1962

An Aural-Oral Experiment in Freshman English.

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Louisiana State University and Agricultural & Mechanical College

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RICH, Carroll Young, 1933—
AN AURAL-ORAL EXPERIMENT IN FRESHMAN ENGLISH.

Louisiana State University, Ph.D., 1962
Language and Literature, linguistics

University Microfilms, Inc., Ann Arbor, Michigan
AN AURAL-ORAL EXPERIMENT IN FRESHMAN ENGLISH

A Dissertation

Submitted to the Graduate Faculty of the Louisiana State University and Agricultural and Mechanical College in partial fulfillment of the requirements for the degree of Doctor of Philosophy in The Department of English

by

Carroll Young Rich
B.A., Louisiana Polytechnic Institute, 1955
M.A., Louisiana State University, 1957
January, 1962
ACKNOWLEDGMENT

Thanks are due Amelia Hatcher for furnishing data from the Louisiana State University Junior Division, Faye Ott for sending a style sheet, Lorna Ritter for typing, Betty Rich for listening, and especially Dr. N.M. Caffee for suggesting the topic and waiting so long for results.
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Chapter I is a brief survey of twentieth-century American linguistics, with special attention to the methods of the Army Special Training Program for language learning.

Chapter II shows the correlation between errors in writing and oral reading of remedial English students. The various causes of poor language habits among college freshmen are discussed.

Chapter III presents the methods and materials used in an experimental English class. An outline of structural grammar is followed by a brief description of the language laboratory used for oral-aural drill and a discussion of the use of the tape recorder for making taped exercises and for analyzing student errors in reading.

Chapter IV, based on the ASTP premise that language is first of all oral, is a series of substitution frame drills and oral exercises aimed at improving the speech and consequently the writing of the experimental class. There are drills for both classroom and language laboratory.

Chapter V presents comparative statistics on the experimental class and a class taught by usual prescriptive grammar methods. The data include English placement test scores, psychological test scores, and final grades of the two classes. These statistics indicate the validity of an oral-aural approach to improving writing.
CHAPTER I
SOME TWENTIETH-CENTURY WORK IN
AMERICAN LINGUISTICS

As background for a report of an experiment in applied linguistics, the first chapter is a brief review of the work of some men who have greatly influenced language learning and teaching in the United States. Structural linguistics owes a great debt to the European philologists of the last century, especially to the Prague group; but this summary is restricted to twentieth-century American linguistics.¹

The 1921 publication of Edward Sapir's *Language: An Introduction to the Study of Speech* marks the beginning of descriptive linguistics theory in America. Although Franz Boas in his study of American Indian languages had earlier (1911) pointed out some of the problems involved in descriptive methods, Sapir was the first American linguist to state the principle of phonemics. Some ten years later Leonard Bloomfield, professor of Germanic philology at the University of Chicago, advanced even further into pure linguistic theory. His *Language* (1933) is generally considered the most important single work in American linguistics, mainly because in it there appeared the first

¹For a comprehensive list of works mentioned in this chapter and of other articles and books relative to language learning, see the bibliography on pp. 145-149.
comprehensive methodology for analyzing the phoneme and morpheme.

Progressing from Bloomfield's theories, in 1940 Bernard Bloch of Brown University and George Trager of Yale jointly published in *Language* a description of the English plus juncture, a phenomenon which Bloomfield notes but does not include as a suprasegmental phoneme. Continuing their work together, Bloch and Trager completed in 1942 the significant but highly condensed *Outline of Linguistic Analysis*, a "rigorous" pattern for analysis which introduced among other things the off-glide $h$ and predicted the "barred i" /ɨ/ as the missing high central vowel in their diagram of the nine simple vowel phonemes of English.

At the outbreak of war in 1941 no other country in the world was so linguistically unprepared as America. The times required men who knew well many foreign languages, and although we were fairly ignorant of even the major languages of the world (Japanese, Chinese, Russian, etc.) our knowledge of "unusual" languages (e.g. Swahili, Arabic, Thai, Turkish) was negligible. War and its demands for communication with people of many tongues were the impetus for a practical application of the linguistic theories of Bloomfield, Bloch, Trager, and others. The State Department, realizing the urgency of language

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2A fuller explanation and a defense of the off-glide $h$ were given by Trager and Henry Lee Smith, Jr., in *An Outline of English Structure*, 1951.
training for military personnel, turned to the American Council of Learned Societies for help in establishing the Army Specialized Training Program of Languages (hereafter called ASTP\textsuperscript{3}), a program of study based on the findings of an ACLS committee on intensive language instruction. Until 1942 Mortimer Graves was in charge of the program; after that time J.M. Cowan, Secretary of the Linguistic Society of America, became its director. Courses in Asian, European and African languages were first offered in 1943 to 15,000 students in some fifty-five American colleges and universities. A student in the program spent weekly fifteen hours in classroom instruction, fifteen hours in drill with a native informant, and about thirty hours of preparation (assignments, practice with phonograph records). The study usually lasted nine months, but for many trainees the time was shortened, either because of semester length or reorganization of the course. The ASTP program had as its main objective the student's mastery of the spoken language; consequently, reading and writing were not introduced until late in the course, if at all. Although grammar as such was not taught except when its inclusion aided in oral command of the language, ASTP trainees learned to speak foreign languages with better pronunciation and understanding and with greater fluency than did students taught the languages by what Graves calls

\textsuperscript{3}For information concerning ASTP I have relied on Paul F. Angiolillo's \textit{Armed Forces' Foreign Language Training}. 
the "dribble method," three hours a week for several years. Also, Angiolillo has proven that after their intensive training in speaking a language, ASTP students advanced more rapidly in reading and writing than did students taught by other methods.

The two technique manuals for the Army program were Leonard Bloomfield's *Outline Guide for the Practical Study of Foreign Languages* and the Bloch-Trager *Outline of Linguistic Analysis*, both 1942 special publications of the Linguistic Society of America. In his guide Bloomfield stresses the importance of aural-oral learning through the use of an informant, the "mimic-memorize" system: "Imitate the native sounds," he says, and "practice everything until it becomes second nature." Bloomfield's outline is, as the title suggests, practical, and contains little theory.

The Bloch-Trager outline, on the other hand, is almost pure theory. In the preface they say:

> The aim of this booklet is to present in brief summary the techniques of analysis which are necessary for learning a foreign language by the method of working with native speakers and arriving inductively at the grammatical system of their language. The material may be studied by a class or group under the guidance of a trained linguist, or by an individual student working alone. We believe also that the booklet will be useful to the professional teacher of languages in high school and college, and even to the educated layman, as an introduction to linguistic method and to the scientific attitude toward language learning.

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Although this booklet is stiff reading for "the educated layman," it was valuable for ASTP personnel, especially for instructors. Since Trager and Bloch were at Yale, the center for the ASTP Malay-Phillipine and Japanese language study, they were in a position to see the practical application of their work.

The ASTP emphasis on the spoken language and the success of the program have greatly influenced foreign language textbooks and teaching methods in this country. ASTP techniques are used in whole or in part in the State Department's Foreign Service Institute, in the English Language Institute at Michigan, in the English Language Research Program at Harvard, at the Georgetown Linguistics Institute, and in the Division of Modern Languages at Cornell.

After the war other valuable works on structural methods appeared. In 1947 Kenneth Pike published Phonemics, a natural follow-up to his earlier works Phonetics (1943) and Intonation of American English (1945). In the early forties Dr. Pike and Charles Fries had been engaged in teaching English as a foreign language at Michigan's English Language Institute. Of Phonemics Pike says:

The purpose of the material has been to give to the student a methodology for reducing languages to writing, and to do so by means of graded exercises in language analysis. It appeared to me that phonemic theory was in an advanced state but that the actual teaching presentation of these theories
to beginners was handicapped by lack of drill material for classroom use.

Three years after Pike's *Phonemics* the University of Chicago published Zellig Harris' *Methods in Structural Linguistics*, "intended both for students of linguistics and for persons who may be interested in the character of linguistics as a science." The book, Harris admits, is not easy reading, mainly because he bases his morphemic analyses on distribution rather than on meaning.

In 1955 H. A. Gleason of the Hartford Seminary Foundation published *An Introduction to Descriptive Linguistics*. This material was originally intended for use in training missionaries in methods of structural analysis, but Gleason's book and its accompanying workbook are now widely used in introductory courses in descriptive linguistics.

Along with the books on general structural methods by Pike, Harris, and Gleason, there have appeared since World War II several good English grammars by American linguists. About the time Bloch and Trager were writing their outline for analysis, Charles F. Fries had completed a study of the English sentence based on written language. In 1946, however, Fries acquired a large corpus of spoken language, disc recordings of telephone conversations. From this material came *The Structure of the English Language*.

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(1952), a substantial but controversial contribution to the study of American English. Fries' treatment of syntax and classification of words, sometimes contradictory in matters of substitution, has greatly influenced the work of more recent grammarians, notably Paul Roberts. At Michigan's English Language Institute, Fries has been actively engaged in teaching English to foreigners, especially to Latin Americans and Chinese; and with the aid of Robert Lado and Yao Shen he has published a series of textbooks for foreign students.

Other grammars worth our attention are Harold Whitehall's readable *Structural Essentials of English* (1951); Nelson Francis' *The Structure of American English* (1954); Paul Roberts' *Understanding Grammar* (1954), *Patterns of English* (1956), and *Understanding English* (1958), all three based on the work of Fries and Trager-Smith; and finally A. A. Hill's *Introduction to Linguistic Structures* (1958), too recent for us to determine its influence on language teaching.
CHAPTER II
THE LANGUAGE OF REMEDIAL STUDENTS

Nearly twenty years ago Charles Fries said, "In our schools and colleges we continue to teach 'English' to native speaking Americans for some twelve or thirteen years, and then frequently insist that 'few of our college graduates can use English effectively or even correctly.'"¹ Neither the problem involved here nor comments like this are new to those of us in teaching. We know that language teaching has not accomplished what it ought to have. Even though linguists since 1945 have made many discoveries about what English is and how it ought to be taught, these facts are slow to influence method. Few suitable grammars by trained linguists are now available for use in primary, secondary, or college English classes. Thus by habit and necessity we have continued to teach prescriptive grammar. The results of our methods are obvious in any college English class--too few of our students can read well, speak correctly, or write literately.

Three years ago I became especially interested in the writing problems of two very weak students in a remedial English class. I shall call them George and Jean.

George had already failed remedial English once when

he showed up on the back row of my class. The first theme he wrote was a fairly good paper on "College Fads." It was written out of class. In the paper he spoke of "traumas" and "fetishes," two words which George could not define in class, to our mutual embarrassment. After that we usually wrote in-class themes, which he failed repeatedly because of poor mechanics. He could not spell, I found, because he could not distinguish between /t/ and /k/, /i/ and /ɛ/, /s/ and /z/, and a multitude of other consonant and vowel sounds. His hearing and intellect were adequate, but he had never learned to associate sound and symbol and was not conscious of how he made sound distinctions. Even with a failing grade in English his previous semester's average had been a C. How he passed his other courses is not easy to explain, since even though he may have known the subject matter well, he must have found it difficult to tell anyone, either aloud or in writing, what he knew.

Jean, the other student with whom I worked, had language problems equally as serious as those of George, but her situation was harder to cope with. She too had failed English once before. I found on her first themes that she consistently left off the Z morphemes: "my neighbor garage," "my sister house," "three lady," "she use it all the time" (present tense intended). When I asked Jean about her average for the preceding semester, she told rather painfully that she had made five F's and one B, the
latter being her P.E. grade.

Although both these students had been taught English grammar for eight years or more, it had made no impression of them. They could not pick out the subject and verb of a sentence, and an object or predicate nominative was beyond comprehension. I wondered what possible good another semester of teaching grammatical terms would accomplish. Thus for a semester I worked steadily with these two, experimenting with a tape recorder and repetitive oral drill on pronunciation, sentence structure, and verb agreement. The exercises were developed on the premise that language is first of all oral, and to change written language one must first change speech. I pronounced, they repeated. They pronounced, I corrected. Eventually I began to notice some changes in their themes. George had begun to add -ed's to every verb, and Jean was writing, "They asks us what we wanted." I did not give up, however, because often there was agreement and sometimes a subjunctive "were." Even this was an improvement over their work at the beginning. Unfortunately when the final themes were written, neither George nor Jean was up to a level of literacy to pass. George's over-all average was high enough for him to come back the next fall, but Jean was planning to enter a convent. She had been debating this step for a long time, so I do not feel that my drill drove her to a nunnery.

You may be wondering how in the face of such
colossal defeat I could go on with the experiment. When one considers that the two students with whom I worked were far below average, even below average for remedial students, the prospect brightens. It seemed possible that the methods employed with George and Jean might be considerably more profitable with other students who, though weak in English, were capable of learning structure more quickly by pattern repetition than by grammatical rules. I believe that Jean could not have learned to write acceptably no matter what the method. George offered somewhat more hope intellectually, and had he not been so hopelessly disconnected from language—about which more later—the tapes and the oral drills could have improved his speaking and writing enough for him to pass the final theme.

To understand fully the situation in a remedial class, a person ought to know some of the problems involved. First of all, the remedial student usually has a lower I.Q. than his peers. His weaknesses are magnified in psychological testing, however. The student with meagre vocabulary and poor reading comprehension is at the outset handicapped in taking the test, of necessity a written test dependent on his reading ability.

The reading problem of remedial students is especially obvious when they read aloud. I took a very short paragraph from the essay text my class was using and had George first study it and then read it onto tape. This
When five or six o'clock draws near, begin to look about you for a good level dry place, elevated some few feet above the surroundings. Drop your pack or beach your canoe. Examine the location carefully. You will want two trees about ten feet apart, from which to suspend your tent, and a bit of flat ground underneath them. Of course the flat ground need not be particularly unencumbered by brush or saplings, so the combination ought not to be hard to discover. Now return to your canoe. Do not unpack the tent.2

George and I discussed "unencumbered," since that was the only word in the paragraph which he said he did not know. He pronounced it several times before recording. Here is a phonetic transcription of his reading:3

win sav o siks sklaeks dru nie gìn tu lok aub tu ja farēi yod lev tu dral spers, šlaevišan sam sju fit əbpl əx saumun. drap juə pæ li ən bitg əx kau. šaman əx lovkeśan əkaefi. juał wont tu triz aub tu tin fit æspət fram wity tu sašpin juə tent ei bi av flæ ə graun ananit dim. av koas əx flæ ə graun ni nat bi prətikə ən embrinid bai brəsez ə snægə. sou əx kambainišən cet nat tu bi wad tou diskevə. nau ritraun tuu juə kau. du na? ənpək juə ten?


3Commas and periods have been used in the transcription to indicate approximately the length of pauses in the reading.
This is of course an example of especially bad oral reading, but the errors found here are common among college freshmen, a surprising fact which is often undiscovered unless the instructor has his class read orally on occasion. In the preceding paragraph, and in Freshman oral reading generally, these are the major weaknesses: 1) Poor vocabulary. I am often surprised at the relatively simple words with which my students are unfamiliar. "Unencumbered" is perhaps no true test, but "sapling" is unfamiliar to many students. 2) Bad pronunciation and poor diction. /prə'tikl/ shows metathesis and loss of the -ly adverbial marker. Since there is no conception of the relationship between letter and sound, pronunciation is often divorced from spelling. 3) Poor phrasing and level stress. Phrasing has no connection with the sense of the sentences, and since most syllables are given equal stress, the intonation does not sound English. 4) Misreading. Words are substituted for no apparent reason. Saplings is snags (on another recording, called splatterings), elevated becomes elevation. 5) Obscurity or loss of final consonant sounds: /drə/ for draws, /sarəning/ for surroundings, /brə/ for bit.

There is a definite correlation between these oral reading weaknesses and the student's speaking and writing habits. Here is a theme which when read aloud indicates many of the speech errors of its author:
The United States Marine Corps was founded 10 November 1775 in tongs tavern in Philadelphia, Penn. I joined the Marine Corps on 14 November 1957. I left in February of 58 to go to Calif. for six months. I spend the first three months at San Diego which is booth camp. After this I went to Camp Joseph A. Pendleton about 60 miles from San Diego where I went to IT.R. which is combat training. It was pretty rough. The Marine are a rough outfit. There are a lot that go on which should have been done if you know what I ment such as Maltreatment. Most everybody said nothing because With out it you have no Marine Corps Out in Calif there are a lot of Swarkes (Navey) which we don't care too much about. We call them flats hats, inverted Dixie Cups and a few others. They in tern call us Jawhead, Junglebumne, Sea going belhop, and again a few other which I can't say. If I had to do it all over again I would Joine in Marine. You might say I am Gunhoo about the Corps. Well maby I am. When I Joind there were two other fellows He intevied us together he as the first if he drank a smoke he said no The seckend fellow also said no When he ask me I said I smoke and Drank like a fish. He said the othe probly won't make it but that I would make a good Marine. He took me out and bought me a few beer.

Spellings like fer, February, probly indicate that he pronounces the words that way. Seckend is the phonetic spelling of a word which he has not seen enough. Obscurity of final consonants accounts for "I spend (for spent) the first three months" and "he as (asked) the first." Out fit, every body, with out are common enough misspellings, resulting either from an overconsciousness of individual words or an unconsciousness of the stress patterns of compound words. It is difficult to tell whether the bad punctuation is a result of poor oral phrasing, but more likely it results from his not knowing the juncture represented by various punctuation marks.
What causes such astoundingly bad reading, writing, and speaking habits among college students? It cannot be blamed entirely on low intelligence, for many in remedial classes have good mechanical, or mathematical, or scientific minds. They can easily pass calculus, algebra, or chemistry, subjects with a special language of formulae and equations, abstractions which have been easier for them to learn than the language they use to tell jokes, to watch TV, or to write a letter home. There are several reasons why they are so far removed from their native tongue.

Perhaps they attended poor high schools with ill trained, apathetic teachers. Unfortunately it is still possible in many high schools for a student to substitute a course called "Home Living" for senior English or to get an excuse from class to attend a pep rally. This situation has become an object of national concern, and its evils are too numerous and too obvious to be discussed here. On the other hand, the situation in our secondary schools is probably not one of the reasons why college students cannot write. If the methods of teaching grammar were effective, even the poorest of schools would use enough class time on English for a student to grasp what grammar is all about before he reaches the eighth grade.

A second and more valid reason for poor language background may be the student's environment. It is much
harder to learn standard English in school if at home one hears only Cajun French, Italian, or a mixture of substandard dialects. This may corrupt the student's pronunciation or prevent vocabulary growth, but more important it may hinder his learning the subtleties of English word order, inflection, and diction. If a college freshman has heard poor English both at home and in his community, he is certain to mirror that speech. Louisiana offers a rich variety of dialects, from seaport speech (New Orleans, and to some extent Lake Charles) to mountain speech (some areas of North Louisiana). After some experience in dialects, one can listen to the speech of a freshman and identify the section of the state from which he comes, so closely does he follow regional speech habits.

A third reason for reading and writing troubles is physical handicaps—poor hearing or poor eyesight. I believe these handicaps, especially poor hearing, are far more prevalent and much more serious than is generally thought. Ordinarily we consider deaf only the person for whom volume must be raised, but there are many more people who are deaf only to certain tones, particularly high frequency speech sounds like the spirants. It is possible that a student writes "a few beer" because he has never heard the plural s. One of my students could not hear the voicing which distinguishes /d/ from /t/ and the only way he could tell the difference between
the two sounds was to notice the degree of aspiration or to feel the larynx vibrate on /d/. It was difficult to correct his pronunciation of "he painted her" from /hi peɪntɪt hə/ to /hi peɪntɪd hə/ without his touching his throat or exaggerating the aspiration of /t/. Often in matters of poor speech the problem may be malformed speech organs. In this case the student will need a speech therapist.

