

## 【実践・研究報告】

## The Application of Phonics Teaching in Junior High School English Classes in Japan

Chiyoki TAKEDA (Ehime University)

要旨 本稿は筆者の先行研究である「フォニックス指導有益性の研究」(JALTの月刊誌 *The Language Teacher* 2002年4月号に掲載)の調査結果をふまえている。そして、筆者のフォニックス指導の実践に基づいて、日本の中学校の英語教育の中にフォニックスを体系的に導入していく際に考慮しなければならない事項(どの時期に、授業の中のどこで、どのようにしてフォニックス指導を行っていけばよいか)についての具体的な解説がなされている。

### 1. Introduction

This author's previous research entitled, A Feasibility Study for the Application of Phonics Teaching in Junior High School English Classes in Japan (see Takeda, 2002a, April issue of *The Language Teacher*), concludes that phonics instruction is justified and necessary at the junior high school level in Japan. The result of a vocabulary analysis in this study shows that 75.0% of all textbook vocabulary items and 71.8% of the Ministry of Education's "compulsory" words<sup>1)</sup> can be read entirely by applying phonics rules, and in addition, the percentage of spelling-sound regularity is 87.9%. Since the minimum essential phonics rules that should be taught to students have also been determined in this study, the next step can be developing teaching materials and plans to introduce phonics instruction into regular English classes in Japanese junior high schools. Therefore, when and how phonics instruction should be carried out in junior high school English classes in Japan will be discussed in this paper.

All Japanese primary and middle schools must observe the Ministry of Education's teaching guidelines, and junior high school English education is no exception. Thus, English

textbooks used in Japan follow these teaching guidelines, and teachers are expected to finish the textbooks systematically within three years. Each grade's yearly teaching schedule for English is based upon the contents of these textbooks. The ultimate duty of junior high school English teachers is to supply students with knowledge and skills for passing the entrance examinations to high school which are held at the end of their three-year study in junior high school. Therefore, the entire contents of these textbooks must have been taught by that time. However, in spite of this pressure and the fact that the textbooks have a good deal of information to teach, there are only three 50-minute English classes a week, many of which are cut due to other school events. Thus, the teaching schedule is always tight and there is not much freedom to teach extra material in classes. Students are also busy studying many other subjects, so that the phonics instruction outlined here should neither be a burden to them, nor interfere with the regular teaching program for the year. Therefore, it is necessary to provide effective phonics teaching which will fit into this busy and restricted school environment. Based upon this author's experience of phonics teaching, this study will outline the plans and preparations undertaken in achieving this goal from the following points of view: (1) when phonics instruction should be started in the three years of junior high school, (2) how phonics instruction should be implemented, and (3) the scheduling of phonics instruction within one 50-minute class.

## **2. When Phonics Instruction Should Begin**

Those Japanese students who fail in learning English tend to do so very early in their schooling, and there are many cases in which these students graduate from junior high school without recovering from this failure. They cannot read or write because they cannot connect the letters of the alphabet with their sounds. This is the first big hurdle to be overcome, and it is actually the source of most of the failure which students experience during their first three years of English learning (Nakajima, 1995, p. 69; Teshima, 1995, pp. 12-13). This deficiency leads to katakana<sup>2)</sup> pronunciation and rote memorization of large vocabulary lists which discourage students' interest in learning English; therefore, this could be the most critical problem to be solved in providing students with an effective foundation for their future in English learning. Matsuka concurs, stating that since English and Japanese are

completely different in terms of pronunciation, letter systems, and the relationships between them, English instruction can be very stressful at the early stages for Japanese children. By teaching phonics, however, students can begin their English instruction free of anxiety (1981, pp. 9-10; 1993, p. 28). Applying phonics instruction at an early stage in English classes can prevent students from falling behind because it clarifies the relationships between letters and sounds. It is never too late to start phonics teaching, but the introductory period of English instruction is the most appropriate time to begin. Therefore, the teaching of phonics should be introduced in entry-level classes; i.e., in April of students' first year in junior high school.

