

INSTRUCTIONAL RECORD FOR CHANGING REGIONAL SPEECH PATTERNS

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COVER DESIGN BY RONALD CLYNE

INSTRUCTIONAL RECORD FOR CHANGING REGIONAL SPEECH PATTERNS

by Ruth I. Golden

Great strides have been made in thinking regarding American culture since we last met at NCTE Convention. In a government such as ours based on the concept that the individual is important and that the power flows upward from the people, the need for education that we may share a common level of culture is becoming more and more apparent. In my opinion, motivation for learning and for the sharing of culture has never been stronger.

In our educational system, upon which the strength of democracy depends, we have emphasized the scientific attitude, have trained our youth to learn by doing, to think independently and logically, and to search for basic truths. If we have taught our lessons well, and it appears that we have, we can expect tremendous social change.

The fact that we could meet in Miami last year and in San Francisco now is indicative of our attitude toward space and distance. Mobility is a part of our culture--so much so that the NEA Research Division reported that in one single recent year, one out of every five Americans changed residence and three and one-tenth per cent of these moved to another state.¹ With mobility comes the need for sharing a common level of language, particularly the spoken language, which is the basis of socialization and culture.

The events of this past year shared through our television sets--the programs on the Civil Rights movement, the speeches during the Freedom March to Washington, the hearings exposing the Cosa Nostra, and even the commercials that make use of the language of the people as they express their satisfaction with various soaps and brands of toothpaste--have been a tremendous force in advancing our thinking and awareness regarding American culture and language. By the simple comparison of the speech of Joseph Valachi with that of the many cultured Negroes who have appeared on television during the past year many people may have realized for the first time that speech is not biological or racial. Speech is an overlaid process that is learned, and it is learned largely through imitation of those about us.

Yet speech and culture go hand in hand, and if we are to raise the level of culture of those who have been in part victims of cultural lag, we must quicken our efforts in teaching. We must find new and more directly helpful ways to change language patterns to more effective ones.

To take poetic license with the folk singers:
"How many times can a man turn his head and pretend that he just doesn't hear? The answer, my friend, can't be just blowing in the wind. The answer is up to teacher, dear!"²

To enable the child to develop his innate potentialities, the basic requisite is effective language. As Pollock has stated this,

Language is the basic instrument through which human beings share their thinking.

If a youth is to develop as an individual, contribute to society, and participate in its benefits, he must have command of the social processes of language.³

Because I come from Detroit, a city which has both contributed to the mobility of the nation and felt the effects of it, as a teacher of high school English, I have become keenly aware of the language needs of migrant students, and have attempted to do something about them.

Within the past ten years, among others, approximately 200,000 Negroes have come to Detroit in search of economic and social betterment.⁴ Among the migrants are those of all levels of educational and intellectual potential. A great many, particularly those of low socio-economic level, bring a pattern of speech that differs noticeably from the standard pattern of the new area. The migrants depend upon the schools to make any necessary changes in their language and socialization to make them employable. Detroit is not alone in this regard. Because of the influx of white and non-white workers from the South, a migration which linguists have called "an exodus," speech improvement has become a major urban educational problem.

I understand that here in Berkeley the school system, which prides itself on having a very high academic rating with one-third of the school population ranking in the top tenth percentile, now also has one-fourth of the school population ranking in the lowest tenth percentile and that the search is on for ways to raise cultural levels and to change language patterns.

In their little book, *Dialects USA*, by Jean Malmstrom and Annabel Ashley, published this year by NCTE, a dialect is defined as "the variety of language of a single homogeneous speech community" and it involves differences in pronunciation, vocabulary, and grammar.⁵

In summarizing the work of the dialect geographers, the authors state that in general there are three different dialect bands which extend from east to west across the United States--Northern, Midland, and Southern; and, they state, "These important conclusions wipe out earlier notions that something called 'General American' speech exists. This supposed speech type is usually defined as extending from New Jersey on the Atlantic Coast through the Middle West and the entire Pacific Coast. Nor does Mid-western dialect as such exist. Clearly, such descriptions of dialects in the U. S. A. are vastly oversimplified."⁶

We must not, then, confuse the terms "General American" and "Standard English." In making a comparison with England to illustrate social structure as one of the reasons for dialect differences, the authors state, "In the United States, no sharp dialectal lines divide social classes. All children here are taught standard English in our schools. This is the language used to transact the important affairs of our country. As you might expect, a person's dialect tends to reflect the length of time he has spent in school."⁷ (unquote.)

Perhaps this too is oversimplification and wishful thinking. By whatever name we call the dialect in which the major affairs of our country are transacted, when we find that we are turning out high school graduates who habitually use language that differs from it in pronunciation, vocabulary, and particularly grammar, we cannot claim that all students are taught standard English in our schools. At least they haven't learned.

The problem is a general one, and the means for

¹"U.S. on the Move," *Scholastic Teacher*, Vol. 26, No. 4, 1959, p. 2 T.

²Peter, Paul, and Mary, "In the Wind," (Warner Brothers Records).

³Thomas Clark Pollock et al., "The English Language in American Education," A Report of the Modern Language Association Commission on Trends in Education, 1945, *Issues, Problems, & Approaches in the Teaching of English*, ed. George Winchester Stone, Jr. (New York: Holt, Rinehart and Winston, Inc., 1961), p. 137.