Although poor eyesight can be a hindrance to language learning, glasses, unlike hearing aids, have little stigma attached to them, and any competent optometrist can prescribe them.

In addition to physical disabilities, psychological problems may stand in the way of learning. Most of these should not be handled by the teacher, but if a student is aware of some of the reasons why he has a language problem and if he is willing to discuss them, the teacher may be able to dispel some of his fear or aversion to reading and writing. I do not intend to labor the point of the importance of rapport between student and teacher, but apropos to this I shall tell one experience. When George, who has been mentioned above, first began coming regularly to my office for work on pronunciation and spelling, I asked how long he had had trouble with English. He said he had had trouble speaking for longer than he could remember. His reading difficulty, however, began in the first or second grade. He went on to
explain that at the time when he was learning to read, his scalp became infected with ringworm and all his hair fell out. It was the practice of his teacher to have each child stand before the class for oral reading. He was embarrassed to stand before the group, who laughed at his bald head, and his embarrassment made reading impossible. This situation lasted a year, a crucial time in his acquaintance with the written word. To complicate matters, he was, his parents and teachers told him, "tongue tied." In reality George did not and does not have a "tied" tongue, one which is connected to the bottom of the mouth too near the tip or one which has very short ligaments connecting it to the bottom of the mouth. A real "tied" tongue is less flexible than a normal one and cannot form the correct positions for many sounds. For a year George "pronounced words" to someone who was evidently a speech teacher. His family was upset at the prospect of his never learning to speak clearly, particularly since his father had a tendency to stutter. After the year was up, the special teacher said that George was hopeless. That was the last help the boy had with his speech for nearly ten years; a long period of little reading, bad pronunciation, and stammering. Even after I had heard about George's background, there was nothing I could do about it, but his having talked about his experiences made him more at ease when we began drilling.
In recounting some of the experiences I have had with remedial students, I have not intended to imply that all physical and psychological problems can be solved. In fact, for most of these problems there is nothing a teacher can do except to realize that they exist and to try to teach the student despite his bad eyes, low I.Q., and ringworm. I have intended to point out, however, that even with their assorted handicaps, students who have studied grammar since the fourth grade would have learned something about the structure of English if the teaching methods had been effective.

In view of the close correlation between speech errors and writing errors, it was clear to me that bad language habits had first to be broken and then new ones established by the "mimic-memorize" method of the ASTP. This could be accomplished with intensive aural-oral exercises both in class and in a language laboratory. It seemed probable that student reading and writing would improve far more through listening and repeating than they would with traditional grammar methods.
CHAPTER III

STRUCTURAL GRAMMAR AND THE LANGUAGE LABORATORY

For purposes of comparison I experimented with two remedial classes. Class I was taught during a regular term; it met three hours a week for eighteen weeks. Class II was a summer class which met for an hour, five days a week for nine weeks. Each class spent approximately 45 hours in the classroom.

Class I, composed of seventeen students, used the essay text Reading for Writing, a somewhat outdated collection of essays organized under six headings: "Informational Writing," "Reading and Writing," "Ideas and Opinions," "Preferences and Prejudices," "Experience," "Sketch and Story." The class read the essays included in the text as models for good writing. The grammar text, to which more class time was devoted than to the essay, was the Harbrace College Workbook, Form 3. There were five major divisions of the workbook: 1) "Grammar and Mechanics": material and exercises on word order, the sentence, the parts of speech, phrases, clauses, the sentence fragment, the comma splice, subject-verb and pronoun-antecedent agreement, tense, capitals, italics, abbreviations, and numbers. 2) "Punctuation": the comma,
Both Reading for Writing and the Harbrace workbook are representative of the texts used in most freshman grammar-composition courses. And I taught the material in much the same way English instructors everywhere teach remedial courses: 1) The class read an average of three essays a week; we discussed them in class, noting sentence structure, transition, diction, vocabulary, etc. Very little time was spent on development of ideas, tone, or style—topics to be covered in a later semester. In remedial classes I never felt that much was accomplished with the essays. 2) The class studied grammar sections from the Harbrace College Workbook and worked accompanying exercises. We discussed the material in class and went over as many of the exercises as there was time for. Often the class worked at the board, conjugating verbs, correcting dictated sentences, writing pronoun paradigms, creating simple or compound or complex sentences. 3) The class wrote, if only a paragraph, at each class meeting. In addition, every week there was a 300-400 word theme on a topic related to the reading for that week. 4) Students came by the office to go over their themes. Usually these
conferences turned into grammar lessons.

Class II, with 20 students, also used the essay text Reading for Writing. They were not, however, asked to buy the Harbrace workbook. The amount of writing done in Class II was approximately the same as that in Class I. Conferences were devoted for the most part to oral drill on individual errors; a tape recorder was especially valuable in this work.

Although primary emphasis was on oral language, grammar was not abandoned completely. Grammar lessons on structural principles were given in class, and since there was no available workbook by a structural linguist, I made up pattern exercises (see Chapter IV) for both classroom and laboratory, depending heavily on Paul Roberts' classification of words and pattern types for the structural linguistic basis for the oral-aural work. I tried to use whenever possible the terminology of traditional grammar (noun, verb, adjective, adverb, etc.). This involved no difficulty since the students were cautioned that what a word was depended upon what position it was in, and any former training had not penetrated enough to confuse them. Following is an outline and summary of the plan of study. Since the grammar units describe major points of English structure, some pattern possibilities are omitted.
Part One: The Noun

1. A noun (N) is a word which will fit into any of these patterns:

(The) _____ is strange.
(The) _____ (s) are strange.
Did you see (the) _____ (s)?
It was filled with (the) _____.

The word the is called a determiner (to be discussed later) and is omitted before some nouns, for example a color noun like red, or a proper noun like Charles. Proper nouns (John, the Mississippi River, Mr. Hardlee, etc.) generally are not preceded by a deter­miner except in rare instances: "This is not the Charles I knew."

2. Positions of the noun:

a. The subject (S) is the noun which determines the form of the verb or linking verb, for example:

   The branches of the tree were broken.

   Here branches, a plural noun, dictates that were be the verb form. In the sentence The tree was broken, tree is the subject; it is tree which determines that was be used.

The subject of a sentence indicates three things:

1. The person or thing undergoing or performing action:

   The lawyer argued his case.
   S

   The boy was released.
   S
2. The person or thing being described:

The desk is handsome.

3. The person or thing being or becoming something or someone:

The dog became a pest.

Children are adventurers.

b. The object (O) is a noun which follows a verb and receives action:

My child hurt her foot.

O

c. A noun may occur after a preposition to become a part of a preposition group (to be discussed later):

We have the finest shirts in town.

P N

d. A noun may occur after a linking verb (LV) to identify the subject:

My uncle was a mechanic.

LV N

The mule is a hybrid.

LV N

e. A noun may be used to modify another noun. Compare these sentences:

He had a red cap.

He had a radiator cap.
The relationship between two such nouns will be indicated by their being immediately next to each other:

Our bridge table is old.  
NS

He ate my birthday cake.  
NO

There are numerous other such combinations of nouns: football player, book cover, glasses case, ash tray, light bulb, etc. Sometimes the combinations have become hyphenated (wood-lot) or have become one word (lighthouse).

f. Sometimes a noun is used like an adverb. Compare these two sentences:

He left immediately.  
Adv

He left yesterday  
Adv N

The adverb noun, like an adverb, may occur at the beginning or at the end of a sentence:

That week she read three books.  
Adv N

She read three books that week.  
Adv N

An adverb noun at the end of a sentence should not be confused with an object:

He left four.  
O

He left yesterday.  
Adv N
g. A noun may occur between a verb and its object:

He gave the man three buckets.
V   N   O

Mrs. Gray sent my brother a letter.
V   N   O

h. A noun may occur after an object:

We thought him a fool.
V   O   N

Our class elected Harry president.
V   O   N

i. Nouns are used to address people or things. We will use Na (noun of address) to indicate this use in patterns:

My boy, you are insane.
Na

The answer, my friends, is my election.
Na

Harry, you took the wrong pill.
Na

3. Singular and plural nouns.

a. Most nouns are made plural by adding the phonemes /s/, /z/, or /iz/, spelled -s or -es.³

1. Nouns ending in /p/, /t/, /k/, /θ/, /f/ take /s/:

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>top</td>
<td>tops</td>
</tr>
<tr>
<td>spot</td>
<td>spots</td>
</tr>
<tr>
<td>truck</td>
<td>trucks</td>
</tr>
<tr>
<td>myth</td>
<td>myths</td>
</tr>
<tr>
<td>graph</td>
<td>graphs</td>
</tr>
</tbody>
</table>

³I did not teach the class the phonemic alphabet. The phonemes listed here were identified with example words.
2. Nouns ending in /s/, /z/, /əs/, /əz/, /c/, 
/j/ take /iz/:

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>piece</td>
<td>pieces</td>
</tr>
<tr>
<td>prize</td>
<td>prizes</td>
</tr>
<tr>
<td>wish</td>
<td>wishes</td>
</tr>
<tr>
<td>church</td>
<td>churches</td>
</tr>
<tr>
<td>ridge</td>
<td>redges</td>
</tr>
</tbody>
</table>

3. Nouns ending in any sound not included in 1 or 2 above are made plural by adding /z/.

a. All nouns ending in voiced consonants, except /z/, /ʃ/, or /ʒ/. For example:

- final /b/    tub    tubs
- /m/   drum    drums
- /ŋ/   sing    sings
- /l/   doll    dolls

b. All nouns ending in vowel sounds. For example:

- final /iə/       tree    trees
- /i/   city     cities
- /ɔ/   law      laws
- /oου/   snow    snows

b. Exceptions:

1. Sound change: man    men     path    paths
   goose    geese   calf    calves

---

4Final /ʃ/ appears in a few singular nouns (e.g., garage, barrage, prestige, rouge), but even in cultivated speech the plural forms are often /ʃ/ + /iz/: /ɡærəʤiz/. /ʃ/ is not native to English. It does not occur in initial position, and it seems to be falling toward /ʃ/ in final position. In medial position it is common: azure, measure, pleasure, seizure, exposure, fission, delusion, etc.
2. -en plurals: ox oxen child children
3. Foreign borrowings: alumnus alumni

Part Two: The Pronoun

1. A pronoun (Pn) is a word which functions like a noun but is not the name for someone or something. For example:

The boy did it.
N
He did it.
Pn
The house was gone.
N
It was gone.
Pn
Pronouns, like proper nouns are not preceded by determiners.

2. These are the pronouns of English:

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>I, me, mine, myself</td>
<td>we, us, our, ourselves</td>
</tr>
<tr>
<td>you, yours, yourself</td>
<td>you, yours, yourselves</td>
</tr>
<tr>
<td>he, him, his, himself,</td>
<td>they, them, theirs, them-</td>
</tr>
<tr>
<td>she, her, hers, herself,</td>
<td>selves</td>
</tr>
<tr>
<td>it, its, itself</td>
<td></td>
</tr>
<tr>
<td>this, that, each,</td>
<td>these, those, few,</td>
</tr>
<tr>
<td>either, neither</td>
<td>many</td>
</tr>
<tr>
<td>some, most, all, any,</td>
<td>some, most, all, any,</td>
</tr>
<tr>
<td>none</td>
<td>none</td>
</tr>
<tr>
<td>much</td>
<td>both, several, each other, one another</td>
</tr>
</tbody>
</table>

5These pronouns are both singular and plural.
one (meaning either two, three, etc.
"a person" or the
number)

anybody somebody
anyone someone
anything something
everybody nobody
everyone no one
everything nothing

Some of these pronouns also pattern like nouns and adjectives.

Few came.

Pn

A few came.
N

A few men came.
Adj

Part Three: Determiners

1. A determiner (D) is a word which patterns like the in the following sentences:

The horse was trained.
D

The apples are gone.
D

The sorrow was forgotten.
D

Words like the are called determiners because they "determine" that the word coming after, though often not immediately after, is a noun. For example:

The man was here.
D N

The tall, dark man was here.
D N
Notice that a determiner does not pattern immediately before any single word except a noun.

The he was here.
D Pn

The write was here.
D Verb

The the was here.
D D

2. The most common determiners:
   a. Those used before singular nouns:
      a this each much either
      an that every one neither
   b. Those used before plural nouns:
      these few several
      those many two, three, etc.
      both
   c. Those used before both singular and plural nouns:
      all possessive nouns (Ann's, Washington's, people's)
      all possessive pronouns (nobody's, my, our, your, their, his, her, its, etc.)
      the any all
      most more some

3. Forming possessives:
   a. Singular possessive nouns are formed by adding 's to the singular noun:
      Singular                         Singular possessive
      the state                        the state's money
      the man                          the man's finger
Three sounds are represented by the 's: /s, z, iz/.

As in forming plural nouns, /s/ occurs after final /p, t, k, f, θ/; /z/ after final /b, d, g, v, θ, m, n, η, r, l/ or any final vowel; /iz/ occurs after final /s, z, ñ, ñ, s, ʃ, j/.

b. Most plural possessive nouns are formed by adding only an apostrophe at the end of the plural noun:

<table>
<thead>
<tr>
<th>Plural</th>
<th>Plural Possessive</th>
</tr>
</thead>
<tbody>
<tr>
<td>ladies</td>
<td>ladies' dresses</td>
</tr>
<tr>
<td>writers</td>
<td>writers' works</td>
</tr>
</tbody>
</table>

When a plural noun is indicated by internal vowel change rather than by /s, z, iz/, adding 's makes the possessive form.

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
<th>Plural Possessive</th>
</tr>
</thead>
<tbody>
<tr>
<td>man</td>
<td>men</td>
<td>men's watches</td>
</tr>
<tr>
<td>child</td>
<td>children</td>
<td>children's clothes</td>
</tr>
</tbody>
</table>

c. Possessive pronouns:

Only each other, one another, and the pronouns formed on one or body (anyone, somebody, etc.) are made possessive by adding 's. These of course can be only singular possessives:

<table>
<thead>
<tr>
<th>Singular</th>
<th>Singular Possessive</th>
</tr>
</thead>
<tbody>
<tr>
<td>each other</td>
<td>each other's idea</td>
</tr>
<tr>
<td>someone</td>
<td>someone's book</td>
</tr>
<tr>
<td>one</td>
<td>one's method</td>
</tr>
</tbody>
</table>

Remember that all possessives are determiners, not nouns or pronouns.
Part Four: Verbs

1. A verb (V) is a word which fits one of these patterns.
   
   They will _____ it.
   
   They _____.
   
   Words like ride, fall, speak, write, take are verbs in these patterns.

2. Forms of the verb:

   English verbs can have as few as three forms or as many as eight. Each form has a distinct use.

   Forms                          3 form   4 form   5 form   8 form
   verbs                          bet      paint    break    be, are, am
   -s form                        bets     paints    breaks   is
   past form                     bet      painted   broke    was, were
   -ed/-en form                  bet      painted   broken   been
   -ing form                     betting   painting  breaking being

3. The tense of the verb establishes the point of occurrence in time.

   a. The present tense (a misleading name) is used to indicate action in the present (I see you.), in the future (The boat sails tomorrow.), or action spanning the past, present, and future (He always carries her books.) The present tense is formed with the base form and the -s form of the verb.

      I wash dishes.
      He washes dishes.

---

6 For verb forms I am indebted to Harold Whitehall’s Structural Essentials of English (New York: 1950).

7 Be is the most irregular of all English verbs. It will be discussed more in detail under "Linking Verbs."
The base form is tied to plural nouns, to pronouns which substitute for plural nouns, and to I, you, we.

- The men paint the houses.
- They swim well.
- I know the answer.
- You wash clothes.
- We live here.

The -s form is tied to singular nouns or pronouns (except I, you, and we).

- The child knows a secret.
- Somebody knows a secret.
- This fellow rents boats.
- He rents boats.

The sounds of the -s endings (-s or -es in spelling) are /s/, /z/, or /iz/, (as in the formation of plural nouns on pages 26-27). That is, /s/ follows base forms ending in voiceless consonants except /s, š, č/; /iz/ follows /s, ž, š, č, ý/; /z/ follows all others.

b. The past tense indicates completed action. Its form is the past form. It can be tied to any noun or pronoun, singular or plural.

- I saw it.
- They saw it.
- The man saw it.
- The men saw it.
For most verbs the past tense is formed with the base form +/d,t/ or /id/:

<table>
<thead>
<tr>
<th>Base form</th>
<th>Past tense</th>
</tr>
</thead>
<tbody>
<tr>
<td>love</td>
<td>loved</td>
</tr>
<tr>
<td>step</td>
<td>stepped</td>
</tr>
<tr>
<td>hate</td>
<td>hated</td>
</tr>
</tbody>
</table>

/d/ is added to base forms ending in /b,g,j,v,d, z, ź, m, n, ă, l, r/ or any vowel; /t/ to base forms ending in /p, k, č, f, ă, ď, s, š/; /id/ to those ending in /t/ or /d/. Some verbs, however, make no change in base form and past form (cut, cut); others have internal vowel changes in the base to form past tense (drive, drove); some show final consonant changed (spend, spent) or added (deal, dealt).

4. Two part verbs (Vv):

In English there are some verbs made up of the verb and a word like up, in, out, by, or down, words usually used as adverbs or prepositions. Both parts of a two part verb may be together in a sentence, or in many cases they are separable:

I turned down his offer.
S V v d O

I turned his offer down.
S V d O v
Not all two part verbs can be separated, however:

He ran across an old picture of her.  
but not
He ran an old picture of her across.

She stopped by our house.  
but not
She stopped our house by.

Part Five: Linking Verbs

1. A linking verb (LV), unlike other verbs will not fit this pattern:

   She ______ beautifully.

That is, a linking verb ordinarily has a noun or adjective following it, as in these patterns:

   He is a teacher.  
   LV  N

   He is angry.  
   LV  Adj

Verbs too are often followed by nouns which are objects, but a linking verb indicates that the noun or pronoun before and after it identify the same person or thing:

   My son is a sailor.  
   S  N
   (Son and sailor are the same person.)

   My son sees a sailor.  
   S  N
   (Son and sailor are different people.)

The adjective following a linking verb describes the subject of the linking verb.

   The man is eager.  
   S  LV  Adj

   They were dirty.  
   S  LV  Adj
2. *Be* (am, is, are, was, were, been, being) is the most common linking verb in English. Later we will see patterns in which a form of *be* does not really "link" the subject to anything, for example:

There is no excuse for that.

Even in a case like this when *is* means "exists," we will continue to call all forms of *be* linking verbs, except when they are used as auxiliaries, even though honest description is sacrificed for consistency.

3. There are several words which can be used both as verbs and as linking verbs; for example: *smell, taste, feel*:

I smell the fish.

They smell bad.

He tasted the cake.

It tasted salty.

She felt the material.

It felt smooth.

Notice that as linking verbs *smell, taste, look, feel, sound, become,* and a few others can be substituted easily for forms of *be*.

<table>
<thead>
<tr>
<th>They are bad.</th>
<th>They feel bad.</th>
</tr>
</thead>
<tbody>
<tr>
<td>They smell bad.</td>
<td>They sound bad.</td>
</tr>
<tr>
<td>They taste bad.</td>
<td>They become bad.</td>
</tr>
<tr>
<td>They look bad.</td>
<td></td>
</tr>
</tbody>
</table>
Part Six: Auxiliaries

Auxiliaries (Aux) are words like will in will go, is in is writing, might in might ask.