### **3. How Phonics Instruction Should Be Implemented**

A basic premise here is that it is imperative to teach students all of the most important phonics rules determined by vocabulary analysis, in order for them to rapidly acquire "word attack skills."<sup>3)</sup> This author believes that essential phonics rules have to be learned intensively, so phonics instruction should be given separately from their regular lessons. In order to help students learn these rules, a phonics textbook with a brief explanation of each rule and many example words to which the rule is applied should be provided to students. This can help give them practice in pronouncing vocabulary items through their developing word attack skills. These example words should not be limited to the vocabulary used in the English textbooks, but should include any appropriate words suitable for reading practice. The more reading practice students have, the better their word attack skills become. Taking this into consideration, a textbook for this purpose was developed by this author to provide fundamental instruction in phonics, and a sample is included in the Appendix.<sup>4)</sup>

#### **3.1 How to Use the Phonics Textbook**

This author used the phonics textbook as follows: Firstly, the "sound alphabet"<sup>5)</sup> was taught carefully and thoroughly because this is the basis of all phonics instruction. It took about one month for students to master this alphabet. Then, the students pronounced short words which could be read entirely by applying only the sound alphabet. This exercise demonstrates the principle that any English words can basically be read by connecting the sounds of their constituent letters. Secondly, letter combinations involving "magic E" and

“polite vowels”<sup>6)</sup> were taught through the following steps:

- (1) The phonics rule was arrived at inductively by students; i.e., the teacher did not provide explicit instruction on the rule at the beginning, but let students discover it for themselves. For example, the rule  $ch = /tʃ/$  was presented by showing students the word *lunch*, which was familiar to most of them. The teacher asked them, “How do you pronounce this word?” Students replied, “/lʌntʃ/.” The teacher said, “Very good! Then, how about the *ch* part only?” Students responded, “/tʃ/.”
- (2) The teacher provided careful instruction on how to make the sound of the letter combination by demonstrating the mouth shape and movement. Students then practiced by sounding it out many times.
- (3) Following the directions written in the textbook (i.e., “Try reading the words below according to the following instructions in ①－③ : ① Underline the letter combination of each word. ② Read the underlined parts. ③ Read the whole word.”), students attempted to read many example words which had the same letter combinations, using their developing word attack skills.
- (4) Then the teacher checked the students’ pronunciation and corrected them.

#### 4. The Schedule of Phonics Instruction within One Class

The timing and duration of phonics instruction within a 50-minute class must also be considered. Phonics rules can be learned a few at a time on an ongoing basis; i.e., one period of phonics instruction should deal with only one phonics rule, as well as reviewing and recycling rules that have already been learned. The best occasion this author found for this kind of instruction was the first 10 minutes or so in every class. After a small amount of phonics instruction, the regular teaching of the class began. As a result, this 10 minutes of phonics intervention did not create any major problems for teachers in keeping to their schedules, but rather played a supportive role as an enjoyable warm-up for the class. In this introductory period, students could focus their attention on learning a new phonics rule with plenty of reading practice to develop their word attack skills and could maintain their interest and enthusiasm without becoming overly tired. In addition, they soon became accustomed to this daily routine so that it could continue as an enjoyable, yet useful, introduction to

classes for the duration of the course. This seems to be an effective way for students to acquire word attack skills on a gradual basis. The teaching based on the phonics textbook took half a year, and after finishing this fundamental instruction, students increasingly had the desire to apply these rules in their reading of new words and new passages in their English textbooks.

## **5. The Phonics Instruction**

Phonics instruction was carried out according to these guidelines by this author and the results show that by building on the sound alphabet, the students gradually learned all of the essential phonics rules in a step-by-step process in their first six months of English instruction. After finishing the phonics textbook, they were assigned to read new words and new passages in their English textbooks by themselves, with their teacher's occasional assistance. Therefore, the period of "phonics application" which followed their fundamental phonics instruction was considered to be a period of "reinforcement" as their word attack skills developed. In general, students showed a strong interest in this instruction, and enjoyed reading unknown words by themselves in the sense of "playing a game." They were actually able to read most of their new words correctly. Therefore, the first 10 minutes in every English class were not at all an obstacle to the advancement of the curriculum, but an enjoyable warm-up period which students seemed to find stimulating. (For an empirical study of the results of this phonics instruction, see Takeda, 2002b, and Takeda, 2005).

## **6. Summary of Key Elements for Effective Phonics Teaching**

### **(1) Implementation Period**

Phonics instruction should start at the beginning of English teaching at school; i.e., in the first English class of junior high school. In terms of fundamental phonics instruction, the first six months or so should be spent teaching essential phonics rules intensively. After this period, throughout the rest of their junior high school education, these rules should be applied by students in the independent reading of their English textbooks.

### **(2) Teaching Method**

Through the use of the phonics textbook, the most important phonics rules can be taught and

word attack skills can be mastered through plenty of reading practice focusing on example words illustrating each rule.

