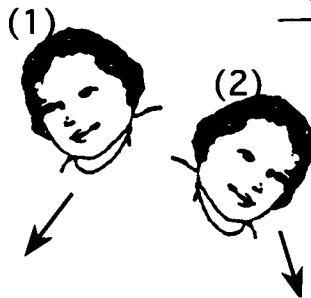
help hiz mʌðər

10 go ovər



hiz fit

11 stand ɔn



veri strɛnj

12 it iz

rʌg

Above: Match synonyms (words meaning the same) with the words to the right by writing a small erasable number by them. Below: Match the action words (verbs) in the same way. Match with the pictures, too. Children are fascinated by Pig Latin (igpay, atinlay) and love words games and puzzles of all kinds, so matching up words, phrases and sentences this way creates no problem for them.

Ansær ðiz kwescænz tu yǫrselƀ or wiθ wæn or mor frendz, tækiŋ tǫrnz ridiŋ ðæ kwescænz and ansæriŋ ðem llaʊd.

1. Hwer dæz Toto fal ovær?
2. Hu standz him æp ægen?
3. Hwæt hapænz aftær ðat?
4. Iz ðæ dæktær særprizd?
5. Hwæt dæz hi sɛ lbaʊt hwæt hapænd?
6. ðen hwæt dæz ðæ dæktær ask?
7. Tel æs hæʊ old pǫr litæl sɪk Toto iz.
8. Hwæt ɔt æ normæl cild bi ebæl tu du?
9. Dæz Toto læk normæl tu yu? Hwī?
10. Hwæt dæz ðæ dæktær want tu noʊ next?

**MΛΘΘR:** ī jʌst don't noʊ. ī don't

ʌndərstand it at al. Hi waz al rait last nīt,  
skampəriŋ ʌraʊnd ðə ʌpartment lik ʌ litəl  
bʌni rabit. ðen ðis mornɪŋ ī go and get  
him ʌp az ī ʌzwəli du, ī pʊt hiz sɔks ɔn  
him, ī pʊt hiz pants ɔn him, and ī pʊt him  
ɔn hiz fit. Puf! Hi falz daʊn.

**DOKTΘR:** Hi jʌst stʌmbəld, pərhaps!

**MΛΘΘR:** No. Wɛt! ī hɔri ovər tu him. ī pik him  
him ʌp... Puf! Hi falz daʊn ʌ sekənd tɪm. ī  
pik him ʌp ʌgen... Puf! Tu ðə flor ʌgen.

1 al rīt



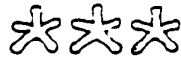
twīs

2 pərhaps



bl̥ni

3 sekənd tīm



mēbi nīn

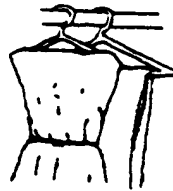
4 rabit



O.K. (O Kε)

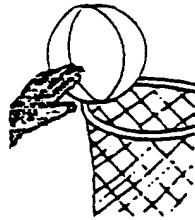


5 skampər ʌrəʊnd līk



and fel

6 pʊt ɔn yʊr



ðat sɔk

7 don't noʊ



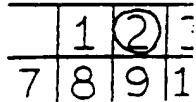
ʌ jʊrbəl (gerbil)

8 stʌmbəld



and it yʊr lʌnc

9 pik ʌp



tīl təməro

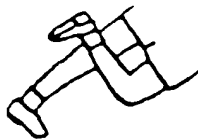


10 wɛt



nu kloz

11 get ʌp



hwɛr tu plɛ

12 hɔri



ʊrli

Above: Match synonyms 'words meaning the same' with the words to the right by pointing or by writing a small erasable number by them. Below: Match the action words 'verbs' in the same way. Match the pictures, too

Ansər ðiz kwescənz tu yǝrselƒ or wiθ wλn or mor frendz, tɛkiŋ tʊrnz ridiŋ ðə kwescənz and ansəriŋ ðem λlaʊd.

1. Hwλt iz it ðat ðə mλðər dλzn't noʊ?
2. Həʊ wəz Toto ðə nɪt bɪfɔr?
3. Hwλt wəz hi duiŋ in ðə ʌpɑrtmɛnt?
4. Hwλt dλz hi:z mɔm du fɔrst ɪc mɔrniŋ?
5. Aftər ðat, hwλt dλz ʃi pʊt ɔn hi:m?
6. Hwλt dλz ʃi du aftər ðat?
7. ðen hwλt dλz ʃi du, aftər ðə "Puf!"?
8. Hwλt dλz ðə dɔktər θiŋk Toto did, pərhaps?
9. Dλz ðə mλðər ʌgri wiθ hi:m?
10. Hwλt hɑpənz nɛxt?