1. Be (am, is, are, was, were) and go (went, gone, going) pattern with -ing verb forms.

   I am singing.  I am writing.
   You are leaving.  You are writing.
   He is trying.  He is writing.
   She was trying.  She was writing.
   We were talking.  We were writing.

   I go fishing.  I go writing.
   She went swimming.  She went writing.
   You have gone hunting.  You have gone writing.
   They were going skiing.  They were going writing.
   They were running.

2. Be (am, is, are, was, were) and have (has, had) pattern with -ed/-en verbs.

   He is gone.  He has gone.
   You are going.  You have gone.
   It was gone.  It had gone.

   They have gone.
   She has gone.
   I had gone.

3. There are many auxiliaries which pattern with the base form of the verb: may, might, should, can, could, would, must, ought to, have to, do, did, does, shall, will:

   You may leave.  He will leave.
   She might leave.  She can leave.
   He should leave.  He does leave.

Part Seven: Adjectives and Adverbs

1. An adjective (Adj), a word like pretty, good, or strange, patterns in these spaces:

   He is a very ______ boy.
   The ______ girl came in.

   8Shall is fast disappearing, but in meticulous English it is tied to I and we; will is tied to all other pronouns and all nouns. Will after I and we, and shall after all nouns and other pronouns to indicate determination (I will see him!) are now seldom used.
The test of an adjective is that it can come between a determiner and its noun or between a word like *very* and a noun.

2. An adverb (Adv) is a word like *soon, loudly, down, often, here,* or *then.* It fits these patterns:

   She came ________.

   He whistled the tune ________.

   ________ the boy returned.

3. In discussing adjectives and adverbs it is necessary to use the word "modify," which means to change the meaning of a word or group of words by qualifying it. For example, in the sentence "A man is here" we do not know anything about the man mentioned. *Man,* then, is unqualified or is not modified. If we say "A tall man is here," we have given information about or have modified him. Almost all kinds of words can modify other words, and generally it is clear which word an adjective is modifying. Determining which words an adverb modifies is not so easy, however. For instance in "He suddenly smiled" it is tradition alone which dictates that the adverb *suddenly* modifies the verb *smiled* and not the whole idea of the sentence. There are many instances when adverbs or word groups patterning like adverbs clearly modify a sentence:

   Fortunately, the chain held.

   To our chagrin, no letters came.

Knowing exactly which word or concept an adjective or adverb modifies is of little importance so long as we
can predict what kind of word will occur in a certain position.

4. Most adjectives or adverbs have three forms showing degrees of comparison:

<table>
<thead>
<tr>
<th>Base form</th>
<th>-er form (comparing two)</th>
<th>-est form (comparing three or more)</th>
</tr>
</thead>
<tbody>
<tr>
<td>pretty</td>
<td>prettier</td>
<td>prettiest</td>
</tr>
<tr>
<td>hot</td>
<td>hotter</td>
<td>hottest</td>
</tr>
<tr>
<td>happy</td>
<td>happier</td>
<td>happiest</td>
</tr>
<tr>
<td>soon</td>
<td>sooner</td>
<td>soonest</td>
</tr>
<tr>
<td>fast</td>
<td>faster</td>
<td>fastest</td>
</tr>
</tbody>
</table>

A few adjectives and adverbs show other changes:

- bad: worse, worst
- badly: worse, worst
- good: better, best
- well: better, best

Some adjectives and adverbs, especially those with two or more syllables, need the qualifiers (to be discussed later) more and most to show the degrees of comparison.

<table>
<thead>
<tr>
<th>Base form</th>
<th>more form</th>
<th>most form</th>
</tr>
</thead>
<tbody>
<tr>
<td>beautiful</td>
<td>more beautiful</td>
<td>most beautiful</td>
</tr>
<tr>
<td>recent</td>
<td>more recent</td>
<td>most recent</td>
</tr>
<tr>
<td>boldly</td>
<td>more boldly</td>
<td>most boldly</td>
</tr>
<tr>
<td>slowly</td>
<td>more slowly</td>
<td>most slowly</td>
</tr>
</tbody>
</table>

Part Eight: Qualifiers

1. Adjectives and adverbs have other qualifiers besides more and most. These words pattern like very in this

---

9 Paul Roberts uses the term "intensifiers" for this group of words. I have used Nelson Francis' term.
sentence:

I was very tired.

The most common words which will fit this pattern are:

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Adjunct</th>
<th>Adjunct</th>
</tr>
</thead>
<tbody>
<tr>
<td>quite</td>
<td>a little</td>
<td>less</td>
</tr>
<tr>
<td>rather</td>
<td>somewhat</td>
<td>least</td>
</tr>
<tr>
<td>mighty</td>
<td>too</td>
<td>enough</td>
</tr>
<tr>
<td>pretty</td>
<td>so</td>
<td></td>
</tr>
</tbody>
</table>

2. Qualifiers in sentence patterns.

With adjectives

It was very soft.
S LV Q Adj

He is quite eager.
S LV Q Adj

A rather rude man answered.
D Q Adj S V

I am pretty slow.
A LV Q Adj

This is somewhat sudden.
S LV Q Adj

I was so shocked.
S LV Q Adj

They are too quick.
S LV Q Adj

She is less inquisitive.
S LV Q Adj

The bed was least comfortable.
D S LV Q Adj

The men were quiet enough.
D S LV Adj Q

Unlike the other qualifiers, enough always comes after adjectives and adverbs.
With Adverbs

She sang very softly.
S V Q Adv

He did it quite eagerly.
S V O Q Adv

A man answered rather rudely.
D S V Q Adv

I work pretty slowly.
S V Q Adv

It was announced somewhat suddenly.
S Aux V Q Adv

She behaved so shockingly.
S V Q Adv

They came too quickly.
S V Q Adv

She turned the page less inquisitively.
S V D O Q Adv

It was arranged least comfortably.
S Aux V Q Adv

They sang quietly enough.
S V Adv Q

3. Some words like slightly, sullenly, frighteningly pattern like qualifiers before adjectives (slightly drunk, very drunk; sullenly quiet, very quiet; frighteningly morose, very morose), but such words as these seldom appear before adverbs, and never before -ly adverbs:

Possible: He did it frighteningly often.

Impossible: He did it frighteningly suddenly.

Bearing in mind these exceptions of -ly words before adjectives, we can generalize about the nature of qualifiers: 1) Qualifiers lack the -ly ending found
on many adverbs. 2) Qualifiers do not pattern after other qualifiers except in one instance, so very: "He did it so very quickly." 3) Except for more and most, less and least, qualifiers do not change form:

<table>
<thead>
<tr>
<th>Adverb</th>
<th>sooner</th>
<th>soonest</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adjective</td>
<td>dirtier</td>
<td>dirtiest</td>
</tr>
<tr>
<td>Qualifier</td>
<td>*tooer</td>
<td>*tooest</td>
</tr>
<tr>
<td></td>
<td>*verier</td>
<td>veriest</td>
</tr>
</tbody>
</table>

Part Nine: Verbs Used Like Nouns, Adjectives, Adverbs, and Qualifiers

1. To verbs.

The word to + the base form of any verb (to see, to know, to try) can pattern like a noun, an adjective, an adverb, or a qualifier.

a. To verb as a noun

Compare:

Horses are mammals.
S LV N
To know is to appreciate.
S LV N
(to V) (to V)

b. To verb as an adjective

Compare:

It was a day lost.
S LV D N Adj
We had a day to waste.
S V D O Adj
(to V)

1. This form is sometimes used as an adjective.
c. To verb as an adverb

Compare:

Mary played skillfully.
S V Adv

Mary played to win.
S V Adv
    (to V)

d. To verb as a qualifier

Compare:

She was afraid to go.
S LV Adj Q
    (to V)

My aunt kicked too slowly to swim.
D S V Q Adv Q
    (to V)

2. -ing verbs may be used as nouns, and as adjectives.

a. -ing verb as a noun

Compare:

Parties are fun.
S LV N

Singing is fun.
S LV N
    (-ing V)

Notice the difference between an -ing verb used as a noun and a be auxiliary + an -ing verb.

My hobby is painting.
D S LV N
    (-ing V)

My sister is painting.
D S Aux V

---

12 The to verbs used in these examples are not used like nouns, adjectives, or adverbs. For lack of a better classification we shall call them qualifiers, since they do modify the adjective or adverb preceding them.
b. **-ing** verb as an adjective

Compare:

The silly girl annoyed him.
D Adj S V O

The giggling girl annoyed him.
D Adj S V O

(-ing V)

3. **-ed/-en** verbs as adjectives

Compare:

Brave men settled the frontier.
Adj S V D O

The broken glass cut the child.
D Adj S V D O

(-en V)

Stunned, he left the room.
Adj S V D O

(-ed V)

4. Although these verb forms (**to**, **-ing**, **-ed/-en** verbs) pattern like nouns, adjectives, and adverbs, they are unlike them in that they have no plural forms like nouns (**dog**, **dogs**; **men**, **men**) and no degrees of comparison like adjectives and adverbs (**prettier**, **finest**, **more swiftly**, **most charming**, etc.) Since they are verbs, however, they can be expanded with modifiers or objects.

a. **to** verbs

To know is to love.
S LV N
(to V) (to V)

To know him is to love him.
S LV N
(to V 0) (to V 0)
b. \textit{-ing} verbs

\begin{itemize}
\item Yelling, he retreated.
  \begin{align*}
  \text{Adj} & \quad \text{S} & \quad \text{V} \\
  & (-\text{ing} \text{ V})
  \end{align*}
\item Yelling a curse, he retreated.
  \begin{align*}
  \text{Adj} & \quad \text{S} & \quad \text{V} \\
  & (-\text{ing} \text{ V D O})
  \end{align*}
\item Loudly yelling a curse, he retreated.
  \begin{align*}
  \text{Adj} & \quad \text{S} & \quad \text{V} \\
  & (\text{Adv} \quad -\text{ing} \text{ V D O})
  \end{align*}
\end{itemize}

c. \textit{-ed/-en} verbs

\begin{itemize}
\item The painted wall faded.
  \begin{align*}
  \text{D} & \quad \text{Adj} & \quad \text{S} & \quad \text{V} \\
  & (-\text{ed} \text{ V})
  \end{align*}
\item The badly painted wall faded.
  \begin{align*}
  \text{D} & \quad \text{Adj} & \quad \text{S} & \quad \text{V} \\
  & (\text{Adv} \quad -\text{ed} \text{ V})
  \end{align*}
\end{itemize}

Part Ten: Preposition Groups

1. In English there are several words--some are actually more than one word--called prepositions: in, out of, around, by, to, into, in spite of, because of, in view of, since, with, under. There are many more. Although some of these words are also used as adverbs, they are called prepositions if they pattern before a noun or noun substitute. The preposition (P) and its noun are called a preposition group, for example, \textit{on the line} in this sentence:

\begin{itemize}
\item He signed on the line.
  \begin{align*}
  \text{S} & \quad \text{V} & \quad \text{Adv} \\
  & (P \quad \text{D} \quad \text{N})
  \end{align*}
\end{itemize}

Preposition groups can substitute for nouns, adjectives, adverbs, and sentence modifiers.
2. Preposition group as a noun

Compare:

My house is a good place.
D S LV D Adj N

In the sun is a good place.
S LV D Adj N
(P D N)

3. Preposition group as an adjective

Compare:

The ugly man saw us.
D Adj S V O

The man in the old house saw us.
D D Adj V O
(P D Adj N)

4. Preposition group as an adverb

Compare:

We went there.
S V Adv

We went into the barn.
S V Adv
(P D N)

5. Preposition group as a sentence modifier

Preposition groups, especially those beginning with prepositions of more than one word, often modify no single word in the sentence but the whole idea of the sentence.

Compare:

Fortunately, John refused it.
(sentence S V O
modifier)

In spite of that, John refused it.
sentence modifier S V O
(P O)
Part Eleven: Subordinator Groups

1. A subordinator group, usually composed of at least a subordinator and a verb, is "subordinate to" or is of less importance than the sentence of which it is a part. Subordinator groups may be used as nouns, adjectives, adverbs, or qualifiers.

2. Subordinator group used as nouns are introduced by the subordinators who, whom, whoever, whomever, whose, (these five refer to people), which, whichever (these two refer to animals or inanimate objects), that (refers to people, animals, or things), when, how, why, where, what, whether.

   I knew that he could go.
   S V O
   (that S Aux V)

   I wondered whether he could go.
   S V O
   (whether S Aux V)

   I wondered whose car he would use.
   S V O
   (whose O S Aux V)

   I knew when he would leave.
   S V O
   (when S Aux V)

   What he did was his concern.
   S LV D N
   (what S V)

3. Subordinator groups used as adjectives are introduced by who, whom, which, that, whose, where, when, why.

   The woman who drove was late.
   D S Adj LV Adj
   (who V)
It was a time when money was scarce.
S LV D N Adj
    (when S LV Adj)

I knew the reason why he left her.
S V D O Adj
    (why S V O)

a. In subordinator groups used as adjectives the use of who or whom is determined by the pattern of the subordinator group. If the pattern is subordinator-verb, the subordinator is who. If the pattern is subordinator-subject-verb, the subordinator is whom.

The woman who drove was late.
D S Adj LV Adj
    (who V)

The man whom we called ordered five.
D S Adj V O
    (whom S V)

In both cases that substitutes for who or whom.

The woman that drove was late.
The man that we called ordered five.

b. Sometimes in a subordinator group used as an adjective, the subordinator is omitted.

He was the one (whom) I knew.
S LV D Pn Adj
    (S V)

That was the day (when) I left.
S LV D N Adj
    (S V)

The horse (that) he rode was yours.
D S Adj LV Pn
    (S V)

c. An appositive (Ap) is a noun or a noun and its modifiers following another noun to explain or
modify it. Since appositives are so easily substituted for subordinator groups introduced by who and which, they are included here.

Compare:

Mr. Andrews, who is our neighbor, has five raccoons.
\[
\text{S} \quad \text{Adj} \quad \text{V} \quad \text{D} \quad \text{O}
\]
(who LV D N)

Mr. Andrews, our neighbor, has five raccoons.
\[
\text{S} \quad \text{Ap.} \quad \text{V} \quad \text{D} \quad \text{O}
\]
(D N)

The book, which was a poor one, was banned.
\[
\text{D} \quad \text{S} \quad \text{Adj} \quad \text{Aux} \quad \text{V}
\]
(which LV D Adj Pn)

The book, a poor one, was banned.
\[
\text{D} \quad \text{S} \quad \text{Ap} \quad \text{Aux} \quad \text{V}
\]
(D Adj Pn)

4. Subordinator groups used as adverbs are introduced by the subordinators when, since, because, before, after, until, as if, as though, if, while, where, wherever, whenever, although.

Compare: Soon she left the table.
\[
\text{Adv} \quad \text{S} \quad \text{V} \quad \text{D} \quad \text{O}
\]

After she had eaten, she left the table.
\[
\text{Adv} \quad \text{S} \quad \text{V} \quad \text{D} \quad \text{O}
\]
(after S Aux V)

They hated him then.
\[
\text{S} \quad \text{V} \quad \text{O} \quad \text{Adv}
\]

They hated him when he was rich.
\[
\text{S} \quad \text{V} \quad \text{O} \quad \text{Adv}
\]
(when S LV Adj)

After if, as though, as if in a subordinator group expressing possibility or unrealized fact, the only form of a subjunctive verb often used is were. Since
this is almost the only case of frequent use of the subjunctive, it is included here rather than in the section on verbs. Meticulous speakers and writers still use subjunctive be on occasion, and most people use the subjunctive in a few often used and formal expressions such as the parliamentary phrase "I move that he be allowed to go" or "I move that she spend the money." Rarely does anyone say, "If he have been." Most uses of the subjunctive occur in sentences like these:

If I were you, I would go.
He acted as if he were drunk.
She sang as though she were happy.

5. Subordinator groups used as qualifiers are introduced by the subordinators than, as, and that.

a. Than subordinator groups occur after -er adjectives or adverbs, or after more or less + an adjective or adverb (faster, more quickly, easier, more beautiful, less ugly, etc.)

He did it faster than I expected.
S V O Adv Q
(than S V )

The task was easier than he had thought.
D S LV Adj Q
(than S Aux V )

His wife was more beautiful than his sister had hoped.
D S LV Q Adj
(than D S Aux V )

They left more quickly than he had intended.
S V Q Adv Q
(than S Aux V )
She was less ugly than the book indicates.
S  LV  Q  Adj
(than D  S  V )

b. As subordinator groups occur after as + a base adjective or adverb (as high, as frequent, as slowly, as badly, etc.)
She is as pretty as we imagined.
S  LV  Q  Adj
(as S  V )

She typed as fast as her fingers could move.
S  V  Q  Adv
(as D  S  Aux  V )

The tree was as high as you thought.
D  S  LV  A  Adj
(as S  V )

His visits were as frequent as she requested.
D  S  LV  Q  Adj
(as S  V )

He moved as slowly as syrup runs.
S  V  Q  Adv
(as S  V )

He sang as badly as they had suspected.
S  V  Q  Adv
(as S  Aux  V )

c. In than and as subordinate groups the verb or linking verb is often omitted.
She is as pretty as her sister (is).
S  LV  Q  Adj
(as D  S )

She is prettier than her sister (is).
S  LV  Adj
(than D  S )

Sometimes an auxiliary remains:
She could do it as fast as I could (do it).
S  Aux  V  O  Q  Adv
(as S  Aux)
She could do it faster than I could (do it).
S Aux V O Adv Q (than S Aux)

d. That subordinator groups occur after so + a base form adjective or adverb (so good, so shaky, so well, so slowly, etc.)

We were so hungry that we fainted.
S LV Q Adj Q (that S V )

The man added so slowly that we left.
D S V Q Adv Q (that S V )

We were afraid that they might stay.
S LV Adj Q (that S Aux V )

His speech was so good that they applauded.
D S LV Q Adj Q (that S V )

The limb was so shaky that he stopped.
D S LV Q Shaky Q (that S V )

She sang so well that she got the prize.
S V Q Adv Q (that S V D O )

Notice the ambiguity of: "We were so happy that he left." Here intonation (discussed later) decides whether the sentence means "Since we were so happy, he left" or "We were glad that he left." The auxiliary had could clarify the sense: "We were so happy that he had left."

Part Twelve: Conjunctions

1. A conjunction (C) is a word like and. It can occur between two like sentence parts or between two sentences. For example:
By the Chet, his friend returned home.
D S C D S V Adv N

Between two verbs:

Baby squirrels chatter and bite.
NS V C V

Between two adjectives:

My sister was quiet and shy.
D S LV Adj C Adj

Between two adverbs:

The workmen hammered rapidly and noisily.
D S V Adv C Adv

Between two preposition groups:

The parakeet flew out of the porch and (P D N)
into the trees.
(Adv P D N)

Between two subordinator groups:

She was the one who had eaten the porridge (who Aux V D O)
and who had broken the chair. (who Aux V D O)

2. In addition to and, these are also conjunctions: but, so, yet, for, or, nor.

a. but He was handsome but dumb.
S LV Adj C Adj

b. so (Used as a conjunction only between two sentences)

Our money was gone, so we left.
D S Aux V C S V
c. yet He did it gingerly yet awkwardly.
   S V O Adv C Adv

d. for (used as a conjunction only between two sentences)

   The invading army found no food, for the
   D Adj S V D O C D
   (ing V)
   villagers had burned their supplies.
   S Aux V D O

e. or You will take this, or you will stay here.
   S Aux V O C S Aux V O

f. nor He did not call, nor did he write.
   S Aux Adv V C Aux S V

3. Two part conjunctions (Cc) are separable, but they function as connectors just as the single word conjunctions do:

a. either...or

   Either you answer, or I report you.
   C S V c S V O

b. neither...nor

   Neither my friend nor his father was willing.
   C D S c D S LV Adj

c. both...and

   Both labor and management must face the problem.
   C S c S Aux V D O

d. not...but

   She took not three but six.
   S V C O c O

e. not only...but also

   Not only the wall collapsed, but also the
   C D S V c D
   foundation.
   S
Part Thirteen: Sentence Connectors

1. A sentence connector (SC) is a word like therefore. Although sentence connectors, like conjunctions, connect sentence patterns, they are unlike conjunctions in that they can be moved around in the second pattern.

