

Education Pack

Starter Set

Year 6

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What's in this document?

This document contains worksheets and handouts for use in teaching Language to students in Year 6. The worksheets can be integrated into a lesson plan, or used on their own. They are designed to match specific outcomes of the Australian Curriculum.

Each activity is prefaced with some information about how that worksheet may be used, as well as which curriculum sub-strand it addresses.

Year 6

- Alternative English: Pronouns
- Find the Morphemes
- Digraphs

This set of materials is a starter pack. A more complete set of materials is available at

www.iolinguistics.com

We are available for consultancy in language education and teacher development training.

We hope you will find these materials useful, and contact us with suggestions. We can be reached at

info@iolinguistics.com

Alternative English: Pronouns

Year 6

Topic area

Syntax

Sub-strand

Text structure and organisation

Text cohesion

Understand that cohesive links can be made in texts by omitting or replacing words.

Outcomes

Students will:

- learn about pronouns,
- find out how pronouns worked in Old English,
- apply grammatical categories: singular, dual, plural, 1st person, 2nd person, 3rd person, inclusive we, exclusive we.

Materials

- This worksheet. (The third page is optional. It can be used as part of a longer activity, or as a supplemental exercise.)

Preparing students for the activity

Try the activity yourself, and make sure you feel comfortable with the material.

Format of the activity

This activity works well for students in groups of two or three.

Answers to questions

Answers appear in the Instructor's Copy.

Alternate English – Pronouns

Pronouns are words that stand for a noun. We sometimes use them instead of saying the name of the thing over and over again. Try filling in the pronouns for these things.

Cousin Floyd	→	he
Aunt Sally	→	she
My friends and I	→	we
a bowl of cereal	→	it
Those people over there	→	they

We can arrange pronouns in a chart. The chart at right is for Modern English.

English pronouns are marked for **person**. The term 'first person' refers to one's own self. (That's why some video games are called 'first person shooters'. They're seen from one's own perspective.) 'Second person' is the person being spoken to, or 'you'. 'Third person' refers to anyone else.

For subjects of sentences		singular	plural
1st person		I	we
2nd person		you	
3rd person	masc.	he	they
	fem.	she	
	neut.	it	

English pronouns are also marked for **number**. They can be singular or plural, depending on whether there's one person, or more than one. They're even marked for **gender**. Our 'third person singular' box is further divided into *masculine*, *feminine*, and *neuter* boxes.

That's how English pronouns look for *subjects* of sentences, but the chart is a little different for *objects*, which usually come after the verb.

It wouldn't be right to say:

Charlie bit **I**.

but rather:

Charlie bit **me**.

For objects of sentences		singular	plural
1st person		me	us
2nd person		you	
3rd person	masc.	him	them
	fem.	her	
	neut.	it	

Try filling in the rest of the chart at right. If it helps, try using the sample sentence "Charlie bit..." and see which form of each pronoun sounds right.

I N S T R U C T O R ' S C O P Y

Pronouns in Old English

Pronouns in English used to be quite different from the way they are now. In Old English around 1,000 CE, there was a 'dual' category, which stood for two people or things. 'Plural' was for three or more. These pronouns evolved into the ones we have now. Which ones look the most similar to the ones you recognise?

(The 'þ' character sounded like 'th', as in *think*. The 'g' sounded like 'y'.)

Subjects		singular	dual	plural
1		ic	wit	wē
2		þū	git	gē
3	masc.	hē	hīe	
	fem.	hēo		
	neut.	hit		

English^{PRO}

Let's imagine a version of English (we'll call it English^{PRO}) with a more extensive pronoun system that looks like the chart at right. It has a **dual category**, just like Old English.

Like many languages, it also has an 'inclusive we' and an 'exclusive we'.

Inclusive 'we' means that the person you're talking to is included in the 'we' group, something like '*us and you*'. **Exclusive 'we'** means the person you're talking to is *not* included, something like '*us, but not you*'.

Subjects		singular	dual	plural
1	incl.	I	weet	we
	excl.		weets	wees
2		you	yout	yous
3	masc.	he	theyt	they
	fem.	she		
	neut.	it		

Your turn

Try filling in the blanks in this story, according to the English^{PRO} pronoun chart.

Amy and Kim were going out to a movie. **Theyt** had been looking forward to it all week. But then, Marta, Kim's little sister, said, "**I** want to come too! Can **we** all go together?"