And so ɔn, sɪx or sevən tɪmz. In ʌ word, dɔktər,

ɪ rɪpɪt, I don't ʌndərstand ðɪs at ɔl. Evər sɪns

ðɪs mɔrnɪŋ, ovər hi goz. Hi kɪps fəliŋ daʊn.

**DOKTƏR:** Hmmm. Veri mɪstɪrɪəs, yes. Hmmmm.

Mɛ ɪ si ðɪs pʊr lɪtəl sɪk bɔɪ?

**MΛÐƏR:** ʌv kɔrs! (Ðə mʌðsər goz aʊt and

rɪʌpɪrɪz wɪθ ðə bɔɪ ɪn hər ʌrms. Hɪz sɪks ʌr

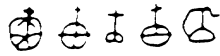
ʌ brɪt roʊzi red and hi ʌpɪrɪz tu bi ɪn ɛxələnt

helθ. ʌ lʊs smɔk smɪrd hɪr and ðer wɪθ jam

kʌvərz hɪm daʊn tu hɪz fɪt.

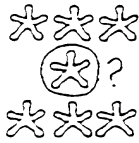
**DOKTƏR:** Oh, θɪs ɪz ʌ bʊtɪfəl sɪld!

1 six or sevən



red ciks

2 brit rozi



last wik

3 ʌ lus



pikcər rītiŋz

4 veri mistiriəs

timz

5 evər sins



litəl ɹʌpi dɔg

6 ʌ butifəl



smək

7 ripit



ī lʌv NuSpel!  
ī lʌv NuSpel!

ðə litəl bɔɪ

8 riəpirz wiθ

hav səm jam

9 kʌvərz him



wiθ pinlt bltər

10 mɛ ī

in pʊr helθ

11 smird ʌl ovər

aftər mi

12 ʌpirz tu bi



tu hiz toz

ʌbʌv: Mac ðə wɜːdz at ðə left wiθ ðə wʌnz tu ðə rīt bi pɔɪntiŋ or bi rītiŋ a smʌl irɛsəbəl nʌmbər bi ðɛm. Bilo: Mac ðə ʌkʃən wɜːdz (vɔːbz) in ðə sɛm wɛ.

Ansær ðiz kwescæniz tu yørself or wiθ wλn or mor frendz, tækiŋ tʊrnz ridiŋ ðə kwescæniz and ansæriŋ ðem λlaʊd.

1. Haʊ meni tĩmz dλz Toto fal daʊn?
2. Hwλt wʊrd dλz ðə dɔktər uz tu sɛ haʊ hi filz λbaʊt ðis?
3. Hwλt dλz hi ask aftər sɛiŋ “Hm̩m̩m̩m̩”?
4. Hwλt dλz ðə mλðər anser?
5. Diskrib Toto’z ciks.
6. Haʊ dλz hiz helθ sim or λpir tu bi?
7. Hwλt iz Toto weriŋ?
8. Haʊ lɔŋ iz it?
9. Iz it klin? Hwλt dλz it hav ɔn it?
10. Hwλt dλz ðə dɔktər sɛ λbaʊt haʊ Toto lʊks?

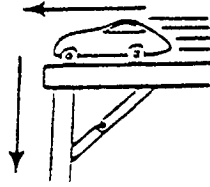
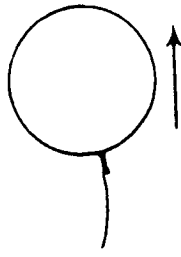
Pʊt hɪm daʊn ɔn ðə flɔr, plɪz. (Ðə mʌðər  
pʊts hɪm daʊn. Hi fəlz ovər.)

**DOKTƏR:** ʌgən, plɪz. (Ðə mʌðər stændz hɪm ʌp  
ʌgən. Ðə sɪld fəlz daʊn.)

**MʌðƏR:** ʌgən? (ʃi stændz hɪm ʌp ʌ θɜrd tɪm.  
Hi fəlz daʊn. ʃi kəntɪnuz tu stænd hɪm ʌp, ʌ  
fɔrθ and ʌ fɪfθ tɪm, and evri tɪm hi fəlz tu  
ðə flɔr.)