Compare:

John was late; therefore his name was missing.
John was late, and his name was missing.

We can say:

John was late; his name was missing therefore.
or:

John was late; his name, therefore, was missing.
but not:

John was late; his name was missing and.
or:

John was late; his name and was missing.

2. The most common sentence connector is therefore. Others are these:

a. consequently

Nobody remembered the combination; consequently

the letter was safe.

b. however

My aunt was ill; the stewardess, however, had a pill for nausea.
c. moreover

The war was not lost; moreover, the men felt sure of victory.

Adj Q

d. otherwise

Destroy the film; otherwise someone may be embarrassed.

Adj

e. hence

The words were easy; hence he read the complete passage.

Adj

f. nevertheless

The dormitory was locked; she knocked at a window nevertheless.

Adj

g. thus

The conversation was deadly; thus I continued my reading.

Adj

h. on the other hand

The tenant was a risk; he had, on the other hand, proved himself a hard worker.

Part Fourteen: More Sentence Patterns

1. Sentences introduced by there

There (not the adverb) is unlike other words in that
it often introduces a sentence and has no meaning. Since it is in a class by itself, we will simply write the word there in the pattern analysis below the sentence.

There was no firewood in the bin.
there LV D S Adv
(P D N)

There were several men who carried guns.
there LV D S Adj
(who V O)

When there introduces a sentence, the verb (nearly always a form of be) precedes the subject. There is never the subject.

2. Sentences introduced by it

We often use it when referring to weather or time.

Weather: It is raining again.
It was cold when the wind blew.

Time: It was late when we got in.
It is three o'clock.

There are other times when it functions somewhat like there: it has no meaning and is followed by a form of the verb be.

a. Followed by a noun and a subordinator group:
   It was our neighbor who called.

b. Followed by an adjective and a to verb.
   It is silly to worry about him.

c. Followed by an adjective and a subordinator group:
   It was too bad that you missed the party.

Unlike there, which is never the subject of the verb, it is always the subject. Since no other word patterns like it, we will simply write out the word in
It seemed strange that Marie was not talking.

3. Questions

In most English sentences the subject comes before the verb or before an auxiliary and verb. Sentences introduced by there (see 1 above) and questions are exceptions to the order of the subject and verb.

Compare:

People are liars.
S LV N

People do tell lies.
S Aux V O

Are people liars?
LV S N ?

Do people tell lies?
Aux S V O ?

a. When the verb is be (without an auxiliary), a question can be signaled by the sentence's beginning with am, is, are, was, were:

I am wise.
S LV Adj

Am I wise?
LV S Adj?

He is a plumber.
S LV D N

Is he a plumber?
LV S D N ?

They are failures.
S LV N

Are they failures?
LV S N ?
Mr. Bell was angry.
S    LV Adj

Was Mr. Bell angry?
LV    S    Adj    ?

Indians were a menace.
S    LV D    N

Were Indians a menace?
LV    S    D    N    ?

b. For be with an auxiliary and for any other verb, a question can be signaled by an auxiliary's introducing the sentence:

The cat eats well.
    D    S    V    Adv

Does the cat eat well?
    Aux    D    S    V    Adv?

Harry may hold the book.
    S    Aux    V    D    N

May Harry hold the book?
    Aux    S    V    D    N    ?

Someone is knocking.
    S    Aux    V

Is someone knocking?
    Aux    S    V    ?

c. At the end of a sentence a repeated be verb + n't or an auxiliary + n't signal a question. Since its use is unique, n't will be spelled out in the analysis.

He took it, didn't he?
    S    V    O    Aux    n't    S    ?

The shirts were clean, weren't they?
    D    S    LV    Adj    Aux    n't    S

The books should go, shouldn't they?
    D    S    Aux    V    Aux    n't    S    ?
d. Questions can also be signaled by nine question words (W): who, whom, whose, what, which, when, why, where, how.

Who took it?
W V O?

Whom did they invite?
W Aux S V ?

What happened?
W V ?

Which one frightened her?
W S V O?

When did the plane leave?
W Aux D S V ?

Why did they ask us?
W Aux S V 0?

Where is her mother?
W LV D S. ?

How was he killed?
W Aux S V ?

4. Requests

Most request or command sentences do not have a subject. The understood subject is the person addressed. There are four request patterns:

a. With you as the subject (usually forceful, often rude):

You shut your mouth.
S V D O

You go to bed.
S V Adv
(P N)

b. With please

Since no other polite word is used like this, the
word will be written out in the analysis.

Please light my cigarette.
please V D O

Please call the office.
please V D O
c. With let's

Let's includes the speaker in the proposed action of the verb. Let's, like please, will be written out in the pattern analysis.

Let's take the horses.
let's V D O

Let's drink another.
let's V O
d. Without you as subject, please, or let's

Hold the rope.
V D O

Return your themes.
V D O

Part Fifteen: Sentence Parts

Thus far in discussing the sentence structure we have been building up sentences with words and groups of words. Now that we are familiar with the parts of a sentence, it is easy to see that any English sentence (except one word requests: Stop. Listen. etc.) can be divided into at least two parts. In most sentences these two parts can in turn be divided on descending levels to the words of which the sentence is made. The divisions are not arbitrary, however. Individual units must indicate how the sentence is constructed, and they must be capable of substitution at any level of division. It is
useful, especially in punctuation, to know how to divide a sentence in this manner.

Here is an example.

People who dislike germs don't eat there.
People who dislike germs / don't eat / there.
People / who dislike germs don't / eat.
who / dislike germs / don't / eat.
dislike / germs

Here the first division occurs between the subject and the verb. If the sentence were divided at other places, the results would be strange:

People who dislike / germs don't eat there.
or
People who dislike germs don't / eat there.
or even
People / who dislike germs don't eat there.

The last example sounds possible, but in it a subordinator group is separated from the word it modifies and is attached to a group of words which it cannot modify.

Sometimes the first division does not occur between the subject and the verb.

To our regret, there were no boats to rent.
To / our regret there / were no boats to rent.
To / our regret there / were no boats to rent.
our / regret were / no boats to rent.
our / regret were / no boats to rent.
no / boats to / rent.
no / boats to / rent.

After the house burned, the family left for Chicago.
After the house burned / the family left for Chicago.
After / the house burned / the family / left for Chicago.
the house / burned left / for Chicago.
the / house for / Chicago.

But notice the first division if the subordinator group comes at the end of the sentence:

The family / left for Chicago after the house burned.
Sometimes a written sentence, seldom a spoken one, is ambiguous because these divisions are not clear. For example, in "He was an old box collector" old box collector can mean "a collector of old boxes" or "a box collector who is old." The division could be either old / box collector or old box / collector. In the sentence "The teachers only collected the papers" two divisions make for two interpretations:

The teachers only / collected the papers.
  (Nobody else did.)

The teachers / only collected the papers.
  (Someone else graded them.)

Part Sixteen: Intonation

Intonation is a combination of stress, pitch, and juncture. The latter two are especially important to punctuation. Since stress, pitch, and juncture are so closely bound to each other, it is often hard to find examples which point out the difference in meaning made by only one of them.

1. Stress is the characteristic of spoken English which indicates the meaning of spinning wheel, for example. If we mean "a wheel which spins," the stress is spinning wheel. If we mean "a machine which makes thread," the stress is spinning wheel. Stress, then, distinguishes a NN for an Adj N:

  dancing class
  cheering section
  wishing well

  dancing class
  cheering section
  wishing well
2. Pitch is the characteristic of English which distinguishes "She called" from "She called?" There are four levels of pitch. /4/, the highest level, indicates excitement or surprise and is fairly uncommon in most speech. /3/ is next highest and generally indicates the main stressed syllable of the sentence. /2/ is ordinary pitch level; and /1/, the lowest, usually comes at the end of a sentence. Here is an example of all four pitch levels:

Mary! I want you.

/4/ /2/ /3/ /1/
Na S V O

3. Juncture is important to punctuation since it indicates the places where commas, periods, and semicolons belong.

/+/ is the plus juncture, the pause which distinguishes "that time" from "that I'm."

/1/ is single bar juncture. It is the break which usually occurs between the subject and verb of a sentence.

The man in the boat held up his fish.
/\/, the double bar juncture, is accompanied by a slight rise in pitch, most often from /2/ to /3/.
It usually indicates that a comma is needed.

When they bought it, the house had just been painted.
(when S V O)

Marie was, however, an industrious girl.
(SLV SC D Adj N)

My teacher, who studied history, owns a rubbing from Shakespeare's grave.
(P)

/\#, double cross juncture, is the break which occurs with the fall in pitch at the ends of sentences. In punctuation it is usually represented by a period or semicolon. Nobody who knew us came.
(S Adj V #)

The storm subsided; the sun came out.
(D S V # D S V Adv#)

Part Seventeen: Punctuation Indicated by Intonation

1. The comma.

a. In a list of items each comma is signaled by double bar juncture and a drop in pitch from /3/ to /2/.

They served steak, potatoes, and salad.

\[ S V O O C O \]

---

13. Since conventions like quotation marks, apostrophes, hyphens, italics, and capital letters are not signaled by intonation, they are not included here. Most of the serious punctuation errors in student writing are those involving intonation.
A sentence like the following one, however, does not need commas for punctuation although there is a double bar juncture before each and:

They served steak and potatoes and salad.

b. When there is a conjunction joining two sentences, double bar juncture separates them, indicating a comma.

She was ill, and I knew it.

They came, but they were not happy.

c. A comma to set off nouns of address is signaled by a double bar juncture.

You know, Mary, that we love you.

d. Appositives set off by double bar juncture are punctuated with commas.

The apprentice, a man in white, smiled wanly.

e. Where double bar juncture sets off sentence modifiers or sentence connectors, a comma is needed.

Unfortunately, no telephone number was listed.

She became, therefore, the only eligible candidate.
f. When an adverb subordinator group comes at the beginning of a sentence, double bar juncture indicates a comma is needed.

Since the house had been sold, we drove away.  
Adv     \(\text{since} \quad S \quad \text{Aux} \quad \text{Aux} \quad V\)  

(g. When an adjective subordinator group is set off by double bar juncture, commas are needed.

The young man, whose face had become pale, fell to the floor.  
Adv  
(P D N)  

The juncture setting off adjective subordinator groups determines both the punctuation and the sense of the sentence. Compare these two sentences:

The man, who gave us a ride, was a priest.  
D  S \(\text{who} \quad V \quad \text{Pn} \quad D \quad O\)  

The man who gave us a ride was a priest.  
D  S \(\text{who} \quad V \quad \text{Pn} \quad D \quad O\)  

h. Commas are indicated when verbs used as adjectives are set off by double bar juncture.

Trembling, he closed the door.  
Adj \(\text{-ing} \quad V\)  

My brother, pretending innocence, took the receipt.  

Visibly shaken, the woman hung up the receiver.

(Adv -en V)

i. Double bar juncture indicates commas to set off a speaker from what he says.

He said, "I know Spanish well."

He said I know Spanish well.

Compare this sentence omitting a subordinator:

j. Commas are sometimes needed to prevent a misinterpretation which does not occur in spoken English because of juncture.

Underneath the moss was brown.

Underneath, the moss was brown.

2. The semicolon

a. Between two sentences a semicolon is signaled by /#/.

The mail had arrived; the routemen were waiting.

b. To separate items in a series containing commas, a semicolon is used for every interval /#/.

The three men chosen were Mr. Andrews, our neighbor; Harvey Spate, the hotel manager; and Ed Holmes, a city policeman.

3. The period occurs at a /#/ where pitch falls to /l/.
This occurs at the end of sentences.

The book was left open.
/2/ /3/ /1/
D S Aux LV Adj #

4. The exclamation mark usually ends a sentence in which pitch reaches /4/. Compare:

I can do it.
/2/ /3/ /1/
S Aux V O #

I can do it!
/2/ /4/ /2/ /1/
S Aux V O #

5. A question mark ordinarily comes at the end of a sentence which, rather than falling to /1/, ends with /3/.

Did the man call again?
/2/ /3/
Aux D S V Adv ?

Compare: The officer reported the wreck?
/2/ /3/ /3/
D S V D O ?

The officer reported the wreck.
/2/ /3/ /1/
D S V D O

6. The colon

a. The colon is signaled by /#/ and by pitch sustained at /2/ (before long quotations).

Edward Vardiman says: "No one can know the extent /2/ /#/ of Wilde's torture; no one can conceive of the /#/ self-doubt and fear which were his from those unfortunate days of his childhood until his tragic death." /#/
b. Before appositives at the end of sentences the colon is signaled by /#/.

We gave them some furniture: an old desk, an iron bed, a bookshelf, and an overstuffed chair.

7. Dashes, parentheses, and brackets are, like commas, usually signaled by double bar juncture.

My roommate—he's the one from Florida—bought a boat last week.

Kathleen (Maria's name in the novel) has inherited homocidal tendencies.

"She is not paranoiac," says Williams, "but her life is paranoia."

The Laboratory

In addition to repeating in the classroom oral exercises built on the grammatical principles outlined here, students in Class II were required to spend at least three hours a week in the language laboratory, listening to and repeating tape recorded exercises. These lab exercises were even more valuable to the student than oral exercises in class, since when a whole group is speaking aloud the individual cannot distinguish his own voice enough to hear what he is saying wrong. Each laboratory booth had a microphone which enabled a student to hear his own voice
when he repeated what he had just heard. The importance of the student's repeating aloud all of the patterns he heard was stressed.

At the time of this experiment the Louisiana State University language laboratory was a 17 yard by 20 yard room with about $15,000 worth of mechanical equipment, primarily Pentron. There were eighteen channels and one hundred two booths. Since attendance of the approximately one thousand foreign language students was optional, there was always space for my experimental class. The laboratory was staffed with a graduate fellow and nine student assistants; one or two people were always available to play tapes and to show the students how to tune in a channel, use the earphones, or regulate volume. Except for the hour between five and six p.m., the laboratory was open from eight in the morning to ten at night.

Here is a floor plan of the language laboratory used in this experiment:
The Tape Recorder

A Webcor Regent tape recorder was used to make taped exercises for class and laboratory and to help students with individual problems, usually spelling. The exercises were recorded at 7½ inches per second on 200 foot reels of Scotch recording tape, two exercises per reel. Each taped exercise had from twenty-five to forty sentence patterns on it, the number of feet of tape used depending on the number of responses for each pattern and the length of pauses between patterns. The average time required for each taped exercise was seven minutes. Pauses between responses were from three to eight seconds long, depending on whether the response was a word, a group of words, or a sentence. After the tapes were made, they were first introduced in the class and then filed in the language laboratory for use there.

If a student had a writing problem for which there was no laboratory tape designed, he came to my office for individual work. Usually the problem was bad spelling, and the work I did with the student was to teach him the relationship between spelling and pronunciation and to let him hear on tape his own reading and pronunciation errors. If a student repeatedly misspelled the same words, it was an easy matter to make for him a taped exercise like the page on page 118.
CHAPTER IV

AURAL-ORAL PATTERN EXERCISES

This chapter is made up of three groups of exercises. Those in the first section follow closely the grammar outline in Chapter III. These are classroom exercises, primarily substitution patterns, used by Class II, the laboratory class. Usually these pattern exercises were written on the blackboard so that the lesson could be extended for as long as there was time for the students to make additional substitutions.

The exercises in the second section of this chapter are those which were recorded on tape and filed in the language laboratory. Class II had mimeographed copies of these exercises so that they could read each pattern as they heard and repeated it.

The third section contains ten additional exercises for either classroom or laboratory. These exercises were not used in this study, but they are an outgrowth of it and are intended to drill a class on the more common errors found in the writing of Class II, except misspelling. The most valid oral-aural spelling exercise is one made from the misspellings of individual classes or students.
Section 1
Classroom Exercises

Exercise 1: Nouns

Directions: 1) Listen to each sentence. Repeat it aloud.
2) Say the sentence again, making each substitution listed below the underlined word.

1. The scissors are his.
   tires
   cups
   handles
   rubies

2. We can do without oil.
   water
   butterflies
   bolts
   smiles

3. The tricycle is new.
   fence
   dress
   plan
   ring

4. A beetle was there.
   station
   girl
   painting
   couch

5. An instrument was missing.
   officer
   article
   earphone
   onion

6. Honesty is hard to find.
   Gravel
   Smoke
   Uranium
   Beauty
Exercise 2: Pronouns

Directions: 1) Listen to the sentence. Repeat it aloud.
2) Say each sentence again, making the substitutions listed below the underlined words.

1. She gave it to me.
   John and me
everybody
herself
us
him

2. I have seen his answer.
   Some
   They
   You and she
   Several
   Few

3. They dislike no one.
   each other
   themselves
   theirs
   it
   everything

4. He and I want you to come.
   Mary and he
   They
   You
   I
   Ours

5. He usually visits me on Wednesday.
   She
   Everybody
   Neither
   It
   One

6. It was he who called.
   she
   I
   he
   we
   they

7. They got a letter from you and me.
   him and her
   yours
   someone
   neither
   us
8. Nobody sent me a card.
   We her
   He you
   Somebody him
   Many us
   Several them

9. We voted ourselves into office.
   I myself
   You yourself
   You yourselves
   They themselves
   She herself

10. This attracted us.
    Nobody her
    It him
    Mine you
    Yours me

Exercise 3: Determiners

Directions: 1) Listen to each sentence. Repeat it aloud.
2) Say the sentence again, making each substitution listed below the underlined word.

1. Tom’s bicycle was stolen.
   The
   Every
   One
   Neither
   This

2. He had many reasons not to go.
   Few
   several
   three
   these
   both

3. Most people will buy it.
   All
   More
   Some
   The
   My

4. She did not have much money.
   His
   any
   Mack’s
   that
   their
5. A book could be lost.
   One
   Either
   This
   Any
   Lou's

6. The family bought an old car.
   the
   our
   one
   this
   your

7. Dolly Madison's picture was near the door.
   My
   Our
   Every
   Her
   Somebody's

8. Four children rode by the house.
   Harry's
   Most
   Her
   Those
   Many

9. Everyone's weaknesses are revealed.
   Their
   His
   All
   Most
   Both

10. Larry's glass was shattered.
    A
    Your
    That
    Much
    All

Exercise 4: Verbs

Directions: 1) Listen to each sentence. Repeat it aloud.
            2) Say the sentence again, making each substitution listed below the underlined word.

1. They like people.
   see
   use
   visit
   need
2. I stutter most of the time.
   smile
   work
   sleep
   growl

3. She ignored us yesterday.
   helped
   whipped
   knew
   served

4. We have cleaned the furniture.
   dusted
   sold
   seen
   bought

5. You had lied.
   whistled
   understood
   come
   retreated

6. He has swum often.
   driven
   talked
   looked
   helped

Exercise 5: Linking Verbs

Directions: 1) Listen to the sentence.
2) Repeat it, noting the adjective, noun, or
   pronoun following the verb.