### (3) Efficient Use of Class Time

During the period of fundamental instruction, phonics teaching through the phonics textbook should be provided in the first 10 minutes of every class, separate from regular lessons. This can play a supportive role as an enjoyable warm-up for the class.

## 7. Conclusion

In English L2 education in Japan, which is still dominated by the yakudoku<sup>7)</sup> (translation reading) method, instruction on proper pronunciation and the direct reading of English words and passages has long been neglected. As a result, students are forced to memorize large vocabulary lists by rote which discourages them from learning English, and they have to rely on katakana pronunciation which creates counter-productive speaking habits which are extremely difficult to break. Phonics instruction is effective in solving these problems because through this kind of teaching, students become able to read and pronounce English properly by connecting the letters of the alphabet with their sounds. Phonics instruction should be applied as soon as possible to English classes in Japan in order to stop the mass production of so-called “dropout” students of English, as those who receive phonics instruction will develop a strong foundation to build on as they face the many challenges of their on-going English studies. By understanding phonics rules and applying them to their assigned textbook passages, the students’ enthusiasm and confidence will increase, both of which will help to keep them motivated in English for years to come.

At present, phonics is becoming increasingly popular in English L2 teaching in Japan. Some teaching materials based upon phonics have been developed for the early English education of Japanese children and a small number of juku<sup>8)</sup> teachers have started to use them. But overall, teaching methods for the L2 use of phonics are still unclear and most public school teachers have little knowledge of the approach, so it is not widely in practice yet. It is hoped that this study will contribute to the establishment of effective teaching methods of phonics in English classes in Japan, and encourage teachers to apply phonics in their classrooms, leading to an increase in the number of successful English-speaking students.

## Notes

1. The Ministry of Education stipulated 507 minimum essential words needed for basic conversation as compulsory words for Japanese junior high school students (Mombusho, 1988, pp. 116-122).
2. Katakana is a Japanese syllabary used to transcribe words of foreign origin; however, it cannot represent the exact English sound and is actually often far from the original. Through katakana reading, incorrect pronunciation is acquired. Once this katakana pronunciation is acquired, it becomes a lifelong bad habit. As one of big features of katakana pronunciation, extra or unnecessary vowels are inserted to the original pronunciation. For example, Japanese people tend to pronounce the word “drink” as /dorinku/, thus they also tend to spell dorinku when writing it. Katakana English, flourishing and seen everywhere in Japan, is a serious problem in English L2 teaching.
3. Phonics provides students with the techniques and motivation for “attacking” and deciphering words they are not familiar with, which is called the skill of “word attack.”
4. For a copy of this textbook, please contact the author at the following e-mail address: fsdmg582@ybb.ne.jp
5. The sound alphabet, which is also called the “phonics alphabet,” can be defined as the most representative sound of each letter of the alphabet, or the sound which is used most commonly among the sounds each letter has. They are /æ/ /b/ /k/ /d/ /e/ /f/ /g/ /h/ /i/ /dz/ /k/ /l/ /m/ /n/ /ɔ/ /p/ /k/ /r/ /s/ /t/ /ʌ/ /v/ /w/ /ks/ /j/ /z/.
6. As for the definitions of magic E and polite vowels, see the Appendix.
7. This is a reading method in which English sentences are first translated into Japanese word-by-word, and then the resulting translation is reordered to suit Japanese word order. In the yakudoku-style class, which is typical of English study in Japan, a teacher reads the text aloud for his or her students and has them repeat it. Then the students give its word-for-word translation, usually assigned as the previous night’s homework and written in their notebook, after which the teacher corrects their translation by offering grammatical explanations. The goal of the class is to have students understand the exact Japanese translation.
8. A juku is not a regular school, but a place which gives private lessons depending upon

children's interests. In this case, these are juku for teaching English to small children like pre-schoolers or elementary school students, mainly through playing games or singing songs.