**DOKTƏR:** ðɪs ɪz ɪxtɹɔrdnəri! (Tu ðə sɪk bɔɪ,  
held ʌp ʌndər hɪz ɑrmz bɪ ðə mʌðər so ðæt hi  
wɔn't fəlz daʊn.)

1 ixtroɔrdneri

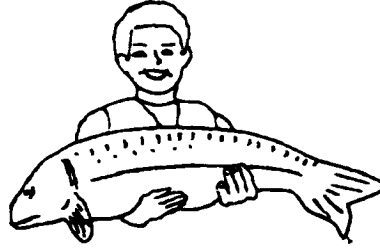


nʌmbər θri

2 ʌp

dəʊn

3 θɜrd tɔp



hand

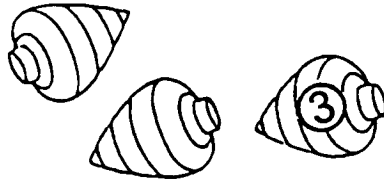
4 pliz

hiər

5 ɑrm

nɔt kɔmen

6 ovər



pəlit

7 pɔt hər dəʊn tu



wʌns mɔr

8 it kəntɪnuz tu

hwʌt ðə dɔktər sez

9 stænd hər ʌp

rɛn dəʊn hɑrd

10 held ʌp



get dʒʌm ɔn hɪz smɔk

11 so hi wɔn't

ʌndər ðə ɑrms

12 wi mʌst du



ðə flɔr

Above: Match the words that go together by pointing or by drawing a small erasable line between them. Below: Complete the meaning in a similar way. Match the pictures, too.

Ansær ðiz kwescənz tu yǫrselƒ or wiθ wλn or mor frendz, tēkiŋ tǫrnz ridiŋ ðə kwescənz and ansəriŋ ðem λlaʊd.

1. Hwλt dλz ðə dɔktər du next?
2. Hwλt wǫrd dλz hi uz tu so ðat hi iz pəlɪt?
3. Hwλt dλz hi ask ðə mλðər tu du wλns mor?
4. Hwλt hapənd λgen?
5. Həʊ meni tɪmz dλz ðis hapən?
6. Hwλt wǫrd telz hwλt ðə dɔktər θɪŋks ɔv ðis?
7. Hwλt dλz ðə mλðər du wiθ hər armz?
8. Hwλt wǫrd hapən λðərwiːz?
9. Dλz ɪt uzwəli hɔrt λ lɪtəl çɪld tu fal lɪk ðis?
10. Lɪtəl kɪdz ɑr kloʊər tu ðə graʊnd. Dɪd ju fal daʊn hwən ju wǫr lɪtəl lɪk ðis?

Tel mi, mī litəl frend, du yu hōrt enihwer?

**TOTO:** Non, monsieur. (Nō, msyū)

**DOKTƏR:** Yu don't hav ʌ hedək?

**TOTO:** Non, monsieur.

**DOKTƏR:** Yu don't hav ʌ tuθek?

**TOTO:** Non, monsieur.

**DOKTƏR:** Yu don't hav an irek?

**TOTO:** Non, monsieur.

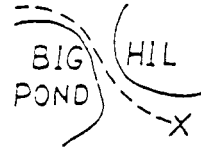
**DOKTƏR:** Yu don't hav ʌ tʌmiek?

**TOTO:** Non, monsieur.

**DOKTƏR:** Did yu slip wel last nīt?

1 litəl frend

AD:	2
	5
	6



aspərin

2 wel

petit ami (pəti ami)

3 monsieur (msyü)\*

AD:	2
	5
	7



enipləs

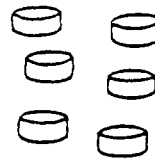
4 enihwər

no, nɔt

5 hedək

sür/mistər

6 non (no)\*



güd

\*From ərijinəl Frenc stori.

7 slip veri



wel at nit

8 hi'z O.K. hwen

hav ʌ bakək

9 it hɔrts



al ovər

10 hwic pləs wəd

hwen ʃi its

11 hi kəd

it hɔrt wɔrst

12 it ɛks



ʃi holdz him

Λβλν: Mac ðə wɜrdz at ðə left wiθ ðə wɪnz tu ðə rit bi pɔɪntɪŋ or bi rɪtɪŋ a smɔl ɪrɛsəbəl nʌmbər bi ðem. Bɪlo: Mac ðə ɔksən wɜrdz (vɜrbz) ɪn ðə sɛm wɛ. Mac wiθ ðə pɪkcɜrz, tuu.

Ansər ðiz kwescənz tu yǝrselƒ or wɪθ wʌn or mor frendz, tɛkɪŋ tɔrnz ridɪŋ ðə kwescənz and ansəriŋ ðem ʌʌʊd.

1. Hwʌt dʌz ðə dɔktər want Toto tu tel him?
2. Dʌz Toto ansər ðə wɛ ðə dɔktər θɔt hi wɔd?
3. ʌ nəzəl sʌʊnd minz ðat ðə er goz θru ðə noz hwen wi spik. Kan yu sɛ “non” [nɔ̃]? Trɪ it mor ðan wʌns.
4. Wɪθ ʌ bad kold, wi mɛ sɛ (ɪn NuSpel) “do, do” for “no, no.”  
Wi uz nəzəlz ʌl ðə tɪm ɪn ɪŋglɪʃ: m, n, ŋ. Nəzəl vʌʊlz, ðo, ʌr hɑrdər for ʌs. Trɪ “maman” [māmā], Frenc for *mom*, *momma*.
5. Hwʌt dɪd ðə dɔktər ask ʌbʌʊt Toto’z hed?
6. Hwʌt ʌðər ɛks dɪd hi ask ʌbʌʊt?
7. Dɪd Toto hav eni ɔv ðoz kɪndz ɔv ɛks?
8. ʌr ðoz ʌl, ðo? Hwer els kan wi hav ɛks?
9. Hwʌt du pɪpəl ɔfən tɛk ɪf ðɛ hav ʌ hedɛk?
10. Hwʌt kwescən dɪd ðə dɔktər ask Toto ʌbʌʊt last nɪt?