1. It is he whom we saw.
2. Allan became a doctor.
3. Something smells bad.
4. The cat's fur felt smooth.
5. Marty acted strange at the picnic.
6. Eventually his aunt went crazy.
7. He remained incompetent all his life.
8. The couch looks dirty and lumpy.
9. His family was an old one.
10. The settlers were wary of strangers.
11. I am sick of his chatter.
12. My brother will be a major when you get back.
13. Don't feel so bad about that.
14. It was she who had the recipe.
15. Your bread tastes salty.
16. The house looks grotesquely modern.
17. The motor seems sluggish today.
18. The janitor was a thief and a liar.
19. I grow weary at the thought of moving.
20. His brothers are silent about him.
21. The poet says he is incapable of action.
22. An office boy was our Santa Claus.
23. The Italian dinner was more delicious than ever.
24. The big elm was brown from the drought.
25. You will become famous overnight.
26. The cokes in the tub were cold.
27. The goblin in the green dress must be my little sister.
28. Shrimp gumbo is a staple in our town.
29. The girl in the car was she.
30. After two days the fluid turned yellow.

Exercise 6: Be, Go + -ing Verb Forms

Directions: 1) Listen to the auxiliary and the verb. Repeat them.
            2) Listen to the sentence. Repeat it.

1. is working Joe is working for a shoe company.
2. are talking They are talking about you.
3. went riding The family went riding when it was cooler.
4. go hunting I go deer hunting every fall.
5. is finding He is finding that college is not for playboys.
6. was holding No one was holding the other end.
7. am grinning I am not grinning at you.
8. were whistling The men were whistling as they marched.
9. went sailing We went sailing on the lake.
10. goes bowling Her brother goes bowling every Saturday.
11. is turning The water is turning brown.
12. am finishing I am just finishing the last page.
13. went fishing He went fishing for the fun of it.
14. was beginning She was beginning to feel the strain.
15. were blowing Both fans were blowing across us.
16. went staggering He lunged past us and went staggering away.
17. go swimming We go swimming when the tide is in.
18. is drying Your shirt is drying on the line.
19. am casting I am casting my lot with you.
20. goes punting Someone goes punting on the Thames.
21. is skipping Mike is skipping question seven.
22. was falling The whole wall was falling before we saw it.
23. were pleading They were pleading with him to slow down.
24. went skating When the ice was deep enough, we went skating.
25. goes looking If she goes looking for him, she'll find him.
Exercise 7: Be, Have + -ed/en Verb Forms

Directions: 1) Listen to the auxiliary and the verb. Repeat them.
2) Listen to the sentence. Repeat it.

1. am shocked I am shocked to hear it.
2. had run The team had run only two plays.
3. has seen Nobody has seen the test.
4. have gone My family and I have gone there many times.
5. had come He had come to us for help.
6. is frightened Her baby is frightened by thunder.
7. was listed No other course was listed.
8. have chewed They have never chewed bubble gum.
9. were shown We were shown only a few of the models.
10. have asked My sisters have asked for your help.
11. was opened The box was opened at noon.
12. are taken They are taken into a cave filled with gold.
13. has nominated Lester has nominated my father.
14. have begun Things have begun rather badly.
15. was run He was always run out of small towns.
16. had sung Lady Anne had sung an old song.
17. am released I am released from all obligation.
18. is mowed Their lawn is mowed every three days.
19. was shod The horse was shod last week.
20. has swung She has swung in every swing at the park.
21. have chosen They have chosen you vice-president.
22. is combed That lady's hair is not combed.
23. are shone Lights are shone in their eyes.
24. had struck  Little Billy had struck it rich out West.
25. am born     I am born again.

Exercise 8: Auxiliary + Base Form Verb

Directions: 1) Listen to the auxiliary and the verb. Repeat them.
2) Listen to the sentence. Repeat it.

1. may report  You may report it if you like.
2. might vote   He might vote if you took him to the polls.
3. should lose  He should lose some weight.
4. could arrange No one could arrange it like he wanted it.
5. can debate   We can debate this question for weeks.
6. must stop    You must stop that awful shouting.
7. ought to find He ought to find her very pleasant.
8. shall release Shall I release those records to him?
9. will drown   Someone will drown unless the wind stops.
10. has to hurt This one has to hurt a little.
11. did pay     Miss Lacy did pay the bill.
12. do run      We know they do run an honest company.
13. would employ I would not employ a man with a prison record.
14. had to leave Larry had to leave before we cut the cake.
15. does trust  She does trust us, I believe.
16. ought to defeat The scandal ought to defeat him.
17. must realize We must realize the danger of a war.
18. should defend I should defend everyone, but I can't.
19. have to do   The men have to do what he asks.
20. might fall  He **might fall** off the roof.
21. will order  My secretary **will order** the cards.
22. ought to sing  Everyone **ought to sing** at least one song.
23. may restore  This **may restore** the pressure to the line.
24. could scrape  He **could scrape** the top and then repaint it.
25. have to argue  They **have to argue** about most things.

Exercise 9: Adjectives

Directions: 1) Listen to each sentence. Repeat it aloud.
2) Say the sentence again, making each substitution listed below the underlined word.

1. She was a very beautiful girl.
   humorous
   intelligent
   honest
   selfrighteous
   petty
   ugly
   courageous
   good

2. He was not hot enough.
   sick
   late
   wet
   stubborn
   clever
   evil
   natural
   quiet
   trustworthy

3. The silly boy came into the class.
   short
   dark
   tragic
   stocky
   clumsy
   blond
   weak
   muscular
   stupid
Exercise 10: Adverbs

Directions: 1) Listen to each sentence. Repeat it.
2) Say the sentence again, making each substitution listed below the underlined word.

1. The lady did it soon, boldly there fast quietly quickly often easily hastily well

2. Suddenly there was no more noise.
   Finally
   Again
   Now
   Outside
   Here
   Then
   Eventually
   Immediately
   Everywhere

3. He painfully drew the lines.
   recently
   awkwardly
   slowly
   happily
   cleverly
   meticulously
   calmly
   shakily
   excitedly

Exercise 11: Qualifiers

Directions: 1) Listen to each sentence. Repeat it.
2) Say the sentence again, making each substitution listed below the underlined word.
1. We must be very cautious.
   a little
   somewhat
too
   quite
   more
   rather
   less
   mighty
   so

2. A somewhat frightened girl was there.
   pretty
   more
   mighty
   An extremely
   An unusually
   quite
   very
   rather

3. He was mighty friendly.
   a little
   pretty
   very
   quite
   exceedingly
   rather
   slightly
   more
   less

Exercise 12: To Verbs

Directions: 1) Listen to each sentence. Repeat it.
           2) Say the sentence again, making each substitution listed below the underlined words.

1. I want to know the reason.
   to see your answer
   to go immediately
   to hold it
   to find his house

2. She had money to waste.
   to spend
   to throw away
   to burn
   to save
   to invest
3. They left here **to find a lot**.
   **to see a friend**
   **to answer an ad**
   **to go visiting**
   **to get some gas**
   **to eat lunch**

4. He was afraid **to call me**.
   **to taste the salad**
   **to sew them up**
   **to drink it**
   **to write her**
   **to knock loudly**

**Exercise 13: -ing Verbs**

Directions: 1) Listen to each sentence. Repeat it.
2) Say the sentence again, making each substitution listed below the underlined word or words.

1. **Racing** was his favorite pastime.
   **Complaining**
   **Arguing**
   **Smoking**
   **Talking**
   **Betting**

2. They objected to his **sawing the board**.
   **remaining quiet**
   **writing letters**
   **standing up**
   **whistling at night**
   **telephoning her**

3. The **sputtering** man was pulled out.
   **puffing**
   **drowning**
   **perspiring**
   **cursing**
   **bellowing**

4. The boy **holding the wire** is my cousin.
   **spinning the coin**
   **acting silly**
   **smiling absurdly**
   **scratching his leg**
   **standing there**
Exercise 14: -ed/-en Verbs

Directions: 1) Listen to each sentence. Repeat it.
2) Say the sentence again, making each substitution listed below the underlined word or words.

1. The **broken** chair was removed.
   - painted
   - splintered
   - crushed
   - burned
   - polished
   - hidden
   - stolen
   - sold
   - chosen

2. **Frightened** by the **noise**, the thief stopped.
   - Alarmed
   - Convinced of deception
   - Delighted with himself
   - Horrified
   - Shaken
   - Trapped inside
   - Warned in advance
   - Interested in the child
   - Annoyed

3. This man, **badly burned**, sank to his knees.
   - severely injured
   - riddled with bullets
   - suddenly overwhelmed
   - weakened with hunger
   - overcome by smoke
   - greatly relieved
   - brutally beaten
   - cowed into submission
   - completely relaxed

Exercise 15: Prepositions

Directions: 1) Listen to the sentence. Repeat it.
2) Say the sentence again, making each substitution listed below the underlined word.
1. She hid it somewhere **under** the house.
   - **in**
   - by
   - near
   - beside
   - above
   - around
   - out of
   - close to
   - on

2. **Because of** the war we had no money.
   - Since
   - After
   - In spite of
   - During
   - Before
   - Despite
   - Until
   - In
   - Till

3. The dog leaped **down** the wall.
   - **into**
   - through
   - past
   - toward
   - from
   - over
   - up
   - outside

**Exercise 16: Preposition Groups**

**Directions:**

1) Listen to the sentence. Repeat it.
2) Say the sentence again, making each substitution listed below the underlined words.

1. **Inside the house** was where he wanted it.
   - **By the steps**
   - Near the lake
   - On a hill
   - Under the tree
   - Behind the barn

2. A lady **on a bicycle** waved to us.
   - **at the station**
   - near the top
   - with an umbrella
   - in front of him
   - across the street
3. The picnickers walked **through the forest.**
   with pride
   over the bridge
   beside the car
   near the river
   till dark

4. **Because of** his records, I have nothing to say.
   In spite of
   Concerning
   Despite
   About
   According to

**Exercise 16: Noun Subordinator Groups**

Directions: 1) Listen to the sentence. Repeat it.
2) Say the sentence again, making each substitution listed below the underlined words.

1. **That he asked us is your business.**
   Whichever you choose
   What he sings
   Whether he arrives
   Whose key was stolen
   Whomever you invite
   How she leaves
   When you came in

2. **They know the reason.**
   Why he left
   who took it
   whom she married
   whether he is interested
   when the boat arrived
   how we did it
   that I am old
   what you have lost
   whose name was omitted

3. The conversation is about **children.**
   whoever is at home
   whomever you like
   where the flowers came from
   whether I'll win
   how the page was torn
   what we did last year
   why anyone wants her
   whose scar is oldest.
   when they will arrive
Exercise 17: Adjective Subordinator Groups

Directions: 1) Listen to the sentence. Repeat it.
2) Say the sentence again, making each substitution listed below the underlined words.

1. The lady who owned it was not at home.
   that makes them
   whom we wanted
   whose order came
   they needed

2. This was a week when I wanted to forget.
   that I had dreaded
   which seemed very important
   no one could account for

3. You know the reason why the Smiths were invited.
   that he went to college
   which prompted him to try it
   she jilted him

4. This is the place where they'll build it.
   that our sister bought
   which he reserved
   he admired.

5. Nobody knows the girl who came late.
   that lives upstairs
   whom he dates
   whose dress got torn
   Jack invited

6. The horse which he bought in Alabama will be used for breeding.
   that he gave them
   Pete likes so well

7. A judge who takes bribes is ruined.
   whom people like
   that likes politics
   whose decisions are impartial
   the Governor can bribe

8. He wants a mechanic who can fix a car.
   whom everyone trusts
   whose work is perfect
   that knows him
   we can recommend
Exercise 18: Appositives

Directions: 1) Listen to the sentence. Repeat it.
2) Say the sentence again, making each substitution listed below the underlined words.

1. Mr. Miller, the man on my right, is living there now.
   a well-known author
   a cousin of mine
   the Life photographer
   an unusual fellow
   old Andy Miller's boy
   the most recent winner
   Aunt Trudie's old flame
   a drunken oaf
   a child at heart

2. She took in the child, a ragged, pathetic thing.
   a cheerful imp
   the only person who needed her
   a loud tomboy
   an imaginative but frightened waif
   a relative of hers
   my sister's boy
   her chief concern for years to come
   a thin little girl
   a miniature of his father

3. His present was a new car, an elegant foreign model.
   a complete surprise
   one with spoke wheels
   a red convertible
   the thing he had asked for
   something to please us all
   his usual gift
   the next best thing to a mink
   the reward for her helping him
   the latest thing on the market

Exercise 19: Adverb Subordinator Groups

Directions: 1) Listen to the sentence. Repeat it.
2) Say the sentence again, making each substitution listed below the underlined word.
1. **Since** he had gotten an answer, he went away. 
   **When**
   **As if**
   **Although**
   **Before**
   **Even though**
   **Because**
   **Inasmuch as**
   **Though**
   **As**

2. I will go **wherever** you want me. 
   **although**
   **whenever**
   **while**
   **until**
   **as if**
   **as though**
   **if**
   **everywhere**
   **where**

3. The car was brought **so that** we could leave. 
   **as if**
   **because**
   **since**
   **as though**
   **before**
   **when**
   **while**
   **in case**
   **as soon as**

**Exercise 20: The Subjunctive**

Directions: 1) Listen to each sentence.  
           2) Repeat it, noting the use of **were**.

1. I wish there were some simple explanation for it.
2. If she were in love, she wouldn't stay away so long.
3. He treated me as if I were a criminal.
4. She acts as though I were insane.
5. No one could lift it if it were that heavy.
6. If I were a young man, I'd try it.
7. As though I were a member, I walked in and sat down.
8. The workers would go back if they were sure he could be trusted.
9. If there were no one present, no sound would exist.
10. The good doctor wishes I weren't here to annoy him.
11. As if there were no reason for alarm, he quietly listened.
12. If she were here, there would be no reason to suspect her.
13. I acted as though I were ready to leave.
14. If one were only sure, then how easy the solution would be.
15. She should have told me immediately if there were any.
16. As if she were my own daughter, she came to me for advice.
17. If I were you, I'd leave now.
18. I felt as though I were slipping back into time.
19. The maid wishes he were more agreeable.
20. If I were there, he might not get off so easily.
21. Charles would do it if he were here.
22. The cat treated me as if I were one of the family.
23. We wish you were coming here for your vacation.
24. If it were coffee keeping me awake, I'd know it.
25. She spent money as though they were still wealthy.
26. He'd be the first to know if I were engaged.
27. If Mary were present, he should have kept quiet.
28. If it were left up to me, you'd leave today.
29. You act as though I were lying.
30. It's not as if she were a permanent teacher.

Exercise 21: Qualifier Subordinator Groups

Directions: 1) Listen to the sentence. Repeat it.
2) Say the sentence again, making each substitution listed below the underlined words.
1. The trees were greener than anyone could imagine.  
   than John cared to admit  
   than the grass  
   than we wanted them to be  
   than Lucy's shawl

2. She dressed more simply than they had requested.  
   than her sister used to  
   than I thought she would  
   than most girls do  
   than Orie

3. The men are as upset as they were last year.  
   as their wives  
   as you predicted  
   as we are  
   as they can be

4. The building was erected as quickly as the contractor ordered.  
   as a crew could do it  
   as we had hoped  
   as the materials arrived  
   as the bridge had been

5. Mother got so excited that she dropped the cake.  
   that we had to calm her  
   that everyone there heard the news  
   that she missed the bus  
   that I couldn't finish

6. They sang so beautifully that the applause was deafening.  
   that the children stopped to listen.  
   that tears came to his eyes  
   that he offered them a job  
   that no one dared to cough

Exercise 22: Conjunctions

Directions: 1) Listen to the sentence. Repeat it.  
2) Say the sentence again, making each substitution below the underlined word.

1. He loved her, and she left him.

   so  
   for  
   but  
   yet
2. You may have shrimp or oysters.

3. They may see it but not understand the principle of it.

4. Harry and Ed returned the rake.

5. Either a plumber or an electrician could do it.
   Neither nor
   Both and
   Not only but also
   Not but

6. The deputy called, but no one answered the door.
   yet
   so
   and
   for

7. He took neither the bed nor the mattress.
   either or
   both and
   not only but also
   not but

8. The car was old, but we liked it.
   yet
   and
   so

Exercise 25: Sentence Connectors

Directions: 1) Listen to the sentence. Repeat it.
   2) Say the sentence again, making each substitution listed below the underlined word.

1. The notebook was open; nevertheless the secretary
   however hence therefore consequently

locked the drawer.
2. The receipts are stamped; otherwise we don't know who has paid.

3. The tide was unusually high; moreover, the boats were adrift.

4. Consequently, no new expenditures were expected.

5. The utilities were, as a result, very high.

6. The mayor was impeached therefore.

Exercise 24: There, It Sentences

Directions: 1) Listen to each sentence.
2) Repeat it, noting use of there or it.

1. There was no reason to suspect him.
2. It is too bad he is absent today.
3. There were plenty of them there.
4. There has been a steady stream of sightseers.
5. It is unnecessary for you to drive by.
6. It seems such a shame to pour it out.
7. There was something corrupt about him.
8. It seems strange to hear you say that.
9. There came a great flood in the spring.
10. I realized there was no way to escape.
11. If there were three, you have taken one.
12. It seems to me that he was tricked.
13. Since it was obvious he didn't care, we replaced him.
14. It was a long way home.
15. There were some men here looking for you.
16. It is easy to see why he chose Alice.
17. If there were a way, she would know about it.
18. It is a mistake to have open stacks.
19. There were houses here before the war.
20. There was a young woman in his office.
21. They told her there was no need to cry.
22. Since it is supposed that he is dead, the relatives leave.
23. It frightened me to think of him in the park alone.
24. It was encouraging that he had tried to walk.
25. There seemed to be something they weren't telling her.
26. I realized that it was Jim who had seen me.
27. There was a dance band playing in the pavilion.
28. It was late March before he returned.
29. There is my family to consider.
30. It is awkward to talk to him about Helen.

Exercise 25: Be Verb Questions

Directions: 1) Listen to the sentence. Repeat it.
2) Listen to the question. Repeat it.
1. The collector was here. 
   Was the collector here?

2. Our lilacs were purple. 
   Were our lilacs purple?

3. I am the only one who knows. 
   Am I the only one who knows?

4. Mrs. Bright is my dearest friend. 
   Is Mrs. Bright my dearest friend?

5. The steaks are on the grill. 
   Are the steaks on the grill?

6. Pete and his wife are our guests. 
   Are Pete and his wife our guests?

7. It is here on your bed. 
   Is it here on your bed?

8. The peaches were too ripe to eat. 
   Were the peaches too ripe to eat?

9. The dog was old and sick. 
   Was the dog old and sick?

10. Trees are necessary on a lot. 
    Are trees necessary on a lot?

11. Reprints are hard to find this year. 
    Are reprints hard to find this year?

12. I am the one who moved it. 
    Am I the one who moved it?

13. It is a pity that they can't get married. 
    Is it a pity that they can't get married?

14. Ants were all over the tablecloth. 
    Were ants all over the tablecloth?

15. His car was a total wreck. 
    Was his car a total wreck?

Exercise 26: Auxiliary Questions

Directions: 1) Listen to the sentence. Repeat it. 
2) Listen to the question. Repeat it.

1. The dock workers want a ten cent pay raise. 
   Do the dock workers want a ten cent pay raise?
2. He asked us to hold the money. Did he ask us to hold the money?
3. She will be in on the six o'clock bus. Will she be in on the six o'clock bus?
4. You can tell me where his office is. Can you tell me where his office is?
5. They were chilled by the wind. Were they chilled by the wind?
6. He is constantly badgered at home. Is he constantly badgered at home?
7. I should be the one to release him. Should I be the one to release him?
8. Mary does like waffles and bacon. Does Mary like waffles and bacon?
9. They are going swimming after dark. Are they going swimming after dark?
10. He could do it if he knew how. Could he do it if he knew how?
11. The officers have shown us the reason. Have the officers shown us the reason?
12. I am interested in your welfare. Am I interested in your welfare?
13. All the telephone lines snapped under the weight. Did all the telephone lines snap under the weight?
14. Helen had cooked a spaghetti supper. Had Helen cooked a spaghetti supper?
15. We know that the contract was predated. Do we know that the contract was predated?