⁴Projected from "Michigan--Decline in Detroit," *Time*, October 27, 1961, p. 27.

⁵Jean Malmstrom and Annabel Ashley, *Dialects USA* (Champaign, Ill.: National Council of Teachers of English, 1963), pp. 3-4.

⁶*Ibid.*, p. 41.

⁷*Ibid.*, p. 7.

change could be equally effective in changing any regional speech pattern. However, if my remarks today seem pointed to any specific dialect, it is simply because for the past twenty years I have been concerned with the particular problem as it exists in Detroit schools.

The dialect used by a great many of our students, particularly those of low socio-economic level who are migrants, children or grandchildren of migrants, contains pronunciation differences such as the constant substitution of the low front vowel /æ/ for /aI/, to confuse rat with right as in the old spelling story, "Teacher, do you mean mousy rat or all rat?" Another frequent pronunciation difference is the substitution of f for th as in bofe, /I/ for /E/ as in pInny, the omission of the I in help to sound like he'p yo'se'f, and the use of axe for asked. Vocabulary differences include coined words such as onliest and unlessen, carry for take, chunk for throw, and the frequent use of fixin' to. Most noticeable are the grammatical differences, particularly in verb forms. The past tense signal ed is habitually omitted as are auxiliary verbs, and there are frequent examples of lack of agreement between subject and verb as in he have, they is, and she do. The antiquated use of be is very common.

While these differences might go unnoticed in some sections of the rural South, they bring negative reactions when heard by employers in urban areas where standard English is spoken. If the schools are to help these students adjust to the new environment and enjoy the social and economic betterment for which they became urbanized, we are going to have to give them special language training. In many cases to maintain rapport with the home, the student will need to learn standard English practically as a second language. This is no easy task, and we must be aware that we are placing a tremendous burden upon the child.

Although there is no one method that is best for anything, and there is no mechanical device that will ever replace an understanding and stimulating teacher, the means which I have found most effective for meeting the problem of changing dialects is through the use of a tape recorder.

There are so many uses for the tape recorder in teaching, that I'd like to see one in every English classroom. Of course, like all things, this could be overdone. In case you missed the tape recorder story printed in the Saturday Review last year, I'd like to take time out for it.

There was a very important and very expensive professor at the university whose only responsibility was to teach a seminar of twelve students. "As the semester opened, he discovered that even this responsibility was too great for the time available, and as an important and expensive professor, he presented the problem to his dean, with the following suggestion. He would communicate to a tape recorder the knowledge which he wished his students to have during their semester with him, and each week in the classroom the tapes would be played. At the end of the semester he would hold an examination, grade the papers, and the teaching would have been accomplished in exactly the same way as before, without any more difficulty than if he were present.

"The dean agreed to the proposal, and the plan was set in motion. During the fourth week of the seminar, by accident the professor found himself suddenly free of outside entanglements and present on the campus on the day the class was to meet. Feeling that it might be only decent to go along to see how his students were progressing, he went to the appropriate class at the appropriate hour and opened the door. There on his desk at the front of the seminar room was the tape recorder transmitting its message, and there, on twelve chairs grouped around the front desk, were twelve tape recorders recording the professor."⁸

I'm sure some of you are wishing at this moment

that you had brought your tape recorder along so that you might be elsewhere. But nothing will ever take the place of this person-to-person contact which is the essence of teaching. Teaching machines and other mechanical gadgets will come, but we need have no fear of them. We can put them to use wherever possible to be of assistance in freeing us for more of the really worthwhile, individualized, person-to-person contact with students.

To understand how I arrived at the use of tapes for changing dialects, let us review the speech process. As talking animals, we learn to communicate verbally through entering various stages of development from crying to babbling to lallation (the first ear-voice reflex), on to the stage of echolalia where we echo, or imitate, the sound patterns we hear about us. As Donald Lloyd says, "We learn to speak at our mother's knee and at other low joints."

It is in this latter stage, the echolalic, that the special sound pattern of the child's native language becomes established. As he goes on into articulate utterance, it becomes more refined and fixed so that by the time he is about six years old, the habits that will form his adult speech pattern are already set. To re-educate and build new habits, we must take him back to the stage of lallation, sharpen his ear-voice reflex, and carry him on through echolalia, giving him good standard forms to imitate. It is on this premise that the language laboratories for teaching foreign languages have been so successful in our schools. It is time we English teachers had them, or at least time we began to make greater use of their techniques for teaching English.

A year of independent study as a Ford Fellow led me to this conclusion. Part of the study included a questionnaire given to eleventh and twelfth grade students in six Detroit high schools. The study showed that the selected list of 102 non-standard usages, which the students were free to check or not to check, were both heard and used at least four times more frequently by students in schools representing regional speech patterns than by students in schools representative of Detroit area patterns. The results of this study were published by Wayne State University Press for the NCTE. Those of you who are familiar with the book, IMPROVING PATTERNS OF LANGUAGE USAGE, know that it is divided into three parts: The Problem, Possible Ways to Meet It, and Suggested Remedial Lessons and Exercises.

The time needed to develop and test English lessons on tape geared to meet this problem was provided by the Office of Education in a two-year grant under the National Defense Education Act of 1958. The purpose of the grant was to develop and test in a controlled experiment the effectiveness of a series of tapes for changing regional speech patterns.