"No," said Kim. "**Weets** are going without you."

Marta was enraged. "**It** isn't fair! Why won't **yout** two let me?"

"Because **weets** are going to be out late. Why don't **you** chat to some friends on the computer? **Yous** all love doing that."

Then Mum came, and **she** said that **theyt** both had to take Marta after all. **Theyt** weren't happy about that, but Marta was.

Kim said to Marta, "All right, **we** will go together, but **you** have to do what **weets** tell you."

At least **they/theyt** didn't have to come back early.

I N S T R U C T O R ' S C O P Y

Questions for discussion

1. In standard English, we use the word 'you' for one person or for many people. Do you know any ways of referring to many people as 'you' in non-standard English? How do you feel about these?

People have strong attitudes about 'yous'. Passing judgment on non-standard pronouns (or rather, the people who use them) allows speakers of Standard English to feel superior, but this is more social than linguistic.

Instead, it can be worthwhile to think of pronouns like 'yous' as a solution to a real problem. In the case of English, there was once a singular pronoun 'thou/thee' and a plural pronoun 'ye/you'. Now English has merged these into simply 'you', but it would still be useful to have a plural 'you'. Adding plural -s onto 'you' does the job just fine. There's nothing intrinsically wrong with 'yous'.

Does that mean we should teach students to say 'yous' in conversation? Not exactly. Deciding what to say includes deciding what variety of language would be appropriate in a given situation. Using 'yous' might be perfectly appropriate in a casual conversation with people who are comfortable saying it, and it may even be a marker for their group identity (which is why attacking 'yous' may be perceived as an attack on part of a student's identity). But 'yous' would be inappropriate in a more formal speaking environment, and might leave a negative impression. People do, after all, have their language attitudes and opinions. Students should cultivate awareness of speech situations and which varieties of language are appropriate for those situations, and learn to switch when necessary. As an instructor, you can affirm the validity of non-standard ways of speaking, while allowing that they are not always appropriate.

Other dialects of English have plural 'you'. In parts of Scotland and the northeastern USA, there is "yinz" (short for 'you ones'). In the Southern USA, there are two: "y'all" for only a few people, and "all y'all" for more than a few. Interestingly, this is sort of like how pronouns were in Old English.

2. Are you aware of any languages (besides English) that have more than one word for 'you'? What are the different kinds of 'you', and what do they mean?

Many European languages have a familiar form of you, (which linguists call the 'T form', as it often begins with 't' in French), and a formal form (the 'V form', as it can begin with 'v' in French).

	T form	V form
Italian	tu	Lei
French	tu	vous
Spanish	tú	Usted
German	du	Sie
Russian	ты	вы
English	thou	you

I N S T R U C T O R ' S C O P Y

3. In many languages, 3rd person pronouns are marked for gender (for example, English *he, she, and it*). But 1st and 2nd person pronouns usually aren't. Why might this be?

If you're using the first person 'I', or the second person 'you', you probably already know the gender of the person being referred to. That information is redundant. The same is not true for the 3rd person, which could be a person not physically present.

On the other hand, many languages do without gendered pronouns. Turkish, Farsi, Finnish, and Mandarin do not have different pronouns for males and females. And again, some languages (like Arabic) do mark the 2nd person pronoun for gender. Different languages handle gender differently.

4. Have you ever been told not to say a sentence like one of the sentences below?

Jessica and me went to the movies.	Jessica and I went to the movies.
---	--

Which sentence is correct? One way to decide is to split the pronouns up and try them separately.

Jessica went to the movies. ✓

Me went to the movies. ✗

I went to the movies. ✓

By this method, "Jessica and I went to the movies." would be correct.

Try this method and decide which pronouns sound best when the two suggestions are joined by 'and'.

- A. She came to the movies with Jessica and him . [Jessica, he]
B. There's nothing you and I (or 'you or I') can do about it. [you, I]
C. He and I were talking the other day. [he, I]

5. What about these sentences? Does anything sound good? How could you rework these sentences so they sound right?

A. _____ will carry your luggage. [Rupert, they]

B. There's a party at _____ place. [Scott, I]

For English, it sounds odd to try and combine a pronoun with a proper noun, and then attach an possessive 's to the whole thing. It's probably best to recast the sentence:

There's a party at the place of Scott and myself.

or better still:

Scott and I are having a party at our place.