Exercise 27: n't Questions

Directions: 1) Listen to the question, Repeat it.
2) Say the question again, making each substitution below the underlined words.
1. He was arrested immediately, wasn't he?  
could apologize couldn't  
can see can't  
should stay shouldn't  
had left hadn't  
might object mightn't  
has retired hasn't  
would disagree wouldn't  
will appear won't  
did sign didn't

2. She reviewed the books, didn't she?  
bought didn't  
examines doesn't  
tears doesn't  
wrote didn't  
orders doesn't  
banned didn't  
liked didn't  
recommends doesn't  
dropped didn't

3. The graduates are doctors, aren't they?  
were weren't  
have been haven't  
will be won't  
could be couldn't  
might be mightn't  
did become didn't  
can become can't  
should be shouldn't

Exercise 28: Q Word Questions

Directions:  1) Listen to the question. Repeat it.
2) Say the question again, making each substitution below the underlined word.

1. When did you do it?
   Why
   How
   Where

2. Who killed her?
   What
   Whose

3. Whose family arrived first?
   Which
4. Whom did she hurt?
   Whose
   What
   Why
   Where

5. What idea was that?
   Which
   Whose

6. Whom did they retire?
   Why
   Where
   How
   When

7. Why is everyone so happy?
   When
   How

8. What did you change?
   Whom
   Whose
   Where
   Why

Exercise 29: Requests

Directions. 1) Listen to each request.  
   2) Repeat it.

1. You open the window.
   Please open the window.
   Let's open the window.
   Open the window.

2. You give them all they need.
   Please give them all they need.
   Let's give them all they need.
   Give them all they need.

3. You learn every signal.
   Please learn every signal.
   Let's learn every signal.
   Learn every signal.

4. You eat everything on your plate.
   Please eat everything on your plate.
   Let's eat everything on your plate.
   Eat everything on your plate.
5. You go over there by him.
   Please go over there by him.
   Let's go over there by him.
   Go over there by him.

6. You phone him immediately.
   Please phone him immediately.
   Let's phone him immediately.
   Phone him immediately.

7. You read the next one.
   Please read the next one.
   Let's read the next one.
   Read the next one.

8. You sit down and be quiet.
   Please sit down and be quiet.
   Let's sit down and be quiet.
   Sit down and be quiet.

Exercise 30: Expanding Sentence Patterns

Directions: 1) Listen to each basic sentence. Repeat it.
             2) Listen to each expanded pattern. Repeat it.

1. He likes her.
   The marine likes my sister.
   The young marine likes my little sister.
   The young marine, who is on leave, likes my little sister, who is eighteen.

2. It is hard.
   Finding the man is very hard.
   Finding the right man is very hard for us.
   Finding the right man for the job is very hard for us who have never worked.

3. It happened.
   In the spring it happened again.
   In the spring of 1954 it happened again in New Haven.
   Late in the spring of 1954 the violence erupted again in New Haven.

4. They came.
   The settlers came to Texas.
   The settlers from Tennessee came to Texas, where their families had stopped.
   The settlers from Tennessee and Kentucky came to Texas, where their families had stopped in the early 1800's.
5. He became a man.
   Harry Davis became a man with a goal.
   Overnight, Harry Davis became a man with a definite goal.
   Overnight, Harry Davis, who had had nothing as a child, became a man with a definite goal, making two million dollars before he was thirty.

6. They had it.
   The men had an idea.
   The men in our town had a brilliant idea.
   The young men in our town had a brilliant idea concerning the cemetery.

7. It arrived.
   The news arrived too late.
   The news of the battle arrived too late to stop the boys.
   The news of the battle at Atlanta arrived too late to stop the boys in our regiment.

8. He discovered it.
   An old man discovered a piece of string.
   An old and very poor man discovered a piece of dirty string.
   An old and very poor man walking down the street discovered a piece of dirty string, which he stopped to pick up.

Exercise 31: Stress
Directions: 1) Listen to each sentence.
            2) Repeat it, placing major stress on the underlined word.

1. Do you like fried chicken?
   Do you like fried chicken?
   Do you like fried chicken?
   Do you like fried chicken?

2. Children enjoy the higher swings.
   Children enjoy the higher swings.
   Children enjoy the higher swings.
   Children enjoy the higher swings.

3. Few trees were left standing.
   Few trees were left standing.
   Few trees were left standing.
   Few trees were left standing.
   Babies sometimes cry for milk.
   Babies sometimes cry for milk.
   Babies sometimes cry for milk.

5. The men in the pit hated him.
   The men in the pit hated him.
   The men in the pit hated him.
   The men in the pit hated him.

6. Four years is a long time.
   Four years is a long time.
   Four years is a long time.
   Four years is a long time.

7. The wind at night was annoying.
   The wind at night was annoying.
   The wind at night was annoying.
   The wind at night was annoying.

8. Interesting people are always there.
   Interesting people are always there.
   Interesting people are always there.
   Interesting people are always there.

9. Our choir was very good.
   Our choir was very good.
   Our choir was very good.
   Our choir was very good.

Exercise 32: Pitch

Directions: 1) Listen to each sentence.
   2) Repeat it. Notice relationship between pitch and punctuation.

1. They took them?
   They took them.

2. When are you leaving, Mary?
   When are you leaving Mary?

3. Whom do you like? Harry?
   Whom do you like, Harry?
   Why do you like Harry?

4. How can I write, my friend?
   How can I write my friend?

5. Where should he trade, ladies?
   Where should he trade ladies?
6. She despised him.
She despised him!
She despised him?

7. Always brush after eating, children.
Always brush after eating children.
Always brush after eating children?

8. Look.
Look!
Look?

9. Harry, the mole came back.
Harry the Mole came back.
Harry? The mole came back?
Harry the Mole came back?

10. He did marry, Lucy.
He did marry Lucy.
He did marry Lucy!

11. No one knows his name?
No one knows his name.
No one knows his name!

12. Last night I saw Mary Jo.
Last night I saw Mary, Joe.

Exercise 33: Juncture

Directions: 1) Listen to each sentence.
2) Repeat it. Notice the relationship between juncture and punctuation.

1. I knew; I had seen him.
I knew I had seen him.

2. Women, who never know the value of money, will buy anything.
Women who never know the value of money will buy anything.

3. He stopped screaming at her.
He stopped, screaming at her.

4. Doctors, who know the truth, agree with me.
Doctors who know the truth agree with me.

5. They bought the car, bed, and mattress.
They bought the car bed and mattress.

6. Athletes, who make money, are universally admired.
Athletes who make money are universally admired.
7. He said, "You are a fool."
   He said you are a fool.

8. My brother, living next door, has two bird dogs.
   My brother living next door has two bird dogs.

9. These were the winners: Mrs. Harrison; our neighbor,
   Jean Wilson; the Student Union; President McKinley,
   our gardener.
   These were the winners: Mrs. Harrison, our neighbor;
   Jean Wilson, the Student Union President; McKinley,
   our gardener.

10. Above the table needed painting.
    Above, the table needed painting.

11. I believe he replied. You are wrong.
    I believe he replied, "You are wrong."
    "I believe," he replied, "you are wrong."

12. She dislikes children who don't amuse her.
    She dislikes children, who don't amuse her.

13. He picked her up before the game started; John took her
    home.
    He picked her up; before the game started, John took
    her home.

14. Despising her friends always made a good excuse.
    Despising her, friends always made a good excuse.
    Despising her, friends, always made a good excuse.

Section 2
Laboratory Exercises

Exercise 1: Plural Nouns

Directions:  1) Listen to the singular and plural forms of
the noun.
   2) Repeat aloud the forms just as you have heard them, reading as you speak.
   3) Listen to the sentence.
   4) Repeat aloud the sentence, reading as you speak.

<table>
<thead>
<tr>
<th>Singular (one)</th>
<th>Plural (more than one)</th>
</tr>
</thead>
<tbody>
<tr>
<td>test</td>
<td>tests</td>
</tr>
<tr>
<td>We took five of those TESTS.</td>
<td></td>
</tr>
<tr>
<td>sentence</td>
<td>sentences</td>
</tr>
<tr>
<td>Some SENTENCES were omitted.</td>
<td></td>
</tr>
</tbody>
</table>
Singular | Plural
--- | ---
3. ghost | ghosts
There were many GHOSTS in the cemetery.
4. week end | week ends
We spent several WEEK ENDS on the coast.
5. car | cars
After he had passed a few CARS, he slowed down.
6. table | tables
Nobody in his right mind stacked the TABLES.
7. shoe | shoes
Someone used to leave his SHOES on my bed.
8. post | posts
They had cut five-hundred cedar POSTS before sunset.
9. interest | interests
What are your main INTERESTS?
10. watch | watches
If it were possible, I'd like to have two WATCHES.
11. match | matches
MATCHES are not needed in a modern kitchen.
12. glass | glasses
The tea GLASSES are on the left.
13. dentist | dentists
There are three DENTISTS in town.
14. tree | trees
Two sycamore TREES towered above the garage.
15. bicycle | bicycles
There used to be many BICYCLES on the campus.
16. shirt | shirts
Sport SHIRTS are his weakness.
17. leaf | leaves
The LEAVES were falling.
18. calf | calves
My neighbor's cow had twin CALVES.
19. stick | sticks
He piled up the STICKS and lighted them.
Singular                                      Plural
20. handkerchief  handkerchiefs
     I bought him some new HANDKERCHIEFS.
21. ship          ships
     The Titanic was thought to be the greatest of SHIPS.
22. pencil        pencils
     Sharpen your PENCILS before we begin.
23. sister        sisters
     The SISTERS took her into the convent.
24. task          tasks
     Numerous TASKS were waiting for her.
25. Negro         Negroes
     He based his statistics on the NEGROES in Louisiana.

Exercise 2: Pronoun Reference

Directions: 1) Listen to the sentence as you read it silently.
            2) Read the sentence aloud.
1. A PERSON has to fight HIS own battles.
2. NO ONE has HIS raincoat.
3. Sue yelled, "EVERYONE has to make HIS own hamburger!"
4. I see that SOMEONE has carved HIS initials on the desk.
5. Does ANYONE want ice in HIS coke?
6. NOBODY gave HIS seat to the old lady.
7. We know that EVERYBODY has HIS own work to do.
8. SOMEBODY left HIS footprints on the rug.
9. ANYBODY who is anybody eats HIS meals here.
10. When a PERSON has only one way out, HE takes it.
11. What would you do if NO ONE came to take HIS test?
12. I know that EVERYONE will keep HIS mouth shut.
13. Where could SOMEONE get HIS car washed?
14. Mrs. Dutton asked whether ANYONE could take HIS phonograph.
15. NOBODY enjoys having HIS tires slashed.
16. EVERYBODY and HIS uncle showed up.
17. I am going to ask SOMEBODY to take HIS motor.
18. If ANYBODY wants to ski, HE'LL have to bring HIS own skis.
19. When a PERSON reaches HIS eighteenth birthday, HE should know better.
20. She asked that NO ONE put HIS feet on the desks.
21. Why doesn't EVERYONE do HIS work as well as she?
22. I know SOMEONE who wants HIS house painted.
23. If ANYONE asks, tell HIM you don't know.
24. She thinks NOBODY has any money with HIM.
25. Our teachers instructed EVERYBODY to keep HIS books close by HIM.
26. SOMEBODY can get in this car, if HE wants to.
27. Does ANYBODY have a small snapshot of HIMSELF?
28. WHO wants cream in HIS coffee?
29. NO ONE in this office takes HIS work seriously.
30. Will EVERYONE pick up HIS tray and come into the kitchen?
31. Martha told us about SOMEONE who lost HIS arm that way.
32. WHOEVER came in the window cut HIS hand on the pane.
33. I'll take ANYONE who wants to make a living for HIS family.
34. NOBODY has to go if HE doesn't want to.
35. EVERYBODY in this family is interested only in HIMSELF.
36. I know SOMEBODY who had HIS tonsils removed when HE was twenty.
37. Practically ANYBODY can get HIS book printed.
38. There is not A PERSON here who saves half HIS salary.
39. I'm convinced that NO ONE will invest HIS money in the company.

40. EVERYONE in the room closed HIS book and left hurriedly.

Exercise 3: Possessive Noun Determiners

Directions: 1) Listen to the expression on the left. Repeat it aloud.
2) Listen to the expression on the right. Repeat it aloud.
3) Listen to the sentence, reading silently along with the recording. Repeat it aloud.

1. their help my family's help
   He needed my FAMILY'S help.

2. his car Father's car
   They have located FATHER'S car.

3. her dress Ann's dress
   ANN'S dress couldn't hide her skinned knees.

4. our motto my class' motto
   My CLASS' motto was absurd.

5. his anger Edward's anger
   Don't arouse EDWARD'S anger.

6. their choice the people's choice
   The PEOPLE'S choice was not the wisest one.

7. his box my uncle's box
   My UNCLE'S box of old coins was stolen.

8. their cabin the Joneses' cabin
   We stayed in the JONESES' cabin for over a week.

9. its tail the dog's tail
   He delighted in pulling the DOG'S tail.

10. her eyes the lady's eyes
    The LADY'S eyes were a clear grey.

11. his closet the doctor's closet
    Look in the DOCTOR'S closet.

12. our janitor my church's janitor
    The old man was my CHURCH'S janitor.
13. their laundry
   the boys' laundry
   The BOYS' laundry was burned in the dryer.

14. your bed
   your Highness' bed
   Your HIGHNESS' bed is ready.

15. its teeth
   a horse's teeth
   A HORSE'S teeth can indicate its age.

16. their families
    our soldiers' families
    They relay the information to our SOLDIERS' families.

17. his keys
    John's keys
    JOHN'S keys were lying on the desk.

18. her sister
    the girl's sister
    He dated the GIRL'S sister.

19. our games
    my school's games
    My SCHOOL'S games are already set for this fall.

20. his address
    the President's address
    We heard the PRESIDENT'S address to the Senate.

21. their rejecting
    the Senate's rejecting
    He was bitter about the SENATE'S rejecting Strauss.

22. its nest
    the bird's nest
    A REDBIRD'S nest is in our hedge.

23. their guidance
    our officials' guidance
    We need our OFFICIALS' guidance.

24. its shame
    our state's shame
    I blush at our STATE'S shame.

25. his insanity
    the king's insanity
    The KING'S insanity made him an incompetent ruler.

Exercise 4: Verb Agreement

1. I dress
   she dresses
   Evelyn DRESSES too slowly.

2. you choose
   he chooses
   The coach always CHOOSES his favorites.

3. we ask
   she asks
   My Aunt Martha ASKS about you often.
1. I dress she dresses
   Evelyn DRESSES too slowly.

2. you choose he chooses
   The coach always CHOOSES his favorites.

3. we ask she asks
   My Aunt Martha ASKS about you often.

4. they please it pleases
   It PLEASING him to make people angry.

5. I study nobody studies
   Nobody STUDIES his lesson when he can go swimming.

6. you sing she sings
   Maria Callas SINGS in Dallas next year.

7. we brush he brushes
   The artist then BRUSHES a thin lacquer on the embellishments.

8. they macerate he macerates
   He MACERATES the linen with water and acid.

9. we operate he operates
   Mr. Allen OPERATES a motel in San Antonio.

10. I answer someone answers
    If someone ANSWERS the question, I'll let you go.

11. you wash no one washes
    No one with any sense WASHES sugar.

12. we order everyone orders
    Everyone ORDERS her around like a slave.

13. they see everybody sees
    He is afraid everybody SEES his torn pants.

14. I chew she chews
    The cow CHEWS her cud every afternoon from one to three.

15. you push he pushes
    He is the type of person who PUSHES old ladies down stairs.

16. we worship he worships
    My brother practically WORSHIPS his new MG.

17. they cheat she cheats
    She wins because she CHEATS.
18. you consider nobody considers
Nobody CONSIDERS that aspect of the question.

19. I deny it denies
This law DENIES us our Constitutional rights.

20. we winnow he winnows
He WINNOWS out the chaff from the grain.

21. you undulate it undulates
The wave UNDULATES through space.

22. they wear he wears
He WEARS convex lenses.

23. I define he defines
My father DEFINES ecology as the study of the relationships of life.

24. you simper she simpers
I dislike her because she SIMPERS when she talks.

25. we publish it publishes
The Atlantic also PUBLISHES posthumous works.

Exercise 5: -ing Verbs as Nouns

Directions: Each sentence on this recording is heard twice.
1) The first time you hear the sentence, read silently along with it.
2) The second time you hear the sentence, read aloud with it.

1. I don't object to YOUR singing.

2. The reason HIS talking bothers me is that his grammar is bad.

3. MY asking for a glass was unforgivable.

4. Ann, YOUR whistling leaves something to be desired.

5. I don't mind HIS sleeping in class, but HIS snoring bothers me.

6. HER driving was as bad as Aunt Annie's.

7. OUR calling him prevented a strike.

8. THEIR whining and crying were too much.

9. JOHN'S shutting the door in his face was understandable.
10. My GRANDMOTHER'S snoring was a family joke.
11. We didn't understand the HORSE'S whinnying.
12. A librarian should encourage YOUR checking out books
13. It's like a POET'S asking for divine inspiration.
14. THEIR careless lending of money is bound to bankrupt them.
15. Mother objected to SUE'S writing to a complete stranger.
16. DAN'S coarse joking almost ruined the party last night.
17. The king has become notorious for HIS cursing.
18. The audience was entranced with ULANOVA'S dancing.
19. HIS writing a book is as impossible as MY doing it.
20. GAIL'S constant quarreling was the cause of HER being fired.
21. Father Norris was surprised at JOE'S coming to confession.
22. She objected to MY signing a contract because she was jealous.
23. PAUL'S playing football was of no concern to his family.
24. The department manager reported MARY'S cashing a postdated check.
25. I suggested YOUR playing the title role in The Hunchback of Notre Dame.
26. YOUR refusing to repeat these sentences aloud is very strange.
27. There was no answer to OUR knocking.
28. Only the WIND'S touching my face made me know it was no dream.
29. Father was angry at our NEIGHBOR'S eavesdropping.
30. YOUR climbing a tree won't save you from a whipping, young man.
Exercise 6: The Subjunctive

Directions: Each sentence on this recording is heard twice.
1) The first time you hear the sentence, read silently along with it.
2) The second time you hear the sentence, read aloud with it.

1. If she WEREN'T so stubborn, she would wear the old dress.
2. Nora acted as though I WERE crazy.
3. If I WERE interested in it, I'd buy tickets.
4. My uncle wishes he WERE twenty years younger.
5. He continued singing as if nothing WERE bothering him.
6. If I WERE she, I'd call immediately.
7. He spoke of carelessness as if it WERE a virtue.
8. I don't know whether or not she wishes she WERE thin.
9. If it WERE overloaded, the passengers would be uneasy.
10. If the new small cars WERE more comfortable, they'd cost more.
11. I wish I WERE swimming at Key West right now.
12. If I WERE he, I'd take the money first.
13. She treated me as though I WERE a child.
14. No one should wish he WERE crippled.
15. If Elizabeth WERE unmarried, who would succeed her?
16. Mrs. Nelson acted as though she WERE slightly tipsy.
17. The ambassador wishes this WERE his last visit.
18. If Alaska WERE not so cold, we might move there.
19. If she WERE my mother, I wouldn't mind her suggestions.
20. Dr. Stewart wishes his family WERE better educated.
21. What would you do if I WERE interested?
22. On the phone she sounded as though she WERE out of breath.
23. If he WERE less concerned with his car and more concerned with his books, he might get off probation.