The experiment was conducted at Central High School, Detroit, and evaluated by the Analysis of Covariance technique using a five-factor grid. There were two control and two experimental sections, randomly selected, and taught by two teachers with each teaching one control and one experimental class, morning and afternoon. The classes followed a three-group plan with the groups rotating their activities of speaking, reading, and writing during the three middle days of the week, while still carrying on other language arts units. Both the experimental and the control groups followed the same plan with the exception that the speaking groups in the experimental sections had the listening-and-repeating lessons by tape while the control groups read the same material from scripts and could read aloud if they wished, but they did not hear the taped examples to imitate. In the rotating group plan, the two self-conducting groups encouraged self-discipline and cooperation and enabled the teacher to give individual attention in the writing circle. This plan was described in an article in the September 1962 issue of THE ENGLISH JOURNAL. I brought along a few reprint copies for those who would like them.

⁸Harold Taylor, Saturday Review, August 18, 1962.

The machine-computed results of the experiment were based on two oral and two written tests given before and after the taped lessons. The oral tests were taped autobiographical speeches and business interviews. Disinterested speech correctionists, who didn't know which tapes were which, tallied the number of deviations within one minute of speaking time.

Since I reported on the statistical findings at the last convention, I'll omit the details other than to say that the Experimental Group which used the tapes did almost twice as well over-all as did the Control Group, and the factor of Group was significant at the .01 level for the Extempore Speech and at the .05 level for the Business Interview. There were no significant interrelationships among the findings when applied to the written tests, the conclusion being that one semester was too short a time for results to carry over significantly in writing although both written tests did show improvement, with greater improvement for the Experimental Group.

The Final Report to the U. S. Office of Education, 200 copies of which were sent out to libraries which are repositories for their publications, was entitled EFFECTIVENESS OF INSTRUCTIONAL TAPES FOR CHANGING REGIONAL SPEECH PATTERNS. This report with the addition of the scripts and a few minor differences comprised by doctoral dissertation which is available on Inter-Library Loan Service.

The set of fourteen tapes, one fifteen-minute introductory, motivational tape, and thirteen half-hour listening-and-repeating lessons, explain the structure of the language in an informal manner.

In preparing the tapes, care was taken that they:

- (1) Present all the major structures of the language.
- (2) Use newer linguistic concepts while retaining identity with some of the old terminology.
- (3) Progress from simple to complex.
- (4) Give repetitive practice for habit formation.
- (5) Use many different techniques for pupil participation to hold interest.
- (6) Incorporate some writing, spelling, and punctuation to integrate language skills as well as to help to hold attention.
- (7) Attempt frequently to keep the student motivated toward self-improvement.
- (8) Focus on repetition of sounds, words, and usages most needed to help students develop good standard English patterns.
- (9) Include Skinner's theories as used in programmed learning.
- (10) Contain a brief assignment and a summary of each lesson.

Voices were chosen that are rich and pleasing, both male and female, and that represent a variety of regional, racial, and national backgrounds to illustrate the point that good speech is a learned activity. Taping was done at a professional studio on Ampex equipment.

Because language is such a personal possession and we're all very sensitive about it, the tapes were designed to be heard through earphones to give each child the feeling that he is being individually instructed. However, they seem to be effective when played as an open lesson for the class as a group to hear and to repeat in unison.

Although available just a year, the tapes are used in a few -- ten, to be exact -- widely scattered places outside of Detroit as far apart as Honolulu, Hawaii; and Baltimore, Maryland. This fall I sent out a little questionnaire to gather what information I could concerning their use. The reports are most gratifying. They are used mainly with 9th and 10th grade, low-ability groups, but Flint, Michigan, uses them with potential drop-outs in grades 8-12, and in the Milwaukee Vocational and Adult Schools they are used with high school drop-outs aged 16 to 18. Lacking regular language laboratory facilities, most of the schools play the tapes as an open lesson. In Topeka, Kansas, the students sit in a circle around the tape recorder; but in New Albany, Indiana, where

the English classroom is equipped with ten sets of earphones in separate listening booths, the three-group plan is used just as in the experiment at Central. In Flint they are heard individually on a voluntary basis, but generally the taped lesson is prescribed class work once a week. To the question, "Does the student hear the same tape more than once?" Milwaukee said the student "may if he wishes;" Baltimore said "yes;" New Albany, Indiana, replied "rarely, except for review;" and the others said "no."

Asked how they have been received by teachers and by students, some of the answers were: (By teachers) "Well, " "are interested; some skeptical, " "favorably, " "very well, " "with interest, " and "excellent. " (By students) "interested during class; follow up with more materials, " (this was from Wisconsin). Indiana said, "with great interest and enthusiasm. " Michigan replied, "reluctantly. " Maryland replied, "favorably -- especially by business education students. " Others stated, "very well, " "with interest, " "excellently, " and one said, "with mixed emotions. "

To the questions, "Has learning taken place? Are students more speech conscious? Are they enunciating more clearly? Are they sometimes heard correcting themselves?" With the exception of one "somewhat, " all replies were "yes. " But to the question, "Have any tests been given to provide tangible evidence that improvement has taken place?" most stated that it was too soon to tell or that the whole program hadn't been finished. Topeka, Kansas, said "yes, " but that on a 100 point test on traditional grammar the students showed little progress.