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"No," said Kim. "_____ are going without you."

Marta was enraged. "_____ isn't fair! Why won't _____ two let me?"

"Because _____ are going to be out late. Why don't _____ chat to some friends on the computer? _____ all love doing that."

Then Mum came, and _____ said that _____ both had to take Marta after all. _____ weren't happy about that, but Marta was.

Kim said to Marta, "All right, _____ will go together, but _____ have to do what _____ tell you."

At least _____ didn't have to come back early.

Questions for discussion

1. In standard English, we use the word 'you' for one person or for many people. Do you know any ways of referring to many people as 'you' in non-standard English? How do you feel about these?
2. Are you aware of any languages (besides English) that have more than one word for 'you'? What are the different kinds of 'you', and what do they mean?
3. In many languages, 3rd person pronouns are marked for gender (for example, English *he, she, and it*). But 1st and 2nd person pronouns usually aren't. Why might this be?
4. Have you ever been told not to say a sentence like one of the sentences below?

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- A. She came to the movies with _____. [Jessica, he]
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- C. _____ were talking the other day. [he, I]

What about these sentences? Does anything sound good? How could you rework these sentences so they sound right?

- D. _____ will carry your luggage. [Rupert, they]
- E. There's a party at _____ place. [Scott, I]

How Many Morphemes?

Year 6

Topic area

Morphology

Sub-strand

Expressing and developing ideas

Spelling

Understand how to use banks of known words, word origins, base words, suffixes and prefixes, morphemes, spelling patterns and generalisations to learn and spell new words, for example technical words and words adopted from other languages

Outcomes

Students will:

- identify morphemes
- learn to detect morpheme boundaries

Materials

- This worksheet

Preparing students for the activity

Students should be aware of the concept of a *morpheme* — a part of a word that has meaning. Some words are morphemes all by themselves, but most words are comprised of more than one morpheme, including prefixes and suffixes.

One thing about a morpheme is that you can't break it down into smaller morphemes. But what about 'cat' — doesn't it contain a smaller morpheme 'at'? Not in this case. Remember that morphemes have *meaning*, and in this case, 'at' doesn't contribute to the meaning of 'cat'. It's just a coincidence. Students will have to think about what the parts of words mean when they're deciding where the morpheme boundaries are.

It may be useful to have a dictionary on hand for some words, if it has information about the word's origins. However, this shouldn't be a look-up exercise. Encourage students to make some guesses. Then head to a dictionary (perhaps as a class) to see if it has any information on whether their guesses were correct.

Format of the activity

This activity works well for students in groups of two or three.

The activity could start by trying the **What words contain these morphemes?** section as a class activity. Students could have two minutes to brainstorm words with the morphemes *-ment*, *re-*, *-ous*, and *-ly*. Then bring the words together as a class. What do these morphemes mean in these words? What part of speech is a word likely to be if it has these morphemes? (For example, *-ly* is typically used to mark adverbs like 'slowly', but be careful — there are a lot of adjectives that use it as well, like 'friendly', 'ugly', and 'daily'.

Additional ideas for discussion

What do we call a word like 'railroad', where the two morphemes are each their own word?

These are 'compound words'.

Can you think of any other compound words?

Some are: silverbeet, babysit, astroturf, bookstore, and many many others.

Why does 'disgruntled' only break down into two morphemes? What about 'dis'?

The funny thing about 'disgruntled' is that it only exists in that one form. Other words work the same way, like 'nonchalant,' 'ungainly,' or 'inevitable'. For us, 'disgruntle' acts as one inseparable unit. No one ever feels 'gruntled.'

If we went back to the 1600s, however, we'd find that 'disgruntled' was made of three morphemes: 'dis' (badly) + 'gruntle' (to grumble) + 'ed' (an adjectival ending).

The takeaway here is that we can make guesses about the morphology of a word, but if we knew more about that word, our judgment might change.

Find the morphemes

A *morpheme* is a part of a word that has meaning. Morphemes cannot be divided into smaller units that contribute to the meaning of the whole.

The word 'cats' is made up of two morphemes:

- 'cat', and
- 's', which is plural (meaning 'more than one').

cats
cat + s
 means "cat" means "plural, more than one"

The meaning of a morpheme can tell us about the word, or it can tell us about how the word can be used.

