

TUTORIAL TIPS:

- **Read Aloud!** Pronounce each word distinctly and clearly.
- Don't stop at words that you stumble on. read straight past them till the end of the sentence, then return to resolve them.
- Read each chapter twice.
- If you are having great difficulty progressing, backtrack (through the current or previous chapters) until you find paragraphs that are easy to read and restart from there.
- Keep a printed copy of the read alphabet on hand. It is quicker and easier to look at a paper copy than to access (eg: restore/scroll/minimize) a computer window if you need to jog your memory about a particular letter
- Prove your progress to yourself: before starting an odd numbered chapter, read the last paragraph of the next chapter and note its degree of reading difficulty. Once finished these two chapters, re-read the last paragraph and compare to the first reading.
- Budget between 70 to 100 minutes to read and re-read each chapter.

INTRODUCING IN CHAPTER VI:

- 'l' for the consonant sound in 'toe', but in this chapter only for the words 'to' [to -> lʌ], 'it' [it -> ɪl], 'at' [at -> ʌl], 'that' [that -> ʧl] and 'what' [what -> ʌl] .
- 'ŋ' for the consonant sound in 'pie' (eg: pat -> ʧat, pip -> ʧiŋ)

Alice's Adventures in Wonderland

by

Lewis Carol

CHAPTER VI

PIG AND PEPPER

Fu a miort u tn la stvly svkvl al (at) the hsf, svl /*svlrlvrl rt la (to) la svkst, sv sf*lvz a fvtmrv sv
 svvrra (livery) kem r*vl sv rv the svl --[la ksvsvlrlvrl him la ba a fvtmrv bakvz ha sv svvrra: *thr/svz,
 j*jvl bv hvz fef svz, la svl hvv kvz him a fl]-- sv rvt svz al the sv rt hvz sf*krzv. vl (it) sv
 svsv bv sv*lv fvtmrv sv svvrra, vl a svsv fef, sv svz svz svz a frvg; sv both fvtmv, sv svsv, hv
 svsv (powdered) hv (hair) vl (that) kvz sv sv sv (their) hvz. la fvt svv kvsvrl la sv vl (what) vl
 sv sv sv, sv kvrt a sv sv sv sv the sv la sv.



The fi(-)vutmrø bgrøø bə prrlykʷlōfɾm *ʃr hʷ sm a
gret ʒtr, øøgr (nearly) ɲ ʒ ʒ ɲ himʃf, ʃr ʃr h
hʷʃr ʃr ʃr h the *ʃr, ʃr, øøgr a ʃr ʃr ʃr, "Fə the
ʃr*ʃr. An øøgr from the .k/ʃr h ʃr kroke." the
Frg-vutmrø rprtr, øøgr the ʃr ʃr ʃr ʃr, øøgr cheʃr
the ʃr ʃr the ʃr ʃr a ʃr, "From the .k/ʃr. An øøgr
fə the ʃr*ʃr h ʃr kroke."

Հիմա չենք երկուսս, ինչպես նախորդում էր միմյանցին (together).

[illegible]

*p l^a the l^a, n^o sakt.

“לרע ןס ןט ןר ןל ןס ןל ןס,” ןל the fvtmr, “פ'מ ןל ןל ןל ןל. Forst, bkr, ן'm ןל the sem ןל ןל the
ןל ןל ןל ןל; ןל ןל, bkr, ן're mek ן'ch a ןל ןל, ןל / * ןל ןל ןל hkr (hear) ןל.” ןל ןל
ןל a most ןל (extraordinary) ןל go ןל ןל--a ןל hkr ןל ןל, ןל ןל, ןל ןל
ןל a gret ןל, ןל if a ןל ןל bkr ןל ןל.

“Pkr, ןל,” ןל, “hkr ןל ןל ןל?”

“ןל (there) mek bkr ן'm ןל ןל,” the fvtmr ןל ןל ןל ןל, “if ןל the ןל
bkr, * ןל. ןל, if ןל, ןל mek, ןל, ןל, ןל, ןל.” ןל ןל *p ןל the
ןל ןל the tem ןל ןל, ןל, ןל that ןל * ןל. “B*t phrps ןל kkr't ןל, “ןל ןל
hkr; “ןל, ןל ןל ןל ןל the tem ןל ןל. B*t ןל ןל mek ןל kkr'schr. --hkr ןל
ןל?” ןל ןל.