"However, " Harriet Ham of Topeka, in her two-page letter which accompanied the returned questionnaire, went on to say, "I can report that I saw a change in attitude toward English through the use of your tapes. Both boys and girls understood the terminology, and the modern grammar approach seemed to make sense to them. To boys who understand what stress means in terms of an engine, it seems to be an easy transition to 'the first main word of stress in a sentence is the subject. ' They were pleased that they could understand, and the general atmosphere changed from 'I can't understand this stuff, ' to 'English isn't so bad - I'm not as dumb as I thought I was! It is in this realm, as an effective means to change a negative attitude toward English, that your tapes have immense value, from my viewpoint. "

Katie Musselman of New Albany, Indiana, wrote, "There is visible evidence that students are more speech conscious. Self-correction and awareness of others' grammatical mistakes and pronunciation errors are the two most obvious elements I have observed to this point. During the first six weeks of school, relatively few tests have been given, adhering to the philosophy of the program as used here. However, there will be a gradual increase in the amount of testing in order that we may see a record of improvement during the year. "

To the question, "Do you think more tapes of English lessons should be developed?" all answers were affirmative. To, "If so, what phases of English usage would you think should be stressed?" the following suggestions were made: 'sentence variety and its various techniques: work on modifiers -- misplaced, dangling, " "a unit on sentence construction; and periodic paragraph listening tests (listen to a paragraph on tape; then answer questions that follow), " "usage in real life situations such as introduction, giving directions, stating an opinion, etc. , " and one stated "review of the same phases for emphasis. " A verbal report from Highland Park High School in the community where I live stated that they wanted additional tapes with more drill examples of each of the separate phases presented.

Asked, "What improvements would you suggest in the format and presentation?" the answers were: "I would suggest greater use of nonsense sentences -- words written 'in code. ' This seems to be touched

upon but not developed as it should be for student use;" "Assignments could be more stimulating, perhaps more meaningful if connected with students' interests." Anne Shank of Central High School, Detroit, who worked with me on the experiment and is one of the voices heard on the tapes, has arrived at this conclusion, "I would prefer the tapes to be fifteen minutes in length. In this way the teacher could be more certain of the group's hearing it through if class has any interruptions, and if a re-run were desirable, it could be run over then and there." Barrett Kidwell of Patterson High School, Baltimore, Maryland, wrote, "I suggest that the tapes be monitored and the designated footage be noted on a label inside the box. This would help the teacher to know what material appears on each tape and to know where each phase starts on the tape. This would expedite use of the materials."

The final question was, "Do you have further comments to make either for or against this particular type of teaching aid?" The reply from Indiana stated, "I detect an enthusiasm for the structural grammar approach. Seemingly it is a more logical approach for this type of student. Listening to the tapes individually increases each student's responsibility as a listener and as an organizer of facts. Learning to follow directions in this way is excellent practice for them." From Maryland: "I favor this type of teaching. However, oral repetition to a tape played in an open situation for all is not as effective as it would be in a multi-booth language laboratory situation." From Honolulu: (on the questionnaire) "We think it is a sound approach. We have used the auditory approach for Speech Improvement for a number of years now. The results have been most satisfactory." And in the accompanying letter: "The pupils receiving the instruction via the tapes are of low ability and come from culturally impoverished homes. Their listening span is quite short. They scored ten percentile and below on the Brown-Carlson Listening Test. A change of activity or procedure with these children usually helps keep them interested. However, I will have a clearer picture of how to use the tapes to the best advantage by the end of the semester. I feel we are fortunate to have an aid such as 'The Golden Series.'"

Teachers are wonderful! Perhaps they all practice the old adage that if you can't say anything nice, don't say anything at all. My returns, though, were seven out of ten, and I may still hear from the other three.

The most complete evaluation, the rest of which I've saved for the last, is from Harriet Ham of Topeka, Kansas, whom I hope to meet some day. She wrote: "An unexpected dividend which I have had from the tapes is the experience of being an objective third person in the classroom. With the tape doing the teaching I have been able to center my attention on the students, notice when they did not understand and where reinforcement was necessary. Therefore, I consider your tapes an excellent example of team teaching.

"I think the possibilities are unlimited for the use of tapes in the teaching of English. It would be valuable for any teacher to have good examples of developmental procedures in teaching all types of literature, critical reading, etc., and how especially valuable these would be for a beginning teacher.

"There is always the possibility that a teacher could develop tapes individually, but in this respect I think it might be well to mention the additional advantages of your tapes in providing an opportunity to develop listening skills, notetaking skills, and better speech patterns. These values require organization, technical knowledge, timing, voice control, all of which I think you managed beautifully on your tapes.

"All of this adds up to a hearty agreement, from actual experience, with Dr. Squire's opinion that the Golden Language Tapes are one of the most promising new developments in the teaching of English.

Sincerely yours,
Harriet Ham"

Love that lady!