Sometimes the spelling and/or pronunciation of a word can change when morphemes attach.

spacious
space + ous
 means "space" means "this is an adjective"

What words contain these morphemes?

-ment

re-

-ous

-ive

What morphemes are in these words?

ex. undo un + do

1. railroad rail + road

2. working work + ing

3. teacher teach + er

4. angry anger + y

5. attachments attach + ment + s

6. overfeeding over + feed + ing

7. unbelievable un + believe + able

8. encouraging en + courage + ing

9. furiously fury + ous + ly

10. reawakened re + a + wake + en

11. globalisation globe + al + ise + ation

12. disgruntled disgruntle + ed

Find the morphemes

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7. unbelievable _____

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9. furiously _____

10. reawakened _____

11. globalisation _____

12. disgruntled _____

Digraphs

Year 6

Topic area

Orthography

Sub-strand

Expressing and developing ideas

Spelling

Understand how to use banks of known words, word origins, base words, suffixes and prefixes, morphemes, spelling patterns and generalisations to learn and spell new words, for example technical words and words adopted from other languages

Outcomes

Students will:

- understand that the relationship between sounds and letters is not one-to-one,
- further appreciate that the sound represented by letters depends on their contexts,
- better understand phonetic representation, as used by the Macquarie Dictionary.

Materials

- This worksheet

Preparing students for the activity

Make sure to try the activity yourself, and get comfortable with the ideas presented.

Students should be prepared to think about the sounds of words and their spelling, and that the relationship between the two is not simple. For example, the teacher can ask: how do pronounce the letter 'g'? the letter 'h'? Now what about the word 'tough'?

Be aware of the characters **tʃ** (for 'ch') and **dʒ** (for 'dg'). They look like two letters, but they are actually a single character. These characters are part of the International Phonetic Alphabet, which linguists use to describe the sounds of all the world's languages.

Format of the activity

Individual or pair work, followed by group discussion

Questions for further discussion

- What could we call a single sound spelled with 3 letters instead of 2?
A **trigraph**.

Digraphs

We often talk about how individual letters represent sounds. In English, and in many other languages, there are more sounds than letters, so we have to use sequences of two or more letters to represent a single sound. When we use two letters to represent a sound, we call it a *digraph*.

In this worksheet, we are only interested in digraphs consisting of two different consonants — sequences of two distinct letters where neither is a, e, i, o, u or y.

What are the consonantal digraphs in English?

The following sentence uses 8 different digraphs (in 12 different places). Some of the digraphs occur more than once. How many digraphs can you identify? The first one is highlighted for you.

Why is she photographing the chickens on the edge of the trough?

Remember, a digraph is two different letters in a row (neither being vowels) which together stand for a single sound.

An ideal writing system has no digraphs

An ideal alphabet for a language has only one symbol for each sound, and only one sound for each symbol.

To make English a little closer to this ideal, let's replace the digraphs with these new letters:

Replace this:	ch	ck	dg	gh	ng	ph	sh	th	wh
with this:	tʃ	k	dʒ	ɣ	ŋ	f	ʃ	þ	w

Try it

How would you write the following words, using this system?

Remember to only change the spelling if the two letters form a single sound!

phone	<u>fone</u>	thicker	<u>piker</u>
shy	<u>ʃy</u>	singing	<u>sinɪŋ</u>
wedge	<u>wedʒe</u>	which	<u>witʃ</u>

I N S T R U C T O R ' S C O P Y

Reading

Here is a paragraph written by the Rev. William Smith in 1813, describing the city of Sydney. Try reading this paragraph aloud.

1 Þe houses of þe officers are of brik; þe rest are
2 generally log houses, plaistered; þe roofs are eiper
3 ſinġled or þattſed. Here is also an hospital, a good
4 temporary buildinġ, and also barraks for þe soldiers,
5 and comfortable cabins for þe officers, wip gardens
6 adjoining; but unlukily þese gardens are not very
7 productive, as þe soil is very indifferent; and to þis
8 inconvenience must be added þe depredations of
9 rats and pieves. A mile or two from þe Cove, þe soil
10 is considerably better, were þe officers and opers
11 have little farms; þere are also brik-kilns, and a
12 pottery, bop of wif articles þey would brinġ to
13 tolerable perfection, were þey possessed of þe
14 materials used to glaze þeir earþen-ware.