## References

- Matsuka, Y. (1981). *Eigo, sukidesuka* [Do you like English?]. Tokyo: Yomiurishimbun-sha.
- Matsuka, Y. (1993). Tuzuri to hatsuon wo dô-oshieruka [How to teach spellings and sounds]. *Eigo Kyôiku* [The English Teachers' Magazine], 42(2), 26-28.
- Mombusho chugakko shidosho gaikokugo hen* [The Japanese ministry of education handbook and guidelines for the course of study for junior high school foreign languages]. (1988). Tokyo: Kairyudo.
- Nakajima, Y. (1995). Rîdingu to raitingu no nansho to kôryakuhô [The difficult points of reading and writing, and how to overcome them]. *Tanoshî Eigo-Jugyô* [Enjoyable English Classes], 4, 69-72.
- Takeda, C. (2002a). A feasibility study for the application of phonics teaching in junior high school English classes in Japan. *The Language Teacher*, 26(4), 3-8.
- Takeda, C. (2002b). The application of phonics to the teaching of reading in junior high school English classes in Japan. *The TESL Reporter*, 35(2), 16-36.
- Takeda, C. (2005). The application of phonics to the teaching of reading and writing in junior high school English classes in Japan. Manuscript in preparation.
- Teshima, M. (1995). Ondoku wo jôtatsu-saseru shidô [Instruction for the improvement of students' skill in sounding out English words]. *Tanoshî Eigo-Jugyô* [Enjoyable English Classes], 3, 12-13



Appendix: Sample Pages from the Phonics Textbook

# Phonics

自分で英語が読める！  
You Can Read English by Yourself!



( ) 中学校  
Junior High School  
1 年 ( ) 組 ( ) 番  
1st Year Class Number  
氏名 ( )  
Name

フォニックス (音声法) とは、  
『文字の音を知って、文字の音をつ  
ないで、単語を読んでいく方法』  
のことを言います！  
Phonics is "a method of reading words by connecting the letter sounds which you learn!"

目 次  
Contents

1	音のアルファベット The Sound Alphabet	1
2	2つのルールと 21 個の組合せ文字 Two Rules and 21 Letter Combinations	3
(1)	ルール 1 「マジック E」 Rule 1 "Magic E"	4
(2)	ルール 2 「礼儀正しい母音」 Rule 2 "Polite Vowels"	5
(3)	組合せ文字 (21 個) Letter Combinations (21)	6~8

## 1 音のアルファベット

The Sound Alphabet

まず、アルファベット 26 文字の『名前』(普通のアルファベット)と『音』(音のアルファベット)を覚えましょう。  
First of all, let's memorize the "names" of the 26 letters of English (the regular alphabet) and their "sounds" (the sound alphabet).

a	b	c	d	e	f	g
h	i	j	k	l	m	n
o	p	q	r	s	t	u
v	w	x	y	z		

★ 母音の文字 (5 つ) は、どれでしょう。  
Which are the five vowels?  
( ) ( ) ( ) ( ) ( )  
なお、( ) と ( ) もよく母音の役目をします。  
Besides, ( ) and ( ) often play a role as vowels, too.

- 1 -

★ 以下の単語を文字の『音』(音のアルファベット)をつなげて読んでみましょう！ Let's read the following words by connecting the sounds of the constituent letters, i.e., by applying the sound alphabet!

ant (あり)	bat (こうもり)	bus (バス)	cat (猫)	cut (切る)
dad (おちやん)	dog (犬)	don (音頭)	end (終了)	fan (うちわ)
fat (脂肪)	fox (狐)	gas (ガソリン)	god (神)	gun (銃)
ham (ハム)	hip (腰)	hit (殴る)	ink (インク)	jet (ジェット)
kid (子供)	lip (唇)	man (人間)	nut (木の实)	pal (友達)
pet (ペット)	pig (豚)	rat (ねずみ)	sun (太陽)	tax (税金)
tip (チップ)	top (こま)	yen (円)	wax (ろう)	zen (禅)
film (フィルム)	golf (ゴルフ)	hand (手)	milk (牛乳)	
pond (池)	pulp (パルプ)	slip (滑る)	vest (チョッキ)	
stamp (切手)	trunk (トランク)	zigzag (ジグザグ)		

- 2 -

## 2 2つのルールと 21 個の組合せ文字

2 Rules and 21 Letter Combinations

☆ 音のアルファベット通りに読めないときには、次の  
2つのルールと21個の組合せ文字を活用しましょう！  
When a word cannot be read completely by just applying the sound alphabet,  
let's apply the following 2 rules and 21 letter combinations!

※ ルールとは文字と音の間のきまり、組合せ文字とは独  
自の音を持つ（2文字または3文字から成る）文字の  
組合せを指します。  
The term rule used here means the regulation between letters and their sound, and  
letter combination means two or three consecutive letters which represent a  
specific sound.