I'm sure I sound like a child with a new toy, one that I'm trying to persuade you to have your fathers buy for you, and that is precisely how I feel. If, as James Squire, Executive Director of NCTE, said at a Reading Conference and Workshop in Chicago, these tapes are one of the most promising new developments in the teaching of English, your school fathers should buy them for you. Paul Diederich, of Educational Testing Service at Princeton, told the fathers so at the Principals Convention in Pittsburgh this year. You might call their attention to the written version of his speech in the April 1963 BULLETIN OF THE NATIONAL ASSOCIATION OF SECONDARY-SCHOOL PRINCIPALS in which he states that he believes the next great task of the English profession in this area is to follow the path these tapes have opened up. He says, "It will almost certainly do more good than any amount of red ink."

Lest I become over-enthusiastic, I must remind myself and you that we can't hope to wipe out a dialect in a generation or two even if this were our aim. We can help the student who wishes to help himself to become more socially mobile in his use of language. We can first help him to become aware of the need for change by becoming a more critical and discerning listener; we can give him good examples to imitate and to practice while trying on the new speech patterns; and we can encourage his efforts at self improvement.

The above is the text of a speech delivered at Berkeley and at San Francisco, California, during the National Council of Teachers of English Convention in November, 1963.

At the 1964 NCTE Convention in Cleveland, Ohio, reference to The Golden Series of American English Language Lessons was made in at least three program sections. They were cited as innovating a promising technique for effecting language change, and in one pre-convention workshop a demonstration of a lesson from the series was presented.

The lessons are now in use in both public and parochial schools in junior and senior high schools, adult and vocational schools, and in colleges. Among the first cities in which schools acquired them are: Detroit, Flint, Highland Park and Oak Park, Michigan; Topeka, Kansas; Baltimore, Maryland; New Albany and Gary, Indiana; Skokie, Illinois; Cleveland, Ohio; Milwaukee, Wisconsin; Richmond, Oakland, San Diego, Los Angeles, Bakersfield and Santa Costa, California; Honolulu and Kaneohe, Hawaii; Tulsa, Oklahoma; and Portland, Oregon. They are also being tried in Philadelphia, Washington, D. C., and New York.

Adjectives and Adverbs

EGA-05

EXPLANATION

The third main class word is the adjective. These words influence our lives more than most of us realize. They are not only used to paint pictures of beauty, but to spread hate and prejudice, and to entice us to spend our money. They are the tools of the novelist, the propagandist, the advertiser, and the salesman. Instead of repeating the following, give an opposite, or a contrasting word:

REPETITION

little ugly dirty rough bearded
foreign sweet soothing energetic
immense cool strong dull genuine

EXPLANATION

Adjectives are words that can fit in position between the determiner and the noun. Repeat these phrases noting the position of the adjective:

REPETITION

the spectacular movie the ugly duckling
the neat package the sleek, red car
the tiresome journey the discourteous waiter
the narrow channel

EXPLANATION

We could also place the adjective after the verb, but it is an adjective because it could fit just before the noun. Note the position as you repeat these sentences:

REPETITION

The tea was hefty, hot, and hearty. The journey seems tiresome. The waiter looked untidy. The movie was exciting. The channel appears narrow. The shoe feels tight. The package will be attractive.

EXPLANATION

Listen for the adjectives as you repeat these sentences taken from advertisements:

REPETITION

The new mix makes fabulous soup, exciting sauce, elegant gravy. This alarm clock, framed by a sparkling border with plain or luminous dial has a small case with wood-grain effect. Choose a charming pattern or a dramatic new solid color. Oak floors have rich, natural color and beautiful grain with many practical advantages. These roomy, full-sized interiors sparkle with new fabrics.

EXPLANATION

Prepare to write as you listen. Adjectives answer questions about nouns or pronouns. They tell how many, what kind, which one, and whose. Label your paper **ADJECTIVES** and number it from one to ten. Keep in mind that numbers, if they are used before nouns, are adjectives as in five cents or ten men.

Ready? Repeat the sentence aloud, and then write the adjectives after each number.

REPETITION

1. She is an attractive girl.
2. She seems intelligent.
3. The boys like her friendly smile and pleasant manner.
4. She is kind and considerate.
5. The handsome boy is a good athlete.
6. He is short and clean-looking.
7. Their conversation is bright and lively.
8. He has little spending money.
9. They walk to the public library.
10. They often enjoy good records.

EXPLANATION

Check your answers as we test to see that each adjective could go before a noun.

REPETITION

1. attractive attractive girl
2. intelligent intelligent girl
3. friendly friendly smile
pleasant pleasant manner
4. kind kind girl
considerate considerate girl
5. handsome handsome boy
good good athlete
6. short short boy
clean-looking clean-looking boy
7. bright bright conversation
lively lively conversation
8. little little money
spending spending money
9. public public library
10. good good records

EXPLANATION

Did you make the mistake of including often because often goes before enjoys? Enjoys is a verb. Words that tell how, when, or where about verbs are adverbs. They can be placed in the position following the other three main words, but may be used elsewhere in the sentence. Repeat these sentences as you note where the adverb could be placed.

REPETITION

He often enjoys good records. Often he enjoys good records. He enjoys good records often.

EXPLANATION

A similar adverb only can be placed after the other three main class words, and can take many positions in the sentence. Note these as you repeat:

REPETITION

I hit him in the eye only. Only I hit him in the eye.
I only hit him in the eye. I hit only him in the eye.
I hit him only in the eye. I hit him in the only eye.