“ןל ןל hkr,” the fvtmr rkr, “ןל tem--”

ןל mek the ןל ןל the hkr opr, ןל a ןל pkr kem ןל me, stret ןל the fvtmr ןל: ןל j'st grek
ןל, ןל, bkr ןל ןל rkr ןל * ןל the tem bkr him.

“--ןל ןל, mek,” the fvtmr kkr'schr ןל the sem tem, ןל kkr'schr if * ןל ןל.

“Hkr ןל ןל ןל?” ןל ןל, ןל a ןל tem.

“ןל ןל ןל ןל?” ןל the fvtmr. “ן'ל the forst kkr'schr, ןל ןל.”

ןל ןל, ןל: ןל ןל ןל ןל bkr tem. “ן'ל rkr ןל,” ןל m'tr ןל hkr, “the ןל the
kkr'schr (creatures) rkr. ן'ל ןל f ןל kkr'schr!”

The fvtmr ןל ןל a gkr pkr'schr ןל rkr, ןל vkr'schr. “ןל ןל hkr,” ןל, “ןל
“ןל, ןל, ןל ןל.”

“B*t ןל ןל ןל?” ןל.

“ןל ןל ןל” ןל the fvtmr, ןל bkr.

“ןל, ןל ןל ןל him,” ןל, ןל: “ןל pkr'schr!” ןל ןל opr the ןל ןל
ןל.

The ןל ןל a ןל kkr, ןל fkr ןל smok frmr ןל ןל the * ןל: the *ch: the
thr-ןל ןל the mkr, a beba; the kkr ןל ovr the fkr (fire), stret a ןל
(cauldron) ןל ןל bkr ןל.

“ןל ןל ןל m'ch pkr ןל ןל!” ןל, ןל hkr, ןל, ןל kkr fkr.

"il's a Chɛʃɪr (Cheshire) kɔt," ʃɛʃ the ɹ*chɛʃ,
 "ʃɛʃ ɹɔl's ʃ. Pɪg!"

“if variables may be used,” the λ^* -child λ_1 is a λ -gr λ , “the λ_1 λ_1 go λ_1 a λ_1 first λ_1 λ_1 λ_1 .”

“Tukil v kshh,” sy, the .l*chh, “chp v h hyl!”

A black and white illustration of a young girl with long hair, wearing a dress, standing in a forest and looking up at a large, dark, furry creature (possibly a bear or a large cat) perched on a tree branch above her. The creature has a friendly expression and is looking down at the girl. The scene is set in a dense forest with many trees and foliage. The girl is standing on a path, and the creature is on a high branch, looking down at her. The illustration is done in a classic, detailed style with cross-hatching for shading.

“Տաճիկի մեջ կը” ինչ.

“Çu il l*ɔʔt mɔtr ɤich ɤe yɔ go,” ɤɤ the Kɔt.

“--סו צרל נ, *gut \$m/ur,” an אקספרעסיע.

אז איז פאך אן און קיין ער באלדער, ס'זאגט ער* (Kutschera).
 "און וואס פאר א פאלק (people) זינט ער דא?"

**ḥr ḥl*, “*ḥvḥ a .Msch Ḥl. Vīst ḥr yḥ ḥk: ḥe're both mḥ.*”

“o, y^h k^sʔt h^hʕ^h ɹ^h,” ʕ^h the K^ht: “/^hre ʕ m^hɹ h^hɹ. ʕ^hm m^hɹ. Y^hʔre m^hɹ.”

“Hm ʌ yʌ ʒo ʒ'm mʌ?” ʒʌ ʌʒʌ.

“Y^h m^{*}st b^h,” sy_v the K_{st}, “^h y^h /v_vst h^v k^{*}m h^hr.”

הא שאלה פון די שווערע פראגע: "וואס פאר א שווערע פראגע?"

“la bəgʷə ʔəth,” ʔə the Kəʔ, “a ʔəgʷə ʔəʔ məʔ. Yə ɡrəʔə ʔəʔ?”

“ඉ හරපො, හො,” හැ. ආය.

“kʰa ɪ ɹɪ yɪ ʒɔk,” ʒɪ the Kɹt. “ɹɪ yɪ ɹɪ kroke ɹɪth the .k/ɹɔ ɪɪ-ɹɪ?”