24. I wish I WERE dead.

25. The woman turned on me as if I WERE trying to steal her child.

26. If my sister WEREN'T sick today, she'd be tearing up my books.

27. Old Mr. Dawson, our neighbor, wished the fence WERE higher.

28. If she WERE clean, we'd have kept her.

29. Jane went on with her tutoring as if she WERE not in love with Rochester.

30. If the number WERE limited and the supply WERE slow, we might be somewhat frightened.

Exercise 7: Introductory Adverb Subordinator Groups

Directions: 1) Listen to the sentence once, reading it silently along with the recording. Note that a comma comes at the pause after the introductory adverb group.

2) Repeat the sentence with the recording.

1. AFTER the cowboy had wet his boots, he started the long walk back to the fence.

2. WHEN you get there, knock three times and tell them Joe sent you.

3. ALTHOUGH Ruth was not in her room, it was obvious that she had been there.

4. IF I ever have an opportunity, I'm going to Africa.

5. AS the rope blew in the wind, Carson walked up the gallows.

6. AS SOON AS you get there, call me.

7. WHILE the commercial was on, we got some sherbert.

8. AFTER the children took their medicine, they went quietly to bed.

9. WHEN Mrs. Baker died, her nieces fought fiercely for the property.
10. ALTHOUGH the parakeet was brilliantly colored, he was completely silent.

11. IF I know Louise, she'll be back here by tomorrow afternoon.

12. AS SOON AS his chute opened, the crowd began to relax.

13. WHILE she baked the cake, he lay on a dirty quilt and slept.

14. AFTER the mob had disappeared, the little boy came out of hiding.

15. WHEN the rain had stopped, Mrs. Hughes wiped the smeared mascara with her white lace handkerchief.

16. ALTHOUGH he was an old man, he still had a great deal of energy.

17. IF I come tonight and throw a rock at the screen, come downstairs and let me in.

18. AS the rocket spun out of sight, the whole ramp collapsed.

19. AS SOON AS we get enough money, we are planning to build a swimming pool.

20. WHILE the town slept, three silent figures slipped along the front street.

21. AFTER we had gathered the eggs, he suggested we feed the pigs.

22. WHEN Miss Emma left Laurel, she took her girls, the chief source of gossip.

23. ALTHOUGH my father owned some land, it was lost when he died.

24. IF ever you need some help, don't hesitate to come to me.

25. AS the mockingbird jumped insanely, he sang a pure and intricate melody.

26. AS SOON AS the guests leave, get that spot off the rug.

27. WHILE the bells rang, the carolers waited in the snow.

28. AFTER you sell the bottles, go to the grocery store and buy a lemon.
29. WHEN she cries at night, we usually ignore her.

30. ALTHOUGH many people criticize him, he still thinks everyone loves him.

31. IF the meeting is in Memphis this year, our company will send us all.

Exercise 8: Common Misspellings

Directions: 1) Listen to the word on the left. Repeat it.
           2) Listen to the sentence. Repeat it.

1. THERE We went THERE to see them.
2. THEIR We went to THEIR house.
3. THERE THERE is no one here who can sing.
4. THEIR THEIR mother is very ill.
5. TOO I want to go, TOO.
6. TOO She is TOO old for you.
7. TO The hobo asked TO borrow our car.
8. TOO I didn't find it TOO large.
9. DOING What are you DOING?
10. DURING She left DURING the newsreel.
11. QUIET Everything was QUIET.
12. QUIET She was QUIET.
13. QUITE I'm not QUITE ready.
14. THAN Martha is prettier THAN her sister.
15. THEN THEN the lion closed its eyes.
16. AND There was a fight between Sue AND Ellen.
17. AN That put AN end to the free movies.
18. ALONG May I go ALONG with you?
19. ALONE She was frightened at being ALONE in the old house.
20. TOO TOO many people gossip around here.
21. WHOLE  This is the WHOLE truth.
22. WHOLESAIME  This is very WHOLESAIME food.
23. WHOLLY  She is WHOLLY innocent.
24. QUITE  She is QUITE innocent.
25. AN  I knew there was AN answer.
26. ALL RIGHT  Except for that, he is ALL RIGHT.
27. SITTING  I was SITTING alone at the table when he entered.
28. IT'S  Sit down and rest; IT'S early yet.
29. FINALLY  The prisoners were FINALLY released.
30. PROBABLY  She PROBABLY set it on the table.
31. LIE  Every time I LIE down, my ribbon comes loose.
32. ACCEPT  ACCEPT my apology for losing your pictures.
33. LYING  Arthur was LYING on the beach.
34. LOSE  She probably will LOSE her job.
35. COMING  Are you COMING to the dance?
36. QUIET  If you were doing it, be QUIET.
37. SURPRISE  During the week there were three SURPRISE bombings.
38. QUITE  No one has seen the house yet; it's QUITE new.
39. EVERY  EVERY girl should lose her inhibitions occasionally.
40. LAY  Finally the horse LAY still.
Section 3
Additional Exercises

Exercise 1: Singular and Plural Nouns

Directions: 1) Read each noun and sentence during listening and repeating.
2) Listen to the singular noun. Repeat it.
3) Listen to the plural noun. Repeat it.
4) Listen to the sentence. Repeat it.

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. map</td>
<td>maps</td>
</tr>
<tr>
<td>We got new road MAPS.</td>
<td></td>
</tr>
<tr>
<td>2. bat</td>
<td>bats</td>
</tr>
<tr>
<td>The BATS came out at night.</td>
<td></td>
</tr>
<tr>
<td>3. tack</td>
<td>tacks</td>
</tr>
<tr>
<td>We need white thumb TACKS.</td>
<td></td>
</tr>
<tr>
<td>4. myth</td>
<td>myths</td>
</tr>
<tr>
<td>She studied the MYTHS of Greece.</td>
<td></td>
</tr>
<tr>
<td>5. hedge</td>
<td>hedges</td>
</tr>
<tr>
<td>They planted new HEDGES.</td>
<td></td>
</tr>
<tr>
<td>6. line</td>
<td>lines</td>
</tr>
<tr>
<td>Two telephone LINES were clipped.</td>
<td></td>
</tr>
<tr>
<td>7. doll</td>
<td>dolls</td>
</tr>
<tr>
<td>The girls got DOLLS for Christmas.</td>
<td></td>
</tr>
<tr>
<td>8. fence</td>
<td>fences</td>
</tr>
<tr>
<td>Picket FENCES need to be painted white.</td>
<td></td>
</tr>
<tr>
<td>9. strawberry</td>
<td>strawberries</td>
</tr>
<tr>
<td>STRAWBERRIES grow well in pine straw.</td>
<td></td>
</tr>
<tr>
<td>10. bean</td>
<td>beans</td>
</tr>
<tr>
<td>Baked BEANS are good with barbecue.</td>
<td></td>
</tr>
<tr>
<td>11. step</td>
<td>steps</td>
</tr>
<tr>
<td>Climb the STEPS and turn left.</td>
<td></td>
</tr>
<tr>
<td>12. case</td>
<td>cases</td>
</tr>
<tr>
<td>I have taken three CASES today.</td>
<td></td>
</tr>
<tr>
<td>13. daisy</td>
<td>daisies</td>
</tr>
<tr>
<td>Your DAISIES are beautiful.</td>
<td></td>
</tr>
<tr>
<td>14. window</td>
<td>windows</td>
</tr>
<tr>
<td>The WINDOWS need washing.</td>
<td></td>
</tr>
</tbody>
</table>
15. head heads
   Two HEADS are better than one.

16. turn turns
   This road has many hairpin TURNS.

17. lake lakes
   There were two LAKES near the city.

18. refrigerator refrigerators
   We bought REFRIGERATORS for both apartments.

19. brick bricks
   A stack of BRICKS fell on the framework.

20. cloud clouds
   The CLOUDS moved in at dusk.

21. tire tires
   Leon has new TIRES on his car.

22. bid bids
   The BIDS have already been opened.

23. bird birds
   They flew like BIRDS in the wind.

24. extension extensions
   Our building needs four more telephone EXTENSIONS.

25. mower mowers
   The MOWERS cleared the fields.

Exercise 2: Irregular Plurals

Directions: 1) Read each noun and sentence during listen­ing and repeating.
   2) Listen to the singular noun. Repeat it.
   3) Listen to the plural noun. Repeat it.
   4) Listen to the sentence. Repeat it.

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. man</td>
<td>men</td>
</tr>
<tr>
<td>We want MEN who have registered.</td>
<td></td>
</tr>
<tr>
<td>2. child</td>
<td>children</td>
</tr>
<tr>
<td>The CHILDREN went to bed early.</td>
<td></td>
</tr>
<tr>
<td>3. deer</td>
<td>deer</td>
</tr>
<tr>
<td>There are many DEER in our fields.</td>
<td></td>
</tr>
</tbody>
</table>
4. goose
   Two fat GESE ran after her.
   geese

5. woman
   The WOMEN left us alone.
   women

6. alumnus
   We are ALUMNI of this school.
   alumni

7. phenomenon
   PHENOMENA like this are often reported.
   phenomena

8. alumna
   Three ALUMNAE met us at the gate.
   alumnae

9. fish
   Ed had a long string of FISH.
   fish

10. tooth
    My uncle had his TEETH pulled.
    teeth

11. mouse
    At night we heard MICE in the house.
    mice

12. parenthesis
    Enclose this material in PARENTHESES.
    parentheses

13. foot
    This is how they kept their FEET warm.
    feet

14. ox
    At that time OXEN were used for plowing.
    oxen

15. calf
    These are the spring CALVES.
    calves

16. datum
    Are your DATA correct?
    data

17. louse
    Men seldom write poems to LICE.
    lice

18. bath
    She left yesterday to take the BATHS.
    baths

19. trough
    Four TROUGHS weren't enough.
    troughs

20. stratum
    Discuss their STRATA of society.
    strata

21. candelabrum
    She spent her money on antique CANDELABRA.
    candelabra
22. criterion criteria
Those are the CRITERIA of a good adjustment.

23. mouth mouths
Their MOUTHS sagged in disbelief.

24. sheep sheep
The dog brought in the flock of SHEEP.

25. cherub cherubim
He has gone to join the CHERUBIM.

Exercise 3: Possessive Noun Determiners

Directions: 1) Read each noun and sentence during listening and repeating.
2) Listen to the first noun. Repeat it.
3) Listen to the possessive noun. Repeat it.
4) Listen to the sentence. Repeat it.

1. my aunt my aunt's clothes
My AUNT'S clothes were old fashioned.

2. nobody nobody's opinion
NOBODY'S opinion bothers me.

3. the waiter the waiter's coat
The WAITER'S coat was dirty.

4. everybody everybody's support
He will need EVERYBODY'S support.

5. every child every child's desk
Every CHILD'S desk ought to be refinshed.

6. no one no one's scholarship
NO ONE'S scholarship was revoked this year.

7. Mr. Lee Mr. Lee's book
I've just finished MR. LEE'S book about Rome.

8. anybody anybody's home
We can have it in ANYBODY'S home.

9. either student either student's paper
I will take either STUDENT'S paper.

10. someone someone's idea
This is SOMEONE'S idea of a joke.

11. the president the president's office
This letter came from the PRESIDENT'S office.
12. Gen. Grant  
Mark Twain published GEN. GRANT'S autobiography.

13. a lawyer  
A case can be won or lost by a LAWYER'S personality.

14. one worker  
One WORKER'S family never left the building.

15. salesman  
He was used to that SALESMAN'S pitch.

16. the cleaner  
The CLEANER'S deliverymen are a surly lot.

17. neither professor  
Neither PROFESSOR'S excuse was satisfactory.

18. a publisher  
A PUBLISHER'S chief problem is the author.

19. James Thurber  
She liked JAMES THURBER'S cartoons but not his stories.

20. her mother  
She hurt her MOTHER'S feelings.

21. our druggist  
Our DRUGGIST'S house was robbed.

22. Daisy Miller  
DAISY MILLER'S brother was losing his teeth.

23. your maid  
She is amused at your MAID'S vocabulary.

24. his wife  
He found his WIFE'S relatives entertaining.

25. no writer  
No WRITER'S task is ever finished.

Exercise 4: Possessive Plural Noun Determiners

Directions:  1) Read each noun and sentence during listening and repeating.
2) Listen to the first noun. Repeat it.
3) Listen to the possessive noun. Repeat it.
4) Listen to the sentence. Repeat it.
1. these victims these victims' eyes
   These VICTIMS' eyes are permanently damaged.
2. few doctors few doctors' offices
   Few DOCTORS' offices are this dreary.
3. several drivers several drivers' applications
   Several DRIVERS' applications were lost in the storm.
4. eight students eight students' papers
   Eight STUDENTS' papers had identical errors.
5. some salesmen some salesmen's conventions
   Some SALESMEN'S conventions start with a bang.
6. the members the members' families
   The MEMBERS' families are invited.
7. his uncles his uncles' hats
   His UNCLE'S hats were blown away.
8. many animals many animals' teeth
   Many ANIMALS' teeth are decayed.
9. both architects both architects' plans
   Both ARCHITECTS' plans are submitted.
10. two carhops two carhops' brothers
    Two CARHOPS' brothers got into a fight.
11. the cities the cities' problems
    The big CITIES' problems are all alike.
12. most babies most babies' eyes
    Most BABIES' eyes change colors.
13. those sailors those sailors' commanders
    Those SAILORS' commanders have ordered them aboard.
14. many principals many principals' schools
    The committee visited many PRINCIPALS' schools.
15. some gardeners some gardeners' employees
    Some GARDENERS' employees aren't in favor of unions.
16. the mechanics the mechanics' party
    The MECHANICS' Christmas party will be held in the hall.
17. several ladies several ladies' hats
   Several LADIES' hats were found outside.

18. all children all childrens' clothes
   All CHILDRENS' clothes are reduced.

19. her servants her servants' manners
   We were appalled by her SERVANTS' manners.

20. their correspondents their correspondents' reports
   Their CORRESPONDENTS' reports immediately stopped.

21. my neighbors my neighbors' yards
   My NEIGHBORS' yards are always neater than mine.

22. the firemen the firemen's coats
   The FIREMEN'S coats were aflame.

23. widows widows' pensions
   WIDOWS' pensions account for most of the money.

24. both girls both girls'
   Both GIRLS' speeches surprised the class.

25. three boys three boys' apartments
   Three BOYS' apartments were condemned.

Exercise 5: Pronoun and Determiner Reference

Directions: 1) Listen to the sentence.
           2) Repeat the sentence, noting the underlined
              pronoun and determiner.

1. Someone left his number for you to call.

2. One has to keep his strength up.

3. Everybody wanted his breakfast at eight.

4. I wonder whether anybody has his pen handy.

5. She asked everyone to close his window.

6. Anyone who has his wallet is always welcome.

7. I want no one to take his family.

8. Nobody left us his key.

9. The woman knew that everyone had his ticket.

10. If one wants his reward, he must work.
11. Anybody can do it if he wants to.
12. A person must take his chances.
13. When someone comes in, ignore him.
14. Since everyone had found his car, we left.
15. Nobody can take his work seriously in such a place.
16. She wanted somebody to bring his phonograph.
17. If anybody wants a drink, he can come get it.
18. He expects a person to own his home.
19. Every teacher ought to know his material.
20. Each person has his responsibility.
21. Neither student asked for his term paper.
22. They want someone who has his M.A.
23. If one realizes his obligation, he can work better.
24. They know when each employee wants his vacation.
25. Since everybody has his copy, we can begin.
26. Every man here wants to know about his assignment.
27. Nobody should feel that he is left out.
28. After someone had called his number, there was great confusion.
29. Does anyone need his ashtray emptied?
30. Everyone at the camp keeps his mind and hands busy.

Exercise 6: -s Form Verbs

Directions: 1) Listen to the base form of the verb. Repeat it.
2) Listen to the -s form of the verb. Repeat it.
3) Listen to the sentence. Repeat it.

1. see
   I know that he sees it.
2. **try** tries
   If she **tries** again, call me.

3. **eat** eats
   Everybody here **eats** watermelon.

4. **call** calls
   He **calls** her when there is time.

5. **advertise** advertises
   My company **advertises** in that paper.

6. **meet** meets
   His aunt always **meets** us at the train.

7. **snore** snores
   The oldest dog **snores**.

8. **sit** sits
   The last person to come in **sits** here.

9. **follow** follows
   I hope he **follows** your advice.

10. **wash** washes
    Our maid **washes** clothes by hand.

11. **need** needs
    Every child **needs** its mother.

12. **praise** praises
    John **praises** her at every opportunity.

13. **petition** petitions
    When the group **petitions**, we'll act.

14. **live** lives
    Nobody with cats **lives** in the neighborhood.

15. **ask** asks
    A student always **asks** me why.

16. **sing** sings
    Another tenor usually **sings** this aria.

17. **freeze** freezes
    When it **freezes**, the pipes burst.

18. **lie** lies
    I don't trust him because he **lies**.

19. **organize** organizes
    If the union **organizes** the men, we're lost.
20. pretend pretends
   They like a man who pretends ignorance.

21. celebrate celebrates
   Every Christmas Louise celebrates in excess.

22. wish wishes
   Someone wishes to see you.

23. write writes
   My brother writes a good letter.

24. mail mails
   The man in charge mails fifty packets a day.

25. push pushes
   When the ball appears, he pushes it back.

Exercise 7: Past Form Verbs

Directions: 1) Listen to the base form of the verb. Repeat it.
2) Listen to the past form of the verb. Repeat it.
3) Listen to the sentence. Repeat it.

1. slide slid
   The truck slid back down the hill.

2. ring rang
   Our telephone rang, but I couldn't answer it.

3. take took
   The boy next door took the flowers.

4. hit hit
   He hit the ball over the fence.

5. resist resisted
   The four women resisted arrest.

6. come came
   When dusk came, the four o'clocks opened.

7. spring sprang
   She sprang out suddenly, clawing.

8. set set
   They took the trick and set us.

9. lie lay
   He lay on his bed and howled.
10. begin began  
   I began laughing when I saw him.

11. rise rose  
   Harris always rose when a lady entered.

12. fly flew  
   Some geese flew over last night.

13. go went  
   She went to bed at eight o'clock.

14. draw drew  
   No one could tell when he drew a caricature.

15. raise raised  
   At dawn they raided the supply depot.

16. cling clung  
   The child clung to him crying.

17. get got  
   Some say he got what he deserved.

18. throw threw  
   I caught a fish but threw it back.

19. lay laid  
   Then he laid his hand down.

20. bet bet  
   Yesterday his wife bet him he wouldn't do it.

21. know knew  
   We could tell that she knew him.

22. sit sat  
   Larry sat on the bed and talked quietly.

23. bite bit  
   She bit her lip to hold back the laughter.

24. ride rode  
   As they rode along, he gradually gained speed.

Exercise 8: Forms of Adjectives and Adverbs

Directions:  1) Listen to the base form. Repeat it.
            2) Listen to the second form. Repeat it.
            3) Listen to the sentence. Repeat it.
1. bright brightest
He burned the brightest candle.

2. malicious most malicious
She is the most malicious gossip alive.

3. gaudy gaudier
Her clothes were gaudier every time she appeared.

4. tasteless more tasteless
Codfish is more tasteless than perch.

5. soft softer
It made her hair softer.

6. harmful more harmful
Ladders are more harmful than snakes.