EXPLANATION

In this sentence the word only is sometimes doing the work of an adjective and sometimes that of an adverb. When only, often, and other similar words tell how, when, and where about the verb, they are adverbs.

Most adverbs are formed by adding ly to an adjective. Repeat this list of adjectives followed by the matching adverb:

REPETITION

bright	brightly	cheerful	cheerfully
confident	confidently	frequent	frequently
careless	carelessly	real	really
prompt	promptly	serious	seriously
glad	gladly	happy	happily
noisy	noisily	immediate	immediately
polite	politely	separate	separately
swift	swiftly	extreme	extremely

EXPLANATION

Most ly words are adverbs, but not all. Lonely is an adjective. Kindly may be an adjective depending upon its use. Note the use of these words as you repeat these sentences:

REPETITION

The lonely man is gone. The man was lonely. The kindly man is here. The man is kindly. Will you kindly give this to the man?

EXPLANATION

In the last sentence kindly tells how about the verb give, and is an adverb. Very and words which could substitute for the word very are also classed as adverbs. We shall call them **DEGREE WORDS** because, like the word very, they are structure words that show degree, extent, or power. They are also called **INTENSIFIERS** because they intensify the word that follows. They come before adjectives or other adverbs. On your paper write these sentences and label the part of speech each word is:

P.	V.	Deg.	Adj.
She	is	very	pretty.

Your labels above each word will be P for pronoun, V for verb, Deg. for degree, and Adj. for adjective.

Do the same for the sentence: He walked very slowly. The labels are the same except that slowly is an adverb, labeled Adv. instead of an adjective. It tells how about walked. Now repeat these sentences noticing the degree words that could substitute for very, as you look at your sentences. Also notice the infonation, or sound, pattern as you emphasize the degree word.

REPETITION

She is quite pretty. She is really pretty. She is even pretty. She is still pretty. She is somewhat pretty. He walked terribly slowly. He walked extremely slowly. He walked unusually slowly. He walked more slowly. He walked so slowly.

EXPLANATION

As you can see, degree words, or intensifiers, qualify or modify either adjectives or adverbs. Adverbs, the last of the four main classes of words, then, include "pure" adverbs and degree words. Note the adverbs as you repeat these sentences:

REPETITION

He just caught the plane. He is already in the plane. He is now seated in the plane. He is very happy. He is going home. The plane rises very fast. It speeds away. It slowly disappears. The sun shines everywhere.

EXPLANATION

Some adjectives and adverbs change form when we are making comparisons. Others stay the same, but add more and most for comparisons. Repeat these sentences noting the changes in form.

REPETITION

She is pretty. She is prettier than Mary. She is the prettiest of all the girls. She is beautiful. She is more beautiful than Mary. She is the most beautiful girl of all. She tried hard. Mary tried harder. Jim tried hardest of all. She sang softly. Mary sang more softly. Jim sang most softly. She is the prettier of the two. She is the prettiest of the three. Mary is the more beautiful of the two. She is the most beautiful of the three.

EXPLANATION

Notice that sometimes e r and e s t are added to the stem of the word to change it, and sometimes the words more and most are used in place of er and the st instead of changing the adjective or adverb. The er form is used to compare two, while a comparison of more than two takes the est form. The forms in the comparison are called positive, comparative, and superlative. It doesn't matter if you remember these names, but it does matter that you use the adjective forms correctly. On your paper set up three columns which you can label 1 2 3, or Positive Comparative Superlative, spelled just as they're sounded
Pos i tive Com par a tive Su per la tive.
Use the digits to show that we use the comparative for two objects, the superlative for comparing three or more. Repeat and copy the first three examples given, then just repeat the rest and fill in this chart later with your own examples.

REPETITION

Repeat and write:

happy	happier	happiest
good	better	best
hard	harder	hardest

EXPLANATION

Now just repeat, faster.

REPETITION

wise	wiser	wisest
beautiful	more beautiful	most beautiful
ugly	uglier	ugliest
small	smaller	smallest
welcome	more welcome	most welcome
exciting	more exciting	most exciting

late	later	latest
selfish	more selfish	most selfish
useful	more useful	most useful
lovely	lovelier	loveliest
narrow	narrower	narrowest
difficult	more difficult	most difficult
bad	worse	worst
good	better	best
little	less	least
much	more	most
far	farther	farthest

EXPLANATION

Now correct the following errors, by changing the wording so that you repeat only good standard forms. (A second correct sentence will be given for you to repeat.)

REPETITION

Repeat:

Wrong: This is more better than that. (You are to say it correctly.) (Repeat)

Right: This is better than that.

Right: This is better than John's.

Wrong: It was the beautifulest picture I had ever seen.

Right: It was the most beautiful picture I had ever seen.

Right: It was the most beautiful landscape I had ever seen.

Wrong: That was the most hardest problem.

Right: That was the hardest problem.

Right: That was the hardest one to understand.

Wrong: She sings more softer than Mary.

Right: She sings more softly than Mary.

Right: She plays the piece more softly.

Wrong: It was the goodest candy.

Right: It was the best candy.

Right: It was the best fudge I had ever eaten.