**TOTO:** Oui, monsieur. [wi] (yes)

**DOKTƏR:** Ar yu hɒŋgri ðis mornɪŋ? Wəd yu

lik tu hav ʌ litəl kʌp ɔv ɔkklət and səm

kʊkɪz?

**TOTO:** Oui, monsieur.

**DOKTƏR:** Hmmm. Yes. Kwit so! (Ðen, veri

ʌθoritativli) It's pəralisəs.

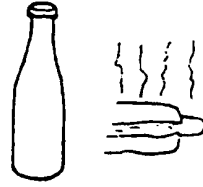
**MADƏR:** P-P-Pəral... Gød hevənz! (ʃi rɛzəz hər

armz tu ðə skī. Ðə litəl bɔɪ falz daʊn.)

**DOKTƏR:** Oui, oui. I'm so, so sɔri. Kəmplit

pəralisəs ɔv hiz loər ixtremətɪz.

1 oui (wi)



Λ litəl

2 ixtremətiz

θərsti

3 sλm

λnɛbəl tu muv

4 hλŋgri



yes

5 pəralisəs

skiz

6 hevənz



arms, legz

7 i am so



cɔklət ɔɪ kɔkiz

8 wɔd lik sλm

sɔri, msyʊ

9 hav Λ litəl

glas ɔv ɔrənʃ jus

10 yu ar Λ



hiz armz

11 ðə dɔktər ʃʊd nɔt

ril λθoritɪ

12 kan nɔt rɛz



bi so λθoritɛtɪv

Above: Match the words that go together by pointing or by drawing a small erasable line between them. Below: Complete the meaning in a similar way. Match the pictures, too.

Ansər ðiz kwescənz tu yørself or wiθ wʌn or mor frendz, təkɪŋ tɜrnz ridɪŋ ðə kwescənz and ansərɪŋ ðem ʌʊd.

1. *Oui, madame.* (Yes, ma'm) It's prənaʊnst [madam] and kʌmz frɒm Frenc "mɪ lɛdi." ðə sekənd ə ɪz ɪn bold tɪp tu ʃo ðat it's strest (sed ʌ lɪtəl laʊdər). Wʊd yu lɪk tu go tu Paris sʌm dɛ? Ansər ɪn Frenc. Fɜrst tu ʌ lɛdi, ðen tu ʌ jentəlmən.
2. Hwʌt dʌz ðə dɔktər ask Toto next?
3. Hwʌt dʌz hi sɛgjest ðat Toto mɪt lɪk tu hav?
4. Hwʌt dʌz Toto say (ɪn Frenc)?
5. Aftər mɜrmərɪŋ "HmMMM," hwʌt dʌz ðə dɔktər sɛ tu ʃo hi θɪŋks ðer's nʌθɪŋ ordɪnerɪ rɔŋ wiθ Toto?
6. ɪf nʌθɪŋ ordɪnerɪ ɪz rɔŋ wiθ hɪm, ðen hwʌt ɪz?
7. Hwɪ dʌz ðə mʌðər start tu stʌtər "p-p-p-..."?
8. Hwʌt dʌz ʃi du wiθ hər armz?
9. Hwɪ dʌz Toto fal daʊn?
10. Hwʌt dʌz "loer ɪxtremətɪz" mɪn?

Oui, az yu yǝrselƒ wɪl not, ðær ɪz ʌ kəmplit lɔs ɔv  
fɪlɪŋ ɪn ðə lɪtel pɛʃənt's lɪmz. (Az hi spɪks ðə  
dɔktər əprɔcɛz ðə lɪtəl bɔɪ and prɪpərs tu ʌndres  
hɪm.) Naʊ ðen... Let ʌs si... Bʌt... but... Gʌlp!  
Ər, ʌh... ər... ʌh... Gʌlp! ðɪs p-p-p-pərəlɪsəs...

**MʌÐƏR:** Yes, dɔktər?

**DOKTƏR:** Wel, ər, ʌh... ɪ ʌh... si naʊ... hwɪ hi  
hazn't bɪn ɛbəl tu stɛ ɔn hɪz fɪt. Hwen yu drest  
hɪm ðɪs mɔrnɪŋ, yu pʊt bɔθ ɔv hɪz fɪt ɪn ðə sɛm  
pant-leg!

ÐƏ END