7. gracious most gracious
He was the most gracious of hosts.

8. patient more patient
You must be more patient with him.

9. sick sickest
The sickest person aboard was Harold.

10. poor poorer
The poor get poorer and have children.

11. lucky luckiest
The luckiest coincidence was his having two dimes.

12. sad sadder
After his experience he was a sadder man.

13. peculiar most peculiar
That old lady is the most peculiar person on the block.

14. smoothly more smoothly
It ought to run more smoothly now.

15. slow slower
The slower you drive, the more dangerous you are.

16. accurately most accurately
It was the most accurately detailed map we had.

17. well better
You can do it better with some light.

18. calmly more calmly
She opened it more calmly the second time.
indignantly  most indignantly 
She responded, most indignantly, that she would not sing.

judiciously  more judiciously 
Build the steps more judiciously than your uncle did.

slowly  more slowly 
Pull it back more slowly.

emphatically  more emphatically 
He denied it more emphatically the third time.

quick  quicker 
He painted it quicker with a roller.

sincerely  most sincerely. 
They answered most sincerely that they would do it.

naturally  more naturally 
He is more naturally inclined toward the arts.

Exercise 9: Adjective Subordinator Groups

Directions: 1) Listen to the first sentence. Repeat it, noticing commas to mark double bar junction.

2) Listen to the second sentence. Repeat it, noticing the absence of commas.

1. That strange old woman, who hated us all, was his aunt.
That strange old woman who hated us all was his aunt.

2. We discovered the man, who had stolen the suit.
We discovered the man who had stolen the suit.

3. Cleo Allen, who lives here, is an old maid.
The Cleo Allen who lives here is an old maid.

4. The butler, whom I had suspected, turned out to be the spy.
The butler whom I had suspected turned out to be the spy.

5. He bought the house, where we had been living for ten years.
He bought the house where we had been living for ten years.

6. Uncle arrived on that day, when everyone had gone shopping.
Uncle arrived on that day when everyone had gone shopping.
7. The baker, whose account had not been paid, brought us into court.
The baker whose account had not been paid brought us into court.

8. They still owned a piano, which was not theirs either.
They still owned a piano which was not theirs either.

9. He called to the photographer, who took the pictures then.
He called to the photographer who took the pictures then.

10. My sister, whom I've not seen for three years, lives in Memphis.
My sister whom I've not seen for three years lives in Memphis.

11. The answer, which I wanted most, came on Thursday morning.
The answer which I wanted most came on Thursday morning.

12. The boys' grandfather, who works for the railroad, was born in Claiborne Parish.
The boys' grandfather who works for the railroad was born in Claiborne Parish.

13. I resigned that time, when no one else would.
I resigned that time when no one else would.

14. The assistant registrar, who knew her, let her register late.
The assistant registrar who knew her let her register late.

Exercise 10: Adverb Subordinator Groups

Directions: 1) Listen to the first sentence. Repeat it.
2) Listen to the second sentence. Repeat it, noticing juncture and punctuation.

1. Nobody knew me when I lived here.
   When I lived here, nobody knew me.

2. They left because you were rude to them.
   Because you were rude to them, they left.

3. Marie practiced whenever there was time.
   Whenever there was time, Marie practiced.

4. The rain had come before we realized it.
   Before we realized it, the rain had come.
5. She'll do it unless you tell her otherwise. Unless you tell her otherwise, she'll do it.

6. They had been in business before the depression came. Before the depression came, they had been in business.

7. Every rustler trembled when he walked by. When he walked by, every rustler trembled.

8. The bride came in after the candles were lighted. After the candles were lighted, the bride came in.

9. We kept busy filling glasses until everybody was gone. Until everybody was gone, we kept busy filling glasses.

10. The campers built a fire although the matches were gone. Although the matches were gone, the campers built a fire.

11. We made a reservation so that you would have a place. So that you would have a place, we made a reservation.

12. I won't tell you since you already know. Since you already know, I won't tell you.

13. I'll fry the bacon while you mix the pancakes. While you mix the pancakes, I'll fry the bacon.

14. They discovered his body after the fire was out. After the fire was out, they discovered his body.

15. We'll send you a report as soon as it comes in. As soon as it comes in, we'll send you a report.
Ideally, in an oral-aural teaching experiment one ought to have audiometer readings, vision test results, and IQ scores for all the students involved. Hearing and vision tests were not available for either of the experimental classes, however, and no comparative statistics on physical defects appear in this study. Psychological examination scores and English placement test scores were available. Every freshman entering Louisiana State University takes the American Council on Education Psychological Examination (called ACE hereafter), but since his score is recorded in percentile norms based on all Louisiana State University freshmen, the result is his academic aptitude score rather than his IQ. The English placement test is the Cooperative English Test, with a range of 20 to 113 possible points. A score of 45 or below places a student in English 1A, the remedial class.

The two following charts show the placement test score, the ACE raw score, the Louisiana State University percentile score on ACE, and the final grade of each student in Class I (the prescriptive grammar class) and in Class II (the laboratory class). Below each column is the class average.
<table>
<thead>
<tr>
<th></th>
<th>PT(^1)</th>
<th>Raw</th>
<th>ACE(^2)</th>
<th>LSU %ile</th>
<th>Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. S.A.</td>
<td>40</td>
<td>83</td>
<td>29</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>2. L.A.</td>
<td>47</td>
<td>102</td>
<td>60</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>3. A.C.</td>
<td>42</td>
<td>63</td>
<td>9</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>4. J.C.</td>
<td>44</td>
<td>103</td>
<td>61</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>5. M.C.</td>
<td>43</td>
<td>74</td>
<td>19</td>
<td>D</td>
<td></td>
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<tr>
<td>6. H.D.</td>
<td>40</td>
<td>84</td>
<td>34</td>
<td>F</td>
<td></td>
</tr>
<tr>
<td>7. G.E.</td>
<td>31</td>
<td>51</td>
<td>4</td>
<td>F</td>
<td></td>
</tr>
<tr>
<td>8. F.F.</td>
<td>38</td>
<td>46</td>
<td>2</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>9. C.F.</td>
<td>35</td>
<td>56</td>
<td>5</td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>10. H.H.</td>
<td>40</td>
<td>97</td>
<td>50</td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>11. W.H.</td>
<td>44</td>
<td>102</td>
<td>60</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>12. G.J.</td>
<td>35</td>
<td>72</td>
<td>17</td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>13. L.K.</td>
<td>36</td>
<td>67</td>
<td>12</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>14. C.L.</td>
<td>44</td>
<td>82</td>
<td>27</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>15. S.L.</td>
<td>35</td>
<td>68</td>
<td>13</td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>16. C.R.</td>
<td>44</td>
<td>89</td>
<td>43</td>
<td>B</td>
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</tr>
<tr>
<td>17. J.R.</td>
<td>45</td>
<td>73</td>
<td>18</td>
<td>F</td>
<td></td>
</tr>
<tr>
<td>18. M.T.</td>
<td>40</td>
<td>40</td>
<td>1</td>
<td>F</td>
<td></td>
</tr>
</tbody>
</table>

\[\text{Average: } 40.2 \times 75.1 \times 25.8 = 1.33^3\]

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\(^1\) Cooperative English Test, Single Booklet Edition, Form Z.

\(^2\) American Council on Education Psychological Examination, 1952 edition

\(^3\) This average arrived at by using these numeral values: B = 3, C = 2, D = 1, F = 0.
<table>
<thead>
<tr>
<th></th>
<th>PT</th>
<th>ACEACE Raw</th>
<th>ISU %ile</th>
<th>Final Grade</th>
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<tbody>
<tr>
<td>1.</td>
<td>J.B.</td>
<td>42</td>
<td>96</td>
<td>49</td>
</tr>
<tr>
<td>2.</td>
<td>L.D.</td>
<td>30</td>
<td>66</td>
<td>11</td>
</tr>
<tr>
<td>3.</td>
<td>H.D.</td>
<td>41</td>
<td>91</td>
<td>41</td>
</tr>
<tr>
<td>4.</td>
<td>J.F.</td>
<td>30</td>
<td>45</td>
<td>2</td>
</tr>
<tr>
<td>5.</td>
<td>C.G.</td>
<td>32</td>
<td>66</td>
<td>11</td>
</tr>
<tr>
<td>6.</td>
<td>K.G.</td>
<td>33</td>
<td>46</td>
<td>2</td>
</tr>
<tr>
<td>7.</td>
<td>H.H.</td>
<td>42</td>
<td>74</td>
<td>19</td>
</tr>
<tr>
<td>8.</td>
<td>A.K.</td>
<td>42</td>
<td>58</td>
<td>6</td>
</tr>
<tr>
<td>9.</td>
<td>T.L.</td>
<td>42</td>
<td>83</td>
<td>29</td>
</tr>
<tr>
<td>10.</td>
<td>J.M.</td>
<td>44</td>
<td>90</td>
<td>39</td>
</tr>
<tr>
<td>11.</td>
<td>G.M.</td>
<td>43</td>
<td>80</td>
<td>25</td>
</tr>
<tr>
<td>12.</td>
<td>J.R.</td>
<td>42</td>
<td>93</td>
<td>44</td>
</tr>
<tr>
<td>13.</td>
<td>P.R.</td>
<td>45</td>
<td>94</td>
<td>46</td>
</tr>
<tr>
<td>14.</td>
<td>M.R.</td>
<td>44</td>
<td>--</td>
<td>--*</td>
</tr>
<tr>
<td>15.</td>
<td>J.Sc.</td>
<td>26</td>
<td>102</td>
<td>60</td>
</tr>
<tr>
<td>16.</td>
<td>D.S.</td>
<td>42</td>
<td>65</td>
<td>10</td>
</tr>
<tr>
<td>17.</td>
<td>B.S.</td>
<td>39</td>
<td>56</td>
<td>5</td>
</tr>
<tr>
<td>18.</td>
<td>J.Sm.</td>
<td>36</td>
<td>79</td>
<td>24</td>
</tr>
<tr>
<td>19.</td>
<td>J. St.</td>
<td>33</td>
<td>77</td>
<td>22</td>
</tr>
<tr>
<td>20.</td>
<td>C.V.</td>
<td>35</td>
<td>--</td>
<td>--*</td>
</tr>
</tbody>
</table>

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>38.2</td>
<td>75.6</td>
<td>24.7</td>
<td>1.95</td>
</tr>
</tbody>
</table>

*No ACE scores available.*
These charts show that Class I had a higher placement test score average and a higher percentile average on ACE than did Class II, but the final grades for Class II averaged much higher than those for Class I. The final grade was based on grades of eleven themes written during the semester and a final theme. The grade distribution is as follows:

<table>
<thead>
<tr>
<th></th>
<th>Class I</th>
<th>Class II</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>C</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>D</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>F</td>
<td>4</td>
<td>0</td>
</tr>
</tbody>
</table>

I admit that grading, especially in a writing course, is subjective, but even subjectivity and my special interest in Class II cannot explain away the fact that their final grades were unusually high, that there were five B's and no failures.

Comparing a student from Class I with another from Class II who had the same placement test score or percentile score is not possible since, for example, one student in Class I made 42 on the placement test, but six students in Class II had the same score; three students in Class II had a percentile score ranging from 21 to 25, while no student in Class I was within that five point range. The two tables following, however, give some idea of comparative ACE percentile and placement test scores and the spread of grades within the classes.
<table>
<thead>
<tr>
<th>Placement test score</th>
<th>Class I</th>
<th>Class II</th>
</tr>
</thead>
<tbody>
<tr>
<td>26</td>
<td>--</td>
<td>D</td>
</tr>
<tr>
<td>28</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>27</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>29</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>30</td>
<td>--</td>
<td>C, D</td>
</tr>
<tr>
<td>31</td>
<td>F</td>
<td>--</td>
</tr>
<tr>
<td>32</td>
<td>--</td>
<td>D</td>
</tr>
<tr>
<td>33</td>
<td>--</td>
<td>B, C</td>
</tr>
<tr>
<td>34</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>35</td>
<td>D, D, D</td>
<td>C</td>
</tr>
<tr>
<td>36</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>37</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>38</td>
<td>C</td>
<td>--</td>
</tr>
<tr>
<td>39</td>
<td>--</td>
<td>B</td>
</tr>
<tr>
<td>40</td>
<td>C, D, F, F</td>
<td>--</td>
</tr>
<tr>
<td>41</td>
<td>--</td>
<td>C</td>
</tr>
<tr>
<td>42</td>
<td>C</td>
<td>B, C, C, D, D</td>
</tr>
<tr>
<td>43</td>
<td>D</td>
<td>B</td>
</tr>
<tr>
<td>44</td>
<td>B, C, C, C</td>
<td>C, C</td>
</tr>
<tr>
<td>45</td>
<td>F</td>
<td>B</td>
</tr>
<tr>
<td>46</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>47</td>
<td>C</td>
<td>--</td>
</tr>
<tr>
<td>LSU %ile range</td>
<td>Class I</td>
<td>Class II</td>
</tr>
<tr>
<td>----------------</td>
<td>---------</td>
<td>----------</td>
</tr>
<tr>
<td>1-5</td>
<td>C, D, F, F</td>
<td>B, C, C</td>
</tr>
<tr>
<td>6-10</td>
<td>C</td>
<td>C, D</td>
</tr>
<tr>
<td>11-15</td>
<td>C, D</td>
<td>D, D</td>
</tr>
<tr>
<td>16-20</td>
<td>D, D, F</td>
<td>B</td>
</tr>
<tr>
<td>21-25</td>
<td>--</td>
<td>C</td>
</tr>
<tr>
<td>26-30</td>
<td>C, C</td>
<td>C</td>
</tr>
<tr>
<td>31-35</td>
<td>F</td>
<td>--</td>
</tr>
<tr>
<td>36-40</td>
<td>--</td>
<td>C</td>
</tr>
<tr>
<td>41-45</td>
<td>B</td>
<td>C, C</td>
</tr>
<tr>
<td>46-50</td>
<td>D</td>
<td>B, D</td>
</tr>
<tr>
<td>51-55</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>56-60</td>
<td>C, C</td>
<td>D</td>
</tr>
<tr>
<td>61-65</td>
<td>C</td>
<td>--</td>
</tr>
</tbody>
</table>

In addition to the tabulation of comparative test scores for both classes, a record was kept of the rather surprising results of a writing experiment in Class II. It had been my impression from reading, talking to other teachers, and observing my students that one of the major problems of poor English students is that they find it physically difficult to go through the motions of putting words on paper, that unaccustomed to writing they have not developed the coordination of mind and hand it requires. For four consecutive class meetings near the middle of the semester I had the students in Class II write for five minutes on simple topics like "Early Classes" or "My Family." They were instructed to write as many words as
possible without frenzy, to pay no attention to mechanics or content. A record was kept of the number of words each student wrote and of his spelling errors, comma splices, subject-verb agreement errors, and sentence fragments. I had planned to continue this experiment until the end of the semester, expecting that at first the students' writing would be brief and that later facility in putting down words would increase. It soon became apparent that continuing would not be necessary. These are the numbers of words the students in Class II wrote for the four impromptu five minute paragraphs:
<table>
<thead>
<tr>
<th>Student</th>
<th>Paragraph 1</th>
<th>Paragraph 2</th>
<th>Paragraph 3</th>
<th>Paragraph 4</th>
<th>Average Number of words</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>98</td>
<td>104</td>
<td>100</td>
<td>107</td>
<td>102</td>
</tr>
<tr>
<td>2</td>
<td>69</td>
<td>102</td>
<td>82</td>
<td>108</td>
<td>90</td>
</tr>
<tr>
<td>3</td>
<td>100</td>
<td>85</td>
<td>76</td>
<td>85</td>
<td>87</td>
</tr>
<tr>
<td>4</td>
<td>41</td>
<td>84</td>
<td>94</td>
<td>90</td>
<td>77</td>
</tr>
<tr>
<td>5</td>
<td>96</td>
<td>85</td>
<td>67</td>
<td>103</td>
<td>88</td>
</tr>
<tr>
<td>6</td>
<td>80</td>
<td>64</td>
<td>45</td>
<td>80</td>
<td>67</td>
</tr>
<tr>
<td>7</td>
<td>165</td>
<td>128</td>
<td>94</td>
<td>162</td>
<td>137</td>
</tr>
<tr>
<td>8</td>
<td>96</td>
<td>99</td>
<td>113</td>
<td>116</td>
<td>106</td>
</tr>
<tr>
<td>9</td>
<td>109</td>
<td>112</td>
<td>92</td>
<td>93</td>
<td>102</td>
</tr>
<tr>
<td>10</td>
<td>99</td>
<td>122</td>
<td>147</td>
<td>108</td>
<td>119</td>
</tr>
<tr>
<td>11</td>
<td>87</td>
<td>130</td>
<td>110</td>
<td>124</td>
<td>113</td>
</tr>
<tr>
<td>12</td>
<td>94</td>
<td>89</td>
<td>100</td>
<td>100</td>
<td>96</td>
</tr>
<tr>
<td>13</td>
<td>109</td>
<td>117</td>
<td>65</td>
<td>119</td>
<td>103</td>
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<tr>
<td>14</td>
<td>75</td>
<td>59</td>
<td>71</td>
<td>72</td>
<td>64</td>
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<tr>
<td>15</td>
<td>92</td>
<td>97</td>
<td>101</td>
<td>78</td>
<td>92</td>
</tr>
<tr>
<td>16</td>
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<td>85</td>
<td>79</td>
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<td>17</td>
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<td>20</td>
<td>112</td>
<td>90</td>
<td>115</td>
<td>100</td>
<td>104</td>
</tr>
</tbody>
</table>

Class average: 95.7

The results indicate that the student who averaged 137 words in five minutes could compose (uncorrected) 1,370 words in a fifty minute class period, that the slowest could write 640 words in fifty minutes, and
that the average would be 957 words. This is hypotheti
cal of course since fatigue of writing rapidly for an
extended period of time would decrease the number of
words. The experiment does indicate, however, that the
mere physical action of writing is not a problem for
most students.

Even more interesting than the number of words
written was the tabulation of the class' gross errors in
the four rapidly written paragraphs:

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Misspellings</td>
<td>45</td>
<td>62</td>
<td>40</td>
<td>38</td>
</tr>
<tr>
<td>Comma splices</td>
<td>3</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Agreement errors</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Sentence fragments</td>
<td>2</td>
<td>0</td>
<td>5</td>
<td>0</td>
</tr>
</tbody>
</table>

Since these same errors continued to appear in the longer
papers which the class was writing, I cannot explain the
erratic increase and decrease of gross errors in the
paragraphs.

The various tabulations in this chapter indicate
these general conclusions about the experiment reported
here: 1) Language can be taught effectively to college
freshmen by patterns reinforced with numerous listening
repeating exercises. 2) The mimic method of learning
English structure improves writing more than prescrip-
tive grammar lessons do. 3) The failure of many fresh-
men to write the required number of words in a class
period is a result of the inhibitive restrictions of
the attempt to secure coherence and grammatical correctness and is not caused by the physical inability to coordinate mind and pen.
SELECTED BIBLIOGRAPHY


Faust, George P. "Basic Tenets of Structural Linguistics," College Composition and Communication, IV (December, 1953), 122-125.


Hughes, John P. "Language Laboratory," Catholic School Journal, LVIII (September, 1958), 63-68.


VITA

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EXAMINATION AND THESIS REPORT

Candidate: Carroll Y. Rich
Major Field: Linguistics
Title of Thesis: An Aural-Oral Experiment in Freshman English

Approved:

[Signatures]

Major Professor and Chairman
Dean of the Graduate School

EXAMINING COMMITTEE:

[Signatures]

Date of Examination:

December 15, 1961