EXPLANATION

The following sentences are all examples of good usage. Repeat them clearly and distinctly noting adjectives and adverbs:

REPETITION

He had several books on that subject.
Which one does he like best?
Are there any sandwiches left?
These are better than those.
These are tastier, but those are more beautiful.
She works quickly and efficiently.
John works more quickly but less efficiently.
There are too many people here.
We are making less noise than they.
He is least welcome who makes the most noise.
His secretary always opens the mail hurriedly.
The elevator operates automatically.
Is your car ready for safer, surer, colder-
weather driving?
Those bright colored sport shirts are flashier
than the plaid ones.

Note that the comparison word is than, not then. Repeat flashier than.

EXPLANATION

Now repeat sentences that review today's lesson, noting the structure of the sentence and the meaning.

Today we have learned about adjectives and adverbs. Adjectives come before a noun or after a linking verb.

Adverbs take many positions in the sentence. The letters ly are a signal that the word is very likely to be an adverb.

Words like very and substitutes for very are called degree words.

In general, adjectives tell how many, what kind, which one, or whose.

Adverbs tell how, when, or where about the verb.

EXPLANATION

For an assignment, complete a chart showing the

comparison of at least five adjectives or adverbs. Bring examples from magazines and catalogues to show how adjectives and adverbs are used to make us want to buy, or to influence us in some other way. Again, your assignment includes comparisons, sentences, examples.

- End of Lesson EGA-05 -

Troublsome S

EGS-06

EXPLANATION

Language is a sacred inheritance. We must do it justice, and ourselves justice by the way we use it. Let us begin with a few mouth-opening exercises to get a clear i sound. I is one of the five vowels. Say them aloud, but softly.

REPETITION

A E I O U. Now rapidly: A E I O U

EXPLANATION

Because i is made up of two separate sounds ah ee, it is called a diphthong. Say ah. Now say ee. Put them together and repeat them five times like this: Ah-ee ah-ee I I Again: Ah-ee ah-ee I I I. Listen to yourself as you repeat the following sentences:

REPETITION

Hi, there! That's right. Hi, there, Si! Why do you cry? Why did you lie? I ate the pie, Si. Don't cry. It was mine. There are nine pies, Si. But not all nine are mine.

EXPLANATION

Some speakers have trouble with the misplaced sound of ss represented by the letter S. Did you put a ss sound on the word mine? It shouldn't be there, you know. The word is mine, m-i-n-e. Spell it aloud. Repeat these sentences:

REPETITION

It's mine. All nine are mine. They're either mine or yours. They're mine, but I thought they were yours. He took mine into the fine new library. I turned mine in. I took mine outside. I gave mine to the people outside.

EXPLANATION

Did you add an S sound to the word people? Don't. Write this sentence: I gave mine to the people outside. I gave mine to the people outside.

REPETITION

(Repeat) What people? Just the people outside. Are there people inside, too? No, just people standing outside. Are they purple people eaters? No, just people eating purple grapes. How many people are there? There are nine older people and five little people.

EXPLANATION

Do we ever use an S sound with the word people? Yes, but rarely. We use it for ownership, or for possession, as in the expression the people's choice, and we use the ss sound when we speak of the various peoples of the earth. Here we would be meaning tribes or races, but since we would seldom use this meaning, we can safely discard this S. Those with S trouble would be safer, until the habit is broken, to follow the rule of never putting an S sound on the word people just as we wouldn't add an S sound in the plural sense to men or children, which are already plural words. We show ownership in writing by the apostrophe and S as in the people's choice, the men's hats, or the children's toys. Write these. Here they are spelled: p e o p l e ' s, m e n ' s, c h i l d r e n ' s. Repeat these sentences without the ss sound.

REPETITION

How many people were present in 1959? There were 49 men and 29 children. How many people in 1955? There were many more children and women. How many people altogether? Did you say one hundred? Yes, I dread to say there were over one hundred. There were one hundred and forty-nine people altogether.

EXPLANATION

Some people also forget to put the S sound where it belongs. Often parking lot attendants will say, "It's fifty cent," and are thereby judged to be uneducated. Remember we are always being judged by what we say, and by how we say it. Educated people respect their language and avoid the little speech differences that make negative reactions.

REPETITION

(Repeat these phrases quickly) one man two men one cent two cents one woman two women one child two children one person two persons two people one cat two cats one cent two cents three cents four cents five cents one cent ten cents ten men ten people ten children ten women five cents ten cents fifteen cents fifty cents four men four children four cents four women four people nine children nine women nine people nine men five people five men five cents five children it's mine it's yours it's his it's theirs it's mine it's ours it's the man's it's the woman's it's the child's it's mine it's ten cents it's fifty cents.

EXPLANATION

Write, It's mine, with the contraction for it is spelled I t ' s and mine, m i n e. Write, It's fifty cents, spelling it out. Write these possessive words: my - mine you - yours her - hers our - ours their - theirs, spelled with eir when it's possessive. Observe the placement of the letter S.

Did you notice that when we said, "It's the man's, It's the woman's, It's the child's," we were again using the possessive case? These words are spelled with the apostrophe s.

REPETITION

(Repeat, spell, and write these words) man's - m a n ' s men's - m e n ' s woman's - w o m a n ' s women's - w o m e n ' s

EXPLANATION

We say women with a beginning wi sound although the word is spelled w o m e n. We say one woman, two women.

REPETITION

(Repeat) It's the man's. It's the woman's. It's the child's.