ルール 1	Rule 1	「マジック E」	"Magic E"
ルール 2	Rule 2	「礼儀正しい母音」	"Polite Vowels"
組合せ文字		ch sh th th	
(21 個)		ck wh ph all(al)	
21 Letter Combinations		oo oo ou ow	
		ew au ar or	
		or er ir ur	
		air	

マジック E から、組合せ文字の air まで順に一つ一つ学ん  
でいきましょう！  
Let's learn them one by one, from "magic E" to the letter combination "air"!

- 3 -

## (1) ルール 1 「マジック E」

Rule 1

Magic E

「阿部」という名前をローマ字で書くと Abe です。でも英語国民はこ  
れを『アベ』と読まずに『エイブ』と読みます。米国の第 16 代大統領の名前  
も Abe Lincoln でした。同じように、彼らは Ehime を「愛媛」(えひめ)  
と読まずに『エハイム』と読みます。

これは一体どういうことでしょうか。どうやら文字と音の間に何か一定の  
きまりがあるようです。

つまり、単語の最後が e で終わっているときは、そのすぐ前の母音の文字  
(a, e, i, o, u) をアルファベットの名前で読んで、最後の e (マジック E) は  
読まないのです。これを「マジック E」のルールと言います！

When you write the person's name "阿部" in *romaji* (i.e., Japanese written in Roman letters), it is "Abe."  
But native speakers of English would not pronounce this spelling /abe/ as we do, but /eɪb/, as in  
"Abe Lincoln" the 16th President of the United States. The same thing goes with the spelling "Ehime":  
the name of our prefecture "愛媛"; i.e., native speakers would pronounce it /eɪhɪm/, not /ehime/. What  
does this mean? Don't you think there is a certain set of regulations between letters and sound? Yes,  
there is. Namely, when a word ends with the letter "e", the vowel just before it is read with its  
alphabetic name and the letter "e" at the end ("magic e") is soundless. This is called the rule of "magic E".

それでは、以下の単語を次の①～③の指示に従って読んでいきましょう。

- ① 「マジック E」に×をつけ、そのすぐ前の母音の文字を○で囲みなさい。
- ② ○で囲んだ母音の文字を読んでみなさい。
- ③ その単語全体を読んでみなさい。

Well, then, try reading the words below according to the following instructions in ①～③.

- ① Put the mark "x" on "magic e," and circle the vowel just before it with the mark "O."
- ② Read the circled vowel.
- ③ Read the whole word.

bake base bike bone brake bride cake came cape cave code  
cone cope cube cute crane clone concrete date dime dine  
dive dope duke dune drive escape eve fade fame fate file  
fine five flake flame fume froze game gape gate globe  
gave gaze grade grape grave hale haste hate haze hide hole  
home hope Ike Jake Jane joke Jude juke June Kate kite  
lake lane like line lone make mane mate mike mine mute  
nine pale Pete pipe pole pope plane plate ride rope sake  
sale same side Steve stove table take tale tape vine wake  
wide wine zone

- 4 -

## (2) ルール 2 「礼儀正しい母音」

Rule 2

Polite Vowels

母音の文字が2つ並んでいるときは、1番目をアルファベットの名前で読み、2  
番目は読まない！(2番目の母音は礼儀正しく、1番目の母音に譲って黙って  
いる。)なお、play, window のように、語尾の y や w もこれに含まれます！  
(語尾の y と w は母音の働きをする。)これを「礼儀正しい母音」のルール  
と言います。

When two vowel letters are put together, the first one is read with its alphabetic name and the second one is  
soundless! (The second vowel is polite so that it keeps silent and lets the first vowel talk.) Also, the letters  
"y" or "w" at the end of words like *play* or *window* belong to these "polite vowels" ("y" and "w" at the  
end of words play a role as vowels.) This is called the rule of "polite vowels".

それでは、以下の単語を次の①～③の指示に従って読んでいきましょう。

- ① 並列した2つの母音の文字にアンダーラインを引きなさい。
- ② アンダーラインをした部分をルールに当てはめて読んでみなさい。
- ③ その単語全体を読んでみなさい。

Well, then, try reading the words below according to the following instructions in ①～③.