Questions for discussion

1. Is the resulting English easier or harder to understand than something with standard English spelling?

At first, it seems more difficult to read because it's unfamiliar. However, people can get used to it rather quickly. If each sound in English were represented by one character, reading might be easier to learn.

2. There are some mistakes here.

- A. Can you find where an **ng** has been replaced by **ŋ** even though it stood for two different sounds?

It's circled in Line 3. If you say "shingled", you can hear the "g", unlike in a word like "singing".

The same thing occurs in Italian: the 'gi' in 'giorno' (pronounced like English 'jaw'+ 'no') is our sound 'dʒ', but in the word 'giganti' (pronounced like 'jig'+ 'an'+ 'tea') 'gi' represents 'dʒi'. You also see this effect in Polish and many other languages.

I N S T R U C T O R ' S C O P Y

B. In another place, three consonants represented the sound normally represented by **ch** in English. As a result, we now have **ttf** to represent a single sound. Can you find which word has this digraph?

It's in Line 3: 'thatched'. In fact, the extra 't' is superfluous.

3. What about double letters (also known as geminates)?

A. Are they digraphs?

Yes, if they represent the same sound. However, this wouldn't be the case for a word like 'bookkeeping', where the two k's are parts of different words.

B. What would happen if we rewrote each geminate pair as a single letter? Can you think of any pairs of words that might become confused?

There are many pairs of words that could become confused, often when suffixes get involved. It's fun to brainstorm these. Here are some we found.

- ♦ b: robed, robbed; tubing, tubbing
- ♦ d: riding, ridding; wading, wadding
- ♦ f: rifle, riffle; chafed, chaffed
- ♦ g: waging, wagging; raging, ragging
- ♦ l: filer, filler; belies, bellies
- ♦ m: coma, comma; primer, primmer
- ♦ n: pining, pinning; caning, canning
- ♦ p: striped, stripped; tapers, tappers
- ♦ r: scared, scarred; baring, barring
- ♦ s: princes, princess; needles, needless
- ♦ t: doted, dotted; hated, hatted; later, latter; put, putt
- ♦ z: razed, razzed

For English, double letters convey information about the preceding vowel.

4. The character 'þ' (called *thorn*) actually represents two different sounds. What are they? Try saying the different words that use 'þ' in the above text.

A good example of this appears in the words "þeir" and "boþ". How do they sound different?

The two sounds are very similar, but they're different in one important respect: the 'th' in 'this' uses your voice. When you place your hand on your larynx (or 'voice box') and say the sound, you can feel the vibrations of your larynx. But when saying the 'th' sound in 'both', there's no vibration. Many speakers of English are unaware of the difference between these two versions of 'th'. Our spelling system conditions us to think of the two sounds as the same, when they're not.

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 shy _____
 wedge _____

thicker _____
 singing _____
 which _____

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2 generally log houses, plaistered; þe roofs are eiþer
3 ƿinled or þattled. Here is also an hospital, a good
4 temporary buildin, and also barraks for þe soldiers,
5 and comfortable cabins for þe officers, wiþ gardens
6 adjoining; but unlukily þese gardens are not very
7 productive, as þe soil is very indifferent; and to þis
8 inconvenience must be added þe depredations of
9 rats and þieves. A mile or two from þe Cove, þe soil
10 is considerably better, were þe officers and opers
11 have little farms; þere are also briƿ-kilns, and a
12 pottery, þop of wiþ articles þey would bring to
13 tolerable perfection, were þey possessed of þe
14 materials used to glaze þeir earþen-ware.

Questions for discussion

1. Is the resulting English easier or harder to understand than something with standard English spelling?
2. There are some mistakes here.
 - A. Can you find where an **ng** has been replaced by **ŋ** even though it stood for two different sounds?
 - B. In another place, three consonants represented the sound normally represented by **ch** in English. As a result, we now have **ttþ** to represent a single sound. Can you find which word has this digraph?
3. What about double letters (also known as geminates)?
 - A. Are they digraphs?
 - B. What would happen if we rewrote each geminate pair as a single letter? Can you think of any pairs of words that might become confused?
4. The character ‘**þ**’ (called thorn) actually represents two different sounds. What are they? Try saying the different words that use ‘**þ**’ in the above text