EXPLANATION

Here is another misplacement of the letter S. There are no such words as everywhere, somewhere, anywhere, and nowhere. The S should be omitted. Repeat:

REPETITION

I thought we were going somewhere this evening. We didn't go anywhere last weekend. We looked everywhere for him. It was somewhere near the school. We couldn't find it anywhere.

EXPLANATION

The letter S is often troublesome in verbs, especially in the third person singular present tense. Present tense, as you know, means action happening now, as in the following. Repeat:

REPETITION

he runs he dances she talks it looks

EXPLANATION

We say: I run you run, but he runs, we run, you run, they run. This is the present tense conjugation of the verb to run. Let's try it with other verbs.

REPETITION

I dance you dance he dances we dance
you dance they dance. I talk you talk she
talks we talk you talk they talk. I look
you look he looks we look you look they look.

EXPLANATION

The letter S, though sometimes troublesome, also stands for sentence. To help us to get some "sentence sense," observe that these two-word groups we've been uttering are sentences, or complete thoughts. The simplest sentence pattern contains a noun and a verb. I, you, he, she, it, and they are pronouns that take the place of nouns. As we go on repeating the forms we need to stress, think of them as sentences, each of which must start with a capital letter and end with a period.

REPETITION

Repeat:
He goes. He does. She sees. He takes. It
sings. He drinks. She throws. It runs. He
wears. She speaks. He rides. It writes.
She comes. He sits. She chooses. It creeps.
He says. She means. It affects. He awakes.
It drags. She begins. He manages. It comes.
It costs. He chooses. He deals. She teaches.
He learns. He asks.

EXPLANATION

The last three simple sentences require a little more thought. We never substitute learn for teach, and we must be careful not to substitute another sound for asks. Say as k. Now add the s. Say it slowly: as ks. Faster: asks. Repeat these three sentences and go on.

REPETITION

She teaches. He learns. He asks. She asks.
It shakes. He throws. He steals. He writes.
She swims. It shines. It rings. He tries.
He succeeds.

EXPLANATION

Now let's conjugate a verb in the present tense again, thinking of these two-word units as complete thoughts, or sentences. Ready?

REPETITION

I do. You do. He does. We do. You do.
They do.

EXPLANATION

Add an object to the verb, and the sentence pattern will be Subject, Verb, Object, or Noun, Verb, Noun. Start with the object homework and use it with various determiners. Repeat:

REPETITION

I do my homework. You do your homework. He
does his homework. We do our homework. You do
your homework. They do their homework. I drive
a car. You drive a car. He drives a car. We
drive a car. You drive a car. They drive a car.
I write letters. You write letters. He writes
letters. We write letters. You write letters.
They write letters. I have a pencil. You have a
pencil. He has a pencil. We have a pencil. You
have a pencil. They have a pencil.

EXPLANATION

The verb to be is an irregular verb. Repeat it in the present tense in the simple N. V. sentence pattern. Memorize it.

REPETITION

I am. You are. He is. We are. You are.
They are. (Again, faster). I am. You are.
He is. We are. You are. They are.

EXPLANATION

The verb to be is used as an auxiliary, or helping verb, and it is also used to link nouns and adjectives together. Repeat the auxiliary usage first, watching the S form.

REPETITION

I am going. You are going. He is going. We
are going. You are going. They are going.

EXPLANATION

Now the linking, Noun, Verb, Adjective (N. V. Adj.) sentence pattern:

REPETITION

I am happy. You are happy. He is happy.
We are happy. You are happy. They are happy.
I am absent. You are absent. He is absent.
We are absent. You are absent. They are absent.

EXPLANATION

Never substitute the name of the verb, be, for any of these forms, and don't omit the structure or helping verb. The use of be may have been acceptable a hundred years ago, but went out with the pony express. Repeat the correct form contracting the verb:

REPETITION

I'm absent. You're absent. He's absent.
We're absent. You're absent. They're absent.
(Again) He's absent. She's absent.

EXPLANATION

Concentrate on the correct use of the S sound as we practice with pronouns in any order.

REPETITION

I talk. He jumps. She writes. They read.
He does. He has. I love. He lives.
We spell. She has. I shout. She shouts.
I blow. She blows. You do. She cooks.
He does. He doesn't. She has. She hasn't.
He fishes.

EXPLANATION

Repeat this summary, speaking clearly, and thinking critically:

REPETITION

In this lesson we have learned:
To use our jaws for the diphthong I.
To omit a final ss sound on mine and words like anywhere.
To be cautious of an S on the word people.
To sound the S in the plural of cents.
To use the S in present tense verbs with the he, she, and it forms.
To use forms of to be as helping and linking verbs
To recognize simple two to four-word sentence patterns.

EXPLANATION

Now, on your paper write any usages from the lesson today that you especially want to remember. For an assignment, write some two, three and four-word sentence patterns. Set them up in groups of five each so that you can see the pattern. Copy these symbols now to help you to remember. Write: Pattern N. V. Pattern N. V. Adj. Pattern N. V. D. (for determiner) N. The last one again was N. V. D. N. Write five of each and make use of the "Troublesome S" in your sentences. I'll repeat. For tomorrow, write five two-word sentences (Noun, Verb), five three-word sentences (Noun, Verb, Adjective), and five four-word sentences (Noun, Verb Determiner, Object).

- End of Lesson EGS-06 -

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