- ① Underline the two juxtaposed vowels.
- ② Read the underlined parts according to the rule.
- ③ Read the whole word.

aim bail bait brain claim faint gain grain jail Kaiko lain maid mail  
main nail pail pain rail rain sail vain wait snail Spain stain train  
Jamaica afraid

bay day ray bray dray fray gray gay hay jay lay clay slay play  
pray pay May nay say spray stay tray stray way sway Sunday

bee fee Lee see beef beet beep coffee deed deep feed feel heel feet  
flee free keen green greet peel peep seed sleep steep sweep sweet  
tree weed week weep

eat meat tea team bead beak beam bean beat beast clean cream  
dream heat Jean lead leaf leak lean meal mean neat pea peak read  
sea seal seam seat speak

bow low mow row sow tow bowl blow flow slow crow grow  
snow know follow hollow pillow yellow narrow sparrow window

- 5 -

## (3) 組合せ文字 (21 個)

21 Letter Combination

それぞれの文字の組合せとその音を覚えていきましょう！  
Let's memorize each combination of letters and its sound one by one!

以下の単語を次の①～③の指示に従って読んでいきましょう。

- ① 組合せ文字にアンダーラインを引きなさい。
- ② その組合せ文字を読んでみなさい。
- ③ その単語全体を読んでみなさい。

Try reading the words below according to the following instructions in ①～③.

- ① Underline the letter combination of each word.
- ② Read the underlined parts.
- ③ Read the whole word.

lun<sup>ch</sup> punch pinch bench chin chip chop chess chest  
chill chase chime choke chain cheek cheap beach  
peach reach teach ketchup chocolate chimpanzee

f<sup>ish</sup> she ash cash dash dish mash rash rush wish ship  
shop shut shot shoot sham shame shape shell shush  
brush blush crash crush English

th<sup>ank</sup> bath path math moth both Beth broth cloth  
month tooth teeth thatch theft theme thin thing think  
three throw thump

th<sup>is</sup> that than the thee them then there their they thy  
father mother brother these those thine bathe clothe  
breathe soothe thou though

ro<sup>ck</sup> lock luck lack lick rick back cock dock duck  
kick neck socks black clock rocket stock truck ticket  
check chicken cricket mackintosh

- 6 -

**who** whom whose what when where which why  
whack whale wheel wheat whim while whine white  
whole whisky whether whistle

**ph**onics alphabet dolphin elephant graph Joseph  
pamphlet telephone phrase photo photograph er  
phenomenon philosophy Philip Philippin e Phil adelphi a

**all** ball call fall hall mall pall tall wall baseball  
basketball softball small stall **sa**lt malt also alter  
almost always already Albright almighty altogether

**book** cook gook hook kook look mook nook rook  
took foot good hood wood woof wool oops brook  
crook shook stood

**too** boo loo moo woo zoo cool fool food hoop loop  
moon noon pool room root loot soon tool toot loom  
broom poon spoon tooth cocoon platoon shampoo

**house** louse mouse mouth south blouse ouch out  
bout about doubt trout count foul pouch loud cloud  
bound found hound pound sound round ground noun  
announ ce denoun ce pronoun ce mountain thousand

**ow** cow bow vow how now wow down gown town  
owl brown crown clown drown tower power powder  
flower bowwo w kow tow chow-chow

**new** mew few Jew Kew NewYork NewZealand  
news knew blew flew crew screw drew Andrew  
grew pew phew threw chew chewing gum

- 7 -

**Au**stralia Paul Paula Laura Austin aud io Augu st auto  
automatic autumn because daub daugh ter pause  
sauce sausage astron aut Santa Claus

※ 以下は、すべて【r のついた母音】です!

The following are all "vowels with the letter r"!

**car** card cart part apart depart chart smart start star  
guitar Tarzan bar jar far farm arm army art ark bark  
dark lark park mark mark et March hard yard garden

**or** orca organ orthodox cord corn born horn morning  
for form fork cork pork port sport passport sort short  
stork storm horse north forth force forty porch torch

**world** work worker word worm worry worse worst  
worth motor mirror sensor actor doctor sailor  
emperor visitor junior senior elevator escalator

**her** herd per perm perch person Harper nerve serve  
server germ Germany Berlin berg Bert Emie fem  
jerk term river tiger butter better letter summer  
soccer teacher sister brother father mother yesterday

**girl** bird first third thirteen thirty dirt dirty sir fir firm  
stir skirt shirt birl birch birthday chirp circus circle

**Thurs**day fur further burst burn tum church curve  
curtain curl hurl hurt hurd le nurse purse purp le turtle  
Saturn surfing murk murder murmur

**chair** air airport fair hair pair laird Blair Clair flair  
glair stair upstairs affair repair airy dairy fairy  
prairie

- 8 -